



Ardenne High School



GRADE 9

Curriculum Guide

Published by Ardenne High School

©January 2018

INTRODUCTION

The Ardenne High School Grade Nine Curriculum Guide is a joint effort of the Senior Management Team lead by the Principal and the academic staff over the past year. This curriculum guide is designed to give the parents and guardians of Grade 9 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 9 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: JANUARY - FEBRUARY	SEMESTER TWO: FEBRUARY - JUNE
Term 1 September - December	Term 2 January - March
	Term 3 April - June

ASSESSMENT

TYPES	WEIGHTING
Homework	20
Classwork	30
Unit test	50

TABLE OF CONTENTS

- **Business Department**
 - Business Basics 4 - 12
- **English Department**
 - English Language 13 - 19
 - English Literature 20 -26
- **Geography Department**
 - Geography 27 - 54
- **Guidance** 55 -59
- **History Department**
 - History& Civics..... 60 - 78
 - Religious Education..... 79 - 91
- **Mathematics Department**
 - Mathematics..... 92 - 100
- **Modern Languages Department**
 - French..... 101 - 112
 - Spanish 113 - 124
- **Sports Department**
 - Physical Education..... 125 - 134
- **Science Department**
 - Biology..... 135 - 142
 - Chemistry..... 143 - 149
 - Physics 150 - 155
 - Agricultural Science 156 - 161
- **Technical and Vocational Department**
 - Food and Nutrition 162 - 167
 - Technical Drawing..... 168 - 171

BUSINESS BASICS



Aims of the Grade 9 Business Basics Curriculum

The unit introduces students to the resources and technology invented for use in the business environment. They will examine the definitions of the terms resources and technology in a business context and identify the types utilized in business. Additionally, they will explore the advancements that have been made and evaluate new features and functions as well as the skills and knowledge that are required to utilize the modern equipment. Students will also develop an understanding of the relationship between resources and technology and their contribution to business activities. They will use their creative and innovative abilities to suggest developments to resources that will satisfy needs or solve some basic problems experienced by businesses.

Range of Content

What are the key concepts, skills and knowledge students will learn in this subject?

- Definition of terms e.g. resources, technology, human resources, non-human resources,
- Relationship between resources and technology
- Role of resources and technology in business operations
- Types of resources and technology utilized in the business environment
- Classification of resources
- Classification of technology
- Difference between human and non-human resources
- Advancements/improvements made to business resources
- Incorporation of accounting concepts into day to day business operations

SEMESTER 1 (September – February) and SEMESTER 2 (March – June)

	Duration	Topic	Specific Objectives	Suggested Teaching/Learning Strategies	Assessment
Unit			Students should be able to:		
Unit 1.1: Types of Business Ownership Term One: September - January	2 weeks	1. Reasons for starting a business 2. Types of Business Ownership <ol style="list-style-type: none"> Sole Trader Partnership Companies (Limited and Unlimited) 3. Sources of capital for each type of business 4. Role of Financial Institutions as a source of capital 5. Advantages and Disadvantages of each type of business. 6. Basic skills required to start a business.	1. Define the terms business, capital, liability, limited liability, unlimited liability, collateral, loan 2. Discuss the reasons for starting a business 3. Identify three types of business ownership 4. Describe the features of each type of business ownership 5. Discuss the various sources of raising capital for each type of business ownership. 6. Discuss the role of financial institutions as a source of capital 7. Discuss the advantages and disadvantages of each type of business ownership 8. Suggest the factors which influence the choice of business 9. Identify the basic skills and qualification required to operate a business.	<ul style="list-style-type: none"> ❖ Critique business names to determine the type of ownership e.g. Grace Kennedy Ltd., J & J Garage, Juici Patties ❖ Listen to a video or guest presentation or conduct interviews with individuals who operate any type of business outlining the reasons for operating business, type of business operated, legal requirements for establishing the type of business, advantages and disadvantages of operating the types of business. 	<ul style="list-style-type: none"> ❖ Types of business ownerships correctly defined. ❖ Reasons for operating business, features of each type of business, sources of raising capital for each type of business, advantages and disadvantages. ❖ Sources of raising capital.

	Duration	Topic	Specific Objectives	Suggested Teaching/Learning Strategies	Assessment
Unit			Students should be able to:		
1.2: Resources used in Production (PROJECTION)	2 weeks	<ol style="list-style-type: none"> 1. Definition of key terms 2. Factors of Production 3. Utilization of Factors of Production 4. Category of workers 5. Renewable vs. Non-renewable resources 	<ol style="list-style-type: none"> 1. Define key terms production, factors of production, natural resources (land), human resources (labour), capital resources, enterprise, goods and services. 2. Identify the factors of production 3. Explain the importance of each factor of production. 4. Discuss how the factors of production are utilized in the creation of goods and services. 5. Explain each category of workers as unskilled, semi-skilled, skilled or professional 6. Identify natural resources and their related industries. 7. Differentiate between renewable and non-renewable resources used in production. 8. Classify items as renewable or non-renewable resources. 9. Create a business model for a product and apply the factors of production to the creation of a product. 	<ul style="list-style-type: none"> ❖ In groups, select the factors of production that would be required for a specific economic activity for example printing of T-Shirts for sale, grocery store, an internet café. ❖ The following should be explained; natural resources to be used should be classified as renewable or non-renewable; jobs functions to be performed should be classified according to skill, attitude and values, skills and attitude, profits to be made (mark-up and margins), pricing. 	<ul style="list-style-type: none"> ❖ Correct definition of terms 'good' or 'service'. ❖ Listing of companies that produce goods and services. ❖ Classification of factors of production ❖ Factors of production correctly defined

	Duration	Topic	Specific Objectives	Suggested Teaching/Learning Strategies	Assessment
Unit			Students should be able to:		
1.3: Banking Services	2 weeks	<ol style="list-style-type: none"> 1. Definitions of Key terms associated with banking 2. Services provided by Banks 3. Advantages of a cheque 4. Parts of a cheque 5. Safety guidelines for drawing cheques 6. Benefits of ATMs 	<ol style="list-style-type: none"> 1. Define the terms: commercial banks, bank deposits, cheques cash, notes, withdrawal, deposits, lodgment, currency memorandum, automatic banking, Personal Identification Number (PIN), debit card and credit cards, 2. Identify services provided by banks to businesses 3. Discuss the advantages of using cheques in business transactions. 4. Explain the parts of a cheque. 5. Discuss the safety guidelines for drawing cheques. 6. Fill in appropriate information in a blank cheque from given scenarios. 	<ul style="list-style-type: none"> ❖ View samples of documents that business owners use to transact business at the commercial banks for example cheque, withdrawal and deposit slips. Analyze the documents to determine their purposes. ❖ Watch video presentations or observe flow chart or listen to a presentation from a class member on the procedures for using an automated teller/banking machine. ❖ Discuss the safety guidelines for drawing cheques and other documents ❖ Cut out advertisements for jobs in the banking field from newspaper, magazine or retrieve from online 	<ul style="list-style-type: none"> ❖ Cheque correctly labelled. ❖ Correct completion of blank cheque using information provided. ❖ Safety consideration when using cheque. ❖ Explain correct procedures for using the ATM

			<ol style="list-style-type: none">7. Discuss the benefits of an Automated Teller Machine/online banking to a business.8. Explain the procedures for using an Automated Teller Machine (ATM)/online banking.9. Outline the safety consideration for using an ATM/online banking.10. Identify the careers, skills and training, associated with banking services ICT.	<p>sources. Paste clips in manuscript and use the information to create a table showing the careers in the banking industry, qualification and job functions.</p> <p style="text-align: center;">UNIT TEST 1</p>	
--	--	--	--	---	--

	Duration	Topic	Specific Objectives	Suggested Teaching/Learning Strategies	Assessment
Unit			Students should be able to:		
1.4: Introduction to basic Accounting terms and Records	7 -9 weeks	<ol style="list-style-type: none"> 1. Main users of accounting 2. Accounting vs. Book-keeping 3. Simple accounting terms: assets, liability, capital 4. Classify resources into assets, liabilities and capital 5. Accounting Equation 	<ol style="list-style-type: none"> 1. Explain the purpose of accounting 2. Identify the main users of accounting and how they use accounting information 3. Explain simple accounting terms relevant to business transactions. 4. Differentiate between accounting and book-keeping 5. Classify resources as assets, liability and capital as relevant to business 6. Discuss the relevance of the accounting equation to a business 7. Apply mathematical operation to re-arrange the accounting equation to find the missing figure. 8. Calculate the asset, liability and capital of a business using the balance sheet equation. 	<ul style="list-style-type: none"> ❖ View a video or PowerPoint presentation or listen to guest presentation on the purposes and users of accounting information. ❖ In groups conduct research online or use textbooks to identify the basic terms associated with accounting e.g. bookkeeping, assets, capital, liabilities, credit, debit etc. ❖ Interview teachers in the school or surrounding communities to determine what is owned and what is owed. ❖ Participate in teacher-led discuss to understand the relevance of accounting equation of Asset = Liability (A = L) to a business. ❖ Watch video presentation illustrating the concept of the 	<ul style="list-style-type: none"> ❖ Correct definition of key terms relevant to accounting transactions. ❖ Correctly differentiate between accounting and book-keeping. ❖ Correct calculation of the assets, liabilities and capital for a given scenario. ❖ Students are able to prepare simple T accounts from scenarios given.

UNIT TEST 2

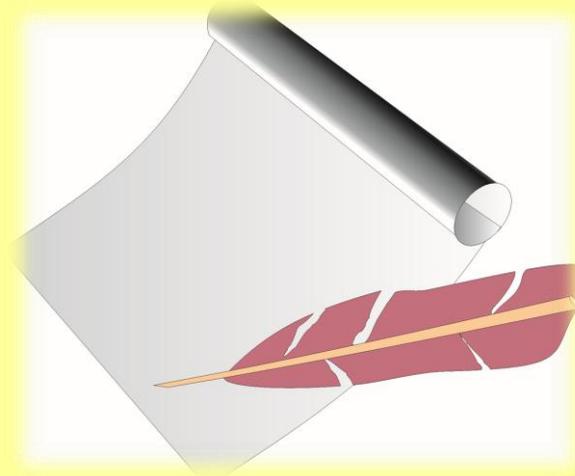
accounting equation to further reinforce concept

- ❖ Record examples of assets, liabilities and capital mentioned in the video presentation.
- ❖ Solve simple problems to calculate the asset, liability or capital for a given transaction.
- ❖ Simulate a business of their own and prepare a report to include the following:
 - a. list of the assets, liabilities and capital of the business
 - b. pictures to illustrate the assets of the business
 - c. a simple balance sheet showing the value assets, liabilities and capital
(accounting equation should be used to create a balance, $\text{Assets} = \text{Liabilities} + \text{capital}$)
 - d. Use scenarios that will help students understand debit vs. credit.
 - e. Prepare double entry transactions.

STUDENT ASSESSMENTS PER TERM INCLUDES:

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

ENGLISH LANGUAGE



UNIT/THEME	DURATION	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
TERM ONE			Students should be able to:		
Theme 1: Heritage-Connecting Past, Present, Future.	5 weeks	Persuasive Writing	<ol style="list-style-type: none"> 1. Define Persuasive Writing 2. Identify the features and devices of persuasive writing 3. Employ persuasive devices accurately and effectively in different contexts 	<ul style="list-style-type: none"> ❖ Writing a blog, a collage, poetry, advertisements ❖ Students will work collaboratively to develop and deliver a presentation to persuade their peers about a chosen topic relevant to the theme ❖ Commercials ❖ Panel Discussion ❖ Debate 	<ul style="list-style-type: none"> ❖ Students will write a Letter to the Editor ❖ Students will participate in a classroom debate competition
Theme 1: Heritage-Connecting Past, Present, Future.		Grammar: Pronouns	<ol style="list-style-type: none"> 1. Identify and differentiate between the various types of pronouns. 2. Employ their knowledge about types of pronouns in persuasive writing. 3. Work cooperatively in groups to complete tasks about types of pronouns in collaboration with the theme. 	<ul style="list-style-type: none"> ❖ Oral discussions and interactive games to identify and practice using nouns and pronouns. ❖ Completing activities in a workbook or on worksheets with a focus on sentence structure within the persuasive writing theme. 	<ul style="list-style-type: none"> ❖ Oral discussions and participation in group activities. ❖ Workbook activities and worksheets. ❖ Students will write a friendly letter about the topic.
		Nouns	<ol style="list-style-type: none"> 1. Identify and differentiate between the various types of nouns. 		

			<ol style="list-style-type: none"> 2. Employ their knowledge about types of nouns to persuasive writing. 3. Work cooperatively in groups to complete tasks about types of noun in relation to the theme. 	<ul style="list-style-type: none"> ❖ Worksheets with nouns ❖ Unscramble words and sentences 	<ul style="list-style-type: none"> ❖ Students will complete Workbook activities.
		<p>Comprehension Context Clues</p> <p>Main Idea</p>	<ol style="list-style-type: none"> 1. Use context clues to arrive at implied ideas. 2. Use their own words to convey facts stated explicitly. 3. Work cooperatively in small groups to identify facts stated explicitly <ol style="list-style-type: none"> 1. Read given paragraphs and identify the main ideas. 2. Explain the distinction between main and subordinate ideas. 3. Select examples of relevant subordinate ideas to match main ideas while listening respectfully to each other's responses 	<ul style="list-style-type: none"> ❖ Play the "Guess Who" game ❖ Read comprehension passages <ul style="list-style-type: none"> ❖ Students will be asked to give a summary of their daily activities. ❖ Dramatic reading of paragraphs 	<ul style="list-style-type: none"> ❖ Complete Comprehension activities from <u>English for All</u> ❖ Complete summary activities from <u>English for All</u>.

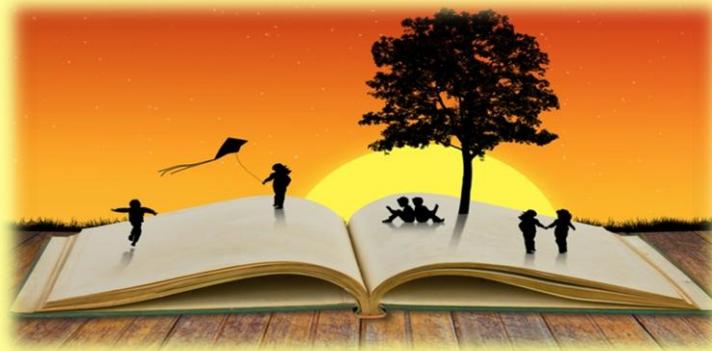
Theme 2: Refining My Character	6 weeks	Expository Writing	<ol style="list-style-type: none"> 1. Define Expository Writing 2. Differentiate the different types of expository writing 3. Identify the different features of each type of expository writing 4. Discuss the features of cause and effect. 5. Discuss the effects of sequencing 6. Discuss the features of compare and contrast 7. Write effective expository essays 	<ul style="list-style-type: none"> ❖ Research project ❖ Fashion show ❖ Blogging ❖ Video ❖ Critique ❖ Panel discussions ❖ Oral presentations 	<ul style="list-style-type: none"> ❖ Students will work in groups to create a Portfolio of all 4 types of Expository Writing
		Grammar: Subject and Predicate	<ol style="list-style-type: none"> 1. Identify and differentiate between the simple and complete subject and predicate. 2. Employ their knowledge about types of subject and predicate to expository writing. 3. Work cooperatively in groups to complete tasks about types of subject and predicate in collaboration with the theme. 1. Identify and differentiate between transitive and intransitive verbs. 	<ul style="list-style-type: none"> ❖ Role play ❖ Writing paragraphs while applying the rules. 	<ul style="list-style-type: none"> ❖ Students will complete workbook activities. ❖ Students will create sentences using subject and predicate

		Transitive and Intransitive Verbs	<ol style="list-style-type: none"> Employ their knowledge about types of transitive and intransitive verbs to expository paragraph writing. Work cooperatively in groups to complete tasks about transitive and intransitive verbs in collaboration with the theme. 		
		Comprehension	<ol style="list-style-type: none"> Explain the difference between denotative and connotative language. Answer comprehension questions about the denotation of certain expressions while assessing their parents' attitudes. Use their general knowledge to give the connotation of certain expressions 	<ul style="list-style-type: none"> ❖ Active discussions ❖ Games 	Responding to questions at various levels
		Denotative and Connotative Language	<ol style="list-style-type: none"> Define and differentiate synonyms and antonyms Use their knowledge of antonyms and synonyms to help them decipher the meaning of comprehension passages. Create sentences with synonyms and antonyms in relation to the topic. 	<ul style="list-style-type: none"> ❖ Vocabulary pool ❖ Synonym and Antonym games 	
		Antonyms and Synonyms			

TERM 2			Students should be able to:		
Theme 3: Establishing Healthy Relationships	5 weeks	Descriptive Narrative	<ol style="list-style-type: none"> 1. Define descriptive narrative 2. Understand the importance of the use of adjective and adverbs in descriptive Writing 3. Identify the figurative devices used in descriptive writing 4. Identify the four aspects of narrative writing 5. Employ both descriptive and narrative elements to effectively compose a descriptive narrative essay 	<ul style="list-style-type: none"> ❖ Cartoon Strips ❖ Students will create a mood board or visual collage based on a given descriptive passage. ❖ Students will be given a picture and create a Venn diagram to compare/contrast different descriptive elements. ❖ Students will create a "missing person" or "wanted" poster using vivid descriptive language. 	Descriptive Writing essay
FIRST SEMESTER EXAMINATIONS(until Feb 14)					
Theme 4: Defining my destiny	5 weeks	Business letter Writing	<ol style="list-style-type: none"> 1. Provide examples of appropriate contexts for the use of business letters 2. Identify the components of the business letter format 3. Differentiate between the two types of business letter formats 4. Explain what a memo is 5. Identify the parts of a memo 6. Use the appropriate tone and diction for business and memo documents 7. Use the 5 W's in writing effective business letters and memo 	<ul style="list-style-type: none"> ❖ Word Phrase Puzzles ❖ Commercials ❖ Panel Discussion ❖ Debate ❖ Role-playing scenarios such as a job interview or a customer complaint. 	<ul style="list-style-type: none"> ❖ Job Application Letter ❖ A written memo

Term 4			Students should be able to:		
Theme 5: The 21st Century Learner	4 weeks	Summary Writing	<ol style="list-style-type: none"> 1. Identify and explain what a summary is. 2. Discuss the parts of a summary. 3. Identify and explain the importance of a summary. 4. Utilize various summary techniques such as paraphrasing. 5. Delete all excess information from passages. 6. Construct a proper summary of a literature. 	<ul style="list-style-type: none"> ❖ Complete paraphrasing activities ❖ Students will create a 'storyboard' or 'graphic organizer' to identify the main points of a passage before writing the summary. ❖ Collaborative activity where students read a long article and work in groups to create a concise summary. 	<ul style="list-style-type: none"> ❖ Summary of a selected literature piece.
Unit test					
The 21st Century Learner	5 weeks	Collection of all four types of writing	<ol style="list-style-type: none"> 1. Identify and explain all forms of writing- providing examples. 2. Discuss the roles and importance of all types of writing discussed and how they are necessary for the growth and development of an individual. 3. Express why these forms of writing are necessary to be taught. 	<ul style="list-style-type: none"> ❖ Students will create a portfolio showcasing examples of their persuasive, descriptive, informative, and business writing. ❖ Students will present their portfolio to the class, explaining their choices and what they learned. 	<ul style="list-style-type: none"> ❖ A writing portfolio and an oral presentation.

ENGLISH LITERATURE



	TOPIC	DURATION	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
<u>TERM 1:</u> <u>SEPTEMBER</u> <u>TO JANUARY.</u>			Students should be able to:		
UNIT/ THEME					
Unit 1, Theme: Heritage-Connecting Past, Present and Future. September-January	Heritage in the Jamaican Secondary Education system. <i>Text: Inner City Girl</i> <i>Prose/Short Story: The Two Grandmothers</i>	2-3 weeks.	<ol style="list-style-type: none"> 1. Define Heritage/Education. 2. Identify at least (2) ways in which heritage affects education in today's society. 3. Discuss three aspects of culture relevant to education. 	<ul style="list-style-type: none"> ❖ Group Presentations. ❖ Pictorials ❖ Advertisements ❖ Editorials. 	<ul style="list-style-type: none"> ❖ Critique of the role of heritage in the education sector- personal journal responses
	Role of Background Knowledge <i>Text: Inner City Girl</i>	2 weeks	<ol style="list-style-type: none"> 1. Provide background information about the author. 2. Identify the genre of the novel. 3. Discuss the purpose of the blurb, cover of the book 	<ul style="list-style-type: none"> ❖ Group presentation ❖ Oral presentation ❖ Pictorial presentations ❖ Research 	<ul style="list-style-type: none"> ❖ Biography of the author. ❖ Personal revised version of the cover with respect to heritage

	<i>Poem: Dreaming Black Boy</i>		<p>and the introductory chapters.</p> <ol style="list-style-type: none"> 4. Comment on the attitude of the persona from the poem. 5. Discuss the impact of discrimination. 6. Explain the effectiveness of two poetic devices. 		
	<p>Characterization</p> <p><i>Revision of both POEM AND SHORT STORY.</i></p>	2 weeks	<ol style="list-style-type: none"> 1. Define the term characterization 2. Identify and explain the types of characters. 3. Identify the types of characters found in the novel. 4. Comment on the role of each character. 	<ul style="list-style-type: none"> ❖ Pictorial ❖ Group work ❖ Songs/ poems ❖ Comic strips 	<ul style="list-style-type: none"> ❖ Identify at least one of each type of character taught in the novel, <i>Inner City Girl</i>, giving reasons for each. ❖ Create a short play involving at least 2 types of characters taught.
Unit 2, Theme: Refining my Character	<p>Themes/ Symbols/ Irony</p> <p><i>Text: Inner City Girl – Colleen Smith-Dennis</i></p>	2 -3 weeks	<ol style="list-style-type: none"> 1. Define themes, irony and symbols 2. Understand the importance of the use of themes, symbols, and irony and how they contribute to the development of the plot. 3. Identify the different categories of themes. 4. Discuss at least three themes present in the novel and the story. 	<ul style="list-style-type: none"> ❖ Cartoon Strips ❖ Watching a video and create a Venn diagram ❖ Debate ❖ Panel Discussion 	<ul style="list-style-type: none"> ❖ Students should work in groups to create Inter-Chapter theme Posters inclusive of symbols. ❖ Rewrite the ending of the story.

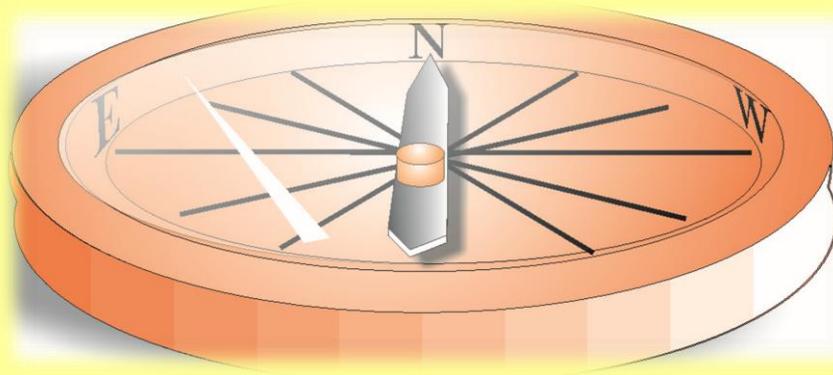
	<i>Prose/Short story: Blood Brothers.</i>		<ol style="list-style-type: none"> 5. Comment on the relationship between the brothers in the story. 6. Discuss the use of irony in the story. 		
	<p>Plot</p> <p><i>Text: Inner City Girl – Colleen Smith-Dennis</i></p> <p><i>Poem: The Woman Speaks To The Man Who Employed Her Son.</i></p>	2 weeks	<ol style="list-style-type: none"> 1. Define the term plot. 2. Identify the sections that are necessary for the development of a plot. 3. Identify steps to create an effective plot. 4. Comment on the significance of the title of the poem. 5. Summarize the poem 6. Discuss the effectiveness of biblical allusion. 	<ul style="list-style-type: none"> ❖ Word Phrase Puzzles ❖ Commercials ❖ Panel Discussion ❖ Debate 	<ul style="list-style-type: none"> ❖ A Comic Strip ❖ 3/D model of the plot of the text. ❖ Create a response to the poem from the employer’s point of view.
Unit 3, Theme: Establishing Healthy Relationships.	<p>Setting</p> <p><i>Text: Inner City Girl – Colleen Smith-Dennis</i></p> <p><i>Prose: Mum Luby and the Social Worker.</i></p>	2 -3 weeks	<ol style="list-style-type: none"> 1. Identify and explain what is a setting 2. Identify and explain the importance of a setting. 3. Critique the setting provided in the novel. 4. Discuss the importance of setting in the short story. 5. Comment on the role of satire in the story. 	<ul style="list-style-type: none"> ❖ Create songs/poems ❖ Drama production ❖ Posters ❖ Animations 	<ul style="list-style-type: none"> ❖ Students will create 3D model or drawing of the physical setting. ❖ Students will create a poster reflecting each of the female characters from the story.

			6. Explain the use of characterization in the story.		
	Point of View <i>Poem: For My Mother, May I Inherit half her strength.</i>	2 weeks	<ol style="list-style-type: none"> 1. Explain all forms of point of view. 2. Discuss the importance of point of view. 3. Comment on the role of the mother from the poem. 4. Express their views on male-female relationships. 5. Comment on the use of poetic devices. 	<ul style="list-style-type: none"> ❖ Posters ❖ Advertisements ❖ Comic strips ❖ Songs/ drama ❖ Discussions 	<ul style="list-style-type: none"> ❖ PowerPoint. ❖ Creative Writing Piece ❖ Create a poem on their own mother.
UNIT:			Students should be able to:		
TERM 2: Unit 4, Theme: Defining my destiny	Background to the play Life of the playwright <i>Text: The Winter's Tale – William Shakespeare</i> <i>Prose: Two Boys Named Basil</i>	2 -3 weeks	<ol style="list-style-type: none"> 1. Describe the life of the playwright 2. Contribution to literature 3. Discuss the era during Shakespeare time and the present era. 	<ul style="list-style-type: none"> ❖ Do a research on the inheritance in the 18th century/Shakespearean era. 	<ul style="list-style-type: none"> ❖ Biography of playwright (Research) ❖ Locate contemporary picture to represent setting and character from the story, explain why picture is a good representation ❖ Write descriptions of characters.

	<p>Techniques used by the writer:</p> <p>Themes Plot Characteristics of Drama/Elements.</p> <p><i>Text: The Winter's Tale – William Shakespeare</i></p> <p><i>Poem: Coolie Mother</i></p>	2 -3 weeks	<ol style="list-style-type: none"> 1. State the techniques used by the writer 2. Analyze themes in the story 3. Outline the happenings in each scene 	<ul style="list-style-type: none"> ❖ Journal entry on thoughts about the story, characters, etc. as they read the play. ❖ In a tabular form do comparison- contrast between life of Oliver and Orlando 	<ul style="list-style-type: none"> ❖ List techniques used by playwright – support with examples (respond to questions) ❖ Explain themes from the story ❖ Write summaries (in tabular form)
Unit 5, Theme: The 21st century learner.	<p>Setting</p> <p>Characters</p> <p><i>Text: The Winter's Tale – William Shakespeare</i></p> <p><i>Prose: The Day the World Almost Came to an end.</i></p>	2 -3 weeks	<ol style="list-style-type: none"> 1. Provide vivid details of the settings in the story and the play. 2. Describe the characters from the story and the play. 	<ul style="list-style-type: none"> ❖ Do a project on <i>The Winter's Tale</i> ❖ Pictorial presentation 	<ul style="list-style-type: none"> ❖ Locate contemporary pictures to represent setting and character from the story and they play. ❖ Explain why picture is a good representation ❖ Write descriptions of characters. ❖ Explain how characters bring out themes

	<p>Literary essay</p> <p><i>Text: The Winter's Tale – William Shakespeare</i></p> <p><i>Poem: Epitaph</i></p>	<p>2 -3 weeks</p>	<ol style="list-style-type: none"> 1. Identify what is a literary essay. 2. Identify the parts of the essay. 3. State the role and function of the literary essay. 4. Outline the steps in writing the literary essay. 	<ul style="list-style-type: none"> ❖ 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.
--	---	-------------------	--	---	---

GEOGRAPHY



	DURATION 40 min/80 min = 1 Class	TOPIC		SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
UNIT:				Students should be able to:		
TERM ONE SEPTEMBER TO JANUARY	Unit 1.1 - 5 weeks	Introduction to Population (Migration and Settlement – Caribbean and World)	Population size and distribution in selected Caribbean islands Regional, international and Forced migration (human trafficking) Global safety and security Statistical diagrams, Proportional circles, flow line maps, dot maps	<ul style="list-style-type: none"> ❖ Define the terms population, migration and settlement ❖ Using a dot map, describe Jamaica’s population distribution ❖ Given population data, create a simple dot map. ❖ Outline how major physical landform features influence population distribution in Jamaica ❖ Explain the concentration of Jamaica’s population in coastal zones. ❖ Draw simple bar graphs to show population of Jamaica by parish ❖ Compare urban settlements to rural settlements in Jamaica. ❖ Identify the two main categories of migration ❖ Citing evidence, from given scenarios, explain why 	<ul style="list-style-type: none"> ❖ In groups, brainstorm to arrive at a definition of the term population. After arriving at the definition, given a blank map of Jamaica and population figures for each parish design a method to represent the population figures on the map. Compare the method designed to a Dot map of Jamaica. Write a simple description of where the population is mainly found in Jamaica. ❖ Overlay the population distribution map on other types of maps such as a relief map or economic resource map of Jamaica and simply describe how the population spread is influenced by other factors. ❖ Using Google Earth, project a map of the community on the whiteboard or on a wall. Obtain the population data from STATIN or PIOJ for major towns and cities in Jamaica. Cut paper circles of specific diameters to represent set numbers of people. Write a description of the spread and factors affecting the spread. 	<ul style="list-style-type: none"> • Description of the population spread accurate; method designed to show population spread. Dot map accurately interpreted. • Spread of population accurately related to other factors such as relief of land. • Dot map accurately create • Bar graph accurately created. Axes correctly labelled; information interpreted accurately • Bar graph is accurately drawn and labelled. • Criteria for determining rural

				<p>people move from one place to another in Jamaica.</p> <ul style="list-style-type: none"> ❖ Identify the main types of migration in Jamaica. ❖ Identify the effects of migration on rural and urban settlements in Jamaica ❖ Construct flow charts/flow maps to show the migration of people ❖ Understand how population data is obtained ❖ Cooperate with census takers. 	<ul style="list-style-type: none"> ❖ As a class, create a bar graph by arranging themselves into twelve lines according to the date and month they were born. Using chalk, draw and label the axes of the bar graph on the floor. Draw an outline around the students in each line to represent the bar. Label the axes appropriately. Discuss what each bar represents. ❖ Using a graph sheet, draw bars to represent the number of people in each parish in Jamaica. Label axes appropriately. ❖ In groups, brainstorm to arrive at a set of criteria to determine when a settlement may be considered rural or urban. Conduct research to identify the present standard used to determine rural and urban. Examine photographs showing various communities. Based on the criteria developed categorise each community examined as a rural settlement or urban settlement. ❖ In groups, given stories detailing migration experiences written by the teacher or downloaded offline, students should identify the categories of migration and list the reasons people move from a place; reasons they selected a particular destination and the effects the migration would have on the place they left and the place in which they settled. 	<p>and urban framed; settlements accurately classified;</p> <ul style="list-style-type: none"> • Categories of migration correctly identified; reasons for migration identified • At least five reasons people migrate depicted; at least two effects on the source areas and two effects on the destination identified. • At least five reasons for migration accurately identified from a photograph. • Flow Line map accurately created - arrows accurately placed to show source and destination (and volume of migrants) • Datasheets accurately filled in; census conducted successfully; steps
--	--	--	--	--	---	--

					<ul style="list-style-type: none"> ❖ Write and produce a short play containing information on reasons persons may migrate from their community and reasons they select their destination. The play should also identify some of the effects of migration from one area to the next. ❖ In groups, students should discuss a given cartoon/photograph to determine reasons people migrate. • In groups, given migration figures; a blank map of Jamaica and arrow cutouts, design a flowchart to show movement from one area to another. Arrows should be positioned from the source to the destination. Arrows may be scaled to show the volume of migrants. • In groups, determine types of information they would like to find out about a selected group in the school. Conduct research on how censuses are carried out and design a method of collecting the information needed. Conduct the census and gather the data. 	for conducting a census identified.
	Unit 1.2 – 4 weeks	Interpreting Maps and Photographs	Map Symbols Direction and Bearing Measuring curved distances	<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 	<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 	<ul style="list-style-type: none"> • Correctly using a magnetic compass; compass rose accurate; Protractor used accurately;

			<p>Four- and Six-Figure grid reference</p> <p>Representing height</p> <p>Simple cross section and Intervisibility</p> <p>Gradient</p> <p>Sketch maps</p> <p>Analyzing maps</p>	<ul style="list-style-type: none"> • 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 simple 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 • Identify simple landform features from contours • Associate the landforms shown on maps to features shown in Photographs, satellite 	<p>compass roses, students may begin to measure the direction from one point to another. To 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> <p>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.</p> <ul style="list-style-type: none"> • 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 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>angular bearing found ($\pm 2^0$)</p> <ul style="list-style-type: none"> • Correctly positioning the protractor; Reading the protractor accurately • Eight-point compass rose accurately drawn and labelled on map; direction accurately was given; bearing accurately
--	--	--	--	--	--	--

				<p>imagery and in the natural environment.</p> <ul style="list-style-type: none"> • Draw simple cross-sections from contour lines • Construct a sixteen-point compass • Use a protractor to measure angular bearing from one point to another • Explain the relationship between compass direction and angular bearing • Establish the direction and bearing of one point from another point on a map • State the absolute location of places using six-figure grid references • Identify the ways in which a map scale may be represented • State map scales as statements • Measure curved and straight-line distances between points on maps • Calculate distances using map scales 	<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. <p>Write a short paragraph explaining why angular bearings are used with directions. Students can 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. <p>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.</p>	<ul style="list-style-type: none"> • Location plotted accurately <p>At least one accurate reason identified</p> <ul style="list-style-type: none"> • Distance accurately measured and recorded • Diorama accurately sketched using symbols in the Key/Legend; • Scale accurately drawn and labelled; • Scale accurately written as a ratio and as a statement.
--	--	--	--	--	--	---

				<ul style="list-style-type: none"> • Enlarge and reduce map sections to scale • Calculate the new scale for enlarged or reduced sections of maps • Describe landforms represented by contours on maps • Describe in simple terms the types of slopes that are represented by contours • Calculate the gradient of slopes • Construct cross-sections and determine intervisibility between points • Use the Legend/Key to identify the human activities that are undertaken in a given area • Suggest reasons for the distribution of specific activities over an area • Sketch a base map from an aerial photograph or satellite imagery. 	<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 • 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 	<ul style="list-style-type: none"> • Paragraph accurately details the importance of the map scale • Measurements on map accurate; conversions accurately done • Location accurately recorded Grids 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
--	--	--	--	--	---	--

					<p>labels 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 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. • 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 	<ul style="list-style-type: none"> • Cone created to specifications given; height measured correctly at regular vertical intervals • Graph accurately is drawn; vertical axis labelled correctly; Cross-section drawn and labelled. • Cross-section accurately drawn and labelled • Cross-section accurately matched to contour outline. • Accurate uses listed • Sixteen-point compass rose accurately constructed; magnetic compass used
--	--	--	--	--	--	--

					<p>readings representing the vertical interval shown on the map. Place the strip of paper with markings on the horizontal axis. Plot 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. • 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 • In small groups, using a protractor and paper arrows, construct a sixteen-point compass rose. Use a magnetic compass to properly align the sixteen-point compass based on their location. Each group will compare the compass constructed to other groups' compasses which should all be aligned the same way. • Students will use the compass rose created to find direction from one point in the classroom/schoolyard to another. In groups use a chalkboard protractor along with the sixteen-point compass to measure the direction and bearing from one point 	<p>accurately and compass rose accurately aligned</p> <ul style="list-style-type: none"> • Protractor accurately used; direction and bearing correctly • Grid equally divided into one hundred even squares/grids; location accurately determined using six-figure grid referencing • At least three ways of representing maps scale determined; distance accurately measured. Calculations of distance on the ground accurate • Model accurately created; landform accurately
--	--	--	--	--	--	--

					<p>selected by the group to determined points in the environment. Individually, draw a compass rose on a map and conduct the same activity of finding direction and bearing from one point to another.</p> <ul style="list-style-type: none"> • In groups, at an appropriate site in the schoolyard, measure an area of at least 20 metres by 20 metres. Divide the area measured into equal squares or grids. Mark the grids using rope/string. Students will label the grids recalling how it is done on maps. Students may place themselves or objects in the grids and determine location using four-figure grid referencing. Placing more than one object/student in the same grid, in groups determine a method for differentiating the locations of the objects/students. • Apply method designed to a map to find the location of various features. • In groups, examine a map and record the ways in which the scale is represented. Most maps will show the linear and ratio scales. Brainstorm to determine other ways the scale may be represented. Given string or paper students will measure the distance in centimetres between two points on a map. The scale will then be used to convert the measurements to actual distances in reality. • In groups, given two copies of a simple topographic map, use cardboard and one 	<p>described using simple terms; gradient accurately calculated; intervisibility accurately determined; cross-section accurately is drawn</p> <ul style="list-style-type: none"> • List of features noted accurately; sketch map is drawn; like features assigned the same symbol or colour; map contains all five features – Border, Legend/Key, Arrow (North), Scale, Title; Suggested reasons for distribution given.
--	--	--	--	--	---	---

					<p>copy of the topographic map to create three-dimensional models of simple landforms. Compare the landform to the second copy of the topographic sheet. Examine the model created and describe the landform presented, using simple terms to describe the slopes of the landform. Compare models to differentiate between landforms. Using the model and the map scale, determine the gradient of slopes of the landform modelled. Using string and the model created, determine the intervisibility between selected points. Construct cross-sections from the copy of the map and draw a line to represent the line of sight. Compare findings of intervisibility from the cross-section to intervisibility on the model</p> <ul style="list-style-type: none">• In groups, carry out a walk-through of a predetermined area of the school community. Students will record a list the features seen. Using pencil and pencil crayons, students will assign a symbol or colour to each feature thereby generating a Key/Legend. Using Google Earth Software, students will obtain a snapshot showing the aerial view of the same area examined. Using this snapshot, students will draw a sketch map of the area. Examine the sketch and describe the distribution of activities or features. Suggest reasons for the distribution seen.	
--	--	--	--	--	--	--

UNIT:				Students should be able to:		
TERM TWO FEBRUARY TO MARCH	Unit 2.1 - 3 weeks	Internal Forces and Processes of The Earth Introduction to rocks and Soil	Structure of the earth Plate tectonics Natural hazards Definition of rocks and soils Formation of rocks and soil Rock types in Jamaica Uses of rocks Soils in Jamaica Weathering and erosion Simple geology maps	<ul style="list-style-type: none"> • Label the internal structure of the Earth. • Describe the characteristics of the core, mantle and crust. • Formulate a definition of plate tectonics. • Revise the definition of plate tectonics based on the textbook definition. • Identify possible reasons the Earth's crust moves. • Label major continental and oceanic plates. • Differentiate between oceanic crust and continental crust. • Describe the Caribbean plate and the adjacent plates. • Define the characteristics of an earthquake • Explain ways earthquakes are recorded and measured • Classify earthquakes according to depth and origin • Describe the types of plate boundaries. • Describe the processes occurring at each plate boundary. 	<ul style="list-style-type: none"> • In groups, use a hard-boiled egg or another appropriate model, to explain the exterior/interior structure of the Earth. Measure the width of the various components of the egg (the shell, the albumen and the yolk) and determine the ratio of the shell to the albumen to the yolk. Given the dimensions of the various components of the structure of the Earth calculate the ratio of the Crust to the Mantle to Core. Compare the Earth's structure to that of the egg. View online video on the structure of the interior of the earth and have a class discussion on the characteristics noted. Use appropriate software where available to draw and label the diagram of the structure of the interior of the Earth and insert the following: inner core, outer core, mantle and crust. • In groups, given a set of jigsaw puzzle pieces of the plates of the Earth's crust, students will arrange the major plates in order. Students will explain the placement of each piece and indicate the evidence on the pieces which gave clues as to where they should be placed. Check the evidence suggested with credible online sources or in textbooks. 	<ul style="list-style-type: none"> • Three layers of the Earth's interior identified and labelled correctly; ratio correctly calculated; diagram of the interior structure of the Earth accurately drawn • Jigsaw puzzle pieces arranged accurately; at least two pieces of evidence which gave clues to the correct placement of the pieces identified. • At least three of the following four movements demonstrated – towards each other; move apart; past each other while going in opposite directions; past each other while going in the same direction (one block must be moving faster than the other);

			<ul style="list-style-type: none"> • Assess the nature of the movement along normal, transform and reverse faults. • Account for the occurrence of earthquakes, volcanoes, island arcs, Fold Mountains, mid-ocean ridges, rift valleys, lava plateau, accretionary prisms/wedges, subduction zones and faults at plate boundaries. • Connect the occurrence of earthquakes and volcanoes to plate margins • Compare the structures of shield cones, composite cones, ash and lava cones and dome cones • Classify volcanic landforms as intrusive or extrusive • Link the formation of hot springs and geysers to volcanic activity. • Distinguish among natural events, natural hazards and disasters. • Draw a map of the local community and identify the places at risk from specified natural hazards. • Using the theory of plate tectonics, explain the 	<p>Write a list of at least three pieces of evidence to support the positions of the plates</p> <ul style="list-style-type: none"> • In groups, given cuboid wooden blocks, brainstorm the ways in which two wooden blocks can move in relation to each other (towards each other, apart, slide past each other) and assign the relevant terms to their answers (convergent, divergent and transform). Applying an elastic band to the wooden blocks, repeat the movements and determine when the force of tension or compression is being applied. Based on the movement demonstrated with the wooden blocks and elastic bands, draw and label the three types of plate margins and their movements. Conduct research to determine the various names applied to each plate boundary. Apply these movements to the jig-saw puzzle pieces. • The puzzle pieces should have arrows which indicate the direction in which the plates are moving. In groups, students will move the pieces around according to the direction indicated by the arrows and note the impact that the movement of one piece has on another piece. From this gather information on the movement of the three types of plate boundaries. On a map of the world showing major plates, colour the three 	<p>Three types of plate margins drawn with arrows indicating movement and correct labels; Names for each plate determined – convergent/destructive; divergent/constructive; transform/passive; Label showing force of tension or compression accurate for each plate margin.</p> <ul style="list-style-type: none"> • All three major boundaries accurately identified and colour coded for the Key/Legend; Major plates labelled correctly; Map characteristics included – Border; Legend; Arrow (North); Scale; Title • At least two pieces of evidence outlined for each category Example: Biological – fossil evidence; spread of some
--	--	--	---	---	--

				<p>occurrence of the earthquake in Caribbean countries.</p> <ul style="list-style-type: none"> • Explain the effects of the earthquake and volcanic eruption on a selected Caribbean country. 	<p>types of plate margins. Label the major plates. Create a key to define the colours used on the map. Write an appropriate title for the map and ensure that the map has all five characteristics.</p> <ul style="list-style-type: none"> • Conduct research to determine the evidence that plates move and move the landmasses located on them. In groups, create a list outlining the evidence of plate movements found in different categories: Geological Evidence; Climatic Evidence; Biological Evidence • Write a definition of plate tectonics, after viewing online videos showing plate movements. Suggest the most likely mechanism which causes plates to move after conducting a simple experiment using a Bunsen burner, beaker and water, to show convection currents in fluids. View online or offline videos which show animations of convection currents in the mantle as well as plate movements. Add convection currents to the diagram of the structure of the Earth. Examine the map in their atlases or their jig-saw puzzle showing the fragments or plates into which the outer crust is divided and name the two types of crust noted(oceanic and continental or land and sea). Label the types of crust on the map. In groups conduct research to determine the differences between 	<p>animals and plants; Climatic – glaciers; changes in temperature; Geological – Volcanoes; earthquakes; shape of continents</p> <ul style="list-style-type: none"> • Causes of convection current related to the Core (Heat); Interior structure of the Earth drawn showing convection currents in the mantle; Oceanic crust and Continental crust correctly identified and labelled; at least three differences between continental crust and oceanic crust identified
--	--	--	--	--	---	---

continental crust and oceanic crust.
Create a table showing the differences between continental crust and oceanic crust.

- In groups, identify on the map showing plate margins, locations where two continental plates meet; where a continental plate meets an oceanic plate; and where two oceanic plate meet. Superimpose the map showing the plate margins on a Relief map to identify the type of landforms which are located at each plate boundary area identified. Make a list of the landform features noted. Repeat this activity for the boundaries of the Caribbean Plate. Brainstorm how plate movement of the plates at each type of boundary lead to the formation of the landform features identified. Compare theories arrived at to information gathered from textbooks and online sources. View short online videos or animations showing the formation of landform features at each plate boundary. Compile notes on each feature's formation.
- In groups, create models of selected landform features identified at each plate margin. Where appropriate, recreate the activities associated with landform features identified at each plate margins. Note the activities and give an explanation of how these

					<p>activities can affect people and their property.</p> <ul style="list-style-type: none"> In groups, view photographs of natural events, hazards and disaster scenes. Students will determine which category each photograph represents: Natural Events; Natural Hazards; Disasters. Discuss reasons why each photograph is placed in each category. Conduct research to determine the differences between natural events; natural hazards; and disasters. Write a definition of each noting the differences. Reclassify photographs based on the findings from the research. 	
	Unit 2.2 – 3 weeks	Limestone Weathering	<p>Definition of weathering</p> <p>Characteristics of limestone rocks</p> <p>Limestone features</p> <p>Values of limestone landscape</p> <p>Geology maps</p>	<p>Formulate definitions for the terms weathering and erosion</p> <p>Describe the characteristics of limestone rocks</p> <p>Identify the chemical composition of limestone rocks.</p> <ul style="list-style-type: none"> List the types of limestone rocks Investigate how limestone rocks are formed Conduct experiments to show how limestone rocks are weathered. Link the formation of surface and underground features to the characteristics of limestone rocks. 	<p>In groups, given a rock kit containing various types of limestone rocks and magnifiers, students will examine each rock and make a list of their physical characteristics in a table.</p> <p>Given a list of selected types of limestone and a description of their characteristics students will classify each limestone appropriately.</p> <p>*Rock kit may contain common types of limestone found in Jamaica – Chalk, Coral, Coquina, Tufa</p> <p>In groups, given two plastic cups, sand, gravel, sugar, water, spoons, magnifying glass, students will conduct an experiment to see how</p>	<p>At least three characteristics of each limestone rock identified; each rock examined classified correctly</p> <p>Paragraph wrote with accurate information</p> <p>Investigation accurately carried out; the correct reason for the reaction of the limestone to the</p>

				<ul style="list-style-type: none"> <input type="checkbox"/> Identify limestone features on geology maps <input type="checkbox"/> Compare the features of the Limestone landscape in Jamaica to that in Barbados. <input type="checkbox"/> Citing evidence, explain the value of limestone landscapes. <input type="checkbox"/> Propose reasons for the barren nature of some limestone landscapes 	<p>sedimentary rocks are made. Sand and gravel will be poured into one cup. In the second cup mix water with sugar to form a thin syrup mix. This forms the cementing agent that exists in nature in the form of dissolved minerals. Pour this mixture into the cup of sand and gravel, and pour off excess water. Allow the "rock" to dry and harden for about 2 days then using a pair of scissors remove the cup. Use a magnifying glass to observe the rock. Make notes of what is observed. Write a paragraph explaining one way in which sedimentary rocks may be formed. View online videos of the sedimentary rock formation in nature. Relate the experiment to how rock formation occurs in nature.</p> <p>In groups, given limestone fragments and vinegar or diluted hydrochloric acid students will apply the acid to the rock and examine the reaction using a magnifier. Write a description of the reaction and research to determine the reason for the reaction. Discuss what solution in nature can produce a similar reaction over a longer time frame.</p> <p>Experiment with Hydrochloric Acid</p> $\text{CaCO}_3 + 2\text{HCl} \longrightarrow \text{CO}_2 + \text{H}_2\text{O} + \text{Ca}^{++} + 2\text{Cl}^-$ <p>On the left side of this reaction, the mineral calcite (CaCO₃) is in contact with hydrochloric acid (HCl). These react to form carbon dioxide gas (CO₂), water (H₂O), dissolved calcium</p>	<p>hydrochloric acid identified.</p> <p>Chemical equation accurate; paragraph contains accurate information.</p> <p>Definition accurate; correct process justified</p> <p>Diagram correctly labelled; correct information on limestone feature formation written</p> <p>Limestone features correctly identified on maps; similarities and differences between features in Jamaica and Barbados correctly identified</p> <p>At least one reason for the Limestone features</p>
--	--	--	--	---	---	---

					<p>(Ca⁺⁺) and dissolved chlorine (Cl⁻⁻). The carbon dioxide bubbles that will be observed are evidence that the reaction is taking place. When that occurs, calcite or another carbonate mineral is present.</p> <p><input type="checkbox"/> In groups, discuss how limestone may be broken down in nature. Given the individual components of the chemical reaction below, allow students to derive (unscramble) the process which would occur. Write a paragraph explaining the process.</p> <p>Given a set of words students will unscramble the words to arrive at definitions for the terms weathering and erosion. Discuss whether the process which limestone is broken down is erosion or weathering. Justify their decision. Review the decision arrived at by consulting information in textbooks.</p> <p>· Examine both surface features and underground features found in limestone landscapes Given cue cards with the name and descriptions of features label each limestone feature on a diagram After viewing PowerPoint presentation showing limestone landforms, created by the teacher or downloaded from an online source, in groups discuss ways a selected feature may have formed. Determine how the characteristics of the limestone lead to the formation of each feature. Write short paragraphs detailing the formation of each feature.</p>	<p>correctly identified on maps; similarities and differences between features in Jamaica and Barbados correctly identified</p> <p>At least five items in the home which were made using limestone identified.</p>
--	--	--	--	--	---	--

					<p>In groups, given a simple Geological Map of a limestone region, compared with a Topographical Map of the same area. Identify limestone features noted. View aerial photographs or use Google Maps Software to examine surface limestone features in the Caribbean (Jamaica and Barbados). Compare the features of the Limestone landscape in Jamaica to that in Barbados. View photographs of Harrison Cave in Barbados and limestone caves in Jamaica. Compare the caves noting the similarities and differences.</p> <p>In groups, discuss reasons karst landscapes have sparse vegetation and limited economic activities.</p> <p>Explore the use of limestone in the home. Record their daily activities and the items used to carry out those activities. Determine the use of limestone to manufacture those products. Create a list. See example below.</p>	
	Unit 2.3 – 3 weeks	Fieldwork and Investigation 2	<ul style="list-style-type: none"> • Preparation for fieldwork • Data collection instruments • Report writing 	<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 	<p>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 study area. Identify the population or area to be studied.</p> <ul style="list-style-type: none"> • Focus should be placed on stratified 	<ul style="list-style-type: none"> • Information on the problem/topic correct; All information required for the bibliography recorded

				<ul style="list-style-type: none"> • Define the terms population and sample size • Use simple field work 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"> • sampling • Field sketching and photography • Labelling of sketches and photographs and using them appropriately in report <p>In groups students will select a problem or topic for study. Conduct research on the problem or topic and record the information. Record information to create a bibliography.</p> <p>Using a hand-out, text book, or online sources, students will read about a variety of simple, appropriate methods for collecting data for the problem/topic. Select the most appropriate methods and tools for collecting the data for each of the steps. Conduct research on online sources to determine the appropriate nature of the steps. Adjust the process as necessary.</p> <p>In groups, using the selected methods and tools write a brief methodology outlining the steps for collecting the data. Students can use appropriate software or simple material to design and make data collection tools such as the questionnaires or open quadrats.</p> <p>In groups, collect data using the steps outlined. Record the data on data collection sheets/field guides. Compile the data appropriately.</p> <p>Use the diagrams to support the description of findings. Write a short report presenting findings incorporating the statistical diagrams.</p>	<ul style="list-style-type: none"> • Method selected appropriate for collecting data • Methodology outlined clearly; data collection tools created • Data recorded accurately in field guides. • Statistical diagrams accurately represents the data collected; Report written, • Use the data compiled to generate appropriate statistical diagrams.
--	--	--	--	---	---	--

UNIT:				Students should be able to:	
TERM THREE APRIL TO JUNE	Unit 3.1 - 2 weeks	Pollution and Disease Spread	Types of pollution Impact of pollution Disease spreads Climate change and disease spread	<ul style="list-style-type: none"> • Formulate a definition of the terms pollution, pollutant greenhouse gas, greenhouse effect and global warming • Categorise pollution as air, water or land pollution • Identify natural pollutants • Create a list of common anthropogenic pollutants • Discuss the effects of different types of pollution on the environment • Link air pollution to increasing atmospheric temperatures • Investigate ways of reducing pollution • Link pollution to the generation and spread of diseases. • Use models to show how diseases are spread • Assess maps showing the spread of diseases • Link changes in global climate to the spread of emerging diseases • Link global warming to increases in health issues in human beings 	<p>Students will view a series of photographs showing a variety of ways pollution occurs. From the photographs, students should identify and create a list of the pollutants and the aspect(s) of the environment is being polluted. From their observation, students will formulate a definition of the term pollution and pollutant. They will compare their definition to the definition in their textbook or online.</p> <p>From the photographs students will create a list of natural and man-made pollutants and discuss the visible effects of pollution on the environment. The most common pollutants should be identified from the photo gallery</p> <p>In groups, students should be given cue cards representing the ingredients, the causes, the effects and the solutions of</p>

either air, water or land pollution.

Students will sort the cue cards into the groups, and present to the class discussing each classification.

Greenhouse Gas Experiment

In groups, students will conduct an experiment to determine the effects of burning on atmospheric temperatures. Each group will be given 6 matchsticks, foil paper, tape and two glass jars with lids. The matchsticks should be lit on the foil on a flat surface and covered with one glass jar. Allow the smoke from the burning match to accumulate in the jar which is then covered by the lid. Seal the lid with tape. Close the second jar and seal with tape also. Leave out in the sun for an hour. Measure the temperature of both jars. Explain what a greenhouse gas is and formulate a definition for the greenhouse effect. Compare formulated

					<p>definitions with the definition in text. Suggest ways to stop burning to reduce the greenhouse effect should be discussed.</p> <p>Global Warming experiment</p> <p>In groups, give students the following equipment: 2 glass containers with lids, 12 cubes of ice; 6 cups of water, 2 thermometers and 1 black plastic bag. Place 6 cubes of ice and 3 cups of water in each jar. Record the temperature of the water and ice in the jar. Cover both jars with the lids. Place the plastic bag over one of the jars. This is the greenhouse jar. Place both jars in the bright sunlight outside for one hour. After the hour, measure the temperature in both jars using a thermometer. Students will record their findings and discuss which Jar has the higher temperature and why. Explain how the black plastic bag acted like extra greenhouse gases. Which Jar experienced accelerated</p>
--	--	--	--	--	--

					<p>heating? How does this relate to the Earth?</p> <p>Following the experiment, students should watch a video showing the effects of global warming on the Earth's environment (clips of The Inconvenient Truth documentary by Al Gore) may be used.</p> <p>Conduct research to identify diseases that may become more prevalent due to warmer atmospheric temperatures as well as disease that arise when pollution is uncontrolled. Model how some of those diseases are transmitted.</p> <p>Disease Spread by Contact Each student in the class is given a cup half filled with water. One student's cup will be coloured with dye. That person will represent the first person infected with a disease that is transmitted by contact. The dyed water will be shared with two persons. These two persons will each share with two other persons. This will continue until the entire class</p>
--	--	--	--	--	--

					<p>is „infected“. A diagram to show the spread should be drawn and measures devised to prevent the disease, slow and stop its spread.</p> <ul style="list-style-type: none"> · Students should view maps showing the historical spread of diseases such as the bubonic plague. They will suggest reasons the disease spread. Run online disease models which show a rate of disease spread under various conditions. Students are able to determine the variables affecting disease spread and observe how changes such as limiting travel affect spread of the disease.
	Unit 3.2 – 2 weeks	Rivers and Sustainable use of water	<p>Major rivers in Jamaica</p> <p>Importance of rivers</p> <p>Sustainable use of water in Jamaica</p> <p>Influences of climate change on water resources in Jamaica</p>	<ul style="list-style-type: none"> • Identify major rivers in Jamaica · Formulate a simple definition of the terms: drought, river, and groundwater. • Define the terms conservation and sustainable • Investigate the source of domestic water in the immediate community. • Outline the importance of rivers and wells. • Explain the impact of drought conditions on the physical nature of rivers and wells • Recognise the impact of drought on the local community • Design one method to harvest water for domestic or industrial use • Determine ways water may be conserved at home and school. • Suggest how water can be used in a sustainable manner 	<p>Identify rivers on a map of Jamaica projected on the wall/whiteboard. Note how rivers are represented. Note the characteristics of rivers as represented on maps. Given cue cards with the name of major rivers in Jamaica, label each of the rivers. View photographs downloaded from online sites of some of the rivers identified.</p>

					<p>Formulate a definition of the term river. Compare definition formulated with a definition in the textbook or on online sources. Revise definition formulated. Use textbooks or the internet to find a definition of the term groundwater. Suggest ways groundwater is accessed.</p> <p>Using Google Maps Software view a river located in the local area. Discuss its current use and its potential use and make presentations to the class.</p> <p>· Use a dictionary to find a definition of the term sustainable. In groups, discuss some of the things that they use on a daily basis that needs to be sustainable to ensure the survival of humankind. Discuss ways that the resources identified can be made sustainable in keeping with the definition derived from the dictionary</p>
--	--	--	--	--	--

					<p>Conduct research at the Water Resource Authority to identify the source of water for their community and the uses of the water. Design an interview schedule to interrogate a resource person from the water resource authority. Invite the resource person to make a presentation on where the local water comes from; how it is used; how much is available, and ways to conserve the amount that is left.</p> <p>In groups, the local community or school to determine how water is used and ways water appear to go to waste. Suggest ways water may be conserved or harvested and used. Design posters to inform the local community on how to conserve or harvest water. Research innovative ways water is being conserved or harvested globally. Present findings to the class and discuss which methods may be applied in Jamaica.</p>
--	--	--	--	--	---

					<p>In groups, conduct virtual field trips using, Google Maps software, of selected sites in Jamaica and examine the various sources of water. Discuss how the population may utilise the sources identified.</p> <p>In groups, design one method of monitoring the water levels in dams, reservoirs and wells. Determine various conservation strategies that may be implemented at different critical water levels to conserve the resource.</p>
--	--	--	--	--	---

GUIDANCE



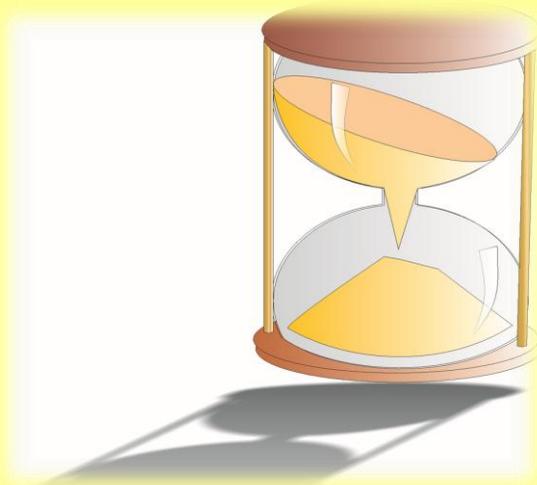
	Duration	Topic	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
UNIT: Self and Interpersonal Relationship	4 weeks	Conditions For Selecting My Career	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. List the knowledge, skills, attitudes required for three possible careers. 2. Describe their feelings about these requirements. 3. Evaluate their own skills, knowledge, attitudes and aptitudes for three selected career options. 4. Outline a plan for a career path to one of the 	<ul style="list-style-type: none"> ❖ In small groups, students brainstorm career ideas for certain personalities. Then they discuss individual suitability and personality types for specific careers. Each group reports to the class. ❖ Students in groups use information from research to prepare posters for selected careers. The charts include plans for training in relevant areas. Students prepare charts for an exhibition. ❖ Students work in pairs to identify two or more skills that they have to offer to get a job or succeed in life. ❖ Teacher places an advertisement on the board and students work in pairs to prepare themselves for the job interview. Skills can be 	<ul style="list-style-type: none"> ❖ Evaluate the presentations for creative thinking, decision making or communication. ❖ Assess posters and charts for creative thinking or critical thinking skill. ❖ Assess response to self- awareness. ❖ Review role play for communication skills. ❖ Assess for self- awareness or communication skill. ❖ Review journal entries for self- awareness or decision making. ❖ Assess values /virtues/attitudes ❖ Assess portfolios for self- awareness and decision making skills.

			selected possible careers.	practical, forgetting training in these fields.	
Unit 2 Serving My Community	1-2 weeks	Fostering A Spirit Of Volunteerism	<p>Students should be able to:</p> <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define the term Volunteerism. 2. Discuss the benefit of Volunteerism 3. Identify at least five (5) organizations 	<ul style="list-style-type: none"> ❖ In groups, students will brainstorm benefits of community service. ❖ Research and prepare a list of non-profit organization that students conduct community service. 	<ul style="list-style-type: none"> ❖ Assess presentation of critical thinking and communication skills
	4-5 weeks	Table Setting & Dining Etiquette	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Define Etiquette 2. Accept the importance of displaying proper dining etiquette 3. Differentiate between table 	<ul style="list-style-type: none"> ❖ Students will be asked to brainstorm the dos and don'ts of table manners in pairs. ❖ Students will share the results of the class but do not offer comments or make corrections. ❖ Students will be given worksheet to complete in groups. 	<ul style="list-style-type: none"> ❖ Assess presentation for understanding and communication skills

			<p>appointment and table accessories</p> <p>4. Correctly identify utensil versus cutlery</p> <p>Identify at least three “Don’ts” when eating soup</p> <p>5. Correctly create a basic place setting for a three-course meal.</p> <p>6. Display proper skills when using knife and fork</p> <p>7. Correctly identify the different glasses and their uses</p> <p>8. Identify at least five (5) do’s and don’ts of dining etiquette.</p>	<ul style="list-style-type: none"> ❖ In groups, students will be asked to brainstorm and make a list of scenarios about table etiquette and jot them down on a note card. Shuffle the cards and have one person from the other group pick one from the stack. ❖ Take turns reading the scenarios and have the person holding the card come up with as many possibilities as he or she can think of. Then open the discussion to the rest of the group. 	
--	--	--	--	--	--

			<p>9. Share at least four (4) qualities of a gracious host/hostess.</p> <p>10. State four (4) Qualities of a gracious guest.</p>		
--	--	--	--	--	--

HISTORY



	DURATION	TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
SEMESTER			Students should be able to:		
TERM ONE Unit 1: Encounters, Conflicts and Revolutions	3.5 weeks	The Agrarian Revolution	<ul style="list-style-type: none"> ● Define concepts /terms: revolution, agrarian, industrial, economic, political revolution, technological innovations, seed drill, crop rotation, enclosure movement, marling, medieval ● Identify the characteristics of Economic Revolutions ● Discuss the features of an economic revolution with specific reference to the agrarian revolution. ● Explain the factors that influenced the Agrarian Revolution in Britain ● Examine the changes/effects of the Agrarian Revolution on the British society and economy between 1701 and 1850 	<ul style="list-style-type: none"> ❖ Roleplay ❖ Group work ❖ Watch videos/ documentaries. ❖ Creative presentations ❖ Field trips ❖ Report writing ❖ Map work ❖ Class presentations ❖ Class readings ❖ Creation of a glossary 	<ul style="list-style-type: none"> ❖ Essay writing ❖ Unit tests ❖ Group project ❖ Worksheet completion ❖ Artwork

Unit 2: Encounters, Conflicts and Revolutions	3.5 weeks	Industrial Revolution	Students should be able to: <ul style="list-style-type: none"> ● Define the terms: revolution, agrarian, industrial, economic, political, technological innovations, seed drill, crop rotation, enclosure, marling, medieval ● Discuss the effects of the Agrarian Revolution on the Industrial Revolution in Britain ● Identify on a map of Britain, the areas where economic revolutions occurred ● Evaluate the effects of the Industrial Revolution on Britain’s society and economy ● Discuss the Caribbean contribution to the Industrial Revolution in Britain ● Assess the effects of the Industrial Revolution on the Caribbean ● Show appreciation for the changes that occurred as a result of the Agrarian and Industrial Revolutions. ● Show the connection between the Economic Revolution and the development of industry and agriculture in the Caribbean during the 18th and 19th centuries. 	<ul style="list-style-type: none"> ❖ Role play ❖ Group work ❖ Watch videos/ documentaries. ❖ Creative presentations ❖ Field trips ❖ Report writing ❖ Map work ❖ Class presentations ❖ Creation of a glossary ❖ Class readings 	<ul style="list-style-type: none"> ❖ Essay writing ❖ Unit tests ❖ Group project ❖ Worksheet completion ❖ Artwork
--	-----------	------------------------------	--	---	---

<p>Unit 3: Encounters, Conflicts and Revolutions</p>	<p>4 weeks</p>	<p>Political Revolutions in the Caribbean – The Haitian Revolution</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define the following concepts: creole, Frenchman Creole, Frenchman, African born, Creole black, colony, colonists, colonialist, petit blancs, grand blancs, monarchy, republicans, free coloured, constitution, imperialism, mulattoes ● Identify Haiti and the Dominican Republic on a map of the Caribbean. ● Describe the racial composition of the colony of St. Domingue before the revolution ● Identify the factors which caused the revolution in St. Domingue ● Analyse role of Toussaint in the execution of the Haitian Revolution. ● Assess the effects of the Haitian revolution on Haiti and the wider Caribbean ● Show respect for self and for others regardless of race, creed, social and economic status and national origin. ● Work co-operatively in group and show concern for others 	<ul style="list-style-type: none"> ❖ Mapwork ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Creating a documentary ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing ❖ Crossword puzzle ❖ Creative presentations ❖ Reading from handouts to create cartoons etc ❖ Flip chart to highlight the social hierarchy in St. Domingue/ Haiti ❖ Research and presentations on the main personalities of the Haitian Revolution 	<ul style="list-style-type: none"> ❖ Timeline ❖ Fill-in-the-blank worksheets ❖ Map work on St. Domingue ❖ Group presentations ❖ Creation of cartoons, poems, concept maps. ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet on the Haitian Revolution
---	----------------	--	--	---	--

Unit 4: Encounters, Conflicts and Revolutions	3.5 weeks	Political Revolutions in the Caribbean – The Cuban Revolution	Students should be able to: <ul style="list-style-type: none"> ● Define the following concepts/ terms: revolution, imperialism, nationalism, decolonization, communism, conflict, nationalist, liberator, dictator ● Identify Cuba on a map of the Caribbean ● Explain the causes for the Cuban Revolution and the consequences on the country and the wider Caribbean ● Examine the role of Fidel Castro as a liberator ● Interpret sequence of events, time periods, chronology and trends evident in the Cuban Revolution ● Discuss the divergent views relating to the Cuban Revolution ● Show tolerance for change that revolutions bring 	<ul style="list-style-type: none"> ❖ Mapwork ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Creating a documentary ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing ❖ Crossword puzzle ❖ Creative presentations ❖ Reading from handouts to create cartoons etc ❖ Flip chart to highlight the social hierarchy in Cuba ❖ Research and presentations on the main personalities of the Cuban Revolution ❖ Pictorial presentations 	<ul style="list-style-type: none"> ❖ Timeline ❖ Fill-in-the-blank worksheets ❖ Map work on Cuba ❖ Group presentations ❖ Creation of cartoons, poems, concept maps. ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet on the Cuban Revolution
Unit 5: Encounters, Conflicts and Revolutions	3.5 weeks	Political Revolutions in the Caribbean – The Grenadian Revolution	Students should be able to: <ul style="list-style-type: none"> ● Define the following concepts: liberator, dictatorial, charismatic, nationalism, conflict, communism, elections, revolutionary, military regime, coup, coup-d’etat, dissent, military coup, communists, military regime, martial law ● Identify Grenada and the United States (US) on a map of the world to 	<ul style="list-style-type: none"> ❖ Map work ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Creating a documentary ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing ❖ Crossword puzzle ❖ Creative presentations 	<ul style="list-style-type: none"> ❖ Timeline ❖ Fill-in-the-blank worksheets ❖ Map work on Grenada ❖ Group presentations ❖ Creation of cartoons, poems, concept maps. ❖ Quizzes ❖ Puzzles ❖ Unit Tests

			<p>determine their position to each other and the Caribbean</p> <ul style="list-style-type: none"> ● Discuss the factors that led to the Grenada Revolution ● Identify the major personalities involved in the Grenada Revolution ● Examine the concern of the US regarding the Grenadian revolution ● Discuss the consequences of United States intervention in Grenada in 1983 ● Assess the effects of the Grenada Revolution on Grenada and on the wider Caribbean ● Value democracy, human freedom and civic responsibility 	<ul style="list-style-type: none"> ❖ Reading from handouts to create cartoons etc ❖ Flip chart to highlight the social hierarchy in Grenada ❖ Research and presentations on the main personalities of the Grenadian Revolution ❖ Pictorial presentations 	<ul style="list-style-type: none"> ❖ Worksheet on the Grenadian Revolution
Unit 6: Encounters, Conflicts and Revolutions	2 weeks	Political Uprisings in the Caribbean – The Morant Bay Rebellion	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define the following concepts/terms: taxation, petition, peasants, delegation, martial law, riot act, ammunition, riot, rebellion, constitution, custos. ● Locate Morant Bay and Stony Gut on a map of Jamaica in relation to Spanish Town. ● Discuss the factors that led to the Morant Bay Rebellion ● Identify the major personalities involved in the Morant Bay Rebellion 	<ul style="list-style-type: none"> ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Creating a documentary ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing ❖ Find a word puzzle ❖ Creative presentations ❖ Reading from handouts to create cartoons etc ❖ Research and presentations on the main personalities 	<ul style="list-style-type: none"> ❖ Timeline ❖ Fill-in-the-blank worksheets ❖ Map work on Grenada ❖ Group presentations ❖ Creation of cartoons, poems, concept maps. ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet on the Morant Bay Rebellion ❖ Letter writing ❖ Mini field trip

			<ul style="list-style-type: none"> ● Examine the response of the authorities to the requests of the peasants in Morant Bay. ● Assess the effects of the Morant Bay Rebellion on Jamaica and on the wider Caribbean. ● Value democracy, human freedom and civic responsibility. 	<p>of the Morant Bay Rebellion.</p> <ul style="list-style-type: none"> ❖ View video based on the Morant Bay Rebellion. 	
<p>TERM TWO</p> <p>Unit 7: Encounters, Conflicts and Revolutions</p>	3 weeks	American War of Independence (1775-1783)	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define and use correctly the terms/concepts: Atlantic World, colonialism, colony, European enlightenment, revolution, immigration, taxation, duties, navigation acts, protest, rebellion, mercantilism, laissez-faire, Boston Tea Party, “no taxation without representation”, New England states, “Declaration of Independence”, confrontation, aggression, constitution, sanctions, sovereignty, mother country, British North American Colonies, political upheavals, continental congress. ● Identify North America on a world map, note its location in relation to Britain and the Caribbean. 	<ul style="list-style-type: none"> ❖ Mapwork – locate the 13 original colonies. ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Film analysis ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing ❖ Find a word puzzle ❖ Creative presentations ❖ Class Readings ❖ Discussions ❖ Research and presentations on the main personalities of the American War of Independence ❖ Glossary compilation. ❖ Debate 	<ul style="list-style-type: none"> ❖ Fill-in-the-blank worksheets ❖ Map work ❖ Group presentations ❖ Creation of poems, concept maps. ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet completion ❖ Letter writing ❖ Art work

			<ul style="list-style-type: none"> • Locate on a map of North America the thirteen British North American colonies in relation to the rest of North America, Britain and the Caribbean. • Describe the relationship between Britain and her North American colonies before the outbreak of the American War of Independence. • Categorize the factors that led to the American War of Independence. • Discuss the significance of the slogan “No Taxation Without Representation” • Examine the results of the American Revolution. • Assess the effects of the American War of Independence on Jamaica • Demonstrate willingness to work as a team. 		
Unit 8: Encounters, Conflicts and Revolutions	4 weeks	World War I (1914-1918)	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define and use correctly the terms /concepts: conflict, mobilize, settlement, treaty, retaliate, belligerent, nationalism, rivalry, assassination, imperialism, imperialist, military, system of alliance, central powers, triple alliance, triple entente, allies, archduke Frantz Ferdinand, colony , 	<ul style="list-style-type: none"> ❖ Map work ❖ Pow toon presentation on the causes ❖ Worksheet completion ❖ Creation of game ❖ Skit/ dramatization ❖ Film analysis ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing 	<ul style="list-style-type: none"> ❖ Fill-in-the-blank worksheets ❖ Map work ❖ Group presentations ❖ Essay writing ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet completion ❖ Letter writing ❖ Art work

			<p>colonisation, Serbia, submarines, mechanised war, ammunition, international, destruction, violence, Sarajevo, Bosnia, League of Nations, Versailles Peace Settlement, hostility</p> <ul style="list-style-type: none"> • Identify Europe on a world map to locate the positions of the leading European nations at war for example, England, Russia, France, Germany, Austria-Hungary, Italy in relation to the rest of Europe and in relation to Jamaica. • Evaluate the factors that led to the outbreak of World War I • Examine the results of World War I • Demonstrate understanding of Jamaica's involvement in the War. • Show willingness to tolerate the views of others. 	<ul style="list-style-type: none"> ❖ Find a word puzzle ❖ Creative presentations ❖ Class Readings ❖ Discussions ❖ Research and presentations on the main personalities of World War I ❖ Glossary compilation. ❖ Debate 	<ul style="list-style-type: none"> ❖ Creative pieces
<p>TERM THREE</p> <p>UNIT 9: Encounters, Conflicts and Revolutions</p>	4 weeks	World War II, (1939-1945)	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define and use words and concepts correctly : conflict, mobilize, settlement, treaty, retaliate, belligerent, nationalism, rivalry, ,imperialism, imperialist, military, system of alliance, Axis, Allies, colony, colonisation, submarines, atomic 	<ul style="list-style-type: none"> ❖ Map work ❖ Pow toon presentation on the causes ❖ Worksheet completion ❖ Creation of game ❖ Skit/ dramatization ❖ Film analysis ❖ Fill in the blank ❖ Critical thinking exercises 	<ul style="list-style-type: none"> ❖ Fill-in-the-blank worksheets ❖ Map work ❖ Group presentations ❖ Essay writing ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet completion ❖ Letter writing

			<p>bomb, ammunition, international, destruction, violence, League of Nations, United Nations, Versailles Peace Settlement, hostility, Nazism, holocaust, capitalism, domination, Fascism, militarism, anti-Semitic, appeasement, Mein Kampf, Lebenstraum, communism, socialism, totalitarianism</p> <ul style="list-style-type: none"> • Identify Europe on a world map to locate the positions of leading European nations at war for example, Britain, France, Poland, Germany, Austria-Hungary, and Italy in relation to the rest of Europe and in relation to Jamaica. • Assess the factors that led to the out of World War 11 • Examine the results of World War 11 • Discuss Jamaica's involvement in the World War 11. • Show appreciation for Jamaica's role in World War 11 	<ul style="list-style-type: none"> ❖ Essay writing ❖ Find a word puzzle ❖ Creative presentations ❖ Class Readings ❖ Discussions ❖ Research and presentations on the main personalities of World War I ❖ Glossary compilation. ❖ Debate ❖ Conduct interviews 	<ul style="list-style-type: none"> ❖ Art work ❖ Create a documentary/digital stories.
<p>Unit 10: The Interconnectivity between</p>	3 weeks	The Rise of Nationalist Figures/ Liberators - Garvey, Gandhi and Mandela	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define and use correctly the concepts/terms : nation, nationalist, nationalism, liberators, 	<ul style="list-style-type: none"> ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Film analysis ❖ Fill in the blank 	<ul style="list-style-type: none"> ❖ Fill-in-the-blank worksheets ❖ Group presentations ❖ Creation of cartoons, poems, concept maps. ❖ Quizzes

<p>Humankind and the Past</p>			<p>demonstrations, Universal Negro Improvement Association and African Communities League (UNIA-ACL), Rastafari, philosophy, vision, pride, radical, racism, segregation, colonial, colonialism, self-reliance, persecution, exile, Black Star Line, apartheid, liberation movement , oppressed, African National Congress (ANC), non-violence, independent, nationhood, domination, independent, black consciousness</p> <ul style="list-style-type: none"> • Locate Jamaica, India and South Africa on a map of the world to show their position in relation to the rest of the world. • Locate, shade and label places visited by Marcus Garvey. • Assess the philosophies of Garvey, Gandhi and Mandela. • Analyse the principles of Garvey’s Universal Negro Improvement Association - African Communities league (UNIA-ACL). • Discuss Gandhi’s response to British economic domination in India. • Analyse the strategies used by Mandela and the African National Congress (ANC) to end apartheid. • Evaluate the contribution of the nationalist figures/ liberators to their nation and the world. 	<ul style="list-style-type: none"> ❖ Critical thinking exercises ❖ Essay writing ❖ Find a word puzzle ❖ Creative presentations ❖ Class Readings ❖ Discussions ❖ Research presentations ❖ Glossary compilation. ❖ Debate 	<ul style="list-style-type: none"> ❖ Puzzles ❖ Unit Tests ❖ Worksheet completion
--------------------------------------	--	--	---	--	---

			<ul style="list-style-type: none"> Value the contribution of these liberators to nation building. 		
Unit 11: The Interconnectivity between the Past and the Present	3 weeks	Federation in the British Caribbean	<p>Students should be able to:</p> <ul style="list-style-type: none"> Define and use correctly concepts/terms: federation, constitution, Montego Bay conference, Standing Closer Association, Committee, Federal Parliament, senate, crown colony, self-government, regional, custom union, referendum, opposition, election, freedom of movement, integration. Identify on a map of the Caribbean the countries which were members of the West Indies Federation. Name the outstanding personalities associated with the West Indies Federation, Grantley Adams, Norman Manley, Alexander Bustamante, Eric Williams, Oliver Stanley, Sir Hubert Rance. Assess the contributions of outstanding personalities named above to the West Indies Federation. Analyse the factors that led to establishment of the West Indies Federation. 	<ul style="list-style-type: none"> Worksheet completion Creation of pamphlets Skit/ dramatization Film analysis Fill in the blank Critical thinking exercises Essay writing Find a word puzzle Creative presentations Class Readings Discussions Research presentations Glossary compilation. Debate Create profile of key personalities 	<ul style="list-style-type: none"> Fill-in-the-blank worksheets Group presentations Creation of cartoons, poems, concept maps. Quizzes Puzzles Unit Tests Worksheet completion

			<ul style="list-style-type: none"> ● Discuss the reasons for the failure of the British West Indies Federation. ● Evaluate the consequences of the breakdown of the West Indies Federation. ● Demonstrate willingness to work cooperatively. ● Value the importance of unity and cooperation among Caribbean people. ● Develop an appreciation for the foundation laid by the West Indies Federation for regional integration. 		
Unit 12: The Interconnectivity between the Past and the Present	3 weeks	Political Independence in the British Caribbean (1960's – 1980's)	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define and use correctly the concepts/terms: independence, constitution, nationalists, nationalism, colonies, colonial rule, anti-colonial, dependent territories, parliament, bi-cameral parliament, self-government, crown colony, self-rule, decolonization, Moyne Commission, Universal Adult Suffrage, imperial powers, legislature, executive council, cabinet, representative, Westminster Model, constitutional change , 	<ul style="list-style-type: none"> ❖ Worksheet completion ❖ Creation of pamphlets ❖ Skit/ dramatization ❖ Film analysis ❖ Fill in the blank ❖ Critical thinking exercises ❖ Essay writing ❖ Find a word puzzle ❖ Creative presentations ❖ Class Readings ❖ Discussions ❖ Research presentations ❖ Glossary compilation. ❖ Debate 	<ul style="list-style-type: none"> ❖ Fill-in-the-blank worksheets ❖ Group presentations ❖ Creation of cartoons, poems, concept maps. ❖ Quizzes ❖ Puzzles ❖ Unit Tests ❖ Worksheet completion

			<p>Anglophone Caribbean, Mother Country, premier, chief minister.</p> <ul style="list-style-type: none"> • Identify on a map of the Caribbean the British Caribbean countries. • Analyse the circumstances which led to independence in the British Caribbean. • Identify outstanding personalities who were associated with independence in the British Caribbean countries. • Assess the role played by persons who emerged as leading political figures in the respective countries of the British Caribbean. • Evaluate the impact of independence on the Jamaican society. • Appreciate the contribution of key personalities associated with Independence in the British Caribbean. • Arrange in chronological order the dates when countries in the British Caribbean received their independence. 	<ul style="list-style-type: none"> ❖ Create profile of key personalities. 	
--	--	--	--	--	--

CIVICS

Unit 1	3 weeks	The Coming of the Peoples of Jamaica	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Locate Jamaica on a Map of the Caribbean. ● Define the term civics, peoples, migration, immigration, enslavement, colonialism, exploration, rivalry, European, culture, material, non-material ● List the various groupings of people who came to Jamaica – Tainos, Spanish, English, Other Europeans, Africans, Immigrant labourers (Chinese, East Indians, Syrians, Lebanese etc). ● Discuss why, how and when each of these groupings came to Jamaica. ● Draw a timeline to depict the information in the objective above. ● Explain what was the Western Design and the reason for its creation ● Examine at least two impacts each grouping has had on our Jamaican culture. 	<ul style="list-style-type: none"> ❖ ICT (laptop, projector etc) ❖ Newspaper clippings ❖ Dramatization ❖ Concept Mapping ❖ Research from Textbook and Internet 	<ul style="list-style-type: none"> ❖ Group Work ❖ Worksheets ❖ Quizzes
Unit 2	3 weeks	Vision 2030	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define the following concepts: Vision 2030, SDGs 	<ul style="list-style-type: none"> ❖ Lecture ❖ Videos ❖ Class Discussion ❖ Related websites 	<ul style="list-style-type: none"> ❖ Quizzes ❖ Jingle Competition

			<ul style="list-style-type: none"> ● Justify the importance of Vision 2030 to Jamaica and Jamaicans ● Identify and explain the guiding principles for Vision 2030 ● Discuss the core values necessary for all Jamaicans to have ● Critically outline the national goals and outcomes of the Vision 2030 Plan. ● Examine suggested strategies and formulate a simple plan on how they can help to achieve the Vision 2030 Plan. ● Discuss the core values necessary for all Jamaicans to have. ● Critically outline the national goals and outcomes of the Vision 2030 Plan. ● Examine suggested strategies and formulate a simple plan on how they can help to achieve the Vision 2030 Plan 	<ul style="list-style-type: none"> ❖ Oral Presentations ❖ Personal Reflection ❖ Drawing ❖ Roleplaying ❖ Related websites ❖ Create Posters ❖ Group Project 	
Unit 3	3 weeks	The Jamaican Constitution (Citizenship, rights and responsibilities)	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define the term citizenship, citizen, alien, democracy, rights, responsibilities ● List at least three ways a person can become a citizen of a country. ● Identify at least six rights of a citizen 	<ul style="list-style-type: none"> ❖ Group video journal on Acts of Kindness in and around the school ❖ Dramatization on rights and responsibilities of a citizen ❖ Guided questions on the rights and responsibilities 	<ul style="list-style-type: none"> ❖ Assimilation of the Acts of Kindness ❖ Poster on the rights and responsibilities of citizens

			<ul style="list-style-type: none"> ● Classify responsibilities according to legal and voluntary responsibilities ● Discuss responsibilities to self – good health practices; to community ; to country ● Appreciate that with rights comes responsibilities 	of a citizen	
Unit 4	9 weeks	History of Government in Jamaica	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define key terms: Government, Universal Adult Suffrage, Proprietorship, Old Representative System, Crown Colony, Westminster Model, Constitutional, Parliament, Legislature, Executive, Senate, Attorney General, Judiciary. ● Discuss the changes that have occurred in the Jamaican parish setup. ● Examine the various forms of Government that has been present in Jamaica ● Examine the role played by key individuals in the formation of political parties ● Analyse the role of Enlightenment principles in the creation of our present day governmental system. ● Critically assess Jamaica’s road to independence. 	<ul style="list-style-type: none"> ❖ Timelines ❖ Charts ❖ Document analysis 	<ul style="list-style-type: none"> ❖ Concept Map of the branches of government and their relationship ❖ Group Presentations ❖ Worksheets on the branches and functions of government

			<ul style="list-style-type: none"> ● Describe the functions/role of the government 		
		Jamaican Government Structure (personnel) and their roles	<p>Students should be able to:</p> <ul style="list-style-type: none"> ● Define the terms government, fiscal duty, budget, taxation, voting, the electoral system ● Identify the various types of governmental systems ● Illustrate by way of a time line the historical pattern of the Jamaican government ● Identify and explain the structure of the Jamaican government ● Describe the features of the following: <ul style="list-style-type: none"> - Executive Branch - Legislative Branch, - Judiciary Branch - Cabinet - Senate - House of Representatives ● Explain the roles of the following: <ul style="list-style-type: none"> - Executive Branch - Legislative Branch, - Judiciary Branch - Cabinet - Senate - House of Representatives 	<ul style="list-style-type: none"> ❖ Fill in the blanks ❖ Flow charts ❖ Primary source analysis ❖ Field trips ❖ Guest lectures 	<ul style="list-style-type: none"> ❖ Quizzes ❖ Jeopardy Game ❖ Unit test

		<p>The Electoral process (Local and Central Government)</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> ● Outline the electoral process ● Identify factors influencing voter behaviour in Jamaica ● Describe the fiscal duties of the Government ● Identify the various branches of Government and their roles 	<ul style="list-style-type: none"> ❖ Group work ❖ Multiple Choice ❖ Public Speaking ❖ Manifestos ❖ Video analysis 	<ul style="list-style-type: none"> ❖ Mock Election
		<p>Budgeting (Government and personal)</p>	<p>Students should be able to</p> <ul style="list-style-type: none"> ● Define key concepts related to budgeting: budget, income, revenue, expenditure, gross income, net income, GDP, GNP, personal budget, national budget. ● List four benefits of budgeting. ● Discuss how funds are obtained to finance the national budget. ● Examine how the national budget is formulated and the various items that constitute the budget. 	<ul style="list-style-type: none"> ❖ Analysis of primary source material ❖ Sample Budget ❖ Roleplay 	<ul style="list-style-type: none"> ❖ Create an individual budget and a national budget

- Outline at least four principles to bear in mind when budgeting.

RELIGIOUS EDUCATION



	DURATION 40 min/80 min = 1 Class	UNIT TITLE	TOPICS	SPECIFIC OBJECTIVES
SEMESTER				Students should be able to:
ONE	3 weeks	Unit 1	<p><u>Theme: Stewardship</u> Topic: The Nature and Purpose of Stewardship</p> <ul style="list-style-type: none"> ▪ Definition of concepts ▪ <i>Nature and scope of personal stewardship.</i> <ul style="list-style-type: none"> - Use of personal human resources, including talent, adaptability, leadership ability, experience, relational/interpersonal and job skills ▪ <i>Nature and scope of corporate stewardship.</i> <ul style="list-style-type: none"> - Use and care of natural and corporately owned resources, e.g., time, money (taxes, donations/corporate funds) maintenance of property/buildings maintenance of law and order, use and care of the natural environment. 	<ul style="list-style-type: none"> • Define and use correctly the concepts listed in the unit’s key vocabulary section. • Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship. • Explore the nature and purpose of personal and corporate stewardship, and explain the relationship between them. • Examine how personal and corporate stewardship are taught and expressed in different religions. • Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. • Outline some of the benefits of good stewardship and the natural consequences of poor stewardship.

			<ul style="list-style-type: none"> ▪ <i>Implications of personal stewardship</i>, i.e., the exercise of personal stewardship in the context of the wider community. ▪ <i>The teaching and practice of personal and corporate stewardship in different religions</i>, e.g.: Christianity, Hinduism, Judaism, Islam. - Local and international people of faith (e.g., Gandhi, Fr. Richard Ho Lung, Bishop Desmond Tutu): the areas of need they have tried to address. 	<ul style="list-style-type: none"> • Gather information which may be used in making decisions about the use of time, talent and other resources. • Evaluate ways in which by their treatment of ethical issues religious people show they are accountable to self, Creator and the human community of which they are a part. • Identify and distinguish between areas of individual and corporate responsibility as members of a shared humanity. . Examine people of faith who have demonstrated good stewardship. . Express the capacity for doing good for the betterment of society without any thought of personal gain. <ul style="list-style-type: none"> • Identify and discuss the views of local and international modern-day people of faith re social issues and concerns/corporate stewardship. • Identify and discuss the views of local and international modern-day people of faith re social issues and concerns/corporate stewardship.
Two	3 weeks	Unit Two Theme: Stewardship	Topic: Personal Stewardship Sub-Topic: Some Stewardship Issues And Concerns As Addressed By Major Religions	<ul style="list-style-type: none"> • Define and use correctly the concepts listed. • Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship

			<p>Preparing for Life: CONTENT</p> <ul style="list-style-type: none"> ▪ <i>Introduction – Growing into responsible behaviour:</i> How different religious groups bring up children Review of coming of age ceremonies/rites (where these exist) in: Christianity, Judaism, Islam, Hinduism, Other religious groups in the community. c) Expectations in each religion for responsible adult behaviour (as symbolized by these rites.) ▪ <i>Issues and concerns:</i> <u>Relationships</u> <u>Related issues</u> - Human and Sexual Relations including Singleness/ "singlehood", abortion/use of contraceptives, Peer pressure, Prostitution And abuse (spousal, child, verbal, emotional/psychological, sexual, physical, incest) Divorce and Marriage including arranged and Mixed marriages (of race or religion) 	<ul style="list-style-type: none"> •Describe and begin to understand religious and other responses to ultimate and ethical questions •Review practices that mark coming of age in different religious groups. •Examine child-rearing practices in different religious groups. •Discuss and outline what is expected of young persons who are recognised as adults by different religious groups. •Identify and distinguish between natural and contrived consequences of personal actions. •Define how some forms of religious expression are used differently by individuals and communities •Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. •Show by their behaviour that they recognize the need to show compassion towards persons who are caught in the grip of social evils. •Make informed responses to questions of meaning and purpose in the light of their learning. •Identify relevant facts and describe some of the important and personal issues and problems facing young adults and other persons today. •Identify ways that good relationships may be fostered at home, family, school and the wider community. •Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part.
--	--	--	--	---

				<ul style="list-style-type: none">• Recognize the dangers of playing upon the emotions of others for one's personal advantage.• Express the capacity for doing good for the betterment of society and without any thought of personal gain.• Explore the effects of religion on the formation of one's attitudes, values and beliefs.• Show by their behaviour that they know the importance of respecting persons in authority.• Make moral judgements (good/bad, right/wrong) based on common values held by different religious groups regarding relationships.• Develop a positive attitude to self and others, and show a willingness to critically evaluate themselves on an ongoing basis.• Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life.• Investigate the role that world religions play in preserving in society an appreciation for the sacredness of life.• Prioritise/make decisions based on an understanding of the nature of responsible adult behaviour, and follow up responsible choices with appropriate actions.• Be willing to assert themselves in maintaining their rights and to recognize that with every right comes responsibility.• Show by their behaviour that they realize the importance of the proper rearing of children and young people.
--	--	--	--	--

Term Two	8 weeks	Unit 3 THEME Stewardship	Topic: Corporate Stewardship – Sub-topic: More issues and concerns as addressed by major religious groups <ul style="list-style-type: none"> ▪ The technology of birth <ul style="list-style-type: none"> - Cloning - Test tube babies - Artificial insemination - Surrogate mothers - Fertility drugs - Actual stage at which human life begins - Infanticide - Sexually transmitted diseases - Street children/homeless persons/vagrants ▪ Medical care for the poor ▪ Adoption <ul style="list-style-type: none"> - How the process is handled - How the child is treated - Possible effects ▪ Abandoned children/children that are given away ▪ Persons with disabilities ▪ Euthanasia mercy killing) ▪ Organ transplants (including donation of limbs, bodies or organs for medical research) Vivisection and animal rights	<ul style="list-style-type: none"> • Identify and discuss principles to be learned from the beliefs and practices of modern local and international people of faith • Be open and exploratory in the sharing of views and beliefs concerning stated concepts • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Explain the nature of and give opposing arguments for some controversial issues involved in medical ethics • Define and use correctly the concepts listed in the key vocabulary section. • Outline/delineate the specific views of some world religions and other religious groups concerning the vulnerable within the society and the natural world. • Focus on key statements from religious groups on values and ethical codes of conduct. • Be able to avoid simplistic, stereotyped and biased comments with regard to issues being examined. • Become critically aware of their own feelings and judgements and those of others. • Develop a mature sense of personal worth and value and of the worth and value of others. • Make informed responses to questions of meaning and purpose in the light of their learning. • Be willing to suggest and act upon practical solutions to problems involved in issues being discussed.
----------	---------	---	--	--

				<ul style="list-style-type: none">• Formulate and refute arguments relating to societal stewardship issues.• Identify and suggest possible solutions to some of the social problems existing in the local and national community.• Empathize with persons in difficult situations or situations of need.• Be challenged to think through the values that have either a positive or negative influence on their own lifestyles and those of others.• Develop respect for people who hold beliefs and views which differ from their own.• Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are a part.• Research information about organizations which cater to the needs of vulnerable persons, and explore ways in which the work of these organizations can be assisted and expanded.• Examine and draw conclusions concerning what different religious groups consider to be right and wrong re concepts and content listed.• State/identify and outline the basic contents of laws (re concepts/content listed) which have been influenced by major religions and religious groups• Explore and explain the consequences of the actions of individuals on the lives of others in the local, national and global community.
--	--	--	--	--

Term Two	4 weeks	Unit 4 THEME: Stewardship	Topic: Corporate Stewardship (cont'd) Sub-Topic: Other Issues and Concerns As Addressed by Some Religious Groups CONTENT/CONCEPTS Ethical Issues and Society: <ul style="list-style-type: none"> - Ageism - Racism - Sexism - Marginalization - Wealth and poverty a) consequences of unequal distribution of wealth b) religious groups and solutions they offer <ul style="list-style-type: none"> - Stewardship of opportunity - Work, wealth, leisure, proper use of time - Honesty and dishonesty Crime, violence and punishment/capital	Objectives: <ul style="list-style-type: none"> • Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship. • Define and use correctly the concepts listed • Explore and delineate what different religious groups think constitutes proper use of working time. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Outline and discuss different religious views concerning one's rights repayment for work done. • Assess the effectiveness of different conflict resolution strategies used by different religious groups and the society. • Understand, develop and express personal views on issues and problems discussed, and express thoughts, feelings, experiences, values, attitudes and beliefs which are held by others • Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. • identify and explore feelings which evolve out of issues being discussed. • Evaluate their own standpoints concerning a variety of Religious Education related issues. • Recognize bias, exaggeration, prejudice and stereotyping as they discuss a variety of religious and social issues.
----------	---------	--	--	--

			<ul style="list-style-type: none"> • Make informed responses to questions of meaning and purpose in the light of their learning. • Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part. • Express the capacity for doing good for the betterment of others, and without any thought of personal gain/reward or recognition. • Discuss the place and function of voluntary service within society. • Discuss and list some of the values which, if practised, would help or hinder the development of society. • Explore some religious beliefs held about stated social evils and identify some practical solutions offered or used by religious groups to counteract these evils. • Consciously monitor personal behaviour to avoid discrediting one's country in the international community • Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life. • Investigate the role that world religions play in preserving in society an appreciation for the sacredness of life. • Identify some causes and effects of legal/illegal migration
--	--	--	--

				<ul style="list-style-type: none"> • Examine the expectations that lead to migration, and the effects of this upon different levels of society. • Recognize and be able to make the best use of opportunities for advancement without being selfish, inconsiderate or breaking the law while so doing. • Compare the attitudes of local and returning residents towards one another and discuss ways in which religious beliefs and practices can foster mutual understanding.
Term	Two weeks	Unit: 5 THEME: Stewardship	Topic: Corporate Stewardship Sub-topic: Caring for the Natural World <ul style="list-style-type: none"> ▪ What is the natural world? ▪ Local and global issues and concerns relating to the natural world. ▪ What pollutes air and water, and why. ▪ Waste disposal: garbage, sewage, nuclear waste, radiation, smog, industrial waste, deforestation, soil erosion, etc. ▪ Caring for protected and/or endangered species ▪ What some world religions say about caring for the environment. ▪ General summary of principles/teachings common to world religions re personal and corporate stewardship. 	<ul style="list-style-type: none"> • Define and use correctly the concepts listed in the vocabulary section of this unit. • Compile and summarize basic teachings/principles common to different religious groups concerning caring for the natural world. • Examine and compare the teachings and practices concerning the care of the environment which are adhered to by major religions and indigenous religious groups in Jamaica. • Identify situations within the environment, the remedy of which requires corporate stewardship. • Develop and maintain a sense of wonder and curiosity about the world. • Explore the relationship between human beings and the environment, and how religious beliefs affect their attitudes towards the environment. • Become sensitive to and knowledgeable about local and global issues and concerns relating to the natural world.

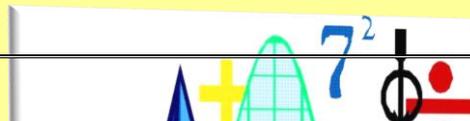
				<ul style="list-style-type: none">• Give reasons for neglect or abuse/misuse of the environment and its resources.• Explain why religious groups emphasize caring for the environment.• Suggest ways in which they may actively become engaged in corporate activities to care for their immediate environment.• Outline some benefits of caring for the environment.• Evaluate their own standpoints regarding concepts and content explored relating to the care of the natural world.• Develop the ability to use effective morally and socially acceptable methods to call attention to areas of neglect within the local and national environment.• Explore and describe a variety of feelings which lie at the heart of environmental abuse.• Suggest a variety of ways in which a positive attitude to the environment may be/is being encouraged by the local, national and global community.• Develop a sense of personal and corporate ownership of, pride in, appreciation of and desire to care for the physical environment.• Examine ways in which one's family, friends or the media, etc. may influence one's attitude to and daily decisions regarding the care of the natural world.• Be willing to engage individually and corporately in caring for their immediate surroundings, as well as the wider environment.
--	--	--	--	---

Term 3	2 weeks	Unit: 6 THEME: Stewardship	Topic: Some Conclusions About Stewardship CONTENT <ul style="list-style-type: none"> ▪ Definition of Concepts ▪ Review of the general summary made of principles/teachings/practices common to world religions re personal and corporate stewardship. ▪ Summary of personal impressions formed, views developed, decisions taken re: <ul style="list-style-type: none"> A. Use of personal human resources including: adaptability, use of talent, leadership ability, experience, relational/ interpersonal and job skills. B. Use and care of natural and corporately owned resources, (e.g., time, money, taxes, donations, corporate funds etc.) Maintenance of buildings/of law and order, use and care of the natural environment. C. Exercise of personal stewardship in the context of the wider community. 	<ul style="list-style-type: none"> • Explain how some beliefs and teachings shared by different religions are used as the basis for personal and corporate stewardship. • Review the key teachings and practices concerning personal and corporate stewardship which are adhered to by religious groups under study. • Describe and begin to understand religious and other responses to ultimate and ethical questions. • Recognize the times when there is wisdom in giving in to others' wishes, demands, points of view or expectations – and do so graciously. • Evaluate how insights and motivations gained from religious faith and experience contribute to personal and corporate stewardship. • Develop the ability to express personal beliefs and feelings through music, visual arts, drama and creative writing. • Continue to develop sensitivity to local and global issues and concerns relating to personal and corporate stewardship. • Evaluate their own standpoints regarding the concepts and content explored about personal and corporate stewardship. • Make informed responses to questions of meaning and purpose in the light of their learning. • Examine how people make moral decisions, and how daily life is influenced by teachings, sacred texts, religious leaders, etc.
--------	---------	---	---	--

- | | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none">• Readily identify social and moral evils as these evils are expressed in their own daily experiences.• Develop a strong sense of responsibility, accountability and moral scrupulousness regarding their own welfare, that of others and of the environment.• Evaluate ways in which, by their treatment of ethical issues, religious people show that they are accountable to self, Creator and the human community of which they are part.• Express the capacity for doing good for the betterment of society and without any thought of personal gain.• Explore and outline what students, as well as believers within religious groups, consider to be of ultimate value.• Evaluate their present stage of moral, spiritual, social, physical and emotional development, and thereby evaluate their implementation of worthwhile, achievable short and long-term goals.• Develop the ability to persist against great odds in order to achieve worthwhile goals.• Develop a mature sense of personal worth and value.• Develop the ability to apply facts and principles learned to specific situations.• Draw conclusions about the influence of sacred writings on the responses of religious people to personal, social and ethical issues in everyday life. |
|--|--|--|--|---|

- Investigate the role that world religions play in preserving in society an appreciation for the sacredness of life.

MATHEMATICS



ARDENNE HIGH SCHOOL
MATHEMATICS DEPARTMENT CURRICULUM GUIDE
GRADE 9

The purpose of the mathematics curriculum is to enable students to become:

- 1. Critical thinkers as well as users and creators of Mathematics*
- 2. Fluent in the language of mathematics*
- 3. Successful lifelong learners*
- 4. Confident and productive individuals.*

5. Proud citizens of Jamaica.

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
TERM ONE	Arithmetic – Standard Form		<ol style="list-style-type: none"> 1. Understand the need for standard form 2. Write numbers in standard form 		<ul style="list-style-type: none"> •
	Algebra- Indices		<ol style="list-style-type: none"> 1. Use the index as an indicator of repeated multiplication 2. Write expressions using index notation 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

			<ol style="list-style-type: none"> 3. State laws of indices involving <ol style="list-style-type: none"> a. Addition b. Subtraction c. Multiplication d. Negative Indices 4. Use the laws of indices to <ol style="list-style-type: none"> i. Simplify expressions ii. Evaluate expressions iii. Solve equations 		
	CONSUMER ARITHMETIC		<ol style="list-style-type: none"> 1. Solve problems involving simple interest 2. Solve problems involving compound interest 3. Solve problems involving appreciation and depreciation 4. Solve problems involving hire purchase (mortgage) 5. Differentiate between wage and salary 6. Solve problems involving wages and salaries. 	<ol style="list-style-type: none"> 1. Visit furniture and appliance stores to compare prices based on terms of purchase and brand. 2. Explore advantages and disadvantages of hire purchase vs bank loan for furniture and appliances. 	<ul style="list-style-type: none"> • Graded class work • Graded homework • Unit test
	Arithmetic-Statistical Averages		<ol style="list-style-type: none"> 1. Understand the idea of an average as a representative value 2. Find the mean median and mode from raw data 3. Find mean, median and mode from frequency tables 4. Use the three averages to interpret information 	<ol style="list-style-type: none"> 1. Students will count cars of various colours and record the data in a table. This data will be used to find the average using the three different. Methods (mean mode and median). 2. Survey at the class level about social media that they prefer. 	<ul style="list-style-type: none"> •

			5. Draw and interpret histograms and frequency tables from ungrouped data.		
	Algebra		<ol style="list-style-type: none"> 1. Use the distributive property to simplify expressions including the laws of indices 2. Apply the distributive property to multiply two binomial expressions. 3. Identify the highest common factor of two or more algebraic terms. 4. Factorize simple algebraic expressions where there is a simple algebraic common factor other than 1 using the concept of algebraic distribution. 5. Factorize algebraic expressions by grouping. 6. Simplify algebraic expressions with fractions 7. Solve simple equations 8. Solve equations involving the distributive law with variables on both sides. 9. Solve fractional equations 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	•
	Transformation		<ol style="list-style-type: none"> 1. Represent translations in a plane using vectors 2. Determine and represent the location of the image of an object and vice versa, <ol style="list-style-type: none"> i. Reflection ii. Enlargement 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	•

			<p>iii. Rotation</p> <p>3. Determine and write the transformation that maps an image onto a particular object.</p>		
	Arithmetic Probability		<p>1. State the meaning of probability</p> <p>2. Carry out experiments to determine probability</p> <p>3. Use fractions and percentages to describe probabilities</p> <p>4. Interpret a probability given as a fraction or percentage</p>	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions <p>Discuss weather patterns in Jamaica and other countries for probability of; Rainfall, tornados, snow storms etc.</p>	•
	Algebra Sets		<p>1. Sorting sets from data given in verbal form (3 or more)</p> <p>2. Illustrating information using Venn diagrams</p> <p>3. Obtaining information from Venn diagrams involving 3 or more sets</p> <p>4. Solve problems involving not more than 4 sets (including the universal set)</p>	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	
	Geometry - Congruent And Similar Triangles		<p>1. Prove that two triangles are congruent triangles</p> <p>2. Similar triangles</p> <p style="padding-left: 20px;">a. Prove that triangles are similar</p>	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	•

			b. Solve problems involving similar triangles		
	Arithmetic - Measurement		<ol style="list-style-type: none"> 1. The circle <ol style="list-style-type: none"> a. Area of a sector of a circle b. Length of an arc c. Perimeter of a sector d. Area of segment of a circle 2. Area <ol style="list-style-type: none"> a. Derive and use the formulae for area of parallelogram and trapezium b. Calculate the area of composite shapes c. Solve problems involving the surface area of solids 3. Volume <ol style="list-style-type: none"> a. Find the volume of prisms b. Find the volume of composite shapes 4. Solve problems involving volume and capacity. 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	•
	Geometry – Geometric Construction		<ol style="list-style-type: none"> 1. Construct angles of 90° and 60° 2. Bisect angles and hence construct 30°, 45°, 135°, 15° etc 3. Construct triangles using rulers and compasses (Introduction) 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions • Mathopenref.com 	

	Algebra - Formulae		<ol style="list-style-type: none"> 1. Transpose simple formulae (C= $2\pi r$. V= $u + at$, etc.) 2. Transpose formulae involving square and cube roots. 	<p>Discuss order in which some everyday things are done and effects of changing the order.;</p> <ul style="list-style-type: none"> • Baking • Getting ready for school in the mornings etc. <p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	
	Geometry - Pythagoras' Theorem		<ol style="list-style-type: none"> 1. Prove Pythagoras' Theorem 3. Use Pythagoras' Theorem to solve problems involving right-angled triangles 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	•
	Algebra – Simultaneous Equations		<ol style="list-style-type: none"> 1. Solve simultaneous equations by substitution 2. Solve simultaneous equations by elimination 3. Solve problems that result in simultaneous equations 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	

	Geometry Trigonometric Ratios		<ol style="list-style-type: none"> 1. Identify the three sides of a right-angled triangle in relation to a given angle. 2. Determine the sine, cosine and tangent of acute angles in right-angled triangles. 3. Use the sine, cosine or tangent ratios in the solution of right angled-triangles 	<p>Explore online websites for videos and worksheets on the topic –</p> <ul style="list-style-type: none"> • Khan academy • Mathaids • Examsolutions 	•
	Algebra Inequalities		<ol style="list-style-type: none"> 1. Write inequalities to illustrate story problems 2. Solve simple inequations using the number line and algebra 3. Illustrate inequalities with two variables on the coordinate plane 		•
	Geometry Transformations		<ol style="list-style-type: none"> 1. Translate any shape using a column vector $T = \begin{pmatrix} x \\ y \end{pmatrix}$ (Review) 2. Reflect any shape in a given line (Review) 3. Locate the image of an object under an enlargement 4. State the relationship between an object and its image after an enlargement. 		•
	Geometry - Graphs		<ol style="list-style-type: none"> 1. Write a quadratic mapping as a set of ordered pairs 2. Plot the ordered pairs on a graph 	<p>Explore online websites for videos and worksheets on the topic –</p>	•

			3. Interpret the points of intersection of the curve with the axes	<ul style="list-style-type: none">• Khan academy• Mathaids• Examsolutions	
--	--	--	--	---	--

FRENCH



	TOPIC		SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
UNIT:1	Duration	Topic	Students should be able to:		
TERM ONE		Voyager dans son pays	<ul style="list-style-type: none"> ○ Use correct expressions to talk about likes and dislikes about a particular travel destination ○ Describe the different modes of transport ○ Demonstrate an understanding of instructions for directions given in the target language. ○ Distinguish clearly between the use of the passé composé and Imperfect Tense. ○ Talk about different activities in which students participate during their vacation ○ Describe a local place of interest utilizing the appropriate vocabulary and impersonal expressions. ○ Apply correct phrases and questions when making travel arrangements Describe - the necessary steps/stages in relation to use of public transport 	<ul style="list-style-type: none"> ❖ Create an itinerary for a trip to another part of the island (Use a verb structure like <i>Nous allons à</i>) ❖ Conduct research in your class, in French, to find out what is the most popular mode of transport among students using the impersonal expressions. ❖ Create an informational booklet advertising your own transportation company ❖ Listen to a short extract about students going on a field trip and respond to questions based on the extract. <p>Play the role of bus driver giving an outline of the day's activities. Correctly prepare and present to the class an announcement that the driver/ tour guide on a bus would make when he is starting a trip. (Use of <i>Nous / on</i>)</p> <p>Compare means of transport by saying which is faster based on pictures that are given by the teacher. Accurately prepare a brochure which describes one type of transportation listing all</p>	<p>Accurate use of adjectives in describing destinations and giving directions</p> <p>Oral and written presentations demonstrating the proper use of the <i>passé composé</i> and imperfect tense</p> <p>Working in pairs, create and present a dialogue of a scene that took place on one of their trips utilizing the correct form of the passé composé and imperfect tenses, both orally and written.</p>

				<p>the attractive features and inviting the class to choose this medium.</p> <p>Stand in front of the class and recount what took place on the day of the trip. Including activities starting from the planning and preparation to the end of the trip in the target language. The routine that they go through on the day of the trip should also be recounted.</p> <p>Sing the song <i>Lola adore voyager</i> and also identify the verbs used. There may also be blanks which the students will fill in.</p>	
UNIT:2		Voyager à l'étranger---travelling overseas	Students should be able to:		
			<ul style="list-style-type: none"> ○ Correctly use the simple past tense (passé composé) in discussing recent events ○ Correctly use irregular verbs in discussing recent events <p>Accurately complete travel documents using appropriate vocabulary</p>	<p>Take turns telling the class at least two things that they did over the weekend or the day before as a means of recapping the <i>passé composé</i>.</p> <p>Work in groups to research and present in ENGLISH information on places of interest in Francophone countries.</p> <p>Watch a news report on a local personality speaking of his/her holiday visit to a Francophone country and answer questions. Students will try to identify the new irregular</p>	<p>The presentation on <i>Mes meilleures vacances</i> should reflect correct use of the regular and irregular verbs in the <i>passé composé</i></p> <p>Employ correct grammar and appropriate vocabulary to effectively communicate at the airport.</p> <p>Accurately complete immigration forms and travel</p>

				<p>verbs being introduced and answer other questions pertaining to the report.</p> <p>Participate in a competition to create a song or poem using the irregular verbs. In small groups, students will use the first person singular form of the verb and put it to their favourite tune. This will be presented to the class.</p> <p>Participate in the “verb race” game to practise the irregular verbs. Divide the Class into two or four groups. One member of each group will stand at the back of the class. The teacher will call out an irregular verb with the subject and the students will race to write the correct form of the verb on the board. The first person to write it correctly scores a point for his/her team.</p> <p>Create a simple story based on various pictures using linking expressions and other expressions of time while employing the passé composé of both regular and irregular verbs.</p> <p>Participate in a class discussion, in FRENCH, about their visit to a Francophone country. Students will respond to questions such as <i>Où êtes-vous allés?/Where did you go? Qu'as-tu fait?/Qu'est-ce que tu as fait?/What did you do?</i></p>	<p>documents with required information.</p> <p>Demonstrate their understanding of the written and spoken language by correctly responding to questions based on the texts.</p>
--	--	--	--	--	--

Write an article for a well-known magazine which gives a report on a trip that a famous Jamaican made to a Francophone country.

Complete a questionnaire from a travel agency which requires the students to indicate what they liked and did not like about their holiday experience.

Create a PowerPoint presentation to the class about *Mes meilleures vacances/My best vacation* in which they discuss a trip the students made to a Francophone country. Students will also express their opinions on the trip.

Students, in pairs, will help each other do a checklist of the things they have and what they don't have for a trip. They will employ the correct direct object pronoun in giving the response. For e.g. *tu as ton maillot de bain? Do you have your bathsuit? Oui, je l'ai/Yes I do or Non, je ne l'ai pas/No I do not.*

In pairs, each student will receive a sheet with items that they have. The partner's sheet will have a few items that are different. Student A will ask his/her partner if he/she has a particular item, and Student B will respond based on whether or not that item is on the sheet. The student will also have to indicate what he/she "has to do" to complete the preparation.

Watch and listen to an animated video or presentation about persons discussing their

				<p>preparations for their upcoming trip and respond appropriately by identifying things the person needs for the trip.</p> <p>Read a dialogue which deals with persons interacting with officials at different sections of the airport. Students, in groups, will use the dialogue as a guide to creating their own <i>A l'aéroport/At the airport</i> dialogue then act it out in class.</p> <p>Fill out an immigration form/travel related documents</p> <p>Complete multiple choice exercise by selecting the correct form of the verb in the appropriate tense, present or passé composé.</p>	
UNIT: 1			Students should be able to:		
TERM TWO		Quand j'étais jeune	<ul style="list-style-type: none"> ○ Use target language in discussions relating to different aspects of their life from childhood to adolescence ○ Differentiate between the uses of the imperfect tense and the passé composé ○ create dialogues and stories dealing with habits in the past ○ respond appropriately to questions based on a variety of written texts dealing with habits or events in the past 	<p>Examine a passage or short story and pick out verbs/underline verbs in the imperfect tense</p> <p>Deduce usage of verbs in the imperfect tense</p> <p>Practise forming the imperfect tense of regular and irregular verbs</p> <p>Tell the students to write sentences of their own relating their experiences when they were younger</p>	<p>Demonstrate the ability to recount their early years by employing sentences constructed in the appropriate past tense; negative as well as positive expressions and set phrases.</p>

				<p>event/occasion based on what the model is wearing. Record the presentation.</p> <p>Debate the moot: <i>La société d’hier et d’aujourd’hui / Life then and now</i> using simple sentences composed in the appropriate tenses and comparative expressions as required in the moot</p>	
UNIT 2:		Mes projets pour l’avenir—My future plans	Students should be able to:		
TERM TWO JANUARY TO APRIL			<ul style="list-style-type: none"> ○ Use suitable language expressions to describe future actions and events. ○ Communicate effectively with classmates telling them about their plans for the future ○ Answer orally and in writing questions in the future tense ○ Select and use appropriate forms of the future tense in describing future events ○ Respond appropriately to questions by selecting the appropriate tense. 	<p>Participate in a conversation to talk about things they are going to do using the “<i>je vais</i>” construction as a means of recapping the near future construction. Teacher will ask questions such as “<i>Qu’allez-vous faire ce soir ?/Qu’est-ce que vous allez faire ce soir ?</i>”, “<i>Que vas-tu faire à l’école demain?/Qu’est-ce que tu vas faire ce soir ?</i>”. Students will respond using the same construction, e.g. “<i>Je vais regarder la télé</i>”, “<i>Je vais étudier les mathématiques.</i>”</p> <p>Complete short sentences using the correct form of the verb indicated in the future tense.</p> <p>Watch a short video clip with persons talking about their plans for their birthday or their New Year’s resolutions. Students will then engage in a discussion about what they understood, in English. Create an e-invitation</p>	<p>Written material should reflect the correct use of both regular and irregular verbs in the future tense.</p> <p>Demonstrate their ability to correctly respond to both written and spoken questions</p> <p>Demonstrate an ability to ask and respond to questions in the future tense</p>

in which they will invite at least two persons from their class to their birthday celebration.

Contribute a comment to a passage which deals with a young person's concerns about his/her future. Each student will write at least one comment to say what the future holds for the person. When completed, this should then be read in class. In groups, create a poster which deals with what persons have to do to achieve their future goals e.g. "*Vous devrez avoir la foi*", "*Vous devrez étudier.*"

In groups, students will read concerns from a schoolmate and write a brief paragraph, in response to the concern, to be placed in the school's magazine in the "*Comment sera mon avenir?*" *What will my future be like* section?

Read a comic strip in which the future tense is used in wondering. Discuss the use of the tense in this context. They will then complete a comic strip on wondering about the future based on the cues given.

Read a passage entitled "*Mes prochaines vacances*" or read/listen to a variety of material and answer open-ended questions based on these. Create a dialogue with a classmate talking about their life in the future or an invitation to a celebration or other event.

				Contribute to the online forum <i>Comment sera le monde en 2050?</i>	
Unit 1		La Communication personnelle—personal communication	Students should be able to:		
TERM 3 MAY TO JULY			<ul style="list-style-type: none"> ○ Ask and answer questions about personal communications devices. ○ Compare and express opinions about personal communications devices. Discuss the advantages and disadvantages of personal communication devices 	<p>From a video, listen to the names of communication devices while viewing pictures of them. In pairs, ask each other how to spell these devices. Practise asking about each item using “<i>Tu as...</i>” Choose three items of communication and find two persons who each have one by asking “<i>Tu as... + name of object</i>”</p> <p>Practise questions specific to particular devices, e.g. capabilities of the device, phone number. Find out each other’s opinions about different devices using <i>Tu aimes + name of the object?</i> and <i>Que penses-tu de + name of the object?</i> Express positive and negative opinions using common phrases (<i>see glossary</i>). Work in pairs to practice giving their opinions on various devices.</p> <p>Research various communications devices paying attention to the expressions used in French. State the advantages and</p>	

				<p>disadvantages of a particular device in their opinion, using the construction “<i>Je n’aime pas.... parce que...</i>” Make comparisons using <i>mieux que/better than; plus grande que/bigger than; plus utile que/more useful than.</i></p> <p>Role play in groups of four a sales event in which they try to persuade others to buy their favourite communication device. Record their dramatizations, listen to taped roleplay and write down what they hear. Work in groups of four to identify and correct the mistakes made. Redo the roleplay with the corrected script and videotape it.</p>	
Unit 2			Students should be able to:		
TERM 3 MAY TO JULY		LesMedis—The media	<ul style="list-style-type: none"> ○ Use appropriate target language expressions to express opinions on social and other media. ○ Advance arguments about the use and misuse of communication media <p>Communicate using relevant structures to express what is being done with particular media</p>	<p>Participate in a class discussion in which they list different media forms, and present their views in ENGLISH on the role of media. Act out a scenario, in groups, in which a reporter seeks the opinion of the general public in FRENCH on different media. Write sentence slogans in FRENCH to support their perspectives. Use these to create a montage for class display.</p> <p>Participate in a field trip to an electronics store. Identify in FRENCH the different forms of media seen. Create a compilation of descriptions of persons engaged in various</p>	<p>Demonstrate the ability to express appropriately opinions about different forms of communication in the target language.</p> <p>Communicate preferences effectively using the target language.</p>

				<p>activities with media devices. Create an advertisement for one communication device observed in the store.</p> <p>Translate the display language of a commonly used social media platform into French. Create a glossary of the terms used to represent common tasks e.g. <i>mot de passe/password</i>, <i>téléchargez/download</i>. Work in pairs to explain to the class in FRENCH how to use a chosen social media platform.</p> <p>Respond appropriately to simple questions about different media e.g. <i>Tu aimes le cinéma?</i> Talk about media content that they have seen e.g. describing actors, actresses and favourite scenes of movies.</p> <p>Play a game in which descriptions of communication media are written on slips of paper and read by different students, with the rest of the class trying to guess what they are.</p>	<p>Extract information in the target language from different media sources using available devices</p> <p>Use appropriate structures to describe events and media devices</p>
--	--	--	--	--	---

SPANISH



	DURATION	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
	40 min/80 min = 1 Class				
UNIT:			Students should be able to:		
Term One		-Los modos de transporte / Modes of transport	Identify the means of transport. Eg. el coche, el avión, bicicleta, motocicleta, el tren, el metro Say what their favourite means of transport is and why using comparatives in Spanish.	The teacher needs to teach the modes of transport with the relevant prepositions. Recognition of means of transport based on drawings and photographs. Irregular comparatives (mejor...)	Recognition of means of transport based on drawings and photographs. Questions and answers
		Comparar los modos de transporte /Comparing means of transport	say what their favourite means of transport is and why using comparatives in	Irregular comparatives (mejor...)	Questions and answers

			Spanish.		
		Describir un lugar de interés en Jamaica Describing a place of interest in Jamaica	choose a place of interest (e.g Dunn's River Falls) and will describe it in Spanish.	Tourist brochures in Spanish can be used and can be obtained from Jamaica Tourist Board	Students will design their own brochure for potential tourists.
		Direcciones/ Directions	use a map to give directions in Spanish. Multimedia Projector Laptop	Students could use the map of a town they do not know eg. Kingston, Old Harbour, Montego Bay Ocho Rios, etc The teacher could use google maps and project town on board.	Guessing where they are based on given directions
		<u>Itinerario/Itinerary</u>	create an itinerary in Spanish.	Teacher may need to show an itinerary in English	Presentations given by students.
		Contar de un viaje/			Students will write a paragraph about a fictitious

		Giving an account of a trip	use the <i>pretérito</i> to give an account of a	The teacher will guide the students in using the right forms of the past tense.	trip based on a map in Spanish.
		Listening to the news.	listen to a short news item/past events selected by the teacher.	The teacher can create their own materials or use authentic materials that are available. Laptop and speakers	Questions and answers that seek to assess the students' comprehension of the content.
		Oct 20 Heroes Day Consolidation	Oct 21 Mid-term Consolidation		
		Oct 20 Heroes Day Consolidation			
		La preparación para viajar al extranjero Preparing for travelling abroad	role play different characters such as the receptionist at a hotel receiving	The teacher may use other scenarios. Pictures/photos/drawings of items to be used when travelling	Students will make a to-do list for travelling including reserving a call for reservation

		<p>En el aeropuerto /at the airport</p> <p>- airport announcements</p>	<p>go through the tour of an airport and will listen to airport announcements.</p>	<p>Students will not be required to know every single word in the announcements. They need to be provided with key words such as vuelo, puerta etc.</p>	<p>Students will be required to fill in key terms in a passage or dialogue.</p>
		<p>Going through the airport on the return</p>	<p>role-play situations at the customs and will fill in an immigration form in Spanish</p>	<p>The teacher may take students to an actual airport to do this activity.</p>	<p>Students will fill in immigration/customs forms</p>
		<p>El Viaje/</p> <p>The trip</p>	<p>Gives an account of a trip abroad.</p>	<p>Laptop and Multimedia projector</p> <p>Students may research places in Spanish speaking countries. The emphasis for the presentations will be the use of the past tense.</p>	<p>Students will be assessed on their PowerPoint presentations in Spanish.</p>

		Filling in a form from a travel agency	Say what they liked and disliked about a trip.	The evaluation information will be based on the trip as described in the PowerPoint.	Students will be required to fill in an Evaluation form about the trip.
		Exams	Exams		
		Letter-writing	Write a friendly letter	Laptop and multimedia projector The teacher will remind students of the use of Tú and Usted .	Students will write a letter to a person whom he/she met while abroad telling the person about how they enjoyed/did not enjoy the trip
		Project work	Creates the outlines for their project during the class.	Students will research places in a Spanish Speaking country. Maps	Students (in groups) will complete a written project on a Spanish Speaking country they visited or researched.
UNIT:			Students should be able to:		
TERM TWO FEBRUARY TO MARCH					

		<p>1.Cuando era Joven / When</p> <p>I was young</p> <p>Description</p>			
		Habitual Actions	say what they used to do	The focus is on habitual actions.	Students will write about their habitual actions when they were younger
		Describing a place	compare their previous school with the current one	This activity can be done orally or in writing.	Students will create on cartridge paper with antonyms which they use to describe their past and present schools employing the use of the imperfect and present tenses.
		Perfect vs. Imperfect	Identify the verbs in the imperfect and perfect tenses and give the reasons for their uses.	The teacher should use interesting texts.	Students will identify correctly the tenses

		Story Writing		The teacher should select interesting stimuli.	Students will use correctly the tenses for story writing. Students will be required to write a story based on given stimuli.
		Mystery Case	present a skit in which they try to solve a mystery. Eg. Murder, robbery etc.	The teacher will assist with vocabulary.	Peer evaluation
	Feb 16-20	CONSOLIDATION ASH WEDNESDAY (MID TERM BREAK)			
		Mis Planes para el futuro	use the immediate future	The teacher should revise immediate future and use it as a launch pad for the future tense.	Questions and Answers
		Future tense Plans for Future (Regular Verbs)	identify the future tense.	The focus is on regular verbs only.	Questions and Answers (Interviews)

		<p>Future Tense (plans for the future)</p> <p>Irregular Verbs</p>	<p>say what subjects they will select and what will be in the future.</p>	<p>Though the focus is on the irregular, students may be allowed to use the regular future tense in their answers.</p>	<p>Students will write a brief paragraph about their future plans.</p>
		<p>Future Tense</p> <p>Regular and Irregular Verbs</p>	<p>talk about their next vacation</p>	<p>Students should be encouraged to include the immediate future, regular and irregular future in their dialogues.</p>	<p>Students will create a dialogue in which they talk about their future plans</p>
		<p>What will happen next?</p>	<p>guess what will happen next A video will be played and paused at intervals or a series of photographs will be displayed and appropriate</p> <p>pauses will be made to allow students to guess the outcome.</p>	<p>The teacher needs to be familiar with the material so that the pauses can be done appropriately.</p> <p>Laptop, multi-media projector, photographs to be projected by the document camera.</p>	<p>Questions and Answers</p>
	<p>Mar 30 – April 3</p>	<p>Holy Week</p> <p>April 2 Holy Thursday holidays begin</p>			

UNIT:			Students should be able to:		
TERM TWO					
APRIL TO JUNE					
		1 Comunicación personal/ Personal Communication Expressing likes/dislikes and preferences and giving reasons	Identify various communication devices (telephones, ipad, ipod, tablets etc.)	Pictures of the devices. (Students can bring their own devices if permitted) Preferir Gustar Odiar Students can bring their own devices if permitted.	Peer group testing
		Expressing Opinions	Use of the internet to find sites selling communication devices for students	The teacher should group students will make a presentation on one device selected from	

			select devices and give their opinions about them.	within the group giving a reason for their choice.	In group of threes students
		Comparación Comparing Devices (Use of Comparatives)	compare devices using the comparatives	The teacher needs to ensure that comparatives are used.	Students will be asked to compare two devices in front of the class
		Using Direct Object Pronouns	In responding questions about the devices students will be required to use the direct object pronouns. i.e. ¿Para qué se usa el teléfono? Lo uso para hacer llamadas.	Ensure that students use appropriate object pronouns to replace nouns (lo, la, los, las)	Questions and Answers
			May 22 and 25 Midterm break/Labour Day		
		Los Medios de comunicaciones (expressing views on media)	Express views on media	Class discussion on media Expresiones para utilizar (No) Estoy de acuerdo En mi opinión	Research on different media types and prepare posters on communication devices e.g. Radio, television, newspapers, magazines, etc.

				<p>Pienso que/Creo</p> <p>Prensa (periódicos, revistas, etc)</p> <p>Electrónica</p> <p>Brainstorming on the different types of media is to be done in English</p>	
		Interacting with e-mails	<p>create an e-mail account in the target language to be exposed to the vocabulary used in e-mail accounts in Spanish. (eg. www.es.yahoo.com)</p> <p>And exchange e-mail with classmates in the target language.</p>	<p>Create account in target</p>	<p>E-mails should be written to include the use of the present continuous.</p> <p>Students will be required to cc their mail to the teacher.</p>
			Exams		

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 get together and have fun
5. Keep fit and healthy.
6. Learn physical and technical skills.
7. Cooperate and communicate with others.

Unit	Duration	Topic/ Content	Specific Objectives	Suggested Teaching And Learning Activities	Assessment
Term 1 (September – December)	2 weeks	NETBALL <ul style="list-style-type: none"> Theory- Roles, functions and hierarchy of the governing bodies in Netball. The effect of physical activity on the different systems of the body. 	Students should be able to: <ul style="list-style-type: none"> State and discuss the roles and functions and hierarchy of the governing bodies for Netball/ (local, and international). State the effects of physical activity on the different systems of the body. Perform appropriate activities for warm-up and cool-down, specific to netball. 	Research Search for information Create scrapbook	Research Project Home Work
	3 weeks	Revision of: <ul style="list-style-type: none"> Passes Landing and Pivoting Marking & dodging Defending Shooting 	<ul style="list-style-type: none"> Refine ball handling, shooting, marking and dodging and footwork skills learned. Demonstrate an understanding of rules in a game of netball. Demonstrate positive personal and social behaviours that emphasize fair play. Demonstrate an understanding of passing using the straight line and zig-zag technique. 	Pass, catch, shoot, feint Dodge, mark Sprint forward, run in a zigzag manner, Play game, analyze, observe, apply rules	Correct execution of skills
	2 weeks	Passing <ul style="list-style-type: none"> Zigzag Straight line 	Demonstrate an understanding of the ‘single feint dodge’ as opposed to the ‘double feint dodge’	Footwork, change of direction speed	
	2 weeks	Dodging	<ul style="list-style-type: none"> Perform umpiring task by identifying infringements relating to netball and the penalties to be awarded. 		

	4 weeks	<ul style="list-style-type: none"> • Single feint • Double feint <p>Game/Umpiring</p>	<ul style="list-style-type: none"> • Demonstrate strategies using a combination of attacking and defending skills with special emphasis on dodging and marking in game situations. 	<p>Officiate, observe Record, Report</p>	<p>Observation of the rules during game' Accurately apply combined Netball skills in game situation, while observing rules Display accurate decision-making strategies Demonstrate fair play in game situation</p>
<p>Term 2 January - March</p>	2 weeks	<p>TRACK AND FIELD</p> <p>Theory- Roles, functions of the governing bodies in Track and Field</p>	<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 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. 	<p>Research Search for information Prepare individual and/or group projects on roles and functions of governing bodies for Track and Field.</p>	<p>Research Project Home Work</p>
	3 weeks	<p>Relays</p> <ul style="list-style-type: none"> • 4 x 100m • 4 x 400m 		<p>Jump, Takeoff, Landing</p>	<p>Demonstrate, correct landing technique Correct execution of take-off. Correct execution of running technique. Observing rules.</p>
	4 weeks			<p>Run, Jump, Land Accelerate</p>	

		<ul style="list-style-type: none"> • Check marks • Long jump • High Jump • Discus • Shot 	<ul style="list-style-type: none"> • 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 kick) and high jump (Fosbury Flop) • Develop good coordination in executing the different throws. (shot, discus) • Choose to exercise for enjoyment and training benefits • Use knowledge of skills to perform effectively in competitions. 	<p>Run-up, Take-off, Flight Landing</p> <p>Throw Putt Communication</p>	<p>Demonstrate the correct run-up and take-off Clear bar using the basic technique.</p> <p>Proper execution of the throwing technique</p>
	<p>2 weeks</p> <p>11 weeks</p>	<p>FOOTBALL (BOYS)</p> <ul style="list-style-type: none"> • Roles, function and hierarchy of the governing bodies of football. • Social impact of football on the community/society • Marking • Attacking plays • Defensive plays 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • State and discuss the roles and functions and hierarchy of the governing bodies for football and the social impact it has on the community/society. • Explain the different systems/formation 		<p>Scrapbook created shows factual information about sports personalities. Effectively create space for play</p>

		<ul style="list-style-type: none"> • Tactical plays • Shooting • Game 	<ul style="list-style-type: none"> • Demonstrate tactical skills for individual or team play while defending or attacking such as: marking, creating scoring opportunities • Demonstrate an understanding of the principles of defense and attack. • Define and explain the role and responsibilities of each player on the team. • Perform effectively one on one strategy in both defending and attacking 	<p>Research Search for information Create scrapbook. Debate</p> <p>Shoot Pass Dribble, Control, Movement turn, Coordination Mark Cover/defend Square, Head ball</p>	<p>Apply attacking and defending skills</p> <p>Ability to create space and provide cover Ability to channel attacker from goal Ability to use width and penetration to attack Correctly execute football skills in game situations</p> <p>Research Project Home Work</p>
Term 3	<p>2 weeks</p> <p>9 weeks</p>	<p>VOLLEYBALL</p> <ul style="list-style-type: none"> • Roles and functions of the governing bodies of Volleyball. • Structure of Volleyball competitions held at the local level. <p>.</p> <ul style="list-style-type: none"> • Volley • The dig pass • Block 	<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 Volleyball and the structure of competitions held at the local level. • Perform appropriate activities for warm-up and cool-down specific to volleyball 	<p>Search for information Analyze findings</p> <p>Block</p>	<p>Demonstrate appropriate blocking skills</p> <p>Correctly demonstrate spike approach Correctly execute the spike and block of the ball</p>

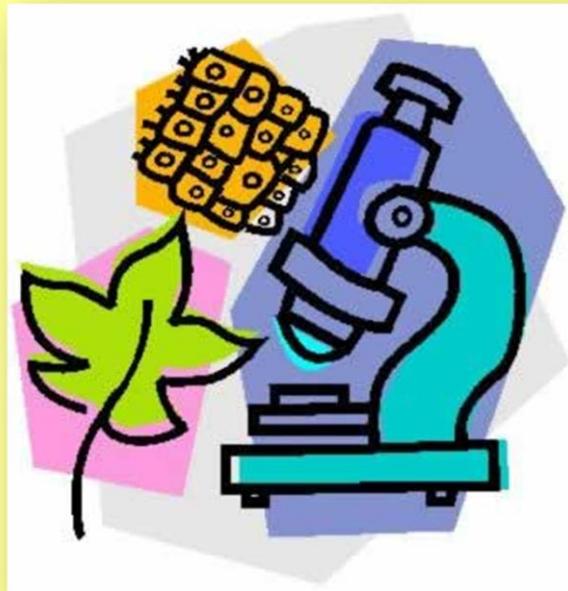
<p>April - June</p>		<ul style="list-style-type: none"> • Spike • The dig pass • Service • Rules • Game 	<ul style="list-style-type: none"> • Refine technique of overhead (volley), forearm passing, serve reception, overhead set, blocking, spiking. • Utilize offensive and defensive strategies in a game. • Assess skills with self and in peers while getting feedback from the teacher. 	<p>Jump Footwork Spike Arm swing, take off</p> <p>Overhead set, forearm pass Serve</p>	<p>Appropriate use of the overhand and underhand passing skills</p> <p>Research Project Home Work</p>
	<p>2 weeks</p> <p>9 weeks</p>	<p>BASKETBALL</p> <ul style="list-style-type: none"> • Roles and functions of the governing bodies of basketball. • Structure of competitions held at the local level. <ul style="list-style-type: none"> • One hand push pass • One hand bounce pass • Footwork • Set shot • Jump shot • Lay-up shot • Dribbling • Game 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • List, explain and analyse the roles and functions of the governing bodies in basketball. • Research the basic equipment used and rules governing Basketball. • List and explain the roles of the playing positions in Basketball. • Recap, refine and apply basketball skills learned. • Execute one-hand push pass and one-hand bounce pass and show hand target to receive the pass. • Use the correct technique to catch a ball. • Perform shots from free throw line and sides of the key. • Perform different types of cross-over dribble. 	<p>Search for information electronically, manually</p> <p>Develop teamwork</p>	<p>Accurately discuss tactical and technical aspects of skills</p> <p>Execute the crossover dribble techniques</p> <p>Correctly execute defensive stance and slide</p> <p>Observe correct footwork movement</p> <p>Correctly execute the shooting techniques</p>

			<ul style="list-style-type: none"> Execute the defensive stance and slide while playing defense on and off the ball. Work harmoniously in groups, demonstrate mastery of learnt skills and apply strategies under match conditions. Explain referee's calls for infringements and penalties to be awarded. 	<p>Report, Discuss, Communicate</p> <p>Bounce</p> <p>Jump</p> <p>Shoot</p> <p>Defensive stance</p> <p>Lay up</p> <p>Dribble</p> <p>Front dribble</p> <p>Spin crossover</p> <p>Between the leg dribble</p> <p>Behind the back dribble</p> <p>Search for information</p> <p>Analyse findings</p>	<p>Demonstrate correct body position when taking shot</p> <p>Effectively combine skills in a competitive and/or fun situation</p> <p>Identify violations</p> <p>Correct execution of skills in a competitive situation.</p> <p>Research Project</p> <p>Home Work</p>
	2 weeks	<p>CRICKET (BOYS)</p> <ul style="list-style-type: none"> Roles and functions of the governing bodies of Cricket. Structure of competitions held at the local level. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> List, explain and analyse the roles and functions of the governing bodies in cricket. Research and present on the structure of cricket in Jamaica. Show an appreciation for the rules governing the game and the sporting tradition in which it is played. 		<p>Oral/written reports give clear evidence of concepts studied in research.</p>
	3 weeks	<ul style="list-style-type: none"> Bowling Off spin Leg spin Medium pace 	<ul style="list-style-type: none"> Execute proficient level of skills in wicket keeping techniques. 	<p>Grip</p> <p>Stance/footwork</p> <p>Back lift</p> <p>Bats wing</p> <p>Balance</p> <p>Timing of stroke</p> <p>Follow through</p> <p>Run up</p> <p>Gather/coil</p>	<p>Competently perform the cut shot</p> <p>Correctly demonstrate the pull shot.</p> <p>Correctly demonstrate bowling action</p>

	3 weeks	<ul style="list-style-type: none"> • Batting Preparation for the shot /Alignment Stance/balance Completion of the shot • Fielding Attack Pick up Balance Body alignment 	<ul style="list-style-type: none"> • Demonstrate running between the wickets while keeping the ball in view. • Effectively execute the grounding/sliding of the bat towards and behind the crease while taking a run. • Execute the correct technique in the cross-batted shot/strokes e.g. (cut and pull) • Use stock/length and line delivery and maintain line outside off stump. • Demonstrate the use of the fielding positions (close in and out), stationary and while moving. 	<p>Delivery stride Delivery Attack the ball Pick-up and balance Body –alignment Throw Long and short barrier Chase Retrieve Apply the laws</p>	<p>Demonstrate appropriate fielding technique</p> <p>Correctly apply appropriate skill in game situation</p> <p>Demonstrate knowledge of laws of the game</p>
	4 weeks	<ul style="list-style-type: none"> • Positioning • Laws • Game 		<p>Think Analyze Communicate Listen Record information</p>	<p>Participate actively in discussion Record information</p> <p>Present adequately equipped first aid kit</p>
	2 weeks	<p>THEORY Sports-related injuries and basic first aid treatment procedure.</p>	<p>Students should be able to:</p> <p>Identify the types and causes of sports injuries and general preventative measures.</p> <p>Administer basic first aid procedure when applicable</p> <p>.</p>	<p>Create organize cooperate</p>	<p>Participate actively in physical activity</p>

	<p>3 weeks</p>	<p>HEALTH SAFETY AND WELLBEING</p> <ul style="list-style-type: none"> • Benefits of physical activities • Movements/dance; Gymnastics 	<ul style="list-style-type: none"> • Identify benefits of participating in physical activities. • Demonstrate a variety of movements • Balance using different body parts while moving alone or with a partner. • Individually and in groups perform movement sequences containing basic gymnastic activities. • Create dances based on themes such as sports. 	<p>Create jingles to show benefits of participating in physical activities</p> <ul style="list-style-type: none"> • Create dances based on themes such as sports. 	
--	-----------------------	--	---	--	--

BIOLOGY



Unit	Duration	Topic	Specific Objectives	Teaching/Learning Strategies	Assessment
Unit 1	Sept 4-22	Biological drawing 1 ^o text Chap: 0 Introduction vii.	Students should be able to: i. Discuss and dictate rules for drawing. ii. Identify the most significant features of a specimen and make an accurate representation.	Observation skills Guidelines for drawing from specimen Magnification calculation	Drawing specimen (leaf, pea, and etc.) Handouts, past papers.

WK OF SEPTEMBER TEST

Unit	Duration	Topic	Specific Objectives	Teaching/Learning Strategies	ACTIVITIES
	Sept 25- Oct 20	Cells 1 ^o text Chap: 2 Pages 4-5 <i>Cell Structure</i>	Students should be able to: i. Compare the structure of the generalized plant and animal cell and select microbes.	All structures visible with light microscopy. (Include Protista)	Drawing, collage, model construction Puzzles, cut and paste tables, past papers,

		<p><i>Cell specialization</i></p> <p><i>Transport in cells</i></p> <p>1^o text Chap: 5 Pages 24-27</p>	<ul style="list-style-type: none"> ii. Distinguish between cell wall, cell membrane; mitochondrion and chloroplast iii. Relate the structure of organelles to their functions iv. Differentiate between plant cells and animal cells v. Explain the importance of cell specialization in multicellular organisms. vi. Explain the processes of diffusion and osmosis vii. Discuss the importance of diffusion, osmosis and active transport in living systems. 	<p>Simple treatment of chloroplast, mitochondrion, vacuole and nucleus.</p> <p>Relate structure to function</p> <p>Consideration of different types of tissues eg. Xylem phloem, form organs.</p> <p>Importance of transporting substances in and out of cells</p> <p>Reference to cell membrane being differentially permeable.</p>	<p>Comparative tables</p>
--	--	--	--	--	---------------------------

TESTWEEK OF OCTOBER 23

1. General Objective: On completion of this section students should understand that nutrition is the means by which organisms obtain their energy and material requirement and this is occurring in different ways.

Unit	Duration	TOPIC	SPECIFIC OBJECTIVES	Teaching/Learning strategies	Assessment
	Oct 30- Nov 17	Enzymes 1 ^o text Chap: 3 Pages 7-8	i. Explain the role and importance of enzymes. ii. investigate the effect of temperature and pH on the activity of the enzymes catalase or amylase;	Lock and key hypothesis Inclusion of catalysis, properties, role in digestive system (mouth, stomach small intestine) Interpreting graphs and tables of the effect of temperature on pH on enzyme activity.	The activity of enzyme experiment, constructing graphs, drawing. Experiments, constructing tables and graphs.
	Nov 20-24 Nov 27- Dec 1.	Nutrition 1 ^o text Chap: 4 Pages 9 1 ^o text Chap 4 Pages 12-13	i. Distinguish among heterotrophic, autotrophic and saprophytic nutrition ii. Discuss the importance of minerals in plant nutrition using nitrogen and magnesium as examples. iii. Discuss the importance of a balanced diet in humans	Compare simple inorganic substances to complex substances consumed by animal and fungi. Emphasis on the importance of nitrogen in the formation of proteins and magnesium in the formation of chlorophyll.	Puzzle, past papers, Roleplay Interrelationships: Identifying sources of food for organism, Constructing tables Puzzle, short answer

	Jan 29-Feb 2	Food Test	i. Perform tests to distinguish among food substances	Starch, protein, lipids, reducing sugar	Food tests, reporting Past paper question.
**TEST 1: OBJECTIVES: I -V WEEK OF FEBRUARY 5					
**REVISION/ PRACTICE WEEK OF FEBRUARY 12					
**1ST SEMESTER EXAM, WEEK OF FEBRUARY 19..					
	Duration	Topic	Specific Objectives	Teaching/Learning Objectives	Assessment
	After Easter	Digestion	Students should be able to:		

	break	1 ⁰ text Chap: 4 Page 18-23	<ul style="list-style-type: none"> i. Relate the structure of the human alimentary canal to their function ii. describe what happens to the products of digestion after their absorption; 	<p>Simple diagrams of the alimentary canal and internal structure of a tooth role in mastication and mechanical.</p> <p>A simple diagram of villi and role in the absorption of products, Transport to the liver and assimilation to be included.</p>	<p>Past paper questions, Drawing,</p> <p>Videos, drawing, past papers</p>
TEST WEEK OF March 27th					
	After Easter break	<p>Respiration</p> <p>1⁰ text Chap: 7 Page 38</p> <p>1⁰ text Chap: 7 Pages 39-42</p>	<ul style="list-style-type: none"> i. Describe the process of aerobic respiration. ii. distinguish between aerobic and anaerobic respiration; i. describe the mechanism of breathing in humans and gaseous exchange in flowering plants 	<p>Involvement of enzymes in releasing energy as ATP.</p> <p>Distinguish between respiration and breathing.</p> <p>Simple treatment of word and chemical equation.</p> <p>Simple diagrams to show the relationship between the trachea, the</p>	<p>Simple experiments to show the products of respiration.</p> <p>Past paper questions, Handouts, videos,</p> <p>Construction and Use of model of thorax</p>

		<p>Gaseous Exchange</p> <p>1^o text Chap: 4 Pages 42-43</p>	<p>ii. Identify characteristics common to gaseous exchange surfaces</p>	<p>bronchi, alveoli and lungs. Diaphragm and ribcage required. Oxygen debt to be included.</p> <p>Emphasis on mechanisms for increasing surface area in humans, fish and plants.</p>	<p>Examine the lungs of a mammal, gills of fish and various types of leaves.</p> <p>Drawing, past papers, videos, handouts</p>
--	--	--	---	--	--

CHEMISTRY



INTRODUCTION

This guide is meant to be used as a tool to help grade nine parents and students keep abreast of the required learning outcomes for the academic year. The guide outlines topic, objectives, suggestive activities and resources that are used at this level. It is by no means exhaustive, but simply representative of the syllabus for this level.

The grade nine syllabus is geared towards harnessing the natural curiosity and enthusiasm of the 9th Grader. The syllabus presents Science in a fun way while developing the requisite skills and attitude which Science demands.

UNIT 1 Atomic Structure	DURATION	TOPIC	OBJECTIVES STUDENTS SHOULD BE ABLE TO:	TEACHING AND LEARNING STRATEGIES	ASSESSMENT
1.1	2 Weeks	The Atom	1) Describe with illustrations, the structure of atoms of atomic number 1 to 20; 2) State properties of electrons, protons and neutrons. 3) Determine the electronic configuration of an atom. 4) Define atomic number and mass number; 5) Interpret notations of the form $\begin{matrix} a & c \\ & X \\ b & d \end{matrix}$	Students will: 1) Complete a table comparing the properties of the subatomic particles and their location. 2) Draw the atomic structure for the first 20 elements. 3) Work out the electronic configuration for the first 20 elements. 4) Make models of atoms.	Calculate the protons, neutrons and electrons for the first 20 elements.
1.2	1 Week	Isotopes	1) Define isotope. 2) Give examples of isotopes.	1) Read or watch a video on isotopy and the uses of radioactive isotopes and discuss it in groups.	Quiz on uses of radioisotopes and provide 3 examples of elements with isotopes.
UNIT 2					

Periodic Table & Periodicity					
2.1	2 Weeks	Arrangement of elements in the Periodic Table	<ol style="list-style-type: none"> 1) Explain the history of the Periodic Table. 2) List the names and symbols of the first twenty elements. 3) State that the elements are arranged based on their atomic number. 4) Distinguish between periods and groups. 	<ol style="list-style-type: none"> 1) After watching a video on the history of the periodic table, students will discuss and make brief notes. 2) Students are to complete a blank periodic table for the first twenty elements. They are to write down the atomic number, mass number, name of an element, symbol, draw their atomic structure and write down the electronic configuration for each. 3) In groups, students will use the periodic table they completed to distinguish between group and period. 	Students will get a quiz on the first twenty elements. Need to know the correct order.
2.2	1 Week	Metals vs Non-Metals	<ol style="list-style-type: none"> 1) State the positions of metals and non-metals. 2) List the physical characteristics of metals and non-metals. 	<ol style="list-style-type: none"> 1) In groups, students are to look at pictures of different items/ objects and determine if they are metals or non-metals and discuss the difference in their physical properties. 	Students are to list 5 metals and 5 non-metals from the periodic table.
2.3	1 Week	Trends and properties of elements in groups I, II and VII	<ol style="list-style-type: none"> 1) List the properties of elements in groups I, II and VII. 2) Describe the trends of elements in groups I, II and VII. 	<ol style="list-style-type: none"> 1) Observe a demonstration of reactions of magnesium and calcium with air. 2) Different groups will get different groups from the periodic to discuss and share with the class on their trends and properties. 	Quiz on the trends and properties of groups I, II, and VII.
2.4	1 Week	Transition Metals	<ol style="list-style-type: none"> 1) List properties of transition metals. 	<ol style="list-style-type: none"> 1) Class discussion on transition metals. 	Quiz on the properties of transition metals.

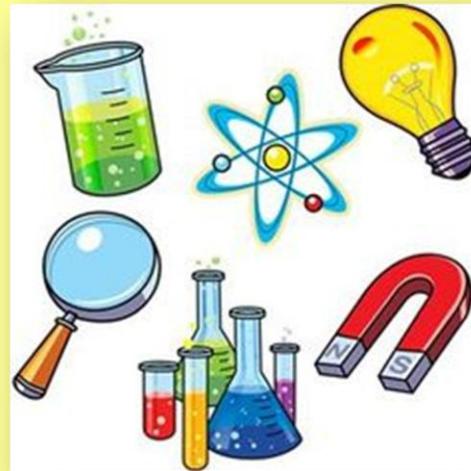
					Unit test – atoms and the periodic table												
UNIT 3 Ionic Bonding																	
3.1	2 Weeks	Ions	<ol style="list-style-type: none"> 1) Define ion. 2) Explain the difference between an anion and a cation. 3) Calculate the ionic charge. 4) Illustrate the formation of ions. 	<ol style="list-style-type: none"> 1) Draw diagrams of ions. 2) Work out the electronic configuration for different ions. 3) Determine the charge of an ion. 	Calculate the protons, neutrons and electrons, electronic different ions (cations and anions).												
3.2	2 Weeks	Ionic Bonding	<ol style="list-style-type: none"> 1) Define ionic bonding. 2) Describe with illustrations, ionic bonding between a metal and a non-metal. 3) Write the formulae of simple binary compounds using symbols and valencies. 	<ol style="list-style-type: none"> 1) In groups, view a chart/ handout of common ions and engage in an activity to write the formulae of ionic compounds provided by the teacher. 2) In groups, select two cards one from each colour (one colour has cations and the colour has anions) and complete the following chart for the compound formed between the two ions selected. <table border="1" data-bbox="1454 971 2470 1156"> <thead> <tr> <th>Positive Ion</th> <th># of electrons lost</th> <th>Negative Ion</th> <th># of electrons gained</th> <th>Formula of Compound</th> <th>Name of Compound</th> </tr> </thead> <tbody> <tr> <td>Ca²⁺</td> <td>2</td> <td>F⁻</td> <td>1</td> <td>CaF₂</td> <td>Calcium Fluoride</td> </tr> </tbody> </table> 3) Construct models of sodium chloride using two different coloured balls of modelling clay held together by short lengths of match sticks to represent ionic bonds. 	Positive Ion	# of electrons lost	Negative Ion	# of electrons gained	Formula of Compound	Name of Compound	Ca ²⁺	2	F ⁻	1	CaF ₂	Calcium Fluoride	<p>The correct formula on a completed worksheet.</p> <p>The chart is correctly completed.</p>
Positive Ion	# of electrons lost	Negative Ion	# of electrons gained	Formula of Compound	Name of Compound												
Ca ²⁺	2	F ⁻	1	CaF ₂	Calcium Fluoride												
					Unit Test – Ions and Ionic Bonding												

UNIT 4 States of Matter					
4.1	2 Weeks	Matter	<ol style="list-style-type: none"> 1) Distinguish among the three states of matter. 2) Explain the changes between the three states of matter in terms of energy, movement and arrangement of particles. 	<ol style="list-style-type: none"> 1) In groups, they are to look at images of different objects/ items and decide how to classify them. They are to share and explain their answers to the rest of the class. 2) In groups, students can observe the three states of matter using water. Each group will get a piece of ice, watch it melt and the teacher will boil it for them. They are to make observations. 3) In groups, students are to look at a table comparing the physical properties of a substance in solid, liquid and gas states. They are to then role-play the particles base on the state and the property given to them. 	Each group will receive a set of questions. After each group discuss the questions, the teacher will ask each group to respond to one of the questions.
4.2	1 Week	Particulate Nature of Matter	<ol style="list-style-type: none"> 1) Explain how evidence supports the particulate theory of matter. 2) Explain the process of diffusion and osmosis. 	<ol style="list-style-type: none"> 1) In groups, students will observe and discuss whether the particles of a coloured syrup are still present in a solution after being diluted to the point where the colour of the syrup is no longer visible. 2) In groups, students are to plan and investigate the effects of placing strips of potato in liquids of different concentrations (pure water, dilute salt solution, concentrated salt solution). The students are to 	<p>Students are to plan and design a lab that demonstrates either osmosis or diffusion and present it to the class.</p> <p>Models & particle diagrams.</p>

				measure the strips before and after, placing the solutions and the measurements recorded.	
					Unit Test- Matter and the particulate Theory of Matter
UNIT 5 Mixtures & Separations					
5.1	2 Weeks	Pure Substances & Mixtures	<ol style="list-style-type: none"> 1) Define element, compound and mixture. 2) Distinguish between pure substances and mixtures. 3) Explain the differences among solutions, suspensions and colloids. 4) Explain the terms solvent and solute. 5) Identify different types of solutions. 	<ol style="list-style-type: none"> 1) In groups compare the boiling points in water and sodium chloride solution. 2) Complete a worksheet where they are to determine if the images a depicting a pure element, pure compound, a mixture of elements and compounds, a mixture of elements. 3) In groups, students will be given three mixtures (sodium chloride mixed with water, milk, zinc nitrate mixed with water) to look at. They are to make their observations and share with the class. 	Make a list of 5 pure substances and 5 mixtures
5.2	3 Weeks	Separation Techniques	<ol style="list-style-type: none"> 1) Explain chromatography, filtration, distillation and evaporation. 2) Apply suitable separation techniques based on the differences in properties of the components of mixtures. 	<ol style="list-style-type: none"> 1) Each group will be given a separation technique to discuss amongst themselves. They will then share and answer questions pertaining to that separation technique. 	Complete a table based on the physical properties of the components in the mixture.

				<ul style="list-style-type: none"> 2) In pairs carry out filtration & evaporation practical (salt, sand, and water). 3) In pairs carry out a chromatography practical (screen methyl orange). 	
5.3	2 Weeks	Solubility	<ul style="list-style-type: none"> 1) Define solubility. 2) Explain the effect of temperature on the solubility of solids in water. 3) Perform calculations using a solubility curve. 	<ul style="list-style-type: none"> 1) After watching a video on solubility and how temperature affects it, in groups students will discuss what they saw and answer a set of questions. Then share their response with the class. 2) Solubility practical and obtain data that students can use. 3) Plot a solubility curve using data provided. 4) Use the solubility curve to perform calculations. 	Complete a table stating whether they think a substance is soluble or insoluble in water.
					Unit Test- Mixtures and separation, Solubility

PHYSICS



Semester 1 Grade 9 PHYSICS					
UNIT 1	Duration	Topics	OBJECTIVES <i>STUDENTS SHOULD BE ABLE TO:</i>	TEACHING AND LEARNING STRATEGIES	ASSESSMENT
1.1 Working like a scientist	3 weeks	History and significance of physics	<ul style="list-style-type: none"> List three famous names in physics Recall some of the contributions of famous physicists 	<p>Students will</p> <p>1) work in groups of no more than four (4) persons to do a research and make a presentation on a given famous scientists. Eg. Galileo, Newton, Aristotle, Archimedes, Einstein, Pascal, Ampere, Anthony Chen</p> <p>2) make a proposal related to a concept of measurement, e.g. mass of an object and they will carry out an experiment to prove their hypothesis about its mass.</p>	The groups will mark based on content (written part of the research), creativity, resource, how they speak and other elements of an oral presentation.
2.1 Mathematics for Physics	3 weeks	Quantities	<ul style="list-style-type: none"> Define the term quantity State examples of basic and derived quantities show how derived quantities and their related units are produced; recall the special names given to the units for some derived quantities express derived units using the index notation e.g. (ms⁻¹) recall the definition of the given quantities recall the formulas related to these quantities 	<p>Students will be able to:</p> <ol style="list-style-type: none"> Appreciate prefix as it related to everyday language, e.g. sub, re. Recall the prefix using their name, value and symbols and should be able to use them in calculations Be given a definition for quantity. The types of quantities will be discussed based on their experience and then others which may not be known. 	<p>Converting from one prefix to base SI unit, converting between units and the representation of answers in any given prefix.</p> <p>Plotting of any given graph related to physics quantities by</p>

2.2		Formula	<ul style="list-style-type: none"> • Transpose formulas to find any unknown • Plot graph using a given table • Use x or \odot to denote plotted points. • determine the gradient of the straight line graph • calculate the resultant of vectors which are parallel, anti-parallel and perpendicular; • use diagrams to find the resultant of two vectors that are perpendicular/parallel 	<ol style="list-style-type: none"> 4. Differentiate between derived, fundamental quantities based on their units and definitions. 5. Plot any given graphs related to quantities learned and from any experimental data 6. Know that the gradient of the graph represents an average of the data obtained 7. Plot the graphs using an appropriate scale and using x or \odot for each data point. 8. Draw vector diagram and calculate the magnitude and direction for two vectors that are parallel or perpendicular to each other. 	accurately applying the skill taught; ensuring the points are not larger than the smallest value on the grid (2mm ²)
2.3		Vectors			
3.1 Forces	3 weeks	Types of forces	<ul style="list-style-type: none"> • identify types of forces; • List the types of forces: Normal, Nuclear, Frictional, Upthrust, Magnetic • Differentiate between mass and weight • determine the weight of objects; Use the relationship, $F=ma$ to solve problems 	<p>Students will be</p> <ol style="list-style-type: none"> 1. Ask to relate forces to real life, talk about the weak attraction between planets in the solar system 2. Observe the use of magnetic force as repulsion or attraction with magnetic materials 3. using the relationship between Force (F), mass (m) and acceleration (a) to find the magnitude of one of the quantities given the other two. 	Students will be given test and classwork to calculate the magnitude of different quantities

4.1 Fluid Mechanics	4 weeks	Density	<ul style="list-style-type: none"> define density apply the formula for density state Archimedes principle explain relative density calculate relative density 	<p>Students will:</p> <ol style="list-style-type: none"> Assist in the performance of at least three (3) density labs related to: regular shape, irregular shape and fluid. Relate the density of objects with its ability to float or sink in a fluid (water, mercury). Relate the concept of Archimedes principle based on the resultant forces (vectors) of a body in a fluid 	Further assessment on graphing using the lab experiment and the use of the formula to find unknowns related to density. Comparing the magnitude of density, mass or volume using the relationship between the three.

Semester 2 Grade 9 PHYSICS					
UNIT 5	Duration	Topics	OBJECTIVES <i>STUDENTS SHOULD BE ABLE TO:</i>	TEACHING AND LEARNING STRATEGIES	ASSESSMENT
5.1 Energy	6 weeks	Introduction to Energy	<ul style="list-style-type: none"> define work define energy identify the different forms of energy describe the energy transformation(s) in a given situation discuss the use of energy from alternative sources and its importance to the Caribbean 	<p>Students will:</p> <ol style="list-style-type: none"> In groups prepare a research and presentation on a given alternate energy and the transformation of energy that occurred to create electrical energy. The suitability and use of Jamaica and the Caribbean will be discussed 	The presentation on the energy form will be graded using the content.

		Mechanical Energy	<ul style="list-style-type: none"> differentiate between potential energy and kinetic energy calculate the change in gravitational potential energy using: $\Delta E = mg\Delta h$ calculate kinetic energies using the expression: $E = \frac{1}{2}mv^2$ state the law of conservation of energy 	<ol style="list-style-type: none"> A demonstration of transformation in Kinetic energy will be done using the simple pendulum. Use the lab to identify the change in kinetic and potential energy throughout the oscillation. 	
6.1 Linear Motion		Motion	<ul style="list-style-type: none"> define the terms: distance, displacement, speed, velocity, acceleration apply displacement-time and velocity-time graphs state Newton's three laws of motion define linear momentum calculate the momentum of a body 	<p>Students will</p> <ol style="list-style-type: none"> Relate the gradient of the line to quantities e.g. the gradient of displacement-time graphs is velocity, the area under a velocity-time graph is displacement. Give at least 2 examples related to Newton's Laws of Motion Calculate the momentum of body (Principle of conservation of momentum will not be taught) 	Complete test that requires the definition of the linear motion terminologies which includes the concretization of graph in find the gradient or are under the graph for related linear motion quantities with time
7.1 Waves and Optics	3 weeks	Introduction to waves	<ul style="list-style-type: none"> differentiate between types of waves apply speed, frequency, wavelength, period and amplitude 	<p>Students will</p> <ol style="list-style-type: none"> Differentiate between the types of waves based on their properties with given example. 	Worksheets will be different displacement-time graph will be given and the different variables will be ascertained or calculated.

			<ul style="list-style-type: none"> Recall and use the formulas associated with the wave parameters 	<ol style="list-style-type: none"> identify different parameters of the wave from any given displacement-time graph calculate frequency using the relationship between frequency and period ($f = 1/T$) use the wave equation to find an unknown quantity given the other two quantities 	
8.1 Electricity and Magnetism	7 weeks	Magnetism	<ul style="list-style-type: none"> differentiate between magnetic and non-magnetic materials define a magnetic field draw the magnetic field around a single magnet 	<p>Students will:</p> <ol style="list-style-type: none"> Observe the magnetic field around a single magnetic using iron filings Draw the magnetic field pattern at both poles and around the magnetic using correct direction Transfer their knowledge about the definition of the resistance to give a definition related to the flow of electrons. Draw simple circuits diagram with no more than two resistors 	<p>Calculate magnitude of the current flowing through a circuit using the relationship between charge, current and time from diagram or worded problems</p> <p>Calculate the total resistance in a circuit whether from a diagram or a worded problem.</p>
8.2		Electricity	<ul style="list-style-type: none"> draw the electric field around a charge apply the relationship, $Q = It$ use symbols to construct circuit diagrams explain the concept of resistance apply the relationship, $V = IR$ differentiate between series and parallel resistors using diagrams 		

- state and apply the formulas for resistors in series and parallel

AGRICULTURAL SCIENCE



PROJECT TITLE/UNIT	DURATION	TOPIC	OBJECTIVES <i>STUDENTS SHOULD BE ABLE TO:</i>	TEACHING AND LEARNING STRATEGIES	ASSESSMENT
Growing of Crops In Controlled or Open Field Environments Using Integrated Pest Management Practices	2 weeks	Integrated Pest Management	<ol style="list-style-type: none"> 1. State what the Acronym IPM means. 2. Explain the concept of IPM. 3. Discuss advantages/disadvantages of growing crop in open field environment 4. Discuss advantages/disadvantages of growing crop in controlled environment 5. Identify and make a list of resources needed to grow given crops in open field environment 6. Identify and make a list of resources needed to grow given crops in controlled environment 7. Research crop pest management measures and develop strategies suitable for IPM, and make presentation to class 	Students will: <ol style="list-style-type: none"> 1. Select the resources to grow crops in open field environment 2. Select crops to be grown in open field and/or in controlled environments 3. Design forms for daily record keeping 4. Research, develop Inventory record form 5. Design the proposed growing area 6. Create a list of resources required to implement the design growing 	<ol style="list-style-type: none"> 1. Clearly explain advantages/disadvantages of IPM. 2. Advantages/disadvantages of growing crop in open field/controlled environment clearly explained 3. Resources needed to grow given crops in open field/controlled environment listed 4. Samples of important records created 5. Required resources selected from available resources options 6. Projected production levels calculated accurately according to enterprise/industry standards 7. Select crops to be grown based on planting environment correctly
	2 weeks	Conventional Farming vs. Non- conventional Farming			

	2 weeks	Crop Pest	8. Outline characteristics of common pests 9. Demonstrate knowledge of the life cycle pests 10. Discuss stages of infestation of crops 11. Identify types of records to be kept - Budget - Inventory - Income & Expenditure - Profit & Loss - Crop Rotation - Crop Protection (treatment) - Production		8. Identify possible pest based crop damage observed 9. Select and justify Pest management 10. Develop mechanical pest and disease control procedures <u>Unit Test 1</u>
	3 weeks	Farm Records		7. Develop a budget 8. Develop a projected and actual budget for the crop to be produced 9. Use a spreadsheet to develop records/schedules of:	11. Prepare basic partial and complete budgets 12. Create simple business documents, especially for record keeping 13. Develop a plan/schedule of

				<ul style="list-style-type: none"> ✓ Planting date ✓ Crop mortality ✓ Inventory ✓ Cultural activities ✓ Weed and insect pest present in area ✓ Pest damage to crops ✓ Types of pest management practices performed ✓ Beginning and ending of pest management programme ✓ Observations made before, during and after integrated pest management programme ✓ Projected and actual yields ✓ Develop conclusion and recommendation based on findings 	<p>activities for an enterprise</p> <p>14. Spreadsheets used to generate required records</p> <p>15. Present schedule of tasks on spreadsheet(s)</p> <p>16. Accurate budget projections done for designed projects</p> <p>17. Designed Pest management plan for implementation</p> <p>18. Develop integrated pest management programmed</p> <p>19. Create safety charts</p> <p>20. Develop marketing plan</p> <p>21. Develop harvesting and packaging procedures to suit market requirements</p> <p><u>Unit Test 2</u></p>
--	--	--	--	---	---

Mini-Enterprise	8 weeks	Entrepreneurship	<p>Create an agricultural project idea from an observed problem or need.</p> <ol style="list-style-type: none"> 1. Design a mini-business concept to solve the problem or satisfy the need. 2. Carry out a feasibility study/market survey of the project to be completed. Use online search tools to aid investigation and research 3. Formulate a management committee that will oversee the operations of the project 4. Develop forms for keeping record of mini-enterprise using appropriate software 5. Discuss complete and partial budget and develop one of each for the enterprise 6. Use software tools to prepare flow charts to show major factors to be considered for a chosen agriculture career 	<ol style="list-style-type: none"> 1. Daily record sheets designed to collect relevant data 2. Budgets developed; guided by outcome from discussions. 3. Flowcharts developed and created 4. Charts showing steps in decision-making process created and displayed 5. Capital (funding) successfully raised 6. Management committee overseeing project formed and installed 7. Step by step methods and procedures to be executed and outlined 8. Conduct research in groups to investigate the different career paths in connection with the enterprise (project) 	<ol style="list-style-type: none"> 1. Design a simple production project from an observed need 2. Determine the type and extent of data to be collected to establish a business enterprise. 3. Design a simple, 'virtual' production project from an observed need 4. Collect and input data 5. Evaluate data 6. Identify the resources necessary to operate a given enterprise 7. Create simple business documents, especially for record keeping 8. Develop a plan/schedule of activities for an enterprise 9. Select a career pathway and develop a career plan outlining the
------------------------	----------------	-------------------------	--	--	---

			<ol style="list-style-type: none"> 7. Identify creative means of sourcing capital (funding) for the project 8. Plan a step by step outline of how the project will be executed 9. Identify a project that can be completed within a term 10. Create and display charts depicting the steps in the decision making 11. Process using appropriate display media. 12. Display a written plan for the selected project/enterprise. 13. Develop a list of all resources needed and use this list to determine projected expenditure for the project. 14. Prepare a partial and a complete budget for the project (projected income and expenditure) 		<p>academic requirements necessary to access this career path.</p> <p><u>Unit Test 3</u></p>
--	--	--	--	--	---

FOOD & NUTRITION



INTRODUCTION

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

Suggested Texts:

- Home Economics for Caribbean Schools latest edition Cynthia Marchand, et al.
- Caribbean Home Economics in Action Book 3 Fully Revised; Dr Theodora Alexander et al (**available in class**).
- A Workbook for Food and Nutrition Students, 3rd Edition by Joan Davis-Williams.

Assessments

Unit	Duration	Topic	Specific Objectives Students should be able to:	Suggested Teaching Strategies	Assessment
REVISION OF GRADE 8 EXAM PAPERS	Week 1	Protocols for using Google classroom and Google Meet Revision of Expectations Revision and discussion of exam paper	Recall objectives of previous lessons taught	<ul style="list-style-type: none"> • Question and Answer • Discussion • Clarification 	Answering oral questions from the past grade Home and Family Management 8 paper
NUTRITION OVERVIEW	Week 2-3	Food definitions e.g. <ul style="list-style-type: none"> • Food • Nutrition • Balance diet • Nutritional status • Health • Malnutrition • Nutrients 	Have an understanding of terminologies associated with Food and Nutrition	<ul style="list-style-type: none"> • K-W-L strategy • Online Research • Discussion • Peer Learning • Grouping • Brainstorming 	<ul style="list-style-type: none"> • Students will assist in the formulation of definitions • Conduct anthropometric activity (weight, height, BMI) • Conduct online research present findings • Create posters to advise persons about the health problems • Written quiz

NUTRIENTS	Week 4	Macro-nutrients & Micro –nutrients Nutrition Related Disorders, Conditions or Diseases	Distinguish between macro and micronutrients. Discuss the importance of nutrients in good health Be aware of the indicators of good and poor nutritional status. Be knowledgeable about nutrition related diseases, conditions or disorders	<ul style="list-style-type: none"> • Discussion • Questioning • Tutorial <ul style="list-style-type: none"> • Discussion • Questioning • Tutorial 	<ul style="list-style-type: none"> • Debating • Assess nutrition facts regarding food labels <ul style="list-style-type: none"> • Students will complete activity in the workbook. • Pages 83&89 Food & Nutrition workbook • Macronutrient worksheet <ul style="list-style-type: none"> • Conduct anthropometric activity (weight, height, BMI) • Research and presentations
Unit	Duration	Topic	Specific Objectives Students should be able to:	Suggested Teaching Strategies	Assessments
THE COOKER	Week 5	<ul style="list-style-type: none"> • Types • Selection • Parts • Use and Care • Modern Features 	Exhibit knowledge of the use and care.	<ul style="list-style-type: none"> • Discussion • Questioning • Tutorial • Research 	Complete pages in the Food and Nutrition workbook. Pgs. 41 -42 Students will collect/research pictures
METHODS OF COOKING AND HEAT TRANSFER	Week 6 -7	Reasons for cooking Methods of cooking	<ul style="list-style-type: none"> • Define cooking State five reasons for cooking food • Be knowledgeable about methods of cooking (roasting, grilling, baking, boiling) 	<ul style="list-style-type: none"> • Demonstration • Discussion • Questioning • Peer Tutorial 	<ul style="list-style-type: none"> • Graded group presentations on findings the method of cooking assigned to groups.

		Advantages and disadvantages Types of heat transfer Methods of heat transfer	<ul style="list-style-type: none"> Identify and explain methods of heat transfer Compare methods of cooking <ul style="list-style-type: none"> Description of cooking method Advantages and disadvantages Rules to ensure success Foods suitable for the method 	<ul style="list-style-type: none"> Online and offline research Note taking 	<ul style="list-style-type: none"> Practical – Prepare and display meal prepared by grilling and baking <ul style="list-style-type: none"> -Grilled chicken -Baked potatoes -Tossed/arranged vegetable salad Complete pages 67-68 in food and nutrition workbook. Maintaining hygienic work ethic during food preparation.
--	--	--	--	--	---

Week 8

UNIT TEST

Students should be able to achieve at least 85% in a written assessment based on topics covered in weeks 1-6.

UNIT TEST

Unit	Duration	Topic	Specific Objectives Students should be able to:	Suggested Teaching Strategies	Assessment
CAKE MAKING	Week 9	Types Description of types Methods of mixing Basic ingredients used	<ul style="list-style-type: none"> State two functions for basic ingredients used in cake making (flour, fat, liquid, eggs, sugar, raising agents) Describe methods of mixing List two examples of cakes prepared by each method 	<ul style="list-style-type: none"> K-W-L Strategy Research Demonstration Presentation Grouping 	<ul style="list-style-type: none"> Quiz Grading cakes/ picture/video presentations Prepare and serve cakes made by melted fat method

		Faults and remedies	<ul style="list-style-type: none"> Advise persons about precautionary measures to prevent various faults in cake making 		
PASTRY MAKING	Week 10	<p>Terms Associated with Pastry</p> <p>Choice and function of ingredients</p> <p>Guidelines for making shortcrust pastry</p> <p>Basic tools used in pastry making</p>	Demonstrate skills in pastry making	<ul style="list-style-type: none"> Research Questioning Tutorial Discussion 	<ul style="list-style-type: none"> Demonstrations of the steps in making a pastry dough. Project to include terms and pictures of tools used in pastry
WEEK 11					
UNIT TEST					
FOOD PRESERVATION	Week 11-12	<p>Reasons for preserving foods</p> <p>Methods/Principles of food preservation</p>	Develop an understanding about the different methods used to preserve foods.	<ul style="list-style-type: none"> Brainstorming Discussion Research Tutorial 	<p>Project</p> <p>Field trip: Scientific Research Council/ other processing plant Preservation Class experiments/activity</p>
Week 13					
Revision of all topics done					

FIRST/SECOND SEMESTER EXAM

Students should be able to obtain at least 70% in a written assessment based on ALL topics done with an emphasis on Food Preparation and Service topic.

TECHNICAL DRAWING



UNIT	TOPICS	DURATION	SPECIFIC OBJECTIVES At the end of the lesson students should be able to:	SUGGESTED TEACHING ACTIVITIES	ASSESSMENT
INTRODUCTION Unit 1 – Operating Power Equipment	Introduction to Portable and Stationary Machines.	1 week 2 weeks	<ol style="list-style-type: none"> 1. Introduction of Students and Teachers 2. Explain What is Technical Drawing 3. Expectations of the Students 4. Explain what is Technical Drawing 5. Differentiate between portable tools and stationary machines 6. List at least five (5) types of portable tools 7. List at least five (5) types of stationary machine 8. State at least three (3) safety precautions when operating machine tools 	<p>Students observed individually or in groups as they execute tasks:</p> <p>Using tools and equipment Practicing health, safety and environmental protection habits</p> <p>Evaluating and modifying as work</p>	<ul style="list-style-type: none"> • Assignment on the different types of Portable and Stationary Machines in the form of pictures and a brief explanation

			9. Identify safety zones and colours when operating machines		
Unit 2 – Fundamentals of Design and Drafting	<p>Constructing and Bisecting Angles</p> <p>Constructing plane figures</p> <p>Construction of Isometric figures.</p> <p>UNIT TEST</p>	6 weeks	<ol style="list-style-type: none"> 1. Geometrically constructing and bisecting angles accurately ranging from 30⁰ - 150⁰ 2. Name at least three (5) types of triangles. 3. Geometrically constructing of triangles given specific measurements. 4. Name at least three (3) types of polygons 5. Accurately use Technical Drawing principles to draw angles, triangles, polygons and other plane figures 6. Construction of basic isometric figures/3 dimensional 	<ul style="list-style-type: none"> • Constructing and Bisecting Angles <ul style="list-style-type: none"> ✓ 60⁰ ✓ 30⁰ ✓ 90⁰ ✓ 45⁰ ✓ 112.5⁰ ✓ 75⁰....etc • Constructing plane figures <ul style="list-style-type: none"> ✓ Triangles ✓ Polygons ✓ Isometric Projection 	Accurately use Technical Drawing principles to draw angles, triangles, polygons and other plane figures

Unit 3 – Sketch and Design	Design Processing	4 weeks	<ol style="list-style-type: none"> 1. Concept mapping and brainstorming ideas and derive a concept for the solution for..... 2. Demonstrate freehand sketching principles in the drawing of design solutions 3. Create two dimensional sketches or drawings of the proposed project 	<p>Conceptualize a solution to the need through group discussion and exploration of resources and materials</p> <p>Discuss possible alternatives</p>	<ul style="list-style-type: none"> • Group/peer interaction/activities observed to ascertain effectiveness of teamwork and group dynamics among students. • Questioning techniques used to determine students’ ability to plan effectively. • Rubric used to quantify and qualify students’ competence in planning and logistics.
-----------------------------------	-------------------	---------	--	--	---

UNIT TEST

Unit 4 – Model making and Construction	<i>Title of project</i>	5 weeks	<ol style="list-style-type: none"> 1. Create designs to communicate ideas for the solution as well as evaluate and modify designs based on critiques and group discussions. 2. Identify available resources and materials to carry out the given tasks 3. Select appropriate resources best suited to complete assigned tasks 4. Apply a sequenced approach to the development and construction of project. 	<ul style="list-style-type: none"> • Construction Process ✓ Layout ✓ Cutting ✓ Assembly ✓ Finishing* ✓ Or individual projection to create at home relating to hand tools. ✓ (Major Topic) 	<p>Students observed individually or in groups as they execute tasks:</p> <ul style="list-style-type: none"> ✓ Using hand tools and powered ✓ Practicing health, safety and environmental protection habits ✓ Evaluating and modifying as work progresses ✓ Finishing given tasks to approved standards
---	-------------------------	---------	---	--	--

LINK TO OTHER SUBJECTS

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

Mathematics: A.T. 2 – Measurements

A.T. 3 – Geometry

Science; A.T. 1 – Exploring Science and the environment

Information and Communication Technology: A.T. 2 – Designing and Producing

A.T. 3 – Research, Critical Thinking, Problem Solving and Decision Making

A.T. 4 – Digital Citizenship