



Ardenne High School



Grade 7

Curriculum Guide

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INTRODUCTION

Please note that the Grade 7 curriculum is guided by the new National Standards Curriculum. The content of this curriculum guide is subject to change.

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SEMESTER ONE September – January
Term 1 – September – December

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ENGLISH LANGUAGE

INTRODUCTION

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

	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
UNIT: ONE			Students should be able to:		
TERM ONE SEPTEMBER TO JANUARY		TYPES OF SENTENCES / KINDS OF SENTENCES	- Define a sentence. - Recognize complete and incomplete sentences. - Identify different types of sentences e.g. Declarative, imperative, exclamatory and interrogative. - Identify the kinds of sentences. - Punctuate simple sentences appropriately using the full stop, question mark, exclamation mark and capital letter. - Compose sentences that depict the various types of sentences. - Compose their own simple sentences.	- Identify examples of each in extended writing pieces. - Write sentences of their own. - Practice appropriately structuring and altering statements, questions, synthesis, building complex and compound sentences.	- Identify examples of each in extended writing pieces. - Extended writing tasks to test use of suitable variety of sentences, synthesis. - Design Comic Strip to illustrate conversations with the different sentence types
		SUBJECT AND PREDICATE	Define the term subject and predicate.	- Oral drills. - Given a list of sentences, label the different parts of the sentence.	- Cloze tests. - Sentence completion

			• Differentiate between a subject and a predicate. • Identify the subject and predicate parts of a sentence. • Identify the simple subject and predicate in sentences. • Make subject and verb agree with one another in number (singular and plural).	• Diagramming sentences. • Write sentences of their own.	• Listening, reading comprehension exercises with answers dependent on the understanding of particular forms, structures, patterns. Same as above
		TYPES OF SENTENCES / KINDS OF SENTENCES (B)	• Identify the kinds of sentences, mainly simple and compound sentences. • Reinforce the parts of speech CONJUNCTIONS (Coordinating and Subordinating) • Identify Main Clauses and Subordinate Clauses		

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		PARAGRAPHING	• Define the term paragraph. • Join simple sentences to create a paragraph. • Arrange jumbled sentences into logical sequence. • Join simple sentences to create paragraphs. ❖ Identify and create effective topic sentences. ❖ Indentation/ skip a line ❖ Introduction to transitional words ❖ Reinforce the basics of subject verb agreement	• Students will condense a message using text language. • Compile a brief summary based on a comic strip. • Students and teacher will play charades. • Unscramble words.	• Write descriptive pieces. • Listening and reading comprehension exercises with answers dependent on critical analysis of descriptive language
		IDENTIFYING MAIN IDEAS	• Define the term main idea. • Identify the main idea in a passage. • Use the main idea to infer what the passage is about.	• Use the object (table) to explain the main idea	

			• Continue to reinforce prepositions and conjunctions • Define the term supporting details. • Using topic sentences to help identify the main idea in paragraphs.	“Build-A-Paragraph Workshop” Objective Focus: • Use topic sentences to develop the main idea • Reinforce use of prepositions and conjunctions for coherence • Strengthen understanding of supporting details Activity Description: Students are provided with: • A set of topic sentences • A mix of relevant and irrelevant supporting details • A list of prepositions and conjunctions for linking ideas They will: 1. Choose a topic sentence 2. Select the correct supporting details 3. Construct a coherent paragraph using appropriate prepositions and conjunctions 4. Underline the main idea, circle supporting details, and	
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				highlight conjunctions/prepositions Method: Individual writing followed by peer editing in pairs.	
		COMPREHENSION (A)	• State the levels of comprehension • Identify the types of comprehension • Use the Main Ideas/Events in a passage to respond to comprehension questions. • Use supporting ideas to respond to comprehension questions.	"Comprehension Ladder Challenge" Objective Focus: • State levels and types of comprehension • Use main ideas/events to respond to questions • Use supporting ideas to justify answers Activity Description: Students are divided into groups and presented with a short passage. Each group climbs the "Comprehension Ladder" by answering 4 tiers of questions: 1. Literal – "Who...?", "What...?", "When...?" 2. Inferential – "Why do you think...?", "What can you infer...?"	Comprehension Levels Quiz • Students answer multiple-choice and short-answer questions based on: Literal understanding Inference Evaluation Application Students label each question with the correct comprehension level

				3. Evaluative – “Do you agree...?”, “Was the character right...?” 4. Applied – “Have you ever...?”, “How does this relate to...?” Each level must be unlocked before proceeding to the next. Materials: Ladder-themed worksheet or wall chart, short passage, question cards Method: Small group competition or team-based review activity	2. Main Idea Response Sheet Students read a short passage and: Write the main idea List 2-3 supporting details Answer one question per comprehension level Identify whether the task involved reading, listening, or viewing comprehension Differentiation Tips: Use sentence frames and graphic organizers to scaffold inference and evaluation Provide audio versions of texts for
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					students who struggle with reading fluency Allow oral responses or drawing-based summaries for kinesthetic or visual learners
		COMPREHENSION (B)	• Identify Context clues in a passage. • State how using context clues helps with comprehension. • Use context clues to respond to comprehension questions.	"Clue Detective" Objective Focus: Identify context clues in a passage. Activity Description: Students are given short passages with unfamiliar or nonsense words (e.g., "The <i>glorming</i> creature slithered through the swamp, leaving a trail of green goo behind it."). Students must: • Highlight context clues (e.g., "slithered," "swamp," "green goo").	Short Comprehension Passage with Highlight Task • Students are given a paragraph and must: Highlight or underline context clues Write the inferred meaning of the bold underlined word

				• Infer the meaning of the unfamiliar word based on those clues. Method: Individual or small group activity using worksheet or digital slides. "Context Clue Categories Carousel" Objective Focus: State how using context clues helps with comprehension. Activity Description: Students rotate through stations (carousel format), each station focusing on a different type of context clue: • Definition • Synonym • Antonym • Example • Inference At each station, they: • Read a mini-passage • Identify the type of context clue	2. Exit Ticket • Prompt: "Explain in 2-3 sentences how context clues help you understand what you are reading." • Can include a sentence for them to apply a clue type. 3. Context Clue Quiz Multiple choice or fill-in-the-blank format Questions based on identifying clues, choosing meanings, and answering inference questions
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				Explain how it helps them understand the passage Method: Collaborative group work, 5-minute rotation per station.	Differentiation Tips: Use picture cues or simpler texts for struggling readers. Challenge advanced students with texts containing figurative language or higher-level vocabulary. Incorporate digital tools like Kahoot, Nearpod, or Google Forms for interactive assessments.
		VOCABULARY BUILDING IN CONTEXT	- Synonyms - Antonyms - Homophones	Word Match Game: Students match synonyms from two columns. Use visual aids for ESL and visual learners. Synonym Swap: Provide students with sentences. They replace bolded words with appropriate synonyms.	Short Answer Quiz: Match words with their synonyms. Sentence Rewriting: Replace underlined words in

				• Synonym Story Challenge: Students rewrite a simple story or paragraph using synonyms to enhance vocabulary. • Interactive Digital Quizzes: Use tools like Kahoot or Quizizz to reinforce recognition of synonyms in real-time. • Synonym of the Day Wall: Introduce a new word each day and have students list 2-3 synonyms. Antonym Pair Cards: Students play a matching game with antonym cards. • Opposites Charades: Students act out a word, and others guess the antonym. • Antonym Hunt: Find antonyms in classroom texts or stories. • Antonym Rap or Poem: Students create short rhymes or songs using antonyms. • Interactive Anchor Chart: Build a word wall with examples of antonyms and pictures.	sentences with synonyms. Creative Writing: Write a paragraph using at least five synonyms from a given list. Homophone Cloze Test: Fill in the blanks with the correct homophones (e.g., their/there/they're). Matching Activity: Match each homophone to its definition and a sentence. Homophone Quiz: Choose the correct homophone in multiple-choice questions
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				1. Homophone Match-Up: Match homophones with pictures or definitions. 2. Comic Strip Creation: Students create short comic strips using homophones to show meaning through context. 3. Homophone Riddle Time: Give clues for students to guess the correct homophones (e.g., “What has ears but cannot hear?” – “Corn”). 4. Write the Right Word: Present pairs in sentences with blanks, and students choose the correct homophone. 5. Spelling Bee Challenge: Focus on commonly confused homophones. Cross-Curricular Integration • Social Studies: Use synonyms and antonyms when describing maps or historical events (e.g., peaceful vs. violent). • Science: Highlight homophones and synonyms in scientific vocabulary (e.g., "cell" – biology vs. jail).	
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				• Art: Illustrate homophones or create visual antonym posters. Differentiation for Diverse Learners: • Use visuals and gestures for ELLs students with learning differences. • Provide sentence stems and word banks. • Allow peer collaboration in matching and writing tasks. • Use digital platforms for practice and reinforcement (e.g., Wordwall)	
		DESCRIPTIVE WRITING	• Say what the purpose of descriptive writing is. • Describe People, Place and Events. • Use words that appeal to the senses (seeing, hearing, tasting, touching, smelling) their own writing. • Write a descriptive paragraph which evokes strong sensory impressions.	• Say what the purpose of descriptive writing is. • Describe People, Place and Events. • Use words that appeal to the senses (seeing, hearing, tasting, touching, smelling) their own writing.	• Students will take a personal item and share why it's important to them. Teacher will model first. • Students respond to an ad

			• Use adverbs and adjectives appropriately. • Define the following figure of speech; similes, metaphors, alliteration, onomatopoeia and incorporate these devices in their descriptive paragraphs. • Use figurative devices in their own writing to create vivid descriptions. • Use vivid verbs in their writing.	• Write a descriptive paragraph which evokes strong sensory impressions. • Use adverbs and adjectives appropriately. • Define the following figure of speech; similes, metaphors, alliteration, onomatopoeia and incorporate these devices in their descriptive paragraphs. • Use figurative devices in their own writing to create vivid descriptions. • Use vivid verbs in their writing.	describing personal traits. • A Mr. and Miss, grade 7 – have to describe themselves • Students will be given the task to describe themselves/ favourite person and present it orally.
		LETTER WRITING	• State the format of a letter of complaint. • Explain the purpose of writing a letter of complaint. • Construct a letter of complaint using the scenarios given.	• Discussion • Dramatization/improvisation • Written Tasks • Write a letter of complaint on a topic of your choice.	• Write a letter of complaint and make sure to follow the format.

UNIT: TWO					
TERM ONE SEPTEMBER TO JANUARY		NARRATIVE WRITING	• Identify the five elements of a story. • Develop a plot outline. • Incorporate vivid descriptions in their narratives. • Develop credible characters in their narratives. • Create a story which shows knowledge of the various elements of the short story.	• View readings of Anansi stories, Miss Lou, Amina Blackwood and students perform. Teacher's record. • Comic strips may be used to create stories. • Cartoons. • The author's chair (See Teachers' Guide). • Literature text can be used where students may be asked to assume the role of different characters in the text. • Dialogue completion	• Students will listen a music video, or extract from a play to see varied language. • Root of creole, etc. • Writing their own narratives • Picture story writing • Dialogue comprehension
		GRAMMAR	• Identify Punctuation Marks (Semi-colon, colon, comma, quotation marks etc.) • Past Tense and Present Tense.	• Critical discussion and correction of punctuation used in selected and prepared material; diction read aloud to identify contribution of punctuation to meaning.	• Sentence completion and Cloze tests

			• Subject Verb Agreement.	Unpunctuated passages used to focus on links between punctuation and interpretation. • Use of various subject textbooks (integration across the curriculum), newspaper reports, notices, recipes, tables, charts, signs, maps, diagrams, audio and visual tapes, cartoons, advertisements and other media presentations. • Comprehension exercises	• Word substitution • Structured writing or speaking task.
		DIRECT SPEECH/ INDIRECT SPEECH.	• Identify direct speech. • Punctuate sentences containing direct speech correctly. • Incorporate sentences which contain direct speech in their narrative. • Change direct speech to indirect speech.	• Discussion and picture of news reporter at the scene of an accident and his/her comments. ü Role play. • Discussion on the news report. • Questions and discussion on the differences between direct and indirect speech as seen in the news report. • Comprehension passages. • Dialogues.	• Punctuation worksheets. • Conversion from direct to indirect speech worksheet. • News report writing

				Chalkboard stories (see Teachers' Guide)	
UNIT: ONE			Students should be able to:		
TERM TWO FEBRUARY TO MARCH		SUMMARY WRITING	- State the rules that govern summary writing. - Rewrite the passage in their own words. - Identify the main idea in the passage. - Extract implied information. - Draw valid conclusions and influences from information presented. - Identify main and subordinate ideas and trace their development. - Combine main ideas to write summary. - Write a clear, accurate, concise summary using the given word limit.	- Compiling book reports/reviews. Writing minutes of notes dictated to them. - Writing recipes - Preparing flyers, brochures, pamphlets - Summarizing news reports heard/read.	Write a clear, accurate, concise summary of a given passage to given word limit.

		VOCABULARY DEVELOPMENT	• Define a Prefix. • Identify the prefix in a word. • Define a Suffix. • Identify the suffix in a word. • Define what a Homonym is. • Use homonyms to create sentences. • Define Antonyms • Use Antonyms to create sentences. • Define Synonyms • Use Synonyms to create sentences.		
		EXPOSITORY WRITING	• Define expository writing. • Use factual information to inform through means of discussion. • Organize writing in a coherent manner. • Use the five parts of the essay format to write an expository piece.	• Reading expository comprehension pieces. • Critically analyze the characteristics of expository pieces. • Engage students in writing workshop	• State how to prepare your favorite meal • State to plan a birthday party for a friend. • State how to design a logo

			• Explain expository writing and the forms it takes. • Identify passages in which the main purpose is informative. • Recognize facts stated explicitly. • Extract implied information. • Identify stated or implied time sequence. • Draw valid conclusions and inferences from information presented. • Recognize cause and effect relationships. • Identify main and subordinate ideas. • Recognize the difference between denotative and connotative language. • Identify writer's purpose. • Interpret and respond to tables and pictorial communication, such as		Write an expository piece.
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			diagrams, conventional signs and symbols.		
		VERB TENSE	• Identify the verb in a sentence. • Complete sentences by selecting the correct form of verb. Conjugate the verb in the present tense • Present Continuous tense.	• Tense wheels • Paragraph cards • Cloze Passages • Written Tasks	• Rewrite paragraph using given tense • Passage completion using the correct form of the verb
		SUBJECT VERB AGREEMENT	• Students should learn the rules of subject verb agreement which follow: ✓ Subject verb agreement rules. ✓ A phrase or clause between subject and verb does not change the number of the subject. ✓ Singular indefinite pronoun subject take singular verbs. ✓ Each, either, neither, one no one, nobody, nothing, anyone, anybody, anything, anybody,	• Oral drills • Given a list of sentences identify the errors in the sentences. • Underline subject verb agreement at work in comprehension.	• Extended writing tasks to test accuracy in the statement of number and concord. Error recognition, error correction

			someone, something, everyone, everybody and everything. ✓ Plural indefinite pronoun subjects take plural verbs several, few, both, many, most, all, some...		
		PARTS OF SPEECH - Nouns • Noun • Personal Pronouns • Relative Pronouns • Interrogative Pronouns • Indefinite Pronouns • Reflexive • Pronouns/Possessive Pronouns • Demonstrative Pronouns	• Identify the various Parts of speech. • Identify the different types of pronouns in written expression and oral discourse. • Apply the rules which govern singular indefinite pronouns e.g., everything, anybody, somebody, etc. in oral and written expression. • Identify the list of pronouns that can be singular or plural: e.g. some, any, all, most. • Explain the rules which govern the use of pronouns that are used as subjects and objects, e.g., whom and who	• The use of comprehension exercises to practice restricting drills, critical listening and reading exercises which provide ample examples of parts of speech in verbal and written communication.	• Cloze Tests • Extended Writing Pieces, • Sentence Completion, • Word Substitution.

		Nominative and Objective case			
UNIT:TWO			Students should be able to:		
TERM TWO APRIL TO JUNE		EXPOSITORY WRITING (CONT'D)	- State what it means to compare and contrast. - Use the compare and contrast technique to create an expository piece. - State what is a cause and an effect. - Use the cause and effect technique to create an expository piece.	- Reading expository comprehension pieces. - Critically analyze the characteristics of expository pieces. - Engage students in writing workshops.	- Do a research which shows cause and effect relationship. - Respond to comprehension questions posed on expository pieces. - Prepare brochures, pamphlets giving information. (See Teachers' Guide for methodologies used to develop comprehension skills).
		COMPREHENSION	Identify Context clues in a passage.		

			• State how using context clues helps with comprehension. • Use context clues to respond to comprehension questions.		
		GRAMMAR	• Identify grammatical errors in sentences. • Form the past tense of words using ‘ed’ or ‘d’. • Define Indefinite pronouns • Use appropriate indefinite pronouns to agree with nouns.		
		LETTER WRITING	• State the format of a letter of complaint. • Explain the purpose of writing a letter of complaint. • Construct a letter of complaint using the scenarios given.	• Discussion • Written Tasks • Write a letter of complaint on a topic of your choice.	• Write a letter of complaint and make sure to follow the format.
UNIT: ONE					

TERM THREE APRIL TO JUNE		PERSUASIVE TECHNIQUES	• Identify the various types of persuasive techniques. • Define each type of persuasive technique. • Use the various appeals in your persuasive writings.	• Students will view advertisements online, on TV, listen on the radio.	• Students will create their own jingle or advertisements. • Create their own product/service or business and create an ad for it.
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ENGLISH LITERATURE

INTRODUCTION

The aims of the Grade Seven curriculum for English Literature are varied. It is designed to allow students to read for pleasure and to draw on their own experiences in order to sympathize and empathize with the characters. It also serves to increase students' comprehension and use of the English language.

Not only will students examine the elements of the various genres of literature but they will be encouraged to write their own literary pieces, using the elements and figurative devices they are studying. Students will be required to arrange information logically, concisely and coherently. The guide is structured in a manner so as to foster students' interpretation, analysis and evaluation of the material being studied. It is designed to be student friendly thus maximizing the benefits to be gained in the learning environment.

	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
TERM ONE			Students should be able to:		
		Introduction to Literature	- Define Literature - Identify and describe the genres of Literature: Poetry, Prose, Drama - Discuss key elements (Character, Plot, Setting, Theme) - Differentiate between main/minor characters, protagonist/antagonist	- Class discussion - Teacher-led presentation - Group research on genres - Interactive quiz game - Sample reading of each genre	<u>INTRODUCTION TO LIT.</u> Create a digital brochure with: - Definitions 2 contributors per genre 1-2 example text per genre Rubric: Content – 10 Creativity – 8 Expression – 7
		Introduction to Prose	Features of the novel - Analyze plot structure (Exposition to Resolution) - Identify and describe characters - Identify themes	- Chapter-by-chapter reading - Plot tracking activity - Character profile sheets - Guided literary discussion - Group analysis	<u>MY FATHER SUN-SUN JOHNSON</u> <u>GRADED HW</u> <u>Group Activity: Novel Study</u> The teacher will do the first four (4) chapters with students and then students will be assigned the

			● Track conflict development and resolution ● Make connections between character actions and themes ● Identify the narrative techniques ● Discuss presentation of humankind in social settings.	● Debates and dramatization ● Explore symbolism (River Bottom)	remaining chapters to make a chapter report/presentation on. 1. Students are free to be as creative as possible through dramatization, dub poetry and or song. 2. In their presentations students should complete a character analysis on ONE of the characters in chapter (previous chapters can be used to substantiate traits a character displayed). 3. Students should also identify TWO (2) themes seen emerging in the chapter. N.B. Students should have a soft
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			● Analyze character development ● Discuss peer pressure and bullying ● Identify theme and conflict	● Read aloud and discussion ● Compare story to real-life experiences ● Group storyboard creation	copy of their presentation via Google Slides, Canva or PowerPoint <u>MILLICENT</u> Create comic strip or storyboard showing story events Video diary from character’s point of view expressing feelings <u>THE PIECES OF SILVER</u> Diary entry from Clement’s perspective Group jingle on poverty
			● Discuss themes: poverty, injustice, education ● Explore student-teacher dynamics ● Analyze Clement’s response	● Group role play: Assembly scene ● Debate: Was Mr. Chase wrong? ● Write a diary entry as Clement ● Create jingle/song on poverty	

		Introduction to Poetry	● Define poetry ● Identify elements: lines, stanzas, rhyme, rhythm ● Recognize figurative devices: simile, metaphor, personification, exaggeration, alliteration, onomatopoeia ● Define ballad ● Analyze theme and structure ● Identify literary devices ● Explore historical context (Civil Rights Movement)	● Model readings of poems ● Group work identifying devices ● Sound device scavenger hunt ● Visual posters showing types of stanzas and devices ● Video documentary clip ● Timeline of Birmingham events ● Theme discussion: Motherhood, Innocence, Racism ● Create dramatic monologue from mother's perspective	<i>BALLAD OF BIRMINGHAM</i> Write a dramatic monologue from the perspective of the mother. Create a storyboard for the poem
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			● Identify tone vs. mood ● Recognize use of satire ● Relate poem to personal and modern experiences ● Explore themes of bullying and transformation ● Analyze literary devices ● Discuss appearance vs. reality	● Group reading with tone analysis ● Etiquette role play ● Discussion on audience behavior then and now ● Mood & tone comparison chart ● Video or audio reenactment ● Group debate: Was Pipsqueak a hero? ● Create dub poem in response to bullying	<i>AT THE THEATRE</i> Create a brochure on theatre etiquette Write a paragraph comparing tone and mood in the poem <i>THE NEW BOY</i> Dub poem from the new boy's point of view Rubric: Presentation – 10 Creativity – 5
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TERM TWO			Students should be able to:		
		Prose	● Identify protagonist/antagonist ● Explore setting and its influence ● Track character development ● Analyze major themes	● Reading and discussion ● Make models of Narnia ● Group theme tables ● Role play impactful scenes	<u>THE LION, THE WITCH AND THE WARDROBE</u> Character booklet/poster Novel Study: Dramatize impactful scenes Quiz Relay on plot and themes
			● Explore superstition and folklore ● Understand storytelling elements ● Reproduce a funeral programme ● Collaborate to put together a typical Nine-night ceremony	● Group dramatization of Nine-Night ● Discussion of ghost beliefs ● Create funeral programme for George	<i>AUNT SUZIE’S ROOSTER</i> Students will create a funeral programme celebrating George’s life Place students in group to have a traditional “Nine-Night” for George

			- Analyze gender roles and sacrifice - Explore character evolution (Ianthe) - Contrast Creole vs. Standard English	- Group debate: Joe vs. Ianthe's future - Rewrite dialogue in Standard English - Character chart	<i>PIG MONEY</i> <u>Debate:</u> Moot - "Joe's scholarship was more important than Ianthe's dreams" <u>Article:</u> Write news report about Ianthe's sacrifice
		Poetry	- Explore tone, mood, rhyme, rhythm - Analyze themes - Develop appreciation for poetic form - Explore tone, mood, rhyme, rhythm - Analyze themes - Develop an appreciation for poetic form	- Collage creation for poem meanings - Sound device scavenger hunt - Group poem creation	<i>1. Road to Lacovia</i> <i>2. The Duncce</i> <i>3. The Burning of the Paper</i> <i>4. The Differences</i> Create a dub poem/collage Create a table with visual aids that shows the similarities and differences between the woman and the land. Research the history of St Elizabeth, specifically the community of Lacovia and make

					mention of the landscape and its contribution to the nations bread basket. Collage creation for poem meanings Sound device scavenger hunt Group poem creation
TERM THREE		Prose	• Identify different types of characters. • Create a character sketch of the main characters. • Discuss the impact of the setting on the characters. • Describe the character reaction to social and physical settings. • Identify at least four themes from the novel. • Write a literary essay critically discussing at least two themes from the novel.	• Make models of Narnia • Role playing/dramatisation • Create theme tables in group and share with class. • Design a character map in groups.	<u>THE LION, THE WITCH AND THE WARDROBE CONT'D</u> Character booklet/poster Novel Study: Dramatize impactful scenes Quiz Relay on plot and themes. Make a model of the village.

			▪ Explore Greek myths and themes ▪ Examine gods vs. mortals ▪ Relate myths to modern life	● Group presentations with images/slides ● Research city-states and deities ● Myth summary booklets	<u>MEN AND GODS</u> 1. <i>Phaethon</i> 2. <i>Echo and Narcissus</i> 3. <i>Hercules</i> 4. 3 OTHER STORIES
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INFORMATION LITERACY

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

~ Clay P. Bedford

OVERVIEW

The Information Literacy Curriculum is designed to prepare Ardenne High School students to become skilled users of resources, ideas, information and other intellectual properties. The content of this discipline will focus on the importance of access to information and the evaluation and ethical use of such information. The topics that will be taught include:

1. Introduction to Information Literacy
2. Study Skills
3. Research
4. Online search
5. Parts of a book (Part 1&2)
6. Reference sources

The topics have been developed sequentially in order to build a guide that completely integrates research/study skills and related content areas for teachers of students in grade 7 and the library media specialist.

This curriculum will be delivered in an environment that emphasizes and encourages discussions on the teaching and learning process. Students will be actively engaged in hands-on activities to emphasize learning or the process of acquiring information skills and how to apply them effectively and efficiently in all subject areas.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching & Learning Activities	Assessment
			Students should be able to:		
TERM ONE	4 Weeks	Introduction to Information Literacy ▪ What is Information Literacy? ▪ Components of Information Literacy. ▪ Information Literacy Skills	• Define the term ‘Information Literacy.’ • Highlight the importance of Information Literacy. • Understand the importance of having a 'knowledge seeking attitude' • Appreciate the importance of Information Literacy being taught as a subject in schools. • List the four main components of Information Literacy. • Identify subcategories of each component. • Explain the different components of Information literacy.	✓ Allow students to view video clips highlighting the importance of Information Literacy in our everyday lives. ✓ Students should construct a diagram showing the hierarchical organization of the components of information literacy. ✓ Conduct research on information literacy skills.	○ Unit test ○ Oral quizzes

	4 Weeks	Study Skills ▪ What is Study Skills? ▪ Elements of Study Skills	• Construct a diagram depicting the hierarchical organization of the key components of information literacy. • Develop an appreciation for information literacy as a lifelong discipline. • List the skills required to be an information literate person • Explain how the skills can be incorporated in carrying out daily researches. • Give examples of incorporating these skills in everyday life/research. • Appreciate these skills as apart of lifelong learning. • Give a definition of the term study skills.	✓ Students may design a good study place and post their work in the classroom as reminders about having good study places.	○ Study Skills exercises/quizzes ○ Unit test
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	4 Weeks	▪ Skimming & Scanning ▪ SQ3R Research ▪ What is research? ▪ Categories of research ▪ Types of data ▪ The big 6 Model	• Explain the different elements included in study skills. • Define the term skimming and scanning. • Use the SQ3R method to do effective studying. • Define research. • List the two (2) main categories of research. • Outline a basic research process. • Differentiate between qualitative and quantitative data. • Construct a diagram showing a listing of both quantitative and qualitative research techniques.	✓ Students may interview others outside class to learn about study skills that work for others. They should bring the ideas back to share with the class. A “study skills strategies” poster could be kept in the classroom during the year. Students add each new strategy they find to the poster. ✓ Give students different topics to research. They will be required to show how the research was conducted and what information was found. ✓ Class debate using topics students researched.	○ Research Projects ○ Unit test
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			• Use the big 6 strategy in conducting research • Develop an appreciation for research being a part of their everyday life.		
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Unit	Duration	Topic	Specific Objectives	Suggested Teaching & Learning Activities	Assessment
			Students should be able to:		
TERM TWO	4 Weeks	Online Search ▪ Facts Vs. Fiction ▪ Introduction to search engine ▪ Types of websites ▪ Search syntax	• Define the term facts. • Define the term fiction. • Differentiate between facts and opinions. • Identify common misconceptions about searching online. • Give a definition for the term ‘search engine.’ • List popular search engines. • Define the term ‘website.’	✓ Engage students in online searches using various websites and search engines. ✓ Ask teachers of several different subjects for questions that they have asked or will ask students to research on the Internet and allow students to research that information.	○ Online research projects/Results of search ○ Participation in discussions ○ Unit Tests

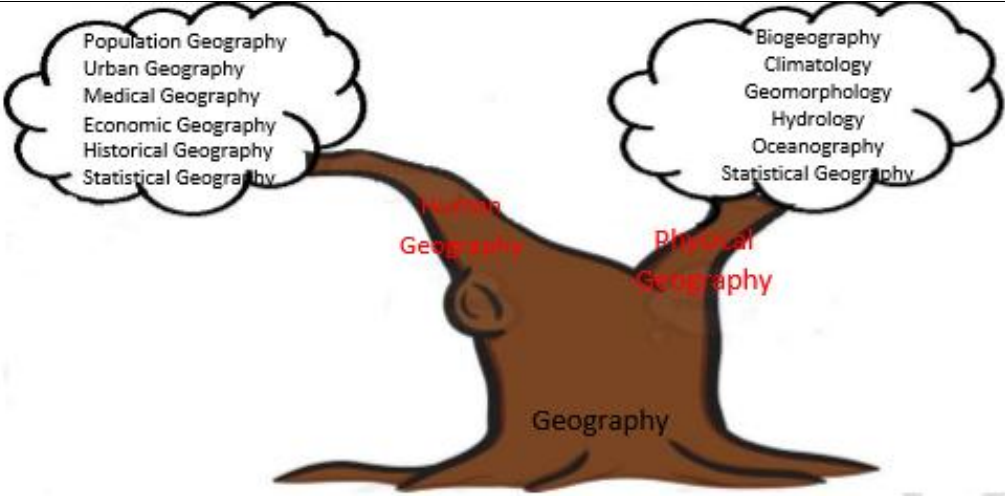
			- List the various types of websites. - Distinguish between the kinds of information found on each different website. - Explain the term 'syntax.' - Identify the main tools of search syntax. - Use the tools of search syntax to do online searches.		
Unit	Duration	Topic	Specific Objectives	Suggested Teaching & Learning Activities	Assessment
			Students should be able to:		
TERM THREE	4 Weeks	Parts of the book External parts of a book Preliminary Pages ❖ The title page ❖ The copyright page ❖ Preface/Introduction & Dedication ❖ Table of contents The Final Pages of a book	- State what is meant by the external part of a book. - List the different parts of the book that makes up the external section. - Identify and explain the features of the preliminary pages of a book. - Differentiate between a table of contents and an index	✓ Take several books to class and have students identify the different external parts of a book. ✓ Have students label the different features of each preliminary page of a book. ✓ Have students use the table of contents and the index to quickly find	○ Making a book project ○ Worksheets
	4 Weeks				

	4 Weeks	❖ Index ❖ Glossary ❖ Bibliography Reference Sources ▪ Introduction to reference sources ▪ The dictionary ▪ The encyclopedia ▪ The newspaper	• State what a bibliography is. • List the two methods of writing a bibliography. • Define the term reference sources. • List at least 10 types of reference sources. • Explain the purpose of reference sources. • State what a dictionary is. • Differentiate between the language and subject dictionary. • Locate words in a dictionary based on its arrangement. • Define the term 'encyclopedia.' • State what a newspaper is.	topics/information in books. ✓ Show students examples of the arrangement of the types of bibliography formats. ✓ Show students video or PowerPoint presentations on the use of various reference sources.	○ Class quizzes ○ Written bibliographies ○ Unit test
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			• Explain the functions of a newspaper. • Identify some sections of a newspaper. • List the different examples of newspaper publication in Jamaica. • Highlight some of the main features of a newspaper. • Appreciate the importance of the newspaper as a research tool. • List at least two characteristics of an encyclopedia. • Differentiate between two types of encyclopedias. • Understand that reference sources can be in both print and electronic format. • Do bibliographic citations for a dictionary, encyclopedia and a newspaper.	✓ Do a dictionary scavenger hunt. ✓ Give mini researches to be done using the encyclopedia. ✓ Take newspapers to class and have students identify the features and section. ✓ Allow students to write bibliographic entry for each reference source taught.	
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GEOGRAPHY

	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
UNIT:			Students should be able to:		
	Unit 1 - 6 weeks	<u>Introduction to Geography</u> • Definition of Geography • Branches and sub branches of geography • Themes of Geography • Movement (include Migration; Migration in Jamaica and Flow Line) • Place (Settlements and Settlement types in Jamaica)	• Formulate definitions of the concept Geography. • Describe the two main branches of Geography. • Identify and classify sub-branches of Geography as physical or human. • Explain the importance of Geography • Create flow charts to show relationships between the sub-branches of Geography and the main branches. • Explain and apply the five	After examining various pictures in a gallery walk, explain what the photographs are showing/ and define what can be studied from what the photographs are showing. The photographs should stimulate the students to formulate their own definition of Geography In groups using various online sources; dictionaries or textbooks explore the definitions of the root terms “geo”, “graphy” and Geography and write these definitions in their notebooks. Compare these definitions to the ones they formulated and explain reasons several definitions exist. In groups, students will discuss the various definitions for Geography and select the most appropriate one. In guided discussions, brainstorm to generate a list, within a table, of phrases or sentences to indicate what they understand by the terms “Human” and “Physical”. In groups, given a set of photographs, indicate aspects within the photographs that fall into the “Human” or “Physical” category. Justify why they placed each aspect in each group.	• Correctly identifying what each picture is depicting. Definition of Geography formulated. • Formulating at least two appropriate definitions of the concept Geography. Reasons for the variety of definitions given. • Table created with list under “Human” and “Physical” • Correct aspects within the photographs identified as “human” or “physical”.

		Location - Latitude and Longitude	themes of Geography to their environments. • Interpret geographical information from photographs. • Create tables from geographical information.	 In groups, unscramble a set of words or phrases to arrive at a definition for the concepts Human and Physical Geography. Using a variety of sources, explore more definitions of the concepts “Human Geography” and “Physical Geography”. Based on the definitions, explore previous classifications of aspects of the photographs and reclassify the various aspects of the photographs if needed. In groups, given a set of cue cards with names of selected areas of geographical study conduct online or offline research to determine the nature of the areas of study. Place these areas appropriately under the human or physical branch to create the sub-branches of Geography. Example: A tree may be used as a simple way for students to have a visual of “branches” and sub-branches. This should later be converted to a flow chart. Research and design an appropriate statistical diagram to represent the branches and sub-branches of Geography.	• Correct justification given for each classification • Correct definition written; Aspects of the general branches of Geography correctly classified • Various areas of Geographical study correctly classified; flow chart created to show the branches and sub-branches of Geography. • Flow chart or other appropriate statistical diagram accurately constructed; paragraph written detailing the characteristics and at least one benefit and one drawback. • Five themes of Geography identified.
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			Examine the flow chart or other statistical diagram designed and write a paragraph detailing the characteristics of the diagram used and the benefits and drawbacks of the method selected. Share the findings with the class and determine from discussions the most appropriate method to represent the branches and sub-branches. In groups, research the five themes of Geography in textbooks or using online sources and complete the following activities to bring out the five themes identified. LOCATION: POSITION ON THE EARTH'S SURFACE (ABSOLUTE/RELATIVE) – In groups, given a large blank map of Jamaica showing the fourteen parishes and a set of named cut – out landforms and man – made features, conduct research on each feature and place on the blank map in its correct location. On completion, students should determine the theme of the activity. The students should be asked to identify the location of places in absolute and relative terms. Simple personal terms to show relative position such as “left” or “right” may be initially used. PLACE: PHYSICAL AND HUMAN CHARACTERISTICS – Create an ABC poster or digital booklet or PowerPoint presentation of their community. The word used for each feature might describe a unique physical feature, the weather, or the people of the community and their traditions. When completed, with photographs, the poster or booklet should inform someone who is unfamiliar with your community what life is like there and show all the unique features of that place. HUMAN/ENVIRONMENT INTERACTIONS: SHAPING THE LANDSCAPE – In groups, conduct research on a selected town in Jamaica or another Caribbean country. Given population statistics, calculate how the population of the town has increased and relate that population increase to changes in the physical and human environments to accommodate the population growth. In groups, create a gallery walk to show the changes over time. From the gallery walk, write an essay detailing the changes over time.	• Features placed correctly on map; correct theme identified; absolute and relative position correctly identified. • Theme correctly identified for the activity; photographs correctly depict the words used. • Growth in population calculated; essay written detailing at least five noticeable changes identified; theme identified • Accurate data gathered; map accurately completed; theme identified • Interview schedule completed; Interview conducted appropriately; region plotted
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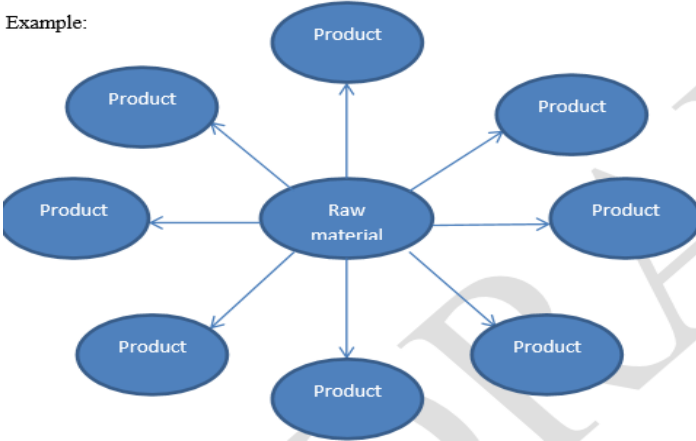
				Example: Harbour Street, Kingston, Jamaica in the 1800's and 2000's  MOVEMENT: HUMANS INTERACTING ON THE EARTH – Interview an agreed number of teachers at their school or elders in their community. Find out where each person was born and reasons they moved to the place they presently live and work. With the information gathered, students should plot the movement and mode of travel each person used on a blank map of Jamaica. REGIONS: HOW THEY FORM AND CHANGE – In groups interview an agreed number of students in various grades in the school to find out where they live in relation to the school. Plot the movement as outlined in the previous activity, then using that information delineate the general school region. Share and discuss each map produced. Use atlases or Google Earth software, to identify whether there are physically distinct regions within the school region. Following the activities, write a brief description of each of the five themes	accurately; physical regions identified and described. Description accurately written
Semester 1 Term 1	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT

			Students should be able to:		
UNIT:	Unit 2 – 5 weeks	Introduction to map reading and Interpretation Basic map features Features of map and photograph Types of maps Simple map symbols Direction and straight line distance Definition of population and choropleth	• Define the terms map, photograph and plan • Distinguish among different types of maps • Identify the types of photographs • List the uses of photographs • Distinguish among ground level and aerial photographs and satellite imagery. • Create a list of the essential features of a map • Associate colours and symbols on maps with landscape features • Explain the uses of the essential features of maps • Interpret simple ground level and aerial photographs;	• In groups, examine a simple map, an aerial photograph and a plan of their school or area or town. From these, make a list of the characteristics of each. From the characteristics identified, formulate a definition for map, photograph and plan. Compare the definitions formulated to definitions in text book or online sources. Explain the difference noted among the map, photograph and plan. Outline the differences in a table. • In groups, examine samples of various types of maps and create a list of the common features noted among all the maps. In groups, examine a map without the appropriate features. Discuss the difficulty encountered in interpreting the information on the map without the five features. • In groups, brainstorm to determine the purpose of each of the features identified. List the advantages of the following features on a map: Border; Legend/Key; Arrow/Cardinal Point; Scale; Title. Each group will present findings to the class. Compare findings to purposes suggested in text books or online. • Work in groups to examine one type of map, and determine the type of information the map is representing (each group should get a different type of map). Using a document camera or multimedia projector, project the map on the white board or wall while the description is being given. Project the various types of maps and identify the differences among them. • In groups, students should use a given Legend, and a sheet of paper, to draw a sketch map of a selected area from an aerial photograph. Each group should be given photographs of separate areas, which share some common characteristics. Groups will present and discuss their maps. Each group will indicate why use of symbols is necessary and why particular symbols were chosen for the features that appear on their maps. • In groups students should be given different scenarios to help them develop logical arguments to explain the importance of maps. Scenarios may include:	• Characteristics of maps, plans and photographs listed; Differences among the map, plan and photograph accurate. • The five common features of the maps listed – Border; Legend/Key; Arrow/Cardinal Point; Scale; Title. • General purpose of each map feature identified • Type of information the map shows correctly identified; differences among the

			satellite imageries and maps. • Develop a logical argument to explain the importance of maps photographs and plans. • Differentiate among maps, photographs, and plans • Draw simple sketch maps and plans • Use Cardinal Points to establish direction and angular bearing between two locations. • Use map scales to measure straight line distances between two points • Locate places using lines of latitude and longitude	1) In groups, using a simple Road Map, students should find their way from one point to another. From this activity argue the importance of this type of map 2) In groups, using an Ordnance Survey Map of a place/country the students would not have visited, determine the importance of a map in this instance 3) In groups given a series of maps of an area over a period of time (for example Jamaica 1800 – 2015). Determine this importance of maps after this activity. • In groups, given a digital camera students will take a series of photographs at various angles on the school compound: Take a horizontal photograph standing on the ground and an oblique photograph of the same area while standing on an elevated object (such as upstairs a building). Obtain a Google Earth image of the area for which the photographs were taken. Project the three images using the Multimedia Projector and discuss the type of information each view gives. Explain how the information is different in each photograph is different even though all are showing the same place. Compare the information discovered to information found online. • In groups, conduct research to establish various methods to establish direction. Groups may use the path of the Sun or a magnetic compass. To use the path of the Sun, in the school yard, set up a piece of stick perpendicular to the ground. Mark the tip of the shadow cast by the stick. Take this reading at least an hour before midday. Cut a piece of string the same length as the shadow. Take measurements of the shadow ever 10 – 12 minutes. Note that the shadow will shrink as midday is approached and grow after midday has passed. Continue to measure the length of the shadow until it is exactly the same length as the measurement at the start. Mark the tip of the length of the shadow. Draw a line connecting the first and second marks. This forms the East – West line. If the student stands with the first mark on the left and the second on the right, they will face True North. Groups will create a four-point Compass Rose after establishing True North. Using a string and	various types of maps identified • Sketch map accurately drawn and labelled; appropriate symbols used to show features • At least five reasons maps are important identified • Photographs accurately taken; Differences in the information presented accurately identified • Compass Rose accurately created; Protractor accurately placed on Compass Rose and accurate reading obtained.
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				protractor students will determine direction and bearing from their location to another. Straight line distances will be measured between points in the school yard. - Given a world map students should be able to draw four-point Compass Rose to find direction and bearing of one place to another (major cities should be used). Straight – line distances between cities measured in centimeters should be converted using the linear scale. - In groups, recall how a grid system is established to find location of places. Read location of places using global coordinates.	Distance between points accurately measured; measuring tape correctly used. - Compass Rose accurately placed on map; direction accurately determined; Protractor accurately placed on map; bearing measured ($\pm 2^0$ margin of error) - Location accurately determined.
	Unit 3 – 2 weeks	Careers in Geography and the Importance in Geography	- Identify at least five career options that require the use of geographic skills - Plan a Geography career day exposition Execute a Geography career day exposition	Each student will identify at least five career options they would pursue. They will conduct research online to determine the requirements for entering each area. Careers which are supported by geographic skills and knowledge will be focused on. In small groups, students will conduct research to identify organizations in Jamaica where persons are engaged in the career activities identified. Each group will write a letter to a selected organization inviting them to display at a career exposition.	At least five career options identified; Geography skills and knowledge required for each career option identified

					Letter accurately written															
	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT															
			Students should be able to:																	
UNIT:	Unit 1 - 6 weeks	Resources and Economic Activities Definition of resources Types of resources using Primary, Secondary and Tertiary economic activities Types of primary secondary and tertiary activities in Jamaica	- Recall the definition of the key concepts: resources; renewable; nonrenewable; economic activity; value added - Formulate a definition for secondary economic activity - Identify the types of secondary economic activities in Jamaica. - Outline the types of resources used in secondary economic activities	In groups, unscramble jumbled sentences to arrive at definitions for the terms resources, renewable, non-renewable and economic activities. In groups, given samples or pictures of products from primary economic activities and products from secondary economic activities, match the secondary product to the primary product it was made from. Have discussions about the processes that may have been used to create each secondary product and share with the class. Show the process in a flow chart. Example: <table><tr><th>Primary Product</th><th>Secondary Product</th><th>Secondary Product</th></tr><tr><td>Milk</td><td>Cheese</td><td>Cheese Sticks</td></tr><tr><td>Bauxite Ore</td><td>Aluminium metal</td><td>Spoons</td></tr><tr><td>Banana</td><td>Banana Chips</td><td></td></tr><tr><td>Grape</td><td>Raisin</td><td></td></tr></table> In groups, conduct research to determine the various processes that may be used to create each product. Discuss the importance of the economic linkages that are created when products are refined several times before the final product. Given a set of raw materials that are used to make a particular product, as well as the value of each raw material and that of the finished product discuss and formulate definitions for the terms „economic linkages“ and „value added“. Conduct research to determine the secondary economic activities which are carried out in Jamaica and the materials used in each. Create a list of secondary	Primary Product	Secondary Product	Secondary Product	Milk	Cheese	Cheese Sticks	Bauxite Ore	Aluminium metal	Spoons	Banana	Banana Chips		Grape	Raisin		- Definitions formed - Secondary product accurately matched to primary product; flow chart showing the process of refining primary products created. - Processes for creating each product identified; definition for „economic linkage“ and „value added“ formulated - A list of at least five secondary activities created; explanation
Primary Product	Secondary Product	Secondary Product																		
Milk	Cheese	Cheese Sticks																		
Bauxite Ore	Aluminium metal	Spoons																		
Banana	Banana Chips																			
Grape	Raisin																			

			- Establish the relationship between primary and secondary economic activities - Assess how value is added to products as they move from a primary to secondary stage - Formulate a definition the concept economic linkage - Explain simply the importance of establishing economic linkages	economic activities undertaken in Jamaica. Explain why some activities are carried out in Jamaica but others are not. View video clips or do field work to determine the manufacturing processes for any local industry. In groups, create a flow chart to show the processes. In groups, discuss how more than one product is created from a single raw material. Design a concept map to show each product and the processes which are used to refine the raw material. Example:  <pre> graph TD RM([Raw material]) --> P1([Product]) RM --> P2([Product]) RM --> P3([Product]) RM --> P4([Product]) RM --> P5([Product]) RM --> P6([Product]) RM --> P7([Product]) RM --> P8([Product]) </pre> In groups, expand on the concept map to show how the products may be used in other economic sectors. Based on the expanded map, in groups formulate a definition of economic linkages and create a list outlining the importance of economic linkages.	containing at least three reasons why some activities are not carried out in Jamaica written. - Flow chart accurately created to show the process for manufacturing a local industry. - Concept map accurately created; at least four products identified from the raw material given.
Semester 2 Term 2	Unit 2 – 3 weeks	Fieldwork and Investigation 1 How Geographical Data is obtained	- Define the concept field work - Identify the purposes of carrying out field work - Outline the general steps in carrying out field work	Derive a meaning of the term field work based on their previous knowledge of the terms “field” and “work”. Following class discussion, use a jumbled or scrambled statement to arrive at a clear definition for the term field work. In groups, engage in discussion to arrive at the purpose of field work. Given a problem to solve or an issue to study, students will, in groups, discuss the steps they would use to collect data. Create a list of reasons for each step. Steps include: - Determine the topic for study - Conduct background research - Select location for study	- Definition correctly formulated - At least three reasons for conducting fieldwork identified - Steps to collect data outlined in

			• Use simple field work techniques to gather and record data on a selected problem • Record primary data correctly • Identify the types of secondary information that would be obtained from maps, texts, internet and newspapers. • Present information in written project format • Draw conclusion about study area/problem • Create a simple bibliography using a given template • Demonstrate ethical behaviors when conducting research • Ask precise questions, listen attentively to answers and make accurate recordings.	4. Carry out reconnaissance/ site visit 5. Identify and discuss simple field work techniques that can be used: Observation, field sketches, field notes, photographs. 6. Design field guide 7. Gather equipment needed 8. Plan and embark on trip 9. Write report In groups, discuss secondary sources and types of information that can be obtained from them. Give reasons for using secondary sources. Write a simple bibliography using a given template. In groups, given a problem or a question carry out a field study (based on topics already learnt) using simple field work techniques. It is recommended that focus is placed on Human Geography topics such as migration where students can design • Simple questionnaires with closed ended questions • Using simple random sampling (drawing names or numbers assigned to each member of the population from a bag) • Simple systematic sampling and systematic random sampling. • Flow Line Maps • Bar graphs • Interpret photographs showing changes due to population growth or decline. In groups, present information using multimedia presentations and/or in written and tabular form and draw conclusions based on the data gathered.	reasonable sequence. • Bibliography correctly written • Data on selected problem accurately gathered. • Research accurate; presentation meets determined criteria.
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	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT									
			Students should be able to:											
UNIT:	Unit 1 - 4 weeks	Jamaica Agriculture <i>Agriculture:</i> Types of resources used in agriculture location of agriculture in Jamaica Types and characteristics of agriculture in Jamaica Deforestation Jamaica global warming agricultural sustainability Economic and land use map	- Recall the types of resources needed for agriculture – human and natural - Formulate a definition for the terms agriculture - Outline the characteristics of various types of agricultural activity in Jamaica - Differentiate among commercial arable farming, peasant farming, mixed farming, mixed cropping, market gardening, commercial pastoral farming	In groups, examine a set of pictures, each showing a type of agriculture. Make lists of the activities being carried out as well as the items each farm will produce. Unscramble a set of given words to formulate a simple definition of agriculture/farming. Use the photographs given to write a paragraph outlining the characteristics of each type of farm. Present the characteristics of each farm on a table. Example: <table><tr><th>Type of Farm</th><th>Characteristics</th><th>Location</th></tr><tr><td>Peasant Farming</td><td>Small plot of land</td><td>Hillside</td></tr><tr><td></td><td>Simple equipment used – e.g. Machete</td><td></td></tr></table> Information from the paragraph and table will be used to discuss the similarities and differences noted among the types of farming. After consulting atlases, in groups, use appropriate map symbols to show where specific crops are planted on a blank map of Jamaica. Use the map to write a paragraph describing the general pattern of crop cultivation in Jamaica noted. Given two additional maps – one showing the temperature variations and the other showing the rainfall pattern across Jamaica - complete a checklist which will indicate the temperature and rainfall pattern of each parish. Discuss the association of the temperature and rainfall pattern of each parish with major	Type of Farm	Characteristics	Location	Peasant Farming	Small plot of land	Hillside		Simple equipment used – e.g. Machete		- List of the activities correctly written; agricultural items identified; definition correctly written; characteristics of each type of farm correctly identified and placed in tabular form - Similarities and differences between
Type of Farm	Characteristics	Location												
Peasant Farming	Small plot of land	Hillside												
	Simple equipment used – e.g. Machete													

			• Develop a logical argument to explain the location of various types of agricultural activity • Identify on a blank map the major agricultural areas in Jamaica. • Justify the pattern of types of crops cultivated in Jamaica in the major agricultural areas • Suggest reasons why particular types of crops are planted in the major agricultural areas in Jamaica • Make a list of activities practiced by farmers that may encourage the removal of trees in Jamaica • Formulate a definition of the term deforestation • Explain how plants may contribute to an increase or reduction in	crops produced in that parish. Write a paragraph explaining why specific crops are grown in specific places. After watching a video, or embarking on a field trip to a farming community, or to the school farm, make a list of all the activities practiced by farmers that lead to the cutting down of trees. Example: Clearing land, yam sticks, for firewood/coal In groups discuss how farmers may contribute to deforestation given possible scenarios such as: In groups, given a set of paper trees create a forest diorama. There are thirty trees in the forest. Farmer needs to cut down one tree per year for yam sticks. He will replant the tree he cuts down, but it will take twenty five years to reach maturity so he can use it again. What will happen to the forest and when will it be completely be cut down? Unscramble a given set of words to arrive at a definition of deforestation. In groups, using photographs, compare two situations : 1. A farmer who farms on a hillside and uses techniques such as terracing; irrigation ditches, fallow periods and planting tree crops to hold the soil in place 2. A farmer who farms on the hillside but has removed the vegetation cover, does not practice terracing, and plants on the land all year. 3. Outline what will happen over time to the soil and soil nutrients of each farm. 4. Determine which farm will be able to produce food for a longer period of time. Offer a justification for the answers given. 5. Following the activity, formulate a definition of the term sustainable. Compare definition to the definition found in the text book or online.	each farm identified • Map accurately created; pattern accurately described. • Checklist accurately completed; paragraph written • List with at least five activities completed • At least 3 ways farmers contribute to deforestation described; definition for deforestation correct • At least three effects of each type of farm activity on the
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			atmospheric temperatures. • Formulate a simple definition for the term sustainable • Compare two farms which plant the same crop, but use different techniques, to determine which is more sustainable • Discuss innovative techniques that may be used to increase production of crops in Jamaica • Propose methods farmers may use to make agriculture sustainable.		environment described; effects on the soil given; justification reasonable • Definition correct
Semester 2 Term 3	Unit 2 - 2 weeks	Agro-Processing <i>Agro-Processing:</i> Importance of agro-processing methods used for processing foods economic and land use maps Statistical diagram and pie charts	• Formulate a definition for the concept of agro-processing. • Outline the various types of agro-processing • Discuss the importance of agro-processing • Develop logical arguments to explain the location	• In groups, unscramble a set of words/phrases to arrive at a definition for the term „processing“. Compare definition to that in text book or an online source. Revise definition if required. • In groups, given material which originate from forestry, fishing or farming, brainstorm the various ways the material may be processed and used. Create a diagram to show the ways identified. Discuss each method with the class. Suggest new ways items from agriculture may be processed and used. From the activity formulate a definition of the concept agro-processing. Conduct research online to refine the definition formulated. • In groups, conduct research to determine the ways/methods material from agriculture, forestry and fishing activities in Jamaica are processed and used. Create a photo-gallery or other another appropriate form of	• Words unscrambled to arrive at a correct definition; definition reformulated based on text book or online source. • At least 3 ways each material given may be processed and

			of agro-processing plants • Investigate the various ways food and other products are processed from agricultural items in Jamaica • Differentiate between food preservation and processing • Explain the importance of food processing • Suggest new ways agricultural items may be processed • Suggest environmentally friendly ways of processing agricultural products. • Conduct a case study of an agro-processing plant in Jamaica.	presentation to show the various types of agro-processing done in Jamaica and the methods used for processing. • Conduct an experiment to show how processing increases shelf life. Record data accurately and use data to determine the benefits and disadvantages of food processing Example: 1) Using picking to preserve foods such as pepper versus leaving a pepper in its natural state 2) Drying fruits versus leaving them in their natural state. Each group should take pictures daily to show the changes noted. Create a Photo-gallery showing the changes over time. • In groups, locate on a map various types of agro-processing plants in Jamaica. Examine the area, on different types of maps, around each agro-processing plant and make a list of the possible reasons based on the maps for the location of the plant. Share and discuss list with class • Select one agro-processing plant and investigate the method of processing that takes place in that plant. Represent the sequence of activities on a diagram. Present the diagram to the class and explain the processes.	used identified; each way communicated clearly with class; at least one “new” method suggested for one or a combination of the material given; correct definition found from research conducted. • At least five ways/methods are processed and used; photo gallery showing the processes accurately sequenced • Experiment correctly carried out; data from experiment accurately recorded; list of benefits and disadvantages of processing proposed. • Agro-processing plants accurately
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					located on a map; maps accurately read for relevant information; list created based on information gathered from map; at least two reasons for the location of each agro-processing plant given • Data from investigation accurately recorded; accurate sequencing of activities undertaken during processing.
	Unit 3 - 2 weeks	Management of Food in Jamaica <i>Management of Food Processing:</i> Food production and distribution Food safety and security Impact of climate change on agriculture	• Investigate the benefits of “growing what you eat and eating what you grow” • Discuss measures used by the Government to make food safe in Jamaica • Determine the place of origin of	In groups, read a story centered around the theme “eat what you grow and grow what you eat” and extract the following information: 1. Which countries adopted the strategy? 2. What are the benefits? 3. What are the challenges? Conduct research at the Rural Agricultural Development Authority (RADA) or the Bureau of Standards or at a large commercial farm to obtain information on safety standards used for agricultural produce. Write a short report of the findings. In groups, select a parish in Jamaica and prepare a food basket with food items produced in that parish. Using the basket prepared, determine 1. If the food represented is sufficient for a balanced diet	• Questions accurately answered. • At least three safety standards described. • Food basket contains major food items produced in each parish; definition

		Changes in technology in agriculture	the food they consume. • Formulate a definition for the terms food security and food safety. • Construct pie charts to show the origin of various food items consumed in Jamaica • Use the graph to discuss implications for Jamaica's food security and safety • Design a method to increase the production of selected crops in Jamaica • Propose ways that may be used to ensure food security in Jamaica • Implement a plan to make the home or school community more food secure. • Simply explain the concepts "climate	2. If the food id produced in amounts to feed the population of the parish in which it is produced as well as other Jamaicans. Based on the answers, determine if the parish is food secure. Label food secure parishes on a map. In guided class discussion, determine if Jamaica is food secure. Formulate a definition of food security After watching online videos focusing on climate change or reading a comic strip on the topic, write a definition of the terms climate change and global warming. Record on a worksheet provided the evidence shown that indicate human induced global warming is occurring as well as the impact it will have globally especially on farming. Design a method using simple methods for increasing food availability by either: 1. Increasing crop yield or 2. Decreasing crop loss After watching short online videos, identify ways used globally to increase crop production and decrease crop loss. Indicate which of the methods seen would be suitable for Jamaican farms Examine a photo gallery of agricultural change over a specified time. Identify the changes noted in technology and explain how these changes have resulted in higher yields	of food security correct • Definitions correct; at least four indicators of climate change identified • Method proposed feasible; at least five methods to increase crop yields described; evolution of agricultural technology described and accurately related to increasing yields.
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			change” and “global warming”		
	Unit 4 - 3 weeks	Tourism <i>Tourism:</i> Types of resources used in tourism Location of tourism <i>Tourism:</i> Types of resources used in tourism Location of tourism in Jamaica Types and characteristics of tourism in Jamaica Importance of tourism Impact of climate change in Jamaica tourism Coral reefs.			

HISTORY

	DURATION 40 min/80 min = 1 Class	UNIT TITLE	TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT
SEMESTER				Students should be able to:		
ONE	3 WEEKS September	UNIT 1: History of Ardenne	1. How and why the school was established. 2. The Founders. 3. School symbols. 4. Uniforms through the years. 5. Schools' historical landmarks and monuments. 6. Principals and their achievements. 7. Schools' outstanding achievements. 8. Outstanding past students and their achievements.	- Identify the founders of the school and the year it was established. - Explain why and how the school was established. - State the denominational affiliation and the names of the first five students of the school. - State the schools' symbols and their significance. - Identify the various contributions made to the school by the various Principals, Vice-Principals and others. - Locate on a map of Ardenne the schools' historical monuments/landmarks and explain their significance. - Describe the changes to the school's uniform and the school's plant over the years. - Discuss the personal achievements of past students and their contribution(s) to the Jamaican society and the world at large. - List the school's achievements in various fields over the years. - Work in groups to perform various tasks assigned. - Develop a sense of loyalty to school as a result of their knowledge of school.	ICT: Create a documentary using laptop, camera etc. based on the school's history. Geo: Map work Music: Compose song, poem, DJ, dub poem etc. Art: Draw pictures of symbols etc. Eng: Short answer writing ✓ On site field trip ✓ Graded workbook activities. ✓ Research ✓ Discussions ✓ Group work	✓ Group project ✓ Unit test ✓ Research ✓ Question & answer

	4 WEEKS Sept & Oct	UNIT 2: What is History?	1. Definition of History. 2. Nature of History. 3. Relevance of History. 4. Concepts in History. 5. Sources of History 6. Methods of historical investigation	• Define and use correctly the concepts: history, time, sequence, chronology, material remains, relics/artefacts, primary sources, secondary sources, oral tradition, change, continuity, historical significance, circa, Pre-Columbia, New World, Western Hemisphere, fact, fiction • Explain why definitions of History vary. • Identify and explain the characteristics of History (people, facts, time, change, causes, effects, events etc. • Discuss the relevance or importance of history to everyday life. • Describe how time is calculated in History – BC to BCE (Before the Common Era) and AD to CE (Common Era), Century Theory • Explain the various methods of historical investigation – excavate, archaeology, anthropology, paleontology (fossils), petroglyphs, archives, visiting museums, historical interpretation, historical evidence, reconstruct, cross referencing • Examine the steps taken by historians in gathering and evaluating information. • Research, summarize and report information from field trips and other activities. • Differentiate between primary and secondary sources and their subtypes (Written History and Oral Tradition) and make inferences from each.	ICT: Use of projector Art: Create a poster base on the relevance of History Eng: Short answer writing Math: Calculations ✓ Historian's craft practise. ✓ Puzzles ✓ Class discussion ✓ Timeline construction ✓ Scrapbook activity ✓ Various workbook activities. ✓ Quizzes	✓ Unit test ✓ Research ✓ Question & answer
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				• Use a variety of primary and secondary materials and categorise same – tombstones, diaries, photographs, magazines, personal journals, audio visual materials, newspapers. • Recognise the value of History in helping to shape their future. • Be sensitive to the biases that exist in historical writing. • Value the importance of timelines as historical markers. • Show a willingness to participate in historical research. • Recognise the importance of various data gathering techniques used by historians. • Show appreciation for the work of historians.		
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	1.5 WEEK October	UNIT 3: Research Skills	1. Define research and identify its benefits. 2. Basic principles of academic writing. 3. Components of a research paper/project. 4. The art of essay writing.	- Define the term research. - State at least two benefits of research. - Explain at least four basic principles of academic writing. - List the components of a research paper/project. - Understand how to do an Introduction, Table of Content, Acknowledgement and Bibliography. - Examine the art of essay writing. - Practise basic essay writing skills.	Eng: Short answer essay writing. ✓ Class discussion ✓ Short essay writing. ✓ Pair work	✓ Unit test ✓ Classwork ✓ Homework
	2.5 WEEKS November	UNIT 4: Historical changes in Jamaica 18 th to 21 st century	1. Define key terms: change, continuity. 2. Transportation & Communication 3. Architecture 4. Fashion & Recreational activities	- Define and use correctly the concepts/terms: change, sequence, continuity, architecture, era, decade, century, dynasty, generation, fashion, transportation, lifestyle - Identify areas of change and continuity in the Jamaican society from the 18th century to the present. - Illustrate the changes (in transportation, communication, fashion recreational activities, architecture among others) which have taken place in Jamaica over the last century. - Compare the difference between change and continuity from the 18th – the 21st century. - Recognize that continuity and change is a part of everyday life - Discuss the importance of the concept change in History. - Show tolerance for the views of others.	Art: Create a drawing showcasing the changes overtime. ICT: Create a multimedia presentation on changes and continuity over the period. Drama: Roleplay Eng: Write a short story	✓ Unit test ✓ Classwork ✓ Homework ✓ Group work

	4 WEEKS December	UNIT 5: The Indigenous Peoples – Tainos and Kalinagos	1. Life of the Early men 2. Bering Strait Theory 3. Geographical location 4. Physical appearance and dress 5. Social life – diet, occupation, religion, technology 6. Political organization	• Show appreciation for changes in society. • Define and use words/such as: Indigenous, natives, navigate, migration, Zemi, cacique, batos, remora, bohio, exploration, conquest, oubutu, Encomienda system, Spaniards, ethnic groups, enslavement, corbet, warrior, contract, forced labour, resistance, Protector of Indians, The Laws of Burgos, petition, colony. • Identify on a map of the world Spain in relation to the Caribbean area. • Locate on a map of the Caribbean the settlements of the Tainos and Kalinagos • Examine the factors influencing the migration and settlement of the Tainos and the Kalinagos • Describe the physical appearance and the dress of the Tainos and the Kalinagos • Assess the nature of Tainos and Kalinagos architecture • Discuss the survival strategies, (farming, fishing, hunting, trading) used by the Tainos the and Kalinagos • Compare the social, religious and political life of the Tainos and the Kalinagos with contemporary society • Appreciate the Tainos 'and Kalinagos' ability to manipulate the natural environment in journeying across the Caribbean from South America, surviving natural disasters: hurricanes, floods etc.	✓ Create a table showing the differences and similarities between the Tainos and Kalinagos. ✓ Discussion ✓ Oral presentation. ✓ Group presentation	✓ Unit test ✓ Classwork ✓ Homework ✓ Group work ✓ Mini projects
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	2 Weeks December- January	UNIT 6: European Interaction	1. Columbus' voyages 2. Encomienda System 3. Interaction of the indigenes and Europeans. 4. European Indentureship	• Briefly discuss the coming of the Europeans – Columbus' voyages • Discuss the main reasons for the introduction of the Encomienda System • Describe the treatment that the indigenous people received under The Encomienda System and the effects it had on them. • Evaluate the responses of the indigenous people to the treatment they received under the Encomienda System • Research the Tainos, Kalinagos and Encomienda System using multiple sources. • Assess the reasons for the ending of the Encomienda system • Show empathy for the plight of the indigenous peoples	ICT: Videos and cartoons based on Columbus' voyages, Encomienda and Indentureship Geo: Map work Drama: Roleplay, poetry writing, song Art: Drawings of the Indentureship and Encomienda systems, comic strip. Eng: Letter writing ✓ Research	✓ Unit test ✓ Classwork ✓ Homework ✓ Research
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	3 weeks February	UNIT 7: European Indentureship – 17 th century	1. Define the key terms/concepts. 2. What was Indentureship? 3. Reasons for the introduction of European Indentureship. 4. How they were obtained. 5. The terms of the contract. 6. Treatment of the Indentured Servants and their response.	• Define and use correctly the concepts/terms: indentureship, indentured servants, contract, forced labour, resistance, arbitrary, petition, volunteers, planters, colony, settlement, and proprietor. • Identify on map of the world places in Europe from which the indentured servants came and the places in the Caribbean to which they were taken. • Discuss the reasons for the introduction of European Indentureship in the Caribbean in the 17th century. • Examine the terms of the labour contracts that were designed for the indentured servants differentiating between employer and Indentured servants • Describe how the indentured servants were treated by the Europeans during the period of Indentureship and their response to the treatment. • Evaluate the reasons for the ending of the Indentureship period • Compare contractual arrangement of indentured servants to those of contemporary societies. • Develop a sense of fair play and justice. • Develop sensitivity to conflicts and how to resolve them.		✓ Unit test ✓ Classwork ✓ Homework ✓ Group work
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	3 weeks Feb/March	UNIT 8 African Enslavement	1. Introduction to African enslavement. 2. Triangular Trade 3. Social stratification on a Sugar Plantation 4. Treatment of the slaves on the plantation.	• Define and use correctly the concepts/terms: Sugar Revolution, slave trade, enslavement, enslaved Africans, Middle Passage, Trans- Atlantic trade, chattel slavery, slaver, production, exploitation, resistance, settlers, colonists, ethnic groups, superior, inferior, plantation . • Identify Africa on a map of the world and locate the areas in West Africa from which the Africans were taken to be enslaved. • Discuss the reasons why Africans were brought to the Caribbean. • Discuss the ways in which Africans were captured and brought to the Caribbean • Describe the conditions on the Middle Passage during the Trans-Atlantic trade • Describe the arrival and sale of West Africans in the West Indies • Identify the social groups on a sugar plantation and state how they related to each another. • Examine the treatment of enslaved Africans on the sugar plantation and their response to the treatment. • Recognize the level of conflict that developed between the European and the Africans during the Trans-Atlantic Slave Trade. • Empathize with the enslaved Africans and the conditions they faced	ICT: Videos on slavery and slave trade create a comic strip using an online software on the conditions of the Middle Passage as a part of the Trans-Atlantic Slave Trade. Eng: Essay writing Art: Drawings Drama: Roleplay Geo: Map work ✓ Discussion ✓ Pictorial & video analysis ✓ Research ✓ Jeopardy game	✓ Class discussion ✓ Question & Answer ✓ Mini group projects ✓ Classwork ✓ Homework
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	2 weeks April	UNIT 9 Fight for Freedom	1. Define key terms/concepts. 2. Forms of resistance. 3. Causes, course and effects of: Maroon Wars, Tacky Revolt and Sam Sharpe Rebellion	• Define and use correctly the concepts/terms: freedom, resistance, violent, non-violent, rebellion, revolt, revolution, punishment, institution, marronage, heritage, control, restriction, slave laws. • Outline the various forms of resistance • Identify on a map of Jamaica: a) Maroons communities b) Parishes in which Tacky and Sam Sharpe rebellions occurred • Examine the ways in which the Maroons, Tacky and Sam Sharpe resisted slavery • Evaluate the success/failure of each resistance effort • Develop an appreciation for the effects of the resistance efforts in the shaping of Jamaica's history. • State some examples of slave laws in Jamaica during the period of enslavement. • Research multiple sources to get information on the types of resistance effort during the fight for freedom. • Show empathy for the plight of the enslaved in their fight for freedom.	✓ Major project – 3 students per group; video presentation. ✓ Analysis of primary sources. ✓	✓ Unit test ✓ Classwork ✓ Homework ✓ Group work
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	3 weeks April/May	UNIT 8 Abolition Movement	1. The Abolitionists and their contribution. 2. Arguments for and against slavery. 3. The Emancipation Act. 4. The Apprenticeship System	• Define and use correctly the concepts/terms: abolition, abolitionist, emancipation, freedom, amelioration, humanitarian, enslavement, West India Interest. • Identify the British abolitionists • Construct timeline to show major achievements of the abolitionists to bring an end to slavery. • Discuss the actions taken by the enslaved which helped to bring an end to slavery • Debate the arguments for and against slavery. • Analyse the reasons for the ending of slavery. • Evaluate the work of the abolitionists. • Compare and analyse simple historical arguments on the work of the British Abolitionists. • Appreciate the work of the abolitionists and the enslaved Africans in fighting for freedom. • Define and use correctly the concepts/terms: abolition, emancipation, apprenticeship, amelioration, Stipendiary Magistrates, West India Interest. • Outline the provisions of the Emancipation Act of 1833 • Analyse the provisions of the Emancipation Act of 1833 • State the aims of the Apprenticeship System	✓ Eng: Mini debates ✓ Drama: Roleplay ✓ Art: Poetry, dub poem, artwork ✓ Create newspaper articles	✓ Unit test ✓ Classwork ✓ Homework ✓ Group work
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				• Explain the difficulties encountered by the apprentices and planters during the Apprenticeship system • Discuss the effectiveness of the Apprenticeship system. • Assess the reasons for the ending of the Apprenticeship system. • Listen attentively to the views of their peers. • Understand the impact of the Apprenticeship System on the British slave society.		
	3 weeks June	UNIT 9: The Peasantry in the 19 th century	1. Define the peasantry and the key terms/concepts. 2. What is the peasantry and how was it formed. 3. Contributions of the missionaries to the establishment of the peasantry	• Define and use correctly the concepts/terms: peasant, peasantry, diversify, economy, non-conformist missionaries, planter class, government, cooperatives, free villages, subsistent farming. • State factors which contributed to the development of the peasantry in the British Caribbean 19th century. • Explain the factors which retarded the growth of the peasantry in the British Caribbean in the 19th century.		✓ Unit test ✓ Classwork ✓ Homework ✓ Group work

			4. Factors contributing to its development 5. Factors which retarded its development 6. Obstacles faced by the peasants 7. Peasantry's contribution to the economic, social and political development of the peasants.	• Discuss the obstacles faced by the peasants in the 19th century. • Describe the contributions of the non-conformist missionaries to the development of peasantry in the 19th century. • Examine the initiatives of the peasants showing how these contributed to their social, political and economic advancement in the 19th century. • Tabulate, using the various food groups, the new produce introduced by the peasants to diversify British Caribbean economies of the 19th century. • Appreciate the role of the peasants in the development of the Jamaican society. • Connect areas of the Jamaican society today with that of the peasantry of the past.		
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RELIGIOUS EDUCATION

	DURATION 40 min/80 min = 1 Class	UNIT TITLE	TOPICS	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACIVITIES	ASSESSMENT
SEMESTER				Students should be able to:		
ONE/TWO	3 WEEKS September	UNIT 1: Theme: Identity	Introduction to Religious Education 1. The what and why of Religious Education 2. The nature of a religion – dimensions: - Ethical and ritual - Experiential and emotional - Narrative and mythic - Doctrinal and philosophical - Ethical and legal - Social and institutional - Material 3. Who am I? - Physical self - Spiritual self - Moral self - Emotional self - Sexual self - Socio-cultural self	• Define and use correctly the concepts religion, religious education, deity, and identity, and culture, divine and other concepts listed in the units. • Examine the aims of religious education in the curriculum. • Examine the human quest to understand and relate to the divine. • Demonstrate during class discussion the awareness that every individual is a spiritual being. • Show understanding of the ways of belonging to religions and what these ways involve. • Identify the various dimensions of a religion as evidenced in everyday life. Apply information learnt to new situations.	ICT: Watch videos about the aspects of self. Art: Make a dictionary, draw family tree and also mount a display. Eng: Report writing and journal entry. ✓ Research ✓ Discussions ✓ Group work ✓ Roleplay	✓ Group project ✓ Unit test ✓ Research ✓ Question & answer

	2 WEEKS Sept/Oct	UNIT 2 Topic: Why Am I Here? Sub-topic: Meaning and Purpose	1. The meaning and purpose of life in relation to one's body, mind, morals, spirit and socio-cultural self. (e.g. respect for and understanding of the purpose of life in relation to abortion and suicide)	- Discover the relationship between an awareness of God, a sense of oneness with the environment and a sense of the meaning and purpose of life. - Clarify/distinguish between some issues which need examination if they are to discover meaning and purpose in life. - Analyse and evaluate their present views and discuss key questions about life's meaning and purpose. - Appreciate work as a satisfying involvement in life's routine. - Examine the personal and social effects of the use and abuse of their bodies. - Deliberate on their understanding of the physical, moral, spiritual, sexual and socio-cultural aspects of self in relation to deity. - Examine the place of work as an honourable and noble part of self-actualization.	ICT: Use of projector Art: Construct questionnaire Eng: Interview classmates S&S: Bring to class photographs or drawings depicting different types of work. Discuss the value of these and other types of work, and examine the role that work plays in developing human potential ✓ Roleplay ✓ Class discussion ✓ Panel discussion	✓ Research ✓ Question & answer ✓ Classwork ✓ Homework
	3 WEEKS October	UNIT 3: Creation What is Nature?	1. Observing and examining the immediate environment Attempts to explain the created world: Christian/Jewish/Muslim and Hindu.	- List and discuss the elements in nature which contribute to its order and design. - Define the terms: stewardship, nature and creation, examining aspects related to these terms; for	ICT: Giving students prepared observation sheets for students to use as a guide in watching videos related to nature. Students will give an oral report of their	✓ Unit test ✓ Classwork ✓ Homework

			2. Place of/and the continuing role of humans in Creation Responsibility entrusted to humans for the maintenance/sustenance of the world of Creation 3. Pregnancy, birth, naming ceremonies puberty and coming of age ceremonies Marriage, Death.	example, human beings, plants, animals, sea, land, etc. - Examine and compare the creation stories presented by the various religious groups and secular/scientific theories. - Compare the beliefs and practices of the four (4) major religions on the cycle of human life. - Explore, discuss, outline and compare religious theories pertaining to the origin of life.	observations from the videos. Mathematics and Science: Using observation sheets, students will be asked to identify the numerous plants and animals seen within the video. They will then extract the mathematical information to create a bar graph or a pictogram. Eng: Writing creative pieces ✓ Class discussion ✓ Roleplay ✓ Pair work	
	6 WEEKS November/Dec	UNIT 4 Topic: Culture and Religion Sub-topic: Religion and Family Life	1. Definition of Concepts Rites of Passage: Conception/ Pregnancy Birth Naming: Cultural practices related to naming – e.g., nicknames and pet names. 2. Practices of major world religions. Naming as a means of Identification. Infancy	- Define the terms rites of passage, ceremonies and vulture - Identify the various stages of life rites of passage may take place. - Identify and describe various ceremonies of the different religions as they pertain to rites of passage/family life - Delineate ways in which cultural identity is influenced by religion - Discuss basic activities that take place as people within the community practise their faith - Explain the significance of various festivals and ceremonies of the	Geo: Fieldtrip Art: Create interview instrument, brochure. ICT: Videos or pictures of baptism Drama: Roleplay, song, poetry Eng: Creative writing about African beliefs and practices ✓ Discussion ✓ Oral presentation. ✓ Roleplay of weddings ✓ Resource person	✓ Unit test ✓ Classwork ✓ Homework ✓ Group work

	2 WEEKS January	UNIT 5: Theme: Identity Topic: Culture and Religion (cont'd)	Puberty/Coming of age (include variations in different cultures and/or religions) Marriage and Death 3. Rituals connected with the above in various cultures and religions local customs child-rearing practices family oriented religious customs, myths and superstitions 4. Festivals and celebrations connected with rites of passage in a family context. 5. Influence of religious leaders on family life. Influence of priest and other traditional religious leaders, Influence of indigenous religious leaders. 1. Religious retentions Beliefs and practices of African, Middle Eastern, Asian and European origin New and emerging/indigenous religious groups, e.g. - Rastafari - Revivalism 2. Religion and governance - How religious beliefs/practices affect	different religions as they pertain to rites of passage/family life. • Differentiate between the practices of religious groups. • Develop an open and unprejudiced attitude and a willingness to examine the beliefs, practices and values of others. • Explain how religious ceremonies express the importance of life. For example, infant baptism at birth • Show by their behaviour that they value the richness of the contribution made by indigenous religious practices to Jamaican heritage. • Appreciate the fact that there is a set of rules and values (usually based on religious principles) which underpins every society. • Develop an awareness that religion influences the culture of society • Define and use correctly the concepts religion and culture. • Delineate ways in which cultural identity is influenced by religion. • Recognize religious groups by the beliefs and practices which they communicate and/or exhibit within the society, particularly via the media.	ICT: Watch DVD's from MOE Drama: Roleplay, poetry writing, song Art: Making questionnaire and drawing comics Eng: Report writing	✓ Unit test ✓ Classwork ✓ Homework ✓ Group research
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		Sub-topic: Religion and Society	laws, holidays, holy days, prayers at Parliament, national days of prayer. Examples of religious states, e.g., an Islamic State, The Vatican.	• Discuss basic activities that take place as people within the community practise their faith • State how the various ethnic groups have influenced present religious expression. • Discuss basic activities that take place as people within the community practise their faith. • Demonstrate growth in religious insight. • In a clear and concise manner, and while using religious language correctly, explain practices of different religious groups to interested persons. • Describe ways in which new and emerging/indigenous religious groups impact upon Jamaican Society. • Differentiate between the practices of religious groups. • Identify similarities and differences among some practises of religious groups with particular reference to dress, diet, art forms, and sex. • Manage effectively their own spiritual, emotional and physical lives. • Evaluate the most common myths and taboos in light of correct information. • Evaluate the various lifestyles presented to them in the society, particularly via the media and by	✓ Research	
	3 Weeks January/Feb	UNIT 6 Theme: Identity Topic: The Influence of Religion on	1. Vestments – clerical dress - Dress in various religious groups e.g., Muslims, Hindus, Jews, Christians (males & females) - Dress for rites of Passage. - Dress for various religious festivals 2. FOOD - Special diets in various religious groups determined		ICT: Video clips on architect, diet, wudu procedure. Eng: Essay writing about right choices Art: Drawings of places of worship Drama: Roleplay, vox-pop	✓ Unit test ✓ Classwork ✓ Homework ✓ Research

		Lifestyles	by doctrine and done voluntarily to show belief - Special foods for special occasions/ ceremonies/festivals/rites of passage. 3. THE ARTS Art forms used as expressions of belief/values Religious expressions in daily life: Music – songs/hymns - choirs - groups - contemporary - religious music Dance in religion. Drama - plays, skits Visual Arts -outstanding works of art: sculptures, icons, paintings as works of art expressing personal faith, corporate worship. Architecture – - buildings and decorations - symbols 4. SEX	people with whom they come in contact. • Lay the foundation for a satisfying and responsible sexual relationship between male and female when this occurs in adult life. • Take proper care of their bodies, and avoid-whenever possible – the problems associated with bodily abuse of any sort. • Develop appropriate and harmonious relationships with both sexes. • Show by their behaviour that they are aware that worshippers should make every effort to ascertain that non-participants are not unduly disturbed or inconvenienced by individual or corporate worship practices. • Accept responsibility for the consequences of their choices. • Delineate the religious and social implications of family planning.	✓ Discussion ✓ Research ✓ Poster ✓ Questionnaire	
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			Influence of beliefs/doctrines of various religions on sexual conduct/practice. - celibacy - pre-marital sex - extra-marital sex - promiscuity 5. HYGIENE/ CLEANLINESS Religious stipulations regarding hygiene e.g., - Jews - purification rites. - Muslims – Wudu ceremony - Hindus – washing of self and of images - Rastafari – Ablutions/purification rite			
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NB. Religious Education is semesterised, meaning half of the Grade 7 cohort does Religious Education during the period September to January, while the other half does History. After the First Semester examinations a switch is made and the reverse pertains in the Second.

MATHEMATICS

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

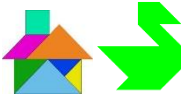
Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Numbers	Number Theory	6 weeks	1) Describe different types of numbers in the real number system (natural, whole, integer, rational and irrational) 2) Compare and order sets of numbers 3) Perform the four basic operations, including multiple operations on real numbers both mentally and using pencil and paper. 4) Apply order of operations in number sentences 5) Apply order of operations in number sentences, to include integers. 6) Compare and order integers 7) Perform the four operations on integers 8) Give reasonable estimates of the results of operations 9) By rounding off to the nearest thousandths, hundredths, tenths, ones, hundreds etc 10) Identify without calculations numbers divisible by 2, 3, 5, 6, and 9 11) Identify and use the following properties; 12) Commutative	☐ Place sets of given integers in ascending/descending order using a range of manipulatives (for example- software, websites, counters, realia, etc.). ☐ Model addition of integers using either: (a) counters. Ensure two different colour counters are used. For example, blue and red counters, where blue is for positive integers and red for negative integers. As an example, do the following: $2 + (-3)$ would be represented by 2 blue counters and 3 red counters. Pair colours until a single colour is left. Count the number of single colours. That is the answer. In this case it would be a single red counter, so the answer is -1. Write $2 + (-3) = -1$. Model their own addition questions (b) appropriate software or app. ☐ Classify, describe and order a given set of real numbers. ☐ Khan-Academy, math-aids etc are all useful sites with videos and worksheets	☐ Worksheets ☐ Home work from text book and work book (Math Wiz) A ☐ Graded class work ☐ Multiple Choice Test

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Algebra	- Identifying Parts of an Algebraic Expression - Simplifying Algebraic Expressions - Order of Operations with algebraic terms - Solve one and 2- step equations - Translate words to Math	6 weeks	13) Associative 14) Distributive. 15) Identify and use the following concepts; 16) Identity 17) Inverses 1) Define and identify variables, terms, constant, coefficients in a given algebraic expression. 18) Differentiate between expressions and equations. 19) Use symbols to represent a quantity that varies 20) Evaluate algebraic expressions 21) Simplify algebraic expressions by grouping like terms 22) Perform the 4 operations on algebraic expressions by applying order of operations 23) Simplify algebraic expressions with integers 24) Solve one and 2-step equations by balancing 25) Solve word problems by creating and solving algebraic expressions 26) Write verbal expressions as algebraic expressions	Educational videos, worksheets and websites.	

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Arithmetic	- Prime factorization - Highest Common Factor (HCF) - Lowest Common Multiple (LCM) - Word problems on LCM and HCF	2 weeks	27) Use different methods to determine the prime factorization of sets of numbers 28) Use different methods to determine the HCF of sets of numbers 29) Use different methods to determine the LCM of sets of numbers 30) Solve word problems on HCF 31) Solve word problems on LCM Solve real-life problems on LCM and HCF		
Statistics	- Measures of central tendency and dispersion - Calculating mean, median, mode and range from raw data.	2 weeks	) Use the language of statistics (mean, median, mode, measures of central tendency and measures of dispersion) 2) Find mean, mode, median and range from raw data 3) Calculate the range of a data set (from raw data or from a frequency table) 4) Construct and interpret simple frequency tables from a set of data.	☐ In groups, design and build a bridge out of fudge sticks, tooth picks, match sticks or paper clips. Use known weights (check Science Dept.) to measure the strength of each bridge built. Test to see how many vehicles of similar/different weights it will take to make each bridge collapse. Record the strength of each bridge and the weight it takes for each bridge to collapse in tabular form. Find the measures of Central Tendencies using the data collected e.g. mean, median, range etc. Be provided with the actual weights of various vehicles e.g. a car, an SUV, a mini bus, a big bus	

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Arithmetic	- Conversions among fractions, decimals and percents - Equivalent fractions - Ordering fractions - Adding, subtracting, multiplying and dividing fractions and mixed numbers.	6 weeks	1) Conversion among fractions, decimals and percents. 2) Calculate percent of a number 3) Express one number (or quantity) as a percentage of another 4) Apply percent of a number to calculating discount, tax, profit and loss 5) Word problems on percent of a number. 6) Creating equivalent fractions 7) Ordering fractions 8) Differentiating between a fraction in simplified form and a mixed number 9) Simplifying fractions	and a truck. Convert the actual weight of a real vehicle with that of each known weight. Discuss and draw conclusion based on their observations.	

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
			10) Converting between improper fractions and mixed numbers 11) Adding proper and improper fractions with same and different denominators. 12) Perform the four operations on fractions and mixed numbers		

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Measurement		6 Weeks	1. Conversions within and across related units of time. 2. Compare 12 and 24-hour times 3. Calculate durations of time 4. Perform the four operations on units of time. 5. Measure length, mass, time, temperature, volume and capacity using appropriate instruments. 6. Perform conversions within units and across related units (up to square units) 7. Find the perimeter of plane and composite figures 8. Find the area of plane composite figures 9. Calculate area of shaded regions 10. Calculate number of tiles given dimension of surface and side of tile in different units.	☐ Investigate how to find the perimeter for the fencing of an animal pen or the school compound (or sections of the school compound) or football field, etc. Research the most appropriate instrument to use to carry out these measurements. Find all the possible/feasible dimensions of an animal pen given the length of the fencing to be used. Determine the plane shape that covers the greatest area. ☐ Draw the outline of shapes made with Tangram pieces on grid paper e.g. 	☐ Group projects ☐ Pop quizzes ☐ Graded class work ☐ Graded homework

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
Geometry	Solids	1 Week	i) Identify and draw nets of solids ii) Construct solids from nets	- Fold and explore the properties of various solids and tabulate their findings to arrive at Euler's Formula from the nets of solids provided and those found readily in the environment. Complete the table as shown below: Name of Solid/ Faces, Edges, Vertices Cube, Cuboid, etc. Identify the pattern that exists between faces, edges and vertices.	Completed tables on solid shapes Group participation and discussions Correct classification of solids Nets of solids accurately identified Solids sketched/drawn correctly
	Plotting Points in the Coordinate Plane Constricting Circles and Line segments Bisecting line segments	2 Weeks	iii) Use different scales in the coordinate plane iv) Write coordinates as ordered pairs v) Read and identify points in the coordinate plane vi) Connect points in the coordinate plane to form patterns		

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
			vii) Determine the area of shapes drawn in the coordinate plane viii) Construct a circle of given radius ix) Construct line segments of given lengths x) Bisect line segments		

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
	Transformations	1 Week	1. State the relationship between an object and its image in a plane when it undergoes a translation in that plane 2. State the relationship between an object and its image in a plane when it is reflected in a line in that plane. 3. State the relationship an object and its image in a plane when it is rotated about a point (centre of rotation), through a given angle in that plane. 4. Identify and use angle, side and symmetry properties of triangles and quadrilaterals.	☐ Discuss the formation of the following as seen in the environment: Image seen in water, when looking in the mirror, the turning of a knob the spinning of a gig, picture package, the growth of a baby, a model car against a real car, a plane lifting off and landing. Give examples of other forms as discussed. ☐ Fold a sheet of plane paper in two. On one side of the paper, draw your favourite polygon. Fold paper again making sure the shape drawn is facing up. Use a push pin to punch holes in the vertices of the polygon drawn. Now open the paper and connect the vertices to form your original shape. Engage in a discussion which would bring out the properties of reflection. Write what they had done in their journals and then discuss with the entire class. - Explore rotating a shape of their choice with the centre of enlargement (i) outside the shape; (ii) inside the shape through 90° - Explore translating a shape of their choice on graph paper.	☐ Group presentation

Unit	Topic	Duration	Specific Objectives Students should be able to:	Suggested Teaching and Learning Activities	Assessment
	Constructions	1 Week	- Construct, using appropriate geometric instruments, a circle of given radius. - Construct, using ruler and compasses only: ☐ Line segments ☐ Perpendicular and parallel lines - Line bisectors	☐ Follow instructions to carry out the constructions required from the following site or printed instructions: http://www.mathopenref.com/tocs/constructionstoc.html	☐ Portfolio

	Ratio	1 Week	1. Write a fraction as a ratio and vice versa 2. Compare two quantities using ratios 3. Divide a quantity in a given ratio. 4. Identify quantities in proportion.	☐ Research : The Golden Ratio	☐ Graded classwork
	Statistics	2 Weeks	1. Find mode, median and mean from raw data 2. Calculate the range of a data set (from raw data as well as from a frequency table) 3. Construct and interpret simple frequency tables from a data set.	☐ In groups, design and build a bridge out of fudge sticks, tooth picks, match sticks or paper clips. Use known weights (check Science Dept.) to measure the strength of each bridge built. Test to see how many vehicles of similar/different weights it will take to make each bridge collapse. Record the strength of each bridge and the weight it takes for each bridge to collapse in tabular form. ☐ Find the measures of Central Tendencies using the data collected e.g. mean, median, range etc. Be provided with the actual weights of various vehicles e.g. a car, an SUV, a mini bus, a big bus and a truck. Convert the actual weight of a real vehicle with that of each known weight. Discuss and draw conclusion based on their observations.	☐ Group project ☐ Group presentation

Algebra	Basic Algebra	3 Weeks	1. Formulate rules from their knowledge of arithmetic properties 2. Define and identify variables, terms, constant, coefficient, expression, equations and operations. 3. Identify, add and subtract like and unlike terms. 4. Use symbols to represent quantities which vary. 5. Write equations to illustrate word problems. 6. Solve simple linear equations using: ☐ flow diagrams. ☐ Balancing method 7. Simplify algebraic expressions by grouping like terms	☐ As a school project, gather all that is needed to prepare for a disaster in respective groups. Determine how many of each item would serve for a household and express the information gathered using algebraic expressions and equations. ☐ Research Algebra's use in various careers ☐ Research equations formulated in the sciences (social and physical) and report findings. (Try to do the activities, where safe and appropriate, to prove/discover formulas/equations, such as Boyle's law, etc.)	☐ Graded class work ☐ Graded homework
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Number	Set Theory	3 Weeks	1. Use the language of sets (including disjoint, null, complement and subsets) 2. Identify and give examples of well-defined sets. 3. Illustrate data using Venn diagrams (at most two intersecting sets within the universal set) 4. Obtain and interpret information from Venn diagrams.	☐ Collect information about a particular grouping of persons (sample for e.g. their classmates.) Develop questionnaires to capture age, gender, favourite food, mode of transportation, colour, number of siblings etc. (Note: restrict selection to at most three in each set in the initial sage). Talk about the set off male and female students, the set of meet/meat lovers, vegetarians etc. ☐ Be grouped based on the month in which they were born. Investigate and conduct interviews to decipher what else is common or uncommon among them. Their findings will generate the types of sets (i.e. null/empty, sub-, intersecting, universal, disjoint, complement) e.g.	☐ Group presentation ☐ Graded classwork
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	Consumer Arithmetic	2 Weeks	1. Compute total price given quantity and unit price 2. Compute unit price given quantity and total price 3. Compute quantity given the total price and unit price 4. Identity “best buys” and bargains by comparison and unit costs. 5. Calculate profit and loss in monetary and percentage terms 6. Convert Jamaican dollars to other currencies and vice-versa.	-Engage in class discussions on how they use money in real-life situations i.e. purchase items, save, invest etc. -In pairs, discuss the following: - The difference between total price and unit price. - Will the quantity of an item determine the total price and unit price? - How is a profit made on an item? - How is a loss made on an item? - List all the currencies used in our country.	☐ Group presentation ☐ Graded homework
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Algebra	Relations, functions and graphs	2 Weeks	1. Write coordinates of points as ordered pairs 2. Plot ordered pairs of numbers on the Cartesian plane 3. Read and identify points on the Cartesian plane 4. Connect points on the Cartesian plane to form patterns. 5. Represent a mapping by: ☐ A mapping diagram ☐ A mapping rule ☐ A set of ordered pairs 6. Recognize and give examples of each of the following type of mapping: ☐ One – to –one ☐ One- to- many ☐ Many- to- one ☐ Many- to- many	☐ Research Rene Descartes and his contribution to the coordinate system. Compare this system to lines of latitude and longitude and their use in everyday life. ☐ Access relevant Geogebra files to investigate properties of the Cartesian plane (including domain, range, ordered pair, plotting points, reading points, quadrants, etc.)	☐ Group presentation
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FRENCH

	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
TERM ONE	4 weeks (12 classes)		Students should be able to:		
UNIT 1		Le monde francophone (The French-speaking World)	- Name ten countries that speak French and provide corresponding nationalities. - Give five reasons for learning French. - Respond appropriately to basic greetings and farewells. - Pronounce correctly letters and words in the target language. - Read simple sentences imitating the sounds that they hear (vowels, consonants, combinations, rules of stress). - Make simple requests or comments using classroom expressions and expressions of courtesy. - Greet and bid farewell to others in oral and written dialogue.	Listen to an audio recording of the alphabet and repeat what they hear paying attention to the correct sounds. Practise the sound of letters of the alphabet using tongue-twisters and songs (e.g. cinq chiens chassent six chats; croix crème, croix crème; Bonjour bonjour (repeat) comment ça va, comment ça va, très bien merci, très bien merci, très bien merci) Listen to audio/video recordings of greetings and expressions of courtesy, and repeat correctly the expressions heard. Read basic classroom expressions from cue cards or posters around the classroom. Work in groups of four to create a dialogue which contains greetings and farewells, useful classroom expressions and expressions of courtesy. Listen to an audio file with the names of French-speaking countries correctly pronounced, and repeat accurately what they hear. Identify these countries on a map of the world. For each country identified, write the name on the board to create a list. Identify which may be considered as Caribbean countries.	Correct pronunciation of letters and words Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities Correctly locate Francophone countries on map of the world • Accurately pronounce names of Francophone countries. Correctly identify Caribbean Countries. Accuracy of geographical information given.

				Create sentence strips in French about two French-speaking countries close to Jamaica, stating each country's location in relation to Jamaica, its capital, city and approximate population figures. Use news reports, articles or pictures of popular personalities from French speaking countries to facilitate discussion on why Jamaicans should be encouraged to speak a foreign language. Have a five-minute debate in English on the topic. French should be taught in school in which they present at least three points per side.	Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities. Valid points put forward to support each side of the debate
			Students should be able to:		
UNIT 2	4 Weeks	: Qui suis –je (Who am I)	• Introduce themselves using the appropriate expressions. • Ask for and provide basic information using appropriate vocabulary and grammar. • Read and respond appropriately to material in French. • Read and complete simple forms requesting basic personal information. • Describe themselves using simple language structures.	Review greetings, spell own names in French and practise writing own names in complete sentences by creating name tags with appropriate greetings (Bonjour! Je m'appelle...). Review the alphabet and greetings by singing appropriate songs. Create telephone directory for an imaginary local community/company, listing contact information for related persons. Compare this list with a similar listing for a French-speaking country. Discuss the differences and similarities observed in the names. Watch a short video with persons who are meeting each other for the very first time and in which they provide basic personal information, or read	Name tags with correct use of appropriate greetings and properly constructed sentences. Discussion in ENGLISH feature similarities and differences in naming customs in target and native culture e.g. on the use of de, de la, -elle, -ette in French names and Saints' names.

			• Write simple sentences using cues provided: (photos, lists of words, situations, videos). • Listen to questions about personal information and give appropriate responses.	comics/cartoons which address personal information and associated culture. Answer basic questions based on the video by selecting the correct response on the sheets provided. Participate in an organised event (e.g. Mr School Name/Miss School Name) where they are required to orally state basic personal information for an audience in response to questions. Explore the various ways in which personal information is presented by reading and updating social webpage profiles another electronic and paper-based forms (passport, ID, magazine subscription etc.) and by completing telephone message forms with names of callers. Complete crossword, word search and unscramble puzzles with vocabulary relating to personal information. Read personal ads and respond to questions, and create personal ads for given publications. Practise creating an online profile for a social networking site, using personal information and adjectives to describe physical features (e.g. include age, nationality, physical attributes (tall/short), personality traits (pleasant/grumpy). Participate in a role-play activity in pairs/groups where students pretend to meet each other for the	Demonstrate understanding of video and/or comics/cartoons by responding appropriately on the answer sheet. Accurately constructed sentences with appropriate grammar and pronunciation. Forms completed with required information in appropriate fields with appropriate grammar, vocabulary and spelling. Crossword, word search and unscramble puzzles successfully completed. Profiles, ads and responses created
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				first time and ask and respond to questions requesting personal information. Each group will choose their own setting. Reinforce communicative skills by playing games (relays, BINGO, Taboo, JEOPARDY-type games), participating in Spelling Bee type activities, reciting tongue twisters.	with appropriate grammar, Oral dialogues presented in class with appropriate structures and vocabulary and use of an appropriate setting. Vocabulary and spelling.
			Students should be able to:		
UNIT 3	4 Weeks	Ma famille et moi (My family and I)	- Name and provide simple physical descriptions of family members. - Ask someone to describe his/her family members. - Provide simple descriptions of the professions of family members. - Identify and describe family pets. - Ask someone to describe his/her family pets. - Compare own family life and celebrations with those of a family (real or imaginary) in one Francophone country, in French as far as possible	Use familiar adjectives to create simple descriptions of family members based on photographs taken to class. View a video or read a short paragraph in French about a Francophone Family. Create simple descriptions of members of a Francophone family, and compare the results with own families. Sing a song about animals in French. One student may be asked to come to the front of the class and provide descriptive clues in English about their own pet, or an animal he/she would like to have as a pet. The others will have to guess the animal using the names of animals in French. Talk about how Christmas is celebrated in their own families. Compare these with how Christmas is celebrated in one named French-speaking country. Write paragraphs to describe the celebrations in the respective countries.	Accurate use of adjectives to describe family members. Accuracy of pronunciation in singing; accuracy of grammar and pronunciation in oral descriptions. Appropriate use of correct structure and vocabulary in paragraphs. Accuracy of cultural information regarding how

			• Introducing others in French(“ je te présente ma/mon...”) • Comparing Christmas Traditions between French speaking countries and Jamaica.	Write brief paragraphs in French to describe what family members do for a living. Read paragraphs to class and act out what is being read. Class will use appropriate vocabulary to identify the profession practised. Match profession with sentences provided on a sheet or on whiteboard (Teacher may also use the multimedia projector to display sentences on the whiteboard). Interview their peers on their families, including professions and family occasions, and present a report highlighting similarities and differences between families. Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict and/ or describe family members, professions and pets	Christmas is celebrated in Francophone country. Accuracy of grammar and sentence structure. Reading with correct pronunciation. Correctly matching professions with sentences. Accuracy of grammar and appropriateness of vocabulary in report. Accurately select the picture which matches the statement in each case.

TERM TWO			Students should be able to:		
UNIT 1	3 Weeks	Comment ça va aujourd'hui? (How are you today?)	- Describe their emotional states using être/to be. - Identify the different parts of the body in the target language. - State different ailments	Sing the greeting song “Bonjour, bonjour, comment ça va?” several times, and substitute one of several adjectives expressing feeling each time while demonstrating the relevant gesture to illustrate the meaning. Create dialogues in pairs enquiring about each other’s health. They must greet each other using the greeting appropriate for the time of day and each must choose one expression besides “très bien” to indicate how he/she is feeling. Look at a chart showing the different parts of the body and listen as the teacher pronounces the name for each part. Integrate numbers to form sentences for body parts that are more than one e.g. j’ai deux bras. Sing “La tête, les épaules, les genoux, les pieds /my head, my shoulders, my knees, my toes while touching the various parts of the body. Play “Jacques a dit/Simon says”. Students will touch the body part indicated by the teacher e.g. touchez la tête/touch your head; instruct each other to touch the various body parts with the aid of sentence strips provided by the teacher. Observe the dramatisation of the following ailments by teacher: headache; toothache; stomach ache; sore throat. Observe and imitate as teacher again	Substitution of appropriate words in the song to express new feelings using the verb être/to be Appropriate use of greetings. Use of other appropriate expressions Touching part of the body as named in the song Correctly responding to instructions Correct use of language to express ailments in different parts of the body Correct use of sentence structure in reporting findings of survey

				demonstrates each ailment. (See Key Grammar). Use other parts of the body to express ailments in other places. Students should also mime illnesses for classmates to guess what ails them. Conduct a survey among classmates to find out how their classmates are feeling on a particular day. Report findings using the following pattern: Aujourd’hui, Pierre a mal à la tête (Today, Pierre has a headache).	
UNIT 2	4 weeks (12 classes)	A la maison (At home)	- Describe their house and some furniture using simple adjectives, including colours. - State where things and people are in relation to household objects. - Read short texts dealing with the house and respond appropriately to a variety of questions. - Listen to short texts based on the topic and select appropriate responses to questions based on the text	View a virtual model of a house and listen to the description as they are given a virtual tour of the different rooms of the house. Label the different parts of a house by choosing the correct vocabulary from a list provided as they view the virtual tour. Participate in a “house bingo” game in order to reinforce the new vocabulary. View a variety of houses from Francophone countries and Jamaica and discuss, in English, the similarities and differences. Participate in a class discussion to describe the houses by responding to questions such as “combien de pièces y a-t-il dans ta maison?” or “comment est ta maison?” In small groups, play the role of real estate agents and create a short video in which they describe two houses that they are going to show some clients. Video should include pictures and description of the properties.	Correctly label the parts of the House Respond appropriately to questions posed using correct grammar and appropriate vocabulary Accurate use of language in video Correctly placing furniture and appliances in rooms. Accurately stating location using prepositions.

				View a model of a house and listen to the names and location of the different furniture and appliances in the bedroom and living room. Participate in a “house relay” in placing items of furniture in the correct part of the room. Describe where items are located in relation to others. Work in pairs to read and answer questions pertaining to a dialogue in which persons discuss the chores they do. Write a brief letter to Cher Pasteur/Dear Pastor in which they complain about the chores discussed. Create an audio message for a new housemate in which one describes the house and states what household chores the housemate has to do. Cues/directives will be able to be provided. Reinforce communicative skills by playing games: word search activity to reinforce vocabulary; concentration game - match word/expression with correct picture; Pictionary -create a drawing of a chore, and others use complete sentences to identify the chore represented.	Use appropriate grammar and vocabulary in writing the letter Accurate use of language and pronunciation in recorded message NOTE: Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension)
			Students should be able to:		
UNIT 3	4 weeks	A l'école (At school)	- Identify and request specific classroom items or things in bags, pencil case, etc. - Talk about the subjects that are done in school.	Describe their school orally and in writing in French. Locate/Identify items named by teacher in English. The person who identifies the item will	Demonstrate appropriate use of adjectives Appropriate identification in

			• Give reasons why they like/dislike a subject, school etc. • Describe school activities. • Say what time they have lunch. • Talk about extracurricular activities. • Say where different places are located. • Identify key persons in the school setting. • Write a brief description of their uniform.	then say its name in the target language, using the sentence form “Voici” Participate in a dialogue completion. Teacher will provide students with a dialogue which includes school items, subjects etc. Students will be asked to replace the underlined words with an appropriate word in French. Reproduce own timetables in French. Create study timetables for their next exam by putting the names of the subjects in French. Listen to a short paragraph where three students tell what subjects they do at particular times. Answer questions based on what they hear. Draw a plan of the school plant then in target language label the different places. Say where at least three places are located in relation to other places. Create a report card on which they will write marks at each subject along with comments. A bilingual list of comments will be provided. Work in pairs to talk about the subjects they like or dislike. Each student will write what the other says and will report to the class in French.	French Appropriate use of vocabulary Correct use of vocabulary and time on timetables Accurately respond to questions based on listening passage Accurate use of prepositions and vocabulary Comments correspond with marks for each subject Accuracy of grammar and appropriateness of vocabulary
TERM THREE					

UNIT 1	4 weeks	Qu'est-ce que j'ai l'habitude de faire? What are my routines?	- Express activities at home and at school as parts of a daily schedule. - Read aloud in French with accurate pronunciation and intonation. - Respond to questions on written passages. - Describe activities under certain weather conditions. - Distinguish between the school week in a French-speaking country and in Jamaica	Revise action words related to activities at home and school using pictures of a child doing these actions. Respond in sentences in French telling what they think that the child is doing. Dramatise household chores while describing the actions being done. Pattern a native speaker while listening to an audio file about a child's daily activities, and time schedule for these activities. Follow in textbook or handout. List the expressions in the target language that relate to the child's daily activities from Monday to Sunday, including the time of day the child does each activity. Provide a schedule of own daily activities in French using the pattern from the reading passage as a guide. Express activities including time schedule in paragraph form. Dramatize three things done each day at home/school giving the time in French at which they are done. Ask a partner Que fais-tu le matin/l'après-midi/le soir, et à quelle heure? What do you usually do in the morning/afternoon/evening/night, and at what time? or Que fais-tu quand il pleut/il fait froid/il fait chaud? What do you do when it is raining/cold/hot? and respond making use of appropriate vocabulary from list given.	Use properly constructed sentences in responses Accuracy of information to match dramatisation Use properly constructed sentences and appropriate grammar and vocabulary in responses Activities and time accurately Expressed Use properly constructed sentences and appropriate grammar and vocabulary in responses
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UNIT 2	4 weeks	Qu'est-ce que j'aime faire? What do I like doing?	- Describe their recreational activities using appropriate expressions of frequency. - Extend simple invitations using appropriate expressions. - Order basic food and drink items using learned vocabulary and structures. - State their likes, dislikes and preferences. - Describe basic weather conditions using the appropriate expressions. - Relate what items of clothing they wear during particular weather conditions. - Identify at least three typical French foods	Create a Venn diagram showing Jamaican holidays/special days, Francophone holidays/special days and holidays/special days shared by both places. Classify these as religious, national, or social holidays/special days. Assess the relative amounts of each type of holidays/special days celebrated as an indicator of the Country's culture. Select one holiday/special day celebrated both in Jamaica and in one Francophone country. Compare the activities which take place on this day. Create an electronic invitation to be sent to a friend to take part in these activities in Jamaica or in the French-speaking country. Role play how one would respond if one received a similar invitation. Fill in a food preferences grid, and label given foods appropriately. Role play ordering food in a restaurant, using at least three foods typical to Francophone countries. Discuss food likes, dislikes and preferences. Identify and describe items of clothing. Create clothing catalogues with items of clothing, colours and sizes. Listen to/Read an online clothing order and complete the order sheet.	Information accurately represented on Venn diagram. Holidays accurately classified. Cultural assessment justified. Electronic invitation and role play demonstrate accurate and appropriate grammar and vocabulary, greetings and expressions of courtesy. Foods labeled appropriately. Discussion and role play demonstrate accurate and appropriate grammar and vocabulary and knowledge about typical Francophone foods.
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				Listen to a recording on the weather of a selected location and place weather symbols on blank maps provided. Create simple daily weather records and forecasts, and state what clothing should be worn in different conditions. Reinforce communicative skills by playing games: Family Feud type games, or other games, based on the topics taught.	Accuracy in completing order sheet Correct use of weather symbols to match descriptions. Logical choice of clothing for weather conditions.
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SPANISH

	DURATION 40 min/80 min = 1 Class	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
TERM 1			Students should be able to:		
UNIT 1:	4 weeks	El Mundo Hispano (The Spanish - speaking World)	- Pronounce correctly letters and words in the target language. - Identify and name Spanish-speaking countries. - Discuss reasons for learning Spanish. - Use and respond appropriately to, basic greetings and farewells. - Read simple sentences imitating the sounds that they hear (vowels, consonants, combinations, rules of stress). - Make simple requests or comments using classroom expressions and expressions of courtesy	- Listen to an audio recording of the alphabet and repeat what they hear paying attention to the correct sounds. - Practise the sounds of letters of the alphabet using tongue-twisters and songs (e.g. <i>ere con ere cigarro ; El mar estaba serene/La cucaracha; Buenos días</i>) - Listen to audio/video recordings of greetings and expressions of courtesy, and repeat correctly the expressions heard. - Read basic classroom expressions from cue cards or posters around the classroom. - Work in groups of four to create a dialogue which contains greetings and farewells, useful classroom expressions and expressions of courtesy. - Listen to an audio file with the names of Spanish-speaking countries correctly	Correct pronunciation of letters Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities Correctly locate Hispanic countries on map of the world. Accurately pronounce names of Hispanic countries. Correct use of statements of direction

				pronounced, and repeat accurately what they hear. • Identify these countries on a map of the world. For each country identified, write the name on the board to create a list. Identify which may be considered as Caribbean countries. • Create sentence strips in Spanish about two Spanish -speaking countries close to Jamaica, stating each country's location in relation to Jamaica, its capital, city and approximate population figures. • Use news reports, articles or pictures of popular personalities from Spanish speaking countries to facilitate discussion on why Jamaicans should be encouraged to speak a foreign language. • Have a five-minute debate in English on the topic. Spanish should be taught in school in which they present at least three points per side.	Present logical arguments in ENGLISH on the importance of learning a foreign language in schools
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UNIT 2:	4 weeks (12 classes)	¿Quién soy? (Who am I)	Students should be able to:		
			• Introduce themselves using the appropriate expressions. • Compare naming traditions in Hispanic and Jamaican cultures. • Ask for and provide basic information using appropriate vocabulary and grammar. • Read and respond appropriately to material in Spanish. • Read and complete simple forms requesting basic personal information. • Write simple sentences using cues provided: (photos, lists of words, situations, videos). • Listen to questions about personal information and give appropriate responses.	• Review greetings, spell own names in Spanish and practise writing own names in complete sentences by creating name tags with appropriate greetings (Hola! Me llamo...). • Review the alphabet and greetings by singing appropriate songs. • Create telephone directory for an imaginary local community/company, listing contact information for related persons. • Compare this list with a similar listing for a Spanish-speaking country. • Discuss the differences in the naming conventions used. • Watch a short video with persons who are meeting each other for the very first time and in which they provide basic personal information, or read comics/cartoons which address personal information and associated culture.	Name tags with correct use of appropriate greetings and properly constructed sentences. Discussion in ENGLISH on the number of names commonly used for each person, and the use of maternal surnames in Spanish Accurately respond to questions on sheets Accurately constructed sentences with appropriate grammar and pronunciation.

				• Answer basic questions based on the video by selecting the correct response on the sheets provided. • Answer basic questions based on the video by selecting the correct response on the sheets provided. • Participate in an organised event (e.g. Senor/Senora de la Clase – Mr/Miss Class) where they are required to orally state basic personal information for an audience in response to questions. • Explore the various ways in which personal information is presented by reading and updating social webpage profiles another electronic and paper-based forms (passport, ID, magazine subscription etc.) and by completing telephone message forms with names of callers. • Complete crossword, word search and unscramble puzzles with vocabulary relating to personal information. • Read personal ads and respond to questions, and create personal ads for given publications.	Forms completed with required information in appropriate fields Profiles, ads and responses created with appropriate grammar, Oral dialogues presented in class with appropriate structures and vocabulary and use of an appropriate setting. Vocabulary and spelling.
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				- Practice creating an online profile for a social networking site, using personal information and adjectives to describe physical features (e.g. include age, nationality, physical attributes (tall/short) . - Reinforce communicative skills by playing games (relays, BINGO, Taboo, JEOPARDY-type games), participating in Spelling Bee type activities, reciting tongue twisters or participating in “Eye and Ear” examinations.	
UNIT 3:	4 weeks (12 classes)	Mi Familia Y Yo (My family and I)	Students should be able to:		
			- Name and provide simple physical descriptions of family members. - Ask someone to describe his/her family members. - Provide simple descriptions of the professions of family members. - Identify and describe family pets. - Ask someone to describe his/her family pets.	- Use familiar adjectives to create simple descriptions of family members based on photographs taken to class. - View a video or read a short paragraph in Spanish about a Hispanic Family. Create simple descriptions of members of a Hispanic family, and compare the results with own families. - Sing a song about animals in Spanish. One student may be asked to come to the front of the class and provide descriptive clues in English about their own pet, or an animal he/she would like	Accurate use of adjectives to describe family members. Accuracy of grammar and use of vocabulary in paragraphs Appropriate use of correct structure and vocabulary in

				to have as a pet. The others will have to guess the animal using the names of animals in Spanish. Repeat attempts until it is done correctly. • Talk about how Christmas is celebrated in their own families. Compare these with how Christmas is celebrated in one named Spanish-speaking country. • Write paragraphs to describe the celebrations in the respective countries. • • Write brief paragraphs in Spanish to describe what family members do for a living. Read paragraphs to class and act out what is being read. Class will use appropriate vocabulary to identify the profession practiced. • Match profession with sentences provided on a sheet or on whiteboard (Teacher may also use the multimedia projector to display sentences on the whiteboard). • Interview their peers on their families, including professions and family occasions, and present a report	paragraphs. Accuracy of cultural information regarding how Christmas is celebrated in Hispanic country. Reading with correct pronunciation. Correctly matching professions with sentences. Accuracy of grammar and appropriateness of vocabulary in report. Accurately select the picture which matches the statement in each case.
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				highlighting similarities and differences between families. Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict and/ or describe family members, professions and pets	
TERM TWO			Students should be able to:		
UNIT:1	3 weeks	¿Cómo estás hoy ? (How are you today?)	- Describe their emotional states using <i>estar</i>/to be. - Identify the different parts of the body in the target language. - State different ailments being experienced	- Sing the greeting song “<i>Hola, ¿Cómo estas?</i>” several times, and substitute one of several adjectives expressing feeling each time while demonstrating the relevant gesture to illustrate the meaning. - Create dialogues in pairs enquiring about each other’s health. They must greet each other using the greeting appropriate for the time of day and each must choose one expression besides “muy bien” to indicate how he/she is feeling. - Look at a chart showing the different parts of the body and listen as the	Substitution of appropriate words in the song to express new feelings using the verb <i>estar</i>/to be Appropriate use of greetings. Use of other appropriate expressions Touching part of the body as named in the song

				teacher pronounces the name for each part. Integrate numbers to form sentences for body parts that are more than one e.g.<i>Tengo dos brazos/I have two arms</i>. Sing “<i>Cabeza, hombros, piernas y pies</i> /my head, my shoulders, my knees, my toes while touching the various parts of the body. • • Play “<i>Simón dice/Simon says</i>”. Students will touch the body part indicated by the teacher e.g. <i>toca la cabeza/touch your head</i>; instruct each other to touch the various body parts with the aid of sentence strips provided by the teacher. • Observe the dramatisation of the following ailments by teacher: headache; toothache; stomach ache; sore throat. • Observe and imitate as teacher again demonstrates each ailment. Use other parts of the body to express ailments in other places. Students should also mime illnesses for classmates to guess what ails them.	Correctly responding to instructions as per song Correct use of language to express ailments in different parts of the body Correct use of sentence structure in reporting findings of survey
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				Conduct a survey among classmates to find out how their classmates are feeling on a particular day. Report findings using the following pattern: <i>¡Hoy Carlos tiene un dolor de cabeza</i> (Today, Pierre has a headache).	
Unit 2:	4 weeks (12 classes)	En casa (At home)	- Describe their house and some furniture using simple adjectives. - State where things are located in relation to household objects. - Describe household chores using the appropriate grammatical structure. - Read short texts dealing with the house and respond appropriately to a variety of questions. - Listen to short texts based on the topic and select appropriate responses to questions based on the text.	- View a virtual model of a house and listen to the description as they are given a virtual tour of the different rooms of the house. Label the different parts of a house by choosing the correct vocabulary from a list provided as they view the virtual tour. Participate in a “house bingo” game in order to reinforce the new vocabulary. - View a variety of houses from Hispanic countries and Jamaica and discuss, in English, the similarities and differences. Participate in a class discussion to describe the houses by responding to questions such as “¿cómo es la casa?” or “¿cuántas habitaciones en la casa?” - In small groups, play the role of real estate agents and create a short video in which they describe two houses that they are going to show some clients. Video should include pictures and description of the properties.	Correctly label the parts of the house Use appropriate adjectives or numbers to answer the questions posed Accurate use of language in video Correctly placing furniture and appliances in rooms. Accurately Stating location using prepositions.

				• View a model of a house and listen to the names and location of the different furniture and appliances in the bedroom and living room. Participate in a “house relay” in placing items of furniture in the correct part of the room. Describe where items are located in relation to others. • Work in pairs to read and answer questions pertaining to a dialogue in which persons discuss the chores they do. Write a brief letter to <i>Estimado</i> Pastor/Dear Pastor in which they complain about the chores discussed. • Create an audio message for a new housemate in which one describes the house and states what household chores the housemate has to do. Cues/directives will be able to be provided. • Reinforce communicative skills by playing games: word search activity to reinforce vocabulary; concentration game - match word/expression with	Use appropriate grammar and vocabulary in writing the letter Accurate use of language and pronunciation in recorded message NOTE: Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension)
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				correct picture; Pictionary -create a drawing of a chore, and others use complete sentences to identify the chore represented.	
			Students should be able to:		
UNIT 3		En l'escuela (At school)	- Identify and request specific classroom items or things in bags, pencil case, etc. - Talk about the subjects that are done in school. - Give reasons why they like/dislike a subject, school etc. - Describe school activities. - Say what time they have lunch. - Differentiate between going to school in Jamaica and countries where the target language is spoken. - Talk about extracurricular activities. - Say where different places are located.	- Describe their school orally and in writing in Spanish. - Locate/Identify items named by teacher in English. The person who identifies the item will then say its name in the target language, using the sentence form "Aqui" - Participate in a dialogue completion. Teacher will provide students with a dialogue which includes school items, subjects etc. Students will be asked to replace the underlined words with an appropriate word in Spanish.	Demonstrate appropriate use of adjectives Appropriate identification in Spanish Appropriate use of vocabulary Correct use of vocabulary and time on timetables Accurately respond to questions based on listening passage

			• Identify key persons in the school setting. • Write a brief description of their uniform	• Reproduce own timetables in Spanish. Create study timetables for their next exam by putting the names of the subjects in Spanish. • Listen to a short paragraph where three students tell what subjects they do at particular times. Answer questions based on what they hear. • Draw a plan of the school plant then in target language labelling the different places. Say where at least three places are located in relation to other places. • Create a report card on which they will write marks at each subject along with comments. A bilingual list of comments will be provided.	Accurate use of prepositions and vocabulary Comments correspond with marks for each subject
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				• Work in pairs to talk about the subjects they like or dislike. Each student will write what the other says and will report to the class in Spanish	Accuracy of grammar and appropriateness of vocabulary
TERM THREE	4 weeks		Students should be able to:		
UNIT 1		¿Qué hago normalmente? (What are my routines?)	• Express activities at home and at school as parts of a daily schedule. • Read aloud in Spanish with accurate pronunciation and intonation. • Respond to questions on written passages.	• Revise action words related to activities at home and school using pictures of a child doing these actions. • Respond in sentences in Spanish telling what they think that the child is doing. • Pattern a native speaker while listening to an audio file about a child's daily activities, and time schedule for these activities. • Follow in textbook or hand out. List the expressions in the target language that relate to the child's daily activities from Monday to	Use properly constructed sentences in responses Accuracy of information Transcribed Use properly constructed sentences and appropriate grammar in responses Use properly constructed sentences and appropriate grammar in responses Appropriate use of vocabulary Correct use of vocabulary and time on timetables

				Sunday, including the time of day the child does each activity. • Provide a schedule of own daily activities in Spanish using the pattern from the reading passage as a guide. Express activities including time schedule in paragraph form. Dramatize three things done each day at home/school giving the time in Spanish at which they are done. • Ask a partner¿Qué haces tú en la mañana/la tarde/la noche, y a qué hora? What do you usually do in the morning/afternoon/evening/night, and at what time? And respond making use of appropriate vocabulary from list given.	Accurately respond to questions based on listening passage Accurate use of prepositions and vocabulary Comments correspond with marks for each subject Accuracy of grammar and appropriateness of vocabulary
Unit 2	4 weeks	Lo que me gusta hacer (What I enjoy doing)	• Describe their recreational activities using appropriate expressions of frequency. • Extend simple invitations using appropriate expressions.	• Create a Venn diagram showing Jamaican holidays/special days, Hispanic holidays/special days and holidays/special days shared by both places.	Discussion must express what the types of holidays tell about the country's culture Electronic invitation and role play must demonstrate accurate and appropriate grammar and

			• Order basic food and drink items using learned vocabulary and structures. • State their likes, dislikes and preferences. • Describe basic weather conditions using the appropriate expressions. • Relate what items of clothing they wear during particular weather conditions. • Identify at least three typical Hispanic foods	• Classify these as religious, national, or social holidays/special days. • Assess the relative amounts of each type of holidays/special days celebrated as an indicator of the country's culture. • Select one holiday/special day celebrated both in Jamaica and in one Hispanic country. • Compare the activities which take place on this day. Create an electronic invitation to be sent to a friend to take part in these activities in Jamaica or in the Spanish-speaking country. Role play how one would respond if one received a similar invitation. • Read and respond to a text about a "foodaholic". Fill out a food preferences grid and label given foods appropriately. Role play ordering food in a restaurant, using at least three foods typical to	Vocabulary Discussion and role play must demonstrate accurate and appropriate grammar and vocabulary Accuracy in completing order Sheet Correct use of weather symbols to match descriptions Logical choice of clothing for weather conditions
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				Hispanic countries. Discuss food likes, dislikes and preferences. • Identify and describe items of clothing. Create clothing catalogues with items of clothing, colours and sizes. Listen to/Read an online clothing order and complete the order sheet. • Listen to a recording on the weather of a selected location and place weather symbols on blank maps provided. Create simple daily weather records and forecasts, and state what clothing should be worn in different conditions. • Reinforce communicative skills by playing games: the “The Big Fish” and Family Feud type games based on the topics taught, or by reading and responding to questions pertaining to the “Globe Trotters” blog.	
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GUIDANCE/ H.F.L.E

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
UNIT: 1				Students should be able to:	
Human Growth and Development	Unit 1 - 5 weeks	By the end of this unit, students should be able to: 1) Understand factors that influence personal development 2) Accept and appreciate the changes that take place during adolescence/puberty. 3) Develop appropriate skills to cope with the changes in their bodies	Self-Esteem	1) Define the concept of self-esteem. 2) Explain how self-concept and self-esteem develop during adolescence. 3) Analyze their personal strengths and weaknesses. 4) Discuss the role self-esteem plays in a healthy living. 5) Demonstrate willingness to adjust attitudes about self	✓ Brainstorm students' understanding of self-esteem and self-concept. ✓ Students complete the Rosenberg Self-Esteem Scale (see p. 339) to determine their level of self-esteem. ✓ In pairs, students share some of the things they learned about themselves based on the self-evaluation instrument. Pairs will share generally what they learned from the exercise. ✓ Students work in teams to come up with descriptions of each other. They write their description of the other person and then they share what they have both written. Students exchange descriptions and try to explain the differences. (Teacher can encourage students to recognize that they may actually possess

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					positive traits of which others may be aware, but of which they are unaware. ✓ Encourage students to affirm one another.) Students do a personal inventory of their strengths and weaknesses. In their journals, individual students will write how they can improve some of their weaknesses. Students discuss the role that self-esteem plays in enjoying a healthy life. ✓ Discussion should focus on how individual's feelings about themselves affect their behaviors, decisions and habits. ✓ In groups, students will create skits to depict persons with low or high self-esteem. Teacher or students can decide on which is depicted. Students can also share how they can help a friend improve his or her self-esteem

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
Human Growth and Development cont'd	2 – 4 weeks		Puberty: Coping with the New Me	1) Suggest four ways of coping with the changes during puberty. 2) Critique their coping strategies based on core values/virtues. 3) Describe the emotional changes that occur during puberty and adolescence. 4) Identify two persons with whom they can talk when they are feeling depressed	✓ Each group prepares a skit illustrating ways of coping with emotional changes in puberty. ✓ Students make entries in their journals about the positive strategies they will employ to help them cope with these emotional changes. ✓ Journal entry on the reasons for their preferred coping strategies. Students in groups prepare a collage of themselves as babies, young children and themselves today. They discuss some of the changes that have occurred during adolescence and how they feel about these changes. ✓ Students share what they do when they are feeling down. Questions include: Who do you go to for help? What does the person do? It is very important that students recognize that there are persons with whom they can

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					speak when they are feeling down. Students write in their journals the names and contact information of two persons with whom they can speak.
	1-3 weeks		Career Options	1) Describe the requirements of different careers (knowledge, skills and attitudes). 2) Outline the ways in which persons in selected careers perform their work. 3) Explain how entrepreneurs have contributed to the well-being of society	✓ In groups, students choose two/three careers and talk about what they like about them and why. ✓ Students then do additional research to find out more about each of these careers and prepare a short talk on each for class. A resource person visits and discusses specific career paths related to individuals. Students ask questions and make summary report of talk. ✓ Students in groups research and make presentations on selected entrepreneurs in Jamaica and give reasons for their choice. ✓ Students dress up like the career of their choice and give a short presentation on the

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					particular career. Students can be grouped if they share similar interests and one presentation be done.
Unit 2: Building Healthy Relationships	2 weeks	By the end of this unit, students should be able to: 1) Demonstrate acceptance of individuals of diverse cultures and age groups. 2) Appreciate the role of the family in perpetuating societal norms, beliefs and values. 3) 3. Use interpersonal and communication skills to cope with issues within their family unit.	Relating to Others	1) Explain the factors necessary for effective interpersonal relations. 2) Suggest at least two strategies they can use to improve their interpersonal relationships. 3) Demonstrate increased respect and tolerance for others in everyday life situation	✓ Students write a list of some of the relationships and connections that they have. Students share their list with others. List may include relationship with parents, neighbors, friends etc. Students then draw or are given a concentric circle (see p. 340) in which they place individuals with the inner circle reserved for those closest to them and those who are not so close are in the outer circles. ✓ They will share why persons fall in each circle. Help students to recognize that regardless of where people fall that relationships are maintained by certain qualities. ✓ Students discuss in groups some of the factors necessary for people to have good

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					relationships regardless of where they fall in the circle. Students then present skits illustrating positive interactions: ✓ between two teenage boys. ✓ among a group of three teenage girls. ✓ A parent and child ✓ Students in groups discuss the scenarios presented in the skits and present findings to class: i) How did the people behave? ii) Why did they act as they did? iii) How differently should they have acted? ✓ Working in small groups, students read and discuss the case study titled “A Friend in Need” (see p.341).Groups will present on the following questions:

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					1) Do you think Karen and Michelle have a good relationship? 2) What are some of the problems in the relationship? 3) How could the relationship be improved? ✓ Students write a reflection on the factors that enable positive interactions to occur and what they learned about relationships.
Unit 2: Building Healthy Relationships cont'd			Functions of the Family	1) List various types of families existing in Jamaica. 2) Describe the role of the family in caring for each other. 3) Discuss the relationships that exist within the family unit. 4) Explain the role of the family in building the society	✓ Students examine the chart: All Families Are Special. Working in small groups, students survey five other students in the school about the type of family in which they live. ✓ Students compile the results, using graphic organizers and report to the class. Students write short stories, poems, drawings or make comic strips depicting the changing roles of family members. Students write in their journals about

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					the way they feel about their relationships with family members, their feelings with regards to the presence or absence of certain family members
Unit 2: Building Healthy Relationships cont'd	2 weeks		Making Friends	1) Outline at least three benefits of having friends. 2) Appreciate the diversity that occurs in relationships. 3) Explain the components of friendships, including beneficial mutuality, tolerance and empathy. 4) Demonstrate willingness to make new friend	✓ In groups, students read and discuss the case study - "Relating to others" This case study illustrate the elements of real friendships. ✓ Each group will discuss the qualities of friendship that were illustrated and report their findings. ✓ Students should also discuss the differences that they noticed between the boys. ✓ Students should identify one of their best friends and list some of the differences that exist between them. They should write a sentence or two about why they still like this person. (Help students to recognize that diversity is a normal characteristic of relationships). Students work

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					together in groups to discuss and role play the following situations: ✓ A student who just lost his or her mother is being encouraged to smoke marijuana by another student who says he/she wants to be his/her friend. ✓ The student who is the brightest person in the class suggests that you should study with him/her. ✓ Your friend is in trouble with the principal for having broken the school rules and wants you to help him. ✓ You meet a new student who comes into school mid-way through the term and wants you to be her friend. ✓ Students write in their journals what they learned about making friends and how they plan to go about making

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					friends with one person in their class or school who may be different from them in some distinct way.
Unit 2: Building Healthy Relationships cont'd	2 weeks		Serving My Community	1) Identify at least two community organizations. 2) Outline the ways in which individuals, professionals and groups serve their communities. 3) Outline how their special talents and interests can be used in their communities. 4) Demonstrate an appreciation for the work of persons who serve their communities.	✓ Students interview three persons engaged in community service and prepare reports on the work they do and the people they serve. ✓ Later students write letters which will be published in the newspaper or posted on the notice boards telling of the good deeds of these persons they have interviewed. ✓ Students prepare a letter volunteering their service to a group or community based on a problem they observed. ✓ Students make plans to begin community work, by joining organizations, or by forming a social or religious club at school. (It is advisable to get permission to start a new club).

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ Students should present their plans to the class and attempt to implement their plan. ✓ Students write letters of appreciation to persons in their communities who are making valuable contributions.
Unit 3: Building Resilience: Developing Emotionally		By the end of this unit, students should be able to: 1) Understand that they experience many different feelings. 2) Appreciate the importance of mastering the ability to control their feelings. 3) 3. Appropriately and constructively handle their feelings.	Understanding Our Feelings	1) Identify at least ten (10) different feelings. 2) Discuss their feelings when asked about different experiences. 3) Respond to situations by expressing feelings using “I” messages.	✓ Students will be shown several faces showing different feelings. Students choose the particular face that represents how they are feeling at the moment; students will share why they chose that particular feeling face. ✓ Students examine the statements on sentence strips and tell the feelings that are expressed. For example; } “I can’t figure it out. I give up.” } “Wow! Three days for summer break.” } “I can’t believe you told on me!” } “You never punish him, always me.”

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ Students read statement on cards and will role-play their expressions of feelings using “I statements”. (Teach steps for communication see p. 30). For example: You heard that your best friend is spreading rumours about you. Possible “I Statement”: “I am hurt that you are talking about me behind my back.” ✓ Your friend borrowed your MP3 player and does not return it. Possible “I Statement”: “I am disappointed that you have not returned my MP3 player.” ✓ Students write a poem about feelings/emotions such as love, hate excitement and they read their poems at a Poetry Café. Students can share poems at specially organized event with the rest of the class or school

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					or simply at an open space in the school where other students usually gather ✓ Students do a journal entry on their understanding of feelings and make a list of pleasant and unpleasant feelings. ✓ Students write about an experience that caused positive feelings and one that caused negative feelings.
			Managing Our Feelings	Recognize their feelings. •Express their feelings without causing harm to self, others or property.	✓ Introduce students to a picture of an individual. In groups, students develop a story about the individual in the picture. The story should include how the person is feeling and the reasons for the person experiencing such feelings. Circles will be distributed to each student to colour with colour of choice and state their present feelings. Students say whether colours are linked to their feelings.

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ Students categorize feelings expressed in the two activities above as positive or negative.
Unit 4: Conflict Management	2- 4 weeks	By the end of this unit, students should be able to: 1) Understand the factors that create conflict and the strategies for solving them 2) Appreciate that social skills, including conflict management, are necessary for good interpersonal relationships. 3) Foster good relations by demonstrating a willingness to communicate feelings, ideas and opinions in a positive way	Dealing Effectively with Conflict	By the end of this topic, students should be able to: 1) Describe three factors that create conflicts. 2) Demonstrate respect for the opinions of other persons. 3) Suggest two strategies they can use for handling conflicts. 4) Demonstrate personal responsibility for dealing with conflicts	✓ Students discuss some of the factors that contribute to conflict and share a conflict they may have experienced or witnessed. ✓ Students work in groups to choose problems that cause conflict and apply the methods of handling conflicts to try to resolve the problems. ✓ Students will report on their conflict and the suggested strategies. ✓ Students in groups prepare skits on given scenarios and show how to resolve one of the following conflicts: a) Your friend has borrowed money from you and has not returned it. When you ask him/her about it, your questions are ignored. b) Your friend has been paying too much unwanted

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					attention to your girlfriend. She is upset about this and asks you to speak to him. c) Your girlfriend has told you that another friend said something unkind about you. ✓ Students select one of the following topics to debate: <i>“Pregnant girls should remain in school”, or “HIV Positive teachers and students should be compelled to make their status known to the School”.</i> ✓ Students form three groups, debate the issue: one forms the opposition and the other the proposition. The third group forms the judges. Each of the debating groups selects a chief speaker and supporters and develops and presents their arguments formally.

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ After the debate, the students write in their journals about the difference between the way the conflicts were handled in the debate and the skit presented previously. ➤ They also critique their presentations deciding whether the viewpoints presented in the skits and the debates could have been handled differently. ➤ Students write in their journals their views on the best ways of solving conflicts and / or coping with the conflicts that may affect them
Unit 4: Conflict Management cont'd			No Bullies Allowed	1) Define the term bully. 2) Identify bullying behaviours. 3) Demonstrate non-violent ways of responding to bullying both as a victim and bystander.	✓ Students give their definitions of who is a bully and what is bullying. ✓ Students brainstorm possible scenarios that could be called bullying. ✓ In groups, students role play the ways in which bullying behaviours can be dealt with and students

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
				4) Discuss the effect of bullying on the individual 5) Advocate for school policies to prevent bullying.	who are being bullied can be helped. Examples: } A bully demands someone's lunch money every day } Two students paste a note on the back of another student that says "I am stupid. Hit me!" } ✓ You overhear a bully threaten to beat up another student after school. } Three students posted mean and disrespectful comments on their Facebook page about another student. ✓ In groups, students create posters, songs and poems that speak against bullying. ✓ Students write a paragraph in their journals about a time when they were bullied and how they felt as a result. They say how they responded and what they would now change about their response.

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ Have a ‘Stop Bullying Day’ and invite a guest presenter from the guidance department, School Resource Officer, Rise Life Management or Ministry of Health to come in and talk about the impact of bullying in schools. ✓ Have persons who were bullied share their experiences. ✓ In groups, students create ‘Stop Bullying’ boxes that can be placed in certain secure locations, so that students can seek help if they face bullying. ✓ Guidance Counsellors can manage the responses to the notes. ✓ Guidance Counsellors could respond in school newsletters or create a Newsletter for this purpose.

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ In groups, students will create an advertisement that appeals to bullies to get help.
Unit 5: Building Resilience Reducing Risky Behaviours	4 weeks	By the end of this unit, students should be able to: 1) Understand better the consequences of risky behaviours 2) Demonstrate good decision making skills when faced with risky behaviours 3) Resist substance use or abuse.	Risky Behaviours	1) Identify at least two risky behaviours. Discuss some of the factors that contribute to risk taking behaviours. 2) Explain how risky behaviours can impact their lives. 3) Formulate a plan to protect themselves from risky behaviours.	✓ Students give their definitions of risky behaviours. ✓ Students brainstorm possible behaviours that may be considered risky. ✓ Students write their behaviours on a strip of paper and paste them on the section prepared. ✓ Students complete a handout that lists several risky behaviours (p. 342) and they write the possible consequences for these behaviours. ✓ Students share some of their responses (Alternative Risk Assessment Tool p342: ✓ Teacher can list several risky behaviours and ask students to rate the risk by marking with a certain colour e.g. red for very

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					risky; yellow for risky; green for low risk.) ✓ Students in groups discuss why young persons may take risks and state some of the ways they can make appropriate choices when faced with a risky situation. ✓ Groups will present their report to the class. ✓ Students write a letter to a friend or someone who they suspect may be engaged in a risky behaviour and advise the person on ways of eliminating this behaviour. ✓ In their journals, students write what they learned about risk taking behaviours and how they can protect themselves from engaging in risky behaviours.
Unit 5: Building Resilience Reducing Risky Behaviours			Saying “No”	1) Define the terms substance and substance abuse. 2) Describe the effects of abusing selected drugs	✓ Students listen to resource person from the medical profession, or staff from a drug treatment centre speak about the drugs that

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
				(legal, illegal, pharmaceutical) 3) Identify at least three strategies for refusal of drugs.	are often abused and their effects. ✓ Students ask questions and write a summary of the talk, including how they feel about drug and persons who abuse them. ✓ Students select an imaginary drug abuser and write a plan about how they will encourage him/her to stop abusing drugs and get help. Students present plan to the class. ✓ Students will get lyrics to popular songs about alcohol and marijuana and answer the following questions: } What are the songs saying about drug use and abuse? ✓ } Students will discuss any songs they know that discourage drug use. ✓ } In groups students will create songs (of any genre) that discourage drug use.

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					Students should discuss songs and express if they agree with the messages relayed. ✓ Students are asked to discuss any songs or programmes they know that tell young people that using drugs is cool or that discourage them from using drugs. ✓ Students discuss the effect and impact that such suggestions have on them. ✓ Students in groups practice ways of refusing to participate in risky behaviours using the REAL and the SWAT methods. ✓ Students write in their journals about how they feel about possible effects of participating in risky drug use and what they can do to avoid substance abuse.
Unit 6: Exploring the Concept of Human Sexuality	6 weeks	By the end of this unit, students should be able to:	Growth and Development: (My Body is beautiful)	1) Explain the changes which may occur with the onset of puberty.	✓ Small groups of students discuss the changes (menstrual cycle, wet

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
		1) Recognize the various changes associated with puberty. 2) Appreciate the changes in their bodies during puberty. 3) Develop coping skills to manage changes in their bodies related to puberty.		2) Express with confidence, their feelings about the changes to their body as a result of puberty. 3) Critically analyze the physical and emotional changes experienced. 4) Explore how the changes associated with puberty have affected their relationships with key individuals e.g. parents, classmates 5) Develop coping mechanisms to manage changes experienced during puberty	dreams, voice changing, breast development, etc.) that they have been undergoing and the issues they now face. ✓ Each group chooses one change or issue it sees and describes the change and how they feel about it. ✓ Students may write a poem,/song,/rap etc. entitled “The Changing Me.” ✓ Write CHANGES IN HOW PEOPLE MAY TREAT YOU on board. ✓ Divide board in two and under the title write BOYS on one side and GIRLS on the other. Ask the questions: a)) What happens to young people when they reach adolescence? b) Are they treated differently? If so how? c) Place answers under the appropriate category and

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					discuss similarities and differences. d) Ask students to explain how they feel about the way they are treated (in relation to the changes in their body). ✓ Students create a portfolio on “My Developing Body”. They will include photos, mementos, and childhood anecdotes/stories. ✓ Teacher will specify categories, items etc. They should trace their own growth and development to date. Should include page on strategies for coping with changes.
Unit 6: Exploring the Concept of Human Sexuality cont’d			Sexuality is Not Just About Sex	1) Distinguish between the terms “sex” and “sexuality”. 2) Describe the components of sexuality. 3) Defend, giving at least two reasons, why an understanding of human sexuality is important to	✓ In small groups, students brainstorm the meaning of sexuality. They attempt to group similar and related ideas together. ✓ Later the group works together to research the official definition of sexuality.

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
				their personal development. 4) Assess their stage of development in the context of feelings and attitudes, fantasy (day dreaming) and body image. 5) Critically analyze behaviours which may be interpreted as sexual.	✓ Students compare and contrast their opinions with the official definitions and discuss the differences. ✓ Students are divided into three groups representing components of sexuality (Page 343). ✓ Students should discuss the elements listed in the table (for grade 7) of each component and present their understanding of each to the class. ✓ Teacher should facilitate discussion and explain each element where necessary. ✓ Students establish a question box that is available during the Sex and Sexuality aspect of the HFLE programme. ✓ Students are invited to put questions in the box and each class session will include a regular session called “Talkback Live” where a question from the

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					box is answered or discussed by students. ✓ Teacher should facilitate a guided discussion about the factors that influence body image within our culture. ✓ In small groups, students should choose one factor (e.g. media) and discuss how it influences body image. ✓ Students write in their journals reasons why they believe that an understanding of human sexuality is important to their personal development. ✓ They also indicate how what they have learned has changed their thoughts about what sexuality is. ✓ Teacher will show various pictures demonstrating random behaviours (E.g. winking, eating, dancing, holding hands, etc.).

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					✓ Teacher facilitates class discussion about whether each behaviour demonstrated is sexual or non-sexual.
Unit 6: Exploring the Concept of Human Sexuality cont'd			I Will Abstain	1) Identify three reasons why delaying sexual relationships and parenting maybe beneficial. 2) Identify situations that could lead to pressure to have sexual activity and how to avoid them. 3) Critically assess their own readiness to engage in sexual relationships and be parents. 4) Evaluate their individual capacities to delay early sexual activity and parenting.	✓ Students in groups discuss ways in which youth are pressured into early sexual activity. ✓ Later they practice refusal skills in pairs using the SWAT model: S.W.A.T. model for negotiating: S – say‘ NO!’ to unsafe behaviour W – be prepared to explain why you want to be safe A – provide alternatives T– talk it out Groups. ✓ Prepare and present role play using the SWAT model. ✓ Students in groups will create a poem, song, or video about the consequences of teenage pregnancy and parenting. ✓ Students buy or get an egg from the home and role

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					play taking care of an egg (baby) for a week. ✓ Each student writes a journal of the emotional challenges and joys of the activity and how they handled those challenges. ✓ What would you do if someone tried to pressure you for sex? ✓ Students role-play their responses using the REAL or STACK method. The REAL Method: REFUSE /EXPLAIN /AVOID/ LEAVE or The STACK Method: STOP/ THINK IT THROUGH/ ASK YOURSELF AND OTHERS WHAT TO DO/ CHOOSE CAREFULLY; IT'S UP TO YOU;/ KEEP YOUR PRIDE AND PROMISES TOO. ✓ Students record situations they have encountered in which they faced pressure to have sex. ✓ Students should indicate how they handled such

	DURATION 40 min = 1 Class	GENERAL OBJECTIVES	TOPIC	SPECIFIC OBJECTIVES	SUGGESTED TEACHING AND LEARNING ACTIVITIES
					pressure and what kind of help they need to eliminate such pressure.
Unit 7: Protecting My Body	3 weeks	By the end of the unit, students should be able to: 1) Discuss the risks associated with sexual activities 2) Understand the value of delaying sexual activity 3) Demonstrate skills to refrain from sexual activity	Healthy Choices	1) Discuss some ways of making healthy eating choices. 2) List at least three tips associated with healthy eating habits. 3) Create an age appropriate healthy advisory on food safety.	✓ Students will view a video clip or listen to a story based on healthy choices. ✓ They will have a discussion regarding what they have learned from the video/story. ✓ This will be followed by a question/answer session on health tips (including food safety) ✓ Students will work in groups to create an advisory on food safety using creative arts. ✓ The students will assess their peers for accuracy, creativity and cooperative efforts.

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	2 weeks	HEALTH SAFETY AND WELLBEING - Physical Education - Personal Hygiene	Students should be able to: - Define the term “Physical Education” - State the importance of Physical Education - Differentiate between Physical Education and Sports - Identify key personal hygiene practices, - Emphasizing consistency and the role of habits in personal health - Impact of Personal Hygiene on Public Health	Class discussion Group activity Create jingles on personal hygiene and its significance in maintaining overall health and well-being Discuss the broader implications of personal hygiene on public health, particularly in disease prevention and health promotion within communities.	Research Homework Pop Quiz

	1 week	NETBALL - Theory- history, rules, court dimension	Students should be able to: • Draw and label the netball court • Answer questions regarding dimensions and rules governing netball • Give a brief history of the game and identify the governing bodies of the sport of netball.	Research	Research Project Home Work Practical Test
	2 weeks	- Passing, Catching, Landing and Pivoting	• Demonstrate landing and pivoting accurately.	Run-jump-land-pivot Run-jump-catch-land-pivot	Correct execution of footwork
	5 weeks	- Passes:- • Overhead • Shoulder • Chest • Bounce • Under arm • Side	• Execute the shoulder, chest, bounce overhead, underarm and side passes accurately. • Describe the skills above when called upon to do so and apply technique of the skills effectively	Catch, pass, land pivot run, jump	Ability make passes using correct technique
	2 weeks	- Marking and dodging	• Demonstrate marking and dodging effectively	Mark, dodge	Execute shots using the correct technique
	2 weeks	- Shooting	• Demonstrate the correct technique involved in shooting.	Shoot, run, land, catch	Observation of the rules during game'
	1 week	- Games	• Show a positive attitude towards the games and players. • Develop team spirit		Accurately apply combined Netball skills in game situation, while observing rules Demonstrate fair play in game situation Correctly demonstrate skills in game situation

	1 week	FOOTBALL (BOYS) - Theory- history, rules, court dimension	Students should be able to: • Draw and label the football field. • Answer questions regarding dimensions and rules governing football • Give a brief history of the game and identify the governing bodies of the sport of football.	Research	Research Project Home Work Practical Test
	3 weeks	- Passing ○ Inner foot ○ Outer foot ○ Instep (lace)	• Show at least 80% competence in demonstrating the skills taught • Explain the steps in doing the skills effectively and the importance of using these skills.	Attack, Defend, Pass, Receive Shoot Team play Observing rules	Ability to dribble and pass the ball using appropriate parts of the foot.
	3 weeks	- Controlling ○ Inner boot ○ Outer boot ○ Instep (lace) ○ Thigh ○ Chest			
	3 weeks	- Dribbling ○ Left ○ right ○ both	• Dribble with one foot(alternating feet) • Dribble with both feet, executing sharp turn	Dribble and turn	
	3 weeks	- Games	• Show a positive attitude towards the games & players. • Develop team spirit		Accurately apply combined football skills in a game situation while observing rules.

				• Take-off and landing • Identify • Compare • Discuss	
TERM 2	<u>Week 1</u>	BASKETBALL	Students will • Give an overview of basketball, including the inventor and the year it was created • Develop fundamental skills: • Make accurate passes to a moving target. • Demonstrate various ball handling drills to improve control and dexterity. • Students will be able to shoot with reasonable accuracy from within the key. • Apply learned skills in scrimmage and game situations	Class discussion Partner catching Monkey in the middle Figure 8 Wall passing Shadow, Cone dribble Form and spot shooting Close and Far shot Lead up activities (2v2, 3v3,)	Research Homework Practical test
	4 Weeks	History of Basketball Basketball Skills • Catching (Two-handed catch) • Passing (chest, bounce pass) • Dribbling, • Ball handling, • Shooting, (Free throw)			
	2 weeks				

Term 3 Cricket (Boys) Football (Girls)	1 week	CRICKET Introduction to Cricket What is Cricket History, spirit of the game, Basic safety in Cricket. (awareness of the bat and hardball, calling for catches)	Students will be able to - Describe the origin and general concept of cricket. - List key safety rules for playing cricket	Discussion. Show a short video.	Homework Research Pop Quiz Practical Test
	4 weeks	Cricket Equipment - The cricket field and pitch - The weight of the ball and bat - The length of bat - Wicket - Stumps - Bails	- Identify the key pieces of cricket equipment (bat, ball, stumps). - Identify the pitch and the general field of play. - Draw and label the cricket pitch and fielding area.	Discuss the purpose of each fielding position Walk the boundaries of the playing area. Let students see and understand the distance. Class discussion	

	3 Weeks	Bowling Fundamental ● Basic bowling action. ● Grip, ● Batting grip, ● Batting Stance,	● Demonstrate the correct grip for bowling. ● Perform a simple, stationary bowling arm-action. ● Demonstrate a basic batting grip and stance ● Make contact with a softly thrown ball using a forward defensive block.	Arm swing with and without a ball, Rock and Bowl" drill. Aiming for a target (e.g., a large cone or the base of the stumps). Use softballs. In pairs, one student bowls to a batter Practice running a short distance between two cones.	
	2 Weeks	Culminating Mini-Game ● Continuous Cricket ● Gameplay, ● Teamwork, ● Fielding	● Participate in a modified game of cricket, following basic rules. ● Applying all learned skills in a modified game setting ● Bowl a softball towards a batter from a short distance. ● Attempt to hit a moving ball bowled by a peer.	Set up a small-side game with soft balls Everyone gets a chance to bat and bowl. Celebrate good plays and effort.	

INTEGRATED SCIENCE

INTRODUCTION

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

The Grade seven syllabus is geared towards harnessing the natural curiosity and enthusiasm of the 7th Grader. The syllabus presents Science in a fun way, while developing the requisite skills and attitude which Science demands.

UNIT 1 Working like a scientist 1	DURATION	TOPIC	OBJECTIVES <i>STUDENTS SHOULD BE ABLE TO:</i>	TEACHING AND LEARNING STRATEGIES	ASSESSMENT
1.1	1 week	Safety Precautions in Exploring the Environment	☐ Identify specific situations in the home, classroom and science laboratory which may be potentially dangerous ☐ Describe ways in which potentially dangerous situations may be corrected ☐ Formulate safety rules for selected working environments ☐ Apply safety rules to selected working environments ☐ Predict the consequences that may result from not following safety rules ☐ Work cooperatively in groups	Students will 1) Brainstorm signs and symbols that they come across in their daily lives. Discuss the importance of these signs and symbols 2) In groups examine pictures and/or online/offline video tutorials of work areas in the home, school classroom/laboratory, on the streets and workplace to identify and record at least five possible dangers and five safe practices. 3) In groups develop rules that would help to reduce potentially dangerous situations in the community, home and classroom environments. Create a chart/multimedia presentation to promote awareness of the consequences and solutions to dangerous situations. Share their creation with the class.	At least five (5) logical dangers and five (5) valid safety practices identified. Possible outcomes/benefits relate to potentially dangerous. Chart/presentation content is accurate Chart/presentation is creative and communicates information effectively.

				4) Evaluate the rules they developed for the community, home and classroom to determine their appropriateness. 5) Examine caution/warning labels found on chemical containers, such as bleach, pesticide found in the home, laboratory and/or vehicles that transport chemicals. Make drawings and/or take pictures of the safety symbols (colour codes included) and explain what each of the safety symbols/colours mean. Write a paragraph on the importance of caution/warning labels	
1.2	2 weeks	Scientific Methods	☐ Explain how science and technology are related. ☐ Describe the work of a named Jamaican and an international scientist/innovator. ☐ Explain the stages in the scientific method ☐ Apply the scientific method to formulate explanations about observed occurrences ☐ Write a report of a laboratory investigation.	1) In groups brainstorm definitions of the term 'science'. Use a variety of media (on-line/off-line) to research definitions of science. Participate in teacher guided class discussion on what is science. In groups, describe examples of science in the home, school, community and industry (national and international) and share	At two correct examples of science given for each category: home, school, community and industry. Appropriate descriptions of how science has improved the quality of life. At least ten technologies, found in Jamaica, described

			☐ Explain the stages in the engineering design process ☐ Apply the engineering design process to solve everyday problems ☐ Write a report of an engineering design project. ☐ Identify careers related to science. ☐ Show respect for another person's idea.	examples with the class in a variety of ways. 2) In groups, describe ways in which science is used to improve the quality of life (example communication, transportation, medicine, manufacturing etc.). Discuss the application of science in each description and present to the class in a variety of ways e.g., using graphic organizer, digital story presentations. In class discussion, formulate a definition of technology. Research definitions of technology and compare with their formulated definitions. In groups, describe at least ten technologies that can be found in Jamaica. 3) Examine a case study and/or watch video on a scientist at work. Identify the various steps, skills and attitudes displayed by the scientist. In groups carry out research (online/offline) on assigned eminent Jamaican and international scientists (e.g. T.P Lecky, Prof. Manley	Displays contain the basic steps in the scientific method and engineering design process, and steps are correctly sequenced. The situation is this: You arrived home late at night, unlock front door, flip light switch, no light comes on. Use scientific method to solve problem. You MUST Include TWO hypotheses.
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				West, Albert Einstein) and make a presentation to the class in a variety of ways. 4) Write down, step by step, what they think they would do to solve a simple everyday problem. For example, if they woke up one morning and could not find a particular pair of shoes they needed that day. Share and discuss their answers to the question posed. 5) Use the Scientific Method and Engineering Design Process to solve a variety of real-world problems identified by the teacher/class. 6) In class discussion, explore the process skills that are employed in scientific work (observe, manipulate, classify, communicate, measure, infer, predict, question etc.). In groups, examine scenarios provided by the teacher identifying the process skill(s) being used. Share information with class.	<u>Unit Test 1</u>
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1.3	2 weeks	Basic Quantities and Laboratory Apparatus	☐ List the fundamental quantities and their base SI units ☐ Identify and correctly use instruments to measure the fundamental quantities ☐ Show safety consciousness for self and others when doing practical activities	1) In groups, identify some physical quantities that are measured in the home, school and community, and their associated units. Record their findings in a table (possibly using word processing software) and share with class. 2) In groups, examine the labels of various household items (e.g. aluminum foil, medicines, food packaged for microwave, TV, battery, radio and CD players) to identify the various quantities present on them. List the quantities identified and their units, e.g. soda – liters, tin mackerel-grams. Discuss and give two importance of units of measurements, and present findings to the class. 3) Identify various apparatus used to measure different quantities (including all the fundamental quantities – length, mass, time, temperature, electric current) and suggest possible situations in which they may be used.	Table contains correctly identified quantities. Correct units given for quantities. Table meets appropriate criteria: neatly drawn, title, headings etc. Two logical importance given for units. Correct metric units listed. In tabular form otherwise correctly associate each apparatus with quantity it is used to measure. Instrument correctly used Measurements correctly stated with units. Accurate drawings of apparatus and correct labelling.
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				4) After observing teacher demonstration on the use of some apparatus (e.g. measuring cylinder, balance, thermometer), in groups, use the apparatus to measure the relevant quantities for various objects provided by the teacher Draw, label and describe the use of selected apparatus and/or use digital drawing tools to draw and label images. Complete a teacher prepared worksheet.	
1.4	4 weeks	Presentation of Data	☐ formulate criteria for the presentation of observations /data in tabular form ☐ construct data tables using agreed criteria ☐ Present observations /data in graphical form using accepted criteria ☐ formulate criteria for representing observations as drawings/diagrams ☐ Make drawings/diagrams using agreed criteria ☐ Apply standard criteria for representing data consistently	1) In groups, observe samples of data tables provided by the teacher. Make a list of criteria used in the presentation of data tables. Share criteria with class. As a class, with the aid of the teacher, develop standard criteria for the presentation of data in tabular form. Create data tables to represent data sets provided by the teacher. 2) Observe a member of the class roll their tongue. As a class identify and record the number of students that can	Create line and bar graph.

				and cannot roll their tongues. Individually, record the data in a table. Observe as teacher demonstrates how to construct a bar graph to illustrate data. Record the criteria as given by the teacher. Individually construct a bar graph using the tongue-rolling data. Create simple bar graphs to represent data sets provided by the teacher. 3) In groups determine the time a small solid (stone/ball etc.) takes to fall from various heights (at least six heights). Record the data in a table and share the information with the class. Observe as teacher demonstrates how to construct a line graph to illustrate data. Record the criteria as given by the teacher. Individually construct a line graph using the data recorded in the table (Height and time). Create simple line graphs to represent data sets provided by the teacher.	
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				4) As a class, participate in teacher led discussions to identify when it is most appropriate to use bar graphs/line graphs to represent data sets. In groups, identify the most suitable type of graph to represent each data set provided by the teacher. 5) In groups/as class, examine samples of drawings/diagrams provided by the teacher. List the common features observed in the samples. Share list with class. As a class, with the aid of the teacher, develop standard criteria for the presentation of drawings/diagrams. In groups make a poster highlighting the criteria for making labelled drawings/diagrams. Display posters in class. 6) Individually, make a labelled drawing of the leaf provided by the teacher.	

UNIT 2 Matter					
	3 weeks	The Nature of Matter	☐ Classify materials as solids, liquids and gases ☐ Demonstrate that solids and liquids are made up of tiny particles ☐ Relate the arrangement of tiny particles to the states of matter ☐ Compare the three states of matter in terms of physical properties ☐ Plan and design an investigation to show how matter changes state ☐ Formulate a working definition of matter ☐ Work cooperatively in groups	1) Review the terms ‘solid’, ‘liquid’ and ‘gas’. Be presented with a range of materials to classify as solid, liquid and gas. 2) In groups carry out some short activities which will help them explain why solids, liquids and gases behave differently, e.g. ☐ putting one small colored crystal into a beaker of cold water and one into a beaker of hot water ☐ trying to fit a metal bar into a gauge before and after strong heating ☐ opening a perfume bottle at arm’s length Discuss what they observe and try to explain what has happened. 3) Present, describe and explain their observations in a variety of ways to the class. Discuss and compare their own ideas with those of others.	Materials correctly Classified. Logical explanations given for observations Explanations infer that solids and liquids are made up of tiny particles. Acceptable working definition of matter. Create a booklet/ pamphlet/ poster.

				4) Ask pupils to make annotated diagrams to describe the arrangement and movement of particles in solids, liquids and gases.	<u>UNIT TEST 2</u>
UNIT 3 Cells and Organisms					
	3 weeks	Cells and cellular organisation	☐ Define the cell as the basic unit of structure and function of living organisms ☐ Examine plant and animal cells using the light microscope ☐ Draw and label diagrams of generalised plant and animal cells as seen under the light microscope ☐ Relate selected cell structures/organelles to their specific functions ☐ Compare the structure of typical plant and animal cells as seen under the light microscope ☐ State that organisms can be unicellular or multicellular and give examples of each ☐ Compare specialised plant and animal cells and state their basic functions – e.g. red blood cells transport oxygen around the body and root hair	1) View picture of <i>Rhoeo</i> cell as seen under the light microscope or digital graphic display. Visit different work stations each set up with a specimen of <i>Rhoeo</i> (Purple water grass) and a magnifying instrument (e.g. binoculars, spectacles, hand lens, microscope). View the specimens and select the most appropriate instrument for observing cells. 2) Make a simple microscope using a thin piece of wire and petroleum jelly. Twist the ends of the wire to form a loop then wipe petroleum jelly around loop. Dip loop in water so that a drop is formed (<i>this is a water drop lens</i>). Use the water drop lens to read writing on a page. Describe their observations.	Main parts correctly identified and functions accurately stated.

			cells absorb water and mineral salts from the soil ☐ Define cells, tissues, organs, organ-systems and organisms and show their hierarchical relationship ☐ Describe the functions of selected basic tissues, organs and organ systems (e.g. blood as tissue – transports substances)	3) Examine a light microscope and using a teacher prepared hand-out/chart of a microscope, identify the main parts and state their function(s). Complete a worksheet on the basic structure and function of the light microscope. 4) View posters/hand-outs/ interactive tutorials/power point etc. of generalised plant and animal cells and identify their main parts/organelles. Discuss the basic functions of the structures identified through a teacher-led discussion. Compare the two cell types (similarities and differences) and record the information in a table (this could be done using a word processing program). 5) Draw and label diagrams from posters/hand-outs/text books of generalised plant and animal cells. 6) Observe teacher-created /interactive presentations/digital graphic	Diagrams/drawings accurately represented in PENCIL ONLY- clean continuous lines; label lines – straight, no arrow heads, do not cross each other, drawn to right of drawing; title below diagram/drawing in capitals and underlined; Labels – accurate, written in script entirely in lower case.
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				display on the structure and basic function of selected specialised cells and comment on how they compare with the generalised plant and animal cells. 7) collect information and pictures of cells, tissues, organs and organ systems in plants and animals from books/magazines or by navigating digital content on websites and storage devices, and create posters defining the terms and demonstrating the hierarchical relationship from cells to organism. Present and display posters (Posters may be created using graphic organizers/presentation software). 8) Work in groups to construct models of cells (generalised plant or animal or specialised cells) using available resources – plastic bag, balloon, newspaper (papier-mâché) or fabric. Set up class exhibition and make presentation on cell models to the class.	Model accurately represents the actual cell.
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	TERM 2				
UNIT	DURATION	TOPIC	OBJECTIVES STUDENTS SHOULD BE ABLE TO:		ASSESSMENT
<u>1- ENERGY</u>	4 weeks	Alternative Energy	☐ Recall that energy is the ability to do work ☐ Differentiate between energy forms and energy sources ☐ Investigate the energy conversions occurring in some devices ☐ Use the terms kinetic energy and potential energy in	1) Participate in a discussion in order to recap the meaning of the term energy. Discuss energy forms and sources of energy. In groups, identify various forms of energy and give an example of a source in each case. Tabulate the information, possibly using	

			describing energy transformations. ☐ Differentiate between renewable (alternative) and non-renewable sources of energy ☐ Assess the advantages and disadvantages of using renewable and non-renewable sources of energy ☐ Evaluate the importance of alternative energy solutions to Jamaica and the Caribbean ☐ Investigate ways in which alternative energy sources are harnessed ☐ Work cooperatively in groups ☐ Show respect for the ideas of their peers	word processing software, and share with the class. 2) Be given rubber bands and asked to hold and stretch them as tightly as possible without breaking. Then let go of the rubber bands -- pointing them at the wall and not at each other. In groups or pairs, discuss the activity and state whether or not the elastic bands possessed energy when stretched and when moving. Share and discuss their thoughts with the class. As a class formulate a simple working definition for kinetic and potential energy. 3) In groups, examine some simple devices that transform energy e.g. flashlight, radio, iron, electric kettle, yo-yo, solar calculator, battery-operated/spring operated toy car. Identify how energy changes occurring in the device when it is being used and record the energy transformation (e.g. flashlight: chemical → light). 4) Describe the energy conversions involved in the different complex systems,	Table contains correctly identified forms of energy. Correct examples given for forms of energy identified. Forms of energy correctly classified as potential and kinetic. Correct descriptions of energy conversion. Correct transformations stated.
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				provided by the teacher (e.g. energy conversions in a car). 5) In groups, using the Engineering Design Process, develop a plan for and build a device that transforms energy, such as a wind mill or solar cooker, using available resources. 6) In groups brainstorm the meaning of the terms alternative/renewable and non-renewable energy, and write down their thoughts. View a video on, or research alternative/renewable and non-renewable energy sources. Be given a list of energy sources to categorize as renewable and non-renewable. Present the information to the class in a variety of ways. 7) In groups discuss the advantages and disadvantages of renewable and non-renewable energy sources. Participate in panel discussion on the advantages and disadvantages of renewable and non-renewable energy sources as it relates to uses in the home, school and the country. (<i>The panel should</i>	Energy sources correctly classified as renewable and non-renewable.
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				<i>consist of at least one member from each group.)</i> In groups create a leaflet/poster (electronic/non-electronic), for distribution in the school, on the different types of alternative/renewable and non-renewable energy sources and their pros and cons 8) In groups, propose ways to address the energy problems faced by Caribbean countries. Present proposal to the class and discuss. (<i>Teacher should highlight the use of alternative energy and energy conservation as means of addressing the energy issues</i>). 9) Visit a wind farm/hydroelectric power station/view a solar energy system display/watch videos on the generation of electricity from various types of alternative energy resources. Compile a simple report (electronic/non-electronic) on how electricity is generated from one or more renewable energy sources.	Leaflet/poster contains correct information on the different types of energy sources and their pros and cons. Accurate information represented in report. <u>UNIT TEST 3</u>
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2-PLANT REPRODUCTION	4 weeks	Reproduction in flowering Plants	☐ Dissect and draw the reproductive structures of a flower ☐ Describe the process and list the agents of pollination ☐ Compare the structure of wind and insect pollinated flowers ☐ Explain the process of fertilisation ☐ Describe what happens after fertilisation to form seeds and fruits ☐ Relate the structure of seeds and fruits to the structure of the flower ☐ Make annotated drawings of the external and internal structure of seed and fruit ☐ Differentiate between seed and fruit ☐ Identify the main parts of a seed (testa, hilum, cotyledons, micropyle) ☐ Perform activities in a safe and tidy way ☐ Use cutting instruments correctly and with care	1) In groups, use a hand lens to examine the flower of Poinciana, Pride of Barbados, Poor man's orchid or <i>Hibiscus</i>. Identify and make labelled drawings of the male and female reproductive organs. 2) In groups, collect at least 5 different types of flowers from their local environment. Examine each flower using a hand lens and record all the features observed. Use the information to decide whether each flower is wind- or insect-pollinated and explain how they arrived at the decision. Construct a table comparing wind and insect pollinated flowers. Share the information with the class. Under the guidance of the teacher summarise the similarities and differences between wind and insect pollinated flowers. 3) Explore how flowers develop into fruits using the flowering shoot of Pride of Barbados or Poinciana or Gungo peas. Observe the top of the flowering shoot and identify the buds, the opened	Acceptable presentation of drawings. Drawing accurately labelled Acceptable definition of pollination Accurate comparison of wind and insect pollinated flowers Acceptable presentation of table. Acceptable definition of fertilisation given Song includes accurate information on pollination and fertilisation. Create a chart depicting examples of Jamaican fruits.
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				flowers and the green fruits/pods. Examine one of the large green fruits/pods. Carefully open the fruit/pod, identify the structures and make an annotated drawing. 4) Examine a soaked pea or bean seed to identify the testa and hilum. Gently squeeze the seed between finger and thumb and observe what happens. (Teacher should inform students that the drop of water that is observed identifies the position of the micropyle.) Make an annotated drawing of the external structure of the seed. Calculate the magnification of the drawing. 5) Open the bean seed down the middle and identify the embryo (plumule –shoot and radicle-root) and cotyledons. Make an annotated drawing of the internal structure of the seed.	Annotated drawing showing the external and internal structure of a pea.
2		Reproduction in plants	☐ Identify and list some plants that can reproduce without seeds ☐ Describe ways in which new plants can be grown without seeds ☐ Investigate asexual	1) In groups, predict what they think will happen when a leaf is removed from the <i>Leaf of life</i> plant and placed in a cup containing water. Share ideas with the class.	Conclusion reflects observation.

			reproduction in selected plants ☐ compare asexual and sexual reproduction in plants ☐ demonstrate caring for plants ☐ make and record observations using a range of methods	Place a leaf from the <i>Leaf of life</i> (<i>Bryophyllum sp</i>) plant into a small container such as a Styrofoam cup or box drink carton with water. Make daily observations for two weeks. Record and explain their observations in writing and drawing/photos. Relate observations to predictions. Present findings to the class. 2) In groups, cut ends from a sweet potato and place them in a container with water. Observe for two weeks and record their observations in a variety of ways. Summarise and present their observations to the class. 3) In groups carefully cut 3-5 pieces with 'eyes' from the Irish potato provided. Press each piece of potato with eye upright onto the surface of moist paper towel/saw dust/potting soil in a suitable container and cover with cling film. Place the container in a cool place and record observations each day for 2 weeks. Summarise and present their observations to the class.	
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				4) In groups, use the information gained from the previous activities to arrive at a working definition for asexual reproduction. In a teacher led discussion, derive a common definition for asexual reproduction. 5) As a class, compare sexual and asexual reproduction and summarise the information in a suitable table. Complete a teacher developed worksheet on asexual reproduction in plants.	Acceptable definition of asexual reproduction developed Acceptable presentation of table. Accurate information recorded.
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3-SEXUAL MATURITY, REPRODUCTION AND PERSONAL HYGIENE	2 weeks	Sexual maturity and reproduction in humans	☐ Describe the human life cycle in terms of infancy, childhood, adolescence, maturity and ageing ☐ Distinguish between puberty and adolescence ☐ identify the changes in males and females during puberty ☐ identify the hormones that initiate puberty in males and females ☐ relate the structure of the main parts of male and female reproductive systems to their function ☐ relate the structure of the male and female sex cells (gametes) to their function ☐ explain the process of sexual reproduction in humans ☐ describe the main changes that occur during the menstrual cycle ☐ explain the importance of personal hygiene	1) Respond to questions on the human life cycle, e.g. infancy, childhood, adolescence, puberty and adulthood. Use pictures to create a poster depicting the stages in the human life cycle, in the correct sequence 2) View videos/posters/charts on changes during puberty and adolescence. Guided by teacher led discussion, generate working definitions for the terms puberty and adolescence. List some of the main changes (physical and emotional) that occur during puberty and adolescence in males and females (e.g. mood swings, hair on pubic areas, widening of hips in females, deepening of voice and broadening chest in males), and name the hormones that initiate these changes. 3) In groups collect data on the heights (cm) of a sample of boys/girls aged 12 and another sample of boys/girls aged 16. Calculate the average height of the students of both age-groups and/or sexes.	Acceptable definitions given for the terms puberty and adolescence. Changes in males and females during adolescence correctly identified. Male and female hormones correctly identified.
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				Record data in a table and construct a bar graph of the results. Write a report on the investigation paying special attention to height, gender and age. Participate in teacher led discussion of the findings. 4) Examine models or view poster / chart/ video (online/offline) of human male and female reproductive systems. Identify specific parts of the male and female reproductive system [ovary, fallopian tube/oviduct, uterus/womb, vagina, testes, scrotum, penis], and relate these to their basic functions. Label diagrams of the reproductive system on prepared worksheets and include the basic functions of these reproductive structures. 5) Use pictures or video clips of sperm and egg cells to review cell specialisation. Compare them and suggest how they are specially adapted for their functions. Draw and describe, or annotate drawings, of egg and sperm cells identifying their main features.	Parts and functions are correctly matched on completed worksheets.
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				the main points from the discussions in a variety of ways.	Correct sequence of stages of sexual reproduction. Main points about personal hygiene practices captured.
			TERM 3		
UNIT -		TOPIC	OBJECTIVES STUDENTS SHOULD BE ABLE TO:		ASSESSMENT
1	3 weeks	Sexually Transmitted Infections and Drug Abuse	☐ explain the importance of responsible sexual behaviour ☐ evaluate risks associated with irresponsible sexual behaviour ☐ formulate a definition of the term sexually transmitted infection. ☐ identify common diseases that are transmitted sexually (E.g. gonorrhoea, syphilis, genital herpes, HIV/AIDS,	1) 'Sexually Transmitted Infection'. List some common sexually transmitted infections. 2) Discuss the importance of responsible sexual behaviour 3) Conduct research in small groups to gather information on a specific or assigned STI. Use the information to launch an STI Awareness Day in which each group will display	At least 5 STIs listed.

			chlamydia, yeast, Human Papilloma Virus (HPV)), and their effects on the body. ☐ identify the causative agent (pathogen), main symptoms, treatment and methods of prevention of selected STIs ☐ show respect for another person's idea. ☐ present observations and data using appropriate methods, including tables and graphs ☐ interpret observations and data ☐ draw conclusions from observations, measurements and data	their research findings using various methods e.g. banners, posters, videos, songs and poems. Invite resource personnel to address the subject of STIs.	Accurate information of STIs presented.
			☐ distinguish between drug use, misuse and abuse ☐ describe the dangers and effects of commonly abused and misused drugs (alcohol, nicotine, marijuana, cocaine, caffeine, aspirin, paracetamol, antibiotics etc.) ☐ explain the term drug addiction. ☐ evaluate the effects of drug abuse on the human body and society.	4) View videos on drug use, misuse and abuse. In small groups, brainstorm and record what they think is meant by the terms drug abuse, use, misuse and addiction. Share the information with the class 5) In groups, discuss their perceptions of the dangers of drugs (e.g. widely used, side effects, addictive, likely to cause death). Use secondary sources (e.g. magazines, internet, resource persons) to	Acceptable explanations given for the terms drug abuse, misuse, use and addiction. Drugs and other substances correctly classified. Criteria or reasons justified. Accurate information on the dangers of drugs presented.

			☐ explain ways in which addicted persons can be rehabilitated ☐ recognise that there are ethical issues involved in research and development of drugs ☐ select and make effective use of secondary sources of information about health, indicating how strongly evidence supports or does not support a conclusion	check the accuracy of their perceptions of drugs. With the aid of the teacher, present their findings in a variety of ways for use by students in other classes. 6) Depict through role-play scenarios related to drug use and abuse. 7) Visit rehabilitation centers or listen to resource persons on the types of rehabilitation services available in Jamaica. Summarise and display information gleaned from the presentation/visit.	Role-play acceptably portrays drug use and abuse. Summary includes a variety of rehabilitation options.
2	2 weeks	Climate Change	☐ Explain the meaning of the term ‘greenhouse effect’ ☐ Recall what is meant by climate change ☐ Identify some effects of climate change in the Caribbean ☐ Identify selected greenhouse gases and their sources ☐ Deduce the relationship between the greenhouse effect and global	1) Carry out an investigation to show the greenhouse effect 2) In groups, explore the possible effects of the ‘greenhouse effect’ on climate. Based on the discussions, derive a simple explanation of the term ‘global warming’. 3) Conduct research on some greenhouse gases (carbon dioxide, methane, nitrous oxide, sulphur dioxide, and	Observations appropriately recorded. Logical explanations given for observations. Acceptable definition of greenhouse effect formulated. Poster depicts accurate information.

			warming ☐ Evaluate the impact of at least three effects of climate change on living organisms and the environment ☐ Explain ways in which human practices contribute to climate change ☐ Describe at least three ways in which people can reduce the impact of climate change on their lives ☐ Formulate plans to reduce the production of major greenhouse gases ☐ Critique initiatives developed by environmental protection agencies to reduce the harmful effects of climate change ☐ Interpret data which illustrates the impact of climate change	fluorinated gases such as chlorofluorocarbons - CFCs) and list some sources of each 4) In groups, carry out research to assess some effects of climate change on the Caribbean and explain ways in which human practices contribute to these effects (See resource package for Grace Kennedy Annual Lecture 2015 video). Describe at least three ways in which people can reduce the impact of the effects on their lives. Share information with the class/school in a variety of ways 5) In groups, be assigned one major greenhouse gas for which they will plan ways of reducing emissions. 6) In groups, review initiatives developed by environmental protection agencies – such as National Environmental Protection Agency (NEPA), Jamaica Environment Trust (JET), Meteorological Service of Jamaica (Met office) – to reduce the effects of climate change. Assess which initiatives they think are most	Descriptions of human practices to reduce climate change are correct. Greenhouse gas emission reduction plan is applicable. Justification for selected initiatives is logical.
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				effective, providing justification for their selection(s).	<u>UNIT TEST 4</u>
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FAMILY & CONSUMER MANAGEMENT

INTRODUCTION

This Syllabus is meant to be used as a tool for Grade seven parents/guardians and students to guide them of the required learning outcomes for the academic year for Family and Consumer Management. This is subject to minor change/s as the needs arise in the academic year.

Suggested Texts:

- Caribbean Home Economics in Action Book 1; Rita Dyer and Norma Maynard, et al (rental)
- A Workbook for Food and Nutrition Students, 3rd Edition by Joan Davis-Williams
- A Workbook for Clothing & Textiles Students by Joan Davis-Williams

Assessments

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

2. The Family and the Community	<u>Week 3</u>	The Family and the Community	• Define family • State characteristics of healthy family • Name types of family in the Caribbean • Discuss the roles and functions	Interview of Different Families. Discuss the type of family advantages and disadvantages of being in each family	Creation and presentation of posters On types of families
		Goals and Values	Define goals and attitude Types of Goals Define values Sources of values Formation of values	Dramatization Discussion Group /Peer Learning	Persuasive skits demonstrating goals, values and attitudes.
	<u>Week 4</u>	Decision Making	Steps in decision making Use the decision process to make decision	Dramatization Discussion Group /Peer Learning	Persuasive skits on decision making.
	<u>Week 5</u>	Communication	Methods of communication Barriers to effective communication Use of Technology to communicate Conflict resolution	Demonstration Discussion Group /Peer Learning	Audio and video conflict resolution presentations.
	<u>Week 6</u>	Unit Test			

	<u>Week 7</u>	The Healthy Way - Design Process - Food Groups - Food Nutrients	• Define food, nutrients, balanced diet. • List the six (6) Caribbean food groups. • State the general function of 6 nutrients	Discussion Analysis Group Learning	Poster creation and presentation. Caribbean Approach, Bk.1, pages 3 – 9. Food and Nutrition Workbook, page 66.
		Kitchen Tools and Equipment	• Define Tools and Equipment • Identify small and large equipment • Identify at least ten (10) food and nutrition tools and equipment • Describe and tell the use of each tool. • Define labour saving devices. • List at least three (3) examples of labour saving devices • Cake Mixer, Blender, Food Processor, Electric Juicer	Demonstration Illustration	Show and tell Caribbean Approach, Bk.1, pages 31 – 42 & 97 - 103. Food and Nutrition Workbook, pages 30 – 38 Clothing and Textiles Workbook, pages 21 – 27. Video interpretation
	<u>Week 8</u>	Weights and Measures	• State the procedure in weighing or measuring commonly used dry ingredients • Explain how to weigh or measure liquid ingredients	Investigation Demonstration	Food and Nutrition Workbook, page 54 Caribbean Approach, Bk.1, pages 50 - 52.

	<u>Week 9</u>	Hygiene	• Define hygiene • List at least five (5) personal hygiene rules. • List at least five (5) kitchen hygiene rules. • Name at least five (5) cleaning agents. • State the general order of washing soiled utensils.	Dramatization Discussion Explanation	Food and Nutrition Workbook, page 51, 52 Caribbean Approach, Bk.1, pages 45–49
		Personal Kitchen			
		Preparing for practicals	• Discuss how to prepare for practical	Demonstration Illustration	
		Kitchen Safety	• Define safety • List at least four (4) causes of accidents in the home. • State four (4) accidents that may occur in the home. • Tell at least four (4) ways to prevent accidents in the home. • Explain how to treat minor cuts, bruises and burns	Demonstration Observation	Menu cards display
		Menu Writing Menu Planning Breakfast Planning	• Define Menu • List guidelines for writing Menus • Write sample breakfast Menus	Research Illustration Demonstration Observation	In groups prepare an economical breakfast from locally grown farm products.

	<u>Week 10</u>	Intro to Cake Making/Recap of Cookery Tools	• Define Cake • State Three Methods of Making Cake • List Three Cookery Tools Used in Cake Making.	Research Demonstration Observation Discussion	Group Practical
		Fibre and Fabric	• List two methods of constructing fabrics. • Define weaving, fibre, yarn, weft, warp, selvage, fabric. • Define fibre, yarn, fabric • Classify fibres • Identify fibres		Clothing and Textiles Workbook, pages 41 – 42.
		Sewing Tools and Equipment	• Classify Sewing Tools and Equipment • Name sewing tools • State the functions of various sewing tools • Discuss the Care of various sewing equipment • List and define three (3) classifications of stitches. • State two (2) examples of stitches in each classification.		<u>Practical</u> – Stitch construction – one in each category. Sewing on buttons
	Week 11	Revision			
	Week 12	Exam			

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Links to Other Subjects

Language Arts: Demonstrate competence in speaking and advocating on behalf of families.

Mathematics: Weighing and measuring ingredients.

Performing Arts: Create and perform plays

Visual Arts: Create Posters, Place Cards, Menu Cards, Create Stencils, Colour Coordination

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

Business Education: Applying business principles in costing the products, labelling products.

INDUSTRIAL TECHNIQUES

INTRODUCTION

This Syllabus is meant to be used as a tool for Grade seven parents/guardians and students to guide them of the required learning outcomes for the academic year for Industrial Techniques. This is subject to minor change/s as the needs arise in the academic year.

Assessments

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

UNIT	DURATION	TOPIC	SPECIFIC OBJECTIVE	SUGGESTED TECHING ACTIVITES	ASSESMENT
Unit 1	Weeks 1-2	Exploring Resource and Technology	➤ Define what are resources? ➤ Explain how important are resources to everyday life? ➤ List the different classification of Resource ✓ Human • Skilled, semi-skilled, unskilled, professional • The importance of human resources • Identifying and working with human resources ✓ Non-human • Renewable resources • Non-renewable resources • Resource conservation ➤ Define what is Technology? ✓ List the different classification of technology • Simple technology • Advanced technology ✓ Explain the impact of technology on modern society ✓ List the advantages and disadvantages of technology ✓ List different safety precautions to be observed in the use of the resource and technology	Compilation of scrapbook depicting various types of resources. Case study on the resources Discussing the technologies and selecting the most appropriate and efficient technologies that are available. Using the Internet to conduct research to outline current and emerging trends in technology for completing similar tasks.	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 2 -	Weeks 3-5	Introduction to tools and equipment	➤ Discovering tools and their purposes ➤ Power systems ✓ Hand ✓ Pneumatic ✓ Electric ✓ Hydro/heat ➤ List the different classifications of hand tools ✓ Layout tools ✓ Cutting tools ✓ Boring and drilling tools ✓ Percussion tools ✓ Abrading and scraping ✓ Holding devices ✓ Finishing tools ➤ Explain what are power tools ✓ Portable power tools ✓ Stationary power equipment ✓ Safety in using tools and equipment ➤ Explain the importance of maintaining tools and equipment	Brainstorm the different jobs tools are used to do. Place the tools in the different categories base on the job description. Exploring the range and classifications of tools needed to complete the project or solution.	Assignment on the different types of Power tool in the form of pictures and a brief explanation. Students observed individually or in groups as they execute tasks: • Using tools and equipment • Practicing health, safety and environmental protection habits • Evaluating and modifying as work progresses • Finishing given tasks to approved standards
<u>Unit test1</u>					
Unit 3	Weeks 7 - 8	Communication through graphics and designs	➤ Elements of design ➤ Explain what is principles of design ➤ List different ways of drawing and designing ✓ Sketches ✓ Working drawings ✓ Presentations drawing ➤ Explain what is Design Process ➤ List the different stages of the Design Process ✓ Identify problem or need ✓ Generate ideas	Research the information on the aspects of the design process. Simulation of the design process in problem solving activities. Critique the proposed designs of the project in peer groups and class discussions and justify their designs culminating in a re-modelling or revision where necessary.	Checklist of stages in the completion of the task.

			✓ Select solution(s) ✓ Test solution(s) ✓ Make the product or solution ✓ Evaluate product or solution ✓ Present results ➤ Explain what is Design Brief ➤ List the different stages of Design Brief ✓ Situation ✓ Functions ✓ Resources ✓ Technology ✓ Safety, health and environmental ✓ Concerns	Measure and layout the parts or components of the design solution and make modifications where necessary as they evaluate their own design.	
	Weeks 8-9	3.6 Tree	➤ Definition ➤ Types ➤ Parts of a Tree ➤ Section of Tree	a) Is it a Tree?” Photo Sort – Show different plant images. Students decide which are trees and explain why. Purpose: Helps define key features like trunk, height, and woody stem. b) Types of Trees Leaf Sorting Game – Use real or paper leaves to sort into groups like “Deciduous” and “Evergreen.” Purpose: Introduces main types and differences among trees.	Students will complete a written test (20 marks total) to evaluate their understanding of trees. The test includes: 1. 5 Multiple Choice Questions (5 marks) – Tests basic knowledge (definition, types, functions). 2. 4 Short Answer Questions (8 marks) – Checks understanding of types, parts, and tree rings. 3. Diagram & Observation Tasks (7 marks) – ○ Draw and label parts of a tree (4 marks). ○ Observe a tree and describe it (3 marks). Students will be assessed on concept understanding, observation, application, and clarity.
Unit Test 2					

Unit 4	Weeks 10-11	Selecting and working with resources	➤ Explain the different properties and uses of the following resources: ✓ Wood ✓ Metals ✓ Plastics ✓ Composite materials ✓ Smart materials ➤ Explain what is waste Handling and Management ✓ Disposal ✓ Recycling ✓ Health safety and the environment	From knowledge gained, select appropriate material/s for the selected project. Calculate required materials, resources and associated costs with respect to proposed solutions. Execute practical operations with tools provide: • Steps: Indicate dimensions or points on material where cuts or other processes will be done using appropriate measuring, marking and layout tools • Make the necessary cuts in the material, avoiding unnecessary Wastes. • Assemble the parts/components (without fasteners or Adhesives) to verify accuracy of the dimensions or cuts made. • Evaluate assembled project and make modifications if/where necessary	Students observed individually or in groups as they execute tasks: • Using tools and equipment • Practicing health, safety and environmental protection habits Evaluating and modifying as work progresses • Finishing given tasks to approved standards Rubric (observation, checklists and/or Rating Scales) used to qualify students' competence in: ☐ Finishing and decoration ☐ Evaluating, critiquing and modifying work individually or in peer groups ☐ Finishing given tasks to approved standards
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				Re-assemble or finish the project using the necessary fasteners And adhesives. Apply the necessary finishes or finishing to the assembled project painting, spraying or by any other appropriate method of applying finishing materials.	
Unit 5	Weeks 11-12	Energy and Sources of Electricity	➤ Define the term energy ➤ List the different classification of energy ✓ Renewable ✓ Non-renewable ➤ Explain what is sources of energy	Scrapbook on the classification of the different types of energy resources. Simulation of models using different types of energy sources to generate electricity. Observe model and prepare a presentation explaining how electricity is generated.	Grading of scrapbook. Grading of presentation.
LINKS TO OTHER SUBJECTS					
			The elements of this project and the associated units may be linked with the following subject area and attainment targets: Mathematics: A.T. – Measurements A.T. – Geometry Visual Arts: A.T. – Plan and Design A.T. – Create and Develop Science: A.T. – Exploring Science and the Environment		

			Information and Communication Technology: A.T. – Research, Critical Thinking, Problem Solving and Decision Making A.T. – Designing and Producing		
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VISUAL ARTS

Aims of the Grade 7 Visual Arts Curriculum

This unit introduces students to several foundation practices within the Visual Arts programme. The Visual Arts refer to the artistic and design practices which focus on visual communication, creative production and expression in two and three dimensional media. It involves works in traditional and contemporary methods and provides the opportunities for the development of knowledge skills and attitudes related to the Visual Arts. The Visual Art programme is broad- base and seeks to developed creative practices, artistic knowledge and creative thinking.

Range of Content

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

- Definition of terms e.g. lines shape balance, texture, colour, resource and, technology.
- Relationship between two and three dimensional work
- Types of medium and media used in the Visual Arts
- Classification of elements of art
- Classification of principles of art
- Difference between two and three dimensional art
- Works of the great master of the Arts
- Integrating several subject arears in the teaching of the Visual Arts.

Duration TERM 1 (September- November)		<u>Topic</u> Exploring design	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
<u>Unit 1</u> 4 weeks			Demonstration Illustration discussion	Model Project	Desk Card Book Markers Book Covers Posters Fliers
Duration TERM 1 (September- November)		<u>Topic</u> Thematic Approach to Design	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
<u>Unit 2</u> 3 weeks			Discussion	Written Oral Group	Presentation On Local Artist at Work Field Trip (Virtual)
Duration TERM 1 (September- November)		<u>Topic</u> Social Issues Relating to Design	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 3 4 weeks			Discussion	Written Oral Group	Field Trip Investigative Projects Observational Projects

Duration TERM 2 (January-March)		<u>Topic</u> Drawing	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 1 3 weeks			Demonstration Illustration Discussion	Individual Activities	Line Drawing Object Drawing Medium Exploration

Duration TERM 2 (January-March)		<u>Topic</u> Picture making	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 2 4 Week			Demonstration Illustration Discussion	Individual Activities Model Project	Creating Colour Pictures For Covers Packages Etc.
Duration TERM 2 (January-March)		<u>Topic</u> Experiencing 3D	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 3			Discussion demonstration illustration	individual activities model project	making models & réplicas
Duration TERM 3 (April-June)		<u>Topic</u> Printmaking	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>

Unit 1 4 weeks			Discussion Demonstration Illustration	Individual Activities Oral Model Project	Murals Postcard Printed Wrapping Block Print Thumb Print Hand Print
				1.	

Duration TERM 3 (April-June)		<u>Topic</u> Surface design	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 2 4 weeks			Discussion Demonstration Illustration	Individual Activities Oral	Tie & Die Scarf Cushion Cover Leaf Print Block Print T-Shirt

Duration TERM 3 (April-June)		<u>Topic</u> Graphic design	<u>Teaching strategies</u>	Suggested Assessment learning strategies	<u>Activities</u>
Unit 3 4 weeks			Offline Research Use of Chart Discussion Demonstration	Individual Activities Oral Model Project	Post Cards Book Markers Packaging Labels

STUDENT ASSESSMENTS PER TERM INCLUDES:

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