



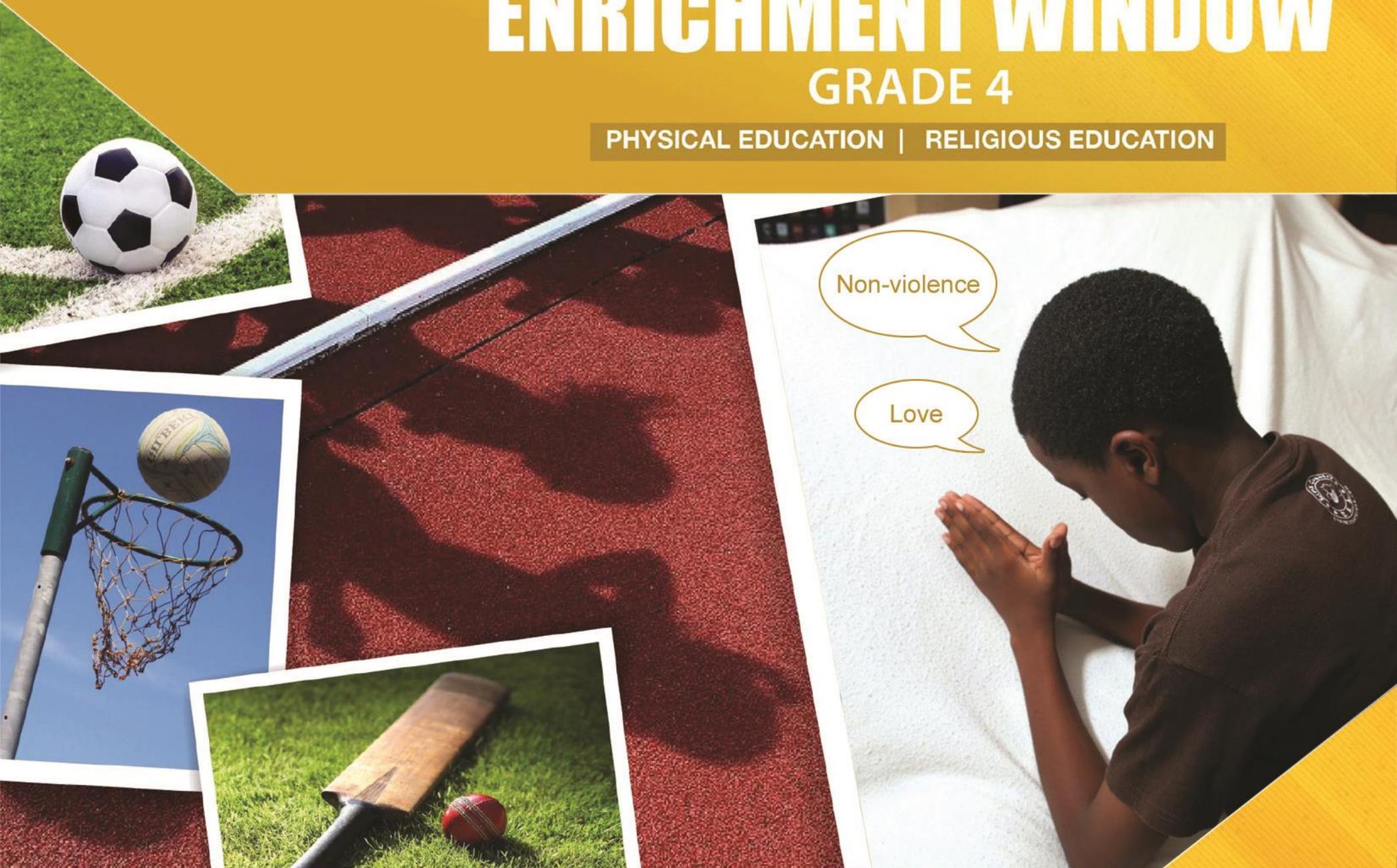
MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn. Every Child Must Learn

NATIONAL STANDARDS CURRICULUM GUIDE

ENRICHMENT WINDOW

GRADE 4

PHYSICAL EDUCATION | RELIGIOUS EDUCATION



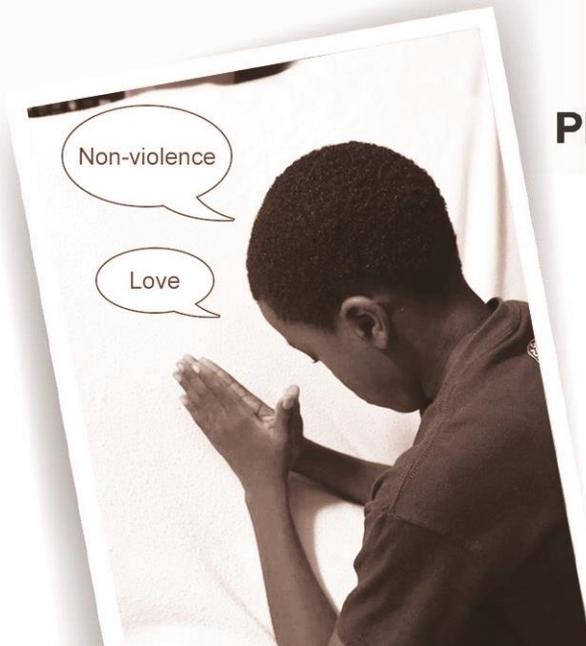


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ACKNOWLEDGEMENTS

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- Mr. Derrick Hall- former ACEO (Acting), Core Curriculum Unit, who continued it
- Dr. Clover Hamilton Flowers- ACEO, Core Curriculum Unit, who completed the task
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Dr. Joyce Graham Royal, former EO Physical Education	Ms. Grace Peart, former EO Religious Education
Mr. Elton Johnson, EO Physical Education	Ms. Janice Campbell, EO Religious Education

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- All others whose names do not appear, but who contributed to the production of the NSC

M E S S A G E



Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid,CD

Minister of Education, Youth & Information

M E S S A G E



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP

State Minister in the Ministry of Education, Youth & Information

M E S S A G E



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social

and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard

Permanent Secretary, Ministry of Education, Youth & Information

M E S S A G E



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information



The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information

M E S S A G E



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical - reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

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NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 4

PHYSICAL EDUCATION



PHILOSOPHICAL STATEMENT

Religious Education serves as the flagship subject championing and promoting the teaching of religious thinking skills, renowned civic virtues and moral values such as integrity, responsibility, respect, justice, honesty and equality for spiritual development. The aforementioned virtues and values, among others, are utilized to nurture positive habits and hearts of students, teaching them what it means to be good and virtuous citizens of the highest moral integrity. The utilization of modern approaches such as the thematic and phenomenological approach, among others, enable students to objectively explore and acknowledge the diverse perspectives and concepts that are associated with the Divine, the inherent worth and dignity of all beings, pathways to spiritual development and finding meaning and purpose in life.

These approaches not only address the 'who' and 'what' of Religious Education but also the 'why'. As such, they lend themselves readily to integration with all other disciplines- not only the Arts but, also Science and Technology. This makes the discipline more relevant, and leaves much room for creativity/self-expression and understanding on the part of both students and teachers. Religion has been an integral part of people's everyday lives; students are therefore helped to mature responsibly in relation to their own patterns of beliefs and behaviours, culture and laws as well as those of others. As such, Religious Education accommodates a broadened and balanced perspective of worldwide and Caribbean religions that help students to understand more clearly how the beliefs and practices of these groups have affected, shaped and influenced everyday life and culture thereby, enhancing students' identity and transforming our world so that we can live and work together in harmony.

OVERVIEW OF SUBJECT CONTENT GRADE 4

SUBJECT	TERM 1	TERM 2	TERM 3
Physical Education	<ul style="list-style-type: none"> ● Movement Education Develop basic techniques in gymnastic activities such as forward, backward and log rolls associated with falling and cushioning the fall, landing on both feet and one foot, falling forward and cartwheels. ● Engage in warm up activities that will get the body ready psychologically and physically. ● Create and perform short linked sequences that show clear structure <p>Health Safety and Well Being</p> <ul style="list-style-type: none"> ● Know how to take account of own safety and that of others. ● Engage in activities that develop fitness <p>Games and Sports</p> <ul style="list-style-type: none"> ● Develop basic techniques in games, requiring kicking, throwing, catching and passing 	<p>Health Safety and Well Being</p> <ul style="list-style-type: none"> ● Know how to take account of their own safety and that of others during physical activity ● Practice warm up and cool down exercise to prevent injuries. ● Discover how to use a range of equipment and apparatus safely <p>Movement Education</p> <ul style="list-style-type: none"> ● Create and perform short linked sequences that show a clear structure <p>Games and Sport</p> <ul style="list-style-type: none"> ● Develop basic techniques in Track and Field, football and netball activities 	<p>Games and Sports</p> <ul style="list-style-type: none"> ● Develop basic skills in cricket and baseball ● Participate in basic competitive games such as football, netball, cricket, and baseball. <p>Health Safety and Well Being</p> <ul style="list-style-type: none"> ● Promote physical fitness by engaging in activities that develop fitness ● Recognize that physical activity helps to develop and maintain an optimum level of health and well being

AIMS OF PHYSICAL EDUCATION:

To develop students' knowledge, understanding of Physical Education and Sport and the appreciation that participation will enhance their physical fitness and well-being and a wide variety of motor skills. Through its activities, Physical Education contributes to the goals of education, enhances self-direction, self-esteem and cooperative behaviour. The programme should involve students in the continuous process of planning, performing and evaluating as well as in the development of attitudes, which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful lifelong learners and proud citizens of Jamaica.

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

- The reasons for doing Physical Education to include optimal level of health, well-being and physical fitness
- The various careers involved in sports
- The key aspects/common skills and basic rules involved in each discipline (track and field, volleyball, netball, football and baseball) and how to apply them appropriately
- How to refine their basic techniques in a range of sport and games and use them in competitive situations
- How to work collaboratively – participate in class activities and communicate with each other.

STANDARDS FOR Physical Education GRADE 4 The Strands

There are three key strands within Physical Education. The first two of the three are divided into two sub-strands each.

MOVEMENT EDUCATION	GAMES AND SPORTS	HEALTH, SAFETY AND WELL-BEING
Be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories	Develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.	understand why physical activity is good for their health and wellbeing, and develop positive attitudes toward physical activities

STRAND	MOTOR MOVEMENT AND DANCE		GAMES AND SPORTS		HEALTH, SAFETY AND WELL-BEING
SUB - STRAND	MOTOR CONTROL	MOVEMENT AND DANCE	INDIVIDUAL TECHNIQUES	TEAM TACTICS	
G 4	Develop basic techniques in gymnastics activities	Create and perform short linked sequences that show a clear structure	Develop basic techniques in games requiring kicking, throwing and passing	Apply their skills to participate in basic competitive games such as baseball	<p>Promote physical fitness by engaging in activities that develop fitness.</p> <p>Recognise that physical activity helps to develop and maintain an optimum level of health and wellbeing</p>

STRANDS	MOVEMENT EDUCATION		GAMES AND SPORT		HEALTH, SAFETY AND WELL-BEING
SUB-STRANDS	MOTOR CONTROL	MOVEMENT AND DANCE	INDIVIDUAL TECHNIQUES	TEAM TACTICS	
ATTAINMENT TARGETS	Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.	Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.	Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.	Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.	Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

Prior Learning

Check that students can:

- Perform movement patterns
- Relate to how exercise affects the body
- Perform basic motor skills

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 1 UNIT 1

Focus Question 1: "What is Physical Education?"	
Health, safety and well-being	
ATTAINMENT TARGETS	OBJECTIVE
<ul style="list-style-type: none">• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</p> <p>Attainment Targets:</p> <ul style="list-style-type: none">• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.	<p>Students will:</p> <ul style="list-style-type: none">• Describe healthful benefits that result from regular and appropriate participation in physical activity.• Use correctly the concept of physical education.• Appreciate the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.• Perform warm up and cool down exercises.• Define the term fitness and exercise.• Engage in activities that develop physical fitness with or without apparatus.• Perform simple aerobic activities• Apply the concept of fair play and team work while participating in competitive situations

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	
<p>ICT Attainment Target</p> <ul style="list-style-type: none">  DESIGNING AND PRODUCING – use technology to design and produce multimedia products to demonstrate their creative thinking.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

SUGGESTED TEACHING AND LEARNING ACTIVITIES – FOCUS QUESTION 1	KEY SKILLS	ASSESSMENT
<p>Pupils will: Health, Safety and Wellbeing</p> <ul style="list-style-type: none"> • Discuss with teacher the nature of Physical Education and write or type a paragraph outlining their understanding of the subject and what it means to them • State what is meant by personal hygiene and ways in which it may be practised. • Search the Internet and bring to class pictures depicting activities which are related to physical education and insert them into a document. • Discuss pictures inserted in the document mentioned above and type the components of physical education identified. 	<ul style="list-style-type: none"> • discuss • write paragraph • state browse and search online or offline sources • insert pictures and enter text 	<p>Paragraph clearly outlines personal impressions of Physical Education and the nature of the subject</p> <p>Adequate list outlining ways in which personal hygiene may be practised</p> <p>Satisfactory listing of activities involved in physical education Picture collage adequately shows activities involved in physical education</p>
<p>Games and Sport</p> <ul style="list-style-type: none"> • Participate in obstacle races which involve going over, under, through and around objects e.g. benches, hoops, cones, chairs, ropes • Develop techniques in skills requiring kicking, throwing, passing and catching by watching videos and imitating techniques/skills. • Participate in activities that adjust speed and pathway to intercept or avoid people or objects (change from straight to curve pathway to avoid a collision or intercept an object). 	<ul style="list-style-type: none"> • manipulate objects analyse problem-solve • video recording • control, react, judgement • select and combine movements sequence 	<p>Ability to participate In obstacle races</p> <p>Developing a movement sequence depicting skills taught. E.g. kicking, throwing, passing</p>

<p>Movement Education</p> <ul style="list-style-type: none"> • Accelerate or decelerate while changing direction in relation to people or moving objects (e.g. locomotor and non-locomotor movements, dance, team-mate etc.) e.g. of games- ‘One Two Three Red Light’, ‘Stucky’ or ‘Tag’. • Participate continuously in moderate to vigorous physical activities, allowing for short recovery periods as appropriate to the individual student. • Create a sequence of movement in personal and general space with or without apparatus (using pathways, directions, levels, rhythms) and/or use video recording device to capture students’ performance; this can later be replayed and discussed in class. 	<ul style="list-style-type: none"> • change direction • explore <ul style="list-style-type: none"> • create • reflect • video recording 	<p>Development of movement sequence or playing games to highlight:</p> <ul style="list-style-type: none"> - Ability to change direction and adjust speed - Level of exertion during activity <p>Smooth transition between movement</p>
<p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> ✓ Use correctly the concept of physical education. ✓ Give reasons for doing physical education. ✓ List some components of physical education. ✓ Participate in regular physical activities. ✓ Demonstrate an ability to participate safely while engaging in physical activity. ✓ Select and combine movements in sequence with or without apparatus. 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Observe carefully the components of physical education e.g. dance, games, ball-handling, athletics, gymnastics, basic movement and sport skills. • Safety rules must be observed at all times • Remind students to follow guidelines to promote healthy use of ICT tools 	<p>Extending Learning</p> <ul style="list-style-type: none"> • Participating in co-curricular activities in school and their community.
<p>Resources</p> <ul style="list-style-type: none"> • balls, benches, ropes, chairs, hoops, bats, obstacles, mats, radio, books, markers, bats, charts/instructional material, DVD/video computer, Internet, text editing software, video recording device 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Physical Education fitness, exercise, motor development, fit, lifestyle, fatigue, physical exercise, fitness exercise, accelerate, decelerate, pathways, entry, levels

Prior Learning

Check that students can:

- Explain the benefits of Physical Education.
- List and explain the components of Physical Education.

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 1 UNIT 1

Focus Question 2: “How does Physical Education help me to develop and maintain a healthy lifestyle?”

Health, safety and well-being

ATTAINMENT TARGET

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

PHYSICAL EDUCATION Strand(s): Games and Sports

Sub - Strand(s): Individual techniques, Team tactics

Attainment Targets:

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Describe healthful benefits that result from regular and appropriate participation in physical activity.
- State the effects of exercise on the body.
- Describe how proper nutrition affects health and physical fitness.
- Demonstrate healthy lifestyle practices through participation in physical activities
- Define the term drugs.
- Differentiate between helpful and harmful drugs.
- Perform simple activities using locomotor and non-locomotor skills.
- Apply movement concepts to develop skills. E.g. spatial awareness, body awareness, relationship

Movement Education

Sub - strand(s): Motor control , Movement and Dance

Attainment Targets:

- Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.

ICT Attainment Targets

-  **DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.
-  **DIGITAL CITIZENSHIP** - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

ICT Objectives :

- Use selected ICT tools effectively to produce multimedia presentations to include text, images, shapes and narrations
- Recognise and acknowledge the owners or creators of digital materials

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT						
<p>Health, Safety and Well Being</p> <ul style="list-style-type: none"> Identify daily activities in the family’s lifestyle and cut pictures from a newspaper, magazine or other print media and compile a collage. <p>Examine the collage and explain how physical education impacts on the lifestyle that one pursues.</p> <ul style="list-style-type: none"> Discuss healthy and unhealthy lifestyle practices. List and describe a range of physical and emotional health benefits related to regular participation in physical activity. Create a table which displays various lifestyle practices (eating candy, walking to school) and their impact whether negative or positive on physical fitness. <table border="1" data-bbox="247 880 911 1016"> <thead> <tr> <th>Lifestyle practices</th> <th>Advantage</th> <th>Disadvantage</th> </tr> </thead> <tbody> <tr> <td>eating candy</td> <td>...</td> <td>...</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Discuss the importance of eating a balanced diet and state how this contributes to a healthy lifestyle; write a paragraph from the discussion. Collect pictures from food groups and prepare menu of a balanced diet for a healthy lifestyle. Participate in physical activities resulting in physiological changes such as increased heart rate and breathing rate or feeling warm leading to muscles and bones getting stronger Create: menu cards for the “Eat Right Restaurant” or use text editing or graphic software to create a menu for the “Eat Right Restaurant”. Create a simple presentation using text and graphics to show the difference 	Lifestyle practices	Advantage	Disadvantage	eating candy	<ul style="list-style-type: none"> identify, compile, define, analyse draw conclusions enter text and create tables categorise foods enter text discuss analyse identify explore demonstrate sequence enter text and insert graphics operate a video/voice recording device 	<p>Satisfactory oral or written explanation of the impact of physical education on the lifestyle one pursues</p> <p>Tables adequately depict healthy and unhealthy lifestyle practices</p> <p>Ability to adequately list physical and emotional health benefits derived from participating in physical activity.</p> <p>Ability to create appropriate menu cards for the “Eat Right Restaurant”, or Use publishing software to create menu cards for the “Eat Right Restaurant”</p> <p>Ability to create simple presentation using text and graphics to distinguish between helpful/harmful drugs.</p> <p>Ability to conduct interview with athlete/sports personality</p>
Lifestyle practices	Advantage	Disadvantage						
eating candy						

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>between helpful and harmful drugs.</p> <ul style="list-style-type: none"> • Use video/voice capturing device with assistance from the teacher, to interview and do a video/voice recording of an athlete/sports personality on the use of harmful /helpful drugs. 		
<p>Games And Sports</p> <ul style="list-style-type: none"> • Develop techniques by watching videos showing techniques in games requiring kicking, passing, throwing and catching and imitating these skills. • Adjust direction and/or force to respond appropriately to changes in game situations. (E.g. change of speed, direction, levels etc.) • Adjust direction and/or force to intercept or avoid people or objects in minor games (e.g. ‘Dandy- Shandy’, ‘Tag’, ‘Atoms’ etc.) 	<ul style="list-style-type: none"> • classify • identify • create • explore • manipulate objects • analyse • problem-solving • coordinate • timing 	<p>Adequate demonstration and application of basic motor skills</p>
<p>Motor movement and dance</p> <p>Watch online or offline videos that depict the benefits of participating in regular physical activities.</p> <p>Collect pictures of helpful and harmful drugs and perform a series of physical activities to show healthy lifestyle practices and the impact of drugs on the body. (E.g. bending, stretching, running, walking etc.)</p> <p>Perform a jingle/poem along with a movement sequence to demonstrate the importance of eating a balanced diet.</p>	<ul style="list-style-type: none"> • perform • demonstrate • express • mime 	<p>Ability to perform a series of basic movement skills/sequences</p> <p>Use ICT tools to gather pictures to create a picture collage of helpful and harmful drugs.</p>

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Define and use correctly the concept of lifestyle. ✓ Explain how eating right is related to a healthy lifestyle. ✓ Explain how lifestyle choices can affect one’s performance. ✓ Explain how participating in physical activity can improve one’s health and well-being. ✓ Demonstrate an ability to participate safely in specific physical activities. ✓ Identify helpful and harmful drugs and state reasons for classification. 	
<p>Points to Note</p> <ul style="list-style-type: none"> • Observe carefully the components of physical education e.g. dance, games, ball-handling, athletics, gymnastics, basic movement and sport skills.(Link to visual arts) • Safety rules must be observed at all times <p>Remind students to follow guidelines to promote healthy use of ICT tools</p>	<p>Extending Learning</p> <ul style="list-style-type: none"> • Participate in co curricula activities in school and their community. • Demonstrate healthy lifestyle practices consistently.
<p>Resources</p> <p>Balls, benches, ropes, chairs, hoops, bats, obstacles, mats, radio, books, markers, bats, charts/instructional material, DVD/video computer, internet, image capturing devices, voice/video recorder, graphic & text editing software</p>	<p>Key vocabulary</p> <p>Physical education, fitness, exercise, motor development, fit, lifestyle, fatigue, physical exercise, fitness exercise, weight control, skeletal growth, development, motor ability, diet, balanced diet, food groups, substance abuse, drugs, danger, helpful drugs, harmful drugs</p>
<p>Links to other subjects</p> <p>Cross Curricular Links</p> <p>Science; nutrition, growth and development, food groups</p> <p>Visual Arts; picture collage</p> <p>Language Arts; writing, speaking/ listening</p>	

Prior Learning

Check that students can:

- Identify healthy lifestyle practices including proper diet.
- List activities in which families participate together
- State how lifestyle choices can affect health and performance
- Perform basic motor skills – throwing, kicking, passing and catching

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 1 UNIT 1

Focus Question 3: “How and why should I practise good personal hygiene?”

Health, safety and well-being

ATTAINMENT TARGET	OBJECTIVES
<ul style="list-style-type: none"> • Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment. • Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. 	<ul style="list-style-type: none"> • State what is meant by good personal hygiene • State ways in which good personal hygiene is practised and identify ways to develop personal hygiene • Examine the relationship between personal hygiene and self esteem • Demonstrate the importance of practicing good personal hygiene • Explain how good personal hygiene can contribute to a healthy lifestyle • Analyse the effects of exercise on the body • Perform simple aerobic activities • Enhance quality of movement by understanding, developing and transferring movement concepts skills, tactics and strategies to a variety of movement activities • Apply the concept of fair play and team work while participating in competitive games

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities 	
<p>ICT Attainment Target</p> <ul style="list-style-type: none"> 🖥️ DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 🖥️ DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objectives:</p> <ul style="list-style-type: none"> • Use ICT tools to effectively produce multimedia presentations to include text, images, shapes, and narrations • Recognise and acknowledge the owners and creators of digital materials

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, Safety and well being</p> <ul style="list-style-type: none"> • Collect articles used in personal care e.g. toothpaste, soap wrappers, hair brush, deodorant. Prepare 'grab bag' with articles. Select from grab bag an article and explain how it is used to maintain personal hygiene. • Watch online or offline video about puberty and describe the physical changes that occur during this time e.g. height, weight, body shape, oily skin, body odour. • In groups, create imagery from encounters with individuals who practise/do not practise good personal hygiene. Observe reactions in both situations and say how they would feel if they were the individuals in the encounters. This activity can be recorded and later played back and discussed in class. • Create a digital story to promote health, safety and well - being. • Discuss how one's personal hygiene affects one's self esteem. 	<ul style="list-style-type: none"> • collect articles • explain • analyse • mime • operate electronic device such as video recorder • dramatize • observe 	<p>Explanation reflects an understanding of how selected item is used to maintain personal hygiene</p> <p>Or</p> <p>Appropriate discussion of how various items are used to maintain personal hygiene on the class blog</p> <p>Ability to list benefits of practicing good personal hygiene and consequences of not practicing same</p>
<p>Games and Sports</p> <ul style="list-style-type: none"> • Develop techniques in games requiring kicking, passing, throwing, catching, dribbling, shooting, batting/striking-stationary and moving objects, dodging or watch videos showing techniques in games requiring kicking, passing, throwing, catching, dribbling, shooting, dodging, batting/striking-stationary and moving objects and imitating these techniques. • Apply skills to participate in basic competitive games (e.g. Atom, Tag, Rabbit in a Hutch, Musical Chairs). 	<ul style="list-style-type: none"> • kick, pass, throw, dribble, catch, shoot, bat/strike, dodge • operate electronic device • speed, direction 	<p>Application of appropriate game techniques</p>
<p>Motor movement and Dance</p> <ul style="list-style-type: none"> • Role-play using different stimuli e.g. parents guiding them to do their daily hygiene activities such as combing hair, brushing teeth etc. Through dance, drama and picture study, identify and list the benefits and consequences of these activities. This activity can be recorded and later played back and discussed in class. • Select and combine movements in sequence (e.g. jump, land, roll, jump) • Combine speed in different directions at different levels along different pathways while balancing objects on different body parts. 	<ul style="list-style-type: none"> • jump, land, roll • combine movements 	<p>Creative pieces reflect an understanding of the benefits/ consequences associated with carrying out/ neglecting good hygiene practices.</p> <p>Creating and displaying sequence of movements</p> <p>Use of appropriate</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Demonstrate transition between movement (e.g. bend and stretch body parts, land-bend-stand smoothly) • Use appropriate movement vocabulary to perform a movement or movement sequences (pathways, entry, travelling, dribbling) 		movement vocabulary
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ State what is meant by good personal hygiene. ✓ Identify ways to develop personal hygiene. ✓ Demonstrate the importance of practicing personal hygiene. ✓ List and demonstrate ways to maintain personal hygiene. ✓ Explain how good personal hygiene contributes to healthy lifestyle. ✓ Examine the relationship between personal hygiene and self-esteem. ✓ Create and demonstrate simple movement sequences 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Good personal hygiene practices contribute to a healthy lifestyle • Follow directions, rules and routines regardless of distractions • Be sensitive to needs of students in class to discourage teasing/bullying • Teachers should recognise the importance of technology access for all • Teacher should remind students to follow guidelines to promote healthy use of ICT tools 	<p>Extending Learning</p> <ul style="list-style-type: none"> • Show an appreciation for individual differences and apply rules learnt in sport and games to everyday life • Apply appropriately, principles learnt in physical education to other disciplines • Incorporate good personal hygiene practices in everyday life
<p>Resources</p> <ul style="list-style-type: none"> • Pictures, photographs, pamphlets, models, articles of personal care, films video recorder, image capturing device, computer, speaker, Internet, videos 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Personal hygiene, self-esteem, emotions, lifestyle, stationary, dodging, landing, pathways, levels, body awareness, spatial awareness, relationship, entry, dribble, flow
<p>Links to other subjects Cross Curricular Links: Drama: dramatizing Science; aerobic respiration, observe, analyse</p>	

Prior Learning

Check that students can:

- State what is meant by good personal hygiene.
- Explain how good personal hygiene contributes to a healthy lifestyle
- Perform basic motor skills – throwing, kicking, passing and catching

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 1 UNIT 1

Focus Question 4: “What behaviours will enable me to keep fit?”	
Health, safety and well-being	
ATTAINMENTS	OBJECTIVES
<ul style="list-style-type: none">• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</p> <p>Attainment Targets:</p> <ul style="list-style-type: none">• Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.• Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.	<p>Physical Education:</p> <ul style="list-style-type: none">• Explain the terms fitness, exercise and fatigue.• Explain how lifestyle helps to maintain fitness.• List the components of fitness.• Perform simple aerobic activities.• Perform simple movement sequences.• Identify behaviours which will promote and ensure fitness.• Explain how lifestyle helps to maintain fitness.• Describe the effects of drugs on performance.• Define substance abuse.

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	
<p>ICT Attainment Target</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour 	<p>ICT Objectives:</p> <ul style="list-style-type: none"> • Capture and edit images to represent information to share with peers • Work collaboratively with a range of ICTs within groups to complete tasks • Demonstrate safe, respectful, responsible and clear online communication when using online communication tools

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, Safety and well being</p> <ul style="list-style-type: none"> Define the term substance abuse and identify its effects on performance. Make a list of licit and illicit (helpful and harmful) drugs. <p>In a panel discussion, compare the lifestyle of categories of workers e.g. farmers, taxi operator, and give suggestions on which category is likely to be the fittest.</p>	<ul style="list-style-type: none"> define identify list categorize 	<p>ability to list or create a collage using pictures retrieved from online or offline sources depicting licit and illicit (helpful and harmful drugs)</p>
<p>Games and Sports</p> <ul style="list-style-type: none"> Identify and discuss the fitness level demonstrated by different types of athletes e.g. cricketers, footballers and track and field athletes. In groups, with teacher, go on short hikes. Use image capturing devices to take pictures or do a video recording of students hiking. Observe and report on the effects of hiking on various parts of the body. Create a digital story in groups from the images captured and share on the class/ school website. In groups, engage in fitness sequences such as circuits that include cardiovascular endurance, muscular endurance and flexibility exercises that will keep the body fit or watch videos of groups. Engage in fitness sequences such as circuits that include cardiovascular endurance, muscular endurance and flexibility exercises that will keep the body fit and imitate these activities. 	<ul style="list-style-type: none"> identify dramatize interpretation categorize identify compose analyze operate image capturing devices or video recorder observe report 	<p>adequate presentation of facts relating to the impact of hiking on the body</p>
<ul style="list-style-type: none"> Engage in motor movements and dance to illustrate the effects of drug abuse on performance. Discuss with teacher the term 'physical fitness'. Identify its components through gymnastics or dance. 	<ul style="list-style-type: none"> illustrate interpret identify 	<p>Dance/ movements effectively used to portray ideas about the effects of drug abuse</p> <p>Ability to accurately list</p>

		components of physical fitness
Learning Outcomes Students will be able to: <ul style="list-style-type: none"> ✓ Identify and explain changes that occur in the body from participating in physical activities. ✓ Identify how participation in different types of activities impact different levels of fitness. ✓ Identify through discussion the different levels of activity required in order to achieve and maintain personal fitness. ✓ Demonstrate through dance the effects of drugs on the body. ✓ Identify the components of physical fitness through movement 		
Points to Note <ul style="list-style-type: none"> • Components of fitness - health related e.g. muscular endurance, cardiovascular endurance and skill related e.g. coordination, agility, speed. • Teachers should remind students to follow guidelines to promote healthy use of ICT tools 		Extending Learning <ul style="list-style-type: none"> • Participate in sustained moderate to vigorous activities in co-curricular activities and community clubs. • Apply the components of fitness to daily lifestyle practices
Resources Pictures, books, magazines, cones, hoops, whistle, field of play, markers, ropes image capturing devices, video recorder, multimedia projector, speaker, laptop, reliable internet access		Key vocabulary Performance, development, growth, maturation, motor development, motor ability, skeleton, skeletal growth, muscular growth, exercise, nutrition, diet, balanced diet, weight control, fitness, fit, exercise, fatigue, examples, aches, pains, breathlessness, breathing difficulty, dizziness, physical exercise, fitness exercise, posture, posture exercises
Links to other subjects Science: nutrition, components of fitness Visual Arts: creating Language Arts: writing/reporting		

Prior Learning

Check that students can:

- Make basic shapes with their bodies
- Create sequences using movements from different sports

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 1 UNIT 2

Focus Question 1: "Where can my body go?"

Health, safety and well-being

PHYSICAL EDUCATION

OBJECTIVES

Attainment Target:

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

PHYSICAL EDUCATION Strand(s): Games and Sports

Sub - Strand(s): Individual techniques, Team tactics

Attainment Targets:

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

- Demonstrate travelling in different pathways, individually and in groups.
- Show the ability to travel in different directions in response to signals.
- Show contrast between slow and fast speeds using different pathways.
- Demonstrate the ability of the body to curl and tuck limbs.
- Make small and large body shapes while travelling at different levels.
- Go over, around and through appropriate obstacles/objects.
- Complete sequences that combine travelling, rolling, balancing and weight
- Transfer into changes of direction, speed and flow.
- Demonstrate ability to do forward roll.
- Take off and land in different ways.
- Demonstrate rope jumping skills with and without a partner.
- Exhibit skills in different types of vaulting and jumping.

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	<ul style="list-style-type: none"> • Explain/demonstrate self-space, general space, patterns and rhythmic patterns. • Show ability to perform non-locomotor and locomotor movements in time to simple rhythms. • Be aware of peer as a source of help and support. • Transfer into changes of direction, speed and flow. • Demonstrate ability to do forward roll. • Take off and land in different ways. • Demonstrate rope jumping skills with and without a partner. • Exhibit skills in different types of vaulting and jumping. • Explain/demonstrate space, general space, patterns and rhythmic patterns. • Show ability to perform non-locomotor and locomotor movements in time to simple rhythms. • Be aware of peer as a source of help and support. • Show willingness to listen and respond well to directions, explanations and criticisms
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objectives:</p> <ul style="list-style-type: none"> • Use social media to practice safe communication and collaborate with peers to complete class assignments • Use selected ICT tools effectively to produce multimedia presentation to include text, images, shapes and narrations • Demonstrate safe and respectful and clear online communication when using online communication tools

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, safety and well-being</p> <ul style="list-style-type: none"> • Work in groups/pairs helping and supporting each other to do vaults, rolls and turns. 	<ul style="list-style-type: none"> • balance • vault • roll • turn 	<p>Efficient execution of vaults, rolls and turns individually and in groups.</p>
<p>Movement Education</p> <ul style="list-style-type: none"> • Individually or in groups travel, changing speed and direction at a given signal along different pathways. Individually and in groups move at different speeds and levels while changing body shapes by tucking and curling in response to signals. • Combine runs, hops, walks, jumps and leaps to create patterns at different levels. • Design at least two sequences which include travelling, rolling, balancing, weight transfer into changes of direction, speed and flow. • Perform the forward roll individually/pairs. • Teacher can record any of the above activities deemed beneficial; these can later be played back in class and discussed. <p>Discussion topics can be placed on the class blog for analysis and reflectivity</p>	<ul style="list-style-type: none"> • travel • tuck • curl • walk, hop, jump, leap • design, create • forward roll • record 	<p>Adequate demonstration of travelling in different pathways</p> <p>Satisfactory construction of shapes at different speeds and levels</p> <p>Creation of patterns using two or more of the combinations taught.</p> <p>Demonstration of proper execution of the forward roll</p>
<p>Games and Sports</p> <p>Perform rhythmic jumps individually and in groups e.g. skip jump, astride jump, propping with ropes or hoops.</p> <p>Use CD with upbeat music to perform rhythmic movement. Use balls, ropes, hoops, bean bags to create rhythmical movements.</p>	<p>jump, skip</p>	<p>Ability to Create rhythmic movements using balls, ropes, hoops or bean bags Creation and performance of rhythmical movement to upbeat music</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Move along different pathways. ✓ Alter the shape of their bodies at different levels and speeds. ✓ Combine runs, hops, walks, jumps and leaps into patterns at different levels. ✓ Design two sequences depicting body movements. ✓ Perform rhythmic movements individually and in groups. ✓ Use equipment to make rhythmic movements. ✓ Pattern vaults, rolls and turns ✓ Use appropriate vocabulary movement and movement sequence. 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Safety must be observed at all times. • Students should be reminded to follow guidelines to promote healthy use of ICT 	<p>Extending Learning</p> <ul style="list-style-type: none"> • Use skills learnt to play recreational games in their schools and communities.
<p>Resources</p> <ul style="list-style-type: none"> • Mats, balls, ropes, bean bags, hoops, pictures, whistle, cones, jumping box, music, ribbons, shakers, video, CD's/CD Player, bibs, musical instruments video recording device 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Self-space, general space, patterns, motifs, rhythmic patterns, locomotor, non-locomotor, sequences, rhythm, requests, signals, forward roll, flight, vault/vaulting, levels, body shapes, negative attitude, positive attitude
<p>Links to other subjects</p> <p>Mathematics: Shapes</p> <p>Visual Arts: Creating patterns</p> <p>Language Arts; Listening/Speaking</p> <p>Music: Creating rhythm</p>	

Prior Learning

Check that students can:

- Perform basic gymnastic movements

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 1 UNIT 2

Focus Question 2: “How can my body move?”

Health, safety and well-being

ATTAINMENT TARGETS

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

PHYSICAL EDUCATION Strand(s): Games and Sports

Sub - Strand(s): Individual techniques, Team tactics

Attainment Targets:

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Use the body to express moods, feelings and ideas through gestures.
- Develop and perform creative dance movements.
- Use characters from stories to create dance patterns using traditional folk forms.
- Create and perform sequences of locomotor and non-locomotor movements which involve the use of direction, speed, levels, power and accuracy.
- Be aware of peers as source of help.
- Demonstrate emotional restraint by responding to winning, losing with good sportsmanship.
- Accept mistakes and weaknesses of others without ridicule.
- Recognize that skill development requires practise.
- Show willingness to stay on task until completion.

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use technology to develop a logical process for decision making and problem solving.  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objectives</p> <ul style="list-style-type: none"> • Participate in peered and guided information searches according to the type of information needed • Work collaboratively to share a range of ICTs within groups to complete tasks • Use selected ICT tools effectively to produce multimedia presentations to include text, images, shapes and narrations • Recognise and acknowledge the owners or creators of digital materials

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, safety and well-being</p> <ul style="list-style-type: none"> • Use ICT tools to conduct online/offline searches to gather information on how movements can help with maintaining health. • In groups use information gathered to create a digital story using the information gathered above. • Share the digital story on the class wiki. • Discuss how using movements can help in maintaining health. • Show ways in which safety may be observed during movements of the body. 	<ul style="list-style-type: none"> • use search engines safely to perform single topic searches • discuss information • report • communicate and collaborate using wikis 	<p>Ability to create at least 5 safety rules and demonstration of how safety may be observed.</p> <p>Research reflects an understanding of the ways in which movements can help to maintain health.</p>
<p>Movement Education</p> <ul style="list-style-type: none"> • Use body parts, in groups, to depict moods and gestures e.g. sad, happy, gloom, hilarious and pleading. • Imitate several dance patterns from given characters e.g. market woman, Pitchy Patchy etc. • Use movements to depict traditional dance patterns. 	<ul style="list-style-type: none"> • create • imitate • symbolic use of movements 	<p>Use several parts of the body to create imagery depicting mood.</p> <p>Create and perform dance imagery with patterns.</p> <p>Perform traditional dance patterns.</p>
<p>Games and Sports</p> <ul style="list-style-type: none"> • Individually and in groups, create movement sequences using self-space, general space, patterns, and rhythmic patterns, locomotor and non-locomotor movements. E.g. circuit, rhythmic circuit, minor games. 	<ul style="list-style-type: none"> • create movement sequence 	<p>Movement sequences reflect efficient use of self-space, general space, locomotor and non-locomotor movements.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Use bodies in groups to depict different moods. ✓ Create various dance patterns depicting different characters. ✓ Create traditional dances. ✓ Perform four traditional dance patterns. 		

✓ Identify at least five (5) safety rules through writing and movements

Points to Note <ul style="list-style-type: none">• Discuss the behaviours which are appropriate after winning or losing a game.• Safety must be observed at all times.• Remind students to follow guidelines to promote healthy use of ICT	Extending Learning <ul style="list-style-type: none">• Use skills taught to participate in community and school activities.
Resources <ul style="list-style-type: none">• Stories, tapes, pictures, photographs, reliable internet	Key vocabulary <ul style="list-style-type: none">• positive attitudes, levels, body shapes, negative attitudes, traditional forms, culture, peer
Links to other Subjects Drama: mood, imagery Mathematics: speed, direction	

Prior Learning

Check that students can:

- Respond appropriately to the commands of the crouch and standing start
- Perform drills to improve running technique
- Sprint in a straight line

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 2 UNIT 1

Focus Question 1: How do I prepare my body for Track and Field activities?

Health, safety and well-being

ATTAINMENT TARGETS

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

PHYSICAL EDUCATION Strand(s): Games and Sports

Sub - Strand(s): Individual techniques, Team tactics

Attainment Targets:

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Perform warm up activities before each lesson.
- Perform cooling down activities after each lesson.
- Perform physical fitness exercises.
- Perform running and walking skills over prescribed distances.
- Perform athletic drills which involve bounding, leaping and hopping over obstacles.
- Discuss the health benefits from participating in physical activity.
- Demonstrate the two types of start.
- Demonstrate power and speed in running.
- Sprint over 20-50 metres using proper start and sprinting technique.
- Respond correctly to the commands “on your marks”, “set”, “go”.
- Demonstrate the long jump technique (take-off and landing).
- Perform body, arm and leg actions for different kinds of races.
- Perform continuous running over set distances.

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	<ul style="list-style-type: none"> • Demonstrate the techniques of jumping, landing and leaving the pit. • Participate in track and field activities. • Perform exercises to develop power, endurance and strength and coordination.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objectives:</p> <ul style="list-style-type: none"> • Communicate information on a particular topic using wikis • Use ICT tools to produce audio recordings around a particular topic • Follow guidelines to promote healthy use of ICT tools

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, Safety and Well Being</p> <ul style="list-style-type: none"> • Perform fitness exercises prior to/after skills training. • Perform 3 minutes of warm up exercises at the beginning of each class and 3 minutes of cool down activities at the end of the class e.g. jog, walk, stretch, skip etc. • Practise stretching exercises (develop flexibility). • Practise the 5 minute run/Practise continuous running over a given distance (develop endurance). • Practise short quick sprints changing direction (wind sprints) (develop speed and agility). • Use video capturing device capture warm up activities for future reference. 	<ul style="list-style-type: none"> • jog, walk, stretch, skip, leap, run • demonstrate flexibility, power, endurance and agility • make video recording 	<p>Satisfactory completion of proper warm up and cool down routine/exercises</p> <p>Competence demonstrated in physical fitness activities</p>
<p>Games and Sports</p> <ul style="list-style-type: none"> • Demonstrate the correct technique for walking and running <ul style="list-style-type: none"> - Walk in a straight line - Walk on a curve - Walk at different paces • Practise activities to develop technique for walking and running. • Practise technique for standing and crouch start using commands. • Demonstrate the sprinting technique (high knees, straight leg bounding, short sprints). Sprint 20-50m using the proper sprinting technique. • Perform long jump technique and drills. • Practise take-off and landing. • Standing on an elevation (land) • Standing broad jump • Participate in obstacle races which involve going over, under, through and around objects e.g. benches, hoops, cones, 	<ul style="list-style-type: none"> • demonstrate correct sprint techniques • take off and land • crawl, roll, leap, hop, bound • run, throw 	<p>Accuracy in the description and demonstration of the correct techniques of walking and running</p> <p>Efficient demonstration and discussion of the crouch and standing starts</p> <p>Accurate demonstration of the correct response to the commands of crouch start</p> <p>Ability to use the sprint technique over distances of 20- 50 m</p> <p>Demonstration of correct take-off and landing technique (take off from one foot- land on both feet)</p> <p>Ability to perform activities requiring</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
chairs, ropes <ul style="list-style-type: none"> • Develop techniques in skills requiring throwing, jumping and running. E.g. dodge ball, tag 		throwing, jumping and running skills
Movement Education <ul style="list-style-type: none"> • Demonstrate a series of movement to represent track and field events • Use movements to represent feelings associated with participating in track and field events (competitor, spectator) • Create a sequence of movement in personal and general space with or without apparatus (using pathways, directions, levels, rhythms). 	<ul style="list-style-type: none"> • coordination, balance acceleration • jump 	Performance of acceleration runs over varying distances Dramatization of movement expressing feelings about track and field Efficient demonstration of rhythmic movements
Learning Outcomes Students will be able to: <ul style="list-style-type: none"> ✓ Identify the differences between standing start and crouch start. ✓ State the commands of the crouch and standing start. ✓ Demonstrate the crouch and standing start. ✓ Identify differences between warm up and cool down exercises. ✓ Demonstrate warm up and cool down exercises. ✓ Use movement to respond appropriately to given situation. ✓ Demonstrate the correct take-off and landing. ✓ Demonstrate proper running technique. ✓ Identify running and walking technique. ✓ Recognize that skill development requires practise. 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Respond to commands of crouch and standing start. • Correct running technique • Correct take-off and landing technique • Safety rules must be observed at all times • Teachers should remind students to follow guidelines to promote healthy use of ICT 	<p>Extending Learning</p> <ul style="list-style-type: none"> • Participate in co curricula activities in school and their community. • Apply skills learnt in their everyday lives
<p>Resources</p> <ul style="list-style-type: none"> • ropes, athletic track, hoops, steps, planks, tapes, boxes, poles track (marked), whistle, stop watches, measuring tapes, clapper boards, rope, chairs, exercise mats 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • standing start, crouch start, drills, obstacles, sprint, race, power, speed, metres, bounding, stride, leaping, hopping, “on your marks”, “set go”, long jump, continuous running, interval running, lanes, obstacle race, accelerate, , sprint, take off, landing rhythm, rhythmic track, field, track and field, warm up, cool down, endurance, coordination
<p>Links to other Subjects Mathematics: measurements Science: components of fitness</p>	

Prior Learning

Check that students can:

- Perform basic techniques in kicking, throwing and catching a ball.

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 2 UNIT 2

Focus Question 1: “How can I develop skills for football and netball?”	
Health, safety and well-being	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> • Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment. • Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. 	<ul style="list-style-type: none"> • Perform warm up at the beginning of class and cool down at the end of the lesson • Pass ball using inside of the foot • Control the ball using the inside of the foot or the wedge • Correctly execute simple netball passes. For example, chest pass, bounce pass and overhead pass • Play basic competitive games using netball passes • Play minor football games using the inside of the foot to pass or control the ball • Correctly execute the inside of the foot pass over a short distance

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	<p>ICT Objectives</p> <ul style="list-style-type: none"> • Communicate information using wikis and discussion forums • Use selected ICT tools effectively to produce multimedia presentations to include text , images, shapes and narrations • Demonstrate safe, responsible online behaviour

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, Safety and well being</p> <ul style="list-style-type: none"> • Discuss the reasons for doing warming up and cooling down exercises or • Use the class blog to post discussion points on the reasons for doing warming up and cooling down exercises • Warm-up using high knee drills, short runs, sit-ups and rope jumping • Participate in physical activities to contribute to the development of physical fitness and maintain an optimum level of health and well-being. • Create and format a multimedia presentation to capture physical activities that contribute to the development of physical fitness 	<ul style="list-style-type: none"> • jog, run • communicate information using online journals • jump • catch, throw 	<p>Ability to list reasons for doing warm up activities</p> <p>Correctly complete warm up activities</p>
<p>Motor movement and Dance</p> <ul style="list-style-type: none"> • Use movements to depict correct responses in different situations during a game/competition. E.g. rhythmic jumps, landing on both feet 	<ul style="list-style-type: none"> • jog, run • communicate information using online journals • pass, dribble • control movements • pass, shoot, dribble in game situation 	<p>Adequately demonstrate through movement responses varying situations in games/competitions</p> <p>Ability to efficiently display dribbling passing, controlling, and shooting skills</p> <p>Accurate footwork used to kick ball at target</p> <p>Appropriate movement and footwork skills for activity applied</p>
<p>Games and Sports</p> <p>Football</p> <ul style="list-style-type: none"> • Short passes using the inside of the foot • Control passes on the ground using the inside of the foot or the wedge • Dribble through cones using the inside of the foot 	<ul style="list-style-type: none"> • rhythmic jump • land on both feet • pass ball • ball control 	<p>Performance requiring throwing and catching while stationary or in motion</p>

<ul style="list-style-type: none"> • Combine skills (passing, controlling and dribbling) using the inside of the foot/ wedge control • Participate in activities which require controlling, dribbling, passing and shooting effectively <p>Netball</p> <ul style="list-style-type: none"> • Catch ball using both hands stationery and in motion. • Perform various passes stationary and in motion. e.g. bounce pass, chest pass, overhead pass. • Practise jumping and landing simultaneously. • Play games with instructions to identify playing areas on the netball court. • Combine skills in competitive situations. • Observe diagram of the netball court/football field (with labelling of the playing areas and dimensions). • Play simple lead up games to major games that include the skills that were taught. • Discuss the behaviours which are appropriate after winning or losing a game. 	<ul style="list-style-type: none"> • shoot, rule application • catch, throw • land, pivot • identify, recognize 	<p>Awareness of specific areas of the field/court</p> <p>Execution of required footwork skills for netball</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Control and dribble a ball using the inside of the foot. ✓ Accurately use various parts of the foot to kick a ball. ✓ Develop skills for ball control in football or netball. ✓ Apply sports skills and sportsmanship to game situations. ✓ Accurately demonstrate the chest pass, bounce pass, overhead pass and overhead pass in netball. ✓ Apply rules in basic competitive game situation. ✓ Name the playing areas of the netball court. ✓ Play lead up games successfully. ✓ Demonstrate sportsmanship before, during and after competition. ✓ Demonstrate simultaneous landing. 		

Points to Note	Extending Learning
<p>Netball</p> <ul style="list-style-type: none"> • Step forward to make the pass the ball • Spread fingers, extend the arms to receive catch • Extension of the arms and feet pointing in the direction of the pass <p>Football</p> <ul style="list-style-type: none"> • The ball must make contact with the inside of the foot • Weight bearing/non kicking foot must be pointing in the direction of the pass • The passing foot must follow through after making contact with the ball • The teacher should recognise and understand the importance of technology access for all 	<ul style="list-style-type: none"> • Use skills learnt to participate in school and community activities.
<p>Resources</p> <ul style="list-style-type: none"> • Netball, Football, empty cartons, rule books, videos/DVD, pictures, cones, markers, whistle, netball court, football field, charts, computer, reliable internet 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Dodge, dribble, pass, travelling, control, pivot, positive attitudes, sportsmanship, skill development, abilities, responsibilities, netball court, football field, footwork, rule application, chest pass, overhead pass, bounce pass, wedge control, receive, apply, combine, simultaneous landing, catching
<p>Links to other subject</p> <p>Mathematics: angles, measurements</p> <p>Language Arts: listening, journaling, report writing</p>	

Prior Learning

Check that students can:

- Execute basic catching, throwing
- Demonstrate warm up and cool down activities

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 3 UNIT 1**Focus Question 1: How do I expand my knowledge to the game of cricket?****Health, safety and well-being**

ATTAINMENT TARGETS	OBJECTIVES	
<ul style="list-style-type: none"> • Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment. • Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. 	<ul style="list-style-type: none"> • Perform warm up activities and with cool down activities. • Perform the skills and techniques for catching and throwing. • Demonstrate the correct grip of the bat and batting stance in cricket. • Demonstrate correct fielding and throwing skills. • Intercept ball using the long and short barrier techniques. • Play games and work interactively while having fun. 	<ul style="list-style-type: none"> • Combine throwing, catching, batting, and fielding skills into basic competitive game. • Identify the basic playing positions in cricket. • State five (5) basic rules that governs the game of cricket. • Demonstrate an understanding of the basic rules of cricket. • Apply concept of teamwork and fair play in competitive situations.

<p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 		
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  DIGITAL CITIZENSHIP - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour 	<p>ICT Objectives</p> <ul style="list-style-type: none"> • Communicate information using wikis and discussion forums • Use selected ICT tools effectively to produce multimedia presentations to include text , images, shapes and narrations • Demonstrate safe, responsible online behaviour 	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, safety and well-being</p> <ul style="list-style-type: none"> • Perform warm up activities before, and cool down activities after class. • Display good sportsmanship in fun and competitive activities. • Create a video illustrating good sportsmanship 	<ul style="list-style-type: none"> • demonstrate, observe, perform • display sportsmanship • create video 	<p>Accurately perform warm up and cool down activities</p> <p>Adequate display of good sportsmanship evident in competitive activities</p>
<p>Movement Education Perform movements to express ideas about cricket.</p>	<ul style="list-style-type: none"> • mirror cricket skills in movements 	<p>Sequence of movements to express ideas and feelings about cricket</p>
<p>Games and Sports</p> <ul style="list-style-type: none"> • Play games such as right and left catching, circle catching, arc, slip catching, rebound catching to develop the art of throwing and catching in cricket. • Demonstrate basic grip, stance and back lift. • Perform forward defensive stroke and the straight drive • Play mini cricket matches. • Play basic competitive games using cricket skills learnt. • Take turns, rolling ball from a moving position to and from partners who are stationary and moving. • Design a model to show basic fielding positions. • Set a field to illustrate fielding positions. 	<ul style="list-style-type: none"> • attempt catches and throws with either hand. • grip a bat • bat and bowl • design a model • set a field for a game 	<p>Accuracy demonstrated in throwing and catching</p> <p>Demonstration of the correct batting and bowling technique</p> <p>Demonstration of appropriate technique when retrieving and returning ball</p> <p>Accurate construction of a model cricket field outlining basic fielding positions</p> <p>Set a field displaying basic fielding positions.</p>

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate knowledge of warm up and cool down activities. ✓ Play games to develop the skills of throwing and catching. ✓ Bat and bowl in a mini match. ✓ Design a model with fielding positions. ✓ Prepare a field for a match. ✓ Display good sportsmanship. ✓ Field in both the ball in and outfield using the proper technique (long barrier, short barrier). ✓ Demonstrate basic grip, stance and back lift ✓ Demonstrate forward defensive stroke and straight drive. 	
<p>Points to Note</p> <ul style="list-style-type: none"> • Warm up and cool down activities maybe jogging, running, walking, arm swinging, curl ups, knee raises, arm circling, heel raises, leg raises and body stretches. • Sportsmanlike behaviour must be encouraged at all times. • Teacher should remind students to follow guidelines to promote healthy use of ICT tools. 	<p>Extending Learning</p> <ul style="list-style-type: none"> • Participate in school, clubs and community activities to further enhance skills.
<p>Resources</p> <ul style="list-style-type: none"> • Cricket pitch, field bats, balls, cones, markers, computer, reliable internet 	<ul style="list-style-type: none"> • Key vocabulary warm up, cool down, fitness, conditioning, grip, stance, forward defensive, backward defensive stroke, receiving, fielding, rules, long barrier, short barrier
<p>Links to other subjects</p> <p>Science: temperature</p> <p>Mathematics: measurements, shapes,</p> <p>Visual Arts: designing</p>	

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 4 TERM 3 UNIT 1

Focus Question1: “How do I acquire baseball skills?”	
Health, safety and well-being	
ATTAINMENT TARGETS	OBJECTIVES
<ul style="list-style-type: none"> • Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment. • Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. <p>Movement Education Sub - strand(s): Motor control , Movement and Dance</p> <p>Attainment Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities. • Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 	<ul style="list-style-type: none"> • Perform warm up and cool down activities • Relate the history of baseball • Demonstrate how to grip the bat and ball • Observe the basic rules of baseball • Display basic knowledge of the baseball field • Demonstrate catching and throwing • Demonstrate the overarm throw • Identify batting position • Apply basic baseball skills in a minor game situation with emphasis on rules. • Work cooperatively with peers

ICT Attainment Target(s):

-  **COMMUNICATION AND COLLABORATION** - use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.
-  **DESIGNING AND PRODUCING** - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.
-  **DIGITAL CITIZENSHIP** - recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

ICT Objectives:

- Communicate information using wikis and discussion forums
- Use selected ICT tools effectively to produce multimedia presentations to include text , images, shapes and narrations
- Demonstrate safe, responsible online behaviour

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Health, Safety and Wellbeing <ul style="list-style-type: none"> • Perform warm up activities and cooling down activities after each class • Research history of baseball • Create a multimedia presentation to illustrate the history of baseball 	<ul style="list-style-type: none"> • report • search • create a video 	Performance of appropriate warm up and cool down activities Construct sentences to give information on baseball. E.g. history, description.
Games and Sports <ul style="list-style-type: none"> • Demonstrate the overarm throw • Throw baseball between partners using the overarm technique • Practice the swing • Practice the catching and swinging in lead up games 	<ul style="list-style-type: none"> • overarm throw catch • swing 	Effective demonstration of the overarm throw Effective demonstration of the swing in baseball
Movement Education <ul style="list-style-type: none"> • Perform movements to express ideas about baseball. e.g. grip, stance, swing 	<ul style="list-style-type: none"> • perform • demonstrate 	Demonstration of the correct, catching, batting and swinging technique.
Learning Outcomes Students will be able to: <ul style="list-style-type: none"> ✓ Complete warm up and cool down activities. ✓ Perform an overarm throw. ✓ Write 5 sentences on the history of baseball. ✓ Perform the swing ✓ Play games to develop throwing, catching and batting 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Correct grip of the bat. • Place the mitts on the hand opposite to the throwing arm. • Teach players to place their mitts out in front of their bodies with palms forward • Warm up and cool down activities maybe jogging, running, walking, hopping to direction, ball bouncing, throwing and catching. • Teachers should recognise and acknowledge the importance of technology access for all 	<p>Extending Learning</p> <ul style="list-style-type: none"> • Participate in school, clubs and community activities to further enhance skills.
<p>Resources</p> <ul style="list-style-type: none"> • Baseball field (or area of play), Baseballs, bats, gloves, mitts, markers, bases, cones, whistle, computer, reliable internet 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Swing, glove, mitts, home, base, score, runs, home run, pitch, out, foul, field of play, over arm, catch,
<p>Links to other subjects Mathematics: shapes, angles Language Arts: sentence construction</p>	

PHYSICAL EDUCATION GLOSSARY

Note: This glossary provides definitions for some of the terms used in the Physical Education Standards, Strands, Attainment Target, Suggested Teaching and Learning Activities, Grade-level Outcomes as well as in various sporting discipline. The terms and definitions included here are not meant to be a comprehensive list of essential concepts and ideas in Physical Education.

Aerobic activity: Any sustained exercise that stimulates and strengthens the heart and lungs, thereby improving the body's use of oxygen. Examples of aerobic exercise include jogging, rowing, swimming, or cycling.

Anaerobic activity: Any short-duration exercise that is powered primarily by metabolic pathways that do not use oxygen. Examples of anaerobic exercise include sprinting and weight lifting.

Agility: The ability to change body position quickly and to control one's physical movements.

Balance: The ability to keep an upright posture while stationary or moving.

Balance and control skills: The ability to control the movement of the body while stationary or moving.

Base of support: An area defined by the parts of the body and any assistive devices, such as canes or crutches that are in contact with the support surface.

Body composition: All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.

Body systems: Groups of organs that work together to accomplish a specific physical or biological task.

- *Cardiovascular.* The heart, blood vessels, and blood, which provide oxygen and nutrients to the body.
- *Digestive.* The organs and glands that are responsible for ingestion, digestion, and absorption of food.
- *Endocrine.* The glands that produce hormones that regulate various body systems, including but not limited to metabolism, growth and development, tissue function, reproduction, sleep, and mood.
- *Immune.* The system that protects against infections and other foreign substances, cells, and tissues.
- *Muscular.* The skeletal, smooth, and cardiac muscles that support movement and help maintain posture and circulate blood, among other functions.
- *Nervous.* A complex communication system that transmits nerve impulses between parts of the body.
- *Reproductive.* The organs and glands in the body that aid in procreation.
- *Respiratory.* The airways and passages that bring air, including oxygen, from outside the body into the lungs.
- *Skeletal.* The framework of the body, consisting of bones and connective tissues that protect and support the body tissues and internal organs.

Competency: One's ability, skill, and knowledge to perform a task.

Complex motor activities: Activities that involve more than one skill.

Complex motor skills: Skills that are made up of two or more skills. Examples include hopping and skipping, throwing and catching.

Complex movement sequences: Movements that require a combination of motor skills.

Components of health-related fitness: Aspects of physical fitness that help one stay healthy. Examples include:

- *Body composition:* All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.
- *Flexibility:* The ability to move the joints through a full range of motion.
- *Muscular endurance:* The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
- *Muscular strength:* The amount of force a muscle can exert.

Components of skill-related fitness: Aspects of physical fitness that help one perform well in sports and other activities that require certain physical skills. Examples include:

- *Agility:* The ability to change body position quickly and to control one's physical movements.
- *Balance:* The ability to keep an upright posture while stationary or moving.
- *Coordination:* The ability to use one's senses together with one's body parts, or to use two or more body parts together.
- *Power:* The ability to use strength quickly.
- *Reaction time:* The ability to react or respond quickly to what one hears, sees, or feels.
- *Speed:* The ability to perform a movement or cover a distance in a short period of time.

Movement Concepts

Direction: Forward, backward, left, right, clockwise, counter-clockwise, up, down, over, under, and through.

Effort: Exertion of physical or mental power in activities.

Levels: Low, medium, and high.

Concepts of pathways: Zigzag, straight, and curved movement.

Relationships: The position of the performer of an activity related to a piece of equipment or to other performers.

Spatial awareness: The location of objects in relation to one's own body.

Coordination: The ability to use one's senses together with one's body parts, or to use two or more body parts together.

Defense: A means or method of defending or protecting.

Cooperative situations: Situations where individuals use teamwork to overcome challenges.

Dynamic balance: Balance while moving. Or, the ability to balance under changing conditions of body movement.

Dynamic stretching: A form of stretching beneficial in sports using momentum from form, and the momentum from static-active stretching strength, in an effort to propel the muscle into an extended range of motion not exceeding one's static-passive stretching ability.

Complex gymnastics Skills: A discipline that emphasizes body management and problem solving skills through movements such as stunts, balances, and poses.

Pattern: The beginning stage of acquiring motor skills and knowledge.

Field/striking games: Games in which one team occupies positions throughout the space (field) and the other team tries to score by batting or striking an object into open space, with enough time for the hitter to run between bases (or wickets).

Field Events: Athletics sport other than race, such as jumping and throwing

Track Events: Athletic events that take place on a running track

Flexibility: The ability to move the joints through the full range of motion.

Force: The effort or tension generated in movement.

Fundamental motor skills: Foundation movements that are precursor patterns to the more specialized, complex skills (body management skills, locomotor skills, and manipulative skills) that are used in play, games, sports, dance, gymnastics, outdoor education, and physical recreation.

General space: All the area outside of someone's personal space, for instance in a classroom, field, or gym.

Implement: Device used in the performance of a task.

Increasingly complex activities: Activities that involve progressively more difficulty.

Individual-performance activities: Activities that do not involve teamwork. Examples include gymnastics, track and field.

Inverted balance: Sustained balance, for approximately three seconds, in a position with the head below the body.

Lifelong activity: An activity that is suitable for participation at any time across the life span.

Pass: A throw in which an implement/manipulative is thrown ahead of the intended receiver so that the receiver can catch an implement/manipulative while in motion.

Lead-up activity: An activity developed to limit the number of skills needed for successful participation.

Lead-up game: A game developed to limit the number of skills needed for successful participation.

Level: A measure of the relationship of one's body to the floor or an apparatus, or of an object to one's body. Examples of levels include high, low, and in between.

Locomotor: Movement that moves the body from one place to another. Examples include walk, jog, run, jump, hop, leap, gallop, slide, and skip.

Manipulative: An object designed to be moved by hand as a means of developing motor skills.

Manipulative skills: Skills for controlling or manipulating objects. Examples include kicking, striking, punting, rolling, tossing, throwing, catching, and dribbling.

Form: Performance of critical elements of a skill in a smooth and continuous motion.

Motor control: The process by which the brain is used to activate and coordinate the muscles and limbs involved in the performance of a motor skill.

Pattern: Execution of the critical elements a skill with efficiency in authentic environments.

Modified games: Small-sided games in which the rules have been modified to emphasize use of specific skills. An example of a modification is creating a penalty for dribbling to emphasize passing.

Motor skills: Actions that involve the movement of muscles in the body. Motor skills are divided into two groups:

- *Gross motor skills:* Large movements of arms, legs, feet, or the entire body, such as crawling, running, and jumping.
- *Fine motor skills:* Small, fine-tuned movements, such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects.

Motor skill combinations: Actions involving two or more different motor skills, including gross motor skills and fine motor skills.

Movement concepts: Space, pathways, levels, relationships, speed, direction, force.

Muscular endurance: The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.

Muscular strength: The amount of force a muscle can exert.

Muscles: Major muscles of the body include the abdominals, biceps, triceps, pectorals, hamstrings, quadriceps, gluteals, gastrocnemius, and trapezius.

Non-locomotor: Movement in which a body does not move from one place to another. Examples include bend, twist, stretch, push, pull, turn, swing, sway, and rock.

Offense: A means or methods of attacking or attempting to score.

Open space: A space where there are no defenders/opponents.

Pathways: The path a movement takes through space. For example, zigzag, curved, or straight.

Performance: Demonstration of a learned skill.

Personal space: The area immediately surrounding a person.

Warm-up: 5–10 minutes of light exercise to increase blood flow and raise the temperature in muscles.

Stretching: About 5 minutes of stretching to increase flexibility and help avoid injury and strained muscles.

Cool-down: 5–10 minutes of reduced exercise to help heart rate, breathing rate, body temperature, and circulation return to the resting state.

Physical activity: Bodily activity that enhances or maintains physical fitness and overall health and wellness. Physical activity may be performed for various reasons, including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, and merely enjoyment; it is of a well-rounded physical education program, but not a content area in itself.

Power: The ability to use strength quickly.

Proficiency: Advanced competency in any subject or skill.

Progression: Idea that the amount and intensity of physical activity needs to be increased gradually.

Movement combinations: Sequence of actions.

Reaction time: The ability to react or respond quickly to what one hears, sees, or feels.

Refined sequences: Specific movements combined to create a desired outcome. An example might include traveling, rolling, balancing, and transferring weight in a smooth, flowing sequence with intentional changes in direction, speed, and flow.

Rhythmic skills: Movement that aligns to a steady pulse or musical beat. Examples include creative movement to music, multicultural dance, and jump rope.

Safety: Ways to maintain personal safety when involved in activities.

Safety rules: Defined rules intended to keep participants safe.

Self-space: The space that one's body or body parts can reach without traveling away from a starting location.

Skill-related fitness: Agility, balance, coordination, power, reaction time, and speed.

Skills performance: Demonstrating ability to do a specific task well; improves with practice.

Small-sided game play: An organized game in which the number of players is reduced from the conventional competitive version of the sport. Examples include 2v2 basketball, 3v3 volleyball, etc.

Small-sided practice tasks: Tasks designed to practice particular skills.

SMART goals: Criteria for setting useful objectives.

- Specific
- Measurable

- Attainable/Achievable
- Realistic/Relevant
- Timely/Time bound/Timeline

Speed: The ability to perform a movement or cover a distance in a short period of time.

Sportsmanship: Fairness in following the rules of the game.

Static balance: Balance while stationary or the ability to retain one's centre of mass above one's base of support in a stationary position.

Static stretching: Used to stretch muscles while the body is at rest.

Strategy: A careful plan or method for achieving a particular goal, usually over a period of time.

Strike: To come into contact with an object via hand or handled implement

Stretch:

- *Dynamic stretch:* Using momentum to propel a muscle into an extended range of motion not exceeding one's passive stretching ability
- *Static stretch:* Gradually lengthening a muscle to an elongated position while the body is at rest.

Tactics: The art or skill of employing available means to accomplish an end.

Tagger: A person who safely and appropriately touches a person or object.

Tagging: Traveling quickly toward a person or object for a safe touch.

Transition: An act or process of passing from one state, stage, or place to another.

Volley: A shot or kick made by hitting an object before it touches the ground. A basic skill used in passing a Volleyball.

Weight transfer: Movement of body weight from one body part to another.

Wellness: An overall state of being in good health.

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NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 4

RELIGIOUS EDUCATION



PHILOSOPHICAL STATEMENT

Religious Education serves as the flagship subject championing and promoting the teaching of religious thinking skills, renowned civic virtues and moral values such as integrity, responsibility, respect, justice, honesty and equality. The aforementioned virtues and values, among others, are utilized to shape the habits and hearts of students, teaching them what it means to be good and virtuous citizens of the highest moral integrity. The utilization of modern approaches such as the thematic and phenomenological approach, among others, enables students to objectively explore and acknowledge the diverse concepts of the divine, the inherent worth and dignity of all beings, pathways to spiritual development and finding meaning and purpose in life.

These approaches not only address the “who” and “what” of the subject but also the “why”. As such, they lend themselves readily to integration with all other subjects- not only the Arts but, also Science and Technology. This makes the subject more relevant, and leaves much room for creativity/self-expression and understanding on the part of both students and teachers. Religion has been an integral part of people’s everyday lives; students are therefore helped to mature in relation to their own patterns of beliefs and behaviours, culture and laws as well as those of others. As such, Religious Education accommodates a broadened and balanced perspective of worldwide and Caribbean religions that helps students to understand more clearly how the beliefs and practices of these groups have affected, shaped and influenced everyday life and culture thereby, enhancing students’ social identities and transforming our world so that we can live and work together in harmony.

Ways in which Religious Education Supports the Values of the Curriculum

At the core of Religious Education are such renowned civic virtues and moral values as honour, love, forgiveness, honesty, integrity, stewardship, faithfulness, generosity, helpfulness, a sense of responsibility, courage, conviction, justice, self-worth; freedom equality, respect for others, for life itself and for the environment. It places specific emphasis on:

- students valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- valuing and respecting the diverse beliefs and opinions of others.

Religious Education also recognises the changing nature of society, including changes in religious practice and expression, and the influence of religion in Jamaica and also within the global community.

WAYS IN WHICH RELIGIOUS EDUCATION SUPPORTS THE AIMS OF THE CURRICULUM

The overall aim is that Religious Education should be delivered as a stimulating, interesting and enjoyable subject to all students. The knowledge, skills and understanding detailed in the Standards and the Teacher's Guide are designed to promote the best possible progress and attainment for all students. Religious Education develops both independent and interdependent learning.

LEARNING ABOUT RELIGION

This includes the investigation of and an enquiry into the nature of religion. Students will have opportunity to explore religious beliefs, teachings, ways of life, forms of expression and practices. They will learn to communicate their knowledge and understanding using vocabulary within a religious context. Learning about religions will also ensure that students develop and understanding with explanations of ultimate questions of deity and ethical issues. It will give students a holistic view of how individual religions function as well as the nature and characteristics of each religion.

LEARNING FROM RELIGION

This concerns the development of students' reflection on and the response to their own and others' experiences in the light of their learning about religion. It will develop their skills of application, evaluation and interpretation of what they have learnt and of their

experiences about religion. Students will learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose, truth, values and commitments.

LEARNING HOW RELIGION INFLUENCES CHANGE

It is here that students will examine the traditional belief systems in Jamaica and the Caribbean. They will be able to understand the part that these belief systems have played in shaping the religious, cultural and social life of the individual, community and society. The role and functions of religious leaders in the process of nation building in Jamaican society and in the world will be studied. Students will ultimately examine how religion can influence change in their daily lives and that this commitment can lead to the betterment of their lives, the community and society in which they live.

Religious Education also encourages an enquiring approach in which students carefully consider issues of beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables students to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Religious Education promotes students spiritual, moral, social and cultural development and hence prepares them for the opportunities, responsibilities and experiences of life.

Religious Education has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this is a focus on ultimate questions and ethical issues. This focus enables students to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. Religious Education seeks to develop in them the awareness of themselves and others. This ultimately helps students to gain a clear understanding of the significance of religions and beliefs in the world today and learn about the way different faith communities relate to each other. Consequently, the Religious Education curriculum aims to promote religious understanding, discernment and respect and to challenge prejudice and stereotyping.

An important aspect of Religious Education is the promotion of each student's self-worth. A sense of self-worth helps students to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Promoting spiritual, moral, social and cultural development through Religious Education

Religious Education provides opportunities to promote ***spiritual development*** through:

- Debating, discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, forgiveness, honesty and truth.
- Reflecting and learning about important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.
- Examining how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.
- Developing a sense of belonging and valuing relationships.
- Examining their own views and ideas on religious and spiritual issues.

Religious Education provides opportunities to promote ***moral development*** through:

- Valuing diversity and engaging in issues of truth, justice and trust, among other virtues.
- Examining the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.
- Considering what is of ultimate value to students and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.
- Exploring a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity.
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Religious Education provides opportunities to promote ***social development*** through:

- exploring how religious and other beliefs lead to particular actions and concerns
- debating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- examining students' own and others' ideas on a range of contemporary social issues

Religious Education provides opportunities to promote ***cultural development*** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- examining the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

GUIDANCE FOR TEACHER IN THE TEACHING OF RELIGIOUS EDUCATION

In this Religious Education programme students are exposed to three Attainment Targets- learning about religions, learning from religions and learning how religions influence change. The key role of the teacher is to ensure that sensitivity is used during the delivery of the lessons. It must be recognized what a vital role this subject plays in influencing the decision-making of students especially at the age when they are making key choices and decisions in life which will ultimately affect their future and how they take their role in society as responsible citizens. The units in the Teacher's Guide have been written to guide teachers in how delicate subjects should be discussed, explored and explained.

The teacher of R. E. is first and foremost an educator, and as such will be concerned to encourage students to have an open, critical, unbiased approach to the subject. This approach is based on a willingness on the part of teacher and pupils to raise questions without necessarily arriving at conclusive answers.

The Religious Education teacher is not just one who dispenses information concerning beliefs and practices. The subject transcends the informative. It is necessary for the teacher to be able to guide students into an appreciation of the thoughts and intentions that lie behind religious words and actions.

The Religious Education teacher should be objective and impartial. He or she should not present opinions and beliefs as facts. Such a person should know the differences between verifiable facts and matters that remain beyond empirical investigation and truth.

Religious Education should not be used for political or religious indoctrination. Teachers of the subject should not impose particular values and beliefs on children. However, they, along with all other teachers, should support basic educational values and those represented by the school as a whole.

The teacher therefore should:

- Be clear about the nature of the subject and its concerns.
- Recognise that any religion is far more than a belief system.
- Begin at first by working within aspects of the subject that are familiar and accurately understood - in other words: start from the known and move to the unknown.
- Be more a guide than an authority.
- Display a high degree of interest in Religious Education.
- Show a high level of interest in the exploration of ultimate questions at his or her level, as well as at the students' level.
- Present himself/herself as a teacher and not as a preacher. During classes, he or she should never proclaim personal religious conviction in the way that this might be done in a place of worship; rather the teacher should ensure that students see each individual's personal convictions as another set of beliefs, not as indisputable facts.
- Guide pupils into exploring and seeking answers to Life's questions.

HOW RELIGIOUS EDUCATION LESSONS SHOULD BE TAUGHT

In summary, the Religious Education teacher should teach in such a way as to:

- Encourage students to ask fundamental questions about themselves, about their social and natural environment and about religion, as a phenomenon.
- Integrate R. E. concepts with those of other subject areas where possible.
- Make use of the personal knowledge and experiences, talents, likes and dislikes, interests, and hobbies of students.
- Make use of everyday-life situations and collective creative expressions of the community/world to instil positive moral values and explore ethical issues as well as to facilitate a clearer understanding of religious beliefs and practices.
- Employ the use of audio-visuals / technological advances wherever possible.
- Encourage frank and honest discussion of and responses to the issues and content being explored.
- Encourage teacher-student space/ student-student interaction.

- Supply the tools with which students can make their own ethical decisions as well as develop and / or consolidate their own belief systems.
- Be objective in the presentation and discussion of content and in handling of student responses.
- Ensure that students are not overwhelmed by too much detail, but rather that the main ideas suggested by the objectives used to guide the level of detail to be taught.

THE GRADES 4 TO 6 RELIGIOUS EDUCATION CURRICULUM

The Grades 4 to 6 Religious Education Curriculum lays the foundation for the more complex issues that are taught and dealt with at Grades 7 to 9. In the primary phase of education students will learn how religion is practised locally and internationally, which features are common to most religious groups and how beliefs and practices are informed. Within the Grades 4 to 6 Units, students will be exposed to learning about aspects of rites of passage, origins of and distinctions between world religions in the Caribbean, how indigenous religious groups in Jamaica have influenced society, the origin spread and contribution of Spiritual Baptists, Orisha, Santeria and Voodoo, religious practices connected with important stages of life such as pregnancy, birth and infancy, puberty, marriage and death and how members of different religious groups perform daily acts of faith.

It stands to reason that the topics covered in the primary phase need to be taught sensitively and thoughtfully. Each unit within the Teacher's Guide gives detailed suggestions of how these topics should be taught to students and the approach that should be taken to ensure that they are pitched at the appropriate level and content to cater for the age and ability of each student.

CONCLUSION

Ultimately, Religious Education should allow students time for questions, creative expression, commentary on Life's ethical issues, learning about beliefs and practices. Examining the framework of society, examining themselves, learning from each other and applying concepts to specific situations.

Morals, principles and values play an important role in the lives of every individual and it is the aim that Religious Education will be one of the key subjects in the curriculum which will ensure that students are well equipped to take their place in their community, society and the global context as responsible citizens who have been given the best foundation on which they can build their future lives.

OVERVIEW OF SUBJECT CONTENT GRADE 4

SUBJECT	TERM 1	TERM 2	TERM 3
Religious Education	<p>Religion as practised locally and internationally Practice of faith in the local community; discovery of personal beliefs; how and why people started to worship; whether worship practices have changed over time.</p> <p>Commonalities among religious groups worldwide: Personal knowledge and experience used to aid discovery of common practices among religious groups worldwide.</p>	<p>Similarities and differences among religious groups worldwide: Personal knowledge and experience used to aid discovery of common practices and differences among religious groups worldwide. Include:</p> <ul style="list-style-type: none"> • Common features of sacred writings - history, laws, hymns, poetry etc. • Similarities in basic beliefs and practices. • Basic needs and values. <p>Features common to religions/religious groups 1 (How, when, where and why selected major world religions originated) Internationally known holy people and places of origin associated with , Christianity, Judaism, Islam and Hinduism ; biographies of/contributions made by outstanding persons associated with Christianity, Judaism, Islam and Hinduism to the origin of these religions; significance of locations in other parts of the world that are associated with these religions.</p>	<p>Public worship as held by major religions in the local community: how, when and where. Include:</p> <ul style="list-style-type: none"> • Day(s) and time(s) of corporate worship • Name(s) of place(s) of corporate worship • Some features of the interior/exterior of place(s) of corporate worship • Name(s) for and role(s) of leaders of corporate worship. <p>Passing on of beliefs and practices by the four major religions: informing believers and non-believers about God, festivals, forms of worship, places of worship, holy people and places, key stories/holy books, rites of passage, special objects and systems of belief, corporate worship, signs and symbols. How morals and values taught by these groups guide people’s lives</p>

AIMS OF RELIGIOUS EDUCATION:

The study of Religious Education should:

- Enable students to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- Prepare students for adult life, employment and their role in an ever changing society
- Develop successful life-long learners with an understanding of the origin, development, beliefs and practices of religious groups worldwide.
- Develop confident and productive individuals who are guided by the positive universal attitudes, morals and values taught by religions
- Enable students to live in harmony with others and their environs
- Enhance the development of well-rounded /proud citizens of Jamaica who value the rich cultural heritage contributed by religious groups to the Jamaican Society
- Help students to acknowledge the Divine, regardless of race, colour ,class or creed Guide students to develop Character, their sense of identity and find meaning and purpose
- Help students to understand that the teachings of the religions studied provide guidelines for life ,applicable to real life experiences and also govern the society
- Guide students to develop character, their sense of identity and find meaning and purpose in life

THE ROLE OF RELIGIOUS EDUCATION IN THE CURRICULUM

Religious Education provides a moral compass within the curriculum. It offers students the opportunity to explore, question, seek and discover for themselves concerning the ultimate things of life, and thus to find meaning and purpose for their lives and as it exists in the lives of others.

CONTRIBUTION TO THE COMPETENCIES

Students who study Religious Education learn to analyze and evaluate, explore, engage in intelligent discussion and to compare religious theories, beliefs and practices. They learn to articulate their insights and examine contemporary life issues. They also learn to respect the rights of others to their points of view and to see the worth in the beliefs and practices of others.

RANGE OF ACTIVITIES

Teachers will facilitate the teaching/learning process through the use of:

Resource persons, field trips, multi-media equipment and materials various Drama modes/ The Arts, Case Studies, panel discussions, debates, projects /exhibitions/displays, interviews, researching/reporting, journals/diaries, cooperative group work, observation in a variety of settings, peer instruction, self-instruction, poems, folklore, stories, learning centers, portfolios and lectures by (older) students.

RANGE OF CONTENT

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

Students will:

- Acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices.
- Demonstrate an understanding of religious practices, principles and phenomena.
- Develop an openness and sensitivity towards people whose religious beliefs and practices may be different from those with which they may be familiar.
- Begin to develop a clear understanding of the nature and claims of the Christian religion and other traditional belief systems in Jamaica and the Caribbean, as well as of the part these play in shaping the religious, cultural and social life of the region.
- Explore the role of religion in human life and experience.
- Develop a sense of awe, respect and wonder which may lead to the desire to probe more deeply into matters concerning religion.
- Appreciate the importance of commitment to moral and/or religious principles, and understand how this commitment can lead to the betterment of themselves, their country and the world.

Each grade level concentrates on a theme as follows:

Grade 4: The Nature of Religion Worldwide

Grade 5: How Religions Adapted to Caribbean life

Grade 6: Religion in Daily Life – Rites of Passage and Personal Expressions of Faith

STANDARDS FOR RELIGIOUS EDUCATION GRADE 4

The Attainment Targets

There are 3 key Attainment Targets within the Religious Education curriculum. Each Attainment Target has 3 strands as follows:-

AT1: Learning about religions			AT2: Learning from religions			AT3: Learning how religion influences change		
Beliefs and Teachings Examine origins, beliefs and practices of the four major religions and selected indigenous religions where applicable.	Practices and Life Styles Distinguish between key features of different faiths; including commonalities and differences (for example, within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.	Expression and language Identify how people from different faiths express themselves. Acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.	Identity and Experience Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.	Meaning and Purpose Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life	Values and Commitments Appreciate the importance of commitment and values to moral and /or religious principles.	Religions and how they adapted to Caribbean life Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.	Religion as an influence for change Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.	Religion and its influence on daily life Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and of their country and the world.

	AT1: Learning about religions			AT2: Learning from religions			AT3: Learning how religion influences change		
Sub Theme	Beliefs and Teachings	Practices and Life Styles	Expression and language	Identity and Expression	Meaning and Purpose	Values and Commitments	Religions and how they adapted to Caribbean life	Religion as an influence for change	Religion and its influence on daily life
G4_	Interpret Sacred stories, drawing meaning from them concerning the ways that love, care and concern may be expressed. Examine events in the Bible that tell how Judaism and Christianity began.	Explore the nature of religion and how it is expressed specifically in the Jamaican community. Analyse the basic elements/features common to most religious groups. Explore content and infer that religion is made up of systems of beliefs and practices to which people all over the world adhere.	Recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations / festivals and ceremonies.	Compare aspects of their own experiences with those of others, identifying what influences their lives and the lives of others. Discuss the values of truthfulness, honesty, kindness, love, trust, gratitude and respect for others' rights and for persons in authority as these values are portrayed in religious stories.	Discuss basic activities that take place (e.g. in worship services and prayer meetings) as people within the community practice their faith.	Understand how different religions use their rules and regulations to govern behaviour in the home, school and wider community.	Integrate information and make inferences about the nature of religion and how it is expressed both in Jamaica and internationally. Relate some of the stories and basic aspects of their history used by the four major religions in preserving and passing on what is important to them. Differentiate between the various religions/denominations and other religious groups that exist within Jamaican and Caribbean society.	Develop an appreciation for the roles that religious leaders have played in Jamaican society over time.	Explore ways in which religion acts as a motivating factor that influences every area

ABOUT THE UNIT

In this Unit students will learn about the practices that are observed by most religious groups worldwide. They each have a form of worship, encourage their followers to speak to their deity/deities through prayer, and stress the importance of each person maintaining a close link between what he or she believes and what he or she does every day.

In local communities within Jamaica the following religious practices can be observed:

- *Attending a place of worship*
- *Singing/chanting*
- *Praying*
- *Reading sacred literature/scriptures*
- *Celebrating important religious occasions*
- *Fasting*
- *Feasting*
- *Special days set apart for worship*
- *Giving to the less fortunate*
- *Dietary and hygiene practices*
- *Observing dress codes*

Religious groups do the following:

- offer a sense of belonging
- have beliefs
- worship
- celebrate festivals
- have rites and rituals
- have sacred literature
- live by moral principles

Religious Education Attainment Targets: AT 1. Learning about Religions: Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups	Religious Education Objectives: <ul style="list-style-type: none"> • Identify the different groups (denominations and sects) in Christianity, particularly those which exist in the local community. • Explain what it means to be a member of a particular religious community.
Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.	<ul style="list-style-type: none"> • Integrate information and make inferences about the nature of religion and how it is expressed specifically in the Jamaican community. • Discuss basic activities that take place (e.g. in worship services and prayer meetings) as people within the community practise their faith. • Differentiate between the various religions/denominations and other religions/denominations and other religious groups that exist within Jamaican and Caribbean Society. • Describe the basic sequence involved in corporate worship that takes place in many Christian denominations in the local community.
Expression and language: Identify how people from different faiths express themselves, acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.	<ul style="list-style-type: none"> • Discuss the values of truthfulness, honesty, kindness, love, trust, gratitude and respect for others' rights and for persons in authority as these values are portrayed in religious stories.
AT 2. Learning from Religions: Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices maybe different from those with which they may be familiar.	<ul style="list-style-type: none"> • Explain the human need to relate not only to other human beings, but also to some form of deity/Supreme Being/Creator, and the part religion plays in satisfying this need.
Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.	<ul style="list-style-type: none"> • Respond positively to stated human values in word and action.
Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.	<ul style="list-style-type: none"> • Explore ways in which religion acts as a motivating factor that influences every area of human life.

	<ul style="list-style-type: none"> • Explore and list ways in which religion acts as a motivating factor that influences every area of human life.
<p>AT 3. Learning How Religion Influences Change: Religion and its influence on daily life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Develop the ability to see another person’s point of view. • Develop respect for the right of other persons to have different points of view and/or practices from their own. • Compare aspects of their own experiences and those of others, identifying what influences their lives and the lives of others. • Discover ways in which religion can help to form the basis of their own values and belief systems.
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> 🖨 COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others. 🖨 DESIGNING AND PRODUCING – Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. 🖨 RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. 🖨 DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

UNITS OF WORK GRADE 4 TERM 1 Unit 1 (12 weeks)

THEME: The Nature of Religion Worldwide

**Sub themes: a) Religion as practised locally and internationally
b) Commonalities among religious groups worldwide**

Prior Learning

Check that students can:

- ✓ Identify places of worship in the local community
- ✓ Identify locations, features and the uses of places of worship in the local community.

Focus Question 1: Do people in my community practise their faith in the same ways and for the same reasons as those who first worshipped?

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Be introduced to the unit in one (or a combination) of the following ways:</p> <ul style="list-style-type: none"> • Participate in mounting a pictorial display in classroom of scenes of both beauty and devastation in nature. Pictures should show no evidence of human presence, and should suggest nature’s power and its extremes. They should also include landscapes, seascapes, ‘skyscapes’, animals, birds, insects, flowers. • Pretend they are present at the dawn of Creation, and then listen to an audio recording containing a collage of sounds from nature. • View a brief video depicting sights and sounds of nature. • Help supply pictures for and mount display, and/or make some of the nature sounds. • Be guided through a Speak Easy session, using the teacher’s chair as the power chair, give their impressions re the creation of the world. • Through exploration of the following, from paired and guided information searches from encyclopaedia/pre-selected websites students become aware of Nature’s extremes and its power, as well as formulate and try to answer their own questions about: <ul style="list-style-type: none"> i) how the world and its people came into being, ii) the meaning and purpose of life, 	<ul style="list-style-type: none"> • Interpret and respond to auditory and visual cues to gain information • Participate in class activities by articulating their points of view. • Navigate digital content on websites and storage devices 	<p>Oral and written responses containing plausible conclusions about the dawn of creation and a list of students’ views/answers</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>iii) why bad/extreme things happen in nature, iv) Why people, plants and animals die.</p> <p>Students thereby provide their own answers to the question: “How and why did people begin being religious?” after defining the term ‘religious’ with the teacher’s assistance.</p>		
<p>Discuss their impressions as well as their views on the following questions: “Why and how do people practice their faith in my community?”</p> <p>“Why aren’t some people religious, and does this make a difference to their lifestyles?”</p> <p>List their combined views on the questions above. Formulate a questionnaire based on the questions above, then:</p> <p>Do a vox pop (i.e., a digitally recording device such as a cell phone “man in the street”-type opinion-gathering exercise) using any available audio recording device to record persons’ views in the community. In so doing, ask friends, relatives and indigenous religious groups as well as a variety of other worshippers and non-worshippers of different age groups the same questions they asked of themselves. Share recorded answers in class and compare with their own ideas.</p>	<ul style="list-style-type: none"> • Clearly articulate impressions gained from stimuli. • Draw conclusions from discussions. • Categorize information • Compile list • Formulate and ask appropriate questions to gain desired information • Control tempers/display tact and courtesy • Find acceptable ways of expressing displeasure, anger and frustration, - i.e. without using foul language 	<p>Information gathered by means of vox pop sessions using correctly constructed questionnaires.</p> <p>Accurate information portrayed on ‘Did you know?’ posters created after research</p> <p>A checklist created by students to observe each other’s attitudes to the beliefs and practices of others.</p>
<p>Do individual research using online/offline databases/websites as well as Religious Education and other texts to get further insight and find answers to the questions.</p> <p>Bring findings to class and share by means of ‘Did you know?’ posters.</p> <p>Use the Forum Theatre style to report on findings. (Each student takes on a particular role of a person mentioned in the content being reported on,</p>	<ul style="list-style-type: none"> • Conduct electronic searches • Compare ideas • Gather information from a variety of sources • Share information creatively • Empathize with others/recall information/ use religious words correctly in 	<p>A 3-columned chart designed to contain views and explanations about the origin of religion.</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>then expresses the views of that person).</p> <p>Teacher will:</p> <ul style="list-style-type: none"> help students clarify the various explanations given so far by listing/comparing the following on a chart: - their own views, - views of others in the community, - explanations from books. - lead students (through discussion) to draw conclusions on the following: <ul style="list-style-type: none"> • How religion was practiced in its early stages. • The different explanations regarding why people began practicing religion. • Plausible answers to questions regarding the origin of religion. 	<p>conversation</p> <ul style="list-style-type: none"> • Categorize and compare information. • Develop logical arguments /draw accurate conclusions. • Share information/personal views 	
<p>Students will:</p> <p>Display ‘Did you know?’ posters around the school explaining what they have discovered.</p> <p>Begin to write their impressions re their findings in personal journals. Include in the journal entries a) any challenges faced, if any, while collecting information b) what they found out .and c) some conclusions that they have drawn</p> <p>Teacher will:</p> <ul style="list-style-type: none"> - Take students on field trips to various places of worship. - Guide students in conducting a survey to find out common religious practices in places of worship in their local communities. 	<ul style="list-style-type: none"> • Explain discoveries • Record Findings • Collect Information • Conduct survey 	<p>Posters displayed explain student discoveries.</p> <p>Impressions re findings recorded in personal Journal entries</p> <p>Surveys revealed common religious practices within local communities</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Interpret their observations; make clear, articulate, original and insightful comments and show ability to draw conclusions about the nature of religion as practiced locally and internationally. 		

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> ✓ Produce recordings that provide information that was useful for class discussion concerning their own beliefs and those of members of their community. ✓ Do research that shows evidence of greater insight into how and why people started to worship. ✓ Conduct the vox pop and/or express their feelings and views in a socially acceptable manner. ✓ Do creative posters to convey at least three pieces of accurate information concerning how religion is practiced locally and internationally. ✓ Through Forum Theatre convey accurate information with a balanced representation of community views and knowledge of community religious practices. ✓ Show ability to use religious words and language correctly. ✓ Successfully participate in peered and guided information search safely online to gather information on the history of religion. 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Teacher will help students arrive at the conclusion that the earliest people observed the powers of nature and decided that there was need to worship a deity or deities. • Teacher should guide students in selection of pictures to ensure that pictures used do not show evidence of human habitation. • Teacher should monitor students' use of the internet to ensure students observe online etiquette <p>Links to other subjects: Drama Language arts Visual Arts</p>	<p>Extended Learning</p> <ul style="list-style-type: none"> • Collect/take pictures of local places of worship and make an album or montage for display then write a paragraph about these activities. Answer the following question: 'How does the presence of places of worship impact the local community?'
<p>Resources</p> <ul style="list-style-type: none"> • Pictures, multimedia projector and screen/sheet, paste, cello-tape, scissors, etc. for display, nature video and/or audio recording, digital recorder, simple questionnaire, poster-making materials, pupils' posters, masking tape, push pins/thumb tacks and other materials to mount display, computer, Internet, speakers, CD/DVD player, TV screen. 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • Supreme Being, Creator, creation, religion, world religion, religious community, denomination, beliefs, practices, symbols, customs, kinship, Faith/faith, rites, traditions, sacred/holy, scripture, principles, faithfulness, worship, praise, dress code.

Prior Learning

Check that students can:

- ✓ State one or two of their own personal beliefs and those of members of their families and members of their communities.
- ✓ Explain how and why people began worshipping and whether worship practises have changed over time.
- ✓ Identify religious people in the local community.

UNITS OF WORK GRADE 4 TERM 1 UNIT 2

Focus Question 2: “Are there some things that all religious people do?”	
The Nature of Religion Worldwide	
Sub-theme: Similarities and differences among religious groups worldwide	
ATTAINMENT TARGETS	OBJECTIVES
AT 1. Learning about religions Practices and Lifestyles: Distinguish between key features of different faiths- including commonalities and differences – in an effort to gain insight into the nature of Religion and what it means to be religious.	<ul style="list-style-type: none">• Investigate how, when, where and why worship/festivals in Christianity, Judaism, Hinduism and Islam take place.• Explore the nature of religion and how it is expressed specifically in the Jamaican community.• Analyse the basic elements/features common to most religious groups.• Explore content and infer that religion is made up of systems, beliefs and practices to which people all over the world adhere.• Reflect on the fact that most people need to connect with God and that religion is the means by which most satisfy this need.
Expression and Language: Identify how people from different faiths express themselves, acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.	<ul style="list-style-type: none">• Recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ ceremonies.• Identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation.• Differentiate between the various religions/denominations and other religious groups that exist within the Caribbean and Jamaican society.• Describe the basic sequence involved in corporate worship that takes place in many Christian denominations in the local community.• Discuss the usefulness of signs and symbols in religion.• Express ways in which religious customs relating to sacred buildings, rest and worship are present in society.• Explore content and infer that religion is made up of systems of beliefs and practices to which

	people all over the world adhere.
<p>AT2. Learning from religions Meaning and Purpose: Evaluate the role of Religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</p>	<ul style="list-style-type: none"> • Discuss basic activities that take place (e.g. in worship services and prayer meetings) as people in the community practise their faith.
<p>Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.</p>	<ul style="list-style-type: none"> • Compare aspects of their own experiences and those of others, identifying what influences their lives and the lives of others. • Develop a clear understanding of the nature and claims of the Christian religion and other key faiths.
<p>AT3. Learning how religion influences change: Religion and its Influence on Daily Life: Understand how religion can influence their daily lives, and that this commitment can lead to the betterment of their lives and of their country and the world.</p>	<ul style="list-style-type: none"> • Explore ways in which religion acts as a motivating factor that influences every area of human life.
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and work collaboratively to support individual needs and contribute to the learning of others.  DESIGNING AND PRODUCING – Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.  RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

Focus Question 2: Are there some things that all religious people do?

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>In groups discuss and list on strips, the practices that are common to religious groups of which they are aware.</p> <p>From each group select a leader who shares prepared list with class. Strips/cards are pasted onto sheet of blank newsprint.</p> <p>Teacher will: Either: Show a video on common religious practices within the different religions to depict ways in which religious customs relating to sacred buildings, rest and worship are present in society. Or: In role, dramatize activities that help students identify those common religious practices (in the community) which they haven't mentioned. Include ways in which religious customs relating sacred buildings, rest and worship are present in society.</p> <p>Help students choose roles of correspondents/ reporters stationed in different parts of the world and/or representing different major and other religious groups. Assign different students to report on special garments, foods, symbols, rituals, associated with selected religious festivals/celebrations/ rituals. Reporting should include the significance of these aspects of the stated religious groups.</p>	<ul style="list-style-type: none"> • Participate in class discussion • Recall, analyze and classify information • Make connections between actions and known facts • Collect and classify information from a variety of sources • Use religious words and language correctly • Use the language of a reporter 	<ul style="list-style-type: none"> • Accurately made sentence strips/word cards indicate an understanding of common practices of the religious groups in their community.
<p>Students will: Collect and display newspaper articles about common religious practices of each religious group. Develop a class/school newspaper reporting on common religious practices. Using information in the foregoing section of this untitled '<i>About the Unit,</i>' as a guide, research using websites and electronic encyclopedia to answer the question: "Are there some things that all religious people do?"</p>	<ul style="list-style-type: none"> • Conduct electronic search for kinds of information • Create and format document • Write articles • Organize information creatively using a given 	<ul style="list-style-type: none"> • Evaluate compiled class newspaper containing accurately synthesized information about practices common to all religious people.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Report information in one of the following ways: (i) using a word processing software, write articles for a class/school newspaper (including puzzles, riddles, etc.), (ii) read news releases on the “radio” for class (listeners), (iii) have an “anchor person” from a TV station interview each correspondent, (iv) use a word processing software to publish (with teacher’s assistance) scripts of reporters’ findings/articles on the notice board. (v) write/post on class page online their own brief descriptions of religion based on the question: “What is Religion?” (vi) make journal entries re impressions of material studied in the unit.	format <ul style="list-style-type: none"> • Analyze information from a variety of sources • Post comments and information safely and responsibly • Draw reasoned conclusions • Make insightful journal entries. 	<ul style="list-style-type: none"> • Accurate and brief descriptions about the nature of religion based on the question ‘What is Religion?’
Learning Outcomes Students will be able to: <ul style="list-style-type: none"> ✓ Discuss and list practices common to religious groups of which they know. ✓ Identify some things that all religious people do. ✓ Develop and share their definitions of the nature of religion. ✓ Exhibit cooperativeness and willingness to respect others’ opinions. ✓ Recall, analyse and classify information accurately; come to reasoned conclusions concerning commonalities among the practices of different religious groups worldwide. ✓ Explore and accurately/articulate share basic information about religion. ✓ Exhibit the values listed; write Standard Jamaican English accurately. ✓ Show signs of growth and development in their religious perceptions and views. ✓ Show respect for the religious views, beliefs and practices of others. ✓ Make entries in their journals re their impressions on religion. ✓ Display initiative and originality while preparing class paper about religious content being studied. ✓ Communicate and collaborate safely online when sharing their views about religion 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Teacher may find in the section titled '<i>About the Unit</i>' a summary of common religious practices found locally and internationally. • Students should be encouraged to practise safe behaviour when using digital media or searching for information on the internet. <p>Links to other subjects:</p> <ul style="list-style-type: none"> • Drama • Visual Arts • Language Arts 	<p>Extended Learning</p> <ul style="list-style-type: none"> • Develop a pictograph of the practices common to religious groups represented in the class. • Watch the television to identify how correspondents and reporters function to inform their role play in activity
<p>Resources</p> <ul style="list-style-type: none"> • Students' posters, masking tape, push pins/thumb tacks and other materials to mount display, idea sources such as old children's newspapers, children's sections of adult newspapers, puzzle/activity books, computer, speakers, CD/ DVD player, Internet. 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Jews, Judaism, Christian, Christianity, religious celebrations, symbols, customs, culture, brotherhood, Faith/faith, rituals, rites, oral traditions, sacred/holy, scripture, moral values, principles, faithfulness, worship, praise, dress code.

ABOUT THE UNIT

In this Unit students will learn about similarities and differences in basic beliefs, practises and values, and about the contributions made by prominent persons associated with Christianity, Islam, Hinduism and Judaism in the Caribbean. They will also learn about outstanding people, places, sacred writings (history, laws, hymns, poetry, etc.), as well as about the significance of locations associated with these religions.

Prior Learning

Check that students can:

- ✓ Discuss how and why people started to worship and whether worship practices have changed.
- ✓ Relate some commonalities among the practices of the religions studied.

UNIT OF WORK GRADE 4 TERM 2 UNIT 1 (11 weeks)

Focus Question 1: “What do most world religions have in common?”	
The Nature of Religion Worldwide	
Sub-themes: (a) Similarities and Differences among Religious Groups Worldwide.	
(b) Features Common to Religion and Religious Groups 1.	
ATTAINMENT TARGETS	OBJECTIVES
AT1 Learning about Religions Beliefs and Teachings Examine the origins, beliefs and practices of selected world religions and other religious groups.	<ul style="list-style-type: none"> • Develop the awareness that sacred writings, stories, history and oral traditions play a role in preserving religious beliefs and practices. • Distinguish between the basic types of content contained in • sacred writings, (e.g., stories, laws, history, poetry, prophecy • etc.) • Explore what different religious groups believe about the nature of their deity/Supreme Being.
Practices and Lifestyles Distinguish between key features of different faiths; including commonalities and differences (example: within the rites of passages) in an effort to gain insight into the nature of religion and what it means to be religious.	<ul style="list-style-type: none"> • List, briefly describe and analyse the basic elements/features common to most religious groups. • Explore content and infer that religion is made up of systems of beliefs and practices to which people all over the world adhere. • Explain what it means to be a member of a particular religious community. • Outline similarities in beliefs and values which cross the boundaries of religious groupings.
Expression and Language	<ul style="list-style-type: none"> • Recognise in daily life the special garments, foods, symbols and rituals associated with

<p>Identify how people from different faiths express themselves and acquire and develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</p>	<p>religious celebrations/festivals/</p> <ul style="list-style-type: none"> • ceremonies • Discuss basic activities that take place (example: in worship services and prayer meetings) as people within the community practise their faith. • Explore and analyse religious customs and practices in order to appreciate the kinship of humankind. • Describe the basic features of some religious festivals in the Caribbean and explain why they are celebrated. • Develop respect for another person’s point of view.
<p>AT2. Learning from Religions Identity and Experience Develop and exercise sensitivity and wisdom in their response to those people whose religious practices may be different from those with which they may be familiar.</p>	<ul style="list-style-type: none"> • Identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation. • Describe the basic sequence involved in corporate worship that takes place in many Christian denominations in the local community.
<p>Meaning and Purpose Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</p>	<ul style="list-style-type: none"> • Discuss the values of truthfulness, honesty, kindness, love, trust, gratitude and respect for others’ rights and for persons in authority as these values are portrayed in religious stories.
<p>Values and Commitments Appreciate the importance of commitment to moral values and/or religious principles.</p>	<ul style="list-style-type: none"> • Examine the part values play in establishing and maintaining good relationships among religious groups. • Explain the human need to relate not only to other human beings, but also to a Deity/Supreme Being/Creator, and the part religion plays in satisfying this need • Develop their own religious views and values for daily living based on positive values gained from sacred stories and other content learned.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">  RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.  DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

Focus Question 1: What do most world religions have in common?

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Watch a digital presentation/orally to review ways that human beings express their need to relate not only to other human beings but to a Deity/ Supreme Being/Creator, and how religion satisfies this need.</p> <p>Individually, list the benefits which can be obtained from being a member of a particular religious community.</p> <p>In whole class, discuss and categorise these in terms of:</p> <ol style="list-style-type: none"> i) the physical, social and spiritual benefits. ii) personal and group benefits. iii) the supplier of these benefits as it leads to the Ultimate Giver/Deity/Supreme Being/Creator. 	<ul style="list-style-type: none"> • Think critically • Review information • Identify benefits • Categorise benefits • Portray attitudes and ideas • Co-operate with others • Share information • Write letters/compose stories • Describe situations 	<ul style="list-style-type: none"> • Benefits obtained from being a member of a particular religious community accurately listed.
<p>Role-play situations in which religious groups are supportive.</p> <p>Compose letters/stories to describe situations in which persons' needs have been met by the religious group(s) to which they belong.</p> <p>Discuss and list the main features, practices, values and beliefs common to the four religions under study.</p> <p>Role-play situations in which people from any of the four world religions depict some of the features, practices, values and beliefs of their religions. Discuss different places of worship they have seen in the local community, correctly using the names of these places.</p> <p>In groups, research different religions/denominations in the Jamaican society, describing some of the customs, practices and values of each. Discuss the basic sequence, similarities and differences identified, e.g. in worship services and prayer meetings and show the relationships between people from these groups. Make posters showing the information discussed. Display these in classroom.</p>	<ul style="list-style-type: none"> • Illustrate practices, values and beliefs • Compare and categorise • Critique features • Collect information • Report on religions • Identify and describe features • Correctly use names of places of worship • Identify commonalities and differences • Conduct electronic searches 	<ul style="list-style-type: none"> • Evaluate relevant descriptive letters and stories written re needs met by religious groups • Oral and written lists clearly indicate values and practices common to the four major religions studied • Posters accurately show similarities, differences and relationships between the practices of different religious groups. • Oral/written description of festivals correctly depict why and how they are celebrated

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
		<ul style="list-style-type: none"> • Mounted display of written work and drawings accurately depict the commonalities within different religions.
<p>Name the holy books important to the four major religions.</p> <p>Watch videos depicting religious festivals and celebrations. Describe (orally, or in writing) religious festivals, identifying their features and saying how and why they are celebrated.</p> <p>Watch digital presentations or listen to stories that involve the nature of different deities/ the Supreme Being (e.g. all-powerful, ever-present, forgiving, and providing). Explore other religious stories that portray truthfulness, honesty, kindness, love, gratitude and respect for others' rights/for persons in authority. Mount a display (written work, drawings) showing how most religions share these values in common. Record impressions in journals.</p> <p>With teacher's assistance, discuss the role that sacred writings, stories, history and oral traditions play in preserving religious beliefs and practices. In groups, read hand-outs, discuss and make notes explaining that religion is made up of systems of beliefs and practices to which people all over the world adhere; identify the key elements that most religions have in common. Teacher will arrange educational tours to places of worship to observe their worship practices.</p>	<ul style="list-style-type: none"> • Name holy books • Observe practices and describe details of these • Watch/listen to religious stories • Mount display • Record in journals 	<ul style="list-style-type: none"> • Short paragraphs accurately state the role of sacred writings, stories, history and oral traditions in preserving religious beliefs and practices.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Name some values/beliefs common to religions/denominations. ✓ Identify common features/practices of the religions being studied. ✓ Identify some differences between the practices of the religious groups being studied. ✓ Explain how sacred writings, stories, history and oral traditions help to preserve beliefs and practices. ✓ Identify some religious festivals of any one of the religions being studied. Give a presentation about how and why these festivals are celebrated. ✓ Enter information in their journals (using SJE). concerning values/views shared in common, by different religious groups ✓ Navigate digital content online or on electronic storage devices to obtain information about the different religions in Jamaica. 		

Points to Note	Extended Learning
<p>Teacher will encourage students to exhibit the following values as they participate in teaching and learning activities:</p> <ul style="list-style-type: none"> • Co-operation, Sharing • Compassion, Tolerance • Sympathy, Unity • Service to others, Kinship • Concern for others • Generosity • Appreciation of other people’s beliefs, cultures and religion <p>To provide information for students, teacher should expand on the summary re commonalities given at the beginning of the Term 1 unit.</p> <p>Teacher should emphasize that some of the commonalities within religions are: the having of names for God/deities, holy books, holding festivals and celebrations, revering holy people and places, having systems of belief, places of worship and rites of passage. Some of these are listed under key vocabulary.</p>	<ul style="list-style-type: none"> • Research Activities – visit the library, do internet research, collect information from magazines to show similarities and differences between religious groups. • Find examples of the history, laws, hymns and poetry within the sacred writings of selected religious groups.

<p>Students should be encouraged to practise safe behaviour when using digital media or searching for information on the internet.</p> <p>Links to other subjects:</p> <ul style="list-style-type: none"> • Language Arts • Drama 		
<p>Resources Stories, resource persons, multimedia materials (print, videos/DVDs, books, pamphlets, brochures about Christianity, Judaism, Hinduism and Islam), computer, Internet, speakers, CD/DVD player.</p>	<p>Key vocabulary Names for Supreme Being and other deities: All religions: God, Creator Christianity: Father, Redeemer, Lord Judaism: Yahweh, Jehovah, Adoni Islam: Allah, The All-Compassionate, The All-Merciful Hinduism: Brahman, Atman, The Ultimate Reality Holy Books: Christianity: Bible Judaism: TeNaKh Islam: Qur’an (Koran) Hinduism: Shruti, Smirti Some Festivals Observed: Christianity: Christmas, Easter, Pentecost, Shabbat (Sabbath), Hanukkah (Festival of Lights), Pesach (Passover)</p>	<p>Judaism: Rosh Hashanah (New Year) Islam: Id-ul-Fitr, Id-ul-Adha /Eid-ul-Fitr, Eid-ul-Adha Hinduism: Divali (Festival of Lights) Holi (Spring Festival) Systems of Belief: Christianity: Apostles’ Creed Judaism: 13 Articles of Faith, Shema Islam: Five Pillars of Faith Hinduism: Yama, Nyama (Ten Sayings) Other key concepts: Worship (corporate and individual) Places of corporate worship Rites of passage (from conception to death)</p>

UNIT OF WORK GRADE 4 TERM 2

Focus Question 2: “Which outstanding people and places are connected to major world religions and why?”	
ATTAINMENT TARGETS	OBJECTIVES
<p>AT1. Learning about religion Beliefs and Teachings Examine the origins, beliefs and practices of selected world religions and other religious groups.</p>	<ul style="list-style-type: none"> Discover how events in the lives of outstanding religious persons motivated them and contributed to the founding of each major religion.
<p>Practices and Life Styles Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</p>	<ul style="list-style-type: none"> Distinguish between some of the practices associated with places of pilgrimage today.
<p>AT2. Learning from religions Develop and exercise sensitivity and wisdom in their response to those people whose religious practices may be different from those with which they may be familiar.</p>	<ul style="list-style-type: none"> Give reasons why people visit places of pilgrimage.
<p>Meaning and Purpose Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</p>	<ul style="list-style-type: none"> Name people and places of international origin that are important to each major religious group.
<p>Religion as an influence for change Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</p>	<ul style="list-style-type: none"> Explore stories about the lives of significant persons within the religions studied, and state the morals or the values learnt. Explore ways in which religion acts as a motivating factor that influences every area of human life. Evaluate sacred writings/the lives of significant religious persons and others to determine the importance of persevering in the achievement of worthwhile goals even in the face of difficult circumstances.
<p>Religion and the influence over daily life. Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.</p>	<ul style="list-style-type: none"> Identify ways in which the positive values learnt from stories can be helpful in daily living.

Prior Learning

Check that students can:

- ✓ Explain the common features of sacred writings, similarities and differences in basic beliefs and practices and basic needs and values.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Be introduced to stories about internationally known holy people and places (associated with Christianity, Judaism, Islam and Hinduism) through narratives/drama and/or multimedia materials. Discuss information obtained in terms of:</p> <ol style="list-style-type: none"> a) the identities of founders (where applicable) and other holy people in each major religion. b) when/ where they were born. c) important milestones in their lives. d) how, when, where and why the religions with which they are associated were started. <p>Explain (orally/in writing) their interpretation of any values/morals depicted in the lives of these holy people and relate any of these values/morals to their everyday lives.</p> <p>From stories, identify examples in which holy people faced difficult circumstances and persevered. Relate how these examples could help them in their own lives.</p> <p>Narrate, dramatize, or write about events which motivated the founders and led to the start of religions/denominations.</p>	<ul style="list-style-type: none"> • Listen and observe • Recall information • Identify and explain values • Make decisions • Dramatize events • Listen, reconstruct and retell • Draw conclusions 	<ul style="list-style-type: none"> • Oral explanation of values depicted in the lives of holy people. Plausible statements of how these values relate to students' daily lives. • Accurately written, narrated or dramatized portrayal of and discussion re what motivated the founders of religion.
<p>Discuss holy places connected with each religion, citing the historical events which led to their becoming important, in some cases, as internationally recognized places of pilgrimage.</p> <p>Locate these holy places on annotated maps, recognizing any changes of names.</p>	<ul style="list-style-type: none"> • Label maps 	<ul style="list-style-type: none"> • Accurately completed annotated maps showing holy places

<p>Discuss reasons why people visit these places of pilgrimage.</p> <p>Listen to resource persons (live or on audio/video discs) talk about some of the practices associated with pilgrimages and view pictures/artifacts/souvenirs from these holy places.</p> <p><u>Either:</u> plan and do a dramatic portrayal of a pilgrimage to one of these places, giving some activities done in preparation for, and on the pilgrimage (e.g. mapping the route).</p> <p><u>or:</u> Write a letter to a friend telling him/her about an imaginary pilgrimage taken.</p> <p>Create a table/chart indicating: i) deities ii) holy places iii) holy people</p> <p>In each of the four major world religions.</p>	<ul style="list-style-type: none"> • Listen to resource persons • Show regard for artefacts • Differentiate between reality and fantasy • Plot route on map • Plan trips • Communicate information • Tabulate information 	<ul style="list-style-type: none"> • Table/Chart contains deities, holy places and holy people from each of the four major religions studied
<p>Learning Outcomes</p> <p>Students will be able to</p> <ul style="list-style-type: none"> ✓ Associate the names of deities, holy people or founders with a religion/denomination. ✓ Cite relevant circumstances from stories heard about the founding of religions/religious groups. ✓ Give examples of the usefulness of these situations to their everyday lives. ✓ Give examples of rules/values learnt from information about holy people. ✓ Describe how a specific religion/denomination began. ✓ Sequence activities in the planning /dramatizing of a pilgrimage. ✓ Locate holy places on a map; map a journey to a place of pilgrimage/holy place and recall information about holy places and what is done on a pilgrimage. ✓ Associate the Supreme Being/holy people with Christianity and Judaism, on a chart. ✓ Demonstrate values and attitudes learnt during exposure to religious content. 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Teacher will encourage students to exhibit the following values: • Willingness to listen to the views of others; co-operation; • openness to divine inspiration; quest for knowledge; self-confidence; courage; endurance; dependability; willingness to appreciate other people’s artefacts, beliefs and practices; friendship; kindness; sincerity; appreciation of other people’s beliefs; empathy. • <i>Teacher will also highlight the different values and attitudes that may be learned from the stories connected to holy people and places, e.g. the triumph of good over evil (from the stories of</i> • Rama and Krishna); unselfishness and love (from the story of Jesus’ death on the cross; the faithfulness and obedience of Abraham, Moses and Mohammad. • When teaching about key vocabulary re Christian festivals, teacher should point out that harvest festivals are celebrated by some Christian denominations. <p>Links to other subjects:</p> <ul style="list-style-type: none"> • Social Studies • Language Arts • Drama 	<p>Extended Learning</p> <p>Collect pictures of outstanding people from Christianity and Judaism in the Caribbean.</p> <p>Do research and write simple accounts of their lives.</p>	
<p>Resources</p> <p>Multimedia materials (print, audio or video) resource persons, stories about people and places associated with Christianity, Judaism, Islam and Hinduism and Islam, artefacts (real pictures or replicas), maps of holy places, information from resource</p>	<p>Key vocabulary Holy People:</p> <p>Christianity: Apostles, saints</p> <p>Judaism: Abraham, Moses</p> <p>Islam: Muhammad</p> <p>Hinduism: Rama, Krishna</p>	<p>Judaism: Jerusalem (Western Wall)</p> <p>Tombs of outstanding people e.g. Abraham’s and Sarah’s</p> <p>Islam: Makkah (Ka’bah) and Mt. Arafat (both in Saudi</p>

persons (direct or indirect), stories from sacred writings, political maps of the world.	Holy Places: Christianity: The Holy Land (Jerusalem, Calvary, Gethsemane, Mount of Olives, Bethlehem, Nazareth, River Jordan, Sea of Galilee)	Arabia) Jerusalem (Dome of the Rock) Hinduism: River Ganges, The City of Varanasi, The Himalayas
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About the Unit

Pupils will learn how, when and where people of the four major world religions hold public worship in the local community.

Pupils will also learn how major religions pass on their beliefs and practices to their followers and to the wider community.

Prior Learning

Check that students can:

- ✓ Tell the similarities and differences between the practices of major world religions.
- ✓ Speak freely on what goes on in their respective places of worship/denominations.
- ✓ Outline contributions made by outstanding persons associated with major world religions present in the Caribbean.
- ✓ State the significance of locations associated with these religions.

UNIT OF WORK GRADE 4 TERM 3 UNIT 1 (11 weeks)

Focus Question 1: "How, when and where do people of different world religions hold public worship?"

The Nature of Religion Worldwide (Features Common to Religions/Religious Groups)

Sub-themes:

- Public worship as held by major religions in the local community.
- Passing on of beliefs and practices by major world religions

ATTAINMENT TARGETS	OBJECTIVES
AT.1 Learning about religions: Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups.	Religious Education Objectives: <ul style="list-style-type: none"> • Investigate how, when, where and why major religions hold corporate worship (e.g. in worship services and prayer meetings) in the local community.
Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious	<ul style="list-style-type: none"> • Explore content and infer that religions are made up of systems and beliefs and practices which people all over the world adhere. • Recognise in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies of the four major religions. • Describe places important to each religious group.
Expression and language: Identify how people from different faiths express themselves and acquire and	<ul style="list-style-type: none"> • Recognise in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies of the four

develop those skills which will help them to demonstrate and appreciate their knowledge of these faiths.	<p>major religions.</p> <ul style="list-style-type: none"> • Identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation. • Interpret Bible stories, drawing meaning from them concerning the ways that love, care and concern may be expressed.
<p>AT.2 Learning from religions: Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life</p>	<ul style="list-style-type: none"> • Understand how different religions use their rules and regulations to govern behavior in the home, school and wider community.
<p>Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.</p>	<ul style="list-style-type: none"> • Integrate information and make inferences about the nature of religion and how it is expressed both in Jamaica and the wider world.
<p>AT3. Learning how religion influences change: Religions and how they adapted to Caribbean life: Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</p>	<ul style="list-style-type: none"> • Explore ways in which religion acts as a motivating factor that influences every area of human life.
<p>Religion as an influence for change: Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</p>	<ul style="list-style-type: none"> • Identify the names used for and the roles of leaders of corporate worship within the four major religions in Jamaica and the wider world.
<p>Religion and the influence on daily life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Identify the different religious groups (denominations and sects) that exist in the local community. • Compare aspects of their own experiences and those of others, identifying what influences their lives and the lives of others.
<p>ICT Attainment Target:</p> <p> RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>In groups, list day(s) and time(s) when members of the group worship, if they do, e.g. 7:30 a.m. on Sundays, and then orally report common day(s) and/or time(s), and frequency and duration for each denomination/religion.</p> <p>Discuss the fact that worship in a group setting has more ‘formality’ than when done individually, and relate the words “corporate worship” to a group situation.</p> <p>In groups conduct a research on each religion -(Christianity, Hinduism, Islam, Judaism)using electronic encyclopedia or internet in order to examine the:</p> <p>(i) day (s) and time (s) of day for corporate worship, (ii) name(s) of the place(s) of corporate worship, (iii) some features of the interior/exterior of the place(s) of corporate worship, (iv) name(s) and roles of the leader(s) of corporate worship.</p> <p>Display their findings visually in the form of a fact sheet /cumulative grid which clearly defines how, when and where do people of different world religions hold public worship</p> <p>Bring copies of ‘orders of service’/bulletins from corporate worship services. Examine these in small groups. List the common features and differences seen; Report on this to the class in various ways.</p> <p>Educational tours to places of worship of the four major world religions</p>	<ul style="list-style-type: none"> • Classify data using similarities and differences • Participate in group activities • Share information • Define corporate/ individual worship • Research information • Navigate digital content on websites and storage devices • Communicate findings • Cooperate in the performance of group tasks • Identify similarities and differences • Report findings 	<ul style="list-style-type: none"> • Accurate definition of terms such as ‘formality’ and ‘corporate worship’. • Accurate oral group reports or cumulative grids outlining day(s), and time(s) when members of each denomination/religion worship, names of features of the interior and exterior of places of worship. • Evaluate accuracy of stated common features observed on orders of service/bulletins from corporate worship services.

<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Correctly list known day(s) and time(s) for corporate worship in the community. ✓ Present report/create display etc. on the basic sequence of corporate worship for a given religious denomination, giving correct facts and sequence. ✓ Use electronic media to search safely for information about features of worship for the four major world religions 	
Points to Note	Extended Learning
<p>Teacher will encourage students to exhibit the following values:</p> <ul style="list-style-type: none"> • An appreciation of other religions • The willingness to participate in group activities • Respect for other points of view • The willingness to share information • Resourcefulness • Responsibility • A quest for knowledge • Loyalty to duty • Cooperation <p>Links to other subjects: Language Arts</p> <ul style="list-style-type: none"> • Remind students to follow guidelines to promote healthy use of ICT tools 	<ul style="list-style-type: none"> • Conduct research to gather relevant information that will assist them in their learning process
Resources	Vocabulary
<ul style="list-style-type: none"> • Pamphlets from worship services held by different denominations religious groups, multimedia materials (texts, computer software, audio/video clips, photographs, etc.) , materials for making the display, paste/glue, resource persons, public libraries and other resource places, e.g. Jamaica Theological Seminary’s Library, copies of various orders of services, materials for making/creating the report/display, Internet. 	<ul style="list-style-type: none"> • Corporate worship, morals, values, denomination, belief system, Supreme Being, sacred writings, church, synagogue, priest/pastor/bishop/parson, cathedral, spire, altar, lectern, pulpit, Rabbi

Prior Learning

Check that students can:

- ✓ Relate what they know about public worship as held by major religious groups in Jamaica.

UNITS OF WORK GRADE 4: TERM 3

Focus Question 2: "How do world religions pass on what is important to them?"	
ATTAINMENT TARGETS	OBJECTIVES
<p>1. Learning about religions: Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups.</p>	<ul style="list-style-type: none"> • Interpret Bible stories, drawing meaning from them concerning the ways that love, care and concern may be expressed. • Relate some of the stories and basic aspects of their history used by major religions in preserving and passing on what is important to them. • Examine factual information concerning the origin, transmission and translation of the Bible.
<p>Practices and Life Styles: Distinguish between key features of different faiths; including commonalities and differences (e.g. within the rites of passage) in an effort to gain insight into the nature of religion and what it means to be religious.</p>	<ul style="list-style-type: none"> • Explore the nature of religion and how it is expressed specifically in the Jamaican community. • Explore content and make inferences concerning the beliefs and practices to which people all over the world adhere. • Identify and list some celebrations associated with the rites of passage for each religion. • Discuss basic activities that take place (e.g. in worship services and prayer meetings), as people within the community practise their faith. • Recognize similarities in beliefs and values which cross the boundaries of religious groupings.
<p>Expression and language: Identify how people from different faiths express themselves while acquiring and developing those skills which will help them to demonstrate and appreciate their knowledge of these faiths.</p>	<ul style="list-style-type: none"> • Recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations / festivals and ceremonies. • Name some symbols common to different religious groups, and discuss the usefulness of signs and symbols in religion. Identify symbols (and signs) used to represent different religious groups. • State the different ways of being obedient to the Supreme Being shown by different religious groups.

<p>2.Learning from religions: Identity and Experience: Develop and exercise sensitivity and wisdom in their response to those people whose religious and other practices may be different from those with which they may be familiar.</p>	<ul style="list-style-type: none"> • Describe the basic sequence involved in corporate worship that takes place in many religious groups in the local community. • Explore the nature of religion and how it is expressed specifically in the Jamaican community. • Integrate information and make inferences about the nature of religion and how it is expressed both in Jamaica and internationally.
<p>Meaning and Purpose: Evaluate the role of religion in the lives of individuals, the family and society as they seek to find the meaning and purpose of life.</p>	<ul style="list-style-type: none"> • Explore ways in which religion acts as a motivating factor that influences every area of human life. • Show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.
<p>Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.</p>	<ul style="list-style-type: none"> • Understand how different religions use their rules and regulations to govern behaviour in the home school and wider community. • Develop a sense of and accept responsibility for the consequences of their actions. • Develop their own religious views and values for daily living based on positive values gained from sacred stories and other content learned. • Use their knowledge of religious ideas, beliefs and practices to assist them in making wise moral choices. • Distinguish between what most religious groups consider to be right and wrong, based on the values they share. • Respond positively to stated human values, in word and action.
<p>3.Learning how religion influences change: Religions and how they adapted to Caribbean life: Examine the traditional belief systems in Jamaica and the Caribbean and the part that they have played in shaping the religious, cultural and social life of the region.</p>	<ul style="list-style-type: none"> • Explain the role of sacred writings, stories, history and oral traditions in preserving and passing on the beliefs and practices which religious groups consider important to them. Relate some of the relevant stories.
<p>Religion as an influence for change: Examine the roles and functions of religious leaders in the process of nation building in Jamaican society and in the world over time.</p>	<ul style="list-style-type: none"> • Develop an appreciation for the roles that leaders of the four major religions played in Jamaican society over time.
<p>Religion and its influence on daily life: Understand how religion can influence their daily lives and that this commitment can lead to the betterment of their</p>	<ul style="list-style-type: none"> • Explore ways in which religion acts as a motivating factor which influences every area of human life.

lives and that of their country and the world.	<ul style="list-style-type: none"> • Understand how different religions use their rules and regulations to govern behaviour in the home school and wider community. • Develop their own religious views and values for daily living based on positive values gained from sacred stories and other content learned. • Compare aspects of their own experiences and those of others, identifying what influences their lives and the lives of others. •
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SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Recall what the four major world religions have in common, i.e. Supreme Being/deity/deities, festivals, forms and places of worship, holy people and places, key stories/holy books, special objects and systems of belief.</p> <p>Be provided with handouts that name and give a <i>brief overview</i> of the different rites of passage in each major religion. Students and teacher then explore ways in which these rites are used to pass on beliefs and values that are important to them. Divide class into two groups that will compete in answering related questions in a class “Challenge Quiz”. (See Points to Note at the end of this unit.)</p> <p>Assess which one/ones of these would best inform a non-believer/ new believer about the religion. Write a short narrative and/or have a panel discussion/talk show on why these modes best give information about what is important within religions.</p>	<ul style="list-style-type: none"> • Recall • Write sentences correctly in SJE • Evaluate information to make decisions • Share ideas 	<ul style="list-style-type: none"> • Give accurate answers during “Challenge Quiz”

<p>Students will: in groups, discuss the significance of:</p> <ul style="list-style-type: none"> (i) corporate worship (ii) holy books (iii) festivals (iv) signs & symbols <p>In passing on what is important to the four major world religions. Each group will then give oral/written report on its findings.</p> <p>Invite a carefully selected person from one of the major religions being studied to discuss with the class how some morals and values - love, honesty, truth, responsibility in their religion/ denomination, guide his or her life. Students will then:</p> <p>EITHER: illustrate by collage/montage, comic strip or puppet show highlights of the discussion. OR: Write a paragraph summarizing the conclusions drawn from the discussion.</p>	<ul style="list-style-type: none"> • Participate in class/group discussions/quiz • Write report • Illustrate / portray concepts accurately • Participate in class discussion • Summarize in SJE • Listen 	<ul style="list-style-type: none"> • Group report correctly stating the significance of corporate worship, holy books, festivals, signs and symbols. • An accurate written summary paragraph in SJE, a comic strip or a collage depicting their understanding of the discussion on how morals and values are used by religions to guide people's lives.
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ give a group report that correctly reflects discussion on how the four major religions pass on what is important to them ✓ write a summary of conclusions drawn from class discussion that: <ul style="list-style-type: none"> - is correctly written in SJE - identifies how the morals and values discussed guide people's lives.
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<p>Points to Note</p> <p>Teacher will encourage students to exhibit the following values during the teaching and learning process:</p> <ul style="list-style-type: none"> • Tolerance • A spirit of inquiry 	<p>Extended Learning</p> <ul style="list-style-type: none"> • Research • Educational tours
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<ul style="list-style-type: none"> • The willingness to share/listen • Courtesy • Love • Honesty • Truth • Responsibility <p>N.B. Details concerning rites of passage will be studied in Grade 6.</p> <p>Links to other subjects: Language Arts Civics</p>	
<p>Resources</p> <p>Writing implements, magazines, newspapers Materials to make puppets & conduct puppet show, appropriate text</p>	<p>Key vocabulary</p> <p>Morals, values belief system Supreme Being rites of passage faith/Faith religious rituals motivating factor sacred writings religious festivals and celebrations</p>

GLOSSARY OF TERMS

WORD	DEFINITION
Allah	Islamic name for God
Brahman	Hindu name for God
Deity	God
Dharma	Religious duty, law in Hinduism
gods and goddesses	Symbolic representations of Brahman
Mandir	Hindu temple
Rites	Religious rituals or ceremonies
Shruti	'Heard' revealed collection of Hindu scriptures
Smriti	'Remembered' collection of Hindu scriptures
TeNaKh	All three sections of the Jewish Holy Book
Torah	A part of the TeNakh
Vedas	A part of the Shruti

APPENDICES

NATIONAL STANDARDS CURRICULUM GLOSSARY OF TERMS

TERMS	DEFINITIONS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills and methodologies that are covered/ used in the unit as well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning Grades 4- 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of

	<p>the learning experience. The specific attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.</p>
Suggested Teaching/Learning	<p>A teaching/learning activity is an organised doing of things towards achieving the stated objectives.</p>
Activities	<p>They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).</p>
Key Skills	<p>Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.</p>

Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	<p>This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.</p>
Extended Learning	<p>These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.</p>
Learning Outcomes	<p>A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.</p>
Links to other Subjects	<p>Suggests opportunities for integration and transfer of learning across and within different subject areas.</p>
Key Vocabulary	<p>This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.</p>

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some instances, “A” was taken to mean a focus on affective development or affectivity. In other cases, it was used in reference to the Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem -solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach.

Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a **meta-discipline** as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivist principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the **deliberation, designing and development** stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as **Learning Outcomes** that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.

- Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.
 - Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) **The element of evaluation** is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to **differentiation in assessment** for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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THE 5ES OVERVIEW: “THE 5E LEARNING CYCLE”

WHAT IS A 5E LEARNING CYCLE?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model



Figure 1. Illustrating one version of the 5E model that conveys the role of evaluation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: **Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.**

ENGAGE: The purpose of the **ENGAGEMENT** dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the **ENGAGEMENT activity**, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the **EXPLORATION dimension** is to get students involved in solving a real problem that is based on a selected context. **EXPLORATION** provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In **exploring** the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the **EXPLANATORY dimension** is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its **significance and implications**. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the "Five Es".

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E's so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

References

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SAMPLE LESSON PLANS

Subject : Religious Education

Date : June 9, 2017

Duration : 60 Minutes

Grade : 4

Term : 1

Unit Title/Theme: The Nature of Religion Worldwide

Topic/Sub theme: Religion as practised locally and internationally

Sub-topic: An Introduction to Religious Education

Focus Question 1: Do people in my community practice their faith in the same ways and for the same reasons as those who first worshipped?

Attainment Target 1: Learning about religion

Attainment Target 2: Learning from religions

Attainment Target 3: Learning how religion influences change

Objectives: Students should be able to:

- (1) Define the terms religion, religious, religious education
- (2) Gain insight into the nature of religion and what it means to be religious
- (3) Cite evidence that confirms all religious people share some basic religious needs
- (4) Discuss some of the ways in which we can show respect to other persons who have different points of view and practices from our own

Key Concepts/Vocabulary

Religion, religious, religious community, religious education, Supreme Being, Creator

Prior Knowledge:

Students should be able to identify the four major religions and the names of the followers

Summary of Content

What is Religion?

A religion is a unified system of beliefs and practices relative to sacred things, i.e. things set apart and forbidden (Emile Durkeim).

Or

Religion comprises the feelings, actions or experiences of individuals as they see themselves in relation to whatever they consider to be divine.

What is Religious Education?

Religious Education is the study of Religions.

The Nature of Religion

Basic religious needs:

- ✓ Strength to bear the challenges of life
- ✓ Protection for survival
- ✓ Assurance when in doubt
- ✓ Faith to guide one's conscience.
- ✓ Guidance and support when coping with negative emotions
- ✓ Recognising and relating to a deity

Instructional Materials/Resources:

T.V, DVD or laptop/computer, pictures, markers crayons, cartridge paper, scissors, pencils, glue, tape, printed material

Teaching Learning Activities:

Students will:

Engage

View a brief video depicting an introduction to the four major world religions as well as some of the practices of followers. After watching the video, brainstorm with their peers to arrive at an understanding of religion, religious, religious education. (Generalized definitions should be given to the class after).

Explore

Read given hand-outs/ texts to garner information on religious practices locally and internationally.

Explain

Discuss religious practices and what they imply about the nature of religion and what it means to be religious. Focus on the virtues of respect, harmony, consideration, cooperation, kindness, love and tolerance among others. Be encouraged to actively participate by asking and answering questions.

Elaborate

Read the story of The Good Samaritan (St. *Luke 10:25–29*). *Note in their journals* any evidence of the virtues listed above being displayed in the story. Justify their journal entries.

Evaluate

Discuss some of the ways in which we can show respect to other persons who have different points of view and practices from our own. Commence preparations for a pictorial display in the classroom of religious practices locally and internationally.

Learning outcomes

Students will be able to

- ✓ Interpret their observations; make clear, articulate, original and insightful comments and show ability to draw conclusions about the nature of religion as practiced locally and internationally.

Reflection

- **What went well?**
- **To what extent did these things go well?**
- **What was challenging?**
- **To what extent was it challenging**
- **How may the successes be used to bring even greater successes in future lessons?**
- **How can challenges be surmounted/addressed in future lessons?**

SUBJECT: PHYSICAL EDUCATION

TOPIC: TRACK AND FIELD

Sub-Topic: RUNNING FORM

GRADE: 4

DATE: March 31****

TIME: 60 MINS

Objectives:

By the end of the class students should be able to:

1. Psychomotor: Demonstrate an understanding of the correct running form.
2. Affective: Work cooperatively in groups (tolerance, waiting turns, helping)
3. Cognitive: Exchange ideas and explain skills

Previous Knowledge

Have no technical knowledge of proper technique of the running form

ACTIVITY	TIME	EQUIPMENT	TEACHING OBJECTIVES	CLASS FORMATION	TEACHING AND COACHING POINTS	REMARKS
Warm-up 1. Jogging 2. Rotation of Joints 3. Stretching of the various muscles 4. Leg Swings 5. Knee lifts 6. Bounding	10 mins	Cones, Whistles, Baton	To prepare students, through exercise for subsequent activities. To prevent injuries and warm up all the muscles used in the activity. For students to move safely in a confined space	Free formation In pairs	1. Jog slowly changing direction run right, left, backward 2. Rotate arms and hips. Flex and extend wrists, trunk, knees, ankles 3. Swing arms loosely by sides 4. Lift leg high, bend knee, swing out 5. Stretch hip and	

ACTIVITY	TIME	EQUIPMENT	TEACHING OBJECTIVES	CLASS FORMATION	TEACHING AND COACHING POINTS	REMARKS
Climax “Watch my Style” 1. Run to finish line with baton, return, hand baton to next runner	17 mins.	Baton	To reinforce the skill taught For students to apply correct technique in a game situation. To incorporate skills taught in previous lesson.	4 teams- A, B, C, D	Teaching points as above for “running style” and for “start” in previous lesson.	
Cool Down Deep breathing, slow walking discussion	8 mins.		To relax students after strenuous activity, and to prepare them for the next class. For students to reflect on what was done.	In a circle	Breathe in and out slowly Walk around slowly, Hands behind heads. Discuss what was done	

ASSESSMENT:

Practical:

Complete run over given distance, using and demonstrating correct technique.

Oral:

State the correct position of parts of the body to effect running form, critique peers.

