



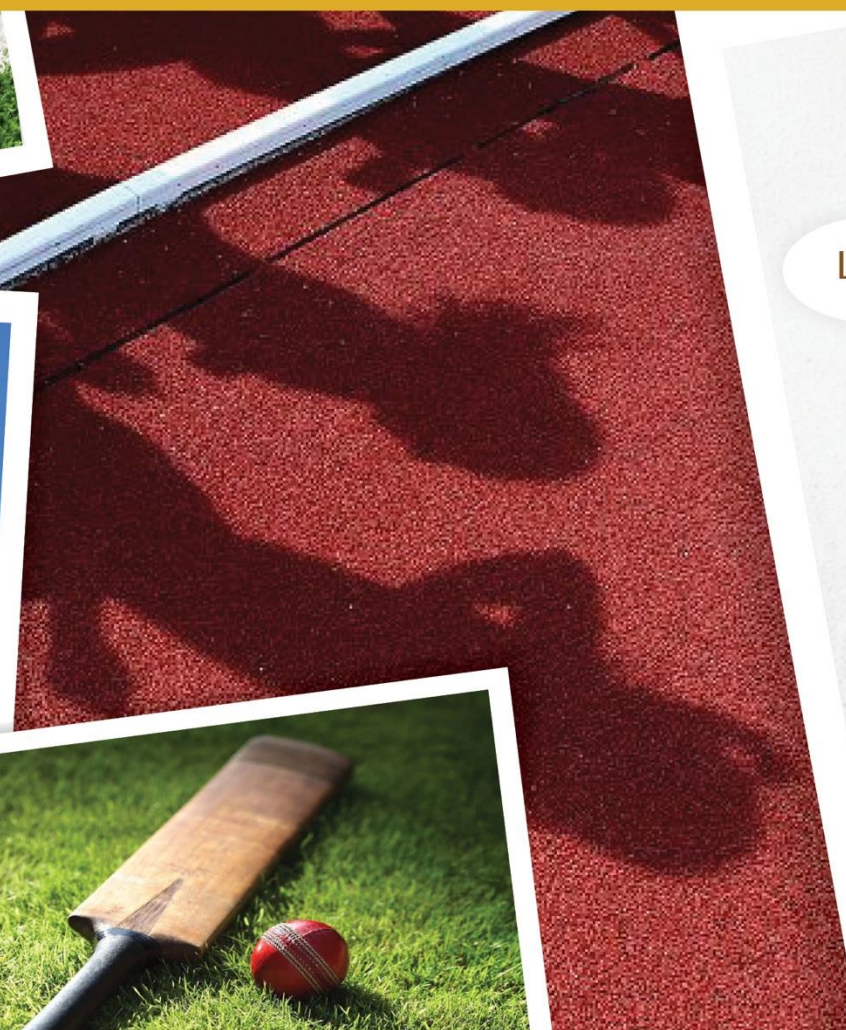
MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM GUIDE

ENRICHMENT WINDOW

GRADE 6

PHYSICAL EDUCATION | RELIGIOUS EDUCATION





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- Dr. Clover Hamilton Flowers- ACEO, Core Curriculum Unit, who completed the task
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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 from 1 to 9; to reduce the width, 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 6

PHYSICAL EDUCATION



PHILOSOPHY OF PHYSICAL EDUCATION

Physical Education plays a critical role in children's physical, mental, psychological and social development. It is a vital part of a comprehensive education and makes a significant contribution to a child's holistic development by catering to the whole child- body, mind and spirit. Physical Education develops students' knowledge, appreciation and understanding of the importance of participation in physical activities and how this will enhance their physical fitness and well-being along with developing a variety of motor skills.

Physical Education activities contribute to the goals of education; enhance self-direction, self-esteem and cooperative behaviour. The programmes engage students in the continuous process of 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.

OVERVIEW OF SUBJECT CONTENT GRADE 6

SUBJECT	TERM 1	TERM 2	TERM 3
Physical Education	<p>Movement Education</p> <ul style="list-style-type: none"> • Refine and increase their range of skills in gymnastic skills. • Create simple characters and narratives through dance in response to a range of stimuli. <p>Games and Sports</p> <ul style="list-style-type: none"> • Develop and refine techniques in football and netball skills to participate in games and competitive situations. • Demonstrate increased defensive and offensive playing strategies in a range of games and competitions. • Develop basic techniques in games, requiring kicking, throwing and passing. <p>Health Safety and Well-being</p> <ul style="list-style-type: none"> • Discuss how to use a range of equipment and apparatus safely. • Discuss the importance of warm up and cooling activities before physical activities. • Know how to take account of own safety and that of others during physical activity. • Recognize that physical activity helps to develop and maintain an optimum level of health and well-being. • Promote physical fitness by engaging in activities that develop fitness. 	<p>Movement Education</p> <ul style="list-style-type: none"> • Perform creative movement sequences to express emotions. • Demonstrate increased style and form in gymnastics and dance <p>Games and Sport</p> <ul style="list-style-type: none"> • Refine and increase techniques for running, jumping and throwing. • Demonstrate strategies/tactics in a variety of games and competitions. <p>Health Safety and Well-being</p> <ul style="list-style-type: none"> • Explain the concepts of doping and anti-doping in sports. • Identify types of doping and explain how they affect the lifestyle of athletes. • Know how to take account of own safety and that of others during physical activities. 	<p>Games and Sports</p> <ul style="list-style-type: none"> • Refine and increase skills and apply tactics/strategies in a range of games and competition • Observe basic rules/laws in competitive situations. <p>Health Safety and Well-being</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the importance of safety rules and guidelines to avoid putting self and others at risk when using equipment.

THE AIM OF PHYSICAL EDUCATION IS:

To develop students' knowledge, understanding of the tenets of Physical Education and Sport, and the appreciation that participation will enhance their physical fitness, well-being and a wide variety of motor skills. Through its activities, Physical Education contributes to the goals of a holistic education, enhances students' self-direction 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 AND CONTENT**What are the key concepts, skills and knowledge students will learn in this subject?**

- The reasons for engaging in 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 apply them appropriately
- How to refine their basic techniques in a range of sports and games and to use them in competitive situations
- How to work collaboratively- participate in class activities and communicate with each other

STANDARDS FOR PHYSICAL EDUCATION GRADE6: THE STRANDS

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

MOVEMENT EDUCATION MOTOR CONTROL AND MOVEMENT AND DANCE	GAME AND SPORT INDIVIDUAL TECHNIQUES AND TEAM TACTICS	HEALTH SAFETY AND WELL- BEING
Students should be able to move their bodies with increased consistent control and refinement of more complex movements. They can use movement imaginatively; create and perform fluent movement sequences; develop sequences of movements in response to stimuli such as music or stories.	Students should develop and refine techniques used in a range of games and sports, including the use of balls, racquets, bats and other equipment; they can work alone and with others in an increasing range of sports and games. They develop and use their understanding of the principles of games to apply the rules effectively and to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.	Students should understand why physical activity is good for their health and well-being, and develop positive attitudes toward physical activity

STRAND	MOVEMENT EDUCATION		GAME AND SPORT		HEALTH SAFETY AND WELL- BEING	
Sub-Strands	Motor Control	Movement and dance	Individual Techniques	Team Tactics		
Gr 6	Refine and increase their range of gymnastic skills	Create simple characters and narratives through dance in response to a range of stimuli	Extend and apply the technique for skills such as running jumping , throwing dribbling, tackling and striking	Demonstrate increased defensive and offensive playing strategies in a range of games and competition	Discover how to use a range of equipment and apparatus safely Know how to take account of own safety and that of others during physical activities	Promote physical fitness by engaging in activities that develop fitness. Recognize that physical activities help to develop and maintain an optimum level of health and wellness.

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 well-being.

Prior Learning

Check that students can:

- Demonstrate skills used in physical education activities.
- Differentiate between healthy and unhealthy lifestyle practices.
- Identify how physical activities impact on lifestyles.
- List the components of physical fitness.
- Identify some causes of injuries.

UNITS OF WORK GRADE 6 - TERM 1 Unit 1

Focus Question 1: “How do I keep my body fit?”

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 well- being. <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">• Students will:• Expand their movement through general space in a safe and controlled manner.• Show that arms, legs and trunk provide support when transferring body weight.• Recognize the importance of goal setting and skill acquisition.• Demonstrate appropriate behaviours which exemplify compassion, cooperation, self-discipline, honesty loyalty respect.• Work in groups to demonstrate the competence in skills with large and small apparatus.• Represent researched information about famous/favourite athlete.• State how the lifestyles of athletes can impact their career and the society.• Relate current and international sporting events and discuss their impact on society.• Perform physical activities to demonstrate the components of physical fitness.• Relate the relevance of physical fitness to performance.• Identify common sports injuries.• Explain the term exercise.• Identify different types of exercises.

- 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.

Information and Communication Technology Attainment Targets:

ICT 1. COMMUNICATION & COLLABORATION students use technology to communicate ideas, information and understanding for a variety of purposes.

ICT 2. DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.

ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

ICT 4. DIGITAL CITIZENSHIP-Students recognise the ethical, social and legal issues and implications surrounding the use of technology.

- Identify the reasons why exercise is important to a healthy lifestyle.
- Discuss and demonstrate activities relating to the terms ‘aerobic’ and ‘anaerobic’.
- Explain the terms fatigue and stress
- Relate fitness levels to common injuries in sports.
- Obey the rules of any major games.
- Apply the procedures for starting a game.
- Demonstrate competency in making different passes at varying distances.
- Catch, kick, throw and bat using different motor patterns.
- Demonstrate the skills of chasing, fielding and dodging.
- Perfect the foot work rule.
- Develop and refine landing and pivoting skills.
- Improve and refine football skills.
- Develop attacking and defending strategies for game play.
- Work cooperatively in-groups.
- Accept correction of mistakes and weaknesses.
- Take care not to hurt self or others while observing safety rules.
- Plan and conduct research using online and/or offline sources.
- Use word processing software to produce original document
- Use selected ICT tools to create (multi)media pieces
- Recognize and acknowledge the owners or creators of digital material

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Discuss the terms “physical fitness” and “exercise”.	discuss	Terminologies discussed with accuracy
Revise and perform activities relating to the components of physical fitness and discuss their importance and relevance to performance.	list demonstrate	Perform fitness activities with efficiency
Search online/offline sources for relevant pictures which represent the components of fitness and design scrapbook on fitness.	search for online information	Scrapbook outlining the components of fitness satisfactorily designed
Research online and/or offline for information on common sport injuries, discuss these and relate them to level of fitness.	compile information discuss information	Accurate information on sport injuries presented
Discuss and demonstrate the terms “aerobic” and “anaerobic” as they relate to exercise.	discuss demonstrate	Aerobic and anaerobic adequately discussed and demonstrated
Explain the terms “fatigue” and “stress” and identify their causes.	explain	Adequate explanation of the meaning and causes of the terms fatigue and stress given
Research online/offline or view ‘Components of fitness’ presentation software. Discuss the components of fitness and different types of exercises used to develop these components.	search discuss demonstrate	Identify the components of fitness and the exercises that can help to develop them Use search engine safely to perform single topic searches Participate in a variety of activities which will develop the components of fitness
Movement Education Select and participate in physical activities that develop the components of fitness: e.g. <ul style="list-style-type: none"> • Perform short quick sprints 	participate perform exercises	Movements efficiently performed

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Do push up and pull ups • Play minor games • Change speed and reaction e.g. rats and rabbits • Perform frog jumps • Perform a variety of rhythmic jumps with and without ropes • Perform various arm and shoulder exercise such as circles, swings, throwing, tugs, pulling 		
<p>Game and Sport</p> <p>Play minor games which involve performing a combination of different sport skills.</p> <p>Play major competitive games e.g. netball, football and basketball.</p>	<p>perform apply participate</p>	<p>Demonstrate competency and accuracy in sport skills.</p> <p>Apply sport skills while observing rules in competitive game situations.</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Explain physical fitness and its importance to well-being. ✓ Demonstrate an awareness of exercise in relation to performance. ✓ Demonstrate an understanding of the component of fitness. ✓ Execute safe practices throughout activities. ✓ Identify common sport injuries and relate them to fitness levels. ✓ Explain the terms fatigue and stress. ✓ State the relevance of fitness to injuries and healthy lifestyle. ✓ Define the terms aerobic and anaerobic and do the related exercises. ✓ Perform exercises to develop the components of fitness. ✓ Define and explain the terms: physical fitness, exercise, stress, fatigue, aerobic, and anaerobic. ✓ Outline the components of fitness. 		

Points to Note		Extending Learning	
<ul style="list-style-type: none"> • There are two (2) categories of fitness, health related and skill related, which comprise ten components. <ul style="list-style-type: none"> • Safety rules must be observed at all times. 		<ul style="list-style-type: none"> • Participate in co-curricular and community based activities to further develop fitness 	
Resources <ul style="list-style-type: none"> • ball • ropes • hoops • chart • instructional materials • markers (cones and saucers) • batons • bean bags • bats • television • video/ DVD player • computer • books • workbooks • worksheets 	<ul style="list-style-type: none"> • obstacles mats • radio • cd player • CDs • musical instruments • pictures • stop watches • multimedia projector • pamphlets • measuring tapes • model sample • trundle wheel • beads bibs • arm bands • ribbons whistle • clapping boards 	Key Vocabulary <ul style="list-style-type: none"> • fitness • exercise • equipment • physical life style • injury • fatigue • stress • athlete • society career story • trunk movement • cardiovascular • flexibility • strength • endurance • performance • sportsmen • sportswomen • international media • current events • social conditions 	<ul style="list-style-type: none"> • gymnastics • controlled • balance • slide • gallop • bend • stretch • speed • agility • muscles • speed of reaction • fatigue stress • common sports injuries • sprain • pull muscle • fracture • strain • muscle tear

Prior Learning

Check that students can:

- Define physical fitness and exercise
- List two reasons for doing exercise which will contribute to healthy lifestyle
- Identify two activities which will enhance physical fitness

UNITS OF WORK GRADE 6 TERM 1 UNIT 1

Focus Question: “How do I move balance, make shapes and create patterns to rhythm?”

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 well- being. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics</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"> • Students will: • Demonstrate an understanding of the importance of being physically active • Apply physical fitness concepts and practices that contribute to healthy, active living • Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities • Respond to pulse beats to create rhythmic patterns with phrasing. • Perform movement sequences which include the four elements of movement. • Perform movement/stunts to music. • Use musical stimuli to demonstrate qualities in movement. • Identify elements of quality in performances by composing and controlling the movements. • Use movement to depict characters. • Create dance based on stories or poems. • Create and perform dance pieces to time. • Show that arms, legs and trunk provide support when transferring body

<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>weight.</p> <ul style="list-style-type: none"> • Work in groups to demonstrate the competence in skills with large and small apparatus. • Perform movement skills and lateral exercises with small equipment. • Demonstrate an understanding of the basic requirements of the skills and applying movement concepts/strategies as appropriate. • Demonstrate an understanding of when to apply skills in games that involve: jumping, throwing, dribbling, kicking, and striking. • Apply concept of teamwork and fair play during competitive situation. • Plan and conduct research using online and/or offline sources. • Use word processing software to produce original document • Use selected ICT tools to create (multi)media pieces. • Recognize and acknowledge the owners or creators of digital material.
<p>ICT ATTAINMENT TARGETS:</p> <p>ICT 1. COMMUNICATION & COLLABORATION students use technology to communicate ideas, information and understanding for a variety of purposes.</p> <p>ICT 2. DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.</p> <p>ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p> <p>ICT 4. DIGITAL CITIZENSHIP-Students recognise the ethical, social and legal issues and implications surrounding the use of technology.</p>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities.	<ul style="list-style-type: none"> • walk • stretch • run • jump 	Active participation in physical activities with appropriate warm- up and cool down exercises performed before and after
Explain how participation in physical activities affects health-related fitness (e.g., muscular strength and endurance activities help tone and strengthen muscles, flexibility activities can help prevent injuries, cardiorespiratory activities can improve the immune system).	<ul style="list-style-type: none"> • explain 	Benefits of participation in physical activities fully explained
<p><i>Movement Education</i></p> Perform smooth transfers of weight in relation to others and equipment in a variety of situations involving static and dynamic balance (e.g., shift weight smoothly during hip hop dancing; perform twists and balances on a stability ball; with a partner, use resistance [pushing] and counter-tension [pulling] by shifting and adjusting their weight and position to create a stable balance).	<ul style="list-style-type: none"> • balance • weight transfer • travel • explore • create shapes 	Accurately display balance and counter balance, sequences, and weight transfer Satisfactorily choreograph dance movement depicting theme
Perform a wide variety of locomotor movements, in combination, at different speeds, in different directions, and using different pathways, while moving around others and/or equipment (e.g., create a developmental gymnastics sequence with a partner that uses a range of movements and shows changes in speed, level, and formation).	<ul style="list-style-type: none"> • create sequence • run • jump • leap 	Accurately display routines.
<p><i>Games and Sport</i></p> Demonstrate an understanding of the basic components of physical	<ul style="list-style-type: none"> • identify • explore 	Adequately apply physical activity components in games

<p>activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette) as they participate in a variety of physical activities e.g., lead-up games such as: starving, basketball/netball/football shooting games and fitness activities.</p>	<ul style="list-style-type: none"> • demonstrate/ apply rules 	
<p>Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities e.g.</p> <ul style="list-style-type: none"> • individual activities: find a comfortable pace when running, speed-walking • netball activities: assume a position of readiness to move to receive an object; practise sending the ball to specific parts of the opposite court; • striking/fielding activities: throw the ball promptly to teammates after retrieving it to stop opponents from scoring • territory/zonal activities: defend territory by anticipating an opponent's actions; bounce a utility ball at different heights to keep it from an opponent in a keep-away game • throw a disc to a stationary partner, then move down the field to receive a return pass 	<ul style="list-style-type: none"> • control, catch, throw, hit, bounce and strike 	<p>Accurately execute different range of movement through motion in physical activities</p>

Learning Outcomes

Students will be able to:

- ✓ Perform stunts and tumbling skills showing balance and counter balance
- ✓ Use movements to generate different types of travelling
- ✓ Make shapes and sequences with levels and direction
- ✓ Jump rhythmically
- ✓ Perform movement to locomotor and non-locomotor activities
- ✓ Display a range of motions
- ✓ Match and contrast similar movements
- ✓ Display a friendly attitude during game play

Points to Note

- Students should be able to transfer skills from one sport to the other.
- Safety rules must be observed at all times.

Extending Learning

- Participate in co-curricular and community based activities to further develop fitness.
- Participate in recreational activities such as mini-triathlons, hiking, skipping

Resources

- tape recorder, room, maracas, drum,
- mat, ropes, benches, hoops, horses, trestle, cones

Key vocabulary

- performance, gymnastics, stretch, stunts, bend, rhythmic patterns, pulse beats, levels rolls, texture imagery, compose, motif, respect, muscular strength, endurance, flexibility, cardiorespiratory, immune system

Prior Learning

Check that students can:

- Display a range of movement in motion
- Imitate characters in movement

Focus Question: “How do I move my body by myself and with others safely to play games?”

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 well- being. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team</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">• Demonstrate appropriate behaviours to maximize safety (e.g. warm-up and cool-down).• Obey games rules (minor or major).• Develop and refine ball handling skills and the foot work rule in netball/basketball.• Develop attacking and defending strategies for game play.• Work cooperatively in groups.• Willingly accept correction of mistakes and weaknesses.• Analyse own strengths and weaknesses and that of others.• Apply basic first aid principles.• Plan and conduct research using online and/or offline sources.• Use word processing software to produce original document• Use selected ICT tools to create (multi)media pieces• Recognize and acknowledge the owners or creators of digital material

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:

ICT 1. COMMUNICATION & COLLABORATION students use technology to communicate ideas, information and understanding for a variety of purposes.

ICT 2.DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.

ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.

ICT 4. DIGITAL CITIZENSHIP-Students recognise the ethical, social and legal issues and implications surrounding the use of technology.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (e.g., demonstrating personal responsibility for safety, using proper stretching techniques during warm-up and cool-down activities, ensuring their actions promote a positive emotional experience for themselves and others, reporting any equipment that is not in good working condition)	<ul style="list-style-type: none"> • observe • apply • participate 	Demonstrate appropriate behaviours that maximize safety
Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity. (e.g. spotting for stunts and/or tumbling)	<ul style="list-style-type: none"> • describe • create 	Safety procedures appropriately demonstrated during physical activities
Describe appropriate methods for treating minor injuries that may occur while participating in physical activity. With the aid of teacher, create a table or document, using text editing or presentation software, name possible injuries and the recommended method(s) of treatment. Present to class.	<ul style="list-style-type: none"> • create and format document or presentation 	Appropriate method(s) of treating common sports injuries applied
<i>Movement Education</i> Apply and refine movement skills and concepts- effort, space and relationships- to perform and create a variety of activities to improve personal performance.	<ul style="list-style-type: none"> • turn • twist • swing • balance • bend • land • stretch 	Consistently and confidently demonstrate a movement sequence
Perform manipulative skills by using elements of spatial awareness, effort and relationship e.g. receive, retain, dribble, trap	<ul style="list-style-type: none"> • perform • manipulative 	Demonstrate manipulative skills by using appropriate elements.

<p>Game and Sport</p> <p>Perform minor games to begin and culminate classes.</p>	<ul style="list-style-type: none"> • perform • participate 	<p>Demonstrate appropriate minor games</p>
<p>Extend game skills of catching, throwing, dribbling, controlling, shooting and kicking in to the playing of competitive games like football, netball or basketball.</p>	<ul style="list-style-type: none"> • catching, throwing, dribbling, controlling, shooting and kicking 	<p>Apply major game skills</p> <p>Combine skills in games</p>
<p>Observe basic rules of games during play.</p>	<ul style="list-style-type: none"> • apply rules 	<p>Apply rules appropriately during games</p>
<p>Officiate for netball, basketball and football.</p>	<ul style="list-style-type: none"> • officiate game 	<p>Officiating games competently</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Acquire skills through a variety of developmentally appropriate movement activities; dance, games etc. ✓ Use minor games to warm up and cool down ✓ Apply game skills to major games ✓ Observe rules during game play ✓ Act as umpire/referee during game play ✓ Apply basic first aid procedures 		

<p>Points to Note</p>	<p>Extending Learning</p>
<ul style="list-style-type: none"> • Safety rule must be observed at all times. • Encourage self-assessment and that of others. 	<ul style="list-style-type: none"> • Demonstrate proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of physical activities.
<p>Resources</p> <ul style="list-style-type: none"> • ball • ropes • hoops • chart / instructional materials • room • netballs • footballs • basketballs • court • field 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • fitness • exercise • performance • equipment • apparatus • elements • space • relationship • effort • injury • movement • assessment • safety • rules • analyse • officiate

Prior Learning

Check that students can:

- Display a range of movement in motion
- Imitate characters in movement
- Identify basic rules of specific sports
- Perform skills while in motion
- List and practise basic skills used in netball, basketball

UNITS OF WORK GRADE 6 TERM 1 UNIT 2

Focus Question: “How can I improve the techniques in football, netball and basketball to participate in games and competition?”

ATTAINMENT TARGETS

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

**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

- Obey the rules of the games
- Extend and refine netball, basketball and football skills
- Develop attacking and defending strategies for games
- Work cooperatively in groups
- Identify weaknesses and accept constructive criticism
- Practice safety rules/measures to protect self and others
- Refine and apply the skills of kicking, catching, throwing, shooting, and passing, marking, dodging, landing, controlling and pivoting in competitions
- Apply netball, basketball and football skills in major games with emphasis on rules
- Plan and conduct research using online and/or offline sources
- Use word processing software to produce original document
- Use selected ICT tools to create (multi)media pieces
- Recognize and acknowledge the owners or creators of digital material

<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 TARGETS:</p> <p>ICT 1. COMMUNICATION & COLLABORATION students use technology to communicate ideas, information and understanding for a variety of purposes.</p> <p>ICT 2. DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking.</p> <p>ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p> <p>ICT 4. DIGITAL CITIZENSHIP-Students recognise the ethical, social and legal issues and implications surrounding the use of technology.</p>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, safety and well-being Participate in warm-up and cool down routines appropriate for specific physical activities (e.g., to warm up the specific muscles used for the activity)</p>	<ul style="list-style-type: none"> • bend, stretch • walk, run • hop, jog • jump, leap • roll, skip 	<p>Perform warm up and cool down activities</p>
<p>Movement Education Select, perform and refine more challenging ways to receive, retain and send an object with control</p> <p>Consistently and confidently perform manipulative skills by using elements of body and spatial awareness, effort and relationship</p>	<ul style="list-style-type: none"> • turn • balance • land • throw • catch • pivot • kick • dribble 	<p>Apply offensive and defensive strategies in minor games</p> <p>Perform offensive and defensive strategies in competitive situations</p>
<p>Games and Sport Demonstrate an awareness of offensive and defensive strategies that can be used in a variety of activities (e.g., “give and go,” checking, moving into open space to receive a pass, working toward goal or target, positioning)</p> <p>Demonstrate offensive and defensive strategies in a variety of games such as football, netball and basketball and record activity using image capturing device for later review.</p> <p>Observe video presentation of games to see strategies used in play. Use video capturing device to capture activities demonstration and use to get feedback from class when viewed.</p> <p>Send an object to a partner, to a target, in a hoop or goal, selecting appropriate technique for a throw/ pass or shot. e.g.</p> <ul style="list-style-type: none"> - pass with control and accuracy so that the receiving person can receive it accurately. - attempt passing, receiving and shooting with either hand; attempt 	<ul style="list-style-type: none"> • pass, defend, receive • demonstrate strategies • record video • navigate digital content • video recording • pass • receive • kick • control 	<p>Demonstrate with accuracy the techniques in passing, receiving, controlling and shooting the ball</p> <p>Review video and highlight offensive and defensive strategies observed</p> <p>Correctly demonstrate appropriate skills and techniques in games</p>

<p>kicks, control and shot with either foot.</p> <p>Apply and analyse the relationship among skills, rules and strategies in the creation and playing of games</p> <p>Apply basic rules and fair play while playing and learning game strategies.</p> <p>Demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic game strategies.</p>	<ul style="list-style-type: none"> • shoot • identify • apply • analyse 	
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ use minor games to warm up and cool down ✓ apply game skills to major games ✓ observe rules during game play ✓ act as official during game play ✓ acquire skills through a variety of developmentally appropriate movement activities; dance, games 		
<p>Points to Note</p>	<p>Extending Learning</p>	
<ul style="list-style-type: none"> • Safety rules must be observed at all times. 	<ul style="list-style-type: none"> • Participate in co-curricular and community activity programs and demonstrate decision making skills that reflect choices for activities chosen. 	
<p>Resources</p> <ul style="list-style-type: none"> • ball • ropes • hoops • chart / instructional materials markers (cones and saucers) image capturing device • television • DVD/video • DVD player/ VCR • computer 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • confidence • cooperation • self- discipline • honesty • loyalty • respect • pulse beats 	

- books
- workbooks
- worksheets
- obstacles
- mats
- radio/CD player/ CD
- musical instruments
- pictures
- stop watches
- multimedia projector
- pamphlets
- bibs
- arm bands
- ribbons
- whistle
- clapping boards

- rhythmic patterns
- compose
- tension
- sustained

Prior Learning

Check that students can:

- Identify local and international sporting agencies
- Identify local and international athletes
- Associate athlete with sport

Focus Question: “How can I learn about local and international sport?”	
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 well- being. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics 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 	<p>Students will:</p> <ul style="list-style-type: none"> • Present researched information about famous/favourite athlete • State how the lifestyle of athlete can impact their career and the society • Relate current and international sporting events and discuss their importance • Refine and increase attacking and defending strategy for games • Plan and conduct research using online and/or offline sources • Use word processing software to produce original document • Use selected ICT tools to create (multi)media pieces • Recognize and acknowledge the owners or creators of digital material

components of a variety of physical activities to enhance their ability to participate successfully in these activities.		
ICT ATTAINMENT TARGETS: <ul style="list-style-type: none"> • ICT 1. COMMUNICATION & COLLABORATION students use technology to communicate ideas, information and understanding for a variety of purposes. • ICT 2.DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking. • ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. • ICT 4. DIGITAL CITIZENSHIP-Students recognise the ethical, social and legal issues and implications surrounding the use of technology. 		
SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Health safety and well- being</i> Collect, analyse and discuss data from the media highlighting the positive behaviours that are demonstrated by local and international athletes and determine the impact of same on the society. Identify and discuss benefits that occur as a result of participation in sport.</p>	<ul style="list-style-type: none"> • identify • report • discuss • research online and offline material 	<p>Present oral/written reports on athletes’ behaviour.</p> <p>Discuss the benefits of participation in sport.</p>
<p><i>Games and Sport</i> In groups, conduct research using online or offline sources on at least three (3) local and international sporting events.</p> <p>Choose an athlete and create a profile on him/her. Report findings to class and then display on bulletin board.</p> <p>Write and perform a commentary on a sporting event. Use image capturing device to record the students’ presentations for later playback and review.</p>	<ul style="list-style-type: none"> • discuss • investigate • search • analyse, record, search , display 	<p>Local and international sporting events adequately researched</p> <p>Report adequately outlines information on athlete</p> <p>Sports commentary effectively written and performed</p>

Points to Note	Extending Learning
<ul style="list-style-type: none"> • Safety rule must be observed at all times 	<ul style="list-style-type: none"> • Visit sporting agencies, competitions and further observe athletes.
Resources: <ul style="list-style-type: none"> • Library, newspapers, pamphlet, media, television, internet 	Key vocabulary: <ul style="list-style-type: none"> • Research, interview, observe, bulletin, profile, sporting events
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Complete a report and make group presentation. ✓ Research athlete of choice and make report. ✓ Identify positive behaviours of athletes. ✓ Identify benefits of participation in sport. ✓ Observe athletes behaviour during competition. ✓ Plan and conduct online or offline research. ✓ Use word processing software to produce original document. ✓ Recognize and acknowledge the owners or creators of digital material.. 	

Prior Learning

Check that students can:

- Show correct baton change
- Shoot from different angles
- Identify rules
- Demonstrate netball and football skills

UNITS OF WORK GRADE 6 TERM 2 UNIT 1

Focus Question: “How can I further refine my skills in running, jumping and throwing?”

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 well-being. <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">• Perform appropriate warm up and cool down exercises.• Practise exercises to develop coordination, speed, endurance, power, flexibility and agility.• Demonstrate sprinting in lanes.• Develop the upsweep and down-sweep methods of the baton change.• Perform baton changes in competitive situations.• Practise exercises to improve the long jump and High Jump technique(s).• Improve the technique for putting the shot. (frontal)• Cooperate with team members to achieve goals.• Respond appropriately to criticism from adults or peers.

<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. 	
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SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Health safety and well- being</i> Perform warm up and cool down exercises using athletic drills where appropriate. Use activities such as: jogging, stretching bounding, skips, high knees etc.</p> <p>Complete obstacle races of varying distances</p> <ul style="list-style-type: none"> • Participate in 3-5 minutes runs • Jump over obstacles of varying heights • Perform short quick sprints 	<ul style="list-style-type: none"> • jog • run • jump • crawl • roll 	<p>Correctly complete appropriate warm- up and cool down activities</p> <p>Perform activities to develop the components of physical fitness</p>

<p>Games and Sport</p> <p>Use activities such as jumping over obstacles, high knee lifts, butt kicking, running in a line, toe touching, bounding.</p> <p>Give and respond to the commands for starting a race. Use different stimuli to represent the go, command. Play minor games to develop coordination, strength, speed, agility, power.</p> <p>Practise distance running observing (Standing Starts)</p> <ul style="list-style-type: none"> Starting in lanes Practise running in individual lanes before cutting over Perform distance race competitions <p>Refine the Sprint technique. (Crouch Starts)</p> <ul style="list-style-type: none"> Sprint 50m, running the curve/corner slow, then fast Practise running the curve (sprint) Practise sprinting in lanes placing emphasis on reaction and the finish. (straight and curve) <p>Refine baton changes using various activities (stationary and moving) Practise baton change for relay races focusing on down sweep method Combine baton change with the sprint technique Practise the long jump techniques</p> <ul style="list-style-type: none"> Approach/Run up (increasing distance and speed) Take-off Flight (hang ,sail, hitch-kick) Landing <p>Demonstrate the high jump technique. (fosbury flop)</p> <ul style="list-style-type: none"> Run-up (increasing distance and speed) Take off Flight Landing <p>(Begin training with the high jump bar at 1m. Aim at increasing height each time.)</p> <p>Practise high jumping over obstacles and low bars.</p> <p>Develop the technique of putting the shot through varying activities,</p>	<ul style="list-style-type: none"> run jump bound <ul style="list-style-type: none"> starts <ul style="list-style-type: none"> run <ul style="list-style-type: none"> sprint run <ul style="list-style-type: none"> baton pass/change <ul style="list-style-type: none"> approach/run-up take off flight land <ul style="list-style-type: none"> approach/ run-up take off flight land 	<p>Give the appropriate commands to start a race</p> <p>Correctly demonstrate the crouch and standing starts responding to commands</p> <p>Perform correct running technique for distance events in competitive situations</p> <p>Correctly demonstrate the sprinting technique while running in lanes Perform the down sweep baton change in sprint relays (visual and non- visual)</p> <p>Participate in long jump competitions using the correct jumping technique</p> <p>Correctly demonstrate the phases of high jump</p>
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<p>Frontal (feet parallel) Frontal (feet in step form)</p> <p>Movement Education Participate in gymnastic activities to refine skills.</p> <ul style="list-style-type: none"> • Floor routines with music. • Balancing on different objects.(e.g. different textures, width, length) 	<ul style="list-style-type: none"> • grip • stance • put • roll • tumble • balance • jump • land • crawl 	<p>Correctly grip and put the shot from a frontal position.</p> <p>Create and demonstrate gymnastic routines using a combination of gymnastic skills/equipment.</p>	
<p>Learning Outcomes Students should be able to:</p> <ul style="list-style-type: none"> ✓ Correctly execute the down-sweep baton change/pass. ✓ Sprint in lanes with curves at top speed (150m/200m). ✓ Competently demonstrate the phases of the long jump technique. ✓ Demonstrate the phases of high jump. ✓ Put the shot using correct technique from a frontal position to the throwing area. ✓ Apply basic strategies in competitive play. 			
<p>Points to Note</p>	<p>Extended Learning</p>		
<ul style="list-style-type: none"> • Safety rules must be observed at all times • Correct technique of each skill is paramount 	<ul style="list-style-type: none"> • Students should participate in intra/inter- school and community competitions. 		
<p>Resources</p> <ul style="list-style-type: none"> • chart / instructional materials • markers (cones and saucers) • batons television • DVD/video • DVD/ VCR player • computer 	<ul style="list-style-type: none"> • radio/CD player • CDs • pictures • stop watches • multimedia projector • measuring tapes • model sample 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • obstacle • training schedule • high jumping • putting the shot • elimination • heats 	<ul style="list-style-type: none"> • perseverance • land • long jump • position frontal • lateral • up-sweep • down-sweep

<ul style="list-style-type: none">• books• workbooks• worksheets	<ul style="list-style-type: none">• clapping boards	<ul style="list-style-type: none">• meet officials• starting blocks• performance• authority	<ul style="list-style-type: none">• baton change• technique• refine• execute
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Prior Learning

Check that students can:

- Change baton
- Run curve
- Execute the long jump technique
- Execute the high jump technique
- Execute putting the shot

UNITS OF WORK GRADE 6 TERM 2 UNIT 1

Focus Question: "How can I measure and improve my performance?"	
ATTAINMENT TARGETS	OBJECTIVES
<p>Attainment Target:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being. <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>Students will:</p> <ul style="list-style-type: none"> • Identify five(5) officials and describe their roles • Participate as competitor or official in competitive situations • Demonstrate basic first aid skills for simple injuries • Cooperate with team members to perform competitively • Respond appropriately to criticisms • Evaluate self and team mate's performance • Show respect for authority • Show perseverance by completing competitive events • Perform sequences using combined gymnastic skills • Plan and conduct research using online and/or offline sources • Use word processing software to produce original document • Use selected ICT tools to create (multi)media pieces • Recognize and acknowledge the owners or creators of digital material

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:

- **ICT 1. COMMUNICATION & COLLABORATION** students use technology to communicate ideas, information and understanding for a variety of purposes.
- **ICT 2. DESIGNING AND PRODUCING** – Use technology to design and produce multimedia products to demonstrate their creative thinking.
- **ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING** – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.
- **ICT 4. DIGITAL CITIZENSHIP**-Students recognise the ethical, social and legal issues and implications surrounding the use of technology.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Games and Sport</i></p> <p>Conduct online or offline research on track and field events and the officials who superintend these games. Differentiate between track and field events and give examples of each. In groups identify at least five (5) track and field officials and determine their roles.</p> <p>Participate in officiating track and field events. Sprints Middle and Long Distance Long jump High jump The Shot</p> <p>Participate in organizing a track and field competition.</p> <p>Attempt two or more track and field events and compete with classmates to test their skills, application and strategies.</p> <p>Conduct online or offline research on first aid procedures and discuss appropriate first aid actions for basic injuries and the importance of applying first aid.</p> <p>Practise the basic first aid skills e.g. bandaging, care of bruises and sprains. Use image capturing device to capture activity then playback for class to discuss.</p>	<ul style="list-style-type: none"> • identify • discuss • observe • measure • communicate • manipulate • plan • measure • observe • apply • observe • identify • discuss • search for information online • apply 	<p>Explain the role and importance of different officials in a track and field competition</p> <p>In groups identify and simulate the role of different individuals who officiate in track and field events.</p> <p>Participate in a track and field competition as competitors or officials</p> <p>Participate in competitions applying individual/team strategies to achieve desired goals</p> <p>Conduct research Explain appropriate first aid actions for basic injuries Capture video using audio visual recording device Correct application of first aid techniques</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
	<ul style="list-style-type: none"> • capture video 	
<p><i>Movement Education</i> In groups, create sequences using a combination of refined gymnastic skills.</p>	<ul style="list-style-type: none"> • run, jump, throw, skip, hop, roll • bend 	Perform gymnastic skills in competitive situation
<p><i>Health safety and well- being</i> Perform warm up and cool down exercises athletic drills where appropriate.</p> <p>Participate in athletic competitions to develop different components of fitness.</p>	<ul style="list-style-type: none"> • participate • sprint • throw • jump 	<p>Correctly complete appropriate warm up/cool down activities</p> <p>Perform sporting actions in competitive situations</p>
<p><i>Learning Outcomes:</i> Students should be able to:</p> <ul style="list-style-type: none"> ✓ Apply individual/ team strategies in track and field competitions ✓ Identify different officials and describe their duties ✓ Perform officiating duties in track and field competitions ✓ Apply first aid skills to basic injuries ✓ Appreciate criticism and work cooperatively in groups ✓ Plan and conduct online or offline research ✓ Use selected ICT tools to create (multi)media pieces ✓ Recognize and acknowledge the owners or creators of digital material 		

Points to Note	Extending Learning
<ul style="list-style-type: none"> • Safety rules must be observed at all times. • Link to measurements in mathematics. 	<ul style="list-style-type: none"> • Participate in co-curricular and community based activities to further refine skills. • Participate in events such as school's sports day. • Participate in events for selection to compete in parish/national meets.
Resources <ul style="list-style-type: none"> • balls • ropes • hoops • chart / instructional materials • markers (cones and saucers) batons • television • DVD/video • DVD player/ VCR • computer • books • workbooks • worksheets • obstacles mats • radio/cd player • CDs • pictures • stop watches • multimedia projector • pamphlets • measuring tapes • clapping boards 	Key vocabulary <ul style="list-style-type: none"> • high jump • shot put • elimination • heats • meet officials • starting blocks • performance • authority • perseverance • compete • competition • long jump • first aid • sprains • bruises • cuts • bandage • ice • rest • muscle • bone • strategies

Prior Learning

Check that students can:

- Perform two variations to grip the ball.
- Perform fielding skills.
- Demonstrate the aptitude to play the cricket ball.

UNITS OF WORK GRADE 6 TERM 2 UNIT 2

Focus Question: “How can I extend the skills and principles learned in grades 4 and 5 to develop techniques and strategies which are applicable to the game of cricket?”

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 well- being. <p>PHYSICAL EDUCATION Strand(s): Games and Sports Sub - Strand(s): Individual techniques, Team tactics 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 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 	<p>Students will:</p> <ul style="list-style-type: none"> • Perform warm up activities which are relevant to cricket. • Discuss briefly, the development of the game cricket locally and internationally. • Show mastery of the grip, stance, back-lift and strokes in batting. • Refine the grip, run-up and delivery in fast/pace bowling. • Demonstrate the grip for the off break and leg break. • Perform an appropriate grip, run-up and delivery in spin bowling. • Perform the correct wicket keeping skills. • Participate in cricket competitions. • Show mastery in the run up for off break and leg break. • Show proficiency in the on drive and off drive. • Perform routines using a combination of locomotor skills, individually and in groups. • Work harmoniously in groups. • Plan and conduct research using online and/or offline sources. • Use word processing software to produce original document • Use selected ICT tools to create (multi)media pieces • Recognize and acknowledge the owners or creators of digital material

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.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Pupils will: Health safety and well-being Demonstrate through movements, long term health benefits of participating in physical activity.</p>	<ul style="list-style-type: none"> • demonstrate • perform 	<p>Perform movement sequences representing health benefits from consistent participation in physical activities.</p>
<p>Games and Sport Engage in warming up and cooling down activities before and after lessons e.g. rounders, hand ball, dodge ball(using the underarm throw) Research online /offline the game of cricket to establish its origins and development. Document findings using presentation software and report to class.</p> <p>Practise to improve cricketing skills and aim at mastering:</p> <p>(a) grip (bat and ball), (b) stance, (c) back lift (preparing for a stroke), (d) the forward and backward defensive stroke, (e) the on and off drive, (f) run-up, (g) delivery (h) fielding (catching, interception, chase and retrieve) (i) the off break and leg break, (j) three grips of the cricket ball, (k) delivery of the ball. Develop the skills of spin bowling (off break and leg break)</p>	<ul style="list-style-type: none"> • run • retrieve • conduct online or offline research • grip • make a stroke • forward and backward defensive strokes • wicket keeping • catching 	<p>Demonstrate correct throwing technique in returning the ball</p> <p>Demonstrate: Correct grip and stance (for the cricket bat and ball) and strokes.</p> <p>Demonstrate competence in fielding.</p> <p>Demonstrate correct positioning in wicket keeping</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> • Practice spin bowling skills: <ul style="list-style-type: none"> - grip - delivery - run-up <p>Practise and develop wicket keeping skills for right and left handed batsman.</p> <p>Practise the positioning for pace and spin bowling.</p> <p>Play minor games to develop these skills.</p> <p>Combine cricket skills in competitive/game situations.</p>	<ul style="list-style-type: none"> • chase and retrieve • interception • wicket keeping • participate 	<p>Demonstrate skills in minor games</p>
<p>Attainment Target(s):Movement Education Consistently and confidently perform locomotor skills by using elements of body and space awareness, effort and relationships alone and with others, to improve personal performance.</p>	<ul style="list-style-type: none"> • movement sequence 	<p>Perform a combination of locomotor skills, individually and in groups demonstrating good spatial awareness.</p>

Learning Outcome:

Students should be able to:

- ✓ Warm up and cool down before and after lessons.
- ✓ Develop and present scrapbook with pictures and clippings on the origin of cricket.(history)
- ✓ Accurately demonstrate grip and stance.
- ✓ Demonstrate the various cricket strokes.
- ✓ Show mastery of the grip and delivery of the cricket ball.
- ✓ Show proficiency in wicket keeping and fielding.
- ✓ Perform combinations of locomotor skills in space individually and in groups.
- ✓ Express ideas through movements.
- ✓ Plan and conduct online or offline research.
- ✓ Use word processing software to produce original document
- ✓ Recognize and acknowledge the owners or creators of digital material

Points to Note	Extending Learning	
<ul style="list-style-type: none">• Safety rule must be observed at all times.• Cricket is a side on game.	<ul style="list-style-type: none">• Participate in co-curricular activities in school and in their communities.	
Resources <ul style="list-style-type: none">• cricket wicket• balls• bats• stumps• bails (cricket gear)	Key vocabulary: <ul style="list-style-type: none">• warming-up• fitness training• development• grip and stance• back lift• stroke• mastery	<ul style="list-style-type: none">• performance• forward defensive• backward defensive• off break• leg break• on drive• off drive• wicket• keeping space• health benefits• long-term

Prior Learning

Check that students can:

- Put together movement skills in a sequence
- Respond appropriately to different stimuli

UNITS OF WORK GRADE 6 TERM 2 UNIT 2**Focus Question: "How can I express feelings, moods and ideas to music to create simple characters and narratives in choreography?"**

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 well-being. <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"> • Perform dance steps to music individually or in groups. • Respond to pulse beats, rhythmic patterns and phrases. • Compose movements by controlling and varying, size, shape, direction, speed and tension. • Identify and demonstrate simple dance movements. • Describe simple dance movements. • Express feelings, moods and ideas to music • Respond to a range of stimuli through dance. • Respond creatively to a given sequence. • Combine two movement sequences which involve the four elements of movement. • Combine five locomotor and five non-locomotor movements using different rhythms. • Use many body parts to make shapes in the performance of traditional dances. • Use mime and dance to depict characters and events. • Choreograph and perform dance at a competitive level.

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.

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Movement Education</i> Demonstrate basic dance steps.</p> <p>In groups, create patterns and motifs using levels.</p> <p>Combine movement, varying the shape and size of patterns, adding directions emphasizing flow and tension.</p> <p>Create a movement sequence, describe it and apply music to it.</p> <p>Explore directions; combine with motifs and patterns from sounds and colours. Create dance with accent on pathways.</p> <p>Create rhythms and use original ring games to create complete dance movements e.g. Farmer in the Dell.</p> <p>Demonstrate local and international folk dances in parts until whole dance sequence is completed e.g. Kumina, Bruckins, Quadrille, Polka.</p> <p>Combine movements with music to create dances based on themes e.g. wind, rain and carnival. Watch online / offline video of these dances.</p>	<ul style="list-style-type: none"> • combine patterns and motifs. • create and describe • perform • create • explore • create • perform • participate • express ideas 	<p>Design and perform in groups patterns and motifs using levels.</p> <p>Create and perform movements in groups to represent the different qualities of movements.</p> <p>Demonstrate through movement patterns and motifs different themes, sounds and colours using different pathways.</p> <p>Accurately design and perform movement sequences to represent themes and ideas.</p> <p>Perform international and local folk dance pieces.</p>

<p>Games And Sport Create rhythms and rhythmic movements to play original ring games. e.g. Farmer in the Dell, “Dis long time gyal.”</p>	<ul style="list-style-type: none"> • create rhythms • play 	<p>Play popular ring games using rhythmic movements to express ideas.</p>
<p>Health safety and well- being List familiar movements reflecting healthy lifestyle practices e.g. sweeping floor, eating a banana, dribbling a ball. Select one movement and perform it in small and large space.</p>	<ul style="list-style-type: none"> • express ideas 	<p>Demonstrate large and small movements in space to represent information.</p>
<p>Learning Outcome:</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> ✓ Create and perform dance movements cooperatively in groups. ✓ Demonstrate different patterns and motifs through movements. ✓ Create and perform movement sequences to stimuli. ✓ Demonstrate local and international folk dance pieces. ✓ Demonstrate the qualities of movements in space. ✓ Use dance movements in different directions to express ideas using different levels, pathways. ✓ Use movements to represent themes and express ideas. 		

<p>Points to Note</p> <ul style="list-style-type: none"> • Safety rule must be observed at all times 	<p>Extending Learning</p>	
<p>Resources</p> <ul style="list-style-type: none"> • rooms • tapes • drums • shakers • maracas • tape recorders 	<p>key vocabulary</p> <ul style="list-style-type: none"> • range of stimuli • sequence • elements of movement • body parts • traditional dances • mime and dance • depict • characters • events • choreograph • warming-up • individually • pulse beats • motifs 	<ul style="list-style-type: none"> • rhythmic patterns • phrases • size • shape • tension • texture • feelings • moods • ring games • pathways • directions • levels • stimuli • patterns

Prior Learning

Check that students can:

- Determine the effects of substance abuse on his/her lifestyle

UNITS OF WORK GRADE 6 TERM 2 UNIT 2

Focus Question: “How do I relate to substance abuse and its effects on one’s lifestyle?”	
ATTAINMENT TARGETS	OBJECTIVES
<p>Attainment Target:</p> <ul style="list-style-type: none">• Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well- being. <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	<p>Students will:</p> <ul style="list-style-type: none">• Demonstrate safety practises for self and others.• Define the terms doping and anti-doping.• Research on the local and international organizations that regulates the use of drugs in sports. e.g. JADCO and WADA• Analyze an audio – visual presentation on the effects of drugs on health and performance.• Express through movements ideas and information about substance abuse.• Create jingles, and play ring games about substance abuse.• Demonstrate through role play effects of substance abuse on an athlete.• Present researched information about substance abuse in different ways.• Plan and conduct research using online and/or offline sources.• Use word processing software to produce original document

<p>the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.</p> <ul style="list-style-type: none"> • 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"> • Use selected ICT tools to create (multi)media pieces • Recognize and acknowledge the owners or creators of digital material
<p>ICT ATTAINMENT TARGETS:</p> <ul style="list-style-type: none"> • ICT 1. COMMUNICATION & COLLABORATION students use technology to communicate ideas, information and understanding for a variety of purposes. • ICT 2. DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking. • ICT 3. RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions. • ICT 4. DIGITAL CITIZENSHIP-Students recognise the ethical, social and legal issues and implications surrounding the use of technology. 	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Health safety and well- being</i> Conduct online or offline research about substance abuse(doping and anti-doping) and engage in discussion about same.</p> <p>Role play and create songs, jingles, and poems about substance abuse.</p> <p>Make posters, pamphlets discouraging substance abuse.</p>	<ul style="list-style-type: none"> • conduct online research • search • display work • write jingles • report • analyse • create and design • create and edit document 	<p>Research and ensuing discussion reflects adequate understanding of substance abuse in sport.</p> <p>Dramatic pieces/poems/ jingles adequately address critical issues surrounding substance abuse.</p> <p>Create an educational aid discouraging substance abuse(poster, pamphlet).</p>
<p><i>Movement Education</i> Express through movements the effects of substance abuse. Role play using movements, songs and poems about substance abuse.</p>	<ul style="list-style-type: none"> • express ideas 	<p>Create songs and poems about the effects of substance abuse and represent through movements in groups.</p>
<p><i>Games And Sport</i> Create ring games about substance abuse.</p>	<ul style="list-style-type: none"> • create and play 	<p>Create and participate willingly in ring games about substance abuse.</p>

Learning Outcomes

Students will be able to:

- ✓ Inform and educate others about misuse of substance.
- ✓ Encourage others to avoid substance abuse.
- ✓ Identify the ways in which drugs can be abuse.
- ✓ Name athletes of different sporting disciplines who have been found guilty of substance abuse.
- ✓ Represent researched information on substance abuse in different ways.
- ✓ Express through movements ideas on substance abuse.
- ✓ Plan and conduct research using online and/or offline sources.
- ✓ Use word processing software to produce original document.
- ✓ Recognize and acknowledge the owners or creators of digital materials.

Points to Note		Extending Learning
<ul style="list-style-type: none"> • Safety rule must be observed at all times. • Materials created can be used to create a Drug Awareness Centre. 		<ul style="list-style-type: none"> • Students should be able to share ideas and information about substance abuse with peers.
Resources <ul style="list-style-type: none"> • chart / instructional materials • markers (cones and saucers) • batons • bean bags • bats • television • DVD/video • DVD player/ VCR • computer • books • workbooks • worksheets • obstacles • mats • radio/CD player • CDs 	<ul style="list-style-type: none"> • musical instruments • pictures • stop watches • multimedia projector • pamphlets • measuring tapes • model sample • trundle wheel • beads bibs • arm bands • ribbons • whistle • clapping boards 	Key vocabulary <ul style="list-style-type: none"> • fitness • exercise • performance • equipment • physical • life style • injury • fatigue • stress • athlete • society • career • story • trunk • movement • cardio vascular • flexibility • strength • endurance • drug abuse • substance abuse • doping • anti-doping

Prior Learning

Check that students can:

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

UNITS OF WORK GRADE 6 Term 3 Unit 1**Focus Question: “How do I further improve my skills in the game of Baseball?”**

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 well- being. <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>	<p>Students will:</p> <ul style="list-style-type: none"> • Perform specific warm up and cool down activities • Describe major elements in playing baseball: hitting, pitching, running bases and fielding. • Further improve the grip of the bat, batting stance and ball contact. • Further improve skills including: batting, pitching, throwing, catching and fielding. • Demonstrate increased performance in the overarm and underarm throw. • Analyze the times, distances, and speeds for running, throwing, and hitting. • Display increased knowledge of the baseball field. • Identify how different players interact on offense and defense. • Apply refined baseball skills in mini competitions with emphasis on offensive and defensive strategies. • Work cooperatively with peers

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|---|--|
| <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. | |
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SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Health, safety and well- being Perform specific warm - up activities before, and cool - down exercises after main activities. Display sportsmanlike behaviour by shaking hands, hugging, greeting each other after matches.</p> <p>Display caution and follow instruction when using baseball equipment in pairs and in games.</p>	<p>Use sport equipment safely Display sportsmanship Perform warm up activities Perform cool down activities</p>	<p>Competently demonstrate a warm up and cool down activity</p> <p>Demonstrate the appropriate behaviours required when engaging in sporting activities</p> <p>Competently use baseball equipment in games</p>
<p>Games and Sports Hit the ball from a frontal toss. Hit a pitched ball. (Use eye – hand coordination while executing proper ball contact). Pick up and throw ball rolled from medium distance to each base. Pick up and throw ball tapped from middle distance to each base. (Use spatial awareness while executing both actions.) Time each other running base distances, and create class averages for use during the simulated game (“Shadow Baseball”):</p> <ul style="list-style-type: none"> - Home to 1st - Home to 1st - Home to 1st - Home to 1st - 1st to 2nd - 1st to 3rd - 1st to home - 2nd to 3rd - 2nd to home - 3rd to home <p>In small groups, time each other during the hit and the throw to the bases by counting the following:</p>	<p>bat</p> <p>timing</p> <p>throw</p> <p>field</p> <p>speed</p> <p>create</p> <p>run bases</p> <p>hit</p> <p>throw</p>	<p>Demonstrate the correct batting and pitching technique</p> <p>Accurately execute throwing, catching and fielding</p> <p>Accurately time each other’s base running</p> <p>Accurately time each other’s hits and throws to the bases</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<ul style="list-style-type: none"> - time until ground ball gets to infielder - time until ground ball gets to outfielder - time until fly ball gets to infielder - time until fly ball gets to outfielder <p>Play a game of “Shadow Baseball” using a single die to simulate randomness in play situations. Simulate swinging the bat, while the Umpire/Teacher fairly rolls the die. All of the students should more or less silently count the times for flight of the ball as students attempt to run the bases:</p> <ul style="list-style-type: none"> - 1 is an infield ground ball - 2 is an Infield fly - 3 is hit to shallow outfield - 4 is hit to deep outfield - 5 is a ball - 6 is a strike <p>Practice baseball skills in competitive situations</p>	<p>apply simulate sports techniques obey rules</p> <p>perform</p>	<p>Accurately simulate baseball skills during shadow game.</p> <p>Apply basic baseball rules during the competitions</p> <p>Observe safety guidelines when using baseball equipment in pairs and in games.</p>

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate knowledge of specific warm- up and cool- down activities ✓ Apply basic baseball rules in mini competitions ✓ Apply offensive and defensive strategies mini in competitions ✓ Display good sportsmanlike behaviour ✓ Display understanding of safety guidelines and rules of baseball 	
<p>Points to Note</p> <ul style="list-style-type: none"> • Warm up and cooling down activities maybe jogging, running, walking, arm swinging, curl ups, knee raises, arm circling, heel raises, leg raises and body stretches. • Sportsman like behaviour must be encouraged at all times. 	<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"> • field • bats • balls • mitts • bases • timing charts • pencils 	<p>Key Vocabulary</p> <ul style="list-style-type: none"> • warm up • cooling down • grip • stance • throwing • catching • fielding • rules • simulate • time • count • hit • base running • safety • guidelines

Prior Learning

Check that students can:

- Demonstrate the basic passes
- Demonstrate the underhand serve
- Identify the playing positions

UNITS OF WORK GRADE 6 TERM 3 UNIT 2

Focus Question: "How can I further develop my skill in Volleyball?"

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 well-being. <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">• Research historic happenings in volleyball.• Perform specific warm up and cool down activities.• Identify and demonstrate fitness exercises in strength, endurance, flexibility and speed.• Develop the overhead serve.• Refine the underhand serve.• Rotate correctly, in game situation.• Practise the techniques of the volley (overhand pass).• Practise the forearm pass.• Combine the underhand serve and forearm pass in mini games.• Apply volleyball skills in mini-

<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.	<p>competitions with emphasis on offensive and defensive strategies.</p>
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SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Health, safety and well- being</i> Read/search for information on the development of the game</p> <p>Engage in fitness exercises which are applicable to volleyball (e.g., skipping, jumping, simple circuits to include sit-ups and press-ups, toe touching, arm circling, etc.)</p>	<p>search for information</p> <p>demonstrate perform</p>	<p>Effectively discuss the historical happenings in the game, in small groups.</p> <p>Participate in fitness exercises.</p>
<p><i>Games and Sports</i> Practise the volley pass in pairs and small groups.</p> <p>Practise the forearm (dig, bounce or bump) pass in pairs and small groups.</p> <p>Demonstrate the overhand serve.</p> <p>Practise the underhand serve.</p> <p>Engage in drills and minor games to improve the technique of the volley, forearm pass and the serves.</p> <p>Practise court rotation while competing; with emphasis on offensive and defensive strategies.</p> <p>Participate in games with the net at varying heights within class and against other classes.</p>	<p>execute the volley pass</p> <p>execute the forearm pass</p> <p>execute the overhand serve</p> <p>execute the underhand serve</p> <p>participate</p> <p>identify playing positions</p> <p>demonstrate perform</p>	<p>Accurately demonstrate the volley pass.</p> <p>Accurately demonstrate the forearm pass.</p> <p>Accurately demonstrate the overhand serve.</p> <p>Accurately demonstrate the underhand serve.</p> <p>Demonstrate with accuracy, the basic skills in volleyball.</p> <p>Accurately position players on court.</p> <p>Demonstrate basic skills during game, while effectively applying the rules of the game.</p>

Learning Outcomes:

Students will be able to:

- ✓ Discuss historic happenings in volleyball.
- ✓ Accurately perform fitness exercises in groups
- ✓ Demonstrate the volley pass.
- ✓ Demonstrate the forearm pass.
- ✓ Demonstrate the overhand and underhand serve.
- ✓ Apply offensive and defensive strategies in competitions by using the correct rotations.
- ✓ Apply rules and correct each other

Points to Note

- Safety rules must be observed at all times

Extending Learning

- Work in community groups and join school teams to further develop skills in track and field.
- Share information acquired in class with peers in their community.

Resources

- volleyball court or playing area
- volleyballs
- cones

Key vocabulary

- volley
- serve
- rotation
- violations
- stationary
- side out
- apparatus
- weight transference
- rotation
- underhand
- overhand
- offensive
- defensive
- rules
- strategies
- forearm
- fitness
- debate
- historic

Prior Learning

Check that students can:

- Move, make shapes and create patterns.
- Use different movement skills to perform warm up.
- Create simple movement sequences.

UNITS OF WORK GRADE 6 TERM 3 UNIT 3

Focus Question: “How can I combine and apply movement skills at different speeds levels and directions with force in gymnastics and dance”

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 well- being. <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">• Demonstrate the technique of balance in conjunction with direction, levels and change of speed.• Plan and perform sequences which include patterning in groups.• Display fluency in combining all elements.• Perform gym displays with tableaux at end.• Combine and apply locomotor dance skills by using different parts of the body.• Apply levels, direction and relationship to locomotive movement.• Combine, apply and demonstrate locomotor and non-locomotor dance movements in conjunction with levels, force, direction in relation to action words, themes, stories to create dance themes.• Perform a wide variety of gymnastic skills and movements using small and large apparatus in combination with one or more elements of movement.• Perform expressive dance sequences using different types of stimuli with increased creativity and form.

<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">• Plan and perform sequences which include patterning in groups.• Combine and apply game skills of different minor games to create ring games to rhythm.• Apply cultural dance steps to cultural rhythms to create original and innovative cultural dances.• Create modern dance steps from heritage (cultural) dance pieces.• Perform folk dances.
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SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p><i>Health safety and well-being</i> Work alone and/or in pairs, with equipment to build patterns using force, time and marked directions in relation to a theme to demonstrate warm up and cool down activities.</p>	<ul style="list-style-type: none"> • work cooperatively • use equipment • create movements using theme 	Efficient use of movements relating to a theme to create warm-up and cool down activities
<p><i>Movement Education</i> Manipulate different parts of the body to make stretched (wide or twisted) shapes with partners and equipment. Develop these into sequences as they travel using different levels. Work in groups using all skills learnt since Grades 4 and 5 to create patterns, sequences, demonstrating a good level of fluency and form.</p> <p>Create marches, calisthenics to music. Break into groups to create sequences and tableaux in twos, threes and larger groups. Create rhythmical sequences of applying all skills. Combine smaller skills to create patterns. Develop gym display for open day.</p> <p>Combine locomotor and non-locomotor skills with direction, speed and force to create patterns with free and bound flow. Show fluency by combining and applying locomotor movements at different levels, different pathways and in groups, using small equipment.</p> <p>Discuss folk dances and their derivation to determine what is endemic to the Caribbean. Create new dances using skills from different dances, e.g. Bruckins, Dinki Mini and Kumina. Perform dances for open day and other school celebration.</p>	<ul style="list-style-type: none"> • forward roll, backward roll, cat spring, through vault • forward roll into standing position • create patterns • rhythmical marches • leap frog • hula hooping, • balance catching (bean bags) • run, jump, leap, roll 	<p>Perform forward and backward roll.</p> <p>Combine forward roll into backward roll</p> <p>Perform forward roll from standing position or running.</p> <p>Create shapes at different levels with ropes.</p> <p>Synchronize beat with step.</p> <p>Perform leap frog, solo and in groups. Combine dance steps.</p>

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Create modern dances using steps from cultural dances for presentation e.g. Dancehall steps from Kumina and Bruckins. Create dances with these combinations for 2 or 3 minutes.</p>	<ul style="list-style-type: none"> • create folk dances • create • perform 	<p>Demonstrate dance skills accurately.</p> <p>Folk dances performed satisfactorily.</p> <p>Create and perform modern dance satisfactorily.</p>

Learning Outcomes

Students will be able to:

- ✓ Manipulate the body to create rolls, vaults and springs.
- ✓ Create patterns with equipment.
- ✓ Participate in mini gymnastic display, using rhythmical marches and group presentations.
- ✓ Create and perform dance pieces.
- ✓ Create compound steps from cultural dances to create modern dances.

Points to Note : Safety rule must be observed at all times

- Safety rule must be observed at all times

Extending Learning

Resources

- tape recorder
- space in room/hall
- ropes
- mats
- balls
- wooden bars
- hoops

Key Vocabulary

- explode
- wiggle
- retreat
- soar
- upward
- expand
- diagonal
- prance
- ascend
- adjacent
- shift
- gyrate
- glide
- aggressive
- ramp
- fearful
- sudden
- happy
- hasty
- friendly
- swift
- stomp
- sustained
- fine
- crawl
- delicate
- dawdle
- together
- mosey
- mirror

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 a Implement/manipulative is thrown ahead of the intended receiver so that the receiver can catch the a 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.

Nonlocomotor: 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.

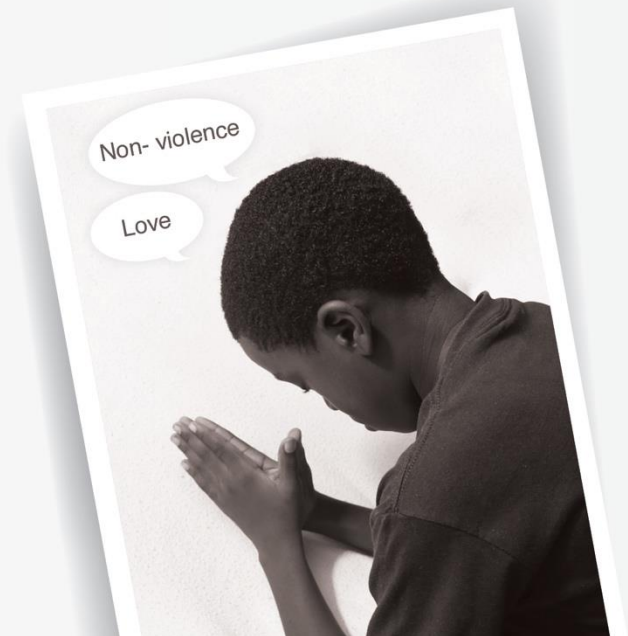
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NATIONAL STANDARDS CURRICULUM GUIDE

GRADE 6

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 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.

RELIGIOUS EDUCATION UNITS

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. There are three attainment targets in Religious Education namely; learning about religion, learning from religion and learning how religion influences change. Each attainment target is sub-divided into three strands.

Learning about religion

This includes the investigation of and 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 an 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
- Examine 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 TEACHERS IN THE TEACHING OF RELIGIOUS EDUCATION

Within the teaching of Religious Education where students are being exposed to the three Attainment Targets of 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 anyone'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.
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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 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

SUBJECT	TERM 1	TERM 2	TERM 3
Religious Education	<p>Religious Practices Connected With Important Stages of Life 1</p> <p>Pregnancy, Birth and Infancy: Jamaican folk tales and personal experiences relating to pregnancy, birth and infancy; commonalities existing among these practices; activities/rites of passage practiced by Christianity, Hinduism, Judaism and Islam; lessons learned from rites outlined in sacred stories</p> <p>Implications: How general and specific religious beliefs, customs and practices affect students, their families, persons they know and the wider community; requirements/norms/laws with religious origins; relationships between beliefs, customs/practices</p>	<p>Religious Practices Connected With Important Stages of Life 2</p> <p>Puberty, marriage and death: Practices and taboos connected with initiation, marriage and death and why these take place; related garments, food and symbols; implications of becoming a member of a particular religious community; similarities and differences between Christian, Hindu, Jewish and Islamic wedding ceremonies; death rituals and the expression of grief; values, myths, legends.</p> <p>Implications: How practices relating to initiation, marriage and death affect the personal lives of pupils and the daily life of the wider society morally, culturally, legally and politically.</p>	<p>Personal Expressions of Faith Across religions: How members of different religious groups perform acts of faith; difference between a religion and a denomination; personal acts of faith performed by a Christian, Hindu, Jew and a Muslim on a typical day; similarities between these acts of faith.</p> <p>Implications: Positive/negative effects of acts of faith on character, health, job opportunities; reasons why they occur; how pupils' own acts of faith /those of persons in their homes, communities, the nation affect their lives; how religion may help develop character and create harmony in families, schools and society.</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
- 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

RANGE OF CONTENT

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

- 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.

STANDARDS FOR RELIGIOUS EDUCATION GRADE 6

The Attainment Targets

There are three key Attainment Targets in this Religious Education curriculum: Learning about religions, learning from religions and learning how religion influences change. Each Attainment Target is further sub divided into three separate areas of focus

AT1: Learning about religions			AT2: Learning from religions			AT3: Learning how religion influences change		
Beliefs and Teachings Examine origins, beliefs and practices of selected world religions and other religious groups.	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.	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 of Jamaica and in 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 that 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 Experience	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
G6	Make connections between the ways members of Christianity, Judaism, Hinduism and Islam practice their faith in daily life.	Explore some of the specific beliefs that different religious groups have about being obedient to God and other deities. Identify, describe and discuss some of the religious celebrations associated with rites of passage practiced by major religions and indigenous religious groups in the Caribbean where applicable.	Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life.	Ask questions about the significant experiences of key religions studied and suggest answers from their own and others' experiences.	Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims	Recognize how religious beliefs and practices help to enrich and guide the daily life of a person and a community.	Evaluate the contribution made by major religions (as well as African and other traditional expressions) to the development of belief systems in Jamaica and the Caribbean. Differentiate between the various religions/denominations /other religious groups that exist within the Jamaican/Caribbean society regarding how they practice pregnancy, birth and infancy rites, and examine their role in shaping the religious, social and cultural life of the Region.	Reflect upon how roles that religious leaders play affect people in daily life	Explain the ways in which the practices of indigenous religious groups have influences lifestyle in Jamaica. Explain the ways in which the practices of indigenous religious groups have influences lifestyle in Jamaica.

About the Unit

In this Unit students will learn about Religion in Daily Life – religious practices connected with pregnancy, birth and infancy in different religious groups, as well as how these practices affect them and/or influence their daily lives.

Prior Learning




Check that students can identify, distinguish between and discuss:

- ✓ Major world religions present in the Caribbean.
- ✓ Religious groups that began in Jamaica.
- ✓ Religious groups that began in other Caribbean countries.

UNITS OF WORK GRADE 6 TERM 1 (12 Weeks: 40-60 min. x 12)

Focus Question: “What are some of the beliefs and practices connected with pregnancy, birth and infancy in different religious groups?”	
RELIGION IN DAILY LIFE	
Sub theme: Religious Practices Connected with Important Stages of Life 1 (Pregnancy, Birth and Infancy)	
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>	<p>Students will:</p> <ul style="list-style-type: none"> • Explore content and make inferences concerning the beliefs and practices to which people all over the world adhere. • Make connections between the ways members of Christianity, Judaism, Hinduism and Islam practice their faith in daily life.
<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"> • Pinpoint specific practices which are peculiar to a particular religion. • Identify, describe and discuss some of the religious celebrations associated with rites of passage (relating to pregnancy, birth and infancy) as practised by major religions and in indigenous religious groups in the Caribbean where applicable. • Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life.

	<ul style="list-style-type: none"> • Show by their behaviour that they appreciate the variety of symbols, customs and practices among different religious groups.
<p>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.</p>	<ul style="list-style-type: none"> • Identify ways in which religions differ from one another. • Interpret religious signs, symbols and rituals. • Ask questions about the significant experiences of key religions studied and suggest answers from their own and others' experiences.
<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"> • Analyse religious customs and practices other than those they know in order to appreciate the kinship of humankind. • Explain the role of sacred writings, stories, history and oral traditions in preserving religious beliefs and practices.
<p>Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles</p>	<ul style="list-style-type: none"> • Examine Jamaican folklore, myths and cultural practices relating to pregnancy, birth and infancy, and discuss their contribution to the morals present in society. • Show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean. • Distinguish between what most religious groups consider to be right and wrong based upon an understanding of the moral values they share.
<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"> • Evaluate the contribution made by major religions (as well as African and other traditional expressions) to the development of indigenous belief systems in Jamaica and the Caribbean • Differentiate between the various religions/denominations/other religious groups that exist within the Jamaican/Caribbean society regarding how they practice pregnancy, birth and infancy rites, and examine their role in shaping the religious, social and cultural life of the Region.
<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"> • Reflect upon how roles that religious leaders play affect people in daily life.

<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 lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Explain the ways in which the practices of ingenious religious groups have influenced lifestyles in Jamaica. • Identify the practices by which the religious groups in the Caribbean may be recognized in everyday life. • Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims. • Identify in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ ceremonies. • Recognize how religious beliefs and practices help to enrich and guide the daily life of a person and a community.
<p>ICT Attainment target(s):</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  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 – Recognize 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 STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Students and teacher will:</p> <p>Relate and discuss Jamaican folk tales and personal experiences about persons/family members they know who have had babies, to gain insight into known cultural and religious practices.</p> <p><u>Discussion should include:</u></p> <ul style="list-style-type: none"> - known beliefs/superstitions about pregnancy and about the early life of a baby - known practices related to the above - Identification of those beliefs and practices which are religious in nature. 	<p>Discuss and recall information</p> <p>Articulate impressions</p> <p>Categorize information</p>	<ul style="list-style-type: none"> • Retell and discuss confidently content about beliefs/superstitions related to pregnancy and the early life of a baby • Categorize accurately the beliefs and practices which are religious in nature.
<p>Conduct research using a wide variety of electronic sources such as videos, information from e-pals etc. to:</p> <ol style="list-style-type: none"> (a) Help categorize known beliefs and practices. (b) Examine and be able to relate/discuss stories and other material from religious texts and folklore re guidelines/customs/ practices concerning pregnancy, birth and infancy. Show their relevance and how they contribute morals to society. (c) Sequentially outline activities/rites practiced in each major religious grouping in the Caribbean. Include Rastafarian customs. (d) Look for commonalities among the practices/rites. (e) Give reasons for religious groups performing these rites/practices. 	<p>Evaluate pieces of literature</p> <p>Identify bias in information</p> <p>Sequence information</p> <p>Identify misleading information</p> <p>Navigate digital content on websites and storage devices</p> <p>Post comments safely online</p>	<ul style="list-style-type: none"> • Accurately compiled sequential outline of activities/pregnancy, birth and infancy rites practiced in each major religious group in the Caribbean. Relevance and morals contributed to society included. • Accurately compiled list of commonalities among the religious pregnancy, birth and infancy rites practiced with reasons for them.
<p>Use any combination of the following or other activities to achieve the intent of the procedures outlined in the activities above:</p> <ol style="list-style-type: none"> a. Organize a one-day “Rel – Edathon” (i.e. a telethon/walkathon: <ul style="list-style-type: none"> - using the telephone to glean information - gaining information via walkathon/personal interviews - to do research on teenage/adult views on religious habits. Use 	<p>Identify recurring beliefs and practices in present day society.</p> <p>Ask questions related to panel discussion</p>	<ul style="list-style-type: none"> • Beliefs/superstitions regarding pregnancy and early life clearly and accurately stated. • Accuracy of related information shared on simulated talk-show/panel discussion about beliefs and

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>discussion forum such as class blogs to communicate with teenagers/adults on religious habits. Use role-play to share views with class.</p> <p>b. Conduct a class talk show or hold a class panel discussion to share information researched about beliefs and practices of major religions/indigenous religious groups in Jamaica (relating to pregnancy, birth, and infancy).</p>	<p>Clearly articulate a point view Post/read comments safely online.</p> <p>Draw conclusions from experiences</p> <p>Summarize information visually</p>	<p>practices of major religions/indigenous religious groups.</p> <ul style="list-style-type: none"> • Design and use checklist to assess whether posters clearly and accurately identify/highlight the reasons behind the beliefs and practices relating to pregnancy, birth or infancy and sequence the rites practiced by each religious group.
<p>Discussion should explore commonalities and share information gained from personal experiences, friends and relatives. Treat beliefs and practices within each religious group separately before doing so.</p> <p>Have a “Did-You-Know?” Day, for which each class member prepares (as part of one of a number of group projects) a poster about beliefs behind reasons for and practices relating to pregnancy, birth or infancy. Include an illustrated sequence of rites for each religious group. Use Internet sources such as online videos and or websites/created digital presentations relating to rites for each religious group to gain information for the “Did-You-Know?” Day.</p>	<p>Research/categorize information use search engine safely to Perform single topic searches</p> <p>Creative writing Assume roles while reading Dramatize stories Identify values Follow instructions</p>	<ul style="list-style-type: none"> • Appropriate stories accurately narrated from the sacred writings of the major religions. Appropriate lessons and conclusions drawn from these stories.
<p>Summarize information accurately when asked.</p> <p>Either: Mount a display and invite the rest of school to view.</p> <p>Or: Display self-contained sections of information (e.g. from a group in the class or about a religious group) at strategic points on the school premises.</p> <p>Relate stories/stage puppet shows narrating stories from sacred writings (of</p>	<p>Listen Interpret auditory and visual cues Research collaboratively Present research findings articulately Record sources of information accurately</p>	<ul style="list-style-type: none"> • List of values gained from the stories that were narrated. • Formulated questions/riddles used to help students to accurately review materials from stories read. • Written letters to friends demonstrating accurate

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>major religions) that include some of the researched beliefs/ practices. Discuss and list the lessons that can be learned from these stories, then draw conclusions about common bonds within the beliefs and practices of all human beings. Post conclusions online via class blog to share with e-pals.</p> <p>Use echo pantomime to tell a story from one of the sacred books. Leader tells part of the story using actions. Students repeat same phrase/sentence and actions. Continue this process till the story is completed.</p> <p>Review material by writing riddles that use 3 or 4 'clues'. In this way pupils can guess the name of a story, character place, or event and the value attached to them.</p>	<p>Operate electronic devices</p> <p>Post comments safely online</p> <p>Use search engine safely to perform Boolean searches</p> <p>Send and receive email</p>	<p>understanding of content.</p>
<p>In pairs, researches outside of class by viewing documentaries/ reading from Research religious sites associated with the major religions, then come to class and present findings/ discuss the specific roles played by religious leaders during rites associated with pregnancy, birth and infancy. Individually, write short letters to pen/e-friends explaining their findings. Letters could be emailed or posted on class blog to share with e-pals.</p>		

Learning Outcomes

Students will be able to:

- ✓ Gain insight into known cultural and religious practices relating to pregnancy, birth and infancy.
- ✓ Identify and categorize commonalities existing among cultural and religious practices.
- ✓ Explore the relevance of these practices and identify the morals they contribute to society.
- ✓ Outline in sequence the activities/rites of passage practised by each religious group, and give reasons for these practices.
- ✓ Portray roles and characters accurately. Articulate views which are a true reflection of those expressed during the “Rel-Edathon”.
- ✓ Spontaneously create clear and straightforward interview questions.
- ✓ Draw balanced and reasoned conclusions.
- ✓ Accurately summarize information.
- ✓ State lessons that may be learned from rites outlined in sacred stories.

Produce a document or multimedia product to present research findings on some of the beliefs and practices connected with pregnancy, birth and infancy in different religious groups

Points to Note	Extended Learning
<p>Teacher will encourage students to exhibit the following values as they participate in teaching/learning activities:</p> <ul style="list-style-type: none"> • The willingness to accept the worth of rites/practices similar to or different from their own; to recognize the kinship of humankind. • Self-confidence, initiative and leadership; confidence in one’s own judgment, ability, power; knowing and using one’s capabilities. • The willingness to see another person’s point of view. • Co-operation/participation in class activities. • Curiosity and the determination to search for/pursue knowledge, ask questions. • The willingness to complete an assigned task. <p>Remind students to:</p> <ul style="list-style-type: none"> • Recognise some of the dangers associated with internet use and demonstrate safe online behaviours. • Recognise and acknowledge the owners or creators of digital materials and encourage others to do so 	<ul style="list-style-type: none"> • Access from the Ministry of Education, Youth and Information’s website an audio interview done with Amina Blackwood Meeks re Jamaican folk customs and practices relating to pregnancy, birth and infancy. • Play segments of interview for class and discuss the beliefs and practices mentioned.

<ul style="list-style-type: none"> • Follow guidelines to promote healthy use of ICT tools <p>Links to other subjects:</p> <ul style="list-style-type: none"> • Language Arts • Drama • Visual Arts 		
<p>Resources</p> <ul style="list-style-type: none"> • Simple questionnaire; members of families/the community • Recommended texts • Poster-making materials • Masking tape and scissors • Display boards for mounting • Internet and/or instructional religious CDs • Sacred books/writings/stories of major religious groups • Stage-making materials (e.g. teacher’s table, old bed sheet, strings) • Formulated questions/riddles • Puppet making materials e.g. old socks, paper bags, string, wool, discarded hair, paste, scissors, scraps of cloth • Electronic devices e.g. computer, speakers, CD/DVD player • Internet 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • signs • symbols • life stages/rites of passage • rituals • ceremonies • garments • vestments • peculiarities • impact/effect(s) • attitudes • moral values • cultural heritage • society • issues • right 	<ul style="list-style-type: none"> • wrong • regulations • responsibility • consequences • rights • dignity • individual • pregnancy • birth • infancy • personal experiences • superstitions • folklore • religious habits • sacred writings

Prior Learning

Check that students can:

- ✓ Explain some of the beliefs and practices connected with pregnancy, birth and infancy in different religious groups.

RELIGIOUS EDUCATION UNIT OF WORK GRADE 6 TERM 1 – UNIT 2

Focus Question 2: “How do religious beliefs and practices connected with pregnancy, birth and infancy affect me?”	
SPEAKING & LISTENING	
ATTAINMENT TARGETS	OBJECTIVES
Religious Education Attainment Target(s): AT1. Learning about religions: Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups	Objectives: <ul style="list-style-type: none">• Explore some of the specific beliefs that different religious groups have about being obedient to God and other deities.
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">• Give a simple outline of the most basic practices associated with rites of passage which are peculiar to Christianity, Judaism, Hinduism, Islam and Caribbean indigenous religious groups• Make connections between the ways members of Christianity, Judaism, Islam, Hinduism and other religious groups practice their faith in daily life.
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">• Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life.• Use specialist religious vocabulary to communicate what they know and understand.
AT2. 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.	<ul style="list-style-type: none">• Ask questions about the significant experiences of key religions studied and suggest answers from their own and others' experiences.• Show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.• Explore the positive and negative aspects of religious and non-religious beliefs and lifestyles.• Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims and other religious groups.

<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>	<p>Gradually develop a sensitivity to moral, social and ethical issues as they learn the relationship between Religious Education and other areas of the curriculum</p>
<p>Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.</p>	<ul style="list-style-type: none"> • Describe how religion can help to form the basis of their own values and belief systems concerning pregnancy, birth and infancy. • Recognize how religious beliefs and practices help to enrich and guide the daily life of a person and a community. • Show by their behaviour that they understand the part values play in making or breaking relationships. • Show by their behaviour that they understand the importance of obeying the rules and regulations which govern home, school and the wider community. • Show that they are developing a sense of responsibility for the consequences of their actions by acting with regard for the rights, lives and dignity of all persons.
<p>Learning how religion influences change: Religions and how they adapted to Caribbean life: Examine the traditional belief systems of Jamaica and in 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"> • Evaluate the contribution made by major religions (as well as African and other traditional expressions) to the development of belief systems in Jamaica and the Caribbean. • Describe ways in which the current practices of religious groups impact upon Caribbean society • Identify, describe and discuss ways in which attitudes, values and religious practices which our ancestors brought with them to Jamaica/the Caribbean have impacted upon society.
<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"> • Reflect upon how roles that religious leaders play affect people in daily life.
<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 lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Examine the answers that different religions give to life’s questions (about pregnancy, birth and infancy) and use these to help them sort out their own ideas, values and commitments. • Show awareness of the demands of commitment both in their lives and within religious traditions, and of the variety of ways that commitment to a religion may be shown. • Explain ways in which the practices of indigenous religious groups have

	<p>influenced daily lifestyles in Jamaica.</p> <ul style="list-style-type: none"> • Recognise and explain how religious beliefs and practices affect/help to enrich and guide the daily life of a person and of a community. • Explore the positive and negative aspects of religious and non-religious beliefs and lifestyles. • Make links between Religious Education content and other areas of the school curriculum.
<p>ICT Attainment target(s):</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. ▪ 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 – Recognize 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 STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Outline/list general ways in which religious beliefs affect the daily lives of individuals and communities.</p> <p>Examine specific ways in which religious beliefs/customs/practices affect the daily lives of individuals (particularly of pupils themselves and persons in families known to them):</p> <ul style="list-style-type: none"> - within a particular religious community (i.e. Judaism, Christianity, Hinduism, Islam, Rastafari, etc.) - through requirements/norms/laws (of religious origin) set up in society and which pertain to pregnancy, birth and infancy <p>Use “hot seat” drama mode to describe how religious beliefs, customs and practices re pregnancy, birth and infancy affect people’s daily lives.</p> <p>Investigate and outline the relationships existing between religious beliefs/customs/practices re pregnancy, birth, infancy and the following:</p> <ul style="list-style-type: none"> Science/Child Health Language Arts Music Commerce/Social Studies (Geography, History, Civics) Guidance and Counselling 	<ul style="list-style-type: none"> • List effects • Identify relationships • Investigate 	
<p>Use any combination of the following and other activities to achieve the first three teaching and learning activities.</p> <p>A) Mount a photographic display of:</p> <ul style="list-style-type: none"> (i) their mothers when they were pregnant with them, (ii) rites/ceremonies performed on students and members of their family in their infancy. <p>B) Label pictures and include the religious significance of pictures taken during</p>	<ul style="list-style-type: none"> • Categorize and sequence pictorial information; portray ideas pictorially • Draw reasoned conclusions • Integrate content/make connections 	<ul style="list-style-type: none"> • Mounted photographic displays of their mothers when they were pregnant with them and the rites/ceremonies performed on them and members of their families in their infancy • Partial autobiographies written about themselves

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>baptismal ceremonies and other rites.</p> <p>C) Either: Write partial autobiographies telling about themselves before birth (if information is available) and any birth rites or religious ceremonies that took place in early infancy. Include an explanation of how these ceremonies/rites/customs or lack of them have affected their lives.</p> <p>Or: Watch home videos (if available) re rites /ceremonies and other activities taking place surrounding pregnancy, birth and infancy and discuss the implications as above.</p>		<p>before birth, and any birth rites or religious ceremonies that took place in their early infancy. Should show understanding of the relevance of these rites.</p>
<p>Make journal entries of their thoughts and impressions re the significance of material being studied, and explain how these might and/or do affect their daily lives. Include reactions to beliefs and practices unfamiliar to them. Students could also share with e-pals via class blog their thoughts and impressions re the significance of material being studied.</p> <p>Make a montage or series of montages (for each religion, based on a theme) by combining a number of pictures or symbols representing different religious groups to create one large picture or a series of pictures.</p> <ul style="list-style-type: none"> - (a single montage arranges a variety of pictures to depict one religious design/symbol. - a series arranges single montages into a larger representation of a religious symbol, i.e. Cross, Star of David, Aum, Crescent Moon and Star, Lion) <p>Option:</p>	<ul style="list-style-type: none"> • Explain personal viewpoints in writing • Post comments online safely • Recognize and use religious symbols 	<p>Montage assessed for accurate use of a number of pictures or symbols to represent different religious groups.</p> <p><u>Or:</u></p> <ul style="list-style-type: none"> • Collage assessed for correct depiction of symbols used to represent different religions groups • Information shared confidently with class about details of a religious rite/ceremony involving a baby or small child

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Make a collage (similar to a montage but made from different types of materials). Use materials of the same colour.</p>		
<p>Attend (where possible) and/or share with class details of a religious rite/ceremony involving a baby or small child. If an actual ceremony is not attended, information for sharing could be obtained from videos viewed online or from DVD etc. Discuss the significance of the activities involved in the ceremony and draw conclusions/suggest implications for daily living.</p> <p>Each choose a religion/religious group and write a short story as the bigger brother or sister of a young child born within that group. Tell what customs/practices/beliefs surrounded the child from conception to the present. State the significance of these, how they have affected him/her (biographer) and the child, and will affect both in future. Illustrate with photographs/drawings. Students could also share their stories with e-pals via class blog or email story to an e-pal.</p> <p>Design invitation cards for a religious birth rite (christening, blessing, baptism, naming ceremony). Include events that will occur during and after the ceremony.</p>	<ul style="list-style-type: none"> • Use information gleaned to create authentic fiction • Navigate digital content on websites and storage devices • Post comments online safely 	<ul style="list-style-type: none"> • Participate orally in class • Discussions showing evidence of correct understanding of concepts taught. • Short story written stating the likely customs/practices/beliefs surrounding a child from a selected religion from conception to the time of writing (assessed using a teacher-constructed checklist) • Accurate information included in invitation cards created for a religious birth rite (christening, blessing, baptism, naming ceremony)

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Compose songs or dub poems showing how religious rites examined are:</p> <ul style="list-style-type: none"> (a) related to other subject areas being studied (b) relevant to the daily life of the composer <p>Invite resource person(s) to visit class and share beliefs, customs, practices re pregnancy, birth and infancy, and the implications of these for the daily life of an individual.</p>	<ul style="list-style-type: none"> • Compose songs or dub poems 	<ul style="list-style-type: none"> • Examine songs/dub poems to see if they show relationship of religious rites to other subject areas and are relevant to the daily life of the student composer

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Produce oral responses which reveal a clear understanding of the religious and social importance of family occasions, rites, ceremonies, customs and practices ✓ Respond showing evidence of careful thought and research ✓ Recognise the relationship between religious rites/beliefs/practices and how these affect their daily lives ✓ Produce montages that accurately convey information re each religion and the theme chosen ✓ Arrange them sequentially and interestingly; mount/display them creatively ✓ Explain the significance of the ceremonies discussed ✓ Write and appropriately illustrate short stories which include the essentials of rites and ceremonies of a particular religion ✓ Design invitations which reflect authentic practices ✓ Use religious terms appropriately ✓ Produce stories which show an insight into the religious environment chosen ✓ Display a respectful attitude to resource persons ✓ See the worth within other beliefs and with which they may not agree ✓ Compose songs/poems which show the relationship of religious rites to other areas of study and daily life ✓ Communicate safely online when making posts to e-pals 	
<p>Points to Note</p> <p>Teacher will encourage students to exhibit the following values as they participate in teaching/learning activities:</p> <ul style="list-style-type: none"> • The willingness to appreciate the worth of unfamiliar rites/ceremonies/customs/practices • The willingness to share information learned with others • Show awareness of civic responsibilities • Honesty/sincerity • Sharing information with others • Friendliness • Show respect for the experiences and values of others • The willingness to share information/scarce resource materials. • The willingness to complete tasks assigned. • Show love for family and friends • Self-knowledge • Show appreciation of the value of other beliefs and practices, including those which they may disagree 	<p>Extended Learning</p> <ul style="list-style-type: none"> • Create/join educational wikis that allows for collaboration among peers in other regions to share how religious beliefs and practices connected with pregnancy, birth and infancy affect them.

<ul style="list-style-type: none"> • Show appreciation of the value of beliefs and practices, including those with which they may disagree • Demonstrate respectful, responsible and clear online communication and encourage peers to do so • Follow guidelines to promote healthy use of ICT tools <p>Links to other subjects:</p> <ul style="list-style-type: none"> • Technical Vocational Education • Visual Arts • Language Arts • Science 		
<p>Resources</p> <ul style="list-style-type: none"> • Home videos where available, memories/personal experiences of self and family members • glue, heavy paper, pictures, scraps of cloth, egg shells, banana leaves (dried) etc., pictures from religious magazines, photocopied material, thick paper, scissors, other appropriate material of varying textures, • recommended texts • material studied • resource persons, pupils' creative talent, electronic devices e.g. computer, • speakers, CD /DVD player, and any other available resources. Internet. 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Signs/symbols • life stages/rites of passage • rituals celebrations • festivals • ceremonies • garments • vestments • peculiarities • impact/effect(s) • attitudes • issues moral values • cultural heritage • society • right wrong • right wrong 	<ul style="list-style-type: none"> • relationships • regulations responsibility • consequences • rights • dignity • individual • pregnancy • birth • infancy • personal experiences • superstitions • folklore • religious habits • sacred writings

About the Unit

In this Unit students will learn about some of the practices connected with initiation, marriage and death in different religious groups, the reasons for engaging in these practices, as well as the effect that they have on the lives of those who practice them.

Prior Learning

Check that students can:




- ✓ Identify some of the beliefs and practices connected with pregnancy, birth and infancy in the four major religions and indigenous religious groups.
- ✓ State how religious beliefs and practices connected with pregnancy birth and infancy affect them.

UNITS OF WORK GRADE 6 TERM 2 Unit 1 (11 Weeks)

Focus Question: "What are some of the practices connected with initiation, marriage and death in different religious groups, and why do they take place?"	
Religion in Daily Life	
Religious Practices Connected with Important Stages of Life (2) (Puberty, marriage and death)	
ATTAINMENT TARGETS	OBJECTIVES
AT1. Learning about Religions Beliefs and Teachings Examine origins, beliefs and practices of selected world religions and other religious groups.	<ul style="list-style-type: none"> • Make connections between the ways members of Christianity, Judaism, Hinduism and Islam practice their faith in daily life and discuss rites of passage. • Gain insight into the nature of religion and what it means to be religious.
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 what people of a particular religious community consider to be essential criteria for membership. • Identify and discuss similarities in beliefs and values which cross the boundaries of religious groupings as they relate to initiation, marriage and death. • Identify and list some celebrations associated with rites of passage in each religion. • Identify the special garments, foods, symbols and rituals associated with initiation, marriage and death.

	<ul style="list-style-type: none"> • Identify practices which most major religions use to express their beliefs and values regarding initiation, marriage and death. • Analyse religious customs and practices in order to appreciate the kinship of humankind.
<p>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.</p>	<ul style="list-style-type: none"> • Differentiate between and discuss the significance of religions, signs, symbols and rituals associated with initiation, marriage and death. • Use correctly words/concepts related to initiation, marriage, death in the various religious groups. • Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life. • Acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices.
<p>Attainment Targets: AT2. : 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"> • Recognize how religious beliefs and practices help to enrich and guide the daily life of a person and a community. • Show by their behaviour that they respect the rights of persons who have different points of view and or practices from their own. • Ask questions about the significant experiences of key religions studied and suggest answers from their own and others' experiences.
<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"> • Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims.
<p>Values and Commitment Appreciate the importance of commitment and values to moral and /or religious principles.</p>	<ul style="list-style-type: none"> • Identify and discuss moral values (relating to initiation, marriage and death) which guide the lives of religious people. • Explore some of the specific beliefs that different religious groups have about being obedient to God and other deities.
<p>AT3: Learning how religion influences change</p>	
<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 lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Respond to the demands of commitment both in their own lives and within religious traditions, being aware of how commitment to a religion is shown in a variety of ways.

ICT Attainment Targets:

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia products to demonstrate their creative thinking.
-  **RESEARCH, CRITICAL THINKING AND DECISION MAKING**- Use technology to develop a logical process for decision making and problem solving.

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 STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>With teacher, discuss what it means to become a member of a particular religious community.</p> <p>Describe orally, visually or in writing any rite connected with initiation, marriage or death of which they may be aware, including special garments, food and symbols.</p> <p>Use a grid /posters, charts to record information under the headings initiation, marriage and death. Identify similarities with information already absorbed. Use online and or offline resources to conduct research on initiation, marriage and death in religious groups other than those they have discussed, and then identify similarities with information already recorded, in order to show the kinship between humans all over the world.</p>	<ul style="list-style-type: none"> • Contribute meaningfully to discussion • Gather insights/information • Describe rites • Record information • Research/categorize • Use search engine safely to perform Boolean searches 	<ul style="list-style-type: none"> • Accurately constructed grid/posters, charts, etc. recording similarities in information on initiation, marriage and death
<p>View documentaries and examine other accounts of an initiation rite from Christianity, Hinduism, or Judaism, then write the practices/aspects of this rite which the person initiated is likely to remember. Explain why these take place.</p> <p>Research using online and offline resources and display pictures/photographs of wedding ceremonies from different religions. Discuss the similarities and differences in the various groups.</p>	<ul style="list-style-type: none"> • Share information • Recall and explain • Create display • Analyze pictures • Send and receive emails • Safely post comments online • Develop interview schedule • Research/interview for 	<ul style="list-style-type: none"> • Written accounts/ explanations reflecting accurate understanding of an initiation rite and why practices involved take place. • Insightful picture analysis • Accurately staged mock interviews presenting beliefs of major religious groups on marriage

<p>Give their views on why people get married, and then do research/interviews to find out the beliefs of various religious groups on marriage. Share information with class via mock interviews/written presentations. Information about people’s religious beliefs could also be obtained from discussion forum such as class blog, e-pals etc</p> <p>Plan and stage a marriage ceremony from Christianity, Hinduism, Judaism or Islam, and, with the assistance of teacher, use a recording device to capture the marriage ceremony and play it back for class discussion.</p>	<p>information</p> <ul style="list-style-type: none"> • Plan a marriage ceremony • Role-play a marriage ceremony • Identify and assess responses 	<ul style="list-style-type: none"> • Authentic dramatic presentation of a marriage ceremony
<p>Write a story re death of a classmate. Discuss the reactions of members of the class and identify ways in which grief was expressed. <i>(*Care and sensitivity should be taken with this activity. It should not be used if the class or school is dealing/ treating with an actual death of a student)</i></p> <p>Review by observing pictures/videos/teacher-created digital presentation known rituals associated with death and burial. Identify the ones that are unique to each major religious group. Conduct digitally recorded audio interviews with senior citizens to find out:</p> <ol style="list-style-type: none"> a) how rituals and traditions have changed in the last fifty years, b) the myths, legends and taboos associated with death and burial in different religious groups. <p>With the help of resource persons from the community or the Drama teacher, assume the role of reporters and ‘cover’ the events at both a traditional Jamaican funeral as well as a contemporary one.</p> <p>Each write a poem or song about death/burial or a song for a wake. Share it with class.</p> <p>Use online/offline resources to research how different religious groups</p>	<ul style="list-style-type: none"> • Write a creative piece • Analyze and share ideas • Identify, discuss and classify rituals • Interview senior citizens • Conduct community research • Record and share information • Differentiate • Role-play • Create poem/song • Research • Identify and discuss procedures 	<ul style="list-style-type: none"> • Correctly classified rituals unique to major religious groups re death and burial • Information contained in audio recordings • Accurately depicted procedures involved in a traditional or contemporary Jamaican funeral. • Poem/song about death/burial/ a wake showing accurate understanding of this phenomenon <p>Accurately researched procedures involved in a Hindu cremation shared in class.</p>

<p>prepare their dead for burial/cremation. Read material/view videos/multimedia presentations and discuss information on how Hindu cremation is done. Share information with class.</p>		
<p>Role-play the following scenarios:</p> <p>a) a person being prepared for initiation by being asked to answer questions (re moral values that guide his/her life) posed by the religious leader preparing him/her.</p> <p>b) engaged couple being counselled/asked about moral values by which engaged or married couples should live.</p> <p>c) pastor/priest/other religious leader counselling bereaved; sharing beliefs and values re death, dying, grieving.</p> <p>With teacher, identify, summarise and discuss the values that surround the practice of initiation, marriage and death rites. The values that give reason, meaning and purpose to the lives of the religious people studied (and to their own lives where applicable) should be portrayed on illustrated posters prepared individually by students and mounted in the classroom.</p> <p>Post comments online to follow discussions via class blog about the values that surround the practice of initiation, marriage and death rites.</p>	<ul style="list-style-type: none"> • Assume stated roles • Apply information learned to specific situations • empathize with persons whose roles are being played • Safely post comments online 	<ul style="list-style-type: none"> • Applied information re values that guide religious people's lives • Authentic role play of counselling sessions to be assessed using rating scale re values about initiation, marriage, death, dying and grieving. • Accurately illustrated posters portraying reasons why religious people engage in initiation, marriage and death rites.

Prior Learning

Check that students can:

- ✓ Identify and discuss some of the practices connected with initiation, marriage and death in different major religious groups, and give reasons why they take place.

UNITS OF WORK GRADE 6 TERM 2

Focus Question: “How can religious practices (initiation, marriage and death) affect my life?”	
Religion in Daily Life	
ATTAINMENT TARGETS	OBJECTIVES
Religious Education Attainment Target(s): AT1. 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"> • Make connections between the ways members of Christianity, Judaism, Hinduism and Islam practice their faith in daily life and discuss rites of passage.
Practices and Life Styles Distinguish between key features of different faiths; including commonalities and differences (including 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 some of the specific beliefs that different religious groups have about being obedient to God and other deities.
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"> • Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life.
Attainment Target(s): AT2. : 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.	<ul style="list-style-type: none"> • Show by their behaviour that they respect the rights of persons who have different points of view and /or practices from their own. • Ask questions about the significant experiences of key religions studied and suggest answers from their own and others’ experiences.

<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"> • Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims.
<p>Values and Commitment Appreciate the importance of commitment and values to moral and /or religious principles.</p>	<ul style="list-style-type: none"> • Analyze information about rites of passage and make decisions about moral issues. • Recognize how religious beliefs and practices help to enrich and guide the daily life of a person and a community.
<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"> • Differentiate between the various religions/denominations that exist within the Jamaican/Caribbean society regarding how practices relating to initiation, marriage and death help to shape the religious, social and cultural life of the Region.
<p>Religion as an influence for change Examine the roles and functions of leaders in the process of nation building in Jamaican society and in the world over time</p>	<ul style="list-style-type: none"> • Reflect upon how roles that religious leaders play affect people in daily life.
<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 lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Explain how religious beliefs and practices affect the daily life of a person and a community.

SUGGESTED TEACHING AND LEARNING ACTIVITIES – FOCUS QUESTION 2	KEY SKILLS	ASSESSMENT
<p>Students will: With teacher’s assistance, use the Speak Easy mode to talk about how religious beliefs and practices affect daily life. List and discuss points.</p> <p>Under the caption ‘Religion and Me’, list points from the learning activity above under the categories: Social, Moral, Political, Legal, and Cultural. Create a religion tree by putting all the above categories as fruits/leaves on the tree and writing on them examples of how each category affects daily life. Include ways that different religions and denominations affect/enrich society with their practices relating to initiation, marriage and death.</p> <p>Create a poem/song using the topic “What If People Abandoned Religion?” Use as accompaniment to a creative dance depicting same. In the creative piece, draw conclusions about outcomes resulting from the scenario of abandoning religion.</p> <p>Individually and in groups plan and present a talent show using the theme ‘How Religion Can Affect My Life’. Include how any decisions they make to participate in the rites of passage under discussion can affect their lives.</p>	<ul style="list-style-type: none"> • Articulate points of view • Categorize and list information • Design/ artistically portray a tree • Create a literary piece • Organize and present 	<ul style="list-style-type: none"> • Correctly categorized list of social, moral, political and legal effects on the individual. • Religion tree with effects of religion on society accurately identified. • Poem/song imaginatively showing effects of life without religious influences. • Salient points depicted in talent show re how religion can affect students’ lives.
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Express their views about how religion affects their lives and those of others. ✓ Make an appropriately categorized list of the effects of religion? ✓ Create an attractive religion tree with correct examples of categories identified? 		

Points to Note <ul style="list-style-type: none">• Links to other subjects:• Civics• Social Studies• Visual Arts• Language Arts• Music	Extended Learning <ul style="list-style-type: none">• Interview teachers in the school about the possible effects on society of the abandonment of religion. Combine these findings with their own views and those of classmates, then draw conclusions and share in class.
Resources <ul style="list-style-type: none">• Materials to make religion tree.	Key vocabulary <ul style="list-style-type: none">• See Focus Question 1.

About the Unit

In this Unit students will learn about personal expressions of faith as practiced by followers of various religious groups. They will also examine how and why personal acts of faith affect people’s lives.

Prior Learning

Check that students can:

- ✓ Explain what some of the practices connected with initiation, marriage and death in different religious groups are, and why they take place.
- ✓ Say how religious practices (initiation, marriage and death) affect their lives.

RE UNITS OF WORK GRADE 6 TERM 3 - 11 Weeks

Focus Question: “What every day personal acts of faith do members of different religious groups practise?”	
Religion in Daily Life Sub-theme: Personal Expressions of Faith	
ATTAINMENT TARGETS	OBJECTIVES
1. Learning about religions: Beliefs and Teachings: Examine origins, beliefs and practices of selected world religions and other religious groups.	<ul style="list-style-type: none"> • Make connections between the ways members of Christianity, Judaism, Hinduism and Islam practice their faith in daily life. • Identify basic practices which most religions use to express their beliefs and values. • Identify and discuss the times at which specific individual acts of worship take place. • Demonstrate understanding, in a variety of ways, of the nature of personal acts of faith and how they are performed.
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	<ul style="list-style-type: none"> • Explore some of the specific beliefs that different religious groups have about being obedient to God and other deities.

means to be religious.	<ul style="list-style-type: none"> • Make connections regarding commonalities and differences that exist among Christianity, Judaism, Hinduism and Islam concerning the performance of acts of faith. • Analyse religious customs and practices in order to appreciate the kinship of humankind. • Distinguish between a denomination and a religion.
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"> • Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life.
<p>2. Learning from religions:</p> <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"> • Ask questions about the significant experiences of key religions studied and suggest answers from their own and others' experiences • Demonstrate respect for the right of others to have different religious, moral and spiritual points of view and/or practices from their own.
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"> • Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims, (e.g. rites of passage and personal devotions). • Explore ways in which religion acts as a motivating factor that influences every area of human life
Values and Commitments: Appreciate the importance of commitment and values to moral and /or religious principles.	<ul style="list-style-type: none"> • Distinguish between what most religious groups consider to be right and wrong, based on the values they share. • Recognize how religious beliefs and practices help to enrich and guide the daily life of a person and a community. • Critically assess the role that the values of truthfulness, honesty, kindness, love, trust, helpfulness, gratitude, respect for others' rights and for persons in authority play in shaping the acts of faith practised in the lives of religious people. • Identify morals and values which guide the lives of people.
<p>3. Learning how religion influences change:</p> <p>Religion as an influence for change: Examine the roles and functions of</p>	<ul style="list-style-type: none"> • Reflect upon how roles that religious leaders play affect people in daily life.

<p>religious leaders in the process of nation building in Jamaican society and in the world over time.</p>	
<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 lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Reflect on the answers that different religions give to life’s questions and use these to help them to sort out their own ideas, values and commitments. • Express how religious beliefs affect the daily life of a person and of a community. • Recognize how religious beliefs and practices help to guide the daily life of a person and of a community. • Interpret religious symbols and rituals used by members of different religious groups in daily life.
<p>ICT Attainment Targets:</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ 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 STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>Talk about what happens at a school devotional exercise. Discussions should:</p> <p>a) include reasons why devotion takes place at school, and how individual students respond as they worship;</p> <p>b) recall other places where devotion/worship takes place.</p> <p>Describe what they have seen or heard that individuals do when worshipping.</p> <p>In groups (with teacher’s assistance) consult religious leaders and other persons they may know from other religious backgrounds, to find out how members of different religious groups perform acts of faith and why. Ask the leaders questions concerning how their roles and responsibilities influence how people perform acts of faith in daily life. Make notes on the information gathered from religious leaders.</p> <p>Either:</p> <p>a) In groups, report their findings via simulated TV interviews with “guests” on a programme such as Religious Hard Talk. Classmates call in to the programme to discuss matters mentioned. Include posters/illustrations/mime.</p> <p>Or:</p> <p>b) In Forum Theatre Style, assume roles as leaders of the major religions and after research, discuss acts of faith. Other classmates should call in to ask questions/discuss topics. Include a discussion on what different religions consider to be right and wrong based on their religious beliefs.</p> <p>Students can also share their views of right or wrong via class blog. (Discussions should also clarify the difference between religion and a denomination).</p>	<ul style="list-style-type: none"> • Recall and share information • Report findings • Discuss acts of faith • Formulate and ask questions 	<ul style="list-style-type: none"> • Describe accurately devotional exercises that take place at school and other places. • Correctly list places where worship takes place. • Accurate Information shared with class during simulation • Confident, accurate contributions made to group activity.

<p>Individually, do a short illustrated outline of each of the following:</p> <ul style="list-style-type: none"> - A day in the Life of a Hindu - A day in the Life of a Jew - A day in the Life of a Christian - A day in the Life of a Muslim <p>Capture their own role playing using appropriate video recording device and playback for class discussion.</p> <p>Compile outlines into individual portfolios. Identify and record the similarities between ways of practising faith among the different religions.</p> <p>Individually assume the role of a member of a chosen religion. Write/type and email a letter to an imaginary pen friend/real e-pal of a different faith, sharing and commenting on individual everyday acts of faith.</p>	<ul style="list-style-type: none"> • Illustrate religious acts • Synthesize researched information • Record/compile in sequence • Identify similarities • Record information accurately • Write letters to pen friends • Be able to “put themselves in other people’s shoes” 	<ul style="list-style-type: none"> • Portfolios containing correct outlines and accurate illustrations re acts of faith performed in a day in the life of a member of each major religion • Accurate description of similarities between acts of worship across religions • Correct information included in letters commenting on individual everyday acts of faith
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Learning Outcomes

Students will be able to:

- ✓ Accurately identify what happens at school devotion and why.
- ✓ Identify where other acts of worship/devotion take place; accurately describe other acts of worship.
- ✓ Explain how members of different religious groups perform personal acts of faith.
- ✓ Tell what acts of faith/worship Hindus, Christians, Muslims and Jews perform on a typical day.
- ✓ Gather accurate information during research/ interviews and properly document this information.
- ✓ Sustain authentic discussion and illustrate information about major religions while in role.
- ✓ Ask clearly worded questions.
- ✓ Make meaningful contributions to the discussion.
- ✓ Accurately illustrate and outline a typical day’s acts of faith within each major religion.
- ✓ Identify and describe similarities between acts of faith as practised across different religions.
- ✓ Write interesting, informed letters concerning religious practices/acts of faith.
- ✓ Communicate safely with peers online when sharing their views of right and wrong.

Points to Note	Extended Learning	
<p>Teacher will encourage students to exhibit the following values as they participate in teaching/learning activities:</p>		
<table border="0"> <tr> <td data-bbox="178 337 835 662"> <ul style="list-style-type: none"> • Respect for the views of others and those of the school • Respect for others' worship practices • Tolerance • Sharing information • Cooperation to produce a common goal • Sharing • Respect <p>Links to other subjects: Drama Language Arts</p> </td> <td data-bbox="835 337 1312 662"> <ul style="list-style-type: none"> • Tolerance • Cooperation • Empathy • Willingness to complete a task assigned • Willingness to "put oneself in another's shoes" • Willingness to see worth in the practices of others. </td> </tr> </table>		<ul style="list-style-type: none"> • Respect for the views of others and those of the school • Respect for others' worship practices • Tolerance • Sharing information • Cooperation to produce a common goal • Sharing • Respect <p>Links to other subjects: Drama Language Arts</p>
<ul style="list-style-type: none"> • Respect for the views of others and those of the school • Respect for others' worship practices • Tolerance • Sharing information • Cooperation to produce a common goal • Sharing • Respect <p>Links to other subjects: Drama Language Arts</p>	<ul style="list-style-type: none"> • Tolerance • Cooperation • Empathy • Willingness to complete a task assigned • Willingness to "put oneself in another's shoes" • Willingness to see worth in the practices of others. 	

<p>Resources:</p> <ul style="list-style-type: none"> • Resource persons in community • Religious books; magazines; compact disks, videos, the World Wide Web and instrumental compact disks where available • Magazines, journals • Content previously researched and discussed • Computer/internet • Recording device and any other available resources • Speakers • DVD/CD player 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Devotion - act of worship • Everyday devotional, domestic and other acts seen by each religion as part of worship, including: • Christianity - quiet time/personal devotions; Bible study; • Prayer at any time of day or night; acts of kindness/helpfulness to others; tithing/ almsgiving; fasting; • preparation and consumption of food (among some groups) • according to specific scriptural guidelines. • Judaism - Touching the mezuzah on doorpost at home; food preparation/ consumption according to specific scriptural guidelines; ceremonial washing; ceremonial cleaning of home; almsgiving. 	<ul style="list-style-type: none"> • Hinduism - everyday performance of household chores; puja (worship at the household shrine); ceremonial washing of self and gods/goddesses; following one of the Four Paths of faith. • Islam - food preparation/ consumption according to specific scriptural guidelines; ceremonial washing of self before prayer; prayer five times daily; almsgiving; dress. • Positive, negative, short term and long term effects of various practices on society and upon those who practise their faith; reasons for these effects; ways religion may be used to develop character in the individual and create harmony in families, schools and the wider society.
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Prior Learning

Check that students can:

- ✓ Explain the everyday personal acts of faith that members of different religious groups practice.

UNITS OF WORK GRADE 6 TERM 3

Focus Question 2: “How and why can personal acts of faith affect people’s lives?”	
Religion in Daily Life	
ATTAINMENT TARGETS	OBJECTIVES
Religious Education Attainment Targets: 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"> • Make connections between the ways members of Christianity, Judaism, Hinduism and Islam practice their faith in daily life and discuss rites of passage. • Explain how religious beliefs affect the daily life of a person.
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 some of the specific beliefs that different religious groups have about being obedient to God and other deities. • Analyze religious customs and practices in order to appreciate the kinship of humankind.
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"> • Reflect on and appreciate with a sense of awe and wonder the diversity of symbols, customs and practices among different religious groups in everyday life • Analyze information and make decisions about moral issues
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.	<ul style="list-style-type: none"> • Ask questions about the significant experiences of key religions studied and suggest answers from their own and others' experiences. • Show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own
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"> • Examine the role of religious practices in the daily lives of Christians, Hindus, Jews and Muslims • Examine the answers given by different religions to life’s questions. • Develop a sense of responsibility for the consequences of their actions.
Values and Commitments: Appreciate the importance of	<ul style="list-style-type: none"> • Recognize how religious beliefs and practices help to enrich and guide the

<p>commitment and values to moral and /or religious principles.</p>	<p>daily life of a person and a community.</p> <ul style="list-style-type: none"> • Show by their behaviour that they understand the importance some believers place upon rules and regulations as part of practising their faith
<p>3. Learning how religion influences change: Religions and how they adapted to Caribbean life: Examine the traditional belief systems in Jamaica and in 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"> • Evaluate the contribution made by major religions (as well as African and other traditional expressions) to the development of indigenous belief systems in Jamaica and the Caribbean. • Examine how rites of passage and personal acts of faith contribute to preserving and passing on the heritage which religious groups consider important to them.
<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"> • Reflect upon how roles that religious leaders play affect people in daily life. • Evaluate stories about the lives of significant persons within the religions studied, and deduce ways in which the morals and values that these stories contain may be helpful in daily living.
<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 lives and that of their country and the world.</p>	<ul style="list-style-type: none"> • Describe ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society. • Explain the ways in which the practices of ingenious religious groups have influences lifestyle in Jamaica • 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 understandings for a variety of purposes. 📖 DESIGNING AND PRODUCING – Use technology to design and produce multimedia products to demonstrate their creative thinking. 📖 RESEARCH, CRITICAL THINKING AND DECISION MAKING- Use technology to develop a logical process for decision making and problem solving. <p>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>	

SUGGESTED TEACHING AND LEARNING ACTIVITIES STUDENTS WILL:	KEY SKILLS	ASSESSMENT
<p>With teacher, review different acts of faith, using the “Hot Potato” game in which they sit in a circle and supply answers to questions when a ‘hot potato’, is tossed to them.</p> <p>Participate in an on-going project in which there is frequent discussion and feedback on the following:</p> <p>A. 1. The positive or negative effects of acts of faith on character, health, job opportunities etc. as observed in/from:</p> <ul style="list-style-type: none"> - Case studies (personal experience/observation; examples of ways religion has changed people’s behaviour) - Newspaper articles/clippings - Biographies (from sacred writings and elsewhere) - Religious and other magazines, videos, compact disks, radio and TV stations – with particular reference to lifestyles, local and international news items and religious programmes. <p>2. Reasons why these effects occur.</p> <p>B. Make additions to their individual portfolios using clippings and articles, and write general comments. Create portfolio entries including clippings articles, and general comments</p>	<ul style="list-style-type: none"> • Recall information accurately • Research for information 	<ul style="list-style-type: none"> • Confidently respond orally to different acts of faith studied. • Content appropriately applied to discussion and feedback.
<p>Make regular journal entries regarding how (their own) personal acts of faith (and/or those performed by others in their homes, the local and the national community) affect their lives, and their reactions/responses to this.</p> <p>Participate in a Speak Easy session (using teacher’s chair as the ‘power chair’), sharing reactions and responses to the effects of personal acts of faith on their own lives and those of others.</p> <p>Research using online /offline sources on acts of faith and participate in a debate using the moot: “Acts Of Faith Have Little Or No Effect On Peoples” Lives’. (Include ways in which religion may help to develop character in the individual and create harmony in families, schools and the wider society). Use pre-determined criteria (e.g.</p>	<ul style="list-style-type: none"> • Apply information learned to everyday situations • Present information • Analyze information • Articulate views • Debate issues 	<ul style="list-style-type: none"> • Evaluate journal entries to see how well students have understood the concepts regarding how acts of faith affect their lives. • Respond orally, sharing reactions and responses to the effects of personal act of faith with the class.

<p>checklist) to assess quality of the debate.</p>	<ul style="list-style-type: none"> • Record 	<ul style="list-style-type: none"> • Use appropriate Information in debate to bring about a point. • Contribute individually and confidently to the debate.
<p>Mount an end of year Religious Education Exhibition centred around the theme: 'Religion In Daily Life'.</p> <p>Include:</p> <ul style="list-style-type: none"> - Drama (e.g. for wedding ceremonies. <i>N.B. Avoid performing worship services.</i> These should be mimed with commentary explaining proceedings). - A fashion show depicting religious garb worn in daily life. - Culinary display explaining food preparation, and consumption. - All pupils' academic, artistic and other efforts. Invite entire school population and local community. Students man displays and act as resource persons. Previous procedure may be staged during exhibition. <p>Use an image capturing device to capture images of the Exhibition for future reference.</p>	<ul style="list-style-type: none"> • Mount and man displays • Capture image 	<ul style="list-style-type: none"> • Evaluate content and concepts learned re religion in daily life, using students' efforts as depicted in a Religious Education exhibition mounted by them.

Learning Outcomes

Students will be able to:

- ✓ Describe the effects of acts of faith on character, health, job opportunities etc., and give reasons for these effects.
- ✓ Record how their own acts of faith and those of persons in their homes, community and the nation affect their lives.
- ✓ show evidence of development of religious and moral insight and conviction;
- ✓ individually make insightful evaluations of current affairs while applying information learned;
- ✓ speak and write frankly and honestly in Speak Easy and journal entries concerning personal acts of faith;
- ✓ do meaningful relevant research, using online/offline electronic media, draw reasoned conclusions using this information in debate;
- ✓ clearly articulate personal and other views;
- ✓ mount an interesting, original, striking and informative exhibition portraying accurate information;
- ✓ make dramatic and fashion presentations that were informative without violating the sacredness of what was being portrayed;
- ✓ work together to achieve a common goal;
- ✓ show evidence of an improved insight into the place and influence of religion in daily life as evidenced by their interaction with viewers of the exhibition

Points to Note	Extended Learning
<p>Teacher will encourage students to exhibit the following values as they participate in teaching/learning activities:</p> <ul style="list-style-type: none">• The willingness to play games with little or no conflict• The willingness to give and take for the sake of harmony• Endurance: doing a task well and seeing it through to completion.• Courage to express and maintain personal convictions.• Cooperation• Seeing another person's point of view• Frankness and sincerity• Consistency of thought, word and deed.• Self-analysis/having a philosophy of life.	

<p>Links to other subjects:</p> <ul style="list-style-type: none"> • Civics • Social Studies • Language Arts • Visual Arts • Technical Vocational Education 	
<p>Resources:</p> <ul style="list-style-type: none"> • Object serving as a potato • Religious and other books and magazines, television, newspapers, videos, compact disks, radio • Journals • Portfolios • All information learned in this unit • Personal convictions and experiences • Garments worn by persons of different religions • Appropriate culinary materials • The year’s assignments – portfolios, posters etc. • Recording device • Image capturing device and any other available resources • Speakers • Internet • DVD/CD player 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Devotion - act of worship • Everyday devotional, domestic and other acts seen by each religion as part of worship, including: <ul style="list-style-type: none"> • Christianity - quiet time/personal devotions; Bible study; • Prayer at any time of day or night; acts of kindness/helpfulness to others; tithing/ almsgiving; fasting; preparation and consumption of food (among some groups) according to specific scriptural guidelines. • Judaism - Touching the mezuzah on doorpost at home; food preparation/ consumption according to specific scriptural guidelines; ceremonial washing; ceremonial cleaning of home; almsgiving. • Hinduism - everyday performance of household chores; puja (worship at the household

	<p>shrine); ceremonial washing of self and gods/goddesses; following one of the Four Paths of faith.</p> <p>Islam - food preparation/ consumption according to specific scriptural guidelines; ceremonial washing of self before prayer; prayer five times daily; almsgiving; dress.</p> <p>Positive, negative, short term and long term effects of various practices on society and upon those who practise their faith; reasons for these effects; ways religion may be used to develop character in the individual and create harmony in families, schools and the wider society.</p>
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RELIGIOUS EDUCATION GLOSSARY OF TERMS

Adhan	The Muslim call to prayer
Bimah	Desk or platform from which the Torah is read
Font	Receptacle that holds the water for Infant Baptism
Moksha	Liberation from karma and samskara
Shahadah	Muslim declaration of Faith
Samskara	Stages of life in Hinduism
Sect	Deviation from the original norm of a religion
Aum	The Hindu sacred syllable and symbol
Cantor	Song leader in the synagogue
Chanukkah	Jewish festival of lights
Du'a	Personal prayers in Islam
Guru	Holy teacher/leader
Imam	Prayer leader in Islam
Minyan	Ten Jewish men

Mezuzah	A collection of Torah passages attached to doorposts of Jewish homes
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Niyama	Individual discipline in Hinduism
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Yama	Social discipline in Hinduism
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Yom Kippur	Jewish day of Atonement
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Wudu	Ritual washing before prayer in Islam
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Celibacy	Abstinence from sexual relations
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Khalifa	Muslim steward
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Homophobia	The fear, dislike or prejudice against homosexual behaviour
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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 Grade 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.

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LESSON PLAN

SUBJECT: Physical Education

TOPIC: Track and Field

SUB-TOPIC: Running Form

GRADE: 6

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 technical knowledge of the proper techniques of 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	The activities were exciting. Students enjoyed them, and were ready for the skill.

ACTIVITY	TIME	EQUIPMENT	TEACHING OBJECTIVES	CLASS FORMATION	TEACHING AND COACHING POINTS	REMARKS
					5. Stretch hip and thigh alternately. 6. Hold arms at 90 ⁰ swing forward and back to alternate leg (right arm left leg)	
Skills Training Running Style Technique 1 .Swing arms alternately 2.Lift knees on spot 3.Combine actively 1&2 4.Run slowly forward 5.Swing arms and lift knees 6. Look critically at peers.	25 mins	Cones, Whistles, Baton	To enable students to move efficiently and precisely, with a small degree of energy expenditure. To demonstrate the technique of the running. Critique the movement of peers	In two lines In 4 groups of 8	1. Lean body slightly forward. 2. Elbows, fingers relaxed and curled inwards 3. Make piston like movements with the arms strong and quick 4. Raise hands at the shoulder level and in front alternately. 5. Keep hands between shoulder and hips 6. Alternately lift knees high 7. Push feet forward before landing 8. Land on balls of feet	Students grasped the skill quickly. They found it exciting and followed the instructions carefully

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.	Students were eager for the competition and concentrated on the skill because more points were given.
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	This was necessary because students were overly excited.

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 peer responses.

