



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

NATIONAL STANDARDS CURRICULUM

SOCIAL STUDIES

GRADES 7-9 APSE1



NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

SOCIAL STUDIES

APSE1

A C K N O W L E D G E M E N T

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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T A B L E O F C O N T E N T S

Title Page	
Acknowledgement	ii
Table of Contents.....	iv
Messages	vi
NSC Glossary of Terms	xii
Subject Philosophy	xiv
Aims of Social Studies.....	xviii
Scope and Sequence	xix

GRADE 7 UNITS

Overview of Subject Content.....	1
----------------------------------	---

Term 1

Unit 1: The Rights and Responsibilities of the Citizen	4
Unit 2: National Heroes and Their Contributions to Jamaica's Development.....	10
Unit 3: Jamaica's Cultural Heritage	16

Term 2

Unit 1: Utilizing Our Resources- Natural Resources	24
Unit 2: Utilizing Our Resources- HumanResources	31
Unit 3: Social Groups and Institutions	36
Unit 4: Social Groups- The Family.....	42

Term 3

Unit 1: Movements of the Earth	48
Unit 2: Interdependence among Communities and Countries	54
Unit 3: Sustainable Use of Resources: Protecting our Environment	59

GRADE 8 UNITS

Overview of Subject Content.....	67
----------------------------------	----

Term 1

Unit 1: Nationalism and Development	70
Unit 2: Communication and Media Literacy.....	74
Unit 3: Jamaica's Culture and Heritage: Our Cultural Icons.....	79

Term 2

Unit 1: The Impact of Human Activities on Caribbean Landscape	84
Unit 2: Institutions: Economic Institutions.....	89
Unit 3: Consumer Affairs	95

Term 3

Unit 1: Climate Change: The impact of Human Activities.....	102
Unit 2: Hazards and Disasters of the Caribbean	108
Unit 3: Environmental Problems and Solutions	114

GRADE 9 UNITS

Overview of Subject Content.....	121
----------------------------------	-----

Term 1

Unit 1: The Spread of Caribbean Culture	124
Unit 2: The Caribbean Individual and Regional Integration.....	129
Unit 3: Social Issues in Jamaica	135

Term 2

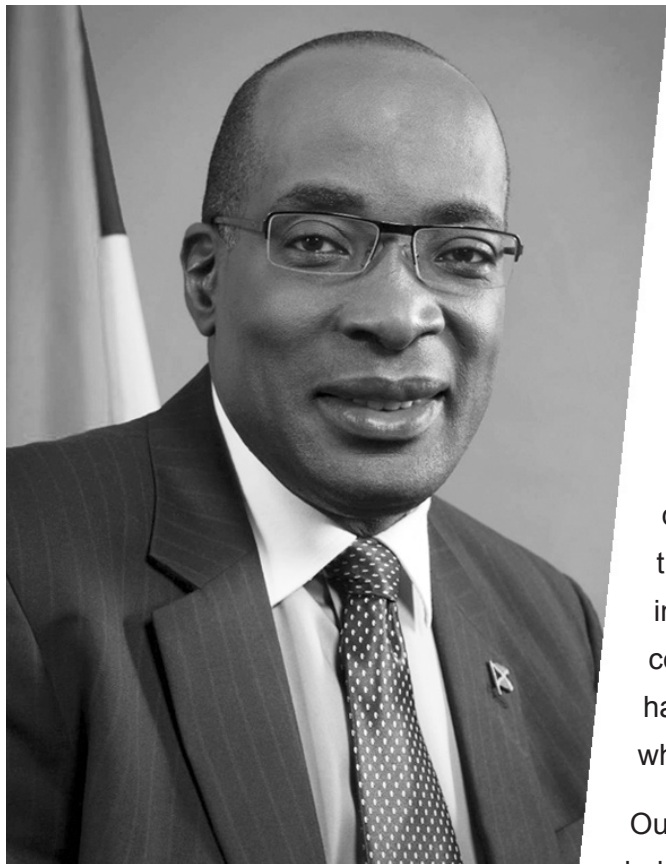
Unit 1: Development and Use of Resources: Impact on National Growth and Development	142
Unit 2: Political Institution: The Structure of the Jamaican Government.....	147
Unit 3: The Electoral Process.....	152

Term 3

Unit 1: Environmental Problems and Green Solutions : Green Technology	158
Unit 2: Individuals in the Workplace	164
Unit 3: Tourism	171

Appendices

Glossary of Verbs	177
Alternative Pathways to Secondary Education (APSE) ..	180
STEM and the NSC	182
NSC: The 5Es	186
Lesson Plans	
Grade 7.....	190
Grade 9.....	194



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



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



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



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

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

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

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

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information



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

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

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

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

Mrs Lena Buckle Scott

Deputy Chief Education Officer,

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



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

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
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 that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. 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).

TERMS	DEFINITIONS/MEANINGS
Key Skills	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.
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	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.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	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.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

Social Studies Grades 4-9

Social Studies is primarily concerned with the study of the interaction of individuals and groups within societies and their relationship with their environment. The study of the relationships within societies and their interaction with the environment requires an interdisciplinary approach. Ergo, the essential knowledge, concepts and skills taught in Social Studies are drawn from a coordinated and systematic study of the Social Sciences; Geography, History, Sociology, Political Science, and Economics and where appropriate, content, concepts and skills from Mathematics and the natural sciences are infused.

The primary purpose of Social Studies is to create active participatory citizens who are able to make informed and reasoned decisions that are beneficial to a culturally diverse and democratic society in a changing and interdependent world. In order to create the type of citizen, the National Standards Curriculum (NSC) uses the tenets of constructivism which embraces the student centred approach to teaching and learning. Constructivists view students as thinkers who create, shape, re-form and internalize information. In the constructivist approach it is not about what students can repeat, but what they can generate, demonstrate and exhibit.

“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Benjamin Franklin

The constructivist pedagogy demands that students work in collaborative groups to complete hands-on, minds-on activities which tackle real world problems. In the NSC the Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies, practices and principles are used to develop teaching and learning activities. In a rapidly evolving technological age, with new and emerging problems such as those associated with climate change, citizens must be able to evaluate situations, solve problems, create and innovate solutions. In the NSC Social Studies Units the teachers facilitate this process by engaging students in meaningful authentic activities which allow them to explore and interrogate information, explain their solutions and the processes used to arrive at a solution.

“Learning results from what the student does and thinks. The teacher can advance learning only by influencing what the student does learn.” Herbert Simon.

The awareness that only the learner can develop his or her own understanding is one of the fundamental pillars upon which this

curriculum rests. Student learning is not directly visible, but may only be inferred through action. Thus to assess students learning teachers must constantly observe student actions/behaviours. In the NSC, assessment is both formative and summative. Self-assessment and peer evaluation are also encouraged. The students are required to provide evidence of learning by producing pieces of work which are assessed using specific criteria.

“If we teach today’s students as we taught yesterday’s we rob them of tomorrow” John Dewey

STEM IN THE NATIONAL STANDARDS CURRICULUM

Social Studies Grades 4-9

The 21st Century brings with it new challenges which we must face and overcome if we are to survive as a nation. The imperatives of the present and the future require that we create a nation of critical thinkers and problem solvers. To achieve this goal we must change the way we teach to using methods which are aligned with how students learn. It is vital that teaching and learning in the 21st Century embrace the principles, practices and methodology embedded in the STEM/STEAM approach.

STEM/STEAM (Science, Technology, Engineering, Arts and Mathematics) thinking is more than the content of the disciplines on which the methodology is based. It is a way of thinking that embraces and promotes multidisciplinary and interdisciplinary integration, collaboration, critical thinking and solving real world problems through hands-on and minds-on activities. The STEM/STEAM methodology was used in the development of teaching and learning activities in the NSC Social Studies Units. In instances where the content of the STEM/STEAM disciplines is evident it is incorporated and used in the teaching and learning activities. The scientific method, the engineering design process, mathematical thinking and technology in its various forms are used where the content of the STEM/STEAM disciplines is not overly apparent.

The Social Studies Units in the National Standards Curriculum are written using, inter alia, STEM/STEAM principles, practices and methodologies, such as:

- Project based learning
- Problem solving
- Developing and using models
- Planning and carrying out investigations
- Analysing and interpreting data
- Using mathematical and computational thinking
- Engaging in argument for evidence
- Obtaining, evaluating and communicating information

Students at the primary and secondary levels are required to design and make scaled models that meet specific criteria. Making a scaled model requires the application of mathematical content and principles such as knowing the units of measurement, converting units, and/or drawing a diagram to scale. Students will have to use the engineering design process to design and make the model to meet the given criteria. The design can be developed with the aid of computer technology or with pen and paper and may involve designing and redesigning until the model adequately meets all the criteria given. These activities are done collaboratively and the process and product are communicated to the rest of the class, school or community.

Using the scientific method, students are presented with or asked to identify problems at the class, school, community, or national level and are then guided through the problem solving methodology in an effort to solve the problem. The problem solving method involves gathering data related to the problem, interpreting and analysing the data, drawing conclusions, making recommendations and taking action to solve the problem.

STEM/STEAM in Social Studies therefore, requires students to apply the knowledge of scientific and mathematical principles, where relevant and applicable, and use available and emerging technologies to solve real world problems.

A I M S O F S O C I A L S T U D I E S

The study of Social Studies should enable students to:

- understand the facts, concepts, principles and perspectives that make up Social Studies
- acquire skills and competencies, which will enable them, to examine and analyze concepts related to culture and the physical environment as well as to appreciate the symbiotic nature of the relationship between man and his environment.
- use a combination of technological and spatial skills to extract, analyze and use information to construct spatial patterns and understand processes that shape the human environment and decision-making
- become active and responsible citizens who are able to make informed and reasoned decisions in the interest of all citizens in a democratic society and a globalized world
- independently and collaboratively locate, analyze and evaluate information from a variety of sources and effectively use it in a variety of decision-making situations

There are 4 key Attainment Targets within Social Studies as outlined below:



AT 1:

Understand the processes and forces that have influenced the physical and built environment.



Theme

The physical environment and its impact on human activities

Standard

Students should understand the processes and forces that have influenced the present landscape. They should understand how the landscape impacts both the natural and built environments and influences the way people live. They should understand the factors that produce weather, and realize the effect that climate has on living things. They should be aware of how the Earth's position and movement within the Solar System affects us all.



AT 2:

Develop an understanding of the interdependent relationship between humans and the environment.



Theme

Diversity, interdependence and sustainability in nature and society

Standard

Students should appreciate and respect the diversity in nature and society and the need to protect and encourage this diversity. They should realize that people depend on each other and on the environment. They should be aware of and be engaged in activities to promote sustainable development.



AT 3:

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.



Theme

Living Together

Standard

Students should know the institutions that enable communities to organize themselves, make decisions and live together in peace and harmony. They should recognize the patterned interactions within institutions and how these have changed and developed over time. Students should understand that institutions play an important role in national development, and in the promotion of regional integration and international cooperation.



AT 4:

Recognise the contribution of individuals and groups who have helped to shape Jamaica's development over time.



Theme

Our Common Heritage

Standard

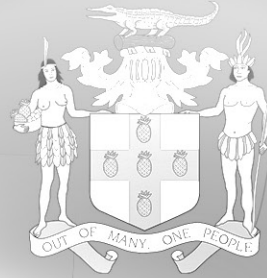
Students should develop a sense of national and regional identity. They should know and appreciate the rich culture and heritage of Jamaica and understand the events and influences that have shaped its development over time. They should understand how this relates to broad movements of world history and to some of the key events and peoples who have shaped that history. They should understand the historical forces that have brought about changes within and between the periods of history that they study.

NSC

Cayman Islands (U.K.)

SOCIAL STUDIES

GRADE 7 UNITS



Atlantic Ocean



TERM 1**Unit 1 (4 weeks)****Rights and Responsibilities of the Citizen**

Understand their role in becoming the educated Jamaican and global citizen who will: love to learn; be well rounded; be productive; contribute to nation building/national development

Unit 2 (5 weeks)**National Heroes and their Contribution to Jamaica's Development**

Identify the National Heroes and analyse their contribution to Jamaica's development

Unit 3 (5 weeks)**Jamaica's Cultural Heritage**

Know the contribution of various ethnic groups to Jamaican culture and understand the indigenous Jamaican culture that emerged from the interaction of these ethnic groups

TERM 2**Unit 1 (3 weeks)****Utilizing Our Resources-
Natural Resources**

Identify the natural resources in the region and describe their use in developing a wealthy economy

Unit 2 (3 weeks)**Utilizing Our Resources-
Human Resources**

Begin to understand the use of and the development of human resources; health, education, career planning

Unit 3 (3 weeks)**Social Groups and Institutions**

Understand social institutions and social groups. Identify and describe types of groups, group cohesion and its importance to survival of the group

Unit 4 (2 weeks)**Social Group – The Family**

Definition of the family, Caribbean family types, contemporary issues affecting the family

TERM 3**Unit 1 (3 weeks)****Movements of the Earth: Longitude and Time**

Understand the movements of the Earth and their effects on Earth and human activities
Understand the reasons for the difference in time among the time zones

Unit 2 (4 weeks)**The Interdependence Among
Communities and Countries**

Understand the importance of cooperation among members of a community and among countries in achieving development

Unit 3 (4 weeks)**Sustainable Use of Resources -
Protecting Our Environment**

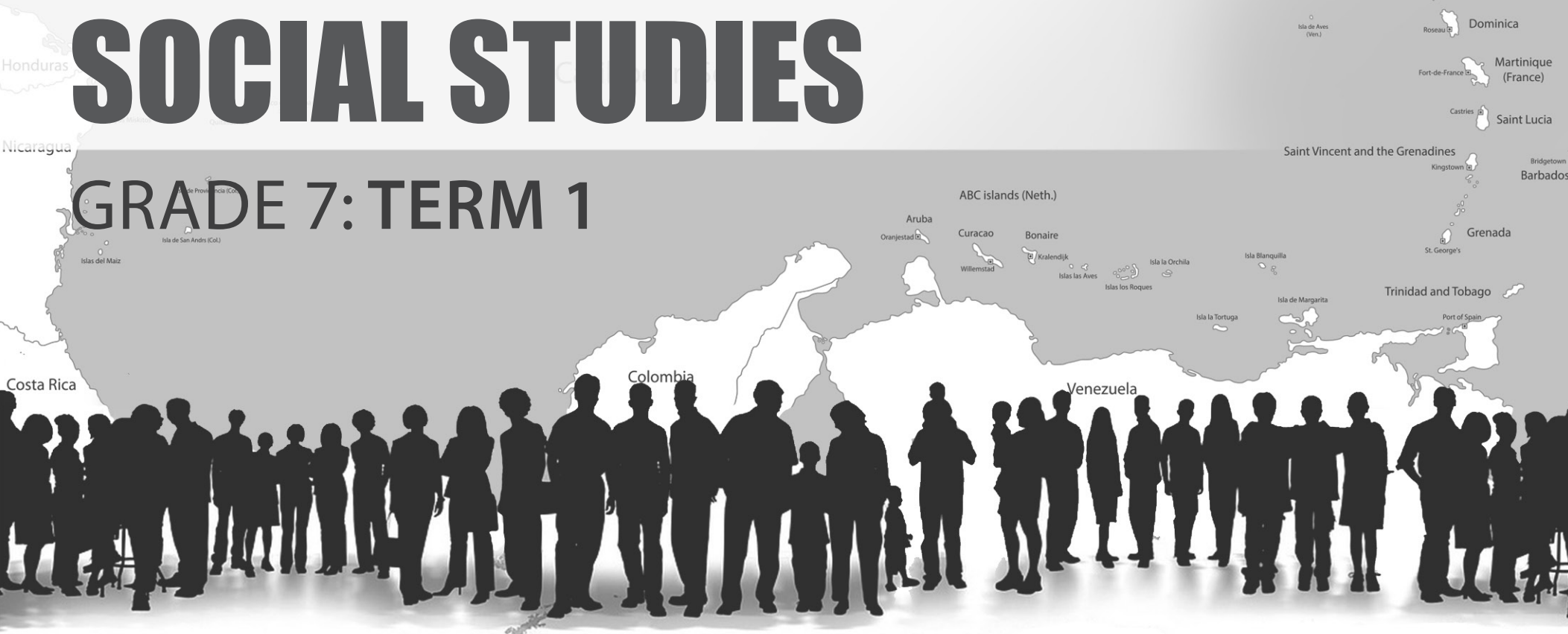
Understand how the production and consumption patterns of humans impact the environment and know actions taken to reduce the impact and development of protected areas



NSC

SOCIAL STUDIES

GRADE 7: TERM 1



Range of Content

The key concepts, skills and knowledge students will learn in this Unit are:

Students will develop key concepts of:

- Citizen, dual citizenship, global citizenship, economic citizenship, right, individual responsibility, collective responsibility

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Collecting, analysing and using research data to solve problems and support conclusions drawn
- Making informed decisions

Students will develop knowledge and understanding of:

- The characteristics of the ideal Jamaica citizen
- The ways in which an individual gains Jamaican citizenship
- The Charter of Fundamental Rights and Freedoms
- The responsibilities of the Jamaica citizen
- Conventions on the rights of the child

Students will develop attitudes:

- Which demonstrate the behaviours of the ideal, active, participatory Jamaican citizen
- Which show an understanding and an appreciation for the role they will play in Jamaica's development plan: Vision 2030

About the Unit

In this Unit students will examine the qualities of the ideal and active citizen at the local, regional and global levels. They will also explore the ways in which an individual can gain Jamaican citizenship, the rights of citizens; especially children and the responsibilities of citizens. In addition they will also be exposed to the positive behaviours and attitudes that the ideal citizen should exhibit. The examination and exploration of concepts and content related to citizenship will be facilitated through collaborative problem solving activities and simulation exercises. Through these activities students will develop research skills, analyse information, and develop strategies to improve active citizenship.

Guidance for the Teacher

Citizenship in this unit goes beyond the legal and political status of nationals of a country. Citizenship in the unit requires students to see themselves as being members of a community in which they must be active participants. They must know their rights as individuals but they must also be cognisant of their responsibilities as members of a community. Students must be engaged by examining and simulating real world situations. The teacher must use current issues which the students can relate to.

Prior Learning

Check that students:

- Know what identifies them as Jamaicans
- Know who is a Jamaican citizen

UNIT TITLE: The Rights and Responsibilities of the Citizen**ATTAINMENT TARGET 3:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES**Students should be able to:**

- Explain and use correctly the related concepts: citizen, dual citizenship, active citizenship, global citizenship, digital citizenship, economic citizenship, naturalization, alien, deportation, rights, responsibilities, freedom,
- Explain the ways in which individuals can become a Jamaican citizen
- Create a profile of the ideal Caribbean citizen and justify the inclusion of each characteristic
- Compare the qualities of the ideal Jamaican citizen and the global citizen
- Demonstrate the attitudes and behaviours of the ideal Jamaican citizen
- Analyse the Charter of Fundamental Rights and Freedoms and formulate questions about the extent of coverage for the rights of different individuals in the society
- Identify breaches of the rights of a child as laid out in the United Nations Convention on the rights of a child
- Take steps to seek redress when rights are violated
- Outline the functions of agencies that protect the rights of citizens
- Assess issues involving the rights, roles and responsibilities of citizens in relation to the general welfare of the society
- Explain how individual and collective responsibility affects the society
- Participate in activities to strengthen the common good based on assessment of possible choices for citizen action
- Work independently and cooperatively to accomplish goals
- Gather information from multiple authoritative sources in order to answer research questions

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Research online/offline and develop a glossary of related concepts and use same in sentences/scenarios.</p>	<p>Gathering Information</p>	<p>Glossary of terms with correct meaning and appropriate sentences/scenarios</p>
<p>View multimedia presentation on the profile of the ideal Jamaican citizen and discuss the characteristics of the citizen. Then collaboratively create a profile of what they believe are the characteristics of the ideal Jamaican citizen. Justify the inclusion of each characteristic of the ideal Jamaican citizen. Create a profile for the ideal Caribbean and a global citizen.</p>	<p>Working collaboratively Justifying</p>	<p>Profile should include the justification of each characteristic of the ideal Jamaican citizen (law abiding, patriotic, participates in civic activities e.g. voting in elections, knowing and showing respect for symbols, conserving energy, respecting the environment)</p>
<p>Role play, watch or create videos relating to the attitudes and behaviours displayed by citizens who are informed and those that are not informed. Discuss the behaviours being displayed and suggest alternative actions that the individual who was not displaying the behaviour of an informed citizen could have taken. Create videos and role play to show actions and behaviours of the informed citizen.</p>	<p>Problem solving</p>	<p>Role play or videos must show attitudes and behaviours that are typical of an informed citizen.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Create a scrapbook with pictures and cartoon stories depicting the attitude and behaviours of an active, participatory citizen. Include a reflection on his/her actions and attitudes as an active citizen in the scrapbook.

Reflective thinking

Scrapbook should include pictures and cartoons that show attitudes and behaviours of an active, participatory citizen. Reflective piece should include attitudes and behaviours of the students and his/her assessment of these, the need for change in attitudes and behaviours and the steps taken to change

Listen to a talk from a representative from Passport Immigration and Citizenship Agency (PICA) on ways in which individuals can become a Jamaican citizen or research the information online or off line. Create a bookmark on becoming a Jamaican citizen.

Gathering information

Bookmarker should show the ways an individual may become a Jamaican citizen

Create a citizenship portfolio (include the main documents that a Jamaican citizen should possess.) Collect and organise copies/pictures to show the changes in these documents over time. Explain when citizens use each document and the agency that is responsible for producing each. Include the address of the agency.

Organising

Citizenship portfolio must include pictures of passport, TRN, NIS, voters ID, birth certificate etc.

Examine scenarios in which various documents are needed to conduct business in Jamaica. Select the relevant document(s) and download or collect the relevant application forms from websites such as Registrar General's Department (RGD), Passport Immigration and Citizenship Agency (PICA) and complete same.

Providing relevant information

Complete application forms with relevant information

Work in collaborative groups, create a movie/story board to illustrate a scenario where the rights of child/children are violated and an individual or group within the community seeks redress on behalf of the child/children by reporting the matter to the relevant agency. Then end with the work done by the agency to help the child or children.

Communicating information
Creative thinking
Problem solving and decision-making

Movie or storyboard identifies the right/s that are violated, show individual/collective action used to address the problem, the function/s of the agency that helps to resolve the problem

Suggested Teaching and Learning Activities

Students will:

Examine the Charter of Fundamental Rights and Freedom then peruse articles and media clips to identify breaches of the charter. Brainstorm to identify ways of addressing the breach. Form a lobby group and develop an awareness campaign to seek redress for persons whose rights have been violated. Lobby group may write letters to the editors, use social media etc. to inform the public of their rights. Participate in class discussion about the importance observing rights for the welfare of all members of society. Write blog on the how observing the rights of the individual benefits society.

Key Skills

Analysing
Problem solving

Assessment Criteria

Campaign should include a variety of ways of informing citizens of their rights and freedoms. Blog must clearly show link between the rights of individuals and the common good.

Learning Outcomes

Students will be able to:

- ✓ Give detailed explanations of the concepts and terms and use them correctly in the appropriate context
- ✓ Give detailed explanation of ways in which individuals become Jamaican citizens
- ✓ Identify the similarities and differences in the attitudes and behaviours of the ideal Jamaican citizen and the global citizen
- ✓ Write a profile of the ideal Caribbean citizen
- ✓ Participate in activities that demonstrate attitudes and behaviours of the ideal Jamaican citizen
- ✓ Identify breaches of the rights of the child and the charter of fundamental rights and freedoms
- ✓ Actively seek redress through appropriate channels for rights and freedoms that have been violated
- ✓ Make informed reasoned, decisions that benefit the individual and the community

Points to Note

Documents that all Jamaicans should have include - birth certificate, National Insurance Scheme(NIS), Taxpayer Registration Number (TRN), Voters Identification Card, passport

Extended Learning

Students will carry out research on the CARICOM profile of the Caribbean citizen as well as Jamaica 's Development Plan : Vision 2030 in order to determine their role in realizing CARICOM 's profile and that which is contained in Vision 2030.

Identify a Caribbean or global issue and with the aid of pictures and articles describe the issue. Then indicate their role in addressing the issue.

RESOURCES

Vision 2030 booklet, internet sources, JIS information pamphlets, computer, internet

<http://www.citizen.org.uk/what-is-citizenship.html>

<https://www.opendemocracy.net/ourkingdom/ron-israel/what-does-it-mean-to-be-global-citizen>

http://teachunicef.org/sites/default/files/units/global_citizenship_gr_3-5_final_7-13.pdf

<http://www.unicef.org.au/our-work/information-for-children>

<http://www.ideas-forum.org.uk/about-us/global-citizenship>

KEY VOCABULARY

Citizen, citizenship, global citizen, Caribbean citizen, deportation, alien, naturalization, parentage, birth certificate, passport, adoption, dual citizenship, rights, responsibilities

LINKS TO OTHER SUBJECTS

Civics, Language Arts, Information Technology

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Development, hero, heroine, unsung hero, heroism, national hero

Students will develop key skills by:

- Evaluating sources
- Synthesizing information
- Assessing stated criteria
- Assessing actions of individuals

Students will develop knowledge and understanding of:

- Criteria for award of hero and national hero
- Biography of each national hero
- How we honour our national heroes
- National honours and awards

Students will develop attitudes of:

- Appreciation for the contribution of national heroes, unsung heroes to community and national development

About the Unit

In this Unit students will explore concepts hero and heroism while analysing the actions taken by our national heroes and the context in which they operated. They will evaluate the contributions made by the national heroes to national development and assess how as a nation we remember and honour them. Students will be engaged in collaborative problem solving and critical thinking activities as they come to appreciate and value the sacrifices made by our national heroes.

Guidance for the Teacher

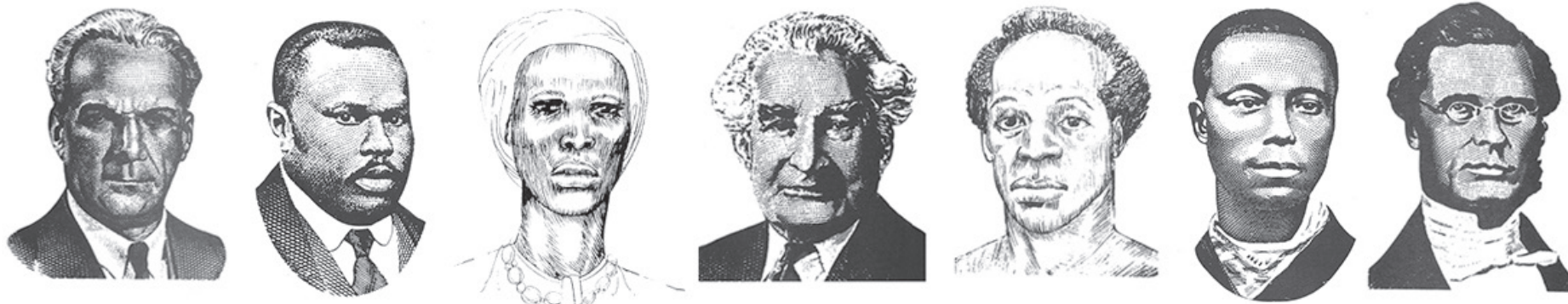
Most students have been exposed to the biographical data on the national heroes; therefore at this level students are expected to take a critical look at the lives of the national heroes and their contribution to national development.

UNIT TITLE: National Heroes and Their Contributions to Jamaica's Development

Prior Learning

Check that students:

- Can identify the national heroes and the parishes they are from.
- Have general knowledge of the events surrounding each hero/heroine



ATTAINMENT TARGET 4:



Recognise the contribution of individuals and groups who have helped to shape Jamaica's development over time.

Theme: Our Common Heritage

OBJECTIVES:

Students should be able to:

- Explain and use correctly the related concepts: development, hero, heroine, unsung hero, heroism, national hero,
- Discuss the characteristics of a hero and assess the extent to which national heroes fit these characteristics
- Outline the national awards and honours conferred on Jamaicans
- Gather information from multiple sources, use selected details to compile an analytical biography of Jamaica's national heroes
- Compare the accounts of activities of national heroes from different sources and identify how each source treats the contributions made by the national heroes to national development
- Evaluate the appropriateness of the actions of the national heroes in relation to the conditions they faced
- Evaluate the criteria used for the award of national hero
- Assess the ways in which we honour and remember our national heroes and suggest other ways that heroes may be honoured
- Appreciate the contributions that the national heroes have made to Jamaica's development

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Use concept web to show the relationship between the terms hero, heroine, unsung hero, national hero.</p>	<p>Webbing</p>	<p>Concept web should include the meaning of each term, characteristics, examples and show the relationship between the terms</p>
<p>Discuss the criteria which were used to select individuals as national heroes. Suggest other criteria that could be used to select individuals as national heroes and justify your suggestion/s.</p>	<p>Using criteria to classify</p>	<p>Each criteria selected must be accompanied by a justification</p>
<p>Conduct research online/offline and outline the national awards and honours that Jamaicans receive. Identify one person who has received each award and explain his/her contribution to national development. Create a list of school/class awards, describe the criteria for each award, design the awards, and identify school-mates/classmates upon whom the awards may be conferred. Engage in selection process and confer awards in a ceremony.</p>	<p>Designing, creating, planning</p>	<p>National honours and awards are described, a recipient of each award is identified and their contribution to national development is explained. Awards created for school/class and conferred on schoolmates reflect wholesome values and rewards contribution.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Identify two known individuals in Jamaica that you think should be a national hero/heroine. Justify your selection of these individuals. Use the characteristics of a national hero as a guide and compare with your own selection criteria. Then display characteristics and your selection on a graphic organizer such as a Venn Diagram. Suggest what characteristics should be removed or included. Justify your suggestion.

Justifying a selection

Graphic organiser includes characteristics/criteria of a national hero, suggestions for new national heroes and justification for selections

In collaborative groups, use their textbooks/hand-outs /online resources to conduct research on:

- (a) Life of the national heroes including the historical and social circumstances in which they lived and that shaped them. Then identify and explain lessons that they have learned from studying the lives of the heroes.
- (b) How the actions of the national heroes have contributed to Jamaica's political and social development.
- (c) How the national heroes are remembered and honoured. Describe the state of monuments, significance of National Heroes Day.

Create an e-book or booklet on the research conducted.

Critical thinking

Booklet /e-book on the lives of the national heroes includes; biographical data, description of the social and historical time in which national hero lived, how the conditions shaped their actions, the lessons to be learnt and how national heroes are honoured

Debate the appropriateness of the actions of the national heroes in relation to the conditions they faced by presenting arguments for and against the moot: "The actions of our national heroes were motivated by selfishness rather than selflessness". Debate should also include alternative actions that heroes could have pursued to address the problems they faced?

Logical reasoning

Logical, reasoned arguments are presented and supported by evidence.

Participate in field trips to sites related to national heroes such as National Heroes Park, Bustamante Museum, Liberty Hall, Stony Gut, Bleheim, Roxborough, and Moore Town. Gather information about the life and work of the hero/heroine. Evaluate the preservation of the site and other ways in which the hero/heroine is honoured and remembered by Jamaicans. Write an evaluation of the ways in which our heroes are honoured and remembered as well as the status of the sites erected or used to commemorate the heroes.

Evaluating

Report should include an assessment of the ways in which our national heroes are commemorated.

Suggested Teaching and Learning Activities

Students will:

In groups, create a montage of the activities of each of the heroes. Students can collect pictures online and from other sources such as magazines and newspapers. Present findings through videos, digital stories, displays etc.

Key Skills

Designing

Assessment Criteria

Montage should include a picture of each national hero/heroine and pictures related to the life of each hero.

Learning Outcomes

Students will be able to:

- ✓ Give detailed explanation of the terms/concepts and use same correctly in the appropriate context
- ✓ Carefully consider and select from a number of characteristics the attributes that heroes display
- ✓ Give a brief description of the national awards and honours conferred on Jamaicans
- ✓ Provide a profile of the life of each national hero/heroine
- ✓ Carefully examine and identify the ways in which the national heroes/heroine contributed to political and social development of Jamaica
- ✓ Examine in detail and judge the actions of the national heroes using the conditions that existed during their lifetime and the obstacles they faced
- ✓ Dissect each criteria used to confer the status of national hero on individuals and assign value for each criteria
- ✓ Demonstrate through actions and words, appreciation for the sacrifice made by national heroes/heroine to Jamaica's social and political development
- ✓ Use ICT tools effectively to research and create multimedia presentations on the national heroes and their contributions to Jamaica's development

Points to Note

- Not all heroes are celebrated nationally; those who demonstrate heroism may be celebrated locally.
- The pictures of Sam Sharpe, Nanny of the Maroons and Paul Bogle are artists' impressions. They are not actual representations of the heroes.
- Place booklets on national heroes and unsung heroes in library resources for use by other students and to form a collection of local heroes.
- Students should follow guidelines to promote healthy use of ICT tools

Extended Learning

Students will seek to find unsung heroes in their communities and honour them by placing their names and pictures on the school's notice board along with the attributes and actions they are noted for.

Attend Heroes Day celebrations in their communities, and create a reflective piece using pictures and videos captured at the event(s).

RESOURCES

History books, internet sources, JIS information pamphlets
Computer

KEY VOCABULARY

development, hero, heroine, unsung hero, heroism, national hero

RESOURCES

<http://jis.gov.jm/information/heroes/>

http://www.jnht.com/site_blenheim.php

http://www.jnht.com/site_roxborough.php

http://www.jnht.com/site_cherry_garden_great_house.php

http://www.jnht.com/site_stony_gut.phpltimedia projector

LINKS TO OTHER SUBJECTS

Civics, History, Language Arts,

Range of Content

The key concepts, skills and knowledge students will learn in this Unit are:

Students will develop key concepts of:

- Culture, heritage, ethnic group, melting pot, cultural heritage, preservation

Students will develop key skills by:

- Gathering information from various sources
- Classifying information
- Developing and using a timeline
- Developing criteria

Students will develop knowledge and understanding of:

- The ethnic groups (including Europeans, Africans, Jews, Syrians/Lebanese, Germans) that came to Jamaica and when and why they came
- The contribution of each ethnic group to Jamaica's culture and economy
- Jamaica's indigenous culture
- The institutions that work to preserve and promote Jamaican culture

Students will develop attitudes:

- Awareness of the importance of culture to national development
- Appreciate the contribution of each ethnic groups to Jamaica's culture and economy
- Recognise that not all aspects of culture should be preserved

About the Unit

In this Unit students will explore Jamaica's culture as a melting pot of the various ethnic groups that live in the country. They will examine the contributions made by the different ethnic groups and also investigate the indigenous aspects of Jamaica's cultural heritage that emerged out of the interaction of the various groups. Students will be encouraged to collect artefacts from home, school and community and attach significance and historical value to them. In addition, they will evaluate the work of institutions that are tasked with the preservation of Jamaica's cultural heritage. Students will be engaged in collaborative investigative tasks aimed at developing skills of interpretation, analysis and creativity.

Guidance for the Teacher

When delivering this Unit the teacher, should ensure they do not focus on the history of Jamaica but rather on Jamaica's culture which has been influenced by its history. The Social Studies teacher should endeavour to develop an appreciation for Jamaican culture and tolerance for cultural diversity. The activities outlined are designed to promote intellectual and social skills in students.

UNIT TITLE: Jamaica's Cultural Heritage**Prior Learning**

Check that students can:

- Identify the ethnic groups that contribute to Jamaica's culture and heritage
- Name at least one institution in Jamaica that has helped in the preservation of Jamaica's cultural heritage

ATTAINMENT TARGET 4:

Recognize the contribution of individuals and groups who have helped to shape Jamaica's development over time.

Theme: Our Common Heritage

OBJECTIVES

Students should be able to:

- Examine existing definitions of the terms and then synthesize these to form their own definition : culture, heritage, ethnic group, melting pot, cultural heritage, preservation
- Use a variety of sources to identify the characteristics of culture
- Classify aspects of culture as material and non-material
- Create a timeline to trace the coming of the different ethnic groups
- Assess the contributions made by the different ethnic groups to Jamaica's culture and economy
- Analyse the different aspects of Jamaica's cultural heritage that are indigenous to Jamaica
- Establish criteria to determine the practices, beliefs and values of a culture that should be maintained and those that should be changed and use criteria to identify and discuss aspects of Jamaican culture that should be maintained and those that need to be changed
- Evaluate the ways used to preserve culture and heritage and suggest other methods that can be used to preserve heritage and culture
- Recognise their role in preserving Jamaica's cultural heritage.
- Evaluate the role of Institutions that help in the preservation of Jamaica's culture and heritage

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Use online/offline resources to find various definitions of the terms. Examine each definition carefully, extract salient points and create a composite definition of their own.</p>	Synthesis	Definition of terms must reflect students own meaning which should be based on the definitions of at least three sources
<p>Use online/offline resources to find out the characteristics of culture. Give an example of each characteristic. Use a graphic organiser to communicate this information.</p>	Organising information	Graphic organiser should show at least three characteristics of culture and an appropriate example for each.
<p>Collect artefacts, stories, customs, proverbs (words of wisdom), rules, and values, and norms from home, school or community to share with classmates. Students will then classify these as material or non-material culture based on established criteria. Students will create scrapbook of material and non-material culture.</p>	Classifying	Scrapbook should include pictures of artefacts (material culture) and proverbs, customs, norms, values (non-material culture)
<p>Use online/offline sources on Jamaica’s history to create a timeline in their notebook or use digital timeline creator, showing when the various ethnic groups came to Jamaica.</p>	Sequencing	Timeline must name each ethnic group and state the date or period of arrival to Jamaica

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups using online or offline sources to answer the question “Which ethnic group has made the most valuable contribution to Jamaica’s cultural heritage and economy?” Students will conduct research in the areas such as music, art, dance, language, religion, architecture, food, folkways. Present information in creative ways including but not limited to: fashion show, art exhibition, storytelling, movies and digital presentations. Use evidence gathered to determine which group has made the most valuable contribution.

Conducting research

The ethnic group that is deemed to have contributed the most to Jamaica’s culture is named and evidence provided to support selection

Collaboratively, collect and organise beliefs, traditions, artefacts, pictures, videos which shows how Jamaica’s culture and heritage have evolved over time e.g. architecture, furniture, household items, music and clothing etc. Organise a symposium to showcase information on the artefacts, pictures and videos collected. Information should include but not limited to their usage, when they were made, and how they are preserved.

Organising information
Creating digital presentations

Mini symposium showcasing how at least three aspects of material and two aspects non-material of culture have changed over time.

Conduct research online/offline to define preservation and understand how culture is preserved. Use the think-pair-share strategy to have a class discussion on their family traditions and traditions at school. Participate in a brainstorming session to establish criteria to be used to select societal beliefs, practices, traditions and values that should be preserved and those that should be changed. Work in collaborative groups to discuss and develop strategies to preserve those areas deemed suitable for preservation and transmission.

Developing strategies

Strategies developed should be feasible and demonstrate clearly what aspect of culture will be preserved and how it will be preserved.

Conduct research on the institutions in Jamaica that help to preserve the country’s culture and heritage. Collaboratively make suggestions on what these institutions can do to increase awareness of their roles and activities. Develop a campaign (in the school as well as in the school’s community) and include strategies and activities that will help to create awareness. For example: make t-shirts, flyers, cultural concert, jingles, community board, magazine, forming a culture club.

Examining evidence and drawing conclusions

Campaign highlighting the roles and activities of the varying institutions.
Strategies/ideas and activities must be feasible

Suggested Teaching and Learning Activities

Students will:

Participate in a field trip to a historic site e.g. Maroon Town, great house, museum, gallery, historic building, or heritage site to find out the significance of the site and people to our heritage and culture and how the site is preserved. Write a report on the findings.

Key Skills

Accessing information from primary sources, using systematic observation and note-taking techniques.

Evaluating and drawing conclusions based on evidence

Assessment Criteria

Field report must name the site visited, outline the importance of the site to our culture or heritage and assess how it is preserved.

Learning Outcomes

Students will be able to:

- ✓ Write their own definitions of the terms/concepts which includes key words or phrases
- ✓ Compile a comprehensive list of the characteristics of culture
- ✓ Use criteria to categorise aspects of culture as material or non-material
- ✓ Put forward reasoned arguments to establish the contribution of each ethnic group to Jamaica's culture and economy
- ✓ Give detailed description of aspects of our culture that is indigenous to Jamaica
- ✓ List criteria developed to determine aspects of culture that should be maintained and those that should be changed
- ✓ Use criteria that has been developed to judge aspects of our culture that need to be maintained and those that need to be changed
- ✓ Propose feasible strategies to preserve our Jamaican culture
- ✓ Assess the work of named institutions in preserving Jamaican culture and heritage
- ✓ Participate in or initiate activities to preserve Jamaica's culture and heritage
- ✓ Use ICT tools effectively to conduct research using a wide variety of electronic sources and create digital presentations

Points to Note

- Material and non-material culture are also referred to as tangible and intangible culture respectively.
- Not all aspects of culture should be preserved. If it is inhumane, discriminatory, unhealthy, damages the environment it should not be preserved.
- Culture may be preserved through practicing ecotourism, talking with elders, learning and participating in traditions, and organising cultural activities

Extended Learning

Students can develop their own collection of artefacts in various categories (coins, headwear etc.) and investigate their history.

Students can do further research for display and presentation on Jamaica Day using various media e.g. video.

- Indigenous to Jamaica: means developed in Jamaica such as patois, Rastafari, Reggae
- Groups to be studied include: Tainos, Europeans (Spanish, English, Scottish, Irish, German) African, Chinese, East Indians, Jews
- Institutions that have helped in the preservation of Jamaica's Cultural Heritage include: Institute of Jamaica, Jamaica Cultural Development Commission, Jamaica National Heritage Trust

RESOURCES

<http://www.yourarticlelibrary.com/culture/culture-characteristics-and-classifications-of-culture-sociology/6223/>

<http://www.jnht.com/index.php>

<http://acij-ioj.org.jm/african-retentions-in-jamaican-foods/>

<http://acij-ioj.org.jm/v4/wp-content/uploads/2014/03/61.jpg>

History books, JIS information pamphlets

Computer, internet, CDs, multimedia projector

KEY VOCABULARY

Culture, material culture, non-material culture, heritage, legacy, ethnic group, melting pot, preservation

LINKS TO OTHER SUBJECTS

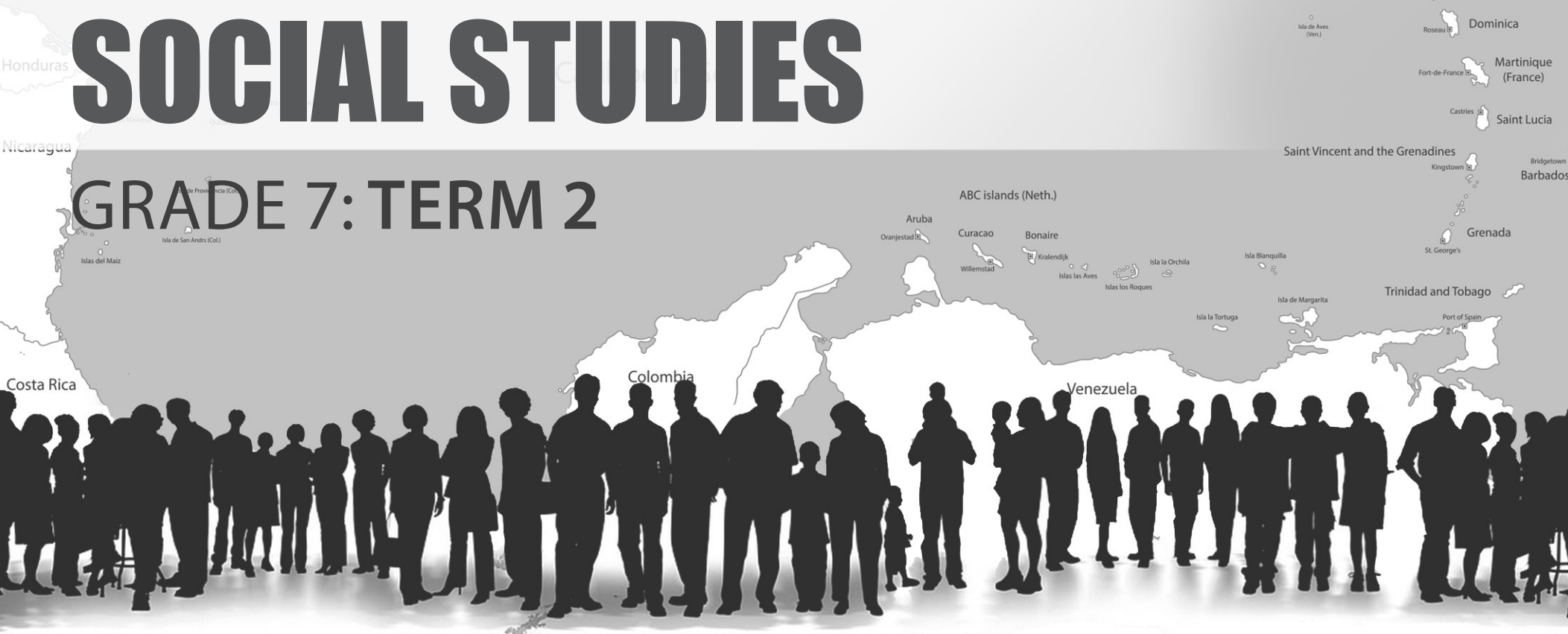
Civics, History, Drama, Language Arts, Mathematics



NSC

SOCIAL STUDIES

GRADE 7: TERM 2



Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Resources, natural resources, renewable resources, non-renewable resources, exploitation, sustainability

Students will develop key skills by:

- Categorizing
- Using maps to locate places
- Proposing alternatives
- Problem solving

Students will develop knowledge and understanding of:

- The major natural resources found in Jamaica
- The different types of resources
- Importance of resource development to nation building
- The problems created by the use and misuse of resources
- The methods involved in the sustainable use of resources

Students will develop attitudes of:

- Awareness of the importance of the balance needed between the development of resources and protecting the environment

About the Unit

In this Unit students begin to explore the problems and possibilities associated with the utilization of the Earth's resources. They will examine their local environment as well as the Caribbean and the World to determine how resources are used to create wealth, how this wealth is distributed and how the wealth created contributes to societal development. Particular attention is paid to forests and minerals as resources. Special emphasis is placed on the development of analytical skills; students are required to analyse, discuss, draw conclusions and propose solutions to local and global issues related to the utilization of resources. These skills are developed through collaborative problem solving activities, field trips, interaction with resource persons and reflective entries in a journal.

Guidance for the Teacher

Blank maps of Jamaica and the Caribbean must be provided for the students; students do not need to draw these maps.

Research should be clearly outlined with input from students. Class could be divided into small groups and specific aspects of the research be assigned to each group. Each group must be given equal time to make their presentation to the rest of the class.

When technology is to be used, teacher must ensure that the laboratory is booked in advance and that the equipment is set up and tested before the students

arrive. Where a laboratory technician is available, ask for assistance.

The teacher is advised to use discretion when administering pen and paper tests as some students might not be performing at the grade level. Please be informed that other forms of assessments should be utilized in order to cater for all learning styles and abilities.

It is important that students formulate the questions which they will ask resource persons.

Teacher should select a community or communities and explore the resources that exist and their impact on the community.

Prior Learning

Check that students can:

- Explain the term resource
- Identify and name natural resources

UNIT TITLE: Utilizing Our Resources-Natural Resources**ATTAINMENT TARGET 2:**

Develop an understanding of the interdependent relationship between humans and the environment.

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES**Students should be able to:**

- Explain and use correctly the following concepts: resource, natural resource, renewable resource, non-renewable resource, exploitation, sustainability
- Examine maps and other sources in order to identify some of Earth's major natural resources
- Categorize resources as renewable and non-renewable
- Gather information from a variety of sources and use information gathered to evaluate the importance of the sun, land, and water as natural resources
- Examine and analyse evidence from a variety of sources about the benefits of the forests for human beings and the physical environment
- Assess the immediate and long term multiple effects of the misuse of forests on human beings and the physical environment
- Put forward solutions for the problems created by misuse of the forest by humans
- Recognize how natural resources contribute to community development
- Identify the changes in the major natural resources that have contributed to economic growth in Jamaica and the wider Caribbean from 18th century to the present
- Locate on a map of Jamaica areas that are rich in mineral/ore deposits and analyse the relationship between the exploitation of the resource and the growth and development of surrounding communities
- Draw conclusions about the relationship between government's economic policies concerning Earth's resources and wealth creation and distribution
- Propose alternative policies, practices, actions relating to how natural resources can be used to foster economic development in Jamaica and the wider Caribbean
- Justify the more frequent use of some resources over others
- Advocate for the proper use of natural resources
- Evaluate offline and online resources

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Use online/offline resources to find the meaning of terms; resources, natural resources, renewable resources, non-renewable resources, exploitation, sustainability. Use the terms in a passage to reflect their meaning.</p>	<p>Accurately using concepts</p>	<p>Passage must include all terms and context must convey accurate meaning</p>
<p>In groups, research and discuss the importance of the natural resources: land, water, minerals, forest and sun. Write paragraphs explaining the importance of the sun, land, water and forests as natural resources.</p>	<p>Gathering relevant information</p>	<p>At least three paragraphs should be written and the importance of each resource listed be highlighted</p>
<p>Create a journal where they write and reflect on natural resources and their importance. Students should collect/take pictures of things in their environment that are made from natural resources. They should identify the natural resource then, classify the resources identified as renewable or non-renewable, state what goods/products are made from it and how they use it in their everyday life. Students should reflect on their consumption patterns and how this relates to exploitation of resources. They can propose ways to adjust their consumption patterns to make them more in line with conserving and preserving the environment.</p>	<p>Reflective thinking</p>	<p>Journal entries should reflect awareness of resources and how human consumption patterns impact exploitation.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

On a map of Jamaica locate areas which are rich in mineral/ore deposits. Describe how these minerals/ores are extracted and the benefits that the communities and the country derive from the extraction of minerals.

Map reading

Map of Jamaica showing the location of mineral deposits and the communities in close proximity. Map must have border, title, key, border and north arrow.

Through collaborative learning conduct research online on problems associated with the extraction and utilization of minerals for economic purposes. Brainstorm solutions to the problems. Select 2/3 options and explore the viability of each option. Present findings in a variety of ways.

Identifying and analysing problems
Exploring options and alternatives

Group presentations from research on minerals must identify problems and possible solutions. Feasibility of selected options must be demonstrated.

Participate in field trips to investigate how resources are utilized in their community. Walk through their community and observe and record the natural resources that are widely used by its members. Use statistical diagrams to present information gathered. Interview residents to find out how they are affected by the utilization/exploitation of the resource.

Developing relevant questions to elicit requisite information
Constructing statistical diagrams

Questions asked must be clear and relevant. Data presented using appropriate statistical diagrams.

Participate in field trip or watch videos, read magazines, newspaper articles, and textbooks to collect information on the relationship between Earth's resources and wealth creation and distribution. Use diagrams/cartoons to show this relationship. Suggest ideas for a more equitable spread of wealth created from resources.

Analysing visual images/
written information
Decision making regarding sustainable use of resources

Cartoon/diagram/written piece on the disparity or proposed equity between distribution of resources and wealth

In groups students will collect information using methods such as interviews, questionnaires, online and offline sources. They will use the information collected to create displays using various art forms to demonstrate alternative ways natural resources can be used to foster economic development. They will invite persons from the relevant agencies to view their displays and give feedback. They will implement at least one of the proposals in the school.

Innovative thinking
Interpreting data
Analysing data

Display should include a variety of media to demonstrate new and innovative ways to use at least one natural resource
Posters, pamphlets, cartoons and/or panoramas to demonstrate a range of alternate use of resources that contribute to economic development

Prepare questions for resource personnel who will speak on the impact of the misuse of forests on human beings and the environment.

Writing and posing compelling questions

Written piece/dramatic presentation should include 2/3 values of forests to humans and the environment, humans' misuse of the forest and the impact of this misuse.

Ask questions of resource persons after presentations have been made (Representative from Mines and Geology, Forestry Department, NEPA, RADA, Science teacher, agronomist).

Listening for information

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Record the question and answer session and use information for class activity. Share information collected with the rest of the school on the use and misuse of the forest through various forms e.g. art and poetry etc.

In groups, use technology to inform others of various resources that exist in the Caribbean.

Create and format multimedia presentation

Presentation should include at least three (3) resources that exist in the Caribbean

Conduct a survey to ascertain how students perceive and relate to their physical environment and how their physical environment affects them. Create and launch a campaign to increase students' awareness and sensitivity towards the environment.

Conducting research
Using findings to inform action

Questionnaire should elicit responses about students' perception of their environment.
Campaign should be developed to address areas identified by the results of the survey

Learning Outcomes

Students will be able to:

- ✓ Categorize natural resources as renewable and non-renewable from a given list
- ✓ Identify areas of large deposits of specific minerals/ores on a map of Jamaica
- ✓ Articulate points that show the importance of natural resources to societal development
- ✓ Use images/words to demonstrate clearly the relationship between the distribution of resources and wealth
- ✓ Make choices which demonstrate an acceptance of sustainable practices
- ✓ Put forward workable solutions to problems created by the misuse of natural resources
- ✓ Use ICT tools effectively to research and create multimedia presentations

Points to Note

- In this Unit the teacher should focus on the following major natural resources of the Earth: sun, land, water, forest and minerals/ores.
- Students may also be asked to study resources in their community.

Extended Learning

Investigate the use of solar energy in Jamaica. Students will identify companies, communities, households that use solar power and ascertain the benefits and challenges of using solar power.

RESOURCES

Recorder

Computer – online resources

Textbooks

Resource personnel from Mines and Geology, Geology

Department at UWI Forestry Department

Map of Jamaica

Map of the Caribbean

Multimedia projector

<http://portal.onegeology.org/>

<http://www.discoverjamaica.com/gleaner/discover/geography/mining.htm>

KEY VOCABULARY

resource

natural resource

mineral deposits

distribution

economic activities

interdependence

sustainable development

diversity

LINKS TO OTHER SUBJECTS

Mathematics, English Language, Science, Visual Arts, Drama, Music

Range of Content

The key concepts, skills and knowledge students will learn in this Unit are:

Students will develop key concepts of:

- human resources, interdependence, workforce, population, employment, unemployment, underemployment

Students will develop key skills by:

- Classifying
- Decision-making
- Planning and organising

Students will develop knowledge and understanding of:

- The existing and emerging careers in the primary, secondary, tertiary and quaternary industries
- The institutions that offer education and training in Jamaica
- The knowledge, skills, attitudes and values needed for successful career development
- The relationship between development of the human resource and utilization of natural resources

Students will develop attitudes of:

- Valuing the importance of the human resource to national development

About the Unit

In this Unit students will explore the importance of the human resource to societal development. They will gain a better understanding of interdependence between humans and natural resources. Students will examine the opportunities for training and development of the human resource in Jamaica. They will investigate traditional and emerging careers as well as trends in economic activities and career paths. Students will begin to do self-examination of their skills, abilities and talents and begin to consider career paths. They will be engaged in collaborative research activities on institutions and careers in order to stage a mini career fair. These activities will help to develop collaboration, communication and organisational skills.

Guidance for the Teacher

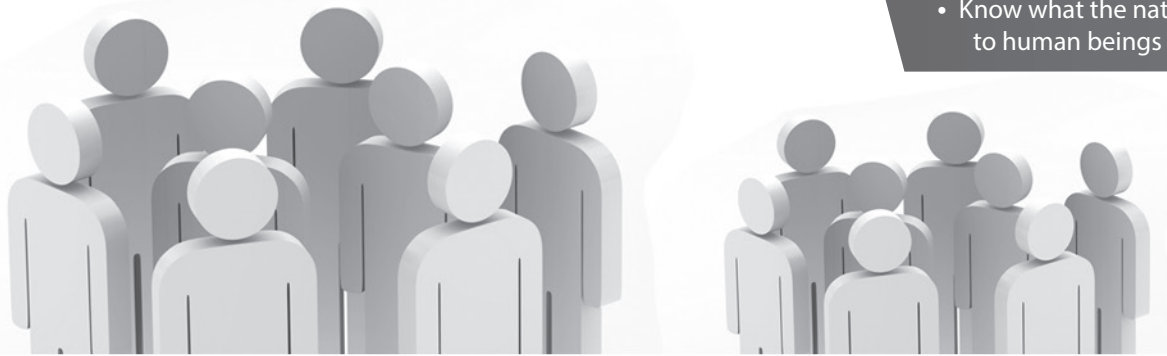
The teacher needs to ensure that the students construct their own questions to ask resource person(s). The students should be briefed about the presenter's qualifications, and experience.

The teacher should allow students to develop the new concepts through discussion and questioning. These concepts should be repeated several times throughout the lesson and in written form. The teacher should endeavour to help to develop skills, values and attitudes (employability skills) that are needed for the world of work.

Prior Learning

Check that students:

- Understand the concept resources
- Know what the natural resources are and their importance to human beings

UNIT TITLE: Utilizing Our Resources- Human Resources**ATTAINMENT TARGET 3:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Explain the following concepts: human resources, interdependence, workforce, population, employment, unemployment, underemployment
- Differentiate among the following; skills, abilities and talents.
- Classify human activities into primary, secondary, tertiary and quaternary industries
- Categorize careers as primary, secondary, tertiary and quaternary industries
- Relate historical time periods to changes in industries including new careers that have evolved
- Describe the ways in which the productivity of human resource affects the utilization natural resources
- Analyse the impact of the characteristics of a population in effectively utilizing resources
- Examine reasons for exporting and importing labour for the exploitation of resources in the Caribbean from 18th century to present
- Assess the importance of effective training and education in utilizing natural resources
- Evaluate the provisions that have been made to facilitate training and development of Jamaica's human resource
- Value the importance of human resource in development
- Participate in activities to develop employability skills.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Through discussion, develop an understanding of concepts relating to human resources.</p>	<p>Developing the meaning of concepts</p>	<p>Concepts are used correctly in written and oral presentations</p>
<p>Use online or offline concept maps to demonstrate the interrelatedness between primary, secondary, tertiary and quaternary activities.</p>	<p>Accurately connecting concepts</p>	<p>Concept map must show interrelatedness between activities</p>
<p>In collaborative groups conduct research on careers in the primary, secondary, tertiary and quaternary industries. Create brochures showing careers to be found in each industry as well as highlighting new careers.</p>	<p>Working cooperatively in groups</p>	<p>Brochures on careers including new careers in each industry created should include skills, qualifications, competencies needed.</p>
<p>Collect 'ads' from newspaper or internet on job offerings and align these with the programmes/courses offered by the training institution.</p>	<p>Aligning</p>	<p>Correct alignment of advertisements and jobs</p>
<p>In groups, conduct research on the role of institutions that offer training; HEART Trust/ NTA, UTECH, UWI, MIND, CARIBBEAN MARITIME INSTITUTE, TEACHER'S COLLEGES. Write articles for the class blog from information gathered on institutions. Blogs must also comment on the relevance of programmes offered to the needs of the Jamaican economy. Using a given rubric students will evaluate programmes offered by training institutions on the class blog.</p>	<p>Communicating information Evaluating</p>	<p>Blogs must highlight the importance of effective training or the consequences of the lack thereof in the utilization of resources.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Prepare questions for resource personnel who will speak on the importance of developing talents, skills, abilities, training and expertise. Ask questions of resource persons after presentations have been made (mechanic , singer and engineer , computer animation, digital imaging).

Preparing and asking relevant questions

Questions must be clear and relevant

Organize a mini career session/expo to educate the students in the grade about traditional and new careers in each sector. Planning must include when and where session/expo will be held, careers to be included, research and resources needed.

Planning and organising
Create and format document

Career expo/session must provide useful information to those in attendance

Discuss why Jamaicans travel overseas to work. Further discuss why Jamaica often seeks individuals from outside of the Caribbean region to carry out specialized duties. Design a poster depicting reasons for exporting and importing labour for the exploitation of resources in Jamaica.

Presenting reasoned arguments
Designing

Poster should use images and/or words to convey message about why labour is imported and exported

Work in collaborative groups to create dramatic presentations on attitude towards work and its contribution towards personal and national development.

Communicating information

Dramatic presentation should show how positive and negative attitudes influence personal and national development

Through various art forms, express an understanding of the importance of human resource in the development of society.

Creative thinking

Art form selected clearly communicates at least two ways in which the development of the human resource is important to the development of society

Work individually or collaboratively to prepare an interview schedule/questionnaire. Use a recording device when interviewing community members, then analyse and present data on the various talents, skills and expertise, which exist among these members.

Gathering, analysing and presenting data

Data presented using appropriate methods and fully analysed

Collectively, prepare a letter or send an email seeking information from the Statistical Institute of Jamaica about the employment levels of male and female. Present the data gathered using statistical diagrams. Extrapolate information from the diagrams.

Constructing statistical diagrams

Statistical diagrams showing data collected from STATIN and from interviews conducted interpreted and analysed.

Organize a class debate on the moot “ More women must be employed in the male dominated occupations”.

Researching for information

Arguments presented must be supported by evidence

Suggested Teaching and Learning Activities

Students will:

Discuss how tradition influences job selection (male jobs versus female jobs). Present arguments for the changes observed in the selection of jobs.

Key Skills

Presenting reasoned arguments

Assessment Criteria

Arguments presented must be supported by evidence

Learning Outcomes

Students will be able to:

- ✓ Write accurate explanation of concepts which includes key words/phrases
- ✓ Explain the importance of human resource to societal development
- ✓ Categorize human activities into primary, secondary, tertiary and quaternary from a given list.
- ✓ Identify institutions that facilitate training and evaluate the programmes offered.
- ✓ Present coherent points that demonstrate an understanding of the relationship between the development of the human resource and natural resource
- ✓ Show awareness of the changes in sectors and careers
- ✓ Begin to show interest in selected career path

Points to Note

- The quaternary sector of the economy is a way to describe the knowledge-based part of the economy which typically includes services such as information generation and sharing, information technology, consultation, education, research and development, financial planning, and other knowledge-based services. The term has been used to describe media, culture, and government.
- The teacher must infuse human trafficking in this unit. Human trafficking is the illegal movement of people for forced labour or commercial sexual exploitation.

Extended Learning

Conduct research on ways the internet is used as medium for, training, education, employment and exploitation of the human resource.

Develop guidelines for preventing exploitation of human resource (e.g. how to prevent human trafficking).

RESOURCES

Computer – online resources, textbooks, resource personnel recording device, multimedia projector

KEY VOCABULARY

resource, human resource, exploitation, training, labour, career, quaternary relationship, human trafficking, seasonal workers

LINKS TO OTHER SUBJECTS

Mathematics, Language Arts , Drama

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Institution, social groups, group cohesion, pressure group, deviance, norms, values, folkways, mores, taboo, socialization, social control

Students will develop key skills by:

- Making distinctions
- Developing positive interpersonal relationships
- Working in collaborative groups

Students will develop knowledge and understanding of:

- The types of social institutions in society
- The agents of socialisation
- The forms of social control

Students will develop attitudes of:

- Valuing the contribution and importance of social groups to the proper functioning of society

About the Unit

In this Unit students will explore social groups and institutions and determine their importance to society. They will gain a better understanding of the interdependence and interactions among groups and institutions. Students will be engaged in activities that encourage interaction and cohesion in groups. They will also be developing skills of observation and deduction by investigating groups in their school/community.

Guidance for the Teacher

The teacher needs to ensure that the relevant materials are prepared, particularly, the case studies relating to concepts/ideas to be taught, as well as, the hand-outs for the teaching and learning activities.

Prior Learning

Check that students can:

- Identify primary groups
- Identify groups to which they belong

UNIT TITLE: Social Groups and Institutions**ATTAINMENT TARGET 3:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Explain the following concepts: institution, social groups, group cohesion, pressure group, deviance, norms, values, folkways, mores, taboo, socialization, social control
- Identify and differentiate among social, economic and political institutions
- Distinguish between primary and secondary; formal and informal groups
- Classify groups as primary, secondary, formal and informal.
- Assess the agents of socialization
- Evaluate the importance of group cohesion to the harmonious co-existence of individuals in the society
- Analyse the means of social control in society
- Recognize the need for individuals to exist and participate in groups

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Use online and offline resources and concept maps to explain the following concepts: institutions, social groups, group cohesion, pressure group, deviance, norms, values, folkways, mores, taboo. Create a crossword puzzle using key words.</p>	<p>Developing the meaning of concepts Accurately using concepts</p>	<p>Clues for the crossword puzzle on the concepts and terms must show comprehensive understanding</p>
<p>Work in collaborative groups and conduct research on norms in different societies and at different times. Create a storyboard or movie showing norms in different societies and different times. Compare the norms in at least two countries with norms in Jamaica. Also compare norms in rural and urban communities in Jamaica.</p>	<p>Making comparisons</p>	<p>Story board or film may include folkways and mores. Similarities and differences between the selected countries must be clear.</p>
<p>Conduct online/offline research describe the characteristics of the different social groups and institutions. Select known social groups and institutions and discuss the extent to which they exhibit the characteristics found through research. Provide explanations for deviations found. Compile a scrapbook/e-portfolio of the social groups and institutions in Jamaica: Including pictures, articles.</p>	<p>Identifying characteristics</p>	<p>Scrapbook/e-portfolio must include at least one social group and one institution. Characteristics and deviations of each social group/institution must be clearly outlined.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in cooperative groups to identify the agents of socialisation. Each group will then conduct an investigation to find out how the assigned agent socialises members of society; the norms, customs and values that are passed on and how these help or hurt the society. Present findings of research on agents of socialisation through discussion forum.

Developing interpersonal relationships skills

Discussion forum must identify the agents of socialisation, describe how the agent socialises members of society and clear connections to the impact on society.

Examine case studies, cartoons and video presentations, depicting the influence of peer groups on adolescents. Students identify the type pressure (active, passive, negative and positive) that the group is exerting on the individual and say how they would deal with the pressure.

Making informed choices

The choices suggested shows effective method of dealing with peer pressure

Create a newsletter featuring clubs and societies in their school, highlighting the importance and impact of each.

Organising information

Newsletter should include the name of the club/society, organisational structure, rules for membership, activities , and how members and the school benefit from the club/society

Learning Outcomes

Students will be able to:

- ✓ Without using reference materials explain the concepts/terms including key words/phrases in the explanation
- ✓ Explain the importance of groups and institutions to societal development
- ✓ Describe the characteristics of social groups and institutions in society
- ✓ Demonstrate that they recognize the importance of group cohesion in the society
- ✓ Demonstrate by their actions that they understand their role in contributing to peace and harmony in the society

Points to Note

Extended Learning

- Students must be given adequate opportunities to explore case studies and/or dramatize aspects of interactions among groups including group cohesion, mores, norms, folkways etc.
- Examples of social groups include the family, Red Cross, choir, school, form class etc.
- Social Institutions include: Family, Government, Education

Identify a situation/problem that is affecting/ is caused by a group or groups in their school or community. Investigate the causes and effects of this situation/problem and present recommendations to address the situation/problems.

Points to Note

- Agents of socialization include the family, church, school, media
- Remind students to demonstrate respectful, responsible and clear online communication.

RESOURCES

Computer – online resources

<https://prezi.com/nfqdgjnmzggd/copy-of-copy-of-social-institutions-and-control/>

<http://sociology.about.com/od/Deviance/a/Folkways-Mores-Taboos-And-Laws.htm>

<http://sociology.about.com/od/Disciplines/a/Sociology-Of-Deviance-Crime.htm>

<http://www.sparknotes.com/sociology/society-and-culture/section3.rhtml>

<http://www.slideshare.net/leajon/informal-and-formal-groups>

<http://www.slideshare.net/wfisch/types-of-social-groups-powerpoint>

<http://www.slideshare.net/ribenaberry/groups-6898530>

<https://nobullying.com/what-is-peer-pressure/>

LINKS TO OTHER SUBJECTS

Language Arts, Visual Arts, Information Technology, Drama

Extended Learning

Identify a situation/problem that is affecting/ is caused by a group or groups in their school or community. Investigate the causes and effects of this situation/problem and present recommendations to address the situation/problems

KEY VOCABULARY

institution, social groups, group cohesion, pressure group, deviance, norms, values, folkways, mores, taboo, socialization, social control. group dynamics, laws, diversity, coexist, society

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Family, family tree, family structures, procreation, identity, bread winner.

Students will develop key skills by:

- Interpreting diagrams
- Developing logical arguments
- Gathering and presenting data

Students will develop knowledge and understanding of:

- The definition of a family
- The different types of families
- The changing roles of family members
- The work of agencies that assist the family

Students will develop attitudes:

- Recognise the importance of the family as a basic unit of society

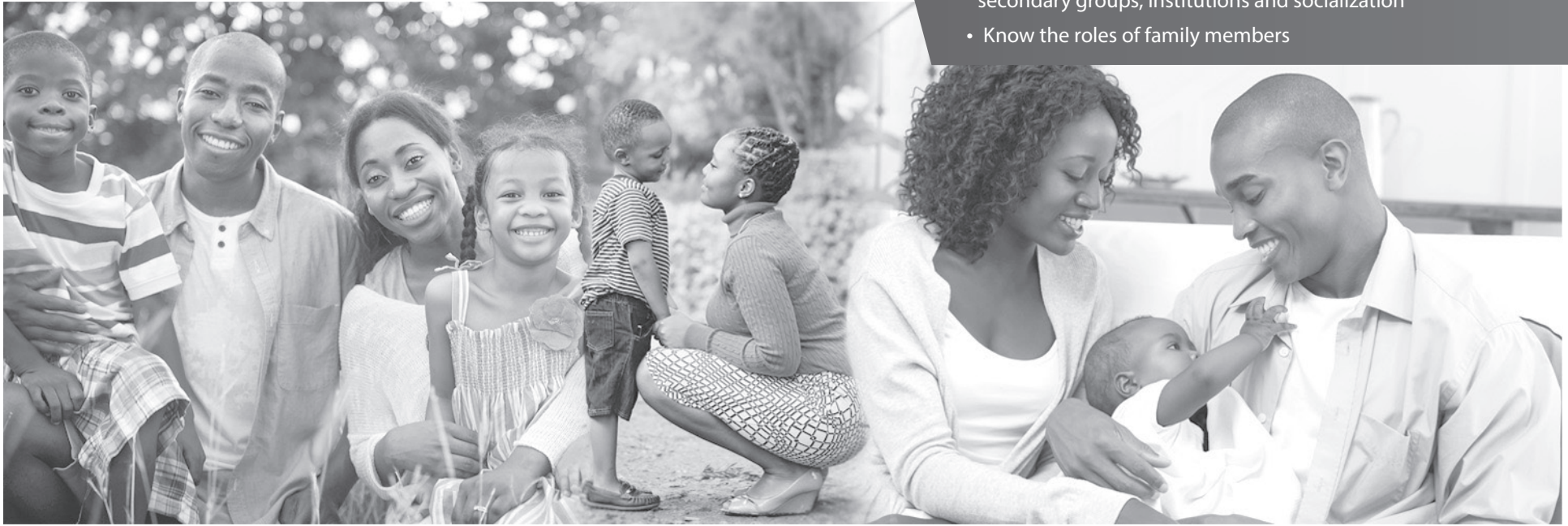
About the Unit

In this Unit students will examine the meaning of family in Jamaica and explore its types, functions, changes and challenges. Students will also be made aware of the agencies that support the family. Students will examine their own families and those in the school/community through collaborative investigations. They will draw conclusions about families in Jamaica.

Guidance for the Teacher

The teacher should endeavour to have resource persons speak to the students on the agencies which provide support for the family. The students must be sensitized to the visit and be assisted in preparing questions for the resource person.

Teachers must be mindful of sensitive issues that may arise as students explore topics in this unit.

UNIT TITLE: Social Group- The Family (2 Weeks)**Prior Learning**

Check that students:

- Can define family, social groups, society, primary groups, secondary groups, institutions and socialization
- Know the roles of family members

ATTAINMENT TARGET 3:

Know and value the contributions of communities and institutions in fostering national, regional and international integration.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Explain the following concepts: family, family tree, family structures, procreation, identity, and breadwinner
- Interpret a given family tree
- Describe the different family types in the Jamaican society
- Discuss benefits/ challenges of living in different types of family structures
- Assess the functions of the family as a group in the society
- Present logical arguments to show the benefits of cohesion in the family
- Identify the causes and discuss the effects of the changing roles of family members from 19th century to the present
- Analyze challenges faced within the family.
- Assess the work of agencies and programs that support the family.
- Be aware of the importance of the family in the development of society

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Brainstorm to develop concepts and connect key terms through concept mapping using graphic organisers.

Creating a concept map

Concept map indicates clear understanding of terms and connections among them

Create their family tree using online family tree creator/offline. Describe the relationships between members on the family tree. (Students do not have to use their own family).

Organising information

Family tree may include names and pictures family members. Relationship between family members must be evident

Conduct a survey in the school/community on the different family types, the roles of family members and the functions of the family and present data using statistical diagrams. Draw inferences from the data collected and make recommendations.

Gathering and presenting data
Developing a questionnaire

Written or oral presentation on findings and recommendations about survey conducted on families in the school/community.

Listen to resource persons from the various agencies e.g. (PATH, National Parenting Support Commission) that support the family to find out their functions and assess their importance. Ask questions to determine the extent to which functions are effectively carried out. Create pamphlets to inform others about the agencies that support the family.

Assessing information presented

Pamphlets should include names of agencies, address, their functions

Watch video clips or listen to classmates talk about their experiences and then discuss the changing roles of the male and female in the family. Work in collaborative groups to create dramatic presentations to show the impact of the changes on different members of the family.

Examining relationships
Presenting information in a creative way

Dramatic presentation should clearly show the changes in the roles of family members and the positive or negative impact of such changes

Engage in a panel discussion on the following; "How does the family cope when the breadwinner is removed/taken/leaves from the family?"

Analysing problems and decisions

Discussion should include information who is the breadwinner, the role of the breadwinner, why the breadwinner leaves and the impact on different members of the family

Use presentation software or graphic organizers to illustrate benefits and challenges of family types.

Creating and formatting multimedia presentation

Presentation should include at least one benefit and one challenge of each type of family

Create a collage depicting problems in the family and arrive at solutions.

Creative thinking

Collage should include pictures showing at least 3 problems faced in or by families

Learning Outcomes

Students will be able to:

- ✓ Write or recite detailed descriptions of each concept/term
- ✓ Extract and use information from a given family tree
- ✓ Create a family tree
- ✓ Provide detailed description of three types of family in Jamaica
- ✓ Make reasoned statements about the opportunities provided and challenges faced by different types of family that exist in Jamaica
- ✓ Draw reasoned conclusions about the important functions of the family and how execution of the functions affect the family
- ✓ Make convincing arguments about the benefits of cohesion in the family to the larger society
- ✓ Draw logical conclusions about the effects of the changing roles of family members on the family
- ✓ With the aid of examples, explain the challenges faced by families
- ✓ Use evidence to support conclusions about the work done by agencies to assist families

Points to Note

- Remind students to demonstrate respectful, responsible and clear online communication.

Extended Learning

Students will conduct research on family structures in other countries such as India, China, Israel and make comparisons with the Jamaican family structures.

RESOURCES

Computer – online resources

<http://family.jrank.org/pages/203/Caribbean-Families-Family-Structure.html>

Textbooks

Multimedia projector

KEY VOCABULARY

family, family tree, family structures, procreation, identity, breadwinner, nuclear family, single parent family, extended family, visiting union, common-law union, marriage, kinship, sibling, matriarchal, patriarchal

LINKS TO OTHER SUBJECTS

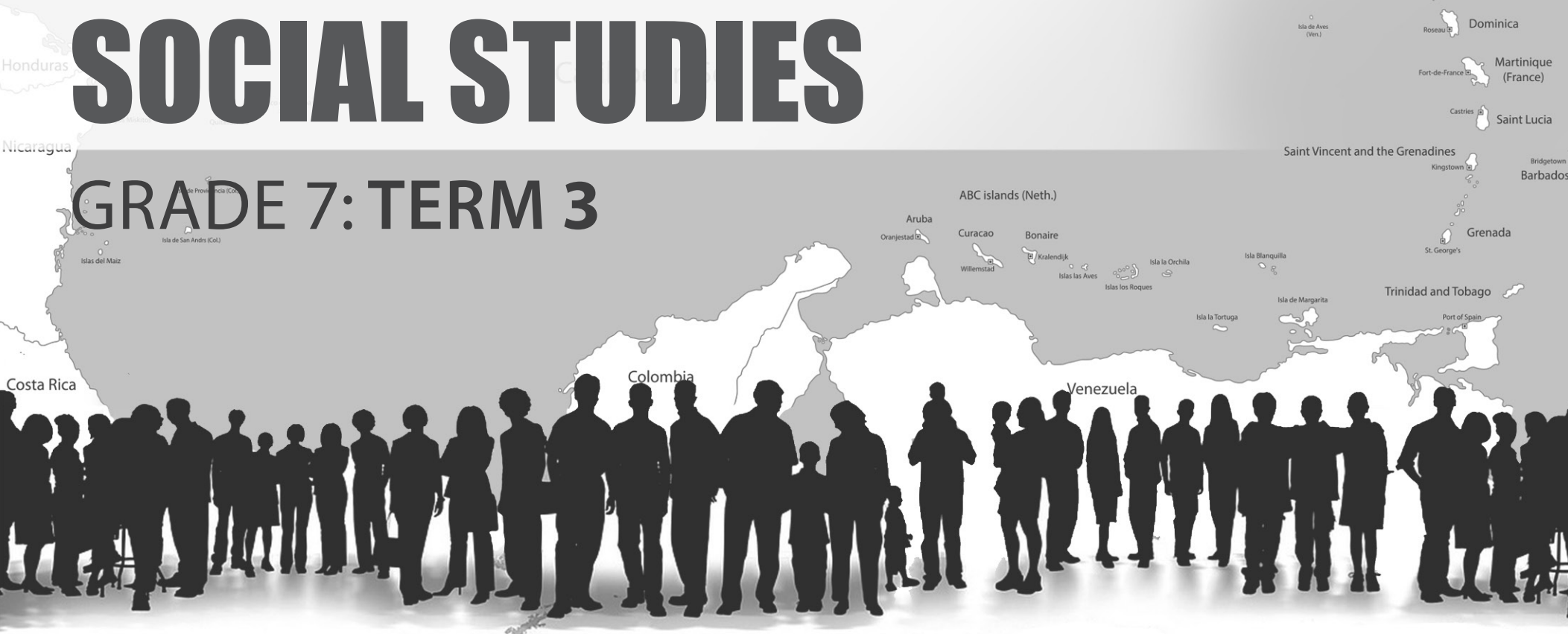
Language Arts, Visual Arts, Information Technology, Drama



NSC

SOCIAL STUDIES

GRADE 7: TERM 3



Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Revolution, rotation, orbit, hemispheres, longitude, hemisphere, time zones, International Date Line, Greenwich Meridian, Greenwich Mean Time, axis, solstice, equinox and tides

Students will develop key skills by:

- Calculating time
- Listening attentively to classmates and teacher
- Accessing information from a variety of sources
- Making models
- Making inference
- Drawing labelled diagrams

Students will develop knowledge and understanding of:

- The reasons for the differences in time across the time zones
- The deflection of ocean currents and winds and daily rise and fall of tides.
- The reason for seasons, varying length of day and night, and changes in the altitude of the midday Sun.

Students will develop attitudes of:

- Awareness of how the movement of the Earth affects human activities

About the Unit

In this Unit students will examine the effects of the rotation and revolution of the Earth. In addition, they will be exposed to content which will create an opportunity for in-depth understanding of longitude and time. Following their exposure to this knowledge they will be able to calculate the time of given places using the meridians of longitude.

Guidance for the Teacher

It is required of all students to take their atlases to class; however, it is important for all teachers to provide atlases in case this does not happen. Guided questions or headings should be used to assist students in recording information. Students should be assigned specific tasks and clear instructions should also be given when research is to be done. Students should be directed to other sources of information in addition to the Internet.

Prior Learning

Check that students:

- Describe the features of the Solar System
- Recognise that the Earth is a planet in orbit around the Sun
- Define rotation and revolution

UNIT TITLE: Movements of the Earth: Longitude and Time**ATTAINMENT TARGET 1:**

Understand the processes and forces that have influenced the physical and built environment

Theme: The physical environment and its impact on human activities

OBJECTIVES

Students should be able to:

- Explain and use the following concepts: rotation, revolution longitude, hemisphere, time zones, International Date Line, Greenwich Meridian, Greenwich Mean Time, seasons, axis, tides
- Describe the effects of rotation and revolution on the Earth
- Explain the reasons for the differences in time for various countries around the world
- Calculate time in various parts of the world using the meridians of longitude.
- Explain how differences in time, climate and seasons influence human activities around the the world
- Interpret diagrams depicting rotation and revolution
- Explain how seasonal differences influence human activities
- Recognize and explain how life is supported as a result of the movements of the Earth.
- Design and make models to show the effects of the movements of the Earth.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Use an atlas or the world clock (see link below) to note the differences in time of various cities around the world.

<http://www.timeanddate.com/worldclock/>

<http://www.timeanddate.com/time/map/>

Observing for information

City named and correct date and time given

Propose explanations for the differences in time among the cities. They will then use textbooks/handout/ internet sources to find out why time varies across the world. Students will make presentations on their findings.

Making inferences
Conducting research

Report on reasons for the differences in time among places

In groups imagine that an artist/business executive is planning an overseas tour/ trip to Europe, Africa, Japan and USA. Use the internet to search for flight dates and arrival and departure times. Students will explain the differences in time and use the flight details to develop an itinerary.

Using relevant information

Itinerary has date, arrival and departure time of flight for at least 3 destinations

View video/demonstration on how to calculate the time of places using meridians of longitude.

Complete practice exercises of calculating the time of various places.

Calculating time

The time of various places using meridians of longitude calculated to the hour

Use context clues to determine the meaning of key words and concepts.

Accurately using concepts

Completed worksheet with key terms and concepts correctly explained.

Design and create a model that demonstrates day and night. Materials may include globe/ball and an electric lamp or flashlight/ phone. Students will write a brief explanation on how day and night occur.

Designing and creating models

A labelled design and model developed from said design showing how day and night occurs supported by a brief explanation.

View video presentation or pictures about rotation and tides and complete a given worksheet.

Gathering information through observation

Completed worksheet on rotation and tides has correct responses.

Use a globe/ball to demonstrate the deflection of ocean currents and winds. One student will rotate the globe while another uses his/her finger to travel from the north pole to the Equator and then from the south pole to the Equator. They will note their observations, make sketches and propose explanations.

Recording observation
Drawing sketch diagrams
Making deductions

Labelled diagrams drawn and supported by an explanation of how rotation causes the deflection of ocean currents and winds

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work collaboratively in groups to design and create a model demonstrating what causes the seasons. The link below gives an idea of how this activity can be done. Students will explain the processes involved in completing the model. Students will also explain the effects of revolution as shown by the model.

http://education.nationalgeographic.com/education/activity/the-reason-for-the-seasons/?ar_a=1

Collaborative learning
Explaining procedures and processes

Model created demonstrates how revolution of the Earth and tilt of Earth's axis causes seasons
Explanation of how the model was created includes challenges and how these were overcome.

Complete worksheet(s) on what causes seasons, varying length of day and night and changes in the altitude of the midday Sun.

Completed worksheet on the effects of revolution has correct responses

Work collaboratively using online and offline resources to prepare a creative presentation using various art forms on how seasonal differences influence human activities and how humans have used technology to adapt to seasonal differences. Suggest new ways that humans can adapt to seasonal changes. Information may be displayed or shared with the school.

Creative thinking

Creative presentation shows how seasonal differences influence human activities and how humans have adapted to seasonal differences.

In pairs, conduct a survey to get students' level of awareness on how life and human activities are influenced by the movements of the Earth.

Formulating questions
Data gathering and interpretation

Collect data and present findings

Learning Outcomes

Students will be able to:

- ✓ Complete concept maps or write clear and concise definitions for key terms
- ✓ Give comprehensive explanations supported by labelled diagrams and models of the effects of rotation and revolution
- ✓ Calculate accurately the times of places given the longitude
- ✓ Explain precisely how rotation and revolution affect human activities
- ✓ Demonstrate through written or oral presentations the value of the movements the Earth to support life on the planet

Points to Note

- Students must be exposed to different methods used to calculate longitude and time.
- Students need to practise calculating time as it may take a while to grasp the steps involved.
- Students should be assisted in constructing questions for survey

RESOURCES

Textbooks

Computer- access to Internet

Globe

Maps

Atlases

Multimedia projector

http://hillmansixthgradesciencemath.mssd14.wikispaces.net/file/view/Rotation_and_Revolution_Notes.pdf

LINKS TO OTHER SUBJECTS

Geography, Science, Language Arts, Mathematics

Extended Learning

Research current sporting activities being played in different places across the world and compare the timing in real time to the actual time in Jamaica

KEY VOCABULARY

Revolution, Rotation, longitude, hemisphere, time zones, International Date Line, Greenwich Meridian, Greenwich Mean Time, solstice, equinox, tide, Solar System

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Integration, cooperation, bi-lateral and multi-agreement, community, interdependence, region

Students will develop key skills by:

- Analysing
- Solving problems
- Developing strategies
- Conducting research
- Designing programmes

Students will develop knowledge and understanding of:

- Interdependence and cooperation among members of a community and across communities
- The need for cooperation among CARICOM states and among countries of the world
- The role of cooperation in development

Students will develop Attitudes:

- By collaborating with classmates
- By recognising and accepting differences
- By showing willingness to help others

About the Unit

In this Unit, students will begin to explore the concept of cooperation at the community level and then at the national and regional levels. They will describe and analyse ways in which communities at different levels depend on each other. The students will discuss the benefits and challenges to cooperation at each level. They will then investigate local regional and international organisations that promote cooperation. Students will conduct investigations in their communities and examine problems at local regional and international levels, then suggest how they may be resolved.

Guidance for the Teacher

This Unit is based on interdependence among communities and countries and should not focus on regional integration alone. Students were introduced to regional integration in Grade six (6) and will continue to explore regional integration in subsequent grades. Students must be allowed to explore problems which require cooperation among individuals/groups for resolution to be arrived at.

Prior Learning

Check that students can :

- Identify regional and international organisations that Jamaica is a member of
- State the importance of cooperation in the home
- Outline the purpose of Regional cooperation (CARICOM)

UNIT TITLE: Interdependence among Communities and Countries



ATTAINMENT TARGET 3:



Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Develop and use correctly the concepts: integration, cooperation, region, bi-lateral , multilateral , independent , interdependent , regional integration, bi-lateral agreement, multilateral agreement
- Use multiple sources to examine the relationship among members of different communities and between communities, then draw conclusions about the importance of cooperation within and among communities
- Analyze the ways in which communities and countries are dependent on each other.
- Name organizations in Jamaica that promote community development
- Design a programme to address a community problem
- Assess the costs and benefits of co-operation among countries
- Identify regional and international organisations and agencies with which Jamaica has ties and state how Jamaica has contributed to and benefitted from one regional and one international organisation
- Locate and name the countries that are members of CARICOM
- Outline the main functions of CARICOM, suggest how they may be achieved and discuss the potential benefits to member states.
- Examine case studies in the Caribbean and then assess the social, economic and political impact of CARICOM in the Caribbean region
- Recognize that cooperation is important for development.
- Develop care, concern and willingness to help others

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Use pictures or create videos to demonstrate an understanding of related concepts- cooperation, integration, community.</p>	<p>Showing connections among concepts</p>	<p>Pictures or videos show clear understanding of related concepts</p>
<p>Collaboratively create dramatic pieces which show the importance of cooperation within communities.</p>	<p>Using drama to show understanding</p>	<p>Dramatic presentation shows the ways in which cooperation is important within communities</p>
<p>Research online/offline and create a directory of the organizations in Jamaica that promote community development. Conduct a case study of a community that has received assistance from one of these agencies. Select a community that is in need of development. Investigate the needs and design a programme to address the needs identified.</p>	<p>Conducting a case study Designing a programme</p>	<p>Directory should include the name of the organisation, location, and main functions Case study should give a brief description of the community which includes location, housing conditions, composition of population, services available, infrastructure, type of community (urban, rural, suburban) Needs of the community selected must be clearly described and programme designed must address all the needs identified.</p>
<p>Use a blank map of the Caribbean to create a map which shows the countries that are members of CARICOM.</p>	<p>Map reading</p>	<p>Map of the Caribbean must have title, north arrow, border, members of CARICOM correctly labelled</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Create a graphic organiser to show Jamaica's contribution to and benefits from one regional and one international organization with which Jamaica has ties since 1958, e.g. West Indies Federation, United Nations.

Identifying mutually beneficial relationships
Organising information

Graphic organiser must show Jamaica and name one international and one regional organisation with which Jamaica has links. It must also show at least two ways that Jamaica has benefitted from the relationship with these organisations.

Create a comic strip or use windows moviemaker to show the functions of CARICOM, how these may be achieved and the potential benefits to individual countries and the collective region.

Creative thinking

Images and words used in the comic strip or movie are clearly aligned to the functions of CARICOM, they must also show clear alignment to the potential benefits to Jamaica and the region

Collaboratively research online/offline then use various art forms to present information on the social, economic and political impact of CARICOM in the Caribbean region. Each student will write a letter to the editor of the local newspaper on the social, or economic importance of regional integration.

Conducting research

Letter to the editor of a local newspaper on the importance of one aspect of regional integration

Peruse newspapers for articles on issues related to CARICOM and regional cooperation. Identify the issue or problem in the article and suggest ways of addressing it.

Problem solving

Problem must be clearly identified and described. Suggestions must be fully described and justified.

Learning Outcomes

Students will be able to:

- ✓ Explain and use concepts in a variety of contexts
- ✓ Put forward reasoned arguments about the importance of cooperation to community development
- ✓ Given a map of the Caribbean locate and name the countries that are members of CARICOM
- ✓ Give examples of the areas of social, economic and political cooperation which have been established among countries within the Caribbean
- ✓ Categorize an inventory of organizations and agencies with which Jamaica has ties
- ✓ Demonstrate a clear understanding of interdependence between communities and countries
- ✓ State the functions of CARICOM
- ✓ Develop feasible strategies or simple programmes to address problems

Points to Note

- Teacher and students may conduct investigation/research into existing projects which are between Jamaica and other countries/agencies

Extended Learning

Students will monitor bulletins from major agencies/organization which may impact on Jamaica and post updates on notice board(s): "Notices from CARICOM"
Students and teacher should create a registry of joint venture projects between the Government of Jamaica (GOJ) and other partners for their library resources. Registry should indicate state of the project and the impact on communities or groups.

RESOURCES

Textbooks

computer

internet

Online documents on CARICOM

newspaper articles

<http://www.jsif.org/content/integrated-community-development-project>

<https://www.un.int/jamaica/content/permanent-mission-jamaica-united-nations-0>

KEY VOCABULARY

Integration, cooperation, linkages, bi-lateral agreement, multilateral agreement, independent, interdependent, joint venture, regional cooperation

LINKS TO OTHER SUBJECTS

Civics, Language Arts, History, Creative Arts

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Sustainable practices, conservation, preservation, reuse, recycle, reduce, protected area, endangered species, endemic species, biodiversity, energy conservation, energy efficient

Students will develop key skills by:

- Collecting data and writing reports
- Asking relevant questions
- Conducting research
- Designing and developing solutions
- Assessing information
- Planning and organising activities
- Evaluating and using multiple sources
- Map reading

Students will develop knowledge and understanding of:

- The production and consumption patterns of humans that affect the environment
- The symbiotic relationship between man and his environment
- The need for the sustainable use of resources
- The work done by governmental and non-governmental organisations in protecting and preserving the environment

Students will develop attitudes by:

- Accepting and giving constructive criticism
- Demonstrating responsible environmental behaviours
- Collaborating with others to accomplish a task

About the Unit

In this Unit, students will continue to investigate how human activities affect the natural environment. They will assess how their consumption patterns as well as the consumption pattern of others in the home, school, and community and the production patterns locally and internationally impact sustainable development. Students will analyse efforts to preserve biodiversity through the establishment protected areas, laws and the work of various agencies. They will use evidence from a variety of sources to draw conclusions about the impact of human activities on the natural environment and communicate said information using multiple tools and methods.

Guidance for the Teacher

The major aim of a Unit such as this is to ignite in students a desire to preserve and protect the environment. This desire should be developed through knowledge of the impact of human activities on the environment. Students should acquire this knowledge through experiences and investigation. Field trips are an effective way of facilitating students' knowledge and experience with the environment. Field trips must be carefully planned by the teacher and does not necessarily involve going to protected area. Students may visit an area close to school to do their investigations and make their suggestions.

Prior Learning

Check that students:

- Know what are resources, physical/natural resources
- Understand the terms reduce, reuse, recycle

UNIT TITLE: Sustainable Use of Resources: Protecting our Environment**ATTAINMENT TARGET 2:**

Develop an understanding of the interdependent relationship between humans and the environment.

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Develop and use correctly the concepts: sustainable practices, conservation, preservation, reuse, recycle, reduce protected area, endangered species, endemic species, biodiversity, energy conservation, energy efficient
- Use information gathered from research to distinguish between reuse and recycle then draw conclusions about the impact of each on the environment
- Develop new ways to reuse, recycle a variety of items
- Suggest ways to reduce different types of waste
- Use geographical skills and tools to present, and interpret information related to protected areas in Jamaica and the rest of the Caribbean
- Gather information from multiple sources and use it to explain the need for sustainable use of resources and protection of the environment
- Discuss the ways in which production and consumption patterns of individuals, communities and countries can contribute to sustainable development practices
- Compare and critique the work/activities done by the different environmental groups/organizations/"watch-dogs" in Jamaica
- Analyze the laws in Jamaica that have been established to protect the environment and encourage conservation practices
- Develop rules to encourage and govern sustainable practices in the home, school and community
- Implement/improve conservation practices within the school/community environment
- Adopt and use environmentally friendly practices in the home, school and community

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Research online/offline the concepts: sustainable development, sustainable practices, conservation and Earth’s carrying capacity. Research online/offline - in groups the concepts and practices of “reuse”, “recycle” and “reduce”. Create posters/poems/songs to show understanding of concepts. Distinguish between reuse and recycle. Create new ways to reuse and recycle products – shoes, appliances, books etc.</p>	<p>Creative thinking</p>	<p>Posters/poems/songs to show understanding of concepts</p>
<p>Listen to/watch presentation from resource person from one of the environmental protection agencies and then present arguments to support the need for sustainable use of resources and protection of the environment.</p>	<p>Listening for information</p>	<p>Logical and practical points put forward to support sustainable use of resources and protection of the environment</p>
<p>Work in collaborative groups to design and develop a programme/strategies about the ways in which individuals, communities can adopt sustainable practices. The strategy/programme should include a slogan or jingle about sustainable practices.</p>	<p>Designing and developing</p>	<p>Programme or strategies include sustainable practices and show how individuals and communities will be informed and encouraged to adopt sustainable practices</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Draw a table online or offline showing the various environmental protection agencies in Jamaica and their corresponding functions and responsibilities. Work in collaborative groups to conduct online/offline research and use information gathered to assess the effectiveness of the methods and messages used by each agency. Present their findings to classmates.

Tabulating and assessing information

Table showing one governmental and one non-governmental environmental protection agency in Jamaica and their corresponding functions and responsibilities. Presentation must identify methods and messages. The assessment of each must include justification for its effectiveness/ineffectiveness

Visit a protected area and report on the endemic and/or endangered species in the area. Then conduct online/offline research on the importance of the variety of species, as well as the challenges in operating and keeping the area including species protected and/or opportunities to further protect the area and species.

Collecting data in the field
Writing reports

Field report on protected area which includes the importance or uses of different species, challenges facing the area/species and suggestions to further protection of the area including species

Listen to a presentation from a resource person / watch a video about the laws that have been established in Jamaica to protect the environment and influence conservation practices. Ask pertinent prepared questions of resource person or answer questions posed by the teacher on the video presentation.

Asking relevant questions

Worksheet with questions on the laws that have been established to protect the environment and how these laws influence conservation practices

Organize a school's environmental awareness day inviting various environmental protection agencies and groups to have booths focusing on environmental protection and conservation practices.
or
Collaboratively plan a 'School's Environmental Awareness Day' - Research and present on various environmental protection groups and agencies and do a mini symposium highlighting functions and activities of the agencies and groups. Plan a creative arts presentation to highlight varying environmental protection and conservation practices including those being done within the school's environment.

Planning, organising and coordinating activities/
events

Mini symposium on activities of various agencies and groups as well as creative arts presentation on environmental protection and conservation practices. Symposium should reflect collaboration, organisation, research

Learning Outcomes

Students will be able to:

- ✓ State the need for sustainable use of resources and protection of the environment
- ✓ Outline the ways in which individuals, communities and countries can contribute to sustainable development practices
- ✓ Identify the different environmental "watch-dogs" groups in Jamaica
- ✓ Analyze the laws that have been established to protect the environment and influence conservation practices

- ✓ Assess the activities of the various environmental protection agencies in Jamaica
- ✓ Implement/improve conservation practices within the school environment

Points to Note

- Teacher and students may conduct investigation/research into existing projects which have been established in Jamaica to protect the environment and influence conservation practices.
- Kindly note the distinction between recycle and reuse. Recycling involves processing materials that would have been discarded into new products. Reusing does not involve processing.

RESOURCES

NEPA, Forestry Department
online documents on environmental protection,
newspaper articles
internet, computer
<https://www.clearancesolutionsltd.co.uk/the-three-rs-the-difference-between-recycling-reusing/>

LINKS TO OTHER SUBJECTS

Science, Geography, Language Arts

Extended Learning

Students will monitor bulletins from major agencies/organization which may impact on conservation practices

KEY VOCABULARY

sustainable practices, conservation, reuse, recycle, reduce, resources, environmental protection, national parks, protected areas



NSC

SOCIAL STUDIES

GRADE 8 UNITS

TERM 1**Unit 1 (5 weeks)****Nationalism and Development**

Be aware of how the actions of Jamaicans affect national development

Profile of a Jamaican Citizen

Vision 2030: Jamaica's Development Plan – recognizing the strategies for Jamaica's development and the part they as students can play and expectations as adults

Unit 2 (4 weeks)**Communication and Media Literacy**

Know the forms of communication and media, media literacy, the role of media, the responsible use of media; influence of the media on social life, values and attitude

Unit 3 (5 weeks)**Jamaica's Culture and Heritage: Our Cultural Icons**

Know the key individuals who have contributed to the development of Jamaican and Caribbean cultural forms

TERM 2**Unit 1 (3 weeks)****The Caribbean Landscape and its Influence on Human Activities**

Understand Caribbean rock types and landforms and the impact on human activities e.g. settlements, economic activities- manufacturing, farming, service industry, communication and transportation

Unit 2 (4 weeks)**Institutions: Economic Institutions**

Understand the roles and functions of economic institutions- banks, credit unions, insurance companies, building societies

Unit 3 (3 weeks)**Consumer Affairs**

Understand the rights and responsibilities of the consumer, and the impact of globalisation and technology on consumerism

TERM 3**Unit 1 (4 weeks)****Climate Change: The impact of Human Activities**

Understand the impact of climate change on small island developing states e.g. the Caribbean

Understand green technology, renewable energy, reducing carbon emissions

Unit 2 (4 weeks)**Hazards and Disasters of the Caribbean**

Understand the nature of hazards that affect the Caribbean, institutions and efforts to mitigate the effects- hurricanes, droughts and floods, volcanic eruptions and earthquakes

Unit 3 (3 weeks)**Environmental Problems and Solutions**

Understand the impact of human activities on the environment- biodiversity, threatened - flora and fauna

Understand conservation and preservation

A grayscale world map serves as the background for the entire page. The map is centered and shows the outlines of continents and oceans.

NSC

SOCIAL STUDIES

GRADE 8: TERM 1



Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Nation, nationalism, development, sovereignty

Students will develop key skills by:

- Organising and connecting ideas
- Creative thinking
- Strategic thinking and problem solving

Students will develop knowledge and understanding of:

- The difference between nationalism and citizenship
- National development
- Vision 2030
- Individual and collective decision-making

Students will develop attitudes of:

- Loyalty to country
- Willingness to contribute to national development

About the Unit

In this Unit students will examine the role of citizens in Jamaica's drive to achieve developed world status by 2030. They will discuss the concepts of nationalism and development and come to an understanding of the crucial role each Jamaican plays in the country achieving developed world status. Students will be engaged in critical thinking activities such as webbing to understand the linkages between sovereignty, nationalism, and development. They will be required to develop action plans to increase awareness of Vision 2030 and to solve problems that will be encountered in realizing Vision 2030. Students will also be required to evaluate strategies being used to achieve the goals of Vision 2030.

Guidance for the Teacher

Students of Grade 8 were exposed to the profile of a Jamaican citizen and the qualities of the ideal Jamaican citizen in Grade 7. This Unit is designed to build on the foundation that was laid in Grade 7. Students should have been aware of who they are as Jamaicans and what it means to be a member of the Jamaican society. In Grade 8 they are to be encouraged to see their role in the growth and development of the Jamaican society, especially in realizing Vision 2030. The document Vision 2030 is extensive and comprehensive and students should be allowed to interact with the popular version of the document as well as the video presentations on the internet.

Prior Learning

Check that students:

- Are aware of their rights and responsibilities as citizens
- Know how to be active responsible citizens in their schools and communities
- Know the symbols of nationhood

UNIT TITLE: Nationalism and Development**ATTAINMENT TARGET 3:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Develop working definitions and use concepts/terms: nation, nationalism, development, sovereignty
- Justify the need for nationalism
- Differentiate between nationalism and citizenship
- Recall the description of the profile of a Jamaican Citizen
- Explain Vision 2030
- List the four goals of Vision 2030
- Evaluate the strategies to achieve Vision 2030, Jamaica's Development Plan
- Draw conclusions based on evaluation of national issues that relate to Vision 2030
- Develop strategies to increase awareness and participation in national development efforts
- Develop an action plan to address challenges that may arise in achieving goals of Vision 2030
- Explain how individual behaviours and decision-making affect national development

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Conduct research online/offline to construct meaning for the terms/concepts state, nation, nationalism, citizenship, development, and sovereignty. Use a graphic organiser (web) to show the correlation between the two concepts and to arrive at a definition of each.

Organising ideas and connecting ideas

Graphic organiser should show relationship between the concepts and provide definition of each term

Brainstorm to identify the qualities, behaviours and attitudes that Jamaicans must possess in order to contribute national development. Create poster, song or cartoon to depict the how individual behaviours and attitudes affect national development.

Creative thinking

Poster, song, or cartoon should depict patriotic and wholesome behaviours and attitudes that contribute to national development.

In collaborative groups visit the Jamaica Vision 2030 website to explain Vision 2030, the national vision statement, and identify and discuss the goals of Vision 2030. Conduct research in school or community to find out the level of awareness of the goals of Vision 2030. Report their findings which should include statistical diagrams. Develop strategies to increase awareness of the goals of Vision 2030 in the school or community.

Conducting research
Problem solving
Strategic thinking

Strategies developed must be feasible, targeted and include information about Vision 2030

Brainstorm to come up with how they can, as students participate in making Vision 2030 a reality. Write a blog about what they want Jamaica to be like in 2030 and their role in making the vision a reality.

Creative and imaginative thinking

Blog should outline what Jamaica should be like in 2030 and the role of the student in making this a reality.

Work in collaborative groups to make a list of what the school and the community are doing or should do to make Jamaica a safe place to live.

Analysing

List should include realistic, well thought out suggestions or actions

In groups discuss and present, with the aid of poster, on each of the following:

- Jamaica is the place of choice to live
- Jamaica is the place of choice work
- Jamaica is the place of choice to raise families
- Jamaica is the place of choice to do business

Communicating information and creative thinking

Poster must clearly depict one of the areas. Words and images must be appropriate

Learning Outcomes

Students will be able to:

- ✓ demonstrate in depth knowledge of the concepts and terms by giving the correct meaning and using concepts correctly in varying contexts
- ✓ put forward logical arguments to validate the role of nationalism in nation building
- ✓ give a detailed profile of the Jamaican citizen
- ✓ give an outline of Vision 2030
- ✓ state the four goals of Vision 2030
- ✓ examine a variety of sources in order to provide an accurate assessment of the strategies used to achieve national development
- ✓ examine decisions made by leaders of the country and make reasonable judgements about the impact of these decisions on efforts to achieve developed world status
- ✓ devise feasible strategies to increase the awareness of the goals and strategies of Vision 2030 among Jamaicans
- ✓ create detailed action plans to address challenges that may arise in the move towards developed country status
- ✓ make individual decisions that benefit themselves and other Jamaicans

Points to Note

- Development refers to the improvement in the standard of living and the quality of life of people in a country.
- Students should be encouraged to see the connection between the behaviour and attitudes of individuals and national development.
- Teachers should help students to see the importance of Vision 2030 and help students to recognise that they have a role to play in it.
- Four National Goals
 - Goal 1: Jamaicans are empowered to achieve their fullest potential
 - Goal 2: The Jamaican society is secure, cohesive and just
 - Goal 3: Jamaica's economy is prosperous
 - Goal 4: Jamaica has a healthy natural environment

Extended Learning

Students should identify projects and development activities in their community that are being undertaken in line with Vision 2030, then conduct a survey to find out the level of awareness among members of the community about these projects and the relationship to Vision 2030.

RESOURCES

Multimedia projector, Internet
<https://www.youtube.com/watch?v=hD7F-L7m5N0>

KEY VOCABULARY

Vision 2030, Developmental Plan, nationalism, state, nation, cohesion, justice

LINKS TO OTHER SUBJECTS

English Language, Civics, Music

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Sender, receiver, message, transparency, communication, mass media, media literacy, decision-making, social media, pressure groups

Students will develop key skills by:

- Communicating information
- Examining and analysing information
- Evaluating the origin and intentions of messages

Students will develop knowledge and understanding of:

- Forms of communication
- Difference between fact and opinion
- Role of media in the acquisition of information and the formation of attitudes and values

Students will develop attitudes by:

- Using media responsibly
- Recognising the importance of communication

About the Unit

In this Unit, students will be exposed to different forms of communication. They will take an analytical look at the role of the media in decision-making and how norms, ethics and morals are impacted by it. Students will also take a critical look at the impact of access to information via the World Wide Web on social and economic life in Jamaica. They will be engaged in examining case studies, reviewing articles and media clips and developing guidelines for the use of social media.

Guidance for the Teacher

Teachers should select media and movie clips, songs, articles carefully. Teachers must watch or examine messages in their entirety before presenting them to students. This is to ensure that students are not exposed to inappropriate content in the classroom. Teacher must also give students clear guidelines for selecting content to be shared in class.

Prior Learning

Check that students:

- Know ways of communicating

UNIT TITLE: Communication and Media Literacy

ATTAINMENT TARGET 3:


Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define correctly the related concepts/terms: sender, receiver, message, transparency, communication, mass media, media literacy, decision-making, social media, pressure groups
- Classify the forms of communication
- Assess the influence of the mass media on social life and values
- Distinguish among fact, opinion and propaganda
- Analyse the impact of access to information on social and economic life in Jamaica
- Discuss the role of mass media in decision-making
- Evaluate the role of social media in the society
- Explore and analyze the intention of authors in print, verbal, visual or multi-media
- Evaluate media's explicit and implicit messages against societal norms, ethical, moral and/or democratic principles
- Demonstrate responsible use of social media

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Participate in a game of Chinese telephone. Teacher or student whispers a message to another student and the message is whispered to each student until all students get the message. The last student to receive the message will say it aloud. This message will be compared with the original message. Students and teacher will discuss and write the meaning of the terms- sender, receiver and message. They will then discuss why the message changed/did not change.</p>	<p>Listening</p>	<p>Terms correctly defined</p>
<p>In collaborative groups conduct research on forms of communication. Each will be given a message and will be asked to communicate it using a verbal and non-verbal form of communication. Each group will share their message with the class using given non-verbal and verbal means.</p>	<p>Conducting research Communicating information Classifying</p>	<p>Each group presentation must use verbal and non-verbal means to communicate message given</p>
<p>Watch movie clips, listen to songs, read poems, read articles from the newspaper, to determine how they influence social life (dress, language, food, entertainment) and values. Identify the aspects of social life and values that are being influenced. Determine the type of influence- negative or positive. Suggest ways to address the negative messages and their influence especially on teenage agers. Each student will select a creative piece (song, movie, poem) from the mass media and write an assessment of its influence on teenagers.</p>	<p>Analysing and evaluating</p>	<p>Written assessment should include the negative and/or positive influence of a selected piece on teenagers</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Review media clips and/or newspaper articles in order to classify them as fact, opinion or propaganda. Identify the author of the article or media clip and then scrutinize the piece to determine the authors' intention (educate, entertain, inform, influence etc.). Students must provide evidence to support the intention identified. They will further examine the media clips/articles and identify and make value judgements about the societal norms, ethical, moral and democratic principles in the article.

Classifying

Making value judgements

Selected clip or article must be classified as fact, opinion or propaganda. The author's intention must be supported by evidence as also the judgements made about societal norms, ethics, morality and democratic principles.

Collect samples of reports on the same issue/event and compare them. Identify the facts and opinions in each. Critique the accuracy of the reports.

Comparing

Critique must identify facts from both reports. Facts may be verified by another source.

Examine case studies of the uses of social media by individuals. Identify the social media platform, describe the messages sent and analyse the impact of broadcasting messages via social media on persons involved and the wider society. Develop guidelines for the use of social media by teenagers.

Strategic thinking

Guidelines should include the do's and don'ts of using social media

Gather information using online or offline sources, on the role of social media in disseminating information and assess the capacity for accuracy.

Assessing

Assessment must include criteria used to judge accuracy of information

Learning Outcomes

Students will be able to:

- ✓ Correctly define terms and use appropriately in a variety of contexts
- ✓ Given reports and media clips differentiate between fact, opinion and propaganda
- ✓ Place types of communication into categories using specific criteria
- ✓ Draw conclusions about the impact of access to information via the world wide web on social and economic life of Jamaicans
- ✓ Use reasoned arguments and evidence to demonstrate the effect of mass media on decision-making
- ✓ Present credible evidence to show the impact of social media on individuals and groups
- ✓ Examine messages and determine the author's intentions
- ✓ Examine messages and identify obvious and hidden messages
- ✓ Use social media in a responsible way
- ✓ Use ICT tools effectively to conduct research

Points to Note

- Propaganda is information, especially of a biased or misleading nature, used to promote a political cause or point of view
- Students should demonstrate their understanding of concepts or plagiarism and copyright, and how these apply to their own work

Extended Learning

Students should create a **media watch** group for a selected social issue, monitor the issue on mass media and report to class.

RESOURCES

Newspaper reports, video clips, online resources on media literacy
Computer, Speaker, Internet

KEY VOCABULARY

Governance, transparency, media literacy, decision-making, social media, mass media, norms, ethics, morals

LINKS TO OTHER SUBJECTS

English Language Drama

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Cultural icon, cultural identity, culture, heritage, ancestor

Students will develop key skills by:

- Presenting information using a variety of communication technologies
- Thinking imaginatively
- Eliciting opinions, views, emotions

Students will develop knowledge and understanding of:

- Factors that influence culture and cultural identity
- Contribution of cultural icons to Jamaican society and economy

Students will develop attitudes of:

- Appreciation for the contribution of cultural icons to Jamaica's cultural landscape

About the Unit

In this Unit, students will examine the lives of the individuals who have contributed to the development of Jamaica's cultural forms. They will explore the historical events and other factors which influenced and continue to influence our Jamaican culture. Students will develop their research and collaborative skills as they delve into lives of our cultural icons and investigate factors that shaped our cultural identity.

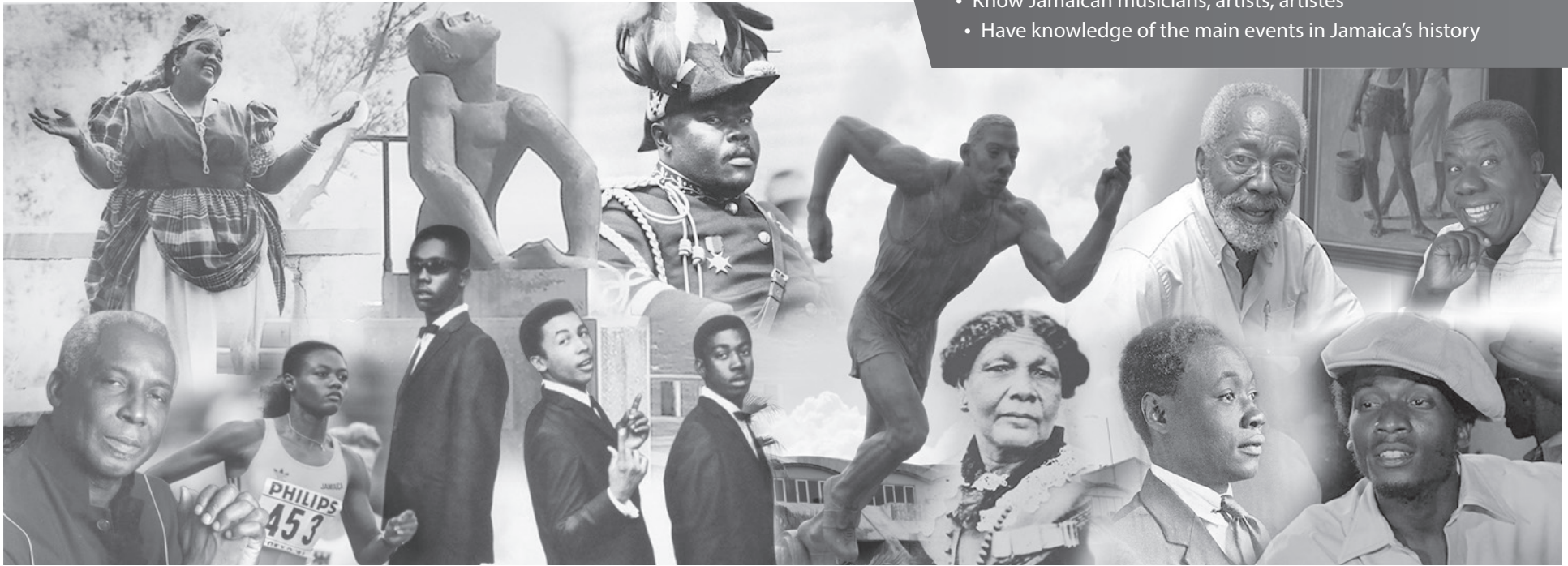
Guidance for the Teacher

When delivering this Unit, teachers should ensure they focus on Jamaican culture and society and not Jamaica's history. The teacher should encourage students to gather first- hand information about cultural icons by conducting interviews and visiting museums and places of interest.

Prior Learning

Check that students:

- Can identify the National Heroes and the parishes they are from
- Know Jamaican musicians, artists, artistes
- Have knowledge of the main events in Jamaica's history

UNIT TITLE: Jamaica's Culture and Heritage: Our Cultural Icons**ATTAINMENT TARGET 4:**

Recognize the contribution of individuals and groups who have helped to shape Jamaica's development over time.

Theme: Our Common Heritage

OBJECTIVES

Students should be able to:

- Construct meaning for the terms: cultural icon, cultural identity
- Create a list of criteria for selection of cultural icons
- Recall the meaning of the terms: culture, heritage, ancestors
- Identify and describe the elements of culture
- Discuss the influences that have helped to shape Jamaica's culture
- Identify and outline the events in Jamaican history which have contributed to our culture
- Outline the life and work of selected cultural icons in Jamaica
- Evaluate the contributions of selected persons to Jamaican culture in the areas of music, art, dance, sports, language
- Express appreciation for the work of individuals who have contributed to Jamaica's culture

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Use graphic organisers to develop the concepts cultural icons and cultural identity. Graphic organisers may include pictures of cultural icons in various fields and images of what identifies us as Jamaicans.</p>	Organizing information	Graphic organiser with pictures as examples of icons, attributes and explanations
<p>Brainstorm to create a list of the criteria to be used to select cultural icons in various fields. Identify individuals, buildings, images etc. that meet the criteria.</p>	Brainstorming	List of criteria used to select cultural icons and names of cultural icons selected.
<p>In collaborative groups conduct search online/offline to identify and describe the elements of culture. Watch video clips to identify and describe elements of Jamaican culture (language, values, norms, customs, traditions, arts and literature). Use image capturing devices to create their own video clips/skits showing elements of Jamaican culture.</p>	Creative thinking	Movie clip or skit must show at least two (2) elements of Jamaican culture
<p>Work in collaborative groups to research online and offline the factors that influence culture. Examine how these factors influence elements of Jamaican cultural forms e.g. music, art, dance, sports, language etc. Present information from research in a variety of ways, including but not limited to: fashion show, art exhibition, storytelling.</p>	Conducting research	Presentation should focus on factors that have influenced elements of Jamaican culture

Suggested Teaching and Learning Activities

Students will:

Select one of Jamaica's cultural icons, conduct research online/off-line and create a profile of the icon using movie maker software or storyboard. Include an evaluation of the contribution of the icon to Jamaica's culture

Invite a resource person to talk about the life and contribution of a cultural icon. Ask questions of the resource person about the life and work of the cultural icon.

Key Skills

Evaluating

Listening for information
Asking relevant questions

Assessment Criteria

Movie or storyboard outlines the life and contribution a cultural icon

Questions must be clear and relevant

Learning Outcomes

Students will be able to:

- ✓ Give detailed meaning of terms and use them correctly in a variety of contexts
- ✓ Generate a list of criteria to select persons as cultural icons
- ✓ Give simple descriptions of the elements of culture
- ✓ Present reasoned arguments to show the impact of given influences on Jamaican culture
- ✓ Give in chronological order the events in Jamaica's history that have contributed to our culture
- ✓ Write profiles of selected cultural icons
- ✓ Present evidence to show the contribution of selected cultural icons to Jamaica's culture

Points to Note

- A **cultural icon** can be: a symbol, logo, picture, name, face, person, building or other image. It is easily recognized and generally represents an object or idea with great cultural significance to a wide cultural group. It has a special status as representing, or important to, or loved by, a particular group of people, a place, or a period in history.

Extended Learning

Students can do further research on cultural icons for display and presentation on Jamaica Day.

RESOURCES

History books, internet sources, JIS information pamphlets

KEY VOCABULARY

Culture, heritage, ancestors, cultural icon, cultural identity, norms, customs, values, symbols, rituals, beliefs

LINKS TO OTHER SUBJECTS

Civics, History, Drama, English Language

A grayscale world map serves as the background. At the bottom, a row of black silhouettes of diverse people of various ages and ethnicities stands against a light background.

NSC

SOCIAL STUDIES

GRADE 8: TERM 2

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Rock, soil, limestone, metamorphic, igneous, sedimentary, settlement, topography, karst scenery landscape, human activities

Students will develop key skills by:

- Collecting data
- Synthesizing learning from other subject areas
- Conducting research

Students will develop knowledge and understanding of:

- The influence of landscape on settlement patterns and social development

Students will develop attitudes of:

- Awareness of Caribbean landscape

About the Unit

In this Unit, students continue to examine the reciprocal relationship between man and his environment. They will describe the diverse landscape of the Caribbean and examine how it influences human activities such as agriculture, settlement and tourism. Students will analyse maps and other documents and draw conclusions about the relationship between landforms and human activities. Students will examine the impact of human activities on Caribbean landscape and propose strategies to minimize or ameliorate the negative effects of these activities. Students should come to realize that their environment can be used in a sustainable way to foster development in the region.

Guidance for the Teacher

Teachers must contact all resource persons in advance and should have at least two follow up contacts prior to the actual day of presentations. Students must have questions prepared for presenter and the teacher must examine these for suitability and clarity. Arrangements must be made for a student to introduce the resource person. When technology is to be used, teacher must ensure that the laboratory is booked in advance and that the equipment is set up and tested before the students arrive. The teacher must liaise with the information technology teacher in creating videos. Permission slips must be prepared and distributed to students for parents to sign prior to field trips. Arrival and departure times must be included.

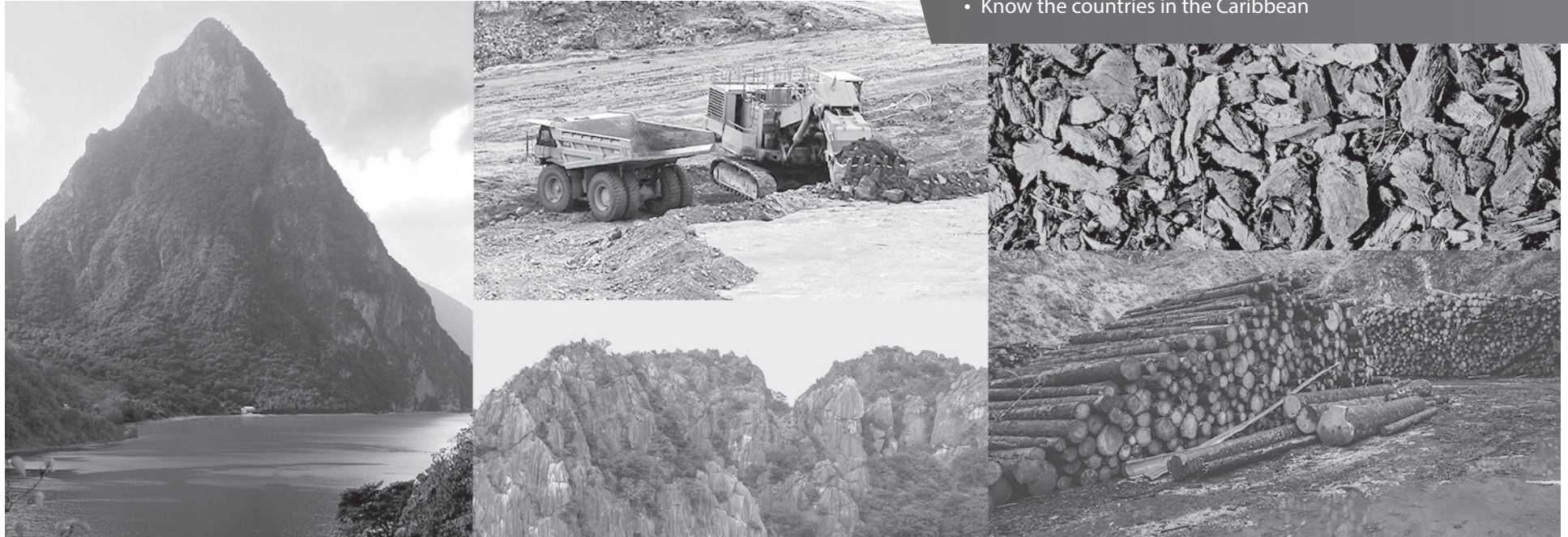
Additionally, teacher should liaise with the Geography teacher as the topic “rocks” is also taught in Geography.

Prior Learning

Check that students:

- Can interpret symbols on maps
- Can identify the types of rocks
- Know the countries in the Caribbean

UNIT TITLE: The Caribbean Landscape and its Influence on Human Activities

**ATTAINMENT TARGET 1:**

Understand the processes and forces that have influenced the physical and built environment

Theme: The physical environment and its impact on human activities

OBJECTIVES

Students should be able to:

- Explain the terms and concepts: rock, soil, topography, bauxite, karst landscape, limestone, volcanic, settlement, communication, mining, quarrying
- Describe the characteristics of the main rock types found in the Caribbean
- Account for the relationship between topography and settlement, communication, and economic activities
- Assess the different ways in which human activities impact the landscape
- Propose solutions to remedy the negative impact of human activities on the landscape
- Analyse maps, tables, charts
- Work cooperatively to complete task
- Appreciate the similar yet diverse Caribbean landscape and its influence on human activities

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria															
<p>Students will: Read online/offline sources to create a concept map for the terms rock and soil. Concept map should show the relationship between rocks and soil. Students will use information from concept map to write a definition of each term.</p>	<p>Using concept map to develop meaning</p>	<p>Concept map must include attributes and examples of rocks and soil found in the Caribbean. Written definition must use information in concept map</p>															
<p>Work in collaborative groups to identify given rock samples. Each group will use hand lens to examine rocks and complete table of rock characteristics such as colour, presence of crystals, grain size and texture.</p> <table border="1" data-bbox="172 1182 964 1308"> <thead> <tr> <th>Rock Sample</th> <th>Colour</th> <th>Crystals</th> <th>Grain size</th> <th>Texture</th> </tr> </thead> <tbody> <tr> <td>A</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>B</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use online/offline sources to identify type of rock and name of rock.</p>	Rock Sample	Colour	Crystals	Grain size	Texture	A					B					<p>Drawing conclusions from investigations</p>	<p>Completed table must include rock type and name, as well as matching characteristics.</p>
Rock Sample	Colour	Crystals	Grain size	Texture													
A																	
B																	

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine atlas map/ wall maps/digital map of the Caribbean showing distribution of rock types in the region. Use key to identify types of rock in the region. Identify countries with similar rock types. Create an album of rocks of the Caribbean. Include name of country and economic value of the rock.

Gathering information from maps
Compiling information

An album with pictures of the rock types in the Caribbean, where they are found and uses

Examine online/offline sources and maps in atlas showing topography/relief of Jamaica, (or topographic maps) population distribution (settlement) and economic activities. Use maps to describe and account for patterns and relationships observed between topography, settlement, communication (air, road and rail) and economic activities (farming and manufacturing). Observe topography in their community and neighbouring communities and make connections between topography and human activities. Write paragraphs describing and accounting for the relationships between topography and settlement and economic activities.

Identifying patterns and relationships

Descriptions should include an identification of the landform e.g. plain, mountain, and location of landforms e.g. coastal, inland, and size e.g. extensive, very high. Description should also include type and size of settlement, communication and economic activity
Patterns should include how activities are clustered or dispersed across the map area.
Accounting must include explanations e.g. why are large settlements concentrated on plains?

Participate in project work to investigate the impact of human activities on landscapes. Students may participate in field trips to a quarry in the community, construction site, or a bauxite mine. They should find out, the benefits of the activity to the members of the community, the negative effects of the activity on the community, note evidence or take pictures of the activity. Invite resource persons to explain the impact of human activities on landscape or conduct online/offline research.

Conducting research
Identifying cause and effect relations

Rubric for project to include marks for organisation of information, content, the checklist, scrapbook and solutions. Solutions must be feasible and implementation must be clearly outlined.
Flow chart identifies activity e.g. mining and shows the sequence of steps and how each impacts the environment
Solutions presented must be feasible

Report findings in project form. Prepare a flow chart illustrating the various ways in which human activities impact the environment. From the information obtained on the flow chart, make a scrap book showing the various ways human activities impact the environment and present possible solutions.

For class activity write or email a letter to the Minister with responsibility for the environment outlining precautionary measures which might be taken to preserve the environment when mining, constructing roads, or building communities. Share letters by uploading to class social network page.

Creating digital or manual presentation
Analysing and presenting feasible strategies

Letter must identify the measures, clearly outline each and explain fully how each measure will preserve the environment

Learning Outcomes

Students will be able to:

- ✓ Give detailed explanation of terms and concepts
- ✓ Write detailed descriptions of the main rock types found in the Caribbean
- ✓ Put forward reasoned explanations for the relationship between the location and distribution of settlements, communication, economic activities and rock type and topography
- ✓ Examine and draw conclusions about the effects of mining, quarrying, construction of roads and settlements on the physical environment
- ✓ Put forward workable solutions to mitigate the negative effects of human activities on the physical environment
- ✓ Examine maps, tables and charts to identify trends, patterns and relationships
- ✓ Advocate for the use of sustainable practices in the development and use of resources
- ✓ Use selected ICT to conduct research, create spread sheets, tables and digital stories, capture and edit images and to share information about topography and land use

Points to Note

- Students must be guided on how to collect data
- Students prior knowledge of rocks must be reviewed
- Students must be able to make a connection between topography and their influence on settlement patterns
- Students should be reminded to follow guidelines to promote healthy use of ICT tools

RESOURCES

Internet, Newspaper clippings, Maps of the Caribbean, Textbooks, Computer, camera and other image capturing devices, Multimedia projector

http://ratw.asu.edu/aboutrocks_whatarerocks.html

<https://www.youtube.com/watch?v=6G1BstzJ0lk>

http://threeissues.sdsu.edu/three_issues_sandminingfacts01.html

LINKS TO OTHER SUBJECTS

Mathematics, Visual Arts, Science, English Language ,
Information Technology, Geography

Extended Learning

Identify a Caribbean country and examine how the named country has used any landforms or rocks and minerals to contribute to economic development. Collect samples/pictures of rocks and create charts to show their uses.

KEY VOCABULARY

Rock, igneous, metamorphic, sedimentary, soil, mineral, ore, bauxite, gypsum, limestone, karst, volcanic, mining, quarrying, economic activity, settlement, communication, geology, topography

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Economic institution, credit, insurance, thrift, bank, building society, credit union, credit, loan

Students will develop skills by:

- Using term effectively in oral and written communication
- Designing data collection instruments
- Analysing data collected and drawing conclusions
- Categorising information collected and formulating examples.
- Integrating prior experiences with present
- Researching information on the internet
- Using Microsoft PowerPoint to present information
- Analysing pictures, videos and photographs and drawing conclusions

Students will develop knowledge and understanding of:

- The importance of institutions in Society
- The main characteristics of economic institutions
- The structure and functions of economic institutions

Students will develop attitudes by:

- Cooperating in groups
- Respecting the views of others
- Appreciating the value of institutions in society

About the Unit

In this Unit students will begin to examine the structure and functions of economic institutions in Jamaica. They will be able to identify formal, informal and unregulated financial institutions. Students will participate in collaborative, real world activities which will enable them to make informed decisions about savings and investment. They will also become aware of the contribution of economic institutions to personal and national development.

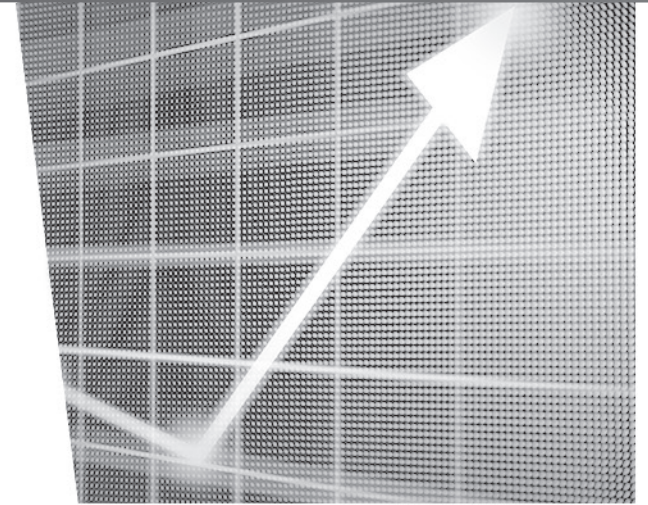
Guidance for the Teacher

In order for students to effectively collect data using interview method, teachers must guide students in completing an interview checklist or questionnaire.

Prior Learning

Check that students can:

- Define social groups and institutions
- Identify different social groups

UNIT TITLE: Institutions: Economic Institutions

ATTAINMENT TARGET 3:


Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Explain and use the terms: economic institution, credit, insurance, thrift, bank, building society, credit union, credit, loan
- Distinguish among social, economic and political institutions
- State examples of economic institutions
- Describe the characteristics/functions of different types of financial institutions
- Identify unregulated and informal financial institutions
- Explain the functions of economic institutions
- Discuss the importance of economic institutions in everyday life.
- Participate in activities to develop the values and attitudes needed to live prudent financial lives
- Participate in debates on issues related to economic institutions
- Recognize the importance of economic institutions to a country's economy
- Complete forms that are used at a financial institution
- Value savings and investment

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Participate in a roundtable exercise in which each group they will select a word/term, conduct online/offline research on it and discuss its meaning. Each group will develop a definition for the word/term; use the word in its proper context, then share this with the other members of the class.</p>	<p>Developing meaning</p>	<p>Definitions must be clear, accurate and appropriate. It should not be taken verbatim from one source; rather it must be a summary of sources with obvious input from students</p>
<p>Research information using online/offline sources on various economic institutions in Jamaica; create a collage of pictures using appropriate software showing various banks, building society, loan agencies etc. in Jamaica. Write a comparative piece about the institutions highlighted in the collage.</p>	<p>Making comparisons</p>	<p>Collage must include pictures of at least four different types of financial institutions. Comparative piece must clearly identify the institutions and identify the similarities and differences among them</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups to conduct an interview with resource person from a bank, credit union, building society or an insurance company in Jamaica about its history in Jamaica, organisational structure, functions and products and services offered to the public. Collect and complete forms from financial institutions . Use image capturing device to record the interview and playback for class discussion and critique. Use the information gathered to create a new financial institution . The functions , products and services of these new institutions should be developed from the needs in the society and offer services not offered by financial institutions . Groups must also devise strategies to market their institution.

Identify the different informal saving schemes in their community. Describe how the scheme operates and discuss the advantages and disadvantages of these schemes. Develop guidelines for persons who choose to participate in such schemes.

Work in collaborative groups to conduct online/offline research on unregulated financial institutions or read case studies on unregulated financial institutions. Students will describe the operations of these unregulated financial institutions and analyse their operations to determine their sustainability. Discuss how persons who joined these schemes have gained or suffered. Students will find out the names of local agencies responsible for regulating financial institutions and analyse their functions. They will then create a checklist/jingle/ advertisement to inform the public of guidelines and due diligence to be followed before investing, borrowing or saving with a financial institution.

Work in collaborative groups to create a story board or a short film on the contribution of economic institutions to social, economic and political activities in Jamaica.

Work in collaborative groups to create and perform a dramatic piece which demonstrates prudent financial management and the benefits to be derived. Students will write short term (weekly/daily/monthly) and long term financial plans. Plans must include sources of income, expenditure, and savings/investment.

Creating, innovating and devising strategies

Analysing

Drawing conclusion and making informed decisions

Organising information to see connections and relatedness

Developing financial literacy

Financial institutions developed must have a name, functions, and offer financial products and services.

Marketing strategy must be creative and provides relevant information to the target market

Guidelines should be based on the advantages and disadvantages discussed

Checklist or jingle/advertisement must provide at least two guidelines
Guidelines must be practical and easy to understand

Story board or film must highlight contribution of economic institutions to economic, social and political activities

Dramatic piece must include the benefits derived from good financial management
Short term and long term financial plans must be realistic and should include a goal or target

Learning Outcomes

Students will be able to:

- ✓ Give detailed explanation of the terms
- ✓ State the similarities and differences between types of economic institutions
- ✓ Give detailed description of the characteristics of banks, insurance companies, building societies and credit unions
- ✓ Examine the activities of financial institutions to determine if they unregulated or informal
- ✓ Provide accurate explanations of the functions of financial institutions
- ✓ Put forward arguments to support the important role that financial institutions play in social, economic and political activities
- ✓ Use appropriate attitudes and values to guide decisions about spending, saving, investment and money management
- ✓ Describe the role of economic institutions in the establishment and growth of business enterprise in a country
- ✓ Complete application forms and other documents and procedures at a financial institution.

Points to Note

- An institution is an established custom or norm accepted by society. It can also be formal organization.
- Institutional organizations may be a social group but not all social groups are institutions.
- Institutions help to form mores, values, folkways and norms in society
- Some of the main characteristics of institutions are: hierarchical structure, specific functions, written rules, sanctions, symbols and rituals.

Extended Learning

Create a portfolio of any two economic institutions. Identify the type of economic institution, product and services offered.

Collect newspaper articles and pictures about these institutions. Display portfolios with information collected, and write a reflection about how these institutions influence society or how the society influences these institutions.

RESOURCES

<http://www.econlib.org/library/Topics/HighSchool/EconomicInstitutions.html>

<http://kalyan-city.blogspot.com/2011/02/what-is-bank-introduction-definition.html>

<http://www.moneycrashers.com/why-credit-unions-are-better-than-banks/>

http://www.investopedia.com/walkthrough/corporate-finance/1/financial-institutions.aspx?header_alt=g

https://www.youtube.com/watch?v=VVUUbEw_Pm8

<http://jamaica-gleaner.com/gleaner/20150116/lead/lead1.html>

<http://dfi.wa.gov/financial-education/games-kids>

http://www.pbs.org/your-life-your-money/more/what_is_financial_literacy.php

Computer, Internet, Multimedia projector

LINKS TO OTHER SUBJECTS

English Language

Drama

KEY VOCABULARY

Economic institution, credit, interest, insurance, thrift, bank, commercial bank, central bank, investment bank, building society, credit union, loan, deposit, withdrawal, investment, saving , Ponzi scheme, pyramid scheme, “partner”, “susu”, financial literacy

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop the key concepts of:

- Goods, services, consumer, consumption, consumerism, needs, wants, and globalization

Students will develop key skills by:

- Making informed choices
- Analysing data collected and drawing conclusions
- Developing entrepreneurial skills
- Taking steps to seek redress

Students will develop knowledge and understanding of:

- The rights and responsibilities of the consumer,
- The factors which influence consumer behaviour,
- The role of consumer protection agencies,
- The impact of globalization on the consumer
- The role of government in protecting the consumer

Students will develop attitudes of:

- Demonstrating the behaviours of an informed and responsible consumer
- Respecting the views of others
- Appreciating the value of collective action

About the Unit

In this Unit, students will learn about consumerism, the rights and responsibilities of the consumer, as well as agencies responsible for protecting the consumer. Student will learn how to make informed choices.

Guidance for the Teacher

Teachers must contact all resource persons in advance, and should have at least two follow-up contacts prior to the actual day of presentations. Students must have questions prepared prior to presentation; the teacher must examine and approve questions. Teachers should guide the students as to the appropriate websites to visit for content related to the topic.

Prior Learning

Check that students know:

- Who is a consumer
- What are economic institutions

UNIT TITLE: Consumer Affairs



ATTAINMENT TARGET 3:



Know and value the contributions of communities and institutions in fostering national development, regional cooperation, and international cooperation

Theme: Living Together

OBJECTIVES

Students should be able to:

- Develop working definitions for the terms: goods, services, consumer, consumption, consumerism, needs, wants, budget, income, expenditure, globalization
- Classify types of consumers
- Distinguish between consumers and producers
- Analyse the factors which influence consumer demand
- Design a product, develop a plan to market the product and develop success criteria
- Discuss the impact of globalization on the consumer and consumerism
- Examine the impact of technology on consumerism
- Analyse the rights and responsibilities of the consumer
- Evaluate the role of government and consumer protection agencies in protecting the rights of the consumer
- Begin to exercise their rights and responsibilities as consumers
- Take steps to seek redress when rights have been violated
- Develop strategies to share information on consumerism
- Predict consequences of consumer behaviours

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups to conduct research on the terms – needs, wants, goods, services, consumer, consumption, and budget. They will use the information to create a concept map which connects all the terms.

Creating concept maps

Concept map should include the use of arrows and words to show the relationship between terms

Work in collaborative groups to create a budget for a family for a month that is on a fixed salary. Students will also create a table of wants and needs for the month. They will itemize the expenditure for the month and show this information on a pie chart. Students will have to justify their wants, needs and budget.

Decision making

Pie chart must show percentage/amount of the salary to be spent on each want and need

Read a variety of online/offline resources to gather information on types of consumer. Work in groups to classify group members, family, school, community businesses as types of consumers.

Classifying

Classification should be based on goods, services and credit consumed

Work in collaborative groups to conduct online/offline research in order to distinguish between consumers and producers. Identify producers and consumers in the community. Describe the goods and services that are produced. Use a diagram to show how an individual or business may be both a consumer and a producer. Examine products made by business or service offered and use rating scale developed by the group to evaluate the goods and services examined and visited.

Making distinctions
Developing a rating scale

Rating scale must speak to the quality of the goods and services offered

Work in collaborative groups to investigate what factors influence consumer demands for goods and services in their school or community. They will conduct research to find out the factors that influence consumer demand and use this information to develop a questionnaire. Students will then analyse and present the information, including statistical diagrams to their classmates. Students will draw conclusions about factors that influence consumer demands in the school or community.

Developing a questionnaire
Analysing data

Class presentation must include when, where and how data was gathered, statistical diagrams showing factors that affect consumer demand and conclusions drawn about consumer demand in school or community. Conclusions must be supported by the data gathered

Brainstorm to identify products/services that may be produced and marketed to the school or community. Students will then work in collaborative groups to design the product/service, devise strategies to market and develop success criteria for the product/service.

Developing entrepreneurial skills

The need or want that the product or service will satisfy must be stated as well as any other factor that influence the decision to make the product or offer the service. The design process must be clearly outlined, marketing strategies must be

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

suitable for the target market and success criteria must be measurable

View or read advertisements and analyse each. Students will then conduct online/offline research to find out the rights and the responsibilities of the consumer. They will then discuss their responsibilities as a consumer if they wish to purchase goods or services being offered. They will then discuss their rights as a consumer that are protected or violated if the good/service is purchased. Students will list goods/services they have purchased and share with classmates why choices were made.

Making informed choices

Choices made must be based on information e.g. need, price, quality of product/service

Listen to a resource person from a consumer protection agency talk about seeking redress. Students will ask prepared questions and examine case studies about consumers and the products/services they have received for which they should seek redress. Students will write a response to consumers advising them of steps to take to seek redress. They will develop strategies to educate members of the community on their rights, responsibilities and process to seek redress.

Taking steps to seek redress
Developing strategies

Strategies developed to seek redress must be feasible, and information about rights, responsibilities and process to seek redress must be accurate

Conduct online/offline research on the laws and agencies that are in place to protect the rights of the consumer. Students will work in collaborative groups to list and analyse the functions of each agency; laws guiding its operations.

Analysing information

Presentation can take a variety of formats. During the presentation the agency must be named, functions outlined, statistics and/or case studies may be used to validate the work of agencies

Appraise the work done by the agency. Share the information with classmates in a presentation.

Create a graphic organiser showing ways in which technology is used by consumer. Students will then create a game which is aimed at teaching consumers the dangers of technology to consumers and how to avoid the pitfalls.

Thinking creatively and imaginatively

The game must have rules, must include the dangers of using technology and corresponding safety checks

Suggested Teaching and Learning Activities

Students will:

Brainstorm to develop a concept map for the term globalisation. Identify products and services that they use daily and organise these in a table using the headings produced by local company and produced by company overseas, (products should include food, clothing, electronics, appliances, entertainment, software etc.). For each product, students will identify the country of origin (students may be asked to identify these countries on a map of the world). They will then discuss how access to these products and services has affected their lives.

Key Skills

Organising information and making connections

Assessment Criteria

Table must show where product/service originated, and how it impacts the consumer choices, spending and culture

Learning Outcomes

Students will be able to:

- ✓ Give detailed definitions of terms and concepts
- ✓ Use given criteria or description to classify types of consumers
- ✓ State clearly the differences between producers and consumers
- ✓ Give detailed statements of how and why various factors influence consumer demand for goods and services
- ✓ Design a product, develop a simple marketing plan and success criteria
- ✓ Present reasoned arguments to show the impact of globalisation on consumers and consumerism
- ✓ Describe in detail the effects of technology on consumers
- ✓ Provide detailed meaning and interpretation of the rights and responsibilities of consumers
- ✓ Identify the ways in which consumers can protect themselves
- ✓ Exercise their rights and responsibilities as consumers in given situations
- ✓ Clearly outline steps to seek redress for consumers whose rights have been violated
- ✓ Devise appropriate and workable strategies to share information about consumerism
- ✓ Predict with reasonable accuracy the outcomes of actions taken by consumers
- ✓ Use evidence to judge the work done by government agencies to protect the rights of consumers

Points to Note

- Guide students as to the correct process to conduct interviews.
- Guide students as to the appropriate YouTube Videos to watch.
- Invite a resource person from the Jamaica Bureau of Standards, Consumer Affairs Commission, the Fair Trading Commission of Utilities Regulation or the Financial Services Commission.

Extended Learning

Students will conduct research on the impact of scamming and identity theft on the lives of consumers. They will present their findings to the class.

Points to Note

- Teacher should note that there are specific guidelines for creating educational games. These must be understood and shared with students.

RESOURCES

<http://www.investopedia.com/university/teaching-financial-literacy-kids/teaching-financial-literacy-kids-needs-and-wants.asp>
http://www.e-activist.com/ea-campaign/action.retrievefile.do?ea_fileid=14113
<https://educators.brainpop.com/lesson-plan/needs-and-wants-activities-for-kids/>
<http://www.econedlink.org/lessons/index.hp?lid=457&type=educator>
http://new.4-hcurriculum.org/projects/consumer/content/08_Idealconsumer.pdf
<http://jis.gov.jm/agencies/consumer-affairs-commission-cac/>
<http://www.jftc.com/ConsumerProtection/ForConsumers/FAQ.aspx>
<file:///C:/Users/jacqueline.fvassel/Downloads/consumer%20matters%20-%20september%202015.pdf>
<http://www.consumeraffairsjamaica.gov.jm/>
<https://www.neumann.edu/academics/divisions/business/journal/Review2014/Scriven.pdf>

KEY VOCABULARY

Market, demand, supply, scarcity, rights, responsibilities, income, expenditure, credit, need, want, goods, services, consumer, consumption, consumerism, budget, globalization, credit

LINKS TO OTHER SUBJECTS

English Language, Information Technology, Mathematics

A grayscale world map serves as the background for the entire page. The map is centered on the Atlantic Ocean, showing the continents of North America, South America, Europe, Africa, Asia, and Australia. The map is rendered in a light gray tone against a white background.

NSC

SOCIAL STUDIES

GRADE 8: TERM 3



Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop the key concepts of:

- Climate change, carbon emission, carbon credits, global warming, desertification, greenhouse gases, coral bleaching, water scarcity, sea level rise and carbon dioxide

Students will develop key skills by:

- Evaluating claims
- Synthesizing information
- Communicating information
- Predicting outcomes

Students will develop knowledge and understanding of:

- The vulnerability of small island developing states in the Caribbean to the effects of climate change.
- The actions that must be taken by citizens of the region to mitigate the effects of climate change.

Students will develop attitudes of

- Taking responsibility for the consequences of individual and collective actions/choices/decisions
- Participating in activities to mitigate the effects of climate change
- Awareness of the individual and collective responsibility needed to respond effectively to the challenges brought about by climate change
- Working cooperatively to achieved common goals

About the Unit

In this Unit students will learn about the relationship between human activities and climate change. Additionally, they will learn about the measures which can be taken to adapt to and reduce the impact of climate change.

Guidance for the Teacher

Teachers must contact all resource persons in advance and should have at least two follow up contacts prior to the actual day of presentations. Students must prepare questions in preparation for presentation upon approval by the teacher. Arrangements must be made for a student to introduce and present the speaker. When technology is to be used, teacher must ensure that the lab is booked in advance and that the equipment is set up and tested before the students arrive. The teacher could liaise with the information technology teacher in creating podcasts.

The teacher should also liaise with the government and non-governmental environmental agencies when teaching this Unit.

UNIT TITLE: Climate Change: The impact of Human Activities**Prior Learning**

Check that students:

- Understand the importance of protecting and caring for our environment
- Know what is weather and climate
- Know the elements of weather and climate

ATTAINMENT TARGET 2:

Develop an understanding of the interdependent relationship between humans and the environment.

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Define and correctly use key concepts: climate change, carbon emission, carbon footprint, carbon credit, global warming, greenhouse gases, coral bleaching, sea level rise, carbon dioxide, deforestation, carbon sink
- Gather, synthesize and evaluate information from multiple sources which represent different views on the causes of climate change
- Using multiple sources, gather, synthesize and assess evidence of climate change
- Develop and present informative and analytical pieces on the role of local and international organizations and agreements which manage and monitor climate change
- Examine various economic activities and draw conclusions about their impact on climate change
- Use geographic skills and tools to present, interpret and analyse information and issues related to climate change
- Predict the consequences of climate change on different environments and different groups of people
- Participate in actions that can be taken to mitigate the effects of global warming/climate change
- Analyse the costs and benefits of personal and collective choices of goods and services and the impact of these on climate change
- Ask questions related to climate change and select relevant information from multiple sources to answer questions related to climate change
- Propose strategies to mitigate the effects of climate change on Jamaica
- Take responsibility for the successful completion of individual and group tasks

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Use graphic organisers to develop an understanding of the terms and concepts and use concept maps to show relationships between concepts.

Concept mapping

Graphic organizers must include attributes, examples and nonexamples of concepts and concept map must show linkages between concepts

Write questions that they would like to have answered about climate change. Students will share their questions with their classmates. Questions may be grouped and students work in collaborative groups to find answers to their questions. Students must identify and evaluate the sources used to gather information. The title, author, date of publication, publisher and type of publication must be included. Students must state why the sources used are credible.

Asking questions and conducting research to find answers

The answers given to questions must be supported by evidence from credible sources

Brainstorm about the causes of climate change. They will conduct online/offline research to find out the causes of climate change. They will then compare and analyse the perspectives put forward by various persons. Students will evaluate each perspective, gather and use evidence including maps and data to support the selection of a particular perspective.

Evaluating resources

The perspective chosen must be clearly stated and supported by well researched evidence

Work in collaborative groups to produce a case study on the effects of climate change on a particular place. Case study must include maps, pictures, and data to show evidence of climate change and the impact of climate change on human activities.

Evaluating claims

Case study must be on a particular country or territory where the effects of climate change has been documented. The study must include maps, satellite images, pictures, statistics, and any other evidence of climate change. Study must include effects on the people of the territory

Collect satellite images and maps from Google Earth and other online/offline sources to show the changes in the landscape over time. Use Windows Movie Maker or similar software to create a movie which compares and analyse the images.

Synthesizing information
Gathering evidence from maps and other visual aids

Movie must include the names and dates when images were captured. Images must be properly sequenced and changes seen in the images detailed. Students should include an explanation for the changes observed

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups to conduct online/offline research on the work of agencies that monitor climate change. Students will then create posters, brochures or infomercials on the work done by the agencies. Students will assess the value of the information being produced by the agencies- What information is produced? Why is this information relevant and to whom? How can I use this information?

Communicating information

Posters, brochures or infomercials must be informative, attractive and communicates the message in a simple and effective way

Conduct online search for carbon footprint calculator and use it to calculate their carbon footprint. OR List the goods and services they use over a period of time e.g. a week. Then link the amount of energy used and type of waste produced. Students will then brainstorm to find ways to change their consumption patterns and reduce energy consumption and waste. Students will work in collaborative groups to develop campaigns to encourage changes in consumption patterns and promote waste reduction.

Developing strategies

Campaign messages must link changes to consumption patterns , reducing waste and energy consumption

Examine data on world trends in atmospheric concentration of greenhouse gases and predict the likely effects for the future on different types of environments e.g. coastal areas, polar regions, urban areas. Students will use evidence to support their predictions. They will present their predictions and supporting evidence using appropriate presentation software.

Using evidence to predict outcomes

Presentation must identify the type of environment and use data to predict likely impact

Identify economic activities such as agriculture, manufacturing, tourism and formulate questions about how these activities impact climate change. Students will work in collaborative groups to conduct online/offline research to find answers to the questions formulated. Groups may be assigned to different industries. Students will write articles to the local newspaper about their findings.

Asking and answering compelling questions

Letters must identify an economic activity and describe in details how it affects climate change. Details should include evidence such as data, maps, pictures, and cases to show the impact
Examples should be local and global
Sources used must be identified and relevant to area being researched shown

Learning Outcomes

Students will be able to:

- ✓ Give accurate explanations of the terms and concepts and show the links between certain concepts
- ✓ Critically assess sources that provide different perspectives on climate change
- ✓ Present well researched, analytical pieces on climate change
- ✓ Gather, interpret and analyse information on climate change presented in statistical maps and diagrams
- ✓ Explain the varying impact of climate change on different environments and different people
- ✓ Recognize their actions can give rise to increasing the effects of climate change
- ✓ Make informed decisions that will have a positive impact on climate change
- ✓ Outline the causes and mitigation strategies of climate change

Points to Note

- A carbon sink is anything that absorbs more carbon than it releases, whilst a carbon source is anything that releases more carbon than it absorbs. Forests, soils, oceans and the atmosphere all store carbon and this carbon moves between them in a continuous cycle. Consequently, forests can act as sources or sinks at different times.
- Carbon credit is a permit that allows the holder to emit one ton of carbon dioxide. Credits are awarded to countries or groups that have reduced their greenhouse gases below their emission quota. Carbon credits can be traded in the international market at their current market price.

RESOURCES

Textbooks, Internet, Maps/Graphs, Resource persons, computer

<http://www.pbs.org/now/science/climatechange.html>

http://climate.nasa.gov/nasa_role/

<http://www.carbonfootprint.com/calculator.aspx>

http://www.ipcc.ch/publications_and_data/ar4/wg3/en/spmssp-b.html

<https://www.sciencedaily.com/releases/2009/12/091230184221.html>

<http://www.livescience.com/topics/global-warming/>

Extended Learning

Students will:

Research on regional agencies that monitor and manage activities to mitigate the effects of climate change.

Discuss the effects of greenhouse gases on the overall health of people worldwide. Address questions such as: What types of illnesses/diseases can be attributed to greenhouse gas emissions? How can changes in the world climate affect people's health?

KEY VOCABULARY

Desertification, temperature, climate, diseases, scientific process, climate change, carbon emission, carbon credit, global warming, greenhouse gases, coral bleaching, sea level rise, carbon dioxide, carbon sink, Kyoto Protocol, International Panel on Climate Change

RESOURCES

<http://www.sinkswatch.org/campaign/carbon-sinks-101>

http://www.carbonplanet.com/introduction_to_carbon_credits

http://www.investopedia.com/terms/c/carbon_credit.asp?layout=orig

LINKS TO OTHER SUBJECTS

Geography, Science, English Language, Information Technology, Visual Arts

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Hazards, disasters, droughts, floods, earthquakes, volcanic eruptions, preparedness, natural disasters, storm, hurricane, weather, climate

Students will develop key skills of:

- Conducting research
- Map reading
- Analysing, synthesizing and evaluating information
- Communicating information

Students will develop knowledge and understanding of:

- The natural hazards and disasters that the Caribbean experiences.
- Actions that must be taken by all citizens of the region in preparation for these disasters

Students will develop attitudes of:

- Preparedness for natural disasters
- Willingness to help others in need of assistance

About the Unit

In this Unit, students will learn about the natural hazards and disasters which are most likely to affect the Caribbean region. They will also learn about disaster preparedness organizations and also the measures which can be taken to reduce loss of life and property. A project/problem based approach may be used where the school or community is used as the case and a hazard/risk assessment is done. Using this approach the student will assess the preparedness of the school community to deal with several disasters. It is not expected that each hazard will be taught separately.

Guidance for the Teacher

Teachers must contact all resource persons in advance and should have at least two follow up contacts prior to the actual day of presentations. Students must prepare questions ahead of the presentation and the teacher must peruse and approve same. Arrangements must be made for a student to introduce and present the guest speaker. When technology is to be used, teacher must ensure that the lab is booked in advance and that the equipment is set up and tested before the students arrive. The teacher must liaise with the information technology teacher in creating podcasts. Where a laboratory technician is available, the teacher should ask for assistance. Blank maps of the Caribbean must be prepared for children to highlight the different disasters which affect the region. In addition, it is important that students engage in disaster preparedness simulation activities.

Prior Learning

Check that students:

- Can name some of the natural disasters and hazards which are common to the region
- Understand the importance of protecting and caring for our environment

UNIT TITLE: Hazards and Disasters of the Caribbean**ATTAINMENT TARGET 2:**

Develop an understanding of the interdependent relationship between humans and the environment

Theme: Diversity, inter-dependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Define and correctly use key concepts: hazards, disasters, drought, floods, earthquakes, volcanic eruptions, preparedness, natural disasters, storms, hurricanes, manmade disasters, mitigation, vulnerable
- Distinguish between hazards and disasters, natural and human induced disasters
- Differentiate between facts and myths related to natural hazards and disasters
- Examine various thematic maps and extract information on the natural disasters which are likely to affect Caribbean countries
- Explain the causes and effects of natural disasters in the region: hurricane, earthquake, flooding, drought
- Compare the impact of natural disasters on various communities and account for the level of damage suffered
- Participate in the disaster preparedness measures which are taken by citizens to reduce loss of life and damage to property
- Assess the effectiveness of organizations and institutions which manage and monitor disaster preparedness activities
- Interpret statistical maps and diagrams
- Recognise the consequences of not being prepared for a disaster
- Take actions to prepare for and reduce the impact of natural disasters
- Share ideas and respect the contribution of others in the group
- Compile a list of resources including type of resource, author, title, date of publication, publisher
- Evaluate the credibility of sources

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Conduct online/offline search to understand the terms / concepts in the unit. Create a poem or song which highlights the key terms and concepts of the unit.</p>	<p>Synthesizing and communicating information</p>	<p>Song or poem must show clear understanding of concepts and links between concepts</p>
<p>Share information they know about natural disasters. The information will then be classified as fact or myth/misconception. Students will then conduct research to distinguish between facts and myths.</p>	<p>Distinguishing between fact and myth</p>	<p>Myths and misconceptions about natural disasters must be completely dispelled by presenting factual information</p>
<p>Work in collaborative groups to conduct a comparative case study on two territories that have experienced a selected natural disaster e.g. earthquake in Haiti and Chile in 2010. Give background information on each territory e.g. location, population characteristics, development status, map of country. Then give details of the natural disaster e.g. when it occurred, where it occurred and damage caused. Students will then account for the difference in the amount of damage sustained by each country.</p>	<p>Making comparisons</p>	<p>Case study must include maps, statistics, and pictures. It must also make comparisons about the disasters in both countries</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine various thematic wall maps/digital map and text books/online materials and then on blank maps students will use symbols to indicate areas of frequent volcanic activity, earthquakes, hurricanes and storms in the Caribbean. They will then deduce the hazards which different territories are prone to conclude which islands are more likely to experience hazards and natural disasters.

Map reading and interpretation

Map of the Caribbean must have a suitable title, key, arrow, border and scale. At least three disasters should be represented on the map

Create pamphlets and posters to share information on disaster preparedness to a specific target group e.g. children, the elderly, farmers etc. In small groups students will produce skits depicting disaster preparedness.

Communicating information

Pamphlets, posters must identify the hazard and target group

Plan, organise and conduct simulation exercises e.g. earthquake drill, fire drill. This may be done with assistance from the Fire Department or Office of Disaster Preparedness and Emergency Management. After simulation exercise students should identify areas that need to be addressed before disaster actually strikes. Write a letter to the principal highlighting concerns and making suggestions for improvement/changes.

Information must be correct and appropriate for target group

Watch video clips highlighting how human activities can lead to or aggravate hazards and disasters. Then, collect pictures and create a movie or slide presentation about how human activities can lead to or aggravate hazards and disasters. OR Use an image capturing device to take pictures of areas or activities in the school/community that are hazardous. Use pictures to create pictorial presentations which include measures to be taken to ameliorate the situation.

Gathering, organising and sharing information

Pictorial presentation must show human activities that lead to/aggravate disasters. Measures suggested must be appropriate for the areas studied

Prepare questions for resource personnel who will speak on the work and importance of agencies in managing and monitoring hazards and disasters in Jamaica. Or conduct online/offline research on the functions and activities of agencies responsible for managing and monitoring hazards and disasters in the Caribbean. Write a blog which assesses the work of a selected agency.

Asking questions and using evidence to support answers

Questions must be clear and relevant. Blog must include evidence that supports claims made

Ask questions of resource persons after presentations have been made (Forestry Department, ODPEM). Use productivity tools to create pamphlet and posters to sensitize the school population about disaster preparedness.

Work collaboratively to complete ICT tasks

Pamphlet or brochure must name the disaster and include preparedness tips for home and school

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups to conduct research on the perception and response behaviour of members of the school/community to natural disasters. Interpret and analyse the information gathered and present to class using appropriate statistical diagrams.

View and discuss online videos/ tutorials on hazards and natural disasters.

Conducting research
Communicate ideas using graphics, paint/drawing tools and word processing

Research must reflect data gathered in the field
Conclusions drawn must be supported by data collected

Conduct online/offline research to gather data on the impact of natural and human-induced disasters on the economy of a selected country. Draw conclusions about to need to understand, prepare for and respond to natural disasters. Students should also suggest measures that may be implemented, how and why these measures will work in reducing the impact of selected natural disasters.

Students will do podcast on their findings.

Analysing data and drawing conclusions
Communicate information using a variety of ICT tools

Conclusions drawn must be supported by data collected

Learning Outcomes

Students will be able to:

- ✓ Use concepts and terms appropriately in a variety of contexts
- ✓ Clearly distinguish between hazards and disasters and natural versus human induced disasters
- ✓ Interpret and use information from thematic maps
- ✓ Clearly distinguish between facts and misconceptions about hazards and disasters
- ✓ Outline the causes of natural disasters that affect the Caribbean
- ✓ Account for the differing social, economic and environmental impact of natural disasters on different areas/environments
- ✓ Evaluate online/offline resources
- ✓ Assess the activities of agencies and organizations which manage and monitor disaster preparedness in Jamaica and the Caribbean
- ✓ Recognize the importance of communicating to others how one should prepare for natural disasters
- ✓ Create audio recordings to represent information for various purposes
- ✓ Create multimedia presentations

Points to Note

- A hazard is a dangerous situation or event that poses a threat to humans. A disaster is an event that actually harms humans and disrupts the operations of society. Hazards are considered disasters once they affect humans, but if they occur in an unpopulated area, remain hazards. A good example of this is an underwater volcano. If it explodes and humans are not affected, it remains a hazard. But if it affects a nearby population by destroying food sources and property on a large scale, it will be seen as a disaster.
- Allow students participate in mandatory earthquake drill simulation
- Students should follow guidelines to promote healthy use of ICT

RESOURCES

Textbooks

Internet

<https://youtu.be/9vjlyP7fkSo>

Computer

Blank Maps

Resource persons

Handout with poems

Publishing software

Camera and other recording device

Extended Learning

Conduct research on the work of international agencies that monitor hazards and manage and assist countries during natural disasters.

Conduct research to obtain information on how hurricanes and other weather phenomenon are monitored. Field trip to the Seismic Research at UWI Mona to gather information on the earthquakes in the Caribbean.

Conduct research on past earthquakes that have struck Jamaica or tsunamis in Japan or Indonesia, volcanic eruption in Montserrat.

KEY VOCABULARY

Climate, hazards, disasters, droughts floods, earthquakes, volcanic eruptions, preparedness, natural disasters, storms, hurricanes, man- made disasters, mitigation, vulnerable, meteorologist, weather, seismologist, volcanologist

LINKS TO OTHER SUBJECTS

Information Technology, English Language, Visual Arts, Drama, Geography

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Environment, habitat, extinction, deforestation, desertification, biodiversity, conservation, preservation

Students will develop skills:

- Identifying and analysing relationships
- Collecting, analysing and using research data to solve problems and support conclusions
- Making informed decisions
- Designing and executing action plans
- Identifying cause and effect relationships

Students will develop knowledge and understanding of:

- Pollution: air, land and water
- The extinction of flora and fauna
- The loss of habitat
- Deforestation

Students will develop attitudes which demonstrate:

- Environmental sensitivity and responsibility
- Respect for life

About the Unit

In this Unit, students will learn about environmental problems with an emphasis on the loss of biodiversity being experienced in the Caribbean region and globally. They will also learn about the measures which can be taken to reduce the effects of these environmental problems.

Guidance for the Teacher

Teachers must collaborate with the Ministry of Water, Land, Environment and Climate Change and NEPA when teaching this Unit. Ensure the students are engaged in meaningful activities that will encourage preservation of the environment.

Prior Learning

Check that students can:

- Define the term environment
- Describe different environments e.g. forest, wetland
- Identify some environmental problems

UNIT TITLE: Environmental Problems and Solutions**ATTAINMENT TARGET 2:**

Develop an understanding of the interdependent relationship between humans and the environment.

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES**Students should be able to:**

- Define and use key concepts: biodiversity, habitat, ecosystem, conservation, preservation, extinction, deforestation, afforestation, desertification, endemic species, endangered species environmental steward, national park, protected area
- Identify components of an ecosystem and describe the interaction between its biotic and abiotic components and the built environment then make deductions about the effects on the ecosystem of changes in any component
- Design and implement action plan that will maintain/improve the biodiversity/environment of an area in the school or community and evaluate the outcomes of the plan
- Examine multiple sources and formulate questions about the biodiversity, conservation and preservation then gather information from multiple multiple sources to answer these questions
- Explore how beliefs and values about the natural environment influences human interaction with the natural environment
- Gather, analyse and synthesize information from multiple sources on consequences of unsustainable use of natural resources on the economy and human health
- Gather information from multiple perspectives on the consumption patterns of humans and the choices they make and the environmental problems/degradation being experienced in the region
- Create models for protected areas or green spaces that reflect consideration of multiple factors
- Analyse the functions and the level of success of the institutions and government agencies that are responsible for managing environmental issues
- Assess the local and international measures and conventions which have been implemented to reduce the impact of environmental problems
- Adopt behaviours and practices that protect the environment
- Show respect and concern for life and the environment

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Conduct online/offline research to define an ecosystem and the components of ecosystems. Then participate in a field trip on the school compound or in the community to identify components of an ecosystem. Students will identify biotic and abiotic components of the ecosystem. Students will then use graphic organiser to show the relationship between biotic and abiotic components of the ecosystem. Students will then discuss the effect of the removal of one component of the ecosystem on the other components. Students also identify how humans have interacted or used the environment. They will explain how man has altered the ecosystem, the benefits to man and the impact on the ecosystem. Students will write a field report.</p>	<p>Identifying and analysing relationships</p>	<p>Field report identifying biotic and abiotic components of the ecosystem selected. Graphic organiser showing the relationship between the different components. Explanations of likely changes in ecosystem as a result of removal or introduction of species and modifications made by humans.</p>
<p>Identify an environmental problem/issue on the school compound or in the community that needs to be addressed. Projects may include making the school free of Styrofoam boxes and PET bottles or improving the biodiversity on the school compound. Students will develop an action plan to address the problem. Action plan must identify who, what, where, when and how. Students will also develop success criteria which will be used to evaluate the actions taken.</p>	<p>Designing and executing action plans</p>	<p>Action plan must clearly outline; specific tasks, students responsible for each task, when task must be completed and success criteria.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Brainstorm to identify and discuss how individuals and particular groups view and interact with plants, animals and the overall natural environment. Students will then develop claims/statements about the how humans perceptions the environment influence how they treat plants, animals, their environment. They will test the veracity of their claims/statements by conducting a survey at school or in the community. They will then present their findings to the class.

Using evidence to support claims

Presentation of findings must include the claim and supporting evidence
Evidence may include statistics and statements to support claim

Work in collaborative groups to conduct online/offline research on the impact of unsustainable practices e.g. deforestation, extinction of species, pollution on the economy and human health. Students will create a digital presentation e.g. Power Point presentation to share findings . Findings should identify a specific economic activity e.g. agriculture , forestry , fishing , tourism and include data , case studies , pictures on how named unsustainable practices have impacted the industry. Suggest actions that can be taken to make the industries more sustainable / environmentally friendly. Finding must also include data, cases, and videos on how unsustainable practices are impacting human health.

Synthesizing information and analysing data

Digital presentation must include information drawn from multiple credible sources. Information must be summarised.
Data from all credible sources must be analysed and conclusions drawn

Students will analyse information and data and draw conclusions about the impact of unsustainable practices. Students must evaluate the credibility of all sources used.

Watch video clips highlighting how human activities can lead to environmental problems . They will then describe the consumption patterns of members of the class including choice of clothing, food, transportation and trace each to an impact on the environment . Use graphic organisers to show the relationships between consumption patterns and environmental degradation.

Navigate digital content on websites

Graphic organisers should show links between choices and consumption patterns and environmental degradation

Work in collaborative groups to design and develop a solution to an environmental problem identified in the school/community/ world (e.g. green space for school/protected area/recycling bin for different types of waste).

Identifying cause and effect relationships

Design should be feasible, functional and reflect consideration of factors that affect the environment

Students can develop criteria to judge each design.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Conduct online/offline research on the international conventions aimed at protecting the environment. Students will analyse the intentions of the conventions and assess work that has been done in implementing these conventions. Students will then plan and mount a campaign to inform members of the public the intentions of the conventions and work done to achieve their goals. Campaigns may include songs, slogans, posters and television advertisements.

Developing a campaign

Campaign must send clear and targeted message to multiple audiences in a variety of modes

Use pictures of various aspects of environmental degradation and solutions to environmental degradation to develop a collage entitled "Protect the Environment".

Create and format document

Collage should include at least three pictures of degradation and three related solutions

Prepare questions for resource personnel who will speak on the importance of agencies in managing and monitoring environmental degradation in Jamaica.

Asking questions

Questions must be relevant and clear
Newspaper should name at least two (2) agencies (government and nongovernmental) that monitor environmental activities in Jamaica.

Create an article using appropriate software for the class newspaper using the information received from resource person.

Create and format multimedia presentation

Article must also include work done by the agency in two specific cases

Learning Outcomes

Students will be able to:

- ✓ Use terms and concepts appropriately in a variety of situations
- ✓ Clearly identify the living and non-living components of an ecosystem
- ✓ Describe the relationships within an ecosystem and explain the impact of changes in an ecosystem its components
- ✓ Design and implement action plans and use criteria developed to judge success of the plan
- ✓ Use multiple credible sources to answer questions and defend claims
- ✓ Clearly explain how individual and collective beliefs and values impact interaction with the environment
- ✓ Describe the impact of environmental degradation on the economy and human health
- ✓ Explain fully the connection between consumption patterns and environmental degradation
- ✓ Create functional environmentally friendly models
- ✓ Evaluate the role of agencies and organizations that manage and monitor environmental issues in Jamaica, the Caribbean and globally
- ✓ Analyse the international conventions which have been adopted by Jamaica

- ✓ Relate to others how one should preserve and protect the environment
- ✓ Use ICT tools to create multimedia presentations

Points to Note

- Students must engage in projects and activities that will encourage them to protect the environment.

Extended Learning

Conduct research on regional agencies that monitor and manage environmental activities and present findings to class.

Conduct research on the work done by United Nations in preserving the environment.

RESOURCES

Textbooks

Internet

Resource persons

Computer

Publishing software

Camera and other recording device

Multimedia projector

<http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/chstewardshiprev1.shtml>

<https://www.cbd.int/brc/>

<http://www.jcdt.org.jm/projects.html>

<http://www.nepa.gov.jm/>

http://nhmj-ioj.org.jm/ioj_wp/

<http://www.ccam.org.jm/pbpa/>

KEY VOCABULARY

Degradation, flora, fauna, world heritage site, national park, protected area, biodiversity, habitat, ecosystem, conservation, preservation, extinction, deforestation, afforestation, desertification, endemic species, endangered species, environmental steward, national park

LINKS TO OTHER SUBJECTS

Geography, Science, English Language, Visual Arts, Drama



NSC

SOCIAL STUDIES

GRADE 9 UNITS

TERM 1

Unit 1 (4 weeks)

The Spread of Caribbean Culture

Globalisation, technology and the spread of Caribbean culture and sub-culture

Unit 2 (5 weeks)

The Caribbean Individual and Regional Integration

Attempts at integration
Regional Institutions
The Caribbean citizen

Unit 3 (5 weeks)

Social Issues in Jamaica

Human trafficking, child abuse, teenage pregnancy, domestic violence

TERM 2

Unit 1 (4 weeks)

Development and Use of Resources: Impact on National Growth and Development

Economic growth and development
Vision 2030

Unit 2 (4 weeks)

Political Institutions- The Structure of the Jamaican Government

Understanding democracy
The Houses of parliament
How a bill becomes law

Unit 3 (3 weeks)

The Electoral Process

Universal Adult Suffrage
Types of Elections
The Voting Process

TERM 3

Unit 1 (4 weeks)

Environmental Problems and Green Solutions: Green Technology

Green technology, mitigating the impact of climate change

Unit 2 (4 weeks)

Individuals in the workplace

Preparing to enter the work force
Rights and responsibilities of workers
Resolving conflicts in the workplace

Unit 3 (3weeks)

Tourism

Types of tourism
Advantages and disadvantages of tourism



NSC

SOCIAL STUDIES

GRADE 9: TERM 1

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Globalization, technology, socialization, tradition, cultural diffusion, sub-culture

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Collecting, analysing and using research data to solve problems and support conclusions drawn
- Making informed decisions
- Synthesizing information
- Developing strategies
- Creative thinking

Students will develop knowledge and understanding that:

- Culture is dynamic, it is not static
- All cultures are influenced by other cultures
- Jamaican culture has evolved over time and has been influenced by different cultures from across the world
- Jamaica's culture has spread and influenced many people across the world

Students will develop attitudes:

- Be aware that culture is dynamic
- Accept and promote Jamaican/Caribbean culture

About the Unit

In this Unit, students will explore the dynamic nature of culture and examine the contemporary influences on Jamaica's culture and the impact of Jamaica's culture on the world. They will examine the factors that facilitate the spread of culture and contemplate the positive and negative impact of this spread on the Caribbean especially Jamaican culture. Students will evaluate the contribution of Jamaica's culture to national development. Students will be involved in creative and collaborative activities as they work through this Unit.

Guidance for the Teacher

Students in Grade 9 have already been exposed to simple definitions of terms such as culture. In Grade 9 students must interrogate and compare existing definitions and be challenged to develop their own. This Unit, like many others is designed to develop strategic thinking in students. Strategic thinking is a process which involves reflecting, observing, analysing, and evaluating a situation in order to arrive at a decision or plan of action. Students must be asked to provide justification for the decision or course of action decided on.

Prior Learning

Check that students:

- Outline the foundation of Jamaica's cultural practices and beliefs
- Identify important dates in Jamaica's history
- Define the terms culture and heritage
- Name some of Jamaica's cultural icons
- Name Jamaica's National Heroes

UNIT TITLE: The Spread of Caribbean Culture**ATTAINMENT TARGET 4:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Our Common Heritage

OBJECTIVES

Students should be able to:

- Recall the meaning of the terms and concepts: culture, heritage, globalization, technology, socialization, tradition, preservation, diaspora
- Develop working definitions for the terms: subculture, cultural diffusion
- Classify tangible and intangible aspects of Caribbean culture that have been assimilated from cultures outside of the region
- Assess how and why aspects of Jamaican/Caribbean culture has spread across the world
- Discuss the factors that have facilitated the spread of Caribbean culture
- Evaluate the strategies used to aid in the spread of Jamaican culture
- Develop strategies to promote and protect Jamaican culture in a global environment
- Evaluate the effects of globalisation on the Jamaican culture
- Assess the contribution of the creative industries and sport to national development
- Work in collaborative groups to accomplish given tasks
- Be aware that culture is dynamic
- Accept and promote Jamaican/Caribbean culture

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Conduct online/offline research to explain the terms sub-culture, cultural diffusion, globalisation and technology. Use a concept map to show the attributes, examples and the relationship between the concepts.</p>	<p>Organising information</p>	<p>Concept map should show attributes and give examples of each concept, and show the relationship between the concepts</p>
<p>Brainstorm to identify and list different aspects of Jamaican culture, then classify aspects of culture as tangible or intangible. Students will conduct online/offline research to find out the origin of each aspect of Jamaican culture identified. Create a flow line map of the world (using mapping software) to show different countries that have contributed to Jamaica’s culture. Examine map and draw conclusions about the roots of Jamaican culture.</p>	<p>Classifying information Mapping information</p>	<p>Flow map of the world using lines/arrow to connect Jamaica to the countries from which aspects of our culture originate. Countries of origin must be named and aspect of culture e.g. drumming identified</p>
<p>Watch a movie clip or music video from North America and/or Africa and identify aspects of the cultures that are similar to the Jamaican culture. Discuss ways the aspects of culture may have spread. List and discuss the ways culture is spread e.g. migration, trade, war, mass communication. Create a skit to show how any one factor has facilitated the spread of culture.</p>	<p>Communicating information through drama</p>	<p>Skit should focus on one factor that has facilitated the spread of culture. Factor and the aspects of culture that is spread should be apparent in the skit</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups to identify aspects of Jamaica's culture that has spread to other countries in the world. Groups may investigate the spread of Reggae, Dancehall, Rastafari, Patois, Jamaican food. Groups will participate in a mini symposium where they showcase; how and by whom the aspect of culture was spread, countries and groups who adopted the culture, impact of the culture on other countries and groups, and the fusion of the aspect of Jamaican culture into other cultures. Symposium should include music, videos, pictures, written pieces and a panel discussion on the impact of the spread of Jamaican culture on Jamaica.

Collecting, organising and communicating information

Symposium must highlight different aspects of Jamaica's culture that have spread, identify places the culture has impacted, and how it has been fused with other cultures.

Create a poster or write a song or poem on the impact of globalisation on Jamaican culture.

Synthesizing information
Creative thinking

Poster/song/poem should describe the ways in which globalization has impacted our culture

In collaborative groups conduct a survey among community members to find out the ways in which technology has influenced and changed the lifestyles of Jamaicans over the last fifty years. Collect pictures and create a scrapbook to show the changes in Jamaica's culture in the last 50 years.

Gathering data
Organising information

Scrapbook should include pictures and text which show how the lifestyle of community members has changed

Work in groups to create a timeline using appropriate available software of how the internet, emerging technologies and other media have influenced the way we communicate, travel, study, eat and socialize. Brainstorm to identify ways that these media can be used to promote and protect Jamaican culture. Create a podcast on the influence of emerging technologies on culture in Jamaica.

Sequencing information
Strategic thinking

Podcast should highlight how emerging technologies have caused changes in various aspects of Jamaican culture

Learning Outcomes

Students will be able to:

- ✓ Give detailed explanation of the terms and concepts
- ✓ Given aspects of culture classify them as tangible or intangible
- ✓ Draw conclusions about how and why aspects of Jamaican culture has spread across the world
- ✓ Explain clearly how particular factors facilitate the spread of culture
- ✓ Identify and develop effective strategies to spread culture
- ✓ Use strategies to protect and promote Jamaican culture
- ✓ State the contribution of the creative and sport industries to national development

- ✓ Actively promote Jamaican culture
- ✓ Actively participate in and complete assigned group task
- ✓ Use selected ICT to conduct research, create concept maps and timelines

Points to Note

- Students must be engaged in experiences that will help them to realize that Jamaica's cultural legacy must be preserved and respected for its immense contribution to the country's development.

Extended Learning

Work in groups to create an album of sports icons that have helped to highlight Jamaica's culture on the world stage.

Research the contributions of the following cultural icons and institutions in preserving our culture: Louise Bennette-Coverly, Ronald Williams, Robert Nesta Marley, Professor Rex Nettleford, Edna Manley School of The Visual and Performing Arts, The Creative Production and Training Centre, University of the West Indies, Jamaica Cultural Development Commission.

RESOURCES

Textbooks, Computer- Internet, radio, television, newspapers, magazines, hand outs

<http://examples.yourdictionary.com/examples-of-cultural-diffusion.html>

<https://www.youtube.com/watch?v=dFjFP8uxyEM>

https://en.wikipedia.org/wiki/Cultural_heritage

<http://www.techtimes.com/articles/11900/20140801/watch-the-spread-of-culture-across-the-globe-in-a-matter-of-minutes.htm>

<http://jamaica-gleaner.com/gleaner/20130623/business/business6.html>

KEY VOCABULARY

Culture, heritage, globalization, technology, socialization, tradition, cultural diffusion, Rastafari, Reggae, diaspora, dancehall

LINKS TO OTHER SUBJECTS

Mathematics , English Language , Visual Arts, Information Technology , Civics

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Regional integration, federation, Caribbean citizen

Students will develop key skills by:

- Using evidence to formulate and express opinions about topical issues
- Sequencing information
- Problem solving
- Designing and creating
- Developing strategies

Students will develop knowledge and understanding of:

- The functions of regional organisations
- The reasons Caribbean countries seek to integrate
- The attempts at regional integration
- The role of Caribbean nationals in realising regional integration.

Students will develop attitudes which:

- Demonstrate the behaviours that are expected of a Caribbean citizen
- Show an appreciation for unity in a diverse Caribbean
- Display awareness of the need for Caribbean integration in a globalized world

About the Unit

In this Unit, students will trace the integration movement in the Caribbean from colonial times to the present. They will explore the viability of economic and political integration in the Caribbean and draw conclusions about the possibilities and obstacles to integration within the Caribbean. Students will create a profile of the Caribbean citizen and begin to appreciate the role of individuals, business organisations and governments in the success of the integration movement in the Caribbean region.

Guidance for the Teacher

This Unit is designed to encourage students to see themselves not only as Jamaican, but also as a Caribbean citizen who embrace religious, ethnic and cultural diversity of the region as a source of strength and richness. Teachers must use current happenings in the region when teaching this Unit. This Unit is not designed to provide the Grade 9 student with an in depth understanding of all areas of cooperation within the region. The focus is on two areas: sport and education, areas to which students can easily relate.

Prior Learning

Check that students:

- Are familiar with the concepts interdependence and integration
- Know the Caribbean territories

UNIT TITLE: The Caribbean Individual and Regional Integration**ATTAINMENT TARGET 3 :**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Develop working definition for the concepts/terms: regional integration, federation, Caribbean citizen, bilateral agreement, multilateral agreement
- Identify areas of regional cooperation in the Caribbean
- Discuss cooperation in education and sports in the Caribbean
- Distinguish between political integration and economic integration
- Outline stages of regional integration throughout Caribbean history
- Outline the functions of CARICOM, CSME, OECS, CCJ
- Identify and justify non-traditional areas of cooperation among Caribbean countries
- Weigh the benefits and obstacles to regional integration
- Suggest strategies to remove the obstacles to integration
- Examine the role of Caribbean citizens, Caribbean governments, non-governmental organisations and corporate bodies in fostering regional integration.
- Actively participate in activities to promote regional integration

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



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	Key Skills	Assessment Criteria
<p>Students will: Conduct online/offline research and create a concept map of the terms regional integration and federation.</p>	Organising ideas	Concept map shows attributes and examples of regional integration and federation
<p>Brainstorm to develop a profile the Caribbean citizen. Use a creative means to communicate the profile. This may include inter alia, song, poem, or art.</p>	Communicating ideas	Creative form must clearly show profile of the Caribbean citizen
<p>Participate in a game of "Tug- O-War". A group of students representing the USA or the European Union will pull against one student representing a Caribbean island e.g. Jamaica . Students will comment on the situation . More students representing other Caribbean territories will join the student representing Jamaica and pull against the group representing the USA or the EU. Students will then discuss their observations. Students will then discuss the importance of Caribbean countries cooperating when dealing with larger countries and regional groups.</p>	Working collaboratively	Class discussion should focus on the benefits to be derived from working together
<p>Work in collaborative groups and use image capturing device to interview members of the school/community about their views on cooperation in education and sports in the Caribbean e.g. "Should Jamaica compete in athletics as an individual country or as a part of a Caribbean team?" Should Jamaican students sit regional exams (CXC) or exams from outside of the region (GCE)?" Use the responses from the interviews and research to create a programme which is shared with the class. Tabulate responses from interviews and use statistical diagram/s to show the responses. Each group will discuss their views on the issues then write a commentary based on the question. They will then share their commentary with the class.</p>	Critical thinking	The opinions expressed by each group must be supported by evidence or logical arguments

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Conduct research online/offline and use graphic organizer to distinguish between economic integration and political integration.

Making comparisons

Graphic organiser should show clearly the differences between economic and political integration

Conduct online/offline research in collaborative groups to gather information and images on the stages of regional integration throughout Caribbean history. Create movie using windows movie-maker OR mount a display showing the various stages in the integration movement in the Caribbean. Students will discuss the factors that aided or hindered integration at various stages and what lessons were learnt from past attempts.

Formulating questions

Information presented on stages of integration movement must be in chronological order, outline the role of individuals and organisations that played a significant role in the integration movement and identify significant milestones

Brainstorm to identify areas of regional cooperation. Use graphic organiser to put areas identified into categories e.g. education, security and health care. Create a wiki page/scrapbook board on Caribbean integration. The page/scrapbook should include: Caribbean flag; a map showing the Caribbean region highlighting the members of CARICOM and OECS; the history and functions of CARICOM and OECS; functions of regional organisations, articles highlighting cooperation among member states etc. Write articles/poems/songs about the benefits of integration and the obstacles to integration. Develop strategies to address obstacles to regional integration in the Caribbean, post strategies on the page/scrapbook and invite feedback on the strategies proposed.

Developing strategies

Wiki page or scrapbook should be attractive and well organised. Proposed strategies should be clearly outlined so that others can comment

Participate in a team building activity called "All Aboard". Students will be divided equally into groups and be provided with a piece of cardboard, newspaper or tarpaulin, (representing the Caribbean region). Each group will consist of students representing Caribbean citizens, Caribbean governments, NGO's, and businesses that operate in the Caribbean.

Problem solving
Communicating ideas

Class discussion should bring out the roles of Caribbean citizens, Caribbean governments, NGO's and business organisations

Find a way to keep all members of the group on an ever diminishing space. Cardboard, newspaper or tarpaulin must be folded over and over again and all members of the group must remain on the newspaper, tarpaulin or cardboard. Take pictures of each group as they try to achieve this feat.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Engage students in class discussion about why each group failed or succeeded and the role of the Caribbean citizens, Caribbean governments, NGO's and business organisations in promoting and maintaining integration in the region.

Create a brochure or flyer promoting regional cooperation and integration.

Organising information

Brochure or flyer must be attractive, information must be organised and should include slogans etc. that promote regional cooperation and integration

Students will conduct online/offline research to find out the obstacles to regional integration. They will work in collaborative groups to develop a game of obstacles and overcomers. The game may be a board game, outdoor game, or one developed using free game maker software (<http://game-maker.en.softonic.com/download?ab=0#downloading>) The game must use obstacles to regional integration and ways to overcome these obstacles. Games must be named and have rules.

Designing and creating

Game must have an appropriate name, procedures, rules and use obstacles to regional integration in the Caribbean
Overcoming the obstacle must be based on Caribbean reality

Learning Outcomes

Students will be able to:

- ✓ Use graphic organisers to give detailed explanation of the concepts
- ✓ State the differences between political integration and economic integration
- ✓ Briefly describe in chronological order the stages of regional integration in the Caribbean
- ✓ State clearly the functions of CARICOM, CSME, OECS and the CCJ
- ✓ List and provide reasonable explanations for non-traditional areas of regional cooperation
- ✓ Carefully examine, consider and draw conclusions about the benefits and obstacles to regional integration
- ✓ Propose realistic solutions to overcoming obstacles to regional integration
- ✓ Give detailed explanation of the role of Caribbean citizens and governments, NGO's and business organisations in regional integration
- ✓ Participate in activities that promote regional cooperation and integration

Points to Note

- A Caribbean citizen should have an awareness of the similarities in Caribbean history and culture, know the territories of the region, know areas of cooperation within the region, know regional icons, know issues affecting the region, and identify himself/herself as a Caribbean person.
- Non-traditional areas of cooperation – fashion, film, entertainment, marketing especially using social media.
- Game created must meet criteria for educational game.

RESOURCES

Sandy, Meryvn. Social Studies Essentials for CSEC, With SBA, Study Guide & Exercises, Kingston: Carlong Publishers Caribbean Limited, 2005.

Braithwaite, S; Gill, J.; Wilson, M. Caribbean Social Studies for CSEC Oxford University Press (2012)

<http://www.caricom.org/jsp/community/history.jsp?menu=community>

http://www.caricom.org/jsp/community/member_states.jsp?menu=community

http://www.sice.oas.org/TPD/CAR_EU/Studies/CRSCARICOM_Challenges_e.pdf

<http://www.slideshare.net/aniome/the-west-indian-federation>

<http://www.slideshare.net/egfred/terms-and-concepts-for-regional-integration?related=1>

LINKS TO OTHER SUBJECTS

History, English Language, Civics, Drama

Extended Learning

Students will conduct research on music of the Caribbean including reggae, soca, calypso and music from the Spanish and French speaking Caribbean.

Students may conduct research on other regions such as the European Union.

KEY VOCABULARY

Regional integration, Federation Movement, CARICOM, Caribbean Single Market and Economy (CSME), Organisation of Eastern Caribbean States (OECS), Caribbean citizen, trading bloc,

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Social problem, child abuse, domestic violence, juvenile delinquency, human trafficking, poverty, crime, teenage pregnancy, sexually transmitted infection

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Collecting, analysing and using research data to solve problems and support conclusions drawn
- Making informed decisions
- Interpreting data and drawing conclusions

Students will develop knowledge and understanding of:

- The circumstances that facilitate social issues
- The consequences of social issues on the individual and society
- The work done by government and non-governmental organisations to address social issues

Students will develop attitudes which:

- Demonstrate active participatory citizenship in addressing social issues

About the Unit

In this Unit, students will examine some of the social problems which are currently plaguing Jamaica. They will explore the causes and consequences of these social problems on the Jamaican society. Students will conduct investigations, gather and use data to make informed decisions and develop strategies to address some of the social problems afflicting Jamaica. They will also assess the work of agencies whose main function is to tackle social problems. The unit is also designed to help students develop an awareness of their role as active citizens in dealing with societal problems. The Guidance Counsellor should be made aware of cases, as teachers may not be equipped to handle the gamut of issues.

Guidance for the Teacher

Social problems touch many children in our schools. As you discuss these problems be mindful that a student(s) in your class may be a victim of one of or more of these problems or may know someone who is. Some children may use the class discussion as a time to exhale; to share what has been bottled up inside for a while. The sharing can be cathartic. All members of the class must be encouraged to empathize with their classmates. Importantly, the teacher must guide the discussion so that sensitive information about individual students is not a part of the general class discussion.

There are many social problems to be investigated in this Unit. The teacher will have to select carefully the social problems that the students investigate as time will not allow for in depth investigation of all the social problems listed in this Unit.

Prior Learning

Check that students:

- Are aware of examples of social problems

UNIT TITLE: Social Issues in Jamaica**ATTAINMENT TARGET 3:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Develop working definitions for the concepts: social problem, child abuse, domestic violence, juvenile delinquency, human trafficking, poverty, crime, teenage pregnancy, sexually transmitted infection
- Discuss the causes of at least three social problems which affect the Jamaican society
- Gather and interpret data on social issues and use data to draw conclusions about social issues
- Analyse the consequences of three social problems on the Jamaican society
- Assess measures implemented by the governmental and non-governmental organisations to address the social problems in society
- Conduct research and use data gathered to develop strategies to address social problems at the local and national levels
- Make informed decisions or take positive action to prevent or reduce the impact of social issues
- Participate constructively in their communities to address social problems
- Be aware of the part that they can play in alleviating the social problems which Jamaica faces

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Brainstorm and develop concept map for social problem. Criteria for a social issue may include but is not limited to:</p> <ul style="list-style-type: none"> • People in the community/society view behaviour as undesirable • The behaviour has negative effects on members of the society • The behaviour violates fundamental beliefs and values of society • Behaviour persists over time • Behaviour requires collective social action to alleviate • Give examples and non-examples of a social issue <p>Write a definition for a social problem.</p>	<p>Webbing</p>	<p>A comprehensive definition for a social problem is written</p>
<p>In a collaborative group select a popular song/ newspaper article that relates to a social problems facing Jamaica and then do the following:</p> <ul style="list-style-type: none"> • Conduct research online/offline and write a definition for the social problem • Analyse the causes of social problems • Assess the lyrics of the song/the article and discuss the message that the singer is sending about the social problem • Write a song/poem/ article that responds to the song/article selected 	<p>Analysing and creating</p>	<p>Comprehensive definition of the social problem selected Detailed assessment of the song/article Song/article responds to issues raised in the song/ article</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in collaborative groups to gather data online or offline from the Statistical Institute of Jamaica or other reputable source relating to social problems in Jamaica. Use statistical diagrams and or maps to show the data. Interpret the data and draw conclusions about the social problem in Jamaica.

Interpreting data and drawing conclusions

Appropriate statistical diagrams used to represent relevant data
Correct interpretation of data
Conclusions drawn are based on relevant data

Work in collaborative groups to conduct research on a social problem in their school or community. Students will use the following steps to conduct the research;

- State the problem as a question.
- Explain why the social problem was chosen.
- Select a suitable method to collect the data and collect the data using questionnaires, interviews, observation check list, and online/offline research.
- Present data using statistical diagrams and prose
- Interpret and discuss the data
- Draw two conclusions based on the data
- Make two recommendations

Conducting research
Problem solving

Report should include a clearly worded question, and explanation of the social problem identified in the school or community
Data collection method and statistical diagrams should be suitable for the topic being investigated.
Conclusion and recommendations must be based on findings

Work in collaborative groups to read case studies on human trafficking. Examine each case and discuss the circumstances which led to human trafficking and the impact of trafficking on the individual and society. Each group will devise a strategy to fight human trafficking.

Strategic thinking

Strategy should be clearly outlined and feasible

Write and email a letter to the Minister of Labour and Social Security or the Minister of National Security to advise him on measures that could be employed to alleviate poverty or crime and violence in Jamaica.

Communicating ideas

Letter clearly outlines reasonable, workable measures to alleviate poverty or crime and violence

Select a social problem and create a poster/ skit that highlights the causes and/or consequences of the social problem on the individual and/or society.

Creative thinking

The causes and/or consequences of the social problem are evident in the poster/skit.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Conduct online/offline research to find out the government and non-governmental organisations that deal with social problems. Create a directory of these organisations listing them according to social problem. Selected one of these agencies, identify their functions and evaluate their effectiveness.

Evaluating

Directory should list organisations according to social problem

Invite resource person from governmental or non-governmental organisation to speak about a specific social problem. Students will write letter inviting the resource person(s) to the school, write questions to be asked of the resource person(s).

Listening and eliciting information

Letter(s) and questions should indicate the areas to be addressed in the presentation e.g. causes, consequences, statistics, cases

Learning Outcomes

Students will be able to:

- ✓ Give detailed explanation of the terms and concepts
- ✓ Provide detailed explanations for causes of at least three social problems
- ✓ Use data gathered about to draw conclusions about social problems in Jamaica
- ✓ Provide a detailed breakdown/examination of the consequences of at least three social problems in Jamaica
- ✓ Evaluate the measures used by governmental and non-governmental organisations to address social problems in Jamaica
- ✓ Use data from research to devise strategies to address the varied social problems which face Jamaica
- ✓ Make decisions and take actions based on accurate information
- ✓ Actively and constructively participate in activities to address social problems in Jamaica
- ✓ Use selected ICT to conduct research , create spreadsheet, tables and to share information via email

Points to Note

Extended Learning

- The limited class time will require much of the research to be done outside of the classroom and presented during class time. The research project is intended to assist students with an understanding of the research process and is not to be treated as a CSEC School Based Assessment.
- Students should be reminded to follow guidelines to promote healthy use of ICT tools.
- Teacher should ensure that students use recent data regarding social problems from the Statistical Institute of Jamaica or other relevant agencies.

Students can do further research for display and presentation on Jamaica's social problems and the interrelatedness of these to Jamaica's economic problems.

RESOURCES

Statistical Institute of Jamaica resources

Child Development Agency

Computer

<http://www2.maxwell.syr.edu/plegal/tips/sp.html>

<http://www.soc.iastate.edu/sapp/soc235ch02.html>

<http://www.people.vcu.edu/~jmahoney/define.htm>

<http://www.unfpa.org/news/young-and-pregnant-jamaica-staying-school>

<http://www.unodc.org/unodc/data-and-analysis/glotip.html>

http://www.unicef.org/jamaica/partners_2061.htm

<http://www.advocatesforyouth.org/publications/1330-womens-centre-of-jamaica-foundation-programme-for-adolescent-mothers>

http://hivhealthclearinghouse.unesco.org/sites/default/files/news/hiv_and_health_education_clearinghouse_thematic_brief_eup.pdf

KEY VOCABULARY

Social problem, child abuse, domestic violence, juvenile delinquency, human trafficking, poverty, crime, teenage pregnancy, sexually transmitted infection

LINKS TO OTHER SUBJECTS

English Language, Mathematics



NSC

SOCIAL STUDIES

GRADE 9: TERM 2

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Sustainable urban and rural development, human development index, climate change, economic growth, development, gross national product and gross domestic product

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Collecting, analysing and using research data to solve problems and support conclusions drawn
- Making informed decisions
- Using evidence to evaluate performance indicators

Students will develop knowledge and understanding of:

- The importance of Jamaica's natural and human resources in achieving sustainable rural and urban development
- Jamaica's development plan: Vision 2030

Students will develop attitudes which:

- Demonstrate willingness to contribute to Jamaica's development
- Show an understanding and an appreciation for the role they will need to play in Jamaica's development plan: Vision 2030

About the Unit

In this Unit, students will examine natural and human resources and how these impact sustainable development. Students will focus on Jamaica's National Development Plan; Vision 2030. Students will be engaged in collaborative research, comparative case studies and community surveys to determine the extent to which Jamaica is achieving the goals of Vision 2030. They will also be encouraged to become advocates of Vision 2030 by gathering and sharing information about the development plan.

Guidance for the Teacher

The lesson requires careful planning and that materials be sourced from the entities suggested, namely the Statistical Institute of Jamaica, to facilitate the necessary research work. Vision 2030 is the National Development Plan for Jamaica which will chart our course from now until 2030. All Jamaicans must be aware of, and embrace Vision 2030. In order to achieve these, students must be engaged in activities that allow them to interact with the National Development Plan. One such activity is a community survey in which students investigate the level of awareness among community members. For this survey students should be guided when formulating questions. The data collection process may be informal. Students can collect data about awareness of Vision 2030 from family members, friends and neighbours.

Prior Learning

Check that students:

- Have an understanding of the concept resources
- Can classify natural resources
- Understand the importance of the human resource

**UNIT TITLE: Development and Use of Resources:
Impact on National Growth and Development**

**ATTAINMENT TARGET 2:**

Develop an understanding of the interdependent relationship between humans and the environment.

Theme: Diversity, inter-dependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Explain and use correctly the terms: sustainable urban and rural development, human development index, climate change
- Distinguish between economic growth and development; gross national product and gross domestic product
- Outline the factors that contribute to national development
- Evaluate the importance of the development of a country's human and natural resources
- Assess the ways in which Jamaica develops its natural and human resources
- Explain Jamaica's National Development Plan (Vision 2030)
- Recite Jamaica's National Vision Statement
- Analyse Jamaica's National Goals (Vision 2030)
- Evaluate the proposed performance indicators and targets which are used to measure progress. (Vision 2030)
- Represent and interpret data related to human resources, economic growth and development
- Advocate for the acceptance and participation of Jamaicans in the goals of Vision 2030
- Play an active role in realizing the goals of Vision 2030

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Create concept map for terms such as development, sustainable development, economic growth, climate change using appropriate available software. Compare the terms gross national product (GNP) and gross domestic product (GNP). Use online sources to compare Jamaica’s GNP and GDP to that of Haiti and the USA and then analyse their findings.</p>	<p>Creating concept maps Comparing terms and data Analysing data</p>	<p>Concept maps Statistical diagrams showing the comparison between Jamaica’s GDP and other countries</p>
<p>Compare case studies of Jamaica and Japan. Compare countries in terms of population size, population characteristics, natural resources, human development index etc. Students will use information gathered to determine the factors that contribute to national development and to evaluate the importance of human and natural resources to national development. Case study should include statistical diagrams and maps.</p>	<p>Conducting research Evaluating</p>	<p>Similarities and differences between countries identified Factors that contribute to national development of both countries outlined The importance of human and natural resources to development determined</p>
<p>Work in collaborative groups to examine the extent to which the goals of Vision 2030 are being achieved. Each group will examine the Vision 2030 document and outline each goal, challenges to be overcome, what we have to do to achieve each goal and what has been done to achieve each goal.</p>	<p>Work collaboratively to accomplish assigned task</p>	<p>Groups present findings to classmates</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Also find out the extent to which the goals of Vision 2030 have been realized in their community. Each group will share the information gathered using appropriate available software and present findings to the class.

Work in collaborative groups to conduct a survey in their school or community to determine the level of awareness of the, Vision Statement, goals of Vision 2030 and performance indicators and targets for 2030. Each group will then design a campaign to spread the Vision Statement and goals of Vision 2030 to the rest of the school/community. This can be done via social media or by using songs, posters, and slogans.

Conducting a survey
Developing a campaign

Campaigns launched by each group to spread Vision 2030

Learning Outcomes

Students will be able to:

- ✓ Distinguish between the terms economic growth, development and sustainable development
- ✓ Differentiate between gross domestic product and gross national product
- ✓ Explain the importance of human and natural resources to the development of a country
- ✓ Use statistical data and diagrams to chart and compare development in Jamaica and other countries
- ✓ State Jamaica's National Vision Statement
- ✓ Assess the extent to which the goals of Vision 2030 are being realized
- ✓ Use selected ICT to conduct research , analyse and present findings

Points to Note

Extended Learning

- Students should use the Vision 2030 Jamaica National Development Plan "Popular Version" which is produced by the Planning Institute of Jamaica. This version is more student friendly.
- Teachers should ensure that students know the Vision Statement and the goals of Vision 2030.
- Statistical data and diagrams for both developed and developing countries should be used to make comparisons and see trends
- Students should be reminded to follow guidelines to promote healthy use of ICT tools

Students will conduct research to determine the sustainability of national or local development projects. For example, students may investigate the environmental and social impact of the construction of highways, the logistics hub, mega hotels, bauxite plants, and farming. Write a reflective blog or broadcast a podcast about their findings.

RESOURCES

Vision 2030 Jamaica

<http://statinja.gov.jm/>

<http://www.un.org/en/development/desa/population/index.shtml#lowerbar>

Text, online documents on population, population pyramids

Computer

Multimedia projector

KEY VOCABULARY

Economic growth, development, sustainable development, climate change, gross domestic product, gross national product, natural resource, human resource, population pyramid, employment, underemployment, labour force

LINKS TO OTHER SUBJECTS

Mathematics , Geography , Civics , English Language , Information Technology

Government Range of

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Democracy, government, Westminster Model, executive, legislature, judiciary, parliament, senate, bicameral, bill, act/law, civil service, executive agencies

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Observing proceedings to gather information
- Developing logical arguments
- Asking relevant and probing questions
- Proposing solutions

Students will develop knowledge and understanding of:

- The structure and functions of the Jamaican government
- The role/functions of organisations and institutions that provide a system of checks and balances
- The need for active participatory citizenship in accountable governance

Students will develop attitudes which:

- Demonstrate the behaviours of the ideal, active, participatory Jamaican citizen
- Show an understanding the role of the citizen in maintaining good governance

About the Unit

In this Unit, students will be introduced to the structure of the Jamaican government and the functions of the different branches of the Jamaican government. Students will look critically at government and governance in Jamaica. They will judge the work done by parliamentarians and civil servants and come to appreciate their role in governance. Students will evaluate the systems of checks and balances that operate to ensure that the functions of government are carried out effectively. Students will participate in field visits, role play, conduct interviews, and examine materials from the media.

Guidance for the Teacher

Teachers should ensure that students do adequate preparatory work before for classes in order to maximize the class time. Preparation of the Chart – Structure of the Jamaican Government and other introductory material are essential to pique the interest of the students. Additionally, the teacher should do the preparatory work for the field trip to Gordon House.

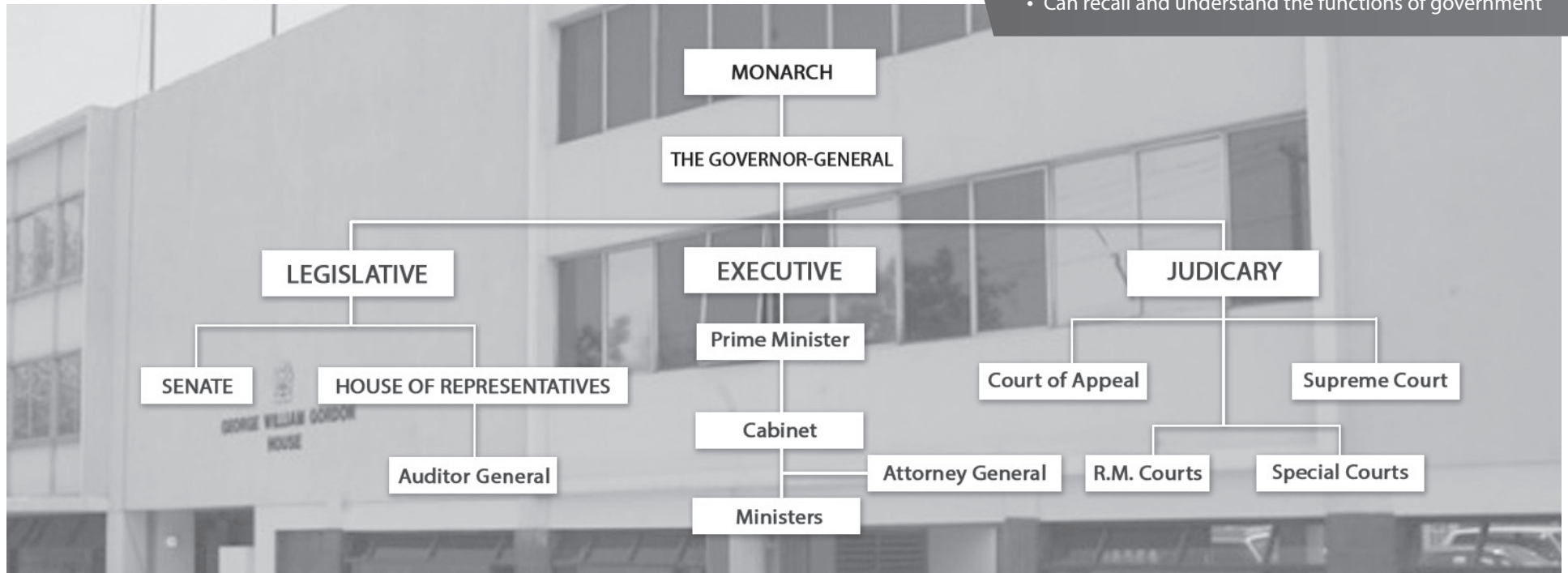
Teacher must stay clear of partisan politics and encourage objectivity in class discussions. The teacher must also encourage students to show respect for the leaders of government and the office that they hold.

Prior Learning

Check that students:

- Are familiar with the concept government
- Can recall and understand the functions of government

UNIT TITLE: Political Institution : The Structure of the Jamaican Government



ATTAINMENT TARGET 3:



Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Explain the concepts/terms: democracy, government, Westminster Model, executive, legislature, judiciary, parliament, senate, bicameral, bill, act/law, civil service, executive agencies,
- Critique the structure of the Jamaican Government
- Explain the composition of each branch of government
- Evaluate the role of each branch of government
- Describe the extent to which the Members of Parliament are carrying out their functions
- Analyse the systems of checks and balances in the Jamaican government
- Become active participants in governance

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Examine chart online or offline showing the structure of the Jamaican Government and then describe its structure. Debate the moot "The Queen should be retained as the Head of State".</p>	<p>Developing logical arguments</p>	<p>Present reasoned arguments during debate</p>
<p>Go on a field trip to Gordon House or watch parliamentary proceedings on cable television (PBCJ) and then do a report on parliamentary proceedings. Students will observe and record parliamentary proceedings and protocol, find out the history and purpose of the ceremonial mace and sergent-at-arms, listen and record main issues discussed by parliamentarians. Write a reflective piece on their visit.</p> <p>Use image capturing device to take pictures. Create digital story with pictures, audio and text. Share with class.</p>	<p>Listening and recording relevant information Observing proceeding to gather information</p> <p>Capture images with digital camera and other image capturing device</p>	<p>Reflective piece on visit to parliament should include date of visit, House observed, protocol observed by members, record of matters discussed, reflection on the visit</p>
<p>Work in groups to conduct research on the roles of each branch of government; the opposition and the civil service. Collect newspaper articles about the roles of each branch and evaluate the extent to which the roles are efficiently carried out.</p>	<p>Gathering information</p>	<p>One newspaper article for each function identified. Evaluation must include conclusions supported by evidence from the articles</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Decide on one or two issues that they would like to see written into law. Role play their Member of Parliament introducing the bill for the law, the stages that the bill goes through including discussion with the opposition members. Role play should end when the bill is passed.

Analysing and interpreting information
Discussing issues and decision-making

Role play must be done in setting similar to Jamaican parliament. Protocols observed in Jamaican parliament must be observed during role play. The bill must be clearly outlined and all steps in the process adhered to

Conduct interview with or write a letter to the Member of Parliament to find out his/her role as a MP and what he has done for his/her constituency. They should present their concerns and proposals for improvements in the constituency.

Asking relevant questions
Proposing solutions

Interview questions and letters to Member of Parliament should be clear, relevant and probing
Proposal should include workable solution to problems identified

Learning Outcomes

Students will be able to:

- ✓ Outline the structure of the Jamaican government
- ✓ Explain the composition of the executive and the legislature
- ✓ Evaluate the functions of the executive, the legislature and the judiciary
- ✓ Use evidence to support conclusions drawn about the work of parliamentarians
- ✓ Clearly outline the steps involved in making laws
- ✓ State the agencies and institutions that are in place to regulate and maintain integrity of government
- ✓ Assess the system of checks and balance
- ✓ Play their role as citizens of Jamaica in governance
- ✓ Use selected ICT to conduct research, create digital stories, capture and edit images and to share information about their local municipality/parish council office.

Points to Note

- In instances where it is not practical to go on the field trip resource persons from those institutions could be invited to speak to the students or video presentations may be used.
- The systems of checks and balances should include the opposition, the Contractor General and the Public Accounts Committee.

Extended Learning

Students could do individual research on the system of courts in Jamaica. The research should include an investigation of the Privy Council and the Caribbean Court of Justice.

RESOURCES

Internet resources,
JIS,
Textbooks
Computer
Camera and other image capturing devices
Multimedia projector

KEY VOCABULARY

Government, executive, legislature, judiciary, parliament, senate, bicameral,
Bill, Act/Law, power, authority, governance, opposition, separation of powers,
leader, constituency

LINKS TO OTHER SUBJECTS

English Language, Drama

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Constituency, election, electioneering, gerrymandering, first-past-the-post, vote, polling, ballot, campaign, political party

Students will develop key skills by:

- Analysing information
- Expressing opinions
- Taking part in research and discussions
- Resolving conflict
- Proposing solutions

Students will develop knowledge and understanding of:

- How Jamaicans achieved Universal Adult Suffrage
- The democratic process
- Jamaica's electoral system
- Measures to ensure transparency and fairness

Students will develop attitudes:

- Which demonstrate the behaviours of respect for democracy and the rule of law
- Of openness, tolerance, courage to defend a point of view
- Which show willingness to listen to, work with and stand up for others.

About the Unit

In this Unit, students will come to an understanding of democracy and the electoral system through simulation exercises. They will explore concepts related to the electoral process. Students will investigate the effectiveness of individuals and organisations that are in place to ensure fairness and transparency in the electoral process. Students should come to realize the importance of active participatory citizenship in maintaining democracy.

Guidance for the Teacher

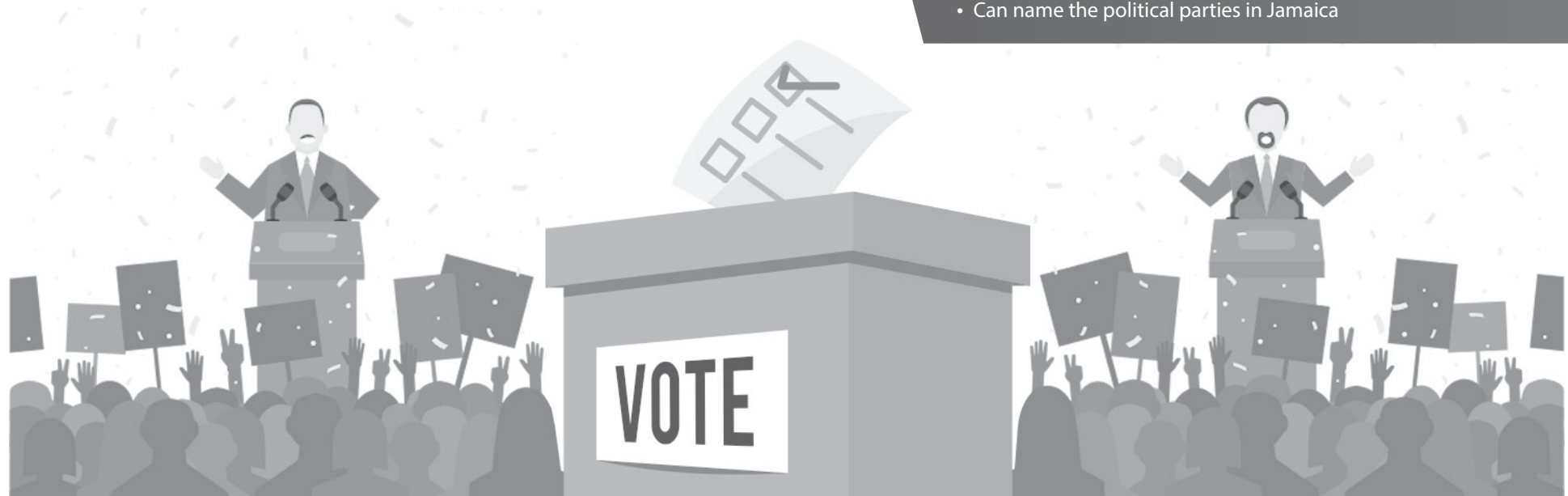
As far as possible paraphernalia associated with the electoral process e.g. voter list, voters' identification, ballot paper, ballot box should be used in the lesson. The teacher should not allow students to use the names, symbols or colours of established parties in simulation exercise. The electoral process may be used to elected prefects and student council representatives. Discourage partisan speech or behaviours during the lesson.

Do not present all concepts and key vocabulary at the beginning of the Unit. Guide the lesson so that the concepts come out as the Unit progresses.

Prior Learning

Check that students:

- Know the structure of the Jamaican government
- Can name the political parties in Jamaica

UNIT TITLE: The Electoral Process**ATTAINMENT TARGET 3:**

Know and value the contributions of communities and institutions in fostering national development, regional integration and international cooperation.

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define and use key concepts/terms: constituency, election, electioneering, gerrymandering, first-past-the-post, vote, poll, polling station, ballot, campaign, political party, Universal Adult Suffrage
- Differentiate between the role of the Chairman of the Electoral Commission and the Director of Elections
- Outline the functions of the Political Ombudsman
- Name the types of elections held in Jamaica
- State the time period for General Elections in Jamaica
- Describe the preparations which political parties make before an election
- Outline the major steps of the electoral process in Jamaica
- Explain the steps to be taken in casting a vote
- Discuss the factors that influence the outcome of elections
- Appreciate the works of election day workers
- Value the right to vote

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Read from class text and other source materials to gather information, on Universal Adult Suffrage such as: what it is, date it was granted, those who have the right and those who are denied the right to vote and what the right to vote means for the majority of Jamaicans. Present the information on a poster, brochure, jingle, song/poem entitled “It’s my right –I will vote”.</p>	<p>Gathering information Communicating information in a variety of ways</p>	<p>Method of communication must clearly state what is Universal Adult Suffrage, when it was achieved and who can vote</p>
<p>Work in collaborative groups to find out the differences among General Election, Local Government Election, Bi-Election and Referendum. Each group present their findings.</p>	<p>Making distinctions</p>	<p>Presentations must show differences in when elections are held, why they are held, who is eligible to stand for election and who can vote</p>
<p>Listen to each other as they share ideas on what is a constituency and the reason some parishes have more constituencies than others. Conduct research to verify answers. Examine newspaper articles on where, why and when constituency boundaries are established or changed. Discuss how constituency borders are drawn to explain the concept, gerrymandering.</p>	<p>Verifying information Analysing</p>	<p>Explanation should include what is gerrymandering and give examples of changes in number of constituencies and/or constituency boundary</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to talk from resource personnel from the Electoral Commission. Use recording device to capture presentation and share with the class.

Panel discussion on the reasons every person who reaches the age of eighteen years should vote.

Developing convincing arguments

Reasons presented by the panel should be clear and well-reasoned

Individually research online or offline the enumeration process and engage in question and answer session on the subject.

Listening for information

Question and answer session should include, when enumeration takes place, who can be enumerated and where

Develop a list of questions they think an enumerator is likely to ask then match their list with the actual questions to be asked.

In groups role-play the enumerator conducting an interview at the home of a community member. Explain how checks and balance are ensured when the enumerator visits a home.

Gathering information

Participants in the simulation must imitate the actions of enumerator and householder
Questions asked must be similar to those asked by an actual enumerator

Invite personnel from the electoral office to speak on preparation for an election. Use recording device to capture presentation and playback for class discussion. Prepare questions to be asked of the electoral officer.

Engage in question and answer session after presentation by electoral officer.

Capture presentation with image capturing device

Session should provide detailed information about each step in the process of preparing for an election

Asking probing and compelling questions

View pictures online or offline showing various tools and equipment associated with the enumeration process e.g. a camera a questionnaire, identification card, voters list. Create a model of polling station use appropriate available software to assist with creating the model. Display of models, picture, realia and photographs of items used in the electoral process. Simulate the election day process.

Simulating events

Simulation of polling station activities on election day must include all election day personnel and paraphernalia

Watch video presentations/read newspaper articles. Then in collaborative groups discuss the role of the Political Ombudsman, the Director of Elections, and the Chairman of the Electoral Commission, Returning Officer, Presiding Officer and Poll clerk. Evidence to evaluate the effectiveness of each.

Using evidence to support conclusions

Conclusions drawn about the effectiveness of each must be supported by evidence

Suggested Teaching and Learning Activities

Students will:

Participate in whole group discussion about how communities may work together to prevent conflict that could arise among political party supporters.

Key Skills

Problem solving

Assessment Criteria

Proposals must be feasible

Learning Outcomes

Students will be able to:

- ✓ Convey information on Universal adult suffrage and its importance to democracy
- ✓ Participate in decision making process at school and in the country
- ✓ Use various tools to gather information
- ✓ Explain to others how to get their names on the voters' list
- ✓ Describe the electoral process in Jamaica
- ✓ Describe how political parties prepare for elections
- ✓ Use evidence to draw conclusions about the work of electoral agencies and officials
- ✓ Use selected ICT to conduct research, create models, capture and edit images and to share information

Points to Note

- Students must come away understanding that the right to vote is one of the greatest privileges given to Jamaicans by law. It is the duty of all qualified citizens to exercise this franchise.
- Some text will show Jamaica having sixty constituencies however since the General Election of 2011 the constituencies have been increased to sixty three.
- Jamaica's first real election was held in 1944 the year Universal Adult Suffrage was granted.

Extended Learning

Use the electoral process as a model to inform and conduct student council elections or election for class monitors. The process should include:

- Nomination of candidates
- Campaigning
- Voting by secret ballot
- Counting of the ballot
- Declaration of a winner

RESOURCES

Ballot paper, ballot box, identification card, voters' list, Integrity lamp, voting ink, Text book, computer, camera and other image capturing devices, multimedia projector, internet

<http://www.eoj.com.jm/content-73-191.htm>

<http://www.nlj.gov.jm/Ja50/index.htm>

<http://www.eoj.com.jm/>

KEY VOCABULARY

Ballot paper, ballot box, enumerator, gerrymandering, integrity lamp, poll clerk, universal adult suffrage, voters' list, voters' identification card, voters' list, voters' registration, returning officer,

LINKS TO OTHER SUBJECTS

Visual Art, Mathematics, English Language



NSC

SOCIAL STUDIES

GRADE 9: TERM 3

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Physical/natural environment, sustainable development, green technology, pollution, carbon emissions, toxic, non-toxic, alternative energy

Students will develop key skills by:

- Analysing statistical maps and diagrams
- Making predictions
- Taking part in research and discussions
- Using print and online sources to find and interpret meanings
- Using research data to support conclusions drawn
- Proposing solutions

Students will develop knowledge and understanding of:

- The growth of green technology as a field of study
- The impact of human activities on the environment
- How the actions of humans can lead to sustainability of the environment

Students will develop attitudes of:

- Openness to the use of green technology to replace destructive methodologies
- Appreciation for the need to develop and use green technology on a continuous basis

About the Unit

In this Unit, students will explore the use of green technology also known as environmentally friendly or clean technology. They will gather information from multiple credible sources, analyze and assess the information gathered, then use it to draw conclusions about the necessity of green technology in sustainable development. Students will interrogate present unsustainable and sustainable practices, policies, agreements and laws and develop their own green measures and strategies. They will create informative and analytical pieces to convey the imperative of green technology to the health and well-being of man and his environment.

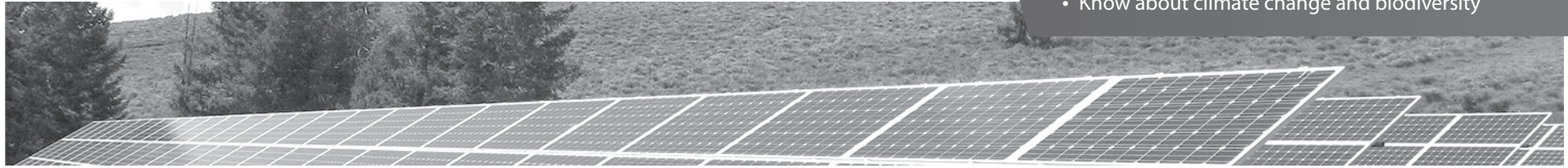
Guidance for the Teacher

Teachers should guide students on narrowing their search in finding green solutions in various categories. They should also make sure students understand the balance between the needs of humans and the needs of the environment.

Prior Learning

Check that students:

- Know about the use and misuse of natural resources
- Know about climate change and biodiversity

UNIT TITLE: Environmental Problems and Green Solutions : Green Technology**ATTAINMENT TARGET:**

Develop an understanding of the interdependent relationship between humans and the environment.

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Define correctly the related concepts/terms: physical/natural environment, sustainable development, green technology, pollution, carbon emissions, toxic, non-toxic, alternative energy
- Analyse the goals of green technology
- Gather information from multiple sources on types of green technology (innovation) used in various sectors of the society
- Analyse and assess the claims of each type of green technology found
- Formulate questions about how green technology can help to sustain the environment and human health on planet Earth and gather evidence to answer questions
- Analyse patterns of production and consumption, categorise these into unsustainable and sustainable practices and devise strategies to make them sustainable
- Create and interpret statistical maps and diagrams showing environmental problems and solutions
- Make predictions about the possible impact of a variety of continued and combined unsustainable practices on different types of environment and the health of different people
- Gather information from multiple sources and develop informative and analytical presentations on green solutions to environmental problems
- Identify organisations that are certified as being environmentally friendly, assess their operations, gather information from other sources and then develop guidelines for other organisations to become environmentally friendly
- Assess the costs and benefits of green technology and use multiple criteria to make decisions about production and consumption

OBJECTIVES

Students will be able to:

- Identify a problem, then design and create a green innovation to address the problem.
- Examine symbols which indicate the use of green technology then design and create a green technology symbol
- Conduct research to determine the level of awareness of green technology and devise methods to improve public education
- Practice environmentally responsible behaviours and environmental sensitivity
- Evaluate sources used to gather information

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions..



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Research the concepts online or offline and show understanding through graphic organisers which may include pictures.

Organising information

Graphic organiser shows meaningful relationship between items as well as comprehensive understanding of concepts

Design a poster showing the ways in which green technology can help to sustain the Earth's environment.

Green home, green hotel, green factory, green farm, green bank

Designing
Synthesizing

Poster depicting ways in which green technology can help to sustain the Earth's environment

Collect pictures that depict human activities and organise them on a chart under the headings sustainable and unsustainable practices. Write summary of the sustainable and unsustainable human activities.

Categorizing

Appropriate pictures depicting sustainable and unsustainable human activities

Research online/offline about the impact of continued unsustainable practices on the environment and make predictions about their impact, then present findings and predictions using various art forms or electronically.

Making predictions
Analysing
Organizing

Present findings and predictions about continued unsustainable practices on the environment electronically or through various art forms

On a chart or PowerPoint presentation depict examples of environmental problems such as water/land/air/noise pollution, improper solid waste disposal and show how green technology could be used to solve/minimize the issues/problems.

Problem solving
Designing
Creating

Presentation or chart puts forward workable solutions

Write a letter to their local newspaper about an environmental problem that is affecting their school or community state how they think the problem can be resolved.

Developing solutions

Display, blog or field report shows evidence of data gathering, interpretation and analysis.
Recommendations are related to data gathered and are feasible

Identify a problem related to the environment such as improper solid waste management or, high energy consumption, water/land/air/noise pollution. Students will collect primary data by conducting interviews, administering questionnaires and field visits. Students will then present and analyse the data using photographs, statistical diagrams and in written format. Students will make recommendations based on their findings. Recommendations can be sent to the relevant authorities highlighting the possible impact of continued unsustainable practices.

Collecting, collating,
interpreting and analysing
data
Constructing statistical
diagrams

Oral presentation on the steps involved in the design and creation of a green solution to an environmental problem

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Set up a display with their findings or submit a field report. Write a blog or a letter to the Minister of Environment and Climate Change or any other relevant authority highlighting the possible impact of continued unsustainable practices.

Create blog/Facebook page/magazine.

Collaboratively, design and create a green solution method to an environmental problem that is affecting their school or community.

Designing
Creative thinking

Solution must be environmentally friendly, realistic, practical and feasible

Analyse and discuss data regarding the state of the environment in selected industrial and non-industrial countries to determine levels of contribution to environmental degradation.

Analysing

Write a paragraph on the findings obtained from the data regarding the state of the environment in selected industrial and non-industrial countries.

Research offline/online and identify symbols which indicate the use of green technology in buildings/constructions, electronics etc. and present information on charts or pamphlets.

Work in collaborative groups to design and create a green technology symbol /logo which can be used to indicate the use of green technology in schools, public buildings, office building, electronics etc.

Explain the symbol/logo and the features of the buildings or the electronics.

Designing

A symbol/logo along with explanation about the use of green technology in buildings, electronics

Learning Outcomes

Students will be able to:

- ✓ Define, explain and use correctly key terms/concepts
- ✓ State the goals of green technology and present reasoned arguments to say why/why not goals are attainable
- ✓ Use evidence to support claims put forward by green technology
- ✓ Use data to answer questions about how green technology can promote sustainable development and human health
- ✓ Interpret data presented in statistical maps and diagrams
- ✓ Correctly identify green technology symbols and create green technology symbols
- ✓ Write a comprehensive explanation of how green technology can help to sustain the environment
- ✓ Appreciate the need to preserve the environment and take action do so
- ✓ Become advocates for the sustainability of the environment by developing and sharing information about the benefits of green technology
- ✓ Make plausible predictions about the impact of sustainable and unsustainable practices on the environment
- ✓ Clearly differentiate between unsustainable and sustainable human activities

Points to Note

- Students and teacher should use materials developed to share with other students and teachers.
- Teacher should encourage students to join with national and international movements in increasing awareness on environmental matters. This should be an on-going activity to keep students motivated and maintain a positive attitude towards using green technology.
- Graphic organisers are pictorial/diagrammatic ways of constructing knowledge and organising information

<http://www.enchantedlearning.com/graphicorganizers/>

RESOURCES

Web quests on greening the environment, textbooks, internet sources

Computer

NEPA, NSWMA, Ministry of Environment and Climate Change, Jamaica Public Service

<http://www.deepgreenrobot.org/green-technology-definition.html>

http://www.green-technology.org/green_tech.htm

<http://greenglobe.com/green-globe-certification/>

<http://www.green-technology.org/what.htm>

<http://www.biocontrol.entomology.cornell.edu/what.html>

https://www.iucn.org/about/work/programmes/water/wp_our_work/wp_our_work_ridgetoreef/

<http://www.ccam.org.jm/>

LINKS TO OTHER SUBJECTS

Civics, Mathematics, Science, Geography

Extended Learning

Students will seek to become environmental wardens/activists and encourage their friends and communities to develop similar awareness.

Use Earth Day as a platform for building awareness among their peers.

Participate in Earth Day activities (beach clean-up etc.)

Form or join an environmental club/society

KEY VOCABULARY

Sustainability, green technology, alternative energy, pollutant, green globe certification, polluter pays principle, biodiversity, preservation, conservation, biological control, ridge to reef, invasive species, sea level rise, water scarcity, interdependence

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Value, work, work ethic, job, right, responsibility, trade union, employer, employee, industrial dispute, arbitration, collective bargaining, sick out, lock out, lobbying, work-to-rule, strikes, career, profession

Students will develop key skills by:

- Using terms effectively in oral and written communication
- Designing data collection instruments
- Analysing data collected and drawing conclusions
- Categorising information collected and formulating examples
- Integrating prior experiences with present ones
- Planning and executing role plays and dramatizations
- Analysing pictures, videos and photographs and drawing conclusions
- Demonstrating practical ways of preparing for the working world

Students will develop knowledge and understanding of:

- The impact of personal values have on decision making
- The importance of application letters, application forms and resume.
- The rights and responsibilities of employers and employees in the workplace
- The role of trade unions is resolving conflicts in the workplace

Students will develop attitudes by:

- Assessing how their personal values can impact their attitude towards work
- Cooperating in groups
- Respecting the rights of others
- Modelling effective conflict resolution skills

About the Unit

In this Unit, students will learn about the impact personal values have on decision making and the importance of developing the right attitude towards work. They will learn the correct way to fill out an application form, write on application letter and résumé and valuable tips in preparing for an interview. Students will become aware of the rights of workers and the laws which are put in place to protect them, as well as the responsibilities employees have to carry out and consequences for not carrying out these tasks. They will examine the roles of trade unions in resolving industrial disputes.

Guidance for the Teacher

In order for students to effectively collect data using the interview method, teachers must guide students in completing an interview checklist or questionnaire. Before taking students on field trips, prepare an observation schedule with stated objectives to guide students. Teachers should ensure that the information collected is analysed by students.

Round Robin Brainstorming is a strategy when the class is divided into small groups of 4 to 6 students per group with one person appointed as the recorder. A question is posed by the teacher with many possible answers and students are given time to think about answers. After the “think time,” members of the team share responses with one another round robin style. The recorder writes down all the answers of the group members. The person next to (clockwise) the recorder gives their answer and the recorder writes it down then the each person in the group in order (clockwise) gives an answer until time is called.

Think-pair- share is a cooperative learning technique that promotes individual participation and is applicable to all grade levels and class sizes. Students use three steps to think through a given task:

- **Think:** While in whole group each student thinks independently about the question, to come up with his/her own ideas.
- **Pair:** Students in pairs to discuss their ideas. This step allows students to talk about their ideas and to consider those of others.
- **Share:** Student pairs share their ideas with the whole class.

Prior Learning

Check that students can:

- Define the terms resource, human resource, population
- Identify economic activities

UNIT TITLE: Individuals in the Workplace**ATTAINMENT TARGET 3:**

Know the value of the contributions and institutions in fostering national development and regional integration and international cooperation

Theme: Living Together

OBJECTIVES**Students should be able to:**

- Define the terms: value, work, work ethic, job, right, responsibility, trade union, employer, employee, industrial dispute, arbitration, collective bargaining, sick out, lock out, lobbying, work-to-rule, strikes, career, profession, child labour
- Analyze at least three factors which influence personal values.
- Discuss how personal values affect decision making
- Assess the value of work and good work ethics
- Explain how the economy benefits when a large percentage of the labour force is employed.
- Conduct research and use the information gathered to start their own business
- Write an application letter and resume' and complete job application forms
- Demonstrate how to prepare for an interview.
- Identify at least five rights and five responsibilities of individuals in the workplace.
- Assess the importance of having rights in the workplace.
- Illustrate three actions that can be taken against workers who do not carry out their responsibilities.
- Show willingness to respect the rights of others
- Recognise the importance of Trade Unions in Jamaica
- Identify at least three Trade Unions in Jamaica and their objectives and functions
- Discuss at least three laws that protect the rights of employees.
- Analyze ways in which industrial disputes can be resolved.
- Discuss at least two ways in which conflicts can be resolved among employees in the workplace.
- Value the views of others through class discussion.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Engage in class discussion on personal values and factors which influence individual’s personal values. Reflection on five of their personal values includes at least three factors which influence their personal values. Use graphic organiser to show how the values identified can influence decision-making, performance of tasks at work and work ethics.</p>	<p>Reflective thinking</p>	<p>Journal entries on personal values and factors which influences their personal values. Graphic organisers show the links between wholesome values and good work ethics</p>
<p>Engage in class discussion/view video/movie clip and express through creative art forms good work ethics and the benefits of them.</p>	<p>Establishing causal relationships Creating digital presentations</p>	<p>Creative art forms show the relationship between good work ethics and the benefits to employers employees and the organisation</p>
<p>View multimedia presentation depicting the various fields of employment opportunities in Jamaica, the Caribbean and internationally, then discuss the ways in which they can prepare themselves for employment or becoming an employer. Conduct research on careers/fields that are obsolete, on the decline, those that are emerging and those that will emerge in the future.</p>	<p>Conducting research on careers</p>	<p>List should include at least five careers, skills/ competencies required for matriculation and the institutions (one local and one overseas) where training is available</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Select one of the emerging careers/fields and match this to the skills/talents/abilities/training/education that they will need to be successful in the chosen field/career. Conduct research on the qualifications necessary and the institutions which offer training in selected career or field. Create list showing careers, training institutions (local and overseas), skills/competencies needed for each career.

Write journal entry on chosen career path.

Journal entry identifies career path, requisite skills, training, and education and institutions which will prepare them for chosen career path

Visit the Jamaica Productivity Centre/read a hand out/ watch a video presentation on how the economy benefits when a large percentage of the labour force is employed.

Analyse statistics which show the relationship between productivity and gross domestic product.

Summarize the benefits mentioned as well as suggest other benefits to the individual and the country.

Listen to a resource person e.g. human resource manager or employer speak about productivity in the work place, how they recruit, select, keep and reward productive employees, how productive employees benefit their organisation.

Write an essay on the information gathered.

Analysing statistics

Summarizing

Listening for information

Asking relevant questions

Essay on the benefits of a productive labour force as well as making suggestions to increase the productivity of the labour force

Be provided with samples of job advertisements from local newspaper/online and collaboratively write an application letter and résumé in response to given advertisement.

Aligning skills and competencies with positions

Correctly written application letter and résumé clearly identifies skills, training and education required for the position.

Engage in class discussion or watch a video presentation on how to prepare for a job interview, then organize a job fair and participate in mock interview sessions for prospective jobs.

Preparing for and participating in a job interview

Interviews show knowledge and awareness of skills and training required for job being applied for

In collaborative groups carry out research online or offline on: three Trade Unions in Jamaica and include their objectives, functions, and achievements. Peruse the print and electronic media or interview members of these trade unions and determine the extent to which they are fulfilling their objectives and functions, and how workers benefit.

Evaluating results of actions

Trade Unions and the representative(s) must be named. Interviews must be reference. Conclusions must be supported by evidence

Suggested Teaching and Learning Activities

Students will:

Listen to talk from resource person – Trade Unionist- use recording device to capture presentation. Create multimedia presentation and share with class, then write individual reports on:

- The role and function of trade unions in Jamaica
- The importance of trade unions
- The grievance procedure
- The rights and responsibilities of workers at the workplace
- The advantages and disadvantages of having trade unions
- Importance of having rights in the workplace

Key Skills

Create digital presentation
Listening for information
Asking relevant questions

Assessment Criteria

Reports should include at least four of the six(6) areas
Present reports using available technology

Role play/dramatize how conflicts at the workplace between management and workers/employees and employees can be resolved.

Conflict resolution

Creative presentation highlighting conflict resolution strategies that should be used in the workplace

Learning Outcomes

Students will be able to:

- ✓ Express their values and the relationship between personal values success at work
- ✓ Begin to appreciate the value of work as well as good work ethics
- ✓ Take the steps to become a productive member of the workforce
- ✓ Outline the importance of a productive workforce
- ✓ Show awareness of the information and steps to be taken to establish a business
- ✓ Give examples of trade unions in Jamaica
- ✓ Evaluate the work done by trade unions
- ✓ Give comprehensive explanation of the importance and functions of trade unions in Jamaica
- ✓ Demonstrate understanding of the rights and responsibilities of individuals in the workplace
- ✓ Demonstrate knowledge of Jamaica's labour laws and industrial relations activities

Points to Note

- Personal values; positive or negative affect an individual's attitude towards work.
- Workers have rights but they also have responsibilities.
- Some industrial disputes can be solved within the workplace without going to the Trade Union.

Extended Learning

Students can do a timeline showing the development of trade unions in Jamaica. Brainstorm to identify a business that they could operate in the school or community. Take steps to establish the business.

- Students should be made aware of the prevalence of child labour.

RESOURCES

Internet

<http://www.mlss.gov.jm/pub/index.php?artid=65>

Newspaper

Textbook

Blank paper

Laptop

Multimedia Projector

Resource Person

Magazines

KEY VOCABULARY

Values, work, job, right, responsibilities, trade union, employer, employee, industrial dispute, arbitration, collective bargaining, sick out, lock out, lobbying, work-to-rule, strikes, job, profession, career

LINKS TO OTHER SUBJECTS

English Language, Visual Arts, Drama, Principles of Business/Office Administration

Range of Content

The key concepts, skills and knowledge students will learn in this unit are:

Students will develop key concepts of:

- Tourism, tourist, tourist attractions, tourism markets, ecotourism, community tourism, mass tourism

Students will develop key skills by:

- Observing
- Classifying
- Conducting research
- Creating
- Analysing
- Interpreting
- Predicting outcomes
- Analysing pictures, videos and photographs and drawing conclusions

Students will develop knowledge and understanding of:

- Tourism and the different types of tourists
- The factors that influence the development of tourism in Jamaica
- The trends in tourism in Jamaica

Students will develop attitudes which:

- Demonstrate the value of tourism to the Jamaican economy and society

About the Unit

In this Unit, students will learn about the history and the development of the tourist industry in Jamaica and the rest of the Caribbean. They will examine the factors influencing the development of tourism in Jamaica and evaluate the impact of the industry on economic development, the society and the environment. Students will explore the sustainable practices in tourism and suggest strategies to increase sustainability in the industry. They will analyse statistical maps and diagrams and use the insight gleaned to predict, make projections and propose strategies to further improve the industry.

Guidance for the Teacher

Preparation of Power Point presentation, and the accessing of appropriate videos should be carefully done and resource persons should be contacted and utilized to maximize the learning experience for students.

Prior Learning

Check that students:

- Can identify Jamaica's natural resources
- Know the value of the human resource

UNIT TITLE: Tourism**ATTAINMENT TARGET 3:**

Know the value of the contributions of communities and institutions in fostering national development and regional integration and international cooperation

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define the concepts: tourism, tourist, tourist attractions, tourism markets, ecotourism, community tourism, mass tourism, resort
- Identify the different types of tourists
- Describe the different types of tourism and tourism products in Jamaica
- Identify different jobs in tourism and classify them in a variety of ways
- Analyse statistical maps and diagrams showing data related to tourism in Jamaica
- Locate the major tourist resort areas in Jamaica
- Discuss the factors which influence the development of tourism in the Caribbean
- Assess the advantages and disadvantages of tourism on Jamaica's economic and social development
- Evaluate the effects of tourism on the environment
- Suggest strategies to promote sustainable tourism
- Make predictions about the future of tourism in Jamaica
- Appreciate the contribution that tourism makes to the Jamaican economy

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING AND DECISION MAKING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



DESIGNING AND PRODUCING - Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations..



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Watch Jamaica Tourist Board advertisement used to sell Jamaica (https://www.youtube.com/watch?v=pu7B7IK3fSc) and then participate in class discussion about the type of tourism being promoted and the types of tourist. Students will then use graphic organiser to describe different types of tourism. They will then work in groups, select a type of tourism and create an advertisement to attract tourists, or a billboard/flip chart to show the different types of tourism.</p>	<p>Organising information Communicating information</p>	<p>Advertisement/billboard shows clear understanding of three different types of tourism Creative billboard/flipchart showing the different of tourism</p>
<p>View videos /pictures of the various tourist attractions in Jamaica then classify them under the different types of tourism products in Jamaica.</p>	<p>Classifying</p>	<p>Correct classification of types of tourism products</p>
<p>In groups, research online/offline and prepare presentations on the history of tourism in Jamaica and the factors which influence the development of tourism in the Caribbean. Presentation must include suggestions for Caribbean islands to keep tourists coming and to increase the number of tourists.</p>	<p>Using research to inform decisions and strategies</p>	<p>Presentations shows how knowledge of history of tourism and the factors which influence the development of tourism inform suggestions</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Conduct online search or visit the Jamaica Tourist Board and collect data about types of tourists, tourist arrivals, and tourist expenditure and visitor opinion surveys. Use the data collected to develop a marketing strategy for Jamaica. Prepare a presentation which will be made to officials of the Jamaica Tourist Board and the Tourism Product Development Company. Presentation must include statistical maps and diagrams.

Analysing
Interpreting
Developing strategy

Marketing strategy is supported by data in the form of statistical maps and diagrams

Examine data/statistics on tourist arrivals over a recent ten year period and make predictions on future patterns.

Making projections

Analysis of data informs predictions

Engage in class discussion on the advantages and disadvantages of tourism on Jamaica's economic and social development. Include strategies for dealing with the disadvantages. Write an essay/letter to a friend/the editor of a newspaper outlining the advantages and disadvantages of tourism on Jamaica's economic and social development and provide feasible solutions for the disadvantages.

Identifying problems and developing solutions

Letter should include at least 2 advantages and 2 disadvantages of tourism. Solutions must be aligned to disadvantages and must be feasible

Go on a field trip to a resort or a hotel make observations and interview the locals, tourists, hoteliers about the environmental impact of the resort (water and energy usage, waste disposal, sewage disposal, conservation practices, education of guests and workers. Use image capturing device to take pictures. Create digital story with pictures, audio and text. Share with class.

Creating a digital presentation
Gathering information from observation and interviews

Report of field trip to tourist resort or hotel includes questions asked, pictures or other evidence of environmental impact of tourism, conservation practices. Conclusion and recommendations should also be included

Learning Outcomes

Students will be able to:

- ✓ Extrapolate information about tourism from statistical maps and diagrams
- ✓ Give precise descriptions of the different types of tourists and tourism
- ✓ Locate resort areas in Jamaica
- ✓ Evaluate the impact of tourism on the economy, society and the environment
- ✓ Put forward evidence and strategies to support the need for sustainable tourism
- ✓ Explain the factors that influence the development of tourism in Jamaica
- ✓ Describe the trends in tourism in Jamaica and the rest of the Caribbean
- ✓ Make projections and develop strategies to promote tourism in the Caribbean
- ✓ Value the contribution of tourism to the Jamaica's economy.

Points to Note

- Students should be exposed to the diverse tourism products in Jamaica including the many festivals- food, entertainment, flora and fauna, beach, heritage sites.
- Students should be reminded to follow guidelines to promote healthy use of ICT tools

Extended Learning

Create a scrapbook showing the various tourist attractions and the future of Jamaica's tourism.

Compare and contrast tourism in Jamaica with tourism in a more developed country.

RESOURCES

Internet

<http://www.jtbonline.org/statistics/Annual%20Travel/Forms/AllItems.aspx>

Newspaper, Textbook, Magazines, Blank paper

Laptop, Multimedia Projector

Resource Person

KEY VOCABULARY

tourism, tourist, tourist attractions, tourist markets, business tourist, cruise

tourist

LINKS TO OTHER SUBJECTS

Geography, Information Technology, English Language, Visual Arts

The background is a dark grey chalkboard with visible brushstrokes. In the center, there is a faint, light-colored world map. Below the map, a horizontal line of ten simple, hand-drawn figures holding hands spans across the page. The figures are drawn in a light, sketchy style. The text is overlaid on this background.

NSC

SOCIAL STUDIES

GRADES 7-9: APPENDICES

GLOSSARY OF VERBS

INSTRUCTION WORD	WHAT YOU HAVE TO DO
Accept	To receive willingly ideas, concepts, information
Analyse	Examine systematically and in detail the features of a process, situation etc. and then draw conclusions
Assess	Give logical arguments to support conclusions
Aware	Knowledge or perception of a situation, show concern for a particular situation or development
Classify	Arrange items, features, into groups/categories according to set/stated criteria
Compare	Include the similarities and differences of the objects, concepts, people, processes, events
Contrast	Emphasise the differences between two objects, concepts, processes, events, groups,
Define	Give a clear meaning of a term or concept from a credible source, such as a dictionary definition or from an academic authority (textbook definition) e.g. Define the term government. To stipulate the requirements for inclusion of an object, word, or situation in a category or class.
Describe	Give details of processes, properties, events, people etc. Write a detailed account of the characteristics of a situation, event, issue etc. in a logical sequence.
Differentiate	Emphasize difference
Distinguish	To notice, recognize, understand the differences between people, concepts, events
Explain	Give clear and detailed reasons for a plan, strategy, solution, practice e.g. Explain why EACH strategy is likely to be successful.

INSTRUCTION WORD	WHAT YOU HAVE TO DO
Examine	Give extended information defining key concepts, stating what is and exploring related concepts and issues. Inspect something or someone thoroughly in order to determine their nature or condition.
Evaluate	Weigh evidence and make judgements based on given criteria
Identify	Give a name or a brief statement of a process, concept, or factors e.g. Identify TWO factors that may cause voters NOT to participate in a general election. Indicate without explanation or recognise and select.
Justify	Give reasons/evidence to support a statement or conclusion.
List	Provide a series of items e.g. names, factors, (A list may be short sentences).
Outline	To give a general summary. Give the main ideas supported by secondary facts e.g. Outline TWO ways in which the civil service (public sector) in a country directly responds to the needs of the citizens.
Name	Give the title or label by which a person, process, concept is known e.g. Name ONE form of marriage that is NOT common in Caribbean society.
Propose	To put forward a plan or suggestion for consideration by others.
State	Give the relevant points briefly – you do not need to make a lengthy discussion or give minor details. Use brief clear sentences. State TWO functions of the legislative arm of government.
Suggest	Give or put forward workable, (feasible, practical, realistic) solutions, plans, strategies e.g. Suggest to planners in your country THREE strategies they may use to keep infant mortality at a low level.
Summarise	Just give the main points, not the details.
Recall	To remember a fact, event, process previously learnt

INSTRUCTION WORD	WHAT YOU HAVE TO DO
Respect	Admiration for someone or something elicited by their qualities, abilities, achievements
Tolerance	A fair and objective attitude towards those whose opinions, ethnic group, practices, beliefs, race from one's own
Work cooperatively	Work as a team to complete an assigned task
Value	To regard someone, something as useful, important, significant

ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (ASPE)

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

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 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 Constructivism 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

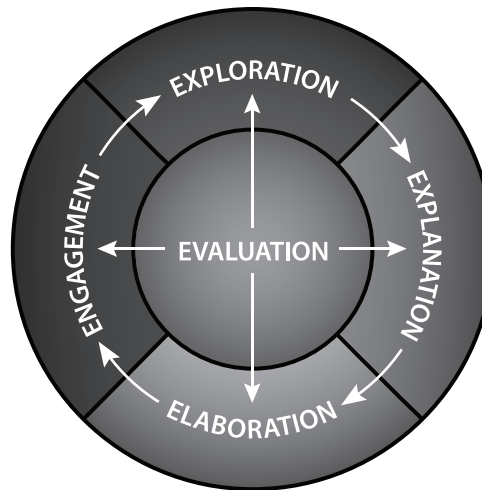


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



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

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

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

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

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

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

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

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

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

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

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

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

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

REFERENCES

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LESSON PLANS

Grade: 7

Duration: 1 hour x 2

Resources: Pictures of national heroes, politicians, dons, artistes, cartridge paper, glue, scissors

Lesson Topic: Who is a hero?

Objectives

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

1. Define and use correctly the concepts: hero, unsung hero, national hero
2. Identify and name the national heroes of Jamaica
3. Develop criteria for the selection of hero/heroine
4. Evaluate the appropriateness of the actions of heroes in relation to the conditions they face.

ENGAGE

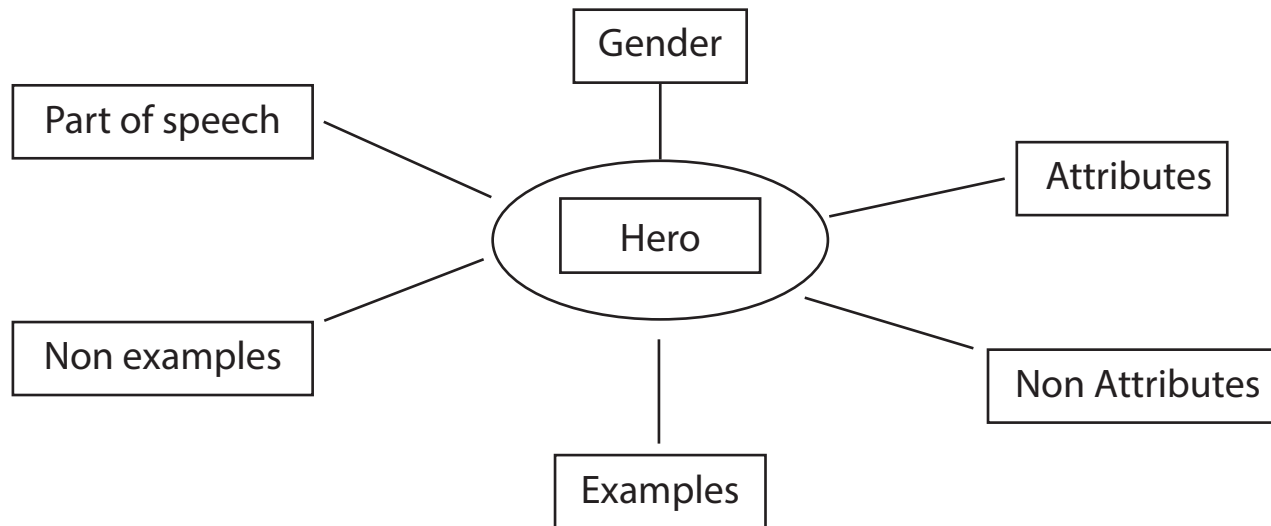
Students will be placed in groups of 5-7. Each group will get a set of pictures and names which include the national heroes of Jamaica, as well as cultural icons, politicians, dons and popular artistes. Students will match the names with pictures. Students will put the pictures into groups. Students will determine the criteria for grouping the pictures.

Each group will select one person from among the pictures given that they consider a hero/heroine and create a Whatsapp profile picture and write a Whatsapp status which tells why the person was selected. Each group will share the profile picture and status

EXPLORE

Who is a hero?

Students will brainstorm in their group to identify at least three characteristics of a hero. Students will explore definitions in the dictionary/online. They will then revisit the Whatsapp picture and profile to determine if the person selected is really deserving of the title hero. Students will create a concept map for “hero”.



Explore: One man’s freedom fighter is another man’s rebel

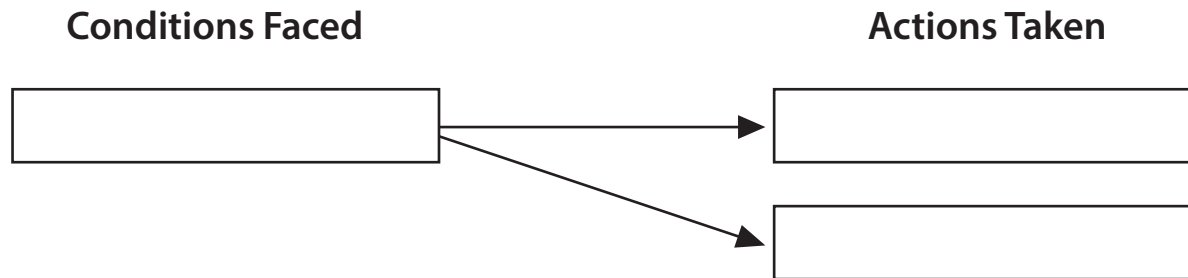
<http://www.youtube.com/watch?v=vSH9a6jye-M>

Allow students to watch video clip on “Nanny of the Maroons”. Each group will then discuss their views on Nanny and why she is a national heroine. Each group will then share the main points coming out of their group discussion. Points will be written as comments which follow a You Tube video.

Students will complete a mapping exercise in which the conditions faced by Nanny and the Maroons are mapped on to the actions they took. A similar mapping will be done for the community don. The mapping will be based on the article “Garrison: Empires of Dons” jamaica-gleaner.com/gleaner/20120227/cleisure/cleisure4.html

(Note – Mathematics; Functions and Relations – one to many mapping, many to many mapping)

MAROONS



COMMUNITY DONS



EXPLAIN

Students will display Whatsapp profile picture, (display may be collage) and share the status. They will also explain why person/s was selected.

Students will draw a concept map which include words, statements and emoji to show understanding of concept “hero”, national hero and unsung hero

Students will make written and oral presentation of mapping activity and analysis of actions taken by maroons and community dons.

EVALUATE

	5	4	3	2	1	0
Creativity	Very creative	Very creative			Very little	No creativity
Attributes and non attributes of heroes/unsung heroes are plausible	All	Most	Some	Few	Very few	None
Examples and non-examples in line with attributes	All	Most	Some	Few	Very few	None
Part of speech	Correct					Incorrect
Mapping	All show clear relationship	Most show a relationship	Some show a relationship	Few show a relationship	Very little relationship	No relationship
Analysis	Evidence well scrutinized and clearly linked to conclusions		Some conclusions linked to evidence presented		Poor link between evidence and conclusions drawn	Evidence not used to draw conclusions

EXTEND

Create a short video about an unsung hero in the community

Grade: 9

Duration: 1 hour

Resources: laptop, projector, video/pictures of damage caused by Hurricane Irma,

<https://youtu.be/l-2KhmOCtvg>

<https://youtu.be/SX7Tj8KI-gk> TVJ

Lesson Topic: Benefits and Obstacles to Regional Cooperation

Objectives

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

- Develop working definition for the term regional integration
- Identify areas of regional cooperation
- Discuss cooperation in education and sports
- Weigh the benefits and obstacles to regional integration
- Suggest strategies to remove obstacles to regional integration
- Use evidence to support claims
- Participate in activities to promote regional integration

ENGAGE

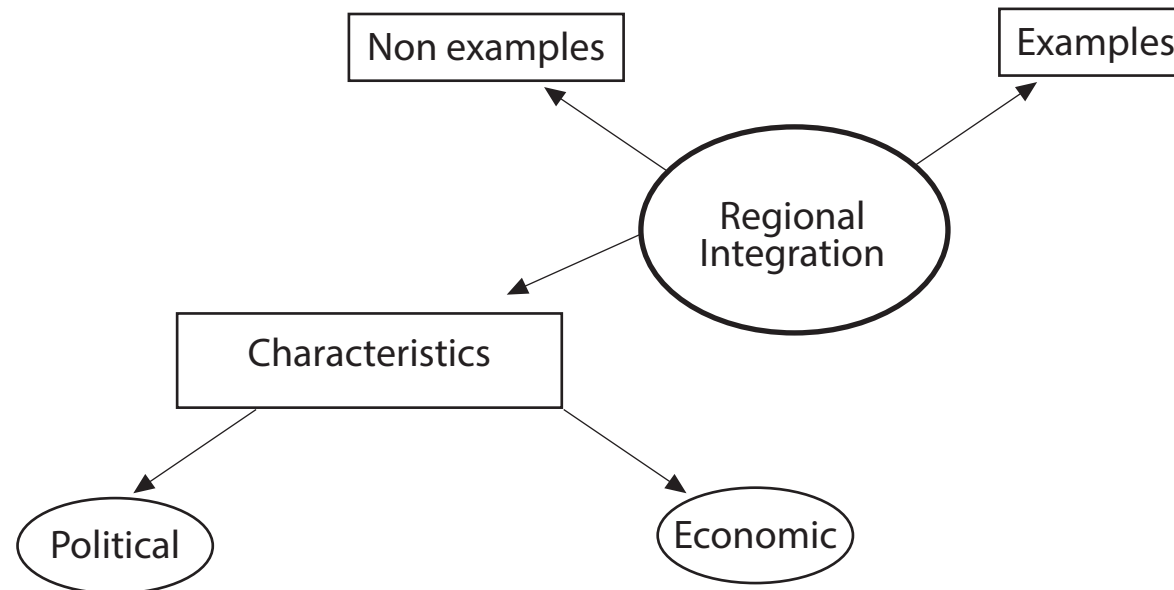
Students will view videos/pictures sent via Whatsapp on the damage done to islands in the Caribbean by Hurricane Irma. Class discussion will follow on the damage seen, what caused the damage, where did this occur, students willingness to assist and how they can assist. Questions – How should Caribbean neighbours respond? Why should poor Caribbean countries assist when help is coming from European countries?

EXPLORE

Essential Questions

1. What is regional integration?
2. What are the benefits of regional integration?
3. What are the obstacles to regional integration?
4. How can we remove the obstacles to regional integration?

Students will participate in a brainstorming session to create concept map for regional integration. They will then examine definitions from various online/offline sources in order to write a comprehensive explanation of the term.



Students will work in collaborative groups to explore the benefits and obstacles to integration in the Caribbean. Each group will use the statement assigned to the group to examine the benefits and obstacles to integration in the area assigned.

Group 1- Education – CXC limits the students of the Caribbean and therefore they should be given more international options for exit exams.

Group 2- Sports – The Caribbean should be represented by one team for athletics, netball and football at international sporting events

Group 3- Culture- Jamaican culture should not be allowed to dominate the Caribbean

Group 4- Natural Disasters – Caribbean countries must be the first to respond to their Caribbean neighbours in times of natural disasters

EXPLAIN

Students will create name for a YouTube channel and each group will produce a short video for subscribers to watch. The video should include areas identified in the rubric.

EVALUATE

Element	Accomplished	Developing	Needs Improvement
Area of cooperation identified	Not explicitly stated but is clearly and easily identified by viewers	Viewers experience difficulty identifying the area	Cannot identified by viewers
Benefits of integration	Are clearly seen as beneficial to the majority of Caribbean people	Are beneficial to few Caribbean people	Are not beneficial to Caribbean people
Examples	Use of relevant real world examples	Examples relevant but not real world	No examples
Obstacles to integration	Are clearly articulated, real world examples	Are clearly articulated but there are no examples/ or examples are fabricated	Are not clearly articulated and no examples provided
Suggestion for removing obstacles	Realistic and includes how it can be implemented as well as why suggestions will be successful	Realistic and includes how measures can be implemented. Does not include why measures will be successful.	Unrealistic and does not include why measure will be successful
Team effort	All members of the group contribute in meaningful ways to the task	Most members of the group make a meaningful contribution to the task	Group members did not work well together

ELABORATE

Students will develop a plan of action to tackle a common problem being experienced by countries in the region.

