



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

NATIONAL STANDARDS CURRICULUM

SOCIAL STUDIES

GRADES 7-9 APSEIII



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
STEM in the Social Studies National Standards Curriculum.....	xv
Structure of the Curriculum.....	xvi

GRADE 7 UNITS

Aims of Social Studies	2
Overview of Subject Content	4
TERM 1: Unit 1: I am a Jamaican Citizen	7
Unit 2: My Heroes	13
Unit 3: My Ancestors	20
TERM 2: Unit 1: Using Jamaica's Natural Resources	28
Unit 2: The Family	35
TERM 3: Unit 3: Caribbean Weather and Climate	42
Unit 2: Protecting My Environment.....	48

GRADE 8 UNITS

Aims of Social Studies	54
Overview of Subject Content	56
TERM 1: Unit 1: Nationalism.....	58

Unit 2: Communication and Media Literacy	66
Unit 3: My Ancestors	71

TERM 2: Unit 1: Economic Institutions.....	77
Unit 2: Political Institutions	81
Unit 3: Consumer Affairs	86

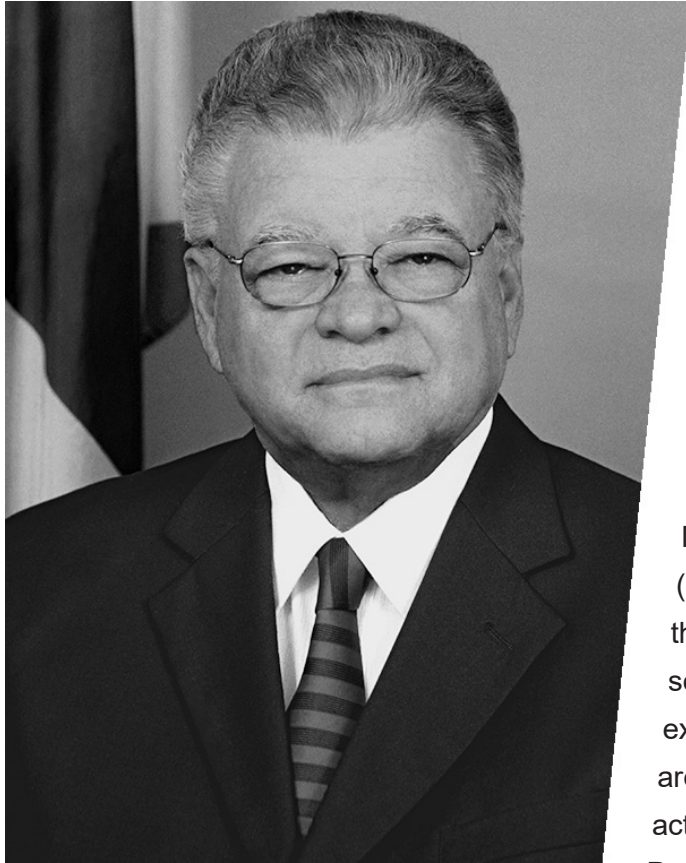
TERM 3: Unit 1: Natural Hazards and Disasters in the Caribbean.....	94
Unit 2: Environmental Problems and Solutions.....	100

GRADE 9 UNITS

Overview of Subject Content	106
TERM 1: Unit 1: Social Issues in Jamaica.....	109
Unit 2: Individuals in the workplace	115
TERM 2: Unit 1: Government structure in Jamaica.....	123
Unit 2: The Electoral Process	129
Unit 1: The Structure of the Jamaican Government.....	123
TERM 3: Unit 1: Green Technology.....	137
Unit 2: Tourism.....	142

Appendices

Subject Glossary	148
Special Education Tips.....	150
Alternative Pathways to Secondary Education.....	151
STEM and the NSC	153
NSC: The 5Es	157



The curriculum of any country informs all aspects of operations and helps to shape the intellectual, social, psychological and spiritual dimensions of our society. By its design, the National Standards Curriculum (NSC) clearly conveys the knowledge, skills and attitudes deemed by our society as critical to addressing Jamaica's current realities. It is expected that as teachers and students interact efficiently with the curriculum that a culture of communication, collaboration, creativity and thinking critically will be honed.

Through the implementation of the NSC, education in Jamaica is being reframed and re-positioned as customized, diverse, relevant, equitable, outcomes-based, and inclusive. Significantly, this approach will signal the introduction of the Alternative Pathways to Secondary Education (APSE), Spanish and Resource and Technology at the Primary level, the integration of the Science Technology Engineering and Mathematics (STEM) methodology and a greater utility of Information and Communication Technology (ICT) tools to facilitate improved outcomes. Since there is no one subject that can be relied on to meet all the needs of our children as each child differs in learning style preferences, abilities, background and so on, schools are expected to use the curriculum to schedule learning episodes that allow all children to creatively express themselves through the Creative Art Forms; think critically in the context of the Exploratory Core areas; practice behaviours that lead to spiritual, physical, emotional and social well-being through Enrichment activities and demonstrate productive capabilities by working collaboratively on projects in settings with a Problem Solving/Work-Based focus, using the standards and principles of Resource and Technology.

The Ministry of Education, Youth and Information will continue to support our schools in the implementation process through the provision of continued training opportunities for school leaders and teachers, improved physical infrastructure and the provision of the necessary teaching/ learning resources to support pedagogy. We look forward to the support of all our stakeholders- members of the community, members of school boards, principals and teachers in ensuring a successful implementation of the NSC.

The Honourable, Karl Samuda, CD, MP
Minister of Education, Youth and Information



I fully endorse the National Standards Curriculum (NSC) as being pivotal to advancing the education of our Jamaican children. The broad focus on critical thinking, collaboration, creativity and communication is indeed very critical in equipping young Jamaicans with the requisite twenty-first century skills as we seek to advance the achievement of Jamaica's Sustainable Development Goals by 2030. There is no denying that quality education is one of the most powerful and proven tools for the sustainable development of any country, and that through the re-alignment and re-scoping of the national curriculum, Jamaica is well on its way to ensuring that our goals are not just symbolic but are a reality lived by all Jamaicans, particularly our youth.

The NSC is on the cutting edge of curriculum design and represents the shift from a content-based focus to a competency-based one where skills and attitudes are placed at the forefront. This approach should ensure that our youth are fully equipped with a combination of the essential knowledge, skills and attitudes to be successful in every aspect of their lives. Users of the curriculum will be pleased to find the utilization of a Pathway Approach to Education with an emphasis on the integration of the Science, Technology, Engineering and Mathematics (STEM) Methodology, Information and Communication Technology (ICT), the Creative Arts and the Technical and Vocational areas. The provision of alternative pathways for our learners, supported by learning coaches/ special needs educators is a significant achievement for the MoEYI and our ongoing support for this area concretizes our belief that every child can indeed learn.

The production of this curriculum document is not an indication that our journey has ended; rather it is a signal that we have advanced the very dynamic and obligatory process of the transformation of our education system. I anticipate the support of all our stakeholders in ensuring the curriculum implementation process is without major challenges.

The Honourable, Alando Terrelonge, MA, MP
State Minister in the Ministry of Education, Youth & Information



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

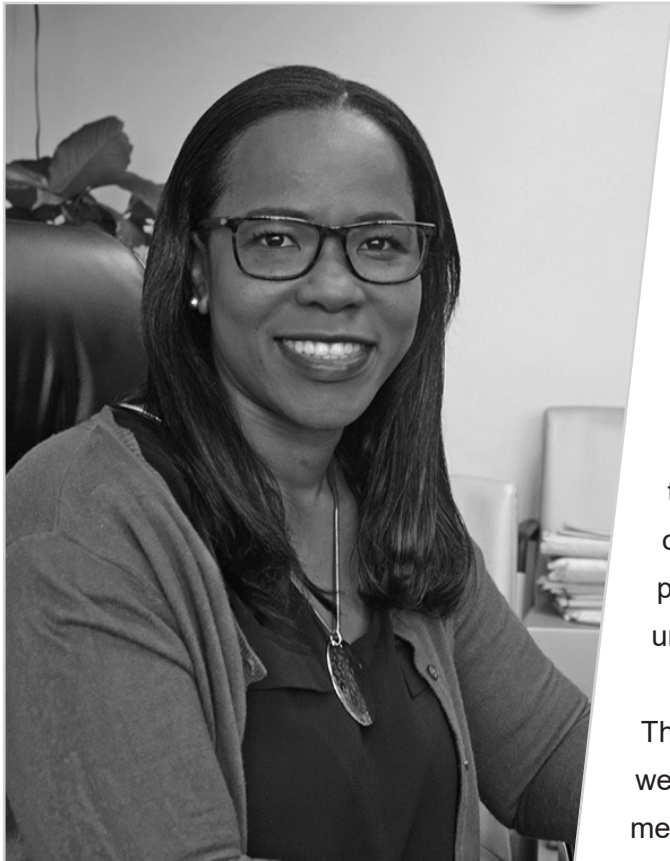
Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering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

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

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

Dr. Grace McLean

Permanent Secretary , Ministry of Education, Youth & Information (Acting)



Education is the means by which the society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education, Youth and Information (MoEYI) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted. Given its very vibrant and broad-based nature the NSC targets the holistic development of learners with a view to develop successful lifelong learners and confident and productive individuals who are deeply rooted in their culture, identity and citizenship.

In preparing the education system for the implementation of the NSC the MoEYI continues to offer ongoing training/coaching support for all the relevant stakeholders involved in the implementation, including school administrators, teachers, parents and students. We are also committed to provisioning the system with the resources needed to ensure a successful implementation, particularly in the context of the inclusive and differentiated approaches endorsed by the NSC. We will continue to work with our partners in ensuring the resources available to schools are fully aligned to the content and philosophical underpinnings of the NSC.

This is an exciting time for education in Jamaica. As we advance the curriculum implementation process, we aim to provide all our learners with access to the best education possible. However, we recognize that meaningful and sustainable progress can only be realized from the collaborative effort of all our stakeholders. So as we forge ahead with implementation we invite all our stakeholders to keep focused on our shared

vision: “Every Child Can Learn; Every Child Must Learn”.

Capt. Kasan Troupe, Ed. D, JP

Chief Education Officer (Acting), Ministry of Education, Youth & Information



Fundamental to the Ministry of Education, Youth and Information's (MoEYI) core value is the belief that all learners deserve the opportunity to achieve their full potential in all facets of their lives (spiritual, moral, cultural, intellectual and physical). With its dynamic, inclusive approaches, the National Standards Curriculum (NSC) provides a clear and robust blueprint to provide our young Jamaicans with the opportunities, responsibilities and experiences to make this a reality.

The accomplishment of this curriculum cannot be attributed to the effort of one or two individuals. The MoEYI brought together a wide cross section of our stakeholders who contributed their diverse skills in creating curriculum documents that will facilitate high standards of learning and enhance the quality of instructional delivery. Our main mandates concerning the revision of the Curriculum included better alignment of the curriculum in the lower grades secondary grades with the Caribbean Secondary Examination Certificate (CSEC) examinations syllabus used in the upper secondary grades; developing progressive standards for all subject areas; prioritizing the 21st century skills of collaboration, critical thinking, communication and creativity; integrating STEM, the Creative Arts, the Enrichment Areas and ICT in the curriculum documents. It also promotes the use of learner-centred approaches across the various disciplines and creates a more inclusive learning environment by catering to diversity in our learners.

Additionally, Civics will return to be a discrete discipline, while Technical and Vocational Education and Training (TVET), and Spanish will be formally introduced at the Primary level. The Health and Family Life (HFLE) Curriculum has been reviewed and re-scoped to ensure alignment to the philosophy of the NSC and inclusion of all the relevant life skills needed by the 21st century learner.

It is with a deep sense of gratitude that I pay tribute to all the educators who have contributed to the timely development of this National Standards Curriculum which will invariably help all learners to maximize their potential.

Mrs Winnie Berry

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.

N S C G L O S S A R Y O F T E R M S

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).
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.

TERMS	DEFINITIONS/MEANINGS
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 instrument (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	<p>This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.</p>
Extended Learning	<p>These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.</p>
Learning Outcomes	<p>A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.</p>
Links to other Subjects	<p>Suggests opportunities for integration and transfer of learning across and within different subject areas.</p>
Key Vocabulary	<p>This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.</p>
Professional Portfolio	<p>A professional portfolio is a structured and thoughtfully organized collection of artefacts which illustrates your skills and abilities, substantiated by samples of student work and realized through reflective writing, deliberation, and conversation with peers, teachers and faculty (Shulman, 1998).</p>

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. To this end, Webb's Depth of Knowledge is used to write objectives with a focus on the complexity and depth of thinking.

"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

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.

STRUCTURE OF THE CURRICULUM

The APSE III Social Studies curriculum is based on the APSE I Social Studies Curriculum with an emphasis on civics and citizenship education. It is built on the constructivist model of instruction and learning with a keen focus on sharpening the multiple intelligences of the students who will learn from it. Essentially, this curriculum is student-centered and structured to facilitate differentiated instruction to meet students on their varying functional levels. The curriculum is levelled and caters to three (3) distinct ability groups. This curriculum is levelled and caters to three (3) distinct ability groups. Level 1 (L1) is for students who are operating at the pre-primer, primer levels and grade 1; Level 2 (L2) refers to students functioning at the second grade and Level 3 (L3) relates to those students who can work at the third grade level. The learning activities in these three categories are indicated accordingly inside the guide by (L1), (L2) and (L3). Whole class instruction is identified by a combination of all three levels and noted as (L1, L2, and L3).

Although the activities are levelled, the teacher should allow all the students to work at the activities that they consider themselves ready to attempt. Therefore, the tasks may be rotated among the different groups of learners in order to build their interest and competence. Students should be allowed to attempt work above their levels to enable them to grow academically.

The students who will be served by this curriculum are significantly delayed in the areas of reading and writing. As a result of this fact, the activities aim to develop these skills. The teacher should use every opportunity to strengthen the weak areas through the suggested activities in order to get the students confident enough to work through the units. The Language Experience Approach (L.E.A.) should be used as extensively as possible to help the students build both their oral and thinking skills. The written products of these sessions should form teaching and learning resources in the classrooms. The students will engage with the materials that they are integral in creating and the written products can be used to build comprehension and creative writing in the Social Studies.

Key terms and concepts should be researched and examined in depth at the beginning of each lesson to build the foundations for learning the units. All words should be written on cards and displayed on a classroom Word Wall or display area during the unit which uses them. At the end of each unit, these words can be entered into a Word Bank/Chest and reviewed as is needed. The meanings of the words should be written on the back of the word cards to reinforce the meanings. The students may also make these word cards with illustrations at the back to help them to recall the meanings. The words can also be used to create 'files' by pasting them inside paper folders for the students to review at their own pace.

According to Louise Spear-Swerling (2005), students with learning disabilities in reading usually have problems in spelling as well. Spelling can be especially difficult for these students, for several reasons. First, the central underperformance in reading disability (RD) typically involves word decoding, and many of the same weaknesses that impact word decoding in individuals with RD — such as poor phonemic awareness or poor knowledge of letter-sound relationships — also influence spelling. Addressing spelling difficulties is important, because poor spelling can hamper writing and can convey a negative impression. You must assist the students to learn the vocabulary by incorporating spelling practice into the lessons.

Among the suggestions for teaching spelling to students with learning disabilities (LD) are:

- Teaching useful spelling rules, such as rules for adding endings to words with a silent e (make, making) or to closed syllables that end in a single consonant (sit, sitting).
- Teaching spelling of important grade-appropriate and topic –specific words. Because many English words cannot be spelled solely through the use of rules or phonics knowledge, spelling instruction also should include studying a corpus of important words needed for accurate spelling at each grade level.
- Emphasizing activities that involve writing or building printed words with letter tiles, not oral spelling. Oral spelling activities, such as traditional spelling bees, usually are not as effective as activities that require children to look carefully at the printed word.
- Encouraging independent reading to increase exposure to printed words. Independent reading cannot substitute for direct spelling instruction, but it can help to promote spelling knowledge.

Each unit should begin with an overview of the unit content along with pre-assessments done to check for students' prior knowledge. It is very helpful to record the information gathered in the pre-assessment for future use in the lessons. The unit's big ideas and essential questions should also be displayed in a prominent spot in the classroom after they are clearly explained to the students. These should be revisited by the teacher and the students as is needed to ensure learning.

Anchor Activities (or Sponge Activities) are designed for students to work on either at the beginning of class time or after their class work has been completed, so that their instructional time is maximized. These activities are intended to review or extend learning of the subject matter, not to be busy-work. Activities may be designed for students to complete independently or in small groups. These may include art projects, brain teasers, content review, graphic organizers, interest centres, journal writing, word cards, picture cards, puzzles, online activities, silent reading and reflection tools among others. The teacher may choose to assign particular students to particular tasks or to allow them to choose, when appropriate. All tasks should be relevant to the concepts being developed in class, but some may be more complex than others. Anchor activities should be created for each unit to keep the students engaged after they are finished with their class activities and to get them preparing materials that can be used to show their levels of engagement with the content. All products of the teaching and learning processes should be clearly labelled and secured for use in exhibitions and Open House activities. It is strongly recommended that all units culminate with a review of the essential questions being answered by the students as summative assessment of their learning. The teacher should tie all the lessons together so that the students are able to see the 'big picture' of the unit.

GRADE 7

SOCIAL STUDIES

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

AT1

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 on 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 the way the Earth's position and movement within the Solar System affects us all.

AT2

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.

AT3

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.

AT4

RECOGNIZE 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 across the periods of history that they study.



GRADE 7

SOCIAL STUDIES

TERM 1 UNITS

TERM 1**Unit 1 (3 weeks)****I am a Jamaican Citizen**

Defining citizen/citizenship; explaining how Jamaican citizenship is acquired; justifying the characteristics of exemplary Jamaican citizens

Unit 2 (5 weeks)**My Heroes**

Defining hero/heroine; identifying the obstacles faced by Jamaica's heroes and heroine; examining how they overcame obstacles; appreciating the contributions of the heroes and heroine to Jamaica's development

Unit 3 (4 weeks)**Our Ancestors**

Identifying the different ethnic groups in Jamaica's; tracing their journey to Jamaica; investigating the contributions of the ethnic groups to Jamaica's development

TERM 2**Unit 1 (6 weeks)****Using Jamaica's Natural Resources**

Identifying Jamaica's natural resources and describing their use in developing a prosperous economy

Unit 2 (5 weeks)**Social Institutions: The Family**

Examining the family as a social institution; different types of families and their impact on society

TERM 3**Unit 1 (5 weeks)****Caribbean Weather and Climate**

Defining weather and climate; identifying the elements of weather and describing the impact of climate on human activities

Unit 2 (5 weeks)**Protecting my environment**

Exploring ways to protect the environment; assessing conservation practices

About the Unit

In this Unit students will examine the qualities of an exemplary Jamaican citizen, the ways an individual gains Jamaican citizenship and the positive behaviours and attitudes that the ideal Jamaican citizen should display

RANGE OF CONTENT

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

Students will develop key concepts of:

- Citizen, citizenship, rights, responsibilities

Students will develop key skills by:

- Using online and offline sources to read and interpret meanings
- Listening to gather information

Students will develop knowledge and understanding of:

- The characteristics of an exemplary Jamaica citizen
- The ways in which an individual gains Jamaican citizenship

Students will develop attitudes by:

- Modelling the characteristics of an exemplary citizen

GUIDANCE TO THE TEACHER

When delivering this Unit, the teacher should ensure that strong emphasis is placed on teaching the key terms/vocabulary. Vocabulary strategies used to teach the terms include word associations, picture analysis and word search. Students should also be encouraged to dramatize their understanding of the terms. In order to increase the students' vocabulary and prepare them to become aware of the terms and concepts of the Unit, all vocabulary must be displayed in the Social Studies area or on a Word Wall. This action will keep the words in the students' line of sight and their memory. Students should be allowed to arrange the words in ways that makes sense to them. The Word Wall should include terms and concepts, definitions, examples and pictures to aid in the development of meaning and should be as colourful as possible to add to the attractiveness of the area. Additionally, based on the lesson's objectives, the teacher should write the related vocabulary on the board or display them in a prominent place for the students to copy, read and review.

The time allotted to each of the objectives should be determined the students' abilities. Be sure to practice appropriate wait-time to allow the students to reflect on their learning and to respond to the tasks given. Special attention needs to be given to the students in Level 1 who are functioning below grade level as they may need additional time to complete their tasks. Opportunities are also provided for the students to work in mixed ability groups on tasks that will enable them to learn collaboratively.

The teacher should provide an overview of the content at the start of each lesson in the Unit. This overview should answer the question of "What is the purpose of this lesson?" for the students. The lesson's objective(s) should be shared at this time with the students to guide them in their expectations for the lesson and to bring relevance to the topic/lesson. The teacher should present the overview of the lesson in a variety of ways to heighten students' interest and engagement in the lessons. The vocabulary words should also be presented at this phase of the lesson.

Additionally, engage the students in brainstorming activities to generate ideas on the topic. This teaching strategy will help to promote the students' thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. Brainstorming promotes success for students with special needs as there is no one right answer. Some basic rules to follow when conducting a brainstorming session

in the classroom with a small or whole group of students:

- there are no wrong answers
- try to get as many ideas as possible
- record all ideas
- do not evaluate any idea presented

Once the brainstorming activity is done, the teacher will have a great deal of information on where to take the topic next. The teacher can also categorize/classify the student's answers or let the students work in groups on each of the sub topics. A graphic organizer such as a word web may be used to sort the words presented during the brainstorming session. The brainstorming strategy should be shared with parents who have children who are insecure about sharing: the more they brainstorm, the better they get at it.

Designate an area in the classroom as the Social Studies Corner to display the artefacts from this Unit particularly, the Word Wall. Engage the students in the creation of 'citizenship recipes' using paper plates and cups, decorated with "Ingredients of Citizenship". These products can be used as classroom mobiles that support the teaching and learning processes. The essential questions and big ideas should be displayed in a prominent area for easy reference by the students. The vocabulary words should also be written in large prints and posted on the Word Wall with related illustrations.

Prior Learning

Check that students:

- Know what identifies them as Jamaican

I AM A JAMAICAN CITIZEN**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "I belong."

Essential Questions:

- Who is a citizen?
- What is citizenship?
- How does a person become a citizen?
- Why is citizenship important?

OBJECTIVES

Students should be able to:

- Define correctly the related concepts: citizen, citizenship, rights, responsibility
- Explain the ways in which Jamaican citizenship is acquired
- Identify the characteristics of an exemplary Jamaican citizen
- Assess the behaviours and attitudes they must demonstrate in an effort to be an exemplary Jamaican citizen
- Recognise the importance/benefits of the citizenship

ICT ATTAINMENT TARGETS:



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



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



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:

Examine pictures of well-known Jamaicans and non-Jamaicans and sort into two groups; Group 1 – Citizens; Group 2- Not Citizens. Students will explain why persons have been placed in a particular group.

Participate in class discussion guided by the following questions:

1. Who is a Jamaican?
2. What makes someone a Jamaican citizen?
3. Why is citizenship important?

Listen to the overview of the Unit and the “Essential Questions” to be covered. Summarise information given by the teacher.

Examine vocabulary words for the Unit and read them with the assistance of the teacher. They will brainstorm the terms as the teacher notes their suggestions on the board. Students may also illustrate any term that they chose and explain it to the class.

- L1** - complete a word search containing the key terms
- L2** - complete the key terms by supplying the missing letters in the words. Students will match the completed words with the correct meaning supplied by the teacher.
- L3** - use the key terms to write sentences

- Asking and answering relevant questions

- Listening for information
- Brainstorming
- Developing meaning

Questions should be clear and properly structured

Answers to questions must be relevant, clear and properly structured

Summary should include at least one statement and one question shared by the teacher

- L1 - all words found in the word search
- L2 - missing letters inserted correctly in most words
- L3 - sentences reflect accurate meaning the vocabulary words

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Invite a representative from Passport Immigration and Citizenship Agency(PICA) to make a presentation about the ways in which individuals can become a Jamaican citizen or use online resources e.g. videos to find out how individuals can become a Jamaican citizen

L1 - ask one question of the presenter

L2 - prepare introduction of speaker and write questions to be asked of the presenter

L3 - prepare and present vote of thanks and write questions to be asked of the presenter

• Asking relevant questions

- L1 - at least one question that ask who or what
L2 - at least three questions that ask who, what, and how.
L3 - at least four questions that ask who, what, how and why.

Dramatize a scene in which a non-Jamaican who wishes to become a Jamaican citizen is informed of how to become a Jamaican citizen

• Communicating information

Scene must establish that the person is not a Jamaican citizen and explain one way by which Jamaican citizen can be acquired.

Students will make a portfolio of items that represent Jamaican citizenship e.g. passport, birth certificate

• Organising information

Portfolio includes a picture of each item and its name

Name exemplary Jamaican citizens that they know and give reasons for identifying the person as such. Students will make recipes for a good citizen.

• Using evidence to justify

- L1 - two characteristics with appropriate justification
L2 - two characteristics and proportions justified
L3 - three characteristics with justification for each body part assigned

L1 - use pictures and paper plates to make their recipe of characteristic for a good citizen. Justify each characteristic included in the recipe.

L2 - create a recipe for good citizen using amounts of each characteristic e.g. $\frac{1}{2}$ cup of ____, 2 teaspoons of _____. Justify the proportions assigned to each characteristic

L3 - label the outline of a body with the characteristics of the exemplary. Justify the body part assigned to each characteristic

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed ability groups watch a video or read about the life of a Jamaican who they consider to be an exemplary citizen. Gather pictures and information about the Jamaican selected and create a photo story, picture album or bulletin board about him/her.

- Gathering and organising information

Photo story, album, or bulletin board should have at least three pictures organised in a discernible sequence

Select an individual from their list of exemplary citizens and prepare invitation for him/her to visit the class and share with them about the behaviours and attitudes of exemplary citizens

- Communicating information

Invitation must include date, time, venue, and topic for the presentation

L1-2 - draw cartoons and pictures to show the behaviours and attitudes of exemplary citizens

- Communicating information through images

L1-2 - cartoons must illustrate wholesome values and promote positive attitudes

L3 - conduct a survey in the school community to find out the behaviours and attitudes they consider important to be an exemplary citizens

- Gathering data through a survey

L3 - survey should include no more than five questions and questionnaire administered to a maximum of ten persons

Participate in class discussion on the rights and responsibilities of children in Jamaica e.g. the right to protection from harmful influence and the associated responsibilities.

- Identifying and understanding relationships

Dramatic presentation/video must clearly identify one right and at least one responsibility associated with that right

Develop a list of rights for the class and the associated responsibilities. Work in mixed ability groups to create a video/drama piece about a selected right and the associated responsibilities.

Journal Task

L1-3 Use information learnt in the Unit to make a written/photo/video journal entry about their actions as a citizen of Jamaica.

- Identifying and evaluating personal behaviour

Journal entry should include at least two pieces of information from the Unit and student's thoughts about their actions as a Jamaican citizen

Learning Outcomes

Students will be able to:

- ✓ Identify simple clear definitions for the related concepts: citizen, citizenship, rights, responsibilities
- ✓ Give simple concise explanations of the ways in which Jamaican citizenship is acquired
- ✓ Given situations/scenarios identify the characteristics of exemplary Jamaicans
- ✓ Judge their behaviours and attitudes in different situations in an effort to become an exemplary Jamaican citizen
- ✓ Demonstrate behaviours that are typical of an exemplary Jamaican citizen

Points to Note

- The documents that all Jamaicans should have include; a birth certificate, passport, Taxpayer Registration Number (TRN), voter identification card, National Insurance Scheme (NIS)

RESOURCES

Passport Immigration and Citizenship Agency

LINKS TO OTHER SUBJECTS

English Language

Extended Learning

Conduct research on deportation and dual citizenship. Students will answer questions such as who is a deportee, why are persons deported and what happens to Jamaicans who are deported from other countries.

KEY VOCABULARY

Citizen, citizenship, naturalization, Jamaican, nationality, resident, country

About the Unit

In this Unit students will explore the concept of a hero/heroine. They will examine the contribution of the national heroes/heroine to Jamaica's development. They will also explore the motives of the national heroes/heroine in pursuit of their cause and discuss the suitability of their actions.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Hero, heroism, enslavement, rebellion, emancipation, independence

Students will develop key skills by:

- Gathering, organizing and sharing information
- Identifying qualities of effective leaders

Students will develop knowledge and understanding of:

- The life and contribution of the national heroes and heroine

Students will develop attitudes by:

- Demonstrating appreciation for the contribution the national heroes to national development

GUIDANCE TO THE TEACHER

When delivering this Unit on the Jamaican national heroes and heroine, the teacher should ensure that the key terms/vocabulary are emphasized and displayed in a prominent place for the students to copy, read and review. Students must be given adequate time to complete assigned task and to reflect on their learning (practice appropriate wait-time). Students at Level 1 are to be provided with more support as they work at tasks. Students may be allowed to work collaboratively in mixed ability groups on specified tasks.

Students should be provided with an overview at the start of each lesson in the unit. The overview should answer the question "What is the purpose of this lesson?" The objectives of the lesson, relevance of the topic and expectations of students should be shared at this time. The overview may be presented in a variety of ways to pique students' interest and engagement. Key terms/vocabulary should be introduced at this phase of the lesson. The products/artefacts created by the students should be collated and placed in an area that can be accessed by all students. Students may also participate in field trips to sites associated with the national heroes.

Anchor Activities (Sponge Activities) are designed for students to work on at the beginning or at the end of class time. These activities are intended to review or extend learning. Activities may be completed independently or in collaborative groups and include art projects, brain teasers, graphic organisers, interest centres, journal writing, word cards, picture cards, puzzles, online activities, silent reading and reflection tools among others. The teacher may choose to assign specific tasks to particular students or allow students to choose a task when appropriate.

This Unit is presented in term one so that it coincides with the celebration of National Heroes Day.

Prior Learning

Check that students can:

- Identify the national heroes
- Relate the events surrounding the life and activities of the national heroes and heroine.

MY HEROES**ATTAINMENT TARGET(S):**

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

Theme: Our common heritage

Big Idea: "Overcoming Obstacles"

Essential Questions:

- Who is a hero/heroine?
- What obstacles did the national hero/heroine face?
- How did they overcome the obstacles?
- What would life be like if our national heroes did not overcome the obstacles?

OBJECTIVES

Students should be able to:

- Define and use the following terms/concepts: enslavement, hero, heroine, emancipation, rebellion, independence
- Outline the life and work of Jamaica's national heroes and heroine
- Identify the contributions of the national hero and heroine to Jamaica's development
- Evaluate the appropriateness of the actions of the heroes and heroine
- Demonstrate appreciation for the contributions of the national heroes and heroine to nation building

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

L1, 2 & 3 Participate in class discussion on personal celebrations e.g. birthday celebrations. Students will share how they celebrate National Heroes Day. Discussion should include questions such as; Why do we have a National Heroes Day? How appropriate are activities that are done to celebrate the lives and contributions of the national heroes and heroine? Students should be allowed to pose as well as respond to questions from their classmates

- Listening and responding appropriately

Questions posed by students should be clear and properly structured.

Answers must be relevant to questions asked

L1, 2&3 Examine picture(s) which include obstacles or the teacher creates obstacles in the classroom using classroom furniture. Students will interpret the pictures by describing what is seen and identifying the obstacles/challenges. Students will relate obstacles in the pictures to personal life experiences. Students will share how they can overcome or how they overcame the challenges.

- Outlining steps in solving a problem

Problem must be identified and three to four steps outlined to solve the problem

L1 – students examine a picture showing a shackle and pictures of the national heroes. Students will identify the heroes/heroine that are associated with physical shackles. They will make an association between term enslavement and shackles. Place the word enslavement on the word wall alongside the picture of the shackle and term hero alongside picture of national hero/ heroine

- Developing meaning

L1 - enslavement correctly associated with shackles and the word hero placed beside national hero/heroine

L2 - students examine a picture showing shackle and pictures of national heroes. Students will identify heroes/heroines that are associated with physical shackles. They will make an association between the word enslavement and shackles. Students will be introduced to the word rebellion. Students will find the meaning of the rebellion, write the word and definition on a word card. Draw a picture to show rebellion.

L2 - correct meaning of the word rebellion and drawing/picture depicts a rebellion

L3 - correct meaning of the words rebellion and emancipation and pictures/drawings to depict each word

L3 - students will examine picture of a shackle and pictures of the national heroes. Students will identify the hero/heroine that are associated with physical shackles. They will make the association between shackles and the word enslavement. Students will find the meaning of the terms rebellion and emancipation and draw pictures to demonstrate understanding of each term. Students post pictures, words and meaning on word wall. Each group will present words, meaning and pictures.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to/watch videos on the life of the national heroes/heroine.

- L1** - listen to the recording/watch videos multiple times to find out the name and one biographical detail about a selected hero/heroine
- L2** - read along with the recording about a selected/favourite hero
- L3** - read aloud portions of the readings after listening to the recordings of their choice

- Listening and reading for information

- L1** - name one hero/heroine and give one piece of biographical information about him/her
- L2** - read aloud one fact about their favourite hero/heroine
- L3** - Read a paragraph about a hero or heroine

Listen to reading about the national hero/heroine. Identify the parish associated with each hero. Teacher uses the reading to guide students to use a map of Jamaica to identify parishes associated with the heroes and heroine.

- L1** - paste pictures of national heroes and heroine on the parish they are associated with
- L2** - associate each national hero and heroine with a colour. Explain why the colour was used. Use the colour assigned to each hero and heroine to colour the parish associated with the hero.
- L3** - write the name of the national hero and heroine in the parish he/she is associated with. Write one statement about the hero/heroine in the parish he/she associated with.

- Using images to make associations

- L1** - pictures of heroes/heroine are correctly placed on the parish
- L2** - colour selected for each hero/heroine correctly matches the parishes associated with each
- L3** - names of heroes/heroine correctly placed on parishes, sentences should relate to the hero/named

L1, 2 & 3 Participate in a field trip to National Heroes Park or any other place associated with the national heroes/heroine. Students will work in mixed ability groups to gather information about the heroes and their contributions to Jamaica's development. Students may use recording devices such as cameras and recorders. They will organize the information and make presentations to their classmates or mount displays

- L1** - write the name and date of birth below a picture of the national hero/heroine. Relate one contribution of any hero to Jamaica's development
- L2** - arrange pictures of national heroes in chronological order using their date of birth, write one way in which each hero/heroine contributed to national development
- L3** - use recyclable materials to create a timeline showing the date of birth of the national heroes/heroine, two contributions made by each national hero/heroine to Jamaica's national development

- Gathering and organizing information

- L1** - names of heroes/heroine and dates of birth are correct, one contribution correctly matched to each hero/heroine
- L2** - pictures and dates are arranged in chronological order, one contribution correctly matched to each hero/heroine
- L3** - timeline includes the names and dates of national heroes/heroine in chronological order, two contributions of each hero/heroine to national development

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

L1, 2& 3 Listen to readings/examine pictures/watch videos on challenges faced by national heroes. Students will identify the challenges faced by each hero/heroine. Teacher will list in a T-chart the challenges and students will identify how each national hero/heroine responded to and overcame the challenge.

L1 - role play a scene in which a national hero/heroine is facing one of the challenges identified in the T-chart and how he/she overcame the challenge.

L2 - create a cartoon/movie which depicts a hero/heroine overcoming a challenge he/she faced.

L3 - create a T-chart with the headings "Violent" and Non-Violent" to categorize how the heroes/heroine dealt with the challenges they faced.

L1 - Use emoji face images to show how they feel about the way in which heroes/heroine dealt with challenges faced

L2 - find songs that talk about situations similar to those faced by the heroes/heroine, explain why each song was chosen

L3 - depict a scene in which students travel back in time to visit heroes/heroine and discuss with them how they feel about how they dealt with the challenges they faced

L1, 2 & 3 Participate in class discussion on how people remember and show appreciation to others e.g. giving gifts. They will identify different ways that Jamaicans show their appreciation to the national heroes/heroine.

L1 - create a collage/song using Jamaican currency which bear the images of national heroes

L2 - create a song/collage using the names of roads and buildings/institutions which bear the name of national heroes

L3 - create a song/collage using National Heroes Day celebration, National Heroes Park, and monuments to honour national heroes

• Examining challenges and developing solutions

• Communicating information in creative ways

L1- role play identifies one hero/heroine, one challenge faced and how it was overcome

L2- movie/cartoon identifies a hero/heroine, the challenge faced and clearly outlines how the it was dealt with

L3- T-chart has information correctly organised using the headings "Violent and Non-violent", includes the names of at least two national heroes, and the actions each took to deal with problems faced

L1- emoji face images should clearly depict emotions

L2- Hero/heroine must be named and one justifiable reason given for the selection of the song

L3- scene includes historically correct information

L1 - collage or song correctly identifies hero/heroine on Jamaican currency

L2 - song/pictures creatively organised and bears the correct name of the hero/heroine

L3 - song/pictures creatively arranged and effectively communicates appreciation for work done by heroes

Closure/Wrap Up

The students will revisit the "Essential Questions" and respond orally to each question. Teacher will lead class discussion about the "Big Idea: Overcoming Obstacles".

Learning Outcomes

Students will be able to:

- ✓ Give simple clear definition for each term or match each term to a given definition
- ✓ Give at least one piece of factual information about the lives of at least two national heroes/heroine
- ✓ Describe in simple language at least one way in which at least one national hero/heroine has contributed to Jamaica's national development
- ✓ Given the actions taken by national heroes/heroine in the face of challenges, state a position and justify it
- ✓ Demonstrate through words and actions appreciation for the contribution of national heroes/heroine to nation building

Points to Note

- National hero/heroine is the highest national award that a citizen of Jamaica can receive
- National heroes/heroine are given the title Right Excellent
- Students should follow guidelines to promote healthy use of ICT tools.

Extended Learning

Students will seek out unsung heroes in their communities and honour them by placing their names, pictures and good deeds on the school/class notice board.

Participate in National Heroes Day celebrations at school or in the community and report on the activities.

RESOURCES

Pictures of the national heroes and heroine, blank maps of Jamaica, a wall map of Jamaica, chart with national heroes and heroine

National Heroes Park, Bustamante Museum, Roxborough Museum, Liberty Hall, Charles Town, Accompong, Stony Gut, Sam Sharpe Square,

Jamaica Information Service

KEY VOCABULARY

Hero, heroine, national hero, enslavement, emancipation, rebellion, independence, nation builder

LINKS TO OTHER SUBJECTS

Civics, English Language, Drama

About the Unit

In this Unit students will be exposed to the different ethnic groups that came to Jamaica. They will explore why they came and when they came. Students will examine how their interactions resulted in the emergence of a unique Jamaican culture.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Ancestor, descendant, culture, ethnic group

Students will develop key skills by:

- Asking relevant and probing questions
- Gathering and organizing information from a variety of sources
- Communicating information using a variety of media

Students will develop knowledge and understanding of:

- The ethnic groups that have contributed to Jamaica's culture

Students will develop attitudes by:

- Demonstrating awareness and appreciation for Jamaica's cultural heritage
- Showing tolerance for cultural diversity

GUIDANCE TO THE TEACHER

The teacher should provide an overview of the content at the start of each lesson in the Unit. This overview should answer the question of "What is the purpose of this lesson?" for the students. The lesson's objective(s) should be shared at this time with the students to guide them in their expectations for the lesson and to bring relevance to the topic/lesson. Present the overview of the lesson in a variety of ways to heighten students' interest and engagement in the lessons.

The Mystery Bag strategy (Yopp, Yopp and Bishop, 2009) helps students to develop oral language skills by sparking interest in a topic. The teacher should use this strategy at the start of a Unit or lesson to activate prior knowledge and build background knowledge. Real objects, not just pictures should be used so that students can see and touch them. This hands-on approach will help the students to connect to the words they are learning. As the items are pulled from the bag, the students should identify and discuss them. They are encouraged to draw upon their previous experiences and knowledge of the objects. For example, if a map is drawn from the bag, students would name it and discuss its use. This process is repeated with a second object in the bag. Then students try to figure out how the two objects are related and why they are in the same bag.

GUIDANCE TO THE TEACHER

This unit will require the use of pictures to convey the stories of the ancestors. Ensure that the images used are true depictions of the different ethnic groups and are free of biases. Be prepared to address some of these biases and misunderstandings from the students. Where you may have personal biases for or against any of the ethnic groups, ensure that these are not expressed openly. Allow the students to form their ideas with the use of evidence presented from credible primary and secondary sources.

Field trips can connect schoolwork with the world, making it tangible and memorable. A field trip stimulates questions and ideas at the beginning or end of a unit. Field trips also provide an experiential “text” for students to study and interrogate. Carefully prepare your students for field visits through readings, video presentations (where possible), photography, visits from experts and classroom activities. By the time the students reach the site, they would have absorbed background knowledge and have questions to investigate.

Students should also have handouts to guide them in collecting information and answering questions. The trip should help the students focus on specific objectives or essential question(s) from the unit. A “Know-Want to Know-What I learnt” (KWL) chart may be very helpful tool to use before and after the field trip to elicit the students’ prior knowledge, their expected learning and to assess their actual learning. These activities must be carefully guided by the teacher to avoid misconceptions and frustration on the students’ part.

For classes that do not have access to a museum, arrangements could be made to visit a historical site in your parish or school community. Prior to the visit, the teacher should:

- Prepare a questionnaire and/or worksheet to be used during the visit. The worksheet/questionnaire should include questions that the students also have about the place. Students’ input will be useful in the process of preparing the worksheets and questionnaires.
- Act as tour guide if there is none available for the site, the teacher should contact the Jamaica Heritage Trust or the Jamaica Information Service for information about the site.
- Give the students a concise list of key vocabulary words related to the site at least two (2) days before the visit to aid their learning while on the visit. These can be completed in small, mixed ability groups
- Place the students in mixed ability groups and allow them to meet and review the worksheet/questionnaire before visiting the site
- Collaboratively set rules for student behaviours and goals for achievement during the visit

During the visit, the teacher should observe the students’ achievement of their set goals and support the groups in achieving their targets. Record as much of the trip digitally as is possible or is permitted, for future use. After the visit, the teacher should hold a debriefing session to highlight the students’ learning and clarify any areas of misconceptions that may exist. Allow the students to synthesize their experience creatively. For example, they might create brochures about the site for other classes or the school library, children’s books about a theme from the field trip or they might present their experience orally to another class or grade

Prior Learning

Check that students:

- Know the ethnic group to which they belong

MY ANCESTORS**ATTAINMENT TARGET(S):**

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

Theme: Our common heritage

Big Idea: "Who am I?"

Essential Questions:

- Who is an ancestor?
- Where did my ancestors come from?
- How did my ancestors come to Jamaica?
- Why did my ancestors come to Jamaica?

OBJECTIVES

Students should be able to:

- Define and use the terms; ancestor, descendant, culture, ethnic group
- Identify the ethnic groups that came to Jamaica
- Name the continent/country of origin of the ethnic groups that came to Jamaica
- Give reasons for the coming of ethnic groups to Jamaica
- Describe the culture of the different ethnic groups that came to Jamaica
- Gather information from at least two sources to determine the extent to which each ethnic group has contributed to Jamaican culture
- Demonstrate awareness and appreciation for the contribution of each ethnic group to Jamaica's culture
- Show tolerance for cultural differences

ICT ATTAINMENT TARGETS:



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



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



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
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Students will:

Work in mixed ability groups with items provided by the teacher in a “Mystery Bag”. The Mystery Bag should contain items/pictures which represent the different ethnic groups that came to Jamaica. Students will name the items in the bag the sort the items into groups according to the ethnic group which brought it to Jamaica.

- Developing categories
- Listening for information

At least two items correctly matched to each ethnic group

Ethnic Group	Items/Pictures
Tainos	Bammy/cassava, pineapple, hammock, tobacco
Africans	Drum, Kumina, Dinki Mini, Gerreh,
Spaniards	Sugar, horses, pigs
British	Bun, patties, tea, Maypole
East Indians	Curry, rice, rotti
Chinese	Noodles, chop suey,

Listen to the teacher give an overview of the content and skills to be covered in the unit, while incorporating items from the Mystery Bag

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine pictures of the ethnic group and describe what is seen and identify each group. Teacher will pronounce and write the name of each group below the picture. Students will repeat the name of each group. Words should be placed on the word wall.

- Associating words with pictures

Pictures and words correctly matched for at least four ethnic groups.

Repeat the words pronounced by the teacher- ancestor, descendant, ethnic group. Students will place their hands on their chins as they pronounce the words in order to tell the number of syllables in each word.

- Using context to develop meaning

- L1** - correct pronunciation and meaning given as student jumps on the word
- L2** - words and their meaning are correctly matched
- L3** - sentences reflect correct meaning of words

Listen to sentences read by the teacher. Students will repeat sentences and use the context in which the words are used to develop meaning.

Example of Sentences

Our ancestors came to this country more than 300 years ago.

We are descendants of many different ethnic groups who came to Jamaica.

- L1** - participate in a game of hopscotch. Students call words and give their meaning as they jump on them.
- L2** - play word game where they match words with meaning
- L3** - use words to write sentences that reflect their meaning

Examine picture/s of present day Jamaicans who are descendants of different ethnic groups

- Organising information to show relationships

- L1** - ethnic groups correctly identified
- L2** - ethnic groups and pictures correctly matched
- L3** - names of ethnic groups correctly spelt and matched to pictures

L1- identify the different ethnic groups represented in the picture

L2- match names of ethnic groups with ethnic groups in the picture/s

L3- write names of the different ethnic groups below picture/s

Use graphic organiser to match pictures of ancestors and descendants

Graphic organiser shows correct link between ancestors and descendants

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine map of the world showing the continents. With guidance from the teacher they will name the continents and identify the continent from which each ethnic group came.

- L1** - identify continents from which ethnic groups came on a map of the world
- L2** - identify the ethnic groups and locate the continents from which they came on a blank map of the world
- L3** - identify the ethnic groups and locate the countries from which they came on a blank map of the world

• Locating places on a map

- L1** – correctly identify continents from which each ethnic group came
- L2** - correctly label maps with names of ethnic groups and continents
- L3** - correctly label maps with names of ethnic groups and countries from which they came

Watch video/listen as teacher reads about why different ethnic groups came to Jamaica. Participate in class discussion about why each ethnic group came to Jamaica.

- L1** - dramatize why the Tainos came to Jamaica
- L2** - dramatize why the Europeans (Spanish and British) came to Jamaica
- L3** - dramatize why the Africans, East Indians and Chinese were taken to Jamaica

• Communicating information

- L1** - dramatic presentation gives one reason the Tainos came to Jamaica
- L2** - dramatic presentation gives on reason for the coming of the Spanish and one reason for the coming of the British
- L3** - dramatic presentation gives on reason each group was taken to Jamaica-Africans, East Indians and Chinese

Participate in field trip to a heritage site e.g. Seville Heritage Park to find out about the ethnic groups that came to Jamaica.

- L1**- take pictures of artefacts at the site
- L2**- record information given by the tour guide
- L3**- collect brochures and make notes about the site

• Gathering and presenting information

Group presentations should be organised, creative and effectively share information gathered on the field trip

Work in mixed ability groups to present information gathered during the field trip.

Participate in classroom discussion on food that they eat and the ethnic group which contributed it to Jamaica's culture

- L1** - make a chart with pictures and names of different foods and the ethnic group that contributed it to our culture
- L2** - compile pictures/videos of celebrations from different ethnic groups
- L3** - use words contributed to the Jamaican language by different ethnic groups to create a find a word puzzle. This may be created using word search puzzle maker.

• Organizing information

- L1** - chart should have foods from at least 3 ethnic groups
- L2** - compilation should include celebrations from at least 2 ethnic groups
- L3** - puzzle should contain words/names of places from at least 3 ethnic groups

Learning Outcomes

Students will be able to:

- ✓ Give simple clear definition for each term
- ✓ Name three ethnic groups that came to Jamaica
- ✓ Locate on a map of the world two continents from which ethnic groups came to Jamaica
- ✓ Give one reason for the coming of any two ethnic groups to Jamaica
- ✓ Given at least one source gather one piece of information about the contribution of ethnic groups to one aspect of Jamaica's culture

Points to Note

- The ethnic groups to be studied in this unit are; the Tainos, the Spaniards, Africans, the British, East Indians and Chinese

Extended Learning

Students can make a scrapbook collection of artefacts from the various ancestral groups.

Students can mount display of artefacts on Jamaica Day or during National Heritage Week celebrations

RESOURCES

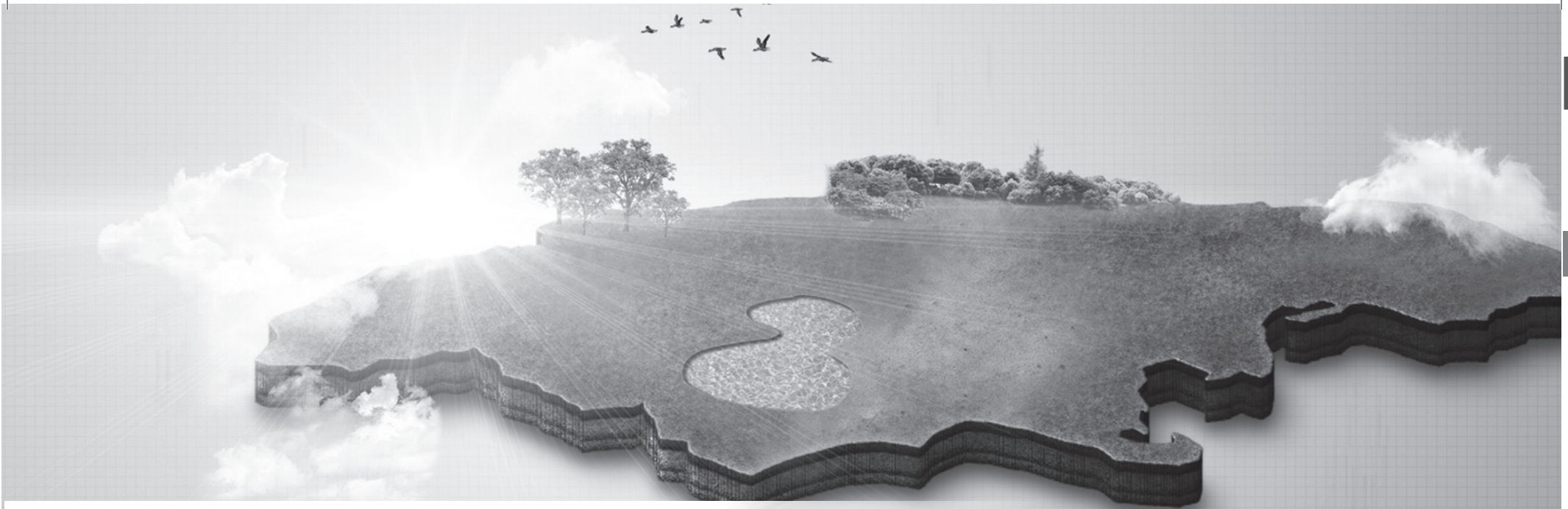
National Library of Jamaica, Jamaica National Heritage Trust, Institute of Jamaica

KEY VOCABULARY

ancestor, descendant, culture, ethnic group

LINKS TO OTHER SUBJECTS

Drama,



GRADE 7

SOCIAL STUDIES

TERM 2 UNITS

About the Unit

In this Unit students will learn about the importance of using natural resources in a sustainable way.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Resource, natural resource, renewable, non-renewable, sustainable

Students will develop key skills by:

- Defining key terms associated with the utilization of natural resources
- Classifying resources as renewable and non-renewable
- Locating natural resources in Jamaica

Students will develop knowledge and understanding of:

- The natural resources in Jamaica
- The importance of using natural resources in a sustainable manner

Students will develop attitudes by:

- Showing a willingness to use the natural resources in a sustainable manner

GUIDANCE TO THE TEACHER

This Unit provides opportunities for active engagement of the students. The pictures of the natural resources, charts and puzzles for the Unit can be made by the students with the teacher's guidance. The teacher should guide the students in the preparation of the materials then allow them to practice on their own in their groups. He/she should write the riddles on sturdy cards to read to the students, who will answer them orally. The cards can then be stored in Social Studies area for the students to use at their own pace.

A jigsaw puzzle can be made by first pasting a large picture relevant to the Unit onto a firm cardboard then laminating it with clear tape. Then cut the picture into pieces for the students to reassemble. These puzzles can be used at different stages in a lesson – introduction, development or culmination- to arouse interest and also to facilitate the development of thinking skills. The teacher should make a chart with the key terms to use throughout the Unit. Include the pictures of the terms that can be represented with illustrations for ease of understanding. Pre-teach the vocabulary words that will be difficult for the students.

GUIDANCE TO THE TEACHER

A large wall map of Jamaica and individual blank maps of Jamaica are needed for this Unit. The teacher should teach the students to use the key on the wall map and to add one to the map that they will work with. Colouring materials are also needed for activities in this Unit. You could ask the students to take crayons or colouring pencils from home to use. Give students adequate notice to take in the materials needed to make the models before the day that it is needed. Resource persons with skills in arts and crafts should be invited to assist students to make the materials for the lesson. The artefacts from the Unit should be displayed in a strategic location where all students will have easy access.

The suggested Anchor Activity for this unit is the planning and creation of a green classroom and/or “green area”. The students can do their surveys and drives to secure materials to do the project. The teacher should encourage the class to use recycled materials as much as possible to create the project. The students will also need to seek permission to conduct the project in the school. Students from other classes should be involved in the project by sharing with them the importance of creating the garden or “green area” to the school community.

Prior Learning

Check that students can:

- Name at least one natural resource

USING JAMAICA'S NATURAL RESOURCES**ATTAINMENT TARGET(S):**

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

Theme: Diversity, interdependence and sustainability in nature and society

Big Idea: Using natural resources responsibly helps a country to develop.

Essential Questions:

- What are some of Jamaica's natural resources?
- How well do Jamaicans use the natural resources of the country?

OBJECTIVES

Students should be able to:

- Define and use correctly the following concepts: resources, natural resources, renewable resources, non-renewable resources, sustainable
- Locate on a map of Jamaica areas that are rich in mineral resources
- Identify the major natural resources found in Jamaica
- Discuss the importance of the Sun, land and water as natural resources
- Assess the impact of the misuse of natural resources on humans and the environment
- Show care and concern for the environment

ICT ATTAINMENT TARGETS:



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



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



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:</p> <p>In mixed ability groups examine pictures of a set of objects, some natural, some made by humans e.g. (water, soil, rocks, pen, cellular phone, plastic bottle). Students will be asked to put the objects into two groups- Group 1– Natural Objects, Group 2 – Objects made by man. Students will explain the grouping of the objects. Students will formulate a definition for natural. Teacher will write the definition on the board.</p> <p>Discuss the uses of each object. Teacher writes the definition for a resource on the board and reads it for the class. Students will have to determine which objects are resources and provide a justification for their response.</p>	<ul style="list-style-type: none"> • Developing meaning • Classifying objects 	<p>Correct definition for terms given with correct examples</p> <p>Justification is supported by logical reasoning</p>
<p>Identify things that can be renewed e.g. passport, driver’s licence, identification card. Students will construct meaning for the word renew. Students will complete graphic organiser/concept map for the word renew. Concept map should include synonyms, antonyms, examples of things that are renewable and things that are non-renewable.</p>	<ul style="list-style-type: none"> • Using concept mapping to construct meaning • Justifying classification 	<p>Concept map includes at least one synonym, one antonym, one example of a renewable item and one non-renewable item</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- L1** - sort items as renewable and non-renewable –(plants, animals, water, wind, bauxite, gold, diamonds)
- L2** - sort items as renewable and non-renewable and justify the classification
- L3** - sort items as renewable and non-renewable and answer the question “Can things which are renewable become extinct or exhausted? Explain your response.

Items are correctly grouped as renewable and non-renewable
Grouping is supported by logical explanation

- L1, 2&3** Listen to stories about sustainable and unsustainable activities read by the teacher.

“Once upon a time there were two towns; Brown’s Town and Green Town. In Brown’s Town the people cut down the trees to make charcoal. They did not replant any trees. When it rained the soil was washed away and the land was bare. There were no more trees to make charcoal.

In Green Town the people cut down the trees to make charcoal, but they replanted fast growing trees. When it rained the plants grew even more. They always had trees to make charcoal.

- L1** - answer recall questions e.g. What did the people in Brown’s Town do with the trees?
- L2** – answer why questions e.g. Why was the soil washed away in Brown’s Town?
- L3** - answer questions e.g. Why were the residents of Green Town always able to make charcoal?

Teacher will write the word sustainable on the board and pronounce it. Students will repeat word. Teacher will read definition of the word sustainable. Students will participate in class discussion on sustainability. Discussion should include the sustainability of practices in Brown’s Town and Green Town

Using information gathered to answer questions

- L1** - answer to the question/s can be found in the text
- L2** - answer to the question can be inferred from information in the story
- L3** - answer must be supported by logical reasoning

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

L1, 2&3 Work in mixed ability group to assemble jigsaw puzzle showing resources in Jamaica. Students will identify resources and classify them as renewable and non-renewable.

- Classifying

Items correctly classified as renewable or non-renewable

L1, 2&3 Examine pictures showing how humans use resources. Participate in discussion about how humans are using the resources. Students will make a scrapbook.

- Gathering information from pictures

L1 – at least three pictures of people using the river, sea, lake/pond, piped water as a resource and two ways that water is important to Jamaicans

L1 - collect pictures of how people use water

L2 - collect pictures of how people use land

L3 - collect pictures of how people use the Sun

L2 - at least three pictures of people using the land as a resource and two ways in which land is important to Jamaicans

Picture discussion

L1 - pretend to be the sea or river and say how important you are to Jamaicans

L2 - pretend to be the land and say how important you are to Jamaicans

L3 - pretend you are the Sun and say how important you are to Jamaicans

L3 - at least three pictures showing the uses of the Sun and two ways in which it is important to Jamaicans

L1, 2&3 Listen to reading of newspaper articles/watch video about the misuse of Jamaica's forests/river/land.

- Listening for information

Correct answers given to questions

L1 - answer questions about how the forest/river/land is being misused

L2 - answer questions about how the impact of the misuse affects humans and the environment

L3 - suggest actions that can be taken to prevent or reduce the misuse of forest/river/land.

Suggestions are feasible

Work in mixed ability groups to identify an area on the school compound that can be transformed into a green area. Select an appropriate type of garden for the space identified e.g. container, wall or hanging garden, type of plants e.g. ornamental or vegetables. Identify the tools and equipment needed, what will be done by whom and when. The costs for inputs and how they will be acquired must be identified.

- Developing an action plan

Garden should be appropriate for the area selected. Each student must have role with duties to be carried out. Green area must be maintained after it is established.

Suggested Teaching and Learning Activities

Students will:

Work in mixed ability groups to make their classroom a “Green Classroom” that is, an environmentally friendly space. Students should consider; recycling, reducing waste and saving energy. Students will create video journal about their role in making the classroom a “Green Classroom”. They will reflect on their actions and how these may impact their immediate surroundings

L1, 2&3 Examine a map of Jamaica which shows the location of bauxite deposits. Teacher will guide students in the use of the key to identify areas with bauxite deposits. Students will colour areas with bauxite on a blank map of Jamaica. Teacher will guide students in putting a title on the map and creating a key.

Closure/Wrap Up

Revisit the Essential Questions and have students respond orally. Teacher leads class discussion on the Big Idea. Discussion should include the positive and negative impact of human activities on the environment and the role that people must play in preserving the environment.

Key Skills

- Reflective thinking
- Gathering information from maps

Assessment Criteria

Classroom may have different bins so that garbage is sorted for recycling, lights are turned off when no one is in the room, students use reusable bottles for water, items in the classroom are repurposed

Map must have key, title, and bauxite deposits highlighted

Journal Task

L1-3 Using videos/photographs and words make a journal entry about the resources in their school or their community and how these are used or misused. Suggest ways the misuse of resources can be resolved.

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions of the terms
- ✓ 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
- ✓ 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

- The resources that students are required to examine in this Unit are; Sun, water, forests, and bauxite

Extended Learning

Create videos, songs, or poems about protecting the environment

RESOURCES

Newspaper articles, pictures, computer online sources, National Environment and planning Agency (NEPA), Forestry Department

KEY VOCABULARY

Resources, natural resources, renewable resources, non-renewable resources, sustainable

LINKS TO OTHER SUBJECTS

English Language, Science

About the Unit

In this unit students will explore the family structures that exist in Jamaica. They will examine the roles and functions of different members of the family and evaluate the work done by agencies that provide support for families.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Family, social group, values, norms, rules, sanctions, breadwinner, socialization, procreation

Students will develop key skills by:

- Participating in class discussions
- Analysing information
- Gathering and presenting information

Students will develop knowledge and understanding of:

- Defining terms associated with the family
- Describing types of family structures in Jamaica
- Examining the roles and functions of members of the family
- Evaluating the work of agencies that provide support for the family

Students will develop attitudes by:

- Recognising the value of the family as a basic unit in society

GUIDANCE TO THE TEACHER

The topic, the family, can be a sensitive one which can spark negative feelings for some students. The teacher must endeavour to keep the focus on the importance of the family to society. Some students may seek to vent their negative feelings about some family types, or share very personal family matters, allow the discussions to flow within appropriate limits but seek help from the Guidance Department for students who are observed to be struggling with the issues.

Vocabulary Charades involves learning vocabulary words in an active way. First the words are written on individual cards, then the teacher breaks the class into two teams. Ordinarily, one individual from each team would act out a word to express its meaning for the teams to guess the word. The team to correctly guess the word first scores a point. The teacher will be the 'actor/actress' in these cases since the students may not be familiar with the words. When the students are more comfortable with the words, they can play the role of actors. This game can also be played with the whole class. Props can also be used to prompt understanding. To make it more challenging, add to your word pile every week so you are constantly reviewing previous vocabulary words. If scores are not kept, cheer the guesser and the actor for their smarts.

Prior Learning

Check that students can:

- Define the term family

THE FAMILY**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "The family is an important group in society?"

Essential Questions:

- Why are families important?
- How are families unique?
- How do families work?

OBJECTIVES

Students should be able to:

- Define and use the key terms; family, social group, values, norms, rules, sanctions, breadwinner, socialization, procreation
- Identify types of family structures in Jamaica
- Describe the functions of the family
- Discuss the benefits and challenges faced by the types of family structures that exist in Jamaica
- Analyse the changing roles of members within the family
- Recognise the importance of the family to the proper functioning of the society

ICT ATTAINMENT TARGETS:



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



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



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
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Students will:

Examine pictures or watch video (episode from a television series) about the family. Students will identify the members of the different families in the pictures/video. Teacher will lead class discussion on “What is a family” Teacher will write the word family on the board and help students to spell and pronounce it. Students will share their definitions of family. Teacher will write definition on the board.

- Developing meaning

Spell correctly the word family and give correct definition

Listen to the teacher give an overview of the unit which includes key vocabulary for the unit.

- Building vocabulary

L1 - drawing, mime or drama piece accurately portrays the meaning of the word

Repeat the key vocabulary words pronounced by the teacher. Teacher will read the definition for each word from a chart, then play, Vocabulary Charades”

L2 - words correctly matched to their meaning

L3 - sentences correctly completed

L1 - choose a word from the vocabulary box and then draw, mime or act out the meaning

L2 - play a game of “Concentration” to match words and their meaning

L3 - complete sentences by filling in the blanks with the correct vocabulary words

Suggested Teaching and Learning Activities

Key Skills

Students will:

Examine pictures and name members of the family seen. Teacher labels pictures with the different family types.

L1 - copy the names of the types of family structures and paste them on the word wall with matching pictures

L2&3 - conduct survey among classmates to find out the types of family structures in the class. Present data from survey using pictograph/bar graph

- Gathering and presenting data

L1- pictures and types of family correctly matched
L2&3 –appropriate symbols or pictures are used, data presented is accurate

Work in mixed ability groups to discuss things that their family members do (roles of family members) and how the family is provided for (functions of the family). Teacher leads class discussion on the functions of the family and the roles of family members. Students will share in creative ways (poems, song, skit etc.) the roles of family members and functions of the family

- Communicating information in a variety of ways

The creative method clearly shows the functions of the family and the roles of different members

Listen as teacher reads story about a family where the mother is the breadwinner and the father stays at home. Students will participate in class discussion about why the traditional roles have changed, and the impact of the change on members of the family

- Listening and communicating information in a variety of ways

Family members are depicted in non-traditional roles

L1 - collect/draw a picture of the father doing domestic chores

L2 - dramatize a scene where the family is together and the traditional roles of the mother and father are reversed

L3 - dramatize scene which shows the impact of changes in the traditional roles of family members on the family

Dramatization depicts two changes in the roles of family members and their impact on the family

Collect pictures of different types of families participating in various activities. Write the name of the type of family below the picture. Mount the pictures in the Social Studies corner. Students will compare the types and discuss the benefits and challenges faced by each type.

- Making comparisons

L1 - picture and type of family are correctly matched
L2 - picture and type of family are correctly matched, benefit clearly stated
L3 - picture and type of family are correctly matched, challenges clearly stated

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- L1** - draw a picture of a single parent family and write the name of the type of family below the drawing
- L2** - draw a picture of a nuclear family, write the name of the type of family below the picture and give one benefit of this type of family
- L3** - draw a picture of an extended family, write the name of the type of family below the drawing and give two challenges of this type of family

Invite the school's guidance counsellor to talk about the importance of the family to society, the roles and responsibilities of members of the family as well as the impact on the society when roles and responsibilities are not fulfilled.

- Asking relevant questions

Prepared and impromptu questions must be clear, properly structured and relevant

Closure/Wrap Up

Students will answer the Essential Questions orally or in writing. Teacher will lead class discussion on the Big Idea.

Learning Outcomes

Students will be able to:

- ✓ Write/give simple clear definitions of the terms
- ✓ Match pictures/images of different types of family structures with their names
- ✓ Give simple clear description of the functions of the family
- ✓ Present arguments for and against different types of family structures
- ✓ State how and why the roles of members have changed and the impact of the changes on the family and society

Points to Note

- Remind students to demonstrate respectful, responsible and clear online/offline communication
- A family is a social group and a social institution.

Extended Learning

Create a portfolio or digital album about families engaging in different activities.

RESOURCES

Computer, projector, internet, pictures

KEY VOCABULARY

Family, social group, values, norms, rules, sanctions, breadwinner, socialization, procreation

LINKS TO OTHER SUBJECTS

English Language, Drama, Visual Arts, Music



GRADE 7

SOCIAL STUDIES

TERM 3 UNITS

About the Unit

In this Unit students will learn the difference between weather and climate. They will identify the elements of weather and climate and observe these elements in order to identify patterns. Students will examine past hurricanes and drought in order to understand the impact of weather and climate on human activities.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Weather, climate, hurricane, drought, climate change

Students will develop key skills by:

- Making observations and identifying weather patterns
- Drawing conclusions about how weather and climate affects human activities

Students will develop knowledge and understanding of:

- The difference between weather and climate
- The elements of weather and climate
- The impact of weather and climate on human activities
- The evidence of climate change

Students will develop attitudes by:

- Participating in activities to prepare for hurricane and respond to a drought

GUIDANCE TO THE TEACHER

In a differentiated classroom, students will complete assigned tasks at different times. The Anchor Activity may be used to provide meaningful activities for students when they have completed their assigned tasks. The Anchor Activity for this Unit is a weather station. The teacher should create an activity box or learning centre with tasks relating to the content and skills needed to create a weather station. The Anchor Activity must be introduced to the students at the beginning of the Unit. Students must also be told at the beginning of the Unit the materials they will need to make the weather instruments.

The teacher must endeavour to create a classroom culture where students work quietly and independently in the learning centre, which will allow him/her time to focus on students who are completing assigned tasks.

Prior Learning

Check that students can:

- Identify the elements of weather
- Describe the type of climate we experience in Jamaica

CARIBBEAN WEATHER AND CLIMATE**ATTAINMENT TARGET(S):**

Understand the processes and forces that influence the physical and built environment

Theme: The physical environment and its impact on human activities

Big Idea: "Weather and climate determine how we live."

Essential Questions:

- How does weather and climate affect my everyday activities?
- How do we prepare for adverse weather conditions?

OBJECTIVES

Students should be able to:

- Define the key terms/concepts: weather, climate, drought, hurricane, climate change
- Differentiate between weather and climate
- Identify the elements of weather
- Name the type of climate we experience in Jamaica
- Observe and record the elements of weather
- Describe the impact of weather and climate on human activities
- Take steps to prepare for a hurricane and respond to a drought

ICT ATTAINMENT TARGETS:



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



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



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 class discussion to identify the type of weather they most enjoy.</p> <p>Teacher writes responses on the chalkboard. Teacher will pronounce words and students will repeat words. Students will draw pictures of each type of weather identified. Put drawing and words/sentences on a chart labelled weather</p> <p>L1 - write one word to describe each type of weather drawn L2&3- write a sentence to describe the type of weather drawn</p>	<ul style="list-style-type: none"> Developing meaning 	<p>Chart must include at least three sketches and words/descriptions of weather</p>
<p>Work in mixed ability groups to examine four pictures showing different aspects of drought and four pictures showing hurricane. Teacher will distribute two word cards to each group. Each card has word on one side and definition on the reverse side. Students will match each word to four pictures, pronounce words correctly and read definition</p>	<ul style="list-style-type: none"> Using pictures to develop meaning 	<p>Four pictures correctly matched to one word and definition.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine the symbols used to show the weather pattern for Kingston, Jamaica and New York city for the month of February.

Use the symbols to identify the weather pattern for each city.

- L1** - describe the weather pattern for either Kingston or New York
- L2** - describe the weather pattern for both New York and Kingston
- L3** - identify similarities and differences in the patterns for New York and Kingston

Work in mixed ability groups to draw symbols to represent the elements of weather e.g. rain, sunshine, wind, cloud cover. Teacher designs weather chart to be used to record students observations of changes in the weather for a specified period e.g. one week.

- L1** - record the changes in weather each day on the weather chart
- L2&3**- describe the weather pattern for a specified period

Work in mixed ability groups to examine pictures and watch videos detailing how to make a wind vane/wind sock and rain gauge then make a model of each instrument. The weather instruments should be placed at a suitable location on the school compound. Students will read and record daily readings on the weather chart posted in the class or on the school compound.

Use the information gathered for rainfall to draw a bar graph

Listen/view to weather report.

- L1**- identify the different elements of weather mentioned in the report
- L2&3**- identify the elements of weather and the units used to measure each element

- Identifying patterns
- Making comparisons

- Making and recording observations

- Gathering and recording information

- Listening for information

- L1** - description must include the dominant feature of the weather e.g. mostly sunny
 - L2** - description must include dominant feature for each city e.g. Kingston is mostly sunny, New York has snow
 - L3** - at least one similarity and one difference
- identified between weather pattern in New York and Kingston
- L1** - weather is recorded on the chart using symbols for at least one week
 - L2&3**- description of weather pattern for at least one week and includes at two elements

Weather instruments must be functional, that is the arrow on the wind vane must be able to rotate and cardinal points must be correctly aligned. Rain gauge must give accurate measurements in millimetres

- L1** - at least two elements of weather identified
- L2&3** - at least three elements of weather identified and the units used to measure each element

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Use Google voice app or SIRI to find the answer to the question "What is the difference between weather and climate? Listen to the response and use information complete a comparison table

	Weather	Climate
Time span		
Location/place		

- Identifying difference

Completed table with difference between weather and climate in terms of time

Watch video on YouTube "Climate Change" (according to a kid)
Work in mixed ability groups to create a story with illustrations about climate change

- Creative thinking

Story must include a definition for climate change and at least two causes of climate change

Participate in class discussion on their experiences with and level of preparation for a past hurricane and drought.
Work in mixed ability groups to develop a plan for hurricane

- Planning

L1 - food items should be non-perishable, medication for family members with different ailments
L2 - plan include securing of roof, windows, flood mitigation, identification of shelter, evacuation route and means of transportation
L3 - plan includes how family members will keep in touch before, during and after the hurricane, number for fire station, police, shelter, ODPEM, radio and power supply

L1 - plan for food and medication
L2 - plan for house or evacuation plan
L3 - communication plan for family members, with authorities and for updates

Examine a series of pictures showing the impact of weather and climate on human activities.

- Categorizing

Pictures correctly categorised

Work in mixed ability groups to sort impact as positive and negative

Learning Outcomes

Students will be able to:

- ✓ Give simple clear definitions for the terms; weather, climate, drought, hurricane, climate change
- ✓ Use terms correctly in a variety of situations
- ✓ State the difference between weather and climate
- ✓ List the elements of weather
- ✓ Observe and record the elements of weather
- ✓ Give clear description the impact of weather and climate on human activities
- ✓ Take steps to prepare for a hurricane and respond to a drought

Points to Note

- The elements of weather that students will examine in this unit are; rainfall, wind, temperature, cloud cover and sunshine
- Students must be allowed to watch a video or listen to a recording more than once before completing an assigned task

Extended Learning

Students will investigate ways the elements of weather e.g. sunshine, rainfall are used by humans

RESOURCES

Computer, internet, multimedia projector

KEY VOCABULARY

Weather, climate, drought, hurricane, climate change, flood, rainfall, wind, cloud cover, sunshine, temperature, global warming

LINKS TO OTHER SUBJECTS

English Language, Visual Arts

About the Unit

In this unit students will learn about the need for the sustainable use of resources and the protection of the environment.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Environment, reuse, reduce, recycle, conservation, sustainable, pollution

Students will develop key skills by:

- Gathering and interpreting and data
- Identifying cause and effect relationships

Students will develop knowledge and understanding of:

- Pollution of the land, air and waterbodies
- Conservation practices

Students will develop attitudes of:

- Environmental sensitivity and responsibility
- Respect for all life forms

GUIDANCE TO THE TEACHER

The teacher should ask students to collect newspaper clippings and even download information on the topic prior to the start of the Unit. The clippings can be used to create a regular paper scrapbook or digital scrapbook/electronic scrapbook. The scrapbooks may be displayed in the classroom display area. Adequate time must be given to activities such as the Inquiry Chart. The Inquiry Chart (I-chart) is a strategy that enables students to gather information about a topic from several sources. Teachers design the I-chart around several questions about a topic. Students read or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class. The teacher should provide a blank I-Chart and assist students in forming questions. Teachers may ask students to resolve competing ideas found in separate sources or develop new questions to explore based on any conflicting or incomplete information. Teachers will find information relevant to this Unit on the National Environment and Planning Agency website.

The suggested Anchor Activity for this unit is a “Conservation Campaign” within the school. Students should work together to devise creative and innovative ways to conserve on energy, water, paper or any other resource in the school. Students can create photo collages, jingles, slogans, and posters to encourage all members of the school to conserve.

Prior Learning

Check that students can:

- Define the term environment
- Identify one environmental problem

PROTECTING MY ENVIRONMENT**ATTAINMENT TARGET(S):**

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

Theme: Diversity, interdependence and sustainability in nature and society

Big Idea: “ Sustainable use of our natural resources protects the environment”

Essential Questions:

- What are humans doing that damage the environment?
- What can be done to protect the environment?

OBJECTIVES

Students should be able to:

- Define and use correctly the terms; reduce, reuse, recycle, environment, pollution, conservation
- Distinguish among water, land and air pollution
- Identify the causes/sources of pollution
- Develop strategies to reduce pollution
- Outline ways in which individuals and communities can contribute to sustainable development
- Implement conservation practices in the school
- Assess the work of one environmental protection agency in Jamaica
- Adopt behaviours and practices that protect the environment
- Show respect for living things and the natural environment

ICT ATTAINMENT TARGETS:



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



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



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 the YouTube video on cartoon series Captain Planet Intro Theme and participate in class discussion. Students may pose questions and respond to questions about the work done by Captain Planet in keeping Earth free of pollution. Students answer the question “How can I help to keep pollution down to zero.</p>	<ul style="list-style-type: none"> Asking and answering questions 	<p>Questions and answers must be related to the topic</p>
<p>Listen as teacher presents an overview of the lesson, then list the key words for the unit on the board. Students will repeat the words as they are pronounced by the teacher. Students will clap the syllables as they call each word. Students will participate in a word hunt. As a word is found the student will pronounce the word and identify the syllables</p>	<ul style="list-style-type: none"> Vocabulary development 	<p>Each word is correctly pronounced and syllables identified</p>
<p>Work in mixed-ability groups to explain terms that they are familiar with. Illustrate any term(s) that they know. They will share their work with the rest of the class.</p>	<ul style="list-style-type: none"> Developing meaning 	<p>Illustrations should accurately depict the meaning of each term</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to a reading/recording of the meaning of terms while teacher points at the words written on the board or word cards.

L1&2 – read along with teacher the words and their meaning

L3- read selected words and their meaning on their own

- Listening for meaning

Words correctly pronounced and meaning read with fluency that enables understanding

In mixed-ability groups, conduct online research using Google voice App or Siri on the terms “reuse, reduce, and recycle”.

- Gathering information

Correct meaning of terms identified

Take pictures of different areas on the school compound to show areas where reusing, reducing and recycling or any other sustainability activity is needed.

- Identifying a problem

Pictures and areas identified highlights a specific problem- wasting energy/water, poor waste management etc.

L1 - identify and take pictures of unsustainable practices/activities on the school compound. Share the pictures with the rest of the class and explain what they are showing.

L2&3–examine pictures taken by L1 and select one or two areas for which they will develop a conservation campaign. Students will identify the source(s) of the problem and brainstorm solutions

Work in mixed-ability groups to develop a slogan, jingle, posters for a conservation campaign for the school

- Creative thinking

Campaign must target one or two areas e.g. energy or water reduction. There must be a clear message how to manage either or both areas targeted

L1 - use drawings/pictures to create posters to encourage conservation at school

L2 - create slogan for the conservation of water/electricity at school

L3 - find out the amount of water/electricity consumed by the school and the cost for a period of at least three (3) months. Use the information to create a chart. Chart may also show the amount of water/electricity used and the cost after conservation methods have been implemented.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine questions on the work of a selected environmental organisation on the Inquiry Chart prepared by the teacher. Teacher reads questions aloud and students follow on the chart.

- Using evidence to support conclusions

At least one conclusion drawn which is supported by evidence from at least one source

Topic:			
What I/we already know about the topic :			
What I/we want to know about the topic:			
Sources	Question 1	Question 2	What questions do I/we have?
Source 1:			
Source 2:			
Conclusion:			

Consult different sources to answer the questions.

Source 1- presentation from a resource person or video on the work of the selected environmental agency

Source 2: news reports on the work of the agency

In mixed ability groups discuss the answers to the questions and draw conclusions about the work of the agency

Learning Outcomes

Students will be able to:

- ✓ Write simple, clear definitions for the terms/concepts
- ✓ Use concepts/terms appropriately in a variety of contexts
- ✓ Clearly state the differences between land, air and water pollution
- ✓ Clearly outline steps involved in developing a plan to conserve energy/water or reduce pollution
- ✓ Use evidence to judge the work done by a selected environmental protection agency
- ✓ Actively participate in activities to protect the environment

Points to Note

- There are a variety of environmental issues that affect the world today. The most common issues tend to be related to the consumption of resources and the production of waste, which can result in the destruction of habitats and pollution.
- Among the many environmental problems facing the island of Jamaica at this time are; erosion; land, air and water pollution

Extended Learning

Conduct online/offline research about an environmental problem and suggest strategies to deal with the problem

RESOURCES

National Environment and Planning Agency (NEPA)
Jamaica Environment Trust
Newspaper articles

KEY VOCABULARY

Reduce, reuse, recycle, environment, pollution, conservation

LINKS TO OTHER SUBJECTS

English Language, Science

GRADE 8

SOCIAL STUDIES

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 humans and their 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

AT1

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 on 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 the way the Earth's position and movement within the Solar System affects us all.

AT2

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.

AT3

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.

AT4

RECOGNIZE 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 across the periods of history that they study.



GRADE 8

SOCIAL STUDIES

TERM 1 UNITS



TERM 1**Unit 1 (4 weeks)****Nationalism**

Developing an awareness of nationalism; recognizing the strategies for Jamaica's development and the part students can play in Jamaica's growth

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

Developing knowledge of mass media and responsible use of social media

Unit 3 (4 weeks)**My Ancestors**

Understanding the influence various ethnic groups on Jamaican culture and the effects of technology on culture; appreciating key individuals and organisations that have contributed to the preservation of Jamaican culture

TERM 2**Unit 1 (3 weeks)****Economic institutions:****Banks and Credit Unions**

Understanding the functions of economic institutions e.g. banks and credit unions and their importance to Jamaica's development

Unit 2 (4 weeks)**Political Institutions: Government**

Understanding governance and the importance of government systems to the effective management of the country

Unit 3 (4 weeks)**Consumer Affairs**

Examining consumer matters and the rights and responsibilities of the consumer

TERM 3**Unit 1 (6 weeks)****Natural Disasters of the Caribbean**

Investigating the nature of hazards and disasters, the institutions and efforts to mitigate the effects of disasters

Unit 2 (5 weeks)**Environmental Problems and Solutions**

Exploring environmental problems facing their communities, country and region, the effects of environmental problems and the ways to resolve issues

About the Unit

In this Unit students will explore the concept of nationalism and its importance to nation building. They will examine the goals of Vision 2030 and devise strategies to promote nationalism among their peers.

RANGE OF CONTENT

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

Students will develop key concepts of:

- nationalism, nation, patriotism, national symbols and emblems

Students will develop key skills by:

- Analysing information
- Participating in discussions
- Listening for information
- Communicating information through a variety of creative means

Students will develop knowledge and understanding of:

- Vision 2030
- Nationalism

Students will develop attitudes of:

- Respect for national symbols and emblems
- Acceptance values and behaviours that promote nationalism
- Commitment to achieving the goals of Vision 2030

GUIDANCE TO THE TEACHER

The foundation for nationalism was laid in Grade 7 Term 1 Unit 1 “I am a Jamaican Citizen”. Therefore, the teacher should help the students to make connections between citizenship, patriotism and nationalism.

The teacher should prepare letter tiles that are to be used in the scrabble game. Each tile must have a letter and an associated numerical value. The total score for each word is arrived at by adding the numerical value for each letter tile in the word.

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

NATIONALISM**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "Nationalism is important for a country's development."

Essential Questions:

- What is nationalism?
- Why is nationalism important?
- How can nationalism be promoted?

OBJECTIVES

Students should be able to:

- Define and use correctly the terms/concepts; nation, nationalism, patriotism, national symbols and emblems
- State the goals of Vision 2030
- Design methods to promote Vision 2030 and nationalism
- Demonstrate attitudes and behaviours of nationalism among peers and the wider society
- Show respect for national symbols and emblems

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to song/watch video about Jamaica e.g. Smile Jamaica by Chronixx/ Jamaica Love by Busy Signal/Sweet Jamaica by Mr Vegas and participate in class discussion about how the singers feel about Jamaica. The teacher will record key points/terms on the board.

L1- Give one line from the song which tells how the singer feels about Jamaica

L2 - Give two lines from the song and write one sentence about the &3 lines which tells how the singer feels about Jamaica

• Analysing messages in songs

L1- the selected line has words which tells how the singer feels about Jamaica

L&3- the sentence includes words from the song which tells how the singer feels about Jamaica

L1, 2 &3 Gather the views of the school population or community about Jamaica by conducting a vox pop (man in the streets interviews). The following questions will be asked in the vox pop

1. What does it mean to love your country?
2. What are the best ways to show love for your country?
3. What are some things you should not do if you love your country?

Share interviews with classmates and discuss the responses.

L1- Organise responses for question one (1)

L2&3- Organise responses for questions two (2) and three (3)

• Organising information

Responses that are similar are grouped together

L1, 2& 3 Participate in game of scrabble with letters provided by the teacher. Points must be stated on each letter tile. Students will use the letters to spell words in the key vocabulary for this Unit. Students will be awarded points for each word made and additional points will be given for each definition found using the dictionary or Google voice app/Siri.

• Vocabulary development

Words are correctly spelt and correct definitions are given

With the help of the teacher, make sentences orally, then in writing to explain the meaning of key terms in the Unit.

L1- Repeat the sentences with the help of the teacher

L2- Write the words on word cards

L3- Write the sentences on strips

• Vocabulary development

L1- sentences repeated correctly

L2- words spelt correctly

L3- sentences convey correct meaning of words

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

L1, 2& 3 Examine pictures of Jamaicans displaying nationalism e.g. working on community/national projects on Labour Day, showing respect for national symbols, athletes receiving medals at the Olympics, and pictures showing Jamaicans littering, Jamaicans involved in criminal activities, Jamaicans attacking the state e.g. police force/army.

Categorise pictures into two groups- Group one –Nationalism, Group Two – Not Nationalism

- Categorising

Pictures are sorted correctly into the two categories

L1, 2&3 Participate in class discussion led by the teacher about the meaning of the word "Vision". Students create individual vision boards. They will use pictures/drawings and words to create a vision board which shows goals they will achieve in the next 20 years. Students will explain the strategies they will use to achieve these goals.

- Setting goals
- Developing strategies

At least three goals identified and at least one strategy to achieve each goal

L1, 2&3 watch video on YouTube "Vision 2030 Jamaica (Full Video Feature) and identify and discuss the four goals of Vision 2030. Work in mixed ability groups to plan and execute a dramatic presentation showing Jamaica in the year 2030 "Jamaica, the place of choice to live, work, raise families, and do business."

- Communicating understanding through drama

Dramatic presentation must include scenes of Jamaica in 2030 as a place of choice to live, work, raise families and do business

Read along with the teacher the four goals of Vision 2030 put on the board. Participate in class discussion about each goal. Work in ability groups and design a strategy to promote the assigned goal. The strategy may be include the visual or performing arts.

- Designing a strategy

Strategies must be feasible and relate to the assigned goal

L1- Goal – Jamaica has a healthy environment

L2- Goal – Jamaican economy is prosperous

L3- Goal – Jamaican society is secure, cohesive and just OR Jamaicans empowered to achieve their fullest

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in mixed ability groups to conduct a vox pop (man in the streets interview) on the level of awareness of the Vision 2030 statement (Jamaica, the place of choice to live, work, raise families and do business”) among members of the school or community. Use pictograph to show responses of persons interviewed.

- Gathering and representing information

Pictograph uses appropriate symbols and reflects number of persons interviewed

Work in mixed ability groups to collect pictures of the Jamaican emblems; the Jamaican Flag, The National Anthem and the Coat of Arms. Beside each emblem place a drawing or picture of how respect is to be shown for it **OR** create a video of how respect is to be shown for the emblem

- Developing and showing respect

Each emblem correctly represented and appropriate respect is shown

Closure/Wrap Up

Revisit the Essential Questions and have students respond orally. Lead class discussion on the Big Idea.

Journal Task

Make a journal entry on how they demonstrate nationalism.

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions and use the terms/concepts correctly in different contexts
- ✓ Clearly state the goals of Vision 2030
- ✓ Design appropriate and effective methods to promote Vision 2030 and nationalism
- ✓ Demonstrate attitudes and behaviours of nationalism among peers and the wider society
- ✓ Show respect for national symbols and emblems

Points to Note

- Jamaica has three emblems; the National Flag, the National Anthem and the Coat of Arms/State Arms.
- The national symbols are; the national flower- Lignum Vitae, the national tree – Blue Mahoe, the national fruit- the Ackee,
- Coat of Arms should not be used in a casual manner, as it is the premier symbol of the nation
- Coat of Arms should not be imprinted on jackets or shirts for athletes or any other teams or groups representing Jamaica whether locally or internationally.
- The imprinting a photo or artwork of the national emblems and symbols, including the flag or the flower of Jamaica on commercial products is restricted, and permission must be sought from the Office of the Prime Minister.
- The Jamaican flag should never be allowed to touch the ground or floor. It also should not be flown or used only for decorative purposes on anything that is for temporary use and is likely to be discarded, except on state occasions.
- Additionally, the flag should never be smaller than any other flag flown at the same time and should never be draped over vehicles, except on military, police and state occasions.
- All persons should stand at attention (i.e., heels together) at the playing of the National Anthem and men should remove their hats. The first verse of the National Anthem should be played or sung as specifically designated on the arrival of the Governor-General or the Prime Minister.
- Additionally, singing of the National Anthem should form part of the ceremony of raising and lowering of the flag at the beginning and end of term in schools and at Independence celebrations.

Extended Learning

Students create nationalistic songs, jingles, poems, drawings about Jamaica

RESOURCES

Jamaica Information Service

*<https://jis.gov.jm/jamaicans-urged-adhere-guidelines-use-national-symbols/>
computer, internet, projector*

KEY VOCABULARY

Nation, nationalism, patriotism, national symbols and emblems

LINKS TO OTHER SUBJECTS

Drama, Visual Arts, English Language, Mathematics

About the Unit

In this Unit students will develop an understanding of communication and the responsible use of media. They will learn about social media and media literacy. Students will explore different forms of communication, distinguish between facts and opinions and evaluate the impact of social media on children in Jamaica.

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, communication, mass media, social media

Students will develop key skills by:

- Gathering and communicating information
- Distinguishing between facts and opinions
- Evaluating messages

Students will develop knowledge and understanding of:

- Forms of communication
- The difference between facts and opinions
- The impact of social and mass media on children

Students will develop attitudes:

- Cooperation
- Respect for others

GUIDANCE TO THE TEACHER

The teacher should carefully select the resources that are used by students in this Unit. Clear guidelines must be set for selecting materials to be used in class. Materials must be checked before they are used in class.

The questions that will be used to guide the discussion of pictures and videos must be written on the board. Class discussions should be conducted using the following guidelines:

- Using previewing activities such as asking questions about the materials
- Sharing the purpose for viewing the materials
- Providing students with active viewing tools such as graphic organisers, pausing for reflection and questions, taking notes, making jottings or illustrations, reviewing confusing, challenging or controversial scenes or images
- Engaging in post viewing activities such as summarizing, debriefing and assessing understanding

GUIDANCE TO THE TEACHER

The questions below may be asked as students interact with various types of media throughout the Unit.

- ✓ How do mass media/social media affect the things that people eat, wear, and do?
- ✓ What do you use to judge the veracity of information coming from mass media and social media?
- ✓ Which forms of communication are effective disseminators to messages to large audiences?

A suggested Anchor Activity for this Unit is a “Communication Group” for the classroom. This group will contain a radio station, a newspaper, a television station and a social media platform. The students can use the Communication Group to disseminate information about an issue that is pertinent to them.

Prior Learning

Check that students:

- Know different ways of communicating

COMMUNICATION AND MEDIA LITERACY**ATTAINMENT TARGET(S):**

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

Theme: Living together

Big Idea: "Social and mass media can affect our understanding of events and attitudes towards people"

Essential Questions:

- What is communication?
- Why is media literacy important?

OBJECTIVES

Students should be able to:

- Define and use correctly the concepts/terms: sender, receiver, message, communication, mass media, social media
- Identify forms of communication
- Distinguish between fact and opinion
- Evaluate the impact of social media on children in Jamaica
- Demonstrate responsible use of social media

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- L 1-3** Listen to song about social media/communication e.g. "Likes" by Chronixx and participate in class discussion. Students will identify the singer (Who is sending the message?), the message in the song and who is receiving the message.
- L1-3-** find key vocabulary words in "Find a Word" puzzle created by the teacher. Puzzle also includes section with definitions which students will match to words found in the puzzle. Match each word found to the correct definition.

- Vocabulary development

Puzzle correctly completed. Words and definitions correctly matched.

Listen as teacher gives overview of the Unit with the aid of pictures. In mixed ability groups sort pictures into different forms of communication. Work in ability groups to portray a message given by the teacher

- Categorising
- Communicating information

At least three categories developed- visual, verbal, non-verbal

Message must be accurate

- L1-** use visual means of communication e.g. signs, drawing or pictures
- L2-** use non-verbal means of communication e.g. miming, facial expressions, gestures
- L3-** use verbal communication e.g. face to face, telephone

Listen to an audio message/watch video from a social media platform e.g. WhatsApp. Students will participate in class discussion about the veracity of message. Teacher explains the difference between a fact and an opinion. Students will work in ability groups to sort messages into facts and opinions.

- Distinguishing between fact and opinion

Factual statements are correctly identified
Opinions are correctly identified

- L1-** sort sentences into facts and opinions
- L2&3-** read a short paragraph and distinguish between facts and opinions

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in a game "Social Media Hype". In the game posts from various social media platforms are presented to students. Students must identify messages which are factual and those which are opinions. Students must justify their responses.

• Providing justification

Justification must include at least one reason for classifying the message as fact or opinion

Watch or listen to a message via social media platform or electronic media which includes a child or children.

• Sharing information

At least three guideline must be presented each clearly stating a "Do" or "Don't" on social media

Discuss how the use of social media has affected the child or children

Work in mixed ability groups to create a video or message to be used on social media platforms about guidelines for using social media.

Conduct a survey in class to find out the number of students using various social media platforms. Students will use the data gathered to create a pictograph.

• Gathering and communicating information in a variety of ways

Pictures used on pictograph clearly identifies the social media platform and the number of users in class readily calculated

L1 – dramatize how children use social media

L2-dramatize how children can use social media in a positive way

L3-dramatize how social media can impact children in a negative way

Dramatic presentations clearly depicts the use of at least one social media platform and its possible impact

Closure/Wrap Up

Revisit the Essential Questions and Big Idea and have students respond orally. Teacher should help students to see that they need to communicate responsibly using different media.

Journal Task

L1-3 Make a journal entry about his/her use of social media

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions and use terms correctly in a variety of situations
- ✓ Name the different forms of communication
- ✓ Clearly identify statements of fact and opinion
- ✓ Assess situations and make judgements about the impact of social media on children in Jamaica
- ✓ Use of social media appropriately in a variety of situations

Points to Note

- Instructional materials must be modified to suit the readiness, ability level of the student.

Extended Learning

Students will develop guidelines for the appropriate use social media platforms by teenagers

RESOURCES

Pictures, computer, Internet

KEY VOCABULARY

Sender, receiver, message, communication, mass media, social media

LINKS TO OTHER SUBJECTS

Drama, English Language, Mathematics

About the Unit

In this Unit students will explore various aspects of Jamaican culture and examine how they have been preserved over time. They should develop an understanding of the importance of preserving the Jamaican culture in enhancing national development.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Culture, heritage, preservation, ethnic group

Students will develop key skills by:

- Listening for information
- Gathering relevant information
- Sequencing information
- Presenting information in creative ways

Students will develop knowledge and understanding of:

- Contribution of various ethnic groups to Jamaican culture
- Role of key individuals and institutions in preserving Jamaican culture

Students will develop attitudes by:

- Demonstrating respect for cultural differences

GUIDANCE TO THE TEACHER

Students must be engaged in experiences that will help them to realize that Jamaica's cultural must be preserved and respected for its immense contribution to the country's development. Students should also be reminded that technology did not begin with the introduction of the computer or Internet.

Prior Learning

Check that students can:

- Identify aspects of Jamaica's culture
- Name the ethnic groups that contributed to Jamaica's culture

MY ANCESTORS**ATTAINMENT TARGET(S):**

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

Theme: Our Common Heritage

Big Idea: "Preserving a country's cultural heritage helps to build a nation"

Essential Questions:

- How can we preserve aspects of our culture?
- What are some of the things that cause culture to change?

OBJECTIVES

Students should be able to:

- Define the terms/concepts: culture, heritage, preservation, ethnic group
- Identify events in Jamaica's history which have contributed to our culture
- Describe the ways in which technology is influencing our culture
- Identify individuals and institutions that have helped to preserve Jamaica's culture
- Reflect on their talents and abilities and share ideas on how these can be used to promote and preserve Jamaican culture
- Develop cultural sensitivity and show respect for diversity in society

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Discuss in mixed ability groups a family tradition or family heirloom. Discussion should include : a description of the tradition or heirloom; how it was passed down or learnt through generations; why was it keep/why do family members continue to do it; has the tradition changed in any way; why has it changed?

Teacher will write the words-culture, heritage, tradition and preservation on the board. Students will pronounce the words with the help of the teacher. Students will use Google voice app or SIRI to find suitable meaning for each word.

L1- use one of the words listed on the board to write a sentence

L2- use two of the words to write one or two sentences

L3- use three of the words to write two to three sentences

- Vocabulary development

Sentences written must reflect the correct meaning of the words used

Work in mixed ability groups to arrange pictures of events in Jamaica's history in chronological order. Students will share about the clues in the pictures which helped them to sequence the pictures.

L1- match the word Taino with pictures of Tainos

L2- match words Spaniards and British with pictures of each European group

L3- match the words, African, Chinese, East Indian with pictures of each group

- Sequencing

Pictures are arranged in correct chronological order

Words and pictures are correctly matched

Listen as teacher reads about the contribution of each ethnic group to Jamaica's culture. Participate in class discussion about the contribution of various ethnic groups to Jamaican culture

L1- draw pictures to show the contribution of the Tainos to Jamaica's culture

L2- draw pictures to show the contribution of the Spanish and British to Jamaican culture

L3- draw pictures to show the contribution of the Africans, Chinese and East Indians to Jamaican culture

- Listening for information

Pictures correctly depict the contribution of each ethnic group to Jamaican culture

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- L1-** complete a word search containing key vocabulary words
L2 & 3- complete the spelling of key words when vowels are omitted

- Vocabulary development

Word search correctly completed
Words spelt correctly

Participate in discussion on different aspects of Jamaican culture e.g. food, dress, dance, music, and language. Work in mixed ability groups to gather information about what aspects of Jamaican culture was like 10-50 years ago. Use pictures or create videos to show how aspects of culture has changed over time.

- Gathering relevant information

Pictures or videos must show at least 2 changes in one aspect Jamaican culture over the last fifty years

Work in ability groups to present in a creative way how technology has affected an aspect of culture
L1- How technology has impacted how we communicate
L2- How technology has impacted music
L3- How technology has impacted food and food preparation

- Presenting information in creative ways

Presentation must include at least one way that technology has impacted a specific aspect of Jamaican culture

Participate in discussion to identify organisations that help to preserve Jamaica's culture. The teacher may provide clues to help students to identify different organisations

- Using clues to make connections

At least three organisations identified

Work in mixed ability groups to match pictures of some of Jamaica's cultural icons to the aspect of Jamaican culture to which they have contributed. Participate in class discussion of each icon to Jamaican culture

- Making connections

Pictures and aspect of Jamaican culture correctly matched

Work in groups determined by shared talents or abilities to plan a creative piece. Present the creative piece in a show dubbed "Talent on Parade"

- Planning
- Presenting information in creative ways

Creative piece is related to at least one aspect of Jamaican culture

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms/concepts
- ✓ State in chronological order events in Jamaica's history which have contributed to our culture
- ✓ Give simple description of the ways in which technology is influencing our culture
- ✓ Name individuals and institutions that have helped to preserve Jamaica's culture
- ✓ Share their talents and abilities with others
- ✓ Demonstrate cultural sensitivity and show respect for diversity in society

Points to Note

The major events in Jamaica's history to be included in this Unit are: the Tainos in Jamaica, the coming of the Europeans, African enslavement, the coming of the East Indians and the Chinese.

Extended Learning

Conduct research on the life and work of a selected Jamaican cultural icon e.g. Louise Bennett, Robert Nesta Marley

RESOURCES

Jamaica Cultural Development Commission (JCDC), Jamaica National Heritage Trust (JNHT), Institute of Jamaica (IOJ)

KEY VOCABULARY

Culture, heritage, preservation, ethnic group

LINKS TO OTHER SUBJECTS

Drama, Civics, English Language



GRADE 8

SOCIAL STUDIES

TERM 2 UNITS



About the Unit

In this Unit students will examine different financial institutions in Jamaica. They will participate in activities to develop an understanding of the difference between wants and needs and the importance of prudent financial management.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Financial institution, bank, credit union, credit, loan, want, need

Students will develop key skills by:

- Completing forms
- Making decisions

Students will develop knowledge and understanding of:

- Types of economic institutions
- The functions of economic institutions

Students will develop attitudes by:

- Recognising the importance of savings and investment

GUIDANCE TO THE TEACHER

The Anchor Activity for this Unit is a “class bank”. This should take the form of a learning centre which targets different intelligences. Students should be given the opportunity to participate in activities such as decorating the bank, completing forms, role playing customers/clients and bank staff.

Prior Learning

Check that students can:

- Identify different financial institutions

ECONOMIC INSTITUTIONS**ATTAINMENT TARGET(S):**

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

Theme: Living together

Big Idea: "Access to money determines the quality of people's lives"

Essential Questions:

- What are financial institutions?
- How do financial institutions work?
- Why are financial institutions important?

OBJECTIVES

Students should be able to:

- Define and use correctly the terms: financial institution, bank, credit union, credit, loan, want, need
- List examples of economic institutions in Jamaica
- List the functions of economic institutions
- Complete forms at a financial institution
- Value savings and investment

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed ability groups participate in a game of cubing. This game requires two cubes (dice). One cube (dye) with the terms/concepts written on the sides and the other with words such as- define, example, sentence, synonym, and antonym.

Roll both dice at the same time, then pronounce the word on the dye and give definition or example, as the reads

- Vocabulary development

Words pronounced correctly
Correct definition, example or sentence given

Participate in a simulation of shopping. Some students are given credit cards and others are given cash and told to make a shopping list. The list must include needs and wants for a week/month. Students will create a budget and then go shopping online. Students will decide items to be purchased based on the amount of money they have and their needs.

- Making decisions

Budget must give priority to needs instead of wants

Use Google voice app or SIRI to find images of financial institutions in Jamaica. Sort the images into categories. Work in mixed ability groups to create a collage for each category of financial institutions

- Categorising

At least two images for each type of institution
e.g. bank, credit union, building society

Invite a resource person from a credit union, bank, or building society to make a presentation on the functions of the organisation.

L1- write one sentence about the information presented

L2- write two sentences about the functions of a financial institution

L3- write a paragraph about the functions of financial institutions

- Listening for information

Sentences must include information presented

With the assistance of the teacher complete teacher created application form to open a bank account. Application form should include the following:

Name, Mailing Address, Expected Monthly Deposit, Source of Funds, Initial Deposit and Signature

- Completing a form

Application form is correctly completed

Closure/Wrap Up

Revisit the Big Idea and Essential Questions

Journal Task

Make journal entry on plans to save or invest

Learning Outcomes

Students will be able to:

- ✓ Write simple, clear definitions and use correctly the terms: economic institution, bank, credit, loan, want, need
- ✓ Name two types of financial institutions and give one example of each in Jamaica
- ✓ Give two functions of economic institutions
- ✓ Correctly complete an application form at a financial institution
- ✓ Demonstrate the importance of savings and investment by opening an account or saving regularly

Points to Note

Multisensory instruction is a way of teaching that engages more than one sense at a time. Students should participate in activities that include touching, movement, seeing and hearing. Role plays and simulation exercise will effectively facilitate multisensory instruction.

Extended Learning

Students will conduct research about informal savings plans e.g. partner. They will find out how the plan works, the risks involved and the opportunities

RESOURCES

Websites for local bank, building societies and credit unions, application forms

KEY VOCABULARY

Financial institution, bank, credit union, credit, loan, want, need

LINKS TO OTHER SUBJECTS

English Language,

About the Unit

In this Unit, students will participate in activities which will help them to explore the concepts of democracy and government. They will examine the functions and government and evaluate the systems of checks and balances that operate to ensure that the functions of government are carried out efficiently and in the best interest of the people of Jamaica.

RANGE OF CONTENT

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

Students will develop key concepts of:

- government, democracy, parliament, senate, law

Students will develop key skills by:

- Justifying strategies
- Gathering relevant information
- Organising information
- Developing arguments

Students will develop knowledge and understanding of:

- What is government
- The basic structure of government
- The functions of government
- One system of checks and balances in government

Students will develop attitudes of:

- Responsibility by participating in activities related to governance

GUIDANCE TO THE TEACHER

The teacher must focus discussions away from partisan politics. Students must be encouraged to show respect for persons in positions of authority. A clear connection must be made between students participating in class activities such as voting in a class/school election and their future responsibilities as voters and active citizens.

The Anchor Activity for this Unit is an election. Students can create materials for campaigning, voting paraphernalia e.g. ballot paper, ballot box. Voting in the class election should simulate voting process used for national elections.

Prior Learning

Check that students can:

- Explain the role of the family in maintaining order in society

POLITICAL INSTITUTIONS**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "A country can function effectively without a government "

Essential Questions:

- What is government?
- How does government work?
- What would life be like without government?

OBJECTIVES

Students should be able to:

- Define the terms/concepts: government, democracy, parliament, senate, law
- Describe the organisational structure of their school
- Explain the functions of government
- Analyse the checks and balances in the Jamaican system of government
- Become active participants in governance

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in the election of class representatives. Students will decide on the positions to be held, then nominate persons for each post. Work in mixed ability groups to develop a campaign for persons nominated for various positions. Students will justify the campaign strategy they decide to use.

• Justifying strategies

At least two strategies identified. Each strategy must be practical and feasible

Participate in class discussion on the process used to nominate and elect class representatives.

- L1-** copy the words democracy and government from the chalkboard, repeat the pronunciation after the teacher, identify the syllables
- L2-** use Google voice application or dictionary to find the meaning of democracy and government. Select the most suitable meaning for the classroom context.
- L3-** use the terms to create a concept map which shows the connection between the two terms

• Vocabulary development

- L1- words are copied correctly, pronounced accurately and number of syllables identified
- L2- suitable meaning selected for each term
- L3- concept map clearly shows the at least two key elements of each term. The connection between the terms is clearly seen by the use of visuals e.g. arrows or lines.

Watch a video of the sitting of parliament and a sitting of the senate or participate in a field trip to Gordon House.

- L1-** Describe the physical setting of the parliament
- L2-** Identify the various persons in the parliament
- L3-** Describe the actions of various persons in the parliament

• Gathering relevant information

- L1- description provides details of at least two features of the house of parliament e.g. position of mace and flag, seating arrangements
- L2- at least three positions identified e.g. the speaker, member of the opposition, member of the government
- L3- the actions of two persons identified e.g. actions of the speaker, member of parliament, leader of government business

Participate in discussion about a rule or rules in the school and at home. Students will work in mixed ability groups to develop one rule (law) for the class. Each group will determine the rationale for the rule (law) developed and the sanctions that will accompany the rule. Rules will be mounted in the classroom.

Students will copy the word law from the chalkboard and repeat pronunciation given by the teacher. They will then participate in class discussion on the connections between a rule and a law. Participate in class discussion about laws relating to children in Jamaica

• Recognise the relationship between rules and sanctions

At least one rule must be developed by each group. The law must be accompanied by appropriate sanction(s)

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in mixed ability groups to organise labels and arrows to represent the hierarchical structure of the school. Teacher will pronounce each position and paste it on the chalkboard. A picture of the individual in the position may be placed next to the word. Students will write these words on strips of paper and then arrange words, pictures and arrows to form the hierarchical structure for the school. The structure developed by each group will be displayed and explained by the group.

- Organising information

The structure must include at least three levels- principal, vice principal, heads of department, grade coordinator, classroom teacher,

Arrows must show the correct flow of authority

Examine the structure of the Jamaican system of government and make comparisons to the structure that exists in the school

- Organising information

The structure must include at least three levels- principal, vice principal, heads of department, grade coordinator, classroom teacher, Arrows must show the correct flow of authority

View video clips or listen to headlines being read which relate to the functions of government. Work in mixed ability groups to organise the headlines or videos into categories e.g. education, health care, security, making laws, collecting taxes. Students will name each category that is developed.

- Developing categories

At least three categories should be developed and at least two headlines or videos for each category

Participate in an activity called "Take a Stand". Teacher will draw a line on the floor in the classroom. Teacher will then stand on the line and read a statement on a particular issue e.g. Students must participate in extracurricular activities. Students who agree with the statement will stand on one side of the line and those who do not agree will stand on the other side. Students will have to present arguments to support the position they have taken.

- Developing arguments to support a position

Arguments presented in the debate must be supported by evidence

Participate in class discussion about a current topical issue that the opposition is challenging the government on. Listen to article or view video on the position of the opposition in relation to the issue. Students will examine the issue and take a stance, those who agree with the opposition and those who disagree with the opposition. Students will work in mixed ability groups to develop their arguments and debate the issue

Closure/Wrap Up

Revisit the Big Idea and Essential Questions

Journal Task

Make a journal entry about their views on a current situation involving the government

Learning Outcomes

Students will be able to:

- ✓ Give simple definitions of the terms/concepts: government, democracy, parliament, senate, law
- ✓ With the aid of a diagram give a simple description of the organisational structure of their school
- ✓ Give a simple explanation of the functions of government
- ✓ Explain the role of the opposition in keeping checks and balances in the Jamaican system of government
- ✓ Demonstrate interest by discussing and participating in activities related to governance

Points to Note

- Students need time to process information and questions. Teachers should include wait time or think time which gives students 3-7 seconds to respond to questions or process information.
- Lessons should be broken down into small steps

Extended Learning

Students will find out the name of the councillor who represents the division in which they live, as well as the name of the Member of Parliament for the constituency in which they live.

RESOURCES

*The Houses of Parliament Live Stream at www.japarliament.gov.jm
Jamaica Information Service (JIS)*

KEY VOCABULARY

Government, democracy, parliament, senate, law, Prime Minister, Member of Parliament, cabinet, Governor General, Opposition, legislature, judiciary

LINKS TO OTHER SUBJECTS

English Language, Civics

About the Unit

In this Unit, students will examine the different types of consumers, and explore the factors that affect consumer choices. They will examine the rights and responsibilities of the consumer and assess the roles of agencies that protect the rights of consumers.

RANGE OF CONTENT

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

Students will develop key concepts of:

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

Students will develop key skills by:

- Making informed choices
- Communicating through a variety of media
- Gathering information
- Drawing conclusions

Students will develop knowledge and understanding of:

- Types of consumers
- Factors influencing consumer choices
- The rights and responsibilities of the consumer
- Consumer protection

Students will develop attitudes by:

- Responsibility for actions as a consumer
- Awareness of and advocacy for the rights of the consumer

GUIDANCE TO THE TEACHER

The teacher must reinforce the importance of proper and socially acceptable courtesies that students must display when interacting with their classmates and schoolmates. Students must be reminded to say please, when requesting information and thank you at the end of the interaction. These courtesies must be practiced during role play and during everyday interaction in the classroom. The teacher should also model appropriate behaviour.

Students are consumers of goods and services at school, some may even be providers of goods or services. This information and skills explored in this Unit should be applied to students' real life experiences at school and in the wider community.

Prior Learning

Check that students can:

- Differentiate between wants and needs

CONSUMER AFFAIRS**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "An informed consumer is an empowered consumer "

Essential Questions:

- Who is a consumer?
- How do consumers make choices?
- How are consumers protected?

OBJECTIVES

Students should be able to:

- Define and use correctly the terms/concepts: consumer, goods, service,
- Identify different types of consumers
- Outline the rights and responsibilities of a consumer
- Examine the factors which influence consumer demands
- Discuss the impact of technology on consumerism
- Assess the work of consumer protection agencies
- Make informed decisions

ICT ATTAINMENT TARGETS:



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



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



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: Work in mixed ability groups to role play different scenarios; patient being seen by a doctor, customer purchasing grocery items at the corner shop, a small shop keeper buying from a big factory, a customers buying produce at the market. Students will identify the role of each person in the role play e.g. buyer, shopper, customer, patient, doctor, shopkeeper etc. Teacher will place word consumer on the chalkboard, pronounce the word. Students will identify the syllables. Students will place words that are similar in meaning e.g. shopper, buyer under the word consumer. Students identify unwritten rules that were followed.</p>	<ul style="list-style-type: none"> • Vocabulary development • Use socially acceptable manners and customs • Following unwritten rules for customer behaviour 	<p>All words placed under the word consumer must be synonyms</p> <p>Words/phrases such as please, thank you and may I must be used in the role play.</p>
<p>Participate in Consumer Bingo Game. Each mixed ability group will receive a bingo card with pictures of goods and services being offered. The teacher will read a sentence about a picture and the students will put the letter "S" for "Services" if the picture is showing a service and the letter "G" for Goods if goods are being shown. The first group to have all "G" or "S" in a row wins the game.</p>	<ul style="list-style-type: none"> • Categorizing 	<p>All pictures are correctly labelled as goods or services</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Work in mixed ability groups to create a video/audio “vox pop/ man in the street”. Students will ask their class/schoolmates why they bought a particular item e.g. shoes, bag, lunch item, phone, or book, use a particular barber/hairdresser. Similar responses will be grouped together. Video or audio clips may be compiled and shared with the class. Teacher will list on the board factors that have emerged from the clips. Students will repeat factors after the teacher and copy them in their notebooks.

- Gathering and organising information

Similar responses should be grouped together

Listen to a resource person talk about the rights and responsibilities of the Jamaican citizen. Teacher will list the rights on the chalkboard. Students participate in class discussion about each

- L1-** draw an emoji to show the right to safety and an emoji for the right to choose
- L2-** draw an emoji/symbol for the right to be informed and protected and the right to redress
- L3-** draw an emoji/symbol for the right to be heard and the right to a healthy environment

- Listening for information and communicating information in a variety of ways

Emoji or symbols drawn should readily depict the rights

Work in mixed ability groups to participate in a game of “Consumer Rights and Responsibilities Scavenger Hunt”.

Each group will be given a card with the emojis/symbols representing the Rights of the Consumer on one side and the Responsibilities of the Consumer on the other.

The groups will then go to members of the school community to find persons who know their rights as consumers and their responsibilities. Students will tally the rights as they find someone who knows it. They will do the same for responsibilities. Students may record the responses given.

Based on the responses given students will draw conclusions about the level of awareness of rights and responsibilities by students at school.

- Gathering information and drawing conclusions

Concluding statements must be supported by evidence from the data gathered

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in online shopping activity. Students will use online shopping platforms to shop for goods and services.

L1- shop for clothing and compare prices from two stores for the similar items

L2- shop for furniture and appliances and compare prices for similar items

L3- airline tickets/hotel accommodation and check reviews that have been posted

Each group will select one good or service to purchase and state reason/s for selecting the good/service.

Each group will discuss the advantages and disadvantages of online shopping. They will share their deliberations with the rest of the class.

- Navigating digital space
- Making informed choices

At least one plausible/economic reason

Listen to teacher read report on the operations of the Consumer Affairs Commission obtained from its website. Report should include the following: Number of cases handled
Number of complaints resolved
Resolution rate (%)
Amount of refund

Discuss report and draw conclusions about the performance of the agency.

- Using evidence to evaluate performance

Conclusions drawn must be based on evidence presented

Closure/Wrap Up

Revisit the Big Idea and Essential Questions

Journal Task

Make a journal entry about items they have consumed or services bought and the factors they considered before making a purchase

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions and use correctly the terms/concepts: consumer, goods, service,
- ✓ Categorise different types of consumers from a given list
- ✓ State clearly the rights and corresponding responsibilities of a consumer
- ✓ Give a list of the factors which influence consumer demands
- ✓ Present arguments to support position on the impact of technology on consumerism
- ✓ Use criteria to judge the effectiveness of consumer protection agencies
- ✓ Make informed decisions

Points to Note

- Use specific language, that state specific expectations of students
- Have students repeat instructions to ensure they understand

Extended Learning

Conduct research on the number of persons engaging in online shopping and why they purchase online. Find out what are the risks involved in online shopping

RESOURCES

Consumer Affairs Commission

KEY VOCABULARY

Goods, services, needs, wants, consumer, consumerism, consumption

LINKS TO OTHER SUBJECTS

Drama, English Language

A black and white photograph of a stormy sea. In the upper left, a bright lightning bolt strikes down from a dark, cloudy sky. The water is turbulent, with large, white-capped waves crashing and splashing. The overall mood is dramatic and powerful.

GRADE 8

SOCIAL STUDIES

TERMS 3 UNITS

About the Unit

In this Unit the students will learn about the natural hazards that affect Jamaica and by extension the Caribbean region. They will also come to appreciate how to prepare for disasters so as to reduce loss of life and destruction of property.

RANGE OF CONTENT

Natural Hazards and Disasters in the Caribbean

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

Key Concepts” to “Students will develop key concepts of:

- Natural hazards, disasters, preparedness

Students will develop key skills by:

- Interpreting photographs and other visual imagery
- Conducting research using a multimodal approach
- Making informed decisions

Students will develop knowledge and understanding of:

- The location of the Caribbean and how that makes it prone to specific natural hazards
- The ways in which citizens can prepare for natural hazards and disasters

Students will develop attitudes by:

- Working cooperatively in groups
- Showing care and concern for fellow citizens during times of disaster

GUIDANCE TO THE TEACHER

When delivering this Unit, hazards and disasters which have affected Jamaica should be used as examples. The students’ personal experiences should be incorporated in the lessons where possible. The teachers should demonstrate some sensitivity when events that may have affected your students negatively are being discussed. Visual and auditory aids and ICT tools should be used extensively to support lessons. Students must pronounce words properly and clearly when using voice applications on their mobile devices.

About the Unit

In this Unit students will learn the difference between weather and climate. They will also be exposed to the factors which influence weather and climate. They will make observations and identify weather patterns. Students will examine cases and draw conclusions about the impact of weather and climate on human activities. They will become aware of the impact of human activities on climate.

RANGE OF CONTENT

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

Students will develop key concepts of :
Natural hazards, disasters, preparedness

Students will develop key skills by:

- Interpreting photographs and other visual imagery
- Conducting research using a multimodal approach
- Making informed decisions

Students will develop knowledge and understanding by:

- The location of the Caribbean and how that makes it prone to specific natural hazards
- The ways in which citizens can prepare for natural hazards and disasters

Students will develop values and attitudes by:

- Working cooperatively in groups
- Showing care and concern for fellow citizens during times of disaster

GUIDANCE TO THE TEACHER

Teacher must ensure that students note the difference between weather and climate and how they influence the activities undertaken by Caribbean people.

Prior Learning

Check that students:

- Can name some of the natural hazards which have threatened or impacted Jamaica
- Know at least one way to prepare for the impending impact of a natural hazard

NATURAL HAZARDS AND DISASTERS IN THE CARIBBEAN**ATTAINMENT TARGET(S):**

The physical environment and its impact on human activities.

Theme: Living Together

Big Idea: "Disaster preparedness is a must in the Caribbean"

Essential Questions:

- What is a natural hazard?
- What preparations must I make for my home, school and community when a hazard watch and warning is given?

OBJECTIVES

Students should be able to:

- Define terms the concepts natural hazard, natural disaster, preparedness
- Use photographs or other visual or auditory stimuli to identify hazards and disasters
- Outline the effects of the following: hurricane, earthquake, drought
- Use ICT tools to conduct research on hazards and disasters in Jamaica
- Describe how individuals and communities should prepare to withstand the impact each hazard: hurricane, earthquake, drought
- Create a general emergency plan for the household to deal with each hazard: hurricane, earthquake, drought
- Classify actions to be taken in a specific emergency situation as BEFORE, DURING and AFTER

ICT ATTAINMENT TARGETS:



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



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



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
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Students will:

Listen to the song about a disaster e.g. Wild Gilbert by Lloyd Lovindeer. Students will identify the disaster that occurred based on the lyrics of the song.

In mixed ability groups, observe photographs of places which have been impacted by different types of natural hazards. Discuss the images and determine which hazard may have affected each place.

- L1** – Sort photographs into groups based on the hazard
- L2, L3** - Create a picture dictionary by associating names of hazards with pictures of each hazard
- L3** – Write a sentences about each picture showing a hazard.

- Gathering information from photographs

Pictures correctly sorted based on the hazard
 Pictures and hazards correctly matched
 Sentence describes hazard shown in the picture

In mixed ability groups, use the “Ok Google” App or “Siri” to request information on natural hazards/disasters that have impacted Jamaica. Each group should be given only one type of hazard: hurricane, earthquake, and drought. Prepare and present to the class a presentation in any format to outline when each event occurred and its effects.

- Organising and presenting information
- Communicating information

Correct information presented on each hazard/ disaster
 Presentation has accurate information on one hazard/ disaster.
 At least two events identified and at least two effects of each event.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View videos showing the impact of each of the following hazards: hurricane, earthquake, drought.

- L1, L2, L3** – Identify each hazard being shown and recognise and rewrite its name
- L1, L2, L3** – Describe simple characteristics of each hazard seen and its effects
- L3** – Write simple paragraphs of the descriptions of one hazard
- L2, L3** – Read and match simple descriptions of each hazard with a visual representation of the system or its effects.

- Use appropriate descriptive terms to communicate information

Each hazard identified/named correctly

Simple/comprehensive description of each hazard given

At least two effects of each hazard identified and described

In mixed ability groups, given a scenario of a particular hazard, decide what preparations would need to be put in place. Scenario should outline the characteristics of the community or country to be affected and the characteristics of the approaching system.

Design and make a model of a community which would be resistant to the impact of each of the hazards at specified magnitudes.

- L3** – Read the scenario given.
- L1, L2, L3** – Identify activities that must be carried out by residents in the community to ensure that life and property are preserved. Each activity must be justified.

- Designing and creating models
- Justifying decisions taken

At least three actions to prepare for the event identified.

Drawing/model of community created

In groups, create a general emergency plan and kit to prepare for any of the following hazards: hurricane, earthquake, and drought.

- L1** – Food box of non-perishable items
- L2** – Emergency medical kit
- L3** – Evacuation plan and emergency supplies
- L1** – Given pictures of food items (perishable and non-perishable), with expiry dates listed, create a food box that will feed a family for two weeks if there is a hazard strike that results in the loss of electricity. Explain why each item was chosen.
- L2** – Given various items of medical supply items, create a medical kit for the household or school. Explain why each item is chosen.

- Taking steps to prepare for an emergency

Food box contains a variety of non-perishable items

Emergency medical kit contains essential items for treating minor injuries

Evacuation plan shows primary and secondary escape routes, meeting points transportation routes and shelters.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- L2 – Given various items of medical supply items, create a medical kit for the household or school. Explain why each item is chosen.
- L3 – Given a layout of a house or school, create an emergency response and evacuation plan for a specific hazard (each group will be given a different hazard).
- Combine all three tasks from L1, L2 and L3 to make a comprehensive emergency plan for the home or school.

After watching videos of how to react to specific hazard events, in mixed ability groups, prepare a short announcement to be broadcast on any social media platform. The broadcast must indicate what people are expected to do and how they must behave before the strike, during and after the disaster hits. Present the information in any suitable format. Write the information in a table in notebooks for future reference.

Event	Before	During	After
Hurricane	Stock non-perishable items	Stay indoors	Stay away from fallen electrical wires and trees
Fire	Service fire extinguishers	Evacuate the building quickly and orderly	Stay outside until the fire service indicates it is safe to return

- Communicating information using ICT tools

Announcement contains information for each period – before, during and after

Table completed for at least three events.

Journal Task

L1, L2, L3 – Make a journal entry about how you and your family will be preparing for the upcoming hurricane season.

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for terms and concepts
- ✓ Match definitions of concepts to visual aids
- ✓ Interpret and extract information from photographs or other visual or auditory stimuli relating to hazards and disasters
- ✓ Describe at least two effects of each of the following: hurricane, earthquake, drought
- ✓ Use ICT tools to find and use information
- ✓ Identify and describe the general effects of the following hazards: hurricane, earthquake, drought,
- ✓ Prepare an emergency plan or evacuation plan for the home and school
- ✓ Create an emergency food basket, medical kit and evacuation plan for the home
- ✓ Classify actions to be taken in a specific emergency situation as BEFORE, DURING and AFTER

Points to Note

- Carefully select simple, easy to understand photographs, videos and other visual aids for each activity.
- All presentations/projects must be guided by a rubric. Teacher should clearly outline to the learners the expectations of the rubric before they begin the task.
- Add new words and concept maps to a wall. Each new word or picture should be accompanied by pictures.
- Note that only the effects of some hazards can be seen to know that it is occurring – for example, drought.

RESOURCES

The National Hurricane Centre

https://www.nhc.noaa.gov/tcp_example.php

Blank Maps, House Plans, Internet, Photographs, Recording Device

Extended Learning

- Create an evacuation plan for home.
- Participate in a field trip to the Meteorological Office to obtain information on how hurricanes and other weather phenomena are monitored.

KEY VOCABULARY

Drought, earthquake, emergency, evacuation plan, flood, hazard, hurricane, natural disaster,

LINKS TO OTHER SUBJECTS

Information Technology, English Language, Visual Arts

About the Unit

In this Unit the students will learn about some of the environmental issues affecting in Jamaica. Students will also determine the most effective measures which can be used to reduce the impact of the environmental issues identified.

RANGE OF CONTENT

Key Concepts:

- Environment, pollution, habitat, extinction, deforestation,

Skills:

- Interpreting photographs and other visual imagery
- Conducting research using a multimodal approach
- Making informed decisions

Knowledge and Understanding:

- Types of land, air and water pollution
- Flora and fauna of Jamaica and the impact of pollution on ecosystems

Attitudes:

- Work corporately in groups
- Demonstrate appropriate ways of caring for the environment

GUIDANCE TO THE TEACHER

When delivering this Unit, ensure that links are made to everyday situations which impact the lives of the students and the environment in which they live. Also, assistance may be sought from agencies such as the National Environment and Planning Agency (NEPA), the Environmental Foundation of Jamaica (EFJ) and the Jamaica Environment Trust (JET). Encourage students to join or create environmental clubs and develop ways of caring for the school environment in a sustainable manner. Visual and auditory aids and ICT tools should be used extensively to support lessons.

Prior Learning

Check that students can:

- define the term environment
- identify at least one environmental problem/issue

ENVIRONMENTAL PROBLEMS AND SOLUTIONS**ATTAINMENT TARGET(S):**

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

Theme: Diversity, interdependence and sustainability in nature and society

Big Idea: "Human activities create environmental problems, for which we must find sustainable solutions"

Essential Questions:

- What are some of the environmental problems being experienced in Jamaica?
- How can environmental problems be reduced/solved?

OBJECTIVES

Students should be able to:

- Define the terms/concepts environment, pollution, deforestation
- Identify and describe environmental problems being experienced in Jamaica
- Classify pollution as land, water or air pollution
- Establish links among land, water and air pollution
- Determine the sources of various types of pollutants
- Identify governmental and non-governmental institutions responsible for protecting the environment
- Describe measures taken to reduce damage to the environment
- Identify possible consequences of damage to the environment
- Demonstrate good environmental stewardship

ICT ATTAINMENT TARGETS:



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



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



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:</p> <p>In mixed ability groups, create concept maps of the terms environment, pollution, deforestation. Develop concept maps with simple definitions, descriptions and pictures/diagrams. Make concept maps as simple or as complex as desired. Explain each concept map to the class when completed.</p>	<ul style="list-style-type: none"> Organising and presenting information 	<p>Concept map completed with a definition, a description, an example and a picture/diagram</p>
<p>Listen to newspaper article read by the teacher and supported with pictures or listen to or view news reports and extract information on some of the environmental issues which are affecting Jamaica. Look at examples such as garbage dump fires, improper waste emissions into water bodies, improper dumping of waste for example. Identify each issue and describe it – noting its characteristics and its cause and effects.</p>	<ul style="list-style-type: none"> Listening for key information 	<p>Type of environmental issue accurately identified from each source of information.</p> <p>At least two characteristics of each environmental issue identified</p> <p>At least one cause and one effect of each environmental issue identified</p>
<p>In groups, examine photographs, of types of pollution, collected from newspapers, magazines or online sources. Group photographs as land, air or water pollution. Represent the groups using an appropriate diagram/model.</p> <p>L1, L2 - Write labels for the pictures and the diagram/model.</p> <p>L3 - Determine which pollutant could fall into more than one group and how one type of pollution may lead to another type. Use Venn Diagrams and flow charts, for example, to establish the linkages. Share group work with the class. Peer review each presentation. Select one presentation to replicate in their notebooks.</p>	<ul style="list-style-type: none"> Interpreting photographs Classifying information 	<p>Photographs accurately grouped as land, air or water</p> <p>Labels are accurate</p> <p>L3 – at least one type of pollution that could fall into more than one group based on location identified</p> <p>Ways pollution of one form could become another identified – e.g. by burning</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

From photographs, or while on a field trip, identify the specific materials that typically pollute the environment. Create groups based on the determination of possible source. For example:

Domestic/Household	School
Organic waste/kitchen waste	Plastic bottles
Water from washing	Styrofoam boxes and cups
Plastic bags	Plastic fork and spoon

Think about and suggest the ways each type of waste may impact the environment negatively. Use photographs obtained from offline or online sources to show and explain the damage that may be caused. Plan environmentally friendly ways of reducing or eliminating the waste they generate. Share these ideas with the class. Copy the table created and the ideas shared about how to reduce/eliminate the waste they produce in their notebooks.

Conduct research using an online assistant to determine the governmental and non-governmental agencies responsible for protecting the environment in Jamaica. Outline the actions they take to carry out their mandate. Given various scenarios, determine from the research which agency should be contacted.

For example:

1. A crocodile is discovered in the backyard of a resident living in Hellshire, St. Catherine.
2. A farmer is cutting down some trees in the Blue Mountain range. He needs the branches to use for yam sticks on his farm
3. A ban has been placed on single use plastic bags. A supermarket in town is still packing groceries in those bags for its customers.
4. Oil spilled in the Kingston harbour by cargo ship

- Classifying information
- Identifying cause and effect

At least four types of pollutants identified from photographs

At least two groups created

At least one way the identified pollutant impacts the environment identified

One way of eliminating or reducing waste devised

- Navigating digital content
- Gathering information
- Organising and presenting information

At least two governmental agencies and one non-governmental agency identified

Appropriate agency for each environmental scenario identified

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Identify an item they would normally discard. Suggest the impact it can have on the environment. Determine how they could reuse or upcycle the item. Create and use the new item. Share idea with the class.

- Innovating

At least one impact on the environment identified
One way of reusing or upcycling the item determined
Item created

In mixed ability groups, propose a project to reduce the amount of waste the school discards every day. Propose a project that utilises at least four waste materials. Implement project over the course of the year. Create a blog to detail progress made and the outcome of the project.

- Outlining and implementing a project

At least four waste materials identified
Proposal includes ways for recycling, reducing, removing or upcycling waste
Blog created and contains information/ photographs before, during and the end result of the project.

Journal Task

L1, L2, L3 – Make a journal entry about how you and your family can reduce waste coming out of the household.

Learning Outcomes

Students will be able to:

- ✓ Create simple concept maps outlining the concepts environment, pollution, deforestation
- ✓ Interpret information from photographs specific to environmental problems being experienced in Jamaica
- ✓ Classify pollution as land, water or air pollution
- ✓ Establish links among land, water and air pollution
- ✓ Determine the sources of various types of pollutants
- ✓ Identify the importance of trees to the environment
- ✓ Identify the causes and effects of deforestation
- ✓ Identify governmental and non-governmental institutions responsible for protecting the environment
- ✓ Demonstrate good environmental stewardship
- ✓ Navigate digital content to research and communicate information

Points to Note

All activities/lessons must cater to the different categories of learners.

Activities/lessons must take into consideration the speed at which each student learns.

Activities may be repeated in a variety of ways to increase, improve or reinforce learning.

Project based learning should be employed to achieve some objectives.

One type of pollutant may affect more than one aspect of the environment.

Extended Learning

Students will examine the community in which they live and determine one way in which the actions of residents are affecting the environment. Propose one way the issue may be rectified.

RESOURCES

Pictures, Internet, Text books

National Environment and Planning Agency (NEPA)

KEY VOCABULARY

Deforestation, environment, pollutant, pollution, recycle, reduce, reuse, stewardship,

LINKS TO OTHER SUBJECTS

Information Technology, English Language, Resource and Technology



GRADE 9

SOCIAL STUDIES

APSE III

TERM 1 UNITS



TERM 1**Unit 1****Social Issues in Jamaica**

Defining the concept “social issue”; identifying the causes, consequences and solutions to some issues which affect the Jamaican society:- poverty, crime, human trafficking child abuse.

Unit 2**Individuals in the Workplace**

Understanding the role of individuals in the workplace and the impact of personal values on productivity, rights and responsibilities of employees and employers; negative and positive attitudes and their impact on productivity; the various skills that are needed in the workplace; writing resume and application letters; and the interview process.

TERM 2**Unit 1****Government structure in Jamaica**

Defining the concept government; identifying the three branches of the Jamaican government – the Executive, the Legislature, the Judiciary.

Recognizing the relatedness, yet separation of power among the Executive, the Legislature and the Judiciary; the roles and functions of these branches.

Unit 2**The Electoral Process**

Developing an understanding of the election process; the preparation which parties make before an election; persons who are important to the electoral process such as the Ombudsman ; the Chairman of the Electoral Commission , the Director of Elections etc. ; the various steps in the voting process; factors that influence the outcome of elections.

TERM 3**Unit 1****Green Technology**

Defining green teaching technology, examples of green technology; the main goals of green technology; the types of green technology, the symbols which indicate the use of green technology ; the impact of green technology on the environment ; how green technology contribute to sustainable development.

Unit 2**Tourism**

Examining the factors that influence the development of tourism in Jamaica; the different types of tourists; the different tourism products; employment and career opportunities in tourism; the advantages and disadvantages of tourism in Jamaica; and the impact of the industry on social and economic develop development.

About the Unit

In this Unit students will learn how to identify some of the current social issues which are plaguing Jamaica. Examples of the social issues are crime, human trafficking, poverty and child abuse. The students will examine the characteristics of each and the possible reasons why these social issues exist and analyse how they affect the development of the country. They will also be taught how to find solutions to remedy these problems. The way in which these problems affect them personally will also form a large part of the class discussions.

RANGE OF CONTENT

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

Students will develop key concepts of:

- social issues, poverty, human trafficking, child abuse, crime, need, poor, violence, neglect, exploit, emotion, family

Students will develop key skills by:

- Gathering information and using it to support conclusions drawn
- Using and print online sources to read and interpret meanings
- Listening for information

Students will develop knowledge and understanding of:

- The causes, consequences and solutions to contemporary social issues that affect the Jamaican society
- The impact of social issues such as crime, human trafficking, and poverty and child abuse on individuals in Jamaica.

Students will develop values and attitudes by:

- Demonstrating willingness to conform to acceptable standards of behaviour,
- Demonstrating willingness to help to alleviate the social problems in Jamaica
- Appreciating persons who help to deal with social problems in Jamaica

GUIDANCE TO THE TEACHER

The students do not have to study all the social problems listed in the unit. The teacher may select the social issue that he/she feels has the greatest impact on his/her students. The teacher should assist students in coming up with plausible solutions to the problems being examined, as a means of developing problem solving and decision making skills.

The time allocated for class may be inadequate in some cases so it is recommended that some of the research be done outside of the classroom and presented during class time. Students should be reminded to follow guidelines to promote healthy use of ICT tools.

Assessment in the unit should incorporate authentic forms such as rubrics, checklists, discussions/conferences and observations to measure the students' varied learning rates. The suggested anchor activity for this unit is the preparation of portfolios highlighting the social issue/s that most affect the students. This portfolio may be done individually although the activities surrounding the preparations may be collective ones.

Prior Learning

Check that students can:

- Identify and describe a social issue

SOCIAL ISSUES IN JAMAICA**ATTAINMENT TARGET(S):**

Develop an understanding of the interdependent relationship between man and his environment

Theme: Living together

Big Idea: "Social issues/problems negatively affect a country's development"

Essential Questions:

- What are social issues?
- How do social issues arise?
- How can social issues be solved?

OBJECTIVES

Students should be able to:

- Define correctly the related concepts: social issue , human trafficking, poverty, crime, child abuse
- Identify social issues that affect Jamaicans
- State the causes of social issues that affect the Jamaican society
- Outline the consequences of these social issues on the Jamaican society
- Suggest solutions to address contemporary social issues that affect Jamaicans
- Identify agencies that assist persons affected by social issues
- Begin to appreciate the part 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 contribution to the learning of others.



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



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: As a whole class, with the help of the teacher brainstorm with the use of concept mapping supported by dictionary to define key terms As a whole class, watch videos outlining social issues or listen to a recording of a song then talk about the video or/song. What is the song about? Teacher records the main issues identified by the students on the chalkboard and students copy them in their books Create picture dictionary of key terms</p>	<ul style="list-style-type: none"> • Concept mapping of key terms • Developing meaning 	<p>Picture dictionary includes terms/concepts correctly spelt and picture accurately depicts the term</p>
<p>View pictures depicting social issues such human trafficking, poverty, crime and child abuse displayed in the classroom by the teacher. Participate in class discussion to identify clues in the pictures which help to determine social issue.</p>	<ul style="list-style-type: none"> • Examining pictures and recording information 	<p>Pictures showing different social issues correctly labelled.</p>
<p>Work in mixed- ability groups and identify social problems in Jamaica, and then discuss reasons these problems exist. Make a list of Jamaica’s social issues with the help of the teacher.</p>	<ul style="list-style-type: none"> • Identifying causal relationships 	<p>List identifies at least three social issues and at least one cause for each social issue</p>
<p>LI-3 listen and view videos/pictures/songs highlighting causes and consequences of social issues in Jamaica e.g. song: Pauper by Dalton Harris; Poor People Fed Up by Rodney Pryce. Students list consequences of social issues mentioned in the songs etc.</p>	<ul style="list-style-type: none"> • identifying relevant content 	<p>L1- Correctly copy consequences and causes of two social issues in their notebooks.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

L1- Teacher will read a short extract to students on the causes and consequences of two social issues and list them on the chalkboard for students to copy in their notebooks.

L3- Read newspaper headlines that are projected/posted by the teacher relating to social issues and participate in a discussion about how they feel about the issue and the response to it.

Teacher will choose a video/song: e.g. – Daddy- Queen Ifrica or Black Sheep written by Fabian Barrack on the social issue of child abuse for students to view. Students to say how this issue affects the Jamaican child. Write a paragraph on the causes and consequences of a selected social issue.

- Selecting appropriate details and analysing lyrics/images

L2 - Students to write two/three sentences outlining the causes and consequences of one social issue in Jamaica.

L1&L2- participate in role play depicting a consequence of child abuse OR design a simple game with the assistance of the teacher to bring out same.

- Planning /designing

Role play/game correctly to shows consequences of one type of child abuse.

L3- Draw emoji images to depict a child who is abused and write two sentences about it.

- Communicating through images

Emoji depicts emotions of a child who has been abused

Conduct research using Google and SIRI to find strategies to reduce or prevent the effects of the social issues being studied. Write a short WhatsApp message to the minister of government/agency with responsibility for the issue that they chose, to advise him/her on measures that could be employed to alleviate poverty, crime, human trafficking or child abuse.

- Researching, analysing information, proposing solutions

Message identifies specific agency, type of abuse and at least one feasible measure to address the problem identified

Journal Task

Write in their journals causes and consequences of social issues in Jamaica.

Reflective thinking

Journal entry includes causes and consequences of at least one social issue and how the student feels at the issue/s selected

Learning Outcomes

Students will be able to:

- ✓ Identify three of social issues that affect Jamaicans
- ✓ Clearly explain two reasons for at least one social issues which Jamaica faces
- ✓ Give simple description of two consequences of a selected social issue in Jamaica
- ✓ Devise one feasible strategy to address one social issue which Jamaica faces
- ✓ Name at least one agency that addresses a named social issue
- ✓ Take appropriate actions to alleviate social problems in Jamaica.
- ✓ Use selected ICT tools to conduct research and to present information

Points to Note

- The limited class time will require that much of the research is done outside of class.
- Teachers must review videos and listen to songs to check for their suitability before they are presented to the class.
- The Child Protection and Family Agency (CPFSA) is responsible for protecting children

RESOURCES

internet sources, JIS information pamphlets, resource personnel, newspapers

Extended Learning

- Students can draw pictures and make models for display and presentation on Jamaican social problems and the interrelatedness of these to Jamaica's economic problems.
- Teacher and students can participate in a brainstorming session to identify traditional songs/interactive games that deal with a particular social issues.

KEY VOCABULARY

Social issues, juvenile delinquency, human trafficking, poverty, crime, poor, neglect, family, emotion, protection.

LINKS TO OTHER SUBJECTS

Civics, Drama, ICT, Religious Education, English Language

About the Unit

In this unit the students will learn about the world of work and the skills that lead to productivity at work. They will also learn about the kind of behaviours that should be displayed at the work place and how to cultivate the right attitude towards work. In addition they will learn also how to fill out an application form, write an application letter and a resume.

RANGE OF CONTENT

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

Student will develop key concepts of:

- Worker, values, responsibility, workplace skills, work ethics, productivity

Students will develop key skills by:

- Identifying skills that are critical to work place productivity
- Classifying skills at the workplace
- Writing a resume and cover letter
- Analysing negative and positive behaviours at the workplace

Students will develop knowledge and understanding of:

- The factors that affect productivity at the workplace
- The particular skills in the workplace to make it productive
- An interview and how to prepare for it
- How to write an application letter and a resume.

Students will develop values and attitudes by:

- Showing appreciation for all types of work and their interdependent functions in national development
- Demonstrating positive attitude towards the world of work
- Demonstrating the kinds of behaviours that make for a successful and productive workplace environment

The teacher should ensure that the students get a good understanding of the world of work and what obtains at the workplace. Students must understand how important it is to develop a good attitude towards work. The teacher should emphasize that different skill sets are needed for different careers but ethical and positive attitudes are standard for all workplaces.

The teacher should invite guest speakers from among local employers to discuss their experiences with interviewing candidates for employment. Prior to the guest speakers' visit, have student suggest questions they would like to ask. Use these questions to create a worksheet, or ask students to record their questions in their learning logs. The teacher must review these questions with the students to ensure accuracy, clarity and relevance to the unit. Guest speakers may be asked to address topics such as: Common Dos and Don'ts in Interviews; Common Questions Asked in Interviews; What an Employer Looks at and Listens for When Interviewing an Applicant; Best Advice for Young People Entering the Job Market.

All guest speakers must be contacted well in advance of the presentation and their participation must be confirmed. The invitation letters must clearly state the topic, the duration of the presentation and the resources available in the school for use. Time for discussion after the speakers' presentation, and for students to record the answers to the questions must be accounted for during the planning stage. The students should participate in the preparation of the invitation letters. The invitation letter may request permission of the expected presenter to be recorded.

The teacher should provide students with case study scenarios that depict job-related problems for them to solve. By engaging with the cases the students will get opportunities to practice using the skills, behaviours and attitudes required of good workers. Suggestions for scenarios could include:

- ✓ You have a temporary job and see an opportunity for creating a permanent position for yourself.
- ✓ You are the team leader and one member of your team is not completing his or her work satisfactorily or on time.
- ✓ Your boss gives you one hour to complete a task that you think will take longer.
- ✓ You see a situation at your job site that you think could be a safety hazard.

The teacher must discuss with students the criteria that will be used to assess their mock interview. Video recording the students as they participate in the mock interview will be very useful in the assessment phase of the lesson. Create criteria with the students to assess their efforts. It is helpful to do this activity as a Language Experience task where everyone can see and benefit from it

Advise the interviewees that they should prepare for this mock interview the same way that they would prepare for a real job interview by doing the following; researching the company, preparing answers to common questions, bringing samples of work and references. The teacher should provide each group with a scenario for the mock interview.

The suggested anchor activity for this unit is the preparation of the resumes and job letters for the students. These tasks can be done in the Language Learning Centre.

Prior Learning

Check that students can:

- Define the terms, rights and responsibility
- State their rights and responsibility as workers

INDIVIDUALS IN THE WORKPLACE**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: “Having the right attitude at the workplace will help you to become a successful worker”

Essential Questions:

- Who is a worker?
- What is a workplace?
- What behaviours, skills and attitudes make a workplace function well?

OBJECTIVES

Students should be able to:

- Define the terms: job, values, work ethic, employer, employee application
- Discuss the behaviours, values and skills that make the workplace productive
- Describe specific strategies to improve readiness for the workplace
- Practice appropriate skills and behaviours based on possible workplace scenarios
- Write an application letter and resume
- Demonstrate how to prepare for an interview
- Participate in a mock interview
- Show appreciation for all types of workers and their contribution to national development

ICT ATTAINMENT TARGETS:



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



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



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
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Students will:

Listen to the teacher tell short stories about the behaviour of different persons in various workplaces. Students write

L1 – one sentence

L2 – two sentences

L3 – three sentences about what stands out about the workers in the stories.

Work in mixed-ability group to develop and role play a short skit on a workplace scenario based on what came out of the stories. Students participate in discussion on the behaviours

- Listening for information

Role play clearly demonstrates behaviours seen in the workplace.

Share their knowledge of work and the work place. Teacher will note the key terms that comes from the discussion and ask the students to explain the terms by giving the meanings.

L1 & L2- collect pictures from newspaper or online resources to represent the following key terms- job, employer, employees etc.

L3- Find the meaning of the key terms in the unit using their dictionaries and glossaries then share with the class.

- Developing meaning

L1&L2 – match pictures to key words

L3 – fill in the blank spaces with the correct key terms

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed- ability groups, brainstorm a variety of employability skills they think would be useful across a variety of employment situations. Have groups share with the class

Students to make a list containing the correct skills that are needed at the workplace

Teacher will organize a list of employability skills using categories provided below; practical, intellectual, management and interpersonal. Students will say how these skills are useful in the workplace.

- Identifying and developing employability skills

Skills listed must be related to the career selected

Students will write their career choice, then select from the list and write down the type of skills that they feel are important for them to enjoy success in that career

Practical/ Hands-on	Intellectual/ Thinking	Management/ Organizing	Interpersonal/ People
Sorting	Problem solving	Leading others	Friendliness
Designing	Following directions	Being on time	Cooperation
			Teamwork

Underline those skills they feel they already possess, and circle those skills that they need to be develop. Students will tell the skill they need to be develop, starting from the most to the least important, and provide an oral or a written explanation for their choices

- Assigning importance to skills

Explanation includes identification of the skill, justification for its importance and description of how it is going to be developed

Work in mixed ability groups and use graphic organisers, pictures to develop and present a portrait of a successful worker. Students will participate in peer review and feedback

- Organising information

Graphic organiser must include at least 3 skills of a successful worker

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Watch a video or a role play of scenes in the workplace with and without conflict. Engage in a class discussion about the qualities, skills and behaviours seen in the video or skit. What behaviours and attitudes made the workplace a productive one? E.g. respect for others, punctuality, etc.

- L1** - Students to write one sentences about positive behaviours
- L2** - Students to write two sentences about positive behaviours and attitudes at the workplace
- L3** - Students to write two/three sentences about positive behaviours and attitudes at the workplace/ how can negative behaviours be addressed

Teacher to discuss with students what qualities a successful worker should have. Students should write three of them in their notebooks. Use a checklist provided by the teacher to identify positive and productive interactions among workers

L1&L2- draw pictures or cut and paste pictures showing behaviours, qualities and skills that make the workplace productive

L3 - make a list of the behaviours, qualities and skills that make the workplace productive

Create a simple game using the skills and behaviours that can make a workplace productive.

Listen to cases of workers interacting in their workplace and then dramatize to show how they would respond if they were in a similar situation.

Listen to resource person to offer advice on the best qualities, behaviours and skills needed to succeed in the workplace.

Make an entry in their journal to record what they have learnt from the cases/or the resource person and how they feel about the case/ presentation.

- Analysing video/role play
- Making distinctions between positive and negative behaviours and attitudes

- Creative thinking

- Listening

- L1**- sentence must include one positive
- L2**- sentence must include one positive behaviour and one positive attitude
- L3**- at least one sentence about one positive behaviour, one sentence about one positive attitude, one sentence about one negative behaviour

Game must highlight one positive behaviour, qualities and skills that can make a workplace productive

Journal entry should include at least one correct things that were said and how he/she feels about it.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to resource person from a worker's group or an employment agency invited by the teacher talk about the strategies students can use to prepare themselves for the workforce and to find work

Use recording devices to capture the presentation

Write a resume and cover letter for a specific job

- Listening for relevant information
- Writing a resume and cover letter

Resumes and cover letters based on specific criteria such as:

Appropriate style and format

Inclusion of appropriate skills, education and experience

A cover letter fit for a specific purpose

Invite the Language Arts teacher to give guidelines on preparing an application letter, a resume for a job of their preference as well as tips for doing the job interview

L1 – using templates, write key data needed for applying for a job i.e. names, address, last school attended etc.

L2- using prepared templates to write a resume, write a letter of application for a particular job

L3- a resume and write a job letter to be a specific company

- Preparing resumes and application letters

L1 - Students use prepared template to correctly complete a resume.

L2 - Students use prepared template correctly complete a resume

L3 - Correctly write a resume and a job letter to a specific company.

View examples of different kinds of resumes and cover letter (examples available from print resources and on the internet). Choose their best sample resume and cover letter to adapt as their own. Allow opportunities for peer review and edits

- Selecting and using relevant details

Students to write correctly the components of a resume and a cover letter. Students to be assisted by the teacher.

Work in mixed ability groups to conduct mock job interview. Interviews could be based on jobs identified in previous job search, resume, or cover letter exercises. In each group of three, have one student play the interviewee, one plays the interviewer and the third person observe and provide constructive feedback at the end of the mock interview. Switch roles in each scenario to allow all students to have a chance as the interviewee

- Listening
- Asking relevant questions

Students to list interview questions in their notebooks. Questions asked must be relevant to the job and answers given provide adequate and relevant information

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine pictures different categories of workers and rank them in terms of importance. Provide justification for ranking.

L1- Select one job and write one sentence about its importance

L2&3- select two different categories of jobs and write three sentences to say how the work they do contribute to national development

- Providing justification

L1- one job and its importance to the individual or to national development
L2&3- two different categories of workers and the importance of each to the individual and national development

Learning Outcomes

Students will be able to:

- ✓ clearly describe the behaviours, skills and attitudes needed for productive workplaces in Jamaica
- ✓ Begin to appreciate the value of work and workers contribution to national development
- ✓ Write an application letter and a resume
- ✓ Demonstrate how to prepare for and conduct oneself in an interview
- ✓ Outline strategies to improve readiness for the workplace

Points to Note

- Help students to understand that positive or negative disposition will affect their attitude towards work
- Instil in students an appreciation for work
- Teacher to help students in writing down notes in their books

Extended Learning

- Ask students to find a clipping of an advertisement for a job and write a resume and application letter in response to the advertisement. Teacher will assist students in the process

RESOURCES

Internet, Newspaper, Textbook, Blank paper, Laptop, Multimedia Projector, Resource Person, Magazine

KEY VOCABULARY

Values, work, job, rights, responsibilities, employer, employee, boss, application letter, resume, interviewt

LINKS TO OTHER SUBJECTS

English Language, Visual Arts, Drama



GRADE 9

SOCIAL STUDIES

APSE III

TERM 2 UNITS

About the Unit

In this Unit students will be introduced to the structure of the Jamaican government and the roles and functions of the different branches. They will learn about the interrelatedness of them even though they are separated. They will also learn to appreciate the roles and functions of each of these branches.

RANGE OF CONTENT

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

Students will develop concepts of:

- government, executive, legislature, judiciary, parliament, senate, bill, act/law

Students will develop skills by:

- Classifying the roles of the different branches of government
- Analysing information on the role of government

Students will develop knowledge and understanding of:

- The branches of government and their relatedness,
- The separation of power among the Executive, Legislature and the Judiciary
- Governance at their school level

Students will develop values and attitudes by:

- Showing respect and an appreciation for the institution of government

GUIDANCE TO THE TEACHER

- Help students to understand that the government of a country should have a particular structure.
- All aspects of this structure should be interrelated in order for the country to function properly.
- Encourage students to feel a part of the governance of the country as citizens.

Prior Learning

- Check that students can:
- Define government

THE STRUCTURE OF THE JAMAICAN GOVERNMENT**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "Governments exist to serve the citizens "

Essential Questions:

- What is the structure of Jamaica's government system?
- How are the branches of the Jamaican government related?

OBJECTIVES

Students should be able to:

- Define and use correctly the concepts/terms: government, executive, legislature, judiciary, parliament, senate, bill, law/act
- Describe the structure of the Jamaican Government and the composition of each branch of government
- Outline the role of each branch of government
- Recognise the relatedness, yet separation of power among the executive, legislature and the judiciary
- Appreciate the work of the three branches of Jamaican government

ICT ATTAINMENT TARGETS:



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



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



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:

Participate in a class discussion about the different positions and people in their school. The teacher will assist the students to use the information to create an organizational chart for their school. Answer questions relating to the chart such as:

1. What information can you get from this chart?
2. Who do you think is in charge of this group? Why do you think so?
3. How many branches are in this chart? Name them

L1- List roles of the principals

L2- list the roles of the vice principal/s and Heads of Department

L3- Write a short paragraph about the duties of the teacher.

The teachers are to assist the students in the task.

- Organising information
- Interpreting an organisational chart

- L1** - at least two roles of the Principal
L2 - at least one role of the Vice Principal and one role of a Head of Department
L3 - paragraph includes at least three roles of the teacher

As a class, students brainstorm to define terms relating to the topic and use them to create a word wall.

L1- Create a Word Wall, Word Box with Terms for display

L2&L3- Use any four terms to accurately construct simple sentences OR use the words to fill in blank

- Communicating and organizing information

- L1**- Words spelt correctly
L2&3 - Sentences are complete

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

As a class, complete a KWL chart to check students prior knowledge

Listen as teacher gives the unit overview comparing the organisational chart for the school with the structure of the Jamaican government

Use the information in the overview, the teacher will assist the students to make their own charts or models to represent the structure of the Jamaican government.

Use different materials to create a model of the structure of the Jamaican government

In mixed-ability groups research the composition and functions of the three branches of the Jamaican government online and in texts.

L1 - search online and offline for pictures of individuals associated with each branch of government

L2 - make word card with the key terms associated with the composition of the three branches of the Jamaican government e.g. Senators, prime minister, opposition, cabinet, ministers, court, laws etc.

L3- write simple sentences using the words generated during the research to describe the three branches of government

Participate in a field trip to the Gordon House or watch video clippings of parliament on YouTube/ Public Broadcasting Corporation of Jamaica on the functions of the branches of government/sitting of parliament

Demonstrate their findings through role play of a sitting of parliament

- Listening for information

- Using diagrams to organise and present information

- Gathering relevant information

- Reporting

Students can state at least one similarity between the structure of the school and structure of the government.

Each branch should be accurately labelled and any symbol used must be appropriate for the branch it represents

L1- at least three pictures correctly linked to a branch of government

L2- word card show correct link between key terms and each branch of government

L3- at least three sentences which accurately describe the branches of government

Role play must include speaker, representatives from government and opposition. One matter must be discussed.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed ability groups students conduct online/offline research and discuss the functions carried out by each branch of government. Each group will present a role play on a branch of government.

Group 1 - The Executive has a meeting to discuss a current issue affecting the country.

Group 2 - The Legislature discuss the bill that is before it

Group 3 - The Judiciary tries a case

- Communicating information

Role play should realistically portray the branch of government being represented

Examine charts/model of the structure of the Jamaican government to understand the relationships among the three branches. Listen to teacher or resource person explain the relationship between the branches of government.

- Identifying relationships

At least three sentences. Each sentence shows the relationship between at least two branches of government

Students will write sentences to show their understanding of the relationship between the branches of government. Students to be assisted by the teacher.

Clousure/Wrap Up

Revisit the essential questions and have the students respond orally. Teacher should help students to “see” that the three branches of the Jamaican government are direct results of our historical connection to the British Monarch

L1-3 What would life in Jamaica be like without these three branches of government? Draw, write, cut and paste pictures or record your response.

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions for the terms and use them appropriately in a variety of contexts
- ✓ Draw a simple diagram showing the structure of the Jamaican Government
- ✓ Give a simple description of the executive, judiciary and the legislature
- ✓ Give simple explanation of the functions of the executive, the legislature and the judiciary
- ✓ Explain the interrelatedness between the branches of government
- ✓ Use selected ICT to conduct research capture and edit images and to share information about the branches of government

Points to Note

- In instances where it is not practical to go on the field trip, resource persons from those institutions may be invited to speak to the students
- Emphasize the principle of separation of power to ensure the student gets a good understanding of the concept
- Break concepts into small steps and teach each step to mastery
- Students should be encouraged to use Google and Siri audio apps to do research

RESOURCES

Internet resources, JIS, Textbooks, Computer, Camera, and other image capturing devices, Multimedia Projector

Extended Learning

- Students do individual research guided by the teacher on the system of the courts in Jamaica.
- Create a crossword puzzle using the words connected to the structure of government in Jamaica.

KEY VOCABULARY

Government, executive, legislature, judiciary, parliament, senate, bicameral, bill, act/law, monarch, court .

LINKS TO OTHER SUBJECTS

English Language, Drama, ICT, Visual Arts

About the Unit

In the Unit students will learn about the electoral process and its importance in maintaining democracy. They will also learn about the different types of national elections and the steps involved in the electoral process as well as the preparation that is made before an election takes place. Students will be exposed to the work of persons important to the election process such as the Political Ombudsman, the Director of Elections among others. They will also learn about the factors that influence the outcome of an election.

RANGE OF CONTENT

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

Students will develop concepts of:

- Constituency, election, vote, polling, ballot, campaign, political party, democracy

Students will develop key skills by:

- Analysing information on government
- Expressing opinions on governance
- Taking part in research on government
- Resolving conflicts

Students will develop knowledge and understanding of:

- Analysing information on government
- Expressing opinions on governance
- Taking part in research on government
- Resolving conflicts

Students will develop values and attitudes by:

- Respect democracy and the rule of law
- Openness and tolerance
- Courage to defend a point of view
- Willingness to: listen to, work with and stand up for others.

GUIDANCE TO THE TEACHER

The teacher should ensure that students understand the importance of the electoral process and the importance of elections in a democratic country. Students must understand the concept of free and fair elections and that voting is a right of citizens aged 18 years and older. The teacher should help students to develop a positive attitude towards voting and the work of elected representatives.

A suggested Anchor Activity for this unit is the creation of a model polling station. The students can research to find out how polling stations are arranged in Jamaica before attempting to create one in the groups.

Prior Learning

Check that students:

- know what is an election
- can name the major political parties in Jamaica

THE ELECTORAL PROCESS**ATTAINMENT TARGET(S):**

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

Theme: Living Together

Big Idea: "Elections are the means by which citizens participate in governance."

Essential Questions:

- How does the electoral process work in Jamaica?
- What is the procedure for casting a vote?

OBJECTIVES

Students should be able to:

- Define and use key concepts: vote, poll, ballot, campaign, political party, democracy, electorate, enumeration
- Identify the functions of the political ombudsman, and the Director of Elections
- Outline the preparations made before an election
- Explain the steps to be taken in casting a vote.
- Discuss the factors that influence the outcome of an election.
- Participate in the electoral process at the classroom level
- Appreciate the role of election workers in the election process

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to resource person from the Electoral Commission/teacher present on voting in elections, the type of elections held in Jamaica and key individuals associated with election such as the Political Ombudsman, the Director of Elections and election day workers. Use recording device to capture presentation. Replay presentation and do the following:

- L1** - identify types of elections held in Jamaica
- L2** - Make a list of persons associated with the preparation for an election in Jamaica
- L3** - the role of key individuals in elections held in Jamaica

- Listening for information

- L1** - identify at least two types of elections
- L2** - identifies at least three persons associated with elections in Jamaica
- L3** - at least three individuals identified and at least one role for each

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- L1-3** Ask questions of the resource person/teacher about the electoral process
 - L3** – prepare and present thank you speech to the presenter at the end of the presentation

- Asking probing questions

- L1-3** Questions should seek clarification and deeper understanding of the electoral process

-
- L1&L2**- listen to the recorded talk and explain some of the key terms
Use key terms to write at least two sentences
 - L3** - Use dictionaries and/or glossary of text to define some of the key terms

- Defining key terms

- L1&2**- sentence must reflect accurate meaning of the term
- L3** - sentence must contain at least two terms which are used appropriately in the context used

Use more than one terms in a sentence correctly

Work in mixed- ability groups to conduct research using Google voice APP Or SIRI.
What is a general election?
What is a local government election?
What is a by election?
How often are these elections held?
Why are these elections held?

- Gathering relevant information

Answers to all questions are correct

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View pictures/video and participate in a discussion about the enumeration and the electoral processes. The various tools and equipment used in the process will be highlighted: a camera, a questionnaire, identification card, voters list etc.
Participate in the simulation of the enumeration and electoral process

- Communicating information

Simulation exercise should be a realistic presentation of both processes

L1 – will make a simple chart with pictures of the equipment at a polling station.
L2&L3 – will make a chart with the main steps in the voting process

- Communicating information

L1- chart must include at least three pieces of equipment found at a polling station
L2&3- chart must contain at least four steps in the correct order

Work in mixed-ability groups to develop a list of questions they think the enumerator will ask

- Asking relevant questions

A list of five pertinent questions that enumerators ask that the teacher accepted are displayed in the classroom.

Listen as teacher reads about how political parties prepare for election.

- Asking relevant questions

At least two questions from each group. Questions must be directly related to content presented

Work in mixed-ability groups to write questions they will ask regarding the preparation for elections

Teacher will project/mount information in the classroom from the Electoral Commission of Jamaica on how to vote.

- Sequencing information

Students to accurately list the steps in the voting process in the correct sequence

L1- explain the steps in their own words

L2&L3- list the steps on a chart for display in the Social Studies Corner

View election posters and advertisements from Jamaica and interview family members about their experiences with previous elections and to state the factors that determined outcome of the election

- Gathering data and presenting information

Pictograph should include at least two factors and appropriate symbols

L1-L3- Make a pictograph to show the factors that affect the outcome of an election

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

With guidance from the teacher, participate in a class meeting to identify the different positions that are needed to operate the class effectively and individuals to compete for each post.

- L1-** Create election day props for use in the student/class election such as campaign paraphernalia- buttons, flags
- L2-** make an election campaign song/jingle/slogan for the candidate
- L3-** write and/or record a short campaign speech to present to the class
- L1-3-** write rules for the smooth running of the class election

- Decision making
- Strategic thinking

At least two positions identified and students nominated for each

Justification for posts and individuals nominated is provided

Campaign song/slogan/jingle must promote the candidate and his/her manifesto

Campaign speech to be written to relate to issues in the class/school

Clousure/Wrap Up

Revisit the Big Idea and Essential Questions and have the students respond orally. Teacher should help students to “see” that the electoral process in Jamaica is an organised one with many people doing different tasks.

Make a journal entry about whether they will vote or not when they are eligible and give reasons for their decision.

Learning Outcomes

Students will be able to:

- ✓ Give simple correct definitions for terms and use them appropriately in a variety of situations
- ✓ Play an active role in election process at school
- ✓ Use various tools to gather information
- ✓ Give a clear description of steps involved in casting a vote in Jamaica
- ✓ Describe steps taken in preparing for an election
- ✓ Use selected ICT conduct research, capture and edit images and to share information
- ✓ Demonstrate respect and appreciation for the work done by election day workers
- ✓ State the factors that may affect the outcome of an election
- ✓ Discuss the factors that influence the outcome of an election

Points to Note

- Students must come away understanding that the right to vote is one of the greatest privileges given to Jamaicans by law.
- Help students to understand that it is the right of all citizens to exercise their franchise.
- Break contents in small steps to facilitate greater understanding.
- Guide students into doing enough preparatory work before class to maximize class time.
- At the end of the lesson, teacher to revisit the essential questions and have the students respond orally.
- Teacher should help students to realize that the electoral process is an organized one with many people doing different tasks.

Extended Learning

- Visit Jamaica Information Service website to learn more about the election process in Jamaica. Collect pictures from the newspapers about election in Jamaica to place in scrapbook.

RESOURCES

The Electoral Commission of Jamaica

KEY VOCABULARY

Ballot paper, ballot box, enumerator, integrity lamp, poll clerk, voters list, voter identification card, voters registration, returning officer, democracy

LINKS TO OTHER SUBJECTS

Civics, Drama, English Language



GRADE 9

SOCIAL STUDIES

APSE III

TERM 3 UNITS

About the Unit

In this unit students will explore green technology as a necessity in economic and social life and be able to give examples of them. Students will be exposed to the main goals of green technology and they will also learn how to recognise the symbols used to indicate the use of green technology in various fields. The unit will also seek to expose students to the impact and implication of human activities on the environment and to foster an appreciation for global and environmental concerns.

RANGE OF CONTENT

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

Students will develop concepts of:

- Green technology, solar energy, wind energy, sustainability, alternative energy

Students will develop skills by:

- Using print and online sources to read and interpret meanings
- Using research data to support and draw conclusion
- Creating symbols to explain green technology
- Identifying symbols which indicate the use of green technology

Students will develop knowledge and understanding of:

- The impact of human activities on the environment
- The action of humans that lead to sustainability of the environment
- The goals of green technology
- Examples of green technology

Students will develop values and attitudes by:

- Showing appreciation for the need to develop and use green technology on a continuous basis.
- Demonstrating a positive attitude towards the use of green technology
- Embracing the basic goals of green technology by adopting environmentally friendly practices

GUIDANCE TO THE TEACHER

- The teacher should help the students to understand how green technology can help to sustain the environment and the part they can play in the process.
- The teacher should ensure that students become familiar with green technology and can find green solutions in various categories.

Prior Learning

Check that students:

- Understand the 3Rs - reduce, reuse, recycle

GREEN TECHNOLOGY**ATTAINMENT TARGET(S):**

Diversity, interdependence and sustainability in nature and society.

Theme: The physical environment and its impact on human activities

Big Idea: "Green Technology is one solution to Earth's environmental problems."

Essential Questions:

- What is green technology?
- How can green technology help to sustain the natural environment?

OBJECTIVES

Students should be able to:

- Define correctly the related concepts: sustainability, green technology, pollution, solar energy, wind energy
- List the main goals of green technology and the types of green technology.
- Categorize human activities as unsustainable and sustainable practices
- Make predictions about the possible impact of continued misuse of the environment
- Identify symbols which indicate the use of green technology
- Explain how green technology can help sustain the environment on planet Earth
- Practice and advocate for green technology and environmentally sustainable practices

ICT ATTAINMENT TARGETS:



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



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



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
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Students will:

Watch You Tube video “What is sustainable development?” Teacher will lead discussion on key points in the video. Teacher to assist students to record key points in their note books

Write sentences to correctly capture key points of the contents in the video

- Identifying key points

L1- one sentence with one key point
L2&3-two sentences, with two key points

With teacher’s help, students will use pictures to help them arrive at the meanings of key terms on the topic. Students to list the terms in their books.

Use graphic organizers to link key terms, pictures and their meanings

- Defining key terms

Graphic organiser shows correct relationship between key terms, pictures and definitions

Teacher prepares a chart with “What is Green Technology” and allow students as a whole class to read from it. A short discussion will follow and students will be encouraged to ask questions on the topic. Students to copy information from chart.

- L1-** identify harmful environmental practices at home and school and to environmentally friendly practices to replace harmful ones
- L2-** identify unsustainable practices in the community and devise ways to conserve the natural environment in the community
- L3-** identify ways in which energy is wasted and develop strategies to conserve energy at home, school and in the community

- Innovative thinking

L1- one harmful practice identified in home and one in the school. One innovation described to replace each harmful practice
L2- two unsustainable practice identified in the community and one innovative strategy developed to address each problem
L3- identify one way in which energy is wasted in home, one way at school and one way in the community and develop innovative strategy to conserve energy in each

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Read the goals of green technology listed on the board by the teacher –“Rethink, Recycle, Renew, Reduce, Responsibility”. Students are given bingo cards with the words and markers. The teacher will read the definition and students will match the words on the card.

View display showing green buildings, green energy, and green/eco-friendly products and participate in class discussion.

- Developing meaning

Definitions and words correctly matched

Make a simple table with three columns namely; Human Activities, Harmful Activities and Helpful Activities. They will list the activities and tick the column under which each activity falls. Teacher will have a discussion with them about the impact of human activities on the environment.

- Categorizing practices

Activities are appropriately classified as helpful or harmful

Use Google APPS to search for examples of green technology being used in the sustainable development of the environment and symbols that indicate the use of green technology.

Make a chart with the symbols that they found OR create a scrapbook depicting symbols which indicate the use of green technology in various industries/sectors of society

Work in mixed ability groups to design green symbols for environmentally friendly products at home or school. Students explain the use of words, images, colours used.

- Gathering and organising information
- Creative thinking

Scrapbook/chart contains at least four symbols each from a different industry or sector of society

At least one symbol created for a particular industry or product

As a whole class participate a discussion around the topic, What can we do to enhance green technology? Allow students to share what they believe they can do to be a part of the process.

- Thinking imaginatively

At least one journal entry which tells of one type of green technology at home or school

L1-3 Make a journal entry about how they can contribute to the growing green technology field by applying the goals of green technology at home and at school.

Learning Outcomes

Students will be able to:

- ✓ Give clear simple definition of the terms and use them correctly in various situations
- ✓ Give a simple definition of green technology
- ✓ Demonstrate appreciation for actions taken to preserve the environment
- ✓ State the goals of Green technology
- ✓ Differentiate between sustainable and unsustainable human activities
- ✓ Become advocates for the sustainability of the environment
- ✓ Identify symbols which indicate the use of green technology

Points to Note

- Teachers should guide students in understanding the balance between the needs of humans and the needs of the environment.
- Teacher to present the lesson in a simple form and follow simple steps to facilitate the students
- Help students to see how they can apply the goals of green technology at home and at school.
- Teacher to encourage students to join and national organization to increase their awareness on environmental matters. This should be an on-going activity to keep students motivated and maintain positive attitude towards using green technology.
- Teachers to assist students in the writing exercises.
- Teachers to conduct the lesson in simple steps.

RESOURCES

Internet, computers, textbooks

Extended Learning

- Students will seek to become environment 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 e.g. beach clean -up
- Form or join Environmental Club/ Society
- Students to do research on the green classroom.

KEY VOCABULARY

Sustainability, green technology, alternate energy, environment, unsustainable, solar energy

LINKS TO OTHER SUBJECTS

Civics, Science, English Language

About the Unit

In this Unit students will learn about the different types of tourists and tourism products that are common to Jamaica and the rest of the Caribbean. They will also learn about the factors that influence the development of tourism in Jamaica and the impact of the industry on the development of the country. Students will also be exposed to different employment and career opportunities in the tourism industry.

RANGE OF CONTENT

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

Students will develop concepts of:

- Tourism, tourist, tourist attraction, tourism product, destination

Students will develop key skills by

- Classifying different types of tourists and different types of tourism products
- Creating pictures, puzzles to depict aspects of tourism
- Researching developments in tourism in Jamaica
- Analysing pictures, videos, and photographs and drawing conclusions

Students will develop knowledge and understanding of:

- The factors that influence the development of tourism
- The contribution that tourism is making to the Jamaican economy
- The advantage and disadvantages of tourism in Jamaica

Students will develop values and attitudes by:

- Demonstrating an appreciation for tourism as an industry which contributes to the development of Jamaica

GUIDANCE TO THE TEACHER

The teacher should help students to understand the importance of tourism to the development of the Jamaican economy.

Prior Learning

Check that students:

- know who is a tourist
- can give reasons tourists come to Jamaica

TOURISM**ATTAINMENT TARGET(S):**

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

Theme: Living together

Big Idea: "Tourism is a major foreign exchange earner for the Jamaica."

Essential Questions:

- What is tourism?
- Who is a tourist?
- How does tourism help Jamaica?

OBJECTIVES

Students should be able to:

- Define the concepts: tourist, tourism, tourist attraction, tourism product
- Locate Jamaica's tourism markets and tourist resort areas on a map of the world and a map of Jamaica respectively
- Identify the different types of tourists and the different tourism products which Jamaica offers.
- Discuss the factors which influence the development of tourism in Jamaica.
- Analyze the advantages and disadvantages of tourism on Jamaica's economic and social development
- Outline employment and career opportunities in the tourism industry.
- 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 contribution to the learning of others.



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



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
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Students will:

Brainstorm the word “tourist” with teacher’s guidance, using their own experiences with tourism and with pictures provided by the teacher. Students will use the other concepts to create a word wall focusing on the tourist and tourism.

- Vocabulary building

Correctly spelt write concepts on the graffiti wall focusing on tourism

With the help of the teacher, use a map of the world to locate countries from which tourists come to Jamaica. On a blank map of world name and colour the places on the map that most tourists come from. Students to find out the climatic conditions of the countries that the tourists come from to Jamaica to start a short discussion on why tourists come to Jamaica.

- Locating places on a map

Map of the world has at least two countries correctly labelled and coloured

With teachers help and the use of a map of Jamaica, students to find resort areas in Jamaica. Students to use Google voice App or SIRI to find some major hotels and attractions found in these resort areas. Teacher to help students to make a list of resorts and the hotels and attractions found in each to display in the Social Studies Corner

- Gathering information from maps

At least three resort areas identified and at least one hotel or attraction in each resort area

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Students to search magazines or newspapers to find pictures that represent tourists and tourism in Jamaica. These pictures should be mounted on cardboard for display in the class room.

L1- write one sentence

L2- write a paragraph

L3- write 2 paragraphs

- Communicating information gathered from pictures

Sentence and paragraphs must relate to pictures selected

Listen as teacher reads cases or scenarios about different types of tourist then identify them in the pictures on display.

Participate in discussion on the types of tourists that come to Jamaica.

Students to accurately dramatize scenes to depict different types of tourists. This should be done in groups

- Listening for relevant information
- Communicating information

Dramatic presentations must clearly show types of tourists

View illustrations/ pictures of tourists in Jamaica then discussion will be had on types of tourism products that the various types of tourists consume. Students will then classify the types of tourism products in Jamaica under the headings: sport, culture, health, eco-tourism, mass tourism

- Classifying

Pictures are correctly classified

Teacher will assist students to research the factors that influence the growth and development of tourism in Jamaica- climate, attractions and the culture.

L1- List three of the main factors

L2& L3 –use graphic organiser to factors that influence tourism in Jamaica

- Organising information

Students to correctly draw a concept map highlighting three of the factors that influence tourism development in Jamaica

Watch video on tourism in Jamaica e.g. Jamaica Tourist Board Promotional videos and Jamaica for Sale –the documentary. Teacher and students to have a discussion on the advantages and disadvantages of tourism on Jamaica. Students make a table showing the advantages and disadvantages.

- Problem solving

Students to make a chart highlighting three advantages and disadvantages of Tourism in Jamaica.

Plan must state how it will be carried out and the resources needed

Work in mixed ability group to devise a plan to deal with disadvantages

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

As a whole class engage in a discussion to outline employment and career opportunities in the tourism industry OR listen to a resource person present information on careers in tourism

Listen to the teacher read newspaper advertisements for jobs in tourism. Teacher and student will create a list jobs/careers in tourism.

Students to draw/collect pictures of careers in tourism and write about the duties the individual carries out. Students will select one of the careers and find out the qualifications needed and where training is available

Prepare questions and participate in a field trip to a major tourist resort area to get information about the contribution of tourism to Jamaica by interviewing locals, hoteliers, hotel workers and other business operators about how they benefit from tourism.

OR Listen to a talk from resource personnel from the Jamaica Tourist Board/Ministry of Tourism and its contribution to the Jamaican economy. Ask questions of the resource person.

Make a journal entry on the importance of tourism to Jamaica.

- Gathering information to guide decision making

- Gathering information
- Asking relevant and probing questions

At least two pictures of jobs/careers in tourism and one sentence about the duties related to the job

At least one career selected and qualifications and training institution correctly identified.

At least five questions prepared. Questions must relate to tourism's contribution to the Jamaican economy

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms and use them appropriately in a variety of contexts
- ✓ Given a map of the world identify two of Jamaica's tourism markets
- ✓ Given a map of Jamaica identify two tourist resort areas
- ✓ Give clear description of the various types of tourism in Jamaica
- ✓ Give a brief explanation of the factors that influence the development of tourism in Jamaica
- ✓ Outline employment and career opportunities in the tourism industry.
- ✓ State the advantages and disadvantage of tourism in Jamaica

Points to Note

- Students should be exposed to the diverse tourism products in Jamaica including the many festivals- food, entertainment etc.
- Students should be reminded to follow guidelines to promote healthy use of ICT tools
- Students to be reminded to treat tourists with respect

Extended Learning

- Create a scrapbook showing the various tourist attractions and the future of Jamaica's tourism OR Create a simple puzzle to show the kinds of products that Jamaica showcases to tourists.

RESOURCES

Internet, computers, textbooks

KEY VOCABULARY

Tourism, tourist, tourist attraction, tourist, tourism products, tourist resort, all-inclusive, hotel

LINKS TO OTHER SUBJECTS

Information Technology, English Language, Visual Arts.



APPENDICES

SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
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.
Discuss	To exchange views on/about a topic, to consider the pros and cons of a particular point of view
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.
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.

SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
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
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

SPECIAL EDUCATION TIPS

Below are tips you may find useful when teaching students with special needs:

- ✓ Get to know your students and their individual needs.
- ✓ Ensure that classroom procedures and routines are flexible enough to accommodate individual differences
- ✓ Use positive non-discriminatory language
- ✓ Be deliberate in including students with special needs in all activities
- ✓ Communicate high expectations
- ✓ Model and reinforce appropriate social skills
- ✓ Use assessment data to plan instructions
- ✓ Teach to students' strengths and learning styles
- ✓ Students with special needs respond well to direct instructions or guided discovery
- ✓ Use multisensory teaching approaches that engage two or more learning modalities simultaneously
- ✓ Break content into small steps and teach each step to mastery
- ✓ Differentiate objectives based on students' functioning levels
- ✓ Make ample use of mnemonics and other memory aids
- ✓ Pair students with special needs with learning partners/buddies
- ✓ Provide appropriate accommodations as needed during instruction and assessment:
 - a. Extra time
 - b. Reduced work load
 - c. Material in alternative formats
 - d. Visual cues
 - e. Technological aids
 - f. Alternate activities

ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (APSE)

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

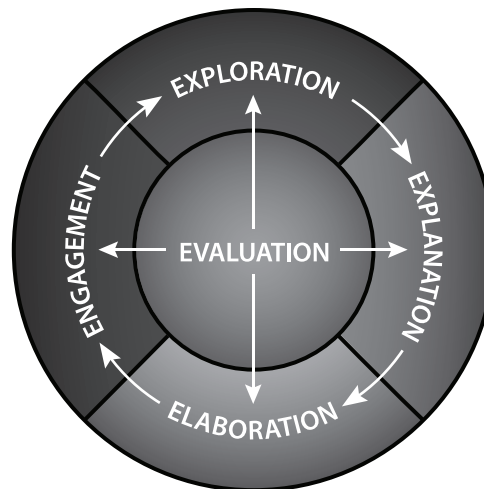


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



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.

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