



Ministry of Education and
Youth



NATIONAL STANDARDS CURRICULUM

GRADES 4-6

Civics Education



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Civics Education Curriculum Guide
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TABLE OF CONTENTS

Message from the Minister of Education and Youth	3
Message from the Permanent Secretary	5
Message from the Chief Education Officer	7
Message from the Deputy Chief Education Officer – Curriculum and Support Services	9
Message from the Assistant Chief Education Officer – Curriculum Unit	11
Glossary of Terms	13
Philosophical Statement.....	14
Aims of the Civics Education Programme.....	16
National Symbols and Emblems.....	20
Attainment Targets and Standards for Civics	25
Overview of the Civics Education Programme	27
The Principles of the Programme	29
Notes to Teachers	30
The Structure of the Programme	31
Overview of the Programme Content	32
Jamway Methodology	37
Grade 4 Scope and Sequence	43
Grade 4 Units of Study	52
Grade 5 Scope and Sequence	140
Grade 5 Units of Study	145
Grade 6 Scope and Sequence	197
Grade 6 Units of Study	201
Appendices – The 5 E Instructional Model	265
- Adapting the National Standards Curriculum (NSC) for Students with Special Education Needs.....	270

MESSAGE FROM THE MINISTER OF EDUCATION AND YOUTH



The foundation for a successful and balanced society includes appreciation for the rules that govern the relations we have with fellow citizens and our government. These rules set out the framework not just for our daily lives, but also for the future of generations to come. If we cannot appreciate our roots and structure, Jamaica will lose her strength. The inclusion of Civics Education in the National Standards Curriculum is critical to this process.

Civics Education is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties. Knowledge of the fundamentals of the subject empowers us to be well-informed, active citizens and gives us the opportunity to change the world around us. It is a vital part of any democracy and will equip our citizens with familiarity of our democracy and constitution. National awareness is an important part of a child's development and the teaching of Civics must again occupy its rightful pride of place in our schools. It is imperative that we teach our students about their history – where they are coming from and where they intend to go.

This government's education objectives have transcended standardized test results. We want students who are conscious of themselves, who know their place of dignity, of worth, who understand their rights and their obligations as citizens of Jamaica. We want to build students' education and awareness of the ways in which citizens can actively participate in Jamaica's diverse and inclusive society.

The main aim of incorporating Civics Education in the national curriculum is to develop and transform our young people into effective, responsible, good and informed people (those who know what happens within and outside the government) who are useful to their country. The goal is “to comprehend the pride and the dignity and the seriousness” of being Jamaican. Let us work towards building and conquering new frontiers in education. Jamaica's prosperity depends on synergies. No country can achieve growth without a well-educated and skilled population.

In teaching Civics, our educators would have to stress the importance of equality while working towards the common goal of living a socially harmonious life in Jamaica land we love. Civics Education, as a positive force, will equip citizens with the requisite knowledge about social responsibility and rights. It is what is done with this special knowledge that will

truly establish the benefits of Civics education. Let us recommit to the education of our young people so they develop into engaged citizens knowing their rights and duties.

The Honourable Fayval Williams, MP
Minister of Education and Youth

MESSAGE FROM THE PERMANENT SECRETARY



Civics Education has never been more critical to the education of our nation's young people. The introduction of this ground breaking national Civics Curriculum is both a response to this need, and a means by which the Ministry of Education and Youth is seeking to advance its agenda of foregrounding character development in school- aged children. With its focus on facilitating greater harmony; respect and care for self, others (in particular the vulnerable members of our society) and the environment, it is anticipated that overtime, this curriculum will have significant impact not only on how we perceive ourselves as Jamaican people, but how we live and operate as citizens.

The scope of the Civics Curriculum goes well beyond the traditional approach to Civics Education employed years ago. A deliberate effort has been made in the design of this Curriculum to align the targeted Civics competencies to the changing imperatives of Civics education in the 21st century. It reflects a radical shift from content-centred learning to more skills-based, attitudinal/ value-centered learning. The curriculum is underpinned by the best of Jamaican cultural forms and makes clear connections with community service and co-curricular programmes. It also makes references to the notable achievements of Jamaican icons in multiple disciplines. Ultimately, I believe we have a product that is vibrant, relevant, and in sync with our current societal needs.

The Civics Curriculum will be implemented in the context of a larger Culture in Education Programme which is not confined to the classroom. Its national outreach is designed to engage all Jamaicans in the process of creating the kind of society in which we desire to live, and exemplifying the values and attitudes that will provide stable, meaningful

experiences for our people. This approach will make implementation at the class level more relevant, while facilitating experiences that lead to a positive view of self as a Jamaican, and the emergence of Jamaicans who are equipped to contribute to nation-building and to global development.

Congratulations to all those who have contributed to making this Civics Curriculum a reality. I look forward to its successful and meaningful implementation.

Mrs Maureen Dwyer, BH (M), JP
Permanent Secretary (Acting)
Ministry of Education and Youth

MESSAGE FROM THE CHIEF EDUCATION OFFICER



Education is the means by which any society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education and Youth (MoEY) 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 developing 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 MoEY 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 and Youth

MESSAGE FROM THE DEPUTY CHIEF EDUCATION OFFICER



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

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

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 a 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.

Clover Hamilton Flowers, Ph.D.
Deputy Chief Education Officer (Acting)
Curriculum and Support Services

MESSAGE FROM THE ASSISTANT CHIEF EDUCATION OFFICER



The Ministry of Education through its Core Curriculum Unit remains committed to providing the school system with curriculum documents which are relevant, broadly based and which promote the holistic development of all students. The introduction of the Civics Curriculum is a big step in advancing this agenda on clearly identified values and attitudes which should ultimately become embedded in our Jamaican citizenry.

The Civics Curriculum was developed around a diverse, yet culturally relevant set of content standards designed to enable all students at the Grades 4-9 levels to acquire and transfer the essential civics competencies necessary to function in today's global society. The learning is further expanded by students making connections to other transferable skills such as communication, collaboration, critical thinking and creativity; skills and attributes deemed critical for students to successfully assume their core life roles.

The Curriculum utilizes the Interdisciplinary approach which facilitates the integration of aspects of the Jamaican culture that promote well-being, and allows for connections to be made across disciplines. Through use of the JamWay Methodology, students will be engaged in high interest, standards-based, real-world experiences that promote holistic learning as they explore the following themes:

- Cultural Identity and Heritage
- Cultural Symbols, Rituals and Celebrations
- Human Rights, Civic Responsibilities and Cultural and National Stewardship

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It is anticipated that teachers will maximise their use of these Curriculum Guides to develop inclusive and inspiring lessons to promote the development of students' knowledge, attitudes, values and skills as part of the wider school curriculum.

Sadpha Bennett, B.Ed., EMEM
Assistant Chief Education Officer (Acting)
Curriculum Unit

GLOSSARY OF TERMS

TERMS	DEFINITIONS
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.
Learning Objectives	Learning objectives state what the student is expected to know or understand as a result of the learning experience. The learning objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Learning 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	Key Skills indicate the important skills that students should develop during the course of a unit. They 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 21 st century skills such as critical thinking and problem solving, collaboration, communication and ICT.

PHILOSOPHICAL STATEMENT

The Civics Curriculum is intended to meet the wholistic developmental needs of learners while it inspires teachers, parents and leaders to be the kind of citizens that preserve all that is valuable about Jamaica's culture and heritage. Civics Education helps to foster students' understanding of themselves as unique beings, each valued, valuable and indispensable to the development of Jamaica. The programme therefore focuses on the development of attributes of nationalism and patriotism, for a better understanding and appreciation of what it means to be Jamaican.

Civics Education is important, not only to educate students about the structure and functions of government, the significance of national symbols and emblems, their rights, responsibilities and duties as citizens, but is also about the importance of virtues such as tolerance, fairness, care and concern for others. The programme promotes a culture of respect and encourages students to see themselves as integral to the success of their school, their community and country. Through the nurturing of gifts and talents and the facilitation of a fun-based yet reflexive learning environment, it is expected that learners will adopt the values and virtues that are deemed "good citizenship."

Given that citizenship is developed, understood and applied within a specific cultural context, Civic Education must be transformational. To this end, Civics in the NSC seeks to:

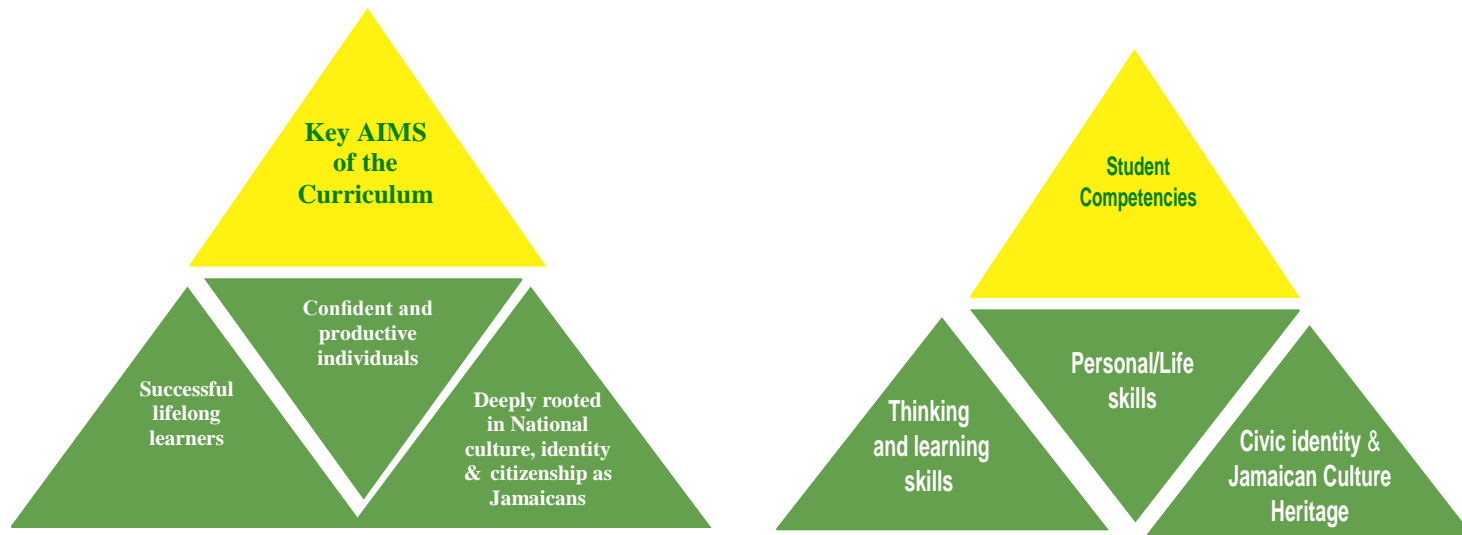
- a. Resonate with the personal empowerment needs of our young people. Through an inclusive approach to education, learners will be able to critically and creatively think about their experiences that are shaping their identity and the perspective(s) they have of Jamaica. They will also be able to make decisions about how they are contributing to Jamaica's profile locally and globally, how they can help to preserve all that is favourable and enable national development.
- b. Fulfil the imperatives of Civics Education in the 21st century in general, and in particular the agenda of a nation on a mission to promote the principles, processes and values that are essential for the preservation, improvement and sustainability of our society.

Learning opportunities are provided for students to assume core life roles and transfer competencies acquired from the experiences derived from various disciplines as they solve problems and contribute to the aesthetics of learning and living with others. The Civics Curriculum utilizes an interdisciplinary approach that facilitates the

understanding and appreciation of complex problems/issues or situations. This approach highlights the relevance and applicability of Civics Education in relation to other disciplines/subject areas, as students are given the opportunity to make connections with real world. Experiential learning is extended to practical application of principles through community service and volunteerism. In all contexts, values and virtues are regarded as boundaries for their practice as developing leaders and responsible learners.

The Key Aims of the National Standards Curriculum

There are three key aims that underpin all learning in the curriculum and provide its purpose and direction.



AIMS OF THE CIVICS EDUCATION PROGRAMME

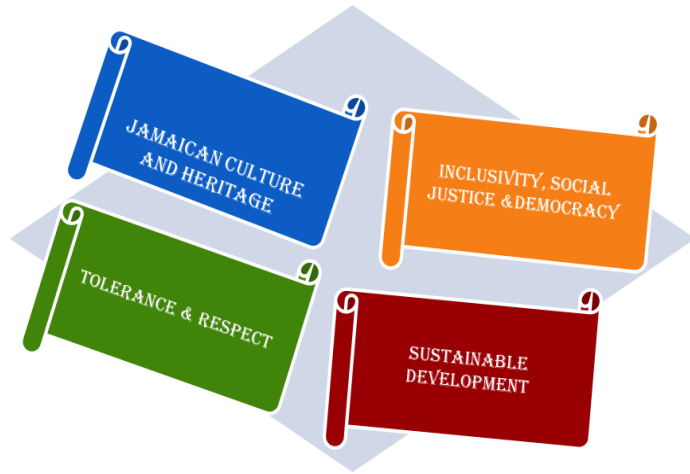
The aim of the Civics programme is to contribute to young Jamaicans understanding of themselves as individuals and members of groups endowed with God-given abilities, gifts and/or talents that are indispensable to national development. As Jamaicans, they should participate in the achievement of the National Vision for Jamaica as a “place of choice to live, work, raise families, and do business” (Vision 2030)². In the face of diverse hardships as well as great success, they should acknowledge spiritual virtues. Due to their special purpose, and as part of Jamaica’s heritage, they should develop the attributes that will make them desirable citizens.

² 2010 Planning Institute of Jamaica Vision 2030 Jamaica, National Development Plan

Core Values of the National Standards Curriculum

The main task of Civic Education is to foster the development of informed, effective, and responsible citizenry. Like the other subject areas of the NSC, the Civics Curriculum fosters the development of values and skills that support the w/holistic development of young people. This curriculum promotes the development 21st Century Skills that will help young people effectively navigate a world that is in a constant state of economic, technological and social change. The acquisition of these values and skills will help to ensure that young people are well prepared for the challenges and opportunities they are encountering and will encounter as they journey into adulthood. They will be positioned as global citizens ready to work in jobs that have not yet been created, technologies that have not yet been developed and new challenges that have never been encountered.

Core Values of the National Standards Curriculum



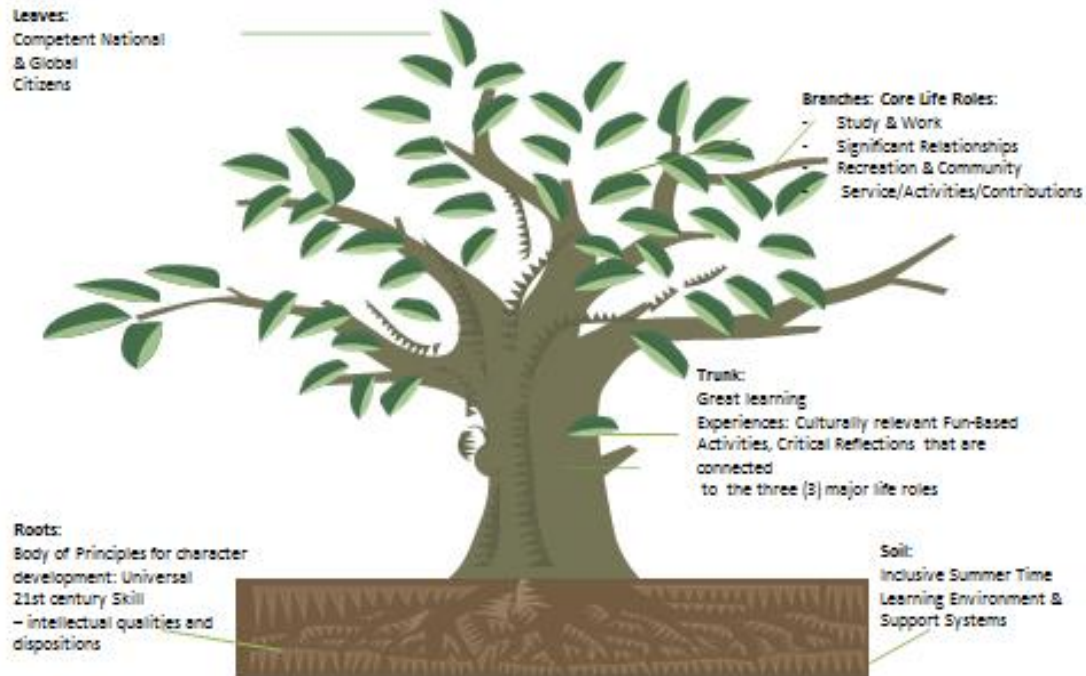
The Core Values of the NSC are further strengthened in this curriculum by highlighting the importance of Core Life Roles.

Three (3) Core Life Roles are emphasized in the curriculum

- Study & Work
- Significant Relationships
- Recreation & Community Service/Activities/Contribution

The responsibilities associated with these roles are explored through the various themes and learning activities within the context of family, community, school and workplace. These contexts provide experiences directly or through simulations as connection is made to other learning areas such as Resource and Technology through various projects, including STEM/STEAM related ones.

Exploring Major Core Life Roles



Exploration of Core Life Roles should inspire young people to achieve academic goals, acquire social and emotional wellbeing and make the effort to satisfy their career/occupational interests, while being mindful of the factors that enhance or hinder their progress. The world of work is dynamic, ever changing, and filled with many opportunities; but most young people struggle to navigate their way through a career path that is fulfilling. Exploration of Core Life Roles is about helping them in the here-and-now, to develop a healthy sense of self and the competencies that will empower them to reach their full potential.

NATIONAL SYMBOLS & EMBLEMS

The National Anthem

By Rev. Hugh Sherlock, Hon. Robert Lightbourne, Mr. Eugene Mapletoft Poulle, Mrs. Christine Poulle

*Eternal Father bless our land
Guard us with Thy mighty Hand
Keep us free from evil powers,
Be our light through countless hours.
To our Leaders Great Defender,
Grant true wisdom from above.
Justice, Truth be ours forever,
Jamaica, Land we love
Jamaica, Jamaica, Jamaica land we love.
Teach us true respect for all,
Stir response to duty's call,
Strengthen us the weak to cherish,
Give us vision lest we perish.
Knowledge send us Heavenly Father,
Grant true wisdom from above.
Justice, Truth be ours forever,
Jamaica, Land we love.
Jamaica, Jamaica, Jamaica land we love.*

All persons should stand at attention at the playing of the National Anthem and men should remove their hats. Persons in uniform should salute.

Jamaica's National Pledge

before God and all mankind,
I pledge the love and loyalty of my heart,
the wisdom and courage of my mind,
the strength and vigour of my body,
in the service of my fellow citizens;
I promise to stand up for Justice,
Brotherhood and Peace,
to work diligently and creatively,
to think generously and honestly,
so that Jamaica may, under God,
increase in beauty, fellowship and prosperity,
and play her part in advancing the welfare of the whole human race

Note: This National Pledge is for use at the beginning and end of each school term, and on other special occasions.

National Song for Schools (Tune: 'I Vow to Thee My Country').

By Victor Stafford Reid.

I pledge my heart forever
To serve with humble pride
This shining homeland, ever
So long as earth abide.
I pledge my heart, this island
As God and faith shall live
My work, my strength, my love and
My loyalty to give.
O green isle of the Indies,
Jamaica, strong and free,
Our vows and loyal promises
O heartland, 'tis to Thee.

The Flag



The Flag came into use on August 6, 1962, Jamaica's Independence Day.

The Flag must be regarded as a sacred emblem of the Nation to be paid due reverence and devotion by all its citizens.

The Coat of Arms



The national motto of Jamaica is represented on the Coat of Arms. The motto is 'Out of Many One People'; it is based on the population's multiracial roots.

The National Flower



Lignum Vitae (*Guaiacum officinale*)

Lignum Vitae is indigenous to Jamaica and was identified by Christopher Columbus.

The National Tree



Blue Mahoe (*Hibiscus elatus*)

This has been regarded as one of our primary economic timbers. It is currently much used for reforestation and is a valuable source of cabinet timber.

The National Fruit

Ackee (*Blighia sapida*)



Ackee was originally imported from West Africa in 1778 and was probably brought here in a slave ship.

The National Bird

Doctor Bird (*Trochilus polytmus*)



The "Doctor Bird" or Swallowtail Humming Bird lives only in Jamaica and is one of the most outstanding of the 320 species of Humming Birds.

Source: National Library of Jamaica, <https://nlj.gov.jm/jamaican-national-symbols/>

ATTAINMENT TARGETS AND STANDARDS FOR CIVICS

There are three (3) key Attainment Targets (AT) within Civics, with a total of three (3) themes. The Attainment Targets and Standards are explained below.

THEME: CULTURAL IDENTITY AND HERITAGE	THEME: CULTURAL SYMBOLS, CIVIC RITUALS AND CELEBRATIONS	THEME: HUMAN RIGHTS, CIVIC RESPONSIBILITIES, ENVIRONMENTAL AND NATIONAL STEWARDSHIP
<p>AT1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p>	<p>AT2: Understand the significance of, and show respect for symbols, rituals and celebrations.</p>	<p>AT3: Demonstrate an understanding and awareness of their rights and responsibilities as citizens and, through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p>
<p>Standard: Students will develop an understanding of physical, social and emotional self, what it means to be Jamaican and how these contribute to the development of a positive self-image. They should also show an understanding of their racial, familial, historical and cultural roots and appreciate how these affect their family, community and nation.</p>	<p>Standard: Students will understand the significance of symbols and rituals used by the nation, social groups and institutions and demonstrate respect for these through appropriate responses. They should also understand the importance and relevance of celebrations, how they have evolved and the need for continuity.</p>	<p>Standard: Students will understand their rights and demonstrate responsible behaviours in keeping with these rights. They should also recognise and act appropriately when rights are violated. They should develop and use appropriate leadership and governance practices to achieve common goals for the benefit of all. In addition, students should demonstrate sustainable environmental practices that will ensure that the Jamaican way of life is preserved. They will demonstrate empathy, act appropriately and show resilience in times of crisis.</p>

OVERVIEW OF THE CIVICS EDUCATION PROGRAMME

The programme is designed to provide experience and active learning opportunities that help our young people to grow confidently and think critically, in order to improve the nature of their interactions and to enhance their social and emotional competencies. Additionally, it is envisaged that our students will be able to manifest the confidence in themselves and their abilities; demonstrate certainty in their sense of belonging to and caring for Jamaica; believe in its future and their role in it as patriotic citizens who are empowered by the culture of excellence their nation exemplifies.

Understanding Civics

Placed in context, Civics is one aspect of Political Science. It is concerned with understanding how government works, the way political systems are structured, the relationship between these structures and the way they provide the context within which the rights and responsibilities of citizenship are understood.

Given that citizenship is developed, understood and applied within a specific cultural context, the Ministry of Education and Youth is embarking on a programme of Civics Education that is transformational in three critical aspects:

- Firstly, it is not bound by a dictionary definition. Rather, it is a concept defined within the context of the personal empowerment needs of our Jamaican people, particularly our youth at this time.

- Secondly, there is the examination of how the traditional definition of Civics needs to be adjusted to accord with the changing imperatives of Civics Education in the twenty-first century in general and, in particular, with the agenda of a country on a mission, following political independence in 1962.
- Thirdly, consideration is given to historical applications of the concept of citizenship that were exclusionary, such as the right to vote being linked to ownership of property, the acceptance or rejection of dual citizenship and the protection of the human rights of all citizens.

The new thrust of the Ministry of Education and Youth will therefore see the Civics programme as process education that facilitates how we become, live and operate as citizens. It focuses on the process by which we come to an understanding of ourselves as human beings, as a collective occupying a given geographical space, and of the need to include everyone in an appreciation of certain core values. This will facilitate greater harmony, care and respect for each other, the land that we are blessed to occupy and the institutions that protect collective welfare.

An important component of this programme is how we understand our rights, how we exercise those rights, and how we are motivated to take responsibility for everything that happens around us, through us and because of us.

The programme is not confined to the classroom. Its national outreach is designed to embrace all Jamaicans in the process of creating the kind of society and exemplifying the values that will provide the daily experiences for our young people. This approach will make the classroom component meaningful and relevant, facilitate experiences that lead to a positive view of self as a Jamaican and motivate the youth to want to contribute to nation-building.

THE PRINCIPLES OF THE PROGRAMME

The Programme must:

- be firmly established and facilitated in the context of the Jamaican culture and heritage that promote well-being.
- be participatory i.e. facilitate the contribution of each student to the achievement of the learning outcomes.
- be experiential i.e. value the experience that the student brings to the class and use that experience as the transitioning blocks for new information and the springboard for reflection.
- engage students as co-creators of their education, providing opportunities for students to be engaged in activities through which they may experience and apply the knowledge, skills and attitudes learnt.
- reflect the principle of equity. That is, all students should be able to access and participate in all the activities of the programme using their unique skills, talents and interests as they assume core life roles, for example, leadership, professional, mentor etc.
- reflect an awareness of the gender related concerns affecting students.
- sensitize students about the role and function of the United Nations Human Rights in their daily living.
- reflect the ideals of democracy for all students.

NOTES TO THE TEACHER

The NSC Framework document outlines the rationale and philosophy of this new Civics programme at this time in our history. It will be useful as a reference guide for the ways in which this programme builds on the traditional understanding of Civics in Scope, Content and Methodology.

The curriculum guide will help the teacher shape and define what the student already knows and brings to the learning situation as experiences, mind-sets, and dispositions (cultural, emotional etc.). The teacher is invited to build on the foundation that it sets with his or her knowledge, experience and expertise.

Assessment Criteria should include evidence of self-correction by students.

We recommend that the teacher becomes familiar with the various sections including the Appendices of the Framework and Teaching Guides.

On-going reflection as a practitioner is necessary so that the teacher functions as a steward of the kinds of disposition expected. Self-correction should be encouraged as a part of the reflective process.

STRUCTURE OF THE PROGRAMME

The Three Levels

There are three levels of the programme- Early Childhood, Primary and Secondary- each level corresponds to one level of the education system. The three levels are linked and reflect complexity of the concept of raising Jamaicans to regard themselves as possibility thinkers. Each level has its own theme song that summarises and reflects the main philosophy, skills and attitudes intended for that level. Transition from one level to the next is akin to rites of passage that prepare an individual for growing into a new phase of his/her humanity.

Level	Grades	Themes	Theme Songs
Early Childhood (Pre-Primary)	Grades 1-3	Awakening Social Awareness	I am a Promise
Primary	Grades 4-6	Awakening Social Conscientiousness	You Can Get It (If You Really Want) James Chambers OM (Jimmy Cliff)
Secondary	Grades 7-9 Grades 11-13	Awakening Social Responsibility	Book of Rules, The Heptones

OVERVIEW OF THE PROGRAMME CONTENT

Thematic Approach

The teaching and learning activities for each level are themed for each term. One set of themes, links into and supports the themes in the following term.

The themes are:

- **Cultural Identity and Heritage**
- **Cultural Symbols, Rituals and Celebrations**
- **Human Rights, Civic Responsibilities and Cultural and National Stewardship**

Each theme will be explored on the individual, community and national levels. The topics to be covered within the themes for each term are designed to culminate in, and support a major national activity occurring in the life of the nation or the school during that term.

The activities of **Term 1** will trend towards the celebration of National Heritage Week in October and support activities in November that focus on Parenting Month and Youth and Community Month. Other important events with a Special Education focus such as the Winter Olympics should also serve as contexts for learning.

In Term 2, the topics will be centred around the celebration of Jamaica Day and Reggae Month in February. Some topics and activities will be in support of the sporting events that happen in Schools, and culminate in National Sporting events such as the ISSA Boys and Girls Championships, JTA Primary School Championship, In-Sports Primary School Championship and Jamaica Independent School Championship.

In **Term 3**, the activities and topics will trend towards Child Month in May and will affirm the Rights of the Child within the context of the Rights and Responsibilities of the Jamaican citizen. Consideration should also be given to Special Olympics, Paralympics and school events such as Career Day, as contexts for the rights and responsibilities of citizens to be observed. The element of EXTENDED LEARNING may be appropriately used for the purpose of application and reflection on the practices of various stakeholder groups.

It is further intended that in every class and every activity, the teachers will highlight and provide authentic opportunities for the application of concepts of citizenship and nation building related to, and emanating from the topics in that theme. Concepts often overlap and more than one may emerge in any one lesson or activity, e.g. Respect, Order and Orderliness, Teamwork and Group Cohesion.

Highlighting Philosophers such as Marcus Garvey

The placement of philosophers such as Marcus Garvey within the context of the New Civics Programme is designed to help students to understand themselves in the story of how well-known philosophers rose from amongst the economically disadvantaged, the politically disenfranchised and racially marginalized, to impact and brand Jamaica by joining the most noted philosophers and influential world leaders and the global artistic community. This is one way to establish the link between positive identity, academic excellence and productivity which anchors students in their possibilities.

Therefore, for selected themes, a relevant quotation from a renowned philosopher appears and becomes part of the text for that theme. The quote is to be used in the development of the lessons and activities exploring that topic. In this context, the teaching of Garvey and other philosophers builds on the approach of the Grades 7-9 Social Studies component and supports the Citizenship and Culture in Education Programme.

Our other National Heroes are treated as well, in designated eras/epoch, based on the roles they played in their contribution to national development.

Case Studies

This New Civics Programme incorporates the use of Case Studies which investigate a contemporary Jamaican phenomenon. There are three (3) main types of Case Studies, namely: Exploratory, Explanatory and Descriptive. The Case Study approach allows the students to gain factual information while facilitating independent learning and reflection.

Essential Elements of the Approach

- Civics lessons, though related to Social Studies, are neither duplications nor substitutions for Social Studies.
- Civics lessons must be taught in dedicated and designated time slots on the timetable- at least half an hour each week for Early Childhood, up to 45 minutes weekly at Primary Schools, and at least one hour each week at the Secondary level.
- Culturally relevant methodology, in which the creative and art forms function as drivers for the content, while providing experiences for students must be utilized. This emphasis has led to a description of an approach referred to as the 'JamWay' methodology (See Appendix 2). The 'JamWay' Methodology seeks to transfer the relationships - the environment, the attention, the enjoyment, the care and support from Summer School into the regular classroom. It also seeks to make the classroom an experience of wonderment, curiosity and enjoyment of learning. Additional information is provided on this methodology later in this introductory section of the presentation.
- The themes and/or core values of the Citizenship and Culture in Education Programme must be subsumed and highlighted in relevant activities and not taught as a separate subject.
- Selected themes must be driven by a relevant quote from well-known philosophers and persons who have had national and/or international influence (e.g. Marcus Garvey, Bob Marley, King Solomon, etc). Quotes are recommended in the Teaching Guides.
- National Emblems/ Symbols that are included in a Unit, are to be given prominence using strategies that convey their significance and an understanding of their link to the themes, core values and core life roles.
- Each lesson must place emphasis on one or more specific core value and major life roles in ways that are developmentally appropriate.

- The Civics Programme must be included in the School Improvement Plan as one of the means by which a positive school culture is to be created and sustained. This means that plans to improve the school should take into consideration the socio-cultural aspect of school life.

JAMWAY METHODOLOGY

The JAMWAY methodology is a culture-centred set of principles and teaching/ learning strategies, which puts at the forefront students' interests, skills, abilities and knowledge. It has its philosophical underpinnings in a combination of learner- centred theories/ principles drawn from various versions of Constructivism (Taylor, 2015 and Bruner, 1996), Socioculturalism (Vygotsky, 1978 & 1986) and the Theory of Aesthetic Learning Experiences (Uhrmacher, 2009).

The methodology is derived from an assessment of the following:

1. **Findlayson and Diggiss (2006) Festival in the Workplace:** “Festival in the Workplace (FITW) is a transformation process that stimulates people to become their most creative, productive and passionate selves. FITW is based on lessons from festivals and the arts and the process serves as a catalyst for the development of a new organizational culture that ignites the creative spirit and passion for personal and organizational excellence. In such a culture, people experience joy, meaning and fulfilment.
2. **Uhrmacher (2009) Theory of Aesthetic Learning Experiences:** The theory demonstrates how opportunities may be provided for students to have aesthetically engaged learning experiences. Uhrmacher (2009) draws on John Dewey's ideas from *Art as Experience* as a framework and posits six themes that teachers can utilize to help students attain engaged learning experiences. These include connections, active engagement and sensory experience. The benefits of providing aesthetic learning experiences include student satisfaction, an increase in perceptual knowledge, episodic memory retention, meaning making, and creativity and innovation.
3. **Sounoglou & Michalopoulou (2017) - Student-centred and Inquiry-based Learning:** Although the writers have not branded their approach in this way, their work is based upon it. Through this methodology,

early learners (Pre-K to Grade 3) are encouraged to wonder at the world, to explore it, enjoy it and learn through play, negotiation, problem-solving and experimentation. Sounoglou & Michalopoulou (2017) note that through the interactions of young children with their peers, they will begin to learn citizenship through “concrete and practical acts that serve the everyday life of the school and the wider beyond the school.” (p. 56)

4. Data available in the MoEY relating to the vastly improved performance of Grade 4 students after their summer school experience.

The JAMWAY methodology aims to:

- Transfer the relationships, the environment, the attention, the enjoyment, the care and support from summer school into the learning environment/ classroom.
- Make the classroom an experience of wonderment, curiosity and enjoyment of learning.
- Honour the aesthetic cultural forms of music, storytelling, play, artistic expressions etc., as the centrepiece of the methodology.
- Promote inclusion of the wealth of information and knowledge in the lived experiences of our senior citizens in the community especially those who function as guardian and caregivers of our students.
- Encourage both the teacher and students to enrich the learning environment by having the confidence to infuse it with that which excites their interest and utilizes their talents outside of the classroom.
- Promote an interdisciplinary approach to learning and teaching through STEAM and other integrative teaching strategies in an inclusive manner.

In short, the JamWay methodology is a practical demonstration of a curriculum that is driven by the arts and a manifestation of culture being the context, content and methodology for teaching and learning. Additionally, the JamWay methodology incorporates teaching/learning strategies which are intermittently used as remedial strategies. In this context, these are validated and proposed as core strategies.

The methodology also employs:

1. **Process-based learning** - It focuses on the “why” and “how” of what fuels curiosity and fosters research skills and the internalization of values through action
2. **Collaborative and Co-operative learning** - It supports learning with others as a community or team. By sharing common values, intellectual abilities and the purpose for working together, the development of teamwork and critical thinking skills are fostered. They will also learn how to negotiate and operate according to established structures and rules/ regulations.
3. **Reflective and Reflexive Thinking** - It allows for the engagement of students in introspective activities to examine their approach to problems and their beliefs and behaviours based on core values or expected code of conduct/engagement. This is to sustain appropriate practices and to provide support for changing unacceptable ones.
4. **A whole- school approach** - It requires everyone to play a role in the development of the whole child whenever and wherever they encounter the child (at or away from the physical school context).
5. **Experiential learning** - It seeks to ensure internalization of the competencies that nurture the spirit and become the foundation for life-long learning
6. **Highly participatory**- Students are encouraged to question issues, values and content, building knowledge and understanding in a truly constructivist way.
7. **STEM/STEAM Integration**: The principles of the scientific method integrated with those of Mathematics, Engineering Design and Technology are used to develop **innovative behaviours and 21st Century skills (problem solving, critical thinking, collaboration and communication)**. The Art forms are relied on so that learners can make use of a wide array of modalities to interpret problems, represent and communicate their ideas and experiences and select solutions that they will explore.
8. **Portfolio design and development** - This serves as authentic evidence of claims regarding the learning process, learner's roles and responsibilities, learning progress and outcomes

The methodology incorporates several other interactive teaching and learning approaches/strategies, these include but are not limited to:

- **Storytelling**
- **Music**
- **Games**
- **Finger Play/Musical Signing**
- **Riddles**
- **Movie Making**
- **Field Trips (physical/virtual)**

In any one class, you may use any combination of the strategies outlined. You may find, however, that your students have a preference for that one strategy that provides the rhythm and anticipation that are good foundations of sustaining interest and guaranteeing learning. For example, your classes could be designed around the idea of a radio talk show, television game show, a fashion show, a sing-off or storytelling moments, centred around the given themes, panel discussions, presentations by senior citizens on your community. The possibilities are endless, provided that the objective of making learning enjoyable is met. This means that our classes are conducted in such a way that: *“We move beyond a mere intellectual understanding of the subject matter into a realm of spiritual and emotional appreciation so that the satisfaction of the learning experience is long-lasting because of its impact on the sub-conscious.”* (Salmon, 2017)

Throughout the year, and certainly by the end of each level, the students should be **“Jamming”**; as their learning environment would have been infused with experiences that excite, appeal to their interest and allow them to utilize their talents. Attention is given to:

- 'Jamaicanness'- personal heritage and cultural context
- Awareness of cultural rituals, systems, processes, human rights and civic responsibilities
- Meaning of Civic Awareness , Civic Virtues and their connection to other virtues
- Understanding of society and their roles and responsibilities as citizens.
- Transferring of competencies and prior learning opportunities

- Value Manifestations - behaviours and attitudes
- Interactions - citizenship and sense of community
- Patriotism and nationalism in relation to cultural heritage of Jamaica
- Philosophical context - Garvey and others

These will serve to equip the student with a solid foundation for inquiry and progress towards defining their own paths in today's Jamaica.

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Grade Four

GRADE 4 SCOPE AND SEQUENCE

Grade	TERM 1 12 Weeks	TERM 2 11 Weeks	TERM 3 10 Weeks
4	Theme: Identity, Culture and Heritage	Theme: Cultural Symbols, Civic Rituals and Celebrations	Theme: Human Rights, Responsibilities, and Environmental Stewardship
	<p>AT1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p>	<p>AT2: Understand the significance of, and show respect for symbols, rituals and celebrations</p>	<p>AT3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p>
	<p>Standard: Students will develop an understanding of physical, social and emotional self, what it means to be Jamaican and how these contribute to the development of a positive self-image. They should also show an understanding of their racial, familial, historical and cultural roots and recognize how these affect their personal identity, family, community and nation.</p>	<p>Standard: Students will understand the significance of symbols and rituals used by the nation, social groups and institutions and demonstrate respect for these through appropriate responses. They should also understand the importance and relevance of celebrations, how they have evolved and the need for continuity.</p>	<p>Standard: Students will understand their rights and demonstrate responsible behaviours in keeping with these rights. They should also recognise and act appropriately when rights are violated. They should develop and use appropriate leadership and governance practices to achieve common goals for the benefit of all. In addition, students should demonstrate sustainable environmental practices that will ensure that</p>

		the Jamaican way of life is preserved. They will demonstrate empathy, act appropriately and show resilience in times of crisis.
UNIT 1: PERSONAL IDENTITY FOCUS QUESTION # 1: How do I define and maintain my cultural identity?	UNIT 1: SYMBOLS, RITUALS, AND CELEBRATIONS. FOCUS QUESTION #1: What rituals, symbols and celebrations are specific to my family, community, parish and country?	UNIT 1: RIGHTS AND RESPONSIBILITIES # 1: What are my rights and responsibilities as a child?
<p>National Symbols: The Motto and the National Pledge (The National Pledge is to be used to emphasize the concept of self)</p> <p>Core Value: Respect for self and others</p> <p>Defining self-identity/developing respect for self</p> <ul style="list-style-type: none"> • Importance of proper spelling and pronunciation of names • Meaning of first and last names • Resisting negative monikers (nicknames) • Self-identity - physical 	<p>National Symbol: Coat of Arms (Tainos, crocodile and pineapples)</p> <p>Core Values: Respect for self, others, our symbols and rituals, and celebrating public contributions</p> <ul style="list-style-type: none"> • Family rituals, symbols (if any, such as specific hairstyles, mode of dress) celebrations and their meanings • Range of social functions in my community and parish with identifying rituals • Parish council/ municipal emblems and symbolic garb used at parish 	<p>National Symbol: The National Motto: ‘Out of Many, One People’ (Equality)</p> <p>Core Value: Respect for the rights of self and others, understanding environmental stewardship</p> <ul style="list-style-type: none"> • What are the rights of the child? • What are the responsibilities of the child? • What are some ways in which rights are violated? • Which organizations/

	<p>appearance, embracing natural physical and inner beauty - likes, dislikes, talents, strengths, abilities, weaknesses</p> <ul style="list-style-type: none"> • Knowing personal heritage -types of household/family, child care facility (children's' home etc.) • Ethnicity, race, nationality - • Identifying family roots and traditions and their importance in national unity • Ethnicity and race (Jamaica's Motto- Out of Many, One People) towards national unity • Family rituals/customs/treasures / heirlooms (e.g. photographs, jewellery, crockery, • Inheritance e.g. family land (dead lef') • Coping with negative reactions to your identity <p>Maintaining Personal/Self-</p>	<p>inaugurations, and at council meetings</p> <ul style="list-style-type: none"> • Protocols observed at parish council / municipal meetings regarding symbols, for, orderliness) • Assessing the connection between rituals, symbols and celebrations to my identity and culture • The importance of maintaining culture 	<p>Institutions help to protect the rights of the child?</p> <p>Case Study: Ananda Alert / Child Abuse</p>
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<p>identity</p> <ul style="list-style-type: none"> • Maintaining one's unique identity • Ways in which individuals can improve on their strengths and talents • Definition / identification of self through the National Pledge <p>Biographical, physical, (strength and vigour of my body)</p> <p>Social (brotherhood, justice, peace, generosity, honesty)</p> <p>Emotional (love, courage and loyalty)</p> <p>Intellectual (wisdom, work diligently, creatively)</p> <p>Self through (brotherhood), nationhood.</p>		
<p>FOCUS QUESTION # 2: How do special groups such as the Maroons/Rastafarians maintain their Cultural identity?</p>	<p>FOCUS QUESTION # 2 What are the national symbols, significant rituals and celebrations that help to shape my national identity?</p>	<p>FOCUS QUESTION # 2: How can I exercise my human rights carry out my responsibilities?</p>

National Symbol: The National Pledge (to be used to emphasize the concept of self and respect for others) “the strength and vigour of my body in the service of my fellow citizens”

Core Value: Respect for self and others

- Explore the concept of a special group
- Identify the special groups to which they belong
- List the characteristics of special groups to which you belong
- What makes someone a member of this special group?
- Ways in which special groups maintain their identity
- Unique features of the special groups' character and lifestyle
- Identify special groups at the national level

National Symbols: The National Flag, Coat of Arms, National Fruit, Bird, Dish, Flower, Tree, Dress, Motto, National Anthem, National Pledge and the National Song for Schools

Core Value: Respect for symbols, rituals and celebrations

- Identification of the national symbols, rituals and celebrations
- How do I feel about national symbols, rituals and celebrations?
- How do I show respect for important symbols, rituals and celebrations?
- How do symbols, rituals and important celebrations help to define my national identity and culture?

National Symbol: National Song for Schools

Core Value: Respect for self and others

- What are some of the ways of demonstrating personal responsibility?
- How does adhering to rules, regulations and laws help to protect rights and demonstrate responsibility?
- Examples of civic responsibility.

	<p>CASE STUDY:</p> <ul style="list-style-type: none"> Investigate a special group e.g. Maroons / Rastafarians which has special characteristics, identity and heritage. How do they maintain their special identity and culture? <p>Ways in which the principles of cooperation and successful living among the Maroons / Rastafarians and other ethnic groups in Jamaica can be used to foster greater national unity.</p>		
<p>UNIT 2: GROUP CULTURE - COMMUNITY FOCUS QUESTION # 1: What elements of my community demonstrate positive identity and culture?</p>		<p>UNIT 2: CIVIC & CULTURAL RITUALS FOCUS QUESTION # 1: What civic and cultural rituals are specific to communities in my parish and what are the reasons for these civic celebrations?</p>	<p>UNIT 2: ENVIRONMENTAL STEWARDSHIP FOCUS QUESTION # 1: How do we respond to natural disasters?</p>
<p>The National Symbol</p> <p>The National Song for Schools (first stanza)</p>	<p>National Symbol: The National Flag</p> <p>Core Values: Sense of belonging, civic pride.</p>		<p>National Symbols: The National Flower, Tree, Bird</p> <p>Core Value: Civic responsibilities and environmental stewardship</p>

*I pledge my heart forever
To serve with humble pride
This shining homeland, ever
So long as earth abide.
(Self, serving others)*

Core Values: Respect for self and others.

- Definition of the concept 'community'
- Importance of living together in harmony
- Community culture and identity
- Positive attributes of their communities
- Ways in which they can contribute to building their communities

CASE STUDY – NANNY OF THE MAROONS

- Celebrations such as emancipation, independence,
- Rituals such as parades, flag raising ceremonies etc.
- Relationship building in the community
- Individual participation in civic ceremonies and rituals

- Natural disasters which affect Jamaica
- Cultural responses to natural disasters such as hurricanes
- Some of the positive behaviours displayed before, during and after a natural disaster
- Responsibilities of individuals, citizens, government and non-government organizations
- Innovations which have resulted

CASE STUDY: A recent natural disaster

FOCUS QUESTION 2: How best can we relate to and protect our natural environment?

			<p>Core Value: Environmental stewardship</p> <ul style="list-style-type: none"> • Ways in which plants and animals and natural physical resources in the community are beneficial • Ways in which the community misuses natural resources in the community. • Assess ways of caring for /protecting the natural resources in the community.
<p>UNIT 3: GROUP IDENTITY</p> <p>FOCUS QUESTION # 1: What does it mean to be Jamaican?</p>		<p>UNIT 3: CULTURAL SYMBOLS, CIVIC RITUALS & CELEBRATIONS</p> <p>FOCUS QUESTION # 1: How are persons who have made significant contributions celebrated?</p>	
	<p>National Symbols: National Flag, the Motto and other symbols.</p> <p>Core Values: Respect for self, others and cultural identity</p> <p>What does it mean to be Jamaican?</p> <ul style="list-style-type: none"> • How Jamaicans perceive themselves as Jamaicans 	<p>National Symbols: Coat of Arms, National Flag & Fruit.</p> <p>Core Values: Respect for self and others, harmony, cooperation, confidence, fair play, unity, dedication, innovativeness.</p>	

	<ul style="list-style-type: none"> • Positive traits which may be defined as Jamaicans • The relationship between personal identity and the characteristics of other groups • Jamaicans' contribution in a variety of disciplines which have impacted on how the world sees us • Examine the 'smaddyness' of the character of the Jamaicans as a template for personal identity • Improving the image of ourselves as Jamaicans • Defining self as Jamaican through identifying with positive attributes of 'Jamaicaness'. 	<ul style="list-style-type: none"> • Famous Jamaicans including national heroes, entrepreneurs, scientists, cultural icons, other nation builders • Some of the areas in which National Heroes, other famous Jamaicans and cultural icons have contributed • How National Heroes, cultural icons and other nation builders are honoured/celebrated • How do I feel about persons who make significant contributions to the country? • How can I contribute in my class, school, community, parish, nation? • How do I wish to be honoured? 	
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GRADE 4, TERM 1 UNIT 1

UNITS OF WORK - Cultural Identity and Heritage

ABOUT THE UNIT

In this Unit, students will begin to explore their personal identity. They will learn to define and value their own identity through their uniqueness and their family roots and customs. They will look at special groups in society e.g. the Maroons or Rastafari, etc., to understand community and group identity. Students will explore their “Jamaicaness” and “smaddyness” as part of their personal identity.

When diagnostic assessment is used, students should be allowed to give feedback based on the result of their assessment. Fairness should be a part of the post assessment reflections/ conversations.

To strengthen critical thinking, students should be reminded to pull on any prior knowledge experience that can help them in each activity.

THEME: Cultural Identity and Heritage

CORE VALUES: Respect for self and others. Knowing and celebrating personal identity, culture and heritage.

THE NATIONAL SYMBOL(S): The Motto: ‘Out of Many, One People’ and The National Pledge

Quote: “If you have no confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started.” The Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: One’s success and achievement in life is directly related to a healthy concept of self. A healthy concept of self includes self-awareness, self-worth, self-acceptance, self-confidence and self-respect.




SONG: I Know who I am by Sinach/ I am Special by Andre Adman

Prior Learning

Check that students can:

- State biographical elements of their identity such as full names, date of birth, age, address, gender, names of parents, siblings, the name of their communities.
- Express ideas fluently

Focus Question 1: How do I define and maintain my cultural identity?	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p> <p>Theme : Cultural Identity and Heritage – Personal Identity</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Explain the key terms and concepts: character, lineage, culture, cultural identity, justice, diversity, ethnicity, tolerance.• Explore the concepts of personal and cultural identity and personal heritage.• Use positive adjectives to describe themselves and others.• Display behaviours which indicate a positive self-image.• Identify aspects of personal heritage and make connections with personal identity.• Identify family roots and traditions.• Examine ways of dealing with negative images/monika such as nicknames.• Celebrate strengths, including their heritage.• Display strength of character and solidarity with their class mates/groups.

ICT Attainment Target(s) <ul style="list-style-type: none">  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.  DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.  DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 		
Suggested Teaching and Learning Activities	Key Skills /Values	Assessment Criteria
Students will: <ul style="list-style-type: none"> • Create a portfolio (manual or electronic) with the question, “Who am I”, with a picture or drawing of self at the centre. Students will add arrows pointing to the centre with information about self; such as name, the meaning of their names (if known), age, address, physical attributes, personality traits, their likes, dislikes, talents, what they are good at (strengths), areas that they think they need to work on. 	Developing a sense of identity Respect for self Self-confidence/self-esteem, Personal identity	An individual portfolio showing correct name, address, age, physical attributes and personality traits is created and presented.

<ul style="list-style-type: none"> • Discuss the importance of: <ul style="list-style-type: none"> a) proper spelling and pronunciation of name b) Resisting negative monikers (nicknames)? c) Coping with negative reactions to your identity d) Embracing natural, physical and inner beauty • Read the quote “If you have no confidence in self, you are twice defeated in the race of life. With confidence, you have won even before you have started.” The Rt. Excellent Marcus Garvey. <ul style="list-style-type: none"> Rewrite quote in their own words. Write a sentence showing their understanding of the quote, which includes their name, and one thing that has helped to shape who they are OR Identify an image that shows self in relation to the meaning of the quote 	<p>Discussing/ Sharing Building positive self-image/identity Confidence Uniqueness Kindness and care</p> <p>Positive self-image Respect Perseverance Strength of character Ethics Self-confidence</p>	<p>Sharing with classmates their feelings and appropriate reactions to being teased about their physical features, negative monikers etc and ways in which they could develop a positive self - image using their strengths/ abilities.</p> <p>A rewritten and explained quote which adequately expresses positive self-image.</p> <p>Selected image shows understanding of the quote and a positive view of self</p>
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<ul style="list-style-type: none"> • As a part of their portfolio, design a collage using pictures from magazines, newspapers etc, to show the connection between their personal identity and their personal heritage. The collage should highlight the physical features of their parents or guardians, race, ethnicity, rituals/ traditions, and customs of their family. • Construct a model of a doll or any other artefact related to the rituals, customs and traditions of the family. • Write a statement about their personality entitled, “I Am Special Because...”, using positive adjectives. Students will share their statements. 	<p>Making connections between past and present. Family unity and cohesion Character-building Cooperation</p> <p>Design models Awareness of customs and traditions within their families.</p> <p>Care and concern Respect for others Listening to their classmates Courtesy</p>	<p>Collage shows aspects of personal identity influenced by rituals and customs of the family as well as traditions which are observed.</p> <p>Models or artefacts accurately depict rituals, customs and traditions.</p> <p>The statement should highlight the positive aspects of each other. Statements should highlight the positive aspects of their classmates. Students should try not to overuse adjectives. The picture frame should be specific with geometric shape/s and colour/s. Their collection of pictures should have one frame. Students share their reasons for their choice of colours and shapes</p>
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<ul style="list-style-type: none"> • GAME: Finding What is Positive. <ol style="list-style-type: none"> a) Stand in a circle, students make a positive statement about the classmate to their right b) Once every child has had a turn, the students repeat the activity going to their left. c) Negative statements are OUT. Students who are OUT can no longer participate. • Complete a short poem entitled, “My Family is Special Because ...” using positive adjectives to describe their family. Include family roots, traditions, customs, etc. Students build their lists of positive adjectives. • Collect pictures of family activities including types of jobs/occupations of members. Design and place the pictures in a geometric shaped picture 	<p>Affirm others Sense of identity Work collaboratively</p> <p>Write poems Critical-thinking Creativity Affirm others Appreciating diversity</p> <p>Gather artefacts Design frames Justify decisions Share ideas</p>	<p>using complete sentences. The framed pictures become part of their portfolio.</p> <p>Demonstrate listening to their classmates. Making and sharing positive statements about classmates.</p> <p>The poem must use positive adjectives to describe their family, their heritage. Students draw conclusions about similarities and differences among the families of their classmates. Each family treated as unique and special.</p>
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<p>frame made of cartridge paper or other types of material. Students choose their frame design and colour (s) They share their reasons for choosing the shapes and colours. Discuss the importance of celebrating diverse backgrounds as they share their personal experiences.</p> <ul style="list-style-type: none"> Students will work collaboratively in groups examining their pictures and highlighting the similarities, differences observed in the pictures and draw conclusions on what makes all classmates and their families equal. Comparisons should be made using the following headings: physical features/customs/ritual/ ethnicity, family roots, religion, occupations/jobs etc. 	<p>Critical Thinking, Equality Collaboration Draw conclusions Make comparison Respect for self and others Developing meaning Tolerance</p>	
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<ul style="list-style-type: none"> Students will work in groups to portray the following scenario. Miss Khemla recently arrived from India and joined the staff of Hughville Primary School. She turned up on her first day dressed in traditional Indian clothing and introduced herself. Apart from staring, students were whispering about her accent, the red dot on her forehead, and the clothes that she wore. <ul style="list-style-type: none"> The piece should include students' initial reaction to Miss Khemla's reaction and how they would want to be treated if they were the teacher. Students discuss "Out of Many, One People", living together in harmony to build communities/the country. Students should discuss the statement "Everyone is unique and their differences must be respected." 	<p>Expressing thoughts Tolerance for diverse views of others Developing meaning Self-valuation Resilience Determination</p>	<p>Piece will showcase the problems and the possible solutions.</p> <p>Students should be able to recognize the meaning of respect and tolerance for diversity. Journal entries convey how students now feel about themselves and their families.</p>
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<ul style="list-style-type: none"> • Students write a journal entry in their portfolios about how they feel about themselves and their families. • Students describe ways of celebrating their strengths and their family heritage. • Culminating Activity – Students sing the song “You Can Get It If You Really Want” and explain how it makes them feel. 	<p>Building Confidence Resilience Determination</p>	<p>Journal entries clearly documented and include emotions, self and family mentioned, date of the entry indicated as a portfolio piece.</p>
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Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teachers must be careful to use whatever facts students bring to the table, helping them to process the facts in a positive light. • Teacher must ensure and assure that responses given by students will be treated respectfully by others in the class. The quote MUST BE INCORPORATED INTO ALL LESSONS. Students' opinions/interpretation of the Garvey Quote must be appreciated. • Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life. • Sensitivity must also be shown to students' family types during the discussions. • Family activities should be linked to life roles and lifestyle and the contribution of various disciplines 	<ul style="list-style-type: none"> • Create a Trivia game with questions related to the Focus Question. This should include the five most important issues discussed. • Talk with family members about the jobs/occupations they engage in and why the choice was made. They use information gathered to make portfolio entry using a theme such as: Occupational Footprints of My Family

<p>to family and/or community so that students realize their importance to harmonious living .</p> <ul style="list-style-type: none"> • Jamaica's population is diverse as our Motto implies and diversity should be respected. • It is important to note that the country's population is over 90% African ancestry. Case Studies can however be focused on the India segment of the Jamaican population. 	
<p>Resources Electronic devices e.g. computer, tablet, Internet access, cartridge paper, markers. Parents as resource persons Song: "You Can Get It If You Really Want" by James Chambers, O.M (Jimmy Cliff)</p>	<p>Key Vocabulary Identity, unique, character, heritage, personal heritage culture, lineage, justice, generosity, tolerance, diversity, ethnicity.</p>
<p>Links to other subjects: Language Arts, Drama, Social Studies, Resource and Technology and Visual Arts etc.</p>	

<p>FOCUS QUESTION 2: How do the special groups such as the Maroons / Rastafarians, maintain their cultural identity?</p>	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage – (Personal Identity)</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Explain the key terms and concepts: Maroon, Rastafarian, special groups, 'smaddyness', community, mutual respect, unity, self-image, participation, biography, tolerance, team-spirit. • Identify different groups to which they are a part. • Illustrate the benefits of working together in groups. • Demonstrate an understanding of the concept 'community'. • Investigate examples of community cooperation
<p>ICT Attainment Target(s)  COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.</p>	

<p> DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking.</p> <p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<p>among specific groups.</p> <ul style="list-style-type: none"> • Compare positive attributes of the Maroon community with own community. • Apply the principles of cooperation and successful living among the Maroons to the groups to which they belong. • Show respect for the heritage of others; state what makes someone a Maroon /Rastafarian. • Describe the ways in which specific groups, e.g. Maroons, Rastafarians, ethnic or religious and other groups have maintained their identity. • Show respect for the heritage of others. • Apply elements of successful community living to their class community. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Create a game to identify the different groups to which their classmates belong. The game will require clues to be given for identification of the different types of groups, such as primary, secondary, formal, informal, groups at school, in the community, national and voluntary groups to which they belong. • Create a radio talk-show with classmates in specific roles of interviewers and interviewees explaining the concept of community and the benefits of living 	<p>Creativity Collaboration Cooperation</p> <p>Critical Thinking Differentiating</p>	<p>Students identify different groups to which they are a part based on information learnt about these groups.</p> <p>Clear justifications made about the benefits of living</p>

<p>and working together.</p> <ul style="list-style-type: none"> • Use the KWHL* chart to identify what they know, want to know, how they intend to investigate and what they have learnt about special group, e.g. Maroons, Rastafarians, ethnic or religious and other groups in Jamaica. • Share with the class resources used to gather information about the specific groups and say which of the resources used were primary and secondary sources. 	<p>Participation Equality Belonging Unity Caring Mutual respect Cooperation/collaboration</p> <p>Asking questions Finding relevant information Resilience Courage Participation Equality Determination Effective leadership Determination Effective leadership</p> <p>Gathering and sharing information</p>	<p>and working together as a community.</p> <p>The KWHL chart must include at least two things that students know about the Maroons, two ways that they want to find out and two things that they have learnt about the Maroons/Rastafarians.</p> <p>Students present a simple bibliography of the sources used. Correct categorization of primary and secondary sources.</p>
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<ul style="list-style-type: none"> • Work collaboratively to develop an interview protocol and a questionnaire to acquire information on the Maroons/Rastafarians. Interview protocol should include the interview process: <ul style="list-style-type: none"> - before: identifying interviewee, setting up of the interview, writing questions to be asked - during: introducing self and stating purpose of the interview, asking questions, listening for answers and recording answers using recording device - after: thank you and presenting information gathered to classmates <p>Questions may include:</p> <ol style="list-style-type: none"> a) What makes the interviewee a member of their special group e.g. Maroons/Rastafarians? b) What do members of the special group (Maroons/Rastafarians) see as unique features of their character and lifestyle? c) How have they overcome challenges over the years to maintain their unique characteristics / culture? d) How do members of the special group (Maroons/Rastafarians) interact with their environment? (grow food, treat plants and animals) e) How are special communities (Maroon/Rastafarians) organised? (i.e. their leadership structure, how they take care of each other, how they respond to threats and risks) <ul style="list-style-type: none"> • Discuss the importance of the research in relation to 	<p>Differentiating between types of sources. Reporting</p> <p>Observing interviewing protocol</p> <p>Asking relevant questions observing sequential patterns.</p> <p>Listening</p> <p>Recording/ note-taking</p> <p>Making the appropriate connections regarding cultural retention</p> <p>Maintaining an identity</p>	<p>Greeting interviewee appropriately. Correctly stating name and title of the interviewee. Interview questions are complete, coherent and relevant. Information presented to classmates includes accurate report of statements made by interviewees.</p> <p>Journal entries are</p>
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<p>developing their identity.</p> <ul style="list-style-type: none"> • Write journal entries on how specific groups maintain their identity and identify ways in which they maintain their own identity. • Participate in a Field Trip or a Case Study of a special group (Maroons/Rastafarians) settlement or watch a video/teacher-created digital presentation about a Maroon settlement in Jamaica. Use a worksheet developed in class as a guide to observation and gather information on the Maroons/Rastafarians. Write a report on a Maroon/Rastafarians community to include aspects of community living. • Use the responses to the questions to create a profile of a member of a special group e.g. the Maroons and Rastafarians. <ul style="list-style-type: none"> a. What makes someone a member of this special group e.g. The (Maroons/Rastafarians)? b. What do group members see as unique features of their character and lifestyle? c. List the positive attributes displayed by any special group from the findings. d. What are the principles of cooperation and 	<p>Making observations Note taking</p> <p>Developing positive image of self and others Developing resilience Character-building</p> <p>Collaborating Making connections Illustrating Identifying and emulating positive traits Law-abiding Perseverance Resilience Law-abiding</p>	<p>appropriate and should include one factor that has contributed to the special groups maintaining their identity and one suggestion for maintaining his/her own identity.</p> <p>Report on Field Trip/Case Study to a special group (Maroon/Rastafarian) community should include name, location of community, economic and social activities.</p> <p>Comparison must include positive attributes of the special group (Maroon/Rastafarians) that students have and want to adopt.</p>
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<p>successful living among any special group of choice?</p> <p>e. Create a profile of self. Compare the positive attributes of members of any special group with the attributes of self.</p> <p>f) Work in collaborative groups using online/offline sources to identify one challenge that the special group (Maroons/Rastafarians) faced and investigate how they overcame the challenge. Find out aspects of the group's (Maroon/ Rastafarians) life that have been maintained for years and how they were able to maintain it. Compare these findings to your own personal problem solving styles and discuss ways of dealing with challenges and maintaining personal identity.</p> <p>g) Create a performance piece to show how they (students) have overcome personal challenges. At the end of each performance, make note of the uniqueness of each person's style and write one strength observed.</p> <p>h) Discuss the Maroons/Rastafarians as an example(s) of what it means to be satisfied with one's identity. Create a chart to illustrate ways in which the Maroons/Rastafarians show consciousness of their identity. Discuss whether aspects of the</p>	<p>Developing strength of character Perseverance Resilience</p> <p>Listing Journaling Creating digital story Team-building Self-discipline</p> <p>Expressing ideas through performance pieces Team-spirit</p> <p>Team spirit Self-discipline Creating a sense of identity</p>	<p>Through collaboration students should identify a challenge faced by the special group and a challenge faced by the individuals themselves.</p> <p>Performance piece must identify one challenge and show how they have overcome the challenge.</p> <p>Comparison made between themselves and special groups.</p>
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<p>Maroons' /Rastafarians' methods of maintaining an identity may be implemented in their own lives.</p> <p>i) Individually list six-character elements of the special group analysed, which they display in their own lives or which they are willing to emulate. Collate all into one list, or create a digital story with text, images and narration. Discuss the character elements identified and commit to emulating at least one of these attributes.</p>	<p>Listing Cultural consciousness Creativity</p>	<p>List should include three (3) character elements which students would emulate with supporting reason for elements identified.</p>
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Points to Note	Extended Learning
<ul style="list-style-type: none"> • A special group is any group in the Jamaican society that has managed to maintain its identity in spite of challenges. • Teachers must be aware of possible personal biases regarding groups such as the Maroons / Rastafarians and ensure that this does not impact negatively on the discussions. • Teachers must be careful to use whatever facts students bring to the table, helping them to process the facts in a positive light. • Teachers must ensure and assure that responses given by students will be treated respectfully by others in class. • GARVEY'S QUOTE MUST BE INCORPORATED INTO ALL LESSONS. Students' opinions/interpretation of the Garvey Quote must be appreciated. • Remind students of the following. To: <ul style="list-style-type: none"> - Follow guidelines to promote healthy use of ICT tools. - Demonstrate safe, respectful, responsible and clear online communication <p>KWHL – What I know, What I want to know, how will I find information?</p>	<ul style="list-style-type: none"> • Discuss what has been learnt about the special group (Maroons/Rastafarians) with family members to ascertain whether family has additional knowledge to share, or whether they may have Maroon lineage or commitment to Rastafari. • Record their findings and how they feel about what they have found out.

(Websites, interviews, books etc.) What I learned.	
<p>Resources: Access to information about Maroons – whether face-to-face, (field trips, using resource persons in classroom), remotely (via video link, telephone) or via recorded media (video, voice), electronic devices e.g. computer, tablet, speakers, internet.</p> <p>Case Study or Field Trip Resource persons – Charles Town Maroons; http://www.maroons-jamaica.com/q/index.php/home</p> <p>Colonel Wallace Sterling, Moore Town Maroons, http://www.unesco.org/culture/ich/en/RL/maroon-heritage-of-moore-town-00053 https://www.youtube.com/watch?v=42LitrDRztM https://www.youtube.com/watch?v=TBKoDaR12UQ Accompong Maroons http://www.folklife.si.edu/resources/maroon/educational_guide/63.htm https://www.youtube.com/watch?v=-US3_OxhEsk https://www.youtube.com/watch?v=X7tyFxHk5SI Websites – Charles Town Maroons Articles – “Maroon in a all a we” by Cecil Gutzmore</p>	<p>Key Vocabulary Maroon, Rastafarian, special groups, smaddyness, community, mutual respect, unity, self-image, participation, biography, tolerance, Team-spirit.</p>
<p>Links to other subjects: Drama, Language Arts, Social Studies, Information Technology.</p>	

GRADE 4, TERM 1 UNIT 2

ABOUT THE UNIT

In this Unit, students examine the idea of community. They will discuss the importance of living and working together in harmony, identify positive attributes of their communities, cultural events which hold communities together and ways in which they can contribute to continued community building.

THEME: Cultural Identity and Heritage (Group Culture - Community)

CORE VALUES: Respect for Self and others, Cooperation, Collaboration, Unity, Effective leadership, Positive Group Interaction, Cohesion and Volunteerism.

THE NATIONAL SYMBOLS: The National Motto

QUOTE: “The ends you serve that are selfish will take you no further than yourself, but the ends you serve that are for all, in common, will take you into eternity.” The Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Selfishness gets us nowhere. Service benefits all.

SONG: National Song for Schools- I Pledge my Heart

Prior Learning

Check that students can:

- Correctly pronounce and spell the name their communities.

UNITS OF WORK – Cultural Identity and Heritage – Group Culture

FOCUS QUESTION 1: What elements of my community demonstrate positive identity and culture?	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage</p> <p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical	<p>Objectives By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define the concepts: community, harmony,• Explain the importance of living and working together in harmony• Identify positive attributes of their communities.• Discuss the significant community events which are part of their heritage and culture e.g. set up, wakes, funerals, sports events, 6th January Maroon Celebration, National Heroes Day Celebrations.• Suggest ways in which they can help to build their communities.• Express an interest/desire to assist in the development of their community.

behaviour.		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Activity 1 In groups students construct their definition of the term 'community' by examining a series of pictures, newspaper clippings, etc. (For example, a residential community and a school community, and special communities e.g. Maroons/ Rastafarians). Display and justify definitions created.</p> <ul style="list-style-type: none"> • Write and share simple sentences which tell why living and working together in harmony is important. • Use any creative method e.g. illustrations, stories, etc., about the ways in which the people in your community work together, and the benefits of working together. Share how you are a part of the community camaraderie. • List events ritualistic and other celebrations which are part of their community identity. These may include Set up/Wakes or other activities to honour community leaders, sporting events etc. 	<p>Group cohesion Critical Thinking Differentiating</p> <p>Collaboration/Cooperation Discussion Identity</p> <p>Creating Collaboration Participation Unity</p> <p>Making deductions Active participation Making connections Expressing ideas</p>	<p>Definition of the concept 'community' is arrived at and a reasonable justification given.</p> <p>Simple sentences indicate their views about harmonious living.</p> <p>Piece clearly shows the benefits of working together to achieve community goals.</p> <p>Community activities shared along with how these activities shape their identity.</p>

<p>Discuss why these events are an important part of their cultural heritage and identity and what it means to them.</p> <p>Activity 2</p> <ul style="list-style-type: none"> Group students according to the communities in which they live. Each group will construct a Word Tree displaying words reflecting the positive attributes of their communities. Use the positive attributes to create bookmarks which they will use in their text and exercise books. My Community is _____. <p>Activity 3</p> <ul style="list-style-type: none"> Students will create a poster, with pictures, drawings etc., showing ways in which they can make a greater contribution to their communities (school and or wider communities e.g. volunteering to do simple tasks/projects. Encourage each other using positive words which motivate their groups and others as they work. Students work together to choreograph a dance routine to the song Jamaica United – “Rise Up”, Theme song for 1999 World Cup. They should 	<p>Cooperation Making deductions Making connections Active participation</p> <p>Creativity Self-esteem Confidence-building</p> <p>Volunteerism Commitment Resilience Unity Resourcefulness Making deductions Making connections</p> <p>Esteem building Equality Belonging</p>	<p>Word Trees displaying the name of their community and positive attributes of those communities.</p> <p>Creative bookmarks displaying positive attributes.</p> <p>Posters displayed show contribution to communities. Students support each other as they work.</p> <p>Dance choreography shows group cohesiveness and</p>
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share ideas for coming up with the choreography.	Character development Unity Confidence	collaborations.
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define correctly the concept “community”. • Discuss and appreciate the benefits of having structured leadership at the community/ school level. • Recognize school as a community with several leadership structures. • Value examples of community cooperation among the community members in the school and wider community and the benefits of working together in groups • Understand the positive attributes of communities and strive to adopt and maintain such attributes in their own school and wider community. • Value community celebrations e.g. Set Up, Wakes, Funerals, Sports Events, which help to bring communities together, build their self -esteem and maintain cultural heritage. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Some communities will have unique celebrations such as the Maroon and Rastafari communities. • Whether in the school or in the wider community, celebrations help to unite communities. • Community celebrations form part of our cultural heritage. • The selected quote of the Rt. Excellent Marcus Garvey must be included in all lessons. • Students' opinions /interpretations of the Garvey quote must be appreciated. • Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life • The JAMWAY methodology must be used. Teacher may include relevant games, songs, dance, poems etc. in each lesson. 	<ul style="list-style-type: none"> • Students could discuss the importance of maintaining community celebrations as part of our cultural heritage. Investigate celebrations of other communities and compare them to their own.
<p>Resources Electronic Devices e.g. cellular phones, computer, tablet, internet access, cartridge paper, markers Song - Rise Up by Case Study – Nanny of the Maroons</p>	<p>Key vocabulary Community, harmony</p>
<p>Links to other subjects: Language Arts, Drama, Social Studies, Information Technology, Creative Arts.</p>	

GRADE 4, TERM 1 UNIT 3

ABOUT THE UNIT

In this Unit, students will begin to explore their feelings about being Jamaican. Students will develop an understanding of the 'smaddyness' of the character of Jamaicans as a template for personal identity as well as defining self as Jamaican through identifying with positive attributes of 'Jamaicaness'.

THEME: Cultural Identity and Heritage - Group Identity

CORE VALUES: Respect for self and others, inclusive etc..

NATIONAL SYMBOL: National Motto

QUOTE: "Be as proud of your race today as your fathers were on the days of yore. We have a special history and we shall create another in the future that will astonish the world." The Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Recognition of our country's history and culture and the appreciation of our ability to continue to achieve.

"Smile Jamaica" by Jamar 'Chronixx' McNaughton

SONGS: "Sweet Jamaica" by Patrick 'Tony Rebel' Barrett


Prior Learning

Check that students can:

- Explain the terms: Jamaican, 'smaddyness', and positive attributes.

UNITS OF WORK – Cultural Identity and Heritage – Group Identity

<p>FOCUS QUESTION 1: What does it mean to be Jamaican?</p>	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p> <p>Theme : Cultural Identity and Heritage – Group Identity</p> <p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Explain the key terms and concepts: Jamaicaness', 'smaddyness', volunteerism. • Identify what makes us Jamaican • Discuss how we perceive ourselves as Jamaicans • Differentiate between the positive traits and the negative traits which are associated with us as Jamaicans • Explain Jamaicans' contribution in a variety of disciplines which have impacted the world • Examine the 'smaddyness' of the character of the Jamaican as a template for personal identity • Discuss possible ways of improving our image as Jamaicans

<p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> Define their personal identity through the positive attributes of our ‘Jamaicaness’ 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> Listen to, sing along if they wish and reflect on the lyrics of two locally produced songs: Sweet Jamaica by Patrick “Tony Rebel” Barrett Smile Jamaica by Jamar “Chronixx” Mc Naughton Review the lyrics of both songs and identify the similarities, indicating how the artistes have captured the ideas about Jamaica. Compare the ideas in the songs with their own experiences. Capture the information on a poster or a digital story. Role-play scenario/ create original storytelling or music piece highlighting the emotions that are experienced listening to the lyrics and some of what is mentioned in the songs that would cause them to appreciate Jamaica. 	<p>Listening Evaluating Cooperation National pride Positive self-image Personal identity Solidarity Respect Belonging Confidence</p> <p>Role-playing/storytelling Volunteerism Creativity Critical Thinking Appreciation Identity Equality</p>	<p>Students listen attentively to the songs used at the start of lesson. Ideas captured accurately on a poster or in a digital story show the similarities between their experiences and those identified in the song.</p> <p>Role-play song or story demonstrates creative and critical thoughts and captures the appreciation of things Jamaican. Collaborative actions: teamwork - helpful, sharing, encouraging</p>

<ul style="list-style-type: none"> • Have a panel discussion in which the following points are raised <ol style="list-style-type: none"> 1. What makes Jamaica a good place to live? 2. What can you suggest that will help to make Jamaica a better country? 3. How can we improve the image of ourselves as Jamaicans? • Create a smart chart /poster or digital story highlighting the range of emotions experienced during talks of Jamaica's image. • Investigate (in groups) at least 5 Jamaicans who have made their contribution in a variety of disciplines (including business, science, agriculture, technology, politics, culture, sports etc.) and who have impacted how the world sees us. <p>Discuss how the contributions of the Jamaicans make them feel.</p>	<p>Brainstorming Using criteria to classify Assessing Resourcefulness Resilience</p> <p>Planning, Designing Critical Thinking Collaborating National pride</p> <p>Collaborating Gathering information Critical Thinking Admiration Brainstorming Using criteria to classify Assessing Resourcefulness Resilience</p>	<p>Elements of panel discussion are on display. Following the established protocol for the execution of this exercise observed.</p> <p>Production of a smart chart, poster or a digital story which adequately captures the emotions expressed by the students regarding positive aspects of Jamaica.</p> <p>Detailed research and classroom displays on five Jamaicans. The contributions and the elements of panel discussion are on display. Sufficient adherence to the established protocols</p>
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<ul style="list-style-type: none"> • Discuss some of the ways in which they hope to contribute positively to Jamaican “smaddyness”. (Findings and ways in which they plan to contribute are to be displayed in their classrooms). • Listen again to the songs in Activity 1 above, and create and display their own dance moves. 	<p>Planning, Designing Critical Thinking Collaborating National pride</p> <p>Discussing Citizenship Patriotism Admiration</p> <p>Listening Collaborating Creating Expressing emotions</p>	<p>for the execution of this exercise.</p> <p>Production of a smart chart, poster or a digital story which adequately captures the emotions expressed by the students regarding positive aspects of Jamaica. Ways in which students plan to contribute must be displayed.</p> <p>Display of dance moves created by students.</p>
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<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Identify positive aspects of Jamaica. • Think about some of those who have contributed positively to Jamaica. • Begin to think about ways in which they could contribute positively to Jamaica. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teachers must be careful to use whatever facts students bring to the table, helping them to process the facts in a positive light. • Teachers must ensure and assure that responses given by students will be treated respectfully by others in class. Consider the indicators of the core values. • The selected quote of the Rt. Excellent Marcus Garvey or other renowned philosopher must be included in all lessons. • Students' opinions /interpretations of the quote must be appreciated. • Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life. • The JAMWAY methodology must be used . 	<ul style="list-style-type: none"> • Create a school or community mural/ poster showing the various ways in which citizens could contribute positively to Jamaica's image, locally, regionally and internationally. • Portfolio piece: Illustrate the link between collaboration and living as a community using the activities done in class and as a part of the co-curricular engagements
<p>Resources Electronic devices e.g. computer/tablet, internet access, cartridge paper, markers, tape/glue, scissors.</p>	<p>Key Vocabulary Positive contribution, 'Jamaicaness', 'Smaddyness', volunteerism.</p>
<p>Links to other subjects: Language Arts, Creative Arts – Art, Drama, Dance, Social Studies, information Technology.</p>	

GRADE 4, TERM 2 UNIT 1

ABOUT THE UNIT

In this Unit, students will identify family, community, parish and national symbols, rituals and ceremonies which help to shape our cultural identity. They will identify the main contributions of national heroes, heroine and cultural icons who have made outstanding contributions to Jamaica and begin to think of ways in which they could contribute in their schools, communities, parishes and nation.

THEME: Cultural Symbols, Civic Rituals and Celebrations.

CORE VALUES: Respect for self, symbols and the contributions of others.

NATIONAL SYMBOL: The National Pledge.

QUOTE: "A people without a knowledge of their past history, origin and culture is like a tree without roots." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Knowing who we are, our heritage and culture are very important.

SONG: The teacher may use an appropriate song aligned to the Unit's theme.




Prior Learning

Check that students:

- Would have attended, family, community and national events and observed some symbols and rituals.

UNITS OF WORK – Cultural Symbols, Civic Rituals and Celebrations

FOCUS QUESTION 1: What symbols, rituals and celebrations are specific to my family, community and parish and how have they helped to shape my identity?

<p>Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations.</p> <p>Theme: Cultural Symbols, Civic Rituals & Celebrations.</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: family rituals, Parish Councils, Municipalities, garb/special or ceremonial dress, gavel.• Identify family, community and parish symbols, rituals, and celebrations.• Assess the significance of the rituals, symbols and celebrations to their families, communities and parishes.• Demonstrate an appreciation for the symbols, rituals and celebrations are a part of our cultural identity
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none"> COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking. DIGITAL CITIZENSHIP – recognise the ethical, social and legal issues and implications related to the use	

of technology.		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>ACTIVITY # 1</p> <ul style="list-style-type: none"> • Students will prepare individual journal entries or a blog to highlight known family, community, and parish symbols and rituals, if any. • Group, list, draw or display special symbols used and rituals practised by their family, community, parish. • Briefly explain at least two (2) family, community, parish rituals categorised as related to births and deaths, first day of school, special gatherings at Independence and Christmas (or any other self-identified categories). • Write words or sentences which explain how each symbol and ritual listed makes them feel • Collect statements from family members explaining why these symbols and rituals are important • Make collage of pictures, drawings of special symbols and rituals 	<p>Critical Thinking</p> <p>Organizing information</p> <p>Cooperation Collaboration Identity Unity Civic pride Belonging</p> <p>Collecting statements Displaying family and community pride</p>	<p>Journal entries or a blog showing individual work.</p> <p>Responses to interview questions, their thoughts and feelings included in their journals.</p> <p>Collage included in journals.</p>

<p>ACTIVITY #2</p> <ul style="list-style-type: none"> • Work in groups based on the communities in which students live, create a story board by identifying various celebrations (religious and social functions) in their families and communities under the broad categories of weddings, birth, graduations, death, crop time and harvesting, etc. • Label the ceremonies identified as religious or social rituals etc. <ul style="list-style-type: none"> • Use digital tools to conduct interviews in the school community or search online to ascertain the following: <ul style="list-style-type: none"> - Descriptions and the significance of community celebrations - Drawings, pictures, diagrams depicting a scene of a community celebration which also highlight the interviewee, community involvement - Identify games, such as card, board or ring games which are done at family and community celebrations. Games may be demonstrated by the students to their classmates - Identify ways in which ceremonies may have changed (Note: changes could be the result of access to electricity, the internet, television, the smart phones, social media and technological gadgets, some rural communities facing population decline etc). 	<p>Collaborating Brain storming Evaluating Assessing Participating Creativity Organizing information Confidence Volunteerism Participation Practising good digital citizenship</p> <p>Conducting interviews Gathering and presenting information Critical Thinking</p>	<p>Story Boards displayed in the classroom appropriately highlighting community celebrations and other relevant information.</p> <p>Accurate information gathered on community and family celebrations via appropriate use of digital tools</p>
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<p>ACTIVITY #3</p> <ul style="list-style-type: none"> Working in groups, design a (mock) Facebook page on which they will share information on celebrations/ annual events in their families and communities. Explain how these form a part of the cultural heritage of their families/communities. Examples of community celebrations may include annual sporting events, agricultural shows, such as The Denbigh Agricultural Show, Hague Agricultural Show, Jerk Festivals, Yam Festival, Chinese New Year, Diwali, celebrations of the Maroons, Indian Arrival Day, Jamaica Day celebrations, Emancipation Day, and other religious, ethnic festivals etc. Demonstrate through role-play, song, dance ways in which rituals, festivals and celebrations have helped to shape personal and community identity. <p>OR Review the Folk Song: “Mango Time” which could reflect a family ritual.</p> <p>Activity # 4</p> <ul style="list-style-type: none"> In groups, prepare a collage showing emblems and symbolic garb used at the parish /municipal councils. 	<p>Brainstorming Designing Evaluating Cooperation Collaboration Creating Team-work Family unity, loyalty and cohesion Pride in family, community and nation</p> <p>Designing Creativity Self-awareness</p> <p>Creativity</p>	<p>Mock Facebook page adequately highlighting community/ parish ritual, and celebrations Positive group engagement seen Songs, dances or role-play, scenarios which clearly establish the reasons why rituals etc. are important in shaping identity. Appropriate use of communication mode selected. Collage completed and is</p>
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<ul style="list-style-type: none"> View and discuss video clips showing a parish council meeting in progress. Identify the mayor, symbols used, rituals, protocols (the use of the gavel) etc. to maintain order. Discuss the connection between symbols, rituals and ceremonies and cultural identity. Make up songs, dances, etc. which will highlight this connection. 	<p>Discussing Gathering information</p> <p>Discussing Making connections Creativity</p>	<p>accurate.</p> <p>Discussion shows clear knowledge of the various symbols used.</p> <p>Songs, dances etc., adequately convey connectivity of the symbol, rituals, ceremonies with cultural identity</p>
<p>Learning Outcomes Students should be able to:</p> <ul style="list-style-type: none"> Recognize ways in which family and community symbols, rituals and celebrations are a part of their identity. Develop a deeper sense of family and community pride. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> Teacher should assist the students in analysing activities in the video clips which they will use. Video clips should be carefully selected. <ul style="list-style-type: none"> As far as possible, teacher should facilitate personal reflection and introspection on this unit. 	<ul style="list-style-type: none"> Draw or take pictures of important school symbols, participation in civic rituals or celebrations that help to build positive family and school spirit.

<ul style="list-style-type: none"> • The selected quote of the Rt. Excellent Marcus Garvey or other renowned philosopher must be included in all lessons. • Students' opinions /interpretations of the quote must be appreciated. • Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life. 	
<p>Resources Digital and other recording devices - smart phone/video camera/camcorder, cartridge paper, rulers, markers, scissors, glue/ tape.</p>	<p>Key Vocabulary Family rituals, Parish Councils, Municipalities, garb /special or ceremonial dress, gavel.</p>
<p>Links to other subjects: Social Studies, Language Arts, Drama, Art, Resource and Technology</p>	

FOCUS QUESTION 2: What are the National Symbols, Significant Rituals and Celebrations that help to shape my national identity?

<p>Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations</p> <p>Theme: Cultural Symbols, Civic Rituals & Celebrations</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define the key terms and concepts: Symbols, contributions, protocol, rituals, celebration, anthem, pledge.
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	<ul style="list-style-type: none"> • Correctly identify national symbols. • Explain the design, colour of the National Flag, Coat of Arms etc. • Analyse the National Song for schools. • Say and explain the National Pledge • Explain the significance of the national symbols • Discuss national rituals and important celebrations • Make the connection between national symbols, rituals, special celebrations, national pride and national identity. • Show enthusiasm by their participation in national events, and pride in their use of national emblems and symbols of nationhood. • Display a spirit of national pride which reflects citizenship and positive national identity. 	
Suggested Teaching and Learning Activities	Key Skills /Values	Assessment Criteria
<ul style="list-style-type: none"> • Students will: Guess the answers in the riddle on National Symbols: 	<p>Awareness and pride in the National Symbols</p> <p>Enthusiasm National pride</p>	<p>Riddles correctly answered or appropriately justified.</p>

<p>Riddle: Which am I?</p> <ol style="list-style-type: none"> 1. Tainos, pineapples and a crocodile Coat of Arms 2. Green, gold and black National Flag 3. Ackee and salt fish National Dish 		
<p>In groups</p> <ul style="list-style-type: none"> • Create a collage using drawings or pictures of national symbols. National Flag (black, green and gold /not yellow) using correct colours/shades. National Bird, National Tree, National Flower, etc Coat of Arms (Students learn the correct pronunciation) • Discuss and demonstrate the protocol for use of the National Flag. • Correctly sing /recite the National Anthem/Pledge demonstrating correct protocol to be observed when singing/reciting them. 	<p>Creating Collaborating and cooperation Participation</p> <p>National pride Respect/reverence</p> <p>Critical thinking Respect Harmony Oneness Belonging</p>	<p>Collage National Symbols correctly coloured.</p> <p>Protocol discussed and demonstrated.</p> <p>National Anthem/ Pledge correctly sung/said. Protocol demonstrated.</p>

<ul style="list-style-type: none"> • Discuss the significance of the national symbols and national identity, observing multiple perspectives. • Choose one national symbol and compose a song which shows respect and appreciation for it. • Discuss feelings about national symbols. How do students feel when the National Symbols are used or displayed? e.g. use of The National Flag during an international sporting event etc. Revisit flag protocol. • Students list and describe national rituals and important national celebrations. In groups, prepare a poster highlighting national rituals and celebrations. • Prepare sentence strips explaining how their feelings about national rituals and celebrations have evolved since they started learning about their heritage. 	<p>Civic identity</p> <p>Creativity Participation Unity</p> <p>Acceptance Critical Thinking</p> <p>Listing Designing Team-spirit Unity Harmony Creativity</p> <p>Reflecting Expressing feeling Self- awareness Patriotism</p>	<p>Class discussion embraces multiple perspectives.</p> <p>Song composed clearly shows how students feel about the symbol chosen.</p> <p>Class discussion highlights an attitude expressed by the students.</p> <p>Poster highlighting rituals and celebrations are presented.</p> <p>Sentences show clearly a change/growth in perspectives.</p>
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<ul style="list-style-type: none"> Write and present a skit entitled “Who am I?” highlighting the possible connections between national rituals, national ceremonies and national identity. 	Creativity Patriotism Confidence Identity	Skits produced and connections are evident.
Learning Outcomes Students will be able to: <ul style="list-style-type: none"> Express the importance of national symbols, rituals and celebrations in shaping national identity. Display a greater sense of national pride. 		
Points to Note	Extended Learning	
<ul style="list-style-type: none"> Some younger students refer to the Coat of Arms as Toto, a pronunciation possibly handed down during the playing of games which require sides to choose head or tail of a coin in deciding which side goes first. Hence the correct pronunciation must be emphasized where necessary. The colours of the National Flag are often misrepresented. Careful note must be made of the authentic colours since this is a part of our National Identity. Teacher should assist the students in analysing activities in the video clips which they will use. Video clips should be carefully selected. As far as possible, teacher should facilitate personal reflection and introspection on this unit. 	<ul style="list-style-type: none"> Students could organise to acquire a school flag, badge, emblem or song competition (with the approval of the school's administrators) where the school does not have a flag, badge, emblem, song etc. Students would need to research the history and values of the school and incorporate these accordingly. 	
Resources Samples or pictures of National Symbols, Pictures of	Key vocabulary Symbols, contributions, protocol, anthem, pledge,	

persons rallying behind the National Flag, cartridge paper, rulers, markers, scissors, glue/tape, sentence strips	celebration, rituals.
Links to other subjects: Social Studies, Language Arts, Drama, Art, Resource and Technology, Information Technology.	

GRADE 4, TERM 2 UNIT 2

ABOUT THE UNIT

In this Unit, students will begin to explore the kinds of civic and cultural celebrations in their communities and possible contributions they could make to sustain/ enhance these celebrations. They will explore the significance of the rituals that are practiced during civic and cultural celebrations in their communities and explore their importance in building community relationships and a sense of belonging. Students will propose ways that they can contribute to these civic and cultural rituals in their communities.

THEME: Cultural Symbols, Civic Rituals and Celebrations

CORE VALUES: Sense of belonging, civic pride

NATIONAL SYMBOLS: National Flag

QUOTE: A people without the knowledge of their past history, origin and culture is like a tree without roots -
Marcus Garvey

POSSIBLE INTERPRETATION: As a people, we need to know why we engage in the celebrations that we do and how these celebrations give us a sense of belonging.

SONG: National Song for Schools

Prior Learning

Check that students can:

- Explain the terms: culture and community and celebrations

UNITS OF WORK- Civic and Cultural Rituals

FOCUS QUESTION 1: What civic and cultural rituals are specific to communities in my parish and what are the reasons for these civic celebrations?

Attainment Target 2:

Understand the significance of, and show respect for symbols, rituals and celebrations.

Theme: Civic Celebration

ICT Attainment Target(s)

- 🖥️ **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
- 🖥️ **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
- 🖥️ **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Objectives

By the end of the unit, students should be able to:

- Define the key terms and concepts: contribute, civic and cultural rituals, cultural icons, civic pride, nation building, emancipation, independence, floral and civic ceremonies, flag raising ceremonies
- Investigate the civic and cultural rituals that are specific to their communities.
- Discuss the significant rituals that are practised during civic and cultural celebrations in their communities. E.g. flag raising ceremonies, parades, cultural icon celebrations etc.
- Explain the importance of the different civic and cultural celebrations/rituals in building community relationships.

	<ul style="list-style-type: none"> Propose ways in which they can contribute to the civic and cultural rituals in their communities. Explore ways in which they can help to build their communities. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Activity 1 In groups, students conduct research through newspaper articles and online searches to formulate their definition of the terms contribute, civic and cultural rituals, cultural icons, civic pride, nation building, emancipation, independence, floral and civic ceremonies, flag raising ceremonies</p> <ul style="list-style-type: none"> Create a collage of the rituals involved in different civic/ cultural community celebrations such as Maroon Festivals, Birthday celebrations for national icons, Food Festivals, Floral and Civic Ceremonies, Flag Raising Ceremonies using pictures and text. Use any creative method such as illustrations, stories, music and dance to suggest ways in which they can contribute to the civic and cultural rituals in their community 	<p>Critical Thinking Differentiating Collaboration/Cooperation Discussion Analysing Defining</p> <p>Making connections Expressing ideas Representing concepts</p> <p>Making deductions Creating Collaboration Participation Expressing ideas</p>	<p>Definition of the terms contribute, civic and cultural rituals, cultural icons, civic pride, nation building, emancipation and independence is arrived at and a reasonable justification given.</p> <p>Collage adequately depicts the rituals in different community celebrations</p> <p>Creative pieces clearly show ways contribution to the civic and cultural rituals in communities</p>

<ul style="list-style-type: none"> • In small groups, create a brief video documentary or cartoon on the origin of a civic celebration in their community and how it helped to build relationships (with parents' assistance) • With an adult's assistance take photographs in their community, create a book entitled "Our Civic Celebrations" and paste their pictures in it to present to the class 	<p>Collaboration Critical Thinking Creativity Research Discussion Team Building</p> <p>Discussing/ Sharing Confidence Uniqueness Respect in listening to other presentations</p>	<p>can be attained.</p> <p>Video documentaries/cartoons show creativity, critical thinking and collaborative efforts in highlighting the importance of the different civic and cultural celebrations /rituals in building community relationships.</p> <p>Books created indicate creativity, clear thinking and uniqueness of creation in depicting the significant rituals practiced during civic and cultural celebrations in communities.</p>
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<ul style="list-style-type: none"> • Learn and perform a patriotic song to sing at a school event to commemorate a civic day in their school or community • Write a newspaper article for submission to the Gleaner/Children's Own about the importance of civic celebrations • Use appropriate materials to create a mobile notice board or an e-notice board about the significance of civic celebrations in their community and how as students they can contribute to building their communities 	<p>Performance Respect in listening to other presentations Making connections</p> <p>Clear Thinking Esteem building Belonging Character development Confidence</p> <p>Making deductions Making connections Active participation Creativity Self-esteem Confidence-building</p>	<p>Performance pieces correctly aligned to civic celebration commemorated</p> <p>Newspaper articles clearly indicate students' knowledge and personal opinions about the importance of civic celebrations in their communities</p> <p>Mobile/E-Notice Boards displayed show the significance of civic celebrations in communities and students' ability and creativity in contributing to these civic celebrations</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define the key terms and concepts: contribute, civic and cultural rituals, Cultural Icons, Civic Pride, Nation Building, Emancipation, Independence, National Heroes Day, National Heritage Week, Jamaica Day, Floral and Civic Ceremonies, Flag Raising Ceremonies • Explain the civic and cultural rituals that are specific to their communities. • Discuss the significant rituals practiced during civic and cultural celebrations in their communities. E.g. 		

Flag Raising Ceremonies, cultural Icons Celebrations etc.

- Value the importance of the different civic and cultural celebrations/rituals in building community relationships.
- Identify ways in which they can contribute to the civic and cultural rituals in their communities.
- Suggest ways in which they can help to build their communities.

Points to Note	Extended Learning
<ul style="list-style-type: none"> ● Some communities will have unique celebrations such as the Maroon and Rastafari communities. ● Whether in the school or in the wider community, celebrations help to unite communities. ● Community celebrations form part of our cultural heritage. ● The selected quote of the Rt. Excellent Marcus Garvey, must be included in all lessons. ● Students' opinions /interpretations of the Garvey quote must be appreciated. ● Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life ● The JAMWAY methodology must be used. Teacher may include relevant games, songs, dance, poems etc. in each lesson. 	<p>Students could:</p> <ul style="list-style-type: none"> ● Discuss the importance of maintaining community celebrations as part of our cultural heritage. ● Investigate celebrations of other communities and compare them to their own. ● Explore the contributions of national icons to their community development
<p>Resources Electronic Devices e.g. cellular phones, computer, tablet, internet access, cartridge paper, sugar board, markers/crayons, blank paper, glue, newspaper articles for research</p>	<p>Key vocabulary Contribute, civic and cultural rituals, Cultural Icons, Civic Pride, Nation Building, Emancipation, Independence, National Heroes Day, National Heritage Week, Jamaica Day, Floral and Civic Ceremonies,</p>

	Flag Raising Ceremonies
Links to other subjects: Language Arts, Music, Drama, Social Studies, Information Technology, Creative Arts and Mathematics	

GRADE 4, TERM 2 UNIT 3

ABOUT THE UNIT

In this Unit, students will examine some of the persons who have made significant contributions at the local and national levels, then assess possible ways in which they could contribute to their communities. The unit then seeks to allow students to examine appropriate behaviour at formal functions such as those where persons are being honoured for outstanding contributions.

THEME: Symbols, Rituals and Celebrations.

CORE VALUE: Respect for self, others such as National Heroes and Heroine and Cultural Icons, honour, loyalty, harmony, cooperation, confidence, fair play, unity, dedication

NATIONAL SYMBOL(S): Coat of Arms, National Flag, Ackee (nutritional value of the fruit)

QUOTE: “Create your own titles, symbols, uniforms, ceremonies and rituals, based on those things which uplift, ennoble, refresh and dignify your humanity and which glorify your achievements.’ Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Find the most creative ways to celebrate our achievements.

SONG: Celebration by Kool and the Gang /Playing for Change/Song Around the World
<https://www.youtube.com/watch?v=8Lu41LulQos>

Prior Learning

Check that students can:

- Identify some of the persons who have made significant contributions to the nation such as National Heroes and Heroine, and cultural icons.
- Identify a community celebration
- Relate to a national special event

UNITS OF WORK – Symbols, Rituals and Celebrations

Focus Question 1: How are persons who have made significant contributions celebrated?	
<p>Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations.</p> <p>Theme: Symbols, Rituals & Celebrations.</p>	<p>Objectives By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: hero, icon, nationhood, nation building.• illustrate the positive contributions of National Heroes, Heroine and cultural icons.• Discuss ways in which National Heroes, Heroine and cultural icons are honoured/ celebrated.• Reflect on ways in which they would possibly like to contribute to nation-building and ways in which they would
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖥️ RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – use technology to develop a logical process for decision making and problem solving.🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – recognise the ethical, social and	

<p>legal issues and implications related to the use of technology.</p>	<p>like to be celebrated/honoured for their contributions.</p> <ul style="list-style-type: none"> • Display a strong desire to identify with, and emulate positive values and character of our national heroes, heroine and cultural icons. 																			
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria																		
<p>Activity 1</p> <p>Complete information Chart</p> <ul style="list-style-type: none"> • Students complete the chart by placing pictures of the faces of National Heroes and Heroine, their main contributions and ways in which they have been honoured in the spaces. Word strips may be pre-prepared by the teacher or the students. How they are celebrated could include: statues erected, buildings, streets and highways named etc. <table border="1" data-bbox="191 979 991 1300"> <thead> <tr> <th data-bbox="191 979 468 1101">Faces of National Heroes</th> <th data-bbox="468 979 737 1101">Main Contribution</th> <th data-bbox="737 979 991 1101">How they are celebrated / honoured.</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 1101 468 1141"></td> <td data-bbox="468 1101 737 1141"></td> <td data-bbox="737 1101 991 1141"></td> </tr> <tr> <td data-bbox="191 1141 468 1182"></td> <td data-bbox="468 1141 737 1182"></td> <td data-bbox="737 1141 991 1182"></td> </tr> <tr> <td data-bbox="191 1182 468 1222"></td> <td data-bbox="468 1182 737 1222"></td> <td data-bbox="737 1182 991 1222"></td> </tr> <tr> <td data-bbox="191 1222 468 1263"></td> <td data-bbox="468 1222 737 1263"></td> <td data-bbox="737 1222 991 1263"></td> </tr> <tr> <td data-bbox="191 1263 468 1300"></td> <td data-bbox="468 1263 737 1300"></td> <td data-bbox="737 1263 991 1300"></td> </tr> </tbody> </table>	Faces of National Heroes	Main Contribution	How they are celebrated / honoured.																<p>Critical Thinking Collaboration Creativity Character-building Honour/Reverence Respect</p> <p>Participating Solidarity Honour Sharing Pride</p>	<p>Completed Information Chart</p>
Faces of National Heroes	Main Contribution	How they are celebrated / honoured.																		

<p>Activity 2</p> <p>Group Activity</p> <ul style="list-style-type: none"> • Complete an information chart of digital board of National Icons, their pictures and their main contributions. • Icons could include Dr. the Honourable Louise Bennett-Coverley, Bob Marley, Gordon Butch Stewart, Michael Lee Chin, Barbara Gloudon etc.; areas such as sports, business, technology, medicine, theatre and the arts etc. 	<p>Critical Thinking Selflessness Collaborating Honour National Pride Respect</p>	<p>Information Board showing National Icons, their main contributions and the ways in which they have been honoured or celebrated.</p>
<p>Activity 3</p> <p>Individual Reflective Writing</p> <ul style="list-style-type: none"> • Students write a paragraph explaining ways in which they would like to make a positive contribution to Jamaica, an award which they would like to receive and any other way(s) in which they would like to be honoured. • Students should be allowed to read their paragraphs to their classmates. These pieces could be placed in the student's 	<p>Improved self-image Self-confidence Strength of character Commitment Consciousness Effective leadership Nation-building</p>	<p>Reflective writing satisfactorily completed and shared with the class.</p>

<p>portfolios. (See Term 1)</p> <p>*Songs such as Greg Nesbeth's, "My Dream" could be used as a culminating activity. Students write their songs or poems about their dreams toward nation-building.</p> <ul style="list-style-type: none"> • Based on all activities provide their own definition of the concepts hero, icon and nation-building. 		<p>Songs or poems adequately reflect theme and performed and shared with the class.</p>
<p>Learning Outcome</p> <p>Most students will be able to:</p> <ul style="list-style-type: none"> • Reflect on the contributions of the National Heroes, Heroine and National Icons. • Reflect on their dreams toward national development. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Students could do their own research on the National Heroes, Heroine and National Icons and prepare their own words, and/or phrases which are to be placed on the chart. • Teachers should ensure students' research cover diverse disciplines including Science, Agriculture, Arts, Business, Politics, Education etc • Teacher could prepare words and/or phrases for sentence strips and have students carry out the remainder of the activity. • The selected quote of the Rt. Excellent Marcus Garvey, must be included in all lessons. • Students' opinions/interpretations of the Garvey quote must be appreciated. Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life. • The JAMWAY Method must be used. Teacher may incorporate relevant songs, dances, games etc. in the lessons. • Reflection should include self assessment and concepts. 	<ul style="list-style-type: none"> • Students could begin to reflect on ways of contributing to their school community. • Participate in a Character Day exercise at school where they come dressed as a national icon and give short talks about the contributions made to Jamaica by the individual being represented.
<p>Resources Digital devices - Smart phone/ Video Camera/ Camcorder, cartridge paper, rulers, dice, markers, scissors, glue/ tape.</p>	<p>Key Vocabulary Icon, hero/heroine, contribution, celebrated, honoured.</p>
<p>Links to other subjects: Social Studies, Language Arts, Drama, Art, Resource and Technology, Information Technology.</p>	





Focus Question 2: How are national events celebrated in my parish?

Attainment Target(s): Understand rituals and celebrations in specified contexts

Theme: Symbols, Rituals and Celebrations

ICT Attainment Target(s):

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DIGITAL CITIZENSHIP** – recognise the ethical, social and legal issues and implications related to the use of technology.

Objectives: By the end of the unit, students should be able to :

- Identify national events that are celebrated at the parish level
- Differentiate between national, parish and community events
- Examine events in the community and the parish and determine their appropriateness for children to attend or participate
- Describe the rituals/customs that are practiced during celebrations/ events in their community
- Describe how national events are prepared for and celebrated in their parish and community
- Value importance of the celebrating of national events
- Display respect and tolerance for customs and rituals of all members of the community
- Discuss the benefits of participating in events in the community and parish
- Illustrate the value of community and parish celebrations/events in empowering the individual and the community
- Appreciate the role of celebrations in keeping members of the community together and giving them a sense of community and belonging

		<ul style="list-style-type: none"> • Examine the value of healthy competitions in engendering unity in communities • Demonstrate fair play during competitions in the community • Participate in celebrations and competitions in community and show proof of role played. • Reflect on national and community events • Plan and participate in a special school event • Regulate their own behaviour and support others at events and celebrations in the community to do likewise • Show consideration for others who are not a part of a celebration
Suggested Teaching and Learning Activities – Focus Question 1	Key Skills/Values	Assessment criteria
<p>Students will: Participate in class discussion of the quote, <i>“Remember to celebrate milestones as you prepare for the road ahead”</i>. Nelson Mandela. Discussion should include a definition of milestone (significant stage or event), how achievements are celebrated, why they are celebrated and how they assist in preparing for the road ahead. Students will tell a friend about milestones in their life and describe how and why these were celebrated. The friend will then</p>	<ul style="list-style-type: none"> • Celebrating the achievements of others • Honouring others for their achievement • Using the story of others for inspiration 	<p>Milestones and how they are celebrated adequately discussed. At least one milestone satisfactorily shared with a classmate</p>

<p><i>share the information with the class. The sharing should begin with the phrase “Let us celebrate...” or Help me to celebrate...”</i></p> <p>Make of table of the various events that are celebrated at the community, parish and national levels. Describe some of the rituals and customs that are practiced at these events. Discuss those events which are appropriate for children to attend. State why the events are not appropriate for children to attend.</p> <p>Work in collaborative groups and choose a particular celebration, plan and execute a role play of the selected celebration. The role play students should include the purpose of the event, how they planned for the event and the</p>	<p>Show respect for others while interacting in public spaces Show respect for national emblems</p> <p>Tolerance for the customs and traditions of other members of the community</p> <p>Cooperation when completing a group task</p>	<p>The table should include at least five events inclusive of community, parish and national events.</p> <p>Description of the rituals and customs should include; how to show respect for national emblems and dignitaries, how to show respect for other members of the community.</p> <p>Discussion of appropriate behaviour including no drinking, no smoking, no lewd music or language</p> <p>Students must demonstrate cooperation in the planning and execution of the role play. The community event should be clearly identified and the traditions and customs accurately</p>
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<p>expected benefits. It must also include how others/neighbours may be affected by the celebration and how to minimize the disturbance to them.</p> <p>Write a journal entry on a celebration that they have participated in, how it made them feel and what the celebrations means to them.</p> <p>Be placed in community groups and participate in competitions involving traditional games e.g. marbles, jacks, kite flying, making box trucks/cars among others. The community groups should have names such as Unity, Harmony, Fair Play and Cooperation. Groups will be awarded points for the following; cooperation within the group, fair play, sportsmanship and completion of the task</p>	<p>Reflective thinking Self-evaluation Self-regulation</p> <p>Harmony Cooperation Confidence Fair play Sportsmanship Determination</p>	<p>represented.</p> <p>Journal entry should include evidence of behaviour management or behaviour change</p> <p>Competitors should be fair, show respect and courtesy to opponents. Each group member must show respect for other members of the team, be courteous and cooperative.</p>
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<p>Participate in a class discussion of the quotes, “No one can make you feel inferior without your consent” Eleanor Roosevelt and “If you have no confidence in self you are twice defeated in the race of life. With confidence, you have won even before you started” Marcus Garvey. Plan a school event titled “Show Me Your Colours” where they showcase their talents and skills. Students may perform in groups or as individuals. Others may work in the background e.g. making decorations and refreshments. Students will record the concert and upload it to the school’s Facebook page.</p>	<p>Empowerment Self-Confidence</p>	<p>Students participation is based on the skill or talent that they possess</p>
<p>Sing the song “Celebration by Kool and the Gang. After which they will participate in a class discussion on the benefits of celebrations to the individual and community. They will make a link between celebrations and their benefits and the nutritional benefits of ackee. Students will then work in</p>	<p>Making analogies Appreciation for the benefits of ackee and celebrations</p>	<p>Analogies should include the nutritional value of ackee and the benefits of a celebration for the individual and the community. Some of the benefits for the community are; a sense of belonging, inspiration, economic gains, togetherness,</p>

<p>collaborative groups to conduct online/offline research on the nutritional value of ackee. They will then create analogies, by comparing the nutrients found in ackee with the benefits of a celebration. Examples of analogies fat is to ackee as earning money is to celebration; protein is to ackee as a sense of belonging is to a celebration; copper is to ackee as fun is to a celebration</p>		
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Correctly describe the rituals and traditions/customs of at least one special event in their parish or a given parish ✓ State clearly the features of events that are child friendly ✓ Make statements about the reasons for special events ✓ Demonstrate appreciation for the benefits of different types of celebrations ✓ Show confidence in self by displaying their talents in a variety of settings ✓ Display appropriate behaviour at community and parish celebrations ✓ Demonstrate fair play and sportsmanship in competitions ✓ Participate fully in team or group tasks ✓ Post updated information to class/wiki about rituals and celebrations in their community or parish <p>Communicate and collaborate safely online with people inside and outside the school on the need to mark special events.</p>		

Points to Note					Extended Learning
Remind students to:					Students should attend a parish or community event with family members. They should then make a journal entry on the following observations: traditions/rituals/customs, protocols, appropriate and inappropriate behaviour of attendees, and any other significant observation at the event.
<ul style="list-style-type: none"> Follow guidelines to promote responsible use of ICT tools. Demonstrate safe, respectful, responsible and clear online communication Be aware of the cultural events, festivals and celebrations in their parish. For example: 					
Music	General	Food	Sports	Cultural	
Music Festivals	Independence Day and Emancipation Day	Food Festivals in Portland, Trelawny, St. Mary	International Marlin Tournament	Maroon celebrations e.g. Accompong in St. Elizabeth , Charles Town in Portland, Scott's Hall in St. Mary	
Reggae Month	Labour Day				
	Child Month	Restaurant Week			
	Education Week	Denbigh Agricultural Show			
	Heroes Day		Community cricket, netball, basketball and football tournaments		

	Jamaica Day		Kite festival		
Resources <ul style="list-style-type: none"> • Code for use of national emblems and symbols • Computer • Internet • Scissors, crayons, paper, glue, boxes, marbles, jacks 					Key vocabulary Celebrations, competition, cooperation, coordination, community, festivals, customs, tradition, rituals, respect, sportsmanship, fair play, determination,
Links to other subjects Social Studies, Language Arts, Music, Drama, Visual Arts					

GRADE 4, TERM 3 UNIT 1

ABOUT THE UNIT

In this Unit, students examine their responsibilities towards environmental stewardship. They explore attitudes toward the preparation for the impact of natural disasters such as hurricanes. They will then look more closely but generally at the natural resources in their communities and the need to protect these resources.

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship- ***Response to Natural and Other Forms of Disasters***

CORE VALUES: Environmental Awareness and Social Responsibility

THE NATIONAL SYMBOLS: The National Bird, the National Flower and the National Tree

QUOTE: "We must give up the silly idea of folding our hands and waiting on God to do everything for us. If God had intended for that, then he would not have given us a mind." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Put our God given minds, talents and abilities to work. Much can be achieved.

SONG: Earth Song by Michael Jackson

Prior learning

Check that students can:

- Explain what natural disasters are.
- Share and evaluate their experiences going through natural disasters such as hurricanes.

UNITS OF WORK

FOCUS QUESTION 1: How should we respond effectively to natural disasters such as hurricanes?

Attainment Target 3:

Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness participate in effective leadership and governance and interact with the environment in a sustainable manner.

Theme: Rights, Responsibilities and Environmental Stewardship.

Objectives:

By the end of the unit, students should be able to:

- **Define the key terms and concepts:** disaster, hazard, natural disaster, flooding, drought, storm, hurricane, innovation, non-Government Organization, sustainable environment.
- Distinguish between a natural hazard and disaster.
- Identify natural disasters that have affected Jamaica.
- Explain positive behaviours before, during and after a natural disaster.
- Discuss the responsibilities of individuals, communities, government and non-governmental organizations before, during and after a disaster.
- Assess how innovation /creativity could result from the negative effects of a

		<p>natural disaster.</p> <ul style="list-style-type: none"> • Demonstrate an appreciation for their personal responsibilities in caring for the environment.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the ethical, social and legal issues and implications related to the use of technology. 		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm: What are natural hazards and disasters? • List and explain the types of natural disasters experienced in Jamaica. • Talk about different types of natural disasters experienced personally or vicariously. 	<p>Critical Thinking Awareness Effective leadership Participation Sustainability Respecting the opinions of others</p> <p>Analysing Collaborating Creating Participation</p>	<p>Terms such as flooding, drought, storm, hurricanes and major fires correctly explained and differentiated.</p> <p>Adequate awareness of potential dangers shown and appropriate actions to be taken.</p>

<ul style="list-style-type: none"> • View video clips from YouTube of examples of natural disasters in Jamaica as listed. (For example, “Wild Gilbert” by Lloyd Lovingdeer) In groups, (each group reviewing one type of disaster-flooding, drought, storm, hurricane and fire. <ul style="list-style-type: none"> ○ Identify the possible causes of the natural disaster / national crisis. ○ (Review YouTube Videos – ‘No Dutty Up Jamaica’- re flooding) <ul style="list-style-type: none"> - possible effects - negative responses of persons affected - positive responses of of person 	<p>Collaborating/Cooperating Creating Effective leadership</p> <p>Researching Cooperating Collaborating Environmental stewardship Effective leadership Responsibility</p>	<p>A collage with sentences, a skit, poem, song, poems, drawings, etc exploring a natural disaster - possible causes, possible negative effects, and possible positive responses of those who have experienced the disasters/crises.</p>
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<ul style="list-style-type: none"> ○ Present findings as a collage with the appropriate corresponding sentences or in a skit, a song, poem, video clips, drawing etc. ● Research- Students research who is responsible for addressing issues related to natural disasters/ crises. *Research should extend to include personal/ community responsibility towards the vulnerable- ill, elderly, homeless etc. ● Play a Game: 'Who Is To Do It'? <ul style="list-style-type: none"> - Blow up balloons containing sentence strips. - Four students are tagged/sashed as Individuals, Community, 	<p>Sharing Resilience Team-work Commitment Cooperating Develop sustainable practices Commitment Environmental stewardship</p> <p>Creating Composing Resourcefulness Positive social awareness Resilience Resourcefulness</p>	<p>Accurate information presented on who is responsible for dealing with issues related to the effects of natural disasters.</p> <p>Students correctly identifying who is responsible for dealing with issues related to the effects of natural disasters under the following headings- individuals, communities, Government, NGOs</p>
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<p>Government, NGOs. (Teacher discusses the terms with the class)</p> <ul style="list-style-type: none"> - The remaining students choose a balloon, burst it, read the sentence strip and decide "who is to do it". The class chants and claps, Who Is To Do It?, while they take turns to choose a balloon. If the student is correct he/she joins the tag-leader. If he/she is incorrect he/she re-joins the main group. - Balloon strips may read, for example: <ul style="list-style-type: none"> o properly package household garbage o collect garbage from the communities (some communities have no garbage collection system) o clean drains along the road o clean drains in one's yard o collect/ harvest water for 		
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<p>the dry season</p> <ul style="list-style-type: none"> ○ use mulch to protect plants from the drought ○ educate communities about protecting the environment ○ plant shade trees and wind barriers on farms <p>*Teacher and students decide on the statements which are to be put on the strips. Statements must cover the four tag-areas.</p> <ul style="list-style-type: none"> ● Compose songs etc. on possible ways of recovering from natural disasters ● Share their feelings about their personal responsibilities on taking care of the environment, inputting one thing they will do to take care of the environment. ● Relate the Rt. Excellent Marcus Garvey's quote to disaster recovery and innovations which have resulted e.g. some communities have tied together large plastic bottles 	<p>Creating Composing</p>	<p>Students pay attention to instruction, participate in an orderly manner in the decision making process. They show understanding of concepts and issues. They ask questions and seek answers in appropriate ways.</p> <p>Songs should adequately highlight practical ways of recovering from natural disasters including innovations.</p> <p>Communicate their feelings and opinions in ways that are non-distracting - using communication skills that invite attention. They show understanding of the quote.</p>
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<p>and have used them as floating devices such as boats. They will include pictures of such innovations and describe how the innovations make them feel.</p> <ul style="list-style-type: none"> • Sing the song, "Wild Gilbert" by Lloyd Lovingdeer. 		<ul style="list-style-type: none"> • Students observe the relevant techniques of music such as harmonizing, conveying meaning through expressions.
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Explain the causes and effects of natural disasters. • Identify their individual and family responsibilities as well as the responsibilities of their communities, Government and NGOs in disaster recovery. • Reflect on innovations as possible solutions in disaster recovery. • Relate issues and possible solutions to the quotes of Rt. Excellent Marcus Garvey. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • The selected quote must be included in all lessons. • Students' opinions/interpretations of the Garvey quote must be appreciated. • Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life. • The JAMWAY Method must be used. Teacher may incorporate relevant songs, dances, games etc. in the lesson. 	<ul style="list-style-type: none"> • Develop a game (word, board, etc.) that encourages/promotes the care of the environment. Ensure that rules are clearly stated and playing instructions are given. • Students play games and engage in discussion on concepts, behaviours, lessons learned.
<p>Resources Video player and other digital devices, balloons, cartridge paper, markers, scissors, glue/ tape. Pictures related to natural disasters, causes, effects, possible solutions/innovations.</p>	<p>Key vocabulary Disaster, natural disaster, flooding, drought, storm, hurricane, innovation, positive and negative effects, non-Government Organization(NGO).</p>
<p>Links to other subjects: Social Studies, Language Arts, Art, Drama, Information Technology, Science</p>	

FOCUS QUESTION 2: How best can we relate to and protect our natural environment?

Attainment Target 3:

Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.

Theme: Human Rights, Civic Responsibilities and Cultural and Natural Stewardship

Objectives:

By the end of the unit, students should be able to:

- Explain the key terms and concepts: domesticate, preservation/conservation, environment and medicines.
- Explain the ways in which plants and animals in the community are beneficial
- Identify the value of our physical resources in our community
- Assess ways in which the community misuse its natural resources
- Describe ways of caring for the environment as responsible citizens
- Demonstrate ways of taking care of the environment.
- Demonstrate an understanding of the value of treating the environment with care.

ICT Attainment Target(s):

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the ethical, social

and legal issues and implications related to the use of technology.		
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will: Brainstorm: View video clips from YouTube /pictures of examples of some common plants and animals found and used in their communities. For example, plants used for teas and as medicines and animals used for food, are domesticated or exist in the wild (some communities e.g. some parts of Portland have deer, some have iguanas, crocodiles etc.)</p> <p>Research in groups, animals and plants in their communities and state their benefits and ways in which some are misused. Collect and display samples. Identify reasons to preserve our plants and animals.</p> <p>In groups, create a skit- Let Us Care For The Environment / My Responsibility. This could include</p>	<p>Critical Thinking</p> <p>Respecting the opinions of others Environmental awareness</p> <p>Collaborating Cooperation Effective leadership</p> <p>Creating Civic Responsibility</p>	<p>Correctly identify some common plants and explain their uses. Being able to correctly identify some common animals and their purposes e.g. mongoose, donkeys, horses, etc.</p> <p>Satisfactory displays of plants and animals and their uses in their communities.</p> <p>Skit/songs/dances reinforcing our individual responsibility to care for the environment.</p>

<p>songs, dance etc.</p> <p>*Perform skits at whole school functions showing the ills of neglecting the environment.</p> <p>Develop an action plan for contributing to the area of a community (school, home, etc.) stating clearly their involvement in the plan and the impact they you intend to make.</p>	<p>Critical Thinking Planning Information gathering</p>	<p>Sentences on caring for the environment/the Garvey connection.</p> <p>Skits performed for the school and community.</p>
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Points to Note	Extended Learning
<ul style="list-style-type: none"> • Students find field trips exciting. Students could walk through their communities noting plants, animals and natural/physical resources. • Student safety is of utmost importance. 	<ul style="list-style-type: none"> • Students could set up a school garden with a collection of labelled, non-poisonous plants. STEM/STEAM R&T project used or further explored.
Resources	Key vocabulary
<p>Digital devices - Video player/ video clips, cartridge paper, markers, samples of common plants in their communities, pictures of animals found in their communities, scissors, glue/ tape.</p>	<p>Environment, medicines, tea, domesticated, wild.</p>
Links to other subjects:	
<p>Social Studies, Language Arts, Art, Drama, Dance, Information Technology.</p>	

GRADE 4, TERM 3 UNIT 2

ABOUT THE UNIT

This Unit speaks initially to the rights of children, the protection of their rights and the consequences of violating these rights. The Ananda Alert project will be highlighted as an example for the enhancement of awareness of the need for all citizens, including children to cooperate/take collective responsible action in protecting the rights of children. Focus is also placed on other responsibilities of the child, making informed decisions and the need to obey regulations, rules and laws in helping to protect the rights of persons while creating social harmony.

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship

CORE VALUE: Respect for self and others

NATIONAL SYMBOL: Coat of Arms - National Motto

QUOTE: “We were created equal and were put into this world to possess equal rights and privileges”. Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: All of us are equal therefore our rights and privileges should also be equal.

SONG: The teacher may use an appropriate song aligned to the unit's theme

Prior Learning

Check that students:

- Understand the terms: 'rights' and 'responsibilities'.
- Understand the term: national agencies.
- Understand the concept: protection of the rights of children.

UNITS OF WORK -**Focus Question 1: What are my rights and responsibilities as a child?****Attainment Target 3:**

Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.

Theme: Human Rights, Civic Responsibilities, Cultural and National Stewardship

Objectives:

By the end of the unit, students should be able to:

- Define the key terms and concepts: rights, responsibilities, institutions, organizations, laws, regulations.
- Explain the concept: the rights of the child.
- Identify and explain each right.
- Describe some ways in which rights can be violated.
- Identify institutions/organizations which help to protect the rights of the child.
- Assess the concept of Ananda Alert in order to enhance their awareness of the need for

	<p>all citizens, including children, to cooperate in protecting the rights of the child.</p> <ul style="list-style-type: none"> • Appreciate the importance of obeying regulations, rules and laws toward the protection of the rights of every person. • Demonstrate an understanding and appreciation of their responsibilities. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Students will brainstorm, through discussion, and create a concept map showing their interpretation of the term “rights of the child “ • In groups pull from a mystery bag one Child Right. Discuss its meaning and present their interpretation using any method of choice. • Read pamphlets highlighting the United Nations Declaration on the Rights of a Child, explain their understanding or each right. 	<p>Cooperation / Collaboration, Brainstorming, Analysing, Independence, Tolerance, Respect for others</p> <p>Respect for others Critical thinking</p> <p>Respect for others Critical thinking</p>	<p>Willingly create a concept map that shows several terms linking to the concept of ‘children’s rights’.</p> <p>Adequate discussion of the various Rights of Children</p>

<p>Group Work</p> <ul style="list-style-type: none"> • Use the mantle of the expert strategy (see Points to Note) to examine the emotions experienced by a child that was abused. <p>Group Research</p> <ul style="list-style-type: none"> • In groups, students will research organisations which help to protect the rights of the child. Each group will research one institution/organization and outline its function(s). E.g. <p>Headings should include:</p> <ul style="list-style-type: none"> ○ The Child Protection and Family Services Unit ○ Jamaicans For Justice ○ The Police ○ Parents ○ Schools ○ All citizens ○ The United Nations ○ Amnesty International etc. 	<p>Discussing Justice Comparing Listening Empathy/Concern Self-control Justice/Intolerance for injustice Resilience</p>	<p>Presentations show clear understanding of appropriate agencies.</p>
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<p>Findings are to be presented to the class.</p> <ul style="list-style-type: none"> Listen to the song, “Be Careful What You Teach the Children,” by Patrick “Tony Rebel” Barrett and analyse the lyrics pointing out what it means to them. Role-Play – “Every Life Is Valuable, Stop the Abuse.” Children prepare a message for presentation to the parents at the school’s PTA meeting. Research the Ananda Alert concept - why it was started and its importance in protecting a child’s right. Demonstrate their understanding to the class by inventing variations of the Ananda Alert which could be used for a similar purpose. In groups, research basic regulation, rules /laws, choose one rule /regulation 	<p>Research Organising information Making comparisons Benevolence Courage/Compassion Participation Development of social conscience</p> <p>Discussing Comparing Listening Critical-thinking Solidarity Identity Responsibility Empathy Character-building</p> <p>Listening attentively</p>	<p>Students listen to the song attentively, and willingly participate in the singing, analysing and discussion. Adequate level of analysis evident in discussion.</p> <p>Role-play adequately captures the need for parents to be protective.</p> <p>Ananda Alert variations adequately demonstrate students understanding of the nature and purpose of the concept</p> <p>Explanation of information</p>
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<p>and explain how its adherence helps to protect the rights of persons.</p> <ul style="list-style-type: none"> In groups, students will conduct online or offline research to retrieve relevant information which is to be used to create a blog, electronic journal or mock Facebook page, listing the responsibilities of the child and giving examples. Participate in debate using the moot “It is my right, the responsibility is yours”. 	<p>Respect Compassion</p> <p>Research Organizing information Law-abiding Team-work Mutual respect Responsibility</p> <p>Critical Thinking Responsibility Team-work Creativity</p>	<p>researched adequately indicates an understanding of chosen concept</p> <p>Informative and creative blog, electronic journal or mock Facebook page, listing and explaining the responsibilities of children. The examples used must be relevant.</p> <p>Arguments for debate logically presented with adequate use of evidence to substantiate</p>
<p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Show greater awareness of the rights and responsibilities of the child. Show understanding of the Ananda Alert concept Show willingness to help to protect each other. 	<p>Extended Learning:</p> <ul style="list-style-type: none"> Conduct an analysis of school rules and regulations and how they help to create harmony and greater sense of responsibility. Present arguments to the school at a general assembly 	

Points to Note:	Key Vocabulary:
<ul style="list-style-type: none"> • Students would need to be helped conducting research and organizing information. • The selected quote of the Rt. Excellent Marcus Garvey must be included in all lessons. • Students' opinions /interpretations of the Garvey quote must be appreciated. • Concerted effort must be made to guide the students in their exploration of the relevance of the quote to their everyday life. • The JAMWAY Method must be used. Teacher may incorporate relevant songs, dances, games etc. in the lessons. • The Mantle of the Expert is a dramatic technique in which the teacher adopts a fictional role while students move into the role of the expert. 	<p>Rights, responsibilities, institutions, organizations, laws, regulations.</p>
<p>Resources: Pamphlets on the rights and responsibilities of the child Song, "Be Careful What You Teach the Children," by Patrick "Tony Rebel" Barrett. cartridge paper, research material; digital devices and electronic equipment and software, video clips.</p>	
<p>Links to other subjects: Social Studies, Creative Arts, Language Arts, Information Technology.</p>	

Focus Question 2: How can I exercise my Human Rights and Responsibility?	
<p>Attainment Target 3:</p> <p>Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>Theme: Human Rights, Civic Responsibilities, Cultural and National Stewardship</p>	<p>Objectives:</p> <p>By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> ● Define the key terms and concepts: human rights, responsibilities, report, breach, laws, violation ● Advocate for their human right as outlined in the Child Care and Protection Act ● Explore the connection between their rights and responsibilities ● Report breaches in child rights to the appropriate authorities. ● Justify the importance of obeying the rules/ laws established by society. ● Speak out against human rights violations through various available platforms. ● Demonstrate respect for the rights of others by making informed decisions/ choices.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – recognise the ethical, social and legal issues and implications related to the use of technology. 	

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will: Group Work</p> <ul style="list-style-type: none"> Examine and discuss the child - friendly version of the Child Care and Protection Act: https://jis.gov.jm/media/CDA.pdf. For each Right discussed, identify at least one connected responsibility. Discuss the importance of balancing rights with responsibilities. Select from a mystery bag, one of the Child Rights as depicted in the CCPA child- friendly version. Discuss its meaning and demonstrate how they will advocate for this right through the use of creative expression or visual arts in one of the following settings: parliament, family meeting, school community or town hall meeting. 	<p>Discussing Analysing Acceptance Empowerment</p> <p>Advocacy Creativity Collaboration/ Cooperation Analysing Empowerment Responsibility Respect for self and others</p>	<p>Discussions reflect understanding of the various child rights and the connected responsibilities</p> <p>Creative expressions or visual arts depict precise use of advocacy for the selected child right.</p>

<p>*Advocacy should include appropriate justification for the given child right and evidence of the impact of not respecting this right.</p> <ul style="list-style-type: none"> Brainstorm scenarios/situations in which the human rights of others are violated/ breached. In their groups role play reporting these violations (of self or others) to their parents, guidance counsellor, other trusted adult. Discuss the relevant organizations with responsibility to protect human rights. Write a letter to the newspaper, or create a dub poem/song, video message expressing why it is important to report violations of human rights, especially of children, and encouraging persons to report. 	<p>Communication Collaboration Courage Confidence Assertiveness Justice Responsibility Concern</p> <p>Creativity Justice Responsibility Integrity Encouragement</p>	<p>Role plays depict effective communication in reporting violations/breaches of human rights to the appropriate organization/trusted adult</p> <p>Letter/poem/song/video message reflects accurate information on the importance of reporting violations of human rights and encourages reporting to the appropriate authority.</p>
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<ul style="list-style-type: none"> In small groups respond to items on a given worksheet listing facts and myths about how to exercise their rights and responsibilities. Items on the worksheet could include: <ul style="list-style-type: none"> -Parents should respect their children's right to choose their own friends. -Under some circumstances it is okay for children to bully other children. -When children disagree they should be able to say anything they feel. 	<p>Communication Collaboration Care Respect Citizenship Compassion</p>	<p>Students' responses indicate adequate understanding of appropriate ways they can exercise their rights while protecting those of others.</p>
<p>Learning Outcomes: Students will be able to:</p> <ul style="list-style-type: none"> Show greater awareness of their human rights and responsibilities as outlined in the Child Care and Protection Act Show understanding of how their human rights can be violated Demonstrate how to report to relevant authorities if their human right is being violated Encourage others to report human rights violations Be an advocate for their human rights 	<p>Extended Learning:</p> <ul style="list-style-type: none"> Conduct newspaper research on human rights violations affecting Jamaican children. Cut or print out at least 2 newspaper clippings into a scrapbook. Under each clipping, state which human right was violated as outlined in the CRC and CCPA. Create a newspaper advertisement to encourage others to stop violating children's rights. Create drawings/comic strips/poems/songs 	

	<p>to encourage others to report human rights violations. Use the Child Care and Protection Act as a guide for the words/dialogue.</p> <ul style="list-style-type: none"> • After listening to a story or watching a video that depicted at least two human rights violations. Role play scenarios that show how to positively treat/deal with these violations.
<p>Points to Note:</p>	
<ul style="list-style-type: none"> • The simplified versions of the Child Care and Protection Act should be included in the lesson. • Make the relevant links to other curricula that support major concepts being taught such as Integrated Studies and HFLE • Encourage students to have fun while learning. 	<p>Key Vocabulary: Human Rights, responsibilities, violation, breach, organizations, laws.</p>
<p>Resources: Child Friendly Version of The Child Care and Protection Act: https://jis.gov.jm/media/CDA.pdf</p>	
<p>Links to other subjects: Social Studies, Creative Arts, Language Arts, Information Technology, Health and Family Life Education</p>	

Grade Five

Grade 5 Scope and Sequence

Grade 5	AT1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.	AT2: Understand the significance of, and show respect for symbols, rituals and celebrations	AT3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.
	THEME: CULTURAL IDENTITY AND HERITAGE	THEME: SYMBOLS, RITUALS AND CELEBRATIONS	THEME: RIGHTS, RESPONSIBILITIES AND ENVIRONMENTAL STEWARDSHIP
Grade 5	TERM 1 (14 Weeks)	TERM 2 (11 Weeks)	TERM 3 (10 Weeks)
	Appreciation of individual skills and talents, and an understanding of self as a resource for the development of the school through skills and talents of students, the students will define and value their own identity as part of a group or wider society.	By maintaining and promoting cultural traditions, students will develop an appreciation of the value of family and community traditions and the role of celebrations in reinforcing community values and identity. Discussion will revolve around the granting of awards and honours on a national scale, as well as appropriate responses to recipients	Students will investigate rights and responsibilities in the context of the environment, and demonstrate a willingness to practice responsible behaviours towards the environment
	UNIT 1: PERSONAL IDENTITY 6	UNIT 1: CELEBRATIONS (SCHOOL)	UNIT 1: NATIONAL

	weeks FOCUS QUESTION #1: How can I use my skills and talent for the benefit of my school?	4 weeks FOCUS QUESTION # 1: How are significant events celebrated in my school?	STEWARDSHIP 5 weeks FOCUS QUESTION # 1: How can I preserve my cultural heritage through protection of the environment?
	<p>School's tradition/heritage : contribution to my personal identity</p> <ul style="list-style-type: none"> ○ Outline of school's history ○ Annual activities ○ Past students' contribution Significant achievements ○ The school's contribution to my personal development Education ○ Respect for authority and school rules ○ Deportment Socially accepted behaviour ○ Healthy social interaction/development ○ Contribution to my school's identity ○ Safeguarding school's reputation ○ Participation in school activities ○ Individual areas of competence identified as well as those of others 	<p>Identification of various celebrations within the school community</p> <ul style="list-style-type: none"> ● Founder's Day ● Graduation/School Leaving Ceremony ● Installation of school leaders ● Parents' Week ● Open Day Child Month/ Boys' Day/Girls' Day Heritage Day ● Importance of these events to the school ● Main elements and identification of symbols and rituals within the celebrations ● The meaning of selected symbols 	<ul style="list-style-type: none"> ● Human Rights and Civic responsibilities as part of the process of preserving their heritage ● Human Rights of future generation to enjoy and benefit from the environment ● Relationship between the right to benefit from the environment and the responsibility to take care of it <p>National Stewardship:</p> <ul style="list-style-type: none"> ● Personal and collective Impact of personal activities on the environment Institutions that protect the cultural and natural environment ● Advocacy for the protection of the cultural and natural

			<p>environment</p> <ul style="list-style-type: none"> • Responses to natural hazards : hurricanes , droughts etc.
	<p>UNIT 2: GROUP IDENTITY 5 weeks FOCUS QUESTION # 1: How does my community contribute to my identity?</p>	<p>UNIT 2: CELEBRATION (HOME AND COMMUNITY) 4 weeks FOCUS QUESTION # 1: How are significant events celebrated in my home and community</p>	<p>UNIT 2: RIGHTS AND RESPONSIBILITIES (COLLECTIVE) 5 weeks FOCUS QUESTION # 1: How are the individual's human rights protected while maintaining the rights of the collective?</p>
	<ul style="list-style-type: none"> • Community raising the child - taking care of each other in the community • Positive values in my community • Social events- football, netball, domino competitions • Transfer of skills by artisans in the community - carpenters, masons, dressmakers etc. • Contribution to the development of my community • Participation in community activities e.g. Labour Day projects Special services 	<ul style="list-style-type: none"> • Identify forms /types of celebration in the home/family and the community <p>HOME - Family Reunions Anniversaries (Wedding) Baptism, Birthdays Christening/Dedication Funeral, Graduation Promotion</p> <p>COMMUNITY - Funeral rituals e.g. Set-up, Nine-nights, Festivals and Carnival, Street dances, Emancipation Day and Independence Day</p> <p>Ancestral celebrations- Maroons,</p>	<ul style="list-style-type: none"> • Benefits of common resources air, rivers, beaches • Sound cultural and natural environmental practices • Utilization of experiences to prepare a plan that will benefit future generations • Collective civic responsibilities

	<p>offered - Justice of the Peace, Teacher, Pastor etc.</p>	<p>East Indians, Chinese Rastafarian celebrations</p> <ul style="list-style-type: none"> • Classification of events by type: formal/informal, Religious, Secular/National Importance of events Symbols and rituals in celebrations 	
	<p>UNIT 3: GROUP IDENTITY (Caribbean) 3 weeks FOCUS QUESTION: How do I understand myself as a CARICOM Citizen?</p>	<p>UNIT 3: NATIONAL SYMBOLS 3 weeks FOCUS QUESTION # 1: How do I identify and respond to recipients of awards at the national level?</p>	
	<ul style="list-style-type: none"> • Self-identification as part of CARICOM • Similarities and differences Cultural and civic characteristics of CARICOM residents • Extent to which Jamaica is similar to other CARICOM countries 	<ul style="list-style-type: none"> • Awards at the national level Examination of the reasons/criteria used for granting each award • How are awardees selected • Criteria for selection Appropriate behaviours expected of awardees • Appropriate behaviour towards awardees: Forms of address and appropriate protocol associated with each award How are symbols used in Heritage Day celebrations? Awareness of, and respect for significant symbols 	

		The protocols associated with selected national symbols	
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GRADE 5, TERM 1 UNIT 1

ABOUT THE UNIT

In this Unit, students will examine the history and image of the school and the contribution of the various members of the school community including themselves. Students will recognise that their skills and talents could be of benefit to the school. Through successful collaboration and reflection, students will learn to define and value their own identity as part of a group or wider society.

THEME: Cultural Identity and Heritage

CORE VALUES: Respect for self and others, achievement, cooperation, responsibility, loyalty, commitment, uniqueness, personal growth and development, character-building, civic pride, unity and group cohesion, participation, valuing their own achievement and that of others.

THE NATIONAL SYMBOL(S)

QUOTE: “Up, you mighty race! You can accomplish what you will!” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: This is an encouragement to individuals to rise above present situations (lack of awareness, lack of consciousness, depression, and low self-esteem, those in a ‘down-trodden’ state, and use their talents and skills to achieve their desired goal.

SONG: The Jamaican National Song for Schools – “I Pledge My Heart Forever.” “My work, my strength, my love and my loyalty to give”...

STORY: Teacher may choose an appropriate story aligned to the Unit's theme

Prior Learning




Check that students can:

- State basic information about the school.
- Identify themselves as a part of the school community.
- Express ideas fluently.
- Work in groups.

UNITS OF WORK GRADE 5 TERM 1 UNIT 1 (5 Weeks)

<p>Focus Question 1: How can I use my skills and talents for the benefit of my school?</p>	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p> <p>Theme : Cultural Identity and Heritage</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define key terms and concepts: Past student, positive influence, positive image, personal growth, school community, identity, heritage, achievement, commitment. • Identify significant milestones in the history of

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.**
-  **DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking.**
-  **DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.**

the school and say what are the lessons learnt from these activities.

- Share ways in which they can contribute to the school's daily and annual activities.
- Describe the effects of annual events celebrated at the school on their personal development.
- Discuss ways in which the school allows students to utilise their skills and talents and their impact on the wider school community.
- Suggest ways past students can contribute to the development of the school.
- Compare their talents and skills with that of an outstanding past student who has contributed to the development of the school.
- Examine the activities of the school and draw conclusions about how these activities contribute to personal growth and development.
- Contribute to the development of the school by participating in/planning school events and activities that contribute to social and academic development.
- Apply aspects of the National Song, "I Pledge My Heart Forever" to their lives.
- Examine lyrics of the national song and discuss its meaning.
- Show commitment to school by using skills and talents to represent the school in a

	<p>positive manner in various settings.</p> <ul style="list-style-type: none"> • Examine the mission, vision and motto of their schools. • Value the role of all members of the school community in building and maintaining a positive image of the school. • Develop pride in school by recognising the significant achievements of the school. 	
Suggested Teaching and Learning Activities	Key Skills/ Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Plan and execute a Vox Pop entitled “Talk up Elder” for teachers, principal and other members of staff to gather information on the history of the school and report in an art form to the class (see <i>points to note</i>). They will then identify persons in the community they deem knowledgeable about the history of the school. Students will conduct and record interviews. They will share the information/ video with the class. 	<p>Organising and communicating ideas Using technological devices Respecting the views of others Valuing achievements</p> <p>Collaborating Writing a simple plan Respect for the contributions of</p>	<p>Satisfactory level of respect shown and adequate observation of protocols for conducting interviews. Presentations include correct information about the history of the school. Significant milestones in the history accurately identified. Appreciation expressed for historical knowledge received to maintain and sustain school's traditions.</p> <p>The proposal should adequately outline activities including dates for activities, skills and talents of different</p>

<ul style="list-style-type: none"> • Select a school activity/event and discuss ways in which the skills of this group can contribute to/enhance the success of this activity based on the Jamaican proverb “Nuff han’ mek work light”. Decide on an activity, write a proposal and share the information with the principal or the teacher responsible for the activity. • Identify outstanding past students of their school. Discuss the contribution of these past students to nation-building. Compare themselves with these persons according to their own talents and skills. Use their understanding of this Garvey quote “Up, you mighty race! You can accomplish what you will!” to discuss each individual’s innate ability to achieve greatness. Write a 	<p>others Developing logical arguments</p> <p>Responsibility Participation Determination Citizenship Developing and promoting loyalty Commitment to school Achievement</p>	<p>students. Key attitudes (collaboration, commitment, responsibility and voluntary participation) needed for the “Nuff han’ mek work light” proverb should be highlighted in proposal.</p> <p>The paragraph must adequately include factual information about the past student as well as words that express their feelings about the contribution of the past student to the school/community/individuals/nation.</p> <p>Comparison should include student’s future action to use their own talents and skills to achieve greatness for self and nation-building.</p>
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<p>paragraph and post it on a class page to share with e-pals on their favourite past student.</p> <ul style="list-style-type: none"> • Visit the school's trophy showcase, honour roll or citizenship area and make a list of the achievements of the school. In groups design a poster depicting at least four significant achievements of the school. Each group will explain the message(s) of the poster. • Develop logical arguments by debating the moot "<i>Be it resolved that school is more important than the home to our development.</i>" OR <i>"Be it resolved that the students' skills and talents are the most important factor in the success of schools."</i> 	<p>Organising information Respecting self and school Civic pride Value education as a tool for self-development</p> <p>Loyalty Pride in school Critiquing ideas Group cohesion Enthusiasm</p>	<p>Poster created adequately shows at least four significant achievements of the school. Explanations should be factual and relevant to poster created and highlight the benefits of having sportsmanship, dedication, civic pride or collaboration.</p> <p>Arguments presented must be clear, logical and supported by evidence. Debating skills should depict sportsmanship and group cohesion.</p>
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<ul style="list-style-type: none"> • Sing the song, “I Pledge My Heart Forever”. Discuss the words of the song and consider questions such as, <ul style="list-style-type: none"> - Why should Jamaican children learn the national song for schools? - What lyrics and meaning from the song can I apply to my relationship with my school? <p>Select a card from a grab bag. Based on the word written on the card (e.g. loyalty, commitment), they will role-play a scenario that will demonstrate one of these.</p>	<p>Loyalty Personal growth and development Personal commitment</p>	<p>The discussion should show adequate understanding of the meanings being conveyed in the song. It should also focus on loyalty, pride, positive values and personal commitment to uplifting the image of the school. Role-play must demonstrate understanding of the values that have been identified and are written on each card.</p>
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<ul style="list-style-type: none"> Select a school event e.g. Graduation, Sports Day, Jamaica Day and outline the roles of different members of the school community e.g. academic, ancillary, and administrative staff, students and parents. Students will work in collaborative groups to resolve problems that would arise if any group in the school community fails to carry out its functions. Students will role play the scenario which must include an amicable solution to the problem. 	<p>Critical thinking Cooperation Collaboration Responsibility Participation Mutual respect Group interaction and cohesion Develop a sense of obligation and loyalty to the school</p>	<p>The focus should be on one school event and adequately highlight the roles of different members of the community, including one dysfunctional group. They must pinpoint potential problems and amicable solutions to the problems identified while showing the importance of all members of the school community. Role –play should depict the importance of civic duty to school through collaboration and responsibility.</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Show loyalty to their school by contributing to school activities and events. Describe the effects of the events celebrated at the school on their personal development. Analyse the relationship between the contributions of past students and the development of students and school. Make connections with their talents and skills and that of an outstanding past student. Participate in school activities and write journal entries about their personal growth and development. Demonstrate respect for the contributions of all members of the school community. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Loyalty - feeling of devotion, attachment and affection toward a person or idea. • Respect- showing polite attitude toward people or things. • Responsibility – being accountable and answerable for something. • Value – is an idea or anything which is cherished by an individual or group of people. • Speak to some negative aspects and how to treat them. 	<ul style="list-style-type: none"> • Find out the Vision and Mission Statements of the school and write his/her interpretation of each, and explain how he/she can contribute to the school achieving each. • In small groups, students will act as tour guides for their schoolmates in lower primary and facilitate a "School Heritage Cultural Tour". This tour should highlight how the school's mission, vision, goals and motto are projected around the school compound through its emblems, achievements, murals, historical background, name of buildings, etc.
<p>Resources Electronic/print resources for making charts etc., computer, internet National Song for Schools – "I Pledge My Heart Forever" https://www.youtube.com/watch?v=gJ_GnalUmok</p>	<p>Key vocabulary Past student, positive influence, positive image, personal growth and development, respect, responsibility, school community, loyalty, identity, citizenship, civic awareness, commitment, group cohesion.</p>
<p>Links to other subjects Visual Arts, Music, Language Arts, Drama, Mathematics, Social Studies, ICT.</p>	

GRADE 5, TERM 1 UNIT 2

ABOUT THE UNIT

In this Unit, students will examine the role of the community in developing good citizens. They will also learn about community builders who make valuable contributions to the development of the community through the transfer of skills, values and attitudes. Students will critique the importance of their own contributions as well as those of community leaders to the holistic development of the community.

THEME: Cultural Identity and Heritage

CORE VALUES: caring, courtesy, value diversity, goodwill, solidarity, sensitivity, kindness

THE NATIONAL SYMBOL(S): The National Pledge

QUOTES: "The ends you serve that are selfish will take you no further than yourself but the ends you serve that are for all, in common, will take you into eternity....." Rt. Excellent Marcus Garvey.
"A chain is as strong as its weakest link".

POSSIBLE INTERPRETATION: When persons work for selfish reasons then it only benefits one person; but when people work together for one common goal then a lasting impact is made that will resonate in history.

SONG: "You are my brother, You are my sister".

PROVERB: "It takes a village to raise a child".

Prior Learning

Check that students:

- Understand what makes a community
- Know what are values
- Know how to work in groups

UNITS OF WORK GRADE 5 TERM 1 UNIT 2 (5 Weeks)

<p>Focus Question 1: How does my community contribute to my identity?</p>	
<p>Attainment Target 1: Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage</p>	<p>Objectives: By the end of the Unit students should be able to:</p> <ul style="list-style-type: none"> • Define the key terms and concepts: volunteerism, generations, proverb. • Know the significance of the following days and the dates on which they are celebrated: Labour Day, Emancipation Day, Independence Day. • Discuss ways in which the community raises children. • Select desirables/values in the community to be personally developed for their behaviour. • Develop a personal plan incorporating
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes. 🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking. 🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	

	<p>positive values.</p> <ul style="list-style-type: none">• Analyze behaviour patterns (inappropriate/ appropriate) at social events in the community.• Explain how skills, values and attitudes are transferred through generations by members in the community.• Value the contribution of various individuals to the development of the community.• Use evidence to discuss the importance of participation in community activities.• Demonstrate ways in which members of the community care for each other.• Demonstrate ways in which individuals help in the development of the community.• Display civic participation through volunteerism.
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Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the proverb “It takes a village to raise a child”. <p>Case Study</p> <ul style="list-style-type: none"> ○ Shanna lives with both parents in the community of Pear Tree Grove. When it is time for her to go to school the decision is not only made by her mother but through discussions with grandparents, aunts and community members who give their views about the strengths and weaknesses of the schools. On her way home from school one day Shauna flung a stone on Mr. John’s mango tree. She was scolded by Miss Mary who saw her. She knew that the message would reach her parents before she reached home and she would be scolded again. 	<p>Analysing relevance of proverb and making parallel links</p> <p>Displaying:</p> <ul style="list-style-type: none"> • Respect for others • Good citizenship • Respectful obedience • Sense of belonging • Respect for elders • Sensitivity • Kindness • Courtesy 	<p>Students' discussion should sufficiently treat ways in which the community may assist in a child's development. Dramatization effectively proposes positive behaviours in relation to treatment of the elderly. Dramatization protocols correctly observed.</p>

<p>Students will identify a positive value from the Case Study above and dramatize how Shauna may in turn do something good for one of the elderly persons discussed.</p> <ul style="list-style-type: none"> • Discuss what makes behaviour inappropriate or appropriate; make connections to topical issues in the media. Use the proverbs “Learn fi dance a yard before you dance abroad” to discuss how learnt behaviour may impact how one behaves outside the home. Use the discussions to develop a chart categorizing appropriate and inappropriate behaviours at a social event such as football match, concert, beauty pageant, netball match or a domino game. 	<p>Differentiating Representing ideas graphically Valuing appropriate behaviour Showing tolerance for diverse views Building character Displaying self-discipline/control</p>	<p>Discussion and development of a chart that should adequately categorize inappropriate and appropriate behaviours at a named social/ competitive event. Justification given for the importance of tolerance and respect to maintain peace and sportsmanship at the social/competitive event.</p>
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<ul style="list-style-type: none"> • Watch video of Jamaican broom-maker on YouTube and identify other traditional artisans as well as non-traditional artisans in their community. Discuss how these people pass on their skills from one generation to the next and say how these help in the development of the community. • Use ICT tools to research the origin and evolution of Labour Day. Discuss Labour Day activities they observed in their communities and critique the importance of these activities. Utilize stanza one of the National Pledge in the discussion; How is this stanza seen in what takes place on Labour Day? In groups, design and execute a feasible Labour Day Project for the school. Create a rubric for grading the project. Using a rubric or a set of guidelines, develop a project. 	<p>Drawing conclusion Valuing diverse skills and talents Displaying civic pride</p> <p>Using technological devices Displaying digital ethics Planning and carrying out a simple project Collaborating Respecting the role of each group member Volunteering Participating Developing team spirit</p>	<p>Discussions must adequately include how local artisans pass on their skills and the relevance of each skill to community development.</p> <p>Project should adequately show the efforts of all group members. A rubric should be developed for the Labour Day project. Project sufficiently satisfies the given guidelines/criteria. Execution of project should portray civic pride, collaboration and active volunteerism.</p>
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<ul style="list-style-type: none"> In groups, dramatize a community scene in which the special services offered by individuals such as Justices of the Peace, Pastors, Sports Coaches, Teachers are reflected. 	<p>Justifying the importance of Contributions Cooperating Unity Participating Displaying civic pride Valuing the contributions of services by community members</p>	<p>Dramatization should show the importance of the contributions made by these persons to the community. Their positive attitudes to nation building should also be depicted.</p>
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Learning Outcomes

Students will be able to:

- State at least 3 ways in which the community raises children.
- List ways in which the community member cares for each other.
- Display examples of positive values in the community.
- Differentiate between inappropriate and appropriate behaviours.
- Explain how skills are transferred through generations.
- Critique the contribution of various individuals to the development of their community.
- Discuss the importance of participation in community activities e. g. Labour Day.
- Identify ways in which special individuals help in the development of the community.
- Participate in community projects.

Points to Note	Extended Learning
<ul style="list-style-type: none"> Artisans may vary according to community; traditional Jamaican artisans include: broom-makers, wood carvers, masons, dressmakers, jewellery makers etc. Labour Day was originally “celebrated by the Trade Unions in collaboration with the political parties to which they were affiliated”. This was done in recognition of the struggles of the workers and was mainly through rallies, meetings and marches which were held primarily in the corporate area. In 1972, the Prime Minister the Honourable Michael Manley gave this National Holiday a new dimension by issuing an appeal to all Jamaicans to put some meaning into Labour Day by making it a day of voluntary labour. Work with students to agree on dimensions for poster based on availability of resources to facilitate the Mathematics element of STEAM. 	<ul style="list-style-type: none"> Research what is identity and how the knowledge gained will help to further develop self. Choose an artisan in your community to assist in creating an object to put on display for “Show and Tell” or “Open Day”. On a label card/chart, write the values that you learnt from the artisan in creating the object.
<p>Resources National Library of Jamaica: Labour Day 2010 http://www.nlj.gov.jm/labourday/labourdayja.html Bobo Shanti Brooms https://www.youtube.com/watch?v=RPOol8fGxFM Ministry of Justice http://moj.gov.jm/services-and-information/jp Computer and other digital devices and software, video, cartridge paper, glue/tape, scissors, markers/crayons, ruler, Resource persons</p>	<p>Key vocabulary Volunteerism, generations, proverbs, Labour Day, Emancipation Day, Independence Day</p>
<p>Links to other subjects Drama, Music, Mathematics, Language Arts, Visual Arts, Social Studies, ICT.</p>	

GRADE 5, TERM 1 UNIT 3

ABOUT THE UNIT

In this unit, students will evaluate themselves as Caribbean citizens shaped by common historical experiences evident in various cultural practices across the region.

THEME: Cultural Identity and Heritage

CORE VALUES: Tolerance, respect opinions of others, sharing, regional pride and belonging, valuing others, participation, celebrating diversity, care, character-building, civic responsibility, unity, citizen, citizenship.

THE NATIONAL SYMBOL(S): Flag, Anthem.

QUOTE: "A people without the knowledge of their past history, origin and culture is like a tree without roots." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: It is important that individuals understand their historical and cultural background as this will help to mould who they are. It is this understanding of our common historical background that makes us one wherever we are.

SONG: Teacher may choose an appropriate song aligned to the Unit's theme

PROVERB: "Learn fi dance a yaad before you dance abroad".

STORY: Teacher may choose an appropriate story aligned to the Unit's theme

Prior Learning

Check that students can:

- Explain who Caribbean neighbours are
- State who is a citizen
- Work in teams

UNITS OF WORK GRADE 5 TERM 1 UNIT 3 (3 Weeks)

Focus Question 1 : How do I understand myself as a Caribbean citizen?	
<p>Attainment Target 1: - Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self- image and respectful interaction with others.</p> <p>Theme: Cultural Identity and Heritage</p> <p>ICT Attainment Target(s)</p> <ul style="list-style-type: none">🖨 COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖨 DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖨 DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology	<p>Objectives: By the end of the Unit students should be able to:</p> <ul style="list-style-type: none">• Define key terms and concepts: citizen, citizenship, Caribbean neighbour.• Formulate a definition for 'Caribbean citizen'.• Compare and contrast cultural characteristics of Caribbean residents.• Assess the extent to which the Jamaican citizen is considered a Caribbean citizen.• Examine documents (e.g. passport/other what kind?) pertaining to Caribbean citizens.• Use technology responsibly.• Respect the diverse culture of Caribbean citizens.• Value oneself as a Caribbean citizen.

and practice online safety and ethical behaviour.

- Work in groups to complete tasks.

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the quote by Marcus Garvey, “A people without the knowledge of their past history, origin and culture is like a tree without roots.” Use the quote to explain what is common among Caribbean countries and why we speak about ‘Our Caribbean neighbours’. Develop a definition for ‘Caribbean citizen’. • In groups conduct a research on the cultural similarities and differences among Caribbean countries. Make a PowerPoint presentation and present to the class (see points to note) showing some of these similarities and differences. • Stand in a circle and to a rhythm selected by the class, plan a dub poem to explain why they consider themselves to be Caribbean citizens. Use the proverb “Nuh care how hog try fi hide under sheep wool, him grunt always betray him” to facilitate discussion (see points to note). Each student will add their line as they 	<p>National pride Communication Critical thinking Synthesizing Regional pride Unity</p> <p>Collaboration Creativity Teamwork Tolerance for diversity</p> <p>Using technological devices responsibly Displaying digital ethics Creativity Respect for group efforts Participating</p>	<p>Discussion should include who is a citizen, and by extension, who is a Caribbean citizen. It should also include characteristics of citizens.</p> <p>Presentation should include at least three cultural similarities and differences among Caribbean countries. Appreciation for cultural diversity should be depicted.</p> <p>Dub poem should include the contributions of all students. It should sufficiently reflect their understanding and proud acceptance of themselves as Caribbean</p>

<p>circumvent the circle. Video the activity to post on their school page.</p> <ul style="list-style-type: none"> In groups, examine documents such as a Jamaican Passport with Caribbean Logo and words 'Caribbean Community' and a 'CARICOM Skills Certificate' as symbols of Caribbean identity. Discuss the meaning of the CARICOM Logo and one's feeling in having a Jamaican passport. Students present findings from discussion. Prepare a musical or other artistic piece to reflect the theme "Working Together With Our Differences" for an upcoming CARIFTA event. To create the piece, use their specific talents/s or skills that make them unique ("smadiness"). The musical or artistic piece should incorporate use of students' specific talents or skills that make them unique ("smadiness"). 	<p>Displaying national pride Researching Tolerating differences in views Valuing relationships Collaborating to complete task Feeling of belonging Identity Unity National identity</p> <p>Collaboration, Creativity Tolerance of diversity Willingness to participate Acceptance of national identity Caribbean pride</p>	<p>people.</p> <p>Adherence to guidelines for group discussion. Satisfactory expression of feelings/ opinions on symbols of Caribbean identity.</p> <p>Creative pieces should clearly portray the selected theme and highlight positive attitudes that will embrace tolerance of cultural diversity, acceptance of national identity and Caribbean pride.</p>
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<p>Learning Outcomes</p> <p>Students will:</p> <ul style="list-style-type: none"> • Generate a definition for “Caribbean citizen”. • Give cultural characteristics of Caribbean residents. • Evaluate the extent to which the Jamaican citizen is considered a Caribbean citizen. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Power Point activity may be substituted for a suitable graphic organiser created on available medium. • It doesn't matter where you are your cultural heritage identifies you as belonging to a particular group (“nuh care how hog try fi hide under sheep wool, him grunt always betray him”). • Be mindful of the use of proverbs and their negative connotations. 	<ul style="list-style-type: none"> • Research the percentage of Jamaicans living and working in other Caribbean countries. • Research other Jamaican proverbs that can be used to explain national identity and being a Caribbean citizen.
<p>Resources</p> <p>Computer, internet, drum for dub poetry, Text: JamWay National Civics Programme Teachers' Handbook.</p>	<p>Key vocabulary</p> <p>Citizen, citizenship, Caribbean neighbours</p>
<p>Links to other subjects</p> <p>Visual Arts, Language Arts, Social Studies, ICT.</p>	

ABOUT THE UNIT

In this unit, the students will draw conclusions regarding the significance of symbols and rituals used by the school, and demonstrate respect for these through appropriate responses. They will also learn about the importance and relevance of celebrations.

THEME: Cultural Symbols, Civic Rituals and Celebrations

- **CORE VALUES:** Participation, inclusion, caring, concern for others, value diversity, courtesy, goodwill, solidarity, kindness, camaraderie, inclusion, sharing, team-spirit, civic/national pride, collaboration, cooperation, motivation, respect for national heritage, tolerance for diversity, responsibility, participation, digital citizenship and ethics, effective leadership.

THE NATIONAL SYMBOL(S): Anthem, Flag, Colours

QUOTE: “The more you praise and celebrate your life the more there is in life to celebrate.” Oprah Winfrey




POSSIBLE INTERPRETATION: Find things in your life to praise and celebrate; as you do this you will find that you are motivated to always find more things to do and celebrate.

SONG: “We Build Our School on Thee” by James H. Rogers

Prior Learning

Check that students can:

- List the events that take place at school.

Focus Question: How are significant events celebrated in my school?	
Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations. Theme: Symbols, Rituals and Celebrations	Objectives By the end of the unit, students should be able to: <ul style="list-style-type: none">• Explain the meaning of the following terms: celebrations, rituals, symbols.• Draw conclusions about the importance of the various celebrations within the school.• Classify rituals and symbols according to celebrations.• Show willingness to collect information on the various celebrations in the school.• Use technology responsibly.• Show respect for national heritage.• Work in groups to complete task.• Show tolerance for diverse views.
ICT Attainment Target(s) <ul style="list-style-type: none"> RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – use technology to develop a logical process for decision making and problem solving. DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking. DIGITAL CITIZENSHIP – recognise the ethical, social and legal issues and implications related to the use of technology.	

Suggested Teaching and Learning Activities	Key Skills/ Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> Discuss the quote, “The more you praise and celebrate your life the more there is in life to celebrate”, (Oprah Winfrey). After watching a short video clip with the song, ‘Celebration’ by Kool and The Gang collaborate to interview selected students to find out which of the various celebrations they take part in at school. These may include but are not limited to: Founder’s Day, School-Leaving Exercise/Graduation, Installation of School Leaders, Parents’ Week, Open Day, Heritage Day, Boys’/ Girls’ Day/ Child’s Month. Collate and revise the data. Make recommendations for improved participation. Use the data collected to identify how they can improve the celebration event as well as adding new celebrations that will increase students’ participation. Case Study: Mrs. Johnson, a new Principal of the school decided that she was eliminating all celebrations at the school as the students were not performing well in their National Examination. In groups, plan a Talk Show/Town Hall meeting to discuss why she should not eliminate these activities. Use songs, poems and other creative means to send your message. Complete the meeting by singing the song, “We Build Our School on Thee.” 	<p>Pride in school Respect for property Respect for national heritage Collaborating Communicating Inclusion Participating</p> <p>Respect for team efforts Simulating Critical thinking Planning Pride in school</p> <p>Creating Collaborating Cooperation Critical thinking Communication Motivating/Persuading</p>	<p>Information gathered by students should include the accurate dates these activities take place, persons in charge and the nature of the activities.</p> <p>Recommendations are relevant, appropriate, original and creative.</p> <p>Talk Show/Town Hall Meeting should include creative presentation outlining plausible reasons why these celebrations are important in the life of the school and why</p>

<ul style="list-style-type: none"> • Make a table to show at least four (4) symbols that are used by their schools and the purpose of each symbol. Investigate how symbols are used by at least three (3) schools in their community to portray their identity. Create illustrations of each symbol to support their findings. 	<p>Creating Illustrating Collaborating Communicating</p>	<p>these should not be discontinued.</p> <p>Symbols chosen accurately represent their school and that of others in their community. Illustrations are creative and well represented.</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk freely about the various celebrations in the school. • Demonstrate belief in the importance of the school image by participating in group activities. • Participate in Planning Committee Meetings for selected celebrations. • Categorise rituals and symbols according to celebrations. • Use the data to improve student's involvement in these activities. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teacher may select another song that speaks to celebration, or one that is more relevant to their students, if they so desire. • A Town Hall Meeting is one that is designed to disseminate important information to and to hear concerns from stakeholders. It may include short presentations, messages in songs, poems and displays. 	<ul style="list-style-type: none"> • Write a letter to the school administration requesting permission to participate in the planning session for school celebrations. • Conduct a survey with students of their school to determine how they perceive the image of their school on its identity in the community. Examine the areas of student behaving attire, academic and non-academic achievements and the school's role models.
<p>Resources</p> <p>Song(s) - 'We Build Our School on Thee' by Sebastian Moyer</p> <p>- 'Celebration' by Kool and The Gang.</p> <p>School Hymnal, computer and other digital devices,</p> <p>http://www.hymntime.com/tch/htm/w/e/b/webildos.htm</p> <p>https://www.youtube.com/watch?v=3GwjfUFyY6M</p>	<p>Key vocabulary</p> <p>Celebrations, rituals, symbols.</p>
<p>Links to other subjects</p> <p>Drama, Language Arts, Social Studies, Music, History, ICT.</p>	

GRADE 5, TERM 2 UNIT 2

ABOUT THE UNIT

In this unit, the students will learn about the importance and relevance home and community of celebrations, how they have evolved and the need for continuity.

THEME: Cultural Symbols, Civic Rituals and Celebrations

CORE VALUES: Achievement, confidence, self-worth, honour/reverence, belonging, identity, motivation, responsibility, character-building, inclusiveness, civic pride, participation, mutual respect, valuing, appropriate behaviour.

THE NATIONAL SYMBOL(S)

QUOTE: “Create your own titles, symbols, uniforms, ceremonies and rituals, based on those things which uplift, ennoble, refresh and dignify your humanity and which glorify your achievements.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: Do not wait on others to celebrate your personal achievements. Find the time to do it yourself. This will motivate you and allow you to feel confident and others will see what you are doing. This may also motivate them to celebrate their own achievements.

SONG: “Sweet Jamaica” by Eric Donaldson and “No man is an island”.

Prior Learning

Check that students can:

- Talk freely about their experiences with celebrations of any type.

Focus Question: How are significant events celebrated in my home and community?	
Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations.	Objectives: By the end of the unit, students should be able to: <ul style="list-style-type: none">• Define the key terms and concepts: celebrations, rituals, symbols, anniversary, baptism, reunion, and christening.• Share how celebrations in the home help to build character.• Discuss celebrations that take place in the community and say how these will impact the Jamaican society.• Justify the importance of celebrations to the community.• Appreciate the values associated with formal and informal celebration.• Show reverence in and during specific celebrations.
Theme: Symbols, Rituals and Celebrations	
ICT Attainment Target(s) <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – recognise the ethical, social and legal issues and implications related to the use of technology.	

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Watch video showing a family reunion and suggest other celebrations that take place within their family. • Discuss the quote, “Create your own titles, symbols, uniforms, ceremonies and rituals, based on those things which uplift, ennoble, refresh and dignify your humanity and which glorify your achievements” by Rt. Excellent Marcus Garvey, and relate this to their family celebrations. Create a venn diagram showing the comparison. • Give reasons for the celebration. Say how these celebrations influence their behaviours. • Listen to the song: “Sweet Jamaica” by Eric Donaldson as a stimulus. Answer questions relating to the song as well as make linkages to celebrations. Collaborate to produce a list of celebratory activities done to other similar songs in the community. Write a blog / letter to the Children’s Own Newspaper to share information and say how these celebrations impact people’s behaviour. 	<p>Respect for others Communicating Character-building Celebrating achievement Responsibility Participation Belonging/Inclusiveness</p> <p>Respect for diversity Communication Collaboration Making connections Achievement Reverence for values of the fore-fathers Participating</p>	<p>Discussion should include at least 5 celebrations that take place in the home/family and how these help to build character</p> <p>Clear indications of how their behaviours are influenced by their family celebrations should be given</p> <p>Blog or letter to Children's Own Newspaper should include at least 2 celebratory activities done in the community. Celebration should be briefly explained and their impact on the person's behaviour highlighted.</p>

<ul style="list-style-type: none"> • Discuss with the aid of illustrations and examples, the elements for formal and informal celebrations. Differentiate between formal and informal celebrations, note the value or worth attached to each type and the expected behaviour at these events. Make a chart to specified dimensions (dimensions may be discussed with students) categorizing celebrations as formal or informal. • Discuss how reverence is shown in community celebrations after viewing short videos such as: nine nights, dead yard, set- up and Nyahbingi. Conduct interviews of community members to identify ways in which these celebrations have evolved. Explain how these celebrations have been passed on to the next generation and evaluate whether they have retained their identity. Discuss why reverence is important when participating in specific celebrations. • Write behavioural guidelines/rules for persons participating in selected religious services e.g. baptism, christening, funeral, or make a brochure or make a notice board. Share guidelines with parents. 	<p>Respect for others Designing and creating a chart Classifying celebrations</p> <p>Critical thinking/drawing conclusions Respect for family values, traditions and heritage Love Displaying team-spirit Communicating Show reverence in appropriate situations</p> <p>Exercising sensitivity for cultural differences Motivation Mutual respect Celebrating family</p>	<p>Chart should be at the dimensions specified and show distinct grouping of formal and informal celebrations based on the value associated with each.</p> <p>Discussions should include at least one way in which reverence is displayed in the relevant celebrations. Report from the interviews done should include retention and evolution of the celebrations.</p> <p>Justification of guidelines are given and are clear</p>
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<ul style="list-style-type: none"> In groups, create a song/dub poem/drama piece associating the various rituals and symbols with their celebration, replicating the appropriate behaviours – such as reverence to particular symbol. 	<p>heritage</p> <p>Creating Synthesizing Communication Collaborating Making associations Cooperating</p>	<p>The art form should accurately align each celebration with its rituals/symbols and the reverence associated with each.</p>
<p>Learning Outcomes</p> <ul style="list-style-type: none"> Show sensitivity to individual differences as they discuss celebrations that take place in the home and community. Justify the importance of celebrations to the community. Show reverence as is appropriate to a particular situation. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teacher should guide the discussion so that the students may analyse lessons learnt from these celebration (how to behave, what not to say etc.) • Celebrations in the home may include, but are not limited to: anniversaries, baptisms, birthdays, christenings, and funerals. Be sensitive to the discussions as it relates to funerals as students may be experiencing the death of a loved one. • Nine nights and Set- up should also be treated with sensitivity. 	<ul style="list-style-type: none"> • Plan a visit to a church/indigenous community to observe an event (Baptism/ Christening) and report on it as a group activity. • Visit a Maroon Village or a Rastafarian Community and interview individuals about their specific celebrations. Write a report on what was observed and the importance of these celebrations to society, community and home.
<p>Resources “ Sweet Jamaica” by Eric Donaldson https://www.youtube.com/watch?v=Hz3O3C7fnB0 Community members, computer, multi-media projector, screen/appropriate surface, speakers, Internet, other digital devices.</p>	<p>Key vocabulary Celebrations, rituals, symbols, anniversary, baptism, reunion.</p>
<p>Links to other subjects Language Arts, Music, Drama, Mathematics, Visual Arts, Social Studies, ICT.</p>	

Students will develop values and attitudes:

- Self-awareness, Civic pride and admiration, bravery, resourcefulness, diligence, collaboration, unity, resilience, effective leadership, applying reasonable judgement, responsibility, respect for others, respect for authority, cooperation, rewarding hard work and perseverance, national pride and recognition,

rewarding patriotism and accomplishment, success, respect for time, dignity, showing reverence for the National Symbols and Rituals, integrity, character-building

GRADE 5, TERM 2 UNIT 3

UNITS OF WORK

GRADE 5, Term 1, Unit 3 – Celebrations (National Recognition) – 3 weeks

ABOUT THE UNIT

In this unit, the students will learn about the National Awards that are given to celebrate person's achievements and contributions to the nation.

THEME: Cultural Symbols, Civic Rituals and Celebrations

CORE VALUES: Respect, diligence, collaboration, unity, resilience, effective leadership, responsibility, perseverance, national pride, accomplishment, success, dignity, reverence, integrity, character-building.

THE NATIONAL SYMBOLS: Flag, Anthem,

QUOTE: "The time has come for the Negro to forget and cast behind him his hero worship and adoration of other races and to start out immediately to create and emulate heroes of his own." Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION:

SONG: "Recall Some Great Men." by Burning Spear.

Prior Learning

Check that students can:

- Articulate their understanding of the terms: awards and achievements.

Focus Question 1: How do I identify and respond to recipients of awards at the national level?	
<p>Attainment Target 2: Understand the significance of and show respect for symbols, rituals and celebrations</p> <p>Theme: Symbols, Rituals and Celebrations</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Explain key concepts: National Awards• Discuss the various types of national awards: Order of National Hero, Order of Excellence, Order of Merit, Order of Distinction, Prime Minister’s Medal of Appreciation.• Analyse the award process.• Practice the protocol associated with national symbols.• Create a life plan structured towards receiving a national award.• Display the appropriate
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – recognise the ethical, social and legal issues and implications related to the use of technology.	

	<p>behaviours and forms of address associated with each award.</p> <ul style="list-style-type: none"> • Value the importance of symbols used in Heritage Day celebrations. • Cooperate in group activities to examine the reasons for granting national awards. 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Watch the video “Recall Some Great Men”. Give their opinions as to why they think the artists consider the men mentioned in the song to be great. Discuss the Garvey quote, “The time has come for the Negro to forget and cast behind him his hero worship and adoration of other races and to start out immediately to create and emulate heroes of his own” and make connection with the video viewed. Talk about the greatness that they would want to 	<p>Making connections Goal setting Self- awareness Civic pride and admiration Bravery Resourcefulness Unity Resilience Effective leadership</p>	<p>Discussion should include positive things they can do to be considered great.</p>

<p>achieve.</p> <ul style="list-style-type: none"> • Watch video/read newspaper article that highlight someone who received a national award. Examine the criteria for that award and suggest someone they know who they think might be deserving of such an award, listing the reasons why. Assess ways that the Awards are given and the criteria for their selection. • Conduct research to identify other national awards and the process involved. Dramatize the presentation of a selected award showing appropriate behaviours and form of address associated with it. Identify awardee and practice addressing them. For example, Usain Bolt who received the Order of Distinction and the Order of Jamaica would be 	<p>Synthesizing information Examining criteria Applying reasonable judgement Collaboration Responsibility</p> <p>Respect for authority Synthesizing information Communicating Cooperation Rewarding hard work and perseverance National pride and recognition Rewarding patriotism Success</p>	<p>Analysis of the work and worth of recipients show that they fit the necessary criteria to receive an award.</p> <p>Dramatization should show that students understood the material researched – can associate the process and criteria with the particular award.</p>
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<p>addressed as, Dr. The Honourable Usain St. Leo Bolt.</p> <ul style="list-style-type: none"> Listen to resource person explaining the protocols for national symbols. Practise to raise the flag. Individually generate a life plan structured towards receiving a national award. 	<p>Respect for others Civic pride Respect for time Simulation Dignity Showing reverence for the National Symbols and Rituals</p> <p>Goal-setting Integrity Character-building Accomplishment Effective leadership</p>	<p>Protocols for raising the flag are correctly observed.</p> <p>Plan should include values needed to build character in order to meet the criteria to achieve a national award.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> Cooperate in group activities to examine the reasons for granting national awards. Display the appropriate behaviours and forms of address associated with each award. Value the importance of symbols used in Heritage Day celebrations. Show, by their actions, respect for the protocol associated with national symbols and simulate the flag-raising activity at school and other civic events. Create a life plan structured towards receiving a national award. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Song includes great men of Negro race but teacher should focus on verse one that highlights the great men and women of Jamaica. • Teachers should ensure a broad coverage of different disciplines when discussing the National Awards 	<ul style="list-style-type: none"> • Visit the JIS website and view clips of National Heroes Day Awards.
<p>Resources Video - “Recall Some Great Men.” Burning Spear Garvey quote - “The time has come for the Negro to forget and cast behind him his hero worship and adoration of other races and to start out immediately to create and emulate heroes of his own.” Newspaper article, Resource person, Flag. https://www.youtube.com/watch?v=yhZMo35wCbM</p>	<p>Key vocabulary National Awards, Order of National Hero, Order of Excellence, Order of Merit, Order of Distinction, Prime Minister’s Medal of Appreciation.</p>
<p>Links to other subjects: Social Studies, History, English Language, ICT, Creative Arts,</p>	

GRADE 5, TERM 3 UNIT 1

About this Unit

In this unit, the students will learn about their rights and demonstrate responsible behaviours in keeping with these rights. They will also be guided through activities that will help them to be cognizant of situations that may violate an individual's rights and display the ability to act appropriately when this occurs. Students will also learn to develop leadership and governance practices for the greater good. In addition, students will learn how to apply sustainable environmental practices that will ensure that the Jamaican way of life is preserved and be empathetic and resilient in times of crisis.

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship

CORE VALUES: Cleanliness, social awareness, sustainability, teamwork, cooperation, collaboration and participation, commitment, civic pride and responsibility, nation-building, volunteerism, team spirit, environmental stewardship, effective leadership, behaviour modification.

THE NATIONAL SYMBOLS:

QUOTE: “We are not engaged in domestic politics, in church building or in social uplift work, but we are engaged in nation building.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: All persons need to contribute towards nation-building.

SONG: “Wild Gilbert” by Lloyd Lovindeer

RADIO DRAMA: “Nuh Dutty Up Jamaica.”

JAMAICAN PROVERB: Teacher may choose an appropriate proverb aligned to the unit’s theme

Prior Learning


Check that students can:

- Talk freely about sustainable development and the organizations that help to take care of the community.
- Value one's contribution to sustainable development.

Focus Question 1: How can I preserve my heritage through protection of the environment?

Attainment Target 3:
Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.
Theme: Rights, Responsibilities and Environmental Stewardship

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online

Objectives:

By the end of the unit, students should be able to:

- Define key terms and concepts: heritage, sustainable development, rights and responsibilities, hazards, natural disaster, advocacy, stewardship, collective responsibility.
- Draw conclusions about their present treatment of the environment and the implications for present and future generations.
- Prepare a proposal on how to care the environment.
- Respond appropriately to natural hazards.

safety and ethical behaviour.	<ul style="list-style-type: none"> • Share information about institutions that protect the environment. • Show willingness to take care of their immediate surroundings. 	
Suggested Teaching and Learning Activities	Key Skills/ Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Listen and sing along with the short video, “ Nuh Dutty Up Jamaica”. Talk about the activities the persons did in the video that ‘dutty up the place’. Share some of the practices at school that make the compound dirty. Extend the discussion to the communities. In groups, make a proposal to the class teacher about how they intend to ensure that their school is not considered dirty and follow through with the commitment. • Question the present treatment of the environment and make a projection as to likely effects if not corrected. Discuss how people engage in nation-building based on the Garvey quote, “We are not engaged in domestic politics, in church” 	<p>Internalizing the value of cleanliness Developing awareness of sustainable development habits Teamwork Collaboration and participation Commitment to maintaining environmental health Civic responsibility Critical-thinking</p> <p>Nation-building Civic pride and responsibility Collaboration Cooperation and participation Volunteerism Cleanliness</p>	<p>Proposal should include the use of an objective approach to problem solving and adequate details on the specific tasks they will do. Activities should show collaborative efforts of each group member.</p> <p>Discussion should show the recognition or realization that present treatment of the environment is unacceptable and demonstrates students’ ability to think critically. Discussion should also include their responsibilities as citizens of</p>

<p>building or in social uplift work, but we are engaged in nation-building”.</p> <ul style="list-style-type: none"> • Talk about the role of the ODPEM/ Jamaica Environment Trust (include other relevant groups) in the preservation of the environment. Work as a team to prepare a proposal discussing plans to care the environment. Share the plan with ODPEM. • Watch the video, “Wild Gilbert”. Talk about the disaster referred to in the video. Share their experience (if any) with any natural disaster. Relate information with class about the various drills done at school concerning natural disasters. Simulate the responses to natural disaster. 	<p>Problem-solving Team spirit Community Environmental stewardship</p> <p>Effective leadership Civic pride Cooperation Critical-thinking Demonstrating responsible behaviour/behaviour modification Commitment to caring for the environment Collaborating Simulating</p>	<p>the country in maintaining a healthy environment</p> <p>Proposal should include tasks they would be engaged in and showcase students’ ability to solve problems.</p> <p>Simulation should reflect an understanding of the acceptable responses to natural disasters.</p>
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<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Inform the Principal and senior management team about the irresponsible practices at school that are creating unsuitable environment. • Propose a plan for improvement and follow through with the commitment. • Modify behaviour to improve the school environment. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Integrate in the discussions other organizations that focus on environmental protection such as NEPA. 	<ul style="list-style-type: none"> • Plan how you could help to carry out the mandate of the ODPEM in the community.
<p>Resources Song: “Wild Gilbert” by Lloyd Lovindeer Radio Drama: “Nuh Dutty Up Jamaica” https://www.youtube.com/watch?v=8fIDlixo4KA https://www.youtube.com/watch?v=2ZiniYmhJb0 Computer and other digital devices</p>	<p>Key vocabulary Heritage, sustainable development, rights and responsibilities, hazards, natural disaster, advocacy, stewardship, collective responsibility.</p>
<p>Links to other subjects Visual Arts, Music/Drama Language Arts, Social Studies, Mathematics, ICT.</p>	

GRADE 5, TERM 3 UNIT 2

ABOUT THE UNIT

THEME: Human Rights, Civic Responsibilities and Cultural and National Stewardship

CORE VALUES: Civic pride, respect for property and others, responsibility, cleanliness, responsibility, collaboration and cooperation, care and concern, coexisting, self-reliance.

THE NATIONAL SYMBOL(S): The national pledge

QUOTE: “Before you have a government you must have the people. Without the people there can be no government. The government must be, therefore, an expression of the will of the people.” Rt. Excellent Marcus Garvey.

POSSIBLE INTERPRETATION: An interdependent relationship between government and the people they serve is established.

SONG: Voices for Climate Change by various artists

JAMAICAN PROVERB: The teacher may choose an appropriate proverb aligned to the Unit's theme

Prior Learning

Check that students can:

- Cite examples of common resources.

FOCUS QUESTION 1: How are individual rights protected while maintaining the rights of the collective?	
<p>Attainment Target 3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>Theme: Rights, Responsibilities and Environmental Stewardship</p>	<p>Objectives: By the end of the unit, students should be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: environment, environmental awareness and stewardship, common resources, renewable and non-renewable resources, collective rights, responsibility, self-reliance, conservation, environmental degradation, sustainability.• Formulate arguments to show the benefits of common resources - air, rivers and beaches.• Propose a plan on ways to prevent resources from being depleted.• Demonstrate personal commitment to sound environmental practices.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – recognise the ethical, social and legal issues and implications related to the use of technology.	

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the Case Study below and present reasonable arguments to show the benefits of taking care of common resources. <ul style="list-style-type: none"> ○ Case Study: In the community of Misty Vale, Mr. Thomas is a farmer who plants vegetable. Each week he uses pesticides to protect his tomatoes and cabbages from worms and flies. He washes his spray pan and other containers in the nearby river. Downstream Joan catches water to take home for washing and cooking. Later that evening Mr. Thomas visited Joan's home and her mother offered him a drink. That night Mr. Thomas realized that he had diarrhoea. He visited the doctor who told him that he had consumed a particular chemical dissolved in water. 	<p>Civic pride/ Respect for property Responsibility Caring for the environment Critical thinking Communicating Respecting the rights of others Responsibility Cleanliness Collaboration and cooperation</p>	<p>Argument should reflect understanding of the inappropriate practices impacting common resources and suggestions on how these practices should change for the benefit of all.</p>

<ul style="list-style-type: none"> Examine the picture of a beach scene showing damages to the shoreline caused by improper environmental practices. Discuss what could have caused the damage and say how the damages could have been prevented. Students should be encouraged to give their opinion on the character traits of individuals who would have contributed to such degradation. Discuss how individuals who use the beach for their personal business/livelihood can continue to do so without preventing others from having access to a clean beach. In groups design and make a poster to be painted as a mural for the school on its 'ethos wall': depicting ways to take care of the environment 	<p>Civic pride/ Respect for property Respect for others Critical thinking Problem-solving Communicating Care and concern Coexisting</p> <p>Self-reliance Creativity Communicating Collaborating and cooperating</p>	<p>Arguments reflect students' consciousness concerning individuals co-existing harmoniously thus the need to play their part as members of the collective body.</p> <p>Poster should have do's and don'ts as it relates to caring for common resources</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> Cherish common resources (air, rivers and beaches) by sharing/publishing the benefits when they are used wisely. Model and practice sound environmental habits. 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> Common resources here refer to resources that are shared by the collective group; such as a river in a community may be the main source of water supply for the entire community. 	<ul style="list-style-type: none"> Create or join the Environment Club in your school or community and plan a community project to erect messages/signs/mural depicting ways in which individuals should care for the community. The students could work in groups and create a rubric for assessing the poster, They can then select the best poster and paint it at an appropriate place in the school.
<p>Resources Computer and other digital devices, internet, Civics Handbook for Teachers. Photographs of beach scenes, CASE STUDY: Disaster Preparedness</p>	<p>Key vocabulary</p> <ul style="list-style-type: none"> Environment, common resources, collective rights, responsibility, environmental degradation, ethos, environmental awareness and stewardship, renewable and non-renewable resources, self-reliance, conservation, environmental degradation, sustainability.
<p>Links to other subjects: Visual Arts, Language Arts, Social Studies, HFLE, Mathematics, Science, ICT.</p>	

Grade Six

GRADE SIX – SCOPE AND SEQUENCE

Grade	TERM 1 14 Weeks	TERM 2 11 Weeks	TERM 3 11 Weeks
6	Jamaica's performance at the Olympic Games is investigated as a vehicle of identity, pride and affirmation in the global context. This is connected to the development of an understanding of the ways in which the abilities of the nation, as seen in an international forum, impacts their own sense of pride in the vast abilities of Jamaicans as a nation.	Caribbean festivals are highlighted as indicators of group identity, our unique Caribbean identity and cohesion. How Caribbean identity is reflected in the characters on show in festivals and parades at home and overseas is also explored.	Cultural and Natural stewardship is focused. Emphasis will be on the preservation/ protection of: cultural and natural environment to include appropriate ways of handling hazards locally Jamaica's contributions to global actions to protect the cultural and natural environment Jamaica's contribution to recovery efforts in the Caribbean and other parts of the world.
	UNIT 1: GROUP IDENTITY [1] 5 weeks FOCUS QUESTION # 1: What has Jamaica contributed to the world through sports?	UNIT 1: CULTURAL CELEBRATIONS [1] 5 weeks FOCUS QUESTION # 1: What is the origin and purpose of Caribbean festivals?	UNIT 1: THE ENVIRONMENT 6 weeks FOCUS QUESTION #1: What are the reasons for specially designated cultural and natural environmental days on the calendar?
	<ul style="list-style-type: none"> • Significant achievements by Jamaicans in the Olympics • Celebratory activities of Jamaicans after 	<ul style="list-style-type: none"> • Origination of these festivals • Purpose of these festivals • Various activities at these festivals • Role of these festivals in the 	<ul style="list-style-type: none"> • Concept of 'Mother Earth' • Local and international organizations that protect the environment • Designated days for

	<p>Olympic victories</p> <ul style="list-style-type: none"> • Assessment of Jamaica's contribution to the world of sport • Jamaica's influence on Track and Field in the Olympics (e.g. change of schedule to facilitate Usain Bolt's 100 m run to end the programme) • Ways in which Jamaica's achievements in the fields of medicine, business, technology, journalism, law, culinary arts etc provide support for the Sports Industry 	<p>lives of participants</p> <ul style="list-style-type: none"> • Reasons for retention of these festivals 	<p>focusing on preservation and responsible use cultural and natural resources as part of the practise of stewardship.</p> <p>FOCUS QUESTION # 2: What are appropriate activities for marking selected days on the calendar?</p> <ul style="list-style-type: none"> • Explanation of the term 'Global concerns' • Earth Day anthem; • UNESCO World Heritage Day • Local actions: how they influence active participation and their impact on global stewardship natural environmental hazards affecting populations outside Jamaica
	<p>UNIT 2: GROUP IDENTITY [2] 5 weeks FOCUS QUESTION # 1: How has Jamaica's contribution to the world of sports inspired me?</p>	<p>UNIT 2: CULTURAL CELEBRATIONS [2] 3 weeks</p> <p>FOCUS QUESTION #1: How is our identity reflected through characters in festival</p>	<p>UNIT 2: HUMAN RIGHTS AND CIVIC RESPONSIBILITIES (Collective) 5 weeks FOCUS QUESTION # 1: What is the impact of individual good stewardship on the cultural and</p>

		parades?	<i>national environment?</i>
	<ul style="list-style-type: none"> • Jamaica's performance in the Olympic Games • Examples of excellence by our Olympians • Feel Good all over: exploration of feelings about Jamaica's performance in the Olympic Games • Attributes of Jamaican Olympians worthy of emulation • Characteristics displayed by Jamaicans in competing in the international sporting arena Specific Olympians: An inspiration? <p>CASE STUDY: THE OLYMPICS</p>	<ul style="list-style-type: none"> • Analyze Caribbean festivals • Make connections between the characters in the festivals and Caribbean identity 	<ul style="list-style-type: none"> • Impact: Good cultural and natural environmental practices in Jamaica • Personal/ school- level (e.g. 4H clubs/ community- level) involvement in environmental cause Natural environmental hazards/ consequences linked to specific national economic activities
	<p>UNIT 3: GROUP CULTURE AND HERITAGE 4 weeks FOCUS QUESTION # 1: How does the contribution of individual cultures enrich the Olympics?</p>	<p>UNIT 3: CULTURAL RETENTIONS IN CIVIC RITUALS AND CELEBRATIONS 3 weeks FOCUS QUESTION #1: What is cultural retention and how</p>	

		does it shape our belief system?	
	<ul style="list-style-type: none"> • Select groups in the Olympics identified with particular performances e.g. Cubans at jumping events, Finns at javelin throw, Kenyans at distance running etc. • Attributes exemplified in the performance of each identified • Distinctive cultures displayed at the Olympics • Cultural diversity and the contribution of various cultures of the world in sports 	<ul style="list-style-type: none"> • What is cultural retention? • Evidences of cultural retention in the Jamaica and Caribbean? <p>Contributions to cultural retentions and their impact on value/attitude development</p>	

About the Unit

In this unit, students will explore Jamaica's contribution to the world through participation in the international sporting arena for example football, cricket, track and field events. They will participate in activities that will engender a sense of self and loyalty to the values and virtues of "good" citizenship that contribute to a positive profile of themselves and their country. They will draw upon the specific contributions of different individuals, including themselves. The quote from Marcus Garvey and other inspirational ones as well as the signature song should be used in this Unit to help students affirm their characteristics and behaviours that have positive effect on others and their country on a whole. They will review a personal life symbol they have been considering or have used previously to determine its suitability for their profile that was determined through reflections and other sources of information gathering.

Theme: Cultural Identity and Heritage

Core Values: Resilience, Optimism, 'Good' Sportsmanship (respect, empathy, loyalty, interdependence, appreciation, observation of laws and rules)

The National Symbol(s): The Jamaica Coat of Arms & the Jamaica National Flag

Quote: "With confidence, you have won before you have started." Rt. Excellent Marcus Garvey.

Possible Interpretation/s: The result is dependent on personal attitude / Success is influenced by positive attitude towards our God-given abilities

Song: "Rise Up" - Theme song for Jamaica's 1998 World Cup campaign.

Prior Learning

Check that students can:

- Identify international sporting events in which Jamaica has participated.
- Identify some of Jamaica's sporting personalities.
- Explain key terms such as culture, heritage, symbols etc.

UNITS OF WORK GRADE 6 TERM 1 – 5 WEEKS

Focus Question 1: What has Jamaica contributed to the world through sports?

Attainment Target 1:

Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.




Theme: Cultural Identity and Heritage – Group Identity [1]

Objectives:

During their exploration of the theme for this Unit, students should be able to:

- Define the key terms and concepts: achievements, celebration, contribution, influence, Olympians, Olympic, values,

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

- resilience, group identity etc.
- Illustrate by means of a preferred Art Form, the relationship between the:
 - (a) Inspirational quote/s and the signature/theme song
 - (b) Specified core values/ civic virtues and participation in leisure activities in groups
- Examine the behaviours of Olympians that show their attitude towards given national symbol/s during group interactions and sporting events
- Investigate significant achievements by Jamaicans who participated in the Olympics
- Make observations of the celebratory activities and the values depicted across Jamaica during and after Olympic victories
- Discuss with examples, how Jamaica has contributed to group identity through sports (football, athletic, swimming teams etc.)
- Cite evidence of Jamaica's influence on a major international sporting activity (for example Track and Field).
- Express using ICTs in a creative manner, their admiration/appreciation of Jamaica's Olympians who have influenced feelings of devotion and love for country through their achievements
- Identify possible core values which guide the behaviours of Jamaica's Olympians as individuals and as a team

- Use lessons learned from examining Jamaica's contribution through sports to identify positive behaviours they would like to adopt as a part of the three (3) major life roles they are currently assuming
- Critique their [personal] life symbol in light of the factors that led to its features and the image of self it portrays

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria									
<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the meaning of the Unit's quote to include their agreement or disagreement with its message and why • Sing signature song using musical techniques they have explored and share their thoughts and feelings about the song. • In groups, compare the meaning of any aspect of the inspirational quote/s with the signature/theme song using the table below: <p>Similarities and Differences between Signature Song and Inspirational Quote</p> <table border="1" data-bbox="191 1263 1121 1386"> <thead> <tr> <th>Inspirational Elements</th> <th>Similarities</th> <th>Differences</th> </tr> </thead> <tbody> <tr> <td>SONG</td> <td></td> <td></td> </tr> <tr> <td>QUOTE</td> <td></td> <td></td> </tr> </tbody> </table>	Inspirational Elements	Similarities	Differences	SONG			QUOTE			<p>Research/Inquiry Justify Analyze Make comparisons Collaborate Make presentations Provide feedback</p>	<p>Discussions should reflect adequate understanding of the Unit's quote and signature song. Comparisons made should satisfactorily identify areas of similarity and differences between the Unit's song and quote.</p>
Inspirational Elements	Similarities	Differences									
SONG											
QUOTE											

<p>Each group will share their summary table and respond to feedback from others. Information in the table should be used by each group to create an Art piece that shows related aspects of the quote and song. Each group will share/perform at the classroom level before an audience of their choice.</p> <p>Audience may be another class, a group of parents, a visiting teacher, club members etc.</p> <p>*Teacher invites students to reflect on the experience bearing in mind the attitudes and values they considered and should be demonstrating while they assume the major CORE LIFE ROLES</p> <ul style="list-style-type: none"> • In groups, students will conduct research into the achievements of Jamaicans in the 1948, 2004, 2008, 2012 and 2016 Olympic Games. Each group should select one of the following forms of presentation to share their findings and conclusions: <ul style="list-style-type: none"> ○ Poster ○ Collage ○ Power-Point ○ Video Presentation • Investigate how people feel and celebrate Jamaica's victories in the Olympic Games in their community and country. Use the findings to: <ul style="list-style-type: none"> ○ Role-play the celebration of Jamaica's victory at the Olympic Games depicting positive emotions and core values, for example – 	<p>Civic/national pride Conduct research Make presentation</p> <p>Conduct interviews Role play Research Evaluate information National pride Appreciation</p>	<p>Presentation form chosen should clearly reflect adequate and accurate information on the achievements of selected Jamaicans</p> <p>Role play/ vox pop should effectively demonstrate the kinds of celebrations by Jamaicans and the associated emotions</p>
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<p>Discuss how this song may have motivated the Jamaican World Cup team</p> <ul style="list-style-type: none"> Assess Usain Bolt's/Shelley-Ann Fraser Pryce's influence on Track and Field and illustrate through visual (cartoon) or poetic writing or a short story of at least two paragraphs how he helped to revolutionize the sport. Simulate a publishing house and produce a newspaper article on Jamaica's impact on the Olympic/Paralympics Games. The simulation should include workers who are guided by important values, for example respect for time, materials. Create a motivational bulletin board that includes poems, songs, art work on Jamaica's Olympians and Paralympians. This may be an electronic or non-electronic board. An alternative is a designated wall used as a display space. 	<p>Resilience</p> <p>Research Summarise information Creativity</p> <p>Creating Group Cohesion Determination Patriotism</p> <p>Creating Research Summarise information Motivate others</p>	<p>Creative piece should effectively communicate the specific contributions of Usain Bolt/ Shelly-Ann Fraser Pryce to Track and Field</p> <p>Newspaper articles must include core values which are common to Jamaican Olympians/ Paralympians</p> <p>The creative pieces (poem or song) should be original and reflect national unity, individual resilience and group cohesion</p>
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<ul style="list-style-type: none"> • Develop as a collaborative activity, a glossary of values being studied. • Examine the practice of wearing uniforms for events including sports and how teams are recognized/identified and treated. Use their experience from doing this task to make a journal entry on their behaviours that show respect/lack of respect for the uniforms they use for different situations. <p>Discuss reasons why some groups, including occupation/careers wear uniform and what is expected of them</p>	<p>Research Information Reflection</p> <p>Research Make journal entries Reflection</p>	<p>Glossary should adequately reflect the range of values emerging from the Unit lessons and sufficient reflection and research to arrive at suitable meanings</p> <p>Journal entries should depict adequate reflection on the role of uniforms and their personal response to uniforms</p> <p>Discussion should convey advantages of wearing uniforms (protection, identity, community/team spirit etc.)</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> • Explain with supporting examples how they contribute to our national identity as Jamaicans. • Investigate the achievements of Jamaica's Olympians to enhance their resilience and loyalty. • Role-play based on <i>drama related standards</i>, values depicted to show harmony as Jamaican's celebrate victories at international sporting events. • Identify the core values of Jamaica's Olympians (past and present). 		

- Identify cause and effect relationships in the success of Jamaica's athletes.
- Display appropriate behaviours in their interactions with others using agreed expectations
- Discuss the practice of wearing uniform and why this is important for some groups

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Videos may be used to highlight how people celebrate Jamaican victories at various local and international sporting events. Guiding questions may be provided to focus their attention. Example of question: How do athletes behave when National Anthems are played? • Without guiding questions, observations of the aspect/s of the video that students addressed should be used to engage them in discussion. They should be guided to examine aspects they overlooked that have implications for their development as young citizens of Jamaica. • Preparation for celebration should be examined from multiple angles to include attention to the physical environment as well as other aspects (social, emotional, aesthetics etc.) • Engage students in self and peer assessment as a part of their reflection on their experience and, observations. • Portfolio tasks require a set of criteria or rubric. Allow students to participate in the selection of the criteria or the designing of the rubric. 	<ul style="list-style-type: none"> • Students can ask their parents/grandparents about older persons who participated in international sporting events such as the Olympics, Special Olympics World Cup, Cricket, Football, Netball etc. • Students can research some professions (medicine, law, journalism, fashion designer, culinary arts, business etc.) that support the sports community and share their findings in a creative manner. • PORTFOLIO TASK <ul style="list-style-type: none"> ○ Invite students to take photographs of themselves in their school and PE uniforms and explain how these uniforms are linked to cultural identity and heritage. ○ They should use these photographs as artefacts for their portfolio to share their views on the following: <ul style="list-style-type: none"> ▪ The importance of the school uniform ▪ The image they convey about

	<p>themselves based on how they attire</p> <ul style="list-style-type: none"> ▪ The attitude of others toward their school because of their behaviours ○ They should also compose a song or write a poem on the values their school uniform could represent to other. Examples of values are: Resilience, Optimism, and 'Good' Sportsmanship. This should be shared with the class before being added to their portfolio. ○ Students should also create a symbol that depicts their private/public profile <p>Assessment Criteria for the task should be determined by students and teachers. Consideration should be given to their understanding of the task, the process used and the influence of the experience on their dispositions</p>
<p>Resources Textbook, computer and other digital devices and software. https://www.youtube.com/watch?v=wKATBONjFgM http://www.jamaicaobserver.com/news/jamaican-sporting-greats-over-the-years_106679?profile=1498 https://www.youtube.com/watch?v=p7D84xJIHj0</p>	<p>Key Vocabulary Sporting events, Olympian, Olympics, Paralympics achievement, influence, values, contribution, celebration, and resilience.</p>

Links to other subjects	
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Physical Education, Social Studies, Drama, Music,
Language Arts, Mathematics, ICT etc.

About the Unit

This Unit focuses on the place of Jamaica's performance at national and international sporting events as a symbol of cultural identity that engenders positive emotions. The students will develop an understanding of the ways in which the abilities of the nation's people, as seen in an international forum, impact how they see themselves and others.

Theme: Cultural Identity and Heritage

Core Values: Diligence, Resilience, Optimism & 'Good' Sportsmanship (respect, empathy, loyalty, interdependence, appreciation, observation of laws and rules)

The National Symbol(s): The Jamaica Coat of Arms & the Jamaica National Flag

Quote: "I trust that you will so live today as to realize that you are masters of your own destiny, masters of your fate; if there is anything you want in this world, it is for you to strike out with confidence and faith in self and reach for it." Rt. Excellent Marcus Garvey.

Possible Interpretation: *Take personal ownership and responsibility to achieve goals with diligence and maintain a positive attitude towards self and work while showing resilience to any obstacle that question their God-Given talent and potential.*

Song: "You Can Get It If You Really Want" by James Chambers (Jimmy Cliff).

Prior Learning
 Check that students can:

- Explain the core values of Jamaica's sportsmen and women.
- State their contributions.

UNITS OF WORK GRADE 6 TERM 1 UNIT 2 (5 Weeks)

Focus Question 1: How has Jamaica's contribution to the world of sports inspired me?

Attainment Target 1:
 Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.

Theme: Culture Identity and Heritage – Promoting Positive Group Identity [2]

ICT Attainment Target(s)

- 🖥️ **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
- 🖥️ **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
- 🖥️ **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online

Objectives:

By the end of the unit, students should be able to:

- Define the key terms or concepts relating to the theme and focus question
- Prepare profile of Jamaican sportsmen and women in relation to the sport(s) that they have participated in.
- Select an athlete and investigate how his/her preparation for an international sporting event helped to build the person's character.
- Investigate Jamaica's entry into a variety of sporting events as an embodiment of the Jamaican spirit.

safety and ethical behaviour.

- Critically analyse the ways Jamaicans express their appreciation for the achievements of sportsmen and women at the local, regional and international levels.
- Assess Jamaica's contribution to the global sporting arena.
- Role play/Dramatize how sports teams promote a culture of excellence and positive national identity as Jamaicans
- Express appropriately any positive emotions they experience from observing respectful interactions and the positive self- image of people in the world of sports.
- Identify selected attributes seen in Jamaican athletes which are worth emulating.
- Practise expressing appreciation to team members who contributed positively to the team's identity

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> Be guided to use the brain storming technique to generate ideas that relate to key concepts they are unsure about. Sharing of ideas will follow and will be examined using dictionary or other relevant sources. Class will fine-tune the definitions and add to a glossary (electronic or non-electronic such as a Glossary Tree (for the latter, the soil may be used to indicate sources of information to refine the definitions. Each leaf should have a term written on it and the related definition in a 'callout' from it). For non-electronic model of the Glossary Tree model, the terms and definitions are written on paper and attached to the leaves. 	<p>Brainstorm for information Research Team-spirit Collaboration Share ideas</p>	<p>Relevance and accuracy of definition of terms Use of several credible sources of information</p>



Sources of Information

- Complete the table below (outside of class)

Table 1. Jamaicans who Participated in International Events

International Events	Year	Participant (s)
Boxing		
Cycling		
Diving		
Swimming		
Equestrian		
Gymnastics		
Netball		

<ul style="list-style-type: none"> • In groups students will conduct a research on a selected Jamaican athlete who has participated in an international sporting event. Research should include identifying character traits that were significant in achieving his/her success. • Each group will use research findings to complete a short biography of the athlete selected. The biography should include challenges faced and how these challenges were overcome in achieving success. Biography can be presented using an Art Form (poetry, song, visual, animated story etc.) • Students can watch 2004 200m heat in which Usain Bolt finished 5 in his first Olympics and discuss with peers how he was able to overcome the challenge this situation presented. 	<p>Research information Analyse information</p> <p>Create biography Personal responsibility Use creativity Collaborate</p> <p>Research Share information Perseverance Discipline Empathy</p>	<p>Information presented from research should be accurate</p> <p>Biography adequately shows several aspects (challenges and achievements) of the person's profile and not just an emphasis on one</p> <p>Discussion should effectively focus on the core values which the athlete demonstrated in his journey to success</p>
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<ul style="list-style-type: none"> • Create a poster with the heading, "Jamaica a Sporting Powerhouse" incorporating the sporting events Jamaicans have been participating in on the international scale. Reflect on how their posters make them feel as Jamaicans. • Watch excerpts from the movie 'Kool Runnings' as an example of preparing for competition and building wholesome character. Using the think-pair-share strategy students will think about one of the characters in the movie, how and why the character changes in the movie, share his/her thoughts with another student before sharing with the larger group/class. • Investigate how different groups celebrate and show appreciation to Jamaican athletes. (Create a table highlighting various sportsmen/sportswomen and the form of national recognition achieved). For example: Table x Athletes who 	<p>Poster designing Research Reflection Synthesize information Unity Patriotism/National Pride</p> <p>Character mapping Collecting information Sharing information Self-image Discipline Determination Resilience Teamwork</p> <p>Research information Appreciation Civic pride</p>	<p>Poster should reflect sporting areas Jamaica participates in on the international scale. Presentations should include a personal response to the achievements depicted on the poster</p> <p>Discussions should adequately map the character's development to include any changes noted in the character's journey</p> <p>Information researched should be accurately presented</p>
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received National Recognition

Sportsman/Sportswoman	National Recognition
Usain Bolt	Usain Bolt - Track
Merlene Otter	Merlene Ottey - High school
Leila Robinson	Leila Robinson - Courts

- Debate the moot 'Jamaica's Sporting Achievements on the International Stage helps to foster Positive Personal and National Identity'.
- Create a journal entry expressing their feeling watching a Jamaican sportsman or sportswoman successfully compete. Share aspects of their journal with their peers

CASE STUDY FOCUS: The Olympics

Debate moot
Research
Present information
Reflection

Make journal entries
Reflection
Express feelings
Share information
Civic pride
Appreciation

Arguments for the debate must be logical and correctly sequenced (Rubric can be used to assess the debate).

Journal entries should include correct use of concepts, expressed feelings, accurate account of events, lessons learned etc.

Learning Outcomes

Students will be able to:

- Explain how preparation builds character.
- Develop a logical argument to show how Jamaica's involvement in sports embodies the Jamaican spirit.
- Summarise how Jamaica's contribution to sports has led to fostering patriotism and valuing personal qualities and skills.
- Identify Jamaica's sporting heroes and heroines.

- Assess how Jamaica celebrates the accomplishments of Jamaican sporting personalities.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teacher must be reminded that the focus is not totally on the achievement, but the values that are depicted by the athletes and how they foster patriotism /national pride. 	<ul style="list-style-type: none"> • Identify outstanding performances from Caribbean athletes at the Olympic Games. Discuss their behaviours that show "good" sportsmanship. <p>PORTFOLIO TASK</p> <p>Students will work in groups to complete the task below. They will select artefacts from their participation in the task to add to their portfolio and to record the lessons learned.</p> <p>Task</p> <ol style="list-style-type: none"> Students examine the National Pledge (Jamaica) and identify sections that convey the Jamaican spirit. Students select one or two sporting events and relevant pictures and explain how participation in the event/s promotes the Jamaican spirit Students cite an example of a case in which they portrayed the Jamaican spirit and 'good' sportsmanship in one major CORE LIFE ROLE

	<p>ASSESSMENT CRITERIA TO BE USED FOR THE RUBRIC</p> <ul style="list-style-type: none"> • Evidence of understanding the task • Evidence of group learning • Evidence of proper use of key terms • Evidence of consideration to the values/attitudes required • Evidence of acknowledgement of information sources
<p>Resources Books/magazines, computer and other digital devices and software, photographs.</p> <p>https://www.youtube.com/watch?v=cSao4zzqHq</p> <p>https://joa.org.jm/</p> <p>https://www.youtube.com/watch?v=522vYcQQfcl</p>	<p>Key vocabulary Equestrian, gymnastics, values, attitudes, attributes, responsibility, discipline, perseverance, dedication, commitment, recognition, cooperation, participant.</p>
<p>Links to other subjects Physical Education, Social Studies, English Language, ICT.</p>	

About the Unit

In this unit, students will begin to be exposed to global citizenship through the interaction of different cultures at international sporting events. They will be immersed in learning activities which will build their awareness, tolerance of, and respect for different cultures from around the world. Students will recognize similarities and differences among cultures as well as the linkages and enrichment of their own culture. They will also be cognizant of the importance of global sporting events in maintaining unity and world peace.

Theme: Identity, Culture and Heritage

Core Values: Unity, Perseverance, 'Good' Sportsmanship,

The National Symbol(s): National Flag, Coat of Arms

Quote: "Beauty, virtue and goodness are the exclusive attributes of no one race." Rt. Excellent Marcus Garvey

Possible Interpretation: Every race has positive qualities/characteristics that have collective worth

Song: "One Love" by Bob Marley.

Prior Learning

Check that students:

- Be aware of some international sporting events
- Can name Jamaican sportsmen and women.
- Understand the difference between knowledge of an attitude and the demonstration of same attitude
- Know how to conduct themselves appropriately in given situations

UNITS OF WORK GRADE 6 TERM 1, UNIT 3 (4 Weeks)

Focus Question 1: How does the contribution of individual cultures enrich the Olympics?

Attainment Target 2:

Demonstrate an understanding and appreciation of self, heritage and culture and how these contribute to a positive self-image and respectful interaction with others.




Theme Identity, Culture and Heritage – Group Culture and Heritage.

Objectives

By the end of the unit, students should be able to:

- Define the key terms and concepts: ceremony, exhibition, respect, fair-play, international, Olympic Games, sportsmanship, World Cup.

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

- Extract guiding principles from the Olympic Creed and Motto that they will commit to observe in the roles they will assume.
- Demonstrate sportsman-like behaviour after examining examples of sportsmanship exhibited by sportsmen and women at international sporting events and discuss the merits of their actions.
- Critique the core values of rules/laws governing a sport in which Jamaica participates at the international level.
- Share reasons for demonstrating respect for different cultures based on information obtained from careful observations of opening ceremonies of international sporting events.
- Discuss key characteristics of a global citizen (respect and tolerance of different cultures).
- Analyze the role of international sporting events in promoting interaction among the peoples of the world and enrichment of cultures and promotion of unity and world peace.
- Illustrate some contributions of sports to national identity and cultural heritage

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> In groups, design a Word Meaning Game for a set of terms taken from the objectives. Games are then exchanged and played based on the rules. Groups will give feedback to others groups about the usefulness of the game in helping them to understand terms in a fun way. <p>Teacher will observe and provide feedback as well as guide students in checking the appropriateness of the meanings they derived for the terms.</p> <p>Complete a checklist on sportsmanship and discuss the behaviours on the checklist that they displayed during the game and why.</p> <ul style="list-style-type: none"> Analyse the Olympic Creed, Motto and objectives of the Olympic Games and use music, drama or visual arts to show how these are relevant to sporting or academic pursuit. Examine features of good sportsmanship (by watching video clips of the Olympics or citing examples) and then demonstrate sportsmanship through dramatic pieces. Write a reflective piece (1-3 paragraphs) in their journal on the merits of sportsmanship. Include how these skills/ attributes may be transferred to bring successful outcomes in various other disciplines e.g. business, academics 	<p>Research information Design game Creativity Analyze Provide feedback Collaboration Perseverance Integrity Strength of character</p> <p>Dramatizing Perseverance Unity Strength of Character Sportsmanship</p>	<p>Unit concepts accurately defined. Games are effective in conveying understanding of concepts</p> <p>Dramatic piece, musical item or art work must reflect values such as hard work, perseverance, unity, strength of character.</p> <p>Reflective piece should include 1-3 paragraphs and relate at least 2 merits of good sportsmanship. Pieces should include the relevance of these attributes to other disciplines.</p>

	<p>Comparing Contrasting Dramatize Reflect Make journal entries Self-Discipline Respect Integrity</p> <p>Listen/observe for information Role play Respect Tolerance Appreciation National pride Collaborate</p>	<p>Role Play should reflect the diverse culture of the participating countries</p> <p>Discussions and debate should reflect factual information about the importance of rules to the named Sports</p> <p>Character map should reflect qualities such as responsibility, courtesy, respect for different culture, rule keeping etc.</p>
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<ul style="list-style-type: none"> • Watch video clips or have resource person(s) share their experience at the opening ceremony of international sporting events. Work in collaborative groups to role play (plan and execute) an opening ceremony for an international sporting event; they will identify the country hosting the games and describe aspects of culture on display. 	<p>Collaboration Listening/ Viewing for information Role Play Research Cultural awareness</p>	<p>Adequate research evident in accuracy of culture depicted. Collaborative work is evident.</p>
<ul style="list-style-type: none"> • Watch a video clip or read article depicting rules of a particular sport. In groups students will focus on the relevance of rules to that sport and the core values they aim to promote. They will also watch an international sporting event to determine observation of rules, compare and contrast through a debate the importance of these rules. 	<p>Research Collaborate Debate Compare/ contrast Trustworthiness Responsibility Courtesy Decency Diversity Conscientiousness</p>	<p>Arguments used in debate are logical and reflect adequate use of supporting evidence.</p>
<ul style="list-style-type: none"> • Conduct research to create a character map of a global citizen and write a blog using word processing software to highlight the qualities that he/she possesses. The blog should include safe and legal use of the digital tools. 	<p>Research Create a blog Collaborate Unity/Harmony Patriotism</p>	<p>Blog indicates adequate research on a global citizen with specific references to qualities of the person being studied.</p>

<ul style="list-style-type: none"> Write an essay/ song/short story with the title "International Sporting Events Promote Unity and World Peace." <p>The criteria for assessing the essay/ song/short story should be generated by students with the guidance of teacher.</p> <ul style="list-style-type: none"> Work collaboratively to create a cultural exhibition highlighting cultures from different host countries. Focus should be given to core values as depicted through the cultural art forms e.g. music, dance Reflect on behaviours that show willingness to participate in school activities and to represent their school or community through a journal entry or a podcast 	<p>Creativity Express opinions Develop evaluation checklist Writing</p> <p>Promote unity Promote peace Creativity Collaborate Research</p> <p>Reflect Make journal entries/ podcast</p>	<p>The written product should include 1-3 paragraphs outlining how international sporting events promote unity and world peace. Students should cite relevant examples where necessary.</p> <p>The Cultural Exhibition should reflect at least three aspects of culture e.g. dress, music, dancing, types of jobs/ occupations etc. Traditional sports indicated as part of culture Association made between particular sports and individuals/groups/nations.</p> <p>Appropriate attitudes / values/ behaviours associated with Sports/ school activities highlighted</p>
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<ul style="list-style-type: none"> Students design and play games that illustrate how sports can be used to identify individuals/groups/nations. Discussion on the use of leisure time for preferred games. 	Design games Creativity Research Express ideas	Games reflect identification of individuals/groups/nations customary sporting events and use of leisure time considered
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Interpret how the values and attitudes enforced in Sports can be applied to academic pursuits and other areas of school life. Develop logical argument highlighting the importance of good sportsmanship. Identify the core values which are promoted by rules. Distinguish between different cultures at an International Opening Ceremony. Draw conclusions about the characteristics of global citizens. Analyse how international sporting events promote culture, observation of rules, unity and world peace.

Points to Note	Extended Learning
<ul style="list-style-type: none"> International games such as the Olympic Games are held as a way of promoting good relations and tolerance among different races, cultures, nationalities and religions across the globe. This is seen for example in the meaning of the symbol on the Olympic Flag. The opening ceremony of the games is considered a spectacle by many since it features various displays of cultural activities and music, meant to unite people. Attention should be given to Special Olympics as a means of promoting values such as 	<ul style="list-style-type: none"> Students can visit the International Olympic Association website to research the contribution of international sports to different cultures, the promotion of positive attitudes and the building of the economy. Website: https://www.olympic.org/the-ioc Students can research Special Olympics and Jamaica's participation using the theme <p>PORTFOLIO TASK</p> <ul style="list-style-type: none"> In groups, compare two of the rules of one of the sporting organizations listed below with the

<p>inclusivity, perseverance, respect for human differences etc.</p> <ul style="list-style-type: none"> • The role of sports as an aspect of cultural heritage, collaboration of workers, and national identity 	<p>Olympic Creed and Motto and identify similarities in behaviours expected of athletes:</p> <ul style="list-style-type: none"> ○ World Anti-Doping Agency (WADA) ○ Federation of International Football Association (FIFA) ○ International Association of Athletics Federations (IAAF) <p>The table below should be used as an example of how to record the findings</p> <p>Table x. Behaviours that are Promoted by International Sporting Organizations</p> <table border="1" data-bbox="989 659 1879 850"> <thead> <tr> <th data-bbox="989 659 1283 769">EXAMPLE OF RULES OF FIFA CHOSEN</th> <th data-bbox="1283 659 1577 769">OLYMPIC CREED & MOTTO</th> <th data-bbox="1577 659 1879 769">EXAMPLE OF BEHAVIOURS EXPECTED</th> </tr> </thead> <tbody> <tr> <td data-bbox="989 769 1283 850"></td> <td data-bbox="1283 769 1577 850"></td> <td data-bbox="1577 769 1879 850"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Explain why they would be seen as a 'good' sports ambassador for their school or country based on the following: <ul style="list-style-type: none"> ○ Interactions with persons from diverse cultures and professions ○ Promoting peace and unity ○ Fair Play 	EXAMPLE OF RULES OF FIFA CHOSEN	OLYMPIC CREED & MOTTO	EXAMPLE OF BEHAVIOURS EXPECTED			
EXAMPLE OF RULES OF FIFA CHOSEN	OLYMPIC CREED & MOTTO	EXAMPLE OF BEHAVIOURS EXPECTED					
<p>Resources Electronic and other digital devices, software, video clips, photographs, Resource persons. https://www.olympic.org/the-ioc https://joa.org.jm/</p>	<p>Key Vocabulary Sportsmanship, exhibition, international, ceremony, fair play, Olympic Games, World Cup.</p>						

Links to other subjects Drama, Music, Visual Arts, Language Arts, Physical Education, ICT.	

GRADE 6, TERM 2 UNIT 1

About the Unit

In this unit, students will investigate Caribbean festivals overseas in terms of their origins and purpose. They will learn to describe the various activities that take place at these festivals and assess their roles in the lives of the people. The students will also learn to draw conclusions about the reasons these festivals are still celebrated today although there have been national developments that have led to numerous changes.

Theme: Symbols, Rituals and Celebrations

Core Values: Respect, Tolerance, Interdependence, Cohesiveness, Patriotism,

The National Symbol(s): The National Flag – Jamaica, National Bird, National Fruit, National Flower

Quote: “A people without the knowledge of their past history, origin and culture is like a tree without roots.” Rt. Excellent Marcus Garvey.

Possible Interpretation:

Song: This Long Time Gal Mi Neva See You by Louise Bennett


Prior Learning

Check that students are able to:

- Fluently use essential vocabulary e.g. festival, Caribbean
- Identify different Caribbean festivals.

UNITS OF WORK GRADE 6 TERM 2, UNIT 1 (5 Weeks)

Focus Question 1: What is the origin and purpose of Caribbean festivals?	
<p>Attainment Target 2: Understand the significance of, and show respect for symbols, civic rituals and celebrations.</p> <p>Theme: Symbols, Rituals and Celebrations [1]</p>	<p>Objectives By the end of the unit, students should be able to:</p> <ul style="list-style-type: none"> • Define the key terms and concepts: culture, choreograph, diaspora, erosion, origin, panorama, retention. • Investigate the origins of Caribbean festivals • Argue for or against the purpose of Caribbean festivals. • Describe various activities at these festivals • Assess the influence of Caribbean
<p>ICT Attainment Target(s)</p> <ul style="list-style-type: none"> 🖥️ RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – use technology to develop a logical process for decision making and problem solving. 🖥️ DESIGNING AND PRODUCING – use technology to design and produce multimedia presentations to 	

<p>demonstrate their creative thinking.</p> <p> DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.</p>	<p>festivals in people's lives</p> <ul style="list-style-type: none"> • Draw conclusion for the retention of Caribbean festivals • Compare the meaning of a symbol for a Caribbean festival with the meaning of the stated National Symbols for Jamaica • Illustrate how cultural heritage that pertains to the role of different disciplines/subject areas is portrayed through Caribbean Festivals • Recommend behavioural indicators for selected values • Demonstrate values that Caribbean festivals tend to promote
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Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Conduct research to create a table or diagram showing the major Caribbean festivals – when, where and how they are celebrated and their purpose. • Demonstrate through role-play, the various activities that are done at these festivals, how they are done 	<p>Research Synthesize information Citizenship</p>	<p>Check that the table/ diagram accurately provides the requested information on each festival</p>

<p>and the values they portray OR Create a panorama depicting the various activities at these festivals and the skills used and the values/ attitudes being encouraged.</p> <p>Discuss the kinds of behaviours that are deemed inappropriate for national festivals.</p> <ul style="list-style-type: none"> Plan and conduct interviews with persons who have organized/participated in these festival activities locally to ascertain the impact of these festivals in the individual's life. Prepare the interview tool/s and present it to the teacher before conducting the interviews. If allowed by interviewee, video recording of the interview may be done. Different resources or data presentation tools should be used to share their findings with the class. These may be video, poster, Power Point; tables etc. Design a comic strip, poetic piece or game depicting reasons for the retention of these festivals. 	<p>Research Role play Synthesize information Create panorama Creativity Tolerance Respect Cohesiveness Patriotism Interdependence</p> <p>Create interview schedules Conduct interviews Present information Respect Appreciation</p> <p>Research Use creative art form Creativity Synthesis</p>	<p>Role-play must include at least three activities done at these festivals and related skills Expected behaviours should be included and with the resulting values they encourage</p> <p>Interviews should effectively demonstrate taking turns, listening as ways of showing respect during interactions. Information should be based on facts</p> <p>Information accurately depicted through the creative form of choice. Consider reasons that relate to</p>
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<ul style="list-style-type: none"> • Debate the moot "Retention of Caribbean festivals reduces the erosion of Caribbean culture" • Discuss using examples, how cultural heritage is depicted in the major Core Life Roles they assume. Using the role – Study and Work, students simulate a mini festival to show how the disciplines/subject areas done at school aid in the preparation for the festival. • Groups research celebration of Independence for a given Caribbean country to include: <ul style="list-style-type: none"> ○ Civic and/or religious rituals performed ○ The significance of national symbols as a part of the celebration ○ Examples of behaviours that 	<p>Appreciation</p> <p>Debating/Persuasive Speaking Research Appreciation Respect</p> <p>Creativity Simulate experiences Make connections Communicate ideas Collaboration Respect</p> <p>Research Collaborate Present information Compare/ Contrast information Patriotism Respect</p>	<p>the following: Identity, Religion, Art Forms, Interest, Ethics/Morality</p> <p>Moot adequately researched and arguments logically developed and presented Adequate respect demonstrated for perspectives demonstrated</p> <p>Link between life role(s) and culture adequately made Role of subject areas effectively explored in relation to their contribution to festivals as a part of culture</p> <p>Research data and displays adequately depicts: relevance, appropriate use of terms/values Statistical information provided</p> <p>Validating/affirming group members</p>
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<p>are indicators of the stated Core Values for this Unit (tolerance, respect, cohesiveness, patriotism etc.)</p> <p>Each group should then mount a display of their findings. The class will report on the contributions of group members in positive ways to affirm each other. They will also examine displays to identify similarities and differences in this type of festival. Popularity of particular activities/practices should be noted and illustrated graphically.</p> <ul style="list-style-type: none"> • Students should make journal entries after engaging in activities. Criteria for entries should be discussed with class and agreed on. Voting on the set of criteria may be done. At a time considered suitable, entries should be examined using a class generated checklist. Students should be invited to share something they consider important from their journal. Safety in self-disclosure is a requirement for sharing. Teacher and students reflect together on tasks and experiences. 	<p>Reflection</p> <p>Make journal entries</p> <p>Share information</p> <p>Respect</p> <p>Tolerance</p> <p>Confidence</p>	<p>Journaling: Satisfactory participation in criteria setting process, observation of criteria and sharing requirements. Criteria should be informed by objectives/purpose.</p>
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • State the origin of Caribbean festivals. • Explain why Caribbean festivals are celebrated. • Distinguish between the various activities that are done at these festivals. • Develop logical arguments highlighting the importance of Caribbean festivals in people's lives. • Share experiences that lead to feelings of gratification from associating with the Jamaican/national identity. • Recognize ease or challenges encountered behaving appropriately in different situations 		

Points to Note	Extended Learning
<ul style="list-style-type: none"> • The Caribbean's carnivals have several common themes, many originating from Trinidad and Tobago Carnival. These are based on folklore, culture, religion, and tradition (thus relating to the <i>European</i> use of the word, not amusement rides, as the word "carnival" is often used to mean in American English. Carnival tradition is based on a number of disciplines including: "Playing Mas"/masquerade; calypso music and crowning a Calypso King or Monarch; Panorama (steel band competition); J'ouvert morning; and a number of other traditions. • Students are to be guided to use journal as more than a record of experience. Teacher should demonstrate dispositions expected of students as a way of providing positive examples. This includes 	<p>Journal entry can be made on the role of Caribbean Festival in today's society in terms of:</p> <ol style="list-style-type: none"> a) Promoting in them respect for symbols and civic rituals b) Helping them to know more about their culture and practices they have adopted c) Contributing to development d) Others. <p>Students may be allowed to focus on one or more of the above based on their interest and/or ability.</p>

validating their contributions and affirming behaviours that convey acceptable behaviours/standards	
<p>Resources Computer, projector and other digital devices and software, photographs</p> <p>https://www.youtube.com/watch?v=ULZfg0SeYdU</p>	<p>Key Vocabulary Diaspora, retention, origin, panorama, choreograph, erosion, culture.</p>
<p>Links to other subjects Social Studies, Language Arts, Visual Arts, ICT, RE, Drama, Mathematics (statistics)</p>	

About the Unit

This Unit seeks to emphasize our identity as being uniquely Caribbean. Our concept of self is based on our cultural heritage, which is based on the festival activities and the characters who have originated from our colonial and ancestral past. Students will become cognizant of the different festivals celebrated in the Caribbean and the rationale for the individual characters which emerge in our festival celebrations. The place of appropriate values and attitudes will be given emphasis as students experience validation and affirmation from their peers and teachers.

Theme: Symbols, Rituals and Celebrations

Core Values: Identity, belonging, harmony, national pride, national identity, unity, respect for others/mutual respect

Symbol(s): Festival Characters e.g. Jonkunu characters

Quote: “Always try to associate with people from whom you can learn something. All the knowledge that you want is in the world, and all you have to do is go and seek it.” Rt. Excellent Marcus Garvey.

Possible Interpretation: A thirst for knowledge is being encouraged and a warning against negative associations who do not enrich our lives.

Song: The teacher may choose an appropriate song aligned to the unit's theme

Prior Learning

Check that students:

- Know different festival parades in the Caribbean.

UNITS OF WORK GRADE 6 TERM 2, UNIT 2 (3 Weeks)

Focus Question 1: How is our identity reflected through characters in festival parades?	
Attainment Target 2: Understand the significance of and show respect for symbols, rituals and celebrations Theme: Symbols, Rituals and Celebrations [2]	Objectives: By the end of the unit, students should be able to: <ul style="list-style-type: none">• Define the key terms and concepts: diaspora, festival, Jonkunnu, parade, carnival, celebration, costume.• Cite evidences of identity in the different types of festival parades held in the Caribbean.• Draw conclusion about the significance of names and attributes given to characters in Caribbean festivals.• Deduce that Caribbean festivals and parades promote Caribbean identity.• Justify how characters in festivals reflect our identity as Caribbean people.• Demonstrate an appreciation for the aspects of their cultural identity which
ICT Attainment Target(s): <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.	

makes them uniquely Caribbean.

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> Watch video and identify different characters portrayed in different festivals. Discuss the distinct features of each character which make them uniquely Caribbean. Design costumes and participate in a mock festival celebration at a school event. Reflect on the experience comparing their adaptation of the characters with the ones observed in live festival celebrations Groups will be given pictures of different characters from Caribbean festivals. They will research the history behind the 	<p>Discussing Listen/observe for information Draw inferences Belonging National pride National identity</p> <p>Create costumes Role play Reflect Make comparisons Patriotism Solidarity Camaraderie</p> <p>Research Make connections/ associations</p>	<p>Distinct costume designs to include colours, head dress, materials used as well as characteristic behaviours and attitudes portrayed by the characters are satisfactorily identified and discussed</p> <p>Costumes comparatively designed to mirror those used in festivals. Adequate comparisons made in relation to how well they portrayed the spirit of the character (Costumes can be made from waste material and should be worn over their uniform)</p> <p>Discussion reflects depth of research in identifying the meaningfulness of character</p>

<p>names of the characters and say how the names as well as the characters' unique characteristics promote Caribbean identity.</p> <ul style="list-style-type: none"> Imagine that they now live overseas and just participated in a Caribbean festival overseas. Write a letter of appreciation to the organizers highlighting the importance of such an event and the impact this aspect of their culture had on helping them to feel Caribbean 	<p>Patriotism Industry Confidence National pride</p> <p>Write letter of appreciation Express opinions Unity Solidarity Respect for others/mutual National pride Caribbean identity</p>	<p>names and character profile to Caribbean identity</p> <p>Letters effectively communicate the students' appreciation for an aspect of cultural identity which helps them feel uniquely Caribbean</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how Caribbean identity is reflected in different festivals. Justify how characters in different festivals got their names. Suggest ways in which Caribbean festivals held overseas promote Caribbean identity. Specify how characters in festivals reflect our identity as Caribbean people. 		

Points to Note	Extended Learning
<p>Resources Computer, projector, digital and other electronic devices, video, pictures, scrap material, glue/tape/paints.</p> <p>https://www.youtube.com/watch?v=kiz0k1kD0gM</p>	<p>Key vocabulary Diaspora, festival, Jonkunnu, parade, carnival, celebration, costume.</p>
<p>Links to other subjects Social Studies, Visual Arts, Drama, Language Arts, Resource & Technology, ICT.</p>	

GRADE 6, TERM 2 UNIT 3

About the Unit

In this unit, students will learn about cultural retentions. They will learn to identify and describe the various cultural retentions in Jamaica and the Caribbean. They will also be sensitized in discovering how these aspects of culture assist in shaping their values and attitudes. Students will also learn about individuals/ organizations that have made significant contributions in this area and by extension they will identify practical ways to contribute to the retention of the Jamaican culture.

Theme: Symbols, Rituals and Celebrations

Core Values: National pride, Unity, Identity, Positive self-image, Cooperating, Patriotism, Honour, Determination, Effective leadership

The National Symbol(s): The National Flag, The National Fruit, The Coat of Arms

Quote: "Create your own titles, symbols, uniforms, ceremonies and rituals, based on those things which uplift, ennoble, refresh and dignify your humanity and which glorify your achievements." Rt. Excellent Marcus Garvey.

Possible Interpretation: That which uplifts and inspires you should be used as sources of innovation and creativity.

Song: "African Pride" by Buju Banton.

Prior Learning

Check that students can:

- Define culture
- Describe different festivals.




UNITS OF WORK GRADE 6 TERM 2, UNIT 3 (3 Weeks)

Focus Question 1: What is cultural retention and how does it help to shape our belief system?

Attainment Target 2: Understand the significance of, and show respect for symbols, rituals and celebrations

Theme: Symbols, Rituals and Celebrations

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Objectives:

By the end of the unit, students should be able to:

- Define the key terms and concepts: cultural retention, attitudes, beliefs, poverty, values.
- Cite evidences of cultural retention.
- Identify aspects of common threads in ritual activities in the Caribbean, which may be regarded as cultural retention.
- Investigate ways in which individuals contribute to cultural retention.
- Differentiate among values, beliefs and attitudes.
- Assess the role of cultural retention in shaping our values, belief and attitudes.
- Develop an appreciation for Jamaican proverbs as an element of cultural retention.

Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> Listen to a short story or song and identify the meaning of cultural retention. Discuss and distinguish the meaning of key terms such as values, attitudes and beliefs. Arrange a list of events in their lives according to priority, e.g. <ul style="list-style-type: none"> Family Safety Eternal life Justice National pride Discipline Trust Happiness Discuss the reasons for the priorities. Infer how their belief systems influenced their priorities. Role-play aspects of Jamaica's belief system and the impact on our daily lives. 	<p>Listen for information Derive meaning</p> <p>Cultural awareness Comparing Contrasting Safety Justice National pride Discipline Trust Happiness Making inference</p> <p>Role play Research Synthesise Respect Honesty Industry</p>	<p>The terms cultural retention, values, attitudes and beliefs should be defined and appropriately used in a complete sentence.</p> <p>Role-play should clearly depict belief systems and demonstrate its influence on daily choices.</p>

<ul style="list-style-type: none"> • Observe video clippings of aspects of Caribbean culture and identify common threads of cultural retention among them. Create a collage depicting aspects of cultural retention that are unique to different Caribbean islands. • Interview an elderly member of their community as a means of collecting information to create a glossary of Jamaican proverbs and their meanings. Discuss positive values/ beliefs transmitted by these proverbs and possible benefits of retaining this aspect of our culture. 	<p>Observe for information Creativity Synthesis Comparison National pride Unity Identity</p> <p>Conduct interviews Summarise information Create glossary Express opinions Appreciation Respect</p>	<p>Areas of commonality identified must be inclusive of food, music dance, clothing, religion... Collage should adequately reflect the uniqueness of each island depicted</p> <p>List of proverbs should be a reflection of authentic Jamaican proverb. Logical meanings attributed to each proverb. Discussion adequately references how this aspect of our culture promotes the development of positive values/ attitudes</p>
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<ul style="list-style-type: none"> • Conduct research on prominent individuals/ organizations that contribute to cultural retention e.g. Miss Lou, local media. Create informative class displays about their contribution • In groups display one aspect of cultural retention using the Creative Arts. e.g. Dancing, Storytelling, Music and Poetry. Discuss the impact of retaining each cultural aspect displayed. 	<p>Research information Mount displays Synthesis Creativity Appreciation National pride</p> <p>Research Positive self-image Cooperating Patriotism Honour Determination Effective leadership</p>	<p>Displays effectively depict the specific contributions of the individuals/ organization</p> <p>Creative pieces should depict clear aspects of cultural retention.</p>
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Learning Outcomes

- Write in their own words, the meaning of 'cultural retention'; in a complete sentence, provide examples of how cultural retention is displayed in the Caribbean.
- Draw conclusion on how cultural retention is achieved in the Caribbean.
- Apply the meaning of Jamaican proverbs in a sentence.
- State ways in which individuals contribute to cultural retention.
- Appropriately apply the concepts of values, beliefs and attitudes.
- Cite evidence of how cultural retention shapes our values, beliefs and attitudes.

Points to Note	Extended Learning
<ul style="list-style-type: none"> • Teacher can prepare a brief survey to see the 	<ul style="list-style-type: none"> • Students can compare and contrast

<p>student's priorities in their belief system.</p> <ul style="list-style-type: none"> • Where students display deep seated negative beliefs the teacher may work with the Guidance Counsellor to treat with same. 	<p>aspects of culture.</p>
<p>Resources Computer, projector and other digital devices, video clip, cartridge paper, scissors, tape/glue Short story or song (designated by the teacher) https://www.youtube.com/watch?v=F7XF6jMsaP0 https://www.youtube.com/watch?v=WcQG3XfZMbc</p>	<p>Key vocabulary Belief, values, attitudes, proverbs.</p>
<p>Links to other subjects History, Language Arts, Social Studies, Drama, ICT, Visual Arts.</p>	

GRADE 6, TERM 3 UNIT 1

About the Unit

This Unit seeks to emphasize the need to exhibit good stewardship of the environment by inculcating positive values in caring for the environment. It explores international organizations which are actively working to reduce the level of pollution, destruction of the environment and waste of resources by emphasizing proper environmental practices.

Theme: Human Rights, Civic Responsibilities, Cultural and National Stewardship

Core Values: Caring, Cleanliness, Sustainability, National Pride, Responsibility, Cooperation, Environmental Stewardship

The National Symbol(s): The National Tree, The National Flower, The National Fruit

Quote: “Sooner or later, we will have to recognize that the earth has rights, too, to live without pollution. What mankind must know is that human beings cannot live without Mother Earth, but the planet can live without humans.” Evo Morales (2010)

Possible Interpretation: Forefronts the pivotal role the environment plays in sustaining humankind

Song: “Save our Planet” by Jimmy Cliff

Prior Learning

Check that students can:

- Explain the concept of the environment.

UNITS OF WORK GRADE 6 TERM 3, UNIT 1 (6 Weeks)

Focus Question 1: What are the reasons for specially designated cultural and natural environmental days on the calendar?




Focus Question 2: What are appropriate activities for marking selected days on the Calendar?

Attainment Target 3:

Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.

Theme: – Human Rights, Civic Responsibilities, Cultural and National Stewardship [The Environment]

ICT Attainment Target(s)

-  **COMMUNICATION AND COLLABORATION** - Use technology to communicate ideas, information and understandings for a variety of purposes.
-  **DESIGNING AND PRODUCING** – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.
-  **DIGITAL CITIZENSHIP** – Recognise the human, ethical, social, cultural and legal issues and implications

Objectives:

By the end of the unit, students should be able to:

- Explain the key terms and concepts: Mother Earth, organization, destruction.
- Develop appreciation in caring for "Mother Earth"
- Assess the role of the International organizations which protect the environment
- Cite evidence of the designated days for focus on the environment
- Propose and initiate ideas for environmental days
- Develop logical arguments as to why we need to protect Mother Earth

<p>surrounding the use of technology and practice online safety and ethical behaviour.</p>	<ul style="list-style-type: none"> • Establish cause and effect relationship in regard to the destruction of the environment. • Make a commitment to participate in activities that will protect the environment • Demonstrate effective leadership by organising activities that will serve to protect the environment at home, school in the community 	
Suggested Teaching and Learning Activities	Key Skills/Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> • Conduct research to find designated days on the Calendar, which focus on the Environment. Create a time line of environmental dates. • Watch a video and deduce the meaning of 'Mother Earth'. In groups, present why they think the designated days are important in caring for 'Mother Earth'. 	<p>Research Create timeline</p> <p>Deduce information Caring Collaborate Present information</p>	<p>Research should be presented in a timeline having all the environment dates on the Calendar</p> <p>Express in a sentence the meaning of 'Mother Earth'. Adequate justification provided for</p>

<ul style="list-style-type: none"> • In groups, generate ideas and initiate projects for different environmental days. For example, on June 5 the Grade six students can sensitize the school about World Environment Day and organize a school clean-up activity. • In groups, role-play environmental ambassadors of the different organizations explaining to the class the roles of these organizations. • Create a 'Save the Environment' poster depicting ways in which we can care for the environment. 	<p>Generating Ideas Initiating Cleanliness Sustainability</p> <p>Caring National Pride Responsibility Cooperation Presenting Environmental stewardship</p> <p>Creating Cleanliness Civic pride</p>	<p>designating special environment days</p> <p>Ideas and projects must be practical and realistic.</p> <p>Role-play should reflect the reason for the organization's existence.</p> <p>Poster should reflect students' creativity exhibiting a clear vision.</p>
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<ul style="list-style-type: none"> • Write a poem, song or jingle about caring for the environment. • Debate the moot 'Saving Mother Earth is Government's responsibility'. • Use technological devices to capture unique pictures of Mother Earth. Use the pictures to provide evidence of the environment being mistreated and in other cases the environment being properly cared for. Use the pictures to create a collage. • Practice separating plastics and paper from other forms of solid waste. Using collections for recycling purposes organise a display of the products and process (display may be physical or virtual and should include a commitment statement as an "Environment Steward" enhanced by their "Life Symbol"). 	<p>Patriotism Creating Writing Sensitivity Volunteerism Responsibility</p> <p>Patriotism Debating Writing Sensitivity Volunteerism Responsibility</p> <p>Use ICT tools Create collage Creativity Comparison/ contrast Responsibility</p> <p>Recycling Caring Creativity</p>	<p>Lyrics of the poem, song or jingle must speak directly to caring for the environment. Arguments for the debate should be factual and convincing.</p> <p>Collage should be authentic Jamaican pictures used to provide evidence of both care and lack of care for the environment Recycling practices</p>
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<ul style="list-style-type: none"> Identify an area of the physical environment at home, school or in the community that needs to be improved. Try to convince others to be a part of a team that will work to improve this area. Assign team members leadership roles and ask adults who are effective leaders to support them. Use team skills to remain on task until it's completed. 	<p>Effective leadership Creativity and innovation</p>	<p>are displayed when garbage is disposed of in the classroom (Three different receptacles must be provided). Safe areas for improvement identified.</p> <p>Proper management of material time and resources, safety practices, effective leadership in teams.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> Define the term "Mother Earth" in a complete sentence. Draw conclusion as to how different organizations protect the environment. Arrange the environmental dates in chronological order. Develop logical argument as to the reasons why we should protect the environment. Explain how man negatively affects the environment. Compare and contrast man's influence on the environment. Discuss the role of government and effective leadership in the protection/care of the environment. Discuss benefits of participating in activities that protect the environment. 		
<p>Points to Note</p>	<p>Extended Learning</p>	
<ul style="list-style-type: none"> Environmental stewardship is the responsibility of every person. 	<ul style="list-style-type: none"> The Environmental Club can be encouraged to start a recycling project. 	

<ul style="list-style-type: none"> • Encourage reflection on personal behaviours that show attitude towards the environment • Encourage transfer of competencies from other subject areas that address themes that relate to the environment • The role of co-curricular activities that protect the environment should be given emphasis • Life Symbol should be a visual representation of their profile as an Environment Steward • STEM projects should be treated as real-life problem solving process that yield products or process that are beneficial to family, school or community • Assessment Criteria for projects should be generated collaboratively. Projects should be based on Problem Solving Process (Engineering Design) and should be linked to appropriate values and attitudes that are portrayed during the process. • Areas selected for improvement should be safe, accessible and should be equipped with supporting resources. Guidance should be provided in regards to time management, tracking process and feed forward strategies based on positives attitudes. 	<p>at the school.</p> <ul style="list-style-type: none"> • Students engage in STEAM projects that are relevant to environmental protection. The Resource & Technology projects may be used as guides (See NSC R&T Guides).
<p>Resources Environmental brochures, pictures, scrap, glue/tape, scissors, technological devices and software.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=63aLrOkTN7c 	<p>Key vocabulary Mother Earth, organization, destruction.</p>
<p>Links to other subjects Social Studies, Geography and Environmental Studies, Creative Arts, ICT, Resource & Technology</p>	

About the Unit

This unit seeks to inculcate a positive change in the behaviour of students and teachers in relation to the role they play in caring for the environment. They will recognize the correlation between caring for the environment and national development. In this regard, it will foster civic pride and transform the way successive generations behave in caring for the environment.

Theme: Human Rights, Civic Responsibilities, Cultural and National Stewardship [The Environment]

Core Values: Caring, Cleanliness, Sustainability, National Pride, Responsibility, Cooperation, Environmental Stewardship

The National Symbol(s): The National Tree, The National Flower, The National Fruit

Quote: “Sooner or later, we will have to recognize that the earth has rights, too, to live without pollution. What mankind must know is that human beings cannot live without Mother Earth, but the planet can live without humans.” Evo Morales.

Possible Interpretation: Forefronts the pivotal role the environment plays in sustaining humankind

Song: “Save Our Planet” by Jimmy Cliff

Prior Learning

Check that students can:

- Identify natural hazards and how they affect Jamaica.
- Express their opinion about Jamaica's environment.

UNITS OF WORK GRADE 6 TERM 3, UNIT 2 (5 Weeks)

Focus Question 1: What is the impact of good individual stewardship on the cultural and national environment?	
<p>Attainment Target 3: Demonstrate an understanding and awareness of rights and responsibilities as citizens, and through this awareness, participate in effective leadership and governance and interact with the environment in a sustainable manner.</p> <p>Theme: Human Rights, Civic Responsibilities, Cultural and National Stewardship - Collective</p>	<p>Objectives: By the end of the unit, students will be able to:</p> <ul style="list-style-type: none">• Define the key terms and concepts: civic pride, environmental hazard, national development, rights, responsibility, environmental degradation, conservation, environmental stewardship.• Draw conclusions as to how personal actions and effective leadership make a difference to the protection of the environment.• Assess the impact of civic pride on good environmental practices in Jamaica.• Develop logical arguments as to how environmental hazards impact national economic activities.• Demonstrate willingness to get involved in environmental causes.
<p>ICT Attainment Target(s):</p> <ul style="list-style-type: none">🖥️ COMMUNICATION AND COLLABORATION - Use technology to communicate ideas, information and understandings for a variety of purposes.🖥️ DESIGNING AND PRODUCING – Use technology to design and produce multimedia presentations to demonstrate their creative thinking.🖥️ DIGITAL CITIZENSHIP – Recognise the human, ethical, social, cultural and legal issues and implications	

surrounding the use of technology and practice online safety and ethical behaviour.	<ul style="list-style-type: none"> Appreciate the importance of civic pride for national development.
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Suggested Teaching and Learning Activities	Key Skills / Values	Assessment Criteria
<p>Students will:</p> <ul style="list-style-type: none"> Watch video clip showing humans' negative impact on the environment. Brainstorm to identify the cause(s) of the problem and what behavioural changes are needed to address the environmental problem(s). Read article from 'Lack of civic pride everywhere' by Joan Harvey, or another similar document, identify the problems stated and say how those types of articles make them feel as a Jamaican. Write a letter to the editor explaining how we can develop civic pride for national development. The letter should suggest at least four ways to develop civic pride. 	<p>Brainstorming Responsibility National /Civic pride Discipline Harmony/Unity Environmental awareness/stewardship Sustainability</p> <p>Reading National/Civic Pride Environmental Awareness</p> <p>Write a letter Express ideas</p>	<p>The causes of the problem should be plausible and change should include practical solution to the problem at hand.</p> <p>Problems correctly identified. Feelings/emotions evoked by the article discussed and reasons for each feeling given.</p> <p>Letter adequately addresses four ways to develop civic pride</p>

<ul style="list-style-type: none"> • Role-play two scenarios of garbage being disposed of properly and improperly. Discuss the effect of each on the environment. 	<p>Volunteerism Cleanliness Caring Civic pride</p>	<p>Discussions should reflect both the negatives and positives of each action and the feelings they evoke from individual students.</p> <p>The paragraphs should express clear ideas, citing relevant examples of the impact of civic pride on the environment.</p> <p>Role-play should reflect at least four ways in which the environmental hazard affects the national economy – e.g. people not being able to go to work, loss of production, and destruction of roads...</p> <p>The poster must reflect a distinct comparison</p>
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<ul style="list-style-type: none"> Students will listen to the video "Dear Future Generations: Sorry" (https://www.youtube.com/watch?v=eRLJscAlk1M) They will record the negative ways in which people are destroying the earth. They will write two paragraphs explaining how civic pride can help to reduce the destruction of planet earth. Students will watch a news report UPDATE: FLOODING affects TRELAWNY, ST ANN & ST MARY (04/01/2018) Teach Dem. They will identify the environmental hazard. In groups, they will role-play how it affects Jamaica's national economic activities. (https://www.youtube.com/watch?v=tiCiKrt-G1A) Complete a 'then and now' poster to highlight the change they want to see in their school or community. 	<p>Listening Caring Showing compassion/empathy Sensitivity</p> <p>Environmental awareness Sustainability Civic pride Collective action/responsibility</p> <p>Create poster Creativity Behavioural change Environmental awareness Sustainability Civic pride Collective action/responsibility</p>	<p>highlighting an environmental change.</p> <p>The paragraphs should express clear ideas, citing relevant examples of the impact of civic pride on the environment.</p> <p>Role-play should reflect at least four ways in which the environmental hazard affects the national economy – e.g. people not being able to go to work, loss of production, and destruction of roads.</p> <p>The poster must reflect a distinct comparison highlighting an environmental change.</p>
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Learning Outcomes

Students will be able to:

- Share why getting involved in environmental activities is important.
- Explain why civic pride is important in national development.
- Justify how their personal and collective action can preserve the environment.
- Propose ways in which civic pride positively impacts environmental practices.
- Determine the impact of national hazards on national economic activities.
- Make changes to personal behaviours in relation to negative environmental practices.

Points to Note	Extended Learning
<ul style="list-style-type: none">• Students must say the Evo Morales quote and express in their own words what it means to them.• Use the lyrics of Jimmy Cliff's song on 'Save our Planet' to help students connect with the message. Through singing this song, students should be guided to reflect on their beliefs, behaviours and changes required. Point students in ways that are emotionally safe to how messages in songs are sometimes portraying stories about their lives.• Use learning outcomes listed to help students assess their development and to provide evidence of claims where applicable or necessary.• Climate change can be considered as an issue to be linked to caring for the environment.	<ul style="list-style-type: none">• Students can read newspaper articles, online articles, watch videos on the impact of natural hazards and their impact on the environment and determine the effect on economic activities• Students can interview adults about how they feel about current state of garbage in their community and how they think it can be addressed• Students can make journal entries based on objectives of their preference or ones recommended by the teacher
Resources Technological equipment and other digital devices, video	Key Vocabulary Civic pride, environmental hazard, national

<p>clip - "Dear Future Generations: Sorry" (https://www.youtube.com/watch?v=eRLJscAlk1M)</p> <p>Article: 'Lack of civic pride everywhere' by Joan Harvey http://hospitalityjamaica.com/letters.html</p> <p>News report UPDATE: FLOODING affects TRELAWNY, ST ANN & ST MARY (04 01 2018) Teach Dem. https://www.youtube.com/watch?v=tiCiKrt-G1A)</p>	<p>development, rights, responsibility, environmental degradation, conservation, environmental stewardship.</p>
<p>Links to other subjects Resources and Technology, Religious Education, Social Studies, Science, Language Arts, Drama, Visual Arts, ICT.</p>	

APPENDICES

Appendix 1

THE 5E MODEL

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.

The 5E Instructional Model



Figure 1. A version of the 5E model that conveys the role of evaluation as an interconnecting process that is at the core of the learning experience. Source <http://sciencetg.blogspot.com/>



Figure 2. The cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole. Source Texas Computer Education Association (TCEA)

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?

In 1987, 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.
- 6.

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

REFERENCES

Meegan, G. (2017). *The intellectual standards*. Retrieved from <https://theelementsofthought.org/the-intellectual-standards/>

The 5 E Model (n.d.). Retrieved from <http://tiny.cc/7ogijy>

The 5 E Model (n.d.). Retrieved from <http://tiny.cc/oogijy>

APPENDIX 2

ADAPTING THE NATIONAL STANDARDS CURRICULUM (NSC) FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

A Guide for Teachers and Parents

Students with mild intellectual disabilities, learning disabilities, sensory impairments or other disabilities who are served in the mainstream setting are taught using the [National Standards Curriculum](#) (NSC). These students may however require curricular modifications and accommodations in order to have equitable access to learning opportunities which will enable them to achieve their full potential.

Modifications and accommodations may seem like the same thing, but their meaning and application are quite different. A modification changes **what** a student is taught or expected to learn. An accommodation changes **how** a student learns the material.

Modifications may include altering the standard expectations for a course or assessment, as the student may not be able to learn all of the material, or particular parts of the material presented. In the classroom, modifications can include shortening assignments or providing texts that are easier to read.

Accommodations are alterations to the way tasks are presented or in how students show what they have learnt. Accommodations allow students with disabilities to complete the same classwork and assignments as their classmates while not

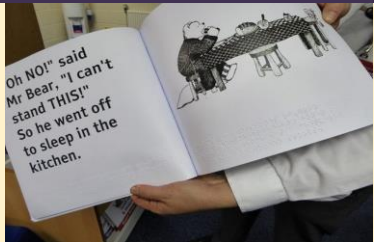
changing the content of the work or giving them an advantage over their peers. Accommodations allow students to access content and show what they know without being impacted by their disability.

Click the link below for more information regarding accommodations and modifications.

[Understanding Accommodations](#)

[Modifications vs Accommodations: Difference and Examples](#)

As a teacher or parent who is using the NSC to work with your child, you may need to provide one or more of the following accommodations or modifications.

Support Need	Possible Accommodations	Examples and Links for the Accommodation
<p>Student has difficulty seeing print</p>	<p>Large print textbooks/reading material</p>	

	<p>Text-to-Speech software on laptop or tablet (see links for lists of free software)</p> <p>Text to speech on Windows software (see links in next column)</p> <p>Use of magnifying equipment</p>	<p>10 Free Screen Readers For Blind Or Visually Impaired Users</p> <p>The best free text to speech software</p> <p>How to use text to speech (Voice Narrator) on windows 10</p> <p>How to Use Windows 10's Narrator to Read Your Screen Aloud</p> <p>Magnifying glass</p>
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	<p>Audio books on tape or online and e-books</p> <p>Allow for dictated responses i.e. let child answer out loud and parent writes down what he/she says</p>	<p>8 best audiobook apps you can use on your Android phone or tablet</p>
<p>Slow/difficulty processing</p>	<p>Additional time for assignments</p> <p>Concrete examples</p> <p>Personalized examples</p>	<p>Special Education Learning Tips for Visual Chunking Homework</p>

	<p>Chunk information into small pieces/ teach mini lessons</p>	
<p>Difficulty writing</p>	<p>Use an electronic device (tablet/laptop/smartphone) to type responses</p> <p>Dictate answers/voice type</p> <p>Additional time for assignments</p> <p>Reduce the amount of writing required for completing the assignment</p>	<p>Supporting Students With Dysgraphia</p>
<p>Difficulty staying on task/fidgety</p>		<p>Dear Teacher: Heartfelt Advice for Teachers from Students</p>

Create a study carrel around the child's desk using cardboard or any other material that prevents the child from seeing around them



A study carrel made out of a cardboard box could be decorated by the child

[What is a Calm Down Space?](#)

Space for movement or breaks

- Rest breaks
- Alternate between quiet and active time
- Quiet corner or room to calm down and relax when anxious







































- Use seats that are built to allow child to move around but still remain seated e.g. sitting on an exercise ball (see link for ideas on how you can create a low-cost sensory-friendly chair)

[6 Low-Cost Sensory-Friendly Chairs](#)



- Allow child to sit on a chair and keep feet on a block/brick under the desk or tie a band across the front legs of the chair for child to put feet

Memory challenges	<p>Review of directions</p> <p>Review previous material before teaching new material</p> <p>Use of mnemonics</p> <p>Have student restate information</p> <p>Use concrete examples</p>	<p>Down Syndrome Working Memory Game</p> <p>Visual and Spatial Memory with Child 35 (Early Math Collaborative at Erikson)</p> <p>What are mnemonics? Oxford Owl</p> <p>Repeating Patterns with Child 32 (Early Math Collaborative at Erikson)</p>

	<p>Present information visually and auditorily at the same time</p>			
<p>The need for routines</p>	<p>Visual schedules</p>	<p style="text-align: center;">Daily Schedule</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1 arrive at school </p> <p>2 check in </p> <p>3 reading </p> <p>4 writing </p> <p>5 math </p> <p>6 recess </p> </td> <td style="width: 50%; vertical-align: top;"> <p>7 Journal </p> <p>8 P.E. </p> <p>9 lunch </p> <p>10 art </p> <p>11 shared reading </p> <p>12 bus </p> </td> </tr> </table>	<p>1 arrive at school </p> <p>2 check in </p> <p>3 reading </p> <p>4 writing </p> <p>5 math </p> <p>6 recess </p>	<p>7 Journal </p> <p>8 P.E. </p> <p>9 lunch </p> <p>10 art </p> <p>11 shared reading </p> <p>12 bus </p>
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Difficulty with organizing work/managing time	<p>Teach time management skills</p> <p>Work-in-progress check</p> <p>Verbal and visual cues regarding directions and staying on task</p> <p>Visual daily schedule</p> <p>Graphic organizers</p>	<p>Time Management for Kids Character Education</p>
General support	<p>Worksheets with highlighted instructions</p> <p>Fewer problems on each page</p> <p>Graph paper to assist in</p>	

	<p>organizing or lining up math problems</p> <p>Use of computers and calculators</p> <p>Books on tape</p> <p>Hands-on activities</p> <p>Use of manipulatives</p> <p>Extra visual and verbal cues and prompts</p> <p>Fewer objectives or reduced content</p>	
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If you have any questions or concerns please contact the Special Education Unit at specialedu@moey.gov.jm or (876) 967-2312.

