

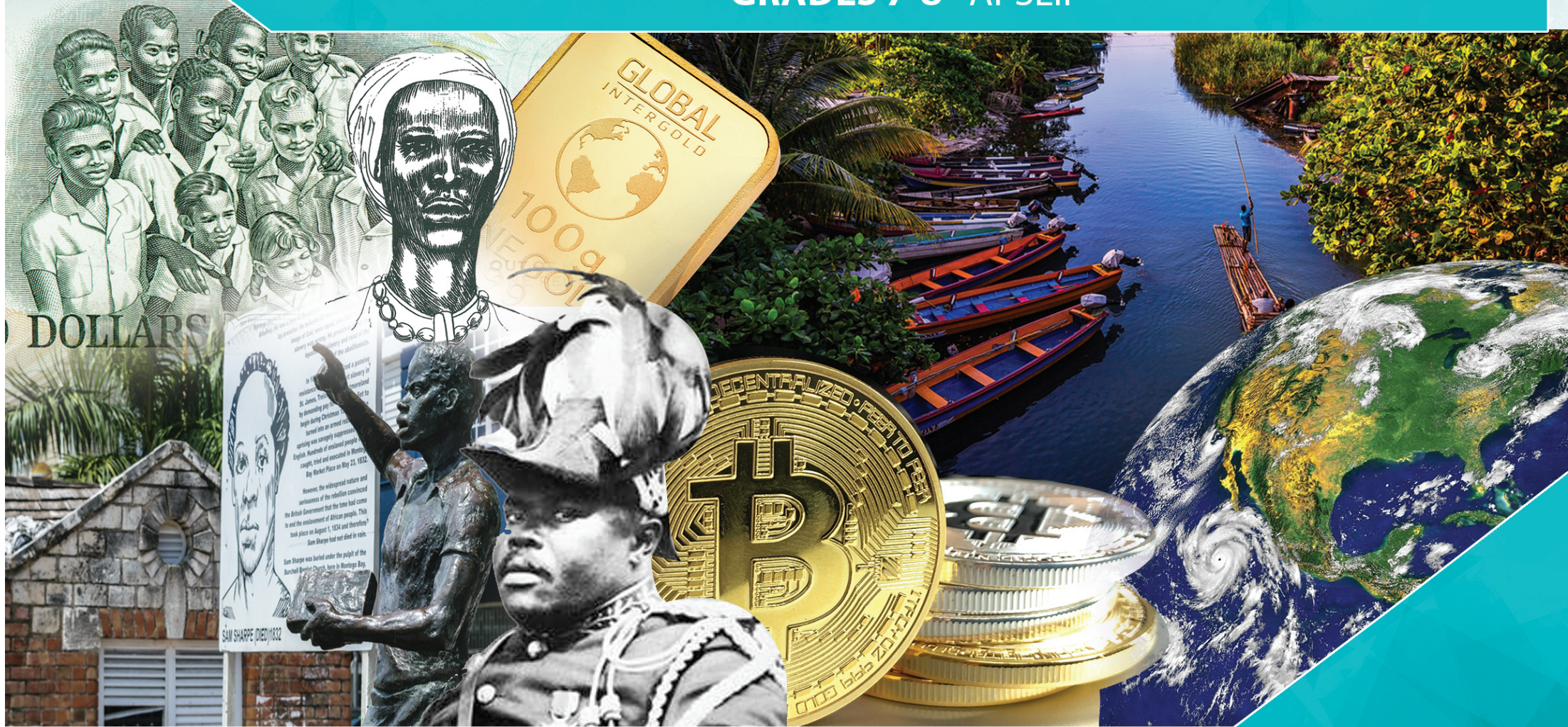


MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn. Every Child Must Learn

NATIONAL STANDARDS CURRICULUM

SOCIAL STUDIES

GRADES 7-8 APSEII



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

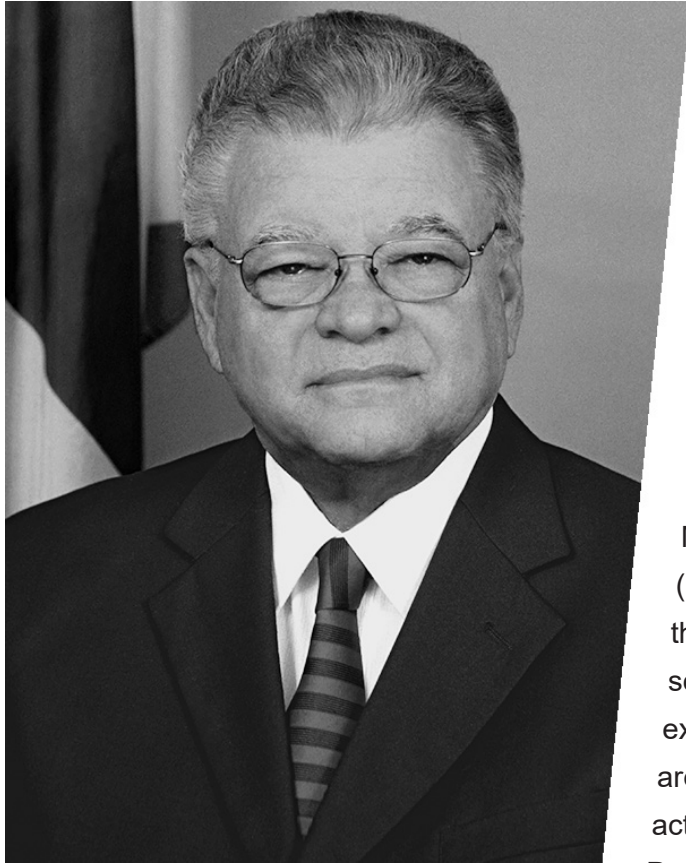
Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning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

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

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

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

The Honourable, Karl Samuda, CD, MP

Minister without portfolio with responsibility for Education, Youth and Information

M E S S A G E



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

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

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

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



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

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

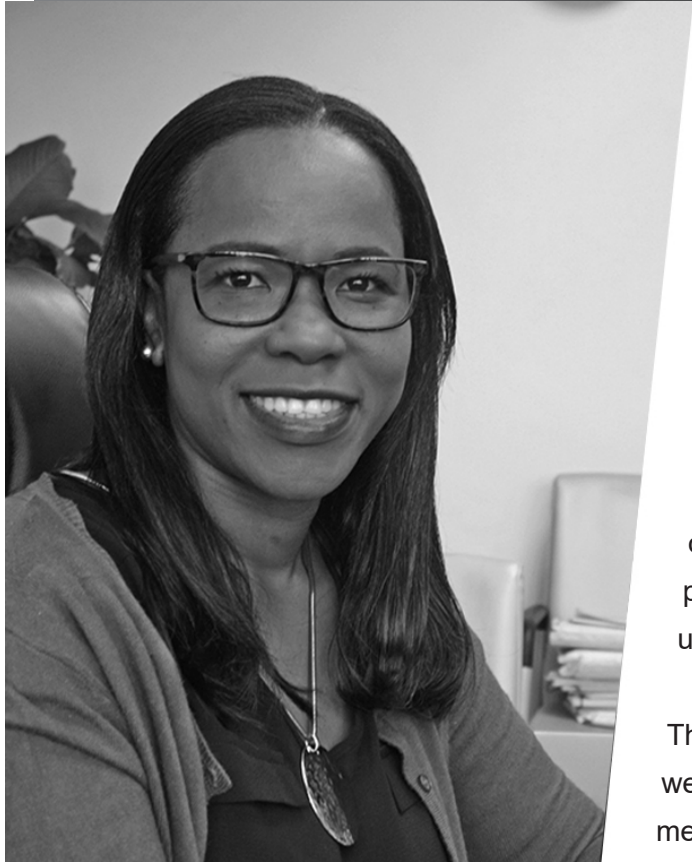
It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

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

Dr. Grace McLean

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

M E S S A G E



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

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

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

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

Capt. Kasan Troupe, Ed. D, JP

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



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

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

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

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

Mrs Winnie Berry

Deputy Chief Education Officer,

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



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

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

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

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

Dr Clover Hamilton Flowers

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

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

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

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching-learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.

TERMS	DEFINITIONS/MEANINGS
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities</p> <p>Formal assessment may be conducted with the aid of instrument (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	<p>This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.</p>
Extended Learning	<p>These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.</p>
Learning Outcomes	<p>A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.</p>
Links to other Subjects	<p>Suggests opportunities for integration and transfer of learning across and within different subject areas.</p>
Key Vocabulary	<p>This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.</p>
Professional Portfolio	<p>A professional portfolio is a structured and thoughtfully organized collection of artefacts which illustrates your skills and abilities, substantiated by samples of student work and realized through reflective writing, deliberation, and conversation with peers, teachers and faculty (Shulman, 1998).</p>

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

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

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

Benjamin Franklin

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

"Learning results from what the student does and thinks. The teacher can advance learning only by influencing what the student does learn."

Herbert Simon.

The awareness that only the learner can develop his or her own understanding is one of the fundamental pillars upon which this curriculum rests. Student learning is not directly visible, but may only be inferred through action. Thus to assess students learning teachers must constantly observe student actions/behaviours. In the NSC, assessment is both formative and summative. Self- assessment and peer evaluation are also encouraged. The students are required to provide evidence of learning by producing pieces of work which are assessed using specific criteria.

"If we teach today's students as we taught yesterday's, we rob them of tomorrow."

John Dewey

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

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

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

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

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

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

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

STRUCTURE OF THE CURRICULUM

Essentially, this curriculum is student-centered and structured to facilitate differentiated instruction to meet students on their varying functional levels. The curriculum is levelled and caters to three (3) distinct ability groups. Level 4 (L4) is for students who are functioning at a fourth grade level; Level 5 (L5) refers to students functioning at the fifth grade and Level 6 (L6) relates to those students who can work at the sixth grade level. The learning activities in these three categories are indicated accordingly inside the Units by (L4), (L5),(L6). Whole class instruction is identified by a combination of all three levels and noted as L4, 5, 6.

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

According to Literacy Instruction, Grade 4-6 (2006), intellectually, the typical student at the fourth to sixth grade is developing the capacity to examine increasingly complex topics in greater depth and breadth. These learners are beginning to see themselves as readers and writers. However, the literacy development of students in a typical classroom varies widely. Their interests and confidence greatly influence what and how much they read and write. As thinkers and learners, these students:

- progress gradually from identifying and solving concrete problems to identifying and solving abstract ones;
- develop greater understanding of the concept of time and of spatial relationships;
- pay attention for longer periods of time and show sustained, intense interest in specific activities;
- develop higher-order thinking skills, including skills of analysis, synthesis, and evaluation – although they remain susceptible to believing what they see in print and other media;
- are motivated to acquire knowledge and to explore and investigate the world; are able to play with words and language

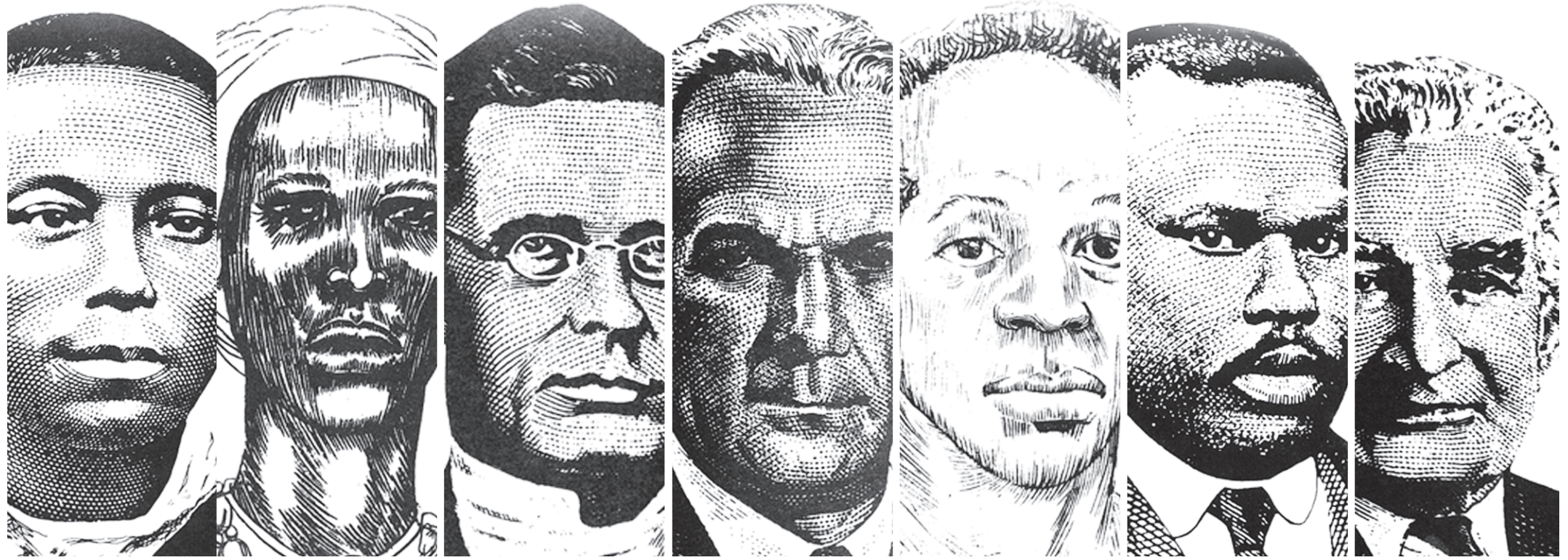
These students are also developing social awareness and skills that influence their relationships with others and their ideas about the world. They should:

- develop a sense of justice, concern, and empathy for others, and become less egocentric;
- be more willing to consider different points of view

The students who will be served by this curriculum are in the main, readers and writers and can work independently with appropriate teacher guidance. Cases, projects, presentations and research will form the some of the teaching learning activities to allow the students to exercise their abilities and skills as readers, writers and thinkers. The written products of these sessions should form teaching and learning resources in the classrooms. The students will engage with the materials that they are integral in creating and the written products can be used to build comprehension and creative writing in Social Studies.

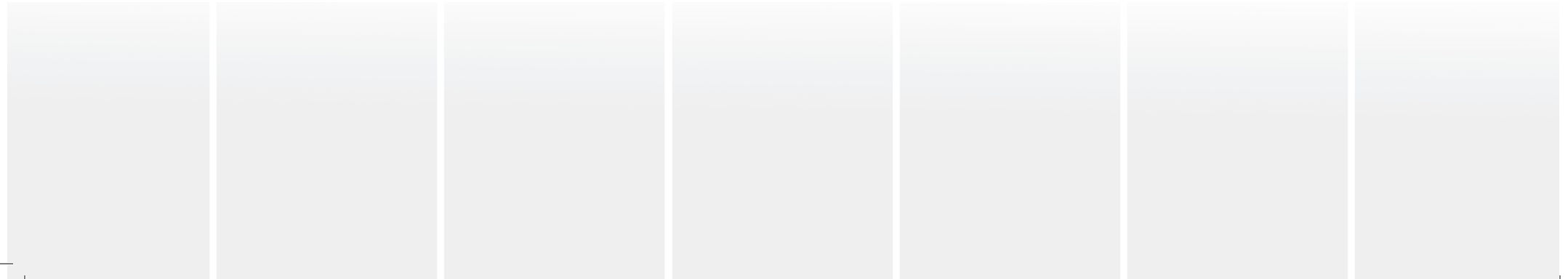
Key terms and concepts should be researched and examined in depth in each lesson to build the foundation for learning the units. As readers, the vocabulary can be explored at different phases of the lesson as a way of helping the students to think critically. Therefore, the students can work with the concepts from the facts and information that they already know, to get to an understanding of the terms that are unfamiliar. Selected words should be written on cards and displayed on a classroom Word Wall or display area during the unit which uses them. At the end of each unit, these words can be entered into a Word Bank/Chest and reviewed as is needed. The definition of the words should be written on the back of the word cards to reinforce the meanings. The students may also make these word cards with illustrations at the back to help them to recall the meanings. The words can also be used to create 'files' by pasting them inside paper folders for the students to review at their own pace.

All products of the teaching and learning processes should be clearly labelled and secured for use in exhibitions and Open House activities. It is strongly recommended that all units culminate with a review of the objectives as summative assessment of student learning. The teacher should tie all the lessons together so that the students are able to see the 'big picture' of the unit.



GRADE 7

SOCIAL STUDIES



The study of Social Studies should enable students to:

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

AT1

UNDERSTAND THE PROCESSES AND FORCES THAT HAVE INFLUENCED THE PHYSICAL AND BUILT ENVIRONMENT

The physical environment and its impact on human activities

STANDARD:

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

AT2

DEVELOP AN UNDERSTANDING OF THE INTERDEPENDENT RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT

Theme: Diversity, interdependence and sustainability in nature and society

STANDARD:

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

AT3

KNOW AND VALUE THE CONTRIBUTIONS OF COMMUNITIES AND INSTITUTIONS IN FOSTERING NATIONAL DEVELOPMENT, REGIONAL INTEGRATION AND INTERNATIONAL COOPERATION

Theme: Living together

STANDARD:

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

AT4

RECOGNIZE THE CONTRIBUTION OF INDIVIDUALS AND GROUPS WHO HAVE HELPED TO SHAPE JAMAICA’S DEVELOPMENT OVER TIME.

Theme: Our common heritage
STANDARD:

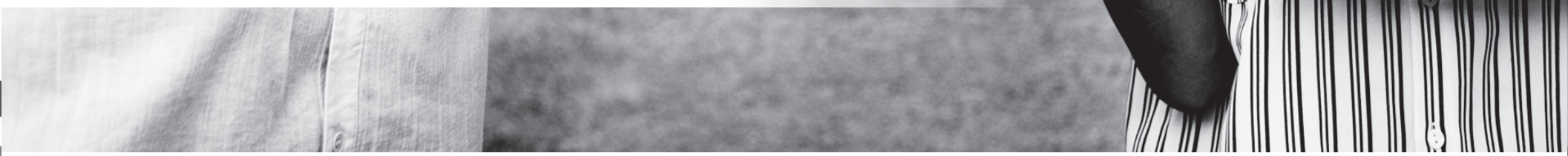
Students should develop a sense of national and regional identity. They should know and appreciate the rich culture and heritage of Jamaica and understand the events and influences that have shaped its development over time. They should understand how this relates to broad movements of world history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



GRADE 7

SOCIAL STUDIES

TERM 1 UNITS



TERM 1**Unit 1 (4 weeks)****I am a Jamaican Citizen**

Examining the concept of Jamaican citizenship and justifying the characteristics of exemplary Jamaican citizens.

Unit 2 (4 weeks)**National Heroes and their Contributions to Jamaica's Development**

Defining heroism and appreciating the contributions of the heroes/heroine to Jamaica's development.

Unit 3 (4 weeks)**The Global Citizen**

Investigating the idea of global citizenship and the lives of selected global citizens.

TERM 2**Unit 1 (4 weeks)****Utilizing Our Natural Resources**

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

Unit 2 (4 weeks)**Utilizing Our Human Resources**

Describing how humans apply their skills and abilities to develop natural resources and assessing the training facilities available for developing Jamaica's human resources.

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

Identifying the characteristics of groups and institutions and recognising the importance of membership in groups and institutions.

TERM 3**Unit 1 (5 weeks)****Caribbean Weather Patterns: Impact on Human Activities**

Assessing the impact of climate and weather patterns on the lives of Caribbean people.

Unit 2 (5 weeks)**Our Caribbean Links**

Examining ways that countries are dependent on each other and Jamaica's relationship with other countries in CARICOM.

About the Unit

In this Unit students will explore the idea of the ideal Jamaican citizen. They will examine the ways an individual gains Jamaican citizenship and the qualities that he/she should possess in order to be considered an ideal citizen. Students will also explore the importance of being a good Jamaican citizen.

The examination and exploration of concepts and content related to citizenship will be facilitated through collaborative problem solving activities and simulation exercises. Through these activities students will develop research skills, analyse information, and develop strategies to improve active citizenship.

RANGE OF CONTENT

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

Students will develop key concepts of:

- citizen, citizenship, naturalization, alien, deportation, dual citizenship

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Using research data to support conclusions drawn
- Listening to presentation from resource person

Students will develop knowledge and understanding of:

- The characteristics of the ideal Jamaica citizen
- The way in which an individual gains Jamaican citizenship
- The positive behaviours and attitudes that the ideal Jamaican citizen should display
- The rights and responsibilities of the Jamaican citizen

Students will develop attitudes by:

- Modelling the characteristics of an exemplary citizen in their daily lives
- Appreciating the roles played by Jamaicans considered to be ideal citizens
- Encouraging others to display behaviours and attitudes befitting of ideal citizens
- Recognizing the benefits of becoming an ideal Jamaican citizen

GUIDANCE TO THE TEACHER

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

The Teacher must impress upon the students the importance of being good Jamaican citizens. It is important that the resource person that is chosen is an exemplary citizen whose behaviour the students can emulate.

Prior Learning

Check that students:

- know what identifies them as Jamaicans

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

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define and use correctly the related concepts: citizen, citizenship, naturalization, alien, deportation, dual citizenship, rights, responsibilities
- Explain the ways in which Jamaican citizenship is acquired
- Describe qualities that an individual should possess in order to be considered an exemplary Jamaican citizen
- Discuss the importance of being an ideal Jamaican citizen
- Select and highlight an individual in the community that is considered to be an ideal Jamaican citizen
- Practice setting goals for their own lives in order to become ideal citizens.
- Name agencies that protect the rights of citizens
- Assess the behaviours and attitude citizens must demonstrate in an effort to be exemplary Jamaican citizens
- Gather information from at least two sources
- Work in collaborative groups to complete assigned task

ICT ATTAINMENT TARGETS:



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



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



DESIGNING AND PRODUCING - Use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Define and use correctly the following terms: citizen; citizenship, naturalization, alien, deportation, dual citizenship.</p> <p>L4 – use dictionaries/electronic devices and glossary in texts to locate the terms L5 – create a glossary of term: citizen, citizenship and naturalization, alien, deportation, dual citizenship L6 – find newspaper stories that use the words or relate to the concepts and discuss how the terms are used</p>	<ul style="list-style-type: none"> • Defining terms 	<p>Terms are correctly defined and used appropriately in different situations</p> <p>L4 - Definitions of key terms located in the dictionary or glossary L5 - Glossary includes correct definition of terms L6 – Newspaper articles which relate to the terms</p>
<p>Listen to talk from representative from Passport Immigration and Citizenship Agency (PICA) on ways in which individuals can become a Jamaican citizen OR use online sources to find out how an individual can become a Jamaican citizen.</p> <p>Ask the resource person questions about the presentation.</p>	<ul style="list-style-type: none"> • Listening for key information • Asking relevant questions 	<p>Questions asked should be related to presentation given by resource persons.</p> <p>Questions should be clear and properly structured.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

L4 – Collect pictures showing the various ways that people may become Jamaican citizens. Sort the pictures into groups according to the various ways that citizenship is acquired

L5 & L6 - Visit the JIS website or other sources and collect information about how to become a Jamaican citizen. Sort the information according to the ways citizenship is acquired.

In mixed ability groups read and discuss the criteria for judging ideal citizens using stimulus materials such as pictures, posters, or videos. Develop a checklist for judging exemplary citizenship. Pictures/ scenarios of various activities will be mounted and students will use checklist to assess whether or not picture/ scenarios exemplifies the behaviour of an ideal citizen.

Make a list of individuals who they think would fit the criteria listed and add more criteria for judging the exemplary citizen.

L4 - Make photo album or digital story about Jamaicans who they consider to be exemplary citizens and make picture collages. Display the collage in the Social Studies Area.

L5 – Dramatize or create a video which highlights the importance of becoming an ideal Jamaican citizen.

L6 - Invite a resource person from among those selected by the students to talk about (a) being a good citizen, (b) setting goals to becoming a good citizen. Ask the person questions about the topics.

Students will engage in discussion to identify the role that setting goals played in the presenter's achievements and the attitudes and behaviours demonstrated by the presenter which made it possible to achieve those goals. Make comparison to their attitudes and behaviours needed for achieving their goals.

- Classifying
- Selecting relevant sources

- Using criteria to make judgements

- Organising and communicating information

- Setting goals
- Making comparisons

Pictures and information are classified according to the ways in which individuals acquire citizenship

Checklist must include at least three criteria relating to ideal citizenship e.g. honesty, compassion, responsibility, respect for others.

L4 - Pictures in the album must be organised and labelled so that it communicates a story

L5 - Dramatic piece or video highlighting the importance of becoming an ideal Jamaica citizen.

L6- Letter of invitation written to the resource person and three relevant, properly structured questions asked

Comparison must be made in at least three areas. The alignment between behaviour attitudes and goals must be clear and logical.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Take turns sharing one of the goals that they plan to achieve by the end of the school year. Its importance to them and how they plan to achieve the goal within the time stated.

Assess the behaviours and attitudes they need to display in order to be exemplary students e.g. "I will obey all the rules of the school. I will respect my teachers and classmates, be punctual, and be properly attired".

- Setting goals

Goals to be achieved must be related to a realistic timeline and steps to be taken are clearly outlined

Goals must be realistic and achievable

L4 – Work in collaborative groups to develop and write a list of behaviours of an exemplary Jamaican citizen. Discuss how each behaviour affects the individual and others in the society

L5 – Work in collaborative groups to develop a list of attitudes and behaviours of an exemplary Jamaican. Develop a role play about attitudes and behaviours that individuals must display to be exemplary Jamaican citizens. Discuss how each behaviour affects the individual and others in the society

L6 – Work in collaborative groups to develop a list of attitudes and behaviours of an exemplary Jamaican. Students will write a creative piece about the attitudes and behaviours of an exemplary Jamaican citizen i.e. poem, song, jingle. Discuss how each behaviour affects the individual and others in the society

- Making judgements

L4 – List must include at least three attitudes of an exemplary citizen

L5 – Role play must include at least one behaviour and related attitude of an exemplary citizen

L6 – Creative piece must include at least two attitudes and related behaviours of an exemplary citizen

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for terms and use them correctly in a number of given situations
- ✓ List the ways in which an individual gains Jamaican citizenship: birth, parentage, naturalization
- ✓ Write simple description of the qualities of the ideal Jamaican citizen
- ✓ Put forward reasoned arguments in support of the attitudes and behaviours of the ideal citizen
- ✓ Identify exemplary citizens in the community
- ✓ Set realistic and achievable goals
- ✓ Judge the impact of appropriate and inappropriate behaviours and attitudes on members of a community

Points to Note

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

Extended Learning

Students will carry out their research on the CARICOM profile of the Caribbean citizen role and describe their in realizing such a profile.

RESOURCES

Vision 2030 booklet, internet sources, JIS information pamphlets and computer, internet, Passport Immigration and Citizenship Agency, Registrar General Department.

KEY VOCABULARY

Citizen, citizenship, naturalization, parentage, CARICOM, alien, dual citizenship, deportation, rights, responsibilities

LINKS TO OTHER SUBJECTS

Civics, Visual Arts,

About the Unit

In this Unit students will learn about the important role our national heroes and heroine played in Jamaica's development. They will examine the characteristics of a hero/heroine and some events that shaped Jamaica's development. Students will be engaged in collaborative problem solving and critical thinking activities as they come to appreciate and value the sacrifices made by our national heroes.

RANGE OF CONTENT

Students will develop key concepts of:

- Enslavement, emancipation, national hero, nation, rebellion, independence, universal adult suffrage, nation builder, hero, heroine, "unsung" hero, heroism

Students will develop key skills by:

- Using print and online sources to read and interpret meanings
- Using research data to support conclusions drawn
- Evaluating historical evidence

Students will develop knowledge and understanding of:

- Biography of each national hero and heroine
- How we honour our national heroes and heroine
- The contributions various persons have made to the development of Jamaica
- The major historical events which have shaped our nation's culture and heritage

Students will develop values and attitudes by:

- Recognizing the contributions made by national heroes to Jamaica's development
- Appreciating the actions taken by heroes that helped to shape Jamaica's development
- Developing a positive attitude towards the legacies of our ancestors.
- Developing an appreciation for the persons who have contributed to the development of Jamaica
- Appreciating the relationship between the expressions of culture and our history

GUIDANCE TO THE TEACHER

Teachers must ensure that the contributions and motives of the heroes are highlighted especially as it relates to nation building. Teachers should use step by step instruction. New or difficult information should be presented in small sequential steps. This helps learners with limited prior knowledge who need explicit or part to whole instruction. The daily review of previous learning can help students to connect new information with prior knowledge.

Prior Learning

Check that students can:

- identify the national heroes and heroine
- describe the general events surrounding each hero/ heroine

NATIONAL HEROES AND THEIR CONTRIBUTIONS TO JAMAICA'S DEVELOPMENT

**ATTAINMENT TARGET(S):**

Recognise the contribution of individuals who have helped to shape Jamaica's development overtime

Theme: Our Common Heritage

OBJECTIVES

Students should be able to:

- Explain the following concepts: enslavement, emancipation, national hero, nation, rebellion, independence, universal adult suffrage, nation builder, hero, heroine, unsung hero, heroism
- Outline the biographical data of Jamaica's national heroes and heroine and their contributions to nation building
- Identify the characteristics of a hero/heroine
- Describe the main historical events that shaped Jamaica's development
- Evaluate the appropriateness of the actions of the national heroes in relation to the conditions they faced
- Appreciate the contributions that the national heroes have made to Jamaica's development

ICT ATTAINMENT TARGETS:



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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Students will:

View video/digital presentation of the life and contributions of individuals who can be considered to be heroes e.g. "You can be a hero too" on YouTube

Discuss the concept of hero, unsung heroes and heroism and use graphic organiser to arrive at a working definition.

• Developing meaning

Concepts are clearly defined and used correctly in a variety of contexts

Concept map should include attributes and examples

Work in collaborative groups and use their textbooks/hand-outs /online resources to do research on

- (a) biographical information
- (b) the contributions that each of the heroes and the heroine has made to national development

• Conducting research

Report includes biographical information on heroes/heroine and at least two of their contributions to nation building

L4 – Select one of the following heroes : Marcus Garvey, Alexander Bustamante, Norman Manley and create a collage highlighting different stages and aspects of the hero's life

• Organizing information

Collage contains information about different stages and aspects of the selected hero's life.

L5 - Write a list of the incidents in the selected hero's lives that illustrate the qualities of a hero

• Selecting relevant information

A clear correlation is shown between a hero's actions and heroism

L6 - Prepare a report for presentation to the class on two selected heroes.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

As a class, trace the main historical events in Jamaica's development. Using an interactive chart highlight the roles of the heroes and heroine in e.g.– enslavement, emancipation, Universal Adult Suffrage, independence

L6 - students will create a timeline of the main events associated with the heroes and heroine

L4& L5 - complete table to show the events associated with the heroes and heroine.

• Sequencing information

Discussion to include the main events in Jamaica's development

Accurately completed timelines with the names of heroes correctly aligned to historical events. Events must be in chronological order.

Completed table with events correctly aligned to dates heroes and heroine

Draw or arrange a series of pictures or make models of the national heroes and use them to relate one event in the life of the hero

• Presenting information

Pictures or model must bear some resemblance or relationship to the national hero being depicted and the events must be a realistic or interpretive portrayal of an event in the life of the hero

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Go on a field trip to National Heroes Park or any other heritage site/monument found in their parish associated with the heroes/heroine to learn more about the national heroes and their contributions to national development

- L4 – Write a report which includes the name of the hero/heroine, site visited, at least two artefacts at the site
- L5 – Write a report which includes the name of the hero/heroine, the site visited, two artefacts and the events associated with them and how the hero contributed to national development
- L6 – Write a report which includes the name of the hero/heroine, the site visited, artefacts seen, how these contributed to national development and how the site helps to honour the national hero

- Gathering information and using it to write a report

Reports must include the name of the hero and the site visited.

- L4 – Two artefacts named
- L5 – Two artefacts named and the events in the heroes lives associated with the artefacts
- L6 – artefacts listed, events associated with the artefact and how the site helps to preserve the legacy of the hero

List the monuments or other ways by which our national heroes remembered and honoured. Conduct online/offline research on the state of the monuments.

National Hero/Heroine	Monument and Other Ways of Honouring Our Heroes/Heroine	State of the Monument or Building	Comment on the state
Norman Manley	Norman Manley Airport		
Alexander Bustamante			
Marcus Garvey			
George William Gordon			
Paul Bogle			
Samuel Sharpe			
Nanny			

- Summarising information
Evaluating

Listing correctly aligns monuments or other ways of honouring heroes/heroine with heroes. State of the monument supported by evidence and comments related to status.

Suggested Teaching and Learning Activities

Students will:

Write a paragraph about their favourite national hero/heroine including the following: pictures, characteristics/traits, timeline of the hero's life, contributions to Jamaica's development, evaluation of the hero's life and work.

Key Skills

- Summarizing information

Assessment Criteria

- L4 – one paragraph relating to their favourite national hero
- L5 - two paragraphs on contribution of the hero to national development
- L6 - three paragraphs evaluating the life and work of the national hero

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions of terms and use each term correctly in various contexts
- ✓ State the characteristics of a hero
- ✓ Write a simple biography of a selected hero
- ✓ Outline the main historical events that shaped Jamaica's development
- ✓ Present reasoned arguments for or against the actions taken by national heroes
- ✓ Demonstrate appreciation for the contribution of the national heroes
- ✓ Use ICT tools effectively to research and create multimedia presentations on the national heroes and their contributions to Jamaica's development

Points to Note

- National hero/heroine is the highest national award that a citizen of Jamaica can receive
- National heroes/heroine are given the title Right Excellent.
- Not all heroes are celebrated nationally, those who demonstrate heroism may be celebrated locally.
- Students should follow guidelines to promote healthy use of ICT tools

Extended Learning

Students will seek to find unsung heroes in their communities to honour by placing their names/pictures on notice board and the attributes and activities they are noted for.

Place booklets on national heroes and unsung heroes in library resources for use by other students and to form a collection of local heroes. Attend Heroes Day celebrations in their communities.

RESOURCES

History books, internet sources, JIS information pamphlets, computer, multimedia projector, speakers

KEY VOCABULARY

Enslavement, emancipation, national hero/ heroine, rebellion, independence, heroism, unsung hero, nation builders

LINKS TO OTHER SUBJECTS

Civics, Drama, ICT, Visual Arts, English Language,

About the Unit

In this Unit students will learn about the attributes of a global citizen and the factors which facilitate global citizenship. They will also learn to value the role of advocacy in improving the human condition.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Global village, globalization, advocacy, participatory citizenship, technology, communication, global personality

Students will develop key concepts and skills by:

- Defining key concepts associated with global citizenship
- Examining the attributes of global citizens
- Using research data to support conclusions drawn

Students will develop knowledge and understanding by:

- Studying the lives of selected global citizens
- Describing the attributes of a global citizen
- Identifying factors which facilitate globalization

Students will develop values and attitudes by:

- Advocating for improving human conditions in their school and communities
- Appreciating the roles played by selected individuals in improving the human condition internationally
- Recognizing the factors which facilitate globalization

GUIDANCE TO THE TEACHER

The limited class time will require students to complete research outside of the class. Also, encourage students to do independent work. The teacher should provide appropriate accommodations as needed during instruction and assessment; extra time, material in alternative formats, visual cues, technological aids and alternate activities

Prior Learning

Check that students:

- know the requirements for Jamaican citizenship
- know the rights and responsibilities of a Jamaican citizen

THE GLOBAL CITIZEN**ATTAINMENT TARGET(S):**

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define the related terms/concepts: global village, globalization, advocacy, participatory citizenship, technology, communication, global personality
- Recall the definition of the ideal Jamaican citizen
- Describe the profile of the ideal Caribbean citizen
- Describe the attributes of a global citizen
- Explain how a Jamaican can demonstrate global citizenship while maintaining her/his national identity
- Identify factors that facilitate globalisation
- Examine the lives of persons who have advocated for the improvement of the human condition
- Advocate for improving the human condition

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed-ability groups, complete the “Before Research” column of an Anticipation Guide about global citizens/ citizenship. (L4, 5, 6). Conduct online/offline research to complete “After Research” column. Insert the source of information in the column so labelled.

The Global Citizen Anticipation Guide

Before Research	Items	After the Research	Source of Information
Yes /No	The ‘global village’ is found in the Caribbean.	Yes /No	
Yes /No	A global citizen has similar rights and responsibilities as a citizen in any country.	Yes /No	
Yes /No	Globalization is moving between countries easily.	Yes /No	
Yes /No	A global personality is a famous person across the world.	Yes /No	
Yes /No	Global citizens are rich people who travel often.	Yes /No	

- Speculating and verifying perception

Completed guide with credible sources identified.

Review the concepts of the citizen and citizenship from Unit 1 on the Jamaican Citizen. Use dictionaries, internet resources and glossaries to find the meanings of the other key terms. Write sentences with the terms to show their understanding.

- Developing meaning

Sentences include key terms shows accurate understanding of concepts

Review the characteristics of an exemplary Jamaican citizen in Unit 1. Write the similarities and differences between the characteristics of the exemplary Jamaican citizen and the ideal Caribbean citizen as specified by CARICOM.

- Comparing characteristics

Accurate comparisons made between the exemplary Jamaican citizen and the ideal Jamaican. Comparisons made in at least three areas

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Search online/offline for images and information that give clear descriptions of a global citizen. Use the information gathered to create a poster/collage/movie. Justify the inclusion of characteristic/quality.

- Finding and using relevant information
- Communicating information through pictures

Poster/collage/movie includes three characteristics of a global citizen

Justification must be supported by evidence.

In mixed-ability groups, prepare a skit to show attributes of a global citizen.

- Presenting information using a variety of media

Attributes of global citizens to include:

- Take responsibility for actions
- Respects and values diversity

Write a poem titled, "I am a Global citizen, I am a Jamaican citizen", and answer questions posed by classmates about the both global and national citizenship.

- Posing and answering questions relevant questions

Questions are clear, relevant and properly structured.

Discuss their understanding of the statement "Act Local, Think Global"

- Interpreting text

Discussion includes synonyms and explanation of both terms

Collect online/offline newspaper and magazine articles on global issues where Jamaicans are involved, then discuss the issues in the stories, draw conclusions about the role of Jamaicans and ways that the Jamaicans maintain their national identities.

- Examining evidence and reaching conclusions

Poster should name the individual, identify the global issue, achievements/contribution of the Jamaican

E.g. Jamaican angel in Liberia calls for local colleagues to join Ebola fight

L4 and 5 – make a poster showcasing the contribution of the Jamaican to selected global cause

L6- select a Jamaican who has contributed to global issue and write essay about his/her contribution

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

After reading the stories about global issues:

L4 - locate on a world map, where these issues are happening

L5 – identify and clearly outline one global issue

L6- develop a plan of action for addressing the issue outline

• Planning interventions

L4 – map of the world with countries clearly named

L5 - issue stated and details provided

L6 – plan identifies who will address the issue and how it will be addressed

Collect and mount pictures showing the interconnectedness of the world e.g. different modes of transportation, search engines, and social media to explore the idea of **“the world is a global village?”**

L4 – write two sentences about the interconnectedness of the world

L5 – write a paragraph about the interconnectedness of the world and the factors that facilitate it.

L6 – write two paragraphs about the interconnectedness of the world, the factors that facilitate it

• Gathering and using information from pictures

Sentences and paragraphs include information which shows a clear connection pictures and information, ways in which the world is connected, and factors that facilitate the interconnectedness.

Work in collaborative groups to conduct research on the life of a prominent global citizen e.g. Martin Luther King Jnr, Mohandas Karachand, Gandhi, Mother Teresa. Share their findings about the global citizen selected with the class in creative ways that appropriately depict the lives of the individual.

• Presenting information in a variety of ways

Presentation on the life of the prominent global citizen includes biographical information and their work as a global citizen

Brainstorm to define the term ‘advocate’, corroborate the definition by checking two online/offline sources.

• Brainstorming

Definition developed is corroborated by two credible sources

Use information from the global personalities they presented on earlier to help develop meaning for the term advocacy.

• Developing meaning

Develop a human rights campaign. They will work in ability groups to advocate for improving one condition at school. As a whole class, decide on the theme for the campaign.

L4- Create posters, flyers or pamphlets for the campaign.

L5 – Write letters to the relevant authorities

L6 – Prepare multimedia presentations on the issue being advocated for

• Advocating for an issue

Relevant theme selected to depict human right issue selected

L4 – posters include images that clearly depict theme

L5 – letters clearly outline the issue and the position taken by advocates

L6 – multimedia presentation clearly outlines the issues, plans, activities to campaign and support the issue.

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for terms
- ✓ Use concepts appropriately in various situations
- ✓ Outline the characteristics of (a) the Caribbean citizen (b) Global citizen
- ✓ State the factors that facilitate globalisation
- ✓ Briefly explain the contribution of a global personality who has advocated for improvement in the human condition
- ✓ Explain how the advocacy of selected individuals have resulted in the improvement a specific global issue
- ✓ Participate in activities to campaign for improvements in a selected global issue
- ✓ Use ICT tools effectively to publish documents, conduct research and create multimedia presentations the global citizen

Points to Note

The limited short class time will require much of the research to be done outside of the classroom.

Remind students to follow guidelines to promote healthy use of ICT tools

Extended Learning

Students should observe and develop activities to promote international initiatives such as Earth Day Beach Clean-up Days, Youth Week

RESOURCES

Internet, computer, magazines, newspapers, publishing software

Martin Luther King- A 5 Minute Biography

<https://www.youtube.com/watch?v=OmEZGbUvW2M>

Mahatma Gandhi Biography

<https://www.youtube.com/watch?v=gM61HhWsB60>

“Mother Teresa Biography: The Life of a Healer

<https://www.youtube.com/watch?v=hUUM893Jd20>

KEY VOCABULARY

Global village, globalization, citizen, advocacy, participatory citizenship

LINKS TO OTHER SUBJECTS

Civics, Drama, Visual Arts, ICT

The background of the entire page is a composite image. At the top, a glowing arc of light curves over a globe of the Earth. Below the globe, a pair of hands is shown holding the globe from underneath. Overlaid on these elements are several circular icons: a gas pump, a sun, a flame, a recycling symbol, a solar panel, an oil pumpjack, and a leaf with a water drop. The overall theme is environmental and energy-related.

GRADE 7

SOCIAL STUDIES

TERM 2 UNITS

About the Unit

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

RANGE OF CONTENT

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

Students will develop key concepts of:

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

Students will develop skills by:

- Defining key concepts associated with utilization of natural resources
- Classifying resources as renewable and non-renewable
- Locating Caribbean countries which are rich in mineral deposits as well as other natural resources

Students will develop knowledge and understanding by:

- Examining the importance/ benefits of natural resources to a country's development
- Explaining the impact of the misuse of resources on humans and the environment
- Outlining ways in which resources can be used in a sustainable way

Students will develop values and attitudes by:

- Showing a willingness to use the resources in their country in a sustainable manner
- Appreciating the role of resources in the development of Caribbean countries and in the regional integration process

GUIDANCE TO THE TEACHER

The teacher should impress upon the students the connectivity between human resources and natural resources. The teacher should emphasize the relationship between sustainable use of resources and economic development.

Prior Learning

Check that students can:

- explain the term resource
- state the importance of resources to the economy.

UTILIZING OUR NATURAL RESOURCES**ATTAINMENT TARGET(S):**

Develop an understanding of the interdependent relationships between humans and their environment

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Define and use correctly the following concepts: resources, natural resources, renewable resources, non-renewable resources, minerals, misuse, sustainable development
- Locate on a map of the Caribbean areas that are rich in mineral deposits
- Identify the major natural resources found in the Caribbean
- Classify resources as renewable or non-renewable.
- Examine the importance of the sun, land, water and forests as natural resources.
- Discuss the impact of the misuse of natural resources on humans and the environment
- Outline ways in which resources can be used more sustainably
- Value the resources of the Caribbean region

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: View pictures of people using the environment and discuss the pictures guided by questions e.g.:</p> <ul style="list-style-type: none"> • What resources do you see in the picture? • Which of these resources are found in Jamaica? • How do people use the natural resources seen in the pictures? <p>Use online/offline sources to define the key terms for the Unit. Use the terms in sentences.</p>	<ul style="list-style-type: none"> • Gathering information from pictures • Defining key terms 	<p>Information presented is gathered from the pictures. Information identifies at least three resources, found in Jamaica</p> <p>Resources are correctly identified.</p> <p>Definitions are correct</p>
<p>Conduct online/offline research to find countries in the Caribbean and the natural resources they have. Make tables with these natural resources showing:</p> <p>L6 – natural resources in Caribbean countries L5 – forests resources in Caribbean countries. L4 – mineral deposits in Caribbean countries.</p> <p>Use information in the tables to classify the resources as renewable or non-renewable. Justify the classifications.</p>	<ul style="list-style-type: none"> • Gathering information • Organising information in tables • Classifying 	<p>Tables of natural resources showing</p> <p>L4 - at least 4 countries with mineral resources , L5 - 4 countries with forests L6 - natural resources in 4 countries</p> <p>Correct classifications of resources as renewable and non-renewable</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Invite a resource person from an environmental agency e.g. NEPA or Jamaica Environment Trust (any other environmental organisation) to speak to the class about the sustainable use of resources in Jamaica. Students will formulate and ask questions of the resource person.

- Formulating and asking relevant questions

Questions are relevant, clear and properly structured

In mixed-ability groups, conduct research and set up a display about the natural resources such sun, water, land and forest and their uses.

- Examining relationships
- Exploring solutions

Display done to specifications given and includes map of the Caribbean showing countries and their natural resources, charts linking natural resource with products, chart linking resources, products and benefits. Suggestions for sustainability must be feasible

L6 - Complete a map of the Caribbean labelling countries and their resources. Use a key to identify resources on the map

L5 - List the groups, companies or businesses in Jamaica that use the natural resource. Create charts showing the natural resource and the products made from each resource.

L4 - Collect pictures of products made from the natural resources and label them.

- Write the benefits of using the resources in the country
- Include photographs, newspaper articles, pamphlets or other literature describing misuse/abuse of the resources
- Make suggestions for using the resources more sustainably

- Give the project an appropriate title

OR

As a whole class, visit a farm, a mining company or a factory to explore the use natural resources and the benefits and shortcomings of using them.

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms
- ✓ Use the terms appropriately in a variety of situations
- ✓ Given a list of resources categorize them as renewable and non-renewable
- ✓ State the major natural resources in the Caribbean
- ✓ Explain the importance of natural resources to development
- ✓ Write a brief description of the impact of the misuse of the environment by humans
- ✓ Propose feasible strategies to promote sustainable use of resources
- ✓ Recognize the importance of resources to development in the Caribbean region

Points to Note

Students must be able to understand the importance of natural resources in developing society. Develop and appreciate the interdependence of human resources on natural resources

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

In this Unit emphasis should be placed on the Sun, water, forests and bauxite as resources

Efforts must be made for children to be exposed to individuals from different agencies.

Extended Learning

Investigate through the use of Internet, newspaper and texts why countries with the largest deposits of natural resources are not the wealthiest.

Write a letter to the Minister of Environment outlining various proposals for alternative use of resources in creating economic development

RESOURCES

Computer – online resources, textbooks, resource personnel, newspapers, magazines, multimedia projector

Jamaica Environment Trust- JET'; National Environment and Planning Agency NEPA

KEY VOCABULARY

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

LINKS TO OTHER SUBJECTS

English Language, Visual Arts, Drama, Music

About the Unit

In this Unit students will learn about the human resource and its importance to societal development. They will gain a better understanding of interdependence between human and natural resources. Students will be aware that human resources are the most important resources.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Human resources, interdependence, workforce, population, employment, unemployment

Students will develop skills by:

- Using research data to support conclusions drawn
- Classifying human activities into primary, secondary and tertiary
- Listening keenly to resource person and asking relevant questions

Students will develop Knowledge and understanding by:

- Describing ways in which humans apply skills and abilities to exploit resources
- Assessing the provision to facilitate training for the development of Jamaica's human resources
- Examining the human resource as an important resource in developing a society

Students will develop values and attitudes by:

- Valuing themselves as important contributors to their country's development
- Appreciating the provision made to facilitate development of the human resource.

GUIDANCE TO THE TEACHER

The teacher should help students to see the importance of the human resource in helping to build and sustain their country. The teacher should also help students to understand that the natural resources can create wealth for the country if they are used in a sustainable manner. The teacher should ensure that classroom procedures and routines are flexible enough to accommodate individual differences. He/she should model and reinforce appropriate social skills and communicate high expectations.

Prior Learning

Check that students can:

- explain the term resource
- name some natural resources and their importance to humans

UTILIZING OUR HUMAN RESOURCES**ATTAINMENT TARGET(S):**

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

Theme: Living together

OBJECTIVES

Students should be able to:

- Define and use the following concepts: human resources, interdependence, workforce, population, employment, unemployment
- Classify human activities as primary, secondary and tertiary
- Discuss how humans can effectively utilize resources of a country
- Differentiate between skills and abilities
- Describe the ways in which humans apply skills and abilities to exploit natural resources
- Explain the importance of proper training in using resources
- Assess the provisions that have been made to facilitate training and development of Jamaica's human resources
- Appreciate humans as the most valuable resource of a country

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Examine online/offline videos or pictures to identify the different jobs associated with the utilisation of the resources.</p>	<ul style="list-style-type: none"> Gathering relevant information from pictures 	<p>Job identified is associated with the utilization of the resource in the picture or video</p>
<p>Define key terms in the unit using glossaries in texts, dictionaries, online sources. Use concept maps to develop concept</p>	<ul style="list-style-type: none"> Defining terms 	<p>Correct definitions given by students. Concept map includes attributes, examples, non-examples of each concept</p>
<p>View videos or examine pictures showing primary, secondary and tertiary economic sectors. Identify related jobs. Conduct online/offline research to identify skills, abilities and qualifications needed for jobs identified. Use a graphic organiser to present the information</p>	<ul style="list-style-type: none"> Organising information Identifying relationships 	<p>Graphic organiser must identify at least one job from each industry (primary, secondary, tertiary), which are linked to qualification, skills/abilities</p>
<p>Interview members in the school community to collect data on the various talents, skills (technical and employability) and expertise which exist there L4 – find out the jobs done by the individuals and the qualifications for doing the job L5 & L6 – find out the names, contact details of training institutions that prepare workers for the jobs Use statistical diagrams to present information gathered</p>	<ul style="list-style-type: none"> Asking relevant questions Using statistics to communicate information 	<p>Questions asked are clear, relevant and properly structured Statistical diagrams are appropriate, properly labelled and constructed</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Invite resource personnel from a training institution to speak on the importance of proper training and preparation for the world of work and the provisions made to facilitate training

OR

Invite trainees to visit the class to talk about skills they are learning to and their overall experience at a training institution. Students will ask questions of the trainee after the presentation.

OR

Visit a HEART Trust/NTA training institution, or a college or university in their parish to find out about the programmes offered by the institution.

L4 - compose a song, jingle or poem about the institution and the programmes offered
L5 – create a brochure about the training institution including matriculation requirements, programmes/courses offered
L6 – make a poster encouraging students to attend a training institution to learn a skill and develop as an individual

- Listening for information

- Asking probing questions

- Gathering relevant information

- Communicating information using a variety of media

Relevant questions asked by students. Questions are clear and properly structured. Students ask follow up questions for clarification.

Information gathered about a particular programme in a selected institution is useful

L4 - the creative piece must include the name of the institution and the programmes/courses offered.

L5 - brochure must be informative providing information at matriculation requirements, programmes and other information e.g. extracurricular activities

L6 - poster must use words and images that inform and motivate individuals to learn a skill and develop the whole person

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions of the terms
- ✓ Use the terms/concepts appropriately in a variety of situations
- ✓ Given a list of activities categorise them as primary, secondary or tertiary
- ✓ Clearly distinguish between skills and abilities
- ✓ Write a paragraph on how humans have used their skills and abilities to utilize specific resources
- ✓ Use examples to demonstrate the importance of proper training to the work place
- ✓ Make reasoned judgements about the provisions that have been made to develop the human resource in Jamaica
- ✓ Demonstrate appreciation for the role of the human resource in developing natural resources

Points to Note

Students must be able to understand the importance of human resource in developing society. Students should be given opportunities to explore various avenues in arriving at this point.

Efforts must be made for children to be exposed to individuals from different professions especially new and emerging areas e.g. social media manager, app developer, alternative energy consultant.

Skills must include technical skills needed for the job as well as employability skills e.g. problem solving, negotiating, team work

Extended Learning

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

Conduct research on the matriculation requirements for emerging careers and institutions that offer training

RESOURCES

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

KEY VOCABULARY

natural resource, resource, human resource, interdependence, workforce, population, employment, unemployment, technical skills, soft skills, employability skills

LINKS TO OTHER SUBJECTS

English Language, Visual Arts, Information Technology, Drama

About the Unit

In this Unit students will learn about groups and institutions and their importance to society. They will participate in activities for them to gain a better understanding of the interdependence and interactions among groups and institutions.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Social groups, group cohesion, pressure group, deviance, norms, values, folkways, mores, group dynamics

Students will develop skills by learning to:

- Examining the characteristics of groups and institutions
- Dramatizing and playing games related to group cohesion and dynamics

Students will develop knowledge and understanding by:

- Defining key concepts associated with social groups and institutions
- Explaining the importance of group cohesion to harmonious relationships in society
- Identifying the characteristics of groups and institutions
- Distinguishing between groups and institutions

Students will develop values and attitudes by:

- Appreciating the need for students to participate in clubs and societies at school
- Valuing the role they play in the groups of which they are a part.

GUIDANCE TO THE TEACHER

The teacher should ensure that the concepts groups and institutions are properly understood by students and they know the differences between them. The teacher should emphasize the roles that members play in stabilising the society.

Prior Learning

Check that students can:

- identify at least one group to which they belong

SOCIAL GROUPS AND INSTITUTIONS**ATTAINMENT TARGET(S):**

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

Theme: Living together

OBJECTIVES

Students should be able to:

- Define the following concepts: institutions, social groups, group cohesion, pressure group, norms, values, folkways, mores
- Identify the characteristics of the different types of groups
- Examine the functions of the family and changing roles of family members
- Differentiate between social groups and institutions
- Explain the importance of group cohesion to the harmonious coexistence of individuals in the society
- Value the contribution of the participation in clubs and societies to personal development

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in interactive games such as Four Pictures One Word. Students will select one word which can be used to describe four pictures. Four pictures must include people and should be used to portray a club, school, church, family, and spectators at game, commuters at a bus stop.

Use online/offline sources to define the term social group. Classify pictures as social group or a gathering of people.

Use online/offline sources to define the terms primary group and secondary group. Draw a table and label columns –primary group and secondary groups. Examine pictures used above; discuss the relationship among members of the group and place pictures in the appropriate column.

L4 - write the characteristics of primary groups

L5&6 – write the characteristics of primary and secondary groups

Invite a member of the class who is also a member of a club at school to share the reasons for joining the club and the benefits gained from membership. Ask questions about the club

Work in collaborative groups to select a club or society and conduct research among members of the club to find out about its functions and benefits to its members. Share findings with the class in creative ways

Participate in games that build group cohesion e.g. Bull in a Pen or Chicken Hawk. Students will talk about the importance of sticking together in the game. Students will discuss factors that build or destroy group cohesion.

L4 - dramatize one factor that builds or breaks down group cohesion

L5 - create an advertisement or flyer with tips for building group cohesion

L6 - make a flyer or a short movie that tells students how to build group cohesion in a club

- Developing meaning

Pictures must be grouped according to definition for social group-

- Using characteristics to classify

Pictures correctly placed based on characteristics

- Conducting research
- Presenting information

Presentations must identify the club and include number of members, functions and testimonials about benefits to members

- Working with others to achieve a common goal

L4 - dramatic presentation must clearly show how a named factor builds or destroys group cohesion

L5 - advertisement or flyer must have at least three tips for building group cohesion

L6 - flyer or short movie must name a club and show different ways of building group cohesion in the club.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View multimedia presentation on the characteristics of institutions and social groups. From the videos students will – differentiate between a social group and an institution.

Explain why the family and school can be seen as institutions based on the video presentation.

- Making distinctions

At least two distinctions between social groups and institutions

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions of the concepts/terms
- ✓ Use concepts correctly in a variety of contexts
- ✓ Use stated characteristics to identify different types of groups
- ✓ Describe in detail the functions of different members of the family and give reasons for changing roles of family members
- ✓ Clearly state the differences between social groups and institutions
- ✓ Use examples to show the importance of group cohesion to the harmonious coexistence of individuals in the society
- ✓ Willingly participate in clubs and societies to aid in personal development

Points to Note

Students must be given adequate opportunities to explore, through case studies and/or dramatization aspects of interactions among groups, group cohesion, mores, norms, folkways etc.

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

Examples of social groups include the family, Red Cross, choir, school, form class etc.

Social institutions include: Family, Government, Education

Extended Learning

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

RESOURCES

Computer – online resources, textbooks, multimedia projector

KEY VOCABULARY

institutions, social groups, group cohesion, pressure group, deviance, norms, values, folkways, mores, group dynamics

LINKS TO OTHER SUBJECTS

English Language, Visual Arts, Information Technology, Drama



GRADE 7

SOCIAL STUDIES

TERMS 3 UNITS

About the Unit

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

RANGE OF CONTENT

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

Students will develop key concepts of :

- weather, climate, drought, hurricane, cold front, climate change

Students will develop key skills by:

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

Students will develop knowledge and understanding by:

- Describing how weather and climate affect human activities
- Identifying factors which influence weather and climate.
- Assessing the impact of weather and climate on human activities

Students will develop value and attitudes by:

- Showing appreciation for the type of climate that we have in the Caribbean
- Recognizing that the type of climate in the Caribbean influences the activities undertaken by Caribbean people.

GUIDANCE TO THE TEACHER

Teacher must ensure that students note the difference between weather and climate and how they influence the activities undertaken by Caribbean people. Teachers should vary the format of instruction according to the attention span students. Materials and activities should be organized on an increasing level of difficulty.

Prior Learning

Check that students:

- can distinguish between weather and climate
- are aware of factors which influence weather and climate

CARIBBEAN WEATHER PATTERNS: IMPACT ON HUMAN ACTIVITIES**ATTAINMENT TARGET(S):**

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

Theme: The physical environment and its impact on human activities

OBJECTIVES

Students should be able to:

- Define the key concepts/terms: climate, latitude, weather, drought, cold front, hurricane, tropical marine, climate change
- Explain the factors which influence weather and climate
- Describe the influence of weather and climate on the natural environment
- Describe the weather systems and patterns of the Caribbean
- Assess the impact of weather and climate on human activities
- Demonstrate awareness of the impact of human activities on climate

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will: Observe daily the weather conditions for a week and record observations on a chart. Observation must include wind direction and speed, rainfall, cloud cover and temperature. Students will note patterns for the period the weather was observed.</p>	<ul style="list-style-type: none"> • Making observations 	<p>Observation sheet includes dates, times and four elements of weather for at least one week.</p>
<p>In mixed-ability groups collect weather reports online or in newspapers to get a picture of the weather patterns in selected Caribbean countries.</p> <p>L4&L5- make a chart using the reports for selected Caribbean countries over a 7 day period.</p> <p>L6 – Write a paragraph about the weather patterns they observe from the charts.</p>	<ul style="list-style-type: none"> • Identifying patterns 	<p>L4&5 – Chart shows weather for at least two Caribbean countries or towns over 10 days</p> <p>L6 – Paragraph has at least four sentences and describes the pattern for at least two elements of weather</p>
<p>Use online/offline sources explain the key terms in the unit. Use a graphic organiser to show the relationship between the terms. Use the terms in sentences</p>	<ul style="list-style-type: none"> • Developing meaning 	<p>Graphic organiser uses labelled arrows to show the nature of the link between terms Sentences show correct understanding of terms</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View video presentation/labelled diagrams depicting factors which influence weather and climate. For each factor write a series of sentences to explain how the factor influences climate.

• Gathering information

At least four sentences written in sequence explaining how each of the three factors influence climate.

Watch videos/examine pictures showing the ways that climate influences human activities e.g. housing, economic activities, leisure activities, dress.

• Making deductions

L4 – dramatic presentation clearly shows how human activities are affected by the climate of the area

• Drawing conclusions

L5 – collage includes images showing how climate influences three human activities

L4 - Dramatize two ways that climate influences human activities

L6 – story clearly shows how at least three human activities are influenced by climate.

L5 – Collect pictures and make a picture collage of ways that climate influences human activities in the Caribbean

L6 - Write a story based on a stimulus given e.g. picture, poem or song about how climate influences human activities

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms
- ✓ Use terms appropriately in a variety of contexts
- ✓ Name the factors that influence climate
- ✓ Give simple explanation of the factors that influence climate
- ✓ Give simple descriptions of Caribbean weather patterns
- ✓ Use evidence to determine the influence of Caribbean weather patterns on human activities
- ✓ Create multimedia presentation

Points to Note

Students must connect climatic conditions to human activities in the region e.g. settlement, tourism and farming.

Latitude, altitude and distance from the sea are the three factors that influence weather and climate to be included in this unit.

Students should be reminded to follow guidelines to promote healthy use of ICT tools

Extended Learning

Research in groups how Office of Disaster Preparation Emergency Management (ODPEM) and Caribbean Disaster Emergency Management Agency (CDEMA) work to lessen the impact of Caribbean weather systems

RESOURCES

Computer, internet, newspaper clippings, multimedia projector, pictures, diagrams

KEY VOCABULARY

Weather climate, latitude, altitude, drought, cold front, hurricane, tropical marine, weather forecast, climate change

LINKS TO OTHER SUBJECTS

Visual Arts, English Language, Geography

About the Unit

In this Unit students will learn about the importance of cooperation in the Caribbean. They will also learn about the purpose and benefits of having economic and political linkages in the Caribbean.

RANGE OF CONTENT

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

Students will develop the key concepts of:

- Integration, cooperation, regional, international, bi-lateral, multi-lateral, independent, interdependent

Students will develop key skills by:

- Gathering and presenting information from a variety of sources
- Solving problems and proposing solutions
- Sequencing information
- Communicating information in different ways

Students will develop knowledge and understanding of:

- Interdependence and cooperation among members of a community and across communities
- The need for cooperation among CARICOM states
- The importance of cooperation to development

Students will develop values and attitudes by:

- Collaborating with their classmates
- Recognising and accepting differences
- Showing willingness to help others

GUIDANCE TO THE TEACHER

Ensure that students understand the importance of Caribbean linkages and the benefits that can be made from them. Ensure that the concept of cooperation is understood by the students.

Prior Learning

Check that students can:

- identify an organization that promotes regional integration

OUR CARIBBEAN LINKS**ATTAINMENT TARGET(S):**

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define and use correctly the concepts: integration, cooperation, regional, international, bi-lateral, multilateral, independent, interdependent
- List the ways in which communities and countries cooperate with each other
- Describe how cooperating with other Caribbean countries promote better understanding and neighbourliness
- Identify regional organization with which Jamaica has ties
- Explain the importance of CARICOM to the region
- Value the benefits of cooperation within the Caribbean

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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Students will:

Work in collaborative groups and use miming to demonstrate cooperation and competition. Students will share their understanding of the term cooperation and competition. Teacher will clarify any misconceptions. Students will discuss the benefits and challenges experienced in each group and how competition or cooperation affected the outcome.

OR

Play a game of Tug 'O' War. Students will discuss how the terms cooperation and competition relate to the game. They will identify who was cooperating and who was competing, and how cooperation affects the outcome of the game. Students will discuss how this game can be related to the relationship between Caribbean countries e.g. Jamaica and Trinidad

Find sayings and proverbs that promote cooperation e.g.

"Unity is strength";

"Most great learning happens in groups, collaboration is the stuff of growth"

"No man is an island"

"Alone we can do so little together we can do so much"

• Developing meaning

• Presenting information in a variety of ways

Mimes must clearly demonstrate cooperation and competition

Appropriate proverbs/sayings selected

Jingles, songs, DJ have words which indicate cooperation

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Make jingles and songs/DJ about cooperation.

View slide show/pictures which show instances of communities cooperating e.g. Labour Day, neighbourhood watch. Students work in collaborative groups to list ways communities can work together.

Discuss how working together as a community assists in achieving goals.

L4 - Students write a paragraph about how cooperation and neighbourliness helps to build a community.

L5&6 - Students write two paragraphs on how cooperation and neighbourliness can help to build regional integration

- Gathering information
- Communicating information

L4 - Paragraph tells at least one way in which cooperation can achieve goals

L5&6 – Paragraphs relate at least two ways in which cooperation can promote regional integration

Listen to a story/watch a cartoon on You Tube about the importance of cooperation between community members.

Kids for Character: Citizenship

(<https://www.youtube.com/watch?v=p63JCN5FRuU&t=10s>)

Students will be asked questions based on the cartoon. For example: What evidence of cooperation was seen in the video? What resulted between community members as a result of cooperation? Students will identify a problem in the community and propose ways in which members of the community can work together to solve the problem

- Problem solving

Problem in the community is clearly identified. Solution must be feasible and include the roles of different members of the community

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Read online/offline sources about attempts that Caribbean countries have made to integrate.

L4 - Sequence the events in chronological order

L5 - Create timeline to show attempts at regional integration

L6 - Search online/ offline for examples of regional cooperation e.g. Caribbean Examination Council, West Indies Cricket team

L5&L6- List the functions of Caribbean organisations that were established to promote cooperation e.g. CSME, CDEMA

As a class, create a CARICOM display documenting:

- its mission, goals
- membership
- flags of the member countries
- agencies found under CARICOM
- CSME and Jamaica
- benefits and challenges to members

• Sequencing information

• Gathering information from different sources

• Presenting information in a variety of ways

L4 - Attempts at regional integration in chronological order

Display provides accurate information, is organised and is visually appealing

L5 - time line includes correct dates for events and is drawn to scale.

L6 - the functions of at least two regional organizations are included

Examine online/offline sources and discuss the benefits and challenges to regional integration.

L4 - Examine or listen to news reports about the help offered by Caribbean countries to their neighbours during natural disasters e.g. hurricanes, earthquakes. Students will identify the benefits derived

L5&4 - Examine or listen to reports of immigration and trade issues among members of CARICOM. Propose ways of resolving the issues amicably.

• Proposing solutions

L4 - At least two benefits identified

L5&6 –Proposals are realistic and feasible

Learning Outcomes

Students will be able to:

- ✓ Give simple clear definitions of terms
- ✓ Use terms appropriately in a variety of contexts
- ✓ Write at least two ways in which communities and countries can cooperate with each other
- ✓ Use examples to show how cooperation among countries in the Caribbean promotes a better understanding of each other and neighbourliness
- ✓ Name at least three regional organisations of which Jamaica is a member
- ✓ Put forward reasoned arguments to show the importance of CARICOM to the region
- ✓ Demonstrate appreciation for the work done by regional agencies

Points to Note

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

Areas of cooperation include; education, emergency management, security

Extended Learning

Students will monitor bulletins from major agencies/organization which may impact on Jamaica and post updates on notice board(s): notices from CARICOM Students and teacher should create a registry of joint venture projects between the Government of Jamaica (GOJ) and other partners for their library resources

RESOURCES

Computer, projector, laptop, newspaper articles internet, speakers

KEY VOCABULARY

Integration, cooperation, linkages, bi-lateral agreements, multilateral, agreements, independent and interdependent

LINKS TO OTHER SUBJECTS

Civics, Language Arts, History, Visual Arts

A stack of gold-plated Bitcoin coins is shown in a black and white photograph. The top coin is in sharp focus, showing its intricate design. The text "DIGITAL DECENTRALIZED PEER TO PEER" is embossed along the top edge, and "GOLD PLATED COPPER MONUMENTAL" is embossed along the bottom edge. The Bitcoin logo is embossed in the center. A stack of several more coins is visible behind it, slightly out of focus. A white rectangular box is overlaid on the left side of the image, containing the text.

GRADE 8

SOCIAL STUDIES

TERM 1 UNITS

**UNIT 1 (4 weeks)
Nationalism and Developmen**

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

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

Developing knowledge of the mass media and the responsible use of social media

**UNIT 3 (4 weeks)
Our Cultural Icons**

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

**Unit 1 (4 weeks)
Economic Institutions :
Banks & Credit Unions**

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

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

Understanding governance and the importance of government structures to the effective management of institutions and countries

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

Examining consumer matters and the rights and responsibilities of the consumer

**UNIT 1 (5 weeks)
Hazards and Disasters of the Caribbean**

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

**UNIT 2 (5 WEEKS)
Environmental Problems and Solutions**

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

About the Unit

In this Unit students will develop an awareness of nationalism; recognizing the strategies for Jamaica's development and the part they as students can play in Jamaica's growth. In this Unit students will learn about nationalism by developing a profile of a Jamaican citizen; being aware of some examples of the development of nationalism; discussing Vision 2030, Jamaica's Development Plan; to find out how they can actively participate in making it a reality; and giving their opinions and arguments on national issues.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Patriotism, nationalism, sovereignty, sustainable development

Students will develop key skills by:

- Analysing information
- Conceptualizing
- Expressing opinions
- Taking part in discussions
- Communicating orally and in writing

Students will develop knowledge and understanding of:

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

Students will develop attitudes by:

- Showing respect for the rule of law
- Valuing of cooperation
- Working toward a common goal
- Demonstrating tolerance
- Showing willingness to listen to and work with others.

GUIDANCE TO THE TEACHER

When teaching this Unit, be sure to make connections to the Grade 7 Units, titled "I am a Jamaican Citizen" and Social Groups and Institutions. The teacher should help the students to see the relationship between the constructs of nationalism and national identity. To enrich the discussions and bring the topic to the lived realities, include recent Caribbean examples of nationalism such as incidents between Jamaica and Trinidad & Tobago. Where there is no Internet connectivity, take hand-outs and pictures associated with each goal and copies of the Vision 2030 prospectus.

Prior Learning

Check that students:

- are aware of their rights and responsibilities as citizens
- know how to be active, responsible citizens in their homes, school and communities.

NATIONALISM AND DEVELOPMENT**ATTAINMENT TARGET(S):**

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define and use effectively the concepts: nationalism, nation, sustainable development, sovereignty and patriotism
- Differentiate between nationalism and citizenship
- Recall the description of the profile of a Jamaican Citizen
- Explain Vision 2030 and its four pillars
- Outline strategies to achieve Vision 2030
- Demonstrate attitudes and behaviours of nationalism among their peers and the wider society
- Justify the need for nationalism in Jamaica
- Explain how individual behaviours and decision-making affect national development

ICT ATTAINMENT TARGETS:



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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Students will:

Watch a video of Jamaica’s athletes at an Olympic Games and say how they feel about Jamaica and the athletes. Share ways that they would like to express their feeling. Record the expressions on the board.

- Communicating feelings in a variety of ways

The message shared should include words or actions which clearly convey students’ emotions.

Roles play three expressions of national pride

Brainstorm to identify the qualities, behaviours and attitudes that Jamaicans should possess in order to contribute national development.

- Creative thinking

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

L4 Create a song about how the behaviour of citizens affect other members in the community

L5 & L6 Create poster or cartoon to depict the how individual behaviours and attitudes affect national development.

Watch the Vision 2030 video at <http://www.youtube.com/watch?v=hD7F-L7m5N0>

- Making predictions

Predictions must be based on the pillar assigned.

Discuss the aspects of the plan that has been realized and their role in achieving each of the four pillars.

Must show clearly what two aspects of life in Jamaica will be like in 2030

L4 - Draw pictures or write sentences depicting the life of a family in Jamaica in 2030 Pillar #4: Jamaica is the place of choice to raise families.

L5 - Write a story or create a video to show what Jamaica will be like in 2030 Pillar #1: Jamaica is the place of choice to live.

L6 - Write a story or create a video to explain Pillar #2: Jamaica is the choice of place to work.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed ability groups search for newspaper articles and/or video clips that show how young Jamaicans are working towards achieving the goals of Vision 2030.

L4 - Describe the activities that the young persons are engaged in

L5&6- Explain how the actions of the young persons identified are contributing to achieving to the goals of Vision 2030

Give examples of activities they can do or participate to achieve any one of the goals of Vision 2030.

Work in mixed ability groups to conduct a survey in the school community to find out students' level of awareness of Vision 2030. Design a questionnaire to gather the data, administer the questionnaire in school, collate and analyse the data.

- Analysing information

- Asking relevant questions
- Analysing data

The articles/videos selected should be aligned to one of the goals of Vision 2030.

Description, explanation and examples must also be aligned to the goals selected.

Questionnaire should have no more than five questions. Questions must be relevant and properly structured.

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions for the terms
- ✓ Use terms appropriately in a variety of contexts
- ✓ State the similarities and clearly distinguish between nationalism and citizenship
- ✓ Give a clear description of the qualities a Jamaican citizen should possess
- ✓ Give a clear explanation of Vision 2030
- ✓ Give a simple description of the four pillars of Vision 2030
- ✓ Write brief descriptions of the strategies to achieve Vision 2030
- ✓ Demonstrate attitudes and behaviours of nationalism among their peers and in the wider society
- ✓ Present reasoned arguments to show the benefits of nationalism in Jamaica
- ✓ Use examples to show how individual behaviours and decision-making affect national development

Points to Note

Vision 2030

- Four National Goals
- Goal 1: Jamaicans are empowered to achieve their fullest potential
- Goal 2: The Jamaican society is secure, cohesive and just
- Goal 3: Jamaica's economy is prosperous
- Goal 4: Jamaica has a healthy natural environment

Extended Learning

Students should identify projects and activities in their community that are being undertaken in line with Vision 2030. Identify the goal or pillar to which the activity is aligned.

RESOURCES

Information on Jamaican citizenship may be obtained at
<http://jis.gov.jm/faqs/applying-for-jamaican-citizenship/>

Information on Jamaica Vision 2030 may be obtained from its website at
www.vision2030.gov.jm/

KEY VOCABULARY

Nationalism, nation, sustainable development, sovereignty, citizen, Vision 2030

LINKS TO OTHER SUBJECTS

Civics, Mathematics, Visual Arts, English Language

About the Unit

In this Unit students will develop an understanding of communication and the responsible use of media. They will learn about social media and media literacy. Students will explore forms of communication; distinguish among, fact, opinion, and propaganda; and the roles and responsibility of the media.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Communication, sender, receiver, media, mass media, media literacy, social media

Students will develop key skills by:

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

Students will develop knowledge and understanding of:

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

Students will develop attitudes of:

- Cooperation, working toward a common goal,
- Tolerance
- Respect for the feelings of others

GUIDANCE TO THE TEACHER

The teacher should carefully select the print resources to be used in the Unit as well as the electronic ones. Where the students are asked to take in materials, provide them with guidelines for selecting appropriate content for class. The teacher should write the questions use to guide the discussion of the advertisements and videos. When conducting the discussion with the students:

- introduce the materials with previewing activities by asking questions that address the material
- share the purpose for viewing the materials
- provide the students with active viewing tools such as using graphic organizers, taking notes, jottings or illustrating ideas, pausing for reflection and questions, reviewing confusing, challenging or controversial scenes or images
- Engage in post-viewing activities such as summarizing, debriefing and assessing understanding.

Prior Learning

Check that students:

- know ways of communicating

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

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define correctly the related concepts: sender, receiver, message communication, media, mass media, media literacy, social media
- Identify forms of communication
- Distinguish between fact, opinion, and propaganda
- Discuss the impact of 'unlimited' access to information
- Evaluate the impact of social media on children in Jamaica
- Create rules for the responsible use of all forms of media
- Assess the influence of mass media on social life and values
- Evaluate media's explicit and implicit messages against societal norms, ethical, moral and/or democratic principles
- Demonstrate responsible use of social media

ICT ATTAINMENT TARGETS:



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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Students will:

Participate in a game of Chinese telephone. Teacher or student whispers a message to another student and the message is whispered to each student until all students get the message. The last student to receive the message will say it aloud. This message will be compared with the original message. Students and teacher will discuss and write the meaning of the terms- sender, receiver and message. They will then discuss why the message changed/did not change.

- Listening

Terms correctly defined

In collaborative groups conduct research on forms of communication. Each will be given a message and will be asked to communicate it using

- L4 - visual communication- signs, drawing, pictures
- L5 - non-verbal form of communication- facial expression, gestures, appearance
- L6 - verbal communication- face to face, telephone

- Communicating information
- Classifying

Forms of communication should accurately portray message

Each group will share their message with the class using given non-verbal and verbal means.

Review media clips/messages received via social media in order to classify them as fact, opinion or propaganda.

- L4 - read message received via social media. Name the person who sent the message/ identify the source of the message and suggest reasons why the message was sent. Classify the message as fact or opinion.

- Making value judgements
- Distinguishing between fact and opinion

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

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

- L5 - view a media clip/read a newspaper article. Identify the author of the article or media clip and then scrutinize the piece to determine the authors' intention (educate, entertain, inform, influence etc.). Students must provide evidence to support the intention identified. Classify the clip/article as fact, opinion or propaganda
- L6 - Examine the media clips/articles and identify and make value judgements about the societal norms, ethical, moral and democratic principles in the article. Classify the media clip as fact, opinion or propaganda

Examine case studies of the uses of social media by individuals.

- L4 - Identify the social media platform, describe the messages sent
- L5 - Analyse the impact of broadcasting messages via social media on persons involved and the wider society.
- L6 - Develop guidelines for the use of social media by teenagers.

• Strategic thinking

- L4 - social media platform named messages are clearly described
- L5 - the impact of messages on the individual and wider society are clearly outlined
- L6 - guidelines are clear and include the do's and don'ts of using social media

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms
- ✓ Use the terms appropriately in a variety of contexts
- ✓ Name and give examples of forms of communication
- ✓ Clearly differentiate between fact, opinion and propaganda
- ✓ Put forward arguments for and against the impact of unlimited access to information
- ✓ Use case studies to show the extent of the impact of social media on children in Jamaica
- ✓ Formulate realistic rules for the responsible use of all forms of media
- ✓ Use cases to demonstrate the influence of mass media on social life and values
- ✓ Given messages judge the influence of media's explicit and implicit messages against societal norms, ethical, moral and/or democratic principles
- ✓ Demonstrate responsible use of social media

Points to Note

The limited class time will require much of the research to be done outside of the classroom and presented during class time.

Teachers and students should select programmes to listen to and watch and compare reports. They should select specific time slots for selected groups and record news clip or talk shows.

Students should demonstrate their understanding of concepts plagiarism and copyright, and how these apply to their own work

Social media are interactive computer mediated technologies that facilitate the creation and sharing of information, ideas and other forms of expression via virtual communities and networks

Mass media is the primary means of communication used to reach the vast majority of the general public. The most common forms of mass media are magazines, newspapers, radio, television and the internet

Extended Learning

Students could create a media watch group for a selected social issue monitor the issue on mass media and report to class. The report should include; the source of the message, the intention of the sender and the potential impact of the message on receivers

RESOURCES

Newspaper reports, video clips, Online resources, computer, projector, laptop

KEY VOCABULARY

Message, communication, mass media, media literacy, social media

LINKS TO OTHER SUBJECTS

Drama, Visual Arts, English Language"

About the Unit

In this Unit students will learn about the individuals who have contributed to the development of Jamaica's cultural forms and the contributions made by the different ethnic groups and the national heroes to national development. Students will also explore the contributions of selected Jamaicans in areas such as music, art, dance, sports, and language.

RANGE OF CONTENT

The key concepts, skills and knowledge students will learn on this topic are:

Students will develop key concepts of:

- Culture, heritage, cultural icon, tradition, nation builders

Students will develop key skills by:

- Reporting
- Drawing conclusions
- Thinking imaginatively

Students will develop knowledge and understanding of:

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

Students will develop attitudes of:

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

GUIDANCE TO THE TEACHER

Students must be engaged in experiences that will help them to realize that Jamaica's cultural icons must be appreciated for their contribution to the country's development.

Students may be given the names of selected individuals to research prior to the lessons. It would be best to select iconic Jamaicans from the following categories: sports, dance, music, language, art, drama. Encourage the students to collect pictures of cultural icons.

All resource persons must be contacted in advance and you should have at least two follow up contacts prior to the actual day of presentation. Students must prepare questions in preparation for presentation. Teachers must peruse and approve same. Arrangements must be made for a student to introduce and present the speaker.

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

- ✓ Prepare a field guide to be used during the visit. This field guide should include questions that the students have developed.
- ✓ Contact the site and if possible conduct a site visit.
- ✓ Give the students a concise list of key vocabulary words related to the site at least two (2) days before the visit to aid their learning while on the visit.
- ✓ Place the students in mixed ability groups and allow them to meet and review the field guide.
- ✓ Collaboratively set rules for student behaviours and goals to be achieved during the visit.

Prior Learning

Check that students:

- can identify the National Heroes and the parishes they are from
- know Jamaican musicians, artists, artistes

JAMAICA'S CULTURE AND HERITAGE : OUR CULTURAL ICONS**ATTAINMENT TARGET(S):**

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

Theme: Our Common Heritage

OBJECTIVES

Students should be able to:

- Develop definitions of concepts: culture, heritage, identity, cultural icon, nation builder
- Identify and outline the events in Jamaican history which have contributed to our culture
- Outline the life and work of selected cultural icons in Jamaica
- Examine the contributions selected persons to Jamaican culture in the areas of music, art, dance, sports and language.
- Discuss the contribution of cultural icons to the Jamaican heritage
- Reflect on their own talents and abilities and share ideas on how these can help to foster national pride and development.
- Express appreciation for the work of individuals who have contributed to Jamaica's culture.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Use graphic organisers to develop the concepts

L4 - culture and heritage

L5 - culture, identity, heritage, cultural icon

L6 – cultural icons and cultural identity

Graphic organisers may include pictures, examples, attributes, explanations

- Organizing information

Graphic organiser shows relationship between the concepts. Examples, attributes, and explanations are included on the graphic organiser

In collaborative groups conduct search online/offline to identify and describe the elements of culture.

L4 - Use image capturing devices to create their own video clips/skits showing elements of Jamaican culture -language, dance and music.

L5 - Use image capturing devices to create their own video clips/skits showing elements of Jamaican culture- customs, traditions

L6 - Use image capturing devices to create their own video clips/skits showing elements of Jamaican culture - values, norms,

- Creative thinking

Movie clip or skit must show at least two (2) elements of Jamaican culture

Select one of Jamaica's cultural icons, conduct research online/offline and

L4 - Create a profile of the icon including aspect of culture to which contribution has been made, a picture, background, achievements

L5 - Create a profile of the icon using movie maker software or storyboard include pictures, background, achievements, contribution to Jamaica's culture

L6 - Create profile of the icon and include justification for designation as a cultural icon

- Gathering and communicating information

The area in which the icon has contributed must be stated, background information is accurate, achievements clearly outlined.

- Providing justification

Justification is supported by credible evidence

- Working together to complete task

Presentation must show evidence of cooperation among members. It must be well planned and executed.

- Developing the ability to plan and execute an activity

Participate in an activity "Teens Talent on Parade". Students will reflect on their talents, skills or abilities and will be grouped with students with similar talents, skills, abilities. Each group will discuss and plan how they will showcase their talent/skill/abilities. They will discuss what aspect of Jamaica's culture it may be aligned to and how they can use it to contribute to Jamaica's development. Each group will present their talent/skill/ability to the class using a method they selected.

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms
- ✓ Use the terms appropriately in a variety of contexts
- ✓ Give clear explanations of the events in Jamaican history and how they have contributed to our culture
- ✓ Give brief description of the life and work of a selected cultural icon in Jamaica
- ✓ Explain how two Jamaican cultural icons have contributed in the areas of music, art, dance, sports and language.
- ✓ Use their talents, skills or abilities to foster national pride and development.
- ✓ Express appreciation for the work of individuals who have contributed to Jamaica's culture.

Points to Note

The limited class time will require much of the research to be done outside of the classroom and presented during class time.

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

When delivering this Unit ensure that the focus is on those aspects of the history of Jamaica which relate to how the culture has developed. There is a relationship between this Unit and some topics being studied in History and Civics; however as the Social Studies teacher, you should focus on the attitude displayed towards these events and persons described in the Unit. The activities outlined are designed to promote intellectual and social skills in students.

RESOURCES

Textbooks, computer, internet, JIS information pamphlets multimedia projector, magazines, newspapers

LINKS TO OTHER SUBJECTS

Civics, Language Arts, History, Drama, ICT, Visual Arts,

Extended Learning

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

Conduct research on the contributions of the following cultural icons and institutions in preserving our culture: Louise Bennett-Coverly, Ronald Williams, Robert Nesta Marley, Professor Rex Nettleford, Edna Manley School of The Visual and Performing Arts, The Creative Production and Training Centre (CPTC).

KEY VOCABULARY

Culture, heritage, legacy, ethnic, ethnicity, icon, iconic, identity, nation, nationalism

A black and white photograph of a bamboo raft on a river. The raft is made of many parallel bamboo poles, secured with ropes. It is moving down a river towards a range of steep, forested mountains. The water is dark and reflects the light. The sky is bright and hazy. The overall scene is serene and natural.

GRADE 8

SOCIAL STUDIES

TERM 2 UNITS

About the Unit

In this Unit students will develop an understanding of the roles and functions of economic institutions, and their importance to Jamaica's development. They will examine the structure and functions of economic institutions in Jamaica. Students will explore the main characteristics of economic institutions and the important role these institutions play in forming values, norms and attitudes in society.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Economic, sanctions, rules, society, financial institutions, bank, credit unions, building societies, insurance

Students will develop skills:

- Critical thinking
- Conducting research
- Analysing information
- Communicating information and opinions

Students will develop knowledge and understanding of:

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

Students will develop attitudes by:

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

GUIDANCE TO THE TEACHER

The "Bank" in the classroom can take the form of learning centres which the students can create based on the different intelligences associated with the concept e.g. writing money in figures and words, explaining reasons for accessing banking services, decorating the bank. Ask a representative from an economic institution to give the students pointers on setting up their areas as well as returning to the classroom to judge the final products

In order for students to effectively conduct investigations in this unit students may be asked to collect and store print resources prior to the start of the unit. Invitation and thank-you letters to the resource persons should be prepared as a class activity so that everyone is aware of the purpose of the activity. Students' writing and reading skills will benefit from this whole class activity. Students should be rotated among the groups as they work through the different tasks.

Prior Learning

Check that students can:

- identify different financial institutions.

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

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define and use the terms: economic institution, credit, insurance, thrift, bank, building society, credit union, credit, loan
- List examples of types of economic institutions
- Examine the roles and functions of financial institutions
- Recognize the importance of economic institutions to a country's economy
- Complete forms that are used at a financial institution
- Value savings and investment

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
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Students will:

Participate in a roundtable exercise in which each group they will select a word /term, conduct online/offline research on it and discuss its meaning. Each group will develop a definition for the word/term; use the word in its proper context, then share this with the other members of the class.

- Developing meaning

Definitions must be clear, accurate and appropriate. It should not be taken verbatim from one source; rather it must be a summary from the sources with obvious input from students.

Make a list of the economic institutions in Jamaica, using telephone directories and other useful resources. Collect their logos to make a collage.

- L4 – commercial banks
- L5 – credit unions
- L6 – insurance companies

- Categorizing

Exhibit their collages and explain clearly why each institution was included in the category.

Invite a resource person from a bank, credit union or building society, or insurance company to talk about the roles, functions, structure and main services of economic institutions. Students will then make a chart showing the following:

- L4 – the main roles of economic institutions
- L5 –the basic structure of economic institutions
- L6 - the main processes/activities of economic institutions.

- Listening for information

Charts should present information that is clear and accurate

In mixed-ability groups, create a model of an economic institution of their choice or make a learning station in the form of an economic institution.

Learning station should be recognizable as a bank, credit union, building society

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Watch videos with people using the services of economic institutions

Participate in role play depicting costumers interacting with personnel of financial institutions as they access their services. Include two activities that mirror the activities and functions of economic institutions e.g. opening and closing of accounts, depositing and withdrawing funds from accounts using relevant forms and applying for loans. Students will complete necessary forms

Individually, reflect on the usefulness of economic institutions to people, businesses and the country.

Write in their journals reasons why they would use the services of selected financial institutions.

- Gathering and communicating information

- Completing forms

- Communicating ideas
- Reflecting

Role play includes courtesies e.g. good morning, thank you please. Students communicate clearly in standard Jamaican English.

Forms are properly completed

Journal entry should include the type of financial institution and justifiable reasons for selecting the named institution

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms
- ✓ Use the terms appropriately in a variety of contexts
- ✓ State examples of different types of economic institutions
- ✓ Describe clearly the roles and functions of financial institutions
- ✓ Recognize the importance of economic institutions to a country's economy
- ✓ Complete forms that are used at a financial institution
- ✓ Value savings and investment

Points to Note

- An institution is an established custom or norm accepted by society. It can also be a formal organization.
- Institutions help to form values, folkways and norms in society
- Some main characteristics of institutions are: hierarchical structure, specific functions, written rules, sanctions, symbols and rituals.
- Economic institution: an organization that deals with money or with managing the distribution of money, goods, and services in an economy (banks, government organizations, and investment funds. At this level focus on financial institutions such as banks, credit unions, building societies, and insurance companies.

Extended Learning

Create a portfolio of any two economic institutions and collect newspaper articles and pictures about these institutions.

Display portfolio with information collected and write a reflection about how these institutions influence society or how the society influences these institutions.

RESOURCES

Newspaper, business magazines, Internet, textbook, Multimedia projector
<https://www.jncb.com/aboutus/companyoverview/executivemanagement>

KEY VOCABULARY

Institution, society, norms, values, folkways, mores, sanctions, rules, social groups, economic institution, financial institution, commercial bank, credit union, insurance company, building society

LINKS TO OTHER SUBJECTS

English Language, Information Technology, Drama

About the Unit

In this Unit students will be introduced to the structure of the Jamaican government and the functions of its different branches. Students will look critically at government and governance in Jamaica. They will judge the work done by parliamentarians and come to appreciate their role in governance. Students will evaluate the systems of checks and balances that operate to ensure that the functions of government are carried out effectively. Students will be engaged field visits, role play, conduct interviews, and examine materials from the media.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Democracy, government, Westminster Model, executive, legislature, judiciary, parliament, senate, bicameral, bill, act/law

Students will develop key skills by:

- Analysing written information on given topics.
- Interpreting meaning of given words and phrases
- Using key vocabulary effectively in written and oral communication.
- Engaging in the planning and implementation of projects.
- Using a wide range of resource material to gather information about given topic

Students will develop knowledge and understanding of:

- The structure and functions of the Jamaican government
- The role/functions of organisations and institutions that provide a system of checks and balances
- The need for active participatory citizenship in accountable governance

Students will develop attitudes:

- Which demonstrate the behaviours of the ideal, active, participatory Jamaican citizen
- Which show an understanding the role of the citizen in maintaining good governance

GUIDANCE TO THE TEACHER

A field trip is a teaching strategy, which when planned carefully, the teacher will have no need to re-teach the topic. The teacher should engage students in the different stages of the planning of the fieldtrip. Where it is not possible to take students on fieldtrip a resource person may be invited into the classroom.

Questionnaires and data gathering materials should be prepared prior to the visits. The students should be informed of the areas of focus so that they prepare themselves appropriately. Recording devices should be secured for use on the field trip so that the students can have the information for use after the trip.

The teacher must stay clear of partisan politics and encourage objectivity in class discussions. The teacher must also encourage students to show respect for the leaders of government and the office that they hold

The teacher should guide the students towards making a clear connection between government in a school (voting for class leadership e.g.) and their responsibilities as citizens and future voters.

Prior Learning

Check that students can:

- explain the role of rules in the family and school in maintaining order.

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

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

Theme: Living Together

OBJECTIVES

Students should be able to:

- Define and use correctly concepts associated with government: democracy, government, Westminster Model, executive, legislature, judiciary, parliament, senate, bicameral, bill, act/law
- Describe the structure of the Jamaican government
- Explain the functions of each arm of government
- Describe the extent to which the Members of Parliament are carrying out their functions
- Analyse the systems of checks and balances in the Jamaican government
- Become active participants in governance

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will:</p> <p>Brainstorm and use graphic organisers (concept maps) to develop meaning for terms and concepts</p>	<ul style="list-style-type: none"> • Conceptualizing 	<p>Graphic organiser (concept map) must include a definition, examples, attributes/features of the traits</p>
<p>Make a list of the leaders in the school, then design an organisational chart showing the structure of the school.</p>	<ul style="list-style-type: none"> • Organizing information 	<p>Organizational chart</p> <p>Shows the hierarchy of leadership in the school</p>
<p>In mixed-ability groups discuss the functions of and need for government in the school and society. Use texts and online resources to provide additional information along with guidance of the teacher.</p> <p>L4 - write about the functions of and need for a “classroom government” and how the class might be affected if there was no ‘government in the classroom’.</p> <p>L5 – write about the functions of and need for “school government” and how the school would be affected without one being in place.</p> <p>L6 – write about the functions of and need for “government in the society” and how the society would be affected without one being in place.</p> <p>Formulate questions about the functions and needs of government and use answers to inform their ideas about the importance of government in the school or society.</p>	<ul style="list-style-type: none"> • Analysing through questioning 	<p>Questions are clearly structured and relevant. Information used to answer is accurate</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine a chart showing the structure of the Jamaican government and identify its branches.

L4 - conduct online/offline research to find out how individuals become members of the legislature, the number of members and their functions. Students will plan and execute a scene in parliament where Members of Parliament are discussing the affairs of their constituents.

L5 - conduct online/offline research to find out how members of the executive are appointed, the portfolio of each member, the functions of the executive. Students will plan and execute a role play of a cabinet meeting where members are making plans for the country.

L6 - conduct online/offline research to find out the types of courts in Jamaica, types of cases tried in each court, how judges are appointed. Students will plan and execute a role play of a case being tried in court.

Participate in a field trip to Gordon House or watch parliamentary proceedings on cable television (PBCJ) and then do a report on parliamentary proceedings. Students will observe and record parliamentary proceedings and protocol, find out the history and purpose of the ceremonial mace and sergeant-at-arms, listen and record main issues discussed by parliamentarians. Write a reflective piece on their visit.

Use image capturing device to take pictures. Create digital story with pictures, audio and text. Share with class.

- Navigating digital content
- Presenting information

- Listening and recording relevant information
- Observing proceeding to gather information
- Capture images with digital camera and other image capturing device

Role play must be realistic.

L4 - scene must include members of the government and the opposition debating one issue

L5 - scene must show a cabinet meeting with the prime minister and other members of the cabinet discussing a specific issue.

L6 - scene must identify the type of court and an appropriate case being tried

Reflective piece on visit to parliament should include date of visit, House observed, protocol observed by members, record of matters discussed, reflection on the visit.

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions for each term
- ✓ Use concepts appropriately in a variety of contexts
- ✓ With the aid of a simple diagram give a simple description of the structure of the Jamaican government
- ✓ Write clear explanations of the functions of each branch of the Jamaican government
- ✓ Use evidence to judge the extent to which the Members of Parliament are carrying out their functions
- ✓ Use reasoned arguments in the analysis of the systems of checks and balances in the Jamaican government
- ✓ Become active participants in governance

Points to Note

In instances where it is not practical to go on the field trip resource persons from those institutions could be invited to speak to the students or video presentations may be used.

Extended Learning

Students will find out the name councillor who represents the division in which they live. They will also find out the name of the Members of Parliament for the constituency in which they live. Evaluate the work done by the MP in the constituency.

RESOURCES

Internet, newspaper articles, computer, multimedia projector
The Houses of Parliament at <http://www.japarliament.gov.jm/#>
Jamaica Information Service at <http://jis.gov.jm/>
The National Library of Jamaica at <https://www.nlj.gov.jm/?q=jamaican-civi>

KEY VOCABULARY

Authority, power, democracy, government, governance, cabinet, parliament, senate, lower house, upper house, executive, judiciary, legislature, constituency, the opposition, ombudsman

LINKS TO OTHER SUBJECTS

English Language, Information Technology, Visual Arts, Civics

About the Unit

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

RANGE OF CONTENT

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

Students will develop key concepts of:

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

Students will develop key skills by:

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

Students will develop knowledge and understanding of:

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

Students will develop attitudes by:

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

GUIDANCE TO THE TEACHER

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

Prior Learning

Check that students can:

- define the term consumer
- name economic institutions

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

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

Theme: Living together

OBJECTIVES

Students should be able to:

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

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Examine pictures of needs (water, basic food items, clothes and shelter) and wants (cellular phone, car, wigs, and television). Students will classify pictures as need or want. Students will justify their categorization of each item. Students will create a table showing needs, wants and justification.

- Creating and justifying categories

Table must show needs, wants and provide justification for the placement of each picture

Participate in role play to show students purchasing items at the canteen, accessing services at the clinic or doctor's office. Students will then list the goods purchased at the canteen and describe the service received at the doctor's office. Develop their own meaning of key terms-
L4 - goods, services, consumer,
L5 - consumer, consumption,
L6- Consumer, consumerism

- Developing meaning

Correct meaning of concepts are given

In ability-groups, list all the goods and services they purchased in the past week in a table. Conduct online/offline research to find out the producer of each product consumed.
L4 and L5 - produce a good and identify the potential consumers and develop a plan to market the product
L6 - provide a service and identify the potential consumers and develop a plan to market the service

- Strategic thinking

The goods or service must be needed by, and be appealing to the target consumers

Be presented with the same product for example a cellular phone, a meal, clothing made by three different manufacturers. Students will select a product and state why the product was selected.

- Decision making

Role play must clearly show how each factor influences consumer decisions.

L4 - will plan and execute a role play which shows how price influences consumer decisions

L5- will plan and execute a role play to show how income levels influence consumer decisions

L6- will plan and execute a role play which shows how consumer preference and competition influence consumer decisions

The steps in arriving at the decision must be clearly outlined. The consequences of decision must be included

Goods & Services We Purchased Last Week

Goods	Services	Costs (\$)

- Gathering information and using it to inform action

The consumer guide sheet or poster includes at least three tips to guide consumer spending. Tips must relate to the information gathered.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Using the lists and the costs discuss reasons they buy the things they noted in the list. (e.g. peer influence, habit, advertising, needs)

L4 - select a good or service from their list and talk about the reasons for buying the item.

L5 – ask other students in the grade about the factors that drive their spending

L6 - ask adults in the school about the factors that influence their spending .Share their findings. Make comparisons across the groups

Create consumer guide sheet or poster with tips to guide consumer spending.

- Decision making

Listen to resource person from a consumer protection body (e.g. Consumer Affairs Commission, Fair Trading Commission, etc.) talk about the role of the Commission and the rights and responsibilities of the consumer. Formulate and ask questions about the work of the agencies.

- Asking probing questions

- Questions must be relevant and properly structured

Read teen magazines online or hard copies. Choose a product in the magazine that they would like to buy and say how they would use technology to make the final decision to buy it.

- Decision making

- Arguments presented must be supported by evidence

Debate the pros and cons of online shopping

As a whole class, discuss the statement, “the Consumer is King”. Conduct online/offline research to find out the rights and responsibilities of the consumer.

L4- make a brochure outlining the rights and responsibilities of consumers

L5 –make a chart with newspaper articles showing how consumer agencies protect consumers in Jamaica.

L6–make an information chart on the work of ONE consumer protection agency

- Creating media to communicate ideas

- L4- chart lists rights and responsibilities of the consumer
- L5 - at least one article from at least three different agencies
- L6 - information chart provides address, functions, work done to protect consumers

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions for the terms: goods, services, consumer, consumption, consumerism, needs, wants
- ✓ Use the terms correctly in a variety of situations
- ✓ Given a list of consumers categorize them according to types
- ✓ Clearly outline the differences between consumers and producers
- ✓ Write simple clear explanations the factors which influence consumer demand
- ✓ Design a product, develop a plan to market the product
- ✓ Outline in simple clear sentences the impact of technology on consumerism
- ✓ Analyse the rights and responsibilities of the consumer the rights of the consumer
- ✓ Begin to exercise their rights and responsibilities as consumers
- ✓ Take steps to seek redress when rights have been violated
- ✓ Predict consequences of consumer behaviours
- ✓ Describe the role of government and consumer protection agencies in protecting.

Points to Note

The unit will flow effectively if the resources and examples used are reflective of the students learning it. Use appropriate content that appeal to the age group so that they are easily motivated to participate and learn more.

Where it is not possible to bring a resource person into the class room students may be prepared to participate in a panel discussion

Newspapers and store brochures are very useful resources in this unit. The teacher should encourage the students to collect these items before the unit so that they will be available for use when needed.

RESOURCES

Text books, internet, newspaper articles, computer, multimedia projector

www.consumeraffairs.govt.nz/glossary www.moj.gov.jm/sites/default/files/laws/consumer_protection

www.jfte.com/ConsumerProtection/ForConsumer/FAQ.aspx

LINKS TO OTHER SUBJECTS

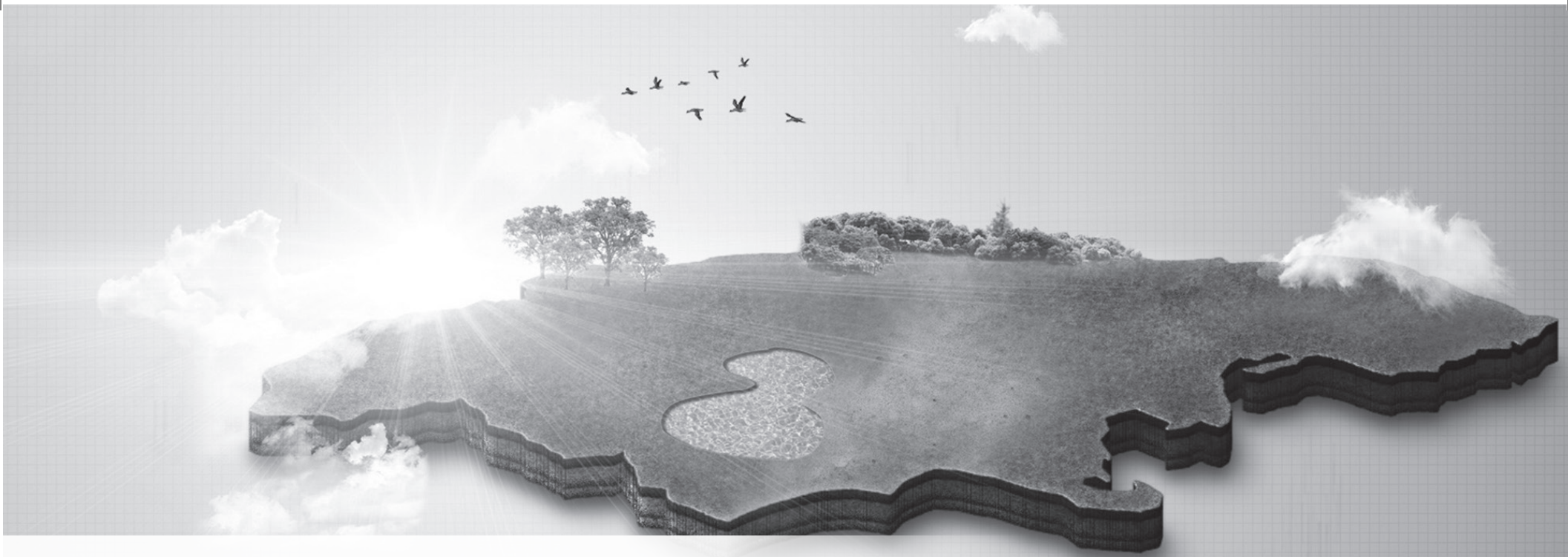
English Language, Information Technology, Visual Arts

Extended Learning

Collect and read brochures from consumer affairs agencies. Ask friends and relatives about their experiences as consumers. Identify instances where rights have been breached and guide them about seeking redress. Advise them of their responsibilities as consumers.

KEY VOCABULARY

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



GRADE 8

SOCIAL STUDIES

TERM 3 UNITS

About the Unit

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

RANGE OF CONTENT

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

Students will develop key concepts of:

- Disasters, droughts, floods, hazards, earthquakes, volcanic eruptions, preparedness, natural disasters, storm
- Working cooperatively
- Conducting research
- Applying geographical techniques
- Transferring learning from other subject areas

Students will develop knowledge and understanding of:

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

Students will develop attitudes of:

- Protecting life and property by showing a willingness to learn the disaster preparedness measures and practice them
- Willingness to assist others in need

GUIDANCE TO THE TEACHER

The teacher should contact all resource persons in advance and have at least two follow up contacts prior to the actual day of presentations. Students must prepare questions in preparation for the presentation and you should peruse and approve same. Arrangements must be made for a student to introduce and present the speaker. When technology is to be used, ensure that the laboratory is booked in advance and that the equipment are set up and tested before the students arrive. Where a laboratory technician is available, ask for assistance. You should also be prepared to read some texts to the students on the topic. The students should be advised about what to listen for in order to maximize the lesson outcomes

Prior Learning

Check that students:

- can name some of the natural disasters which are common to the region
- understand the importance of protecting and caring for the environment.

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

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

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Develop working definitions of concepts/terms: hazard, disaster, drought, flood, earthquakes, volcanic eruptions, preparedness, natural disasters, storm, hurricane, mitigation
- List the natural hazards and disasters which are likely to occur in the Caribbean region
- Distinguish between hazards and disasters, natural and human induced disasters
- Explain causes and effects of natural disasters in the region: hurricane, earthquake, flooding, drought
- Design disaster mitigation strategies for a selected community
- Describe functions of three organizations and institutions which manage and monitor disaster preparedness activities
- Take actions to prepare for and reduce the impact of natural disasters
- Share ideas and respect the contribution of others in the group
- Compile a list of resources including type of resource, author, title, date of publication,
- Evaluate the credibility of sources

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will:</p> <p>Examine pictures of disasters that occur in the Caribbean region e.g. hurricanes, volcanoes, earthquakes, flooding and name the disasters. Students will identify evidence/clues from the pictures which aided in the identification of the type of disaster. Students will use online/offline sources to gather information about each disaster. Students will then use pictures and information gathered to create concept maps.</p> <p>L4 – Drought L5- Earthquakes and volcanoes L6 – Hurricanes and flooding</p>	<ul style="list-style-type: none"> • Gathering information from pictures • Using concept maps to develop meaning 	<p>Concept map must include a picture of the hazard, a definition, activities associated with the hazard e.g. hurricanes – strong winds.</p>

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to the story of Lewis Galdy and the Port Royal earthquake in 1692 <https://www.youtube.com/watch?v=B3kQZllkcBQ> . Students will say whether or not they believe the story and why.

Students will share what they think are facts and myths/misconceptions about disasters. Students will conduct online/offline search to prove facts and dispel myths. Students will work in collaborative groups to create charts with facts and myths about natural disasters.

Work in mixed ability groups to arrange a series of pictures showing the effects of natural disasters and word cards related to the causes of each. Students will match pictures with the word cards. Students will explain each match.

Watch video or read newspaper article on impact of a natural disaster on a community. Students will analyse the video or article by identifying who and what was affected, how they were affected, and what made them vulnerable.

L6- will develop an observation instrument which they will use to identify vulnerable areas and persons in the school or community.

L4,5 and 6 – will use the observation instrument to gather information about vulnerable persons and places in the school or community. Guidelines for observation
Flooding – are drains blocked?
Earthquakes- are heavy books, equipment stored appropriately, will they fall and injure someone

- Distinguishing between facts and myths

- Analysing information presented
- Identifying causal relationships

A separate chart for each disaster with at least two myths and related facts

Observation instrument should cover at least three disaster and be able to gather information about people and places that can be used to plan mitigation strategies

Correct match between the causes of natural disasters and their effects.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Hurricane- are shutters in place, are hurricane straps used to secure roofs

People – how many elderly people live alone, are their houses safe,

Use the information gathered through the observation instrument to develop an action plan to prepare the school or community for natural disasters.

L4- plan of action to mitigate the effects of flooding

L5- plan of action to mitigate the effects of a hurricane

L6- plan of action to mitigate the effects of an earthquakes

Watch video clips highlighting how man's activities can lead to disasters.

Conduct a comparative case study of the same disaster on two communities/countries. Select communities/countries where the impact of the disaster differed greatly. Examine each case carefully to determine how human activities aggravated or mitigated the impact of the disaster.

L4 - describe the impact of the selected natural disaster on the two places

L5 - identify differences in the impact of the selected natural disaster on the two places

L6 - analyse the impact of the selected disaster on both places and determine the role of human activities on the magnitude of the disaster

- Preparing and gathering information

- Using information gathered to develop a plan of action

- Using evidence to draw conclusions

Plan of action must state the hazard being planned for, and outline at least three activities that will prevent or reduce the impact of the disaster on the people and built environment.

- L4- a simple description in two paragraphs of the impact of the disaster on the two places
- L5- clearly describe the differences in the damage seen in both places
- L6- for each place use evidence to suggest the role of human activities in the magnitude of the disaster

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Invite personnel to speak about the importance of agencies in managing and monitoring natural disasters in Jamaica. Question the resource persons after presentations have been made (e.g. Forestry Department, ODPEM, NEPA, and Red Cross).

L4 – develop and ask questions about the functions of the agency

L5 - develop and ask questions about the costs associated with disaster management preparations made before disasters occur

L6 – ask questions the importance of disaster preparedness and mitigation measures

Summarize correctly the answers to their questions and use productivity tools to create pamphlet and posters giving information on at least three functions of three organizations with responsibility for disaster preparedness organisations in Jamaica

Prepare for an impending disaster in role as:

L4- citizens, use throwaways to fill a box of food and medical items for a family of four.

L5 – disaster workers, design a model of a shelter to accommodate citizens who evacuate their homes.

L6 – newscasters, prepare a short announcement for the radio telling people of the effects of hurricanes and why they should not ignore the warning. Include ONE institution that can assist them during and after the disaster hits.

Write a reflective piece on how their families prepare for the hurricane.

- Asking relevant and probing questions

- Summarizing information

- Communicating ideas using a variety of media

- Reflecting on personal actions

Questions must be clear relevant and probing

Summary must include information about the functions of the agencies, disaster management preparation

L4 - food items should be non-perishable, general first aid supplies, medication related to named ailment.

L5 - shelter must have sleeping quarters, food and water storage, sanitary facilities

L6 - announcement should include, name of the disaster, possible effects, areas that may be affected, where residents can get assistance

Learning Outcomes

Students will be able to:

- ✓ Write simple definitions of concepts/terms
- ✓ Use terms/concepts in a variety of contexts
- ✓ Name three natural hazards and disasters which are likely to occur in the Caribbean region
- ✓ State the differences between hazards and disasters, natural and human induced disasters
- ✓ Write simple clear statements explaining the causes and effects of natural disasters in the region: hurricane, earthquake, flooding, drought
- ✓ Design feasible disaster mitigation strategies for a selected community
- ✓ Give simple statements describing the functions of three organizations and institutions which manage and monitor disaster preparedness activities
- ✓ Take actions to prepare for and reduce the impact of natural disasters
- ✓ Share ideas and respect the contribution of others in the group
- ✓ Compile a list of at least three resources including type of resource, author, title, date of publication,
- ✓ Evaluate the credibility of sources using author and cross referencing

Points to Note

Students must be able to explicitly explain what a natural disaster is.
Outline the importance of disaster preparedness
Know how to manage themselves during and after a disaster

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

Students should follow guidelines to promote healthy use of ICT

Extended Learning

Interview community members on their experiences with disasters and the importance of preparing for disasters. Use recording devices with the permission of the interviewees.

- L4 – make slogans encouraging people to be prepared for natural disasters
- L5- make a song about the importance of disaster preparedness
- L6 – make a poster encouraging people to be prepared for natural disasters
- Research on regional agencies that monitor and manage hazards and disasters
- Field trip to the Meteorological Office to obtain information on how hurricanes and other weather phenomenon are monitored.

RESOURCES

Textbooks, Internet, Blank Maps, Resource persons, Computer, Publishing software, Camera and other recording device

KEY VOCABULARY

Disasters, droughts, floods, earthquakes, volcanic eruptions, preparedness, natural disasters, storm

LINKS TO OTHER SUBJECTS

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

About the Unit

In this Unit students will explore environmental problems facing their communities, country and region, the effects and ways to resolve these issues. Students will examine the environmental problems being experienced in Jamaica, analyse the measures which have been taken and propose new methods to reduce the effects of these environmental problems.

RANGE OF CONTENT

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

Students will develop key concepts of:

- Environment, pollution, habitat, extinction, deforestation, conservation, preservation

Students will develop skills:

- Making informed decisions
- Designing and executing plans
- Identifying cause and effect relationships

Students will develop knowledge and understanding of:

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

Students will develop attitudes which demonstrate:

- Environmental sensitivity and responsibility
- Respect for life

GUIDANCE TO THE TEACHER

The teacher should contact all resource persons in advance and should have at least two follow up contacts prior to the actual day of presentations. Students should prepare questions in preparation for presentation and the teacher should provide guidelines for same. Arrangements must be made for a student to introduce the speaker. When technology is to be used, teacher must ensure that the computer laboratory is booked in advance and that the equipment is set up and tested before the students arrive.

Teachers must collaborate with the Ministry with responsibility for matters relating to the environment and governmental and non-governmental agencies that focus on environmental issues when teaching this Unit. The teacher should ensure the students are engaged in meaningful activities that will encourage preservation of the environment

Prior Learning

Check that students can:

- define the term environment
- identify some environmental problems and solutions.

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

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

Theme: Diversity, interdependence and sustainability in nature and society

OBJECTIVES

Students should be able to:

- Develop working definitions and use the terms/concepts: environment, pollution, habitat, extinction, deforestation, conservation, preservation
- Identify environmental problems being experienced in Jamaica
- Distinguish among land, water and air pollution
- Describe the causes of the environmental problems
- Analyse the functions and the effectiveness of the non-governmental and governmental agencies that focus on environmental issues
- Suggest measures which can be taken to reduce the impact of environmental problems
- Assess the consequences of environmental problems being experienced
- Adopt behaviours and practices that protect the environment
- Show respect and concern for life and the environment

ICT ATTAINMENT TARGETS:



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



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



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



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

Suggested Teaching and Learning Activities	Key Skills	Assessment Criteria
<p>Students will:</p> <p>Examine pictures showing different environments, (forest, desert, ocean, and wetland). Students will develop a definition of the term environment and habitat after examining the pictures. Students will corroborate their definition by comparing it with two definitions found in online/offline sources.</p> <p>Students will examine pictures of polluted areas and deforested areas. Students will describe what is happening to the environment in each picture. Students will develop definitions for the terms pollution and deforestation</p> <p>Students will draw pictures showing how different environments can be preserved or conserved.</p>	<ul style="list-style-type: none"> • Gathering information from pictures • Developing meaning 	<p>Drawings must show at least one type of environment and clearly show how the area may be preserved or conserved. Students should be allowed to explain their drawing.</p>
<p>Watch video clips or examine newspaper articles about different types of pollution. Students will identify each type of pollution and make distinction among them.</p> <p>Examine cases of pollution L4- land pollution- improper disposal of garbage</p>	<ul style="list-style-type: none"> • Making comparisons • Identifying cause and effect relationships 	<p>Presentations must identify the type of pollution and include the sources, causes and types of pollution.</p> <p>Information must be properly organised and presented in a clear coherent manner.</p>

Students will:

Students will identify sources of the pollution, identify the pollutants, and the causes of the pollution

Students will discuss and decide on a method to share the information gathered

L5 - air pollution- burning of garbage by citizens, the burning of city dump

Students will suggest sources of the pollution, identify the pollutants, and the causes of the pollution, effects of the pollution on citizens

Students will discuss and decide on a method to share the information gathered

L6 – water pollution- oil spills, industrial waste in water courses

Students will suggest sources of the pollution, identify the pollutants, and the causes of the pollution, effects of the pollution on citizens, other living things and the economy.

Students will discuss and decide on a method to share the information gathered

Invite resource person from a governmental or non-governmental to talk about the functions and work done by the agency they represent.

L4 – formulate questions about the location and the functions of the agency (Who, What, When)

L5 – formulate questions about projects undertaken by the agency

(What, How, Why)

L6 – formulate questions about the effectiveness of the agency, ask follow up questions to provide clarity.

(What if, Why not, To what extent)

- Asking probing questions

Questions must be clear, relevant and probing

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In mixed-ability groups, conduct online/offline research on a select environmental issue in Jamaica e.g. fish kill, soil erosion, deforestation, water pollution (oil spill, industrial waste, air pollution).

Prepare a report on the work of government agencies with responsibility for managing environmental issue in Jamaica. The report must identify the issue being investigated, the government agency that is responsible, laws or international conventions being breached, actions taken by the agency, and the effectiveness of actions taken. Make recommendations to improve the work done by the agency. The group will decide on the presentation format of the report.

Identify an environmental problem in the community or at school and develop a plan of action to address the problem. As a class implement one feasible solution strategy

The plan of action must include the following:

- o A description of the problem
- o The objective/s of the plan
- o Resources needed to execute the project and how they will be
- o Activities to be undertaken and by whom
- o Exploration of several possible solution strategies and reasons the strategy selected

Select an environmental problem and dramatize a mitigation strategy as well as a consequence of not addressing the environmental problem identified.

- Conducting research and preparing a report

- Assessing effectiveness and making recommendations

- Problem solving
- Planning and implementing a project

- Communicating ideas through drama

The report clearly identifies the government agency and the environmental problem being investigated. Relevant laws or international treaties are identified, and breaches clearly stated. Recommendations must be realistic, workable and related to deficiencies identified.

The project will be judged based on the following criteria:

- Feasibility of project
- Evidence of collaboration
- Level of achievement of objective/s

Dramatic presentation must be based on a clearly identified problem, the mitigation strategy must be relevant and feasible, the consequences clearly show of

Learning Outcomes

Students will be able to:

- ✓ Write simple clear definitions of terms and concepts
- ✓ Use the terms/concepts appropriately in a variety of contexts
- ✓ Give clear descriptions of environmental problems being experienced in Jamaica
- ✓ State clearly the differences among land, water and air pollution
- ✓ Give clear descriptions of the causes of the environmental problems
- ✓ State the functions of one non-governmental and one governmental agency that focus on environmental issues
- ✓ Given a function or functions of an environmental agency use evidence to state the extent to which the function is being carried out
- ✓ Given a scenario suggest workable solutions to address the environmental problem identified
- ✓ Use evidence to judge the consequences of an environmental problems being experienced in a particular area
- ✓ Participate in activities that demonstrate adoption behaviours and practices that protect the environment
- ✓ Show respect and concern for life and the environment

Points to Note

Students must know what they can do to protect the environment

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

Extended Learning

- Conduct research on regional agencies that monitor and manage environmental protection
- Identify an environmental problem in another country and suggest ways to solve the problem

RESOURCES

Textbooks, internet, Resource persons, computer, camera and other recording device, multimedia projector

- National Environment & Planning Agency (N.E.P.A.) at <http://www.nepa.gov.jm/>
- Environmental Foundation of Jamaica at <http://www.efj.org.jm>
- Jamaica Environment Trust at <http://jamentrust.org>

KEY VOCABULARY

Environment, pollution, habitat, extinction, deforestation, desertification

LINKS TO OTHER SUBJECTS

English Language, Visual Arts, Drama,



APPENDICES

SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Accept	To receive willingly ideas, concepts, information
Analyse	Examine systematically and in detail the features of a process, situation etc. and then draw conclusions
Assess	Give logical arguments to support conclusions
Aware	Knowledge or perception of a situation, show concern for a particular situation or development
Classify	Arrange items, features, into groups/categories according to set/stated criteria
Compare	Include the similarities and differences of the objects, concepts, people, processes, events
Contrast	Emphasise the differences between two objects, concepts, processes, events, groups,
Define	Give a clear meaning of a term or concept from a credible source, such as a dictionary definition or from an academic authority (textbook definition) e.g. Define the term government. To stipulate the requirements for inclusion of an object, word, or situation in a category or class.
Describe	Give details of processes, properties, events, people etc. Write a detailed account of the characteristics of a situation, event, issue etc. in a logical sequence.
Discuss	To exchange views on/about a topic, to consider the pros and cons of a particular point of view
Differentiate	Emphasize difference
Distinguish	To notice, recognize, understand the differences between people, concepts, events
Explain	Give clear and detailed reasons for a plan, strategy, solution, practice e.g. Explain why EACH strategy is likely to be successful.
Examine	Give extended information defining key concepts, stating what is and exploring related concepts and issues. Inspect something or someone thoroughly in order to determine their nature or condition.
Evaluate	Weigh evidence and make judgements based on given criteria

SUBJECT GLOSSARY

TERMS	DEFINITIONS/MEANINGS
Identify	Give a name or a brief statement of a process, concept, or factors e.g. Identify TWO factors that may cause voters NOT to participate in a general election. Indicate without explanation or recognise and select.
Justify	Give reasons/evidence to support a statement or conclusion.
List	Provide a series of items e.g. names, factors, (A list may be short sentences).
Outline	To give a general summary. Give the main ideas supported by secondary facts e.g. Outline TWO ways in which the civil service (public sector) in a country directly responds to the needs of the citizens.
Name	Give the title or label by which a person, process, concept is known e.g. Name ONE form of marriage that is NOT common in Caribbean society.
Propose	To put forward a plan or suggestion for consideration by others.
State	Give the relevant points briefly – you do not need to make a lengthy discussion or give minor details. Use brief clear sentences. State TWO functions of the legislative arm of government.
Suggest	Give or put forward workable, (feasible, practical, realistic) solutions, plans, strategies e.g. Suggest to planners in your country THREE strategies they may use to keep infant mortality at a low level.
Summarise	Just give the main points, not the details.
Recall	To remember a fact, event, process previously learnt
Respect	Admiration for someone or something elicited by their qualities, abilities, achievements
Tolerance	A fair and objective attitude towards those whose opinions, ethnic group, practices, beliefs, race from one's own
Work cooperatively	Work as a team to complete an assigned task
Value	To regard someone, something as useful, important, significant

SPECIAL EDUCATION TIPS

Below are tips you may find useful when teaching students with special needs:

- ✓ Get to know your students and their individual needs.
- ✓ Ensure that classroom procedures and routines are flexible enough to accommodate individual differences
- ✓ Use positive non-discriminatory language
- ✓ Be deliberate in including students with special needs in all activities
- ✓ Communicate high expectations
- ✓ Model and reinforce appropriate social skills
- ✓ Use assessment data to plan instructions
- ✓ Teach to students' strengths and learning styles
- ✓ Students with special needs respond well to direct instructions or guided discovery
- ✓ Use multisensory teaching approaches that engage two or more learning modalities simultaneously
- ✓ Break content into small steps and teach each step to mastery
- ✓ Differentiate objectives based on students' functioning levels
- ✓ Make ample use of mnemonics and other memory aids
- ✓ Pair students with special needs with learning partners/buddies
- ✓ Provide appropriate accommodations as needed during instruction and assessment:
 - a. Extra time
 - b. Reduced work load
 - c. Material in alternative formats
 - d. Visual cues
 - e. Technological aids
 - f. Alternate activities

ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (APSE)

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

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

INTRODUCTION & BACKGROUND

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

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

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

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

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

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

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

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

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

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

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

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

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
 - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

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

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The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

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

5E Instructional Model

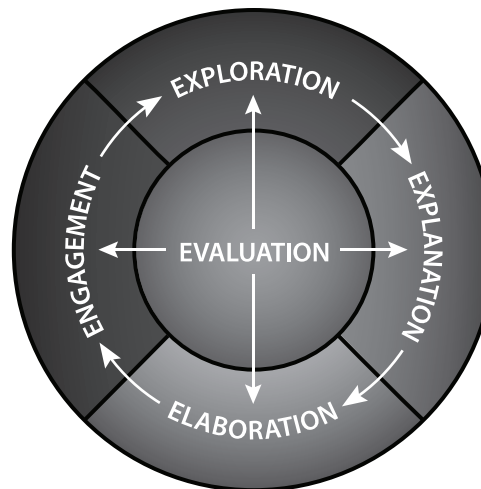


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



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

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

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

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

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

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

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

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

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

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

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

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

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

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LESSON PLAN

SUBJECT: Social Studies SP II
UNIT TITLE: National Heroes and their contributions to Jamaica's Development
GRADE: 7
DURATION: 1 hour
LESSON TOPIC: Who is a hero?
OBJECTIVES: **By the end of the lesson students will be able to:**

1. Define and use correctly the concepts: hero, unsung hero, national hero
2. Identify and name the national heroes of Jamaica
3. Identify the characteristics of a hero/heroine
4. Evaluate the appropriateness of the actions of heroes in relation to the conditions they faced

RESOURCES:

Pictures of national heroes, politicians, dons, artistes, cartridge paper, glue, scissors

ENGAGE

Students will be placed in groups (L4, 5, 6) of 5-7. Each group will get a set of pictures and names of Jamaican personalities which include the national heroes of Jamaica, as well as cultural icons, politicians, and popular artistes. Students will match the names with pictures. Students will put the pictures into groups. Students will determine the criteria for grouping the remaining pictures.

Each group will select one person from among the pictures given that they consider a hero/heroine and create a "Whatsapp" profile picture and write a status which tells why the person/s was selected. Each group will share the profile picture and status

LESSON PLAN

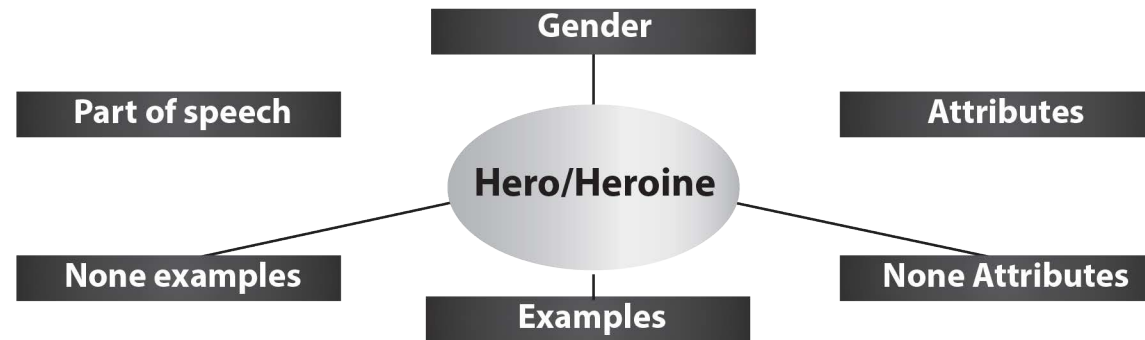
EXPLORE

Who is a hero?

Students will brainstorm in their group to identify at least three characteristics of a hero. Students will explore definitions in the dictionary/online. They will then revisit the “Whatsapp” picture and profile to determine if the person selected is really deserving of the title hero. Students will create a concept map

L4- “hero”

L5, 6 – hero, national hero and unsung hero



EXPLORE: One man’s freedom fighter is another man’s rebel

<http://www.youtube.com/watch?v=vSH9a6jye-M>

Allow students to watch video clip/read extract on Nanny of the Maroons”. Each group (L4, 5, 6) will then discuss their views on Nanny and why she is a national heroine. Each group will then share the main points coming out of their group discussion. Points will be written as comments which follow a You Tube video.

Students will complete a mapping exercise in which the conditions faced by Nanny and the Maroons are mapped on to the actions they took. A similar mapping will be done for the community don. The mapping will be based on the article “Garrison: Empires of Dons”. (Note – Mathematics; Functions and Relations – one to many mapping, many to many mapping)

LESSON PLAN

MAROONS

Conditions Faced

Enslavement

Actions Taken

Fight for freedom

Running away

COMMUNITY DONS

Conditions Faced

Actions Taken

EXPLAIN

Students will display “Whatsapp” profile picture, (display may be collage) and share the status. They will also explain why person/s was selected.

Students will display the concept map which should include words, statements and emoji to show understanding of concept “hero”, national hero and unsung hero

Level 5, 6 – map activity - written and oral presentation to include map and an analysis of actions taken by the maroons and community dons.

Level 4- oral presentation and include analysis of actions taken by Maroons and dons

Whole class discussion on who is a hero.

LESSON PLANS

Evaluate

	5	4	3	2	1	0
Creativity	Very creative	Creative			Very little	No creativity
Attributes and non attributes are plausible	All	Most	Some	Few	Very	None
Examples and non -examples in line with attributes	All	Most	Some	Few	Very few	None
Part of speech	Correct					Incorrect
Mapping	All show clear relationship	Most show a relationship	Some show a relationship	Few show a relationship	Very little relationship	No relationship
Analysis	Evidence well scrutinized and clearly linked to conclusions		Some conclusions linked to evidence presented		Poor link between evidence and conclusions drawn	Evidence not used to draw conclusions

EXTEND

Create a short video about an unsung hero in the community

Garrisons: Empires of the Dons

Damion Blake, guest columnist

The Jamaican don came about because of poverty and the need to be seen as “smaddy”. But who really are dons? How do they come to control garrison communities in Jamaica? I view them as leaders who use fear and gifts to gain and maintain power in the garrison.

I write this article using information I gathered in an inner city community in Jamaica from August to December 2011. I call this community “California Villa”.

I spoke with more than 40 persons who lived and worked in the community. I also spoke with people who work in the community. One person who lives in the community said “Don is a leader, a man who decide when the war fi start and when it fi end.” Him decide who lives and who dies” This told me a lot and it was also scary. I spoke with many members of the community because I wanted to understand who dons are.

Professor Barry Chevannes called the dons “folk heroes”. I agree with the professor. Dons have power over members of the community because they fear him. Residents fear dons and the gangs they lead. To cross paths with or diss the don is a sure way to be punished.

Dons also work people outside of the community. They work with politicians and police.

Grouping criminal dons

Are all dons the same?

There is the boss man who provides residents with things. They are not really dons. There is the mega-don and the street or corner don. The mega-don controls more than one community, has a legal business, is wealthy, has many guns, is respected by members of the community and gives things to members of the community. Most dons are male.



Lascelles Chin, Olive Lewin, Nanny of the Maroons, Louise Bennett – Coverly, Portia Simpson-Miller, Robert Marley, Eric Winston Coverly
Randolf “Ranny” Williams, Orville “Shaggy” Burrell, Olivia “Babsy” Grange, Marcus Garvey

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