

REVISED PRIMARY CURRICULUM
GOVERNMENT OF JAMAICA/ INTER-AMERICAN DEVELOPMENT BANK
PRIMARY EDUCATION IMPROVEMENT PROGRAMME (PEIP II)

CURRICULUM GUIDE
GRADE 6

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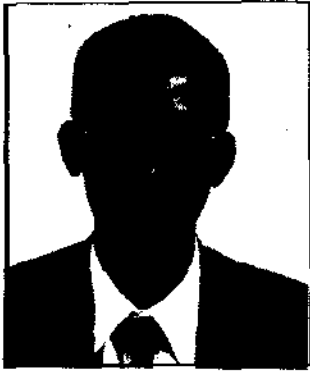
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**Message from
Senator the Honourable Burchell Whiteman
Minister of Education and Culture**

The Primary Education Improvement Project (PEIP II) has been making a significant difference in the quality of education in our primary schools as it addresses the areas of teacher training, physical infrastructure and evaluation and revision of the curriculum.

Evaluation and periodic revision are critical to curriculum development if the process is to reflect psychological, social and educational changes as well as new methodologies. The revised curriculum takes a student centred approach to learning which gives focus to the competency of the students in applying knowledge.

In addition, the curriculum uses an integrated approach to learning, which enables our students to understand the relevance of what they learn and the relationship between different subject matter. The ability to make connections is important to the achievement of meaningful learning outcomes.

Our teachers are therefore encouraged to use this curriculum creatively, to generate excitement in the learning process, whilst the Ministry continues to monitor and evaluate – always in the quest for quality.

A handwritten signature in cursive script, which appears to read "Burchell Whiteman". The signature is written in black ink on a white background.

Burchell Whiteman (Hon.)

Message from Honourable Minister of State, Phyllis Mitchell

The creation of an education system that can adjust and adapt new methodologies in the learning experiences of our children, is an important challenge towards developing the whole child to meet the changing needs of society.

In view of this, there was an urgent need for a revision of the Primary Curriculum, and this was achieved through the IDB funded Primary Education Improvement Project (GOJ/IDB II). The project was executed through six Components focusing on improvement in the access to and the quality of primary education, through qualitative and infrastructural development.

The curriculum guides were developed through a process involving relevant bodies and agencies regionally, nationally and internationally, and the piloting of a draft of the revised curriculum in thirty schools from September, 1997, to June, 1999.

A major aspect of the revised curriculum is an integrated approach at grades 1-3, which establishes links between subject areas so that learning will be more meaningful for the child. At grades 4-6, there is greater emphasis on discrete subjects. A major highlight also, is the special focus on literacy (reading skills in particular) and numeracy.

The revision included curriculum officers, teachers and teacher educators, and I wish to express the Ministry's appreciation for their commitment and service to education.

It is commendable that continuous assessment is built into the revised curriculum, so that teachers can better monitor and report on students' progress, and use the data to inform their teaching strategies. We believe that this revised curriculum should enable all students to acquire a wide range of skills and a responsible attitude to learning.



Phyllis Mitchell

Message from Marguerite Bowie Permanent Secretary

By the end of the 1970's Jamaica had achieved the provision of universal primary education for children ages 6-11. This outstanding achievement was followed in 1980 by the completion of a new progressive primary curriculum that was designed with an integrated approach to the education of children in all the primary grades.

It was expected that, in the normal course of events, the new curriculum would undergo review and change as new educational practices evolved and new societal needs emerged. And indeed, over the last decade several societal issues have arisen that have demanded an urgent curricular response. To this end, several interest groups have made strong representation to the Ministry for the inclusion of important messages in the primary school curriculum. Included among the most prominent issues that have arisen are tourism, Garveyism, healthy lifestyles, environmental awareness, the role of the aesthetics in personal development, and the need to ensure that the curriculum fosters the development of positive social values and attitudes in our children. Analysis of the revised curriculum will show that every effort has been made to respond to these issues.

In addition, in recent years there has been a refinement of the vision for children leaving the primary stage of education. The vision is of a child who is culturally aware, literate and numerate, with a well developed sense of self and community. This refined vision has allowed us to pursue the process of curricula review in a more strategic manner, and take advantage of important new developments in education such as cooperative methods of learning.

The revised primary curriculum has benefitted from the collective wisdom of students, parents, teachers, a dedicated cadre of Core Curriculum Officers, as well as the inputs of other specialists. I believe that it can satisfy the educational requirements of all our students as it offers exciting learning experiences relevant to their current and future needs.



Marguerite Bowie

Message from Wesley E. Barrett Chief Education Officer

The output of this revised and renewed primary school curriculum, with attributes of coherence, adaptability, comprehensiveness, relevance and student centredness, has been achieved by a dynamic process involving critical stakeholders. As a result, the curriculum should lay claim to quality and responsiveness in our schools. Apart from the teachers, it indeed constitutes perhaps the most critical input into the educational process. Accordingly it should be effectively implemented.

A feature of the curriculum is the integrative – discrete model of content organization. The curricula for grades 1 to 3 exemplify the integration of content around major themes adding greater meaning to learning, and is supported by effective methodologies, learning experiences and assessment. For grades 4 to 6, the conventional discrete subject organization approach is retained, but here there is greater emphasis on the linking of content within and between topics to ensure coherence. The overall model is compatible with global trends towards integrating subject areas, particularly in the early primary grades. At the same time, provision is made for students to pursue discrete subject areas as they advance in school.

The curriculum model with its greater emphasis on problem-solving and creativity skills, as well as its recognition of accepted learning theories, comes at a time when there is a call for higher levels of student achievement and attainment. This call is forcing upon schools the need to implement a strong curriculum which contributes to high levels of attainment and achievement. Such levels must be bench-marked against the existing educational standards that are well defined and perceptively consistent with the demands of a knowledge based learning environment.

As Chief Education Officer, I urge all schools to implement the proposals contained in the guides, bearing in mind that they should be adapted to suit particular levels, interests and school environments. All levels of professionals and workers within the formal school system have a part to play in seeing to a planned implementation and monitoring of the primary curriculum. The issues of inputs, process and product immediately come to the fore, and should be recognized and focused on in the implementation plan.

The primary curriculum promises much. I hope the main beneficiaries, primary school children, will receive much from it.



Wesley E. Barrett

MESSAGE FROM THE ACEO - CORE CURRICULUM UNIT

This curriculum is designed on the premise that every child can learn, and as such provides opportunities for the identification and development of all their intelligencies.

It is based on the philosophy that pupils, empowered by increased achievement in numeracy and literacy, who are aesthetically and spiritually aware and who are guided by a commitment to moral and social principles, will be well prepared to face the challenges of the twenty-first century.

Primary Education must lay the foundation for life-long learning, as well as help pupils develop positive attitudes and values and the coping skills necessary for survival in an increasingly complex world. This curriculum provides opportunities for their development through strategies such as co-operative learning, group and project work, which encourage pupils to explore and share ideas as they identify and solve problems. In addition it teaches pupils how to learn, a skill which will not only allow them to have a greater sense of responsibility for their own progress, but will also allow for the adaptability required in a world where learning will be continuous.

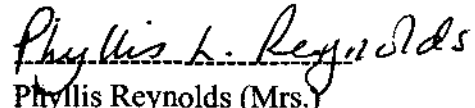
The curriculum is fully integrated at Grades 1-3, with discrete subject areas at Grades 4-6. Opportunities for integration at the Grades 4-6 level are provided through research and project work based on interdisciplinary themes.

The curriculum is child centered and child focused and is designed to help children establish their own identity as citizens of the world. It is also flexible enough to allow teachers to adapt it to satisfy the varying abilities and learning styles of their pupils as well as the demands of their local environment.

This curriculum was developed by a group of dedicated educators – teachers of all grades, principals, lecturers at tertiary institutions, Core Curriculum officers - assisted by the co-ordinators of the Evaluation Component of the Primary Education Project (PEIP II). It includes inputs from children and their parents, education officers who supervise curriculum implementation, evaluators, local and international, as well as other persons from a wide cross section of the Jamaican Society. Credit must also be given to my predecessors, Janet Johnson and Isoline Reid, who during their time as Assistant Chief Education Officers, made invaluable contribution to the process even as they provided guidance and leadership for officers and other educators.

This curriculum is ours. If it is implemented with creativity and commitment it will form the base for further learning at the Secondary and Tertiary stages of the system and for continuing education outside of school.

It is with pleasure that we present this curriculum to the children of Jamaica, with the knowledge that it will make a significant difference to their lives.

A handwritten signature in cursive script that reads "Phyllis L. Reynolds". The signature is written in black ink and is positioned above the printed name.

Phyllis Reynolds (Mrs.)
Actg. ACEO Core Curriculum Unit

PRIMARY EDUCATION – THE VISION FOR THE CHILD

“ The child completing primary school should be functionally literate and numerate, demonstrating a positive self-concept and a willingness to take responsibility for his/her own learning.

He/she should be culturally, aesthetically and spiritually aware, and be guided by a commitment to social and moral principles.”

*Vision statement formulated in the PEIP II Project Workshop,
Jamaica Conference Centre, September 12 & 13, 1996
Final amendment July 3, 1998*

RATIONALE FOR THE INTEGRATED CURRICULUM

The primary curriculum has been revised in response to demands and advice from many interest groups – parents, students, teachers, employers, teacher trainers and other educators, many of whom gave similar advice:

- Base the curriculum on the needs of the child and the society, not on the requirements of a particular subject.
- Let the focus be on **learning** rather than on **teaching**.
- Give children opportunities to work together and to discuss their work.
- Recognise that there are many different ways of being intelligent, and provide opportunities for the development of all the intelligencies.
- Children need to be educated about many important social, cultural and health issues. The curriculum should cater to these needs.

The most poignant concern was that the delivery of the curriculum made it boring and irrelevant for most children.

The revised curriculum is **designed** to be delivered in such a way that children will be able to make connections between what they learn in all subjects, and between school and the world outside. **Education at this level should be a process through which children construct meaning for themselves, begin to understand the world, and to make wise choices.**

The **integrated curriculum** is therefore designed to facilitate a more child-centred approach to teaching and learning, in an effort to empower the child to face the challenges of the new millenium.

INTRODUCTION TO THE CURRICULUM GUIDES

The Revised Primary Curriculum was developed in consultation with the various stakeholders, including parents and children, and has had the benefit of piloting over a three-year period. It succeeds the previous curriculum which has been in the system since 1978 and the areas of significant change reflect the feeling that the revision was long overdue.

This curriculum is different in format and design from its predecessor. Grades 1-3 are fully integrated using the overarching theme of “Me and My Environment”. Special time slots, referred to as “windows”, have been designated for focussing on the development of literacy and numeracy skills, and this represents the emphasis being placed on these in the curriculum.

At Grades 4-6, the format changes to discrete disciplines - Drama, Language Arts, Mathematics, Music, Physical Education, Religious Education, Science, Social Studies, Visual Arts, with thematic integration across subject areas being encouraged in the pupils’ project and research work.

The Grades 1-3 units are preceded by an overview of the themes, sub-themes and topics for the lower primary programme. At Grades 4-6, subject units are preceded by introductory pages which give the philosophy, as well as an overview of the upper primary programme for each. Technology is infused into all the units and special guidelines for its use are detailed in the pages entitled “The Need for Technology in Education”.

Teaching Units All the curriculum units follow a basic pattern, and in addition to providing numerous activities to give ‘hands on’ experience, they are carefully constructed according to the attainment targets, objectives and skills the pupils need to acquire. (Refer to “Terms Used in the Curriculum Guides”). Teachers, in turn, may use these same criteria to design or modify the units to suit their particular pupils’ needs/learning styles or local environment.

Assessment Alternative modes of assessment, including the use of portfolios and the keeping of journals, are encouraged. Assessment strategies are intimately linked to the focus questions, objectives and activities as product or performance, that is, what pupils can do to show that they have achieved the objectives. Suggestions for evaluation based on criteria will help teachers make better judgements about their pupils’ work. Further details are given on the pages entitled “Notes on Assessment”.

Literacy/Numeracy The specific inclusion of the Attainment Targets and Objectives for Language Arts and Mathematics in the Guide, is to help the teachers ensure that the skills in literacy and numeracy are developed. Teachers should use these to ensure the skills are addressed through the integrated units, as well as in the special ‘window’ time at Grades 1-3.

Materials/Resources The curriculum allows for the use of a wide range of materials and resources - from materials made by pupils and teachers to computer software and the Internet, as well as resource persons. These may come from the national or local communities but may also include all categories of staff and the pupils themselves.

TERMS USED IN THE CURRICULUM GUIDES

1. **THE ATTAINMENT TARGET** - describes what pupils of different abilities and maturity levels should know and understand, and show by their behaviour what they value at the end of each level.
2. **THE OBJECTIVE** - indicates in measurable terms, what pupils should be able to do, in relation to specific lessons or set of lessons. They are derived from the attainment targets, and reflect what is to be achieved during the particular level or stage.
3. **THE FOCUS QUESTION** - serves to define the scope and sequence of the unit. It gives structure and focus to the unit by ensuring that the essential concepts within the topic are addressed.
4. **KEY VOCABULARY OR CONCEPTS** - are those essential or pivotal terms introduced during the course of the unit. They will become, if they were not before, part of the pupils' active vocabulary.
5. **THE PROCEDURES/ACTIVITIES** - present the actual experiences in which the pupils will engage in order to achieve the stated objectives.
6. **THE SKILLS** - indicate what distinctly and specifically, the pupils will be able to do during the course of the unit. They indicate the dexterities or abilities the pupils are in the process of acquiring, and are expressed as verbs in the continuous tense.
7. **THE ASSESSMENT** - is evidence of learning, that is, process development, conceptual insight, and knowledge. Assessment tasks result in a tangible product, an observed performance or a combination of both.
8. **THE EVALUATION** - provides the criteria to guide the teacher in determining the level of performance by the pupils, that is, for assessing the products or performance presented.

NOTES ON ASSESSMENT

The evaluation of pupil progress and the achievement of the attainment targets and objectives in the curriculum involve making valid inferences. To be valid, such inferences must be based on factual evidence, that is, pupils' responses, behaviours and self-reports gathered from a variety of sources over a given period of time.

This evidence should help answer the question, "Has this pupil achieved the attainment targets or objectives for this unit?"

For example, a portfolio that focuses on a pupil's development of reading skills, should contain evidence such as samples of work from which you could judge whether or not the student is making progress in using specific skills when reading.

How is Evidence of Learning Collected?

Evidence of learning should be collected in an on-going continuous process using a variety of techniques. This process of collecting information and recording students' responses in order to find out what students know and can do is called Assessment.

Assessment can begin before, continue during and occur after the lesson or unit has been taught. The purpose for which information is collected can be different at various times in the learning process. For example, some strategies such as homework, can be used to give pupils practice and to evaluate pupils' understanding of concepts or use of skills that are being introduced during the lesson or unit. Other strategies such as end-of-unit tests, give an overview at the end of the period of instruction of what the students know about the objectives taught in that unit.

The collection of information should be purposive, and be planned at the same time that instructional activities are being planned. Before teaching the unit, the teacher should know what assessments will be used for assigning a final grade for the pupils' reports and records. This is especially important if pieces of work or products done during the lesson will form part of the end-of-unit or end-of-term assessments. For example, if a portfolio is being used, this needs to be defined before teaching the unit, or if some pieces of homework or group work will count towards the final grade, pupils need to know this fact and be able to identify which pieces will be needed. Assessment should not be an after-thought. It is an integral part of the delivery of instruction.

Assessing Young Children

The characteristics of the grades 1 - 3 (6 - 8 year-old) child should be considered when designing the activities tasks or products that will provide the evidence you need. Children in this age group are still in the concrete operational stage (Piaget) and are experiencing rapid growth and development; mentally, physically, and socio-emotionally. Because of this, their learning is not very stable, so that

assessment activities, done within one month of each other could show very different results. To apply permanent labels such as 'slow learners' or 'learning - disabled' at this stage is neither fair nor useful.

Also, the attention span, especially for grade 1 pupils, is short, and writing and reading skills are just emerging. This means that assessment activities, like learning activities, should be short and interesting. In addition, assessment activities should focus on observations, and samples of work that do not depend solely on written exercises and tests.

Assessment in the Curriculum

In the curriculum guide, the column marked "Assessment" refers to the end result of a class activity i.e. the products and processes (from class activities) as demonstrated by pupil output – a letter, a list, a model, a performance, a debate, portfolio entry etc. It therefore can show the extent to which the objective is being achieved. Students also need a chance to practise the new skills that are being learned and to get feedback to ensure that learning is progressing satisfactorily.

Using tangible products and processes

These products and processes that are students' responses to an activity can be used in a variety of ways when assessing students. Some of these products are "tangible". Tangible products such as samples of written work, or objects made in response to the learning, can be collected, stored and rated at the same time or at a later date. In a portfolio, these samples such as a letter, or drafts of the letter can remain as permanent evidence of students' progress.

Using non-tangible products or processes

For some non-tangible products or processes there would not be a permanent record of the students' responses or behaviour unless these were taped, or recorded in some way. Records of the response are kept, not the response itself. Some examples of these are performances such as a dance, or an oral presentation such as a speech, or a class debate. Sometimes a teacher also needs to evaluate the processes or procedures that students use while creating the product.

Non-tangible products or processes are often assessed by direct observations in a natural or contrived situation. These responses are scored and/or recorded by using rating scales, checklists, anecdotal records (or anecdotal notes), or behaviour tallies, and are assessed while the performance or oral presentation is taking place or while students are demonstrating the procedures.

If an assessment strategy such as an oral presentation is to be used, this has to be organized and sufficient time allocated so that each child will have an opportunity to give his/her presentation. A method of recording and scoring the presentation needs to be developed.

Using self-reports

Self-reports can be thought of as self-observations. These observations by a student of his/her own work and personal experiences such as those entered in a personal journal, can give valuable information about students' experiences while they are learning. These products can be generated in response to a directive from a teacher or may occur spontaneously. While the information from personal journals is useful, this type of journal should not be graded.

Using specific assessment tasks

Students' responses can also be obtained from specific activities that have been designed only for assessment, for example a test. These are activities that you give students to do, so that they can demonstrate by their responses that they have gained the knowledge, or skills that were outlined in the lesson or unit objectives and in the attainment targets. The activities can be based on the assessment of an objective in isolation, e.g. multiple-choice items or on a combination of objectives, such as in more complex performance tasks or projects. The assessment activities can be different from the learning (class) activities as students often need to demonstrate their newly acquired skills in new situations. For example, children should demonstrate their reading skills by reading new material, not by reading passages on which they have practised. Some schools routinely have monthly tests. However, because the curriculum is in units, schools could consider having unit assessments and grades, by combining tests with samples of class work, or projects to arrive at a final grade.

Record Keeping

Records of pupils' performance need to be established as soon as teaching begins for the term, and should be kept consistently. Not all assessment products/performances or homework assignments will form part of the final grade. You, as class teacher, or the school will have to decide which targets and objectives are most critical to report on, and how each piece of evidence from the assessments will be used to evaluate the extent to which the targets and objectives have been met.

Records can be kept as a class mark sheet, or as individual record cards for each pupil. Pupil portfolios can also be kept for a prescribed period. Data from these items can be transferred to end-of-term report cards and also be kept handy for teachers – parent conferences.

THE NEED FOR TECHNOLOGY IN EDUCATION

One of Jamaica's immediate goals is to raise the quality of education. This requires that primary schools produce graduates who are literate, numerate and possess the skills which foster learning. The use of technology plays its part in this process.

The Ministry of Education and Culture, in partnership with the private sector, is exploring the potential of information and communication technology as a tool for aiding curriculum delivery in schools.

It is proposed that all primary schools will have access to Internet facilities in the very near future. Some primary schools already have computer laboratories in addition to other technologies.

The Objectives of Technology in Education are to:

- facilitate the teaching and learning process.
- promote problem solving and critical thinking skills.
- help in the development of life-long learning.
- enhance the various learning strategies required to meet the needs of the diverse population in schools.
- support the instructional process and classroom administration.

Technology Includes:

- | | | | |
|-----------------------|----------------|---------------------|-----------------|
| • Computers | • Mirrors | • Opaque Projectors | • Time Pieces |
| • Telephones | • Light Tables | • VCRs | • Flipcharts |
| • Slide Projectors | • Scissors | • Scrapbooks | • Maps & Charts |
| • Tape Recorders | • Pictures | • Models | • Cameras |
| • Television Sets | • Charts | • Magnetic Boards | • Films |
| • Overhead Projectors | • Scripts | • Radios | |

Technology Can Assist in:

- Problem Solving
- Data Collection
- Communication
- Presentation
- Information Management
- Decision Making

Technology Brings Alive These Instructional Practices

- Individual Learning Styles
- Multi-sensory Styles
- Hands-on Experiences
- Cooperative Learning Groups to :
 - bring out leadership skills and
 - draw out the best skills / talents of each member
- Problem solving Practices

Technology Allows the Teacher to:

- increase interest within the classroom.
- increase the voluntary time spent on each task.
- increase the educational gains, especially for slow learners as against the traditional lecture style of teaching.
- give pupils the opportunity to ask questions, seek answers and test answers.
- teach basic skills.
- encourage pupils to develop and use high order thinking skills.
- offer an expanded horizon : multicultural and geographical.
- prepare pupils to cope with technology in the real world.
- teach abstract concepts and complex systems.
- teach problem solving concepts.

Technology Allows Pupils to:

- see, touch and gain meaningful experiences.
- be involved in an environment that encourages teamwork and collaborative inquiries. Pupils share and cooperate more when they are competing against the computer instead of against each other.
- develop their leadership abilities and use their best skills when working in small groups.
- see the connection between the classroom and the real world.
- test their solutions against pupils in other schools, nationally and internationally.

What is the Internet?

The Internet is a worldwide telecommunications system that provides connectivity for thousands of other smaller networks. Therefore, the Internet is referred to as a network of networks that enables computers of all kinds to share services and communicate directly with each other. The Internet is highly decentralized and therefore there is no standard set of commands used from one site to another. No one owns the Internet; the cost of operations is shared jointly by its users: educational organizations, government research agencies, the military and commercial organizations.

How Big is the Internet?

It is difficult to count the number of computers on the Internet because so many computers are connected to networks that are connected to the Internet. However, it is safe to estimate that as many as fifty million people use the Internet on a regular basis.

For the teacher, the Internet means two things, resources and the tools for accessing those resources. The resources comprise files, human resource documents and software. The tools are what the teachers use to find that proverbial “needle in the Internet haystack”, some of these being e-mail and ftp file transfer.

In using the Internet, pupils can communicate with other pupils anywhere in the world. They can research and locate information and do file transfers.

Technology Appropriate to Various Grades

Grades One to Three

Though the availability of computers may be limited in grades one to three, technology is a major tool to enhance the teaching and learning processes in these grades. Where computers are available, recommended software packages should be used. These are the formative years in which the teacher should recognize the deficiencies in the pre-requisites for language and mathematics, and use the computer with appropriate software and other technology to try and rectify the situation.

Grades Four to Six

If a computer laboratory is available and sessions are timetabled for computing, then the teacher can use the following suggestions to teach the subject in these grades.

Grade 4

- (1) Keyboard Skills (recognize letters and use these keys)
- (2) Different terms used and parts of the computer
 - a) Keyboard
 - b) Monitor
 - c) CPU
 - d) Mouse
 - e) Diskettes
 - f) Modem
 - g) Phone lines and jacks
 - h) Network
 - i) Drives – Storage:
Hard drive, Floppy drive
Tape drive, CD-ROM
- (3) Peripherals
 - a) Printers
 - b) Scanners
 - c) Speakers
 - d) Head Phones
- (4) Simple word processing documents
- (5) Use of information from:
 - a) Research
 - b) Internet
- (6) Games

Grade 5

- (1) Keyboard Skills (recognize and use other keys)
- (2) Word processing - composing:
 - a) Letters
 - b) Memos
 - c) Reports
 - d) Projects
- (3) Introduction of Key computer terms
 - a) Memory – (ROM and RAM)
 - b) BYTE, MB, KB, GIG
 - c) Software
 - d) Compact Disks
 - e) Operating Systems, DOS, WINDOWS 95, WINDOWS 98, WINDOWSNT.
- (4) Introduction of drawing programs
- (5) Introduction of simple graphics
- (6) Creation of games for the pupils
- (7) Skills on the use of the Internet (if available)

Grade 6

- (1) Word processing – composing continue:
 - a) Letters
 - b) Memos
 - c) Reports
 - d) Projects
- (2) Graphics
- (3) Drawing and games
- (4) Introduction of spreadsheet
- (5) Import of “picture and clip art” into word processing and spreadsheet documents
- (6) Introduction of simple databases
 - a) Collect information/data
 - b) Store information
 - c) Introduce – fields, records, files
- (7) Creation of charts/graphs from information in the database and/or spreadsheet

By the end of grade six (where a computer laboratory is present), the students should be computer literate, be able to use the Internet, to send e-mail messages, search the world wide web and make local and international contacts.

TERM 1

DRAMA

INTRODUCTION TO THE DRAMA CURRICULUM

Drama plays an important role in the education of all pupils. It encourages creativity, fosters imagination, and allows for the exploration of values. The socially interactive nature of Drama helps to heighten pupils' awareness of themselves and their environment.

The three strands in the grades 4 – 6 curriculum are:

1. Creating
2. Expressing
3. Appreciating and evaluating

These strands are important not only individually, but collectively, as they give pupils a greater understanding of, as well as enriching, the dramatic experience.

The learning activities are not exclusive to Drama as a subject, since they can also provide the medium for learning in other subject areas.

The titles of the related units for each grade level are shown in the table below:

GRADES	TERM ONE	TERM TWO	TERM THREE
GRADE FOUR	Story Building	Creative Use of Movement	Exploring the Senses
GRADE FIVE	Inventive Role-Play	Creating Dramatic Narrative	Exploring Voice for Dramatic Performance
GRADE SIX	Creating the Play Through Process	Culture and Drama	Establishing Relationships Within the Drama

Some important terms used in the Drama Curriculum are:

- Role-Play:** An activity through which pupils explore issues and ideas. It is a way of helping pupils to understand themselves, their peers and to empathize with the experiences and feelings of others.
- Role:** Assuming a character other than one's own.
- Mime:** Use of movement to communicate meaning without words.
- Tableau:** Frozen image to communicate an idea.
- Improvisation:** Group activity which enables pupils to explore specific ideas or problems, dealing with interpersonal relations or problem solving.
- Tension:** A point in a dramatic activity when something unexpected happens to move the drama forward.
- Conflict:** The situations in the dramatic activity which cause persons to have opposing views.
The problem to be resolved.

DRAMA**GRADE SIX**Unit Title: **CREATING THE PLAY THROUGH PROCESS**Term: **ONE**Unit: **ONE**Duration: **TWELVE WEEKS**

FOCUS QUESTIONS: 1. How do I create the environment for dramatic play?
2. What are the elements necessary for play making?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use the process of drama to generate ideas and perception • Respond to the dramatic play of others • Develop an ability to use reflection as a means of enhancing future practice in drama 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • cooperate in the sharing of ideas, space and materials. • use voice and body for dramatic play. • consider others, listen to and respect other people's opinions. • create the environment for dramatic play. • use dramatic elements in scenarios. • identify elements necessary for dramatic work. • be able to pick up cues and use them to extend the drama. • develop the ability to listen and concentrate. • reflect on moral issues and values. • see the need for and accept compromise. • be able to write stories, journals, letters, based on outcomes. 	<ul style="list-style-type: none"> building environment dramatic effect mood conflict character profile process drama interpretation perception mirror work reflection dialogue plot episode tension scenario concentration

ACTIVITY PLAN

Focus Question 1.

How do I create the environment for dramatic play?

Objectives:

Pupils will:

- cooperate in the sharing of ideas, space and materials.
- use voice and body as expressive instruments to communicate.
- create environment for dramatic play.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part A</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. sit quietly with eyes closed for a few minutes so they can feel the environment. 2. on instructions from the teacher, listen to the environment above, behind, below, close at hand and far away. 3. make a mental picture of what they hear and feel. 4. open their eyes and participate in general discussion about what was heard and felt. 5. with guidance of teacher focus on mood and environment. 6. use voice sounds to create the mood being experienced. 7. teacher will read pre-selected scenario to pupils as they respond using voice and body to create sound and the environment (see materials/resources column). 8. have general discussion to establish an environment. 9. document the environment that could be created from the scenario. 	<ul style="list-style-type: none"> • Assimilating • Reflecting • Listening • Creating mental pictures • Discussing • Concentrating • Creating mood and environment • Communicating through vocal sounds • Discussing ideas • Documenting 	<ul style="list-style-type: none"> • Pupils response to stimuli • Mood created • Contribution to class discussion • Documentation of environment
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create environment from stimuli given? • document description of environment created? • use voice sounds to create mood of environment? 	<p><u>Materials/Resources:</u></p> <p>Mr. Wind went whipping, hurrying, rushing, fading, whispering, through the woods. And the leaves went whirling, twirling, swirling, flying, floating, trembling, frisking, settling, fleeting, lingering in the wind.</p>	

ACTIVITY PLAN

Focus Question 1.

Objectives:

Pupils will:

- develop the ability to listen and concentrate.
- be able to pick up cues and use them to extend the drama.
- identify elements necessary for dramatic work.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p style="text-align: center;"><u>Part B</u></p> <p>10. respond to pre-selected words thrown at them by teacher, e.g. windy, washer woman, unsteady.</p> <p>11. have general discussion on meaning of words, moods created and on environment created.</p> <p>12. in small groups, create image/tableau based on words and moods.</p> <p>13. do a presentation of groups' images and have general discussion for clarification and meaning.</p> <p>14. in small groups, prepare the following scenario paying attention to mood, environment and task of characters:</p> <p style="margin-left: 20px;">a) a washer woman on a windy day,</p> <p style="margin-left: 20px;">b) a young woman who has stepped out of a beauty parlour with a fabulous hairstyle on a windy, rainy day,</p> <p style="margin-left: 20px;">c) a gardener raking a dirty school yard on a windy day.</p> <p>15. do a presentation of scenarios.</p> <p>16. document playlets.</p>	<ul style="list-style-type: none"> • Responding to instructions • Sequencing of dramatic events • Imagining for creation of environment • Cooperating for completion of task • Creating scenario • Writing scenario • Presenting scenario 	<ul style="list-style-type: none"> • Pupils' spontaneous and creative responses to stimuli • Improvised scenario • Use of dramatic elements in dramatic performance • Documentation of playlets
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • prepare an improvised scenario? • document scenario in playlet form? • identify and use elements in dramatic work? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

Objectives:

Pupils will:

- create the environment for dramatic play.
- be able to pick up cues and use them to extend the drama.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part C</u></p> <p>17. observe pictures and photographs displayed by teacher e.g. building sites, swamps, farm, seashore, o.d house, airport etc.</p> <p>18. guided by teacher, have discussion on pictures to bring out mood and setting, situation, characters, events.</p> <p>19. in small groups, select a picture and discuss in detail the dramatic activity as visualized.</p> <p>20. plan and dramatize the situation.</p> <p>21. have group discussion and critique on dramatic presentation to identify who were the characters, where they were, what was happening, what mood they were in, how the environment affected the characters' mood and what they were doing.</p>	<ul style="list-style-type: none"> • Responding to stimuli • Reflecting on pictures • Transferring information • Analyzing pictures • Listening for cues • Observing for detail • Decision making • Negotiating for consensus • Sharing ideas 	<ul style="list-style-type: none"> • Pupils' participation in activity • Creation and performance of scenario • Analysis and critique of dramatic performances
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • analyze picture, and use information to create scenario? • convincingly dramatize situation gleaned from pictures and photographs? 	<p><u>Materials/Resources:</u></p> <p>Pre-selected pictures of building sites, swamps, farm, sea shore, old house, airport</p>	

ACTIVITY PLAN

Focus Question 2.

What are the elements necessary for play making?

Objectives:

Pupils will:

- cooperate in the sharing of ideas, space, materials.
- be able to write stories, journals, letters, based on outcomes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part A</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to the following scenario read by teacher: ‘You longed for a bicycle; finally you got the bicycle on your birthday. You had it for only two weeks when someone stole it from you’. 2. have class discussion on scenario to bring out: <ol style="list-style-type: none"> a) who gave them the bicycle, b) how they felt when they got the bicycle, c) where they went when they got the bicycle, d) how they felt when it was stolen, e) any clues as to who could have stolen the bicycle f) how they feel about the person who stole the bicycle, g) how they would feel if the person were to return the bicycle to them right now. 3. in small groups create dramatic pieces showing: <ol style="list-style-type: none"> a) the stealing of the bicycle, b) the occasion when they received the bicycle, c) when they discovered that the bicycle was stolen, d) the return of the stolen bicycle. 4. in groups, present their scenario. 5. have discussion after the presentation to bring out elements of play making. 6. in small groups, document scenario. 	<ul style="list-style-type: none"> • Listening for information • Reflecting • Decision making • Analyzing situation • Inferring from cues and information • Empathizing with others • Creating scenario • Enacting scenario • Critiquing play making • Documenting scenario 	<ul style="list-style-type: none"> • Contribution to general class discussion • Scenario development • Enactment of scenario • Critique
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • analyze scenario and use elements to expand dramatic work? • perform extended scenario? 	<p><u>Materials/Resources:</u> Teachers’ pre-selected scenario (see activity 1)</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

Pupils will:

- see the need for and accept compromise.
- reflect on moral issues and values.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part B</u></p> <p>7. with teacher’s guidance, brainstorm issues dealing with forgiveness, compromise, honesty, responsibility.</p> <p>8. in small groups, pupils take an issue and create scenario.</p> <p>9. present scenario.</p> <p>10. have general discussion to bring out elements of play as well as moral issues.</p> <p>11. in groups, script playlet. (2 weeks)</p>	<ul style="list-style-type: none"> • Brainstorming for ideas • Decision making • Creating scenario • Analyzing peer work • Performing playlets • Writing playlets 	<ul style="list-style-type: none"> • Contribution to general discussion • Scenario performance • Written work
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • work cooperatively in groups? • select moral issue around which to create and present scenarios? • do group documentation of playlets? 	<p><u>Materials/Resources:</u></p>	

LANGUAGE ARTS

INTRODUCTION TO THE LANGUAGE ARTS CURRICULUM

The Language programme seeks to sensitize pupils to the richness and variety of language. A major objective is to assist them to acquire the target language, Standard Jamaican English. The programme is therefore organized to provide practice in the four areas into which the Language Arts is divided – oral language (listening and speaking), reading, writing and language awareness (linguistic components including structure and mechanics).

It is an accepted view that pupils learn language more easily when all the skills are brought to bear on a common core of content. As pupils constantly interact with this content they become familiar with its key vocabulary, sentence patterns, structures etc. and then build on this framework to develop competence in their understanding and use of language .

The programme is therefore developed around units based on broad themes integrating the Language Arts skills. There are five units for each year group. Each unit should last for approximately six weeks.

Titles of the units and the suggested sequence for teaching each, are set out on the grid below

Grade Level	Term 1	Term 2	Term 3
4	Ourselves	Print In The Environment	Water
	Language Through The Senses	Friends	
5	Adventures With Books	Weather	Exploring Our Country
	Some Caribbean Customs	The Food We Eat	
6	Poems	Life Across Climatic Zones	All About Vehicles
	Sports	Folk Tales	

The suggested activities in the units indicate the methodology for integrating the Language Arts skills. Elements of grammar, mechanics, phonics, spelling and vocabulary are identified and practised each time opportunities to do so present themselves naturally in the materials being used for listening, speaking, reading and writing.

The methodology also suggests a moving away from traditional exercises such as filling in the blanks, to placing greater emphasis on having pupils use language to express ideas in speech and writing. The focus on composition writing shifts from paying attention mainly to correct use of grammar, to the content of the writing as well. Opportunities are therefore provided for pupils to generate and organize ideas before writing, and to discuss, revise and rewrite before placing emphasis on grammar and mechanics. The variety of language tasks suggested broadens the scope usually offered in language classes, relating language practice to its many uses outside the classroom.

Basically, the curriculum aims at helping to develop literacy through wide reading. Resource materials, especially the Dr. Bird Series, have been suggested (see Materials/Resources column) but teachers need not be limited by these. They are encouraged to use additional resources (informational texts, poems, rhymes, stories, texts across subject areas), share reading material and to help pupils write for others to read.

The following suggestions for using the units will be helpful:

1. Read through the entire unit being introduced.
2. Develop resources by identifying all relevant reading material available.
3. Decide on the duration of each focus question, and select from the first, activities suited to the need of the class from all the areas of the Language Arts.
4. Proceed to plan lessons, modifying activities as the need arises.
5. Where there are no suggested activities for particular Language Arts skills, develop those activities along the lines of those suggested in the units.
6. Check attainment targets and objectives to ensure that desired learning outcomes are addressed. [Refer to Language Arts Attainment Targets and Objectives at the end of the subject units.]
7. Follow the same approach for each focus question.
8. Plan a special introductory lesson brainstorming the topic, giving guidelines on procedures and informing pupils of tasks in which they will be involved.
9. Decide if necessary, on a suitable end-of-unit activity.

LANGUAGE ARTS**GRADE SIX**Unit Title: **POEMS**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do poems help me to hear, see, touch, taste and smell?
2. How do poems tell me stories?
3. What can I learn about how to write poems?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Listen and speak with sensitivity to audience • Apply relevant decoding skills to the reading process • Read for meaning, fluency and for enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • listen to get central idea, draw inferences, understand organization and summarise. • give reports, observations, summaries in SJE. • speak clearly and distinctly in natural easy manner. • listen and speak with awareness of audience and of situations. • use irregular phonetic elements e.g. ph, pn, u,y. • use diphthongs e.g. oi, ow, oy, ou. • use root words, prefixes and suffixes to identify and arrive at meanings. • identify and use inflectional endings e.g., ing, ed, ly, es. • use advanced syllabication principles to determine basic units of words e.g. sin/gle, ma/chine, hap/pen. • use grammatical and other clues to derive meanings of words in context. • identify, use ideas, information at the <ul style="list-style-type: none"> - literal level e.g. character traits, cause and effect relationships, sequence of events. - inferential level e.g. infer meanings that go beyond what is stated; opinions, predicting outcomes. - critical level e.g. judge the merits or accuracy of information providing evidence to support facts. 	<p>poem poet rhyme rhythm repetition word music jazz word picture image simile metaphor sense tone mood verse theme narrative comparison contrast limerick couplet haiku summary report words from poems selected</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically and aesthetically to literature and other stimuli (oral language and reading) • Apply study skills and be able to search for information • Use recognizable handwriting and appropriate spelling and vocabulary 	<ul style="list-style-type: none"> • identify and respond with voice to distinctive features of oral language e.g. songs, stories, poems. • identify image, simile, metaphor, rhythm, rhyme in poems and explain effects. • listen critically to ideas expressed and react appropriately. • speak confidently as a member of a team on agreed position. • listen and draw inferences from different forms of oral language: radio, advertisements, speeches, interviews. • assume roles when reading a range of unfamiliar texts. • identify bias in informational texts and reports in print media. • make recommendation about favourite book or author. • use dictionary, encyclopedia and other reference books; use multimedia /technology. • apply comprehension skills across content areas noting main points, key words, summarising etc. • skim. • scan. • use correct cursive forms, upper and lowercase, headings, margins, spacing, paragraph indentation, letter format. • select from a wide range of words to convey ideas. • spell words with variable sounds of the same vowel digraphs and with different digraphs giving the same sound e.g. train, said; meet, meat. • spell phonetically irregular words e.g. rough, cough, through. • use words commonly mis-spelt and confused. • use key words in other subject areas. • generate synonyms, antonyms, homonyms, suffixes, prefixes. • clarify JC/SJE confusion of words such as blouse/blows; buck/butt; file/foil. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Write to narrate, describe and for a range of transactional purposes • Know and use basic language skills and the conventions of spoken and written language 	<ul style="list-style-type: none"> • draft and revise work. • use checklists. • make comments after reading peers' work. • proofread for errors of grammar and punctuation. • write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs. • write stories with an opening, setting and characters which engage the reader. • write creative pieces in response to a range of stimuli. • write in a variety of non-narrative forms for different purposes: notes, reports, exposition, arguments, letters for different audiences. • follow publishing process and write stories and construct books. • demonstrate language awareness and the conventions of spoken and written language. • demonstrate ability to generate own sentences and patterns. • show understanding of the functions of the parts of speech, including interjections. • use the passive form of verbs. • use abstract nouns. • use punctuation marks – colon, exclamation sign, hyphen. • use degrees of comparison 'more, 'most'. • use simple present and past tense consistently. • use 'a', 'an' before words beginning with vowels. • use silent consonants or stressed consonants. • discriminate between Creole and Standard English usage according to place and circumstance and between formal and informal usage. • recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g. JC/SJE homonyms, question forms, use of the verb 'to be'. • use SJE confidently in speech and writing. 	

ACTIVITY PLAN

Focus Question 1. How do poems help me to hear, see, touch, taste and smell?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils and teacher will:</p> <ol style="list-style-type: none"> share favourite poems and talk freely about likes, dislikes, feelings evoked, pictures etc. in poems. collect poems and poetry books for class reading of poems. <p>Pupils will:</p> <ol style="list-style-type: none"> listen to, read and sing, tap, clap to rhythm of poems selected for sound effect e. g. alliteration in "Pickety Fence"; rhyme and rhythm in "Lone Dog" and "Noise"; repetition/refrain in "Revolt of Chief Tacky" and "Sookey Dead". say poems to suggest word music and express sound qualities. Perform poems as class orchestra. create rhymes, couplets, poems with similar rhythm. Check spelling and punctuation. Write legibly and neatly. Display. 	<ul style="list-style-type: none"> Listening to, expressing the language of poetry Identifying sound patterns in poems Interpreting and expressing sound elements in poems Creating sound patterns 	<ul style="list-style-type: none"> Poems read and recited Response to the beat of poems Poems read and recited Rhythm lines, verses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> read and recite poems and say why they liked them? talk freely about poems shared? respond to word music in poems? create lines, couplets, verses with word music? 	<p><u>Materials/Resources:</u></p> <p>Poetry Resource Pack supplied by MOE&C Pupils and teachers' collections of poems</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. talk about how images or word pictures work in poems; that is, words which make them hear, see, feel, touch, taste, smell e.g, images in “Cat”, “Taking Off”, “Big Waves and Little Waves”, “Farther than Far”. Copy sentences with images they like.</p> <p>7. read poems to suggest how these images should sound when reading poems.</p> <p>8. create similar sense verses about a dog, a fast car, a shower of rain, etc.</p> <p>9. listen to tone in poems, i.e. whether the poet (who wrote the poems) is angry, pleased, sad, happy, boastful, satirical, teasing, fascinated, excited, scornful, ironic, etc. Discuss how they know by referring to words in poems (diction), sound qualities, word pictures or by the voice speaking in the poem (persona).</p> <p>10. discuss themes of poems, i.e. the main thing the poet wants to say.</p> <p>11. read several poems on the same topic and observe how they are similar or different.</p>	<ul style="list-style-type: none"> • Recognizing effect of poetry on the senses • Creating verse using sense words • Recognizing tone in poems • Identifying theme 	<ul style="list-style-type: none"> • Comments on effects of sense words • Poetry reading • Verses • Statements about tone in poems • Theme identified
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • pick out words and phrases which suggest sight, hearing, smell, taste, touch? • comment on the effects of these words on poems? • use sense words to create effect? • read poems to suggest particular feelings? • say why they chose the particular tone for a poem? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. write poems similar to poems read in class to highlight particular elements of poetry: rhyme, rhythm, image etc.</p> <p>13. find out everything they can about one West Indian poet. Give an oral class report then write the information as an essay. Use available technology.</p> <p>14. notice present tense verbs at work in poems e.g. "Cat", "Taking off". Change subjects of poems to plural e.g. "Cats" then change the rest of the poem to the plural.</p> <p>15. change "I" in poem "I said my Pyjamas" to "We" then write over poem in the present tense.</p> <p>16. discuss how they would say and write "Sookey Dead" in Standard English.</p>	<ul style="list-style-type: none"> • Composing, using particular elements of poems • Researching, organizing information • Understanding tense, number • Understanding tense • Using JSE 	<ul style="list-style-type: none"> • Poems written • Poems read and recited • Essay and oral report • Pluralised poem • Poems in present tense • Poems in SJE
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create poems? • use sound devices and sense words in poems? • organize information for an essay? 	<p><u>Materials/Resources:</u></p> <p>Poetry Resources Pack supplied by MOE&C Pupils and teachers' collections of poems</p>	

ACTIVITY PLAN

Focus Question 2. How do poems tell me stories?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils and teacher will:</p> <ol style="list-style-type: none"> 1. collect narrative poems, i.e. poems which tell stories and read and listen to stories in poems, e.g. "There was an Old Woman". <p>Pupils will:</p> <ol style="list-style-type: none"> 2. give the sequence in which the old woman swallowed the animals. 3. write the story of a poem as an article for a newspaper, creating suitable headlines. Read with peers. Make suggestions for improvement. Rewrite. 4. talk about the story of Daniel in the Lion's Den. Tap rhythm as teacher reads poem "Daniel". Talk about jazz. Read poem to jazz rhythm. 5. identify diphthongs e.g. 'ou', 'oi', 'ow' in poem (above). Suggest other words with similar sounds. Use words to make up simple couplets. 6. tell the story of Daniel in poem (above). Pretend to be one of the people or animals in poem. Write story from point of view of that person or animal. Use a checklist for spelling and punctuation. 	<ul style="list-style-type: none"> • Listening, recognizing the effect of elements of poetry • Sequencing • Selecting, organizing information • Responding to rhythm in poem • Identifying diphthongs • Retelling • Writing 	<ul style="list-style-type: none"> • Reading poems • Sequenced information • News item • Poem read • Couplets composed • Story retold • Story written
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express rhythm of poem in their reading? • suggest type of characters and mood in reading? • locate and organize information? • capture mood of poem in reading? • use words with diphthongs creatively? • show awareness of chosen point of view in writing? 	<p><u>Materials/Resources:</u></p> <p>MOE&C poetry pack Bible story Poem "Daniel"</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. listen to teacher read “Revolt of Chief Tacky”. Tap out rhythm. Read chorus section as teacher reads verses of poem. Talk about the feeling created. Pick out, comment on words which give special feeling. Say how they make them feel.</p> <p>8. put on a web all words and phrases from the poem which relate to Tacky. Use them to make statements about Tacky. Pick out everything else that happened in the poem, and give an oral report of what took place.</p> <p>9. pick out words with two or more syllables in “Revolt of Chief Tacky”. Categorise as different parts of speech. Identify root words in words with suffixes. Affix appropriate prefixes to root words such as “clear”, “courage”.</p>	<ul style="list-style-type: none">• Expressing feelings• Identifying related words and phrases• Categorising parts of speech• Identifying root words	<ul style="list-style-type: none">• Discussion• Oral report• Words categorised• Suffixes, root word identified• Prefixes affixed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• develop their ideas about feelings expressed in the poem?• organise ideas for oral report?• readily identify suffixes, prefixes, root words?	<p><u>Materials/Resources:</u></p> <p>Poem: “Revolt of Chief Tacky”</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
10. write narrative poems about outstanding people they know. Include direct speech. 11. create narrative poems from stories in the newspaper and on television. 12. express narrative poems read in class, in the form of a cartoon, comic strip, or an illustrated story. Find opportunities to use the exclamation signs. 13. pick out similarities and differences between Anancy as portrayed in the poem "Anancy" and in "Foolish One". Use phrases from the poem (context clues) to suggest the meanings of words like "rascal", "villain", "ginnal". 14. draw conclusions from the poems as to why Foolish One loves Anancy. Say what they would do if they were in that person's position.	<ul style="list-style-type: none"> • Composing poems • Composing poems • Analysing information from more than one source • Deriving meanings • Drawing conclusions 	<ul style="list-style-type: none"> • Poems about personalities • Poems composed • Cartoons, comic strips • Illustrations of poems • Discussion of conclusions • Words defined
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write poems on suggested subjects? • use context clues? • produce illustrations of poems? • identify ways in which the same character differed in two poems? • prove why they came to their conclusions? 	<p><u>Materials/Resources:</u></p> <p>Poetry Resources Pack supplied by MOE&C. Pupils and teachers' collections of poems News items from newspaper, television</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. read and talk about similes in the poem "Comparisons". Make up chain poems with similes.</p> <p>16. examine metaphors people use in real life to describe objects or everyday situations. Examine use of metaphor in poem "What is... the Sun?"</p> <p>17. search for metaphors used in class readers, newspaper, storybooks, informational texts, etc. and share with class. Talk about meanings and feelings suggested by the metaphors.</p>	<ul style="list-style-type: none"> • Co-operatively producing verse • Examining function of metaphors • Identifying metaphors 	<ul style="list-style-type: none"> • Poems • Discussion on effect of metaphors • Discussion of meanings and effect of metaphors
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make up comparisons for chain poem? • identify metaphors in everyday speech, and in written material? 	<p><u>Materials/Resources:</u></p> <p>Newspapers Class readers Informational texts Storybooks</p>	

ACTIVITY PLAN

Focus Question 3. What can I learn about how to write poems?

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> use rhyming sheet and rhyming wheel (see resources) to create jingles, rhymes, tongue twisters. Write similar poems. read and talk about haiku, limerick, chinquapin, diamante (see resource sheet). Write similar poems. write poems defining abstract nouns e.g. "Patience is ...", "Beauty is ...", "Hatred is ...". read nonsense poems and humorous poems. Talk about what makes them funny or amusing. Write nonsense poems and humorous poems. write poems in response to events in their lives: Mothers Day, birthday etc. Make, display and deliver cards with poems. write poems about morning assembly, situations in the classroom, the natural surroundings, unexpected events at school. 	<ul style="list-style-type: none"> Identifying and organizing sound patterns Identifying types of poems Composing poems Composing Defining Manipulating language to entertain Manipulating language to express feelings Expressing observations 	<ul style="list-style-type: none"> Rhymes, jingles Discussion of types of poems Poems written Poems composed Nonsense and humorous poems Greeting cards Poems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> create rhymes and jingles? write more than one of the types of poems presented? create poems capturing the given concept? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. make up class or group chain poems, e.g. (a) each student contributing a word, phrase or line, (b) each student contributing an alliterative sentence to make a collective poem on topic chosen.</p> <p>8. listen to and talk about rhythm, rhyme, repetition and word meaning in jingles, rhymes, tongue twisters, etc. heard on radio, television and in speech around them.</p> <p>9. listen to people at school and in the community using similes. Collect all the similes they hear for one week. Have a class sharing.</p> <p>10. read the nonsense poem "Collective" (Resource Pack). Talk about collective nouns. Make up a similar poem using collective nouns correctly.</p> <p>11. simulate a writer's workshop in writing poems; (whole class or small groups), write first draft, read to audience, discuss, making suggestions for improving each other's drafts.</p> <p>12. observe and compare the use of punctuation marks and capital letters in poems with their use in class readers, newspapers, etc.</p>	<ul style="list-style-type: none"> • Co-operatively creating verse • Investigating elements of poetry in everyday speech • Collecting similes • Identifying collective nouns • Editing draft • Making comparison 	<ul style="list-style-type: none"> • Class poems, chain poems • Discussion on word music • Collection of similes • Poem composed • Processes in writer's workshop
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • work together to produce chain poems? • identify poetic elements in everyday speech? • make distinctions between writing prose and writing poetry? • follow conventions for writing poetry? • make comments on written drafts of peers? 	<p><u>Materials/Resources:</u></p> <p>Rhymes and jingles on radio and television and in community language usage</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. produce and display personal and class anthologies of their own and other poems.</p> <p>14. plan a poetry reading session to - write letters of invitation. - develop programme, vote of thanks, etc. - design posters advertising session. - write a notice for announcing session at school assembly. - write articles for a newspaper about the session.</p> <p>15. read and re-read drafts of programmes, speeches, announcements in whole class or small groups to make changes to content, and to identify and correct spelling grammar and punctuation errors.</p> <p>16. develop a checklist for final proof-reading.</p>	<ul style="list-style-type: none"> • Organizing information for different types of written material • Editing drafts 	<ul style="list-style-type: none"> • Poetry anthologies • Letter of invitation • Programme of activities • Posters • Notices • Newspaper articles • Edited drafts • Checklist
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • plan and develop programme? • write a letter of invitation? • make a poster? • write a newspaper article? • draft an announcement ? 	<p><u>Materials/Resources:</u></p>	

LANGUAGE ARTS**GRADE SIX**Unit Title: **SPORTS**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do I acquire and express ideas about football?
2. How do I acquire and express ideas about cricket?
3. How do I acquire and express ideas about athletics and boxing?
4. How do I express ideas about sports in my school and community?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Listen and speak with sensitivity to audience • Apply relevant decoding skills to the reading process 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • listen to get central idea, draw inferences, understand organisation and summarise. • give reports, observations, summaries in SJE. • speak clearly and distinctly in natural easy manner. • listen and speak with awareness of audience and of situations. • use irregular phonetic elements e.g. ph, pn, u, y. • use diphthongs e.g. oi, ow, oy, ou. • use root words, prefixes and suffixes to identify and arrive at meanings. • identify and use inflectional endings e.g. ing, ed, ly, es. • use advanced syllabication principles to determine basic units of words e.g. sin/gle, ma/chine, hap/pen. • use grammatical and other clues to derive meanings of words in context. 	<p>game football sports athletics boxing cricket soccer track score century record match team captain sprinter performer medal Olympics favourite outstanding competition career</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Read for meaning, fluency and for enjoyment • Respond critically and aesthetically to literature and other stimuli (oral language and reading) 	<ul style="list-style-type: none"> • identify, use ideas, information at the <ul style="list-style-type: none"> - literal level e.g. character traits, cause and effect relationships, sequence of events. - inferential level e.g. infer meanings that go beyond what is stated; opinions, predicting outcomes. - critical level e.g. judge the merits or accuracy of information providing evidence to support facts. • identify and respond with voice to distinctive features of oral language e.g. songs, stories, poems. • identify image, simile, metaphor, rhythm, rhyme in poems and explain effects. • listen critically to ideas expressed and react appropriately. • speak confidently as a member of a team on an agreed position. • listen and draw inferences from different forms of oral language: radio, advertisements, speeches, interviews. • assume roles when reading a range of unfamiliar texts. • identify bias in informational texts and reports in print media. • make recommendation about favourite book or author. • use the dictionary, encyclopedia and other reference books; use multimedia/ technology. 	<p>international achievement endurance statue professional</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Apply study skills and be able to search for information• Use recognizable handwriting and appropriate spelling and vocabulary	<ul style="list-style-type: none">• apply comprehension skills across content areas noting main points, key words, summarising etc.• skim.• scan.• use correct cursive forms, upper and lower case, headings, margins, spacing, paragraph indentation and letter format.• select from a wide range of words to convey ideas.• spell words with variable sounds of the same vowel digraphs and with different digraphs giving the same sound e.g. train, said; meet, meat.• spell phonetically irregular words e.g. rough, cough, through.• use words commonly mis-spelt and confused.• use key words in other subject areas.• generate synonyms, antonyms, homonyms, suffixes, prefixes.• clarify JC/SJE confusion of words such as blouse/blows; buck/butt; file/foil.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Write to narrate, describe and for range of transactional purposes	<ul style="list-style-type: none">• draft and revise work.• use checklists.• make comments after reading peer's work.• proofread for errors of grammar and punctuation.• write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs.• write stories with an opening, setting and characters, which engage the reader.• write creative pieces in response to a range of stimuli.• write in a variety of non-narrative forms for different purposes: notes, reports, exposition, arguments, letters, for different audiences.• follow publishing process and write stories and construct books.• demonstrate language awareness and the conventions of spoken and written language.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Know and use basic language skills and the conventions of spoken and written language	<ul style="list-style-type: none">• demonstrate ability to generate own sentences and patterns.• show understanding of the functions of the parts of speech, including interjections .• use the passive forms of verbs.• use abstract nouns.• use punctuation marks – colon, exclamation sign, hyphen.• use degrees of comparison ‘more’, ‘most’ .• use simple present and past tenses consistently.• use ‘a’, ‘an’, before words beginning with vowels.• use silent consonants or stressed consonants.• discriminate between Creole and Standard English usage according to place and circumstance and between formal and informal usage.• recognise and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g. JC/SJE homonyms, question forms, the verb ‘to be’.• use SJE confidently in speech and writing.	

ACTIVITY PLAN**Focus Question 1.****How do I acquire and express ideas about football?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. pretend they are sports reporters on radio or TV and give the evening sports report. 2. bring in a member of a football or netball team, listen to his or her story and ask questions about his or her achievements. Prepare ahead introductions, questions, vote of thanks. 3. conduct a class debate on topics such as “Football should be played for fun, not money”. Select opposing teams, develop arguments, identify relevant information, develop points, use persuasive language. 4. read articles on football, netball on the sports pages of magazines and newspapers. Identify bias, facts included and excluded. Discuss effects of particular words used and say what might be the writer’s intention. 5. take sides and develop commentaries on a football or netball match. Select, list suitable words and phrases to reflect side taken. Give commentaries, speaking clearly and distinctly. 	<ul style="list-style-type: none"> • Role-playing sports reporter • Preparing and asking questions, listening for information • Developing arguments • Detecting point of view • Expressing point of view 	<ul style="list-style-type: none"> • Role-play of sports reporter • Discussions • Debate • Discussion • Sports commentaries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • organise available information for news presentation? • ask questions confidently in Standard English? • identify and develop relevant points for argument? • choose effective words to reflect point of view? 	<p><u>Materials/Resources:</u></p> <p>Resource persons Magazines Newspapers</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. role-play situations to demonstrate to different persons what happened at a particular match, for example, to a fan, a novice, a parent, a teacher. Talk about appropriate and inappropriate word use in each case.</p> <p>7. read poem "Revolt of Chief Tacky". Identify words with inflectional endings 'ed', 'ies', 'ly', and use them in other sentences. As a whole class exercise, make up a similar ballad about a football hero. Write a stanza of the ballad in their best handwriting.</p> <p>8. make headlines to describe sports personalities eg. "King of Soccer" – Pele; "The Golden Lady" – Merlene Ottey.</p>	<ul style="list-style-type: none">• Role-playing situations• Identifying inflectional endings• Creating sentences, creating verse	<ul style="list-style-type: none">• Role-play• Words identified• Ballad
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• recognise and use words which show a particular point of view?• write stanza of a ballad including inflectional endings identified?• create headlines?	<p><u>Materials/Resources:</u></p> <p>News reports on radio and television Poem: "Revolt of Chief Tacky"</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. formulate questions to be answered during the reading of a passage or article, using words like who? what? where? why? what if? Read to find answers.</p> <p>10. identify and pronounce sports words with the diphthongs 'oi', 'ou', 'ow', e.g. 'foil', 'foul', 'bowler'. Use words to write a short piece about a sporting event of their choice. Share with peers.</p> <p>11. practise syllabication of words like 'competition', 'performance', 'commonwealth'. Learn to spell words and use them in sentences.</p> <p>12. build words by adding prefixes and suffixes e.g. national, inter-national, inter-national-ly; profession, profession-al, profession-al-ly, un-professional.</p> <p>13. pick out all the important points in the first three pages of the story of Pele. Use them to write a brief introduction to the life of Pele. Read to class.</p> <p>14. as a whole class exercise, plan, organise and write how a particular game is played (netball, volleyball, badminton etc.) without using the pronouns I, you, we.</p>	<ul style="list-style-type: none"> • Developing guiding questions • Identifying diphthongs • Practising syllabication • Identifying prefixes and suffixes • Summarising information • Organising steps in a process 	<ul style="list-style-type: none"> • Questions • Written piece • Syllables identified • Expanded words • Summary • Account of game
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • apply useful strategies for developing questions e.g. using titles, skimming passage? • identify and use words with diphthongs appropriately? • supply appropriate prefixes and suffixes to words? 	<p><u>Materials/Resources:</u></p> <p><u>Some of the World's Greats in Sports</u>, Dr. Bird Series Newspaper articles</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. in small groups, plan and write a letter to the editor of a newspaper expressing their point of view on an issue related to a particular game. Read aloud, discuss and revise content. Rewrite, check spelling and punctuation.</p> <p>Teacher will:</p> <p>16. make up an imaginary sample of student's letter and put on chalk board. Pupils will identify and correct all errors.</p>	<ul style="list-style-type: none">• Letter writing• Identifying	<ul style="list-style-type: none">• Letter• Errors corrected
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• generate and organise ideas for letter?• express ideas clearly?• make useful suggestions for revising drafts?• identify errors in their re-written work?• identify and correct errors in sample letter?	<p><u>Materials/Resources:</u></p> <p><u>Some of the World's Greats in Sports</u>, Dr. Bird Series <u>A Game Called Football</u>, Dr. Bird Series Radio Television Newspaper reports of football and netball matches Pupils' written work</p>	

ACTIVITY PLAN

Focus Question 2.

How do I acquire and express ideas about cricket?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use the moot “Indisciplined players should be removed from teams” for a debate. 2. identify familiar words which have special meaning in cricket (and other sports) e.g. cricket: runs, maiden, over, century. Explain their meanings and make a list of these words. 3. make lists of all the words related to cricket, read aloud passages in which they are used. Practise using them. 4. examine the story of George Headley to see if it was written to entertain, persuade or inform. List words or phrases in these categories. Start making a chart with lists of words that indicate bias e.g. words that show ‘for’ or ‘against’. 	<ul style="list-style-type: none"> • Expressing a point of view • Recognising multiple meanings of words • Compiling word lists • Detecting point of view 	<ul style="list-style-type: none"> • Debate • Explanation of meaning • Word lists • Word lists • Chart with words that indicate bias
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • choose appropriate facts in developing arguments? • identify the categories to which words and phrases that indicate bias belong? 	<p><u>Materials/Resources:</u></p> <p>Pupils’ and teachers’ general knowledge of cricket News items about cricket on radio or television and in newspapers. <u>Some of the World’s Greats in Sports</u>, Dr Bird Series</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. collect newspaper articles to make a scrapbook on a favourite cricketing personality. Plan and write the story of that personality (draft, revise, rewrite, proofread, publish).</p> <p>6. conduct a poll among the school population to find out which is the most popular sport and present the information on a table.</p> <p>7. locate on the world map countries and cities mentioned in "Some of the World's Greats in Sports". Search encyclopedia for information on those countries.</p> <p>8. discuss a recent cricketing event which they found interesting. Brainstorm words and phrases to recapture the atmosphere.</p>	<ul style="list-style-type: none"> • Collecting newspaper articles • Writing essay • Investigating preferences • Locating information • Discussing, brainstorming 	<ul style="list-style-type: none"> • Scrapbook • Essay • Graphic presentation/table • Information identified • Map or web of words
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • organise collected information for presenting in an easily understood format? • select and organise ideas into clusters for paragraphs? • read and make necessary changes to content of their first drafts? • identify their errors when they proof-read writing? • use words related to cricket? • locate countries on world map? • brainstorm and organize ideas into paragraph clusters? 	<p><u>Materials/Resources:</u></p> <p>Newspaper articles</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. as a whole class, in groups, or individually, write</p> <p>(a) a poem about the event (above)</p> <p>(b) a letter to the editor of the "Children's Own" telling about the event</p> <p>10. in small groups, plan and write a letter to the editor of a newspaper expressing their point of view on a current issue relating to cricket.</p> <p>(a) decide on point of view,</p> <p>(b) identify facts to be used,</p> <p>(c) choose words and phrases to express particular point of view,</p> <p>(d) write first draft,</p> <p>(e) across groups read each other's work, make suggestions for improvement ,</p> <p>(f) rewrite; check errors.</p>	<ul style="list-style-type: none"> • Composing • Composing • Letter writing • Working co-operatively 	<ul style="list-style-type: none"> • Poem • Letter • Letter
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write about cricketing event? • support a point of view with appropriate facts? 	<p><u>Materials/Resources:</u></p> <p>News items on radio, TV or in newspaper</p> <p><u>Some of the World's Greats in Sports</u>, Dr. Bird Series</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. examine how pronouns work in the story of Sir Garfield Sobers. Identify the noun to which each pronoun refers. Examine similarities in gender (masculine/feminine), number (singular/plural) and case (subjective/objective). Write paragraphs using pronouns in a similar manner. 12. make a list of the outstanding performances of George Headley. Compare them with the list of outstanding performances of Sir Garfield Sobers. Decide who was the greater of the two.	<ul style="list-style-type: none">• Analyzing pronoun usage• Making comparisons	<ul style="list-style-type: none">• Explanations of correct pronouns
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• establish the relationship between nouns and pronouns?• make judgement based on comparing data?	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 3.

How do I acquire and express ideas about athletics and boxing?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. find out, and share information about an international athlete who is engaged in one of the sports mentioned above. Write a congratulatory letter to the athlete on his or her achievements. Proofread for punctuation. Read similar letters in newspaper. 2. follow up and discuss daily a national or international sporting event which is in progress. 3. read about athletics in "Some of the World's Greats in Sports" and use information to make up limericks, cinquains, collectives etc. describing athletics and boxing personalities. 	<ul style="list-style-type: none"> • Searching for, presenting information • Discussing sports • Reading for information • Representing information in alternative format 	<ul style="list-style-type: none"> • Information presented • Discussion • Limericks, cinquains, collectives
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use information researched in writing letter? • share information on selected sporting event? • read fluently and convey meaning? 	<p>Materials/Resources:</p> <p>Newspapers Radio and television news <u>Some of the World's Greats in Sports</u>, Dr. Bird Series Pamphlets Children's Own newspaper Magazines Sports commentaries</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. pick out phrases used to describe athletes and other sports personalities, e.g. 'record time', 'hero's welcome', 'most outstanding.... of all time', 'international fame', 'pride of his people'. Discuss their meanings. Use them to describe other sports persons and events.</p> <p>5. discuss a commentary heard on radio or TV. Discuss the point of view from which it is presented. Write a response to the media house either supporting or disagreeing with the article.</p> <p>6. as a whole class exercise, write the story of one other athletic personality. Using all available information, (a) choose some words and phrases to describe the personality, (b) organise the information around main idea for paragraphs, (c) decide on a suitable opening, (d) give individual sentences to make up whole class story.</p>	<ul style="list-style-type: none"> • Skimming • Modelling description • Identifying, responding to point of view • Selecting ideas • Organising ideas • Expanding ideas into paragraphs 	<ul style="list-style-type: none"> • Expressions identified • Description • Written responses • Essay
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • skim and identify expressions? • discuss a radio/TV commentary? • write a response to radio/TV commentary? • extend the information generated in paragraph clusters into full paragraphs? • organise ideas for essay into an introduction, middle and end? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT															
<p>7. use adjectives in the text to make up a table of degrees of comparison. Example:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Positive</u></td> <td style="text-align: center;"><u>Comparative</u></td> <td style="text-align: center;"><u>Superlative</u></td> </tr> <tr> <td>great</td> <td>-</td> <td>greatest</td> </tr> <tr> <td>-</td> <td>stronger</td> <td>-</td> </tr> <tr> <td>-</td> <td>-</td> <td>highest</td> </tr> <tr> <td>hard</td> <td>-</td> <td>-</td> </tr> </table> <p>Follow up with oral pattern practice.</p> <p>8. read text to identify verbs and adverbs related to them. Discuss function of adverbs in relation to verbs. Examples: trained <u>hard</u>, do <u>well</u>, defend ... <u>successfully</u>, developed <u>much harder</u>, defeated ... <u>badly</u>.</p>	<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>	great	-	greatest	-	stronger	-	-	-	highest	hard	-	-	<ul style="list-style-type: none"> • Formulating degrees of comparison • Observing functions of adverbs 	<ul style="list-style-type: none"> • Table of degrees of comparison • Adverbs discussed
<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>															
great	-	greatest															
-	stronger	-															
-	-	highest															
hard	-	-															
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • supply degrees of comparison? • show understanding that adverbs describe verbs? 	<p><u>Materials/Resources:</u></p> <p><u>Some of the World's Greats in Sports</u> <u>A game called football</u></p>																

ACTIVITY PLAN**Focus Question 4. How do I express ideas about sports in my school and community?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make up cheers, jingles, couplets, slogans, logos for school houses and teams. 2. make up announcements about sporting events in the school community. Tape record and play back. Announce school sports day at assembly. 3. develop a set of rules for the behaviour of houses on sports day. 4. develop a programme of events for school's sports day. 	<ul style="list-style-type: none"> • Using language appropriate to situations • Making up announcements • Writing creatively • Developing rules • Developing schedule 	<ul style="list-style-type: none"> • Cheers • Slogans • Taped announcements • Rules • Schedule
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use language appropriate for cheers, slogans etc? • read so that a listener could understand? • use language creatively? • use language appropriate for writing rules etc? 	<p><u>Materials/Resources:</u></p> <p>Newspapers Children's Own newspaper</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. write a letter to the principal, sports coordinator or house leader, recommending a student for nomination as student of the year. Explain fully why the student should be selected. 6. explain how prepositions work to expand sentences in texts e.g. (a) His mother did not want him <u>to</u> play football <u>with</u> the barefoot teams. (b) In 1997, a statue <u>of</u> Sir Garfield Sobers was placed <u>in</u> the capital of Barbados. (c) Ali was not allowed to fight <u>in</u> <u>for</u> 7. find examples of prepositions at work in texts. Note that they bring additional words and phrases into sentences. 8. practise using prepositions to expand the sentences in their writing.	<ul style="list-style-type: none"> • Writing letters • Observing the function of prepositions • Practising use of prepositions 	<ul style="list-style-type: none"> • Letter • Written work showing use of prepositions
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • generate and organise ideas and write to persuade? • recognise that prepositions bring additional words and phrases into sentences? • make sentences using more than two prepositions? 	<u>Materials Resources:</u> <u>Some of the World's Greats in Sports</u>	

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will: .</p> <p>9. from children’s written work, make a list of problem words commonly confused in pronunciation and spelling e.g. ‘an’ for ‘on’; ‘buck’ for ‘butt’; ‘file’ for ‘foil’. Practise English pronunciation, use words in context. Identify words in texts across subject areas.</p> <p>Teacher will:</p> <p>10. collect from pupils’ work over time, examples of omission of the verb ‘to be’ in sentences e.g. “Mathematics easier than composition”. Have whole class do correction of sentences. Use for any other error.</p>	<ul style="list-style-type: none">• Distinguishing between JC/SJE pronunciation• Identifying and correcting error	<ul style="list-style-type: none">• Words placed in context• Words spelt• Sentences corrected
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• use each pair of words in correct context?• pronounce each word correctly?	<p><u>Materials/Resources:</u></p> <p>Children’s written work</p>	

MATHEMATICS

Mathematics Units for Grade 6

These Mathematics Units are to be used in conjunction with the following documents, which MUST be available to Teachers:

Replacement units	: COLLECTIONS 3-6 (GET TO THE POINT)	POLYHEDRAVILLE (THE MAHARAJA'S TASKS)	USED NUMBERS 5-6 (SEEING FRACTIONS)
MOEC materials	: ACTIVITY BOOKLET 4-6 TAKE IT AND MAKE IT	GLOSSARY OF MATHEMATICAL TERMS PRIMARY MATHEMATICS TEACHERS' GUIDE	
Pupil Workbook	: CARIBBEAN PRIMARY MATHEMATICS LEVEL 6 (Ginn)		

The Replacement Units are intended to move our teaching away from the fragmented and towards the integrated by allowing students to become involved in extended activities. Please use your own tried and tested activities to supplement our suggestions, which can themselves be adapted or refined as necessary. Teachers are encouraged to use other forms of evaluation besides those suggested, bearing in mind that evaluation should be broader than traditional paper and pencil tests.

HOW TO USE THESE UNITS

These Mathematics units are to be used for six hours per week for the number of weeks specified in each unit. Please try not to exceed the recommended time by focusing too narrowly on the repetition of procedures or trespassing on objectives which are better dealt with in other units or at other grade levels.

In writing their lesson plans, teachers need to a) write specific objectives which break down the objectives listed in the units, b) combine and integrate topics whenever possible, c) adapt the material. In multi-level classrooms the combination and integration of material should increase with a menu of activities appropriate for the differing levels of pupils. The list of targets and related objectives at the end of these units may be used as a check list for the year's work.

Central ideas such as fractions, place value and multiplication facts need to spiral more frequently. These ideas must stay fresh in the minds of pupils by incorporating them regularly into lessons (via quizzes or special 'spots').

THE PHILOSOPHY BEHIND THE CURRICULUM

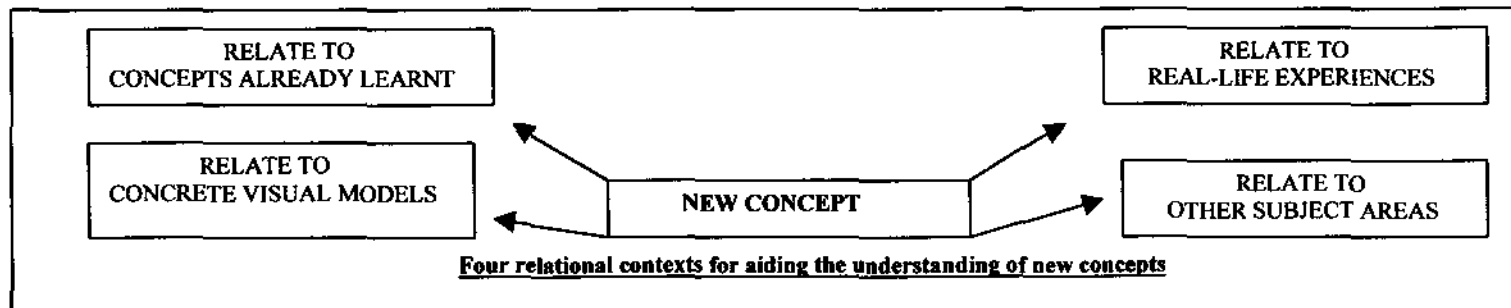
In the past, Mathematics has been viewed as a reasonably well-defined "body of knowledge" – facts, theorems, formulae, tables, methods – to be learned, often by heart or by rote and repetition. However, in recent years, there have been many changes in Mathematics programmes and curricula world-wide. The subject is now viewed in an entirely different way. This "different" way of viewing Mathematics underlies this curriculum and must be embraced by all teachers if it is really to have the impact it needs to have upon the learning of Mathematics in Jamaica.

Mathematics is, in essence, a LANGUAGE, one of the languages of the ordinary person. Young people, therefore, must be able to communicate, reason and learn in and through the language of Mathematics. The implications of this are many for primary level Mathematics teaching. The two main aims of Primary Education in Jamaica must be NUMERACY and LITERACY. What does numeracy imply?

viz:

- Numeracy **IS NOT** knowing certain narrow facts and being able to reproduce them.
- Numeracy **IS NOT** being able to pass a particular examination by getting all the right answers.
- Numeracy **IS NOT** being able to solve given problems because the method has been drilled into the pupil over time.

- Numeracy IS a broad way of thinking that brings together pieces of relevant information from many places to shed light in problem situations.
- Numeracy IS an understanding of concepts within Mathematics related to one's real life experiences.
- Numeracy IS being able to communicate in a language of words and symbols concerning things you observe, investigate, conjecture and test.



Primary level pupils must be enabled to think for themselves. This is where the teacher's understanding of his/her role is critical. When each new concept is introduced, to ensure that it is properly received, it must be related to the four different contexts as shown in the diagram. If it is not, there will be serious consequences for the understanding of the concept. Pupils will tend to isolate individual concepts and not transfer meaning easily from one area to another, within Mathematics, or across subject boundaries.

This means that:

1. Formal timetable divisions must become less rigid so that applications from Science, Language, Social Studies and the Fine Arts be incorporated into Mathematics teaching.
2. Materials must be available for teachers and pupils to use to demonstrate, discover and explore concepts and mathematical relationships.
3. The classroom must be a window into the world. The environment in the schoolyard, the local and wider community must be related to what happens in class. Mathematics is all around us. Problems which arise naturally from the environment instead of from the textbook can often provide a more stimulating focus for instruction.
4. Teachers must be acutely aware of the previous knowledge pupils have, so that they do not repeat where it is not required but they can make connections whenever possible. Faulty concepts can often be corrected naturally in this way without any formal remediation being necessary.

Teaching activities should be varied with opportunities for individual, pair, group and whole class work. Group activities offer a greater possibility of interaction, communication and informal evaluation by the teacher of how well concepts are being grasped. Well organised groups encourage talking, listening, tolerance, co-operation, and self-control skills which are critical to personal growth. Group success can be a valuable source of increased self-confidence for the individual who does not yet excel when working alone.

Any preconception on the part of teacher, parents or pupils that Mathematics is a subject only for the especially gifted must be fought at all costs. Such ideas may become self-fulfilling; the truth is that, in the twenty-first century those with little or no mathematical background will be increasingly marginalised.

New learning situations with active students, stimulating scenarios for problem-solving, opportunities for observation, discussion, analysis, summarizing, reasoning (in a relaxed setting without time constraints), testing conjectures, framing problems, and the exploration of pupils' own ideas are now seen as being more important than the traditional stress on 'the right answer'. At every possible opportunity, credit and praise need to be given for thinking and reasoning even when answers are incorrect. With the stress now being on the higher-level skills, the role of computation has changed. Laborious written calculations were once the norm both in the classroom and outside. No longer is this the case. The definition of computation must be broadened. Mental work, calculator use and deciding whether an exact figure is necessary or an estimated value will suffice, are central ideas.

Once pupils have shown themselves able to perform a certain sort of computation it is counterproductive to continue drilling them with ever more difficult numbers. Drill exercises can quickly lead to boredom. Teachers should be encouraged to stimulate pupils to observe patterns that enhance mental calculation as it is the quickest and often easiest way to calculate or at least to check calculations. In all of this, computation is a routine tool of Mathematics and the subject must be seen as something far greater, richer and nobler than mere calculations.

Caution: PLEASE do not get so involved in the Number strand, even in grade 1, to the exclusion of the rest of the curriculum, which undoubtedly includes the more lively areas of the subject. Move from strand to strand on a regular basis, or combine items from different strands into one lesson, series of lessons or unit of work.

MATHEMATICS**GRADE SIX**Unit Title: **NUMBER**Term: **ONE**Unit: **ONE**Duration: **THREE WEEKS**

- FOCUS QUESTION:**
1. **How can I manipulate fractional numbers ?**
 2. **What real life problems can I solve using arithmetic and algebra?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use models to explain their conceptual understanding of rational numbers (fractions) • Use computation, estimation and calculators appropriately to solve real-world problems including problems with fractions and decimals 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • write story problems to generate calculations involving the four operations. • generate number patterns and identify their rule using algebra. • compute with common and decimal fractions using the four operations. • use the calculator to estimate and check routinely and to perform calculations. • divide a fraction, mixed number or decimal fraction by a whole number. • divide a whole number by any fractional number. • divide a decimal fraction by a power of ten. • solve problems involving the division of fractional numbers. • perform any computation with whole or fractional numbers. • divide a decimal fraction by another decimal fraction to two or three places of decimals. 	<ul style="list-style-type: none"> story problems number patterns - rules algebraic expressions number sentences algebraic sentences palindromes triangular numbers square numbers

ACTIVITY PLAN

Focus Question 1.
Objectives:

How can I manipulate fractional numbers?
Pupils will:

- compute with common and decimal fractions using the four operations.
- use the calculator to estimate and check routinely and to perform calculations.
- divide a fraction, mixed number or decimal fraction by a whole number.
- divide a whole number by any fractional number.
- divide a decimal fraction by a power of ten.
- solve problems involving the division of fractional numbers.
- perform any computation with whole or fractional numbers.
- divide a decimal fraction by another decimal fraction to two or three places of decimals.

ACTIVITIES/PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use exercises, such as “Activity 6-5” from the “Primary Mathematics Teachers’ Guide”, estimate the results for addition and subtraction problems and use calculator to check the results. Discuss results giving reasons for any difference between results and estimations. 2. examine real life situations such as sharing a sum of money for 10 (100, 1000.....) persons to establish results/rules for dividing by powers of 10 (use calculator to check results). 3. use real situations to estimate results of division of or by common/decimal fractions. Check results by using the calculator/repeated subtraction/diagrams. Discuss the results, noting the place values or common fractions in the problem and how these relate to the place values or common fractions in the solution. 4. develop rules for dividing by common/decimal fractions and write or complete sentences which describe these rules. Use these rules in dividing fractions and apply these rules in solving ‘worded problems’ from “Caribbean Primary Mathematics” (throughout). 	<ul style="list-style-type: none"> • Estimating division results • Generalizing - rules • Manipulating or drawing representations of fractions (decimal/common) • Calculating with decimal and common fractions 	<ul style="list-style-type: none"> • Mental and written computations • Problems accurately solved
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • divide by 10 or multiples of 10? • divide fractions or whole numbers by fractions or whole numbers? • select the correct operation for solving worded problems? 	<p><u>Materials/Resources:</u> “Primary Mathematics Teachers’ Guide” “Caribbean Primary Mathematics” - Level 6 Calculators</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

What real life problems can I solve using arithmetic and algebra?

Pupils will:

- write story problems to generate calculations involving the four operations.
- generate number patterns and identify their rule using algebra.

ACTIVITIES/PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. (a) work in groups to investigate and discuss various number patterns as shown in: <ol style="list-style-type: none"> (i) Replacement Unit, "Collections 3-6" ch 14 'Palindromes' pp 159-169 (ii) "Activities Booklet 4-6" pp 37-42 'Number Chart Patterns', 'Fibonacci Sequence' (b) describe the patterns generated. 2. compose real world story problems and shopping lists which will involve common and decimal fractions, and one or more of the four operations. 3. exchange story problems/lists with their peers to: <ol style="list-style-type: none"> (a) write the algebraic sentences or expressions (b) use one or more of the four operations to solve problems (c) discuss the various results to confirm the rules for the order of operations, and the use of symbols. 	<ul style="list-style-type: none"> • Investigating number patterns • Composing story problems • Summarizing results • Generalizing rules • Making conjectures • Checking results (use of calculator) • Solving story problems 	<ul style="list-style-type: none"> • Rules • Story Problems • Sentences/expressions
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • develop rules for given patterns or develop patterns from given rules ? • answer questions such as "What comes next in the following sequence of numbers?", "What numbers are omitted from the following sequence?", and "What is the rule of the following sequence numbers?" • investigate the report on other patterns of numbers e.g. the final digit of the square numbers from 0×0 to 10×10? What digits can a square number never end in ? • contribute at least one story problem which requires two or more operations? • develop equations/expressions from story problems? 	<p>Materials/Resources:</p> <p>"Activity Booklet 4-6" "RU - Collections 3-6" Shopping Lists</p>	

MATHEMATICS**GRADE SIX**Unit Title: **MEASUREMENT**Term: **ONE**Unit: **TWO**Duration: **THREE WEEKS**

- FOCUS QUESTIONS:**
1. What are the relationships between the parts of a circle?
 2. How do I use my tools effectively in construction?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Select appropriate units and tools to measure to the desired degree of accuracy • Derive informally, and use formulae for measurement activities 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • draw and measure angles using the protractor. • use the compasses to draw circles. • interpret a simple scale drawing and calculate actual distances using the scale of a road map or floor plan. • identify the relationships between the parts of a circle; circumference, radius and diameter in terms of measurement. • investigate the concept of π (pi). 	<p>the circle pi (π) protractor compasses radius diameter arcs scale road map floor plan</p>

ACTIVITY PLAN

Focus Question 1.

What are the relationships between the parts of a circle?

Objectives:

Pupils will:

- identify the relationship between the parts of a circle; (circumference, radius and diameter) in terms of measurement.
- investigate the concept of pi (π).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use manipulatives, such as, circular objects, string, cord and paper folding to examine circles of various sizes, making comparisons to verify the relationships: <ol style="list-style-type: none"> (i) the diameter is two radii (ii) the circumference is approximately three times the diameter. 2. research and discuss the word pi (π) in relation to the circle and investigate the circumference (perimeter) of the circle. 3. use the relationships to make approximations and to calculate the circumference given the radius/diameter and vice versa. 4. find the area of the circle by counting squares. (“Activities 5 to 7” below are for enrichment). 5. work in groups using the sectors of a circle to form a rectangle/parallelogram “Activity Booklet 4-6” page 27. (Each group will work with more than one circle cut in 8, 10, 12, ... parts). Explore to find out that when the circle is cut into small sectors the shape formed tends to be a rectangle. 6. review the area of rectangle then substitute parts of the circle (radius and half circumference) on their rectangular model to verify the formula for the area of a circle. 7. calculate area of circles given the diameter or radius. 	<ul style="list-style-type: none"> • Manipulating circles • Investigating circumference of a circle • Approximating measurements • Computing circumference • Counting squares • Calculating the area of the circle 	<ul style="list-style-type: none"> • Approximation • Area of circle • Calculation of area of circle
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • find the approximate circumference of a circle (written or mentally) given the radius/diameter? • (a) find the approximate area of a circle by counting squares? • (b) calculate area of circle given the diameter or radius? 	<p><u>Materials/Resources:</u></p> <p>Circular objects Cut-outs of circles, squared paper Glue/paste Scissors, Paper/cardboard “Activity Booklet 4-6”</p>	

ACTIVITY PLAN

Focus Question 2:

How do I use my tools effectively in construction?

Objectives:

Pupils will:

- draw and measure angles using the protractor.
- use the compasses to draw circles.
- interpret a simple scale drawing and calculate actual distances using the scale of a road map or floor plan.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use compasses to draw circles and use circles to make designs. 2. review concepts of angles discussing the sizes in relation to the right angle and the straight angle. 3. discuss the instrument used for measuring angles, and make a sample of a protractor as seen in the "Take It and Make It", page 17. 4. use paper folding to show estimates of the size of angles. Use protractors to verify estimates. 5. work in pairs to practise measuring and drawing angles. [Pupils drawing and measuring angles given by their peers]. 6. examine road maps of familiar places and floor plans, measuring distances of places on the map/plan. 7. use the given scale on the map/plan to arrive at ways of finding the actual distances. Talk about the processes used. For assessment use "Caribbean Primary Mathematics" - Level 6, pp. 46 and 80. 8. work in groups to develop a puzzle (e.g. treasure map) for their peers to find places by using a scale, hence to solve puzzles given by their peers. 	<ul style="list-style-type: none"> • Manipulating compasses, protractor and ruler • Drawing circles • Measuring angles and drawing angles • Measuring distances • Comparing distances and scales 	<ul style="list-style-type: none"> • Designs • Measurement and drawing of angles • Measurements and conversion of distances • Puzzles
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • use the compasses to draw "smooth" circles? • measure distances of places on road map/floor plan? • find actual distances in metres/kilometres from a given scale? • measure/draw angles accurately (to the nearest degree) using a protractor? 	<p><u>Materials/Resources:</u> Geometry set Ruler String/cord "Take It and Make It" Road maps and Floor Plans</p>	

MATHEMATICS**GRADE SIX**Unit Title: **GEOMETRY**Term: **ONE**Unit: **THREE**Duration: **THREE WEEKS**

- FOCUS QUESTIONS:**
1. What are the properties of the various plane figures around us?
 2. What are the properties of solid figures?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Make generalizations about geometric relationships and explore geometrical transformations 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify and draw the following polygons:- triangle, square, rectangle and irregular quadrilaterals. • identify and count the number of lines of symmetry in plane figures . • draw pictures of polygons to a reasonable degree of accuracy where the length of a side is given. • recognize faces, edges, vertices of a solid and classify solids according to the number and shape of their faces. • describe, design or create three dimensional shapes. • represent and solve problems using geometrical models. • describe the physical world in terms of geometric concepts. • talk about mathematical findings. 	<p>lines of symmetry polygons equilateral isosceles scalene parallelogram quadrilateral rhombus polyhedra/polyhedron prism cuboid cube pyramids nets cylinder sphere vertex/vertices edges faces</p>

ACTIVITY PLAN

Focus Question 1.

What are the properties of the various plane figures around us?

Objectives:

Pupils will:

- identify and draw the following polygons:- triangle, square, rectangle and irregular quadrilaterals.
- identify and count the number of lines of symmetry in plane figures.
- draw pictures to a reasonable degree of accuracy of polygons where the length of a side is given.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in groups to develop a project on polygons - each member of the group assigned one polygon to: make a model/draw the prescribed polygon, mark its special properties and describe in terms of its: <ol style="list-style-type: none"> (i) special name (ii) angles – (number, sizes) (iii) sides – (number, length, parallel or perpendicular) lines of symmetry – (number, location) (iv) diagonals – (number and length). 2. report to the group in which members will give praise or make adjustments. 3. in groups mount their display and select member(s) to report to the class. 4. discuss the properties of each polygon and note any subsets e.g. the square is a subset of the set of parallelogram. For assessment use “Caribbean Primary Mathematics” - Level 6 pp. 48 & 77. 	<ul style="list-style-type: none"> • Classifying polygons • Manipulating geometric shapes • Constructing polygons using manipulatives • Drawing polygons • Generalizing properties • Reporting on properties • Critiquing each others work 	<ul style="list-style-type: none"> • Completed project • Identification and description of polygons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe fully at least one polygon? • identify a given polygon? • sketch a polygon showing its properties? • classify polygons on (worksheet) in terms of quadrilaterals, etc.? 	<p><u>Materials/Resources:</u></p> <p>Straws or other materials for models Worksheet with polygons for classification and naming “Caribbean Primary Mathematics” - Level 6</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

What are the properties of solid figures?

Pupils will:

- recognize faces, edges, vertices of a solid and classify solids according to the number and shape of their faces.
- describe, design or create three dimensional shapes.
- represent and solve problems using geometrical models.
- describe the physical world in terms of geometric concepts.
- talk about mathematical findings.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine models of solids (polyhedra) such as milk boxes, and tins, and discuss the number and shape of the faces and edges and the number of vertices. Develop a table displaying their findings. Sort and group solids. 2. construct a variety of polyhedra, highlighting the different faces by colouring and explaining (written or orally) how each polyhedron could be used in the real world, for example, as Christmas decorations and buildings. In groups, create some of these “real world” items. 3. in groups identify, discuss and write the aspects of the environment which can be described using, geometric shapes e.g. trunk of a tree (cylinder) the Jamaican \$1 coin (prism) the top of a mountain suggest a pyramid. 4. talk about the differences between two and three dimensional objects. (Activities from RU – “Polyhedraville” will be relevant in these activities). 	<ul style="list-style-type: none"> • Discriminating and differentiating solids • Tabulating properties of Solids • Constructing solids • Comparing • Discussing 	<ul style="list-style-type: none"> • Description of solids (oral/written) • Table • Nets of solids • Models • Description of solids • Comparison • Participation in discussion
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete the table giving the relevant information about the solids? • classify the solids from a given set? • draw a set of plane shapes needed to create a solid? • construct at least one polyhedron? • identify the ‘net’ for a specific solid? • list and compare aspects of the environment with geometric shapes? • share information orally? 	<p>Materials/Resources:</p> <p>RU – “Polyhedraville” “Caribbean Primary Mathematics” - Level 6 Solid shapes</p>	

MATHEMATICS**GRADE SIX**Unit Title: **STATISTICS**Term: **ONE**Unit: **FOUR**Duration: **THREE WEEKS****FOCUS QUESTION: In what ways can I represent and interpret information?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Make and interpret a variety of graphs, charts and tables • Explore complex problems by gathering statistics from real-world situations • Design questionnaires and conduct data collections, chart relationships, present findings and make statements about the data	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• discuss the appropriate uses of various tables and graphs.• represent data using bar graphs, double bar graphs, pictographs, circle graphs and line graphs.• read information given on an informal chart such as:<ul style="list-style-type: none">(i) a stem and leaf plot(ii) a box and whisker plot.• plot information on an informal chart such as:<ul style="list-style-type: none">(i) a stem and leaf plot(ii) a box and whisker plot. • make inferences and draw conclusions based on experiments and collected data. • collect data using direct observation, experiments, interviews and questionnaires.	stem and leaf plot box and whisker plot interviews questionnaires graphs

ACTIVITY PLAN

Focus Question. In what ways can I represent and interpret information?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> examine various types of graphs (formal and informal) and elicit information from each. Determine relationships between the raw data and the graphs in terms of least value, the greatest value, most frequent value, range. discuss why specific graphs are more effective to display certain information e.g. pie charts for displaying portions of a whole and line graphs for displaying temperature. (Use “Used Numbers - Statistics - Prediction and Sampling” to review Grade 5 work). work in groups to do a survey and develop a stem and leaf plot and a box and whisker plot to display their information as shown in activities 6-9 and 6-10 of the “Primary Mathematics Teachers’ Guide”. Examples could be <ol style="list-style-type: none"> the last two digits of the licence plates of vehicles passing their school at particular times date of the month when classmates were born. Report from each group and have class discussion in analyzing information on graphs. 	<ul style="list-style-type: none"> Collecting information Reading graphs Interpreting graphs Displaying information Plotting graphs Sampling population Organizing data Making inferences about survey 	<ul style="list-style-type: none"> Information collected Selection of graphs Drawing and interpretation of formal charts Group report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> extract information from various graphs? select an appropriate graph to display specific information, giving reasons for their choice? collect accurate information from interviews, questionnaires and observations? draw a stem and leaf plot/box and whisker plot? interpret information taken from stem and leaf plot/box and whisker plot? contribute information to report? 	<p><u>Materials/Resources:</u></p> <p>“Primary Mathematics Teachers’ Guide” RU “Used Numbers – Statistics: Predictions and Sampling 5-6” Squared or graph papers</p>	

MUSIC

INTRODUCTION TO THE MUSIC CURRICULUM

While academic subjects are concerned with development of the skills of literacy and numeracy, aesthetic subjects (Music, Dance, Drama and the Visual Arts) do more than provide recreational outlets for the child. They develop the skills of adaptability, innovativeness and problem solving – and, in fact, have been proven to bring direct benefits to a child’s academic progress.

Music fulfills a vital role in the aesthetic and emotional development of the child, and has significant appeal in catering to children of mixed abilities. As a sound-centred activity, Music requires children to interface with actual sound making as the central feature of their involvement with the subject. A direct experience of music can be gained through *performing*, *listening* and *appraising* (as by an audience) and *creating* or *composing*. The three areas are interrelated – *performing* may open the ears to what one should listen for and appraise; *listening and appraising* may inform how a piece should be performed; *composing* develops the ability to listen discriminately, and may employ ideas from music performed or listened to.

Children should be enabled to explore and manipulate sound, thus providing a medium through which they learn to organize their own feelings and ideas, as well as develop a genuine enjoyment of music and learn to deal with emotional and psychological factors that affect their lives. Children equipped with the tools of Music Education are better able to experience the art form in a conscious and deliberate way. They are in a position to gain involvement and pleasure based on understanding, rather than being passive consumers of music. In turn, children’s personal judgement informs their ability to participate in shaping the musical culture of their own society.

This programme is based on bringing the child a direct experience of music, through the three practical domains of *performing*, *listening* and *appraising* and *composing*. The teacher has a significant role in serving as facilitator, musical model, guide and critic. Value judgements are far less important than appraising children’s achievement in terms of how close they have come to fulfilling specified tasks according to agreed criteria. The titles of the related units for each grade level are shown in the table below:

GRADES	TERM ONE UNITS	TERM TWO UNITS	TERM THREE UNITS
Four	1) Music From The Sounds In My Environment 2) Music In Everyday Life	Signs, Symbols & Cues	1) Signs, Symbols & Cues (cont’d) 2) Voices & Instruments
Five	1) Music From Musical & Extra-Musical Stimuli 2) Music In Everyday Life	Signs, Symbols & Cues	1) Signs, Symbols & Cues (cont’d) 2) Voices & Instruments
Six	1) Music From Musical & Extra-Musical Stimuli 2) Music In Everyday Life	Signs, Symbols & Cues	1) Signs, Symbols & Cues (cont’d) 2) Voices & Instruments

MUSIC**GRADE SIX**Unit Title: **MUSIC FROM MUSICAL
AND EXTRA-MUSICAL STIMULI**Term: **ONE**Unit: **ONE**Duration: **FOUR WEEKS****FOCUS QUESTIONS:**

1. How can I share with others music from multi-media sources/stimuli?
2. How can I improve my performance/presentation to effectively share music with an audience?
3. How can I analyze, interpret and respond to pieces created from multi-media sources/stimuli?
4. How can I use multi-media stimuli to create original compositions?
5. How can I record/preserve my compositions for easy retrieval?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use other art forms in multi-media presentations for audiences 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • rehearse and perform (with or without a score) their own sound pictures/collages and multi-media compositions as well as those created by others. • develop their ability to make informed decisions about how to refine their performance of a piece. • perform (with or without a score) solo and group pieces for different audiences (peer, school, community). • make an audio/video recording of their performance, with teacher's assistance. 	<ul style="list-style-type: none"> sound picture/collage rehearse perform performer score audience composition assessment thematic critical analysis structure/form instrumentation multi-media composition

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Listen to sound pictures/collages and multi-media pieces and identify structural patterns as well as respond in a variety of ways • Create sound pictures/collages and multi-media compositions depicting moods, scenes, events, ideas and characters • Compose simple pieces in relation to various stimuli (stories, poems, scenes, pictures, dances, etc.) 	<ul style="list-style-type: none"> • use ideas from sound pictures/collages and multi-media pieces listened to as bases for their own compositions. • make up sound pictures/collages and multimedia pieces based on a locomotor or non-locomotor, visual, dramatic or literary stimulus. • respond verbally, physically and in various other ways to musical and other elements in multi-media pieces to which they listen. • listen to recorded pieces (with or without a score) and pay attention to basic analysis of structure. • rehearse and perform their compositions with the assistance of classmates. • record their compositions by using suitable notation (traditional or alternative) as well as audio/video equipment. 	<p>musical elements:</p> <ul style="list-style-type: none"> - <i>timbre</i> - <i>texture</i> - <i>dynamics</i> - <i>pitch</i> - <i>tempo</i> - <i>duration</i> <p>mood</p> <p>audio/video recording</p> <p>conductor</p> <p><i>live</i> or recorded music</p> <p>dramatic ideas</p> <p>characterize</p> <p>choreograph</p> <p>interpretation</p> <p>visual/aural representation</p> <p>compare</p> <p>portray</p> <p>respond</p> <p>locomotor</p> <p>non-locomotor</p> <p>abstract</p> <p>images</p> <p>excerpt</p>

ACTIVITY PLAN

- Focus Question** 1. **How can I share with others music from multi-media sources/stimuli?**
 2. **How can I improve my performance/presentation to effectively share music with an audience?**

Objectives:**Pupils will:**

- rehearse and perform (with or without a score) their own sound pictures/collages and multi-media compositions as well as those composed by others.
- develop their ability to make informed decisions about how to refine their performance of a piece.
- perform (with or without a score) solo and group pieces for different audiences (peer, school, community).
- make an audio/video recording of their performance, with teacher's assistance.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss the theme (topic), structure, instrumentation and other features of a sound picture/collage or multi-media composition and rehearse it with reference to the ideas discussed. 2. critique and improve their rehearsal of a composition in preparation for performance/recording. 3. perform (with or without a score) their own sound pictures/collages or multi-media compositions, and those created by others, as finished products, to peer, school and community audiences. 	<ul style="list-style-type: none"> • <i>Discussing</i> the details of a piece • <i>Rehearsing/improving/refining</i> a performance • <i>Appraising</i> a rehearsal • <i>Performing</i> for an audience • <i>Reading</i> a score • <i>Following</i> a conductor's cues 	<ul style="list-style-type: none"> • Oral/physical response • Structural analysis (data) • Performance • Appraisal/feedback • Performance • Visual/aural response • Physical response

ACTIVITY PLAN**Focus Questions 1. & 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. make an audio/video recording of their performance, with teacher's assistance.	<ul style="list-style-type: none"> Recording a piece 	<ul style="list-style-type: none"> Audio/video recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> recognize/identify thematic, structural and other analytical details in a sound picture/collage or multi-media composition? pay attention to relevant details in rehearsing/refining their performance? Did performance show improvement? produce a true representation of musical concepts by their performance/notation/recording? make constructive criticism of performance? effectively translate symbols into sound? show a level of co-operation in organizing their rehearsal/performance? accept criticism from peers or teacher? 	<p><u>Materials/Resources:</u></p> <p>Score/chart Musical/extra-musical stimuli (pictures, images, poems, etc.) Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (peer, school, community) Electrical/battery facilities</p>	

ACTIVITY PLAN**Focus Question 3.****How can I analyze, interpret and respond to pieces created from multi-media sources/stimuli?****Objectives:****Pupils will:**

- respond verbally, physically and in various other ways to musical and other elements in multi-media pieces to which they listen.
- listen to recorded pieces (with or without a score) and pay attention to basic analysis of structure.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen and respond to live or recorded sound pictures/collages or multi-media compositions by using locomotor and non-locomotor movement, verbal response, poetry/prose, drama or visual arts (e.g., drawing a scene based on a piece listened to or creating dramatic ideas from music heard). 2. follow a score while listening to a recorded piece, in order to discuss details heard. 3. match symbols seen on a chart/score with musical examples listened to (live or recorded), as a multiple choice exercise. 	<ul style="list-style-type: none"> • <i>Listening</i> to live or recorded music • <i>Responding</i> to music • <i>Illustrating</i> ideas • <i>Interpreting</i> images • <i>Following/reading</i> a score • <i>Relating</i> sounds and symbols • <i>Relating</i> sounds and symbols 	<ul style="list-style-type: none"> • Oral/aural response • Feedback/response • Score/graphic representation • Oral/aural response • Visual/aural response • Oral/aural response • Comparison (data) • Selection

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. listen to short multi-media compositions (or excerpts) and identify basic details of structure, media and musical elements. 5. compare and contrast two pieces listened to (with or without a score). 6. listen to recorded music and use similar ideas to make up their own compositions.	<ul style="list-style-type: none"> • <i>Listening</i> to music • <i>Identifying</i> structure, media and musical elements • <i>Comparing</i> visual/aural representations • <i>Composing</i> music • <i>Imitating</i> musical ideas 	<ul style="list-style-type: none"> • Oral/aural response • Analysis • Verbal response • Comparison • Compositions
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • identify important details in music to which they listened? • use dramatic ideas to represent the musical content of pieces to which they listened? • choreograph or suggest appealing/interesting movements to show interpretation of sounds heard? • follow a score/chart in relation to live or recorded music? • use visual symbols to adequately represent ideas portrayed in sound pictures/collages/multi-media compositions to which they listened? • utilize ideas from compositions to which they listened to make up their own pieces? 	<u>Materials/Resources:</u> Score/chart Audio/video cassette recorder and tape Pre-recorded music Pupil demonstrators (performers) Classroom instruments and sound makers Audiences Manuscript or blank paper Electrical/battery facilities	

ACTIVITY PLAN

Focus Questions 4. & 5.

How can I use multi-media stimuli to create original compositions?

How can I record/preserve my compositions for easy retrieval?

Objectives:

Pupils will:

- use ideas from sound pictures/collages and multi-media pieces listened to as bases for their own compositions.
- make up sound pictures/collages and multi-media pieces to portray characters, scenes, events, moods and ideas.
- record their compositions by using suitable notation (traditional or alternative) as well as audio/video equipment.
- rehearse and perform their compositions with the assistance of classmates.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. compose (alone or with a group) a descriptive piece based on a locomotor or non-locomotor, visual, dramatic or literary stimulus, e.g. characters, scenes, events, moods and ideas. 2. compose (alone or with a group) a soundtrack involving other art forms. 3. rehearse/refine and perform their compositions to an audience (class, school, community). 	<ul style="list-style-type: none"> • <i>Composing</i> a descriptive piece • <i>Composing</i> a sound track • <i>Rehearsing/refining</i> a performance • <i>Performing</i> for an audience 	<ul style="list-style-type: none"> • Composition • Soundtrack • Oral/aural response • Performance

ACTIVITY PLAN

Focus Questions 4. & 5.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. record their compositions, using suitable graphic representation/notation (traditional or alternative). 5. record their compositions with teacher's assistance, using an audio or video cassette recorder.	<ul style="list-style-type: none"> • <i>Notating</i> music • <i>Manipulating</i> an audio/video cassette recorder 	<ul style="list-style-type: none"> • Notation/score/chart • Audio/video recording
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • adequately represent the stimuli out of which their multi-media pieces originated? • show improvement in the performance of their compositions, following a rehearsal? • perform their compositions confidently, coherently, musically? • graphically represent their composition? Were they clear and well structured? • demonstrate a level of cooperation in handling the audio/video recording situation? Was recording clear/retrievable? 	<u>Resources/Materials:</u> Score/chart Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (class, school, community) Manuscript / blank paper Electrical/battery facilities	

MUSIC**GRADE SIX**Unit Title: **MUSIC IN EVERYDAY LIFE**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do I effectively perform (with or without a score) a widening repertoire of music relating to everyday life?
2. How can I appraise music relating to everyday life and respond to differences in style, idiom, period and other features?
3. How do I select and sequence sounds to create songs and accompaniments reflecting different styles, moods and structures?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Perform (with or without a score) a wide repertoire of songs of different styles and idioms (folk, popular, classical, etc.) and periods • Play from a score music for a wide range of classroom instruments, displaying understanding of technical requirements • Differentiate between music of varying styles, idioms, periods, and respond to the structure and other features 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • perform a variety of songs with accurate pitching, phrasing, intonation and articulation. • maintain their own harmonic line when singing part songs. • demonstrate facility on a wide range of pitched and non-pitched classroom instruments. • play from a score a rhythmic or harmonic line on an instrument when accompanying songs. • listen to live or recorded songs or pieces and respond to structure and other features. • make visual representations of musical features heard. 	<ul style="list-style-type: none"> repertoire folk music popular music classical music solo part unison harmony harmonic line descant under-part structure ostinato call and response syncopation key signature time signature melodic contour

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Create songs related to everyday life and reflecting a particular style, mood or structure• Refine and record their compositions	<ul style="list-style-type: none">• manipulate the elements of music to create songs relating to everyday life.• make up suitable accompaniment to reflect mood, styles and structures in songs created.• rehearse and perform with attention to mood, style and other details.• make an audio/video recording of their own composition as finished products.	sharp flat natural accidental major key minor key phrasing intonation articulation

ACTIVITY PLAN**Focus Question 1.****How do I effectively perform (with or without a score) a widening repertoire of music relating to everyday life?****Objectives:****Pupils will:**

- perform a variety of songs with accurate pitching, phrasing, intonation and articulation.
- maintain their own harmonic line when singing part-songs.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sing by rote and from notation, folk, popular and classical songs relating to everyday life. 2. sing under-parts and descants when performing known and new songs, and perform as a whole in a group. 3. sing or play ostinato patterns (melodic or rhythmic) and other forms of accompaniments for songs being done in class. 4. develop, rehearse and then perform instrumental scores paying attention to required instrumental techniques. 5. participate in a class, school or community concert in which learnt songs, accompaniments and arrangements form part of the programme. 	<ul style="list-style-type: none"> • Pitching voice • Singing songs • Reading a score • Maintaining and controlling harmony • Performing • Performing ostinato patterns • Accompanying songs • Performing instrumental scores • Participating in concert • Performing for an audience 	<ul style="list-style-type: none"> • Performance • Performance • Performance
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read a score in performing songs? • reflect in their performance, the differences in style, mood, etc.? • maintain their own part when singing part-songs? • maintain ostinato patterns in playing accompaniments for songs? • pay attention to important details when performing music? 	<p>Materials/Resources:</p> <p>Song sheets/charts Music scores Pitch diagrams Rhythm charts Classroom instruments (pitched and non-pitched) Pictures Poems Manuscript paper Audio tape recorder/player Pre-recorded music (including Grade 6 Listening Tape) M.O.E.C. – Grade Six Songbook</p>	

ACTIVITY PLAN

Focus Question 2. How can I appraise music relating to everyday life and respond to differences in style, idiom, period and other features?

Objectives:

Pupils will:

- listen to live or recorded songs or pieces and respond to structure and other features.
- make visual representations of musical features heard.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. illustrate features heard in live or recorded Caribbean music, by using visual representations, drama, movement, etc. 2. use the computer music software/drawing tools to make visual representations of the melodic contours of songs listened to in class. 3. analyze vocal and instrumental music in terms of style, idiom structure, tone, instrumentation, etc. 	<ul style="list-style-type: none"> • Listening and responding to music • Illustrating musical ideas/details • Using music software • Using computer drawing tools • Analyzing music • Sharing information/opinion 	<ul style="list-style-type: none"> • Aural/oral response • Illustration (visual locomotor, dramatic) • Illustration /music software • Analysis
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • illustrate features heard in live or recorded music? • recognize and respond appropriately to vocal and instrumental music relating to everyday life? • identify and discuss characteristic features in the music listened to? 	<p>Materials/Resources:</p> <p>Audio cassette player Pre-recorded music Grade Six Listening Tape Drawing materials Pictures/illustrations Computer Computer music software/drawing tools</p>	

ACTIVITY PLAN

Focus Question 3.

How do I select and sequence sounds to create songs and accompaniments reflecting different styles, moods and structures?

Objectives:

Pupils will:

- manipulate the elements of music to create songs relating to everyday life.
- make up suitable accompaniment to reflect mood, styles and structures in songs created.
- rehearse and perform their compositions with attention to mood, style and other details.
- make an audio/video recording of their compositions as finished products.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make up suitable lyrics (texts) for selected melodies, and vice versa. 2. create accompaniment appropriate to style, mood, structure and period of the songs performed in class. 3. compose suitable accompaniment for songs created in class. 4. critique and improve the rehearsal of their composition in preparation for a performance/recording. 5. notate/record their compositions using graphic representations or audio/video equipment. 	<ul style="list-style-type: none"> • Creating texts/lyrics • Creating melodies • Creating accompaniment • Critiquing a performance • Notating music • Manipulating audio/video equipment 	<ul style="list-style-type: none"> • Texts/lyrics • Melodies • Accompaniment • Appraisal • Score • Recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make up suitable texts/melodies? • create appropriate accompaniment to portray styles, moods, structure and period? • compose accompaniment for songs created in class? • refine and notate/record their compositions? 	<p><u>Materials/Resources:</u></p> <p>Songs, pre-selected melodies Classroom instruments, M.O.E.C – Grade Six Songbook Audio/video equipment Electrical/battery facilities</p>	

**PHYSICAL
EDUCATION**

INTRODUCTION TO THE PHYSICAL EDUCATION CURRICULUM

Physical Education plays a highly specialized role in the education of children. In its unique way it enhances children's physical fitness and well being and a wide variety of motor skills. Through its activities it contributes to the goals of education, enhances self direction, self esteem and cooperative behaviour.

The programmes should involve pupils in the continuous process of planning, performing and evaluating as well as in the development of attitudes which are necessary for a healthy lifestyle.

In this curriculum, the focus is on: (i) Movement Education (ii) Games (iii) Lifestyle

These three together should:

- (a) promote physical activity and healthy lifestyles
- (b) develop positive attitudes
- (c) ensure safe practices in all facets of life.

The activities are progressive and become more challenging at each grade level.

The related topics for the units are shown in the table below:

GRADES	TERM ONE	TERM TWO	TERM THREE
4	Movement Education Games Lifestyle	Track and Field Activities Cricket Dance	Movement Education Games
5	Movement Education Games Lifestyle	Track and Field Activities Cricket Dance	Movement Education Games
6	Movement Education Games Lifestyle	Track and Field Activities Movement Education Cricket	Movement Education Games

Movement Education Covers:

- Gymnastics, dance and fitness activities with different stimuli

Games Include:

- Minor and lead up games
- Major games – Netball, Football, Volleyball and Cricket

Lifestyle Covers:

- Concept development,
- Basic lifestyle activities
- Fitness
- Hygiene
- Attitudes and values

PHYSICAL EDUCATION**GRADE SIX**Unit Title: **MOVEMENT QUALITIES AND RELATIONSHIPS IN SPACE**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do I keep my body fit?
2. How can I learn about local and international sports?
3. How can I move, balance, make shapes and create patterns?
4. How can I move my body by myself and with others to play games?
5. How do I move, balance, make shapes and create patterns to rhythm?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Promote physical activity and healthy lifestyles by engaging in activities that develop cardiovascular health, flexibility, muscular strength and endurance • Discuss how the lifestyle of local and international athletes affect their career • Refine and increase their range of gymnastic activities 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • demonstrate the components of physical fitness. • discuss and demonstrate the terms ‘aerobic’ and ‘anaerobic’. • relate the relevance of physical fitness to performance. • explain the term exercise. • identify the reasons why exercise is important to healthy lifestyles. • explain the terms ‘fatigue’ and ‘stress’. • relate fitness levels to injuries in sports. • perform a variety of arm and shoulder girdle exercises for strengthening. • perform lateral exercise with small equipment. • research and relate current and international sporting events and discuss their effects on society. • research a successful athlete. • further demonstrate their understanding of the meaning of personal and general space. • expand their movements through general space in a safe and controlled manner. • create and vary their movements through general and personal space while changing speed, direction, adding the qualities of movement. • identify and name simple movements such as run, skip, balance, slide. 	<p>cardiovascular aerobic anaerobic exercise physical fitness flexibility endurance strength fatigue stress performance sportsmen sportswomen international media current events social conditions gymnastics controlled balance slide gallop bend stretch stunts trembling vaults</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Compose their movements by varying size, shape, direction levels, speed and tension to express moods, feelings and ideas in response to music. 	<ul style="list-style-type: none"> further develop and expand their non-locomotor and locomotor skills to create patterns and motifs. demonstrate different ways of turning, rolling, swinging, jumping and climbing. perform stunts and tumbling exercises. refine and extend vaulting skills. show that arms, legs and trunk receive, support and transfer body weight. recognize the importance of goal setting and skill acquisition. demonstrate appropriate behaviours which exemplify compassion, confidence, cooperation, self-discipline, honesty, loyalty, respect. work in groups to demonstrate the mastery of skills with large and small apparatus. respond to pulse beats to create rhythmic patterns with phrasing. perform movement sequences which include the four elements of movement. apply music to movement stunts. use musical stimuli to demonstrate qualities in movement. identify elements of quality in performances by composing and controlling their movements. use all elements of composition to create a dance based on a theme. name and explore origins of traditional dances. demonstrate the figures of the campstyle and ballroom quadrille. perform other traditional dances. 	<ul style="list-style-type: none"> rolls levels acquisition compassion confidence cooperation self discipline honesty loyalty respect pulse beats rhythmic patterns compose tension sustained texture motif pattern culture traditional quadrille kumina brukins imagery

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Create simple characters and narrative in response to a range of stimuli through dance• Demonstrate increased defensive and offensive playing strategies in netball, football and basketball	<ul style="list-style-type: none">• use movement to depict characters.• create dance based on stories or poems.• create and perform dance pieces to specified time.• create simple rhythmic routine.• obey the rules of any major games.• apply the procedures for starting a game.• demonstrate one, twohand, underarm, overhead and chest passes for distance and accuracy with large ball.• catch , kick, throw and bat using different motor pattern.• demonstrate the skills of chasing, fielding and dodging.• perfect the foot work rule.• extend and perfect landing and pivoting.• perfect and use all football skills.• develop attacking and defending strategies for game play.• work cooperatively in-groups.• accept correction of mistakes and weaknesses.• take care not to hurt others.	overhead pass chest pass underarm pass twohand pass chasing fielding pivoting attacking defending accepting criticisms safety

ACTIVITY PLAN

Focus Question 1.

How do I keep my body fit?

Objectives:

Pupils will:

- demonstrate the components of physical fitness.
- explain the term exercise.
- relate the relevance of physical fitness to performance.
- identify the reasons why exercise is important to a healthy lifestyle.
- perform activities which will enhance physical fitness.
- relate fitness level to injuries in sports.
- explain the terms “fatigue” and “stress”.
- perform a variety of arm and shoulder girdle exercises for strengthening.
- perform lateral exercises with small equipment.
- discuss and demonstrate the terms “aerobic” and “anaerobic”.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss the terms “physical fitness” and “exercise”. 2. do exercises which relate to various forms of sports. 3. list and demonstrate the component of physical fitness and discuss its importance and relevance to performance. Design scrapbook for fitness. 	<ul style="list-style-type: none"> • Discussing terms • Demonstrating exercises • Listing components • Compiling information 	<ul style="list-style-type: none"> • Definitions • Components demonstrated • Scrapbook
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • explain and write the terms: physical fitness, exercise, stress, fatigue, aerobic, and anaerobic? • demonstrate exercises related to fitness, aerobic exercise? • design a scrapbook on fitness? 	<p><u>Materials/Resources:</u></p> <p>Reference material Tape recorder, music room, ropes, benches, balls, hoops, boxes, horses</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. relate the level of injury in physical activities to fitness level. Relate this to mediocrity in our local footballers and track athletes.</p> <p>5. discuss and demonstrate the terms ‘aerobic and “anaerobic” as they relate to exercise. Do aerobic exercises to music.</p> <p>6. explain the terms “fatigue” and “stress” and their causes.</p> <p>7. perform a variety of rhythmic jumps with and without ropes.</p> <p>8. do various arm and shoulder exercise such as circles, swings, throwing, tugs, pulling.</p>	<ul style="list-style-type: none"> • Analyzing cause and effects of fitness • Relating and responding to ideas • Demonstrating aerobic exercises • Researching • Performing exercises for strength 	<ul style="list-style-type: none"> • Fitness related injuries identified • Definition of terms • Aerobic exercises demonstrated • Discussion • Exercises for shoulder and strength
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • state the relevance of fitness to injuries and healthy lifestyle? • define the terms aerobic and anaerobic and do the exercises? • perform exercises for strength with 90% accuracy? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.****How can I learn about local and international sports?****Objectives:****Pupils will:**

- research and relate current and international sporting events and discuss their effects on society.
- research a successful athlete.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups, investigate and research major sporting events. Collect and present data from the media and determine the impact on the social and economic conditions in Jamaica. Include local football/netball/basketball/track & field events held on local grounds. Group reports for presentation. 2. choose an athlete and research information on him/her and document. Report findings to class and then display on bulletin board. 	<ul style="list-style-type: none"> • Reading for information • Analyzing • Recording • Researching • Reporting • Displaying work 	<ul style="list-style-type: none"> • Group report • Research and report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete report and make group presentation? • research athlete of choice and make report? 	<p><u>Materials/Resources:</u></p> <p>Library Media</p>	

ACTIVITY PLAN

Focus Question 3.

How can I move, balance, make shapes and create patterns?

Objectives:

Pupils will:

- further demonstrate their understanding of the meaning of personal and general space.
- expand their movements through general space in a safe and controlled manner.
- create and vary their locomotor and non-locomotor movements through personal and general space while changing levels, speed, and direction and adding qualities of movement.
- identify and name simple movement such as run, skip, balance, and slide.
- further develop and expand their non-locomotor and locomotor skills to create patterns.
- demonstrate different ways of turning, rolling, swinging, jumping and climbing.
- perform stunts and tumbling exercises.
- refine and extend vaulting skills.
- show that arms, legs and trunk receive, support and transfer body weight.
- recognize the importance of goal setting and skill acquisition.
- demonstrate appropriate behaviours which exemplify compassion , confidence, cooperation, self discipline, honesty, loyalty and respect.
- work in-groups to demonstrate the mastery of skills with large and small apparatus.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use animal movements to travel in all directions. 2. use levels and directions with movement sequences. 3. make curled and stretched shapes from various positions e.g. sitting, standing, in flight, front, back, side. 4. perform a movement sequence with varying speed and direction. 5. combine a series of rhythmic jumps to create patterns of movement. 	<ul style="list-style-type: none"> • Travelling • Using levels with movement • Creating shapes • Creating movement sequences • Jumping rhythmically 	<ul style="list-style-type: none"> • Animal movements used • Shapes • Sequences • Patterned jumping
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use animal movements to generate different types of travelling? • make shapes and sequences with levels and direction? • jump rhythmically? 	<p><u>Materials/Resources:</u></p> <p>Gymnasium/good lawn grass</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. run, jump on bench, leap off, land and perform a roll.</p> <p>7. run, leap and skip in any direction.</p> <p>8. roll, using different shapes.</p> <p>9. use shapes and direction to show balance and off-balance.</p> <p>10. complete three different steps while jumping ropes.</p> <p>11. jump rope to rhythms.</p> <p>12. perform a number of stunts and tumbling skills with large and small apparatus e.g. handstand, cartwheels, seesaws, rocking the dummy.</p> <p>13. demonstrate good attitude to work with handshakes hugs, smiles.</p> <p>14. display a show of concern for mishaps, foul-play obstruction during play.</p> <p>15. work cooperatively in groups.</p> <p>16. do different types of leaps.</p>	<ul style="list-style-type: none"> • Running, jumping, leaping • Running, leaping and skipping • Rolling • Balancing • Rope jumping • Stunts and tumbling • Extended jumping 	<ul style="list-style-type: none"> • Stunts • Weight transfer • Accurate display of balance and counter balance • Routine demonstrated • Stunts and tumbling • Congeniality • More difficult leaps demonstrated
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform stunts and tumbling skills showing balance and counter balance? • perform a rope jumping routine? • display a friendly attitude during game play? 	<p><u>Materials/Resources:</u></p> <p>Mat Ropes Benches Hoops Horses Trestle Cones</p>	

ACTIVITY PLAN

Focus Question 4.

How can I move my body by myself and with others to play games?

Objectives:

Pupils will:

- obey the rules of any major game.
- apply the procedure for starting a game.
- demonstrate one, two-handed, underarm, overhead and chest passes for distances and accuracy with large ball.
- catch , kick, throw and bat using different motor patterns.
- demonstrate the skills of chasing, fielding and dodging.
- perfect the foot work rule in netball.
- extend and perfect landing and pivoting in netball.
- perfect and use all football skills.
- develop attacking and defending strategies for game play.
- work cooperatively in-groups.
- accept correction of mistakes and weaknesses.
- take care not to hurt others.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. create and do minor games that can begin and culminate classes. 2. combine two minor games to make larger games. 3. extend major game skills of catching, throwing, bouncing, and kicking in to the playing of major games like football/netball or basketball. 4. observe basic rules of the game during play. 5. officiate for netball and football. 	<ul style="list-style-type: none"> • Creating minor games • Combining games • Throwing, catching, pivoting, foot work rule, landing, kicking, bouncing • Applying rules to games • Umpiring, refereeing 	<ul style="list-style-type: none"> • Minor games demonstrated • Combinations displayed • Major game skills applied • Rule application • Umpiring/refereeing game
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use minor games to warm up and cool down? • combine minor games to create major game? • apply game skills to major games? • observe rules during game play? • act as umpire/referee during game play? 	<p><u>Materials/Resources:</u></p> <p>Netballs Footballs Basketballs Courts Fields Tennis balls</p>	

ACTIVITY PLAN

Focus Question 5.

How do I move, balance make shapes and create patterns to rhythm?

Objectives:

Pupils will:

- respond to pulse beats to create rhythmic patterns with phrasing.
- perform movement sequences which include the four elements of movement.
- apply music to movement stunts.
- use musical stimuli to demonstrate qualities in movement.
- identify elements of quality in performances by composing and controlling the movements.
- use all elements of composition to create a dance based on a theme.
- name and explore origins of traditional dances.
- demonstrate the figures of the campstyle and ballroom quadrilles.
- perform others traditional dances.
- use movement to depict characters.
- create dance based on stories or poems.
- create and perform dance pieces to time.
- create simple rhythmic routine.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. apply rhythm to basic locomotory activities. 2. with partner create matching routines – side by side – back to back. 3. work with partner and group to form letters of the alphabet and three letter words e.g. Y, A, dog, pin, cat. 4. create ranges in motion using the time element. Begin with small movement and proceed to large. 	<ul style="list-style-type: none"> • Applying rhythm to movement • Mirroring and contrasting movement • Creating shapes • Creating ranges in motion 	<ul style="list-style-type: none"> • Movement demonstrated • Matching routines created • Shapes – 3 letter words • Ranges demonstrated
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • apply movement to basic locomotory activities? • match and contrast similar movement? • display a range of movement in motion? 	<p><u>Materials/Resources:</u></p> <p>Music Tape recorder Room Maracas Drum</p>	

ACTIVITY PLAN

Focus Question 5.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. create movements to depict sounds and colours using different formations and directions. 6. use movement to textures e.g. rough, smooth, featherlike. 7. create and perform mini dances with themes from Christmas e.g. Birth of Christ, shepherd and star, shopping, fitting a shoe. 8. create movement from games. Use hand claps or some other stimuli 9. perform local and international folk dances. These include quadrille, brukins, dinki mini. Start with basic steps, then progress to full dance. 10. select characters from social scenes in Jamaica (past and present) e.g. market woman, wash day, cane cutting, Pitchy Patchy, slave master. Use theme to develop the characters and perform this in dance. 11. combine character sketch to create one complete dance.	<ul style="list-style-type: none"> • Applying movement qualities • Creating textures in movement • Creating and performing • Putting games to music • Performing local and traditional dance • Imitating character • Combining character sketches 	<ul style="list-style-type: none"> • Imagination applied in movement • Textures in movement demonstrated • Choreography • Ring games demonstrated • Traditional dances • Character • Choreography
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • demonstrate texture in movement? • choreograph dances? • create ring games to stimuli? • perform traditional dances? • select and imitate characters in movement? • use the character sketch to create dance? 	<p><u>Materials/Resources:</u></p> <p>Music Tape recorder Loom Maracas Drum</p>	

PHYSICAL EDUCATION**GRADE SIX**

Unit Title: **DEVELOPING TECHNIQUES FOR TRACK AND FIELD
AND STRATEGIES FOR PLAYING GAMES**

Term: **ONE**

Unit: **TWO**

Duration: **FOUR WEEKS**

FOCUS QUESTIONS:

1. How do I prepare myself for track and field activities?
2. How do I further develop strategies for playing games?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Promote healthy lifestyles by engaging in physical activities that develop cardiovascular health, flexibility, muscular strength and endurance • Identify and perform skills that relate to track and field activities 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • engage in exercises to build flexibility, strength and stamina. • perform cross country run for conditioning. • show ability to share ideas and equipment. • accept responsibility for errors. • stay on tasks until they are completed. • display willingness to work with others. • perform conditioning exercises at the beginning of each class. • engage in technique drills for running. • demonstrate mastery of the standing and crouch start. • perform speed development. • master running off the curve. • perform swift baton changes. • perform exercises to improve the jumping technique. 	stamina exercise flexibility strength conditioning equipment responsibility tasks willingness technique drills crouch

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Extend the skills and principles for football, netball and basketball to play lead up games and major games	<ul style="list-style-type: none">extend throwing skills.participate in mini meets at various levels.demonstrate sending, receiving skills while travelling with a ball.engage in exercises and games to improve the skills of throwing, catching and kicking .apply simple rules to game.play in real game situation .participate in competitions at different levels.show positive attitude towards cooperative and competitive games.	throwing sending receiving

ACTIVITY PLAN

Focus Question 1.
Objectives:

How do I prepare myself for track and field activities?

Pupils will:

- engage in exercises to build flexibility, strength and stamina.
- perform cross country run for conditioning.
- show ability to share ideas and equipment.
- accept responsibility for errors.
- stay on tasks until they are completed.
- display willingness to work with others.
- perform conditioning exercises at the beginning of each class.
- engage in technique drills for running.
- demonstrate mastery of the standing and crouch start.
- perform speed development.
- master running off the curve.
- perform swift baton changes.
- perform exercises to improve the jumping technique.
- extend throwing skills.
- participate in mini meets at various levels.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. engage in stretching exercises for major muscle groups e.g. toe touching from sitting and standing positions, quadriceps stretch, shoulder pull, side trunk stretch.2. perform push-ups, trunk raisers, leaps, side stretches, trunk twistors, hip rotation, arm circles, heel lifts.	<ul style="list-style-type: none">• Stretching• Exercising	<ul style="list-style-type: none">• Stretching exercise• Fitness exercises

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. do circuit training. Circuit should last six to ten minutes, approximately 548m. Determine the number of repetitions for each exercise. Each should try at least three laps, e.g. pull-ups, sit-ups, four jumping jacks, four push-ups, two head and arm raises, five treadmills and three elbow knee touches.</p> <p>4. engage in cross-country running.</p> <p>5. practise interval training.</p> <p>6. run around tree, obstacles, run at full speed, accelerate to take the curve then full speed.</p> <p>7. jump rope to rope.</p>	<ul style="list-style-type: none"> • Completing circuit training • Running cross-country • Completing interval exercises • Running off the curve • Performing rhythmic jumping 	<ul style="list-style-type: none"> • Circuit • Cross-country run • Interval running • Negotiating curves • Patterned jumping
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform stretching exercises for three minutes? • complete fitness exercises in five minutes? • complete a circuit to time? • run half mile cross-country? • complete the 200m interval in three minutes? • master running curves? • complete three patterns of jumping? 	<p><u>Materials/Resources:</u></p> <p>Room Good field Ropes Hoops</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES /ACTIVITIES	SKILLS	ASSESSMENT
8. run obstacle courses to incorporate all skills. 9. do a series of movement patterns through aerobic dancing e.g. jog, jump and swing, jump and lunge, elbow knee jump. Vary routine. 10. walk and jog distances. 11. perform running drills e.g. bounding, high knee lifts, butt kicks. 12. use 50m races to practise starts. 13. repeat starts with different stimuli e.g. whistle, clap, shout, clapper.	<ul style="list-style-type: none"> • Conditioning • Performing aerobic exercises • Walking and jogging • Performing drills • Starting a race • Responding to stimuli 	<ul style="list-style-type: none"> • Aerobics • Walk and jog for 1600m • Series of drills • Accurate starts for race • Response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete a series of aerobic exercises? • walk and jog 1600 m? • execute the start of a race quickly in response to stimuli? 	<p><u>Materials/Resources:</u></p> <p>Ropes Trees Obstacle such as boxes, houses Stopwatch</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
14. give and respond to constructive criticism. 15. practise starting and running off the curve to 50m – 60m distances. 16. revise and practise the skills for long jump and throwing. 17. participate in competitions at all levels.	<ul style="list-style-type: none">• Responding to criticism• Starting and running off the curve• Jumping and throwing• Competing	<ul style="list-style-type: none">• Criticisms• Negotiating curves accurately• Accurate execution of jumps and throws• Participation in sporting events
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• start and run off the curve?• attempt jumping and throwing skills?• participate in competitions?	<u>Materials/Resources:</u> Circuit Ropes Whistle Clapper boards Obstacles	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do I further develop strategies for playing games?

Pupils will:

- demonstrate, sending, receiving skills while travelling with a ball.
- engage in exercises and games to improve the skills of throwing, catching and kicking.
- apply simple rules to games.
- play in real game situation.
- participate in competitions at different levels.
- show positive attitude towards cooperative and competitive games.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. revise and extend the skills for netball and football which were taught in earlier grades - running, kicking, dodging, intercepting footwork, attacking and defending while working with others.2. engage in lead up games, which will extend the skills, rules, laws, which are applicable to these games. Use balls of varying sizes.	<ul style="list-style-type: none">• Running, kicking, jumping, dodging, intercepting footwork, attacking, defending• Obeying rules, laws of netball and football	<ul style="list-style-type: none">• Netball and football skills• Rules, laws
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• demonstrate netball and football skill with 90% accuracy?• observe rules, laws during game play?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. expand activities to include strategies for major game play e.g. feinting, hand signals, planning before games.</p> <p>4. further develop shooting skills by using targets, aiming at spots, into buckets, between posts from different angles.</p> <p>5. practise attacking and defending skills and avoiding fouls in game situation.</p> <p>6. apply rules to lead up games and major games.</p> <p>7. play full game and apply skills, rules and strategies.</p> <p>8. apply positive attitude to mishaps during game play.</p>	<ul style="list-style-type: none"> • Responding to signals • Developing shooting skills • Attacking and defending • Avoiding fouls • Rule application • Applying game skills • Avoiding confrontation during play 	<ul style="list-style-type: none"> • Giving correct signals • Accurate shooting • Accurate display of attack and defence fouls • Application of rules • Accurate display of football and netball skills • Display avoidance of confrontation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • respond to signals with 80% accuracy? • use signals to develop attacking and defending skills? • develop the skill of avoiding fouls? • apply rules and skills in full game situation? • avoid fuss over fouls during game play? 	<p><u>Materials/Resources:</u></p> <p>Football field Netball court Targets Flags Markers Bibs</p>	

**RELIGIOUS
EDUCATION**

INTRODUCTION TO THE RELIGIOUS EDUCATION CURRICULUM

Religious Education has two main aims: i) to help pupils learn about religion and ii) to help pupils learn from religion.

In keeping with these aims, the Grades 4 – 6 Curriculum seeks to help pupils to:

- acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices.
- demonstrate an understanding of religious practices, principles and phenomena.
- develop an openness and sensitivity towards people whose religious beliefs and practices may be different from those with which they may be familiar.
- begin to develop a clear understanding of the nature and claims of the Christian religion and other traditional belief systems in Jamaica and the Caribbean, as well as of the part these play in shaping the religious, cultural and social life of the region.
- explore the role of religion in human life and experience.
- develop a sense of awe, respect and wonder which may lead to the desire to probe more deeply into matters concerning religion.
- appreciate the importance of commitment to moral and/or religious principles, and understand how this commitment can lead to the betterment of themselves, their country and the world.

Each grade level concentrates on a theme as follows:

Grade 4 : The Nature of Religion Worldwide

Grade 5 : How Religions Adapted to Caribbean Life

Grade 6 : Religion in Daily Life – Rites of Passage and Personal Expressions of Faith

Each unit spans one term and the following sub-themes are covered.

TERM	GRADE FOUR	GRADE FIVE	GRADE SIX
	THEME: The Nature of Religion Worldwide	THEME: How Religions Adapted to Caribbean Life	THEME: Religion in Daily Life
1	Overview of religion as practised locally and internationally	Major world religions present in the Caribbean	Religious practices connected with important stages of life I (pregnancy, birth, infancy)
2	Features common to religions/ religious groups I	Religious groups that began in Jamaica	Religious practices connected with important stages of life II (puberty, marriage, death)
3	Features common to religions/religious groups II	Some religious groups that began in other Caribbean countries	Personal expressions of faith

The Religious Education teacher should be clear about the nature of the subject and its concerns, recognising that any religion is far more than a belief system. Classes should therefore seek to be as objective as possible: beginning by working within aspects of the subject that are familiar and understood, and moving on to what is unknown. The teacher should be a facilitator, allowing time for reflective thought, questions, creative expression, commentary on life's ethical issues, examination of self and of the framework of society, learning from each other and the application of concepts to specific situations.

It must be repeated that Religious Education ultimately seeks to develop in students a sensitivity to social and ethical issues, accompanied by an appreciation of the importance of commitment to moral and/or religious principles. It should help them to understand how this commitment can lead to betterment of themselves, their country and the world.

RELIGIOUS EDUCATION**GRADE SIX**Unit Title: **RELIGIOUS PRACTICES CONNECTED WITH IMPORTANT STAGES IN LIFE**Term: **ONE**Unit: **ONE**Duration: **ONE TERM****FOCUS QUESTIONS:**

1. What are some of the beliefs and practices connected with pregnancy, birth and infancy in different religious groups?
2. How do beliefs and practices connected with pregnancy, birth and infancy in different religious groups affect me?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Gain insight into the nature of religion and what it means to be religious • Acquire and develop skills which will help them to appreciate religions, ideas, beliefs and practices 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • show by their behaviour during class activity that they appreciate the variety of symbols, customs and practices among different religious groups. • explore what people of a particular religious community consider to be essential criteria for membership. • explain how religious beliefs affect the daily life of a person and of a community. • describe and discuss the basic rites of passage practised by major religions. • identify in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies. • interpret religious signs, symbols and rituals • pinpoint specific practices which are peculiar to a particular religion. • differentiate between the various religions/denominations and other religious groups that exist within the Jamaican/Caribbean society. 	<ul style="list-style-type: none"> signs symbols life stages/rites of passage rituals celebrations festivals ceremonies garments vestments peculiarities impact/effect(s) attitudes moral values cultural heritage society issues right wrong

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate understanding of religious practices, principles and phenomena • Develop an openness and sensitivity towards those people whose religious beliefs and practices may be different from those with which they may be familiar • Begin to develop a clear understanding of: <ul style="list-style-type: none"> a) the nature and claims of the Christian Religion and other traditional belief systems found in Jamaica and the Caribbean, and b) the part these have played/are playing in shaping the religious, cultural and social life of the region • Explore the relationship between those areas of knowledge, human life and experience in which religion plays a significant part 	<ul style="list-style-type: none"> • analyse religious customs and practices other than those they know in order to appreciate the kinship of humankind. • identify some of the religious celebrations associated with rites of passage. • identify ways in which religions differ from one another. • explore content and make inferences concerning the beliefs and practices to which people all over the world adhere. • describe ways in which the current practices of religious groups impact upon Caribbean society. • show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own. • identify, describe and discuss the effects/impact on society of the attitudes, values and religious practices which our ancestors brought with them to Jamaica/the Caribbean. • show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean. • identify the practices by which the religious groups in the Caribbean may be recognized in everyday life. • gradually develop a sensitivity to moral, social and ethical issues as they learn the relationship between Religious Education and other areas of the curriculum. 	<p>relationships regulations responsibility consequences rights dignity individual pregnancy birth infancy personal experiences superstitions folklore religious habits sacred writings</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Develop a sense of awe, respect and wonder, which may lead to the desire to probe more deeply into those areas with which religion is concerned • Appreciate the importance of commitment to moral and/or religious principles, and understand how this commitment can lead to betterment of themselves, their country and the world	<ul style="list-style-type: none">• examine the answers that different religions give to life's questions (about pregnancy, birth and infancy) and use these to help them sort out their own ideas, values and commitments. • distinguish between what most religious groups consider to be right and wrong, based upon an understanding of the moral values they share.• identify and discuss positive moral values which can be gained from sacred and other stories.• describe how religion can help to form the basis of their own values and belief systems concerning pregnancy, birth and infancy.• show by their behaviour that they understand the part values play in making or breaking relationships.• show by their behaviour that they understand the importance of obeying the rules and regulations which govern home, school and the wider community.• show that they are developing a sense of responsibility for the consequences of their actions by acting with regard for the rights, lives and dignity of all persons.	

ACTIVITY PLAN**Focus Question 1.****Objectives:****What are some of the beliefs and practices connected with pregnancy, birth and infancy in different religious groups?****Pupils will:**

- identify some of the religious celebrations associated with rites of passage.
- show by their behaviour during class activities they appreciate the variety of symbols, customs and practices among different religious groups.
- analyze religious customs and practices other than those they know in order to appreciate the kinship of humankind.
- pinpoint specific practices which are peculiar to a particular religion.
- explore what people of a particular religious community consider to be essential criteria for membership.
- describe and discuss the basic rites of passage practised by major religious groups.
- identify the practices by which the religious groups in the Caribbean maybe recognized in everyday life.
- identify in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ ceremonies.
- interpret religious signs, symbols and rituals.
- differentiate between the various religions/denominations and other religious groups that exist within the Jamaican/Caribbean society.
- identify ways in which religions differ from one another.
- explore content and make inferences concerning the beliefs and practices to which people all over the world adhere.
- show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.
- show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.
- distinguish between what most religious groups consider to be right and wrong based upon an understanding of the moral values they share.
- identify and discuss positive moral values which can be gained from sacred and other stories.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils and teacher will: 1. relate and discuss Jamaican folk tales and personal experiences about persons/family members they know who have had babies, to gain insight into known cultural and religious practices.	<ul style="list-style-type: none"> • Discussing • Recalling information 	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p><u>Discussion should include:</u></p> <ul style="list-style-type: none">- known beliefs/superstitions about pregnancy and about the early life of a baby- known practices related to the above- identification of those beliefs and practices which are religious in nature. <p>2. do research to:</p> <ul style="list-style-type: none">(a) help categorize known beliefs and practices.(b) examine and be able to relate/discuss stories and other material from religious texts and folklore re guidelines/customs/practices concerning pregnancy, birth and infancy. Show their relevance and how they contribute morals to society.(c) sequentially outline activities/rites practised in each major religious grouping in the Caribbean. Include Rastafarian customs.(d) look for commonalities among the practices/rites.(e) give reasons why religious groups perform these rites/practices.	<ul style="list-style-type: none">• Articulating impressions • Categorizing information• Evaluating pieces of literature• Identifying bias in information • Sequencing information• Identifying misleading information • Identifying recurring beliefs and practices in present day society	<ul style="list-style-type: none">• Beliefs and practices categorized• Content retold and discussed • Sequential outline of activities • List of commonalities and reasons for them

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. use any combination of the following or other activities to achieve the intent of the procedures outlined in Nos. 1 & 2 above:</p> <p>(a) organize a one-day “Rel – Edathon” (i.e. a telethon/walkathon:</p> <ul style="list-style-type: none"> - using the telephone to glean information - gaining information via walkathon/personal interview - to do research on teenage/adult views on religious habits. Use role-play to share views with class. <p>(b) conduct a class talk show or hold a class panel discussion to share information researched about beliefs and practices of major religions/indigenous religious groups in Jamaica (relating to pregnancy, birth, and infancy).</p>	<ul style="list-style-type: none"> • Role-playing • Questioning • Clearly articulating a point view 	<ul style="list-style-type: none"> • Role-play/characterization • Talk-show simulation/panel discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • portray roles and characters accurately? • express views which were a true reflection of those expressed during the “Rel-Edathon?” • spontaneously word clear and straightforward interview questions? • show a clear understanding of the issues/views involved? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to accept the worth of rites/practices similar to or different from their own; to recognize the kinship of humankind • Self-confidence: initiative and leadership; confidence in one’s own judgement, ability, power; knowing and using one’s capabilities • Willingness to see another person’s point of view 	<p><u>Materials/Resources:</u></p> <p>Simple questionnaire; members of families/the community Recommended texts</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Discussion should explore commonalities and share information gained from personal experiences/friends and relatives. Treat beliefs and practices within each religious group separately before doing so.</p> <p>(c) have a “Did-You-Know?” Day, for which each class member prepares (as part of one of a number of group projects) a poster about beliefs behind reasons for and practices relating to pregnancy, birth or infancy. Include an illustrated sequence of rites for each religious group.</p> <p>4. summarize information accurately when asked. Either: Mount a display and invite the rest of school to view. Or: Display self-contained sections of information (e.g. from a group in the class or about a religious group) at strategic points on the school premises.</p>	<ul style="list-style-type: none"> • Drawing conclusions from experiences • Summarizing information visually • Researching/categorizing information 	<ul style="list-style-type: none"> • Panel discussion/Oral responses • Checklist/posters • Summary • Display of each group’s work
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw balanced and reasoned conclusions? • show keen insight in the way they interpret personal experiences in the light of new information? • accurately summarize information? • produce work original in presentation? • depict ideas clearly, verbally and pictorially? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Co-operation/participation in class activities • Curiosity and the determination to search for/pursue knowledge, ask questions • Willingness to complete an assigned task 	<p><u>Materials/Resources:</u></p> <p>Poster-making materials Masking tape and scissors Display boards for mounting Internet and/or instructional religious CDs Recommended texts</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. relate stories/stage puppet shows narrating stories from sacred writings (of major religions) that include some of the researched beliefs/ practices. Discuss and list the lesson that can be learned from these stories, then draw conclusions about common bonds within the beliefs and practices of all human beings.</p> <p>6. use echo pantomime to tell a story. Leader tells part of the story using actions. Students repeat same phrase/sentence and actions. Continue this process till story is completed.</p> <p>7. review material by writing riddles that use 3 or 4 “clues”. In this way pupils can guess the name of a story, character place, or event and the value attached to them.</p>	<ul style="list-style-type: none"> • Creative writing • Assuming roles while reading • Dramatizing stories • Identifying values • Following instructions • Listening • Interpreting auditory and visual cues 	<ul style="list-style-type: none"> • Narration of stories • Puppet shows • Other oral responses • List of values • Echo pantomime • Rating scale • Formulated questions/riddles • Answer to questions/riddles
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • narrate stories creatively and authentically ? • include appropriate beliefs and practices which they’ve researched? • identify and list values embedded in stories? • assume roles effectively while reading unfamiliar material/dramatizing stories? • listen attentively, follow instructions, repeat sentences accurately, gain information from auditory and visual cues? • formulate appropriate riddles and answer them accurately? • identify related values? • list values appropriate for the stories heard? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Cooperation/participation in class activities • Willingness to complete assigned tasks • Respect for the sacred literature of major religions • Willingness to participate in class activities 	<p><u>Materials/Resources:</u> Sacred books/writings/stories of major religious groups Stage-making materials (e.g. teacher’s table, old bed sheet, strings). Formulated questions/riddles Puppet making materials e.g. old socks, paper bags, string, wool, discarded hair, paste, scissors, scraps of cloth.</p>

ACTIVITY PLAN**Focus Question 2.****Objectives:****How do religious beliefs and practices connected with pregnancy, birth and infancy affect me?****Pupils will:**

- explain how religious beliefs affect the daily life of a person and of a (local) community.
- show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.
- describe ways in which the current practice of religious groups impact upon Caribbean society.
- identify, describe and discuss ways in which attitudes, values and religious practices which our ancestors brought with them to Jamaica/the Caribbean have impacted upon society.
- gradually develop a sensitivity to moral, social and ethical issues as they learn the relationship between Religious Education and other areas of the curriculum.
- examine the answers that different religions give to life's questions (about pregnancy, birth and infancy) and use these to help them sort out their own ideas, values and commitments.
- describe how religion can help to form the basis of their own values and belief systems concerning pregnancy, birth and infancy.
- show by their behaviour that they understand the part values play in making or breaking relationships.
- show by their behaviour that they understand the importance of obeying the rules and regulations which govern home, school and the wider community.
- show that they are developing a sense of responsibility for the consequences of their actions by acting with regard for the rights, lives and dignity of all persons.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils and teacher will: <ol style="list-style-type: none"> 1. outline/list general ways in which religious beliefs affect the daily lives of individuals and communities. 2. examine specific ways in which religious beliefs/customs/practices affect the daily lives of individuals (particularly of pupils themselves and persons in families known to them): 	<ul style="list-style-type: none"> • Listing 	<ul style="list-style-type: none"> • List

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>C) Either Write partial autobiographies telling about themselves before birth (if information is available) and any birth rites or religious ceremonies that took place in early infancy. Include an explanation of how these ceremonies/rites/customs or lack of them have affected their lives. Or: Show home videotapes to class (if available) and discuss the implications as above.</p> <p>D) Make journal entries of their thoughts and impressions re the significance of material being studied, and explain how these might/do affect their daily lives. Include reactions to beliefs and practices unfamiliar to them.</p>	<ul style="list-style-type: none"> • Recognizing and explaining religious and social significance and effects • Explaining personal viewpoints in writing 	<ul style="list-style-type: none"> • Partial autobiographies • Home video tapes explained • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do labels/annotations which conveyed information simply, clearly and accurately? • produce oral responses which revealed a clear understanding of the religious and social importance of (a) family occasions, (b) rites, ceremonies, customs and practices? • respond showing evidence of careful thought and research? • recognise the relationship between religious rites/beliefs/practices and how these affect their daily lives? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to appreciate the worth of unfamiliar rites/ceremonies/customs/practices • Willingness to share information learned with others • Awareness of civic responsibilities • Honesty/sincerity • Sharing information with others • Friendliness • Respect for the experiences and values of others 	<p><u>Materials/Resources:</u></p> <p>VCR, monitor and home videos where available; memories/personal experiences of self and family members</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>E) Make a montage or series of montages (for each religion, based on a theme) by combining a number of pictures or symbols representing different religious groups to create one large picture or a series of pictures.</p> <ul style="list-style-type: none"> - (a single montage arranges a variety of pictures to depict one religious design/symbol. - a series arranges single montages into a larger representation of a religious symbol, i.e. Cross, Star of David, Aum, Crescent Moon and Star, Lion) <p><u>Option:</u> Make a collage (similar to a montage but made from different types of materials). Use materials of the same colour.</p>	<ul style="list-style-type: none"> • Portraying ideas pictorially • Recognizing and using religious symbols • Categorizing and sequencing pictorial information 	<ul style="list-style-type: none"> • Information in montage
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce montages that accurately convey information re each religion and the theme chosen? • arrange them sequentially and interestingly; mount/display them creatively? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Willingness to share information/scarc resource materials. • Willingness to complete tasks assigned. 	<p>Materials/Resources:</p> <p>Paste, heavy paper, pictures, scraps of cloth, egg shells, banana leaves (dried) etc. Pictures from religious magazines, photocopied material, paste, thick paper, scissors, other appropriate material of varying textures.</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. attend (where possible) and/or share with class details of a religious rite/ceremony involving a baby or small child. Discuss the significance of the activities involved in the ceremony and draw conclusions/suggest implications for daily living.</p> <p>5. each choose a religion/religious group and write a short story as the bigger brother or sister of a young child born within that group. Tell what customs/practices/beliefs surrounded the child from conception to the present. State the significance of these, how they have affected him/her (biographer) and the child, and will affect both in future. Illustrate with photographs/drawings.</p> <p>6. design invitation cards for a religious birth rite (christening, blessing, baptism, naming ceremony). Include events that will occur during and after the ceremony.</p>	<ul style="list-style-type: none"> • Drawing reasoned conclusions • Using information gleaned to create authentic fiction • Illustrating • Synthesizing 	<ul style="list-style-type: none"> • Shared information • Oral responses during class discussion • Checklist/anecdotal records • Short story • Invitation cards
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • explain the significance of the ceremonies discussed? • write and appropriately illustrate short stories which include the essentials of rites and ceremonies of a particular religion? • design invitations which reflect authentic practices? • use religious terms appropriately? • produce stories which show an insight into the religious environment chosen? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Love for family and friends • Self-knowledge • Appreciation of the value of other beliefs and practices, including those which they may disagree 	<p><u>Materials/Resources:</u></p> <p>Personal experiences/creativity of students Recommended texts</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
7. compose songs or dub poems showing how religious rites examined are: (a) related to other subject areas being studied (b) relevant to the daily life of the composer 8. invite resource person(s) to visit class and share beliefs, customs, practices re pregnancy, birth and infancy, and the implications of these for the daily life of an individual.	<ul style="list-style-type: none"> • Composing • Integrating content/making connections 	<ul style="list-style-type: none"> • Songs/Dub poems • Discussion
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • display a respectful attitude to resource persons? • see the worth within other beliefs and with which they may not agree? • compose songs/poems which show the relationship of religious rites to other areas of study and daily life? 	<u>Related Values:</u> <ul style="list-style-type: none"> • Appreciation of the value of beliefs and practices, including those with which they may disagree 	<u>Materials/Resources:</u> Material studied Resource persons Pupils' creative talent

SCIENCE

INTRODUCTION TO THE SCIENCE CURRICULUM

Primary Science lays the foundation for Science & Technology Education throughout the educational system. It is therefore important that basic principles for the teaching of Science, be put in place at this stage.

Science at the primary level should be seen primarily by the pupils as fun, while they engage in satisfying their curiosity about the environment and themselves, and get an understanding of their important place/role in the society and the world.

The three themes that span the grades four to six are:

- i) Energy, Forces and Motion
- ii) Living Things
- iii) Earth Science

The related units at each grade level are shown in the table below:

Grade Level	Energy, Forces and Motion	Living Things	Earth Science
FOUR	Simple and Complex Machines	Sense Organs [Skin/Tongue/Nose]	Rocks, Minerals and Soils Water Air
FIVE	Forces Energy Forms	Nutrition Food/Energy Chains	Weather and Climate
SIX	Sense Organs [Light, Sound]	Sense Organs [Eye, Ear] Systems The Environment and Us – Life Cycle of Humans	The Environment and Us – Sustainable Development

The emphasis for pupils at the Grade Four level is on exploration and basic understanding, so the units (at this grade level) address the topics of – **The Sense Organs [Skin, Tongue, Nose]; Simple & Complex Machines; Water; Air; Rock, Minerals & Soils.**

At the Grade Five level, pupils are involved in a deeper understanding and exploration of a wider range of Science & Technology issues, hence the units address the topics of – **Weather & Climate; Forces; Energy Forms; Nutrition; Food/Energy Chains.**

At the Grade Six level, pupils apply the scientific method through structured investigations and explorations of the environment and themselves. The units at this grade level address the topics of – **The Sense Organs [Eye, Ear]; Systems [Plants, Humans]; The Environment and Us.**

Throughout the Primary Science Curriculum, opportunities are outlined for the development of the science process skills in the pupils, as well as the development of positive attitudes and values, especially with regard to carrying out these investigations and explorations, with due regard to the safety of themselves and others.

The Primary Science Curriculum should, if properly implemented, produce pupils who will not only benefit and positively contribute to their learning of concepts and principles in Science & Technology at the secondary level and beyond, but pupils who will also continue to express their excitement at using scientific methods and principles to gain understanding of themselves and their environment.

SCIENCE**GRADE SIX**Unit Title: **SENSE ORGANS [Eye and Ear]**Term: **ONE**Unit: **ONE**Duration: **TWELVE WEEKS**

- FOCUS QUESTIONS:**
1. How does the structure of the eye and the ear relate to their functions?
 2. How do materials affect the behaviour of light and sound?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand the importance of the eyes and ears in humans, and other animals (as well as the other sense organs), enabling perception and action within the environment. 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify the major parts of the eye and their functions. • infer that a lens/mirror will change the direction of light. • describe in simple terms, how the parts of the eye cause light from an object to be seen by us (i.e. light from object to image in brain). • describe ways to take care of the eyes/vision. • explain how humans adapt to limited/no vision. • identify situations/examples in which the eyes can mislead us. • explain the role of the major parts of the ear in hearing (i.e sound from source to recognition/ comprehension in brain). • discuss the range of hearing for humans, compared to that of other animals – e.g. dogs, cats. • describe ways to take care of the ears(hearing). • identify situations/examples in which the ears can mislead us. • describe how humans adapt to limited hearing, or lack of hearing. • explain why sounds may be classified/interpreted as pleasant/unpleasant. • identify sources of noise pollution, and ways to eliminate them. • state reasons why loud sounds are detrimental/harmful to continued good hearing. 	<ul style="list-style-type: none"> perception vision/eyesight major parts of the eye – iris/pupil/lens/retina/optic nerve visually challenged (range of vision) optical illusion mirage misperception major parts of the ear – outer ear/ ear drum/middle ear/inner ear/ auditory nerve aurally challenged range of hearing decibel [dB] sensory aids – hearing aid, lenses, mirrors, sound transmitters transparent translucent opaque refraction reflection luminous (self-illuminating) non-luminous/illuminated

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Recognize that the properties of the materials an object is made of, affect how light and sound are transmitted through it	<ul style="list-style-type: none">explain ways in which technology can extend sense organs.take part in group activities.demonstrate the behaviour of light with selected materials – shiny/dull/transparent/translucent/opaque/ reflection/refraction.infer that light travels in a straight line.distinguish between objects/organisms that make their own light (luminous), and those that require an external source to be seen (non-luminous/ illuminated).demonstrate the behaviour of sound (energy) with selected materials and different media – air/water/ solids.infer that light/sound (energy) travel in all directions from the source.	

ACTIVITY PLAN**Focus Question 1.****Objectives:****How does the structure of the eye and ear relate to their functions?****Pupils will:**

- identify the major parts of the eye and their functions.
- infer that a lens/mirror will change the direction of light.
- describe in simple terms, how the parts of the eye cause light from an object to be seen by us (i.e. light from object to image in brain).
- describe ways to take care of the eyes/vision.
- explain how humans adapt to limited/no vision.
- identify situations/examples in which the eyes can mislead us.
- explain the role of the major parts of the ear in hearing (i.e. sound from source to recognition/ comprehension in brain).
- discuss the range of hearing for humans, compared to that of other animals – e.g. dogs, cats.
- describe ways to take care of the ears(hearing).
- identify situations/examples in which the ears can mislead us.
- describe how humans adapt to limited hearing, or lack of hearing.
- explain why sounds may be classified/ interpreted as pleasant/unpleasant.
- identify sources of noise pollution, and ways to eliminate them.
- state reasons why loud sounds are detrimental/ harmful to continued good hearing.
- explain ways in which technology can extend the senses.
- take part in group activities.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. look at each other's eyes <u>without touching</u> , and record their observations – colour, parts, and discuss differences and similarities among the class.	<ul style="list-style-type: none"> • Recording details • Inferring differences and similarities from observations 	<ul style="list-style-type: none"> • Record of observations
Evaluation: Were pupils able to: <ul style="list-style-type: none"> • record relevant and correct facts, with valid differences and similarities stated? 	Materials/Resources: Model of eye Multi-media materials on eye of humans and other animals	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. (a) after observing multi-media materials on the human eye (videotapes, 3-D model, computer software, films, etc.), label diagram of the major parts of the human eye.</p> <p>(b) observe a sample of an eye from other animals e.g. cattle, fish and compare its external features to that of the human eye. Record and report findings in a variety of ways. Preserve eye samples e.g. using alcohol.</p> <p>3. after observing multi-media materials on how the eye functions, (model, film strip, etc.), involving teacher demonstration if needed, give report on how parts of the eye function.</p> <p>4. use lens (or mirror) and a light source (e.g. flashlight), to show how the direction of light is changed by the lens (mirror), and relate this outcome to the function of parts of the eye. [Similar activities can be done to illustrate the functions of other parts of the eye]. Record these activities and outcomes in notebooks. [Brief outline of what is done/what happened].</p> <p>5. individually or in groups, make chart/ 3-D model of eye, and report to peers on how the eye works to produce an image on the retina.</p>	<ul style="list-style-type: none"> • Analyzing information • Identifying component parts of a system • Comparing observations • Recording differences • Communicating ideas • Making observations • Recording differences • Communicating ideas on relationships • Manipulating models and equipment • Inferring analogous relationships • Recording investigations • Analyzing models • Giving correct explanations for a system or process 	<ul style="list-style-type: none"> • Labelled diagram of eye • Report on comparisons • Report on functions • Record of activities and outcomes • Model and report
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly label diagram of the eye? • make an accurate report with correct and valid comparisons? • give report with functions correctly matched to parts? • make accurate record of activities and outcomes stating valid conclusions? • produce a model and report with logical sequence and correct information? 	<p>Materials/Resources:</p> <p>Model of eye Multi-media materials on eye of humans and other animals Unlabelled chart/diagram of eye Samples of eyes from animals Gloves for handling eye samples</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. given a sample of objects, list observations made using – blindfold/one eye covered/both eyes open – and report on the differences among the three sets of observations. Discuss how humans adapt to limited vision or loss of the eyes, and record findings.</p> <p>7. individually or in groups, discuss practices for having/keeping good vision, then make a list of correct practices.</p> <p>8. research on loss of sight, identifying possible causes and solutions, and making a brief report of findings.</p>	<ul style="list-style-type: none"> • Recording observations accurately • Deducing differences in recorded observations • Drawing valid conclusions • Creating lists • Communicating relevant ideas 	<ul style="list-style-type: none"> • List of observations • Record of findings • List of practices • Report of causes etc
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list relevant and accurate observations and differences? • make a record of findings with appropriate explanations? • make a list with the correct facts? • give a report with relevant causes, correct and plausible solutions? 	<p><u>Materials/Resources:</u></p> <p>Materials for making chart/model of the eye and its component parts Lenses Materials for simulation of other parts of the eye Objects/materials for vision activity Multi-media materials illustrating the challenges in everyday life for visually challenged persons</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. participate in situations where the eyes are misled (e.g. using lenses and mirrors), and give simple explanations of how each occurs.</p> <p>10. name situations where their eyes mislead them, and try to give simple explanations of how it occurred, in a brief report.</p> <p>11. do research to find out how the ear works. Make a labelled diagram of the major parts of the ear, with captions, giving a simple explanation of how the ear works.</p> <p>12. observe multi-media materials on how the ear functions for particular animals e.g. dog or cat, then report on how this is similar to/different from humans.</p>	<ul style="list-style-type: none"> • Deducing explanations from observations • Inferring explanations • Researching • Organizing ideas • Communicating facts • Deducing facts • Communicating ideas 	<ul style="list-style-type: none"> • Report of explanations • Written report • Diagram with captions • Report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a record with relevant explanations for given situations? • give a report with correct and valid explanations, using SJE? • make diagram with parts correctly named and accurate explanations? • give an accurate report with valid and correct similarities & differences? 	<p><u>Materials/Resources:</u></p> <p>Magnifying glass and other lenses and/or mirrors Multi-media materials on situations illustrating misperception of vision Multi-media materials on the ear of human and how it works Materials for making a model ear Multi-media materials on the ear(s) of other animals</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. in groups, present a performance piece e.g. song, mime or display, giving practices to follow for having/keeping good hearing.</p> <p>14. be blindfolded then asked to locate and/or recognize selected objects, using hearing only. Discuss how humans adapt to limited, or no hearing, then write a story on coping with hearing loss.</p> <p>15. listen to a selection of sounds of different volumes and frequencies, then group each sound as being pleasant/unpleasant, giving reasons for each choice, and make a categorized list.</p> <p>16. list examples of noise pollution (sources), giving reasons for examples stated, and how they can be eliminated/reduced.</p> <p>17. discuss whether loudness is a factor in noise pollution. [Pupils can also identify other factors (e.g. repetition of sound over long periods, frequency)]. Make a list of supporting reasons.</p>	<ul style="list-style-type: none"> • Creating a performance piece/display • Empathizing • Classifying sounds • Communicating ideas • Justifying selections • Communicating ideas 	<ul style="list-style-type: none"> • Performance piece or display • Story • Categorized lists • List of noise pollution sources • Completed list
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a performance piece or display that portrayed the correct facts? • write a story with relevant examples to show how the pupil would cope? • produce the categorized list of sounds? • give an adequate number of relevant noise pollution examples and corrective actions? • make a list of factors with relevant supporting reasons? 	<p><u>Materials/Resources:</u></p> <p>Props for performance piece/materials for the display</p> <p>Objects for the perception activities</p> <p>Multi-media materials on how aurally challenged persons cope in everyday situations</p> <p>Resource persons</p> <p>Audio- or videotape of selection of sounds of different volumes & frequencies</p> <p>Multi-media materials on hearing</p>	

ACTIVITY PLAN**Focus Question 2.****Objectives:****How do materials affect the behaviour of light and sound?****Pupils will:**

- demonstrate the behaviour of light with selected materials – shiny/dull/transparent/translucent/opaque/ reflection/refraction.
- infer that light travels in a straight line.
- distinguish between objects/organisms that make their own light (**luminous**), and those that require an external source to be seen (**non-luminous/ illuminated**).
- demonstrate the behaviour of sound (energy) with selected materials and different media – air/water/ solids.
- infer that light/sound (energy) travel in all directions from the source.
- take part in group activities.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. given different objects made from different materials, investigate how the properties of materials affect light by focussing a light on each object, (from <u>same</u> distance using the <u>same</u> source – ‘fair’ test), and sort each into one of three groups corresponding to – most of the light coming through, no light coming through or some light coming through. Tabulate findings. [Objects should be shiny/dull/transparent/opaque and made from rubber, glass, plastic, metal, etc.]</p>	<ul style="list-style-type: none"> • Investigating phenomena • Deducing relationships • Classifying objects 	<ul style="list-style-type: none"> • Completed table
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make table with objects correctly identified? 	<p>Materials/Resources:</p> <p>Texts e.g. ‘First Steps in Science’ Series – McClenan et al Book 6 of ‘Finding Out’ Series - Mitchelmore Sample objects/materials for the activities Light source</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. in groups, make up then perform a short performance piece using the hands in shadow puppetry, then explain how the shadows are formed, in a short narrative. Use a straight straw to look at an object, then bend the straw at a slight angle, and check whether the object can still be seen. [From <u>same</u> distance using <u>same</u> straw]. Discuss their findings, giving reasons as to why the object was, or was not, seen, and record findings.</p> <p>3. using a flexible, flat, smooth, shiny piece of metal (e.g. aluminium) as a mirror, make observations about the images seen of themselves. Use the metal mirror in different positions – flat, curved inwards, curved outwards. Discuss and record findings in a variety of ways. [NB: Mirror edges should be rounded or covered to prevent injury].</p>	<ul style="list-style-type: none"> • Communicating ideas • Investigating phenomena • Deducing relationships <ul style="list-style-type: none"> • Investigating phenomena • Deducing relationships • Communicating ideas in graphic and written forms 	<ul style="list-style-type: none"> • Narrative • Record of findings • Participation in discussion <ul style="list-style-type: none"> • Record of findings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give explanation with correct facts? • produce record with correct inference that light travels in a straight line? • give record with correct observation that a mirror reflects light? 	<p><u>Materials/Resources:</u></p> <p>Straws Piece of metal for mirror Light source Screen for shadows</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. place a pencil in an empty transparent container and make observations. Fill the container half-way with water and make more observations. Discuss the differences observed and record findings.</p> <p>5. research (using text and other sources) then report to the class on luminous and non-luminous/illuminated sources of light. Produce a portfolio on findings in graphic and written forms.</p> <p>6. investigate and make observations about the speed and frequency of sound travelling through different materials, e.g. bottles ranging from empty (full of air) to full (of water); playing instruments; hitting similar objects made of wood, plastic, rubber, metal. Record findings in a variety of ways.</p> <p>7. investigate how light/sound travels from a source. Form a circle around the source, then move away from it while keeping the circle. Make observations throughout and give reasons in a summary.</p>	<ul style="list-style-type: none"> • Investigating phenomena • Deducing relationships • Summarizing information • Comparing observations • Researching information • Communicating ideas • Investigating phenomena • Observing and recording information • Drawing conclusion about light and sound 	<ul style="list-style-type: none"> • Record of findings • Completed portfolio • Record of findings • Summary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly record that the light is travelling in two different media, air and water, and so the pencil appears bent? • present the correct information in varied forms in the portfolio? • correctly record the differences observed? • correctly explain that light/sound travel in all directions from the source? 	<p><u>Materials/Resources:</u></p> <p>Transparent containers Water Multi-media materials on luminous & non-luminous sources of light Computer database e.g. from Internet (where possible) Objects/materials for sound activities Light and sound sources</p>	

SOCIAL STUDIES

INTRODUCTION TO THE SOCIAL STUDIES CURRICULUM

The curriculum for Grades 4-6 is based on the idea of helping children to learn how to learn. As a result they are exposed in Social Studies to a set of critical learning experiences. The subject is concerned with the study of people, their activities and relationships, as they interact with each other and with the environment in an effort to meet their needs. Students must therefore read, write and analyse, develop information-gathering skills, ask questions of information gathered, organize information logically, and simulate given situations, transferring all these skills to their learning experiences.

The Social Studies learning experiences and classroom atmosphere should help pupils to feel valued and valuable. They will help them to master the communication skills and to learn how to think and solve problems creatively. Pupils will develop sensitivity in their relationships with other people and be able to acquire the skills needed for life.

It is hoped that from this type of exposure they will develop positive attitudes and values and participate as worthwhile citizens in a democratic society.

The content of the Grades 4 – 6 Curriculum is built around the concept of the expanding horizon in which pupils learn about their homes then move to the wider environment. The ideas articulate with the work in Grades 1-3 and are developed around three themes for each grade viz.

1. Jamaica, Our Island Nation
2. Our Caribbean Neighbours
3. Life on Planet Earth

Related sub-themes are shown in the table below.

	Grade 4	Grade 5	Grade 6
Themes	Jamaica, Our Island Nation	Our Caribbean Neighbours	Life on Planet Earth
	Sub-themes	Sub-themes	Sub-themes
Term I	Our Location and Identity	Location and Identity	Planet Earth and its Resources
Term II	Meeting Our Needs	Caribbean Environment and Resources	The Climatic Zones of the World
Term III	Our Population	Working and Growing Together	Planet Earth, a Global Village

The need to plan and prepare resources and materials prior to class time is of optimum importance. Teachers should also be prepared to listen to pupils and become facilitators of learning. It is the nature of Social Studies that the content is constantly changing, and teachers need to be aware of this and adjust the content to meet the times and the changing needs of society.

Before teaching the Social Studies lessons, teachers are asked to go through the curriculum guide in order to familiarize themselves with the demands of the subject. Teachers need not follow the sequence of activities in the units, but should feel free to select, organize and incorporate their own activities based on the local environment to meet the needs of the pupils and achieve the stated objectives.

SOCIAL STUDIES**GRADE SIX**Unit Title: **PLANET EARTH AS PART OF
THE SOLAR SYSTEM**Term: **ONE**Unit: **ONE**Duration: **THREE WEEKS****FOCUS QUESTION:** 1. What is the solar system?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organising and interpreting knowledge and experiences • Value and respect diversity • Appreciate that interdependent relationships are necessary for our survival, growth and development • Present information in a variety of ways 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use the concepts: planets, spherical, orbit, revolution, rotation, year, solar system. • identify our world as a planet, one of the nine that revolves around the sun. • explain the differences between planet, moon and star. • identify the path along which a planet moves as it orbits. • describe the composition of the solar system. • describe the shape of the earth and other planets. • identify, name and list the planets in order of distance from the sun. • explain the difference in length of year of each planet. • describe the movements of the planets around the sun. • group the planets in a variety of ways. • work co-operatively in groups. • construct a model of the solar system. • present information on the solar system in tabular form. 	<ul style="list-style-type: none"> space ellipse scenario lunar comets gaseous axis universe galaxy meteor solar astronomer orbit star moon planet revolution

ACTIVITY PLAN**Focus Question 1.****Objectives:****What is the solar system?****Pupils will:**

- define and use correctly the following concepts:
planet, moon, star, spherical, orbit, revolution, year, solar system.
- identify our world as a planet, one of the nine that revolves around the sun.
- describe the composition of the solar system.
- explain the differences between planet, moon, and star.
- describe the shape of the earth and other planets.
- identify, name and list the planets in order of distance from the sun.
- identify the path along which a planet moves as it orbits.
- explain the difference in length of year of each planet.
- describe the movements of the planets around the sun.
- group the planets in a variety of ways.
- construct a model of the solar system.
- present information on the solar system in a variety of ways.
- work co-operatively in groups.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: <ol style="list-style-type: none"> 1. observe chart/model of the solar system and describe it orally, noting the position and function of the sun as well as the position of earth. 2. read information from text about planets, moons and stars and orally distinguish between all three. 3. read text for information about the other bodies that make up the solar system (i.e. asteroids, comets, meteoroids and meteorites). 	<ul style="list-style-type: none"> • Observing for information and detail • Reading for information • Defining terms 	<ul style="list-style-type: none"> • Oral description • Distinctions between planet, moon, star • Definition

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. answer questions based on their observation of picture/model of solar system e.g.,</p> <ul style="list-style-type: none"> - how many planets are there? - which planet is largest? - which planet is smallest? - which planet is nearest to the sun? - which planet is farthest from the sun? - which planet is nearest to the earth? - how many planets are nearer to the sun than earth? - which planet is hottest? Why? - which planet is coldest? Why? <p>5. offer explanations as to why they think that the system is named solar and not lunar (moon) or terrestrial (earth).</p> <p>6. using their knowledge of shapes describe orally the shape of the earth (using a globe) as spherical; making the distinction between round and circular like a hula hoop and spherical as a ball, orange or globe, noting that all points on the surface of a sphere are the same distance from the centre.</p> <p>7. say whether or not the other planets are spherical.</p>	<ul style="list-style-type: none"> • Answering questions using observations • Making inferences • Deducing information • Making accurate descriptions • Applying concept 	<ul style="list-style-type: none"> • Answers • Explanations • Oral description of the shape of the earth • Oral description of the shape of other planets
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • orally describe the solar system picture/model, correctly stating the sun's and earth's positions? • answer correctly, questions asked? • correctly identify hottest and coldest planet and give correct reasons for their choice? • offer clear explanation as to why the system is called solar? • describe the shape of the earth and other planets using appropriate vocabulary? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>8. on chart or model of the solar system follow with their fingertips the path along which a planet travels and name this path as the planet's orbit, noting that the orbit is elliptical (egg shaped) in shape.</p> <p>9. in groups of 5, simulate the movement of the planets around the sun in order to explain the varying lengths of year for each planet. One pupil will stand in the centre . Four pupils representing Mercury, Venus, Earth and Mars will stand about one metre away from each other. Mercury will therefore be about one metre away from the sun and earth four metres away from the sun. Each pupil will wear a label e.g., sun, Mercury etc. (a path will be marked for each planet). Each planet will move at a pace around the sun which does not move. Each planet must make a complete circle or revolution.</p>	<ul style="list-style-type: none"> • Observing for detail • Simulating planetary movements (revolution) 	<ul style="list-style-type: none"> • Simulation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately simulate the movements of the planets around the sun (revolution and rotation)? 	<p><u>Materials/Resources:</u></p> <p>Picture/model of solar system Globe/papier-maché/clay Paint (for colouring planets) <u>Our World Environment</u>, Carlong Primary Social Studies, Book 6 Twine Crayons</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. answer the following questions based on the simulation:</p> <ul style="list-style-type: none"> - which planet completed its journey around the sun first? Why? - which one took the longest? Why? <p>Teacher will:</p> <p>11. explain to pupils that the time taken by a planet to move around the sun, i.e. make a complete revolution is ONE YEAR; that Earth's year is 365¼ days long.</p> <p>12. ask students to relate the foregoing to a leap year.</p> <p>Pupils will:</p> <p>13. answer questions orally in sentences about the length of time it takes different planets to revolve around the sun e.g.,</p> <ul style="list-style-type: none"> - Does Venus or Mars take a longer time to revolve around the sun than Earth? - Which planet has the longest year? Why? - Which planet has the shortest year? Why? 	<ul style="list-style-type: none"> • Observing for information • Observing for information 	<ul style="list-style-type: none"> • Answers to questions • Oral sentences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • answer correctly questions based on the simulation exercise orally and in sentences? • make accurate deductions about the relationship between size of orbit, distance from the sun and length of year? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. through questioning deduce that the length of the year depends upon the size of the orbit and that the size of the orbit depends upon the distance of the planet away from the sun.</p> <p>15. in groups carry out research on each planet to find out about its (a) size, (b) length of day, (c) length of year, (d) distance from the sun, (e) number of moons etc. Make a table showing the information for all nine planets.</p> <p>16. use information gathered so far about the solar system to discuss the different ways the planets could be grouped (e.g. size, inner/outer, length of year/day etc.) Group them accordingly.</p> <p>17. use pictures etc. to make their own model of the solar system out of papier maché, clay or similar materials, paying close attention to the shape and relative size of the planets as well as to correct labelling.</p>	<ul style="list-style-type: none">• Deducing information • Conducting research• Presenting information in tabular form • Organising information • Making model	<ul style="list-style-type: none">• Deduction • Table • Classifications • Model of solar system
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• present information about planets on a table?• accurately classify/group planets in a variety of ways?• make reasonable model of the solar system paying attention to shape and relative sizes of planets, their correct location as well as accurate labelling?	<p><u>Materials/Resources:</u></p>	

SOCIAL STUDIES**GRADE SIX**Unit Title: **SOME IMPORTANT CHARACTERISTICS OF PLANET EARTH**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. What are the physical characteristics of planet earth?
2. How do earth's movements affect life?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experience • Develop locational and descriptive skills relating to physical environment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: continent, island, ocean, river, landform, plate, earthquake, volcano, hemisphere, rotation, revolution, axis, great circle, parallel, dawn, twilight, epicentre. • state the proportion of land to water on earth's surface. • classify land masses as islands and continents. • classify water bodies as seas, oceans, lakes, rivers. • name and locate the seven continents. • name and locate the five oceans. • name and locate major rivers of the world (one in each continent). • identify and locate major mountain systems of the world (at least one in each continent). • describe earth's structure as consisting of core, mantle and crust. • differentiate between core, mantle and crust. • explain how movements within the earth's crust result in earthquakes and volcanoes. • locate areas of high earthquake and volcanic activity. 	<ul style="list-style-type: none"> aftershock fault plain sea lake mountain hill valley plateaux season equinox tilt axis lake seismograph

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Appreciate that interdependent relationships are necessary for our survival, growth and development• Interpret information from a variety of sources	<ul style="list-style-type: none">• name and locate the most important lines of latitude and longitude.• explain why all lines of longitude are great circles while the equator is the only line of latitude that is a great circle.• describe the movement of the earth on its axis.• explain how rotation causes day and night.• explain how the revolution and tilt of the earth's axis causes the seasons and variations in the length of day and night.• describe the effects of day and night and the seasons on man's activities.• describe the effects of earthquakes and volcanoes on man's activities.• display willingness to share responsibility for taking care of our world.• display willingness to work in groups.• read and interpret graphic materials (e.g. maps, globes, pictures, films etc).• deduce information from maps, graphs, films etc.• read, interpret and record information.• display willingness to acquire new information and use it to understand the world in which we live.	

ACTIVITY PLAN

Focus Question 1.

Objectives:

What are the physical characteristics of planet earth?

Pupils will:

- read and interpret graphic materials (e.g. maps, globes, pictures, films etc.)
- deduce information from maps, pictures, films etc.
- interpret and record information.
- state the proportion of land to water on earth’s surface.
- classify land masses as islands and continents.
- classify water bodies as oceans, seas, lakes, rivers.
- define and use correctly the following concepts: continent, island, ocean, sea, lake, river, mountain, hill, valley, plateaux, landform, plain, plates, earthquakes, volcanoes.
- name and locate the seven continents.
- name and locate the five oceans.
- name and locate the large rivers of the world – at least one in each continent.
- identify and locate the major mountain systems of the world – at least one in each continent.
- describe the earth’s structure as consisting of core, mantle and crust.
- differentiate between core, mantle and crust.
- explain how movements within the earth’s crust result in volcanoes and earthquakes.
- locate areas of high earthquake and volcanic activity.
- display willingness to share responsibility of taking care of our world.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. observe wall maps and globes (physical) and suggest reasons for the different colours used on the map or globe. 2. through discussion, conclude that the different colours represent land and water (green, yellow, brown, etc. for land, and blue for water).	<ul style="list-style-type: none"> • Interpreting graphic materials 	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. estimate the proportion of land to water on the earth's surface from looking at map or globe.	<ul style="list-style-type: none"> • Estimating proportion 	<ul style="list-style-type: none"> • Estimated ratio
4. examine the chart showing distribution of land to water (29.4% land, 70.6% water) for verification of their estimates.	<ul style="list-style-type: none"> • Verifying information 	
5. engage in discussion to define concepts: continent, island, ocean, sea etc.	<ul style="list-style-type: none"> • Defining concepts 	<ul style="list-style-type: none"> • Definitions
6. use definitions of concepts (e.g. "continent" as guide to identify the continents as the large unbroken masses of land in their atlases or on a globe etc.)	<ul style="list-style-type: none"> • Applying concepts 	
7. make a list of the names of the continents in their notebooks.	<ul style="list-style-type: none"> • Categorizing information 	<ul style="list-style-type: none"> • List of continents
8. list the continents, do a similar activity for the oceans.		<ul style="list-style-type: none"> • Names of oceans
9. having reviewed the concept river, use atlases to identify and make a list of the main rivers in each continent.	<ul style="list-style-type: none"> • Organizing information 	<ul style="list-style-type: none"> • Names of large rivers
10. put in the names of these rivers on an outline map.	<ul style="list-style-type: none"> • Recording information on a map 	<ul style="list-style-type: none"> • Completed map
11. decide which rivers are longest and rank them accordingly.	<ul style="list-style-type: none"> • Rank ordering 	<ul style="list-style-type: none"> • Rank ordering of rivers

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES				SKILLS	ASSESSMENT
12. use key on the map to identify and name the highest mountain ranges in each continent. Make a list of these in notebook. 13. prepare a wall chart which will list continents, mountain ranges, highest peaks, and longest rivers, e.g.				<ul style="list-style-type: none"> • Interpreting graphic materials • Presenting information in tabular form 	<ul style="list-style-type: none"> • Highest mountain ranges listed • Completed chart
Continent	Chief Mountain Range	Highest Peak	Longest River		
North America	Rocky Mountain Range	Mount McKinley 6.94 m	Mississippi Missouri		
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • make reasonable estimates of proportion of water to land? • accurately define concepts? • correctly identify and name the continents? • correctly identify and name the oceans? • correctly identify and name the large rivers in each continent? • correctly record names of large rivers on a map? • accurately rank the main rivers of the world? • correctly identify the highest mountain ranges in each continent? • present chart showing accurate information? 				<u>Materials/Resources:</u> Maps Wall maps Globes Atlases Cartridge paper Markers Pictures Films Diagrams Internet <u>Our World Environment</u> , Carlong Primary Social Studies, Book 6. Encyclopedias	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. make and respond to true and false statements based on the table they have made e.g. Mount McKinley is the chief mountain range in North America (false) etc.</p> <p>15. on a world map on which is drawn mountain ranges and rivers, name mountain ranges, rivers, continents and oceans.</p> <p>16. through picture discussion identify landforms as mountains, hills, valleys, plains, plateaus, etc.</p> <p>17. speculate about what they think is beneath the surface of the earth.</p> <p>18. examine a diagram of the structure of the earth to identify its different parts. Compare it to the cross-section of a boiled egg.</p> <p>19. read and discuss information from text about the different layers of the earth's structure and write sentences describing each layer.</p> <p>20. through discussion (using picture, film, text etc.) conclude that movements within the earth give rise to earthquakes and volcanoes.</p> <p>21. write sentences summarizing the main points of the discussion on how volcanoes and earthquakes occur.</p>	<ul style="list-style-type: none"> • Identifying factual information • Recording information • Interpreting graphic materials • Thinking critically • Observing for details • Reading for information • Drawing conclusions • Writing summaries 	<ul style="list-style-type: none"> • Statements and selection of correct facts – true/false test • Completed maps • Identification of landforms • Complete sentences in SJE • Summaries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make reasonable statements for true/false test? • identify statements that were factual? • record information accurately and neatly on maps? • correctly identify landforms from pictures? • write sentences describing the structure of the earth? • write summaries that are concise while including the important points? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>22. visit seismology unit or carry out research to find out how earthquakes are measured, the different scales used (Richter and Mercalli) and the type of information each scale provides.</p> <p>23. discuss the contribution that they think these measures make to our general understanding of and preparedness for earthquakes.</p> <p>24. on a map of the world, locate areas and name countries that experience significant earthquake activity.</p> <p>25. use Internet sources, information from seismology unit etc. to identify the five most powerful earthquakes of the 20th century, stating when and where they occurred and their strength on either the Richter or Mercalli scale. Put the information on a table and locate the areas on a map.</p>	<ul style="list-style-type: none"> • Expressing opinions • Recording information • Researching information • Presenting information in tabular form 	<ul style="list-style-type: none"> • Opinions expressed • Completed maps • Table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express reasonable opinions about the usefulness of the measurement of earthquakes? • accurately and neatly complete maps? • organize effectively the information on a table? 	<p><u>Materials/Resources:</u></p> <p>Map of the world Computer</p>	

ACTIVITY PLAN**Focus Question 2.
Objectives:****How do earth's movements affect life?****Pupils will:**

- read, interpret and record information.
- deduce information from maps, diagrams etc.
- display willingness to acquire new information and use it to understand the world in which we live.
- display willingness to work in groups.
- define and use correctly the following concepts: hemisphere, rotation, revolution, axis, great circle, parallel, dawn, twilight, epicentre, fault, aftershock.
- name and locate the most important lines of latitude and longitude
- explain why all lines of longitude are great circles while the equator is the only line of latitude that is a great circle.
- describe the movement of the earth on its axis.
- explain how rotation causes day and night.
- explain how the revolution and tilt of the earth's axis cause the seasons and variations in the length of day and night.
- describe the effects of day and night and the seasons on man's activities.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. be reminded that maps and globes provide a visual image of the world. 2. review directions – north, south, east, west, north east, north west, south east, south west. 3. point out the North and South Poles on a globe. 4. use their forefingers to trace the equator on a globe observing that it circles the earth where the bulge is greatest and that it divides the earth into two halves known as hemispheres. 5. draw and label a diagram illustrating the northern and southern hemispheres. 	<ul style="list-style-type: none"> • Recalling information • Locating places on the globe • Drawing and labelling diagram 	<ul style="list-style-type: none"> • Diagram

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>(b) the equator is given a value of 0°, the North Pole a value of 90° N and the South Pole a value of 90° S.</p> <p>(c) latitude is the angular distance north or south of the equator.</p> <p>(d) every place on the earth's surface has a latitude of so many degrees north or south of the equator.</p> <p>(e) say what they notice about the parallel circles as they move away from the equator towards the poles (i.e. they get progressively smaller as the poles are approached. The North and South Poles are in fact just points).</p> <p>10. review purposes served by these imaginary lines on a map as well as the names/other special lines of latitude (Tropic of Cancer 23 ½° N, Tropic of Capricorn 23 ½ ° S, Arctic Circle 66 ½ ° N, Antarctic Circle 66 ½ ° S).</p> <p>11. through discussion conclude that longitude is the angular measure east or west of the meridian of Greenwich and that each line of longitude is a great circle.</p> <p>12. recall that earth moves or revolves around the sun.</p>	<ul style="list-style-type: none"> • Interpreting values of lines of latitude • Defining concepts • Observing trends • Recalling information • Defining concepts • Recalling information 	<ul style="list-style-type: none"> • Definition of latitude • Stated observation • Definition of longitude
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately define latitude? • accurately state what happens to lines of latitude as they approach the poles? • define longitude accurately? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. read information from text about rotation of the earth on its axis and make notes about the following:</p> <ul style="list-style-type: none"> - what rotation is, - how long one complete rotation takes, - the direction in which the earth rotates (i.e. eastwards towards the sun), - the effects of its tilt on its axis, (i.e. day length). <p>14. observe and record what happens when a flashlight representing the sun is trained on the globe (representing the earth tilted on its axis) as it rotates.</p> <p>15. offer explanations of their observation in terms of day and night (i.e. places facing the sun having day, places away from the sun having night).</p> <p>16. explain what they think would happen if the earth did not rotate.</p> <p>17. say what happens as a result of the earth rotating through 360° or a full circle (all parts of earth will have day followed by night).</p>	<ul style="list-style-type: none"> • Making notes • Observing for detail • Offering explanation • Offering explanation • Offering explanation 	<ul style="list-style-type: none"> • Notes • Record of observation • Explanation • Explanation • Explanation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make brief and accurate notes relating to the areas identified? • record their observation in a clear and concise way? • offer explanations which indicate some degree of understanding and application of the content? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>18. discuss the pace at which the earth rotates and how this results in some places having dawn while some are having twilight, some places are having day while others are having midnight.</p> <p>19. examine chart showing diagrams of different points on the earth in different phases of rotation. Explain what is happening in each place as the earth rotates (in terms of dawn, twilight, midday, midnight).</p> <p>20. with the help of globe and flashlight explain why in Jamaica we usually listen to cricket from Australia and India at nights.</p> <p>21. in groups (4 or 6) discuss what life would be like if the earth experienced: (a) continuous daylight (b) continuous night</p> <p>22. share ideas with rest of class.</p> <p>23. as a class discuss the ways in which our lives are affected by the fact that we experience night and day.</p>	<ul style="list-style-type: none"> • Deducing information • Interpreting diagrams • Interpreting process • Thinking critically • Conducting discussion 	<ul style="list-style-type: none"> • Explanation of diagrams • Explanation • Ideas • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly interpret and explain diagram? • offer correct explanation for the variation in time between Jamaica and Australia and India? • offer and express ideas which were plausible? • participate in discussion by asking questions, offering ideas, listening to others etc? 	<p><u>Materials/Resources:</u></p> <p>Diagrams on a chart Globe Flashlight</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>24. find out which country is called the “land of the midnight sun” and why.</p> <p>25. listen to resource person who has lived in North America, England or any other temperate latitude region speak about the seasonal changes around the year and how they prepare for these seasons. (If resource person is not available, pictures, films etc. showing the different seasons may be introduced).</p> <p>26. after presentation, talk about the ways in which climatic conditions differ in temperate latitudes from those which prevail in tropical countries like Jamaica.</p> <p>27. say what they think causes the seasons and the length of day and night to vary</p> <p>28. recall that the earth revolves around the sun and how long it takes to do so.</p> <p>29. read text to find out how this revolution as well as the tilt of the earth’s axis cause the seasons as well as the variation to the length of day and night. Give oral explanation.</p> <p>30. say what they think would happen if the earth’s axis were always at right angles to the sun’s rays.</p>	<ul style="list-style-type: none"> • Researching information • Listening and observing for information • Making comparisons • Offering explanation • Recalling information • Reading for information • Thinking critically 	<ul style="list-style-type: none"> • Answers • Comparison • Explanation • Oral explanation • Deductions
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify the “land of the midnight sun”? • make comparisons that took into account the difference in climatic characteristics between the two regions? • offer reasonable explanation for the seasons and variations in length of day and night? • orally explain the above after reading text? • make reasonable deductions showing understanding and application of content? • offer reasonable explanations? 	<p>Materials/Resources:</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>31. explain using the globe why there are times when some parts of the world are tilted towards the sun and times when they are tilted away from the sun.</p> <p>32. use the globe to demonstrate what happens to the southern hemisphere when the northern hemisphere is tilted towards the sun and vice versa.</p> <p>33. examine and explain diagrams showing what happens at different points in the year (June, December, March, October) as the earth moves around the sun.</p> <p>34. observe the March and September position and explain the equinoxes.</p> <p>35. read text to find out when the sun is directly overhead at the Tropic of Cancer and Capricorn and the equator, and the effect on these areas as well as the other areas of the world.</p> <p>36. in groups think about some of the effects of the revolution of the earth on the way people live in different parts of the world e.g. the way they build their homes, the clothes they wear, the crops they grow, the animals they rear, other activities in which they engage etc. Share group deliberation with class.</p>	<ul style="list-style-type: none"> • Explaining process • Demonstrating process • Interpreting diagrams • Explaining phenomena • Synthesizing information • Working cooperatively in groups 	<ul style="list-style-type: none"> • Explanation • Demonstration • Interpretation • Explanation of equinoxes • Answer to research • Group presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the globe to accurately demonstrate what happens in the northern and southern hemispheres when they are tilted towards and away from the sun? • accurately interpret diagram? • correctly explain the equinoxes? • say what happens when the sun is directly overhead? • in groups present information that accurately reflected the influence of climate upon people's lives? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>37. recall that another of earth's movements is the movement of the crust and that this movement gives rise to earthquakes and volcanoes. Examine world map showing earthquake zones of the world, noting the inclusion of the Caribbean area.</p> <p>38. make statements about the relationship between these zones and the location of the plates, also discuss whether areas on the map that appear risk free could in fact experience earthquakes sometime in the future and why.</p> <p>39. estimate how long they think an earthquake lasts then examine information on the duration of some major earthquakes in order to compare their estimates. Make a statement about the average time a moderate to strong earthquake lasts.</p> <p>40. simulate earthquake for one minute and discuss how it felt e.g. whether they felt they were shaking for longer than a minute and relate this to how they think people actually experiencing an earthquake might feel about its duration.</p> <p>41. examine pictures, films, text etc. depicting the different ways in which earthquakes affect people's lives.</p>	<ul style="list-style-type: none"> • Recalling information • Interpreting maps • Detecting relationships • Estimating time • Deducing information • Simulating natural phenomena • Interpreting pictures, text etc. 	<ul style="list-style-type: none"> • Statements • Statements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make statements showing relationship between earthquake zone and location of the plates? • state average time of moderate to strong earthquake? • in groups, report on short term and long term effects of an earthquake on life and property? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>42. in groups, discuss and share with rest of the class ways in which people's lives are affected: (a) during an earthquake (b) immediately after an earthquake (c) in the days and months following an earthquake. (discussions should include loss of life and property and the costs of repairing damage.)</p> <p>43. say what they think is responsible for most deaths in an earthquake (falling debris from damaged buildings).</p> <p>44. make a list of potential earthquake hazards in the home, school, community and examine ways of making the environment safer.</p> <p>45. in groups prepare charts/posters showing safety precautions that can be taken to minimize the damage in the home, school, community caused by earthquake.</p> <p>46. visit Port Royal to observe some of the effects of the 1907 earthquake; summarize the observations for sharing in class discussion later on the impact of the earthquake on the community.</p> <p>47. examine multimedia material depicting an active volcano and talk about its effect on the surrounding landscape.</p>	<ul style="list-style-type: none"> • Working cooperatively in groups • Drawing conclusions • Identifying and listing hazards • Offering solutions • Designing poster/chart • Summarizing observations • Deducing information 	<ul style="list-style-type: none"> • Group reports • List of earthquake hazards • Recommendation for making environment safer • Poster/chart • Summary of observation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify and list earthquake hazards? • prepare poster/chart highlighting safety precautions for an earthquake? • record observations concisely? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>48. in groups, read accounts of famous volcanoes, noting the damage done to: (a) human life (b) plant life (c) animal life Describe some of the short term and long term effects on communities/countries, noting whether there were any positive effects of these volcanoes. Share these with class.</p> <p>49. establish contact with students in Monsterrat to gather information about the ways in which their lives have been affected by the volcano. Share information received.</p> <p>50. conduct research in order to prepare a flyer outlining measures that can be taken to minimize damage from volcanoes.</p>	<ul style="list-style-type: none"> • Reading for information • Working cooperatively in groups • Making notes • Gathering information from primary source • Sharing information • Presenting information in a concise format 	<ul style="list-style-type: none"> • Group notes • Information elicited • Flyer
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • in groups, make notes showing the impact of volcanoes on life and property? • elicit useful information from first hand sources about the impact of volcanoes? • produce flyer stating some measures to reduce damage resulting from volcanic action? 	<p><u>Materials/Resources:</u></p>	

SOCIAL STUDIES**GRADE SIX**Unit Title: **USING EARTH'S NATURAL RESOURCES**Term: **ONE**Unit: **THREE**Duration: **THREE WEEKS****FOCUS QUESTIONS:**

1. What are earth's natural resources?
2. How do we use earth's natural resources?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experiences • Demonstrate research skills • Understand the interaction between people and their environment as they exploit earth's resources to meet their needs • Develop locational and descriptive skills relating to the physical environment • Appreciate that interdependent relationships are necessary for our survival, growth and development • Demonstrate creative thinking skills 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: ecosystem, renewable, sustainable, green house effect, natural vegetation, natural resources. • locate, read, record and interpret relevant information from a variety of sources. • identify and list earth's natural resources. • identify and list some of the earth's most widely used mineral resources. • examine the importance of sun, land and water as natural resources. • explain why minerals are important to man. • classify earth's resources as renewable and non-renewable. • practise careful use of resources. • appreciate the importance of resources. • discuss the effects of the overuse of resources and its impact on the environment (e.g. depletion of ozone layer, acid rain, destruction of natural habitat). • discuss the importance of proper management of earth's natural resources. • locate on a map areas showing reserves of natural resources. • explain the importance of forests in the environment. • discuss the effects of population growth on resources. • propose and evaluate alternative uses of resources. 	<ul style="list-style-type: none"> natural resources ecosystem renewable non-renewable solar energy ozone layer green house effect acid rain deforestation deposits conservation reserves minerals habitats sustainable natural vegetation

ACTIVITY PLAN

Focus Question 1.

Objectives:

What are earth's natural resources?

Pupils will:

- define and use correctly the following concepts: ecosystem, renewable, sustainable, green house effect, natural vegetation.
- identify and list earth's natural resources.
- identify and list some of earth's most widely used mineral resources.
- examine the importance of the sun, land and water as natural resources.
- explain why minerals are important to man.
- explain the importance of forests in the environment.
- classify earth's resources as renewable and non-renewable.
- locate on a map of the world areas showing reserves of natural resources.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine resource materials for information on earth's natural resources. 2. make a list of natural resources identified. 3. engage in discussion to clarify meaning of renewable and non-renewable resources. 4. in groups, classify resources identified as renewable or non-renewable natural resources. 5. share list with class justifying the classification. 6. from list of natural resources select mineral resources. 7. discuss to clarify meaning of "minerals". 8. respond to question about minerals that are widely used in everyday life and list minerals suggested. 	<ul style="list-style-type: none"> • Interpreting information • Identifying natural resources • Discussing information • Classifying information • Sharing information • Clarifying meaning • Making deductions 	<ul style="list-style-type: none"> • List of natural resources • List of renewable and non-renewable resources • List of minerals used

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
9. examine maps to observe the distribution of these mineral resources in the world.	<ul style="list-style-type: none">• Locating information on map	
10. from observation write statements about the distribution of mineral resources in the world.	<ul style="list-style-type: none">• Interpreting maps	<ul style="list-style-type: none">• Sentences describing mineral distribution
11. complete individual maps of the world showing the location of main mineral resources.	<ul style="list-style-type: none">• Locating minerals on map	<ul style="list-style-type: none">• Completed maps
12. in groups do research on how the minerals are used and their economic value: - make presentation to class. - mount a display for others to see and use. - write answers to questions on each mineral.	<ul style="list-style-type: none">• Reading for information• Making presentation• Mounting display of information gathered• Answering questions	<ul style="list-style-type: none">• Presentation• Display• Written answers
13. go on walking tour of the community to observe plants that grow in the area: - list those planted by people and those that grow naturally. - make distinction between "natural" vegetation and cultivated vegetation.	<ul style="list-style-type: none">• Making distinctions	<ul style="list-style-type: none">• List
14. listen to resource person from Forest Department outlining the importance of forests in the environment (e.g. as habitat, as part of the ecosystem etc.). Ask questions of resource person for additional information and for clarification.	<ul style="list-style-type: none">• Listening to information• Asking questions	<ul style="list-style-type: none">• Questions

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
15. do short answer test on the importance of forests in the environment. 16. in groups explore sun, land and water as natural resources following the procedure used in study of mineral resources.	<ul style="list-style-type: none">• Answering questions• Reading for information	<ul style="list-style-type: none">• Short answer test• Group report
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• make a list of natural resources?• classify the resources according to stated criteria?• list vegetation seen, distinguishing between natural and cultivated?• answer questions on minerals used in everyday life?• describe the distribution of minerals?• locate areas of mineral deposits on a map?• present information gathered for others to use?• ask relevant questions?• respond correctly to answers on short answer test?• research and present report on sun, land and water as natural resources?	<u>Materials/Resources:</u> Atlases Magazines and newspapers Resource person Information technology Encyclopedias	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do we use earth's natural resources?

Pupils will:

- discuss the effects of population growth on earth's resources.
- discuss the effects of the misuse of resources and its impact on the environment (e.g. depletion of ozone layer, acid rain, destruction of natural habitat).
- discuss the importance of proper management of earth's natural resources.
- propose and evaluate alternative uses of resources.
- practise careful use of resources.
- appreciate the importance of resources.
- locate, read, record and interpret relevant information from a variety of sources.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. read texts, magazine and newspaper articles and access Internet sources for information on the depletion of forest resources, and the effects of population growth on land resources. Write a paragraph on each one. 2. in groups discuss the consequences of the depletion of the world's forest resources and the need for corrective measures. 3. write articles for the environmental column in a children's newspaper suggesting possible long term global effects of the mismanagement of the earth's resources. 4. in panel discussion propose measures that can be taken to reduce the poor management and use of earth's resources in areas such as agriculture, population growth and energy use. 	<ul style="list-style-type: none"> • Interpreting information • Discussing information • Using information • Writing to inform others • Selecting and presenting appropriate measures 	<ul style="list-style-type: none"> • Paragraph • List of consequences • Article on effects of mismanagement • List of corrective measures

ACTIVITY PLAN**Focus Question 2.****How do we use earth's natural resources?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. observe the ways in which resources are used in the home, school and community. Make suggestions for more efficient and careful use and in groups do illustrated flyers to encourage careful use of resources in the home/community.</p> <p>6. plan project for Earth Day and implement this at the appropriate time.</p>	<ul style="list-style-type: none"> • Making suggestions • Creating relevant illustrations • Planning project • Implementing project 	<ul style="list-style-type: none"> • Suggestions • Illustrated flyers • Completed project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write paragraph on depletion of forest resources and effects of population growth on land resources? • list some of the consequences of the depletion of the world's forest reserves? • write articles on the effects of mismanagement of our resources? • propose corrective measures that were realistic? • make relevant and useful suggestions? • produce creative and relevant flyers? • complete project according to plan? 	<p><u>Materials/Resources:</u></p> <p>Magazines and newspapers Information technology e.g. Internet Cartridge paper Paste Markers</p>	

VISUAL ARTS

INTRODUCTION TO THE VISUAL ARTS CURRICULUM

The main principle underlying Visual Arts at Grades 4-6, and which provides a structure for the curriculum, has been developed out of current theory and practice in art education, which is based on the premise that Visual Arts is a discipline with a body of important content to be learnt. A second principle is that knowing about art is as important a concern at the primary level as creating art. The content of the curriculum is further founded on the confidence that whilst most pupils may never become proficient creators of art, all can and should become, as adults, visually, aesthetically and culturally literate and competent consumers and informed observers.

The programme is organized into units, which are driven by focus questions. Titles of the units and the suggested sequence for teaching each, are shown on the grid below.

GRADE	TERM 1	TERM 2	TERM 3
4	<ul style="list-style-type: none">• Who is an artist?• Seeing and working like an artist	<ul style="list-style-type: none">• Design in nature• Showing time and space	<ul style="list-style-type: none">• Everyday art• Forming objects
5	<ul style="list-style-type: none">• Making art work• Lines have direction	<ul style="list-style-type: none">• Shaping up• Shapes can have colour, tone and texture	<ul style="list-style-type: none">• Form and space• World of colour
6	<ul style="list-style-type: none">• Past, present and future• Style and meaning	<ul style="list-style-type: none">• Images and messages• Fibres and fabrics	<ul style="list-style-type: none">• Putting it all together

Through its content, the curriculum builds a base of knowledge and skills that will enable pupils to learn basic artistic techniques and concepts and apply them in producing a variety of two and three dimensional artworks in a range of media. Activities within the units further provide varied opportunities for pupils to creatively express their ideas, feelings and experiences, as well as to strengthen their cognitive abilities, manipulative skills and co-ordination. These activities should be carried out in a safe, healthy and creative environment.

In this new Visual Arts Curriculum there is a shift away from an almost exclusive concern for creating art, to a greater preoccupation with its appreciation. Observing and discussing artworks, will give pupils the opportunity to develop and enhance their powers of verbal expression. In addition, the inclusion of support materials, such as reproductions and illustrations as examples of different art forms, subject matter and themes, will allow pupils to be exposed and sensitized to the expression of a wide range of human values and concerns.

Vocabulary building is also a very important component of the curriculum, and throughout the units, pupils will learn to comprehend, experience and make sense of the language used in the Visual Arts.

The spiralling structure of the content will reinforce knowledge and skills at each level. However, there is no rigidity in age or grade expectations concerning the sequence of activities to be taught. It is realized that only the teacher can gauge the capabilities of a particular pupil or class. Teachers, though, will need to build confidence in their knowledge of the Visual Arts, and in their ability to guide their pupils in order to introduce exercises appropriate to the specific group, and to the kinds of learning about art most useful to the group.

Evaluation and assessment are significant aspects of the construction of this curriculum. The old belief that art is subjective and that students' artwork should not and could not be graded objectively has changed: assessment is now a primary concern. It is mandatory that class teachers assess students' artwork and grade them according to clearly established criteria which identify components of the assignments. To this end, pupils must maintain folders/portfolios of their artwork to be used for periodic reviews.

VISUAL ARTS**GRADE SIX**Unit Title: **PAST, PRESENT AND FUTURE**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. What should I know about artifacts from the Jamaican past?
2. How can my knowledge of the past help me to create designs for the present and future?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know about the visual arts of the past and present e.g. works of the Arawaks/Tainos , Indians, Spanish, British, African, Chinese and East Indians etc. . • Apply elements and principles of art/design in creating works of art • Show an ability to plan ahead, select, organize and manipulate materials in order to solve a specific problem or task 	<p>At the end of the this unit, pupils will:</p> <ul style="list-style-type: none"> • identify artifacts, which were vital to Jamaican society in the past, noting purposes served. • identify the changes that have occurred over time in designs of consumer goods e.g. clothing, furniture, buildings, toys in Jamaica. • design and make costumes and puppets based on research done on a particular time period or group of people. • explain the concept “form follows function” in the design of things we use in everyday life. • create futuristic designs for consumer goods e.g. toys, clothing, architecture and furniture. 	<ul style="list-style-type: none"> artifacts puppetry costuming architecture form/function relationship monuments archives museum culture heritage futuristic

ACTIVITY PLAN**Focus Question 1.****What should I know about artifacts from the Jamaican past?****Objective:****Pupils will:**

- identify artifacts, which were vital to Jamaican society in the past, noting purposes served.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. discuss the meaning of artifacts. List types of artifacts.</p> <p>b. categorize artifacts for study e.g. ceramics, straw work, wooden objects. In groups, research the categories. Focus could be placed on:</p> <ul style="list-style-type: none"> - classification (size, colour, design, material etc.) - function/use - who made it - where it was made - when (in what time period) it was made - how it was made - where it came from (museum, grandmother's house) - other relevant information about the object e.g. folksongs, folktales. <p>c. prepare a written project on the object(s) assigned. Set up museum in the class and present the findings. Appropriate sketches and labels should be made for each exhibit.</p>	<ul style="list-style-type: none"> • Discussing terminology • Classifying objects • Researching artifacts • Documenting information • Presenting information in written form • Mounting display 	<ul style="list-style-type: none"> • Participating in discussion • Categories of artifacts listed • Written report • Presentation of project findings
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify categories of artifacts? • research information relevant to the Jamaican past? • present the research findings appropriately? • use audio-visuals to prepare and present project? 	<p>Materials/Resources:</p> <p>Information from written sources e.g. Jamaica Journal, books Resources of cultural museums/historical sites Community resource persons Notebook Scrapbook Markers/crayons Cartridge paper to make illustrations, labels etc. Audio-visual aids</p>	

ACTIVITY PLAN

Focus Question 1. What should I know about artifacts from the Jamaican past?

Objective:

Pupils will:

- identify artifacts, which were vital to Jamaican society in the past, noting purposes served.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. discuss how the design of objects changes over time.</p> <p>b. select areas for research on the changes in design over the years e.g.</p> <ul style="list-style-type: none"> - furniture, - architecture, - clothing. <p>c. create research groups based on topics selected and determine method of presentation e.g. visuals, written.</p> <p>d. prepare a project for presentation. Presentations could include:</p> <ul style="list-style-type: none"> - sketches - illustrations from magazine - models - research notes gathered from audio-visual sources and resource persons - a time line with matching illustrations. 	<ul style="list-style-type: none"> • Discussing observations • Researching topics • Organizing groups • Sharing responsibility • Modelling objects • Illustrating objects • Interviewing resource persons • Reporting orally 	<ul style="list-style-type: none"> • Discussion on changes • Presentation of report • Display
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify resource persons/audio-visual resources? • get examples of the artifacts? • collect information? • present the research findings effectively? 	<p><u>Materials/Resources:</u></p> <p>Information from sources such as:</p> <ul style="list-style-type: none"> Fashion magazines Films and videos Resource persons Models, samples Paper Scissors Glue Notebooks 	

ACTIVITY PLAN**Focus Question 2.****How can my knowledge of the past help me to create designs for the present and future?****Objective:****Pupils will:**

- design and make costumes and puppets based on research done on a particular time or group of people.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> review research material from Activity 1. observe examples of puppets. discuss the function of puppets and the puppet theatre. create a skit set during a particular time period. observe demonstration of puppets, costumes and puppet theatre. in groups, build puppets, costumes and puppet theatre. stage the puppet show. comment on process and product. 	<ul style="list-style-type: none"> • Observing demonstration • Discussing function • Writing skills • Acting (role-playing) • Designing costumes • Building puppets • Manipulating puppets • Constructing sets • Critiquing process and product 	<ul style="list-style-type: none"> • Costumes • Puppets • Puppet show • Critique of the process and product
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • reflect the time period selected? • create relevant costumes? • decorate the theatre in an appropriate manner? • successfully combine the costume sets and play? • identify areas of satisfaction/dissatisfaction? 	<p><u>Materials/Resources:</u></p> <p>Examples of puppets, scraps of fabric Variety of coloured paper Scissors Glue Cardboard Any other relevant object/top/tool/equipment Research materials from Activity 1 Materials for making models e.g. Fabric, wood, cardboard, clay and papier maché</p>	

ACTIVITY PLAN

Focus Question 2.

How can my knowledge of the past help me to create designs for the present and future?

Objective:

Pupils will:

- explain the concept of “form follows function” in the design of things we use in everyday life.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. bring to class four items used daily, one from each of the following categories:</p> <ul style="list-style-type: none"> (i) things used in the home, (ii) things used in the community, (iii) things used at school, (iv) things used during play. <p>b. discuss the form and function of each item by answering:</p> <p>What is it? What is its shape/form? What is it used for? How does it work?</p> <p>c. design an object for everyday use bearing in mind its form/function.</p>	<ul style="list-style-type: none"> • Classifying objects • Observing and discussing • Designing objects • Analyzing objects 	<ul style="list-style-type: none"> • Form and function of objects • Designed object
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • discuss form/function relationship? • design objects to fit the form/function relationship? 	<p><u>Materials/Resources:</u></p> <p>Objects from each category Paper Pencil Crayons/markers</p>	

ACTIVITY PLAN**Focus Question 2.****How can my knowledge of the past help me to create designs for the present and future?****Objective:****Pupils will:**

- create futuristic designs for consumer goods e.g. toys, clothing, architecture and furniture.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3a. review research categories from Activity 2.</p> <p>b. in groups based on these categories, select objects from that project and examine them in terms of the form/function relationship.</p> <p>c. create a futuristic design and make a model based on an object from the category examined, using the appropriate medium.</p>	<ul style="list-style-type: none"> • Reviewing information • Analyzing forms • Designing objects • Constructing models 	<ul style="list-style-type: none"> • Oral explanation of own design in context of form/function relationship • Models
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the research information? • show evidence of imagination? • create a practical design? 	<p><u>Materials/Resources:</u></p> <p>Research materials from Activity 2 Drawing paper Pencils Paste Cardboard Fabric Found objects</p>	

VISUAL ARTS**GRADE SIX**Unit Title: **STYLE AND MEANING**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. What is style in art?
2. What is the work of art saying?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Learn how the analysis of style and meaning leads to a deeper understanding and appreciation of works of art • Understand how to convey feelings, ideas and emotions in 2-D and 3-D 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explain the concept of style and be sensitive to differences in personal style. • define realistic and abstract art styles and identify and describe characteristics of each style. • produce two works of art each exemplifying one of the two styles, realistic and abstract. • describe subject matter and analyze compositions in artwork. • identify and interpret meaning in artwork. 	<p>style meaning realistic abstract description analysis interpretation content message evidence impressions opinions viewer subject matter factual still life</p>

ACTIVITY PLAN**Focus Question 1.****What is style in art?****Objective:****Pupils will:**

- explain the concept of style and be sensitive to differences in personal style.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a) discuss and define the concept of style as it applies to everyday life (e.g. styles of clothing, shoes/sneakers, bags, watches, pens). b) discuss the concept of individual/personal style, and examine styles of their own shoes, bags, etc., observing similarities and differences in styles. c) discuss handwriting as one element of individual personal style, and produce sample of handwriting. d) display the samples and discuss the different <u>visual</u> qualities of individual handwriting styles (e.g. size, boldness, emphasis). e) create a composition in their own style. f) display, discuss and invent style names for each other's artwork . 	<ul style="list-style-type: none"> • Defining concepts • Examining styles • Describing features of objects • Analyzing samples • Creating Compositions 	<ul style="list-style-type: none"> • Discussion • Description of objects • Analysis of samples • Compositions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • reveal an understanding of style in their discussion? • reveal an understanding of personal/individual style in their discussion? • demonstrate an understanding of how styles are alike and different? • analyze variations in writing styles? • create compositions in which a personal/individual style is evident? • invent original style names for each other's artwork? 	<p><u>Materials/Resources:</u></p> <p>Examples of objects from immediate environment. Pen/pencil Paper</p>	

ACTIVITY PLAN**Focus Question 1.****What is style in art?****Objective:****Pupils will:**

- define realistic and abstract styles and identify and describe characteristics of each style.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. a) discuss how style names can be used to describe different musical styles.</p> <p>b) brainstorm to give examples of some different styles of music:</p> <ul style="list-style-type: none"> - reggae - pop - dancehall - jazz - hip-hop - classical - rap <p>c) brainstorm to explore how style names are used similarly in art, and to find definitions for the two general style terms introduced: realistic and abstract.</p> <p>d) use visuals and analyze works of art having the same subject matter (e.g. portraits, still life), and identify examples of realistic and abstract art styles.</p> <p>e) list the distinctive features of each style and group.</p>	<ul style="list-style-type: none"> • Analyzing stylistic classifications • Defining terms • Identifying and categorizing styles 	<ul style="list-style-type: none"> • Discussions • List of features
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give examples of style classifications from daily life? • accurately define realistic and abstract? • identify realistic and abstract art styles and characteristics associated with these styles? • show ability to analyze the works? • demonstrate ability to compare, contrast and categorize the works? 	<p><u>Materials/Resources:</u></p> <p>Reproductions of works of art having the same subject matter</p> <p>Sources for reproductions include:</p> <ul style="list-style-type: none"> - books - calendars - magazines - art section of newspapers - Internet 	

ACTIVITY PLAN

Focus Question 1.
Objective:

What is style in art?
Pupils will:

- produce two works of art, each exemplifying one of the two styles, realistic and abstract.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. a) review the categories of styles in art called realistic and abstract, and discuss the general differences between them.</p> <p>b) gather three or four items of varying shape, colour, texture, and size for a still life composition.</p> <p>c) arrange a central display for everyone to paint.</p> <p>d) use paint to create two small and simple still life compositions of their arrangement.</p> <p>e) produce one painting in a <u>realistic style</u>, and using the same objects, size and angle, etc. paint the other in an <u>abstract style</u>.</p> <p>f) display and discuss artwork.</p>	<ul style="list-style-type: none"> • Selecting and arranging objects • Creating compositions • Experimenting with painting techniques 	<ul style="list-style-type: none"> • Review concepts • Completed artwork • Display and critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recall the categories of styles and understand similarities and differences between these styles? • arrange a still life composition? • produce two works of art that demonstrate their understanding of the different styles? • mix colours well and use them appropriately? • demonstrate a basic knowledge of realistic and abstract style? 	<p><u>Materials/Resources:</u></p> <p>Objects for still life compositions Paint Paper Water Brush</p>	

ACTIVITY PLAN**Focus Question 2.****What is the work of art saying?****Objective:****Pupils will:**

- describe subject matter and analyze compositions in artwork.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a) observe a variety of paintings, realistic and abstract. b) select a painting and describe everything seen in the painting. Identify different kinds of subject matter (e.g. people and objects, etc.) and include details about them (e.g. size, action, near and far). Identify other things other than subject matter (e.g. art elements) c) write, in one or two paragraphs, a factual description of the painting, and prepare a brief oral report on the work. Share the description. d) analyze the composition of the work to figure out how it was composed. Describe examples of the art element: <ul style="list-style-type: none"> - Lines: thick/thin, wavy/straight? - Colour: warm/cool, bright/dull? - Shapes: realistic/unrealistic, geometric/organic? - Textures: visible in the artwork? 	<ul style="list-style-type: none"> • Identifying and describing artist's subject matter • Writing factual descriptions • Analyzing compositions • Discussing and identifying relationships in a composition 	<ul style="list-style-type: none"> • Discussions • Oral report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • deal with facts rather than opinions in their descriptions? • include things in their description that the majority of the group observed? • describe things in the artwork that will contribute to their understanding of the work? 	<p><u>Materials/Resources:</u></p> <p>Visuals representing a range of styles (especially realistic and abstract), of media and subject matter Paper Pen/pencil</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Identify relationships in the painting: <ul style="list-style-type: none"> - similarities: in shape, size, colour - contrast : between dark/light, large/small - rhythm: in things repeated over and over - dominance: one element which dominates the whole work - balance: symmetrical/asymmetrical e) write, in one or two paragraphs, an analysis of the painting. Share analysis with group.	<ul style="list-style-type: none"> • Writing an analysis 	<ul style="list-style-type: none"> • Written description/analysis
<u>Evaluation:</u> Were pupils able to <ul style="list-style-type: none"> • explain how the art elements contributed to the composition? • identify relationships in the work? • demonstrate the difference between describing artwork and analyzing it? • discuss new things they discovered about artwork as a result of their analysis? 	<u>Materials/Resources:</u>	

ACTIVITY PLAN**Focus Question 2.****What is the work of art saying?****Objective:****Pupils will:**

- identify and interpret meaning in artwork.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. a) use artwork from previous lessons to interpret the meaning of the work. Identify clues in previously written descriptions and analyses to help guide interpretation. Examine the content of the work and give impression/opinions about the mood, idea, message the work expresses (e.g. happy, sad, joyful, depressed, threatening). Discuss what they think the artist wants the viewer to see, feel and appreciate. Form a guess based on evidence collected about what the work means. Share responses in a group discussion.</p> <p>b) create an abstract painting expressing a theme (e.g. cold, fear, peace, happiness). Use elements and principles in the design. Invite classmates to interpret the artwork.</p>	<ul style="list-style-type: none"> • Identifying clues • Expressing opinions • Making assumptions • Developing interpretations • Organizing information 	<ul style="list-style-type: none"> • Discussions • Peer critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret the artwork using information obtained from their description and analysis? • complete interpretations that explain the meaning of works of art? • make informed guesses about the work's ideas, feeling and message? • demonstrate that a work of art may be interpreted in more than one way? • understand that to interpret a work is to explain its meaning? • use any personal experience in the interpretation? • produce an abstract painting and apply the elements and principles? • interpret each other's artwork? 	<p><u>Materials/Resources:</u></p> <p>Visuals from previous lesson Paint Brushes Paper</p>	

TERM 2

DRAMA

DRAMA**GRADE SIX**Unit Title: **CULTURE AND DRAMA**Term: **TWO**Unit: **ONE**Duration: **TWELVE WEEKS**

- FOCUS QUESTIONS:**
1. How aware am I of my culture?
 2. Does culture affect my dramatic work?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Show insight into, and empathy for, human cultural differences through the use of a range of dramatic concepts • Invent and develop convincing roles in specific situations • Re-enact specific key moments in a drama 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • consider others, listen to and respect other people's opinions and cultures. • co-operate in the sharing of ideas. • have the ability to sustain character during dramatic play. • develop an awareness of how culture influences the arts. • use aspects of culture in dramatic work. 	<ul style="list-style-type: none"> cultural differences empathy tolerance religion music food dress art dance games ancestry African Chinese Syrian cultural retention rites rituals belief proverbs myths legends

ACTIVITY PLAN**Focus Question 1.****How aware am I of my culture?****Objectives:****Pupils will:**

- consider others, listen to and respect other people's opinions and cultures.
- have the ability to sustain character during dramatic play.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: <ol style="list-style-type: none"> 1. learn songs as taught by teacher e.g. "Song of the Syrian". 2. sing song two/three times. 3. have class discussion and critique on cultural issues and significance of song to bring out: <ol style="list-style-type: none"> a) sale of cloth; where sold e.g. stores, streetside, etc. b) how sold; by yard, metre, pound, kilogram c) currency qualities; sterling, dollars, cents. 4. discuss how cloth is used e.g. for dress, tablecloth, drapes etc. 5. in small groups, dramatize song. 6. have discussion on activity. 7. document their impressions. 	<ul style="list-style-type: none"> • Listening • Singing • Analyzing issues • Interpreting • Appreciating • Transferring • Creating • Dramatizing • Documenting 	<ul style="list-style-type: none"> • Commitment to task • Critique of song • Creation and performance of improvisation • Written impressions

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. listen to dialect piece, “Back To Africa Miss Mattie ”, read by teacher.</p> <p>9. have general discussion on poem.</p> <p>10. have small group discussion and interpretation of dialect.</p> <p>11. present poem using drum and movement.</p> <p>12. do individual research, interviews and documentation on cultural identity, migration relating to individual family members.</p> <p><u>WEEK TWO</u></p> <p>13. present research findings and have general discussion.</p> <p>14. in small groups use aspects of research/poem to create and present dramatic work.</p> <p>15. have general discussion and critique after groups have done presentation.</p>	<ul style="list-style-type: none"> • Listening • Interpreting • Researching • Questioning • Analyzing • Writing • Performing • Critiquing 	<ul style="list-style-type: none"> • Contributions to class discussion • Critique of poem • Individual research and written reports • Groups’ dramatic presentation • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • commit to completion of task? • dramatize work created while respecting the culture of others? • document impressions of work done? • conduct individual research and document findings? • use findings from research to create dramatic presentations? 	<p><u>Materials/Resources:</u></p> <p>“Song of the Syrian”: Quattie a yard, O’Salome (rep) Some a buy two yard, Salome Some a buy half yard, Salome Source: <u>Dandi Shandi</u> by Olive Lewin, recorded by Jimmy Tucker <u>“Jamaica Labrish”</u> by Louise Bennett Drum Community resource persons Library</p>	

ACTIVITY PLAN**Focus Question 2.****Does culture affect my dramatic work?****Objectives:****Pupils will:**

- use aspects of culture in dramatic work.
- consider others, listen to and respect other people's opinions and cultures.
- develop an awareness of how culture influences the arts.
- co-operate in the sharing of ideas.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. guided by teacher, be placed in different cultural groups, e.g. African, Chinese, and Indians. 2. use forum theatre style, to discuss aspects of the culture of the different groups i.e. dress, food, music, rituals. 3. do individual research on culture of group to which they are assigned. 4. present research findings for class discussion. 5. select one aspect of culture from each group, and prepare dramatic presentation. 6. do enactment. 7. have general class discussion and critique after performance. 8. document important details from presentations. 9. guided by teacher, identify different types of rituals such as nine night, wake, forty night. 10. identify elements/features of rituals and their purposes, drawing from their experiences. 	<ul style="list-style-type: none"> • Sharing of ideas • Listening • Researching • Documenting • Interpreting • Creating • Performing • Critiquing • Documenting • Identifying rituals • Sharing information 	<ul style="list-style-type: none"> • Contribution to forum theatre activity • Research work • Creation and performance of dramatic work • Individual critique/documentation of details from performance

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11. work in small groups, discuss/create dramatic performance of ritual.</p> <p>12. have general discussion on performance for detail and accuracy.</p> <p>13. do individual research on wakes, kumina, pocomania, nine night.</p> <p>14. present research findings in forum theatre style.</p> <p>15. have general discussion on features and purposes of rituals.</p> <p>16. in groups, select and use a ritual in dramatic presentation, paying attention to accuracy and detail from research.</p> <p>17. have general class critique of performance.</p> <p>18. document impressions in their journals.</p>	<ul style="list-style-type: none"> • Creating dramatic performance • Discussing performance • Researching rituals • Presenting research • Performing elements of rituals • Critiquing performance • Documenting impressions 	<ul style="list-style-type: none"> • Performance • Contribution to class discussion • Research • Creation of dramatic performance • Critique of performance • Documented critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do research on aspects of various cultures, prepare and present drama? • document details from dramatic presentation? • constructively critique individual and peer work? • use information from research to create dramatic performance? • do performance of rituals? • do documented critique of performance? 	<p><u>Materials/Resources:</u></p> <p>School or community library Parents, community leaders and other resource persons identified by teacher. Resource persons in community School and community library</p>	

LANGUAGE ARTS

LANGUAGE ARTS

GRADE SIX

Unit Title: **LIFE ACROSS CLIMATIC ZONES**

Term: **TWO**

Unit: **ONE**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. How do I receive and express information about the tropics?
2. How do I receive and express information about temperate regions?
3. How do I receive and express information about the polar regions?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Give and receive information• Listen and speak with sensitivity to audience• Apply relevant decoding skills to the reading process	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• listen to get central idea, draw inferences, understand organization and summarise.• give reports, observations, summaries in SJE.• speak clearly and distinctly in natural easy manner.• listen and speak with awareness of audience and of situations.• use irregular phonetic elements e.g. ph, pn, u, y.• use diphthongs e.g. oi, ow, oy, ou.• use root words, prefixes and suffixes to identify and arrive at meanings.• identify and use inflectional endings e.g. ing, ed, ly, es.• use advanced syllabication principles to determine basic units of words e.g. sin/gle, ma/chine, hap/pen.• use grammatical and other clues to derive meanings of words in context.	tropical climate economic activities socio-cultural location drainage physical features trade environment resource relief plateau vegetation savanna ferment craftwork canal isthmus humid equatorial mainland anemometer meteorologist zone

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Read for meaning, fluency and for enjoyment • Respond critically and aesthetically to literature and other stimuli (oral language and reading) 	<ul style="list-style-type: none"> • identify, use ideas, information at the <ul style="list-style-type: none"> - literal level e.g. character traits, cause and effect relationships, sequence of events. - inferential level e.g. infer meanings that go beyond what is stated; opinions, predicting outcomes. - critical level e.g. judge the merits or accuracy of information providing evidence to support facts. • identify and respond with voice to distinctive features of oral language e.g. songs, stories, poems. • identify image, simile, metaphor, rhythm, rhyme in poems and explain effects. • listen critically to ideas expressed and react appropriately. • speak confidently as a member of a team on an agreed position. • listen and draw inferences from different forms of oral language: radio, advertisements, speeches, interviews. • assume roles when reading a range of unfamiliar texts. • identify bias in informational texts and reports in print media. • make recommendation about favourite book or author. 	temperate humid typhoon handicrafts silkworm mulberry rugged terrain assembly line dormitories skyscrapers lacquer architecture chop sticks ceremonial Tokyo, shinkansia geyser main Polynesia kiwi Arctic Circle Antarctic Circle tundra Aural Mountains snowfall snowstorms mosses lichens coniferous forest reindeer mink

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Apply study skills and be able to search for information Use recognizable handwriting and appropriate spelling and vocabulary Write to narrate, describe and for a range of transactional purposes 	<ul style="list-style-type: none"> use dictionary, encyclopedia and other reference books; use multimedia/technology. apply comprehension skills across content areas noting main points, key words, summarising etc. skim. scan. use correct cursive forms, upper and lower case, headings, margins, spacing, paragraph indentation, and letter format. select from a wide range of words to convey ideas. spell words with variable sounds of the same vowel digraphs and with different digraphs giving the same sound eg. train, said, meet, meat. spell phonetically irregular words eg. rough, cough, through. use words commonly mis-spelt and confused. use key words in other subject areas. generate synonyms, antonyms, homonyms, suffixes, prefixes. clarify JC/SJE confusion of words such as blouse/blows; buck/butt; file/foil. draft and revise work. use checklists. make comments after reading peer's work. proofread for errors of grammar and punctuation. write entries in journals on a range of topics eg. responses to literature, dialogue with peer or teacher, learning logs. write stories with an opening, setting and characters which engage the reader. 	<p>taiga khants nomads balagen trappers Eskimo igloo kayak Greenland Baffin Island</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know and use basic language skills and the conventions of spoken and written language 	<ul style="list-style-type: none"> • write creative pieces in response to a range of stimuli. • write in a variety of non-narrative forms for different purposes: notes, reports, exposition, arguments, letters, for different audiences. • follow publishing process and write stories and construct books. • demonstrate language awareness and the conventions of spoken and written language. • demonstrate ability to generate own sentences and patterns. • show understanding of the functions of the parts of speech, including interjections. • use the passive forms of verbs. • use abstract nouns. • use punctuation marks-colon, exclamation sign, hyphen. • use degrees of comparison 'more', 'most'. • use simple present and past tenses consistently. • use 'a', 'an', before words beginning with vowels. • use silent consonants or stressed consonants. • discriminate between Creole and Standard English usage according to place and circumstance and between formal and informal usage. • recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g. JC/SJE homonyms, question forms, the verb "to be". • use SJE confidently in speech and writing. 	

ACTIVITY PLAN

Focus Question 1. How do I receive and express information about the tropics?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. read all subheadings in the section "Ghana". Use subheadings to talk about what they will learn about Ghana. Scan the material to check on their predictions and make adjustments. 2. be divided into two groups. Assume role of characters in text in each group. Then read dialogue sections. 3. read aloud the section "Case Studies" (page 85) noting that singular, present tense verbs are used for the subjects 'he', 'she', 'it', or for nouns representing 'he', 'she', 'it'. Match subjects to verbs. 4. supply present tense verbs, for a copy of the section above from which verbs have been deleted. 5. identify instances of each and explain why the passage contains verbs in the present, past and future tenses. 	<ul style="list-style-type: none"> • Predicting • Scanning texts • Reading for pleasure • Assuming roles • Clarifying subject verb agreement • Using present tense verbs • Explaining verb tenses 	<ul style="list-style-type: none"> • Predictions written • Characters portrayed • Dialogue read • Subjects and verbs identified • Verbs supplied • Verb usage explained
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • predict content based on subheadings? • portray character appropriately? • explain verb tense change in a passage? • connect verbs to appropriate subjects? 	<p><u>Materials/Resources:</u></p> <p>Primary Social Studies Bk. 6, (Carlong)</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. read the questions in the section 'Case Study" (page 86). Make up additional questions using 'where', 'what', 'how', 'who', 'which', on facts they would like to find out in reading.</p> <p>7. change the true/false statements to questions, and note what changes they had to make (page 90).</p> <p>8. note sentence patterns in dialogue "Growing Cocoa in Ghana". Follow patterns to make up a similar dialogue on growing coffee in Jamaica (page 92).</p> <p>9. write out in sentences, answers to questions (a) to (g) on products of Ghana (page 96).</p> <p>10. as whole class, discuss organisation of section "Ghana – Regions and Towns". Plan and write a similar factual essay entitled: "Jamaica – Parishes and Towns".</p> <p>11. in small groups, select and study one subsection of text on Ghana. Use information to make comparisons with Jamaica. Give a one-minute talk to class on information and comparisons made.</p>	<ul style="list-style-type: none"> • Reading for information • Modelling question forms • Formulating questions • Modelling sentence patterns • Reading for information • Formulating sentences • Modelling expository writing • Reading • Selecting organising/presenting information • Making comparisons 	<ul style="list-style-type: none"> • Questions • Questions • Written dialogue • Sentences • Expository essay • Comparisons made between Jamaica and Ghana
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • formulate questions relevant to subject? • use question format? • identify characteristics of dialogue and model them? • identify, talk about, and model organisation of given text? 	<p><u>Materials/Resources:</u></p> <p>Primary Social Studies Bk. 6, (Carlong)</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. in small groups, collect information for a scrapbook about one aspect of life in a tropical country e.g. music, dance, dress, art, cuisine. Explore creative ways of making presentations to class.</p> <p>13. identify in text words with 'gh'. Place them in categories according to sound. Use 'pr', 'ph', 'gu', in the same manner.</p> <p>14. collect newspaper articles with information about tropical countries. Build a class bulletin board. Pretend to be language detectives and search for evidence of how plural nouns are formed. Make some statements about how nouns form their plurals. Include those which do not change.</p> <p>15. discuss the effects of the tropical climate on the occupations and activities of hoteliers, farmers, sports persons etc. In role as one of these persons, write about how he/she carries out his/her occupation.</p>	<ul style="list-style-type: none"> • Selecting/organising/presenting information • Researching given letter combinations • Categorizing sounds • Reorganizing plural nouns • Researching news items • Explaining formation of plural nouns • Analysing, synthesising 	<ul style="list-style-type: none"> • Oral/written presentations • Words found and categorized according to sounds • Class bulletin board • Plural nouns identified • Discussion/essay
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • organise information read to prepare talks? • identify and present research information creatively? • identify and categorize words with stated letter combinations? • draw conclusions about the formation of plural nouns? • use information from text and their experiences to express views and draw conclusions? 	<p><u>Materials/Resources:</u></p> <p>Primary Social Studies Book 6 (Carlong) Magazines Children's books Encyclopedias Class readers Newspapers Radio and television</p>	

ACTIVITY PLAN

Focus Question 2. How do I receive and express information about temperate regions?

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> brainstorm all they know about Japan. Put information on a web. Suggest what else they would like to know. Use KWL technique. Read (Japan 106) and add information to web. read section on earth tremors. Discuss whether hurricanes are more dangerous than earthquakes. Have class debate. read to find similarities between Japan and Jamaica in terms of (a) water supply (b) location and size. Plot findings on a bar graph. make predictions about what they are likely to read under the sub-heading "Leisure Activities ..." Read to find out which predictions were correct. read sections of the text to each other in pairs or small groups. 	<ul style="list-style-type: none"> Webbing information Formulating questions to guide reading Analysing information Debating Making comparisons Making, verifying predictions Reading in pairs 	<ul style="list-style-type: none"> Web Discussion, debate Similarities identified Graphs produced Predictions verified Pupils reading
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> generate ideas to create a web? participate in discussion and debate based on facts read and their experiences? produce graph? show interest in reading text by using pre-reading questions and predictions? maintain the interest of the listener when reading? 	<p><u>Materials/Resources:</u></p> <p>Primary Social Studies Book 6 ,(Carlong)</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. work on projects about Japanese goods found in Jamaica. Read section on economic activities to help locate information.</p> <p>7. write haiku poems using information in text.</p> <p>8. collect and read a variety of modern children's books about children and situations in temperate regions. Use the uninterrupted sustained silent reading (USSR).</p> <p>9. organise new words into word families and make lists e.g. synonyms, words with irregular spelling patterns etc.</p> <p>10. discuss endings of singular present tense verbs. Identify them in sections of the text and in other materials.</p>	<ul style="list-style-type: none"> • Locating and organising information • Writing creatively • Reading for enjoyment • Creating glossary of word families • Identifying verb endings 	<ul style="list-style-type: none"> • Pupil's projects • Poems • USSR • Word lists • Verb endings identified
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • locate and organise enough materials for projects? • show through literary texts, appreciation of children of other cultures? • show understanding of new words? • show knowledge of forms of singular verb endings? 	<p><u>Materials/Resources:</u></p> <p>Primary Social Studies Book 6 Children's books from personal collections and libraries</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. revise rule – singular verbs for the singular subjects ‘he’, ‘she’, ‘it’ and related nouns. In small groups, test rule on all present tense sentences in section “New Zealand”. 12. have a class display of work done in response to reading children’s books – art, puppet shows, story webs, story recipes etc. 13. make up and present attractive glossary of unusual words and their meanings for the benefit of tourists visiting New Zealand.	<ul style="list-style-type: none"> • Understanding subject – verb agreement • Responding critically and aesthetically • Compiling glossary 	<ul style="list-style-type: none"> • Subjects and verbs identified • Oral and written presentations • Glossary
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • easily use and recognise the pronouns he, she, it, in present tense situations? • make their response to children’s books in a variety of ways? • compile glossary of terms? 	<u>Materials/Resources:</u> Primary Social Studies Book 6 Children’s books from personal collections and libraries	

ACTIVITY PLAN

Focus Question 3. How do I receive and express information about the polar regions?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make a collection of pictures which tell about the polar regions from Christmas cards, geographical magazines etc. Write conclusions about the region. 2. sing songs e.g. "Rudolph the Red Nose Reindeer", "Jingle Bells". Identify, talk about the facts pertaining to the polar regions. 3. identify relevant children's poems and books about the polar regions. Read, retell, discuss, dramatise, illustrate and write in response to stories. 4. find out all they can about Santa Claus and present information in a variety of ways. 5. in small groups, pick out words or phrases written in bold type in class text. Search for related information and summarize. 	<ul style="list-style-type: none"> • Drawing conclusions • Identifying main ideas • Responding to literature • Researching, presenting information • Recognising key words/ideas 	<ul style="list-style-type: none"> • Conclusions • Main ideas, supporting details • Oral and written presentations • Oral and written presentations • Reports
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • suggest from observing materials, the climate in the polar regions? • identify with the experiences of children living in this region? • scan to find information? • identify main ideas and supporting details? • summarise information? 	<p><u>Materials/Resources:</u></p> <p>Pictures Geographical magazines Television documentaries Children's books Poems from personal collections Libraries</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. in small groups under heading "Climate, Vegetation, Animals" page 141, search for information to present oral report. 7. with the help of pictures, describe trees and animals to a child who lives in the Tundra. Write description, read and discuss writing in peer groups (use section on Taiga pages 142 and 143). 8. read the section "Original Peoples". Compare people in passage with people living in Jamaica e.g. their appearance, occupations, etc. 9. identify all new words and organise them as they would appear in a dictionary.	<ul style="list-style-type: none">• Reading for information • Reading• Describing• Revising • Reading for information • Alphabetising words	<ul style="list-style-type: none">• Oral report • Information identified• Written description • Information identified • Alphabetised word list
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• locate information for reports from graphic information?• choose appropriate words and phrases to describe?• identify ideas included in given text?• complete alphabetised word list?	<u>Materials/Resources:</u>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. underline all the subjects and object pronouns in a selected passage. Identify the noun to which each refers.</p> <p>11. in small groups, plan and write Kirk's response to Nikola's letter. Have a peer group check letter for accuracy of information (page 150). Make up an address for Nikola's letter to Kirk.</p> <p>12. as a whole class, establish a checklist for proofreading letter for grammatical errors and letter format.</p> <p>13. make sketches of clothes they would pack for a trip to Siberia, and write descriptions of each garment.</p>	<ul style="list-style-type: none"> • Identifying subject and object pronouns • Organising • Planning, writing, social letters • Describing, illustrating 	<ul style="list-style-type: none"> • Pronouns, nouns identified • Related nouns and pronouns • Checklist • Letter • Sketches and written descriptions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify pronouns to which nouns are related? • use facts to create interesting letters? • develop checklist? • suggest in their sketches and descriptions, awareness of the climate of the polar regions? 	<p><u>Materials/Resources:</u></p> <p>Primary Social Studies Book 6 Encyclopedia, magazine, television documentaries</p>	

LANGUAGE ARTS**GRADE SIX**Unit Title: **FOLK TALES**Term: **TWO**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do I express and respond to Anancy Stories?
2. How do I express and respond to other Jamaican folk stories?
3. How do I express and respond to folk tales from all over the world?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Listen and speak with sensitivity to audience • Apply relevant decoding skills to the reading process 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • listen to get central idea, draw inferences, understand organization and summarise. • give reports, observations, summaries in SJE. • speak clearly and distinctly in natural easy manner. • listen and speak with awareness of audience and of situations. • use irregular phonetic elements e.g. ph, pn, u, y. • use diphthongs e.g. oi, ow, oy, ou. • use root words, prefixes and suffixes to identify and arrive at meanings. • identify and use inflectional endings e.g. ing, ed, ly, es. • use advanced syllabication principles to determine basic units of words e.g. sin/gle, ma/chine, hap/pen. • use grammatical and other clues to derive meanings of words in context. 	<ul style="list-style-type: none"> folk folk tales author setting plot mood theme conflict climax character summary tradition Spaniards Arawaks although doctor

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Read for meaning, fluency and for enjoyment • Respond critically and aesthetically to literature and other stimuli (oral language and reading) • Apply study skills and be able to search for information 	<ul style="list-style-type: none"> • identify, use ideas, information at the <ul style="list-style-type: none"> - literal level e.g. character traits, cause and effect relationships, sequence of events. - inferential level e.g. infer meanings that go beyond what is stated; opinions, predicting outcomes. - critical level e.g. judge the merits or accuracy of information providing evidence to support facts. • identify and respond with voice to distinctive features of oral language e.g. songs, stories, poems. • identify image, simile, metaphor, rhythm, rhyme in poems and explain effects. • listen critically to ideas expressed and react appropriately. • speak confidently as a member of a team on an agreed position. • listen and draw inferences from different forms of oral language: radio, advertisements, speeches, interviews. • assume roles when reading a range of unfamiliar texts. • identify bias in informational texts and reports in print media. • make recommendation about favourite book or author. • use dictionary, encyclopedia and other reference books; use multimedia technology. • apply comprehension skills across content areas noting main points, key words, summarising etc. skim, scan. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none">• Use recognizable handwriting and appropriate spelling and vocabulary • Write to narrate, describe and for a range of transactional purposes	<ul style="list-style-type: none">• use correct cursive forms<ul style="list-style-type: none">- headings, margins, spacing- paragraph indentation, letter format- upper and lower case.• select from a wide range of words to convey ideas.• spell words with variable sounds of the same vowel digraphs and with different digraphs giving the same sound e.g. train, said; meet, meat.• spell phonetically irregular words e.g. rough, cough, through.• use words commonly mis-spelt and confused.• use key words in other subject areas.• generate synonyms, antonyms, homonyms, suffixes, prefixes.• clarify JC/SJE confusion of words such as blouse/blows; buck/butt; file/foil. • draft and revise work.• use checklists.• make comments after reading peer's work.• proofread for errors of grammar and punctuation.• write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs.• write stories with an opening, setting and characters which engage the reader.• write creative pieces in response to a range of stimuli.• write in a variety of non-narrative forms for different purposes: notes, reports, exposition, arguments, letters, for different audiences.• follow publishing process and write stories and construct books.	

LANGUAGE ARTS**GRADE SIX****FOLK TALES****TERM TWO****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Know and use basic language skills and the conventions of spoken and written language 	<ul style="list-style-type: none"> • demonstrate language awareness and the conventions of spoken and written language. • demonstrate ability to generate own sentences and patterns. • show understanding of the functions of the parts of speech, including interjections. • use passive forms of verbs. • use abstract nouns. • use punctuation marks – colon, exclamation sign, hyphen. • use degrees of comparison ‘more’, ‘most’ <ul style="list-style-type: none"> - use simple present and past tenses consistently - use ‘a’, ‘an’ before words beginning with vowels - use silent consonants or stressed consonants. • discriminate between Creole and Standard English usage according to place and circumstance and between formal and informal usage. • recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g. JC/JSE homonyms, question forms, the verb “to be”. • use SJE confidently in speech and writing. 	

ACTIVITY PLAN

Focus Question 1. How do I express and respond to Anancy Stories?

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none">1. have an Anancy storytelling session by asking older folk to tell them Anancy stories. Share stories with the class.2. share personal experiences which are similar to happenings in stories.3. tell different versions of the same story.4. share what they know about old time storytelling sessions.5. express their views about Anancy and other characters and situations in Anancy stories.	<ul style="list-style-type: none">• Listening, telling stories• Researching oral literature• Establishing relationships• Discriminating between versions of stories• Recounting situations• Analysing character	<ul style="list-style-type: none">• Participation in storytelling• Stories shared• Personal experiences shared• Story versions• Character analysis
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• tell stories capturing character and mood?• listen and respond to story teller’s language?• make connections between their own experiences and folk tales?• express personal views and give reasons?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils and teacher will:</p> <p>6. collect for class reading, Anancy stories and other folk tales from every available written source.</p> <p>Pupils will:</p> <p>7. engage in reading of stories</p> <ul style="list-style-type: none">- listening to stories read by teacher- reading stories along with teacher- reading stories to each other in pairs and small groups <p>8. map out an Anancy story on a story map.</p> <p>9. discuss the last sentence in the folk tale “Anancy and Fire” and talk about other situations in which people seek explanations for happenings they do not understand.</p> <p>10. map out a story about one of the explanations given above on a story frame and write the story.</p> <p>11. change some Anancy stories to reflect endings they would have liked to see.</p>	<ul style="list-style-type: none">• Listening• Recognising words/comprehending • Identifying elements of stories (main idea) • Analysing situations • Creating folk tales • Manipulating story elements	<ul style="list-style-type: none">• Stories read • Story map • Participation in discussion • Story frame• Written story • New endings of stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• listen with interest to stories read?• read to understand and enjoy stories?• represent a story on a story map or frame?• write story, using story frame?• write new endings?	<p><u>Materials/Resources:</u></p> <p>LMW readers Yr. 2 Term 3 LMW Story Time 2 Texts from libraries and personal copies</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
12. make up an Anancy story about some happenings in Jamaica today. Use speech marks and exclamation marks. Read story to peers to suggest changes. Rewrite making changes. 13. select re-write and illustrate one of their individual stories paying attention to heading, margins, letter formation, spacing. Display stories. 14. make up a checklist for proofreading the story for class display. Use the checklist in groups to help prepare error-free copies of each others' work.	<ul style="list-style-type: none">• Creating/revising stories • Publishing stories • Preparing, using checklist	<ul style="list-style-type: none">• Revised draft • Revised written story • Checklist
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• show awareness of character, conflict and plot in their stories?• show ability to create interesting plots, settings, outcomes etc?• create appropriate checklist?	<u>Materials/Resources:</u>	

ACTIVITY PLAN**Focus Question 2. How do I express and respond to other Jamaican Folk Stories?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> listen to and tell old time Jamaicans folk stories: duppy stories, legends, stories about unusual characters, places, situations. Use abstract nouns to denote the qualities shown by some of these characters. classify folk tales told according to type e.g. stories about: slavery, places names, the Spanish occupation, personalities. take the parts of different characters in a story e.g. "Arawak Story" and retell the story. give their views on characters in a selected story and complete character story frame. read "Arawak Story". Fill in story frame, figure 4. Say what qualities Big Hunter showed, using abstract nouns like "bravery", "cowardice" etc. Discuss abstract nouns and use in talking or writing about peers. 	<ul style="list-style-type: none"> Storytelling Practising use of abstract nouns Classifying story types Retelling stories Discussing views Drawing conclusions Practising use of abstract nouns 	<ul style="list-style-type: none"> Stories told Classification grid Stories retold Views on characters Abstract nouns used in speech or writing
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> tell a variety of types of stories? identify story types? read or retell story to suggest character and mood? give views based on what the character says, does, looks like etc.? supply abstract nouns and use them appropriately? 	<p><u>Materials/Resources:</u></p> <p>Selections from libraries, teachers' and pupils' collections Resource pack supplied "Arawak Story", Story Time 2 LMW</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. identify gifts exchanged between the Arawaks and Spaniards and suggest what the gifts tell about each set of people. Use evidence from the story to suggest how the Arawaks felt about the coming of the Spaniards.</p> <p>7. from the first two pages of "Arawak Story" identify examples of adjectives, adverbs, prepositions, conjunctions etc. Discuss their function in the sentences.</p> <p>8. observe the words 'look!', 'No!' in "Arawak Story" and say what their functions are. Identify punctuation mark used after the words. Write their own folktales using interjections and exclamation marks.</p> <p>9. discuss what the story "The Monkey's Heart" suggests about big strong characters and small weak ones.</p>	<ul style="list-style-type: none"> • Making inference • Identifying adjectives • Practising use of punctuation marks • Analysing theme 	<ul style="list-style-type: none"> • Pupils' comments • Parts of speech identified • Interjections and exclamation marks used in writing • Theme analysed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • explain in some detail, reasons for their observations and conclusions? • talk about how parts of speech identified function in sentences? • create realistic situations for use of interjections and exclamation marks? • present in extended talk their feelings about characters in story? 	<p><u>Materials/Resources:</u></p> <p>"Arawak Story" Story Time 2 LMW Resource packet for unit "The Monkey's Heart" LMW Storytime 2</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT						
<p>10. add prefixes and suffixes to give new meanings to root words in the story "The Monkey's Heart" e.g.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"><u>root word</u></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>prefix added</u></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>suffix added</u></td> </tr> <tr> <td style="text-align: center;">kind</td> <td style="text-align: center;">unkind</td> <td style="text-align: center;">kindness</td> </tr> </table> <p>11. express their feelings about characters in the story "The Golden Table". Fill in a story frame and discuss the character traits of characters.</p> <p>12. identify rhyming words in poem the "Legend of the Golden Table". Create a rhythm for poems. In groups, create a similar poem.</p> <p>13. from the story "The Golden Table" use multi-syllabic words e.g. "murdered", "shimmering", "horrible" to replace the words "killed", "shining", "wicked" etc. Add new words to their word list.</p>	<u>root word</u>	<u>prefix added</u>	<u>suffix added</u>	kind	unkind	kindness	<ul style="list-style-type: none"> • Manipulating prefixes and suffixes • Analysing / evaluating character • Identifying / using rhyming words • Practising syllabication 	<ul style="list-style-type: none"> • Prefixes and suffixes added to words • Character traits identified • Poem created • Use of multi-syllabic words
<u>root word</u>	<u>prefix added</u>	<u>suffix added</u>						
kind	unkind	kindness						
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • add prefixes and derive meanings? • engage in extended discussion with peers to express feelings about characters? • use the rhyming words identified to create poem? • identify appropriate multi-syllabic words? 	<p><u>Materials/Resources:</u></p> <p>"The Golden Table" "The Legend of the Golden Table" LMW Story Time 2</p>							

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. in groups use KWL Technique to find out about: mermaids – river mumma Old Higue ghosts 3-footed horse superstitions about cotton trees and other plants 3 Fingered Jack Bell Chambers' head Spanish jar Tomb stone, Lacovia. Share findings with class.</p> <p>15. write the “Arawak Story” as Shining Star would tell it. Read each other’s story and make suggestions for improvements. Rewrite, making changes.</p> <p>16. write a story of an encounter between some people from Mars and Earthlings. Use words with irregular phonetic elements e.g. “phantom”, “guilt” etc.</p> <p>17. complete the web of “The Golden Table” and use the part of the web which refers to Jackson to write a full story, bringing in new ideas from their imagination. Revise story. Then proofread for spelling, punctuation, past tense.</p>	<ul style="list-style-type: none"> • Research information • Expressing story from a given point of view • Creating story • Generating, organising story ideas 	<ul style="list-style-type: none"> • Oral and written reports • Revised draft of story • Written story • Written story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show in their stories, awareness of the point of view selected? • produce ideas to expand given story web? • edit each others’ stories? • write stories using the web? 	<p><u>Materials/Resources:</u></p> <p>LMW Story Time 2 Resource package supplied</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>18. as a class or group exercise, follow the story recipe and come up with a dish entitled "The Monkey's Heart". Read stories to class. Then rewrite making changes.</p> <p>19. use the herringbone technique to plot the story "Lovers Leap" or "The White Witch of Rosehall".</p> <p>20. observe nouns, verbs, adjectives and adverbs at work in stories. Read the final paragraph of "Lovers Leap". Discuss the effect of verbs 'kicked', 'flew', 'fought', 'pushed', 'leaped' and choose similar verbs for writing stories.</p> <p>21. observe verb tense at work in the first 3 sentences of "The Golden Table" and discuss (a) why the passage is set in the present tense (b) why the future tense verb 'will suck' is used in sentence 2 (c) why sentence 3 begins with the present tense verb 'goes' but is followed by the past tense verbs 'named', 'killed', 'had stolen'.</p> <p>22. use the patterns examined above to write opening sentences for a story.</p>	<ul style="list-style-type: none"> • Generating ideas in a given framework • Identifying plot • Observing functional use of verbs • Analysing verb tense usage • Modelling verb tense patterns 	<ul style="list-style-type: none"> • Completed story recipe • Plot identified • Discussion • Discussion • Verb tense patterns • Opening sentences
<p>Evaluation: Were pupils able to:</p> <ul style="list-style-type: none"> • generate ideas on the story recipe framework? • plot a story using the herringbone technique? • comment on the effect of particular verbs in the stories? • suggest why the variety of verb tense is used in the story? • write interesting sentences for a story? 	<p>Materials/Resources:</p> <p>Stories: Lovers Leap The Golden Table</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>23. read the penultimate sentences in the introduction to the story "Lovers Leap". Note the verb 'is called'. Make up sentences using 'is called'.</p> <p>24. observe the use of speech marks (quotation marks) in "Arawak Story" and talk about:</p> <p>(a) quotation marks and paragraphs</p> <p>(b) quotation marks when used with commas, full stops etc.</p> <p>25. invite resource persons from JIS/JCDC etc. to make presentations/show films etc. about aspects of folk culture. Take notes. Draw conclusions.</p> <p>26. watch television programmes which deal with folk experiences. Take notes. Make connections between folk culture and folk tales. Write in journals about presentations.</p>	<ul style="list-style-type: none"> • Observing and using the passive voice • Using quotation marks • Attending to details • Drawing conclusions • Taking notes • Taking notes • Making journal entries 	<ul style="list-style-type: none"> • Sentences • Quotation marks correctly used • Conclusions drawn • Notes • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make sentences using the passive voice? • show in their discussion an understanding of use of quotation marks? • draw conclusions from presentations and films? • capture main ideas in notes? • make connections between folk tales and folk culture? • make journal entries using SJE? 	<p><u>Materials/Resources:</u></p> <p>Stories: Lovers Leap Arawak Story Resource persons JIS/JCDC presentations – films, documentaries etc.</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
27. listen to, read newspapers, locate and discuss advertisements referring to folk culture. Write advertisement for a "folklore session" at their school. 28. in pairs, interview older persons in their community about folk tales. Use tape recorder to document it. Rewrite sections of interview using appropriate punctuation marks e.g. the colon. Use information gathered to make skits. Translate Creole sections of interview to English.	<ul style="list-style-type: none">• Reading independently• Responding to advertisement • Interviewing, writing interviews• Creating skits• Translating	<ul style="list-style-type: none">• Advertisement created • Interviews• Skits• Translations
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• use advertising techniques effectively?• follow conventions for writing interviews?• create skits?• produce reasonably correct translations?	<u>Materials/Resources:</u> Resource persons Tape recorder	

ACTIVITY PLAN

Focus Question 3. How do I express and respond to folk tales from all over the world?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. create an improvised theatre to tell and perform folk tales, myths, legends, fables, fairy tales from all over the world. Use drama, dance, puppetry.2. read, write and critically examine elements of stories on frames, recipes, webs etc.3. discuss versions of the same story. Identify differences and suggest reasons. Make comments on interesting words, phrases, sentences in stories.4. examine and discuss illustrations in stories. Say how they help to bring out meaning and feeling in each story.5. in groups, change the hero or heroine in a story to a modern girl or boy and see what other changes they have to make. Share changes made with whole class. Write story.	<ul style="list-style-type: none">• Performing folk tales• Creating stories responding critically to stories• Observing, responding to language in stories• Recognising the effect of illustrations• Analysing, evaluating gender stereotypes	<ul style="list-style-type: none">• Pupils' performances• Pupils' discussion of stories• Comments• Discussion• Reconstructed stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• show creativity in performing stories?• discuss the elements of a story?• identify and comment on language which create particular effects in stories?• show how illustrations help to develop stories?• suggest realistic changes to a story with a modern heroine/hero?	<p><u>Materials/Resources:</u></p> <p>Folk tales from pupils' and teachers' collections, from class readers and libraries Class collection of folk tales</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. in small groups, list all the words which could be used to describe a character in a story read. Put words together to give a short talk to class about character.</p> <p>7. skim through pages of a story and extract words that refer to people, places, themes etc. In pairs or groups make up descriptive paragraphs or poems using these words.</p> <p>8. in small groups each pupil selects a word from a given list. Find his or her words in story and talk about the part of story to which the word relates.</p> <p>9. play a game in which class is divided into teams of 4 or 5. Each team member talks about a story for a given time using SJE, and the next team member follows immediately, until allotted time has elapsed. Work out rules by which teams gain or lose points.</p> <p>10. rewrite stories read using given word limit (as postcards, in less than 50 words, in half a page etc).</p>	<ul style="list-style-type: none"> • Analysing, synthesising • Skimming for information • Using words to create particular effects • Skimming for information • Formulating SJE sentence structures • Summarising 	<ul style="list-style-type: none"> • Word list, pupil talks • Word lists, poems and paragraphs • Pupil's presentation • Team game • Letters, postcards etc.
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • organise words into logically developed paragraphs? • select relevant words and suggest atmosphere in paragraphs and poems? • use SJE fluently? • write within given word limit, including all main points? 	<p><u>Materials/Resources:</u></p> <p>Pupils' and teachers' collection of folk tales Folk tales from class readers and libraries</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. practise SJE structures by extracting sentences from stories and ‘firing’ them at each other in team games. Work out rules by which teams gain or lose points.	<ul style="list-style-type: none">• Practising SJE sentence structures	<ul style="list-style-type: none">• Team game
12. use encyclopedias, technology etc. to research aspects of folk tales from other countries. Write a report using appropriate pictures to illustrate.	<ul style="list-style-type: none">• Searching for information• Writing reports	<ul style="list-style-type: none">• Written report
13. from selected folktales, indicate the context clues which help them to arrive at meanings of words.	<ul style="list-style-type: none">• Using context clues	<ul style="list-style-type: none">• Context clues identified
14. find a favourite book of folktales in school or parish library. Write a brief summary which would motivate classmates to read the book. Read to class.	<ul style="list-style-type: none">• Selecting and summarising	<ul style="list-style-type: none">• Summary
15. compile a class collection of folk tales they have written. Add to reading corner.	<ul style="list-style-type: none">• Compiling booklet	<ul style="list-style-type: none">• Class booklet of folk tales
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• gather and organise under appropriate headings or paragraphs, information from various sources?• write exciting summaries• explain clearly how context clues helped them derive word meanings?• consciously select language to motivate the listener?	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>16. from their reading of folktales, pick out words containing diphthongs: oi, ow, oy, ou e.g. boil, owl, boy, cough. In groups use them to create folk songs.</p> <p>17. in the folk tales they have read, look at words they often spell incorrectly and make a glossary of these words.</p> <p>18. debate the moot "Folktales are outdated and should not be included in the schools' curriculum".</p>	<ul style="list-style-type: none">• Identifying, using diphthongs • Compiling glossary • Debating	<ul style="list-style-type: none">• Folk songs • Glossary • Debate
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• follow the conventions of written language: headings, margins, indentation, punctuation of dialogue etc.?• use diphthongs creatively?• compile a glossary?• listen critically, react appropriately and speak confidently and convincingly during debate?	<p><u>Materials/Resources:</u></p>	

MATHEMATICS

MATHEMATICS**GRADE SIX**Unit Title: **NUMBER**Term: **TWO**Unit: **ONE**Duration: **TWO WEEKS****FOCUS QUESTION:** What should I know about numbers in the different number systems?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Know the value of numbers and associate them with their names and numbers 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> read and write Roman Numerals representing any number using the symbols: I, V, X, L, C, M. read and use numbers written, using the principle of place value, in the Hindu-Arabic system of numeration. write numbers in exponent form. express place values using exponent form. list all the prime factors of a given number. write a composite number as a product of primes in exponent form. identify the Greatest Common Factor of two numbers. differentiate between the use of multiples and factors. identify the reciprocal of a whole number or fractional number. 	<ul style="list-style-type: none"> exponent prime number multiples reciprocal Greatest Common Factor composite numbers number system Hindu Arabic System Roman System

ACTIVITY PLAN

Focus Question. What should I know about numbers in the different number systems?

ACTIVITIES/PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> explore symbols and patterns in the Roman numeral system. in pairs write numbers using Roman numerals and have partners represent same in the Hindu Arabic system. write letters (at least four of each) from the Roman numeral system on separate cards and select at random any four cards: <ol style="list-style-type: none"> make all the possible numbers from them. compete in groups to make the largest/smallest possible numbers. discuss and write whole numbers of three digits or more in expanded and then exponential forms e.g. $624 = 600 + 20 + 4$ -----[expanded form] $= (6 \times 100) + (2 \times 10) + (4 \times 1)$----- [expanded form] $= (6 \times 10^2) + (2 \times 10^1) + (4 \times 10^0)$----- [exponential form] Use the place value chart as well as activity from “Activity Booklet 4-6”, pp. 22-23. use activities such as activities 1 and 2 in the “Primary Mathematics Teachers’ Guide” to find the factor/multiples of given numbers. From this write: <ul style="list-style-type: none"> the greatest common factor of two numbers a composite number as a product of primes and multiples of a given number. play games to invert given fractions (reciprocals) and explore the result of multiplying a number by its reciprocal. 	<ul style="list-style-type: none"> Exploring symbols Writing largest/smallest possible numbers Writing numbers in exponential form Listing prime factors Writing products of primes 	<ul style="list-style-type: none"> Numbers produced Conversion from one number system to another Numbers created Exponential form accurately written Greatest common factor Product of primes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> write Hindu-Arabic from Roman numerals and vice versa? write the largest/smallest possible numbers that can be formed from a given set of symbols? write numerals in expanded and exponential forms? write composite numbers as products of primes? 	<p><u>Materials/Resources:</u></p> <p>“Primary Mathematics Teachers’ Guide” “Activity Booklet 4 – 6” Flash Cards Strips</p>	

MATHEMATICS**GRADE SIX**Unit Title: **NUMBER**Term: **TWO**Unit: **TWO**Duration: **THREE WEEKS****FOCUS QUESTION:** How can I represent shared portions?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use ratio to solve real world problems • Use computation, estimation and calculators appropriately to solve real world problems 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use ratio to compare quantities. • write a ratio to compare the numbers of items in two sets or two parts of a single set. • write a ratio using the formats 1 : 5, 1 to 5, or 1/5. • write equivalent ratios for a given ratio. • solve problems which require the use of equivalent ratios. • apply the concept of ratio to percentage forms and use the symbol % correctly. • tell what percentage of a set or object is shown • write a percentage as a fraction with denominator 100 or in its simplest form and/or as a decimal. • solve problems requiring the conversion of fractions to percentages and vice versa. • know that 100% is a whole • add or subtract using percentage forms. • calculate the percentage a given number is of another given number which is a factor of ten (10) [measurements and money may be used]. • calculate a given percentage of a number, amount of money, measure of mass, capacity, etc. 	<p>equivalent ratio 100% = 1 whole percentage ratio per cent</p>

ACTIVITY PLAN

Focus Question. How can I represent shared portions?

ACTIVITIES/PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> use concrete materials, as well as those suggested in Activity 6-3 in the “Primary Mathematics Teachers’ Guide” to model the concept of ratio. With teacher, discuss: <ol style="list-style-type: none"> items in a set comparing quantities equivalent ratio expressing ratio in terms of percentage. Explore the format of writing ratio in terms of $a : b$, a to b, a/b. use activities which involve recipes such as those on pp. 65–66 of “Activity Booklet 4-6” “Three Peas Salad” to consolidate the concepts mentioned. explore in groups: <ol style="list-style-type: none"> the concept of percentage the use of percentage in their own experiences (e.g. grades at school, interest at bank) to explore the concept of percentages. in groups investigate and explore the use of percentage as fractions as well as decimals e.g. $48\% = 48/100 = 0.48$. use shading of parts of the “100 squares grids” as in “Caribbean Primary Mathematics”- Level 6, pp. 96, 97, to discuss and calculate percentages of sets, money and measure (using the correct symbols). 	<ul style="list-style-type: none"> Modelling quantities/ratio Comparing quantities Determining equivalent ratios Writing ratios in different formats Comparing percentages Identify uses of percentages Computing percentages 	<ul style="list-style-type: none"> Demonstration Written solutions List of uses of percentages Calculations Calculations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> use ratio to compare quantities and model comparisons? identify equivalent ratios? write ratios in different ways/ forms? solve problems involving ratio? list/identify various uses of percentages in their experiences? write percentages as fractions and as decimals? calculate percentages of quantities? 	<p><u>Materials/Resources:</u></p> <p>“Primary Mathematics Teachers’ Guide” “Activity Booklet 4 – 6” RU – “Seeing Fractions” “Caribbean Primary Mathematics” - Level 6.</p>	

MATHEMATICS**GRADE SIX**Unit Title: **MEASUREMENT**Term: **TWO**Unit: **THREE**Duration: **THREE WEEKS**

- FOCUS QUESTIONS:**
1. How can I derive and use formulae in measurement situations?
 2. How can I calculate and use the various measurements around me?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Derive informally and use formulae for measurement situations • Select appropriate units and tools to measure to the desired degree of accuracy 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • investigate and use the formula for the volume of a rectangular solid to solve problems. • apply measurement concepts to problem solving and real life situations. • use ratio to compare measurements. • use the idea of rates of various quantities. • calculate any one of the measures of distance, time and rate of travel (average speed), given the measures of the other two. • apply the principles of measurement to Road Safety. • identify surface area and angle measure in three - dimensional shapes. • use the idea of a 'unit solid'. • build unit solids of volume 1 dm^3, 1 m^3, and 1 cm^3. • use the 24-hr clock in problem situations. • interpret a simple scale drawing and calculate the actual distances using the scale on a road map or floor plan. • calculate the volume of a rectangular prism when given the number of unit solids in one layer and the number of layers. 	<ul style="list-style-type: none"> unit solid volume scale drawing floor plan rates surface area three-dimensional two-dimensional 24-hour clock

ACTIVITY PLAN

Focus Question 1.

How can I derive and use formulae in measurement situations?

Objectives:

Pupils will:

- investigate and use the formula for the volume of a rectangular solid to solve problems.
- use the idea of a 'unit solid'.
- build unit solids of volume 1 dm^3 , 1 m^3 , and 1 cm^3 .
- identify surface area and angle measure in three - dimensional shapes.

ACTIVITIES / PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. investigate to find out about unit solids - discuss why they are called unit solids. 2. further discuss and use unit solids to derive the formula for the volume of a rectangular solid. This can be done with the use of coins, dice etc. Further develop through the use of unit solids, the concepts of 1 dm^3, 1 cm^3 and 1 m^3 and calculate the volume of solids (prisms) as in activities from "Caribbean Primary Mathematics" - Level 6, pp.109 and 111. 3. identify and talk about the surface area of three-dimensional shapes already made. Identify the various angles on these shapes as well as the angles they may form with a plane surface. 	<ul style="list-style-type: none"> • Investigating solids • Manipulating solids • Deriving formulae • Calculating volume • Identifying angles • Identifying surfaces 	<ul style="list-style-type: none"> • Identification of solids • Formula for the volume of rectangular solids • Calculations of surface area • Discussion
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify unit solids? • use unit solids to build rectangular solids? • derive a formula for the volume of a rectangular solid? • identify and talk freely about surface area and angles on solids as well as the angles they form with a plane surface? 	<p>Materials / Resources:</p> <p>"Caribbean Primary Mathematics" - Level 6 Unit solids (coins, cubes)</p>	

ACTIVITY PLAN

Focus Question 2.

How can I calculate and use the various measurements around me?

Objectives:

Pupils will:

- apply measurement concepts to problem solving and real life situations.
- use the 24-hr clock in problem situations.
- use ratio to compare measurements.
- interpret a simple scale drawing and calculate the actual distances using the scale on a road map or floor plan.
- use the idea of rates of various quantities.
- calculate any one of the measures of distance, time and rate of travel (average speed), given the measures of the other two.
- apply the principles of measurement to Road Safety.
- calculate the volume of a rectangular prism when given the number of unit solids in one layer and the number of layers.

ACTIVITIES / PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. investigate, discuss and explain the use of the 24-hr clock. Identify situations where this feature is used in the society. Make comparison with the regular 12 - hour clock as well as write times using the 24-hr clock. 2. discuss in pairs and then in larger groups, the idea of rates using their everyday experiences. After listing instances where rates are used, express these rates in ratio form, identifying the units being used. 3. use the example of a road map to illustrate the idea of scale drawing. Identify on the map, the scale, to recognize the relationship between the measurement on the map and the actual distance. Use idea of ratio to make calculations of the actual distances using such scale. 4. undertake a project of Mathematics in Road Safety. As in “Activity 6-7” in the “Primary Mathematics Teachers’ Guide” include the estimating of the speed and distance of vehicles before crossing the road etc. 	<ul style="list-style-type: none"> • Identifying situations • Comparing times • Expressing rates in other forms • Calculating actual distances • Estimating distances • Comparing speed 	<ul style="list-style-type: none"> • Written times (24 hrs) • Discussion • List of instances of use of rates • Use of scale • Completed project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • convert time from the 12 hr clock to the 24 hr clock and vice versa (orally and written)? • list instances of the uses of rates? • find actual distances from a given scale? • complete a project in Mathematics on Road Safety? 	<p><u>Materials / Resources:</u></p> <p>“Caribbean Primary Mathematics” - Level 6 “Primary Mathematics Teachers’ Guide” Clocks Maps Measuring instruments Three dimensional objects</p>	

MATHEMATICS**GRADE SIX**Unit Title: **GEOMETRY**Term: **TWO**Unit: **FOUR**Duration: **TWO WEEKS****FOCUS QUESTION:** How are the characteristics of geometric shapes similar and different?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Make generalizations about geometric relationships and explore geometrical transformations	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• demonstrate a knowledge and understanding of congruence in two and three dimensions.• identify, describe, compare and classify geometric shapes and figures.• explore the transformations of geometric figures.	congruent similar two-dimensions three-dimensions flip rotate

ACTIVITY PLAN

Focus Question. How are the characteristics of geometric shapes similar and different?

ACTIVITIES/PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> (a) work in groups to cut out a variety of shapes (six of each different shape for each group). Trace, rotate/flip them in different ways (see “Blackline Masters” 1-6 in RU “Polyhedrville”). (b) identify those which are congruent/not congruent but bear some likeness to the six shapes, though orientation may vary. play games with solid shapes and solids (including their own bodies). Include flipping and rotating. create and identify patterns which portray the use of flipping and rotating. discuss in detail the various properties that make shapes congruent. Use this to determine why some shapes are congruent and some are not. discuss and state what happens when shapes are transformed (flipping/turning). collect a mixture of plane shapes and solid figures, then in groups compare and classify them in various ways. With teacher have discussion including rationale for the particular classification. 	<ul style="list-style-type: none"> Flipping figures Rotating figures Identifying congruent shapes and objects Creating patterns Classifying shapes and transformations 	<ul style="list-style-type: none"> Demonstration (matching congruent shapes) Properties of geometric shapes Classification
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> identify congruent shapes? identify properties that make shapes congruent? identify the properties of various geometric shapes? state what happens to shapes when they are turned, flipped? classify and justify classification of groupings of shapes? 	<p>Materials/Resources:</p> <p>Material for cut-out shapes RU – “Polyhedrville”</p>	

MATHEMATICS**GRADE SIX**Unit Title: **ALGEBRA**Term: **TWO**Unit: **FIVE**Duration: **TWO WEEKS****FOCUS QUESTION:** How can I use symbols in solving real world problems?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Interpret expressions and equations involving variables	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• substitute in algebraic expressions with up to two variables.• solve word problems using algebraic expressions and formulae.• substitute in simple inequalities to make statements true.• insert one of the symbols $>$, $<$, $=$, \neq, \geq, \leq to make a true mathematical sentence.	algebraic expression variables formulae mathematical sentence

ACTIVITY PLAN

ACTIVITIES/PROCEDURES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> in pairs or groups, write worded problems and have their partners write algebraic expressions or formulae for them (matching words with symbols) <ol style="list-style-type: none"> e.g. the length of a rectangular garden plot is twice its width. If the perimeter is 36, find the measurements of the plot. width is x, length is $2x$ perimeter is $2x + x + 2x + x = 36$ etc. the length of a rectangular field is 60 m and the width is 40 m. Find the perimeter. L is length W is width perimeter is $= 2L + 2W$ etc. write numbers or expressions on cards. In groups, place two numbers or expressions side by side and have partners place/insert one of the symbols ($>$, $<$, $=$, \neq, \geq, \leq) between them to make the statement true. e.g. in the statement $[6 + 2] \text{ ___ } [12 - 5]$ the symbols $>$, \neq, or \geq can be used to make the statement true. write further inequalities (e.g. $x + 1 \geq 7$) and have partners substitute values to make the inequalities true. Discuss why these values would make the statements true. 	<ul style="list-style-type: none"> Writing worded problems Writing algebraic expressions Simplifying expressions Substituting in expressions Inserting symbols correctly Solving inequalities 	<ul style="list-style-type: none"> Worded problems Algebraic expressions Solution of expressions/equations Correct usage of symbols Mathematical statements True statements
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> write worded problems? write algebraic expressions? give solutions to expressions/equations? use symbols correctly? write true mathematical statements? substitute correct values to make inequalities true? 	<p>Materials/Resources:</p> <p>Activity cards Activity sheets</p>	

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MUSIC

GRADE SIX

Unit Title: **SIGNS, SYMBOLS & CUES**

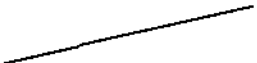

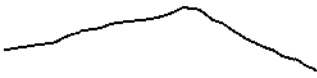
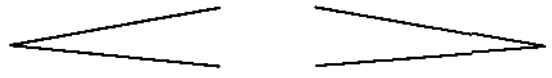
Terms: **TWO/THREE**

Unit: **ONE**

Duration: **FOURTEEN-SIXTEEN WEEKS**

- FOCUS QUESTIONS:**
1. How can musical signs, symbols and cues help me to interpret/learn and perform pieces composed by myself or others?
 2. How can musical signs, symbols and cues help me to interpret the music to which I listen?
 3. How can I manipulate signs, symbols and cues to record/notate the music I encounter/create/compose?
 4. How can I perform/conduct a performance of my own compositions/arrangements from my own scores?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond to a widening range of conducting cues in performing classroom music in rehearsal or to an audience • Perform vocal and instrumental music (with or without a score) with increasing confidence, paying attention to key-signature, time-signature, melodic contour, rhythmic patterns, dynamic markings and other details 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use appropriate expression, stance, movement, etc., to show understanding of style, idiom and period of songs and pieces encountered in rehearsal/ performance. • perform sound pictures/collages from alternative or traditional notation. • perform vocal and instrumental scores involving the use of simple duple and simple triple metres - e.g., <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">2 or 2 ; 3 or 3 ; 4 or 4 .</div> <div style="text-align: center;">4 2 4 2 4 2</div> </div> • clap, tap or sing simple notated rhythms involving the use of – <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <div style="text-align: center;">○</div> <div style="text-align: center;">○ </div> <div style="text-align: center;">○ </div> <div style="text-align: center;">● </div> <div style="text-align: center;">● </div> <div style="text-align: center;">● </div> <div style="text-align: center;">● </div> </div> 	<p><i>crescendo/decrescendo</i> dynamics notate notation symbols written symbols body percussion <i>live/recorded</i> music alternative notation traditional notation cues score arrange sound collage rhythm sequence pitch sequence interpret aural stimuli answering phrase <i>punctual</i> sound <i>continuous</i> sound <i>iterative</i> sound</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Follow a score while listening to live or pre-recorded music Listen to live or pre-recorded music and distinguish between different symbols relating to examples heard 	<ul style="list-style-type: none"> perform vocal and instrumental music from simple scores, paying attention to melodic contours, e.g., <ul style="list-style-type: none"> rising  undulating  rising & falling  interpret dynamic and expression marks/symbols while performing from a score, e.g., <ul style="list-style-type: none">  a <i>swell</i> (crescendo-decrescendo) <i>cresc</i> (getting gradually louder) <i>dim</i> (getting gradually softer) <i>p</i> (<i>piano</i> – soft) <i>f</i> (<i>forte</i> – loud) <i>mp</i> (<i>mezzo piano</i> – moderately soft) listen and respond to musical sounds in relation to visual symbols (traditional or alternative). listen to live or pre-recorded music and distinguish between simple duple and simple triple time. 	<ul style="list-style-type: none"> <i>sustained</i> sound <i>dampened</i> sound <i>tremolo</i> texture pitch pace duration scale pitch passage stance style/idiom/period digging song lullaby revival sea chantey Negro spiritual European art song visual/aural experience notate symbolism frequency texture arpeggio

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Manipulate alternative or traditional symbols to record their own compositions as well as other sounds encountered • Perform/conduct performance of own compositions/arrangements from own scores or pieces composed by others 	<ul style="list-style-type: none"> • recognize <i>ascending, descending</i> or <i>undulating</i> melodic contours in live or pre-recorded music. • recognize and respond to changes in tempo and dynamics when listening to live or pre-recorded music with a score. • match rhythmic patterns to which they listen, with their equivalent symbols in a score. • create and notate rhythmic patterns based on groupings in simple and compound time. • compose/notate a short major, minor or atonal melody based on a given <i>tone row</i> (fixed group of notes from a scale) or a scale passage, or pitches of their own choice. • use alternative notation to describe/illustrate different melodic contours. • use appropriate symbols (traditional or alternative) to represent compositional ideas. • use appropriate cues/gestures in conducting rehearsal/performance of their own compositions or pieces created by others. 	

ACTIVITY PLAN

Focus Question 1:

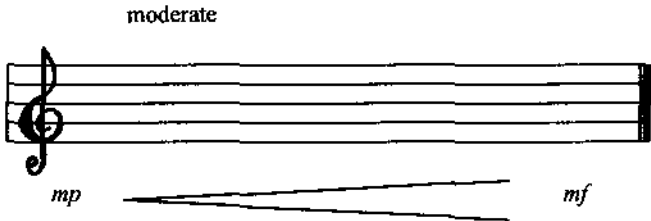
How can musical signs, symbols and cues help me to interpret/learn and perform pieces composed by myself or others?


Objectives:

Pupils will:

- use appropriate expression, stance, movement, etc., to show understanding of style, idiom and period of songs and pieces encountered in rehearsing/ performing songs and instrumental pieces.
- perform sound pictures/collages from alternative or traditional notation.
- perform vocal and instrumental scores involving the use of simple duple and simple triple metres.
- clap, tap or sing notated rhythms involving the use of semi-quavers.
- perform vocal and instrumental music from simple scores, paying attention to melodic contours.
- interpret dynamic and expression marks/symbols while performing from a score.



PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. perform classroom music, with or without a score, responding to a range of symbols and cues (e.g., starting/ending, pausing, getting faster/slower, getting louder/softer, <i>legato</i>, <i>staccato</i>). 	<ul style="list-style-type: none"> • <i>Performing</i> classroom music • <i>Responding</i> to symbols and cues 	<ul style="list-style-type: none"> • Performance • Aural/physical response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • respond appropriately to differences in style, idiom and period in songs and instrumental pieces performed? • demonstrate suitable reading and ensemble skills while performing for their peers or other audiences? • perform scores involving the use of semi-quavers and other note values in duple, triple and quadruple time? • respond appropriately to different melodic contours, dynamics and expression marks? 	<p><u>Materials/Resources:</u></p> <p>Scores/charts Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (class/school/community) Manuscript and blank paper Electrical/battery facilities</p>	


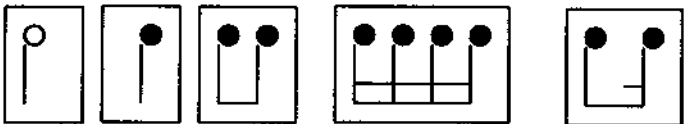
PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. perform vocal or instrumental music from alternative or traditional notation:</p> <p>a) playing a notated rhythm on a conga drum or tambourine</p> <p>b) playing a scale, melody or <i>arpeggio</i> on the recorder, pianica or guitar</p> <p>c) reading a melody from a score, paying attention to key-signature, time-signature, tempo markings, rhythms and pitches – e.g.,</p> <p style="text-align: center;">moderate</p> 	<ul style="list-style-type: none"> • <i>Performing</i> from a score 	<ul style="list-style-type: none"> • Visual/aural response
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform fluently when reading rhythms, song, etc., from a score (alternative or traditional)? 	<p>Materials/Resources:</p>	

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. perform for their peers and other audiences, using appropriate expression, stance, choreography to demonstrate understanding and interpretation of style, idiom and period - e.g., performing a Jamaican <i>revival chorus</i> as against an English <i>lullaby</i>, a sea <i>chantey</i> or a <i>Negro spiritual</i>.</p> <p>4. perform, with two or more classmates, from alternative notation, a sound collage for two or more instruments.</p> <p>5. play rhythmic or melodic ostinati from a score, to accompany a group of classmates performing familiar songs or instrumental pieces – e.g.,</p>  <p>(rhythmic <i>ostinato</i> for Bob Marley's "One Love")</p>	<ul style="list-style-type: none"> • <i>Performing</i> for an audience • <i>Performing</i> with others • <i>Reading</i> a score • <i>Accompanying</i> a group 	<ul style="list-style-type: none"> • Performance/demonstration • Interpretation/delivery • Audience response (effectiveness) • Performance • Visual/aural response • Performance/visual aural response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • demonstrate understanding and interpretation of style, idiom and period in their performance? • demonstrate appropriate reading and ensemble skills while performing with their peers? • coherently accompany familiar songs/pieces with selected ostinati? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.****Objectives:****How can musical signs, symbols and cues help me to interpret the music to which I listen?****Pupils will:**

- listen and respond to musical sounds in relation to visual symbols (traditional or alternative).
- listen to *live* or pre-recorded music and distinguish between simple and compound metres.
- recognize *ascending, descending or undulating* melodic contours in *live* or pre-recorded music to which they listen.
- recognize, identify and respond to changes in *tempo* and *dynamics* when listening to live or pre-recorded music with a score.
- match rhythmic patterns to which they listen, with their equivalent symbols in a score.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. listen to a piece of music (<i>live</i> or pre-recorded) while following a score, and respond to questions and cues that relate to the visual/aural experience – e.g.,</p> <p><i>Look at these two contours: which is more suited to the melody you are now hearing?</i></p> <p>a) </p> <p>b) </p> <p><i>Examine the given score; find the passage that is now being performed (live or pre-recorded). Which rhythmic figure occurs three times on the first page?</i></p>	<ul style="list-style-type: none"> • <i>Listening</i> to live or pre-recorded music (while)... • <i>Following</i> a score • <i>Relating</i> sounds and symbols 	<ul style="list-style-type: none"> • Visual/aural/physical response

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p><i>What section of the music best conforms to the dynamic (loud/soft) pattern implied by this shape?</i></p>  <p>2. distinguish between <i>duple</i> and <i>triple</i> metres while listening to live or pre-recorded music (with or without a score); or listen to and notate rhythms in duple, triple or quadruple time, using</p>  <p>3. participate in activities related to identifying, responding to and performing changes in tempo, dynamics, mood, etc., when listening to live or pre-recorded music – for example, using movement and body positions (standing, crouching, hopping, skipping, stretching, lying prostrate) to define/describe changes heard.</p>	<ul style="list-style-type: none"> • <i>Discriminating</i> between metres • <i>Listening</i> to music • <i>Notating</i> music <ul style="list-style-type: none"> • <i>Identifying</i> musical changes • <i>Responding</i> to musical changes • <i>Demonstrating</i> music characteristics 	<ul style="list-style-type: none"> • Visual/aural response • Score <ul style="list-style-type: none"> • Oral response • Physical response • Performance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and respond appropriately to important detail in music to which they listened? • distinguish different metres (duple, triple)? • use suitable dramatic ideas to represent the musical content of pieces? • identify and respond to varying melodic contours in live or pre-recorded music? • recognize and respond appropriately to changes in tempo and dynamics, etc., while listening to live or pre-recorded music? 	<p><u>Materials/Resources:</u></p> <p>Scores/charts Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (class/school/community) Manuscript and blank paper Electrical/battery facilities</p>	

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. listen to rhythmic patterns and identify examples isolated from a group of possible (multiple choice) answers. 5. listen to melodic patterns and identify examples isolated from a group of possible (multiple choice) answers	<ul style="list-style-type: none"> • <i>Identifying</i> rhythmic patterns • <i>Identifying</i> melodic patterns 	<ul style="list-style-type: none"> • Visual/aural response • Visual/aural response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • match rhythmic/melodic patterns to which they listened, with the visual counterparts? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Questions 3. & 4.

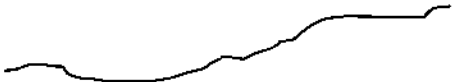

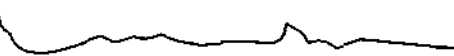

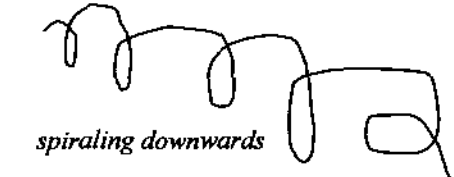
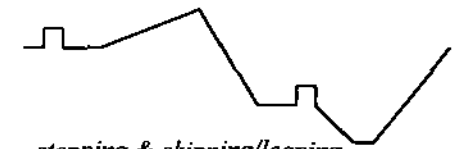
How can I manipulate signs, symbols and cues to record/notate the music I encounter/create/compose?
 How can I perform/conduct a performance of my own compositions/arrangements from my own scores?


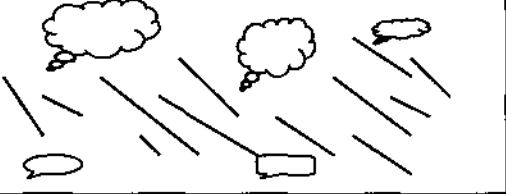
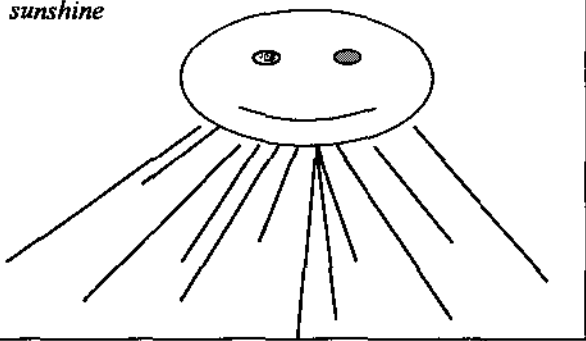
Objectives:

Pupils will:

- create and notate simple rhythmic patterns based on groupings in simple and compound time.
- compose/notate a short major, minor or atonal melody based on a given *tone row* or scale passage, or pitches of their own choice.
- use alternative notation to describe/illustrate different melodic contours.
- use appropriate symbols (traditional or alternative) to represent compositional ideas.
- use appropriate cues/gestures when conducting the rehearsal/performance of their own compositions/arrangements or pieces created by others.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. make up simple rhythmic patterns based on given time-signatures and/or motives presented by teacher - e.g.,</p> <p><i>Make up a four-bar rhythm to include the following figure -</i></p> <div data-bbox="178 907 413 1002" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> </div> <p>Or: <i>Write a four-bar rhythm, using the given time-signature and ending -</i></p> <div data-bbox="192 1121 652 1187" style="margin: 10px 0;"> <p>3 4</p> </div>	<ul style="list-style-type: none"> • <i>Creating rhythmic patterns</i> 	<ul style="list-style-type: none"> • <i>Composition/rhythms</i>

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
d) 		
<i>ascending (rising)</i>		
e) 		
<i>descending (falling)</i>		
f) 		
<i>static or monotonous</i>		
g) 		
<i>spiraling upwards</i>		
h) 		
<i>spiraling downwards</i>		
i) 		
<i>stepping & skipping/leaping</i>		

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. compose sound collages and other pieces, using suitable traditional or alternative notation to represent their musical ideas – e.g.,</p> <div data-bbox="148 397 748 612"> <p>wind</p>  </div> <div data-bbox="148 648 748 863"> <p>rain</p>  </div> <div data-bbox="148 882 748 1272"> <p>sunshine</p>  </div>	<ul style="list-style-type: none"> • <i>Composing</i> music • <i>Representing</i> musical ideas 	<ul style="list-style-type: none"> • Composition • Symbolic representation (score)

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. conduct rehearsal/performance of their own scores and those of other student-composers, using appropriate gestures and cues.</p> <p>6. record their compositions by using suitable notation or audio/video equipment.</p>	<ul style="list-style-type: none"> • <i>Conducting</i> rehearsal/performance • <i>Performing</i> for an audience • <i>Notating</i> music • <i>Manipulating</i> audio/video equipment 	<ul style="list-style-type: none"> • Performance, aural/physical response • Performance/audience response • Score • Recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create and notate rhythmic or melodic patterns based on given stimuli? • create scores that were logical, well sequenced, decipherable? • perform their own scores and those of their classmates? • represent melodic contours to show their recognition of various patterns? • effectively manipulate graphic symbols to represent their compositional ideas? • employ appropriate cues/gestures when conducting rehearsal/performance of their own compositions and those of others? • follow and respond appropriately to gestures and cues? • perform coherently? • use appropriate musical language in critiquing their own compositions/performance and those of their peers? • manipulate symbols and audio/video equipment to record their compositions? 	<p><u>Materials/Resources:</u></p> <p>Scores/charts Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (class/school/community) Manuscript and blank paper Electrical/battery facilities</p>	

PHYSICAL EDUCATION

PHYSICAL EDUCATION**GRADE SIX**Unit Title: **MOVEMENT SKILLS, STRATEGIES
FOR TRACK AND FIELD ACTIVITIES**Term: **TWO**Unit: **ONE**Duration: **EIGHT WEEKS****FOCUS QUESTIONS:**

1. How can I further refine my skills in running, jumping and throwing?
2. How can I measure and improve my performance?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Extend and apply the techniques and rules for running, jumping and throwing 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • perform warming up exercises at the end of each class. • do guided and self-motivated fitness exercises to develop strength and flexibility. • exercise to develop coordination, speed, power and agility. • revise physical fitness components as they apply to track and field activities. • present a project on favourite athlete. • perform quick baton change. • use both the crouch and standing starts in race situation. • run in lanes. • demonstrate strong balanced leg action while running in a race. • finish the race with the proper technique. • exchange baton using both upsweep and downsweep effectively. • follow a training schedule for long jumping. • master the run up in long jumping. 	<ul style="list-style-type: none"> warming up cooling down flexibility coordination speed power agility components track conditioning project favourite athlete baton crouch strong balanced leg action technique upsweep downsweep training schedule run up long jumping

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Apply and extend their skills in competitions	<ul style="list-style-type: none">• demonstrate proper take off, flight and landing in the long jump.• run obstacle races.• follow a training schedule for high jump.• revise the run up, take off and landing for high jump.• revise the basic technique for putting the shot. • participate in competitions at different levels.• name the different meet officials and describe their roles.• cooperate with team members to perform competitively.• respond appropriately to criticism.• evaluate their own and team mates performances.• show respect for authority.• show perseverance by completing competitive events.• demonstrate basic first aid skills for simple injuries.	obstacle training schedule high jumping putting the shot elimination heats meet officials starting blocks performance authority perseverance

ACTIVITY PLAN

Focus Question 1.

Objectives:

How can I further refine my skills in running, jumping and throwing?

Pupils will:

- perform warming up and cooling down activities before and after classes.
- do guided and self-motivated fitness exercises to develop strength and flexibility.
- exercise to develop coordination, speed, power and agility.
- revise physical fitness components as they apply to track and field activities.
- present a project on favourite athlete.
- perform quick baton change.
- use both the crouch and standing start in race situation.
- run in a lane.
- demonstrate strong balance leg action while running in a race.
- finish the race with the proper technique.
- exchange baton using both upsweep and downsweep effectively.
- follow a training schedule for long jumping.
- master the run up in long jumping.
- demonstrate proper take off, flight and landing in the long jump.
- run obstacle races.
- follow a training schedule for high jumping.
- revise the run up, take off and landing for high jump.
- revise the basic technique for putting the shot.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. warm up before each class and perform cooling down activities after the class e.g. stations, jogging, shuttle, rope jumping, ball bouncing on the run, obstacle races, abdominals.2. engage in fitness exercises before skill training.3. run with little forward movement and high knee lifts, bounding. Use activities such as jumping over obstacles, running with high knee lifts, butt kicking, running in a line, toe touching.	<ul style="list-style-type: none">• Warming up• Cooling down• Rope jumping• Abdominal exercises• Shuttle running• Jogging• Completing stations• Athletic drills	<ul style="list-style-type: none">• Warming up and cooling down exercises• Completed circuit• Fitness performance

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. discuss the components of physical fitness and the importance of having a fit body.</p> <p>5. complete a term project on “My Favourite Athlete”.</p> <p>6. do simple running competitions with other classes or other grades in school.</p> <p>7. practise the start of a race using the standing and crouch technique, paying special attention to the position of shoulders, head, toes and back.</p>	<ul style="list-style-type: none">• Discussing project development• Researching• Running• Starting a race	<ul style="list-style-type: none">• Participation in discussion• Completed project• Participation in running competitions• Correct starting
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• do warming up and cooling down activities?• complete a circuit to time?• complete two sets of fitness exercises?• plan and design project on their favourite athlete?• engage in running competitions to perfect their running technique?• begin the designing of the project on their favourite athlete?• engage in running competitions to perfect their running technique?	<p><u>Materials/Resources:</u></p> <p>Marked track Boxes Benches Horses Cones Literary magazines</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. give and respond to the commands for starting a race.</p> <p>9. practise running in lanes with bends.</p> <p>10. sprint 50m, running the bend slow, then fast.</p> <p>11. practise baton change and add the sprint technique for relay races.</p> <p>12. practise the run up for long jumping. Remember to set the pace for the run up.</p> <p>13. demonstrate the straddle. Begin training with the high jump bar at 1m. Practise standing with left side to the bar and about 25 cm away. Step with left foot and swing right over bar. Practise the run up distance. Aim at increasing height each time.</p>	<ul style="list-style-type: none">• Obeying commands• Running bends• Sprinting techniques• Effecting the baton change• Run off jumping• The straddle technique	<ul style="list-style-type: none">• Correct response to stimuli• Mastery of bends technique• Accurate sprinting• Correct baton change• Long jump skills demonstrated• Correct straddle techniques
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• respond to various stimuli?• run in lanes with bends at top speed?• sprint to make the baton change accurately?• perfect the run up for long jumping and high jumping?• do the straddle at least 2 times?	<p><u>Materials/Resources:</u></p> <p>Marked track Whistle Clapper board Library Magazines Newspaper</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
14. practise high jumping over obstacles and low bars. 15. practise cradling the shot putt (use 2.7 kg). 16. demonstrate the standing putt.	<ul style="list-style-type: none">• High jumping• Holding or “cradling” the shot• Throwing the shot putt	<ul style="list-style-type: none">• Jumping correctly• Demonstration of cradling the shot• Demonstration of putting the shot
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• perfect high jumping at low levels?• display the proper way to hold the shot putt before putting it?• put the shot and leave the area correctly?	<u>Materials/Resources:</u> High jump equipment Shot putt Shot putt triangle Measuring tapes	

ACTIVITY PLAN

Focus Question 2.

How can I measure and improve my performance?

Objectives:

Pupils will:

- participate in competitions at different levels.
- name the different meet officials and describe their roles.
- demonstrate basic first aid skills for simple injuries.
- cooperate with team members to perform competitively.
- respond appropriately to criticisms.
- evaluate their own and team mate's performance.
- show respect for authority.
- show perseverance by completing competitive events.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups identify the different individuals who officiate at any one meet. Determine their roles. Simulate some of these roles. 2. attempt two or more events and compete with classmates to test their performance in preparation for major meets. 3. based on the above results, compete with pupils of other grades to sharpen their awareness and skills. 	<ul style="list-style-type: none"> • Identifying roles • Competing and cooperating with peers 	<ul style="list-style-type: none"> • Roles identified • Competing
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list the various officials at a meet and describe their roles? • compete at different levels to measure and compare their level of performance? 	<p><u>Materials/Resources:</u></p> <p>Marked track Measuring tapes Whistle Clapper boards High jump equipment Long jump pit Shot putt</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. participate in the events on school's sports day. This should be designed to involve all students in one way or other. 5. participate in events for selection to compete in Parish/National meets. 6. practise the basic first aid skills e.g. bandaging, care of bruises and sprains. 7. discuss the importance of applying first aid.	<ul style="list-style-type: none">• Competing with peers cooperatively• Participating in competitions• Evaluating performance • Applying first aid	<ul style="list-style-type: none">• Competitions • Participation in National meets• Correct application of first aid techniques
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• compete at high level with and without peers?• display skills and techniques at competitions?• cooperate with their peers at competitions?• display the ability to correct criticisms given?• complete all events for which they were entered?• apply the various first aid techniques to relieve pain and injury?	<u>Materials/Resources:</u> First Aid Kit Prepared track Shot putt High jump equipment Long jump pit Tape Whistle Clapper board	

PHYSICAL EDUCATION**GRADE SIX**Unit Title: **MOVEMENTS, SKILLS AND TECHNIQUES IN CRICKET AND DANCE** Term: **TWO** Unit: **TWO** Duration: **FOUR WEEKS**

FOCUS QUESTIONS: 1. How can I extend the skills and principles learned in grades 4 and 5 to develop techniques and strategies which are applicable to the game of cricket?
 2. How can I express feelings, moods and ideas to music to create simple characters and narratives in choreography?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Extend and apply cricketing skills • Perform creative dance movements with increased skill and expression • Perform expressive dance sequences using different types of stimuli with increased creativity and form 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • perform warming up activities which are relevant to cricket. • discuss the development of the game cricket. • show mastery of the grip, stance and stroke in batting. • show mastery in the performance of the forward and backward defensive stroke. • show mastery in the run up for off break and leg break. • show proficiency in the on drive and off drive. • develop the skills for wicket keeping. • perform dance steps to music individually or in groups. • respond to pulse beats, rhythmic patterns and phrases. • compose movements by controlling and varying, size, shape, direction, speed and tension. • identify and demonstrate simple movements. • describe simple movements. • identify with experiences in texture. • express feelings, moods and ideas to music. 	<p>warming-up fitness training development grip and stance of bat stroke mastery performance forward defensive backward defensive off break leg break proficiency on drive off drive wicket keeping individually pulse beats rhythmic patterns phrases size shape tension texture feelings moods</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Demonstrate increased style and form in folk, social and creative dances	<ul style="list-style-type: none">• respond to a range of stimuli through dance.• respond creatively to a given sequence.• combine two movement sequences which involve the four elements of movement.• combine five locomotor and five non-locomotor movements with different rhythms. • use many body parts to make shapes in the performance of traditional dances.• use mime and dance to depict characters and events.• choreograph and perform dance at a competitive level.	range of stimuli sequence elements of movement body parts traditional dances mime and dance depict characters events choreograph

ACTIVITY PLAN

Focus Question 1. How can I extend the skills and principles learned in grades 4 and 5 to develop techniques and strategies which are applicable to the game of cricket?

Objectives:

Pupils will:

- perform warming up activities which are relevant to cricket.
- develop fitness training skills which are relevant to cricket.
- discuss the development of the game cricket.
- show mastery of the grip, stance and stroke in batting.
- show mastery in the performance of the forward and backward defensive stroke.
- show mastery in the run up for off break and leg break.
- show proficiency in the on drive and off drive.
- develop the skills for wicket keeping.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. engage in warming up and cooling down activities before and after class e.g back raises, squats, steps ups, abdominal, shuttle runs, press up, v-sits. 2. research the game of cricket to establish its origins and development. Document findings and report to class. 	<ul style="list-style-type: none"> • Warming up • Cooling down • Researching and reporting 	<ul style="list-style-type: none"> • Development of scrapbook
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • warm up and cool down before and after class? • develop and present scrapbook with pictures and clippings on cricket history? 	<p><u>Materials/Resources:</u></p> <p>Cricket pitch Library Magazines Newspapers Scrapbook Cricket bat</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. practise to improve cricketing skills and aim at mastering:</p> <ul style="list-style-type: none"> (a) grip and stance of the bat, (b) preparing for a stroke, (c) the forward and backward defensive stroke, (d) the on and off drive, (e) the off break and leg break, (f) three grips of the cricket ball, (g) delivery of the ball. <p>4. practise wicket keeping for right and left handed batsman and the stance for pace and spin bowling.</p> <p>5. play minor games to develop these skills.</p>	<ul style="list-style-type: none"> • Holding the bat • Making a stroke • Forward and backward defensive stroke • Playing the ball for different strokes • Gripping the cricket ball • Wicket keeping • Developing skills 	<ul style="list-style-type: none"> • Correct grip and stance (for the cricket bat) • Mastery of the strokes • Display of correct stance for wicket keeping • Skills development in cricket
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • master the grip and stance with 100% accuracy? • demonstrate the stroke? • play the ball to demonstrate: <ul style="list-style-type: none"> (a) forward defensive stroke? (b) backward defensive stroke? (c) on drive? (d) off drive? (e) leg break? • show mastery of the grip and delivery of the cricket ball? • show proficiency in the wicket keeping? 	<p><u>Materials/Resources:</u></p> <p>Cricket pitch Balls Bats</p>	

ACTIVITY PLAN

Focus Question 2.

How can I express feelings, moods and ideas to music to create simple characters and narratives in choreography?

Objectives:

Pupils will:

- perform dance steps to music individually or in groups.
- respond to pulse beats, rhythmic patterns and phrases.
- compose movements by controlling and varying size, shape, directions, speed and tension.
- identify and demonstrate simple movements.
- describe simple movements.
- identify with experiences in textures.
- express feelings, moods and ideas to music.
- respond to a range of stimuli through dance.
- respond creatively to a given sequence.
- combine two movement sequences which involve the four elements of movement.
- combine 5 locomotor and 5 non-locomotor movements using different rhythms.
- use many body parts to make shapes in performance of traditional dances.
- use mime and dance to depict characters and events.
- choreograph and perform dance at a competitive level.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. revise basic dance steps for grades 4 and 5. 2. in groups create patterns and motifs using levels. 3. combine movement, varying the shape and size of patterns, adding directions emphasizing flow and tension. 4. create a movement sequence, describe it and apply music to it. 5. list familiar movements e.g. sweeping floor, eating a banana, dribbling a ball. Select one movement and perform it in small and large space. 6. create dance with accent on pathways. 7. explore directions, combine with motifs and patterns from sounds and colours. 8. create rhythms and use original ring games to create complete dance movements e.g. Farmer in the dell. 9. introduce local and international folk dances. Teach dances in parts until whole dance is finished e.g. Kumina, Bruckins, Quadrille, Polka. 10. combine movements with music to create dances based on themes e.g. wind, rain, carnival. 	<ul style="list-style-type: none"> • Combining patterns and motifs with levels. • Combining movements with qualities • Creating and describing movement sequence • Recognizing themes • Performing • Creating pathways • Combining patterns with motifs from stimuli • Creating and choreographing dance from themes and stimuli 	<ul style="list-style-type: none"> • Designed patterns and motifs, with levels • Complete design of movements • Accurate design of a movement sequence • Movements from themes • Choreography • Movement from stimuli • Choreography
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a blend of dance movement cooperatively in groups? • create movement sequences and perform them to stimuli? • choreograph 3 pattern pieces for one minute incorporating all skills? • in groups choreograph pieces using all dance skills successfully? 	<p><u>Materials/Resources:</u></p> <p>Rooms Tapes Drums Shakers Maracas Tape recorders</p>	

**RELIGIOUS
EDUCATION**

RELIGIOUS EDUCATION**GRADE SIX**Unit Title: **RELIGIOUS PRACTICES CONNECTED
WITH IMPORTANT STAGES IN LIFE**Term: **TWO**Unit: **ONE**Duration: **ONE TERM****FOCUS QUESTIONS:**

1. What are some of the practices connected with initiation, marriage and death in different religious groups, and why do they take place?
2. How can religious practices (initiation, marriage and death) affect my life?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<ul style="list-style-type: none"> Gain insight into the nature of religion and what it means to be religious Acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> explain how religious beliefs and practices affect the daily life of a person and a community. identify the special garments, foods, symbols and rituals associated with initiation, marriage and death. identify practices which most religions use to express their beliefs and values regarding initiation, marriage and death. identify and discuss similarities in beliefs and values which cross the boundaries of religious groupings as they relate to initiation, marriage and death. differentiate between and discuss the significance of religious signs, symbols and rituals associated with initiation, marriage and death. use correctly words/concepts related to initiation, marriage and death in the various religious groups. 	<p>Initiation:</p> <p>Hinduism - Sacred Thread Ceremony,</p> <p>Judaism - Samskara Bar Mitzvah/Bat Mitzvah</p> <p>Christianity - Baptism (infant and adult), confirmation, holy water, laying on of hands</p> <p>marriage wedding ceremonies marriage contract/licence</p> <p>death rituals burial/cremation symbols taboos myths legends promises/vows/marriage rules funeral witnesses eulogy remembrance</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<ul style="list-style-type: none">• Demonstrate an understanding of religious practices, principles and phenomena • Develop an openness and sensitivity towards people whose religious beliefs and practices may be different from those with which they may be familiar	<ul style="list-style-type: none">• analyze information about rites of passage and make decisions about moral issues.• identify and discuss moral values (relating to initiation, marriage and death) which guide the lives of religious people.• explain the role of sacred writings, stories, history and oral tradition in preserving and passing on the beliefs and practices related to rites of passage.• identify and list some celebrations associated with rites of passage in each religion.• analyze religious customs and practices in order to appreciate the kinship of humankind.• show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.	<p>Religious customs and norms reflected within society. Social, legal, moral, spiritual implications</p> <p>arranged marriages sari garland matrimony bride groom suttee</p> <p>funeral pyre Kriya ceremony scattering of ashes holy river dhoti cycle of death and rebirth Torah Orthodox service Hebrew synagogue huppah Shema Hell Day of Judgment Paradise Heaven</p>

ACTIVITY PLAN

Focus Question 1.

What are some of the practices connected with initiation, marriage and death in different religious groups, and why do they take place?

Objectives:

Pupils will:

- identify the special garments, foods, symbols and rituals associated with initiation, marriage and death.
- identify practices which most major religions use to express their beliefs and values regarding initiation, marriage and death.
- identify and discuss similarities in beliefs and values which cross the boundaries of religious groupings as they relate to initiation, marriage and death.
- differentiate between and discuss the significance of religious signs, symbols and rituals associated with initiation, marriage and death.
- analyze religious customs and practices in order to appreciate the kinship of humankind.
- use correctly words/concepts related to initiation, marriage and death in the various religious groups.
- identify and discuss moral values (relating to initiation, marriage and death) which guide the lives of religious people.
- explain the role of sacred writings, stories, history, and oral tradition in preserving and passing on beliefs and practices.
- identify and list some celebrations associated with rites of passage in each religion.
- show by their behaviour that they respect the rights of persons who have different points of view and or practices from their own.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. with teacher, discuss what it means to become a member of a particular religious community. 2. describe orally, visually or in writing any rite connected with initiation, marriage, or death of which they may be aware, including special garments, food and symbols.	<ul style="list-style-type: none"> • Contributing meaningfully to discussion • Gathering insights/information • Describing rites 	<ul style="list-style-type: none"> • Oral, visual or written descriptions

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. use grid /posters, charts to record information under the headings initiation, marriage and death. Identify similarities with information already absorbed. Research initiation, marriage and death, in other religious groups then identify similarities with information already recorded.</p> <p>4. examine other accounts of initiation from any religion, then write the practices/aspects of this rite, which the person is likely to remember. Explain why these take place.</p>	<ul style="list-style-type: none"> • Recording information • Researching/categorizing • Sharing information • Recalling and explaining 	<ul style="list-style-type: none"> • Grid/posters, charts, etc. • Written accounts
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list accurately similarities and differences between rites of initiation, marriage and death? • give correct oral, visual or written descriptions of rites within major religions/local religious groups? • effectively and accurately convey researched information in grid/posters/charts? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Sharing • Empathizing • Respect for the beliefs and practices of others • Freedom from religious prejudice 	<p><u>Materials/Resources:</u></p> <p>Books on religion Magazines Newspapers Photographs Pictures Resource persons</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. research and display pictures/photographs of wedding ceremonies from different religions. Discuss the similarities and differences in the various groups.</p> <p>6. give their views on why people get married, then do research/interviews to find out the beliefs of various religious groups on marriage. Share information with class via mock interviews/written presentations.</p> <p>7. plan and stage a marriage ceremony from any of the religious groups.</p> <p>8. listen to story re death of a classmate, discuss the reactions of members of the class and identify ways in which grief was expressed. (Text listed in Materials and Resources column).</p>	<ul style="list-style-type: none"> • Creating display • Analyzing pictures • Developing interview schedule • Researching/interviewing for information • Planning a marriage ceremony • Role-playing a marriage ceremony • Identifying and assessing responses • Listening for information • Analyzing and sharing ideas 	<ul style="list-style-type: none"> • Display • Picture analysis • Oral/written presentation of information • Dramatic presentation • Analysis of responses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • mount an aesthetically appealing display? • plan cooperatively? • accurately dramatize the marriage ceremony chosen? • listen attentively, identify feelings and reactions and analyze them frankly? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Cooperation (polite, patient interaction) • Sharing respect for the value placed on: <ul style="list-style-type: none"> - marriage - tolerance - respect - empathy - life itself 	<p><u>Materials/Resources:</u></p> <p>Religious texts; story from <u>Religion for a Change</u> Book 2 by Martin Palmer et al</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. review known rituals associated with death and burial. Identify the ones that are unique to each religious group. Conduct audiotaped interviews with senior citizens to find out:</p> <p>a) how rituals and traditions have changed in the last fifty years,</p> <p>b) about the myths, legends and taboos associated with death and burial in different religious groups.</p> <p>10. with the help of resource persons from the community or the drama teacher, assume the role of reporters and “cover” the events at a traditional funeral scene and at a contemporary one.</p> <p>11. write a poem or song about death/burial or a song for a wake. Share it with class.</p>	<ul style="list-style-type: none"> • Identifying discussing and classifying rituals • Interviewing senior citizens • Conducting community research • Recording and sharing information • Differentiating • Role-playing • Creating poem/song 	<ul style="list-style-type: none"> • Classified rituals of religion • Information contained in audio tapes • Role-play • Poem/song
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • classify rituals of various religions? • communicate using visual images? • ask clear and concise questions? • glean and accurately recall information from senior citizens? • differentiate between traditional and contemporary funeral practices? • authentically play the roles chosen? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Spirit of enquiry • Willingness to share ideas and create efforts • Respect for the practices of others/for the elderly and their views 	<p><u>Materials/Resources:</u></p> <p><u>World Religions</u> – Hinduism (pp. 27-29), Stanley Thornes and Hutton Resource persons</p>

ACTIVITY PLAN

Focus Question 1.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>12. research how different religious groups prepare their dead for burial/cremation. Read and discuss story on Hindu cremation. (Materials and Resources column)</p> <p>13. role-play the following scenarios:</p> <p>a) a person being prepared for initiation by being asked to answer questions (re moral values) posed by the religious leader preparing him/her.</p> <p>b) engaged couple being counselled/asked about moral values by which engaged or married couples should live.</p> <p>c) pastor/priest/other religious leader counselling bereaved; sharing beliefs and values re death, dying, grieving.</p>	<ul style="list-style-type: none"> • Researching • Identifying and discussing procedures • Assuming stated roles • Applying information learned to specific situations • Empathizing with persons whose roles are being played 	<ul style="list-style-type: none"> • Applied information • Rating scale re empathy and values
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write appropriate/relevant songs/poems which make good use of information gathered? • give plausible and authentic advice as per individuals whose roles they played? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Empathy • Compassion for others • Respect for the institution of marriage • Appreciation of the sacredness of life • Respect for beliefs and practices other than those of which they know 	<p><u>Materials/Resources:</u></p> <p>Recommended texts Personal experiences if any Costumes where appropriate/available</p>

ACTIVITY PLAN**Focus Question 2.****How can religious practices (initiation, marriage and death) affect my life?****Objectives:****Pupils will:**

- explain how religious beliefs and practices affect the daily life of a person and a community.
- analyze information about rites of passage and make decisions about moral issues.
- show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use the 'Speak Easy' mode to talk about how religion affects daily life. List and discuss points. 2. under the caption 'Religion and Me', list points from procedure #1 under the categories: Social, Moral, Political, Legal, Cultural. 3. create a religion tree by putting all the above categories as fruits/leaves on the tree and writing on them examples of how each category affects daily life. 	<ul style="list-style-type: none"> • Articulating points of view • Categorizing and listing information • Creating visual presentation 	<ul style="list-style-type: none"> • Categorized list • Religion tree
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express themselves about how religion affects their lives and those of others? • make an appropriately categorized list of the effects of religion? • create an attractive religion tree with correct examples of categories identified? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Self-analysis (being motivated by one's innermost desires and needs: having a personal philosophy of life) • Truthfulness • Self-confidence • Kindness • Tolerance 	<p><u>Materials/Resources:</u></p> <p>Materials to make religion tree</p>

ACTIVITY PLAN

Focus Question 2.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>4. create a poem/song using the topic “What If People Abandoned Religion?” Use as accompaniment to a creative dance depicting same.</p> <p>5. individually and in groups plan and present a talent show using the theme “How Religion Can Affect My Life”.</p>	<ul style="list-style-type: none"> • Creating songs or poems • Planning talent show 	<ul style="list-style-type: none"> • Poems/songs/creative dances • Renditions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create poems/songs/dances and render items relating to: <ul style="list-style-type: none"> a) the influence of religion on the individual? b) consequences of people’s abandonment of religion? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Self-confidence • Sincerity • Respect for others’ opinions and efforts • Civic and national responsibility • Working together to achieve a common goal 	<p><u>Materials/Resources:</u></p> <p>Students’ talent/creativity All content learned during the unit</p>

SCIENCE

SCIENCE**GRADE SIX**Unit Title: **SYSTEMS**Term: **TWO**Unit: **ONE**Duration: **TEN WEEKS**

- FOCUS QUESTIONS:**
1. What does each system do for the plant?
 2. What are some of the systems in my body and how do they work?
 3. How do the parts of each system work together?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand the importance/role of various systems in living things 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • describe the main features of the root system. • explain the functions of the root system. • analyze graphical data. • explain changes in root system. • describe the shoot system of plants and state its functions. • identify the reproductive structures of the plant and state the functions. • describe the process of movement and locomotion in humans, naming the organs involved (bones, joints, muscles). • describe the process of excretion, naming the organs involved (skin, kidney, lungs, intestine), and the type of waste produced by each organ. • identify the reproductive organs of humans. • state the function(s) of each reproductive organ in humans. • participate effectively in a small group. • use own perception and imagination to make a visual image. 	<ul style="list-style-type: none"> system root shoot organ reproductive/reproduction anchorage locomotion excretion kidney intestine skeleton and muscles liver urea bladder urine gaseous exchange testes penis vagina ovaries uterus puberty rectum faeces

ACTIVITY PLAN**Focus Questions:**

1. What does each system do for the plant?
3. How do the parts of each system work together?

Objectives:**Pupils will:**

- describe the main features of the root system.
- explain the functions of the root system.
- analyze graphical data.
- explain changes in root system.
- describe the shoot system of plants and state the functions.
- identify the reproductive structures of the plant and state the functions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT										
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine two different root systems and make illustrations of the features of each. [Example - fibrous and tap]. 2. in groups, select a small plant, carefully remove it from the soil and place in a transparent container with water. Take an initial measurement of the water level, then continue to measure this at the same time each day, over a one-week period. [The container should be covered with only the plant exposed]. Write a report on the activity, make observations, plot a graph and draw conclusions about the functions of the root system and record these. 	<ul style="list-style-type: none"> • Making inferences • Communicating visually • Measuring, recording and analyzing data • Communicating graphically • Drawing conclusions • Taking care of living organisms 	<ul style="list-style-type: none"> • Illustrations of the root system • Graph • Recorded conclusions 										
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw illustrations that were correctly labelled, representative of each root system? • draw graph correctly labelled with appropriate scale? • give conclusions that were relevant? 	<p><u>Materials/Resources:</u></p> <table> <tr> <td>Plant samples</td> <td>Containers</td> </tr> <tr> <td>Crayons/markers/paint</td> <td>Graph paper</td> </tr> <tr> <td>Computer to plot graph of measurements</td> <td>Texts</td> </tr> <tr> <td>Multi-media materials on root systems</td> <td>Ruler</td> </tr> <tr> <td>Plant samples with the root system</td> <td></td> </tr> </table>		Plant samples	Containers	Crayons/markers/paint	Graph paper	Computer to plot graph of measurements	Texts	Multi-media materials on root systems	Ruler	Plant samples with the root system	
Plant samples	Containers											
Crayons/markers/paint	Graph paper											
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Multi-media materials on root systems	Ruler											
Plant samples with the root system												

ACTIVITY PLAN**Focus Questions 1. & 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. examine root samples, recorded evidence, published information and give possible explanations for:</p> <ul style="list-style-type: none"> i) change in the size of the root system, ii) change in the overall shape of the root system. <p>4. in discussion with teacher and group/class, decide on a given area of enquiry based on 'The shoot system of a plant', and do the investigation. Report findings to the class.</p> <p>5. investigate what happens when a soft stem plant sample is placed in coloured water, observe events and sequence findings. Record collected evidence by drawing pictures, making lists and pictorial charts, writing captions and short pieces. Answer questions about the shoot system.</p>	<ul style="list-style-type: none"> • Researching and evaluating information • Communicating ideas • Making relevant observations • Investigating to solve own problems • Observing for details • Sequencing events • Recording results of investigations • Deducing explanations 	<ul style="list-style-type: none"> • Written explanations • Record of the enquiry • Sequenced record of observations • Correct responses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give written explanations with supporting reasons, using SJE? • produce a report with relevant facts, clearly outlined procedures, illustrations? • produce record with accurate observations, correctly sequenced? • give correct responses to test? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on the shoot system Texts Materials and equipment for the enquiry Plant sample Coloured water Crayons/markers/paint Worksheets for test Key responses for test</p>	

ACTIVITY PLAN

Focus Questions 1. & 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. in groups, do a field study on flowering plants. Collect samples and make observations re: colour, smell, shape and number of petals (size also), and sepals. Develop a tabulated record of their observations, using the samples. Organize work into a personal topic-folder, and make an oral report to the class – [pupils to name flowers! (Research)].</p> <p>7. complete a diagram of the flower, then produce a table of Parts/Functions, using researched information. Colour key (a) female reproductive organs, (b) male reproductive organs, (c) petals, (d) sepals, on the diagram.</p>	<ul style="list-style-type: none"> • Observing & recording data • Collecting relevant samples • Communicating in tabular form • Responding appropriately to peers' questions • Labelling diagrams • Communicating using coloured symbols • Communicating information in tabular form 	<ul style="list-style-type: none"> • Topic-folder • Oral (& written) report to class • Labelled diagram using coloured key • Completed table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a topic-folder with relevant pieces that are legible, logically sequenced, neat, and shows creativity? • give a report within the given timeframe, facts clearly stated, in audible voice? • produce a diagram that was correctly labelled, representative of the flower sample? • make a table with parts and functions correctly aligned? 	<p><u>Materials/Resources:</u></p> <p>Flower samples Materials for making topic-folder Texts or other multi-media Materials on flowers Computer for making tabulated record displayed as Pie-charts Tables, etc. Worksheet on diagram of the flower</p>	

ACTIVITY PLAN

Focus Questions 1. & 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. dissect a flower, paste on one side of the teacher-made worksheet, and label internal parts, using information on other side. Complete the worksheet and place in personal topic-folder.</p> <p>9. do a concept map on the parts of a flower.</p> <p>10. plan and design a 'card/domino type' game that demonstrates the structure of a flower.</p>	<ul style="list-style-type: none"> • Manipulating materials and equipment • Working safely • Following directions carefully • Creating graphic representation of ideas • Creating a game to show relationships 	<ul style="list-style-type: none"> • Labelled flower parts • Concept map • Game on structure
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • dissect flower and correctly match internal parts to labelled diagram? • make a concept map with accurate content, identified relationships? • design a game that was original and creative, had visual impact, was appealing to peers, portrayed the facts correctly? 	<p><u>Materials/Resources:</u></p> <p>Flower samples Appropriate cutting devices Magnifying instrument Teacher-made worksheet with labelled diagram of flower on one side of paper & space for pupil to paste flower parts on the other side</p>	

ACTIVITY PLAN

Focus Questions:

- 2. What are some of the systems in my body and how do they work?
- 3. How do the parts of each system work together?

Objectives:

Pupils will:

- describe the process of movement and locomotion in humans naming the organs involved (bones, joints, muscles).
- describe the process of excretion, naming the organs involved (skin, kidney, lungs, intestine), and the type of waste produced by each organ.
- identify the reproductive organs of humans.
- state the function(s) of each reproductive organ in humans.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. use self-space and general space to demonstrate bodily activities that show various movements, using their muscles, joints and skeletal frame. Work in groups and discuss the role of the (a) muscles, (b) skeletal frame, (c) joints. Extract specific information on movement from displays, film or from the variety of sources available, in the school and local community, including computer databases, and place in a personal folder. Present work to the class, by contributing to a classroom display, and giving an oral account of their own part in the work.</p>	<ul style="list-style-type: none"> • Demonstrating specific movements • Researching relevant information 	<ul style="list-style-type: none"> • Location of muscles, joints and bones in the movements • Class display
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify location of muscles, joints and bones involved in each movement demonstration? • create a display having correct information, visual appeal, creativity, with input from a variety of sources? 	<p>Materials/Resources:</p> <p>Accompanying music Multi-media materials on locomotion Materials for making class display</p>	

ACTIVITY PLAN

Focus Questions 2. & 3.

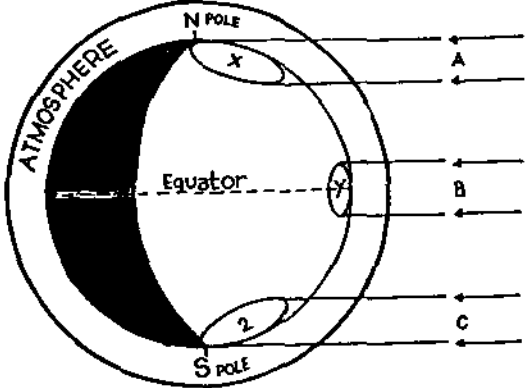
PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. cut, paste and label diagrams of parts of the body, or make models of parts of the body. Colour key the (a) excretory system to include the liver, kidney, bladder, (skin, lungs); (b) reproductive system - testes and penis in male/vagina, uterus and ovaries in female. After discussion with the teacher/class/group, pursue a given area of enquiry related to the excretory system and/or reproductive systems.</p> <p>3. observe demonstration by teacher/resource person of 'ball-cock' mechanism of a toilet tank and the accompanying explanation of how the regulation of the water level is analogous to the kidneys controlling the fluid levels in the blood. Create other analogies for the excretory system.</p>	<ul style="list-style-type: none"> • Manipulating materials and equipment • Investigating own questions • Drawing and reporting conclusions • Deducing relationships from observations • Creating relevant analogies 	<ul style="list-style-type: none"> • Labelled body frame diagram/model • Report of investigation • Analogy of excretory system
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly label bodyframe diagram/model? • produce report with relevant information? • create an analogy that correctly depicted the excretory system, used readily-available materials? 	<p><u>Materials/Resources:</u></p> <p>Body frame chart or diagram Multi-media materials on excretory and reproductive systems Appropriate cutting devices Computer databases e.g. from Internet (if available) Working model of toilet tank Materials for making analogous systems</p>	

SOCIAL STUDIES

SOCIAL STUDIES**GRADE SIX**Unit Title: **CLIMATIC ZONES**Term: **TWO**Unit: **ONE**Duration: **FOUR WEEKS****FOCUS QUESTION:** What are the climatic zones of the world?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experiences • Develop locational and descriptive skills relating to their physical environment • Value and respect the diversity inherent in life on planet earth 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the concepts: climatic zones, tropical, maritime, temperature, polar. • identify on a diagram the climatic zones of the world. • identify the climatic zone in which Jamaica is located. • locate at least 3 countries in each climatic zone • identify the characteristics of the different zones. • locate and name 3 countries that fall into 2 different climatic zones eg. Australia , Lapland. • show by their behaviour that they value social studies for understanding the world in which they live. • explain briefly how latitude helps to determine the climate of a place. • explain why the length of day varies according to the latitude of a place. • explain the difference in the time of year that the seasons occur in the Northern and Southern Hemispheres. 	<ul style="list-style-type: none"> climate altitude latitude maritime tropical temperature polar humid zone/belt Tropic of Cancer Tropic of Capricorn Equator Arctic Circle Antarctic Circle

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> using a globe/atlas and/or a representation of the globe on chalkboard, name the five main lines of latitude. using the diagram which illustrates the sun's rays on the earth, where A,B,C are amounts of rays with equal heating power when they reach the atmosphere.  <p>a) deduce that places near the equator will receive more heat than places far away because at the equator the sun's rays cover a smaller distance and smaller area, while at the poles they cover a larger distance and a larger area.</p>	<ul style="list-style-type: none"> Identifying lines of latitude Drawing conclusion from illustration 	<ul style="list-style-type: none"> Lines of latitude named Completed diagram Information inferred

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>b) conclude that the latitude of a place is mostly responsible for the amount of heat it gets, and that the further away one goes from the equator the cooler it gets. Write three sentences explaining why this is so.</p> <p>3. draw the diagram and using different colours, shade the area on the diagram that gets a) the most heat b) the least heat c) some heat.</p> <p>4. read extracts from textbooks to find the names of the climatic zones/belts.</p> <p>5. label the climatic zones/belts on an outline diagram given by teacher.</p> <p>6. write a paragraph explaining the term 'climatic zones' and describe the main temperature characteristics of each one .</p> <p>7. using their atlases, name a) the climatic zone in which Jamaica is located, b) three countries in each climatic zone. Put information on a chart.</p>	<ul style="list-style-type: none">• Demonstrating understanding of concept in writing• Drawing and shading in different areas on diagram• Reading for information• Labelling diagrams• Locating, defining and writing meaning of terms• Identifying countries in each climatic zone	<ul style="list-style-type: none">• Written sentences• Drawn and shaded diagram• Completed diagrams• Paragraph• Completed chart

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. with teacher's help review lessons taught in:</p> <p>a) Term 1 on "Seasons" and talk about the four main seasons and associate them with the climatic zones e.g. when the northern half of the world gets more heat from the sun it is summer or hot. The opposite is happening in the south. Relate this to length of days in each zone.</p> <p>b) describe conditions in the tropics in terms of seasons, temperature and length of day.</p> <p>9. use temperature data of selected countries from different climatic zones to make deduction about the temperature of such places.</p> <p>10. examine data for a year and compare the temperature of Jamaica with that of selected countries at the same time of year.</p>	<ul style="list-style-type: none">• Discussing information • Describing tropical conditions • Interpreting data • Making comparisons	<ul style="list-style-type: none">• Paragraph • Comparison
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• accurately label the five main lines of latitude on given diagram?• accurately draw diagram and shade it, using various colours to identify the climatic zones and name them?• write clearly and concisely a paragraph to explain the term climatic zones, what they are and the main temperature features?• locate and name places in different climatic zones and put them accurately on chart?• describe clearly and concisely tropical conditions?• compare the temperature of Jamaica with that of a selected country?	<p><u>Materials/Resources:</u></p> <p>Phyllis Reynolds et al "<u>Our World Environment</u>" Carlong Primary Social Studies Bk 6 Diagrams illustrating the results of earth's rotation and revolution Longman Caribbean School Atlas</p>	

SOCIAL STUDIES**GRADE SIX****Unit Title: LIFE IN COUNTRIES IN THE DIFFERENT CLIMATIC ZONES Term: TWO Unit: TWO Duration: EIGHT WEEKS****FOCUS QUESTION: What is life like in countries in the (a) tropical, (b) temperate and (c) polar climatic zones?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none">• Demonstrate research skills • Develop locational and descriptive skills relating to their physical environment • Understand the interaction between people and their environment as they exploit the earth's resources to meet their needs	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• locate, read, record and interpret information from various sources concerning specified countries in the different climatic zones. • identify and locate each of the countries to be studied within their climatic zones.• identify and locate the main physical features of each country.• identify and locate the main towns in each country. • examine the characteristics of the different climatic zones.	tropical temperate polar Arctic Circle Antarctic Circle physical features humid economic activities snowfall snowstorms igloo kayak rugged terrain crops resources

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
	<ul style="list-style-type: none">• identify the peculiarities of climate in each country studied.• describe the ways people live and make their living in different climatic zones. • explain how physical features and climate influence human activities in each country.• realize that people of different climatic zones depend on one another for many of the things they use.• describe the impact of climate on the social, cultural economic activities of people in each country studied.• make comparison between life in two countries in the temperate zones.• compare the physical features and climate of Ghana with that of Jamaica. • describe the various ways in which people adapt to the physical conditions in the zones in order to exploit resources and meet their needs.• show tolerance and respect for, and understanding of other people's way of life. • be willing to work co-operatively in groups.	

ACTIVITY PLAN

**Focus Question 1(a).
Objectives:**

What is life like in the tropical climatic zone (Ghana)?

Pupils will:

- identify and locate Ghana in its climatic zone.
- locate and name the main physical features of Ghana.
- identify the peculiarities of the climate of Ghana.
- describe the ways climate and physical features influence vegetation.
- locate, read, record and interpret information from various sources on Ghana.
- explain how physical features and climate influence human activities in Ghana.
- discuss the ways in which the people of Ghana depend on other countries for the many things they need.
- describe the impact of climate on the social, cultural and economic activities of Ghana.
- compare the climate characteristics of Ghana with that of Jamaica.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. describe in written form the main climatic characteristics of the tropical zone. 2. using a political map of the world: <ol style="list-style-type: none"> a) locate Ghana in the tropical zone b) state its longitudinal and latitudinal position c) name the continent where Ghana is found. 3. using the scale on the map, calculate Ghana's distance in a straight line from Jamaica. 4. record information on the climate of Ghana and its physical features after reading textbooks, pamphlets, fact sheets and atlases. 5. examine the peculiarities of the climate of Ghana in terms of its temperature and rainfall features. Record information in notebooks. 	<ul style="list-style-type: none"> • Locating places on maps • Calculating distance • Reading and recording information • Recording information 	<ul style="list-style-type: none"> • Notes

ACTIVITY PLAN

Focus Question 1 (a).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. give reasons for the characteristics of Ghana's climate.</p> <p>7. on a map of Ghana, shade in areas of a) heavy rainfall b) little rainfall, and c) no rainfall.</p> <p>8. compare the physical features and climate of Ghana with those of Jamaica. Put information on a chart.</p> <p>9. name the major agricultural activities of the people of Ghana and relate them to its climatic characteristics (include animal rearing and fishing). Put information on a table.</p> <p>10. using atlases and textbooks find out a) what are the staple foods eaten by the people of Ghana, b) which of these are produced by them and, c) which ones they import and from where.</p> <p>11. after reading extracts or texts, talk about how the climate of Ghana impacts on/ influences housing, clothing, and other economic activities of the people.</p>	<ul style="list-style-type: none"> • Making comparisons • Identifying agricultural activities 	<ul style="list-style-type: none"> • Charts • Table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the peculiarities of Ghana's climate? • design charts showing relevant information? • see the relationship between the climatic characteristics of Ghana and its major agricultural activities, and represent this information on tables? 	<p><u>Materials/Resources:</u></p> <p>Carl long Primary Social Studies Bk 6. <u>Our World Environment</u> Longman Caribbean School Atlas Pamphlets, fact sheets</p>	

ACTIVITY PLAN

**Focus Question 1(b)
Objectives:**

What is life like in the temperate climatic zone (Japan and New Zealand)?

Pupils will:

- locate and name the main physical features of these two countries in the temperate zone.
- identify the peculiarities of the climate in these two countries.
- explain the relationship between physical features and the activities of the people.
- use maps and diagrams to illustrate the location of Japan and New Zealand in the temperate zone.
- identify and locate the main towns and show their relationships to economic activities.
- explain how people in the temperate zone help people in the tropical zone to satisfy their needs and vice versa.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. write sentences describing the main characteristics of the temperate zone. 2. on a political map of the world <ol style="list-style-type: none"> a) locate Japan and New Zealand in the temperate zone. b) state their latitudinal and longitudinal position. c) describe the location of these countries in a paragraph. 3. use the key on a physical map of Japan and New Zealand to identify the physical features of both countries. 4. shade in and name the main towns and cities of both countries on outline maps and say how climate influences their location. 5. compare the location of both countries and discuss how the latitudinal location influences climatic characteristics. 6. read resource materials on the economic activities of the countries and make a chart to show their differences. 7. make tables to show the main crops grown under the headings: climate, physical conditions, and main producing areas. 	<ul style="list-style-type: none"> • Writing descriptions • Locating places on map • Describing locations • Identifying physical features • Locating places • Making comparisons • Reading resource materials for information • Constructing tables 	<ul style="list-style-type: none"> • Sentences • Map work • Paragraph • Map • Chart • Table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write accurate descriptive sentences? • locate the listed countries on world map and write accurate paragraphs? • construct an accurate chart to bring out the economic activities of both countries? • produce tables with proper classification? 	<p><u>Materials/Resources:</u></p> <p>Encyclopedias, pamphlets, fact sheets Atlases Carlong Primary Social Studies BK 6. <u>Our World Environment</u></p>	

ACTIVITY PLAN

Focus Question 1 (b).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. on outline maps, show the main manufacturing, mining and agricultural areas of both countries.</p> <p>9. collect pictures to make collages which show the main products of each country.</p> <p>10. interpret graphs from atlas, which show the countries' main exports.</p> <p>11. make a list of goods/products that these countries import and explain why these goods are imported.</p> <p>12. find out what are the staple foods eaten by the people, and which of these they produce.</p> <p>13. write to resource persons, e.g. diplomatic personnel, penpals, for information on the social and cultural activities of the people.</p> <p>14. present and display the information gathered.</p>	<ul style="list-style-type: none"> • Locating main economic areas on map • Making collages • Interpreting graphic materials • Giving explanations • Choosing and organizing relevant information • Presenting and displaying information 	<ul style="list-style-type: none"> • Maps • Collages • Display
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • locate main economic areas of both countries on outline maps? • collect appropriate pictures to make collages? • select and appropriately present information? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1 (b).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. write sentences to explain how climate influences the way they live and the type of houses in which they live.</p> <p>16. make flow charts, concept maps or other diagrams to show how people use the available resources to satisfy their needs.</p> <p>17. using information from encyclopedias/textbooks, explain how physical features and climate influence the forms of transportation and communication used.</p> <p>18. in small groups, do project work on the activities of the people and show the relationship between these activities and the environment.</p>	<ul style="list-style-type: none"> • Explaining the influences of climate • Constructing flow charts/ diagrams, concept maps • Interpreting information • Researching information 	<ul style="list-style-type: none"> • Sentences • Flow charts • Project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write appropriate and relevant sentences? • represent the sequence of activities accurately? • show accurately through projects the relationship between activities performed and the environment? 	<p><u>Materials/Resources:</u></p> <p>Encyclopedias</p>	

ACTIVITY PLAN

**Focus Question 1(c).
Objectives:**

What is life like in the polar climatic zone (Siberia)?

Pupils will:

- identify and locate within the polar zone – Siberia, northern North America.
- locate and name the main physical features of Siberia.
- explain the relationship between climate, physical features and vegetation within the zone.
- describe the impact of physical features and climate on the social, cultural and economic activities of the people.
- identify and locate the main towns in Siberia.
- describe the various ways in which people adapt to the physical conditions in this zone in order to exploit resources and meet their needs and those of others.
- outline the ways in which people are able to exploit the resources in Siberia.
- identify similarities and differences in the ways in which people across the zone meet their needs.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. with teacher’s help, locate the region known as the polar zone on a world map and discuss the meaning of the term “polar”. 2. write sentences describing the characteristics of the polar zone. 3. on a world map, <ol style="list-style-type: none"> a) find Siberia, northern North America and any two other countries located in the polar zone. b) state Siberia’s latitude and longitude. Write a paragraph discussing Siberia’s location. 4. read a variety of resource materials and identify the relationships between climate, physical features and vegetation in Siberia. 5. write a report with illustrations, making generalizations about the relationships between latitudinal location and temperature. 	<ul style="list-style-type: none"> • Locating regions and drawing conclusions • Describing the polar zone • Identifying and locating countries in the polar zone • Writing paragraph • Reading to gather information • Writing report 	<ul style="list-style-type: none"> • Sentences • Paragraph • Report

ACTIVITY PLAN

Focus Question 1 (c).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. on a political map of Europe locate the main towns in Siberia and make a chart showing their main economic activities.</p> <p>7. after reading from encyclopedias or textbooks, explain in writing how the climate of Siberia influences the</p> <p>a) food eaten, b) the clothes people wear, c) houses people build /live in.</p> <p>8. in role, as an engineer with an oil company, describe and explain how the climate of this zone affects his/her work.</p> <p>9. as the personnel officer of a mining company, address potential employees, explaining how they would have to adapt to their new environment in terms of food, shelter, clothing and leisure activities.</p> <p>10. outline the changes that have to be made to the physical environment for them to carry out their activities.</p>	<ul style="list-style-type: none"> • Locating towns on map showing their economic activities • Gathering information • Role-playing • Role-playing • Writing report 	<ul style="list-style-type: none"> • Charts • Paragraph • Skit • Report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately describe the polar zone in brief sentences? • give information, accurately locating the specified country? • select relevant information in order to analyze the relationship? • write report based on generalizations? • locate main towns in Siberia on political map of Europe and construct chart showing their main economic activities? • highlight relevant information in role? 	<p><u>Materials/Resources:</u></p> <p>Physical maps of the world, Europe Encyclopedias, fact sheets, pamphlets, pictures Carlong Primary Social Studies Bk 6. – <u>Our World Environment</u></p>	

ACTIVITY PLAN**Focus Question 1(c).**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. make charts to show Siberia's main imports and exports and explain why such goods have to be imported into Siberia. 12. pretend they are a grade 6 class in Siberia. Write to their penfriends in Jamaica, telling them about a typical day in Siberia compared to one in Jamaica. 13. find out what are the staple foods eaten by people in Siberia and which of these are produced by Siberians and which are imported.	<ul style="list-style-type: none"> • Constructing charts • Analyzing information, making comparisons and writing letters • Researching information 	<ul style="list-style-type: none"> • Charts • Letter
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • list imports and exports on charts and give clear and concise explanation for the importation of goods? • use correct letter format and make an accurate comparison between the two countries? 	<u>Materials/Resources:</u>	

VISUAL ARTS

VISUAL ARTS**GRADE SIX**Unit Title: **WORDS, IMAGES AND MESSAGES**Term: **TWO**Unit: **ONE**Duration: **FIVE WEEKS****FOCUS QUESTIONS:**

1. How can I use letters and words to create visual and verbal expressions?
2. How can I use words and images to convey messages?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Learn that computer graphics can be used to enhance preparation and presentation • Learn that words can be used to create a variety of visual and verbal imagery • Show that images can be used as symbols to represent various objects and activities • Combine the use of images and words to create informative compositions 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use letters/words creatively. • experiment with words to create visual expressions. • create symbols to represent specific objects/activities. • develop an information concept using visual images. • develop and apply appropriate message to poster illustration. 	<p>words images messages visual verbal lettering symbol design collage slogan poster illustration graphics computers software</p>

ACTIVITY PLAN**Focus Question 1.****How can I use letters and words to create visual and verbal expressions?****Objective:****Pupils will:**

- use letters/words creatively.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. brainstorm and discuss relevant information that relates to some international letters, codes, eg. Rx, phone sign, stop sign. <ol style="list-style-type: none"> (a) observe and discuss display of a variety of lettering styles. (b) observe teacher's demonstration of a few quick methods of lettering that produce strong visual images in various styles, e.g. <ul style="list-style-type: none"> - double pencil - solid marker - edge crayon/chalk - computer generated images. (c) explore the shapes and relationships of letters in one's name to produce an interesting design that reflects personality. (d) add details of elements of design as necessary, to reinforce the personalized nature of the design. (e) display works and discuss the individuality of each completed design. 	<ul style="list-style-type: none"> • Analyzing and discussing • Observing • Manipulating • Analyzing and designing • Creating and refining • Displaying/mounting • Discussing designs 	<ul style="list-style-type: none"> • Design • Composition designs • Mounted display • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • analyze the shapes and relationships of the letters in their names? • demonstrate the ability to use some of the lettering techniques introduced? • create a design that reflected personality? • add necessary details to strengthen the personalized nature of the design? • assess the qualities of the finished designs? 	<p><u>Materials/Resources:</u></p> <p>Lettering samples Paper Pencils Markers Crayons Computers Rulers Scissors</p>	

ACTIVITY PLAN**Focus Question 1.****How can I use letters and words to create visual and verbal expression?****Objective:****Pupils will:**

- experiment with words to create visual expressions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2. (a) observe teacher's demonstration of the use of paper cut/collage lettering. (b) discuss lettering types that are possible to create using this technique. (c) discuss a number of topical issues related to school/community. (d) develop a short slogan that addresses one of these issues. (e) explore the chosen slogan to develop an appropriate style of cut lettering. (f) cut and paste letters to create a visual presentation of the slogan. (g) analyze and assess designs.	<ul style="list-style-type: none"> • Observing • Analyzing • Making choices and refining concept • Creating lettering styles • Producing designs • Analyzing and discussing designs 	<ul style="list-style-type: none"> • Discussion • Designs • Discussions
<u>Evaluation:</u> Were pupils able to : <ul style="list-style-type: none"> • observe and understand the use of paper cut lettering technique? • develop slogans to address topical issues? • develop lettering styles? • create visual presentations using collage-lettering technique? • assess designs? 	<u>Materials/Resources:</u> Lettering samples from various sources Paper Scissors Pencil Paste	

ACTIVITY PLAN

Focus Question 2.

How can I use words and images to convey messages?

Objective:

Pupils will:

- create symbols to represent specific objects/activities.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. (a) observe display of a range of images and symbols that represent things and events. (b) discuss how strong simple visual images can be used without words to convey clear messages, e.g. <ul style="list-style-type: none"> - road signs - computer functions - designer emblems. (c) select an item or event in the classroom or school that needs an identification sign. (d) design and produce a clearly understandable image that could be used to make a sign or symbol for this item even without lettering. (e) discuss clarity of meaning of completed symbols. 	<ul style="list-style-type: none"> • Observing and analyzing • Discussing • Choosing • Designing and producing • Displaying • Discussing and assessing 	<ul style="list-style-type: none"> • Analysis • Discussion • Designs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • analyze selected symbols? • identify the role of symbols? • create representational symbols? • assess clarity of symbols produced? 	<p><u>Materials/Resources:</u></p> <p>Sample symbols and images Paper Scissors Paste Pencils Markers Crayons Pen and ink</p>	

ACTIVITY PLAN**Focus Question 2.****How can I use words and images to convey messages?****Objective:****Pupils will:**

- develop an information concept using visual images.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2. (a) observe teacher's display of a number of interesting posters. (b) discuss the role and function of posters in conveying messages (c) explore the size, number and placement of images within the poster design. (d) identify a message that addresses a topical issue within the school community. (e) develop an image or series of images that illustrate this message, and present it with impact. (f) develop a poster design from selected images. (g) assess impact of visual images and their ability to convey messages.	<ul style="list-style-type: none"> • Observing and analyzing • Discussing • Analyzing and assessing • Researching • Illustrating • Designing 	<ul style="list-style-type: none"> • Discussion • Layout • Designs
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • explain the role of posters in conveying messages? • explain the role and placement of images within a poster design? • develop images in response to an identified issue? • create a finished poster design based on selected images? • assess impact and success of finished posters? 	<u>Materials/Resources:</u> Sample posters, flyers, letter-heads Paper Pencils Markers Crayons Paint Brushes	

ACTIVITY PLAN

Focus Question 2. How can I use words and images to convey messages?

Objective:

Pupils will:

- develop and apply appropriate message to poster illustration.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. (a) observe and discuss display of posters produced in previous activity.</p> <p>(b) recall various lettering techniques introduced earlier in the unit.</p> <p>(c) determine wording necessary to be added to poster designs.</p> <p>(d) prioritize messages and determine appropriate lettering size, style and placement.</p> <p>(e) use any direct lettering or paper cut technique to add necessary words to poster design to reinforce or explain visual message.</p> <p>(f) determine success of posters in creating impact and conveying message.</p> <p>(g) analyze the role of the visual and the verbal elements.</p>	<ul style="list-style-type: none"> • Observing and analyzing • Recalling • Selecting • Prioritizing • Lettering • Analyzing and assessing 	<ul style="list-style-type: none"> • Analysis • Recollection • Discussion • Designs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • analyze success and needs of poster designs? • recall lettering techniques? • determine necessary wording (messages)? • prioritize words and determine size, style and placement? • use lettering to reinforce message? • analyze and assess poster design? 	<p><u>Materials/Resources:</u></p> <p>Poster designs Paper Pencils Scissors Paste Markers Crayons Paint Brushes</p>	

VISUAL ARTS**GRADE SIX**Unit Title: **FIBRES AND FABRICS**Term: **TWO**Unit: **TWO**Duration: **FIVE WEEKS****FOCUS QUESTIONS:**

1. How can I use fibres and fabrics to create decorative objects?
2. What techniques can I use to decorate fabrics?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Show an ability to plan ahead, select, organize and manipulate materials in order to solve a specific problem or task • Exercise care and safety in the use of tools and equipment • Apply elements and principles of art/design in creating works of art • Explore fibres and fabrics as materials for artistic expression 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use decorative stitches to create compositions on fabric. • show that weaving is a process of interlocking fibres to create fabrics. • describe the various methods of creating designs on cloth. 	fibres fabric tie-dye embroidery stitching weaving loom warp weft wax dye batik resist printing block stencil printing ink

ACTIVITY PLAN**Focus Question 1.****How can I use fibres and fabric to create objects of art?****Objective:****Pupils will:**

- use decorative stitches to create compositions on fabric.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. observe samples provided by teacher and discuss various forms of fibre arts e.g.</p> <ul style="list-style-type: none"> - weaving - stitching - macramé. <p>b. observe teacher's demonstration of embroidery stitches e.g.</p> <ul style="list-style-type: none"> - satin stitch - running stitch - cross stitch. <p>c. practise each stitch on a scrap of fabric.</p> <p>d. discuss possible applications of each stitch e.g.</p> <ul style="list-style-type: none"> - outlining (running stitch) - filling in spaces (satin stitch) - creating patterns (cross stitch) <p>e. draw a simple design on fabric.</p> <p>f. use decorative stitching to create the composition, remembering to:</p> <ul style="list-style-type: none"> - knot thread before sewing - handle needles with care - work slowly and carefully. 	<ul style="list-style-type: none"> • Observing samples • Identifying and discussing fibre arts • Observing teacher's demonstration • Discussing use of individual stitches • Drawing design • Stitching design 	<ul style="list-style-type: none"> • Participation in discussion • Design on fabric • Finished embroidered pieces
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • demonstrate capability in executing the stitches? • create appropriate designs? • make appropriate choices of stitches and exercise due care for safety? 	<p>Materials/Resources:</p> <p>Samples Pieces of fabric Embroidery thread/yarn Embroidery needles Scissors</p>	

ACTIVITY PLAN**Focus Question 1.****How can I use fibres and fabrics to create decorative objects?****Objective:****Pupils will:**

- show that weaving is a process of interlocking fibres to create fabrics.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. observe woven patterns in clothing and other fabrics in the room.</p> <p>b. discuss how these fabrics are created.</p> <p>c. listen to and observe teacher's explanation/demonstration of loom – warp, weft, and the technique of weaving.</p> <p>d. observe and discuss improvised looms e.g. card loom, drinking straw loom.</p> <p>e. select and build a loom and create a length of weaving suitable for headband, bracelet, etc.</p>	<ul style="list-style-type: none"> • Observing woven patterns • Discussing methods of fabric construction • Observing teaching demonstrations • Discussing types of looms • Weaving object 	<ul style="list-style-type: none"> • Discussion • Looms • Finished woven pieces
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • practise the weaving process? • select appropriate colour combinations? • work out unified designs? • maintain consistency in the weave? 	<p><u>Materials/Resources:</u></p> <p>Cardboard/straw (for looms) Yarn or other fibres in various colours</p>	

ACTIVITY PLAN**Focus Question 2.****What techniques can I use to decorate fabrics?****Objective:****Pupils will:**

- describe the various methods of creating designs on cloth.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT														
<p>Pupils will:</p> <p>1a. observe sample of fabrics in the immediate environment and discuss how the colours and designs were applied to the fabrics.</p> <p>b. list and discuss a variety of techniques which are used in fabric decoration .</p> <p>2a. observe teacher's demonstration of the tie-dye technique.</p> <p>b. create a tie-dye design.</p> <p>3a. observe demonstration of batik technique and note safety procedures in doing designs.</p> <p>b. create a batik picture.</p> <p>4a. observe printing demonstration.</p> <p>b. print design on a piece of fabric.</p>	<ul style="list-style-type: none"> • Observing and discussing fabric decoration • Listing and discussing techniques • Observing teacher's demonstrations • Creating a tie-dye composition • Noting safety procedures • Creating batik composition • Creating a printed design on fabric 	<ul style="list-style-type: none"> • Discussion • Composition • Composition • Printed design 														
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify a variety of fabric decorating techniques? • effectively control the various techniques? • explain the principle of resist dyeing and how each technique differs? • create interesting compositions using the techniques? • work carefully and safely with materials? 	<p><u>Materials/Resources:</u></p> <table> <tr> <td>Brushes</td> <td>Heating source</td> </tr> <tr> <td>Tjanting</td> <td>Iron</td> </tr> <tr> <td>Fabric dyes</td> <td>Paper</td> </tr> <tr> <td>Wax or wax crayons</td> <td>Protected working surfaces</td> </tr> <tr> <td>Cordially, printing ink/paint</td> <td>Cord</td> </tr> <tr> <td>Stencils/printing block</td> <td>Printing ink</td> </tr> <tr> <td>White 100% cotton fabric/t-shirts</td> <td>Paint</td> </tr> </table>		Brushes	Heating source	Tjanting	Iron	Fabric dyes	Paper	Wax or wax crayons	Protected working surfaces	Cordially, printing ink/paint	Cord	Stencils/printing block	Printing ink	White 100% cotton fabric/t-shirts	Paint
Brushes	Heating source															
Tjanting	Iron															
Fabric dyes	Paper															
Wax or wax crayons	Protected working surfaces															
Cordially, printing ink/paint	Cord															
Stencils/printing block	Printing ink															
White 100% cotton fabric/t-shirts	Paint															

TERM 3

DRAMA

DRAMA**GRADE SIX**Unit Title: **ESTABLISHING RELATIONSHIPS WITHIN THE DRAMA**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS****FOCUS QUESTIONS:**

1. How is a relationship established within the drama?
2. Is conflict important to the dramatic relationship?
3. Should my verbal and non-verbal communication convey the same message?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Invent and develop convincing roles in specific situations • Ability to step outside the drama to consider, review and document what has been done • Re-enact specific key moments relating to interpersonal relationships within a drama • Write letters based on issues arising from dramatic activities 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • be able to sustain character within dramatic play. • develop and maintain dramatic conflict. • use dialogue and body language to establish relationships. • pick up cues and use them to establish relationships. 	<ul style="list-style-type: none"> establishing relationships interpersonal relationship conflict plot cues communication role-play characterization scenario convince empathy dialogue suspense believability verbal non-verbal tension

ACTIVITY PLAN**Focus Question 1. How is a relationship established within the drama?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. organize themselves into two groups Group 1 – members of a village Group 2 – visitors to the village Scenario: Villagers are unaccustomed to having visitors in their community. The visitors are there because of an aged woman of 135 years. 2. pair each villager with a stranger. Pair uses non-verbal communication to show response to each other. 3. in pairs, write their non-verbal meeting and greeting. 4. return to large group and discuss non-verbal communication, then read what was written and see how written scenario compares with non-verbal performance. 	<ul style="list-style-type: none"> • Sharing ideas • Organizing group work • Communicating verbally and non-verbally • Writing scenario • Discussing presentations • Reading of documented work • Comparing written work 	<ul style="list-style-type: none"> • Involvement in or contribution to pair work • Written pieces

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. upon teacher's initiation, work again in pairs using dialogue to establish relationships between each other. Then three or four pairs merge to create small groups to plan and enact the following :</p> <ul style="list-style-type: none"> a) the villagers' response to the strangers, b) the response of the family members of 135 year-old woman to the strangers, c) planning and development of the family tree of the woman, d) the birthday party for the woman's 135th birthday. <p>6. do presentation of groups' scenarios.</p> <p>7. have general discussion and evaluation.</p>	<ul style="list-style-type: none"> • Co-operating for group work • Decision making • Planning scenario • Enacting scenario 	<ul style="list-style-type: none"> • Plan of scenario • Group presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • plan and present group work? • make satisfactory oral contribution to group work? • make presentation of satisfactory dramatic level? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. guided by teacher, recall and discuss previous activity based on 135 year-old woman.</p> <p>9. have general discussion on activities to bring out relationships between characters in the roles played.</p> <p>10. select one of the following:</p> <p>a) you're one of the persons who visited the village. Write a letter to the old woman thanking her for the information on culture she gave to you about her community.</p> <p>b) you are the son or daughter of the old woman. Write a letter to members of the community thanking them for the birthday party they held for your mother.</p> <p>c) you are the great granddaughter of the old woman. Write a letter to the editor of the Sunday Gleaner and send along a photograph of your grandmother telling about her birthday party.</p> <p>d) you are a member of the community who was not happy with the visitors' presence in the community. Write a letter to the editor of a newspaper expressing your dissatisfaction.</p>	<ul style="list-style-type: none"> • Recalling previous dramatic activity. • Discussing for clarification • Analyzing information • Writing letters • Sharing information/ideas 	<ul style="list-style-type: none"> • Contribution to discussion • Written work • Sharing of information
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify relationships established in the dramatic presentation? • do written work based on issues arising from the dramatic work? • share information? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

- Focus Question 2.** **Is conflict important to the dramatic relationship?**
3. **Should my verbal and non-verbal communication convey the same message?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in pairs as initiated by teacher; one person wants something of the other. One of the pair decides who wants the thing and what it is he/she wants of the other. 2. use persuasive language to get what they want. After 3 minutes reverse roles. When both parties have played both character roles, teacher initiates general discussion on activities to bring out: <ol style="list-style-type: none"> a) what the person wanted, b) if he or she got it, c) what prevented him or her from obtaining it. 3. merge three or four pairs to create small groups. In small groups discuss the needs of each person in the group and the relationship between the persons. 4. in these groups select one or more of the needs and/or the conflicts and make a dramatic presentation. 5. do presentation and have general discussion. 6. write critique focusing on the conflict within the dramatic presentation. 	<ul style="list-style-type: none"> • Decision making • Listening for cues • Persuading • Organizing thoughts • Sharing ideas • Dramatizing • Writing critique 	<ul style="list-style-type: none"> • Ability to persuade partner so as to obtain what he/she wants • Contribution to group work • Dramatic presentation

ACTIVITY PLAN**Focus Questions 2 & 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
7. will merge three or four pairs. They will select a topic or theme using both verbal and non-verbal strategies to create and present improvisation. 8. do critique of presentation paying attention to consistency of clear verbal and non-verbal messages. 9. document critique.	<ul style="list-style-type: none"> • Decision making • Critiquing presentation • Recording 	<ul style="list-style-type: none"> • Written critique • Documentation of types of non-verbal communication
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • identify conflict in a dramatic relationship? • do written critique based on dramatic work presented? 	<u>Materials/Resources:</u>	

LANGUAGE ARTS

LANGUAGE ARTS**GRADE SIX**Unit Title: **ALL ABOUT VEHICLES**Term: **THREE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. **How can I speak and write about motor cars?**
2. **How can I speak and write about bicycles and motorbikes?**
3. **How can I speak and write about other vehicles?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Listen and speak with sensitivity to audience • Apply relevant decoding skills to the reading process • Read for meaning, fluency and for enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • listen to get central idea, draw inferences, understand organization and summarize. • give reports, observations, summaries in SJE. • speak clearly and distinctly in natural easy manner. • listen and speak with awareness of audience and of situations. • use irregular phonetic elements e.g. ph, pn, u, y. • use diphthongs e.g. oi, ow, oy, ou. • use root words, prefixes and suffixes to identify and arrive at meanings. • identify and use inflectional endings e.g. ing, ed, ly, es. • use advanced syllabication principles to determine basic units of words e.g. sin/gle, ma/chine, hap/pen. • use grammatical and other clues to derive meanings of words in context. • identify, use ideas, information at the: <ul style="list-style-type: none"> - literal level e.g. character traits, cause and effect relationships, sequence of events. - inferential level e.g. infer meanings that go beyond what is stated; opinions, predicting outcomes. - critical level e.g. judge the merits or accuracy of information, providing evidence to support facts. 	bulletin board chassis classified advertisement commercial contractions debate derby function gas station attendant gears licensed moot horsepower predict point of view preposition private rating sales person Standard Jamaican English stanzas tanker driver traffic policeman vehicle vote of thanks web

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Respond critically and aesthetically to literature and other stimuli (oral language and reading) • Apply study skills and be able to search for information • Use recognizable handwriting and appropriate spelling and vocabulary 	<ul style="list-style-type: none"> • identify and respond with voice to distinctive features of oral language e.g. songs, stories, poems. • identify image, simile, metaphor, rhythm in poems and explain effects. • listen critically to ideas expressed and react appropriately. • speak confidently as a member of a team on an agreed position. • listen and draw inferences from different forms of oral language: radio, advertisements, speeches, interviews. • assume roles when reading a range of unfamiliar texts. • identify bias in informational texts and reports in print media. • make recommendation about favourite book or author. • use dictionary, encyclopedia and other reference books; use multimedia/technology. • apply comprehension skills across content areas noting main points, key words, summarizing etc. • skim. • scan. • use correct cursive forms, upper and lower case, headings, margins, spacing, paragraph indentation, letter format. • select from a wide range of words to convey ideas. • spell words with variable sounds of the same vowel digraphs and with different digraphs giving the same sound e.g. train, said; meet, meat. • spell phonetically irregular words e.g. rough, cough, through. • use words commonly mis-spelt and confused. • use key words in other subject areas. • generate synonyms, antonyms, homonyms, suffixes, prefixes. • clarify JC/SJE confusion of words such as blouse/blows; buck/butt; file/foil. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Write to narrate, describe and for a range of transactional purposes • Know and use basic language skills and the conventions of spoken and written language 	<ul style="list-style-type: none"> • draft and revise work. • use checklists. • make comments after reading peers' work. • proofread for errors of grammar and punctuation. • write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs. • write stories with an opening, setting and characters which engage the reader. • write creative pieces in response to a range of stimuli. • write in a variety of non-narrative forms for different purposes; notes, reports, exposition, arguments, letters, for different audiences. • follow publishing process and write stories and construct books. • demonstrate language awareness and the conventions of spoken and written language. • demonstrate ability to generate own sentences and patterns. • show understanding of the functions of the parts of speech, including interjections. • use the passive forms of verbs. • use abstract nouns. • use punctuation marks – colon, exclamation sign, hyphen. • use degrees of comparison 'more', 'most'. • use simple present and past tenses consistently. • use 'a', 'an' before words beginning with vowels. • use silent consonants or stressed consonants. • discriminate between Creole and Standard English usage according to place and circumstance and between formal and informal usage. • recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g. JC/SJE homonyms, question forms, the verb "to be". • use SJE confidently in speech and writing. 	

ACTIVITY PLAN

Focus Question 1. How can I speak and write about motor cars?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. read the section titled "Cars". Identify all the ways in which cars of the past are the same as those of today. Point out weak features of each of the cars built before 1909. 2. use encyclopedia and other reference material and technology to find additional information on cars through the ages and complete a book entitled : "The Story of the Motor Car". 3. pretend they are shopping for cars. Search newspaper classified advertisements, and find the car with features which best suits their needs and budget. Write in sequence the steps they would take when purchasing these cars. 4. make classified advertisements of cars they would like to sell and post them on class bulletin board. 	<ul style="list-style-type: none"> • Reading for main ideas, making judgements • Searching for information, producing books • Making selections based on information • Creating advertisements 	<ul style="list-style-type: none"> • Identify differences • Listing of weak features • Books • Motor cars selected • Advertisements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify differences between cars of today and yesterday? • list weak features of cars built before 1909? • search for information and compile books? • develop advertisements and select motor cars based on features advertised? 	<p><u>Materials/Resources:</u></p> <p>"Cars" – Dr. Bird Bk. 30 Newspaper classified advertisements</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. as whole class, plan and write on chalkboard instructions on how to wash a car; then in small groups follow chalkboard model to write instructions on how to: change a tyre, patch a tyre, start a car, change gears etc. Pay attention to the sequencing of information. 6. read, discuss language used in motor car advertisements in magazines and newspapers. Illustrate and advertise a new model of their favourite car for a magazine. 7. talk about the car of the future and the features it should have. Draw and label this vehicle and give it a name. 8. write an advertisement for a manufacturer to produce the car (above). 9. complete the story "If my car could talk ..." paying attention to indenting for paragraphs. 10. design a car specifically for female drivers.	<ul style="list-style-type: none"> • Writing instructions • Pattern writing • Discussing information • Creating advertisements • Creating new designs • Writing creatively • Creating designs 	<ul style="list-style-type: none"> • Instructions • Discussion • Advertisements • New designs • Story • Model of car for female drivers
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • use the appropriate language for giving instructions? • identify and use in advertisements, words and phrases which would appeal to purchasers? • show use of imagination in creating designs and stories? • reflect in their designs ability to observe critically and offer solutions? 	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. read the poem "Traffic Light". Discuss a situation at an intersection where the lights were either absent or malfunctioning. 12. note contractions and "ing" verbs in poem above. Follow pattern to make up additional stanzas about driving along. 13. read the title and first four pages of story "The Runaway Car". Predict how the story will end, then read the rest of the story. 14. discuss whether George in "Runaway Car" was a lucky boy or a wicked boy. Say which side they agree with using examples from the story to support their point of view. 15. in pairs, underline words they find difficult to pronounce in "The Runaway Car". Take turns to break them into syllables and say them.	<ul style="list-style-type: none"> • Discussing experiences • Using contractions • Predicting outcomes • Using evidence to support point of view • Using syllabication to pronounce words 	<ul style="list-style-type: none"> • Discussion • New stories • New story endings • Arguments to support point of view • Words pronounced
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read poem to capture the feeling of the speaker in the poem? • independently suggest lines to use the pattern in the poem? • show by predictions made, understanding of the story? • express a point of view and connect this with evidence from the text? • produce word list by working in pairs? 	<p><u>Materials/Resources:</u></p> <p>"The Runaway Car" – Dr. Bird Book 32 "Traffic Light" – Story Time 3</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>16. debate the moot: "Girls have no business in car business".</p> <p>17. in groups, prepare an argument that students should be allowed to become learner drivers as soon as they enter secondary school. Using SJE only, present it to groups who do not agree and have them respond.</p> <p>18. rewrite the poem, "Traffic Light" as if it happened a week ago just before there was an accident at that spot.</p> <p>19. in groups identify diphthongs in material read across subject areas. Group according to sounds e.g. 'could' 'would'; 'shout' 'about'; use them to make couplets.</p> <p>20. from story "The Runaway Car", find and say words with vowel digraphs e.g. 'said', 'steer', 'teach' etc. Find others in reading across subject areas. Use them orally.</p> <p>21. search stories "The Runaway Car" and "Speed Limit" for words they commonly misspelt e.g. though, through, laugh. Make a word list and keep adding to list.</p>	<ul style="list-style-type: none"> • Debating moots • Practising verb tenses • Identifying, matching • Identifying, pronouncing • Compiling 	<ul style="list-style-type: none"> • Debate • Debate • Present continuous tense changed to past continuous • Words with diphthongs grouped • Words pronounced • Word list
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use suitable language and facts to support a point of view? • consistently use verbs to show past time in their version of poem? • identify and group diphthongs according to sound? • write couplets? • identify and use digraphs? • easily identify commonly misspelt words? 	<p><u>Materials/Resources:</u></p> <p>"Traffic Light" – Story Time 3 (LMW Series) "The Runaway Car" – Dr. Bird Book 32 "Speed Limit" – Story Time 3</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
22. in the story “The Runaway Car”, find homophones for the words, “practice”, “weight”, “through”, “steer” etc. Discuss the difference in spelling, meaning etc. between each set of words. 23. using “The Runaway Car” select the words with inflectional endings e.g. ed, es, ly, ing. Categorize them, add other examples from subject areas. Use the words in their writing. 24. use similies and rhyming words in the poem “Taxis” to make a similar poem. 25. write jingles using car-related words to rhyme with given words e.g. fender, lender.	<ul style="list-style-type: none"> • Differentiating • Identifying, categorizing • Identifying, creating • Identifying, creating 	<ul style="list-style-type: none"> • Discussion • Inflectional endings categorized and used • Poem • Jingles
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • recognize differences between homophones? • recognize words with inflectional endings? • recognize similes and create poem? • use rhyming words to create jingles? 	<u>Materials/Resources:</u> Story: “The Runaway Car” Poem: “Taxis”	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>26. brainstorm ideas for a story about a stolen car. Select and organize the most appropriate ideas for the setting and characters. Write first draft. Revise, rewrite and proofread for spelling and mechanics.</p> <p>27. in small groups, find additional information on cars. One group reports, using the active voice of verbs, while the other uses the passive voice eg. "General Motors built Ford cars in 1909 (active), "Ford cars were built by "General Motors in 1909" (passive).</p> <p>28. in the story "The Runaway Car", identify interjections and discuss feelings/emotions expressed e.g. anger, excitement, surprise, joy etc.</p>	<ul style="list-style-type: none"> • Using process writing • Changing sentences from active to passive voice • Identifying interjections and the emotions they convey 	<ul style="list-style-type: none"> • Completed story • Sentences changed • Interjections/emotions identified
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use fully each step in the process of writing compositions? • use indicated verb tense to report information? • talk fully about the emotions conveyed by interjections? 	<p><u>Materials/Resources:</u></p> <p>"The Runaway Car" Dr. Bird Series</p>	

ACTIVITY PLAN

Focus Question 2. How can I speak and write about bicycles and motorbikes?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. talk about all the types of bikes and bicycles they know. Discuss particular features and functions of each type. 2. read the section titled "Bicycles" in Dr. Bird Series Bk. 30 and say what new things they have learnt about bicycles. 3. in small groups, with each member assigned one of the dates referred to in the text (above), select information about bicycles relevant to that date, and report to class in SJE. 4. draw and colour all the types of motorbikes they know and write a description of each. 	<ul style="list-style-type: none"> • Discussing bicycles/motorbikes • Reading for information • Gathering information • Describing and illustrating objects 	<ul style="list-style-type: none"> • Discussion • New information identified • Information gathered • Description, illustration
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • talk readily about bikes and bicycles? • identify and express new information read? • use SJE confidently to express information read? • write descriptions which really reflect illustrations? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bk. 30</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. sketch a lady's or gear bicycle and label all parts. Use sketch to give a short talk to the class about the bicycle. 6. Using SJE only, talk about what it was like to learn to ride a bicycle. 7. read the poem "The Riders". Talk about the different things they can 'see' in the poem. Identify words with inflectional ending. Use them to rewrite a brief summary of the poem. 8. read the story "Speed Limit". Compare Donald with other bike riders they know. Use degrees of comparison to describe riders.	<ul style="list-style-type: none"> • Illustrating, labelling, describing • Relating experiences • Identifying sight imagery • Comparing experiences 	<ul style="list-style-type: none"> • Description • SJE accounts • Discussion • Comparison
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the sketch to help make talks clear and easily followed? • use SJE without support to express a personal experience? • talk freely about how sight images in poem made them see, feel, hear, think etc.? • make comparisons between characters in the story and real people? 	<p><u>Materials/Resources:</u></p> <p>"The Riders" – Bite-In Stage 1 "Speed Limit" – Story Time 3</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. in small groups, change assigned sections of the story "Speed Limit" to the present tense, then read sections aloud, presenting the entire story in the present tense.</p> <p>10. as whole class, plan on a web, then write a follow-up story in which Donald in "Speed Limit" used his motorbike to do a good deed.</p> <p>11. read each others' stories to check verb tense and punctuation, then read stories to class.</p> <p>12. debate: "Bicycle riders should have to pass a riding test" or "Bicycles should be licensed".</p> <p>13. discuss, then make up do's and don'ts for motor cyclists to ensure safety for themselves and others. Change them to questions and ask each other the questions.</p> <p>14. do dictation of passage from "Travel by Land, Air and Sea", then check text to correct errors of punctuation and spelling. Rewrite passage in good cursive.</p>	<ul style="list-style-type: none"> • Understanding tenses, reading aloud • Writing creatively • Proof reading • Presenting arguments • Creating 	<ul style="list-style-type: none"> • Past tense verbs changed to the present tense • Story • Improved drafts • Debate • List of guidelines
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify verbs, make appropriate changes and read to show understanding? • make suggestions for a story web? • identify errors in peers' work? • choose words and phrases which make arguments convincing? • use appropriate language to write rules? 	<p><u>Materials/Resources:</u></p> <p>"The Riders" – Bite-In Stage 1 "Speed Limit" – Story Time 3 Poem: "The Riders"</p>	

ACTIVITY PLAN

Focus Question 3. How can I speak and write about other vehicles?

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> name and describe all other types of vehicles. Classify in as many ways as possible e.g. type, function, private, commercial. read and discuss the section on trains in Dr. Bird Book 30. listen, view and read all news items referring to motor vehicles for one day. Discuss advertising technique used. Make general comments about news coverage for that day. Produce bar graph to show the frequency with which certain techniques are used. invite any of the following: a motor vehicle mechanic, a tanker driver, a traffic policeman, a motor vehicle sales person, gas station attendant, to talk to class. as whole class exercise, plan and write letter of invitation and speech introducing speaker. Discuss preparing to make vote of thanks. 	<ul style="list-style-type: none"> Classifying by criteria Reading for information Investigating Writing letters of invitation, introducing speaker 	<ul style="list-style-type: none"> Classification grid Discussion Discussion Bar chart Invitation Letter and introductory speech
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> suggest headings and classify vehicles? show understanding in their reading? understand news items and suggest main ideas? understand characteristics of a formal letter of invitation, speech and vote of thanks? introduce speaker and ask relevant questions using appropriate punctuation, pitch and tone? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Book 30</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. introduce speaker, ask relevant questions , summarize what the speaker said etc. 7. create a cartoon story about a vehicle of their choice. 8. make up a list of motor vehicle words and their meanings e.g. horsepower, cc rating, chassis etc. 9. pretend to be a traffic policeman and give the morning radio traffic report. 10. make a list of all the parts of a snow cone or market cart, and of the materials needed to make them. 11. using only SJE give numbered instructions on how to make a Jamaican stand-up skate. 12. explain the differences between a 'go-cart' and a car.	<ul style="list-style-type: none"> • Asking questions, summarizing • Writing creatively • Developing vocabulary • Commenting on traffic • Identifying materials • Giving instructions • Making comparisons 	<ul style="list-style-type: none"> • Questions, summary • Cartoons • Word list • Traffic report • List • Instructions • Comparisons
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • identify and organize main points of discussion for a summary? • show creativity in producing cartoons? • supply motor vehicle words and give meanings? • arrange instructions in order and use appropriate SJE structures? • give clear explanations? 	<u>Materials/Resources:</u> Jamaica Learner Driver's Guide	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. discuss in groups, then describe a go-cart race they have seen. Carefully choose words to enable the listener to see, hear, feel etc.</p> <p>14. in small groups, label the road signs in the Jamaican Learner Drivers' Guide. Discuss the meaning of each and create and label other signs which they think Jamaican motorists might find useful.</p> <p>15. read again "The Runaway Car". Write a story about any other runaway vehicle. Read their stories to the class. As a whole class exercise, identify and correct grammar and punctuation errors in a chalkboard sample of story.</p> <p>16. imagine they are entrants in a push-cart derby. Make journal entries about their race.</p>	<ul style="list-style-type: none"> • Describing, using words to create atmosphere • Interpreting/labelling road signs • Modelling story writing, proofreading • Making journal entries 	<ul style="list-style-type: none"> • Description • Road signs • Story • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • choose effective words and phrases to describe? • show critical thinking ability in creating road signs? • identify and correct grammatical errors? • place themselves realistically within the experiences of the push cart driver? 	<p><u>Materials/Resources:</u></p> <p>"The Runaway Car" – Dr. Bird Bk 35 "Taxis", page 43 <u>Poems of a Child's World</u> (see Resource Package) "Trains", page 44 <u>Poems of a Child's World</u></p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>17. read the poem "Taxis". Compare taxis in the poem with those in their communities. Identify rhyming words in poem.</p> <p>18. The adjectives green, greener, greenest are mentioned in the poem. Pupils will select some other adjectives and do a similar progression.</p> <p>19. do choral renditions of the poem "Trains". In groups make up a similar poem about any other type of vehicle.</p> <p>20. identify and discuss prepositions at work in the poem above. Make up a poem with prepositions in a similar manner.</p>	<ul style="list-style-type: none"> • Comparing, using experiences • Identifying rhyming words • Using degrees of adjectives • Doing choral rendition, pattern writing • Identifying prepositions • Pattern writing 	<ul style="list-style-type: none"> • Comparisons • Rhymes • Comparison of objectives • Choral reading of poems • List of prepositions, poems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make comparisons between taxis in real life and in the poem? • identify and compare adjectives? • say poem to suggest situation described? • identify and use prepositions? 	<p><u>Materials/Resources:</u></p>	

MATHEMATICS

MATHEMATICS

GRADE SIX

Unit Title: **NUMBER**

Term: **THREE**

Unit: **ONE**

Duration: **TWO WEEKS**

FOCUS QUESTION: What are the special symbols and language I use when I work with sets?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Make and interpret Venn diagrams	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• identify members of a set, equivalent sets, finite and infinite sets.• associate the number of members in a set with the properties of that set.• use the symbols associated with set operations - intersection and union.• draw Venn diagrams to show set relationships including disjoint sets and subsets.	member equal sets equivalent sets finite sets infinite sets intersection - "and" - \cap union - "or" - \cup disjoint sets subsets number of elements in a set e.g. $n(A)$ Venn diagram

ACTIVITY PLAN

Focus Question. What are the special symbols and language I use when I work with sets?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> use two (or three) rings to encompass objects such as "red things", "triangles" (and "things made of cardboard"). With teacher, sort objects using just one circle (inside or outside) then two circles to discover the need to overlap them and finally three circles to discover the general 3-set picture. (Allow disagreement and discussion to lead to the correct placement of objects at each stage). list the members and count the number of members in various subsets of an assortment of Venn diagrams (including non-general ones). Describe these subsets in words and in terms of set algebra. e.g. $A \cap B$ or $A \cup B$ solve a variety of problems involving: the set language, groups to which they belong, symbols and the listing of sets. 	<ul style="list-style-type: none"> Constructing sets Drawing Venn diagrams Reasoning as to where members of a set belong Interpreting a given Venn diagram 	<ul style="list-style-type: none"> Placement of objects Descriptions and listings of subsets Problems solved
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> place objects on a Venn diagram correctly? describe subsets in words and symbols, list and number their elements? solve problems associated with sets? 	<p>Materials/Resources:</p> <p>String Elastic Loops Attribute pieces Worksheets</p>	

MATHEMATICS**GRADE SIX**Unit Title: **MEASUREMENT**Term: **THREE**Unit: **TWO**Duration: **THREE WEEKS****FOCUS QUESTION: What calculations can I make using plane surfaces?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Select appropriate units and tools to measure to the desired degree of accuracy• Derive informally, and use formulae for measurement situations	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• explore the tiling of a plane using different shapes.• differentiate between the size and use of the following units : square centimetre, square metre, hectare and square kilometre.• calculate the measurement of one side of a polygon given the perimeter and the lengths of the other side.• name and measure regions, compute the area of regions shaped as rectangles, right-triangles or parallelograms individually; in combination or as the surfaces of three dimensional objects.• solve problems involving area measures.	polygon regular irregular perimeter area side hectare tessellation

ACTIVITY PLAN

Focus Question. What calculations can I make using plane surfaces?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use one or more shapes to create patterns as they explore the tiling of a plane (see "Activity 6-6" in the "Primary Mathematics Teachers' Guide"). 2. estimate, measure and record the perimeter and/or area of basic mathematical shapes and surfaces in the classroom environment, on the playing field etc. Use various examples to include different units of length and area. (See also "Caribbean Primary Mathematics" - Level 6, pp. 11-13.) 3. estimate, measure and record irregular distances and areas as on pp. 59-60 (Q1) and p. 86 in "Caribbean Primary Mathematics" - Level 6. 4. perform problem solving in these areas by varying the quantities given as on pages 79, 82, 83 in "Caribbean Primary Mathematics" - Level 6. 	<ul style="list-style-type: none"> • Investigating shapes • Estimating distances and areas • Measuring distances and areas • Manipulating measuring instruments • Reasoning in a problem setting 	<ul style="list-style-type: none"> • List of shapes that tessellate • Estimates and measurements • Solution of problems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and list shapes that tessellate? • estimate reasonably and measure accurately? • use units of length and area appropriately including converting units where necessary? • find the perimeter and area of regular and irregular shapes which involve combinations or parts of the standard mathematical shapes? 	<p><u>Materials/Resources:</u></p> <p>"Caribbean Primary Mathematics" - Level 6 "Primary Mathematics Teachers' Guide" Measuring instruments - ruler, tape, metre stick, trundle wheel Squared paper</p>	

MATHEMATICS**GRADE SIX**Unit Title: **PROBABILITY**Term: **THREE**Unit: **THREE**Duration: **TWO WEEKS****FOCUS QUESTION:** How do I measure and use probabilities?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explain the relationship between a probability and the event that gives rise to this number	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• make inferences and draw conclusions based on experiments and collected data.• formulate all possible outcomes of an experiment.• state the probability of a simple event.• state the range of probability values, perform and report on a variety of probability experiments.	inference conclusion experiment simulation outcome event probability possibility range of values

ACTIVITY PLAN

Focus Question. How do I measure and use probabilities?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make predictions in a problem setting as in Replacement Unit "Collections 3-6" pp. 149-158 "Popcorn Lesson". Confirm or revise their predictions after conducting experiments or simulations. Make conclusions based on their findings. 2. conduct, using manipulatives, probability experiments as described in "Activity Booklet 4-6" on pp. 51-53 "Probability" and "Probability and Statistics". From those experiments state the expected probabilities of various outcomes. 3. devise their own probability experiments. Make predictions, conduct the experiments, discuss possible outcomes and make conclusions. 	<ul style="list-style-type: none"> • Predicting outcomes • Experimenting • Recording results • Reporting findings • Interpreting data • Analyzing data • Making conclusions 	<ul style="list-style-type: none"> • Predictions • Oral/written records of experiments and probabilities • Experiments formulated • Conclusions
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make reasonable predictions? • record the outcomes of experiments? • make reasoned conclusions? • formulate and carry out their own probability experiments? • state expected probabilities following an experiment? 	<p>Materials/Resources:</p> <p>RU - "Collections 3 - 6" "Activity Booklet 4 - 6" Dice Spinners</p>	

MATHEMATICS**GRADE SIX**Unit Title: **NUMBER**Term: **THREE**Unit: **FOUR**Duration: **THREE WEEKS****FOCUS QUESTION:** How can I make better use of my money?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use ratio to solve real world problems • Use computation, estimation and calculators to solve real world problems 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • write a ratio with denominator 100 which is equivalent to a given ratio. • write a given ratio with denominator 100 (or another multiple of ten) in percentage form. • write a percentage as a fraction with denominator 100 or in its simplest form and/or as a decimal. • use the following terms in problem situations : interest, rate of interest, simple interest. • use simple proportion of principal, rate and time to develop the simple interest formula. • investigate the services offered by financial institutions. • calculate cost, given number of objects and rate of charge; calculate rate of charge, given number of objects and total cost (include applications such as taxes). • calculate the entire amount when a percentage of the amount is known. • solve problems requiring the use of percentages. • compute the simple interest on a sum of money, with or without the formula. 	ratio percentage per cent tax rate of charge amount interest simple interest rate principal bank finance central bank commercial bank building society insurance company

ACTIVITY PLAN

Focus Question. How can I make better use of my money?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. model ratios and percentages using 10 x 10 grid and other manipulatives as in "Activity 6-4" in the "Primary Mathematics Teachers' Guide". 2. generate the Simple Interest formula by the investigation of simple proportions of principal, rate and time. 3. calculate taxes (G.C.T., Income Tax, Duty) and Simple Interest on various amounts of money. 4. solve real world problems which involve ratio, talking about simple processes used and solutions arrived at. 5. produce a simple project which describes creative uses of the financial institutions and resources available in your community. 	<ul style="list-style-type: none"> • Modelling mathematical quantities • Investigating a formula • Calculating percentages • Manipulating ratios • Compiling a project 	<ul style="list-style-type: none"> • Models of representations of ratio • Derivation of formula • Calculations • Solutions of ratio problems • Project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • model ratios and percentages effectively? • explain and use the Simple Interest formula? • perform the tax and interest calculations? • use ratios in problem solving? • gather and display information which describes financial institutions? 	<p><u>Materials/Resources:</u></p> <p>Hundred board Number lines Government brochures on taxes Bank brochures on accounts, loans etc. Resource persons from financial institutions "Primary Mathematics Teachers' Guide"</p>	

MUSIC

MUSIC**GRADE SIX**Unit Title: **VOICES AND INSTRUMENTS**Term: **THREE**Unit: **TWO**Duration: **FIVE WEEKS****FOCUS QUESTIONS:**

1. How may I perform vocal/instrumental music to demonstrate my understanding of voicing, range, register and keys?
2. How can I listen and respond to musical details to show my understanding of voicing, range, register and keys?
3. How can my understanding of voicing, range, register and key help me to create vocal and instrumental pieces?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Perform vocal and instrumental music and respond to differences in voicing, range and other features • Listen and respond to voicing, range and other characteristics in live or recorded music • Compose vocal/instrumental pieces to show understanding of voicing, range and other features 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • sing a descant, harmonic line or an under-part to a song. • perform a wide repertoire of songs and instrumental pieces on classroom instruments with attention to voicing, range, register and keys. • demonstrate facility on a wide range of pitched and non-pitched instruments. • listen to live or recorded music and show by their response that they recognize structure, pattern and other musical elements. • identify and categorize structural and other patterns in music to which they listen. • create solo and ensemble pieces for classroom instruments (including voice), using different voicing and keys. • perform/record their compositions for retrieval. 	<p>solo soprano alto treble tenor descant under-part melody line harmonic line unison dynamics duet string instruments wind instruments percussion instruments pitched instruments non-pitched instruments research</p>

ACTIVITY PLAN

Focus Question 1.

How may I perform vocal/instrumental music to demonstrate my understanding of range, voice, register and keys?

Objectives:

Pupils will:

- perform a wide repertoire of songs and instrumental pieces on classroom instruments, with attention to voicing, range, register and keys.
- sing a descant, harmonic line or an under-part to a song.
- demonstrate facility on a wide range of pitched and non pitched instruments.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. analyze, rehearse songs and instrumental pieces, discussing and illustrating, key, range and texture. 2. sing rounds, canon, descants and songs with two or more parts. 3. use appropriate technique when playing classroom and other instruments, e.g. plucking/strumming a guitar, tonguing a recorder, playing different tonal areas on a drum. 4. select appropriate instruments to demonstrate characteristic effects, e.g. deciding which instruments can sustain a note as against those which cannot; which instrument can play an arpeggio, a cye or glissando. 	<ul style="list-style-type: none"> • Analyzing music • Rehearsing and performing music • Singing part songs • Maintaining own part • Manipulating classroom instruments • Discriminating • Demonstrating instrumental effects 	<ul style="list-style-type: none"> • Analysis • Performance • Performance/Individual parts • Technique demonstrated • Selection and performance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • analyze music with reference to given details (key, range etc)? • maintain individual parts when singing rounds, descant and other songs? • manipulate a variety of classroom instruments using appropriate technique? 	<p><u>Materials/Resources:</u></p> <p>Charts with relevant information Cassette player and pre-recorded music Song sheet/score Classroom instruments M.O.E.C. Grade Six Songbook</p>	

ACTIVITY PLAN

Focus Question 2.

How can I listen and respond to musical details to show my understanding of voicing, range, register and keys?

Objectives:

Pupils will:

- listen to live or recorded music and show by response that they recognize structure, pattern and other musical elements.
- identify and categorize structural and other patterns in music to which they listen.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> listen to live/pre-recorded music and respond to structural and other details by using visual illustrations, movement, drama etc., e.g. (plotting a graph to show the contour of a two part tune). listen to live/pre-recorded music and identify (a) mode (major/minor/atonal), (b) timbre (tone colour), (c) articulation (strum/blow/pluck). do a research project (individual or group) requiring categorizing, illustrating and demonstrating different types of instruments. (string, percussion, wind etc.) 	<ul style="list-style-type: none"> • Listening • Responding to music • Listening • Identifying • Researching • Categorizing • Illustrating • Demonstrating 	<ul style="list-style-type: none"> • Demonstration • Aural/oral response • Verbal response • Project • Portfolio
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • respond appropriately to structural and other details in live/pre-recorded music? • identify mode, timbre and other features in the music to which they listen? • organize and carry out research project and present meaningful information? 	<p><u>Materials/Resources:</u></p> <p>Classroom and other available instruments Pre-recorded music Graph paper Audio cassette player/recorder</p>	

ACTIVITY PLAN**Focus Question 3.****How can my understanding of voicing, range, register and key, help me to create vocal and instrumental pieces?****Objectives:****Pupils will:**

- make up solo and ensemble pieces for classroom instruments (including voice), using different voicing and keys.
- perform/record their compositions for retrieval.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make up tunes and accompaniments for different combination of classroom instrument e.g. a piece for guitar/recorder/tambourine. 2. work in groups to make up a song for solo or group singing, using a chordal instrument and two non-pitched percussion instruments. 3. rehearse and perform their composition. 4. refine and record their composition using suitable notation and or audio/video equipment. 	<ul style="list-style-type: none"> • Selecting instruments • Composing music • Co-operating with others • Composing a song • Rehearsing and performing • Notating music composition • Manipulating recording equipment 	<ul style="list-style-type: none"> • Selection • Composition • Instrumentation • Performance • Score • Recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make up tune and accompaniment in combination suggested? • compose a song and select specified types of instruments for accompaniment? • refine and perform their compositions? • record their compositions using graphic and electronic means? 	<p><u>Materials/Resources:</u></p> <p>Manuscript Classroom and other instruments Audio/video equipment</p>	

**PHYSICAL
EDUCATION**

PHYSICAL EDUCATION

GRADE SIX

Unit Title: **MOVEMENT SKILLS AND TECHNIQUES FOR CRICKET**

Term: **THREE**

Unit: **ONE**

Duration: **THREE WEEKS**

FOCUS QUESTION: 1. How do I further extend the technique and principles learnt to improve my performance in the game of cricket?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Be able to play a full game of cricket	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• perform warming up and cooling down activities before and after class.• participate in cricket related fitness exercises.• revise the skills taught in Term 2 and apply the various strategies related to each skill.• demonstrate the straight drive and cover drive.• apply corrective measures to skills that they have not properly grasped.• work in groups to develop skills in weaker groups.• show mastery in at least five major skills.• develop and extend the skills of wicket keeping.• observe basic rules/laws of the game for competition.• follow correct procedure to appeal.• observe and recognize the conventions of fair play, honest competition and good sporting behaviour.	<p>warming up cooling down boundaries bowled run out stumped over innings dead ball delivery no ball wide ball, wide bye, leg bye, out not out umpire leg before wicket(LBW) toss batting crease bowling crease no ball short appeal (how's that) hit wicket hit ball twice obstructing the field batsman retiring handled the ball short run substitute caught</p>

ACTIVITY PLAN

Focus Question 1.
Objectives:

How do I further extend the technique and principles learnt to improve my performance in the game of cricket?

Pupils will:

- perform warming up and cooling down activities before and after class.
- participate in cricket related fitness exercises.
- revise the skills taught in Term 2 and apply the various strategies related to each skill.
- demonstrate the straight drive and cover drive.
- apply corrective measures to skills that they have not properly grasped.
- work in groups to develop skills in weaker groups.
- show mastery in at least 5 major skills.
- develop and extend the skills of wicket keeping.
- observe basic rules/laws of the game for competition.
- follow correct procedure to appeal.
- observe and recognize the conventions of fair play, honest competition and good sporting behaviour.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. begin all classes with warming up activities. (See activities in Grades 4, 5; Term 2).2. play lead up games to demonstrate their level of mastery. Games could include straight drive, off and on drive, cover drive, forward and backward defensive.	<ul style="list-style-type: none">• Warming up activities • Catching, throwing• Batting, chasing• Stumping, fielding• Umpiring	<ul style="list-style-type: none">• Warming up • Mastery of lead up games

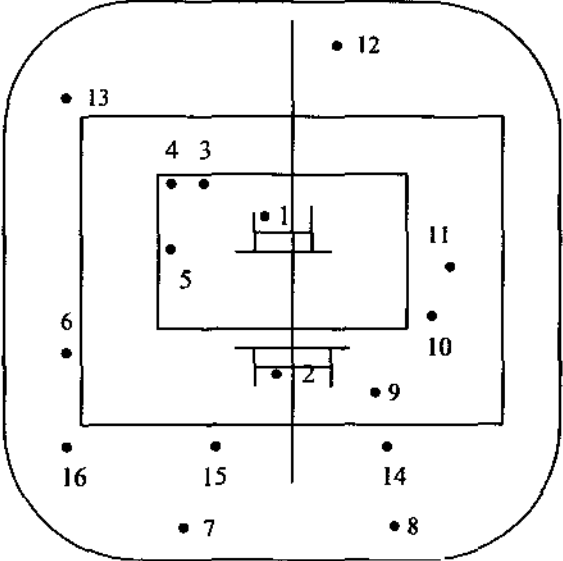
ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. use symbols to place the players on chart for a game. 4. practice adjusting their bodies in preparation for different strokes. 5. apply and respond to umpire's signals for: out, leg bye, wide, no ball, boundary 4, and 6 runs.	<ul style="list-style-type: none">• Setting the cricket field• Batting• Responding to signals	<ul style="list-style-type: none">• Correct placement• Batting styles mastered• Response to umpire's signals
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• catch accurately during skill training?• bowl or make delivery accurately?• place players on a chart?• master at least 3 batting styles?• respond to umpire's signal?	<u>Materials/Resources:</u> Books, cartridge paper, pencils, cricket pitch, cricket bats and balls	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. apply the basic rules and terminologies for playing a game e.g., batsman out, not out, LBW, caught ball, run out, stumped. Discuss the dimension of field construction and layout using displayed model.</p> <p>7. practice the setting of fielding positions for their side in mini games.</p> <p><u>Names of Players</u></p> <ol style="list-style-type: none"> 1. wicket keeper 2. bowler 3. first slip 4. second slip 5. gully 6. extra cover 7. long off 8. long on 9. mid on 10. mid wicket 11. square leg 12. fine leg 13. third man 14. deep mid on 15. deep mid off 16. deep extra 	<ul style="list-style-type: none"> • Applying basic rules • Field layout • Setting the field 	<ul style="list-style-type: none"> • Correct use of terminology • Correct layout • Field accurately set
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify at least six cricket terms? • identify and demonstrate at least five symbols which relate to the game of cricket? • work cooperatively in groups? 	<p><u>Materials/Resources:</u></p> <p>Model of cricket field</p>	

PHYSICAL EDUCATION**GRADE SIX**Unit Title: **MOVEMENT SKILLS IN VOLLEYBALL AND MINOR GAMES** Term: **THREE** Unit: **TWO** Duration: **THREE WEEKS****FOCUS QUESTION:** 1. How do I further develop my skills in volleyball?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Build on the skills and techniques of volleyball and develop strategies for game play 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> research the basic history of volleyball. identify and demonstrate fitness exercises to show strength, endurance, flexibility and speed. perform warm-up games and practises. develop the techniques of the volley (overhand pass) and the serve (underhand). apply the skills in drills for skills development. learn and practise the forearm pass (dig pass). make the serve in minor game situation. combine in game play the underhand and forearm pass. demonstrate in game play the rotation of game. apply volleyball skills in mini competition. apply the rules for personal fouls, serving positions, and scoring. 	<ul style="list-style-type: none"> attack line attack area dig pass rotation serving area volley pass serve

ACTIVITY PLAN

Focus Question 1.

Objectives:

How do I further develop my skills in volleyball?

Pupils will:

- research the basic history of volleyball.
- identify and demonstrate fitness exercises in strength, endurance, flexibility and speed.
- perform warm up games and practises.
- develop the techniques of the volley (overhand pass) and the serve (underhand).
- apply the skills in drills for skill development.
- learn and practise the forearm pass (dig pass).
- make the serve in minor game situation.
- combine in game play the underhand and forearm pass.
- demonstrate in game play the rotation of game.
- apply volleyball skills in mini competition.
- apply the rules for personal fouls, serving positions and scoring.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. note that volleyball was invented by William J. Morgan in Massachusetts in 1896, to address the problem of overweight businessmen. In groups, research basic history of its development to a population of now over 65 million players. Make presentation to class. Do a simple quiz. 2. engage in fitness exercises which are applicable to volleyball e.g., skipping, throwing and catching, jumping, press ups, simple circuits to include sit-ups and press-ups (not more than 5), toe touching, arm circling. 3. practise in groups the volley pass and the serve. Repeat on court for mastery. 4. engage in drills and minor games to improve the technique of the volley and the serve. 5. practise the forearm (dig, bounce or bump) pass in short sessions of practise. Vary sessions with simple passes to provide contrast. (Observe key teaching points in support booklet). 	<ul style="list-style-type: none"> • Researching for information • Running, jumping, skipping, throwing, catching • Coordinating • Volleying • Serving • Forearm pass • Passing 	<ul style="list-style-type: none"> • Quiz on history • Mastery of fitness exercises • Competence in the volley pass and serve • Correct demonstration of the serve • Accurate forearm pass

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. demonstrate the overhand serve. 7. practise the rules for serving and scoring. 8. demonstrate the setup of the court. 9. participate in a game with an adjusted net with class and other grades. 10. engage in minor games, as directed by teacher (see handout #3). 11. compete in matches at different levels – classmates, other grades, other schools.	<ul style="list-style-type: none">• Demonstrating the overhand serve• Observing rules• Setting the court for a game• Playing the game• Minor games for skill development• Skills for game	<ul style="list-style-type: none">• Accurate demonstration of the overhand serve• Proper rule application for serving and scoring• Accurate positioning of players for a game• Demonstration of skills during game • Participation in competitive volleyball
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• research information, prepare quiz with accurate information on the development of the game?• perform fitness exercises in groups cooperatively?• demonstrate the volley correctly at least 3 times?• display a combination of the volley and the serve in game situation?• complete volleyball drills in groups to perfect the serve and 2 passes?• apply rules and correct each other?• participate in minor games?• compete in matches at varying levels?	<u>Materials/Resources:</u> Volleyballs Volleyball court Library Magazines Newsprint Internet	

PHYSICAL EDUCATION**GRADE SIX**Unit Title: **MOVEMENT IN SPACE**Term: **THREE**Unit: **THREE**Duration: **FOUR WEEKS**

FOCUS QUESTION: 1. How can I combine and apply movement skills at different speeds, levels and directions with force in gymnastics and dance?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS																																																		
<ul style="list-style-type: none"> • Perform a wide variety of gymnastic skills and movements using small and large apparatus in combination with one or more elements of movement • Perform expressive dance sequences using different types of stimuli with increased creativity and form 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • demonstrate the technique of balance in conjunction with direction, levels and change of speed. • plan and perform sequences which include patterning in groups. • display fluency in combining all elements. • perform gym displays with tableaux at end. • combine and apply locomotive dance skills by using different parts of the body. • apply levels, direction and relationship to locomotive movement. • combine, apply and demonstrate locomotive and non-locomotive dance movements in conjunction with levels, force, direction in relation to action words, themes, stories to create dance themes. 	<table style="width: 100%; border: none;"> <tr> <td>tumble</td> <td>curved</td> </tr> <tr> <td>revolve</td> <td>stable</td> </tr> <tr> <td>pause</td> <td>solid</td> </tr> <tr> <td>bend</td> <td>settle</td> </tr> <tr> <td>ball-like</td> <td>hold</td> </tr> <tr> <td>circular bounce</td> <td>stamp</td> </tr> <tr> <td>spring</td> <td>creep</td> </tr> <tr> <td>heavy</td> <td>waddle</td> </tr> <tr> <td>featherlike</td> <td>clash</td> </tr> <tr> <td>drop</td> <td>dart</td> </tr> <tr> <td>full</td> <td>scurry</td> </tr> <tr> <td>lower</td> <td>bounce</td> </tr> <tr> <td>slide</td> <td>spring</td> </tr> <tr> <td>gallop</td> <td>freeze</td> </tr> <tr> <td>stump</td> <td>slither</td> </tr> <tr> <td>prance</td> <td>streak</td> </tr> <tr> <td>spring</td> <td>melt</td> </tr> <tr> <td>lunge</td> <td>flop</td> </tr> <tr> <td>soar</td> <td>collapse</td> </tr> <tr> <td>fly</td> <td>swell</td> </tr> <tr> <td>vault</td> <td>shudder</td> </tr> <tr> <td>hurdle</td> <td>slash</td> </tr> <tr> <td>punch</td> <td>splutter</td> </tr> <tr> <td>pound</td> <td>gigantic</td> </tr> <tr> <td>straight</td> <td>spread</td> </tr> </table>	tumble	curved	revolve	stable	pause	solid	bend	settle	ball-like	hold	circular bounce	stamp	spring	creep	heavy	waddle	featherlike	clash	drop	dart	full	scurry	lower	bounce	slide	spring	gallop	freeze	stump	slither	prance	streak	spring	melt	lunge	flop	soar	collapse	fly	swell	vault	shudder	hurdle	slash	punch	splutter	pound	gigantic	straight	spread
tumble	curved																																																			
revolve	stable																																																			
pause	solid																																																			
bend	settle																																																			
ball-like	hold																																																			
circular bounce	stamp																																																			
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slide	spring																																																			
gallop	freeze																																																			
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vault	shudder																																																			
hurdle	slash																																																			
punch	splutter																																																			
pound	gigantic																																																			
straight	spread																																																			

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS																														
<ul style="list-style-type: none">• Demonstrate increased style and form in folk and social dance activities	<ul style="list-style-type: none">• combine and apply game skills of different minor games to create ring games to rhythm.• apply cultural dance steps to cultural rhythms to create original and innovative cultural dances.• create modern dance steps from heritage (cultural) dance pieces.• perform folk dances.	<table><tr><td>explode</td><td>wiggle</td></tr><tr><td>retreat</td><td>soar</td></tr><tr><td>upward</td><td>expand</td></tr><tr><td>diagonal</td><td>prance</td></tr><tr><td>ascend</td><td>adjacent</td></tr><tr><td>shift</td><td>gyrate</td></tr><tr><td>glide</td><td>aggressive</td></tr><tr><td>ramp</td><td>fearful</td></tr><tr><td>sudden</td><td>happy</td></tr><tr><td>hasty</td><td>friendly</td></tr><tr><td>swift</td><td>stomp</td></tr><tr><td>sustained</td><td>fine</td></tr><tr><td>crawl</td><td>delicate</td></tr><tr><td>dawdle</td><td>together</td></tr><tr><td>mosey</td><td>mirror</td></tr></table>	explode	wiggle	retreat	soar	upward	expand	diagonal	prance	ascend	adjacent	shift	gyrate	glide	aggressive	ramp	fearful	sudden	happy	hasty	friendly	swift	stomp	sustained	fine	crawl	delicate	dawdle	together	mosey	mirror
explode	wiggle																															
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shift	gyrate																															
glide	aggressive																															
ramp	fearful																															
sudden	happy																															
hasty	friendly																															
swift	stomp																															
sustained	fine																															
crawl	delicate																															
dawdle	together																															
mosey	mirror																															

ACTIVITY PLAN

Focus Question 1.

How can I combine and apply movement skills at different speeds, levels and directions with force in gymnastics and dance?

Objectives:

Pupils will:

- demonstrate the technique of balance in conjunction with direction, levels and change of speed.
- plan and perform sequences which include patterning in groups.
- display fluency in combining all elements.
- perform gym displays with tableaux at end.
- combine and apply locomotive dance skills by using different parts of the body.
- apply levels, direction and relationship to locomotive movements.
- combine, apply and demonstrate locomotive and non-locomotive dance movements in conjunction with levels, force, direction in relation to action words, themes, stories to create dance themes.
- combine and apply game skills of different minor games to create ring games to rhythm.
- apply cultural dance steps to cultural rhythms to create original and innovative cultural dances.
- create modern dance steps from heritage (cultural) dance pieces.
- perform folk dances.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. manipulate different parts of the body to make stretched (wide or twisted) shapes with partners and equipment. Develop these into sequences as they travel using different levels. Work in groups using all skills learnt since grade 4 and 5 to create patterns, sequences, demonstrating a good level of fluency and form. 2. work alone and in pairs, with equipment to build patterns using force, time and marked directions in relation to a theme or phrase. 	<ul style="list-style-type: none"> • Forward roll, backward roll, cat spring, through vault • Forward roll into standing position or on the run • Creating patterns 	<ul style="list-style-type: none"> • Forward, backward roll • Forward roll into backward combined • Standing or running forward roll • Shapes at different levels with ropes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • manipulate the body to create rolls, vaults and springs? • create patterns with equipment? 	<p><u>Materials/Resources:</u></p> <p>Horses Benches Ropes Mats Balls Boxes</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. create marches, calisthenics to music. Break into groups to create sequences and tableaux in twos, threes and larger groups. Create rhythmical sequences of applying all skills. Combine smaller skills to create patterns. Develop gym display for open day.</p> <p>4. combine locomotive and non-locomotive skills with direction, speed and force to create patterns with free and bound flow. Show fluency by combining and applying locomotive movements at different levels, different pathways and in groups, using small equipment.</p> <p>5. discuss folk dances and their derivation to determine what is endemic to the Caribbean. Create new dances using skills from different dances, e.g. Bruckins, Dinki Mini, Kumina. Perform dances for open day and other school celebration.</p> <p>6. create modern dances using steps from cultural dances for presentation e.g. dancehall steps from Kumina and Bruckins. Create dances with these combinations for 2 or 3 minutes.</p>	<ul style="list-style-type: none"> • Rhythmical marches, leap frog, hula hooping • Balance catching (bean bags) • Performing gym display • Run – jump – leap – roll • Group dancing • Group dancing • Creating folk dances • Performing 	<ul style="list-style-type: none"> • Beat and step synchronization • Leap frog, solo and in groups – synchronized movement • Dance step combined • Dance skills demonstrated • Folk dances performed • Popular dances displayed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • participate in mini gymnastic display, using rhythmical marches and group presentations? • create and perform dance pieces? • create compound steps from cultural dances to create modern dances? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder, space in room/hall, ropes, mats, balls, wooden bars, hoops</p>	

**RELIGIOUS
EDUCATION**

RELIGIOUS EDUCATION**GRADE SIX**Unit Title: **PERSONAL EXPRESSIONS OF FAITH**Term: **THREE**Unit: **ONE**Duration: **ONE TERM****FOCUS QUESTIONS:**

1. What everyday personal acts of faith do members of different religious groups practise?
2. How and why can personal acts of faith affect people's lives?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<p>Gain insight into the nature of Religion and what it means to be religious</p> <p>Acquire and develop skills which will help them appreciate religious ideas, beliefs and practices</p>	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explain how religious beliefs affect the daily life of a person. • demonstrate understanding, in a variety ways, of the nature of personal acts of faith and how they are performed. • analyze information and make decisions about moral issues. 	<p>Devotion - act of worship</p> <p>Everyday devotional, domestic and other acts seen by each religion as part of worship, including:</p> <p><i>Christianity</i> - <u>quiet time/personal devotions</u>; <u>Bible study</u>; Prayer at any time of day or night; acts of kindness/helpfulness to others; <u>tithing/ almsgiving; fasting; preparation and consumption of food</u> (among some groups) according to specific <u>scriptural guidelines</u>.</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
	<ul style="list-style-type: none"> • identify basic practices which most religions use to explain their beliefs and values. 	<p>Judaism - Touching the <u>mezuzah</u> on <u>doorpost at home</u>; food preparation/ consumption according to specific scriptural guidelines; <u>ceremonial washing</u>; <u>ceremonial cleaning of home</u>; <u>almsgiving</u>.</p> <p>Hinduism - everyday performance of household chores; <u>puja</u> (worship at the <u>household shrine</u>); ceremonial washing of self and gods/goddesses; following one of the <u>Four Paths of faith</u>.</p> <p>Islam - food preparation/ consumption according to specific scriptural guidelines; ceremonial washing of self before prayer; <u>prayer five times daily</u>; <u>almsgiving</u>; dress.</p> <p>Positive, negative, short term and long term effects of various practices on society and upon those who practise their faith; reasons for these effects; ways Religion may be used to develop <u>character</u> in the individual and create <u>harmony</u> in families, schools and the wider society.</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<p>Demonstrate understanding of religious practices, principles and phenomena</p> <p>Develop an openness and sensitivity towards people whose religious beliefs and practices may be different from those with which they may be familiar</p> <p>Explore the role of religion in human experience</p> <p>Develop a willingness to explore the impact of religion on people</p> <p>Appreciate the importance of and commitment to moral and/or religious principles, and understand how this commitment can lead to betterment of themselves, their country and the world</p>	<ul style="list-style-type: none"> • analyze religious customs and practices in order to appreciate the kinship of humankind. • identify morals and values which guide the lives of people. • identify and discuss the times at which specific individual acts of worship take place. • evaluate stories about the lives of significant persons within the religions studied and deduce ways in which the morals and values that these stories contain may be helpful in daily living. • show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own. • explore ways in which Religion acts as a motivating factor that influences every area of human life. • describe ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society. • examine the answers given by different religions to life's questions. • distinguish between what most religious groups consider to be right and wrong, based on the values they share. • show by their behaviour that they understand the importance some believers place upon rules and regulations as part of practising their faith. • develop a sense of responsibility for the consequences of their actions. 	

ACTIVITY PLAN

Focus Question 1.

What everyday personal acts of faith do members of different religious groups practise?

Objectives:

Pupils will:

- explain how religious beliefs affect the daily life of a person.
- demonstrate understanding, in a variety of ways, of the nature of personal acts of faith and how they are performed.
- identify basic practices which most religions use to express their beliefs and values.
- analyze religious customs and practices in order to appreciate the kinship of humankind.
- identify morals and values which guide the lives of people.
- identify and discuss the times at which specific individual acts of worship take place.
- explore ways in which religion acts as a motivating factor that influences every area of human life.
- distinguish between what most religious groups consider to be right and wrong, based on the values they share.
- show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher and pupils will:</p> <p>1. talk about what happens at a school devotional exercise. Discussions should: a) include reasons why devotion takes place at school; b) recall other places where devotion/worship takes place.</p>	<ul style="list-style-type: none"> • Sharing information • Recalling information 	<ul style="list-style-type: none"> • Description of devotional exercise • List of places
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately identify what happens at school devotion and why? • identify where other acts of worship/devotion take place? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Respecting the views of others and those of the school 	<p><u>Materials/Resources:</u></p> <p>Resource persons in community</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2. describe what they have seen or heard that people do when worshipping.</p> <p>3. in groups (with teacher’s assistance) consult religious leaders and other persons they may know from other religious backgrounds, to find out how members of different religious groups perform acts of faith.</p> <p>4. Either:</p> <p>a) in groups, report their findings via simulated TV interviews with “guests” on a programme such as on the “Today Show”. Classmates call in to the programme to discuss matters mentioned. Include posters/illustrations/mime. Or:</p> <p>b) in Forum Theatre Style, assume roles as leaders of the major religions and after research, discuss acts of faith. Other classmates should call in to ask questions/discuss topics. (Discussions should clarify the difference between a religion and a denomination).</p>	<ul style="list-style-type: none"> • Sharing information • Gathering information • Reporting • Discussing major religions • Illustrating religious acts • Discussing acts of faith • Formulating and asking questions 	<ul style="list-style-type: none"> • Notes from research • Information shared during simulation • Individual contributions to group activity
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • gather accurate information during research/ interviews and properly document this information? • construct effective/useful interview questions? accurately describe other acts of worship? • sustain authentic discussion and illustrate information about major religions while in role? • ask clearly worded questions? • make meaningful contributions to the discussion? • successfully meet predetermined criteria for assessing individual contributions to group activity? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Respecting others’ views and worship practices • Tolerance • Sharing information • Cooperation to produce empathy, a common goal 	<p><u>Materials/Resources:</u></p> <p>Religious books; magazines; audiotapes, video tapes, the World Wide Web and instrumental CDs where available</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. individually, do a short illustrated outline of each of the following:</p> <ul style="list-style-type: none"> - A day in the Life of a Hindu - A day in the Life of a Jew - A day in the Life of a Christian - A day in the Life of a Moslem <p>6. compile outlines into individual portfolios.</p> <p>7. identify and record the similarities between ways of practising faith among the different religions.</p>	<ul style="list-style-type: none"> • Synthesizing researched information • Recording/compiling in sequence • Identifying similarities • Recording information accurately 	<ul style="list-style-type: none"> • Illustrated outline • Portfolios containing illustrated outline • Descriptions of similarities between acts of worship across religions
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately illustrate and outline a typical day's acts of faith within each major religion? • identify and describe similarities of faith across different religions? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Sharing • Respect • Tolerance • Cooperation • Empathy • Willingness to complete a task assigned 	<p>Materials/Resources:</p> <p>Magazines, journals Religious books Resource persons in community</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
8. individually assume the role of member of a chosen religion. Write a letter to an imaginary pen friend of a different faith, sharing and commenting on individual everyday acts of faith.	<ul style="list-style-type: none"> • Writing letters to pen friends • Being able to “put themselves in other people’s shoes” 	<ul style="list-style-type: none"> • Completed letters
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • write interesting, informed letters? 	<u>Related Values:</u> <ul style="list-style-type: none"> • Willingness to “put oneself in another’s shoes” • Willingness to see worth in the practices of others 	<u>Materials/Resources:</u> Content previously researched and discussed

ACTIVITY PLAN

Focus Question 2.
Objectives:

How and why can personal acts of faith affect people’s lives?

Pupils will:

- explain how religious beliefs affect the daily life of a person.
- analyze information and make decisions about moral issues.
- analyze religious customs and practices in order to appreciate the kinship of humankind.
- show by their behaviour that they respect the rights of persons who have different points of view and/or practices from their own.
- describe ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society.
- examine the answers given by different religions to life’s questions.
- show by their behaviour that they understand the importance some believers place upon rules and regulations as part of practising their faith.
- develop a sense of responsibility for the consequences of their actions.
- evaluate stories about the lives of significant persons within the religions studied, and deduce ways in which the morals and values that these stories contain may be helpful in daily living.
- explore ways in which religion acts as a motivating factor that influences every area of human life.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. with teacher, review different acts of faith, using the “Hot Potato” game in which they sit in a circle and supply answers to questions when a “hot potato”, is tossed to them. 2. A. participate in an ongoing project in which there is frequent discussion and feedback on the following: 	<ul style="list-style-type: none"> • Recalling of information accurately • Researching for information 	<ul style="list-style-type: none"> • Oral responses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recall information accurately? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to play game with little or no conflict • Willingness to give and take for the sake of harmony 	<p><u>Materials/Resources:</u></p> <p>Object serving as a potato</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>i) the positive or negative effects of acts of faith on character, health, job opportunities etc. as observed in/from:</p> <ul style="list-style-type: none"> - Case studies (personal experience/observation; examples of ways religion has changed people's behaviour) - Newspaper articles/clippings - Biographies (from sacred writings and elsewhere) - Religious and other magazines, videotapes, audio tapes, radio and TV stations – with particular reference to lifestyles, local and international news items and religious programmes. <p>ii) reasons why these effects occur.</p> <p>B. make additions to their individual portfolios using clippings and articles, and write general comments.</p> <p>3. make regular journal entries regarding how (their own) personal acts of faith (and/or those performed by others in their homes, the local and the national community) affect their lives, and their reactions/responses to this.</p>	<ul style="list-style-type: none"> • Applying information learned to everyday situations • Presenting information • Analyzing information 	<ul style="list-style-type: none"> • Application of content to everyday situations • Portfolio entries • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compile interesting and relevant portfolio entries which contain commentaries on clippings and magazine articles? • make insightful journal entries? • show evidence of development of religious and moral insight and conviction? • individually make insightful evaluations of current affairs while applying information learned? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Endurance: doing a task well and seeing it through to completion • Courage to express and maintain personal convictions • Cooperation • Seeing another person's point of view • Frankness and sincerity • Consistency of thought, word and deed 	<p><u>Materials/Resources:</u></p> <p>Religious and other books and magazines, television, newspapers, videotapes, audiotapes, radio Journals Portfolios</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. participate in a Speak Easy session (using teacher's chair as the 'power chair'), sharing reactions and responses to the effects of personal acts of faith on their own lives and those of others.</p> <p>5. participate in a debate using the moot: 'Acts Of Faith Have Little Or No Effect On Peoples' Lives'. (Include ways in which religion may help to develop character in the individual and create harmony in families, schools and the wider society). Use pre-determined criteria (e.g. checklist) to asses quality of debate.</p>	<ul style="list-style-type: none"> • Articulating views • Debating issues 	<ul style="list-style-type: none"> • Oral responses • Information used in debate • Individual contributions to the debate
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • speak and write frankly and honestly in Speak Easy and journal entries? • do meaningful relevant research, draw reasoned conclusions using this information in debate? • clearly articulate personal and other views? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Endurance: doing a task well and seeing it through to completion • Courage to share and maintain personal convictions • Cooperation • Seeing another person's point of view • Frankness and sincerity • Consistency of thought, word and deed • Self-analysis/having a philosophy of life 	<p><u>Materials/Resources:</u></p> <p>All information learned in this unit Personal convictions and experiences</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. mount an end of year Religious Education Exhibition centered around the theme: 'Religion In Daily Life'. Include: - Drama (e.g. for wedding ceremonies. <i>N.B. Avoid performing worship services.</i> These should be mimed with commentary explaining proceedings). - A fashion show depicting religious garb worn in daily life. - Culinary display explaining food preparation, consumption. - All pupils' academic, artistic and other efforts. Invite entire school population and local community. Pupils man displays and act as resource persons. Procedure No. 5 may be staged during Exhibition.</p>	<ul style="list-style-type: none"> • Mounting and manning displays 	<ul style="list-style-type: none"> • Displays • Performances at Exhibition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • mount an interesting, original, striking and informative exhibition portraying accurate information? • make dramatic and fashion presentations that were informative without violating the sacredness of what was being portrayed? • work together to achieve a common goal? • show evidence of an improved insight into the place and influence of religion in daily life as evidenced by their interaction with viewers of the exhibition? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Endurance: doing a task well and seeing it through to completion • Courage to share and maintain personal convictions • Cooperation • Seeing another person's point of view • Frankness and sincerity • Consistency of thought, word and deed • Self-analysis/having a philosophy of life 	<p><u>Materials/Resources:</u></p> <p>Garments worn by persons of different religions Appropriate culinary materials The year's assignments – portfolios, posters etc.</p>

SCIENCE

SCIENCE**GRADE SIX**Unit Title: **THE ENVIRONMENT AND US**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS**

- FOCUS QUESTIONS:**
1. **What is a communicable disease and how does it become widespread?**
 2. **Why is it important to say NO to drugs?**
 3. **Why is it important to care for the environment?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<ul style="list-style-type: none"> • Be aware of the effects of various diseases and substances on the life cycle of humans • Be aware of our responsibility in preserving/protecting/conserving/(caring for) the environment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explain why a disease is called communicable. • identify factors that cause communicable diseases to become epidemic/pandemic. • define a drug. • identify some common drugs. • explain the importance of following guidelines on the proper use of a drug. • explain why people use drugs. • state behaviours and attitudes that help prevent or delay the onset of misuse of drugs. • describe the effects of drugs on the body. • examine local/national/global environmental problems (pesticides, smog, deforestation, industrial and domestic waste, endangered species, noise pollution, misuse of water resources, CFCs, green-house effect, acid rain). • explain how environmental problems (global, regional, national, local) affect the natural cycles. • suggest solutions to environmental problems e.g. 3Rs of reduce/re-use/recycle. 	<ul style="list-style-type: none"> communicable diseases epidemic/pandemic disease factors drug drug use drug abuse environment ✓ pesticides smog ✓ deforestation ✓ endangered species green-house effect acid rain CFCs (chlorofluorocarbons) ozone layer sustainable development i.e. available for future use toxic weather patterns CFSs/CO₂ build up oxygen cycle carbon cycle water cycle

ACTIVITY PLAN**Focus Question 1.****What is a communicable disease and how does it become widespread?****Objectives:****Pupils will:**

- explain why a disease is called communicable.
- identify factors that cause communicable diseases to become epidemic/pandemic.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. relate their experiences with any of the communicable diseases (e.g. 'flu', 'strep throat', chicken pox), initiated by teacher's questioning. [Focus should be on why it is called a communicable disease.] Make a list of reasons why some diseases are called communicable. 2. discuss then list in a table how communicable diseases are spread (i.e. contact with diseased persons, direct or indirect; contaminated air, water or food; infected animals or insects; human carriers). 3. research on factors that cause communicable diseases to become epidemic/pandemic, and report findings to class in a variety of ways e.g. as a resource person being interviewed. 	<ul style="list-style-type: none"> • Communicating information • Identifying variables • Recording information • Identifying variables 	<ul style="list-style-type: none"> • List-of reasons • Summary Table • Report to class
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • tell why some diseases are called communicable? • correctly match each communicable disease with how it is spread? • produce a report with valid factors that make a communicable disease epidemic/pandemic? 	<p>Materials/Resources:</p> <p>Stimulus material to initiate discussions Multi-media materials on communicable diseases Materials for making report</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

Why is it important to say NO to drugs?

Pupils will:

- define a drug.
- identify some common drugs.
- explain the importance of following guidelines on the proper use of a drug.
- explain why people use drugs.
- state behaviours and attitudes that help prevent or delay the onset of misuse of drugs.
- describe the effect of drugs on the body.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. participate in discussion initiated by teacher/resource person about the kinds of medicine that can be bought at a pharmacy/drugstore, and drugs that are not sold in pharmacies/drug stores. (The discussion should focus on what is a drug, and the different types – over-the-counter drugs, prescription drugs, prohibited drugs). Tabulate examples of the three drug types. (Note: Drug – any substance, <u>other than food</u>, that causes changes in the body, when it is swallowed, ingested, inhaled or applied to the body). 2. discuss the proper use of drugs using information from collected packages of over-the-counter drugs. Record from these packages - suggested use of the drug(s), dosage, expiration date or period, side effects, precautions or warnings. Portray the most important information from the discussion in a variety of ways. Arrange the collected packages in a display. 	<ul style="list-style-type: none"> • Naming drugs • Differentiating between over-the-counter, prescription and prohibited, drugs • Discussing • Recording information accurately • Analyzing for specific information 	<ul style="list-style-type: none"> • Table with examples • Display of drug information
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly define the term 'drug'? • make a table with the drugs correctly categorized? • make a display with relevant information? 	<p>Materials/Resources:</p> <p>Vocabulary with names of common drugs Resource person(s) Information packages from over-the-counter drugs Multi-media materials on drug use/misuse/abuse</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. discuss the beneficial, and detrimental effects of drugs on the body, and record a summary of the discussion. 4. research and then make a portfolio about the misuse and abuse of drugs, and their effects on the body, and the behaviours and attitudes that help people to prevent or delay the onset of initial drug misuse or abuse. Report their findings to class, using a variety of means.	<ul style="list-style-type: none"> • Summarizing discussion accurately • Reporting on information researched 	<ul style="list-style-type: none"> • Summary record of discussion • Portfolio • Report to class
Evaluation: Were pupils able to: <ul style="list-style-type: none"> • record the facts from the discussion correctly? • make a portfolio with accurate facts and relevant items? • give a report that has correct information and was visually appealing? 	Materials/Resources: Multi-media materials on drug use/misuse/abuse Materials for making portfolio items Materials for creating the display 'Healthy Living Series', Grades 5 & 6 Pamphlets – Health Education Unit of Ministry of Health	

ACTIVITY PLAN**Focus Question 3.****Objectives:****Why is it important to care for the environment?****Pupils will:**

- examine local/national/global environmental problems (pesticides, smog, deforestation, industrial and domestic waste, endangered species, noise pollution, misuse of water resources, CFCs, green-house effect, acid rain).
- explain how environmental problems (global, regional, national, local) affect the natural cycles.
- suggest solutions to environmental problems e.g. 3Rs of reduce/re-use/recycle.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups, discuss the concept 'environment', then do research on sustainable development of the environment. Make a display to illustrate the basic features of an environment, and why it should be utilized in a sustainable way. Produce a summary of the information gathered, in a portfolio. 2. in groups, do research on the harmful effects of industry, farming, etc. on the environment e.g. pollution, disturbance/destruction of the natural environment/eco-system, disposal of waste. Report their findings in a variety of ways. 	<ul style="list-style-type: none"> • Researching for information • Communicating research findings • Communicating findings in various ways 	<ul style="list-style-type: none"> • Display of an environment • Portfolio • Report of findings
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a display that showed correct information, creative use of materials, organized presentation, and had visual appeal? • create a portfolio with relevant items, correct information, sources named, and well organized? • produce a report with relevant and correct information, using SJE? 	<p>Materials/Resources:</p> <p>Materials for making the displays Multi-media materials on the environment e.g. UNESCO Publication Series on Environmental Education, Number 36</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. in groups or individually, research on preventative measures and solutions, for the sustainable development of the environment. Display findings and give an oral account of their work.</p> <p>4. as a class, discuss, plan and design, then create a presentation for a wider audience (e.g. school or community), on a selected aspect of the environment.</p> <p>5. in groups, plan and design an environmental activity e.g. making a compost heap, planting trees, etc., then carry it out to the end of the term, to show commitment to sustainable development of the environment.</p>	<ul style="list-style-type: none"> • Identifying solutions • Analyzing and evaluating information • Organizing information • Communicating ideas in a variety of ways 	<ul style="list-style-type: none"> • Display • Oral report • Class Presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a display showing relevant solutions/preventative measures, having visual appeal? • give an oral account of their work? • give a presentation with correct information, relevant supporting graphics or models, and have good impact on audience? 	<p><u>Materials/Resources:</u></p> <p>Materials for making the display Multi-media materials on sustainable development of the environment Audio - or video-recorders to record oral reports Resource person(s)</p>	

SOCIAL STUDIES

SOCIAL STUDIES**GRADE SIX**Unit Title: **PLANET EARTH - A GLOBAL VILLAGE**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS****FOCUS QUESTIONS:**

1. How have advances in communications made the world a smaller place?
2. How does the United Nations (UN) Organization help to bring the world together?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experiences • Value the contributions that individuals and groups have made towards the betterment of life on planet earth 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: global village, communication. • identify the important advancements in telecommunications and transportation over the last 100 years. • identify some of the individuals who contributed to the development of transportation and telecommunications. • discuss the effects of the advances in communication on the world today. • explain how the developments in communication have led to the ease in transporting people, goods and services. • discuss how World Wars I and II helped to advance the development in air travel. • analyze the ways in which space exploration has improved world communication. • list some of the modes of telecommunication used in the world today. • place the developments in telecommunications over the past 100 years in chronological order. • discuss how the improvements in transportation have brought people closer together. 	air, land, sea transportation telecommunications aircraft hangar steam engine railways, trains, tramcars concorde postal services telegraph Internet electronic mail (E-mail) electronic shopping (E - commerce) cargo ships icebreakers aircraft carriers freighters cruise ships telephone space travel satellite wireless communication national international interdependence development poverty

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Appreciate that interdependent relationships are necessary for our survival growth and development	<ul style="list-style-type: none">• make predictions about the development of transportation in the next 100 years.• examine the negative aspects of advances in sea and air transportation.• discuss the concept of the UN as a group.• explain what the UN is and how it came into being.• identify member countries of the UN.• state the general goals of the UN.• list some of the UN organizations and agencies and explain their functions.• give examples of UN activities around the world.• evaluate the role of the UN.• appreciate that one's own achievements can affect the world. • discuss some of the common<ul style="list-style-type: none">- experiences that nations/peoples of the world have faced in the past.- challenges they face today.• identify and list some of the common resources that nations/peoples of the world share.• discuss the interdependent nature of life on planet earth.• work cooperatively in groups.	peace treaty aid charter cooperation agency humanitarian violation unity

ACTIVITY PLAN

Focus Question 1.

How have the advances in communications made the world a smaller place?

Objectives:

Pupils will:

- define and use correctly the following concepts: global village, communication.
- identify the important advancements in telecommunications and transportation over the last 100 years.
- identify some of the individuals who contributed to the development of transportation and telecommunications.
- discuss the effects of the advances in communication on the world today.
- explain how the developments in communication have led to the ease in transporting people, goods and services.
- discuss how World Wars I and II helped to advance the development in air travel.
- analyze the ways in which space exploration has improved world communication.
- list some of the modes of telecommunication used in the world today.
- place the developments in telecommunications over the past 100 years in chronological order.
- discuss how the improvements in transportation have brought people closer together.
- make predictions about the development of transportation in the next 100 years.
- examine the negative aspects of advances in sea and air transportation.
- ask questions of resource persons.
- present information in a variety of ways.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss and produce definition of the concept "communications". Collect pictures or other visuals depicting various types of communication categories e.g. transportation (air, land, sea), electronic media, postal telecommunication etc. 2. name 3 ways in which people can speak with each other over long distances and within minutes. Write a paragraph explaining how improved communications have led more people to communicate with each other regardless of distances. 	<ul style="list-style-type: none"> • Discussing information • Discussing information • Writing explanation 	<ul style="list-style-type: none"> • Definitions • Types of communication • Paragraph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • in a written paragraph, give a clear and concise explanation of how improved communications have led more people to communicate with each other regardless of distances? 	<p><u>Materials/Resources:</u></p> <p>Brochures and pamphlets on various countries from travel agencies Air Jamaica Travel Links</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. make a list of international games in which Jamaica has participated over the last 10 years. Locate on a world map where these games were held and calculate the distances of such places from Jamaica using the scale on the map. Discuss the means of communication used to watch or listen to the games live and direct.</p> <p>4. after watching a documentary on TV about a country's tourist attractions, as a travel consultant, plan a package for Grade 6 students to visit those attractions. The package should include the cost of transportation, the mode of transportation, the distance from Jamaica and the time it would take them to arrive and return home.</p> <p>5. make a list of regional and international airlines coming to Jamaica. Find out the names of airports in the Caribbean, which are served by international airlines. Locate these airports on a map of the Caribbean.</p>	<ul style="list-style-type: none"> • Identifying information • Locating places on map • Calculating distances • Discussing information • Planning a field trip/package • Identifying information • Locating places on map 	<ul style="list-style-type: none"> • List of games • Calculated distances • Tour package • List of airlines
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a list of the international games? • locate places on a world map and calculate distances? • plan a meaningful and informative tour package? • write an accurate list of international and regional airlines? 	<p><u>Materials/Resources:</u></p> <p>Pamphlets from: Airports Authority of Jamaica Civil Aviation Authority Shipping association Grace Kennedy Shipping Lines <u>Travel by Air, Land and Sea</u> by Karl Philpotts</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. after reading pamphlets/brochures or listening to resource person on the history of air transportation in Jamaica, write a paragraph on how these advances have influenced Jamaicans to travel abroad today.</p> <p>7. listen to resource person from a shipping company or read fact sheets in order to do project on various kinds of ships in use today, their purposes/uses and their time of travel from one destination to another (cargo, cruise, passenger etc.).</p> <p>8. visit a wharf and observe the methods used to export cargo. Discuss your observation with the members of the class when you return.</p>	<ul style="list-style-type: none"> • Reading to gather information • Listening to resource person • Writing paragraph • Gathering information • Observing • Discussing findings 	<ul style="list-style-type: none"> • Paragraph • Completed project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a paragraph explaining fully how the improvements/advances of air transport have influenced Jamaicans to travel abroad? • complete well illustrated projects with the various kinds of ships and their purposes clearly stated? 	<p><u>Materials/Resources:</u></p> <p>Encyclopedias Resource persons from Airports Authority of Jamaica/Civil Aviation Authority Brochures from travel agencies</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. name at least 4 ways (methods) of receiving documents and/or letters, money etc. from outside Jamaica within a maximum of two days. Discuss what happened 50 years ago and how these advances have led to the improvement of life for Jamaicans today.</p> <p>10. compare the advantages and disadvantages of E-mail and the postal services after doing research on both. Report their findings.</p> <p>11. in small groups, gather information from textbooks, encyclopedias etc. then mount a display to show how World Wars I and II have helped to advance the development of the different types of aeroplanes. Include diagrams, illustrations of the different types of planes and their uses.</p> <p>12. plan a scenario: an American businessman has his head office in New York with branches in Jamaica and Miami. He has to attend two important meetings on the same day in Jamaica and Miami. There is a critical problem to be addressed at the Jamaican branch. Plan his itinerary from New York to Jamaica then to Miami on the same day. Discuss the possibility of this happening 50 years ago and the changes which have made this possible today. Suggest how else he could solve this problem without leaving New York.</p>	<ul style="list-style-type: none"> • Identifying information • Researching information • Making comparison • Gathering information • Mounting a display • Planning an itinerary • Discussing information 	<ul style="list-style-type: none"> • Report • Display • Itinerary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • report findings highlighting the comparisons? • mount a display which was informative and creative? • plan itinerary giving times of departures and arrivals, names of airlines, length of time to travel between places? 	<p><u>Materials/Resources:</u></p> <p>Documents from: Western Union, Fed Ex, DHL, E-mail Encyclopedias <u>Travel by Air, Land and Sea</u> by Karl Philpotts Travel brochures Multi-media</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. illustrate the developments in communication over the past 100 years on a time chart.</p> <p>14. in small groups, research information on the contributions made in the area of communication and transportation by the following persons: George Stephenson, Samuel Morse, Alexander Bell, Heinrich Hertz, Guglielmo Marconi, Wilbur and Orville Wright. Each group should display information gathered to share with the rest of the class.</p> <p>15. pretend to be members of the airwing in the Jamaica Defence Force. In small groups prepare a talk for a Grade 6 class on "The versatility (many uses) of the helicopter". Present the talk to audience (pupils) and have them respond through questions and comments.</p> <p>16. discuss how they think physically challenged persons have been able to cope in travelling around. Ask a physically challenged person to speak with class.</p> <p>17. debate the moot "It is more advantageous to move goods by sea than by air"</p>	<ul style="list-style-type: none"> • Constructing a time chart • Gathering information • Putting on a display • Giving presentation to class (talk) • Discussing one's observation • Debating a moot 	<ul style="list-style-type: none"> • Time chart • Display • Presentation • Debate
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw an accurate time chart showing the gradual development of the modes of communication over the last 100 years? • research adequately the required information on persons assigned to their group? • make presentation in a creative, informative and meaningful manner? 	<p><u>Materials/Resources:</u></p> <p>Encyclopedias Information from J.D.F. Resource persons</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>18. in small groups, read from encyclopedias, textbooks and pamphlets to gather information on tankers, tugs, hovercrafts, icebreakers and ferries. Make a list of some places where these modes of transportation are commonly used to move goods and people. Give reasons why these are used by people as some means of transportation and say what goods are moved by them. Locate these countries on a world map.</p> <p>19. search the Internet to find relevant information to do projects or gather information on communication topics (unit title):</p> <p>a. discuss the dangers in using the Internet as a source of information</p> <p>b. discuss the use of the Internet to:</p> <p>i. do shopping</p> <p>ii. send information from place to place</p> <p>iii. keep in touch with friends and relatives far away</p> <p>iv. lessen the cost of phone bills</p> <p>v. save time</p> <p>20. design posters to illustrate environmental problems created by air, land and sea travel.</p>	<ul style="list-style-type: none"> • Gathering information • Giving reasons for a particular situation • Locating places on a map • Gathering information • Designing poster 	<ul style="list-style-type: none"> • List • Poster
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • Make a list of places where specific modes of transportation were used and what goods were transported by them? • design posters creatively and convey messages clearly? 	<p><u>Materials/Resources:</u></p> <p>Computers with Internet connections Pamphlets Encyclopedias Cartridge Paper Paste Scissors Markers</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>21. read newspaper article concerning "extradition of persons" and discuss how the advances in transportation have facilitated the quick movement of offenders/ criminals from one country to another.</p> <p>22. make a chart naming the various kinds of cargo carried by freighters from other countries to Jamaica. Discuss how Jamaicans benefit from this cargo. Locate on a map of the world 5 places from which Jamaica receives cargo ship and write a paragraph about the problems associated with cargo transportation (e.g. agricultural products, plant diseases etc.)</p> <p>23. design vehicles or aircraft to show what they think transportation will be like in 50 years time.</p> <p>24. draw conclusions about worldwide advances in communications which have occurred over the last 100 years.</p>	<ul style="list-style-type: none"> • Reading to gather information • Constructing chart • Locating places on a world map • Writing paragraph • Designing vehicles/aircraft • Drawing conclusions 	<ul style="list-style-type: none"> • Chart • Paragraph • Designs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • construct chart matching countries with cargo? • write paragraph about problems in moving goods around the world? • make creative designs of vehicles/aircrafts of the future? 	<p><u>Materials/Resources:</u></p> <p>Newspaper articles Pamphlets from Jamaica Shipping Association, Jampro, Jamaica Exporters Association, Ministry of Agriculture</p>	

ACTIVITY PLAN

**Focus Question 2.
Objectives:**

How does the United Nations (UN) organization help to bring the world together?

Pupils will:

- work cooperatively in groups.
- discuss the concept of the United Nations as a group.
- explain what the UN is and how it came into being.
- identify member countries of the UN.
- state the general goals of the UN.
- list some of the UN organizations and agencies, and explain their functions.
- give examples of UN activities around the world.
- identify and discuss UN agencies that affect their lives.
- evaluate the role of the UN.
- ask questions of resource persons.
- present information in a variety of ways.
- locate and use relevant information from a variety of sources.
- write summaries and reports.
- locate UN member states on a world map.
- explain how countries become members of the UN and its agencies.
- locate on a map, headquarters of the different UN agencies around the world.
- describe examples of UN work in different parts of the world.
- state the address of UN headquarters in Jamaica.
- analyze case studies of specific organizations/agencies.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. obtain and keep scrapbook/portfolio on the UN. Scrapbook will be evaluated at end of the unit. Teacher and students will discuss beforehand the contents of the scrapbook and the criteria for its evaluation.	<ul style="list-style-type: none"> • Discussing criteria for evaluation 	<ul style="list-style-type: none"> • Scrapbook

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will:</p> <p>2. provide stimulus material to generate brief discussion on world wars as examples of past experiences shared by nations/peoples of the world.</p> <p>Pupils will:</p> <p>3. prepare list of questions to ask of resource persons (who may be either World War II veterans or persons who lived at that time) about their experiences during the war. From discussion, reading and experiences of the resource person, prepare a fact sheet on World War II.</p> <p>4. from stimulus materials provided, identify and discuss issues that are of concern globally e.g. environmental degradation, international drug trafficking, poverty etc. and how they impact upon people and countries.</p> <p>5. brainstorm for common resources that countries of the world share e.g. seas, air space etc. and talk about what could happen if a country's right to these were violated.</p> <p>6. (a) make a list of important resources found in any particular hemisphere and discuss its importance to the rest of the world.</p> <p>(b) discuss an existing problem or significant achievement associated with a country or countries in another hemisphere and its impact upon the rest of the world.</p> <p>(c) in small groups make summaries (based on foregoing discussions) about the interconnectedness of nations and peoples living on planet earth. Each group will share its summary with the rest of the class. (Copies of summaries will be placed in scrapbooks.)</p>	<ul style="list-style-type: none"> • Discussing • Observing • Collecting information • Organizing information • Discussing issues • Brainstorming for information • Synthesizing information • Assessing situations • Making summaries 	<ul style="list-style-type: none"> • Fact sheet • List • Summaries

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. in same small groups make suggestions about what could be done to:</p> <ul style="list-style-type: none"> (a) maintain peace in the world (b) protect the environment (c) reduce poverty in the world (d) ensure wise (sustainable) use of the world's resources (teacher/students may add other issues) <p>Each group will make a presentation to the rest of the class using a variety of ways (e.g. panel discussion, posters, audio visuals etc.).</p> <p>Teacher will:</p> <p>8. provide summary sheets with information on the formation of the UN.</p> <p>Pupils will:</p> <p>9. read fact sheets and answer questions relating to what the UN is, when it was formed, why, who some of the original members were etc.</p> <p>10. with teacher, discuss the UN as a group - its characteristics.</p> <p>Teacher will:</p> <p>11. (a) provide students with simplified excerpts from UN Charter (e.g. article 55). These may be fact sheets, audio visual materials etc.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> (b) from the excerpts, identify and discuss the main goals of the UN and some of the rules by which it operates. (c) in groups make posters/cartoons to illustrate their understanding of particular goals of the UN. 	<ul style="list-style-type: none"> • Working cooperatively • Proposing solutions • Presenting information • Reading for comprehension • Analyzing information • Interpreting information • Presenting information graphically 	<ul style="list-style-type: none"> • Group presentation • Answers to questions • Posters, cartoons

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. discuss the design of the UN flag and write an interpretation of the UN emblem.</p> <p>13. from materials presented by teacher, identify some UN organizations and agencies, (and their abbreviations) and their headquarters throughout the world. Present this information on a table.</p>	<ul style="list-style-type: none"> • Analyzing symbol • Presenting information in a variety of ways 	<ul style="list-style-type: none"> • Interpretation of emblem • Table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • develop fact sheets - which included a number of important details containing accurate information? • produce an accurate list which included spelling names of countries correctly? • write summaries which included important details, accurate information and were coherent? • make group presentations, which were coherent, included feasible suggestions and used creative methods of presentation? • produce posters/cartoons which expressed ideas clearly, were attractive, accurate, concise, creative and used a variety of available resources? • present interpretation of emblem which was clear and reasonable and accounted for all features of the emblem? • construct tables which were neat, accurate etc.? 	<p><u>Materials/Resources:</u></p> <p>Scrapbooks Pictures Newspaper articles/clippings UN publications, pamphlets etc. Resource persons Cartridge paper Paste Scissors Markers UN flag (picture in miniature)</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. select from newspaper articles, news magazines, UN publications and web sites examples of the UN at work in the world.</p> <p>15. in groups use articles to examine particular UN activities around the world in order to determine the following:</p> <ul style="list-style-type: none"> - nature of the activities - the organization or agency responsible - UN goal or purpose for the intervention - Who stands to benefit from the intervention, in what way and why. <p>16. prepare report on their segment for the rest of the class (reports will form part of class data base on UN. Copies may also be placed in scrapbooks).</p> <p>17. (a) individually, write at least 2 questions they would like to have answered about the work of the UN. Share these questions in order to prepare list of questions to pose to UN resource person.</p> <p>(b) record responses of resource person and prepare audio visual materials to be used as part of class database on UN (or UN Corner, information box etc.).</p> <p>18. (a) write the address of UN headquarters. (b) name the head of UN Mission in Jamaica. (c) write the name and nationality of the UN Secretary General.</p>	<ul style="list-style-type: none"> • Analyzing information • Reporting information • Asking appropriate questions • Recording and presenting information 	<ul style="list-style-type: none"> • Class report • List of questions • Audio visuals • UN data base • Names and addresses

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>19. (a) in groups read and summarize information about the work of specific UN agencies UNESCO, PAHO, UNEP, FAO, UNICEF etc. (b) in discussion make an assessment of the role of the UN in helping to keep the world together and record, using audio-visual equipment.</p> <p>20. (a) elect class representatives to edit tape and present edited version for critique. (b) request class representatives to make final version of tape to become part of class database on UN (or UN Corner, information box).</p> <p>21. prepare a letter to the editor of any local newspaper (to be published on UN Day) outlining their own thoughts on the value of an organization such as the UN in helping to unite the world.</p>	<ul style="list-style-type: none"> • Writing summaries • Making judgments • Making judgments • Writing letter 	<ul style="list-style-type: none"> • Summaries • Tape recordings • Tape recordings • Letter • Completed scrapbook
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • present class reports, which were clear, coherent, comprehensive and included important details? • write questions which were appropriate, used correct format/correct phrasing? • write names and addresses accurately? • produce tape recorded summaries, which were clear/coherent, accurate and included a number of important details? • write letter using appropriate format, information learned, correct language? • complete scrapbook with required material? 	<p><u>Materials/Resources:</u></p> <p>Newspaper/magazine articles Pictures UN publications Internet resources Scrapbook Jamaica Journal Tape recorder Multi-media</p>	

VISUAL ARTS

VISUAL ARTS**GRADE SIX**Unit Title: **PUTTING IT ALL TOGETHER**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS****FOCUS QUESTION:**

1. How can we combine skills, materials, tools and techniques with design ideas to produce a range of visual items to promote an identified event?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Develop creative ideas in 2-D and 3-D using a variety of skills, processes, techniques and materials • Make informed choices concerning the use of materials, techniques and tools/equipment • Demonstrate an ability to plan ahead, select, organize and manipulate materials in order to solve a specific problem or task • Establish and maintain the group dynamics and work ethic necessary to successfully achieve a specific task 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • develop a plan of action to publicize and commemorate an identified calendar event. • identify skills necessary for the implementation of the plan and assign tasks appropriately. • identify and access material and tools required. • develop appropriate design ideas. • produce finished items. 	<p>As indicated by project</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> brainstorm to identify events in the school/community calendar, which may be publicized/promoted through the development of visual items e.g. <ul style="list-style-type: none"> Heroes Day sports day/school fair graduation festivals identify an event and consider and develop appropriate themes, slogans and symbols. identify potential products/items and develop appropriate designs. 	<ul style="list-style-type: none"> Brainstorming Planning Executing Developing design ideas Identifying design ideas 	<ul style="list-style-type: none"> Participation in discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> brainstorm ideas? analyze and choose? create appropriate theme slogans and symbols? identify product needs? complete items? assess success of project? 	<p><u>Materials/Resources:</u></p> <p>Materials to be determined by analysis of design ideas and product requirements e.g.</p> <ul style="list-style-type: none"> banners pennants/flag posters invitations sets/decorations T-shirts 	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. assess ideas for product potential. 5. select and refine design ideas. 6. determine quantities of items and materials required and access. 7. establish standards for items made. 8. assign tasks within the group in relation to skills and produce items.	<ul style="list-style-type: none">• Refining design ideas• Determining quantities • Producing items	<ul style="list-style-type: none">• Refined design • Completed items• Observation of cooperative work
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• develop, assess and refine designs?• work co-operatively?• produce items?• establish standards for items?	<u>Materials/Resources:</u> As indicated by project •	

Language Arts Attainment Targets and Objectives

1. Give and receive information

Grade Four

- give and respond to simple accounts, experiences, descriptions in SJE

Grade Five

- outline processes, make explanations, ask directions in SJE
- give clear and appropriate responses to questions

Grade Six

- listen to get central idea, draw inferences, understand organization and summarise
- give reports, observations, summaries in SJE

2. Listen and speak with sensitivity to audience

- initiate conversation in appropriate context
- listen to and join in conversation and in planning and discussion
- speak clearly and distinctly in natural easy manner

- use talk that varies in expression and vocabulary according to purpose and listener
- listen to directions, details, announcements, introductions
- speak clearly and distinctly in natural easy manner

- speak clearly and distinctly in natural easy manner
- listen and speak with awareness of audience and of situations

3. Apply relevant decoding skills to the reading process

- know and use blends, digraphs, clusters, sight words appropriate to grade
- use context clues for vocabulary comprehension
- understand elements of structure e.g. contractions, compound words, syllabication, inflectional endings

- know and use phonetic elements e.g. blends, clusters, digraphs appropriate to grade
- identify sight words and expand knowledge of sight vocabulary appropriate to grade
- use structural analysis to identify the components of words e.g. syllabication, compound words, inflectional endings, contractions
- use synonyms

- use irregular phonetic elements e.g. ph, pn, u, y
- use diphthongs e.g. oi, ow, oy, ou
- use root words, prefixes and suffixes to identify and arrive at meanings
- identify and use inflectional endings e.g. ing, ed, ly, es
- use advanced syllabication principles to determine basic units of words e.g. sin/gle, ma/chine, hap/pen
- use grammatical and other clues to derive meanings of words in context

4. Read for meaning fluency and enjoyment

- identify and use information at the
 - (a) literal level e.g. recall details, sequence events
 - (b) inferential level e.g. drawing conclusions
 - (c) critical level e.g. making judgements
- read at acceptable pace without hesitation or repetition
- willingly read and be able to share ideas
- identify and use ideas, information at the
 - (a) literal level e.g. main ideas, comparisons
 - (b) inferential level e.g. 'reading between the lines'
 - (c) critical level e.g. evaluation, analysis
- speak about their favourite book or author
- enunciate smoothly and with clarity to convey meaning
- identify, use ideas, information at the
 - literal level e.g. character traits, cause and effect relationships, sequence of events
 - inferential level e.g. infer meanings that go beyond what is stated; opinions, predicting outcomes
 - critical level e.g. judge the merits or accuracy of information providing evidence to support facts

5. Respond critically to literature and other stimuli (oral language and reading)

- identify and respond to distinctive features of oral language e.g. songs, stories, poems
- express views and judgements about simple information text
- read a familiar story passage using appropriate intonation of direct speech
- choose to read a variety of texts
- detect and respond to different points of view
- identify and respond with voice to distinctive features of oral language in songs, stories and poems
- identify and explain effect of rhyme, rhythm, word pictures in poems
- identify how a speaker or writer feels about a subject
- read with attention to how the writer's style and choice of words convey meaning
- assume roles when reading an unfamiliar text
- follow arguments and draw conclusions
- identify and respond with voice to distinctive features or oral language e.g. songs, stories, poems
- identify image, simile, metaphor, rhythm, rhyme in poems and explain effects
- listen critically to ideas expressed and react appropriately
- speak confidently as a member of a team on an agreed position
- listen and draw inferences from different forms of oral language: radio, advertisements, speeches, interviews
- assume roles when reading a range of unfamiliar texts
- identify bias in informational texts and reports in print media
- make recommendation about favourite book or author

6. Apply study skills and be able to search for information

- use table of contents, index
- use pictures, graphs, maps, charts, diagrams
- use a dictionary
- use encyclopedia
- begin to organize information located from various sources
- use appropriate reading strategies to locate information
- use table of contents, index
- use encyclopedia and directories
- use pictures, maps, diagrams
- use dictionary, encyclopedia and other reference books; use multimedia/technology
- apply comprehension skills across content areas noting main points, key words, summarising etc.
- skim
- scan

7. Use recognizable handwriting and appropriate spelling and vocabulary

spell correctly

- Words with consonant combinations: 'th', 'sh' 'ch' etc.
- plural forms with 'y' changed to 'i' and 'f' to 'v' before adding 'es'
- words that double the final consonant before adding ending e.g. 'stopping', 'planning'
- words that drop final 'e' before ending e.g. 'coming'
- select appropriate words to express ideas
- synonyms, homonyms
- distinguish between false homonyms e.g. at/hot, doze/those
- use upper and lower case letter formation
- use cursive formation in legible style
- spell words using phonetic and structural rules applicable to grade
 - ie and ei words e.g. thief, receive
 - words with double letters e.g. suppose, bubble
 - words with hard and soft 'c' and 'g' e.g. goat, coat (hard); ginger, city (soft)
 - words with silent w, k, b, l, t as in write, knife, lamb, calm, listen
- distinguish between 'false' homonyms in JC and SJE e.g. an/on, doze/those
- select from a range of words to convey ideas
- identify and use the variety of vocabulary encountered in texts
- use synonyms, homonyms
- use suffixes
- use correct cursive forms
 - headings, margins, spacing
 - paragraph indentation, letter format
 - upper and lower case
- select from a wide range of words to convey ideas
- spell words with variable sounds of the same vowel digraphs and with different digraphs giving the same sound e.g. train, said; meet, meat
- spell phonetically irregular words e.g. rough, cough, through
- use words commonly mis-spelt and confused
- use key words in other subject areas
- generate synonyms, antonyms, homonyms, suffixes and prefixes
- clarify JC/SJE confusion of words such as blouse/blows; buck/butt; file/foil

8. Write to narrate, describe, persuade and for a range of transactional purposes

- generate and organise ideas for writing
- create and revise drafts
- proofread drafts of written work
- make simple comments after reading peers' work
- write to respond to each others' ideas in their journals
- write competently different kinds of creative pieces
- begin to show awareness of character and setting in their stories
- create poems modelling word music and word pictures in poems studied
- understand the purpose of, and be able to write letters, instructions, explanations
- generate ideas for writing
- produce and revise drafts
- contribute to and use simple checklists
- make simple comments after reading peers' work
- write to respond to literature in their journals
- show competence in producing a wider variety of creative pieces including poems and plays
- develop ability to evoke emotion in their writing
- know the purpose of, and be able to write letters, stories, reports etc.
- contribute to the process of note taking from teacher talk
- draft and revise work
- use checklists
- make comments after reading peers' work
- proofread for errors of grammar and punctuation
- write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs
- write stories with an opening, setting and characters which engage the reader
- write creative pieces in response to a range of stimuli
- write a variety of non-narrative forms for different purposes: notes, reports, exposition, arguments, letters for different audiences
- follow publishing process and write stories and construct book

9. Know and use basic language skills and the conventions of spoken and written language

- demonstrate language awareness and the conventions of spoken and written language
- demonstrate ability to use and generate own sentences and patterns
- use basic sentence types including negative and interrogative forms
- use negatives and interrogatives e.g. has, hasn't; do, don't; does, doesn't
- use verbs
 - (a) present and past tense form of the verb 'to be', 'am', 'is', 'was', 'were'
 - (b) simple present tense i.e. 'base + s' verbs
 - (c) simple future and past tense verbs
 - (d) irregular verbs
 - (e) present continuous
- identify noun types e.g. masculine/feminine, proper/common and use nouns as subject words in sentences
- use noun substitutes: 'he', 'she', 'it', 'your', 'mine', 'theirs'
- use plural and possessive forms of nouns and pronouns
- extend sentences using conjunctions and adjectives
- use degrees of comparison for regular adverbs and adjectives
- use punctuation marks: 'full stop', 'comma', 'question mark'
- demonstrate language awareness and the conventions of spoken and written language
- demonstrate ability to use and generate own sentences and patterns
- use collective nouns
- use subject/verb agreement including agreement with collective nouns
- use conjunctions, adjectives, noun substitutes
- understand and use prepositions, adverbs
- use appropriate verb tenses
- use the apostrophe in contractions and possessives
- use punctuation marks – semi-colon, quotation mark
- discriminate between creole and standard usage according to place and circumstance and between formal and informal usage
- recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g.
 - i) JC/SJE false homophones and question forms
 - ii) English pronoun substitutes for JC pronouns 'mi', 'him'
- differentiate between different types of spoken language
- demonstrate language awareness and the conventions of spoken and written language
- demonstrate ability to generate own sentences and patterns
- show understanding of the functions of the parts of speech, including interjections
- use the passive forms of verbs
- use abstract nouns
- use punctuation marks – colon, exclamation sign, hyphen
- use degrees of comparison: 'more', 'most'
 - use simple present and past tenses consistently
 - use 'a', 'an', before words beginning with vowels
 - use silent consonants or stressed consonants
- discriminate between Creole and Standard English usage according to place and circumstance and between formal and informal usage
- recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation e.g. JC/SJE homonyms, question forms, the verb "to be"
- use SJE confidently in speech and writing

Mathematics Attainment Targets and Objectives

GRADE 6

Review, where necessary, the crucial objectives from grade 5.

NUMBER

Set Theory

- Identify members of a set, equivalent sets, finite and infinite sets
- Recognize that the number of members in a set is a property of that set
- Use the symbols associated with the set operations « and »
- Draw Venn diagrams to show set relationships including disjoint sets and subsets

Roman Numerals

- Read and write symbols in the Roman system of numeration to represent any numbers using I,V,X,L,C and M

Hindu-Arabic system

- Using the principle of place value, read and use numbers written, in the Hindu-Arabic system of numeration

Exponent form of numbers

- Write numbers in exponent form
- Express place values using exponent form

Factorization

- List all the prime factors of any given number
- Write a composite number as a product of primes in exponent form
- Identify the Greatest Common factor of two numbers
- Differentiate between the use of multiples and factors

Reciprocals

- Identify the reciprocal of a whole number or fractional number

Division of Fractions

- Divide a fraction, mixed number or decimal fraction by a whole number
- Divide a whole number by any fractional number
- Divide a decimal fraction by a power of ten

- Solve problems involving division with fractional numbers
- Perform any computation with whole or fractional numbers
- Divide a decimal fraction by another decimal fraction to two or three places of decimals

Ratio

- Use ratio to compare various quantities
- Write a ratio to compare the numbers of items in two sets or two parts of a single set
- Write a ratio using the formats 1:5, 1 to 5 or $1/5$
- Write equivalent ratios for a given ratio
- Solve problems which require the use of equivalent ratios
- Write a ratio with denominator 100 which is equivalent to a given ratio
- Calculate cost given number of objects and rate of charge; calculate rate of charge given the number of objects and total cost (include applications such as taxes)
- Write a given ratio with denominator 100 (or another multiple of 10) in percentage form

Percentage

- Apply the concept of ratio to percentage forms and use the symbol % correctly
- Tell what percentage of a set or object is shown
- Write a percentage as a fraction with denominator 100 or in its simplest form and/or as a decimal
- Solve problems requiring the conversion of fractions to percentages and vice versa
- Know that 100% is a whole
- Add or subtract using percentage forms
- Calculate the percentage a given number is of another given number which is a factor of 10 (measurements and money may be used)
- Calculate the given percentage of a number, amount of money, measure of mass, capacity, etc.
- Calculate the entire amount when a percentage of the amount is known
- Solve problems requiring the use of percentages
- Use the following terms in problem situations: interest, rate of interest, Simple Interest
- Compute the Simple Interest on a sum of money with or without the formula
- Use simple proportions of principal, rate and time to develop the simple interest formula

General

- Use the calculator to estimate and check routinely and to perform calculations
- Generate number patterns and identify their rules using algebra
- Write story problems to generate calculations involving the use of the four operations
- Compute with common or decimal fractions and the four operations

- Show knowledge of financial institutions

MEASUREMENT

Polygons

- Calculate the perimeter of irregular polygons and regular polygons by means of the appropriate formula
- Calculate the measurement of one side of a polygon given the perimeter and the lengths of the other sides

Tiling a plane

- Explore the tiling of a plane using different shapes
- Identify shapes which will cover a plane exactly and those that will not

Area

- Differentiate between the size and use of the following units – square centimetre, square metre, hectare and square kilometre
- Name and measure regions, compute the area of regions shaped as rectangles, right-triangles or parallelograms individually, in combination or as the surfaces of three dimensional objects
- Solve problems involving area measures

Scale drawings

- Interpret a simple scale drawing and calculate actual distances using the scale of a road map or floor plan

Rates

- Use the idea of ‘rates’ of various quantities
- Calculate any one of the measures of distance, time, and rate of travel (average speed) given the measures of the other two
- Apply the principles of measurement to Road Safety

Circle

- Know the relationships between the radius and diameter of a circle in terms of measurement
- Investigate the concept of π (pi)

Angle construction

- Draw and measure angles using a ruler and protractor

Solids

- Identify surface area and angle measure in three dimensional shapes

Time

- Use the 24 hour clock in problem situations

GEOMETRY**Polygons**

- Use straws, cardboard etc. to construct simple polygons
- Classify, draw and name triangles (equilateral, isosceles, scalene) and quadrilaterals (parallelogram, rectangle, square, rhombus)
- Identify and count the number of lines of symmetry in plane figures

Circle

- Use a pair of compasses to draw a circle

Solids

- Recognize faces, edges and vertices of polyhedra and classify them according to the number and shape of their faces
- Use the idea of a 'unit solid'
- Build unit solids of volume 1 dm^3 , 1 m^3 , and 1 cm^3 and know their names and symbols
- Calculate the volume of a rectangular prism when given the number of unit solids in one layer and the number of layers
- Identify congruent figures in two and three dimensional shapes
- Represent and solve problems using geometric models

General

- Identify, describe, compare and classify geometric shapes and figures
- Explore the transformations of geometric figures
- Describe the physical world in terms of geometric concepts

ALGEBRA

- Substitute in algebraic expressions with up to two variables
- Solve word problems using algebraic expressions and formulae
- Substitute in simple inequalities to make statements true
- Insert one of the symbols $<$, $>$, $=$, \leq , \geq , \neq to make a true mathematical sentence

STATISTICS AND PROBABILITY**Data Collection**

- Collect data using direct observation, experiments, interviews and questionnaires

Graphs and Charts

- Represent data using bar graphs, double bar graphs, pictographs, circle graphs and line graphs
- Read information given on an informal chart such as
- (i) a stem and leaf plot (ii) a box and whisker plot

- plot information on an informal chart such as
- (i) a stem and leaf plot (ii) a box and whisker plot

Probability ideas

- make inferences and draw conclusions based on experiments and collected data
- state the probability of a simple event
- state the range of probability values
- list and determine the probabilities of all possible outcomes of an experiment
- perform and report on a variety of probability experiments