

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

CURRICULUM GUIDE
GRADE 5

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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 black ink, which appears to read "Burchell Whiteman". The signature is written in a cursive style and is positioned above a horizontal line.

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.

A handwritten signature in black ink, appearing to read 'Phyllis Mitchell', is written over a horizontal line.

Phyllis Mitchell

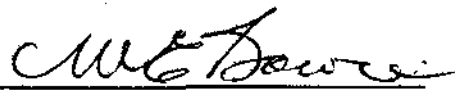
Message from Marguerite Bowie Permanent Secretary

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

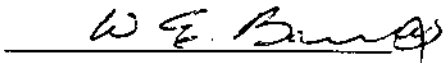
The output of this revised and renewed primary school curriculum, with attributes of coherence, adaptability, comprehensiveness, relevance and student centredness, has been achieved by a dynamic process involving critical stakeholders. As a result, the curriculum should lay claim to quality and responsiveness 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.

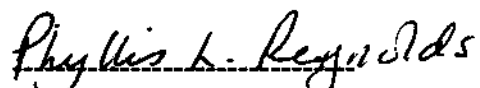
The curriculum is fully integrated at Grades 1-3, with discrete subject areas at Grades 4-6. Opportunities for integration at the Grades 4-6 level are provided through research and project work based on interdisciplinary themes.

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.



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) | (3) Peripherals |
| (2) Different terms used and parts of the computer | a) Printers c) Speakers |
| a) Keyboard f) Modem | b) Scanners d) Head Phones |
| b) Monitor g) Phone lines and jacks | |
| c) CPU h) Network | (4) Simple word processing documents |
| d) Mouse i) Drives – Storage: | (5) Use of information from: |
| e) Diskettes Hard drive, Floppy drive | 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 FIVE**Unit Title: **INVENTIVE ROLE-PLAY**Term: **ONE**Unit: **ONE**Duration: **TWELVE WEEKS**

- FOCUS QUESTIONS:**
1. How do I create believable roles?
 2. Is my dialogue appropriate for my role?
 3. Is my role-play believable?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • To develop concentration necessary for inventive role-play • Consciously empathize with the characters played and transfer this to real life situations • Show respect for others 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • create believable roles. • use appropriate dialogue to match role and situation. • work through a role-play activity so that it has a recognizable ending. • talk and write about what they have done and remember important details. 	<ul style="list-style-type: none"> role-play concentration functional role-play inventive role-play demonstration critique character believability credibility enactment empathy dialogue transfer role status frame focus conflict tension

ACTIVITY PLAN

Focus Question 1.

How do I create believable roles?

Objective:

Pupils will:

- create believable roles.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. guided by teacher, create role cards e.g. name, age, profession, of character. 2. guided by teacher, discuss the profile of the character they have created. 3. guided by teacher, add functions to role card to create 'functional' role-play characters e.g. parent buying birthday gift for a child. 4. in pairs, role-play functional roles e.g. parent and sales clerk. 5. guided by teacher, discuss believability of roles. 6. document details of roles created e.g. name, profession, age, height etc. 	<ul style="list-style-type: none"> • Listening for information/instructions • Writing character profile • Discussing • Creating role card • Enacting roles created • Critiquing roles • Documenting 	<ul style="list-style-type: none"> • Role cards • Enactment of roles • Documentation of details of roles created
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create role cards, showing character profile? • convincingly enact roles? • do documentation of details of roles? 	<p><u>Materials/Resources:</u></p> <p>Paper for role cards</p>	

ACTIVITY PLAN

Focus Question 2.

Is my dialogue appropriate for my role?

Objective:

Pupils will:

- use appropriate dialogue to match role and situation.

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. work in pairs as brothers and sisters. Create a scenario which involves conflict and tension between brother and sister. 2. have discussion on scenario. 3. do an enactment of the situation using dialogue. 4. critique the work of each pair. <p style="text-align: center;"><u>Part B</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. do peer work: create a scenario which involves conflict and tension between husband and wife. 2. create and enact the situation using appropriate dialogue. 3. do a written critique of performances. 	<ul style="list-style-type: none"> • Problem solving • Discussing for clarification of scenario • Interacting with peers • Critiquing of peer work • Decision making • Creating roles and appropriate dialogue for roles. 	<ul style="list-style-type: none"> • Development of scenario (process) • Scenario developed (product) • Enactment of roles • Appropriate dialogue • Written critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • portray believable roles? • use dialogue appropriate to role and situation? • do written critique of performances? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

Is my dialogue appropriate for my role?

Objectives:

Pupils will:

- use appropriate dialogue to match role and situation.
- talk and write about what has been done and remember important details.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part C</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. identify various characters in their community e.g. doctor, nurse, foreman etc. 2. create a role profile of the characters. 3. identify situations relating to the roles. 4. individually role-play the situations using appropriate dialogue for situation and role. 5. do a critique of each persons' role. 6. document details about the role. 	<ul style="list-style-type: none"> • Identifying roles • Creating roles and dialogue • Enacting roles • Critiquing • Documenting 	<ul style="list-style-type: none"> • Role profiles created • Oral/written critique • Documented details
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • role-play roles created and use appropriate dialogue? • critique and document details of roles? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3.

Is my role-play believable?

Objectives:

Pupils will:

- create believable roles.
- work through a role-play activity so that it has a recognizable ending.

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. cut out pictures of persons from magazines, newspapers etc. and mount pictures for creation of roles. 2. assign role profiles to clippings from newspaper: name, age, profession etc. 3. discuss his/her characters individually. 4. in small groups, pupils will combine characters, think of a situation and prepare a scenario for role-play with believable characters and recognizable ending. 5. present scenario in groups. 6. have open class discussion. 7. document their impressions of the scenario. 	<ul style="list-style-type: none"> • Decision making • Identifying roles • Classifying roles • Oral communication • Organizing scenarios for role-play • Acting out roles • Documenting 	<ul style="list-style-type: none"> • Portfolio of roles • Roles assigned • Completed scenario • Enactment of scenario • Written impressions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • mount pictures and assign roles to pictures? • create and enact scenario using ideas from pictures? • write impressions of scenario which included the believability of the roles and a recognizable ending? 	<p><u>Materials/Resources:</u></p> <p>Magazines Newspaper Paste Scissors Cardboard Cartridge paper Markers</p>	

ACTIVITY PLAN**Focus Question 3.****Is my role-play believable?****Objectives****Pupils will:**

- talk and write about what has been done and remember important details.
- work through a role-play activity so that it has a recognizable ending.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part B</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> listen to a pre-selected story read by teacher. identify characters in the story and the roles they play. have a forum theatre discussion on the roles. in small groups, create role profiles and use the role profiles to create their own stories. enact the stories, discuss and critique the group presentations. write character descriptions of the roles they play. read character descriptions of roles to class. display character descriptions of roles. 	<ul style="list-style-type: none"> • Listening for details • Identifying characters in a story • Discussion of roles • Creating scenario and enacting roles • Writing character description • Reading 	<ul style="list-style-type: none"> • Profiles and stories • Group presentation • Written descriptions • Critique and documentation of character descriptions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create role profile from story heard? • do enactment of scenario paying attention to important details of the roles played? • document character description? • critique presentations? 	<p><u>Materials/Resources:</u></p> <p>Stories written by:</p> <ul style="list-style-type: none"> - Diane Browne - Louise Bennett - Lorna Goodison 	

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

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 FIVE**Unit Title: **ADVENTURES WITH BOOKS**Term: **ONE**Unit: **ONE**Duration: **FOUR – SIX WEEKS****FOCUS QUESTIONS:**

1. What kind of information can I get from each specific part of a book?
2. How can I use what I read to respond to people and things around me?
3. How can I use what I read to express myself?
4. How do I take care of my books?

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"> • outline processes, make explanations, ask directions in SJE. • give clear and appropriate responses to questions. • 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. • identify 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. • identify and use ideas, information at the: <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> illustrate programme select cover page publisher relevance print catalogue library/librarian edit proof-read lay-out information sub-heads characters presentation index chapter bibliography references skimming scanning summary thesaurus outline notes

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 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. • use appropriate reading strategies to locate information. • use tables of contents, index. • use encyclopedia and directories. • use pictures, maps, diagrams. • use upper and lower case letter formation. • use cursive formation in legible style. • spell words using phonetic and structural rules applicable to grade: <ul style="list-style-type: none"> - 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, and listen. • select from a range of words to convey ideas. • identify and use the variety of vocabulary encountered in texts. • use synonyms, homonyms. • use suffixes. 	<ul style="list-style-type: none"> reflection interact character review author content

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Write to narrate, persuade 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"> • 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. • explain the purpose of, and be able to write letters, stories, reports etc. • contribute to the process of note taking from teacher talk. • demonstrate language awareness and the conventions of spoken and written language. • demonstrate ability to generate and use own sentences and patterns. • use collective nouns. • use subject/verb agreement including agreement with collective nouns. • use conjunctions, adjectives, noun substitutes. • identify 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. <ul style="list-style-type: none"> i) JC/SJE false homophones e.g. an/on, doze/those. ii) JC/SJE question forms. iii) English pronoun substitutes for JC pronouns 'mi' 'him'. • differentiate between different types of spoken language. 	

ACTIVITY PLAN

Focus Question 1. What kind of information can I get from each specific part of a book?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. identify and show an example of each of the various types of books and tell why they are classified under the headings: fiction, non-fiction, picture books, wordless books, reference books e.g. catalogues, manuals, etc. 2. find a particular piece of information based on knowledge of content page, index, title, summary, glossary, bibliography, specific chapters, stories. 3. discuss impressions of book based on the cover illustration, blurb on jacket, chapter headings etc. Read book and see if impressions are true. 4. use alphabetical system e.g. using guide words, entry words, classification such as authors, titles etc. to find information or place information in order. 5. use the telephone directory/yellow pages to find the telephone number or address of a business place. 	<ul style="list-style-type: none"> • Defining book type • Developing speed in locating specific information • Making judgments based on summary information • Ordering information • Using telephone directory 	<ul style="list-style-type: none"> • Set of organized books • Requested information actually located. • Comparison of impressions with reality based on thorough reading • Particular information put in order • Address/telephone number found
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • classify books under provided headings? • locate information on demand and within a reasonable time? • compare impressions made about a book with reality based on thorough reading? • order information according to given criteria? • use a telephone directory to get information? 	<p><u>Materials/Resources:</u></p> <p>Text Reference books User manuals Telephone directory</p>	

ACTIVITY PLAN

Focus Question 2. **How can I use what I read to respond to people and things around me?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. read excerpts of favourite books to peers for enjoyment and information emphasizing voice intonation, paying attention to the use of punctuation marks e.g. semi-colons, quotation marks. 2. read and dramatize various situations in books for enjoyment (teacher/student). 3. listen to the reading of two extracts on similar subjects and discuss the features of each writer's expression. 4. select a character from a story/book and build a satellite system of words around him/her or brainstorm for words to describe mood, feeling, opposites and similarities, scenery, character etc. 5. use a satellite system of words to draw inferences, make conclusions and give evidence for opinion e.g. children describe a character, and find supportive evidence to verify their opinion. 6. put themselves in place of a character and say how they would deal with the situation. Use the appropriate tense. 	<ul style="list-style-type: none"> • Reading with expression • Recognizing punctuation • Recognizing connotation of words • Webbing • Making inferences/drawing conclusions • Empathizing with person/situation • Using tense 	<ul style="list-style-type: none"> • Expressive reading • Comparison of extracts • Thematic dictionary • Inferences/conclusions • Discussion/simulation • Correct use of tense
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read with appropriate expression? • listen and discuss features of extracts? • compile a thematic dictionary? • make logical inferences and draw conclusions? • simulate a character using appropriate tense? 	<p><u>Materials/Resources:</u></p> <p>Story excerpts Heritage readers Newspaper clippings Literature texts appropriate to level</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. read a story and relate the situation to their own experience. Tell whether the situation is similar or otherwise.</p> <p>8. formulate, discuss and predict story outcomes based on the title, pictures, chapter headings, sub-heading and paragraphing.</p> <p>9. role-play characters assuming different roles in the stories e.g. favourite characters. Discuss likes/dislikes of those they would wish to meet or invite home and tell why.</p> <p>10. speak about their favourite author. Use encyclopedias to find information about these authors.</p> <p>11. summarize /retell/report on stories read to them or that they have read. Give opinion of story endings or behaviour of particular characters. Pretend to be a journalist and report.</p> <p>12. use various tones of voice to convey different meanings from same extract.</p> <p>13. describe a character/situation using figurative language, e.g. simile or metaphor in prose or poetry.</p>	<ul style="list-style-type: none"> • Making comparisons • Predicting outcomes • Role-playing • Using encyclopedias • Giving opinion • Writing report • Using figurative language 	<ul style="list-style-type: none"> • Discussion • Story ending • Information about authors • Discussion / oral presentation • Storytelling or report • Expressive reading • Figurative language
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • predict outcome of stories? • give information on their favourite authors? • retell stories or write reports? • use figurative language to describe? 	<p><u>Materials/Resources:</u></p> <p>Basal readers Story books Fairy tales Children’s classics</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. take on the roles of different characters and/or narrator and read and dramatize in groups. (They may use dialogue sections in text or make up their own dialogue.) Use quotation marks in their dialogue.</p> <p>15. pattern read, i.e. teacher reads aloud while children listen for specifics e.g. information, punctuation, diction. Students then read as teacher did, with same tone.</p> <p>16. read selected and varied material for main ideas and skim for information. Students may rove their eyes quickly over informational page and write briefly what they glean.</p> <p>17. read aloud the part of text or passage where specified information is located or use two or three texts and locate the information they have on a particular topic.</p> <p>18. read poems or stories for enjoyment.</p> <p>19. write a journal entry to express their views about a story/character/incident read.</p> <p>20. write a poem based on a story/incident or character they read about . Pay attention to rhythm etc.</p> <p>21. make some suggestions as to how a book could be made more interesting for readers, including drawing illustrations that may be used in different places in the book.</p>	<ul style="list-style-type: none"> • Dramatizing situations • Writing dialogue • Reading with appropriate expression • Searching for specified information • Reading for information • Reading for fun • Expressing views • Composing poetry 	<ul style="list-style-type: none"> • Character portrayal • Oral presentation • Selection of and/or presentation of specific information • Oral or silent reading • Journal page • Poem • Suggestions and illustrations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read aloud with more ease and fluency? • make oral presentations? • glean specific information? • create interesting poems? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
22. design a poster/flyer to advertise a new book that is being sold or an important event that takes place in a story they have read. Use colourful adjectives and degrees of comparison. 23. write to a penfriend explaining their interest in the books by a particular author or in the activities of a particular character that appears in more than one book. 24. write to a penpal telling about their favorite character. Use upper and lower case cursive writing and pay attention to legibility. 25. develop a new episode in a comic series. 26. engage in editing and proof-reading what they write. Use peer assistance, teacher assistance and checklist to help produce a fair copy. 27. work in groups selecting materials for publishing in Writers' Corner, Big Book, magazines, Children's Own newspaper. These may include letters, stories, poems, riddles, anecdotes, posters, flyers and advertisements.	<ul style="list-style-type: none"> • Designing advertisements • Giving explanations • Writing legible cursive • Writing narrative • Editing, proof-reading • Selecting for quality and variety 	<ul style="list-style-type: none"> • Poster/flyer • Letter • Cursive writing • Comic strip • Revised versions of work • Set of selected materials
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • design interesting poster/flyer? • write letters using correct format? • write cursive legibly, using upper and lower case letters? • create exciting comic strips? • edit/proof-read to produce "fair" copy? • compose materials for publishing? 	<u>Materials/Resources:</u> Collections of poems Comics Story books	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT												
<p>28. become familiar with the basic elements of a story by reading at least 3 stories and identifying the elements that are common. They may fill in the answers to:</p> <p style="text-align: center;">NAME OF TEXT</p> <table border="1" data-bbox="147 505 589 736"> <tr> <td>WHO</td> <td></td> <td></td> </tr> <tr> <td>WHERE</td> <td></td> <td></td> </tr> <tr> <td>WHEN</td> <td></td> <td></td> </tr> <tr> <td>HOW</td> <td></td> <td></td> </tr> </table> <p>Students may then compare stories and comment on high point in stories.</p> <p>29. use a well known story. Identify its key features. Create a new story by making substitutions for each of the key features (story frame).</p> <p>30. given the description of a particular mood or setting, substitute or change all the words that contribute to that mood/setting and create a totally different one.</p> <p>31. write a report/summary/review on a book they have read.</p> <p>32. make up anecdotes, riddles, puzzles, poems, or other stories based on books they have read.</p>	WHO			WHERE			WHEN			HOW			<ul style="list-style-type: none"> • Identifying basic elements of narrative • Making comparisons • Writing narrative • Using words sensitively • Writing report/summary • Composing creative pieces 	<ul style="list-style-type: none"> • Completed book chart • Comparison of high points • Completed story • Book review • Stories, poems, riddles, anecdotes
WHO														
WHERE														
WHEN														
HOW														
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately, complete book chart? • compare high points in stories? • produce clear, concise book reviews? • produce creative anecdotes, riddles, puzzles etc.? 	<p><u>Materials/Resources:</u></p>													

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
33. design form to show record of books they have read. Headings/sections could include: author, title, list of characters, brief summary of story, recommendation to other readers etc. 34. complete a form to show a record of the books they have read.	<ul style="list-style-type: none">• Designing a form	<ul style="list-style-type: none">• Format for form • Completed form
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• produce completed form?	<u>Materials/Resources:</u>	

ACTIVITY PLAN**Focus Question 3. How can I use what I read to express myself?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> use SJE to explain to someone how to use a table of contents. give a new student directions from their classroom to the school/ community library. write an announcement for a book fair to be held at school, read it at devotions and place it on the school's notice board. with the aid of the dictionary, find synonyms for given words. Use words in sentences to show their meaning. from their reading, identify compound words. Show separate parts of these words. Use in their writing. use pictures, diagrams, headings etc. in books across subject areas to help decide what the material is about. from the story "Why Dog Don't Like Puss", look carefully at the use of dialogue. Rewrite the conversation between Brother Puss and Brother Dog noting the use of quotation marks. 	<ul style="list-style-type: none"> Giving explanations, using SJE Giving directions Writing announcements Identifying synonyms Identifying compound words Making decisions Using quotation marks 	<ul style="list-style-type: none"> SJE explanations Clear directions Completed announcement Written sentences Compound words correctly used Participation in discussion Written dialogue
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> use SJE to make explanations? give clear directions to the school/community library? create and read announcement in SJE? use synonyms appropriately? identify the components of compound words? discuss the use of pictures, diagrams etc.? use quotation marks in writing dialogue? 	<p><u>Materials/Resources:</u></p> <p>Story : "Why Dog Don't Like Puss" – Doctor Bird Series, Book 26</p>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. select appropriate stories/passages from books read. Identify apostrophes and note their uses e.g. in contractions and possessive forms. Rewrite contractions as extended forms. Use these in their writing.</p> <p>9. from stories, identify adverbs and prepositions used. Use these in their speech or writing.</p> <p>10. from the story "The Letter," identify and read sentences containing conjunctions. Rephrase sentences using other conjunctions.</p> <p>11. use collective nouns, paying attention to subject/verb agreement.</p> <p>12. find words with 'ie', 'ei' combinations e.g. belief and receive, in passages and books across subject areas. Compile list and use for spelling and in written exercises.</p> <p>13. from their reading, identify words with double letters e.g. suppose, bubble. Break these words into syllables then say them and learn to spell them.</p> <p>14. use words with hard and soft 'e' and 'g' sounds to make up poems, jingles etc.</p> <p>15. use words with silent letters to play word games e.g. "word bingo", "word dominoes".</p>	<ul style="list-style-type: none"> • Using apostrophe • Identifying/using adverbs/prepositions • Using conjunctions • Using collective nouns • Identifying 'ie', 'ei' words • Using syllabication • Identifying words • Using words with silent letters 	<ul style="list-style-type: none"> • Correct use of apostrophes • Adverbs and prepositions used correctly • Written sentences • Collectives nouns used correctly • List of 'ie', 'ei' words • Words broken into syllables • Jingles, poems • Games played
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the apostrophe appropriately? • use adverbs and prepositions suitably? • write sentences, using varied conjunctions? • show agreement between collective nouns and verbs? • spell 'ie' 'ei' words? • break words with double letters into syllables and say them? • write jingles, poems etc. with words containing soft 'e' and 'g' sounds? • play word games, using words with silent letters? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 4. How do I take care of my books?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. give instructions for wrapping a textbook for its protection. Have peers wrap the book according to the instructions. 2. produce instructions for repairing a damaged textbook. (Have students decide first of all, the nature of the damage that is to be repaired.) Have peers follow the instructions and repair the damaged text. 3. brainstorm what they would write for a topic e.g. 'I am a book' or 'A day in the life of a math book' or 'Myself as an abandoned text'. Write in paragraphs. 4. complain to the school librarian about books they have borrowed which have been destroyed/damaged/lost. Use SJE pronoun substitutes for JC pronouns e.g. 'mi' in speaking. 5. pay attention to subject/verb agreement when reporting on books lost, stolen etc. 6. listen to recorded dialogue between the school librarian and a student who is reporting a lost book. Discuss, then rewrite the conversation, using relevant punctuation marks. 	<ul style="list-style-type: none"> • Giving instructions • Following instructions • Composing narrative • Using SJE • Using correct verbs • Listening to dialogue • Demonstrating use of punctuation marks 	<ul style="list-style-type: none"> • Set of instructions • Creative compositions • Correct use of SJE pronouns in oral and written work • Written paragraph with appropriate punctuation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give adequate instructions for doing a task? • follow instructions and complete a task satisfactorily? • use SJE pronouns to substitute for Creole ones? • use subject verb agreement? • use punctuation marks correctly? 	<p><u>Materials/Resources:</u></p> <p>Wrapping paper Tape Paste Scissors etc. Tape recorder Tape of dialogue</p>	

LANGUAGE ARTS**GRADE FIVE**Unit Title: **SOME CARIBBEAN CUSTOMS**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do I express and respond to the music and dance our foreparents enjoyed?
2. How do I express and respond to the religious customs of peoples of different races?
3. How do I express and respond to people's national and traditional dress?
4. How do I express and respond to the recreational practices of our foreparents?

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"> • outline processes, make explanations, ask directions in SJE . • give clear and appropriate responses to questions. • 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. • identify 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. • identify and use ideas, information at the <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> traditions costume hoist wind speed musical invoke exorcise balm yard wake spectacle spectators synonyms antonyms bandana quadrille instrumental mento recreation folk ceremony customs reggae calypso John Canoe

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 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. • use appropriate reading strategies to locate information. • use table of contents, index. • use encyclopedia and directories. • use pictures, maps, diagrams. • use upper and lower case letter formation. • use cursive formation in legible style. • spell words using phonetic and structural rules applicable to grade: <ul style="list-style-type: none"> - 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. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Write to narrate, persuade 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">• generate ideas for writing.• produce and revise drafts.• contribute to and use simple checklists.• make simple comments after reading peer's 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.• explain the purpose of, and be able to write letters, stories, reports etc.• contribute to the process of note taking from teacher talk. • demonstrate language awareness and the conventions of spoken and written language.• demonstrate ability to generate and use 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.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
	<ul style="list-style-type: none">• recognize and make comparisons between basic Creole and Standard English structures, word usage and pronunciation, e.g.<ul style="list-style-type: none">i) JC/SJE false homophones and question formsii) English pronoun substitutes for JC pronouns 'mi', 'him'.• differentiate between different types of spoken language.	

ACTIVITY PLAN**Focus Question 1. How do I express and respond to the music and dance our foreparents enjoyed?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sing two Jamaican folksongs in Creole “Cum wi go dung a Manwel Road” and “Cum wi go dung a Solas Market”. Give SJE rendition of songs. Sing a folk song in SJE, e.g. “It was under the Coconut tree”. Write out the words and indicate how they recognise the SJE song as different from the Creole song. 2. interview an older person in their community about any of the following: (a) square dancing, (b) maypole dancing, (c) quadrille. Report to class. Use SJE only. 3. make notes after teacher describes any of the following dances: square dancing, maypole dancing, quadrille. Give their own description based on their interview notes. Decide how accurate the descriptions are. 4. write an invitation <u>or</u> a vote of thanks to a resource group/person, e.g. members of a mento band. Read each other’s work. Discuss content, use of polite language. Rewrite, making changes. 5. work on a research project entitled “Mento in Jamaica” or “The Steel Band in Trinidad”. Each project should have the following sections: Acknowledgments, Instruments or Components of the Band, The Players, Occasions for Play. 6. do choral presentation of poem “John Connu Dance” . * 7. recite poem “Rhumba Band” accompanying presentation with instruments. Use details in the poem and the rhythm to decide how the speaker really feels. 	<ul style="list-style-type: none"> • Singing with enthusiasm • Translating • Composing interview questions • Taking notes/reading notes • Letter writing • Producing interview questions, organizing information • Speaking in unison • Interpreting details 	<ul style="list-style-type: none"> • Correct translation • Interview questions • Interview report • Notes on individual dance or music • Letter • Research project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • to distinguish between JC and SJE? • formulate questions they wanted to ask? • take satisfactory notes? • write letter and do research project? • complete research project according to agreed headings? 	<p><u>Materials/Resources:</u></p> <p>Resource Package Dr. Bird Series BK 31</p>	

* There are various spellings of “John Connu”. This one is from the title of a poem.

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. in groups of five or six, select, prepare and present a folk song. Either: (a) present to class to be judged on music and clarity of words OR (b) prepare costumes, invitations, a written copy of the song, and decorations for area where performance will be done. Select judges from another class, agree on criteria. Make presentation.</p> <p>9. say the words of a calypso so that the rhythm is kept. Re-write the song in SJE making the relevant changes.</p> <p>10. identify sight words they are trying to learn in the newspaper or "Children's Own". Learn to spell these words and practise using them with their peers.</p> <p>11. divide into two teams, and alternately a member of each team says a word to be correctly broken into syllables by a member of the other team. Use words with double letters e.g. paddle, little, giggle, etc.</p> <p>12. take turns to tell words they have learned in the last week – compound words, "ie" and "ei" words and words with silent letters. Tell the method they used to recognize/remember them.</p> <p>13. make a collection of reading materials on customs from class readers, content area texts, books in school and parish libraries. Use for reading across unit.</p>	<ul style="list-style-type: none"> • Writing creatively • Translating • Word identification • Spelling • Developing ability to pronounce by syllables • Memorising 	<ul style="list-style-type: none"> • Folk song • Song translated • Word recognition • Word recognition • Word recognition • Oral reading
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make presentation observing agreed criteria? • show reasonable knowledge of English in translating? • develop the ability to read and comprehend independently of the teacher? • identify sight /compound words? 	<p><u>Materials/Resources:</u></p> <p>Resource Package</p>	

ACTIVITY PLAN**Focus Question 2. How do I express and respond to the religious customs of peoples of different races?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. write in their journals how they spend Good Friday. 2. write in their journals describing the traditional way in which the week of Ramadan is celebrated. Use encyclopedia to locate information. 3. think up and write five questions they would ask an old person about a religious ritual such as pocomania, dinki mini, wake, kumina, etc. Use the verb "did". 4. tell what takes place at a baptism or christening in their church, using SJE only. Write this description for someone who is blind. 5. make up a grace to be said at Christmas dinner and read to class. 6. write the dialogue for and act out a balm yard scene. 7. find out and be able to explain to someone the significance of the Hindu 'puja' and what the ceremony entails. Collect and use pictures to aid their explanation. 8. do research and present a project on the Chinese New Year. The project should include sub-headings and a table of contents. 9. describe what happens during Divali. 	<ul style="list-style-type: none"> • Creative writing • Describing events • Formulating questions • Describing • Composing • Writing dialogue • Acting role • Information gathering • Explaining with clarity • Researching, organizing • Describing mental pictures 	<ul style="list-style-type: none"> • Journal entry • Journal entry • Questionnaire • Description of church service • Prayer • Dramatic presentation • Explanation • Completed project • Description
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • make entries into their journals using SJE? • write in a more colourful, interesting and mature way? • gather the information they needed? • write prayer and dialogue in the accepted way? • complete project according to agreed headings? 	<p><u>Materials/Resources:</u> Resource package</p>	

ACTIVITY PLAN**Focus Question 3. How do I express and respond to people's national and traditional dress?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. tell who they would choose to be in a carnival parade. Describe the costume they would wear and select the music to which they would like to dance. 2. describe the costume of one of the characters in a John Canoe band.* Write the description. Proof-read for verb agreement. 3. imagine they are representing Jamaica in an international beauty contest, and describe to the audience the national costume they are wearing. Use SJE only. 4. as a project, make models of: <ol style="list-style-type: none"> (a) costume or traditional dress for some public figure (e.g. a mayor) <u>OR</u> (b) John Canoe characters and instruments. Label exhibits and write short pieces explaining what the models mean (e.g. exhibit labels in a museum). 5. predict what will happen next as: teacher reads aloud the story of Joe and the "Carnival Costume" in stages. When story is complete, say what lessons we can learn from such a story. 	<ul style="list-style-type: none"> • Describing clothes • Using descriptive vocabulary • Speaking with an awareness of audience • Writing and reading labels • Drawing conclusions • Developing comprehension 	<ul style="list-style-type: none"> • Description of costume • Description of costume • Description of costume • Completed models • Views
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use descriptive vocabulary ? • organize descriptive vocabulary into smooth flowing pieces? • make authentic models? • express clear views? 	<p><u>Materials/Resources:</u></p> <p>Resources Package Dr. Bird Series Bk 31</p>	

* There are various spellings of John Canoe. This is one of them.

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. write to their local parish council giving their views on the changes they should make to traffic in order to accommodate the carnival parade. Draw a map to show the route they should take.</p> <p>7. read peers' letters and suggest ideas for improvement. As class exercise, use sentences from pupil's letters to write a class letter. Address envelope to the mayor.</p> <p>8. provide clues for "Who are We?" game, using collective nouns such as "audience", "choir" etc. In their responses pay attention to subject verb agreement.</p>	<ul style="list-style-type: none"> • Composing • Outlining route • Revising, composing • Practising subject verb agreement 	<ul style="list-style-type: none"> • Letter • Map • Revisions suggested • Letters composed • Game played
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write letter and draw map? • think through situations and make simple suggestions? • make suggestions about the content written? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bk 31</p>	

ACTIVITY PLAN

Focus Question 4. How do I express and respond to the recreational practices of our foreparents?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. explain to someone who doesn't know, how to go about catching crabs. Write the instructions. 2. guess riddles, then make some of their own and test each other. Write riddles. Proof-read for punctuation. 3. express in SJE the meaning of any of the proverbs on p. 23, "Marble Lady" (Dr. Bird). Give a proverb of their own that is not listed. 4. predict what will happen next when teacher reads story "Ring Around the Moon" and stops at any one of the following points: <ol style="list-style-type: none"> a) where the noise comes from the truck engine b) where there was a bright flash when Sam returned with the water c) where his head started to "grow" d) where he said he did the only thing he could do. 5. like a sportscaster, provide a running commentary on a horse race, crab race or cock fight. 	<ul style="list-style-type: none"> • Explaining with clarity • Composing riddles • Translating, explaining • Predicting outcome • Commentating 	<ul style="list-style-type: none"> • Written instructions • Riddles • Meanings of proverbs translation • Story ending • Commentary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write clear instructions that were easy to follow? • compose riddles? • give meanings of proverbs? • use SJE confidently in translating? • give running commentary? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bk 23 Dr. Bird Series Bk 41 LMW Story Time 3</p>	

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. choose one the following characters: Sly Mongoose, Brer Rabbit, Billy Goat, or John Crow and make up a story in which they do something clever. Use the herringbone technique to generate ideas for the story.</p> <p>7. read stories to peers. Make comments and suggestions for improvement. Rewrite stories making any changes they see fit.</p> <p>8. select a story or poem in which there is evidence of magic, fairies, duppies, witches or animals which behave like human beings. Make a note of anything that they find unrealistic or impossible. Say how the story/poem is different in the way it is written from a story like "The Eruption of Mt. Pelee in Martinique".</p> <p>9. using the herringbone technique, identify the elements of a story read to them, or one they read on their own. (They must indicate these using "who"?, "what"?, "where"?, "when"?). Tell the moral or values taught.</p> <p>10. as a group activity brainstorm and organise ideas, then create their own story from information outlined on herringbone.</p> <p>11. as a group activity, dramatize the story (above) then rewrite to make necessary changes.</p> <p>12. develop individually or in groups their own version of a traditional story, retaining characters but changing action and ending of story.</p>	<ul style="list-style-type: none"> • Composing story • Revising • Distinguishing fantasy from reality • Identifying story parts • Brainstorming, organising, composing • Writing creatively 	<ul style="list-style-type: none"> • Story • Revised draft • Story • Dramatic presentation • Story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • generate story ideas readily? • show creativity in story development? • dramatize story? • improve work quality by re-writing? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bk 31</p>	

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. read the story "Ring around the Moon". Using a story map develop a new story about Maas Ivan, the truck and Sam. Organise ideas for writing. In pairs, edit each other's first draft of story, then rewrite.</p> <p>14. imagine they were the Cow in the story "Anancy and Cow". * Write their version of the story (with illustrations) then share it with the class. Use quotation marks in story.</p> <p>15. write a letter to a pen friend in a different Caribbean island telling him/her of the special preparations we, here in Jamaica, make for Christmas. Proof-read for subject/verb agreement.</p> <p>16. advertise a Crab Race, Kite Flying Contest, or Fish Fry to be held at the local community centre. Work in groups to make the selected advertisement into a poster.</p> <p>17. design a postcard that could represent Jamaica in an international competition. Utilize Jamaican leaves, flowers or sayings and proverbs.</p> <p>18. make a greeting card to mark an event or celebrate a season.</p> <p>19. write a recipe for a fruit punch using guava, guinep, ginger, cucumber, grapefruit etc. In groups say the name of the fruits to bring out the "hard" and "soft", "c" and "g" sounds.</p>	<ul style="list-style-type: none"> • Creative writing • Editing / revising • Creating a story • Using quotation marks • Describing events • Revising • Using persuasive language • Designing • Pronouncing 	<ul style="list-style-type: none"> • Completed story • Completed story • Letter • Advertisement • Postcard • Greeting Card • Recipe • Sounds pronounced
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a new adventure for the characters? • write from a particular point of view? • show creativity in developing advertisements etc.? • make comments about the ideas in written work? • recognize hard and soft sounds? 	<p><u>Materials/Resources:</u></p> <p>See Resource Package for unit LMW Story Time 3 Dr. Bird Series Grade 4, Bk. 21</p>	

* There are various spellings of Anancy. This is one.

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>20. select a custom from another Caribbean country, that they find unusual or interesting. Discuss it.</p> <p>21. correct past tense errors in a story written by one of their peers. Count the number of changes required, and give one point for each correction made.</p> <p>22. select a story and list all the past tense verbs in a chosen paragraph. Write a paragraph (on dance or music or folk tales) using only past tense or only present tense verbs.</p> <p>23. for all the past tense verbs of a given passage substitute other past tense verbs in order to change the mood.</p> <p>24. read the story "Crab Hunt". Underline five words for which they know the synonyms. Show the underlined words to a partner and let him/her supply the synonyms.</p> <p>25. use context to guess and fill in key words from a paragraph in the story, "Crab Hunt" in Dr. Bird Bk. 41, e.g. words like "torches", "scurried", "holes", "carefully" from paragraph 5.</p> <p>26. use sight words and other difficult words in texts to build word banks, make sentences and play games like bingo or word domino, or to form synonyms and antonyms.</p>	<ul style="list-style-type: none"> • Identifying past tense • Identifying past and present tense • Discriminating word meaning • Vocabulary building • Vocabulary building 	<ul style="list-style-type: none"> • Discussion • Paragraph • Cloze exercise • Word bank
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • become comfortable with a widening vocabulary? • proof-read versions of students work showing fewer surface feature errors? • make fewer surface errors in proof-read work? • build word banks? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bk. 41</p>	

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>27. using checklist / samples of different types of adverbs, identify and state the type of adverbs used in a particular passage or set of sentences, e.g. time, place, manner.</p> <p>28. supply suitable adverbs that will enhance the meaning of the verbs in a continuous paragraph.</p> <p>29. in a thematically related paragraph or group of sentences, substitute adverb synonyms for the adverbs in the paragraph.</p> <p>30. select appropriate adverbs from a given list to complete given statements.</p> <p>31. make a list of the contractions from the story "Joe and the Carnival Costume". Write out the extended forms of these words.</p>	<ul style="list-style-type: none"> • Identifying parts of speech • Using adverbs • Recognising contractions 	<ul style="list-style-type: none"> • Use of adverbs • Paragraph/sentences • Completed statements • List of contractions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe the work an adverb does in a sentence? • identify words with contractions and write their extended forms? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bk 31</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>32. compare customs in different Caribbean islands making use of conjunctions such as “but”, “while”, “because”.</p> <p>33. sing the song “Bluebird, Bluebird in and out the Window”. Identify and act out prepositions. Continue song using other prepositions.</p> <p>34. from the selection “Some Caribbean Customs”, identify the use of the apostrophe to show possession, e.g. John Canoe’s costume, soldier’s coat. Change these singular forms into plural. Practise them orally. Use them in their writing.</p>	<ul style="list-style-type: none"> • Using conjunctions • Comparing • Using prepositions • Identifying apostrophe • Practising use of apostrophe 	<ul style="list-style-type: none"> • Conjunctions practised • Prepositions correctly used • Apostrophes correctly used
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use conjunctions without difficulty? • use prepositions appropriately? • use the apostrophe to show possession? 	<p><u>Materials/Resources:</u></p> <p>Song: “Bluebird” Resource Package “Some Caribbean Customs”, Dr. Bird Series Book 31</p>	

MATHEMATICS

Mathematics Units for Grade 5

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 – Decimals	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 5 (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’).

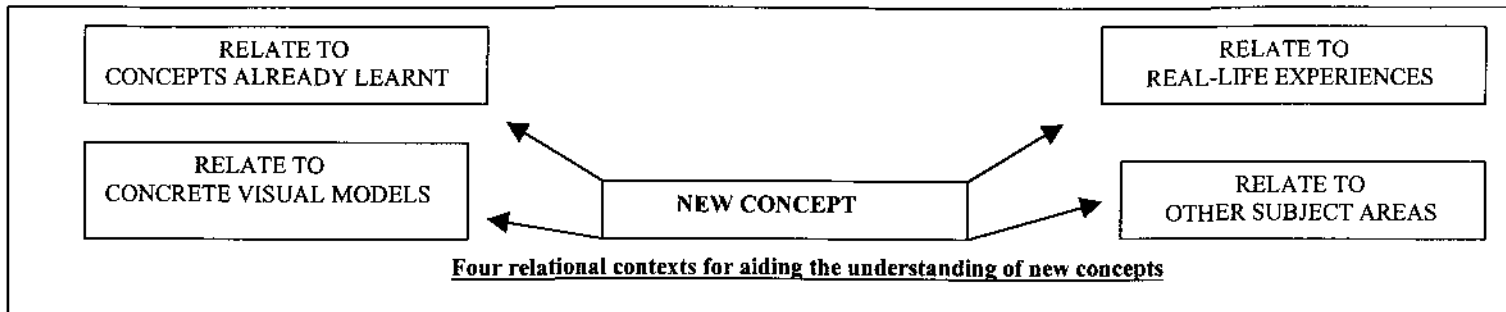
THE PHILOSOPHY BEHIND THE CURRICULUM

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?

- 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 being 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 FIVE**Unit Title: **NUMBER**Term: **ONE**Unit: **ONE**Duration: **FOUR WEEKS**

- FOCUS QUESTIONS:**
1. What relationships are there between numbers?
 2. How can I manipulate decimals, fractions and other types of number?
 3. How can I apply fraction ideas to the solution of practical problems?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Model patterns, expressions and number relationships using concrete objects • 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"> • identify and distinguish between counting, whole, odd, even, prime, composite and fractional numbers. • test whether or not a whole number is divisible by 2, 3, 4, 5, 6, 8, or 9. • express a whole number as a product of primes. • identify multiples of a number and the common multiples of two or more numbers. • learn the place values of tenths, hundredths, thousandths in numbers shown in decimal form. • record measures and money using decimal notation. • write story problems to generate the sum and difference of decimals and compute the answers. • name fractional numbers in decimal form beginning with those having denominators 10, 100, 1000. • place in serial order any set of decimal fractions. • compare fractional numbers in any form. • add or subtract decimal numbers to three decimal places. • round a mixed number to the nearer whole number. 	<p>rounding numbers place values less than one rounding off divisible counting number whole number odd number even number prime number composite number fraction common fraction decimal fraction mixed number sum difference equivalent fractions pattern operation numerator denominator quotient serial order</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Use computation, estimation and calculators appropriately to solve real world problems including problems with fractions and decimals 	<ul style="list-style-type: none"> round a decimal number to the nearer whole number, tenth or hundredth. subtract from a whole number a fraction or a mixed number. subtract from a mixed number, another mixed number or a fraction with renaming e.g. $5 \frac{1}{8} - \frac{7}{8}$. solve problems (including worded problems) requiring the addition or subtraction of decimal numbers. find the product of a whole number and a decimal number to three places of decimals. find the product of two fractional numbers less than 1. estimate products when one factor is a decimal number less than 1. multiply a decimal number by 10, 100, 1000. generate equivalent fractions for any given fraction whether or not a numerator or denominator is specified. write the quotients for a division example in mixed form when the remainder is greater than zero. rename two or more fractional numbers with unlike denominators to show the same denominator. add or subtract unlike fractional numbers shown as fractions or in mixed form with or without renaming. solve problems which require operations on fractional numbers. write and solve (worded) problems which require decimal computations. 	<ul style="list-style-type: none"> multiple factor product estimate solve rename

ACTIVITY PLAN

Focus Question 1.
Objectives:

What relationships are there between numbers?

Pupils will:

- identify and distinguish between counting, whole, odd, even, prime, composite and fractional numbers.
- test whether or not a whole number is divisible by 2, 3, 4, 5, 6, 8, or 9.
- express a whole number as a product of primes.
- identify multiples of a number and the common multiples of two or more numbers.
- learn the place values of tenths, hundredths, thousandths in numbers shown in decimal form.
- record measures and money using decimal notation.
- place in serial order any set of decimal fractions.
- write story problems to generate the sum and difference of decimals and compute the answers.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. play games such as those taken from:</p> <p>(i) "Activity 5-4" from the "Primary Mathematics Teachers' Guide"</p> <p>(ii) Replacement Unit "Collections 3-6", pp. 66-69 "Arrow arithmetic"</p> <p>(iii) Replacement Unit "Collections 3-6", pp. 95-102 "The consecutive sums problem"</p> <p>(iv) "Activity Booklet 4-6", p. 24 "Exploring numbers"</p> <p>(v) "Activity Booklet 4-6", pp. 62-64 "Sieve of Eratosthenes"</p> <p>to explore numbers and number patterns, such as, multiples, primes, odd and even numbers. Discuss how they compute their scores in the games, giving reasons for the methods they use.</p>	<ul style="list-style-type: none"> • Distinguishing between number types • Generating multiples of a number 	<ul style="list-style-type: none"> • Patterns on the number board • Number multiples
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the hundred board and various colours to shade in given number patterns e.g. odd, even or prime numbers? • identify number multiples from a given list? 	<p><u>Materials/Resources:</u></p> <p>0-99 or hundred chart Squared paper RU - "Collections 3-6" "Primary Mathematics Teachers' Guide" "Activity Booklet 4-6"</p>	

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. work from "Caribbean Primary Mathematics" - level 5, pp. 8-11, 101-103 and 112-116 for practice in further exploring numbers and number patterns. Factorize numbers with focus on the tests of divisibility.</p> <p>3. estimate, measure, record and compare distances as described in the Replacement Unit "Get to the Point - Investigating Decimals": (i) measuring to tenths of a metre, pp. 10-19 (ii) "Digit Drop" - measuring to hundredths of a metre, pp. 23-28 (iii) mapping trails - using hundredths and thousandths, pp. 89-95. Prepare a journal from these activities.</p> <p>For assessment use "Activity 5-3" in the "Primary Mathematics Teachers' Guide" and "Digit Drop".</p> <p>4. write, exchange and solve story problems which require the addition and subtraction of decimals up to thousandths, identifying the extended use of place value.</p>	<ul style="list-style-type: none"> • Factorizing numbers • Estimating, measuring, recording and comparing distances • Sequencing numbers • Writing in journals • Composing story problems 	<ul style="list-style-type: none"> • Solutions to workbook problems • Items in mathematics journals • Story problems • Value of digits identified
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete the workbook exercises correctly? • write up the activities in their journals? • write appropriate story problems? • give the values for the digits in the tenth, hundredth or thousandth place? 	<p><u>Materials/Resources:</u></p> <p>Squared paper Metre rule/strip/cord RU - "Get to the Point" "Caribbean Primary Mathematics" - Level 5 "Primary Mathematics Teachers' Guide" Photocopied recording sheets Paper clips</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

How can I manipulate decimals, fractions and other types of number?

Pupils will:

- name fractional numbers in decimal form beginning with those having denominators 10, 100, 1000.
- compare fractional numbers in any form.
- add or subtract decimal numbers to three decimal places.
- round a mixed number to the nearer whole number.
- round a decimal number to the nearer whole number, tenth or hundredth.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use grids, such as 10 x 10, to shade various fractions then name fractional numbers in decimal form beginning with those having denominators 10, 100 or 1000 as seen in "Activity 5-2" in the "Primary Mathematics Teachers' Guide". 2. play games to associate different symbols with their values (common fractions, decimals and money) as seen in Replacement Unit -"Get to the Point- Investigating Decimals", pp. 65-84. 3. explore and discuss situations in real life when it is necessary to round off mixed numbers/decimals to the nearest whole number and decimals to the nearest tenth, hundredth or thousandth (e.g. in the absence of some Jamaican coins). 	<ul style="list-style-type: none"> • Interpreting decimals • Transferring place value knowledge to decimals • Comparing numbers written in different forms • Rounding numbers 	<ul style="list-style-type: none"> • Cards correctly placed on number line • Comparison and ordering of fractions • Rounded numbers
<p>Evaluation</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show an understanding of the connections between money and decimals, common fractions and decimals, whole numbers and decimals by placing cards in the correct positions on the number line? • order a mixture of numbers of varying types? • round off numbers accurately? 	<p>Materials/Resources</p> <p>R U- "Get to the Point - Investigating Decimals" "Primary Mathematics Teachers' Guide" Photocopied worksheets 10 x 10 grids Crayons or markers</p>	

ACTIVITY PLAN

**Focus Question 3.
Objectives:**

How can I apply fraction ideas to the solution of practical problems?

Pupils will:

- subtract from a whole number a fraction or a mixed number.
- subtract from a mixed number, another mixed number or a fraction with renaming e.g. $5 \frac{1}{8} - \frac{7}{8}$.
- solve problems (including worded problems) requiring the addition or subtraction of decimal numbers.
- find the product of a whole number and a decimal number to three places of decimals.
- find the product of two fractional numbers less than 1.
- estimate products when one factor is a decimal number less than 1.
- multiply a decimal number by 10, 100, 1000.
- generate equivalent fractions for any given fraction whether or not a numerator or denominator is specified.
- write the quotients for a division example in mixed form when the remainder is greater than zero.
- rename two or more fractional numbers with unlike denominators to show the same denominator.
- add or subtract unlike fractional numbers shown as fractions or in mixed form with or without renaming.
- solve problems which require operations on fractional numbers.
- write and solve (worded) problems which require decimal computations.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. use manipulatives and/or drawings to solve problems involving the addition and subtraction of fractions. Record and discuss the algorithms (processes) which will obtain the correct solution. Select situations which involve having to calculate a common denominator (use equivalent fractions).</p>	<ul style="list-style-type: none">• Calculating with fractions• Applying equivalent fractions	<ul style="list-style-type: none">• Operations and methods
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• carry out the operations successfully and explain their methods?	<p><u>Materials/Resources:</u></p> <p>Calculators Manipulatives or drawings</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. estimate, then use the calculator to find the products of numbers including decimals.</p> <p>3. discuss and compare the results of a variety of decimal products, focusing on the number of places of decimals in each of the three numbers concerned, in order to determine the algorithm for obtaining such products.</p> <p>4. use manipulatives or drawings to divide (share) quantities in which the result will be a mixed number or proper fraction.</p> <p>5. record and discuss results, giving reasons for their algorithms and presentation (Teacher guiding them as to how the quotients should be written).</p> <p>6. work in pairs, exchange story problems they have written and solve those set by their peers. (Problems should involve common and decimal fractions with at least two operations).</p>	<ul style="list-style-type: none">• Using the calculator• Generalizing algorithms • Making decisions • Composing story problems• Appraising the work of their peers	<ul style="list-style-type: none">• Procedures • Story problems and calculations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• select the correct procedure for solving a given problem?• compose at least one story problem involving (i) decimals, (ii) common fractions and perform accurate calculations?	<p><u>Materials/Resources:</u></p> <p>Calculators Manipulatives or drawings</p>	

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

- FOCUS QUESTIONS:**
1. Which units do I use when measuring various quantities?
 2. How do I manipulate the units that I use in measuring?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • 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"> • estimate, measure and record distances including the perimeter of polygons in millimetres and/or centimetres and metres. • differentiate between the use of the metric prefixes focusing on the more commonly used units. • determine the decade/century in which an event took place given the year of the event. • interpret and use the letters A.D. and B.C. after a year. • find and use the relationships between units of time including the decade and the century. • record temperatures above or below zero. • calculate the time interval between two events. • solve problems requiring the calculation of one of the following: (i) the perimeter (ii) length of a side (iii) the number of sides of a regular polygon, given the other two measures. • perform the four operations on units of time, length, volume and mass. • tell the difference between two temperatures when one or both are below zero. 	<ul style="list-style-type: none"> kilo- centi- milli- gram litre metre A. D. (After Christ) B. C. (Before Christ) decade century volume time interval

ACTIVITY PLAN

Focus Question 1.
Objectives:

Which units do I use when measuring various quantities?

Pupils will:

- estimate, measure and record distances including the perimeter of polygons in millimetres and/or centimetres and metres.
- differentiate between the use of the metric prefixes focusing on the more commonly used units.
- determine the decade/century in which an event took place given the year of the event.
- interpret and use the letters A.D. and B.C. after a year.
- find and use the relationships between units of time including the decade and the century.
- record temperatures above or below zero.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> engage in a wide variety of practical estimation and then measurement situations (lengths, perimeters, and other distances). Mapping Trails in the RU - "Get to the Point" pp.89-103 gives an extended example of this type of activity. (A number of work stations could be set up in the classroom and results reported on and/or presented in written form. consider and solve problems involving a mixture of units with different prefixes as found in "Caribbean Primary Mathematics "- Level 5, pp. 44 and 76-77. research and make a historical time line of major events in the history of Jamaica and the world and identify the centuries in which they occurred. discuss and use a variety of number lines to gain experience in measuring in a situation where negative numbers are present. For assessment use RU - "Get to the Point", pp. 105-107. 	<ul style="list-style-type: none"> • Estimating lengths • Measuring lengths accurately • Creating and reading time lines • Placing numbers on a number line 	<ul style="list-style-type: none"> • Linear measures • Time line • Numbers accurately placed on number lines
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • measure accurately and show an ever increasing ability to estimate lengths prior to measurement ? • create a time line and correctly identify the centuries in which events occurred ? • place numbers correctly on the number lines ? 	<p><u>Materials/Resources:</u></p> <p>RU - "Get to the Point - Investigating Decimals" "Primary Mathematics Teachers' Guide" Rulers/Metre rule/Cord Cartridge Paper</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

How do I manipulate the units I use for measuring?

Pupils will:

- calculate the time interval between two events.
- solve problems requiring the calculation of one of the following: (i) the perimeter (ii) length of a side (iii) the number of sides of a regular polygon, given the other two measures.
- tell the difference between two temperatures when one or both are below zero.
- perform the four operations on units of time, length, volume and mass.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. solve problems involving the subtraction of times as on pages 74-75 of "Caribbean Primary Mathematics" - Level 5. Discuss and use the measurement idea of moving <u>from</u> the earlier time <u>to</u> the later time as well as the formal subtraction procedure. 2. use historical and other time lines to calculate the time intervals between events: focus on short and long time intervals. 3. use the thermometer and number line to find the difference in temperature when one or both are above/below zero, as in "Activity 5-6" in the "Primary Mathematics Teachers' Guide". 4. estimate and measure the perimeters of various polygons. Discuss how to calculate the perimeter of a regular polygon and simple shapes such as the rectangle (as seen in "Caribbean Primary Mathematics" - Level 5 pages 67 and 68). Move on to problem solving where the perimeter is given. 5. create problems involving the four operations and any of the measurement units, designed to give a very large or a very small answer requiring a change of unit. 	<ul style="list-style-type: none"> • Calculating time • Solving problems • Posing problems 	<ul style="list-style-type: none"> • Times recorded • Time intervals calculated • Problems created and ensuing discussion
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • solve problems involving time? • calculate various time intervals correctly? • create original problems and discuss them? 	<p>Materials/Resources:</p> <p>"Caribbean Primary Mathematics" - Level 5 Thermometer Clock Number lines</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **GEOMETRY**Term: **ONE**Unit: **THREE**Duration: **TWO WEEKS****FOCUS QUESTION:** What happens when we manipulate points and lines?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Describe the relationships between and among geometric figures and explain spatial relationshipsSelect appropriate units and tools to measure angles to the desired degree of accuracy	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">differentiate between concepts of point, space, curved / horizontal / vertical / oblique lines or line segments.differentiate between models of parallel and perpendicular line segments when drawn or seen in the environment.identify an angle as being acute, right, obtuse or reflex.estimate, to the nearest five degrees, and then use a protractor to measure angles to the nearest degree.	horizontal vertical slant / oblique opposite adjacent right acute obtuse reflex degrees protractor

ACTIVITY PLAN

FOCUS QUESTION: What happens when we manipulate points and lines?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> investigate the angles of polygons as found in "Activity Booklet 4-6" on pp. 18-19 to determine their sum. Use different shapes and estimate, then measure each angle and calculate the sum. Find the missing angles in a triangle and in a set of adjacent angles adding to 90° or 180°. estimate, measure and classify angles found in the classroom and given on paper. See "Activity 5-7" in the "Primary Mathematics Teachers' Guide". Match some angles drawn on cards to a second set of cards containing the values of the angles. (e.g. 72°, 90°, 120°) Discuss how the size and type of angle are related. investigate lines and line segments to see how many possible different relationships there are between two line segments. Further investigate the uses of arrangements of line segments. (e.g. parallel line segments for a railway track, perpendicular line segments at the corners of a football, tennis or netball court). start a mini-dictionary with words being highlighted in this unit alongside their meanings in regular language. For assessment use "Caribbean Primary Mathematics" - Level 5, p 83. 	<ul style="list-style-type: none"> Estimating angles Measuring angles Classifying angles Manipulating ruler and protractor Writing definitions 	<ul style="list-style-type: none"> Estimates, measurements and sums Calculation of missing angles Classification of angles Matching of values Entries in mini-dictionary
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> make increasingly accurate estimates of angles? measure angles accurately? find the missing angles? classify angles correctly? match angles to values accurately? produce a mini-dictionary containing at least five terms? 	<p>Materials/Resources:</p> <p>Paper, scissors, cartridge paper Protractors, pencils, rulers Dictionary, "Primary Mathematics Teachers' Guide" "Activity Booklet 4-6" "Caribbean Primary Mathematics" - Level 5</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **STATISTICS**Term: **ONE**Unit: **FOUR**Duration: **THREE WEEKS**

- FOCUS QUESTIONS:**
1. How can sampling help to tell me about an entire population?
 2. How can I display and interpret information collected?

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 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use technology (where available) to facilitate data retrieval and organization. • identify patterns in data and infer theories from those patterns. • report on the mathematical content and interpretation of data. • draw pictographs, circle graphs, line graphs, bar graphs, double bar graphs to show given data and interpret such graphs when given them. • discuss the appropriate uses of various tables and graphs. • solve problems in which data is given by means of a graph or diagram. • develop questionnaires and use them to collect data. • discover that a sample may be too small or too large and why. • develop the concept of bias in sampling. • use a given sample to make claims about a larger population. 	<p>pictograph circle graph line graph bar graph double bar graph questionnaire sample population</p>

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

How can sampling help to tell me about an entire population?

Pupils will:

- develop questionnaires and use them to collect data.
- discover that a sample may be too small or too large and why.
- develop the concept of bias in sampling.
- use a given sample to make claims about a larger population.
- use technology (where available) to facilitate data retrieval and organization.
- identify patterns in data and infer theories from those patterns.
- report on the mathematical content and interpretation of data.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. investigate the frequency with which the 26 letters of the alphabet occur in prose writing as outlined in RU - "Collections 3-6", pp. 103-112 ("Alphabetical Statistics") and similar tasks. Make a report, focusing on the ideas of sample and population. 2. further investigate sampling ideas and techniques as in part 1 of RU - "Used Numbers 5-6 - Prediction and Sampling", pp. 13-43. Techniques should include collecting, recording, organizing, displaying, describing and interpreting data. 3. use sampling techniques to describe a population using several variables both categorical and numerical as in part 2 of RU - "Used Numbers 5-6 - Prediction and Sampling", pp. 47-64. 4. solve problems using sampling as in part 3 of RU - "Used Numbers 5-6 - Prediction and Sampling", pp. 67-86. 	<ul style="list-style-type: none"> • Collecting data • Reporting findings • Analyzing data • Sampling • Identifying clumps, bumps and holes • Predicting outcomes • Forming conclusions 	<ul style="list-style-type: none"> • Report • Products of the various investigations • Correct use of sample and population
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a convincing and mathematically accurate report on the investigation they had undertaken? • produce the expected end results of their investigations? • co-operate effectively in the group activities as graded on a teacher checklist? • use the statistical terms accurately? 	<p><u>Materials/Resources:</u></p> <p>RU - "Collections 3-6" RU - "Used Numbers 5-6" Cartridge paper, markers, scissors Photocopied work cards</p>	

ACTIVITY PLAN**Focus Question 2.****How can I display and interpret information collected?****Objectives:****Pupils will:**

- draw pictographs, circle graphs, line graphs, bar graphs, double bar graphs to show given data and interpret such graphs when given them.
- discuss the appropriate uses of various tables and graphs.
- solve problems in which data is given by means of a graph or diagram.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss and draw graphs of various types to display information they have been given or they have collected. Discuss the most appropriate type of graph to draw in each situation and why. 2. interpret and answer questions in regard to commercially available or teacher made graphs. 	<ul style="list-style-type: none"> • Drawing and labelling graphs • Assessing the suitability of a given graph • Interpreting graphs 	<ul style="list-style-type: none"> • Graphs completed • Conclusions and solutions • Accurate interpretations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • choose the most appropriate graph and justify their choice? • draw the graph accurately, label it clearly and talk about its characteristics? • interpret graphs they were given and answer correctly questions posed to them? 	<p><u>Materials/Resources:</u></p> <p>Newspapers (Financial Section) Magazines Cartridge paper Markers</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 FIVE**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 musical and extra-musical 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 musical and extra-musical sources?
4. How can I use musical and extra-musical stimuli to create compositions?
5. How can I record/preserve my compositions for easy retrieval and share my creations with others?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Perform pieces of music incorporating other art forms in multi-media presentations for audiences • Listen to sound pictures/collages and multi-media pieces and respond in a variety of ways (physical response, graphic representation, verbal response, etc.) • Select appropriate sounds to create sound pictures/collages and multi-media pieces depicting characters, scenes, events, ideas and moods 	<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 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 (peers, school, community). • make an audio/video recording of their performance, with their teacher's assistance. • listen and respond to sound pictures/collages and multi-media compositions (<i>live/recorded</i>) by reacting verbally or using visual arts/drama/movement. • listen to recorded pieces (with or without a score) and pay attention to basic analysis of structure. • make up sound pictures/collages and multi-media pieces to portray characters, scenes, events, moods and ideas. • use stories and poems as stimuli for their own compositions. • rehearse and perform their compositions with the assistance of classmates. 	<p>sound picture sound collage rehearse perform performer score audience composition assessment theme structure/form instrumentation multi-media composition musical elements: <i>timbre</i> <i>texture</i> <i>dynamics</i> <i>pitch</i> <i>tempo</i> <i>duration</i> <i>mood</i> audio/video recording conductor <i>live</i> or recorded music dramatic ideas</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Record their own compositions with teacher's assistance, using written symbols as well as an audio/video cassette recorder	<ul style="list-style-type: none">record their compositions by using suitable notation (traditional or alternative) as well as audio/video equipment.appraise their recordings as finished products.	characterize choreograph interpretation visual/aural representation traditional notation alternative notation compare portray respond locomotor non-locomotor abstract images excerpt

ACTIVITY PLAN

- Focus Questions** 1. **How can I share with others music from musical and extra-musical 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 details 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) a sound picture/collage or multi-media composition, as a finished product, for their peer audience, school and community. 4. make an audio/video recording of their performance, with teacher's assistance. 5. listen to and make basic critical assessment of their performance (live or recorded) and that of their peers. 	<ul style="list-style-type: none"> • <i>Discussing</i> details • <i>Rehearsing/improving/refining</i> a performance • <i>Appraising</i> a rehearsal • <i>Performing</i> for an audience • <i>Following</i> a conductor's cues • <i>Cooperating</i> with others • <i>Reading</i> a score • <i>Recording</i> a piece • <i>Listening</i> to a performance • <i>Making</i> critical judgment 	<ul style="list-style-type: none"> • Oral/physical response • Structural analysis (data) • Performance • Criticism/feedback • Performance • Visual/aural response • Audio/video recording • Oral/aural response • Feedback
<p><u>Evaluation:</u> 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? • recognize relevant details in rehearsing/refining their performance? • show improvement in their performance? • represent musical concepts in their performance/notation/recording? • make constructive comments on their performance? • effectively translate symbols into sound? • show a level of cooperation in organizing their rehearsal/performance? • demonstrate receptiveness to 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 Conductor Audiences (class, school, community) Electrical/battery facilities</p>	

ACTIVITY PLAN**Focus Question 3.****How can I analyze, interpret and respond to pieces from musical and extra-musical sources?****Objectives:****Pupils will:**

- listen and respond to sound pictures/collages and multi-media compositions (live or recorded) by reacting verbally or using visual arts/drama/movement.
- listen to recorded pieces (with or without a score) and pay attention to basic analysis of structure.

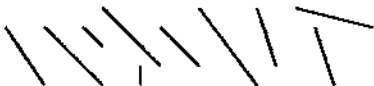
PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. illustrate their interpretation of live or recorded sound pictures/collages or multi-media compositions by using locomotor or non-locomotor movement, visual representation, poetry/prose, drama or visual arts (e.g. making up appropriate movements for an abstract piece of music such as "Dunn's River Falls"). 2. follow a chart/score with teacher's guidance, while listening to a recorded sound picture/collage or multi-media composition. 3. match symbols seen on a chart/score with images listened to (live or recorded), as a multiple choice exercise. 4. listen to short multi-media compositions (or excerpts) and identify basic details of structure and media (e.g. <i>form</i>: AB, ABA, <i>dynamics</i>: loud/soft, <i>texture</i>: rough/smooth, <i>pitch</i>: high/low, <i>mood</i>: happy/sad, <i>tempo</i>: fast/slow, <i>duration</i>: long/short; as well as identify instruments heard). 5. listen to recorded sound pictures/collages and use similar ideas to make up own compositions. 	<ul style="list-style-type: none"> • <i>Illustrating</i> ideas • <i>Interpreting</i> images • <i>Moving</i> to music • <i>Representing</i> a musical idea visually • <i>Reading/following</i> a chart/score • <i>Listening</i> to music • <i>Comparing</i> visual/aural representations • <i>Listening</i> to music • <i>Identifying</i> details • <i>Listening</i> to music • <i>Composing</i> music 	<ul style="list-style-type: none"> • Oral /aural response • Interpretation • Illustration (physical) • Illustration (graphic) • Visual/aural response • Oral/aural response • Comparison (data) • Oral/aural response • Analysis • Oral/aural response • Composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify important details in music listened to? • represent dramatically the musical content of pieces listened to? • choreograph or suggest appealing/interesting movements to show interpretation of sounds heard? • follow score/chart in relation to live or recorded music? • appropriately represent with visual symbols ideas portrayed in sound pictures/collages/multi-media compositions listened to? 	<p><u>Materials/Resources:</u></p> <p>Score/chart Audio/video cassette recorder and tape Pre-recorded music Pupil demonstrators (performers) Classroom instruments and sound makers Audiences (class, school, community) Manuscript/blank paper Electrical/battery facilities</p>	

ACTIVITY PLAN

- Focus Questions** 4. How can I use musical and extra-musical stimuli to create original compositions?
5. How can I record/preserve my compositions for easy retrieval and share my creations with others?

Objectives:**Pupils will:**

- make up sound pictures/collages and multi-media pieces to portray characters, scenes, events, moods and ideas.
- use stories and poems as stimuli for their own compositions.
- 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.
- appraise their recording as a finished product.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. with a friend, make up a piece for two or three non-pitched instruments (maracas, woodblock, triangle, shaker, etc.). 2. create sound pictures/collages and multi-media pieces, rehearse them with classmates and perform them for an audience (class, school, church, etc.). 3. notate/illustrate their compositions by using alternative or tradition symbols <p>(e.g.,  = rain).</p> <ol style="list-style-type: none"> 4. with teacher's help, record their compositions (performance), using audio/video equipment. 	<ul style="list-style-type: none"> • <i>Co-operating</i> with a friend • <i>Composing</i> music • <i>Creating</i> music • <i>Rehearsing/refining</i> a performance • <i>Performing</i> for an audience • <i>Notating/illustrating</i> musical ideas • <i>Recording</i> music with audio/video equipment 	<ul style="list-style-type: none"> • Collaboration • Composition • Composition • Participation/response • Performance • Notation/illustration score/chart • Audio/video recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create sound pictures/collages representative of the given stimuli? • show improvement in performance of compositions after rehearsal? • perform their compositions confidently, coherently, musically? • use appropriate symbols to notate their compositions? • show a level of cooperation in handling the audio/video recording? 	<p><u>Materials/Resources:</u></p> <p>Score/chart Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (class, school, community) Manuscript or blank paper Electrical/battery facilities</p>	

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

1. How can I effectively perform, with or without a score, songs/pieces relating to everyday life?
2. How can I appraise music and recognize the difference in musical styles?
3. How do I select sounds to create music which characterizes mood and message in stories and poems?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Perform songs/pieces with growing awareness of style, idiom and period • Display increasing vocal control when singing in high/medium/low register • Perform a solo part in a vocal or instrumental ensemble, maintaining the character and meaning of a piece • Perform from simple scores (traditional and alternative notation) and show increasing ability to use appropriate techniques when playing classroom instruments • Listen to selected music and discriminate between different styles and structure (folk, popular, classical) 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • perform a widening range of songs and pieces from the Caribbean and other countries. • use appropriate expression/stance/movement, etc. to show understanding of style, idiom and period in songs. • accompany songs/instrumental pieces with appropriate rhythmic/melodic patterns to depict style. • control voice to produce a variety of pitches, including singing a song in different keys for varying effects. • sustain a solo when singing or playing with a group. • interpret written symbols as in grade four, with greater facility when playing/singing classroom pieces. • manipulate classroom instruments in performing rhythms and melodies. • respond to characteristics which distinguish between folk, popular and classical idioms. 	<ul style="list-style-type: none"> register low register medium register high register expression sustain analyze composition compose appraise structure folk music call and response popular music classical music idiom solo harmony timbre texture melody harmony ensemble syncopation melodic contour tone

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Create simple rhythmic and melodic patterns to characterize mood and message in stories and poems	<ul style="list-style-type: none">• select and arrange sounds to make rhythms and melodies involving five or more pitches.• rehearse and perform their compositions/arrangements.• record their compositions/arrangements.	semitone arrangement choreograph

ACTIVITY PLAN**Focus Question 1.****Objectives:****How can I effectively perform, with or without a score, songs/pieces relating to everyday life?****Pupils will:**

- perform a widening range of songs and pieces from the Caribbean and other countries.
- use appropriate expression/stance/movement, etc. to show understanding of style, idiom and period in songs.
- accompany songs/instrumental piece with appropriate rhythmic/melodic patterns to depict style.
- control voice to provide a variety of pitches, including singing a song in different keys for varying effects.
- sustain a solo part when singing or playing in a group.
- interpret written symbols, as in grade four, with greater facility when singing/playing classroom pieces.
- manipulate classroom instruments in performing rhythms and melodies.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. learn new songs by listening to the tune, singing at sight or playing (reading) the melody on a pitched instrument and then adding words.</p>	<ul style="list-style-type: none"> • Learning new songs • Listening to music • Reading a score • Playing a melody • Interpreting musical symbols 	<ul style="list-style-type: none"> • Performance • Visual/aural performance • Interpretation
<p>2. sing known and new songs (relating to everyday life) in major and minor keys.</p>	<ul style="list-style-type: none"> • Singing major and minor tunes • Distinguishing major and minor tonality 	<ul style="list-style-type: none"> • Oral/aural performance
<p>3. sing or play a solo part in a class presentation, paying attention to balance musicality and style.</p>	<ul style="list-style-type: none"> • Maintaining a solo part • Interpreting music • Phrasing correctly • Characterizing mood and style 	<ul style="list-style-type: none"> • Interpretation • Performance • Characterization
<p>4. use content clues to determine the origin and idiom/style of a piece and use this information to guide interpretation, rehearsal and performance.</p>	<ul style="list-style-type: none"> • Interpreting concepts/ideas 	<ul style="list-style-type: none"> • Interpretation

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. accompany songs, using pitched and non-pitched classroom instruments (with or without a score).	<ul style="list-style-type: none"> • Accompanying songs • Manipulating musical instrument • Reading a score 	<ul style="list-style-type: none"> • Manipulation of instruments
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform songs/pieces and express the characteristic idiom and style of the music? • pitch accurately? • maintain appropriate balance and musicality when performing a solo part within a group? • read and interpret scores while singing/playing? • play simple accompaniments maintaining co-ordination? 	<p><u>Materials/Resources:</u></p> <p>Classroom instruments Audio/video cassettes player with pre-recorded music (including grade 5 listening tapes) Song sheets/scores (including compiled grade 5 song book)</p>	

ACTIVITY PLAN**Focus Question 2.****How can I appraise music and recognize the difference in musical styles?****Objective:****Pupils will:**

- respond to characteristics which distinguish between folk, popular and classical idioms.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to songs and analyze structure of melody (contour, phrasing, rhythm, form, repetition and contrast, etc.). 2. listen to music and analyze characteristics/voices in terms of timbre, texture, range. 3. listen to Caribbean folk songs and identify call and response, rhythms and other characteristic features. 	<ul style="list-style-type: none"> • Listening, identifying and analyzing, musical elements/features • Differentiating • Identifying characteristic features 	<ul style="list-style-type: none"> • Oral physical or written response • Analysis • Oral/aural response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recognize and identify various features/elements in the music to which they listened? • differentiate timbre, texture and range? • identify characteristic features of Caribbean folk songs? 	<p><u>Materials/Resources:</u></p> <p>Audio/video cassette player Pre-recorded music (including grade 5 listening tape) Charts (illustrating contour, form, etc.)</p>	

ACTIVITY PLAN**Focus Question 3.****How do I select sounds to create music which characterizes mood and message in stories and poems?****Objectives:****Pupils will:**

- select and arrange sounds to make rhythms and melodies involving five or more pitches.
- rehearse and perform their composition/arrangements.
- record their compositions/arrangements.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. create words (relating to everyday life) to fit known melodies and rhythms. 2. make up accompaniments to illustrate or enhance the message in a song, poem or story. 3. choreograph movements for songs relating to everyday life. 4. illustrate melodic contour, mood and message, using drawing materials. 5. use the drawing tools of a computer to make graphic representations of melodic contours, moods and other features in songs, stories and poems. 	<ul style="list-style-type: none"> • Making decisions • Creating texts • Creating accompaniment • Choreographing movements • Illustrating ideas • Manipulating computer tools 	<ul style="list-style-type: none"> • Decisions • Texts • Accompaniment • Choreography (movement) • Illustrations • Illustrations
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create texts to fit known rhythms/melodies? • create accompaniment to illustrate/enhance song, story or poem? • choreograph movements for songs relating to everyday life? • illustrate melodic contour, moods etc. with use of computer and other drawing tools? 	<p>Materials/Resources:</p> <p>Paper Crayons Computer Computer drawing programme Classroom instruments Drawing materials</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 FIVE**Unit Title: **MY BODY - AN ELEMENT IN SPACE**Term: **ONE**Unit: **ONE**Duration: **TWELVE WEEKS****FOCUS QUESTIONS:**

1. Why should I do physical education?
2. How and where does my body move?
3. How do drugs, diet and hygiene affect my lifestyle?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Recognize, through discussion and activity that physical education helps to develop and maintain an optimum level of health and well being and serves to provide knowledge and develop attitudes for life • Promote physical activity and healthy lifestyles by engaging in activities that develop fitness 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give reasons for doing physical education. • identify the most common skills used in physical activities. • identify the value of physical education to society (social, intellectual and economic). • assess the impact of physical education on one's lifestyle. • identify activities that assist in making the body fit. • demonstrate the ability to move through space using a combination of locomotor skills. • demonstrate movement sequences involving small and large apparatus. • develop patterns and combinations of movements into repeatable sequences. • discuss how personal hygiene affects lifestyles. • discuss the impact of diet on the lifestyles of athletes. • explain how substance abuse affects lifestyles of athletes. 	<p>physical education skills society endurance throwing catching rhythm create co-operation momentum moods passing applying assist involving combination demonstrate performance relationship ability attitudes exercise</p>

ACTIVITY PLAN

Focus Question 1.

Why should I do physical education?

Objectives:

Pupils will:

- give reasons for doing physical education.
- identify the most common skills used in physical activities.
- identify the value of physical education to society (social, intellectual and economic).
- assess the impact of physical education on one’s lifestyle.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. discuss and report in groups the values of and reasons for, doing physical education. Read and discuss articles on physical education.2. in groups and individually demonstrate skills used in physical education activities such as walking, running, jumping, leaping, throwing, catching, twisting, sliding, galloping and skipping.3. through discussion identify and list social, intellectual and economic activities that are linked to physical education e.g. sports gear, sports reporting, sports competition. Prepare collage showing different careers and activities that are linked to physical education.4. revise the concept lifestyle. Discuss and assess the impact that diet, hygiene, rest, work and exercise have on one’s lifestyle.5. through dance/drama show how the things identified above affect one’s lifestyle.	<ul style="list-style-type: none">• Researching information• Discussing • Demonstrating skills • Associating• Preparing collage • Assessing impact • Dramatising	<ul style="list-style-type: none">• Discussion• Oral/written reports • Accurate demonstration • List of activities• Completed collage • Participation in discussion • Dance/drama

ACTIVITY PLAN

Focus Question 1.

<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• participate in discussion and make oral and written reports on the reasons for doing physical education?• accurately, demonstrate skills used in physical education activities?• list 6 activities which are PE related?• prepare a collage showing different careers?• participate in discussion and list types of lifestyle?• use dance/drama to demonstrate how PE activities impact on lifestyles?	<p><u>Materials/Resources:</u></p> <p>Library Magazines Fliers Internet Drums Taped music Shakes</p>
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ACTIVITY PLAN

Focus Question 2.

How and where does my body move?

Objectives:

Pupils will:

- identify activities that assist in making the body fit.
- demonstrate the ability to move through space using a combination of locomotor skills.
- demonstrate movement sequences involving small and large apparatus.
- develop patterns and combinations of movements into repeatable sequences.
- demonstrate willingness to work co-operatively, and show good sportsmanship.
- use creative movements and rhythms to reflect moods, feelings and textures.
- manipulate a ball using passing and catching skills.
- develop basic skills of football, netball and basketball games.
- apply skills and basic rules without bias.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. prepare a plan of activities to develop fitness. 2. develop movement sequences along different path ways involving a variety of locomotor skills e.g. run, hop, jump, leap, glide. 3. participate in obstacle races which involve going over, under, through and around objects e.g. benches, hoops, cones, chairs, ropes. 	<ul style="list-style-type: none"> • Planning • Developing sequences • Using path ways • Manipulating objects 	<ul style="list-style-type: none"> • Completed plan • Sequence of movements • Competitive race
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • prepare a plan of activities to develop fitness? • develop movement sequences along different pathways making use of a number of locomotor skills? • participate in obstacle races which entail going through, under, around and over different objects? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Music Balls Cones Cartons Hoops Chairs Ropes Benches</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. in groups respond to tempo, rhythms and pulse beats by creating movement and patterns to fit the phrases.</p> <p>5. (a) develop dance sequences to reflect aspects of nature, and emotions; demonstrating a willingness to work cooperatively with each other. (b) create imagery from moods and develop dance patterns using the moods.</p> <p>6. in groups find different ways to throw and catch a ball e.g. one handed and two handed, stationary and in motion, low and high.</p> <p>7. in groups practise all ball handling skills e.g. shooting. Combine them with the foot work rules in simple lead up games. Apply rules without bias.</p> <p>8. practise netball and football skills in minor games.</p> <p>9. play major games in competitions</p>	<ul style="list-style-type: none"> • Creating patterned movements • Developing sequences in dance • Depicting moods • Throwing and catching • Dribbling, shooting, pivoting, kicking, trapping • Rule application 	<ul style="list-style-type: none"> • Accurate response/ movements • Dance sequence • Images from moods and dance patterns • Correct throwing/catching • Skills and rules correctly applied
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create various patterns in response to tempo, rhythm and pulse beats? • develop dance sequences to reflect aspects of nature, and emotions as well as cultural dance steps? • find different ways to throw and catch a ball? • demonstrate cooperation and good sportsmanship? • apply dribbling, passing and shooting skills? • apply the basic rules fairly? 	<p><u>Materials/Resources:</u></p> <p>Netballs Footballs Basket balls Courts Field Rules book</p>	

ACTIVITY PLAN

Focus Question 3. How do drugs, diet and hygiene affect my lifestyle?

Objectives:

Pupils will:

- discuss how personal hygiene affects lifestyles.
- discuss the impact of diet on the lifestyles of athletes.
- explain how substance abuse affects the lifestyles of athletes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. revise the concepts of personal hygiene and lifestyle. Develop a guide to show how athletes should lead a healthy lifestyle, paying attention to personal hygiene. 2. in groups identify different types of athletes then discuss the diet appropriate for their lifestyles e.g. heavy weight/ feather weight boxers, sprinters, long distance runners, gymnasts. Report and tabulate information. 3. revise and discuss the concept “drug abuse”. In groups identify how substance abuse can affect the lifestyle of athletes. Group reports to class. Discussion. 	<ul style="list-style-type: none"> • Revising concepts • Developing guide • Identifying, discussing, analysing • Drawing conclusions • Reporting • Analysing, identifying • Inferring • Reporting 	<ul style="list-style-type: none"> • Prepared guide • Completed table • Group reports
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • prepare guide? • accurately identify diets for each type of athlete? • determine the effects of substance abuse on his/her lifestyle? 	<p><u>Materials/Resources:</u></p> <p>Magazines Newspaper Media Pamphlets Diet sheets</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 FIVE**

Unit Title: **WHICH WORLD RELIGIONS ARE PRESENT IN THE CARIBBEAN?**

Term: **ONE**

Unit: **ONE**

Duration: **TWELVE WEEKS**

- FOCUS QUESTIONS:**
1. How and when did world religions come to the Caribbean?
 2. Do members of world religions in the Caribbean build places of worship and celebrate festivals differently from members in the countries from which they came?
 3. In what ways have world religions helped to shape Caribbean society?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Locate from a variety of sources, factual information about major world religions and religious phenomena present in the Caribbean 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • name the world religions/belief systems that are present in the Caribbean. • identify the countries of origin of these religions/belief systems and say how the first four major world religions came to Jamaica and the Caribbean. • locate countries in the Caribbean where there are large concentrations of world religions. • identify ways in which religions differ from one another. • give a simple outline of the basic beliefs of each of these religions. • analyse cultures, customs and religions other than those they know, in order to appreciate the kinship of humankind. • identify by sight the places of worship of different religions and correctly use the names of these places in conversation. • explain the role of sacred writings, stories, history and oral traditions in preserving and passing on the beliefs and practices which religious groups consider important to them. • become aware that different religious groups sometimes have different ways of being obedient to the Supreme Being. 	<ul style="list-style-type: none"> belief systems basic beliefs countries of origin Caribbean region large concentrations world religions oral traditions preserve Christian denominations persecution exploration colonisation sources cultural heritage effects/influence skills attitudes moral values structure of society variety of forms of worship order of worship motivate right and wrong laws of the land government

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• 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(b) the part these have played/are playing in shaping the religious, cultural and social life of the region	<ul style="list-style-type: none">• identify some religious celebrations that take place in Caribbean society.• identify and discuss how moral values guide the lives of religious people.• tell about people and places that are important to a particular religious group. • identify the places of origin of Christian denominations present in the Jamaican community.• gradually become aware of and appreciate the diversity of sources from which the richness of Caribbean religious heritage is derived.• identify and discuss the effects/impact on society of the skills, attitudes, values and religious practices which our ancestors brought with them to Jamaica.• pinpoint ways in which religious moral values have become a part of the structure of society.• demonstrate awareness of ways in which the variety of forms of worship in Jamaica and the Caribbean enriches the culture of the region.• give reasons why Christianity is so widely practised in Jamaica and the Caribbean.• examine the relationship between the world religions as they appear in their places of origin and as they are practised in the Caribbean today.• recognize similarities in beliefs and values which cross the boundaries of religious groupings.• describe the basic sequence involved in worship which takes place in many Christian denominations in the local community.• be able to grasp the significance of any proceedings they may observe in a place of worship.	<p>Morano Jews established churches emancipation abolition slavery indentured workers missionaries responsibility</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Acquire and develop those skills which will help them to appreciate religious ideas, beliefs and practices • Develop an openness and sensitivity towards those people whose religious beliefs and practices may be different from those with which they may be familiar • 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"> • show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean. • be able to recognise in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies. • be able to interpret religious signs, symbols and rituals. • be able to use religious words and language correctly. • recognize in daily life symbols that are used to present different religions/religious groups. • pinpoint specific practices which are peculiar to a particular religion. • identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation. • describe how the places of worship of different world religions differ from those existing in the places from which they came. • differentiate between the various religions / denominations and other religious groups that exist within the Jamaican/Caribbean society. • show by their behaviour that they respect and respond positively to 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. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• 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">• distinguish between what most religious groups consider to be right and wrong, based upon an understanding of the moral values they share.• be exposed to sacred and other stories from which positive moral values may be learned.• explain how religion can help to form the basis of their own values and belief systems.• be motivated to respond positively to stated human values in words and action.• show by their behaviour that they understand the importance of the rules and regulations which govern home, school and the wider community.• develop a sense of responsibility for the consequences of their actions and act with regard for the rights, lives and dignity of all persons.• identify ways in which the positive values from stories learned can be helpful in daily living.	

ACTIVITY PLAN

Focus Question 1.

How and when did world religions come to the Caribbean?

Objectives:

Pupils will:

- name the world religions/belief systems that are present in the Caribbean.
- identify their countries of origin and relate how the first four major world religions came to Jamaica and the Caribbean.
- locate countries in the Caribbean where there are large concentrations of world religions.
- identify the places of origin of Christian denominations present in the Jamaican community.
- give reasons why Christianity is so widely practised in Jamaica and the rest of the Caribbean.
- gradually become aware of and appreciate the diversity of sources from which the richness of Caribbean religious heritage is derived.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher and pupils will:</p> <p>I. use any of the following methods to explore how each world religion came to the Caribbean:</p> <p><i>“Grandpa/Grandma tell me a story.”</i> Teacher (in costume where possible) reminisces about coming to Jamaica and the religious practices he/she brought. Pupils play roles of grandchildren who ask questions some of which are provided beforehand by teacher.</p> <p><i>Echo pantomime:</i> Teacher prepares story about how world religions came to Jamaica. Tells a part of the story using actions. Pupils repeat the same phrase/sentence and actions. They continue this activity until the story is finished. Rhyme and repetition may form part of the story.</p>	<ul style="list-style-type: none">• Asking appropriate questions • Gaining information from auditory and visual cues• Accurately reproducing words and actions	<ul style="list-style-type: none">• Spontaneous questions • Information/stories accurately retold

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher prepares story on how world religions came to Jamaica.</p> <p>Mystery box Combine role play from “Tell me a story” with the following: Fill a “mystery box” with objects relating to the story and pull them out at appropriate stages of the narrative.</p> <p>Teacher prepares story on how world religions came to Jamaica. Make a story jigsaw puzzle from a picture central to the story. While telling the story, add a piece at a time, saving last piece to coincide with end of the story.</p> <p>Show videotapes of how world religions came to Jamaica, from Core Curriculum Unit and/or local media houses (e.g. CPTC, TVJ) and elsewhere. Have pupils dress in costumes and re-enact scenes. (If using Ministry’s videotape, show only relevant sections, and do so one religion at a time as material is not meant for this age group.)</p> <p>2. use a world map to locate, name and plot places from which religions came to the Caribbean.</p>	<ul style="list-style-type: none"> • Listening attentively • Making connections • Analysing information • Locating places on map 	<ul style="list-style-type: none"> • Completed world map
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • listen attentively, follow instructions, repeat sentences accurately and gain information from auditory and visual cues? • grasp the religious significance of objects presented? • plot accurately on world map places from which world religions came to the Caribbean? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Willingness to participate in class activities • Perseverance in the face of hardship • Love for enemies • Forgiveness • Strength of convictions 	<p>Materials/Resources:</p> <p>For teacher: Bisnauth, Dale, <u>A History of Religions in the Caribbean</u>,</p> <p>Videotape – “In the Beginning” and others to be obtained from CPTC Videotapes also available elsewhere</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3. do research to discover further details of how, when and why world religions came to the Caribbean. Share findings in class discussions.</p> <p>4. (with teacher's help) make an acrostic for each religion that was brought here, telling essential facts in one to three sentences for each religion, e.g. J – Journeyed from Spain and Portugal with Columbus</p> <p>E – Escaped from religious persecution</p> <p>W –</p> <p>S –</p>	<ul style="list-style-type: none"> • Applying reading strategies • Locating information from a variety of sources • Identifying values • Using appropriate language • Summarizing information accurately 	<ul style="list-style-type: none"> • Findings shared • Completed acrostics
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do acrostic as per activity? • identify values that guide the lives of religious people? • communicate accurate information? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to complete tasks assigned • Respect for others' right to freedom of belief • Appreciation of the sources from which our cultural heritage is derived, and for courage shown in the face of danger 	<p><u>Materials/Resources:</u></p> <p>Social Studies texts Reference material from public library</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. be given a blank map of the Caribbean on which to:</p> <p>(a) use colour coding for areas of large concentration of each world religion,</p> <p>(b) make a key for colours/religions,</p> <p>(c) write the dates of first arrivals,</p> <p>(d) write the names of Caribbean islands/territories.</p> <p>Options: Pupils may: make a papier mache table model of the Caribbean, or make a large class map in the form of a banner made from burlap and/or waste (dressmaker's) material. Choose material that does not fray and is easily manipulated. Names of countries/religions and dates of arrival are put on strips in the key.</p>	<ul style="list-style-type: none"> • Identifying and labelling • Creating and interpreting colour codes • Manual dexterity • Accurately representing topography 	<ul style="list-style-type: none"> • Completed map or banner • Simple model
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce maps, papier mache and banner as per activity and skills? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Sharing resource materials • Appreciation and respect for the creative efforts of classmates; kindness, helpfulness 	<p><u>Materials/Resources:</u></p> <p>Blank world maps, colouring materials, old newspapers flour paste, salt, water, bucket etc.</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher and pupils will:</p> <p>6. discuss how Christianity came to be the religion most widely practised in the region. Reviewing the distinction between “religion” and “denomination”.</p> <p>Pupils will:</p> <p>7. enquire about their own family to discover to which religions if any, their oldest relations belong and share information with class.</p> <p>8. begin work on a large class scrapbook, “Big Book” (the size of cartridge or bristol board sheets). On-going project traces the arrival and contribution made by each religion to Jamaican / Caribbean society. Punch holes and fasten with ribbon or other means to allow addition of pages. Include poems, acrostics, maps, drawings, posters, photographs, collages (entries from students’ journal if desired). Also include researched entries about origins of religions/ denominations/specific places of worship in their communities.</p>	<ul style="list-style-type: none"> • Reviewing concepts/definitions • Drawing conclusions • Asking appropriate questions • Manual dexterity • Designing “Big Book” • Working in groups 	<ul style="list-style-type: none"> • Participation in discussion • List of reasons • Oral and written responses • Contributions to “Big Book”
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do maps, model and the “Big Book” accurately? • creatively convey information? • show initiative? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to participate in and complete tasks assigned • Humility – ability to remember that there is much good to be learned from others • Use of time, dependability. Willingness to do full share of group work • Initiative 	<p><u>Materials/Resources:</u></p> <p>Dressmaker’s scraps, glue, scissors, string, rod to mount banner, markers / non-bleeding writing materials etc. bristol board and/or cartridge paper sheets (full size), paper punch, ribbon or key rings, paste.</p>

ACTIVITY PLAN

Focus Question 2.

Do members of world religions in the Caribbean build places of worship and celebrate festivals differently from members in the countries from which they came?

Objectives:

Pupils will:

- examine the relationship between world religions as they appear in their places of origin and as they are practised in the Caribbean today.
- analyse cultures, customs and religions other than those they know, in order to appreciate the kinship of humankind.
- differentiate between the various religions/denominations and other religious groups that exist within Jamaican/Caribbean society.
- identify by sight the places of worship of different religions and correctly use the names of these places in conversation.
- describe how the places of worship of world religions in the Caribbean differ from those existing in the places from which they came.
- draw conclusions about the differences between the ways religious groups show obedience to the Supreme Being.
- explain the role sacred writings, stories, history and oral traditions have played in preserving and passing on beliefs and practices which Caribbean religious groups consider important to them.
- tell about people and places that are important to a particular religious group.
- gradually become aware of and appreciate the diversity of sources from which the richness of our Caribbean religious heritage is derived.
- identify ways in which the variety of forms of worship in Jamaica/the Caribbean enriches the culture of the region.
- show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.
- recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies.
- identify in daily life symbols that are used to represent religions/religious groups.
- be able to grasp the significance of any proceedings they may observe in a place of worship.

ACTIVITY PLAN

Focus Question 2.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <p>1. be divided into interestingly named research groups: (3-4 persons each) which</p> <ul style="list-style-type: none"> - view photographs/film strips/slides/videotapes - read descriptive information - consult the Internet, CD's or learning material on television where available <p>to gain a perspective on history and values as they examine information about</p> <p>(a) countries of origin of major religions (i.e. India, Israel, Saudi-Arabia),</p> <p>(b) countries from which settlers and missionaries came (i.e. Europe, North America).</p>	<ul style="list-style-type: none"> • Extracting information • Classifying information appropriately • Drawing reasoned conclusions • Working co-operatively • Differentiating between denominations • Distinguishing between religions • Analysing customs, cultures, religions 	<ul style="list-style-type: none"> • Oral responses to queries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • gather information from a variety of sources? • classify information appropriately; come to reasoned conclusions? • give accurate oral responses? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Co-operativeness, willingness to complete tasks assigned • Curiosity - the determination to search for/pursue knowledge, to ask questions 	<p><u>Materials/Resources:</u></p> <p>Recommended texts, videotapes, the Internet, filmstrips, slides, television programmes, material from embassies/representatives of these countries in Jamaica, recommended texts.</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will:</p> <p>2. help pupils construct an interview schedule which they use to consult resource persons in their community and elsewhere and gain information concerning places of origin.</p> <p>Pupils will:</p> <p>3. continue working on the "Big Book". Work in the same groups to prepare entries/articles on:</p> <p>(a) changes in designs/appearance of places of worship of different religions (using pictures),</p> <p>(b) changes in how and when religious festivals are celebrated,</p> <p>(c) daily practices that have not changed.</p> <p>Practise using names of places of worship correctly in conversation.</p>	<ul style="list-style-type: none"> • Constructing questions • Categorizing information • Picture reading to gain information • Identifying by sight places of worship • Analysing information • Identifying characteristics of a religion • Naming places of worship 	<ul style="list-style-type: none"> • Simple interview schedule The "Big Book" (separate sections as worked on by groups assigned)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • deduce changes from observing pictures and discussing information in groups? • present these changes clearly and creatively in the "Big Book"? • construct simple and straight forward questions to gain desired responses? 	<p><u>Related Values;</u></p> <ul style="list-style-type: none"> • Curiosity; determination to search for / pursue knowledge • Willingness to share resources/materials • Patience • Courtesy • Respect for the privacy of others 	<p><u>Materials/Resources:</u></p> <p>Tape recorder(s) and cassette(s), questionnaire, resource persons, photographs, drawings, recommended texts</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. prepare large charts/pictographs showing similarities and differences for classroom display (to share information gathered in groups). Illustrate with photos and drawings etc. where necessary and add to the "Big Book".</p> <p>5. do two dramatizations of a religious festival that has changed to show: (a) the original practices, (b) the Caribbean way. Emphasize the unity behind obvious differences.</p> <p>6. with teacher, discuss findings, exploring reasons for changes and listing them.</p> <p>7. will each write a summary essay about changes discovered during research.</p>	<ul style="list-style-type: none"> • Identifying differences • Categorizing information • Identifying unifying elements • Discussing/analysing/listing • Summarising 	<ul style="list-style-type: none"> • Charts/pictographs • Dramatization of a festival • List of reasons • Written summary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe or portray changes accurately and clearly? • construct charts which convey the intended information? • draw reasoned conclusions based upon research and discussion? • obey the rules of writing? • include all essential information? • see the relationships and differences between practices? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Ability to accept that each person's faith is important and serves as a guide for life • Co-operation to produce an effect • Recognising the kinship of humankind • Ability to complete task assigned 	<p><u>Materials/Resources:</u></p> <p>Cartridge paper Markers Colouring materials Scissors Glue Costumes etc.</p>

ACTIVITY PLAN

**Focus Question 3.
Objectives:**

In what ways have world religions helped to shape Caribbean society?

Pupils will:

- give a simple outline of the basic beliefs of each world religion.
- explain the role of sacred writings, stories, history and oral tradition in preserving and passing on the beliefs and practices which religious groups consider important to them.
- identify and discuss moral values which guide the lives of religious people.
- identify and discuss the effects/impact on society of the skills, attitudes, values and religious practices which our ancestors brought with them to Jamaica.
- pinpoint ways in which religious moral values have become a part of the structure of society.
- identify ways in which the variety of forms of worship in Jamaica/the Caribbean enriches the culture of the region.
- give reasons why Christianity is so widely practised in Jamaica/the Caribbean.
- recognize similarities in beliefs and values which cross the boundaries of religious groupings.
- show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.
- be able to recognize in daily life the special garments, foods, symbols and rituals associated with religious celebrations/festival/ ceremonies.
- be able to use religious words and language correctly.
- differentiate between the various religions/denominations and other religious groups that exist within the Jamaican/Caribbean society.
- develop the ability to see another person's point of view.
- show by their behaviour that they respect and respond positively to 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.
- distinguish between what most religions consider to be right and wrong, based upon an understanding of the moral values they share.
- be exposed to sacred and other stories from which positive moral values may be learned.
- understand how religion can help to form the basis of their own values and belief systems.
- be motivated to respond positively to stated human values in words and action.
- show by their behaviour that they understand the importance of the rules and regulations which govern home, school and the wider community.
- develop a sense of responsibility for the consequences of their actions and act with regard for the rights, lives and dignity of all persons.
- identify ways in which the positive values from stories learned can be helpful in daily living.

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will:</p> <ol style="list-style-type: none"> 1. divide class into the four groups, one for each major religion, rotating the religion researched. <p>Pupils will:</p> <ol style="list-style-type: none"> 2. research the basic beliefs and values of each religion and make illustrated, simple placards which are (later) used to stage a lively demonstration at a prominent place on the school compound during break or lunch. They answer observers' questions. Before the demonstration, teacher and pupils discuss the placards in class, to gain proper perspective and share information from each group with the others. 3. do one of the following: mount posters in the classroom and make smaller versions for the "Big Book". If the placards are of appropriate size, they may be added. Take photographs of the demonstration with placards in clear view and add these (photos are grouped by religion) to the book. 	<ul style="list-style-type: none"> • Working co-operatively in groups • Using clear and simple language • Sharing information • Displaying information creatively 	<ul style="list-style-type: none"> • Checklist and rating scale re attitudes • Placards • Oral responses • Posters/contributions to "Big Book"
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make relevant entries? • clearly and simply state/attractively illustrate beliefs and values? • Give clear and straight forward answers to questions asked? • show respect for others' beliefs? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Courtesy, respect for all religions since they serve as guidelines for living • Co-operation • Sharing resources/information with classmates • Respect for others' opinions 	<p><u>Materials/Resources:</u></p> <p>Recommended texts Placard-making materials</p>

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will</p> <p>4. use creative methods such as:</p> <ul style="list-style-type: none"> - pictures on pages of a flipchart, - tape-recorded sound effects, - taking on roles of characters in stories, - diorama, <p>as well as reading to tell stories chosen from the holy books and oral traditions of each world religion to reflect values which have influenced the behaviour of believers and therefore the values of the society nationally and regionally.</p> <p>Pupils will:</p> <p>5. review by:</p> <ul style="list-style-type: none"> - drawing cartoon strips to explain their favourite stories, - playing a game of “20 questions”, - taking turns telling the next step of a story. <p>Teacher and pupils will:</p> <p>6. identify, discuss and list values reflected in stories.</p> <p>Teacher and pupils may also:</p> <p>7. listen to songs from world religions and identify the values they contain. Resource persons from religions may be contacted for help to identify and explain songs/proverbs/gems that guide their lives.</p>	<ul style="list-style-type: none"> • Information gathering • Creating cartoon strips • Analysing and interpreting • Respecting different beliefs and practices 	<ul style="list-style-type: none"> • Oral and written responses • Completed cartoon • List of related values
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • gather desired information from audio-visual cues? • gain a clear grasp of the meaning of each gem of thought? • show respect for the rights of those with different values? • provide an appropriate list of values? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Excellence of manners or behaviour • Showing respect for teacher and each other in words and actions • Respect for beliefs, values and traditions of all religions and for all people • Politeness 	<p><u>Materials/Resources:</u></p> <p>Flipchart, tape recorder, pictures, diorama Stories from holy books and oral traditions of each major religion Related texts Resource persons, songs, proverbs, scripture verses and other sayings</p>

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>8. decorate a jewellery box in which memory gems/gems of thought and scripture verses from each religion are included on strips of paper. Each week one is extracted, illustrated / written legibly and posted in a “Treasure Corner” of the classroom, where the jewellery box is kept. Jewellery box may be one item in a Treasure Chest where materials previously used such as posters / costumes etc. are stored.</p> <p>Teacher and pupils will:</p> <p>9. decorate T-shirts with memory gems. Explore ways these gems, when applied, may help to improve their daily lives and those of others. Those who care to may do a “good deed for each day”.</p> <p>Pupils will:</p> <p>10. research ways in which members of religious groups used their skills, attitudes and values/convictions to help improve life in the region:</p> <ul style="list-style-type: none"> - before slavery, - during slavery, - immediately following slavery, - in modern times. <p>Include national heroes and other outstanding leaders with strong Christian convictions (i.e. Moravian, Methodist, Baptist, Presbyterian and other missionaries) as well as outstanding leaders from other faiths or from none at all.</p>	<ul style="list-style-type: none"> • Writing legibly • Creating with colour • Distinguishing between right and wrong as perceived by most major religions • Recalling and analysing 	<ul style="list-style-type: none"> • Jewellery box with gems of thought • Decorated T-shirts with gems of thought • Brief essays explaining how gems of thought may be applied • Chart with leaders, values and achievements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • explain the usefulness of positive values in daily living? • make the connection between values and other areas of study in the curriculum? • construct a chart of leaders, values and achievements? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Respect for property • Citizenship – civic and national responsibility • Consideration for and cooperation with others 	<p><u>Materials/Resources:</u></p> <p>Recommended texts Plain white or coloured T-shirts (already owned if possible) Non-bleeding markers of assorted colours, other decorating materials</p>

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11. examine/assess a variety of resource materials and list ways in which attitudes and values held by different religions helped to shape:</p> <ul style="list-style-type: none">- family life- education- health and employment- customs and laws of society <p>12. dramatize occurrences involving persons of strong convictions that marked major turning points in national and regional history. (See Procedure 10).</p> <p>13. examine the influence of world religions on Caribbean society. Resources of persons in local/national community are tapped through the following interview sessions:</p> <p>(a) "When I was a boy/girl....." (common practices/values in their childhood that helped build and preserve a healthy society).</p> <p>(b) "As far as I can see..."/"I remember when..." (what improvements they have seen religions help to bring about during their lifetime). Parents and pupils/teachers may also share memories/observations.</p> <p>Audiotapes and videotapes on national heritage from media houses, the African Caribbean Institute of Jamaica, The Institute of Jamaica or the Memory bank, may also be consulted.</p>	<ul style="list-style-type: none">• Drawing conclusions • Dramatizing• Empathizing with others • Asking pertinent questions/collecting information • Using new information to gain clearer understanding of known situations	<ul style="list-style-type: none">• Catalogued chart • Role-play of outstanding leaders/situations • Information gathered through simple questionnaire/interview schedule

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. write dub poetry or compose songs about memories/changes through the years, then stage a class concert. OR: Participate in a “Did you know?” poster competition OR: Debate the following moot: “Religious groups have done more for the education system than for Caribbean society in general”.</p>	<ul style="list-style-type: none"> • Summarizing information • Drawing logical conclusions • Using language forms appropriately 	<ul style="list-style-type: none"> • Dub poems/songs composed • Posters • Analyses/perceptions/conclusions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • construct chart containing: <ul style="list-style-type: none"> a) values from each religion b) attitudes and values from different religions, which have been used in health, family, education, employment and law? • adopt issues and attitudes of each leader or of other persons in situations portrayed? • give responses reflecting a clear understanding of issues and values involved? • spontaneously glean added information not required by questions prepared? • prepare clear and relevant questions? • achieve the following in the debate: <ul style="list-style-type: none"> a) information properly researched and explained? b) logically sound arguments? c) co-operative work? • identify some of their strengths and limitations? • show by their behaviour that they saw some of the benefits of living by positive moral values? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Citizenship – civic and national responsibility • Consideration for others – sympathetic regard, not harming by speech or any bodily injury • Not damaging property • Politeness • Willingness to learn from unlikely persons or sources • Co-operation, team spirit, knowing one’s capabilities 	<p><u>Materials/Resources:</u></p> <p>Recommend texts Audiotapes/videotapes from sources mentioned Possibility: “Hill and Gully Ride” programme from CPTC</p>

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 FIVE**Unit Title: **WEATHER AND CLIMATE**Term: **ONE**Unit: **ONE**Duration: **FIVE WEEKS**

- FOCUS QUESTIONS:**
1. What are the elements of weather?
 2. How do my actions affect the weather?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know that there is a variety of weather conditions • Be aware that there are seasonal changes in climate throughout the year 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • describe various weather conditions. • use some weather symbols. • plan and design some weather instruments. • analyze weather indicator data (recorded over a one-week period), then predict weather conditions. • infer that moisture is present in air. • differentiate between dew and rain. • recall the differences between weather and climate. • state some ways in which human actions negatively influence weather and climate ("greenhouse effect", acid rain, depletion of trees, soil erosion). • use fine and gross motor skills in drawing, cutting and gluing. • ask and answer questions about findings. • reflect on their own behaviour towards other groups. 	<ul style="list-style-type: none"> meteorology weather symbols weather elements - wind speed - rainfall - temperature - wind direction - air pressure - sunshine - cloudy day weather forecast dew water cycle weather climate greenhouse effect acid rain ozone layer weather instruments - anemometer - rain gauge - thermometer - wind vane - barometer

ACTIVITY PLAN**Focus Question 1.****What are the elements of weather?****Objectives:****Pupils will:**

- describe various weather conditions.
- use some weather symbols.
- plan and design some weather instruments.
- analyze weather indicator data (recorded over a one-week period), then predict weather conditions.
- infer that moisture is present in air.
- differentiate between dew and rain.
- ask and answer questions about findings.
- use fine and gross motor skills in drawing, cutting and gluing.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups, observe weather conditions outside. Record their observations, then discuss the elements that make up weather. Each group then reports on the discussion, using various illustrative aids e.g. pie-charts, cartoons, models, etc. The teacher should use various teaching aids to assist the pupils in making their report from the discussions. 2. view chart/handout/etc., showing weather symbols and their meanings. In groups, discuss, then complete, maps of Jamaica showing weather conditions at different locations, using information from media reports, own observations, etc. 	<ul style="list-style-type: none"> • Observing and recording • Summarizing facts • Communicating using illustrative means • Inferring relationships • Recording information • Writing a legend (key) for the map • Taking responsibility for own part in group efforts 	<ul style="list-style-type: none"> • Report • Completed weather maps
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write report with correct facts, in an original and creative way, having visual impact? • complete maps using symbols correctly? 	<p><u>Materials/Resources:</u></p> <p>Markers/crayons/paint; charts; pictures; multi-media materials on weather; blank maps; resource texts e.g. <u>First Steps in Science</u>, Bk.3, McClenan, et al, pages 56 to 60</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. observe teacher's demonstration of how to use the a) thermometer, (b) rain gauge, (c) wind vane, (d) barometer, (e) anemometer, then discuss the use of each piece of equipment. Plan and design, then make their own instruments. Design, with teacher, a rating scale to assess instruments.</p> <p>4. collect and review data on weather elements – wind speed/rainfall/temperature/wind direction/air pressure/sunny or cloudy day – over at least a one-week period. Discuss what are likely to be the weather conditions for the following day/week, and then make predictions of these. Verify the accuracy of their predictions. Visit a weather station/meteorological office to observe weather instruments in use, or interact with resource person(s). Record and report findings.</p> <p>5. investigate what happens when two transparent plastic cups are inverted on a level, water-proof surface, one cup placed indoors and the other outdoors. View the cups in the early morning and then make inferences about the presence of moisture in or on each cup. Record their inferences in a paragraph.</p>	<ul style="list-style-type: none"> • Deducing correctly • Planning, designing and creating instruments • Drawing correct conclusions • Questioning for details • Taking responsibility for group or individual tasks • Recording observations • Making predictions • Following instructions • Observing for details • Making inferences 	<ul style="list-style-type: none"> • Weather instruments • Record of observations • Prediction of weather conditions • Oral report • Written paragraph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make workable instruments using appropriate materials? • record observations accurately? • make accurate and relevant predictions, using available data? • give oral report with correct information? • make valid inferences? 	<p><u>Materials/Resources:</u></p> <p>Materials for making instruments Weather instruments Resource text e.g. <u>First Steps in Science</u>, Bk. 3, McClenan et al, pages 56 to 60 Transparent plastic cups Waterproof material Resource person(s) Field trip site(s)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. review the water cycle, then discuss the formation of rain. Recall the observations of water droplets formed on cars, grass, etc., in the early morning. Make inferences about how dew is formed, and make comparisons with rainfall. Make a table of similarities/differences.	<ul style="list-style-type: none">• Observing details• Making valid inferences	<ul style="list-style-type: none">• Table of similarities/differences
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• make a table with correct information?	<u>Materials/Resources:</u> Model/diagram of water cycle Multi-media material on rainfall and dew	

ACTIVITY PLAN**Focus Question 2.****How do my actions affect the weather?****Objectives:****Pupils will:**

- recall the differences between weather and climate (refer to Social Studies, Grade Four).
- state some ways in which human actions negatively influence, weather and climate (“greenhouse effect”, acid rain, and depletion of trees, soil erosion).
- ask and answer questions about findings.
- reflect on their own behaviour towards other groups.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. (with teacher), review differences between weather and climate. 2. in groups, research a selected environmental issue relating to climatic changes caused by human actions. Report to class using three-dimensional models, performance piece, etc., and including corrective behaviours/actions that humans should take. 	<ul style="list-style-type: none"> • Sharing ideas • Recalling details • Seeking and finding information • Communicating information • Writing persuasively • Making models • Practising behaviours that show environmental awareness 	<ul style="list-style-type: none"> • Model/performance piece etc.
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make model that gave accurate representation of research findings, making good use of colour and materials? <p>OR</p> <ul style="list-style-type: none"> • create a performance piece with relevant and accurate facts, audience impact, originality and creativity, using props effectively? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on climate and weather Model-making materials, crayons/markers/paint Costumes and props Multi-media materials on global/regional/local environmental issues Published information Computer database e.g. Internet sources on environmental issues</p>	

SCIENCE**GRADE FIVE**Unit Title: **FORCES**Term: **ONE**Unit: **TWO**Duration: **SEVEN WEEKS****FOCUS QUESTIONS:**

1. How can I change the motion of an object?
2. How is the movement of an object affected by its shape and the materials used to make it?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know about forces and how they act 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • demonstrate that a force can give a push, pull, turn. • demonstrate that pushes/pulls/turns can make things start, move, speed up, swerve, stop or float. • identify situations in which a force acts – push/pull/turn – and describe the resulting effects. • analyze the effect of forces on objects, and infer that work occurs if the force acting results in movement. • differentiate between situations when work/no work is done, even with forces acting. • construct devices that are powered by simple push, pull or turn. • describe the effect of friction on moving objects. • carry out an investigation with due regard to safety. 	<p>force – push/pull/turn swerve work (done) floating sinking gravity weight fluid (e.g. water, air) machine device friction contact movement</p>

ACTIVITY PLAN**Focus Question 1.****How can I change the motion of an object?****Objectives:****Pupils will:**

- demonstrate that a force can give a push, pull, turn.
- demonstrate that pushes/pulls/turns can make things start, move, speed up, swerve, stop or float.
- identify situations in which a force acts – push/pull/turn – and describe the resulting effects.
- analyze the effect of forces on objects, and infer that work occurs if the force acting results in movement.
- differentiate between situations when work/no work is done, even with forces acting.
- carry out an investigation with due regard to safety.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. investigate the “force” needed to “flick” a coin to various heights. Record observations in a variety of ways e.g. pictures, writing captions, making lists. Discuss and explain their findings. 2. investigate what happens in opening a plastic soda bottle. Observe, sequence the events, and record this information in a variety of ways e.g. pictorial charts, writing short prose pieces, sketches. 3. investigate the floating of various objects in water (and air). Follow given instructions from teacher in using simple techniques and equipment, to gather the required information, e.g. place a needle on tissue paper to float in a container of water. Observe that the paper becomes wet and sinks, allowing the needle to float on the water (see <u>First Steps in Science</u> Bk. 3). Present their work to the class, by display or oral account. 	<ul style="list-style-type: none"> • Observing for details • Inferring and recording conclusions • Sequencing ideas • Communicating relevant information • Following instructions diligently • Recording observations • Communicating ideas and explanations 	<ul style="list-style-type: none"> • Record of observations • Explanation of findings • Report on investigation • Presentation to class
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • record observations accurately, using relevant scientific terms? • give explanations with reasons? • give a report with the relevant information using SJE? • give a report with valid conclusions, supporting reasons and correct use of SJE? • give a presentation that had relevant content, clear explanation, done in an original way? 	<p>Materials/Resources:</p> <p>Coins Ruler or measuring tape Crayons/markers/paint Plastic soda bottles with covers Tape or video recorder Water Various objects</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. play a short game of basketball or netball. Give possible explanations as to why the ball, as well as themselves, have movement/no movement at different times. Discuss then illustrate their conclusions on a chart for display.</p> <p>5. explore situations in the home, school and community, where the effects of forces (pushes, pulls, turns) are seen. Make inferences about whether work/no work occurred, then record the information in a variety of ways.</p> <p>6. make predictions, then investigate and draw conclusions relating to force and work, for the following situations: (a) riding a bicycle, (b) peeling an orange, (c) sweeping a floor, (d) cleaning shoes, etc., and record these.</p>	<ul style="list-style-type: none"> • Inferring explanations • Communicating ideas • Communicating relevant ideas • Making valid inferences • Recording information • Making predictions • Identifying relationships 	<ul style="list-style-type: none"> • Illustrated chart • Statements about the situations explored • Recorded inferences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a chart with accurate content, visual appeal, done in a creative way? • make statements that were accurate and relevant, giving valid conclusions, and clearly outlined situations? • record valid and relevant inferences, with the correct stated relationship for the force/work situations? 	<p><u>Materials/Resources:</u></p> <p>McClenan et al, <u>First Steps in Science</u>, Book 5. Basketball and/or netball Bicycle if possible Brooms Brushes Oranges</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. investigate the situations of: (a) pushing a wall, (b) lifting a tree, (c) lifting a car. Make inferences from their observations and draw conclusions relating to force and work, and record these.</p> <p>8. make a button yo-yo. Play with the button yo-yo and say what forces are acting on the yo-yo (push, pull, turn), and record the information in their books. Report to class.</p>	<ul style="list-style-type: none">• Making inferences• Inferring and drawing valid conclusions • Manipulating materials • Making a button yo-yo• Recording information• Communicating ideas	<ul style="list-style-type: none">• Recorded conclusions • Button yo-yo• Recorded information
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• give inferences with supporting reasons?• make a workable button “yo-yo”?• describe the forces acting correctly?	<p><u>Materials/Resources:</u></p> <p>Paste or glue Appropriate cutting tools Measuring tape or ruler Buttons String or thread</p>	

ACTIVITY PLAN**Focus Question 2.****How is the movement of an object affected by its shape, and the materials used to make it?****Objectives:****Pupils will:**

- construct devices that are powered by simple push, pull or turn.
- describe the effect of friction on moving objects.
- carry out an investigation with due regard to safety.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. plan and design a device or toy e.g. a toy truck or doll's pram, then select appropriate materials, and execute their design. Record the steps in doing the task. 2. investigate the following actions: <ol style="list-style-type: none"> (a) rubbing of hands together, (b) rubbing of stones together, (c) rubbing of sticks together. Make inferences from observations. Record the information in a variety of ways. 	<ul style="list-style-type: none"> • Creating the device/toy • Selecting and manipulating materials • Writing ideas • Making valid inferences • Recording information in various ways • Making valid conclusions 	<ul style="list-style-type: none"> • Device/toy • Record of activity • Stated inferences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a workable device/toy with visual appeal, ease of operation, made from appropriate materials? • produce a paragraph with correctly sequenced steps, using SJE? • give inferences that are valid and relevant to the given situations? 	<p><u>Materials/Resources:</u></p> <p>Appropriate cutting devices Materials for making device or toy Measuring tape or ruler Stones Sticks Texts e.g. McClenan et al, <u>First Steps in Science</u>, page 107</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. investigate the rolling of marbles/balls of different shapes on different surfaces e.g. sand, wood, metal, plastic, rubber. Look at the changes in the speed with which the marble(s)/ball(s) roll. Discuss and make inferences and record this information. Discuss: riding a bicycle on a rough, then a smooth road; driving in a car on a smooth, then a rough road. Give explanations using knowledge from previous task.</p> <p>4. give explanations why: (a) the faster a car drives, the greater the force needed to stop it, (b) the slower a car drives, the smaller the force needed to stop it, and how these relate to road safety. Write a narrative on road safety.</p>	<ul style="list-style-type: none"> • Making and recording valid inferences • Identifying relationships in analogous situations • Making valid inferences 	<ul style="list-style-type: none"> • Report of investigation • Statement of inferences • Short narrative
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give an accurate report? • make statements with valid inferences, using SJE? • write a narrative with accurate supporting facts, using SJE? 	<p><u>Materials/Resources:</u></p> <p>Texts e.g. McClenan et al, <u>First Steps in Science</u>, page 107 Marbles Balls of different shapes Different materials (plastic, wood, rubber, etc.) of similar dimensions</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 FIVE**Unit Title: **OUR CARIBBEAN NEIGHBOURS**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTION: Who are our Caribbean neighbours?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing 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 following concepts: territory, region, mainland, neighbour, archipelago, Commonwealth Caribbean. • use lines of latitude and longitude to locate the Caribbean region on a map of the world. • identify the water bodies that border the Caribbean region. • name the territories that make up the Caribbean region. • name the capital cities of Caribbean territories. • state the direction of one territory from another using cardinal points. • calculate distances between territories. • group the territories of the Caribbean in a variety of ways . • develop concern for all Caribbean peoples. • develop a responsibility for one another. • appreciate the bond that all Caribbean people share regardless of natural or man made boundaries. • identify some of the national symbols of some Caribbean territories. • interpret some of the national anthems. 	latitude longitude compass cardinal points territory hemisphere Caribbean region archipelago Commonwealth Caribbean independent dependent mainland Greater Antilles Lesser Antilles Windward Islands Leeward Islands

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. with teacher’s help sing/say the words of the song “ No man is an Island”. Discuss the meaning of the song, leading to an understanding of man as a social animal, and as such is unable to exist by himself. Using art or drama illustrate some of the different ways in which people need each other. 2. (a) participate in discussion to define the concepts “neighbour” and “neighbourliness”, concluding that the term “neighbour”, may be defined in terms of social relationships such as helpfulness and cooperation, and also as location i.e. access and communication (b) collect and organize pictures to show examples of the concepts neighbour and neighbourliness. (c) using a medium of their choice express their ideas about how neighbours should behave towards each other. Share their ideas with the rest of the class. (d) write three to five sentences each indicating ways that countries can display neighbourliness towards each other. 	<ul style="list-style-type: none"> • Interpreting literary material • Performing • Expressing ideas creatively • Participating in discussion • Defining the concept • Expressing ideas • Sharing ideas • Applying the concept 	<ul style="list-style-type: none"> • Performance • Dramatization/artwork • Discussion • Ideas presented • Completed sentences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • sing or say words of the song? • illustrate with reasonable clarity using drama or art, instances of people needing people? • write three to five sentences each indicating ways that countries can show neighbourliness? 	<p><u>Materials/Resources:</u></p> <p>Song – “No man is an Island” Globe Atlases Direction finder Braithwaite, et al, <u>Our Caribbean Community</u> Brown et al, <u>Social Studies: A Revision Book for Schools</u> Leslie, Sybil, <u>Our Caribbean Neighbours</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. (a) revise concepts latitude and longitude and discuss how these are used to locate places on a map.</p> <p>(b) using their atlases to locate the Caribbean region between lines of latitude 4°N and 27°N and longitude 48°W and 100°W.</p> <p>(c) point out and name the countries of the Caribbean region on the same map. Write the names of the countries and their capital cities. Locate and name the water bodies that border the Caribbean region i.e. Atlantic and Pacific Ocean, Caribbean Sea and the Gulf of Mexico.</p> <p>4. group the Caribbean territories in the following ways:</p> <p>(a) - island groups - Central American countries</p> <p>(b) according to the language they speak. e.g. English, Spanish, French, Dutch. (Note that the group of English speaking territories, some of which are former colonies of Britain, are known as the Commonwealth Caribbean.)</p> <p>(c) according to population size using the following or similar categories:</p> <ul style="list-style-type: none"> - up to 100,000 - 101,000 - 500,000 - 501,000 - 1,000,000 - over 1,000,000 <p>Write statements about what is shown by the grouping.</p>	<ul style="list-style-type: none"> • Recalling information • Locating places • Locating places on a map • Grouping countries according to stated criteria • Making inferences 	<ul style="list-style-type: none"> • Location of Caribbean region • Named territories and their capital cities • Table • Written statements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • locate the Caribbean region using lines of latitude and longitude? • identify and make an accurate list of the countries, their capitals and the water bodies that border them? • group countries into the categories specified? • place territories into correct categories according to population size and make inferences from the data? • write statements to clearly explain each group? 	<p><u>Materials/Resources:</u></p> <p>Atlases</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>(d) according to size using the following or similar categories:</p> <ul style="list-style-type: none"> - up to 100 sq. km - 101 – 500 sq. km - 501 – 100,000 sq. km - over 100,000 sq. km <p>(e) according to political status, i.e. independent and dependent territories.</p> <p>5. record important information about the Caribbean neighbours on a master table showing name of territory, capital city, territorial group, language spoken, size of population, area, political status (independent/dependent).</p> <p>6. (a) identify some Caribbean countries with diplomatic missions in Jamaica and write to them for information about their national symbols, heroes/heroines. Prepare a short article discussing the similarities and differences among the national symbols of Caribbean neighbours.</p> <p>(b) sing or recite the national anthems of some of our Caribbean neighbours e.g. Barbados, Guyana, Trinidad and Tobago. Identify and discuss the common ideas that run through the anthems and suggest reasons for this.</p> <p>7. using a piece of string and the scale of the map of the Caribbean, measure and calculate the distances between capital cities in some of the territories.</p>	<ul style="list-style-type: none"> • Presenting information in tabular form • Writing letter • Synthesising information and writing article • Interpreting national anthems • Calculating distances 	<ul style="list-style-type: none"> • Size grouping • Table • Letter • Article • Interpretation of anthems • Suggestions • Distances calculated
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • place countries into correct categories according to size? • accurately complete table showing territories, their capitals, population and area? • write letter clearly requesting the information required? • write brief article comparing national symbols of Caribbean neighbours? • offer reasonable interpretations of anthems and suggestions for similarities? • accurately measure and calculate straight line distances between Caribbean territories? 	<p><u>Materials/Resources:</u></p> <p>Diplomatic missions Words of anthems National symbols Strings</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. use a direction finder to tell the direction of one territory from another.</p> <p>9. go on an imaginary cruise to four Caribbean territories giving: (a) the names of the territories, (b) the direction in which they will travel, (c) the names and location of the capital cities they will visit.</p> <p>10. given cut-outs of Caribbean territories fit them into their correct places on a base map.</p> <p>11. mount display of work done so far under the caption "Our Caribbean Neighbours – a profile"</p> <p>12. respond to short written test.</p>	<ul style="list-style-type: none"> • Finding directions • Using directions • Locating places on map • Mounting display 	<ul style="list-style-type: none"> • Directions • Places located • Display • Test
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the countries according to shape and place them in their correct position? • mount attractive display including as much as possible of the information learnt so far about the Caribbean? • demonstrate by their performance on the test an understanding of who our Caribbean neighbours are? 	<p><u>Materials/Resources:</u></p> <p>Atlases Direction finder Cut-outs of individual territories Base map of the Caribbean</p>	

SOCIAL STUDIES**GRADE FIVE**Unit Title: **CARIBBEAN HISTORY AND CULTURE**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:** 1. What are some of the common historical experiences of Caribbean people?
 2. What are some of the cultural similarities and differences among Caribbean people?

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 • Appreciate that interdependent relationships are necessary for our survival, growth and development • Value and respect the diversity inherent in life on planet earth • Demonstrate research skills 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly: colonialism, slavery, independence, tradition. • outline the common experiences of the Caribbean people. • read and answer questions on Caribbean history. • explain how shared historical experiences have helped to promote better understanding among Caribbean people. • identify aspects of Caribbean culture. • describe some Caribbean celebrations (festivals, carnival, crop over etc.). • identify some differences in the culture. • explain why these differences exist. • listen to various forms of Caribbean music and draw conclusions about each form. • gather and interpret information from various sources. • present information in a variety of ways. • work cooperatively on projects. 	<ul style="list-style-type: none"> colonialism slavery independence society freedom self rule emancipation empire indenture heritage history interaction adjustment integration nationhood art forms melting pot culture

ACTIVITY PLAN

Focus Question 1. What are some of the common historical experiences of Caribbean people?

Pupils will:

- define and use correctly: colonialism, slavery, independence.
- outline the common experiences of the Caribbean people.
- read and answer questions on Caribbean history.
- explain how shared historical experiences have helped to promote better understanding among Caribbean people.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. read the poem “Jamaican is our name” (<u>Ballads for Jamaica</u> by Alma Norman). Through discussion, identify the different countries mentioned in the poem. (Note that while the poem speaks about Jamaica the experience is the same for most Caribbean countries.) Make a table on the chalkboard to show:</p> <ul style="list-style-type: none"> - the countries mentioned in the poem (add to the list any country not mentioned but from which our ancestors came), - what the people of the countries are called, - the languages they speak. <p>Suggest reasons why they think people came to the Caribbean countries to settle. List and discuss them. Recall that except when they were forced, our ancestors were motivated by some of the same reasons that motivate people today.</p> <p>2. name some of the groups of people who were in the Caribbean before Columbus came. List these on the chalkboard and locate on a map of the Caribbean the areas where these groups lived. Establish that these early inhabitants migrated from Asia into the Caribbean.</p>	<ul style="list-style-type: none"> • Reading and interpreting poetry • Recalling information • Locating places 	<ul style="list-style-type: none"> • Interpretation • Location of places on map
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • from the poem, identify the countries from which ancestors came, and through discussion list the reasons for coming and the languages they spoke? • identify correctly countries of origin of the ancestors? 	<p><u>Materials/Resources:</u></p> <p>Norman, Alma – <u>The People Who Came</u>, Bk. 1 Norman, Alma – <u>Ballads for Jamaica</u> Leslie, Sybil – <u>Our Caribbean Neighbours</u> Brown, et al – <u>Social Studies: A Revision Book for Jamaican Schools</u> Honychurch, Lennox – <u>The Caribbean People</u>, Bk 1 J.I.S. – <u>Emancipation Story</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. identify some of the experiences that are referred to in the poem, i.e. European conquest and settlement, colonialism, slavery, emancipation, immigration and integration of the ethnic groups.</p> <p>4. working in small groups and using resource materials provided by teacher research information on the experiences identified in the poem and prepare a group report to share with the rest of the class. Presentations may take different modes e.g. story telling, panorama, skits, etc.</p> <p>5. discuss the ways these shared experiences have contributed to the development of a sense of community, brotherhood and neighbourliness among Caribbean countries. Collect pictures to show evidence of this sense of community and brotherhood among Caribbean countries and mount a display.</p> <p>6. discuss the meaning of the word 'independence' and through teacher guided discussion, identify some of the reasons why the goal of independence was seen as desirable by Caribbean peoples. Record the reasons in their notebooks. Revisit their table which showed (among other things) the independent nations of the Commonwealth Caribbean and add columns (if possible) or make a new table showing the dates they became independent and the names of the first Heads of Government of the these new nations.</p>	<ul style="list-style-type: none"> • Making deductions • Researching information • Presenting information • Working cooperatively in groups • Making inferences • Collecting relevant pictures • Mounting display • Defining concept • Making notes • Presenting information in tabular form 	<ul style="list-style-type: none"> • Presentations • Ability to work in groups • Display • Notes • Table
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • use resource materials provided and prepare and present relevant report on the shared experiences? • work in groups, each one carrying out responsibilities assigned and contributing to the success of the group effort? • collect, organise and attractively display pictures depicting sense of community among Caribbean neighbours? • make brief notes identifying reasons why independence was a desirable goal? • record information accurately on a table? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

What are some of the cultural similarities and differences among Caribbean people?

Objectives:

Pupils will:

- identify aspects of Caribbean culture.
- describe some Caribbean celebrations (festivals, carnivals, etc.).
- identify some differences in the culture.
- explain why these differences exist.
- listen to various forms of Caribbean music and draw conclusions from each form.
- gather and interpret information from various sources.
- present information in a variety of ways.
- work co-operatively on projects.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. examine a picture of a group of Jamaicans showing the range of different mixtures of races in Jamaica. Through discussion, establish that this mixture is the result of intermarriage between the various ethnic groups. Return to the poem “Jamaican is our name”; examine stanza 7 and discuss the meaning of the stanza. With teacher’s help, relate the stanza to the “melting pot” concept, which is the meeting of various races with their own religion, language, dress, food, customs etc. to produce what we now call Caribbean peoples. Note that these peoples have developed a culture that is uniquely Caribbean and which is referred to as Caribbean culture.</p> <p>2. read relevant resource materials and identify some aspects of Caribbean culture, i.e. those things unique to the Caribbean such as its music, its food, its festivals and celebrations, its customs and its religions. Compile a chart showing aspects of culture and the ethnic origins. Listen to different forms of Caribbean music e.g. Reggae, Calypso, Soca, Merengue and Mento. Describe the main features of each and identify the dominant ethnic influence in each. Associate the names of well known artists with each musical form.</p>	<ul style="list-style-type: none"> • Drawing conclusions • Thinking critically • Defining Caribbean culture • Reading for information • Making chart • Listening critically • Recalling information 	<ul style="list-style-type: none"> • Definition • Aspects of Caribbean culture identified • Chart • Features and ethnic influences identified
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • offer definition of Caribbean culture? • correctly identify aspects of Caribbean culture and their ethnic origins? 	<p>Materials/Resources:</p> <p>Picture of Jamaican people Poem: “Jamaican is our name” Leslie, Sybil – <u>Our Caribbean Neighbours</u>, Carlong Primary Social Studies – Book 5 Bereton, B. – <u>Social Life in the Caribbean</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. identify other art forms and outstanding artists associated with each art form. In groups carry out research to find out information about their most outstanding work and the kinds of honours or awards they have received (include artists such as Louise Bennett, Derek Walcott, Paul Keans Douglas, George Lamming, V.S. Naipaul, Edna Manley, Alvin Marriot, Karl Broadhagen, Cecil Baugh). Make class presentation, performing pieces of works where possible and displaying others.</p> <p>4. examine pictures showing different aspects of Caribbean celebrations/festivals. Discuss their main features (e.g. costumes). Talk about where, when and why they are celebrated, their ethnic origin and the people who participate in these festivals today. In groups select a festival/celebration and enact aspects of it.</p>	<ul style="list-style-type: none"> • Researching information • Presenting information creatively • Observing for detail • Presenting aspects of culture 	<ul style="list-style-type: none"> • Presentations and performance pieces
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe the main features of the music and their dominant ethnic influences? • present findings creatively? 	<p><u>Materials/Resources:</u></p> <p>Caribscope Television documentaries Edna Manley School of Visual and Performing Arts Magazines</p>	

ACTIVITY PLAN

Focus Question 2.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>5. (a) name some of the foods they eat everyday, list these. Say whether they think people in other Caribbean territories eat the same things. Discuss answers with a view to identifying the staple foods of Caribbean people, e.g. Trinidad – rice, flour, tubers, Jamaica – rice, flour, tubers , Guyana – rice, flour, tubers. Establish that staple foods are similar throughout the Caribbean and suggest reasons why this is so. Make connection between ethnic groups and staple foods. Make up a chart to show the different names by which the same foods are identified across the Caribbean.</p> <p>(b) find out about the national dishes of some Caribbean countries, their names, the ingredients from which they are prepared and how they are prepared. In groups prepare different dishes and sample them. Make a table to show foods peculiar to some territories.</p> <p>6. read and summarize resource materials on religions in the Caribbean. The summary should include the following:</p> <ul style="list-style-type: none"> - main religions - extent of support - ethnic connections - why some religions are stronger than others in some territories. 	<ul style="list-style-type: none"> • Making inferences • Making chart • Researching information • Presenting information in tabular form • Reading for information • Summarizing information 	<ul style="list-style-type: none"> • Chart • Table • Summary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • creatively display information about the names of foods in different Caribbean territories? • display the foods peculiar to some territories? • summarize information following the stated guidelines? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. after discussion write a short composition explaining why, in spite of some differences Caribbean peoples can be considered “one people” .</p> <p>8. plan exhibition of various aspects of Caribbean history and culture using as much as possible the information gathered so far on the subject. The exhibition should include performances, demonstrations and samples of food and drink etc.</p>	<ul style="list-style-type: none"> • Composition writing • Planning exhibition 	<ul style="list-style-type: none"> • Composition • Exhibition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write composition illustrating the “oneness” among Caribbean peoples in spite of the differences that exist? • mount display on the history and culture of the region using creative performances and relevant exhibits? 	<p><u>Materials/Resources:</u></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 FIVE

Unit Title: **MAKING ART WORK**

Term: **ONE**

Unit: **ONE**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. **How can I use the elements of art to create compositions?**
2. **How can I use the principles of design to unify a composition?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Understand that the ordering of elements and principles provide the structure that unifies a composition • Use the elements and principles in creating unified compositions	<p>At the end of the unit, pupils will:</p> <ul style="list-style-type: none">• evaluate the use of art elements in a composition.• create a balanced design.• demonstrate the use of harmony and contrast in unifying a composition.• organize line, shape and colour to create repetition and rhythm.• create a unified composition using variety and dominance.	elements line shape/form colour texture space principles balance variety harmony contrast repetition rhythm pattern unity symmetry symmetrical asymmetrical design layout motif/unit mask

ACTIVITY PLAN**Focus Question 1.****How can I use the elements of art to create compositions?****Objective:****Pupils will:**

- evaluate the use of art elements in a composition.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. identify and define elements of art.</p> <p>b. observe examples of artwork and discuss the use of elements in the creation of compositions.</p> <p>c. observe teacher's demonstration of how the collage technique allows experimentation with compositional elements (shape, colour, texture).</p> <p>d. using the collage technique, organize the elements to create a unified composition.</p> <p>e. display and discuss use of elements in creating unity in art works.</p>	<ul style="list-style-type: none"> • Listing, defining • Analyzing works of art • Observing demonstration • Creating compositions • Pasting, mounting 	<ul style="list-style-type: none"> • List and definitions • Exhibit of compositions • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • observe elements of design? • analyze the use of elements? • manipulate the material? • explore the collage technique? • unify the composition? 	<p><u>Materials/Resources:</u></p> <p>Sample pieces: reproductions from (print and electronic media) e.g. Henri Matisse, Jacob Lawrence Bits of paper, fabric, etc. in various colours Scissors Glue Cardboard</p>	

ACTIVITY PLAN

Focus Question 1.

How can I use the elements of art to create compositions?

Objective:

Pupils will:

- organize line, shape and colour to create repetition and rhythm.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2a. discuss the role of repetition of motifs in the creation of rhythm within a design. Start a scrapbook of designs.</p> <p>b. observe examples of patterned designs.</p> <p>c. create a design motif (paper stencil).</p> <p>d. observe teacher's demonstration of simple printing technique (stencil and sponge).</p> <p>e. work out a pattern arrangement, which through repetition of colours and shape, will create rhythm.</p> <p>f. print rhythmic pattern using the stencil and sponge techniques.</p> <p>g. display patterns and discuss use of repetition in creating rhythm.</p>	<ul style="list-style-type: none"> Discussing repetition and rhythm Observing samples Designing Organizing elements Printing patterns 	<ul style="list-style-type: none"> Participation in discussions Content of scrapbook Paper stencil Pattern Completed work
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> analyse the examples? control the printing technique? critique each other's work objectively? create a paper stencil? use colours and shapes to create designs? 	<p>Materials/Resources:</p> <p>Examples of patterned designs; sources include wall paper, tiles, wrapping paper and textiles</p> <p>Paper</p> <p>Knives</p> <p>Printing ink/paint</p> <p>Protective clothing</p> <p>Pencil/pen</p> <p>Scissors</p> <p>Old newspapers (to cover work area)</p> <p>Protective clothing</p> <p>Sponge</p> <p>Stencil</p>	

ACTIVITY PLAN

Focus Question 2.

How can I use the principles of design to unify a composition?

Objective:

Pupils will:

- create a balanced design.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. observe a variety of masks and pictures of masks.</p> <p>b. discuss how masks reflect the balance of facial features.</p> <p>c. identify examples of symmetric and asymmetric balance in the mask designs.</p> <p>d. demonstrate mask-making technique using either symmetrical or asymmetrical balance.</p> <p>e. make a mask using the principle balance.</p> <p>f. display and discuss use of the principle balance in creating masks.</p> <p>g. write a report on the function of masks.</p>	<ul style="list-style-type: none"> • Observing masks • Recognizing balance • Constructing masks • Identifying balance as a principle of design • Writing reports 	<ul style="list-style-type: none"> • Participation in discussion • Completed masks • Written reports
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the two types of balance in the samples? • reveal an understanding of the principle of balance in their mask – making? 	<p><u>Materials/Resources:</u></p> <p>Masks (pictures will do) from cultures such as:</p> <ul style="list-style-type: none"> - African - Japanese - Native American - Caribbean (Carnival) - Jamaican (Jonkonnu) <p>Thin cardboard/heavy paper/newsprint/magazines Paints/markers/crayons Scissors Glue/starch Found materials</p>	

ACTIVITY PLAN

Focus Question 2. How can I use the principles of design to unify a composition?

Objective:

Pupils will:

- demonstrate the use of harmony and contrast in unifying a composition.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. use experience and immediate environment as the basis for a discussion which seeks to find definitions for :</p> <ul style="list-style-type: none"> - harmony - contrast. <p>b. listen to selected music and identify through clapping of hands, the repetition and variety of rhythms.</p> <p>c. observe works of art and try to identify the elements, which create harmony and contrast.</p> <p>d. create a composition using the principles of either harmony or contrast.</p> <p>e. display and discuss use of the principles of harmony and contrast in compositions.</p>	<ul style="list-style-type: none"> • Discussing principles • Listening to music • Analyzing elements • Observing works of art • Applying principles • Creating compositions 	<ul style="list-style-type: none"> • Accurate definitions • Rhythm claps • Completed composition • Participation in discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give examples of harmony? • identify examples of contrast? • apply the principles in their own composition? 	<p><u>Materials/Resources:</u></p> <p>Recorded music Materials for the compositions (based on selected media) Visuals for discussion</p>	

ACTIVITY PLAN

Focus Question 2.

How can I use the principles of design to unify a composition?

Objective:

Pupils will:

- create a unified composition using variety and dominance.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3a. observe a selection of artworks that demonstrates the principles of variety and dominance. b. discuss how artists use a variety of lines, shapes, colours etc. to create interest in their work. c. determine the part of each work of art that seems most important or is most dominant. d. view the collection of objects which has been selected and arranged by teacher to demonstrate variety and dominance. e. develop a drawing of the arrangement, varying lines, shapes and textures while focusing on a particular aspect to create dominance. f. display drawings and discuss the use of variety and dominance in the compositions.	<ul style="list-style-type: none"> • Observing artworks • Discussing elements • Developing compositions 	<ul style="list-style-type: none"> • Participation • Composition/designs • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the variety and dominance in the works? • express variety and dominance in their own works? 	<p><u>Materials/Resources:</u></p> <p>Visuals of works of art Paint Paper Brushes</p>	

VISUAL ARTS**GRADE FIVE**Unit Title: **LINES HAVE DIRECTION**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. What qualities do lines have?
2. How are lines used in creating compositions?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that lines have direction and can create movement • Understand that a line, as the basic element, is used to create shapes and compositions • Understand that lines can be repeated to create rhythms, patterns and details 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explore the directional possibilities of lines. • analyze the potential of lines for creating rhythm and movement. • demonstrate an understanding of the fundamental role of lines in creating shapes and compositions. • examine the use of lines in the creation of patterns and details. • explore the use of lines in space to build compositions. 	line direction movement rhythm horizontal vertical diagonal mood shape composition construction curved straight zig-zag repetition monoprint pattern motif detail

ACTIVITY PLAN**Focus Question 1.****What qualities do lines have?****Objective:****Pupils will:**

- explore the directional possibilities of lines.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a. observe teacher's display of a range of compositions and identify which lines move in a variety of directions: horizontal, vertical, diagonal. b. explore/discuss how each of these types of lines can influence the mood and organization of the composition – strength, calm, surprise, action etc. c. create compositions that explore the effects of lines in a variety of directions. 	<ul style="list-style-type: none"> • Observing and analyzing the directional qualities of lines • Discussing directional qualities • Creating compositions 	<ul style="list-style-type: none"> • Discussion of the compositions displayed • Compositions created
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the directional qualities of lines in a composition? • discuss the directional role of lines in a composition? • design a composition which explores the directional qualities of lines within a composition? 	<p><u>Materials/Resources:</u></p> <p>Paper Markers Colour pencils Ruler</p>	

ACTIVITY PLAN

Focus Question 1.

What qualities do lines have?

Objective:

Pupils will:

- analyze the potential of lines for creating rhythm and movement.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT														
<p>2. a. observe display of a range of compositions in which lines move along a variety of paths e.g. curved, straight, jagged.</p> <p>b. observe and discuss how repetition of these lines can be used to create rhythm in a composition.</p> <p>c. collect objects with natural and/or man-made lines from surroundings.</p> <p>d. use found objects to compare the type of patterning and the use of lines in natural and man-made objects.</p> <p>e. use found objects to design compositions that demonstrate the effects of movement and rhythm through repetition of lines.</p>	<ul style="list-style-type: none"> • Observing and analyzing line movement • Discussing repetition of lines • Comparing natural and man-made objects • Designing compositions 	<ul style="list-style-type: none"> • Discussion • Compositions 														
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the role of lines in creating movement and rhythm within a composition? • design compositions in which lines were used to indicate movement and rhythm? • discuss the role of lines in their compositions? 	<p><u>Materials/Resources:</u></p> <table> <tr> <td>Scissors</td> <td>Stones/pebbles</td> </tr> <tr> <td>Paste</td> <td>Roots</td> </tr> <tr> <td>Plastic</td> <td>Leaves</td> </tr> <tr> <td>String</td> <td>Paper</td> </tr> <tr> <td>Sticks</td> <td></td> </tr> <tr> <td>Cord</td> <td></td> </tr> <tr> <td>Wire</td> <td></td> </tr> </table>		Scissors	Stones/pebbles	Paste	Roots	Plastic	Leaves	String	Paper	Sticks		Cord		Wire	
Scissors	Stones/pebbles															
Paste	Roots															
Plastic	Leaves															
String	Paper															
Sticks																
Cord																
Wire																

ACTIVITY PLAN

Focus Question 1.

What qualities do lines have?

Objective:

Pupils will:

- demonstrate an understanding of the fundamental role of lines in creating shapes and compositions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. a. observe display of a variety of artists' compositions in which lines are used to create shapes and to build the overall compositions. b. discuss how the artist used lines to plan, build and enhance this composition c. produce a print in which lines are used as the major compositional element. d. observe the development of shape, direction, movement, rhythm within the composition.	<ul style="list-style-type: none"> • Observing objects with different types of lines • Analyzing how lines are used • Creating compositions • Comparing works • Observing 	<ul style="list-style-type: none"> • Display and discussion of composition • Completed monoprint
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • discuss the role of lines in the creation of shapes and compositions? • use lines to create shapes and to organize and build compositions? 	<p><u>Materials/Resources:</u></p> <p>Variety of print making materials and tools e.g. Glass or ceramic printing plate Paper Brayers/rollers Printing ink Paint Artists' work – original or representation</p>	

ACTIVITY PLAN

Focus Question 2. How are lines used in creating compositions?

Objective:

Pupils will:

- examine the use of lines in the creation of patterns and details.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a. observe and discuss display of a variety of linear patterns in tiles, fabric and decorative papers. b. discuss how the repetition of lines is used to create pattern and detail in different objects. c. explore repetition of linear motifs by folding paper (concertina style) and using scissors to cut away a number of shapes. d. unfold and paste resulting designs on paper of contrasting colour, add a variety of lines to the design to emphasize rhythm and pattern and to add details. 	<ul style="list-style-type: none"> • Observing and analyzing lines • Creating compositions • Folding and cutting paper motifs • Final design • Critique 	<ul style="list-style-type: none"> • Completed design
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • discuss the use of line to create patterns and details that have rhythm and movement? • create compositions that have rhythm and movement, by exploring the use of patterns and details? 	<p><u>Materials/Resources:</u></p> <p>Paper Scissors Paste Markers Cardboard Tiles Fabric Decorative paper e.g. wallpaper, gift wrap</p>	

ACTIVITY PLAN

Focus Question 2.

How are lines used in creating compositions?

Objective:

Pupils will:

- explore the use of lines in space to build compositions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2. a. observe display of a range of linear materials that can be placed or suspended in space e.g. sticks, straws, wire, bamboo. b. use visuals to discuss how lines can be organized in space in such a way that 3-D objects can be created. c. select suitable linear materials and use to construct free standing or suspended objects. d. display and discuss products.	<ul style="list-style-type: none"> • Observing materials • Identifying linear materials • Creating free standing or suspended objects 	<ul style="list-style-type: none"> • Discussion • Finished 3-D product • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • explain how solid linear materials can be used to construct objects in space? • create 3-D objects from selected linear materials? 	<p><u>Materials/Resources:</u></p> <p>Sticks Straws Bamboo Wire String Cord Paste Coconut palm leaves</p>	

TERM 2

DRAMA

DRAMA**GRADE FIVE**Unit Title: **CREATING DRAMATIC NARRATIVE**Term: **TWO**Unit: **ONE**Duration: **TWELVE WEEKS****FOCUS QUESTIONS:**

1. How important are my personal experiences to dramatic work?
2. How is dramatic narrative constructed?
3. What is the relationship between my dramatic narrative and situation?
4. How do I transfer my imagination into reality?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Ability to transfer imagination into shared reality • Communicate holistically, expressing feelings and ideas verbally and non-verbally • Demonstrate basic understanding of the way dramatic narratives are constructed • Use the processes of drama to develop personal relationships between peers 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • show respect and trust for each other. • relate experiences clearly and accurately. • suggest ways/ideas for the development of language for dramatic play. • show range of language for dramatic play through the use of voice and language. • dramatize scenario using language and roles appropriate to the situation. • work cooperatively in group improvisation. • sustain role and language in improvisation. 	<p>dialogue narrative character interpersonal relationship tableau sequencing believability scenario scripting choral dramatic presentation improvisation role-play</p>

ACTIVITY PLAN**Focus Question 1.****How important are my personal experiences to dramatic work?****Objectives:****Pupils will:**

- show respect and trust for each other.
- relate experiences clearly and accurately.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sit or stand in a circle as individual pupils volunteer to go to the centre to share experiences. 2. listen to several experiences shared. 3. have general discussion on shared experiences. 4. in small groups, select one or more experiences or aspects of the experiences and create tableaux. 5. present tableau. 6. have general class discussion on tableaux for clarification, meaning and interpretation. 7. in two or more groups, combine their tableaux to create one idea or experience. 8. document experience in their journal. 	<ul style="list-style-type: none"> • Recalling past experiences • Relating experiences • Listening for information • Sharing of information • Creating tableaux • Discussing for clarification • Critiquing tableaux • Documenting 	<ul style="list-style-type: none"> • Experiences shared • Participation in group discussion • Tableaux • Group presentation • Oral critique • Journal entry
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret and use experiences to create tableaux? • document experiences? • critique peers' work? 	<p>Materials/Resources:</p>	

ACTIVITY PLAN

Focus Question 2.

How is dramatic narrative constructed?

Objectives:

Pupils will:

- suggest ways/ideas for the development of language for dramatic play.
- relate experiences clearly and accurately.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. guided by teacher, select a community in which drama will take place.2. identify place on map or create map of the community.3. decide on the main occupation of members of the community, e.g. farmers, fishermen etc.4. guided by teacher, discuss the culture of the community.5. take on individual roles, e.g. farmer, various village members etc. <p>Teacher will:</p> <ol style="list-style-type: none">6. take on role as village elder to identify particular concern of community, e.g. finding of an unusual plant on farm (teacher creates own idea for scenario). <p>Pupils will:</p> <ol style="list-style-type: none">7. take on individual roles, e.g. farmer, various village members etc. Use Forum Theatre style to identify the plant, discuss its medicinal properties and its importance to the villagers. <p style="text-align: center;">or</p> <ol style="list-style-type: none">8. take on role of farmers in a community plagued by thieves.	<ul style="list-style-type: none">• Identifying community for dramatic play• Mapping of community• Discussing for consensus• Identifying culture of a community• Role-playing• Decision making	<ul style="list-style-type: none">• Pupils' contribution to the creation of dramatic situation.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 9. participate in general discussion of ideas and problems. 10. document ideas through scripting of individual narrative.	<ul style="list-style-type: none">• Sequencing of ideas• Documenting of ideas	<ul style="list-style-type: none">• Participation in discussion• Script of individual narrative
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• contribute meaningfully to dramatic work?• role-play in Forum Theatre format?• script narrative?	<u>Materials/Resources:</u> Markers Pen Pencil Paper	

ACTIVITY PLAN**Focus Question 2.****How is dramatic narrative constructed?****Objectives:****Pupils will:**

- sustain role and language into improvisation.
- show range of language for dramatic play through the use of voice and language.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. guided by teacher, recall and discuss previous activity on medicinal purpose of plant. 2. review details recorded from Forum Theatre. 3. work in small groups using information to create choral speaking piece. 4. rehearse and present choral activity. 5. do class critique on groups' choral presentation. 6. work in groups to extend choral presentation into dramatic scenario. 7. make group presentations of scenario. 8. have discussion on presentation. 9. individually document scenario or write a story. 	<ul style="list-style-type: none"> • Recalling important details • Cooperating with peers • Creating choral work • Creating scenario • Performing choral work and scenario • Critiquing • Documenting scenario/writing story 	<ul style="list-style-type: none"> • Choral work and scenario • Dramatic presentation • Oral critique • Written work
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use information from previous lesson to create and present choral work? • document scenario or write individual story? 	<p>Resources/Materials:</p>	

ACTIVITY PLAN

Focus Question 3.
Objectives:

What is the relationship between my dramatic narrative and situation?

Pupils will:

- work cooperatively in group improvisation.
- show respect and trust for each other.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. share ideas for the creating of an improvisation, using the theme “The Witches’ Garden”. 2. identify various characters relating to “The Witches’ Garden”. 3. in groups, create tableaux of persons turned into stone having visited “The Witches’ Garden”. 4. discuss group presentations of tableaux for clarification and interpretation. 5. in groups, create improvisation based on “The Witches’ Garden”. 6. do group presentation of improvisation. 7. have class discussion for clarification, interpretation and appropriate use of language. 8. do individual documentation of impression of dramatic work. 	<ul style="list-style-type: none"> • Sharing of ideas • Cooperating with peers • Creating tableaux • Discussing for clarification • Interpreting tableaux • Creating improvisation • Performing improvisation • Documenting impressions 	<ul style="list-style-type: none"> • Pupils’ input into group work • Performance • Documentation of dramatic work
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • cooperate in the creation of group work? • create improvisation using information from previous activity i.e. “The Witches’ Garden”? • document personal impression of improvisation? 	<p><u>Resources/Materials:</u></p>	

ACTIVITY PLAN**Focus Question 4.****How do I transfer my imagination into reality?****Objectives:****Pupils will:**

- sustain role and language into improvisation.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. sit in a circle. Teacher initiates discussion on various ideas for dramatic work e.g. (a) The Sad Doctor i.e. The sad doctor who never gets patients because he is too sad (b) The Old Beggar i.e. The old man who had no family (c) The Hitch-Hiker i.e. The tourist who got lost on a hitch-hiking trip (d) The Sleepwalker i.e. The girl who walks in her sleep	<ul style="list-style-type: none"> • Co-operating • Sequencing dramatic work 	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 2. guided by teacher, brainstorm for ideas. 3. do group work for decision making through discussion and consensus. 4. report to large group and discuss decision made. 5. return to small group with ideas for group improvisation. 6. rehearse and present improvisation. 7. discuss, critique and evaluate presentation. 8. document improvisation.	<ul style="list-style-type: none">• Brainstorming for ideas• Sharing ideas• Cooperating with peers• Creating and performing improvisation• Critiquing improvisation• Documenting improvisation	<ul style="list-style-type: none">• Contribution to brainstorming• Improvisation• Written work
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• brainstorm for ideas?• create and present improvisation based on brainstorming ideas?• document improvisation?	<u>Materials/Resources:</u>	

LANGUAGE ARTS

LANGUAGE ARTS**GRADE FIVE**Unit Title: **WEATHER**Term: **TWO**Unit: **ONE**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:** How do I express and/or respond to:
1. the kinds of weather and the features associated with them?
 2. the idea of dressing for the weather?
 3. activities to suit the weather?
 4. effects of the weather on the environment?

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"> • outline processes, make explanations, ask directions in SJE. • give clear and appropriate responses to questions. • 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. • 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. 	<p>humid shimmering sizzle glare sunvisor evaporate perspire dawn twilight drizzle sprinkle squall soak downpour deluge overcast haze galoshes gusts gale spray breeze</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) • 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 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 favorite book or author.• enunciate smoothly and with clarity to convey meaning. • 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. • use appropriate reading strategies to locate information.• use table of contents, index.• use encyclopedia and directories.• use pictures, maps, diagrams. • use upper and lower case letter formation.• use cursive formation in legible style.	sail surf whip-up

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none">• Write to narrate, persuade and for a range of transactional purposes	<ul style="list-style-type: none">• spell words using phonetic and structural rules applicable to grade:<ul style="list-style-type: none">- 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, clam, listen.• select from a range of words to convey ideas.• identify and use the variety of vocabulary encountered in texts.• use synonyms, homonyms.• use suffixes. • generate ideas for writing.• produce and revise drafts.• contribute to and use simple checklists.• make simple comments after reading peer's 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.	

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 and use own sentences and patterns.• use collective nouns.• use subject/verb agreement including agreement with collective nouns.• use conjunctions, adjectives, noun substitutes.• identify and use prepositions, adverbs.• use appropriate verb tenses.• use the apostrophe in contractions and possessives.• use punctuation marks – semi-colon, quotation marks.• 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.<ul style="list-style-type: none">i) JC/SJE false homophones e.g. an/on, doze/those,ii) English pronoun substitutes for JC pronouns “mi”, ‘him’,iii) JC/SJE question forms.• differentiate between different types of spoken language.	

ACTIVITY PLAN

Focus Question 1. How do I express and/or respond to the kinds of weather and the features associated with them?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> using appropriate weather-related picture, suggest features of the weather illustrated. Use encyclopedia to find other information on weather. Share findings with whole class. as a whole-class exercise, map the characteristics of weather on a particular day. Make reference to the appearance of the sky and the landscape. Highlight words with “bl” blend e.g. bleak, blank, black. give an oral weather forecast using ‘bl’ words and other words from map. Use weather-related words with “sh”, “th” and other digraphs to make up jingles. make a collection of books, stories, poems, lessons in class readers which tell about weather. Use for reading across unit. working in small groups, pretend to be weather reporters and make a daily journal entry about weather conditions for the day. Show how weather-related words can be broken into syllables. make a list of compound words that relate to weather conditions, e.g. raincoat, waterboot. Break words into separate units. Write a paragraph using compound words. 	<ul style="list-style-type: none"> Observing/describing Researching Mapping Reporting Reading for information Recording Practising syllabication Identifying compound words 	<ul style="list-style-type: none"> Report on research Description Weather forecast Weather log Written paragraph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> locate and organize information? readily supply ideas for mapping? organize relevant information for forecast/report? give weather forecast? readily identify parts of compound words? 	<p><u>Materials/Resources:</u></p> <p>Resource package for unit Books, stories, poems, from private collections and libraries Lessons in class readers</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. read from LMW Yr. 2 Term 2 (a) "When it Rains" and "Windy Tree", (b) "A Bad Drought" or "Clouds" for fluency and enjoyment. Retell selected stories and share similar experiences.</p> <p>8. share experiences about flying kites. Write in sequence, steps in making a kite.</p> <p>9. use title "The Greatest Kite in the World" to make predictions about story of the same name. Identify and discuss unfamiliar words and phrases in story. Read story and compare with predictions. Reread story to clarify responses. Retell story.</p> <p>10. observe quotation marks at work in the story. Write something else Boysie and Michael might have said to each other. Use quotation marks.</p> <p>11. write a letter to a local television or radio station complaining about weather forecasts which do not happen.</p> <p>12. read the written drafts of their peer's work and make suggestions for: (a) further inclusions (b) changes in the order of presentation or any other changes that may improve the work.</p>	<ul style="list-style-type: none"> • Reading/recounting • Recounting, predicting identifying words • Observing, practising • Letter writing • Peer conferencing 	<ul style="list-style-type: none"> • Stories read/experiences recounted • Predictions made, unfamiliar words and phrases discussed • Dialogue created • Letter • Drafts discussed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use words and phrases discussed to derive meaning in reading? • use quotation marks correctly? • present points convincingly in letter? • help each other to improve their work? 	<p><u>Materials/Resources:</u></p> <p>Resource Package for Unit LMW Yr. 2 Term 2 LMW Story Time 3</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. in pairs read aloud sections of “Mr. Rain” or “Life Savers” (Dr. Bird Grade 4). In groups or individually, assume the roles of Patsy, Mr. Rain, and the narrator and read the story. Compose and respond to questions based on the story.</p> <p>14. observe and talk about metaphors as a means of making comparisons in the poems “The Wind” and “Fog”. Find metaphors in other poems and discuss the comparisons being made.</p> <p>15. read the prologue from “Drought” by Andrew Salkey, and make a journal entry in which they tell about drought in their area.</p> <p>16. as class exercise, correct all errors in a sample of student work.</p> <p>17. make personal list of difficult sight words encountered in the unit. Think of and share with class some ways to remember how to spell these. Add to list words with “ie” and “ei”.</p>	<ul style="list-style-type: none"> • Dramatic reading, asking and answering questions • Identifying and comparing metaphors • Establishing relationships • Identifying errors • Spelling correctly 	<ul style="list-style-type: none"> • Passage read, questions formulated • Discussion on comparisons and metaphors • Journal entry • Errors corrected • Word list
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read aloud so a listener can understand? • identify the comparisons being made? • write realistic description of drought? • compile list independently? 	<p><u>Materials/Resources:</u></p> <p>Dr Bird Series Bk. 21 Resource Package Andrew Salkey, <u>Drought</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>18. change sections of a given description of a weather condition and put in different words to create a picture of a different kind of day. Try to do the same activity on another given passage.</p> <p>19. find pictures which will stimulate discussions about weather situations. Use conjunctions such as “although”, “but” , “because” , “since” etc. in discussion. Write a paragraph using a number of the conjunctions.</p> <p>20. write down things they know about lightning. Write down things they would like to know. Do research about lightning to find answers.</p> <p>21. in small groups, choose a weather-related topic from science or social studies. Divide the topic into headings for paragraphs and web content for each heading. Write composition, observing paragraphs. Read each other’s work and make comments.</p>	<ul style="list-style-type: none"> • Substituting adjectives • Practicing use of conjunctions • Researching • Composing, reviewing 	<ul style="list-style-type: none"> • Adjectives changed • Paragraph • Research • Written composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • supply appropriate words to create change? • identify conjunctions and use them appropriately? • select and organize appropriate ideas? • generate many ideas for paragraphs? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2. **How do I express and/or respond to the idea of dressing for the weather?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss in their groups (and then as whole class) how they would prepare for the weather, if it had rained all night and they had to go to school. Make group presentations using SJE. 2. design an outfit suited to a particular weather condition, for entering a class fashion show called "Seasons", and present <ol style="list-style-type: none"> (a) a complete description of outfit including materials used, (b) personal details about designer (pupil) names, age, grade etc. 3. cut out a picture of someone who is dressed for weather of the kind not experienced here in Jamaica. Explain in writing what the person is wearing and suggest reasons for dressing in that way. Check for correct use of verbs and pronouns. 4. create an advertisement for a brand new boutique called "Clothes for Every Season" and tell about what they have in stock for their "Summer Collection" or their "Rainy Weather Collection". 	<ul style="list-style-type: none"> • Solving problems • Presenting ideas • Creating • Describing • Describing • Explaining, identifying • Persuading 	<ul style="list-style-type: none"> • Discussion • Data form with details of competitor and description of outfit • Explanation of mode of dress • Errors identified • Advertisement
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • articulate/explain the needs/problems each type of weather presented? • use SJE consistently in making presentations? • present ideas logically and clearly in writing? • use language effectively to create advertisements? 	<p><u>Materials/Resources:</u></p> <p>Picture of Eskimo or other cold climate dweller Picture of desert dweller</p>	

ACTIVITY PLAN

Focus Question 3. How do I express and/or respond to activities to suit the weather?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups; discuss what they would say, then write more lines for the poem, "On a hot, hot day/Mama says, 'Think cool'. Pay attention to rhyme and rhythm. 2. read the poem "The Kite", miming the actions of a flying kite. In groups or as a whole class, use all the verbs in the poem to make a similar poem. 3. give a choral presentation of poems on a weather condition, e.g., "Who Likes the Rain?", "The Wind", "Rainy Nights". Ensure proper voice modulation. 4. write a letter to a friend who is coming to Jamaica for the summer holidays, telling what they will do together. Proofread for letter format and punctuation. 5. make a paper hat for shade from the sun on the beach, or a paper boat to sail in water after the rain. Write down how you did it by indicating each step. Sing a song about rain or sunny weather while you work. 	<ul style="list-style-type: none"> • Discussing, composing • Reading, miming, composing • Presenting poem • Composing, proofreading • Giving instructions 	<ul style="list-style-type: none"> • Poem • Poem read • Poem composed • Choral presentation • Letter • Hat or boat • List of instructions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read poems with enjoyment and easily suggest new lines? • show understanding of poems in choral presentation? • write letters containing more interesting information? • write steps logically in clear language? 	<p><u>Materials/Resources:</u></p> <p>Newsprint, cardboard, scissors Resource Package LMW Story Time 3</p>	

ACTIVITY PLAN

Focus Question 4. How do I express and/or respond to effects of the weather on the environment?

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. write a letter to a friend describing an experience with very bad weather, including the hardship encountered because of the weather. Find weather-related words with the silent letters “w”, “k”, “d”, “e” “t”, and syllabicate words with double-letter combinations e.g. “sunny”, “foggy”, “drizzle”. 2. read and respond to meaning and feeling in the poem “Rain” “ by Bryan Lee. Look for words and phrases that appeal to the senses and say how they work. 3. in groups make up a dub poem entitled “Weather Man Blues,” and present to class. 4. make a journal entry that tells about going home from school after heavy rain. 5. make a list of ways in which they can save or conserve on water if there is a drought in their community. 6. investigate the meanings of the metaphoric expressions: <ol style="list-style-type: none"> (a) wake up on the sunny side, (b) get into hot water, (c) the sun will come out tomorrow, (d) struck by a bolt of lightening. Collect and share other commonly used expressions related to the weather. 	<ul style="list-style-type: none"> • Identifying, practising syllabication • Analyzing • Writing creatively • Composing • Identifying solutions • Distinguishing between literal and figurative language 	<ul style="list-style-type: none"> • Letter • Silent letters identified syllabication practised • Discussion • Dub poem • Journal entry • List of suggestions • List of meanings of figurative expressions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make use of their experiences? • identify sense words and make appropriate comments? • suggest ways to conserve water? • add to the number of expressions they understand? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. talk about the work that adjectives and adverbs do in sentences. Use adjectives and adverbs to describe the day's weather.</p> <p>8. give an account of what happened on an occasion when the wind was very disruptive.</p> <p>9. as a whole class exercise, do chalkboard corrections of student sentences that have errors of a particular type e.g. verb tense. Write corrected sentences in their exercise books.</p> <p>10. practice to pronounce and use in context false homophones like day/they, dear/there, doze/those. Keep adding to list.</p> <p>11. observe the wind at work on a very windy day. Think of prepositions that can be used in referring to the situation e.g. "against doors", "under roofs", "above treetops". Write about their observations using as many prepositions as possible.</p>	<ul style="list-style-type: none">• Understanding and using adjectives and adverbs• Describing• Identifying errors• Distinguishing differences• Understanding prepositions	<ul style="list-style-type: none">• Description• Account of incident• Corrected sentences• Chart with false homophones• Written accounts
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• comment on the effect of adverbs and adjectives?• give a logical account?• make necessary corrections?• recognize differences between false homophones?• use prepositions without difficulty?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. translate into English one stanza of a popular folk song about weather. Check changes made to verbs or nouns or pronouns.</p> <p>13. plan a story in which the weather plays an important part. Web ideas around “who?”, “what?”, “when?”, “where?”. Write the story. Give it a title.</p> <p>14. have their peers read stories (above) and suggest changes. Rewrite story and proofread in pairs for verb tense, spelling and punctuation.</p> <p>15. select a number of words relating to weather. Find synonyms and antonyms for these words and use them to write one-sentence bulletins. Write in legible upper and lower case and post them on classroom walls.</p>	<ul style="list-style-type: none">• Contrasting• Writing creatively• Editing and proofreading• Writing legibly	<ul style="list-style-type: none">• Translation• Story• Re-written story• Display sentences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• identify the differences between verb, noun or pronoun changes in Creole and English?• readily generate ideas for writing?• write neatly and legibly?	<p><u>Materials/Resources:</u></p>	

LANGUAGE ARTS**GRADE FIVE**Unit Title: **THE FOOD WE EAT**Term: **TWO**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do I talk and write about the endless variety of foods we eat?
2. How do I talk and write about Jamaican dishes and dishes from around the world?
3. What can I say about dining out and food at celebrations?
4. What can I say or write about food preparation and learning to cook?

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"> • outline processes, make explanations ask directions in SJE. • give clear and appropriate responses to questions. • 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. • identify 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. 	seasonal seasoned dine spicy spices bland nutritious bulk festive meals diet seafood dairy products cloy beverage dish diabetes grill stew steam roast marinate desserts sweet meals ground provision

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 • Use recognizable handwriting and appropriate spelling and vocabulary 	<ul style="list-style-type: none"> • identify and use ideas, information at the: <ul style="list-style-type: none"> (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 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. • use appropriate reading strategies to locate information. • use table of contents, index. • use encyclopedia and directories. • use pictures, maps, diagrams. • use upper and lower case letter formation. • use cursive formation in legible style. • spell words using phonetic and structural rules applicable to grade: <ul style="list-style-type: none"> - 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) 	<p>tasty delicious appetizing brackish taste bitter sweet snack broil jerk food basket</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none">• Write to narrate, persuade 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">- words with silent w, k, b, l, t, as in write, knife, lamb, calm, listen. • select from a range of words to convey ideas.• identify and use the variety of vocabulary encountered in texts.• use synonyms, homonyms.• use suffixes. • 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.• explain the purpose of, and be able to write letters, stories, reports etc.• contribute to the process of note taking from teacher talk. • demonstrate language awareness and the conventions of spoken and written language.• demonstrate ability to generate and use own sentences and patterns.• use collective nouns.• use subject/verb agreement including agreement with collective nouns.• use conjunctions, adjectives, noun substitutes.• identify and use prepositions, adverbs.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
	<ul style="list-style-type: none">• 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.<ul style="list-style-type: none">i) JC/JSE false homophones e.g. an/on; doze/those.ii) JC/SJE question forms.iii) English pronoun substitutes for JC pronouns ‘mi’, ‘him’.• differentiate between different types of spoken language.	

ACTIVITY PLAN

Focus Question 1. **How do I talk and write about the endless variety of foods we eat?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss <ol style="list-style-type: none"> (a) the importance of food to people. (b) types of food for different meals and age groups. (c) special foods – those people like and those eaten to keep healthy. 2. name their favourite fruit/dish. Give a brief description using all the senses and say what about it particularly appeals to them. 3. discuss in groups the importance of different food groups in the human diet and report to whole class in SJE. 4. have a group discussion on what is most powerful in attracting us to food – is it taste, appearance or smell? Discuss and record in small groups. 5. make up/collect riddles related to foods and share with the class. Write out riddles. Check punctuation. 	<ul style="list-style-type: none"> • Discussing food choices • Categorizing foods • Describing and stating preference • Making comparisons • Organizing information • Discussing based on experience • Writing • Supplying reasons for choice • Collecting and developing riddles 	<ul style="list-style-type: none"> • Discussion, generation of information about food • Description of preferences • Information on food groups • Riddles
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe their favourite food using SJE? • express food preferences clearly, using SJE? • clearly express information on food groups orally and in written form? • develop menus and riddles? 	<p><u>Materials/Resources:</u></p> <p>Labels of food products Recipes Books Newspapers</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. imagine that the menu at the school canteen is being re-organized to make the school lunches more nutritious and healthful. In groups, make separate lists of food items which should be omitted, retained or added. Give explanations for the decisions taken. Use SJE only.</p> <p>7. in groups, discuss and create advertisement for a food item that they plan to sell or to produce. Make sure the advertisement includes all the nutritional information that the consumer needs to choose foods wisely.</p> <p>8. listen to/say and dramatize poems related to food and identify rhyming words. Clap to the rhythm and put to music e.g. "Market Woman", "Jamaica Markets".</p> <p>9. read Doctor Bird story "Sweet, Sweet Mango Tree" or poem "The Pig's Tale" and do dramatic re-telling. Two groups can try and the other students be the judges of the performance and answer questions at various levels.</p>	<ul style="list-style-type: none"> • Analyzing • Selecting foods • Giving explanations • Discussing • Selecting • Creating advertisements • Listening to poems • Modulating voice • Identifying rhyming words • Interpreting character • Making dramatic presentation • Organizing • Interpreting • Evaluating • Responding to questions 	<ul style="list-style-type: none"> • Menu/lists • Advertisements • Choral presentation • Rhyming words • Dramatic presentation • Response to questions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce lists/menu? • create advertisement? • respond to questions? • identify rhyming words? • make dramatic presentation? 	<p><u>Materials/Resources:</u></p> <p>"Sweet, Sweet Mango Tree" - Dr. Bird Series Resource Package</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. collect pieces of writing related to the theme food – plays, narratives, ballads, e.g. “The Pig’s Tale” or “Song of the Banana Man”. Read, assuming character roles. Dramatize and read to class observing voice intonation, body language, pausing etc. Rewrite poem in story form from the pig’s point of view, etc.</p> <p>11. read informational/expository material that is food related, from various sources. Students may be asked to comment on the amount of detail given and what other details are needed for understanding; re-write sections, changing certain words or the style in general; express views on the information presented, etc.</p> <p>12. read various material, magazines, labels, cookbooks, advertisements, special articles, shopping guides etc. on food related topics to get information. For example, information on:</p> <p>(a) calorie count, ingredients, expiry dates, manufacturer’s name and address, net weight, net content,</p> <p>(b) new , economical and quick ways of preparing food,</p> <p>(c) storage and preservation of foods,</p> <p>(d) different methods of cooking particular foods.</p> <p>Produce booklets on b, c and d. Pay attention to how punctuation marks are used in texts e.g. , ; . ?.</p>	<ul style="list-style-type: none"> • Role-playing • Analyzing content • Information gathering • Writing • Comprehending • Reading • Finding information • Observing and using punctuation marks • Writing booklets 	<ul style="list-style-type: none"> • Dramatic reading • Comprehension exercise • Story • Specific items of information • Punctuation marks • Booklets
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use information in poem creatively to write story? • produce booklets and charts? • dramatize and read in character roles? • comprehend in order to rewrite? • use punctuation correctly in writing tasks? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. give simple instructions on how to grow any food crop.</p> <p>14. make up a dialogue in which a buyer and a vendor argue over the quality and price of some goods. Distinguish between Creole and SJE words.</p> <p>15. make up a story with the title “Thief in the Market”! Make sure it sounds real and includes a description of the market scene – the sounds and smells, the look and taste they associate with the produce. Distinguish between Creole and SJE words confused in stories e.g. at/hot. Make word families of homophones e.g. peace/piece, from words used in stories. Emphasize spelling of words.</p> <p>16. write a short article for a Shoppers Notice Board recommending that shoppers to try a new variety of fruit or vegetable. Check for spelling and punctuation.</p> <p>17. make an alphabet of fruits or vegetables, or make a picture dictionary of fruits and vegetables. Pay attention to correct spelling e.g. double letters (e.g. cabbage) hard and soft c, g.</p> <p>18. do research on the importance of the sea in providing food for humans. Write up this information in report form as a class activity. Read to peers and make suggestions for improvement.</p>	<ul style="list-style-type: none"> • Giving instructions • Writing dialogue • Using vivid details • Persuading/exploring • Information gathering • Organizing information • Revising drafts 	<ul style="list-style-type: none"> • List of instructions • Dialogue • Completed story • Article • Picture dictionary • Alphabet card • Report
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • gather and organize information to create dialogue? • comment on each other’s work? • use vivid descriptions in story? • write article with correct spelling and punctuation? • research and report on the importance of the sea as a source of food? • create alphabet or picture dictionary of fruits/vegetables? 	<p><u>Materials/Resources:</u></p> <p>Appendix I. Bite In Bk. 1 Sunsong Bk. 1 Readers Bks. II and V</p>	

ACTIVITY PLAN**Focus Question 2. How do I talk and write about Jamaican dishes and dishes from around the world?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> find adjectives including unusual ones to describe food or particular dishes. Use them to form positive, comparative, superlative. e.g. cloying, more cloying, most cloying. in groups make collections of stories from around the world on the subject of food. Read aloud any story they have that other groups do not have. find and copy accurately a recipe for banana cake etc. Write in good cursive. create poems, etc. about foods and illustrate them. collect food related pictures which portray collective nouns. Use them to produce reading materials with emphasis on subject verb agreement. Research to find other collective nouns. 	<ul style="list-style-type: none"> Sorting Classifying Making comparisons Reading aloud Transcribing accurately Writing creatively Sorting Classifying Making comparisons Reading aloud Sequencing details 	<ul style="list-style-type: none"> Comparison of adjectives Collection of stories read Recipe, written legibly Reading materials produced Using collective nouns
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> identify adjectives and form degrees of comparison? read to convey meaning to the listener? form cursive letters? identify and use collective nouns correctly? 	<p><u>Materials/Resources:</u></p> <p>Recipe Books Primary Social Studies Bk. 4 Encyclopedia Story Books</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. read in an encyclopedia what is written about breadfruit. Make up a new entry for the encyclopedia on any food of their choice. Have a classmate check the information for accuracy. Use checklist.</p> <p>7. make a collection of food songs. Sing, tap rhythm and dance to each e.g., “Mango Time,” “Sammy Plant Piece A Corn,” “Carry Mi Ackee Go A Linstead Market”. Do an oral and written translation in SJE.</p> <p>8. explain to a visitor to the island, terms associated with Jamaican food/food preparation e.g. jerk.</p>	<ul style="list-style-type: none"> • Reading for information • Researching • Locating information • Developing materials • Revising/editing • Making anthology • Making translations • Giving definitions 	<p>Encyclopedia entries</p> <ul style="list-style-type: none"> • Translation • Written presentation in SJE • Definition / description
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the appropriate sentence patterns for encyclopedia entries? • do translations in SJE? • give clear description on the preparation of a Jamaica food? 	<p><u>Materials/Resources:</u></p> <p>Recipe Books Primary Social Studies Bk. 4 Encyclopedia Story Books</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. having spent the whole summer with an aunt whose cooking was outstanding, write a letter praising her cooking. Pay special attention to food related adjectives. Read and discuss with peers. Revise, rewrite.</p> <p>10. build vocabulary using food related words e.g. words with silent letters e.g. salmon, lamb; word families – bake, baking; words of foreign origin e.g. recipe.</p> <p>11. collect and write on display chart, proverbs or sayings associated with food, both in SJE and in Creole. Discuss their meanings. Write SJE versions of proverbs in Creole.</p> <p>12. find out the national and other dishes for some countries other than Jamaica. Select one and write about how one dish is prepared. Have mini display.</p>	<ul style="list-style-type: none"> • Writing descriptions • Practising letter writing • Revising written draft • Researching origin of food words • Building words • Translating • Linking dishes with countries • Locating • Organizing 	<ul style="list-style-type: none"> • Letter • Dictionary/scrapbook • Collection of proverbs / sayings • Names of dishes • Display • Instructions for preparation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show imagination in developing ideas in letter? • compile dictionary/scrap book of food related words? • collect proverbs/sayings associated with food? • organize information for display? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3. What can I say about dining out and food at celebrations?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> make up two skits: (a) main character being someone who is eating out at a restaurant for the first time. She is being “hoity toity” and giving the waiters a lot of trouble; (b) someone who displays acceptable behaviour. Use contractions and possessive forms. write a journal entry on the skit that was done. Include contractions and possessive forms. talk and write about an agricultural display they have attended e.g. agricultural show, harvest. Collect food samples for class display. Use collective nouns in their discussion e.g. hand of bananas, pod of peas, hill of yam etc. write a letter inviting their principal to be guest speaker at the class ‘Food Fair’. Make invitation cards for some schoolmates. Emphasize cursive in legible style. 	<ul style="list-style-type: none"> • Role-playing • Making comparisons • Developing setting and plot • Stating opinions/feelings • Using possessive nouns and contractions • Discussing an event to pool information • Using collective nouns • Displaying produce • Writing for display • Writing invitation – formal/informal 	<ul style="list-style-type: none"> • Skit • Script • Use of contractions • Journal entry • Use of collective nouns • Letter • Invitation cards
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • develop script and act? • write contractions correctly? • make journal entry on skit produced? • participate in discussions using collective nouns? • write letters and invitation cards? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. play a word game in which teacher/pupils supply a food name and pupils supply another word to make it a compound word (e.g. cane – canefield). 6. review difficult to spell words that have been used throughout the unit. They may consult checklists, word wall, recipes or personal dictionaries that they compiled.	<ul style="list-style-type: none">• Developing vocabulary • Reviewing the spelling of words with irregular patterns	<ul style="list-style-type: none">• List of compound words • Spelling review
Evaluation: Were pupils able to: <ul style="list-style-type: none">• complete list of compound words?• spell words with irregular patterns?	Materials/Resources: Bible: Matt. 14:14-23 Primary Social Studies Bk. 4	

ACTIVITY PLAN

Focus Question 4. What can I say or write about food preparation and learning to cook?

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. write about the best/worst meal they have had. Pay attention to past tense verbs. 2. make a list of all the different ways they know to cook e.g. baking, frying and grilling. Write clear instructions (and number the steps) on how to make their favourite meal, drink or cake. 3. do dramatic reading (Readers Theatre) of the story "Maggie's Wish". 4. collect and compare writing samples of different genres (writing styles) relating to food (e.g. recipes, Bible – Elijah and the Shunnamite Woman, poems, tables and diagrams e.g. Primary Social Studies Bk. 4. P.16, <u>The Farmer's Guide</u>, newspapers.). 	<ul style="list-style-type: none"> • Evaluating • Using past tense • Giving instructions • Selecting appropriate voice intonation • Representing character • Interpreting diagram • Recognizing different styles of writing 	<ul style="list-style-type: none"> • Written account • List • Dramatic presentation • Samples of writing
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write using past tense verbs consistently? • compile list? • read different parts of the story dramatically? • compare writing styles? 	<p><u>Materials/Resources:</u></p> <p>Dr. Bird Series Bks. 28, 26 Primary Social Studies Bk. 4, pg. 16 Browne, W. et al <u>Primary Social Studies Bk. 4, Carlong</u> NIV or Good News Bible</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. give an oral report to their youth club leader / teacher / principal after going on a field trip to a large farm/processing plant etc. 6. make a shopping or supermarket list for their family taking into account preferences, age group etc. of the members. Add prices – use newspapers, flyers etc. Check for spelling and use of possessives. 7. select a variety of themes and related passages and create activities such as cloze procedure (key words deleted). Make use of context clues.	<ul style="list-style-type: none">• Note taking• Presenting report • Compiling lists and observing costs • Using verb tense• Using context clues	<ul style="list-style-type: none">• Notes• Report • Shopping list• Costing • Completed exercise
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• give oral report?• follow a given pattern for developing lists?• compile and compare shopping lists?• create suitable activities, making use of context clues?	<u>Materials/Resources:</u> Recip. books Newspapers	

MATHEMATICS

MATHEMATICS**GRADE FIVE**Unit Title: **NUMBER**Term: **TWO**Unit: **ONE**Duration: **FOUR WEEKS**

- FOCUS QUESTIONS:**
1. In what ways can sets be represented?
 2. How can I apply multiplication and division to larger numbers?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Model patterns, expressions and number relationships using concrete objects • Make and interpret Venn diagrams • 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"> • identify and distinguish between counting, whole, odd, even, prime, composite and fractional numbers. • read and write symbols in the Roman system of numeration to represent numbers up to one thousand. • describe a set including the empty set. • name any set using braces. • name and list members in the intersection or union of two sets. • draw diagrams to show the intersection or union of two sets. • solve problems requiring division, writing the answers in mixed form where necessary. • divide a four-digit number by a one, two or three digit number, including instances when zero is a digit in the quotient. • make estimates for division examples and use them to judge the reasonableness of answers. • check answers to division examples by use of multiplication. • read and write whole numbers up to eight digits. • round a number to the nearest ten, hundred or thousand. • use estimates when multiplying to judge the reasonableness of products. 	<p>Venn diagram union of sets intersection of sets empty sets counting numbers composite</p>

ACTIVITY PLAN**Focus Question 1.****Objectives:****In what ways can sets be represented?****Pupils will:**

- describe a set including the empty set.
- identify and distinguish between counting, whole, odd, even, prime, composite and fractional numbers.
- name any set using braces.
- name and list members in the intersection or union of two sets.
- draw diagrams to show the intersection or union of two sets.
- read and write symbols in the Roman system of numeration to represent numbers up to one thousand.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss, manipulate and describe sets which have some common elements. Use examples from pupils experiences such as “Activity 5-1” in the “Primary Mathematics Teachers’ Guide”. 2. list elements and use braces to show : <ol style="list-style-type: none"> (a) intersection with stress on the word “AND” e.g. the elements in set A and set B. (b) union with stress on the word “OR”. 3. draw Venn diagrams, label and insert elements to show unions and intersection of two sets. 	<ul style="list-style-type: none"> • Listing members of sets • Constructing and interpreting Venn diagrams 	<ul style="list-style-type: none"> • List of elements • Venn diagrams
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the braces correctly in listing elements of sets? • list the elements in the union/intersection of sets? • correctly describe the union/intersection of sets? • draw the Venn diagram and insert the elements correctly? 	<p><u>Materials/Resources:</u></p> <p>“Primary Mathematics Teachers’ Guide” “Activity Booklet 4-6”</p>	

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. discuss and cite examples of empty sets. e.g. "Pupils in my class who are forty years of age".</p> <p>5. work individually as well as in pairs to draw/list/describe intersections and union of sets. Describe/draw/list the sets given by their peers.</p> <p>6. work in groups to research Roman numerals as a set of numbers; report, discuss and compare these numerals/symbols with respect to their values and how they are used.</p> <p>7. work in pairs: write numerals, exchange papers, convert to Roman numerals and vice versa. For assessment use a cross number puzzle.</p>	<ul style="list-style-type: none"> • Identifying examples • Drawing and listing sets 	<ul style="list-style-type: none"> • Examples of the empty set • Descriptions (oral and written) of sets • Puzzles
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give examples of the empty set? • set and solve cross number puzzles using Roman numerals as the clues? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

How can I apply multiplication and division to larger numbers?

Objectives:

Pupils will:

- solve problems requiring division, writing the answers in mixed form where necessary.
- divide a four-digit number by a one, two or three digit number, including instances when zero is a digit in the quotient.
- make estimates for division examples and use them to judge the reasonableness of answers.
- check answers to division examples by use of multiplication.
- read and write whole numbers up to eight digits.
- round a number to the nearest ten, hundred or thousand.
- use estimates when multiplying to judge the reasonableness of products.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. work in groups to solve real world problems which involve sharing quantities resulting in remainders or parts of the whole. Record and discuss the results to develop algorithms and presentations of the division which result in mixed numbers. For assessment use "Activity Booklet 4-6", pp. 202. check results by using a calculator and discuss the values of the decimal fraction.3. give approximations to multiplication and division problems, rounding off answers appropriately. For assessment use "Activity Booklet 4-6", pp. 21-22.4. check the results by the use of the calculator and by multiplication.	<ul style="list-style-type: none">• Sharing quantities• Developing algorithms • Manipulating the calculator • Approximating the result• Rounding numbers • Checking answers	<ul style="list-style-type: none">• Division grid • Completed division wheel
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• fill in the appropriate numbers to satisfy a given division rule in the division grid?• find the missing factors to complete the division wheel?	<p><u>Materials/Resources:</u></p> <p>"Take It And Make It" Calculator Cardboard</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. use activities from “Activity Booklet 4-6”, pp. 1-5, to examine various algorithms used for multiplication (enrichment). (These will give practice in different methods of multiplication and develop an appreciation for more than one method). “Take It and Make It”, pp. 38-39 demonstrates how to make Napier’s Bones used for multiplication.</p> <p>6. discuss hundreds, thousands and millions as they read large numbers.</p> <p>7. convert large numbers (up to eight digits) from words to numerals and vice versa.</p>	<ul style="list-style-type: none">• Converting words to numerals and vice versa	<ul style="list-style-type: none">• Solutions to problems• Computations (written and oral)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• solve problems correctly?• demonstrate accuracy in their computations?	<p><u>Materials/Resources:</u></p> <p>“Activity Booklet 4-6”</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **MEASUREMENT**Term: **TWO**Unit: **TWO**Duration: **THREE WEEKS****FOCUS QUESTION:** When and how do I use the different units of area?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• 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">• compute the measurement of the area of rectangular regions using the square centimetre or square metre as unit.• develop the relationship between units of length and units of area.• differentiate between the use of the square centimetre, the square metre and the hectare in measurement situations.• solve problems based on computing the measurement of the area of a rectangular region.• find the area of polygons by counting squares.• draw and use diagrams to clarify information in word problems and aid in their solution.• identify data essential for the solution of a problem.	square centimetre (cm ²) square metre hectare polygon isosceles triangle right angled triangle

ACTIVITY PLAN

Focus Question: When and how do I use the different units of area ?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> review the concept of area using activities such as “Foot Activities” from the RU – “Collections 3-6”, pp. 113-128; in which they trace their feet on squared centimetre paper and estimate, compare, then find the area of their feet. explore the area of polygons by counting squares and using information in real world problems as described in: (i) RU – “Polyhedrville”, pp. 17-24 and (ii) “Caribbean Primary Mathematics” - Level 5, pp. 32-33 and 107. discuss any pattern seen, involving the lengths of sides, in finding the area of rectangles, triangles and squares. discuss and compare areas of small regions (e.g. in diagrams) with large regions in the real world. research and report on units which could be used for very large areas, such as, area of a farmer’s land, to bring out the use of the square metres and hectares. work in groups to solve real life problems (composed by teacher/classmates) involving large/small areas and the three basic shapes: rectangle, square and triangle. With teacher, develop/use problem solving skills such as drawing sketches, picking out relevant information and applying knowledge of patterns. 	<ul style="list-style-type: none"> Estimating, approximating and measuring areas Exploring area concept Computing areas Investigating patterns for finding areas Reasoning from information given in worded problems 	<ul style="list-style-type: none"> Area of squares, rectangles and triangles Reports on the use of units Solutions of problems
<p><u>Evaluation:</u></p> <p>Were the pupils able to:</p> <ul style="list-style-type: none"> count squares correctly especially for shapes which involve parts of a square unit? produce information about the correct use of square centimetres, square metres and hectares? select the essential data to compute the area of shapes described in the problem? 	<p><u>Materials/Resources:</u></p> <p>RU - “Collections.3-6” RU - “Polyhedrville” “Caribbean Primary Mathematics” - Level 5</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **GEOMETRY**Term: **TWO**Unit: **THREE**Duration: **THREE WEEKS****FOCUS QUESTION:** What are the links between the properties and names of geometric shapes?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Describe the relationships between and among geometric figures and explain spatial relationships	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">model regular/irregular polygons (with up to 12 sides) and circles.identify opposite and adjacent sides of a quadrilateral.identify the conditions which make a triangle right, equilateral, isosceles or scalene.distinguish between similar and congruent figures (especially triangles).	faces polyhedron polyhedra hexagon congruent rhombus trapezium trapezoid nets similar

ACTIVITY PLAN

Focus Question: What are the links between the properties and names of geometric shapes?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine various polygons and record their properties in terms of: <ol style="list-style-type: none"> a. sides – number, size and position, b. angles – number and size, c. diagonals – number and size. Examples of these activities are to be found in: <ol style="list-style-type: none"> (i) RU – “Polyhedraville” pp. 25-43 and pp. 55-67. (ii) “Activity 5-8” from the “Primary Mathematics Teachers’ Guide”. (iii) “Caribbean Primary Mathematics” - Level 5, pp. 105-106. 2. use polygons to make nets of solids which are polyhedra and discuss how these solids can be used in everyday life. Make a list of these. (Activities from (ii) above and “Caribbean Primary Mathematics”, pp. 38-39 will be very useful). 3. work in groups to develop a colony (village, town) using the polyhedra. 4. from a set of shapes (models, drawing, or real objects) select those which have the same shape (are similar) then from the set of similar shapes group those which are of the same size (congruent). 5. discuss and describe (written or orally) the common properties for similarity and congruency. 6. complete the puzzles: “Find a shape word” and “Geo-puzzle” in “Activity Booklet 4-6”, pp. 28-29. 	<ul style="list-style-type: none"> • Classifying shapes • Constructing shapes • Drawing polygons • Developing spatial sense • Identifying and comparing shapes 	<ul style="list-style-type: none"> • Nets of solids • List • Model of a colony • Description of the properties of polygons • Completed puzzles
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the nets of given solid shapes? • list examples of where these polygons may be found in the real world? • use polyhedra to create a colony? • describe at least one property of a given polygon? • locate hidden names of polygons from the puzzle? 	<p><u>Materials/Resources:</u></p> <p>“Primary Mathematics Teachers’ Guide” RU - “Polyhedraville” “Caribbean Primary Mathematics” - Level 5 “Activity Booklet 4-6” - puzzle, sticks, straws, strips</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **ALGEBRA**Term: **TWO**Unit: **FOUR**Duration: **TWO WEEKS****FOCUS QUESTION:** What are the values that would make n-sentences true or false?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Identify and explain basic algebraic concepts • Use open sentences to express relationships among quantities, model and explain the solution of simple equations, using diagrams and concrete materials 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • investigate the order of operations when evaluating algebraic expressions. • find 'n' in an open mathematical sentence using addition or subtraction with or without the use of brackets. • find 'n' when 'n' represents an addend or sum in a mathematical sentence with fractional numbers including mixed numbers. • use the symbols $<$, $>$, $=$, \neq in number sentences. • use substitution in formulae to solve word problems. • use algebraic sentences in solving word problems. 	<ul style="list-style-type: none"> is equal to is greater than is less than is not equal to algebraic statements expressions sentences order of operations substitution simplifying

ACTIVITY PLAN

Focus Question: What are the values that would make n-sentences true or false?


PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. play games which involve more than one operation in the writing of algebraic statements, sentences and/or expressions, an example of which is in “Activity 5-9” in the “Primary Mathematics Teachers’ Guide”. 2. experiment with finding the results of numerical problems involving at least two operations (with or without brackets) involving fractional numbers - include mixed numbers e.g. $3(6 + 5)$, $8 \frac{1}{2} - 2 + 3$, $2 \times 7 + 4$. 3. discuss various answers and methods and note situations in which the same result is obtained for a given problem by different methods. 4. be encouraged to generalize so as to arrive at the rules for the order of operations. 5. apply these rules to algebraic expressions. 6. substitute values for letters to review the use of the symbols: $<$, $>$, $=$, \neq and to make statements true, examples of which are in the game “value of words” pp. 68-69 in “Activity Booklet 4 – 6”. 7. write some algebraic (open/closed) sentences from story problems involving the use of the four symbols in Activity 5 above, for example $n + 6 > 12$, $f + 3 \neq 8$. 	<ul style="list-style-type: none"> • Simplifying expressions • Reasoning through problem solving processes • Exploring rules • Substituting values for letters • Equating equivalent situations and numerals 	<ul style="list-style-type: none"> • Algebraic statements/sentences • Generalizations • Computations/substitutions • Correct use of symbols
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write at least three algebraic sentences/expressions from a given situation? • state/explain the order of operations in a given expression? • substitute values for letters and compute accurately to make statements true? • insert the symbols $>$, $<$, $=$, \neq to make statements true? 	<p>Materials/Resources:</p> <p>“Primary Mathematics Teachers’ Guide” “Activity Booklet 4-6”</p>	








MUSIC

MUSIC**GRADE FIVE**Unit Title: **SIGNS, SYMBOLS AND CUES**Terms: **TWO/THREE**Units: **ONE/TWO**Duration: **FOURTEEN-SIXTEEN WEEKS****FOCUS QUESTIONS:**

1. How can musical signs, symbols and cues help me to learn/interpret 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 or 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 range of conducting cues in performing classroom music in rehearsal or for an audience • Perform vocal and instrumental music by reading simple scores (traditional or alternative notation) • Respond to live or recorded music in relation to the interpretation of traditional or alternative scores/symbols/notations 	<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. • interpret (read and respond to) alternative or traditional symbols with increasing facility, when rehearsing/performing classroom pieces. • follow a score while listening to a piece of music in order to develop eye/ear coordination. • select appropriate symbols to match sounds listened to (e.g., simple rhythm or pitch sequences). • compare/distinguish patterns heard in relation to visual stimuli. 	<ul style="list-style-type: none"> crescendo/decrescendo <i>dynamics</i> notate notation symbols written symbols body percussion live/recorded music alternative/traditional notation cues score arrange sound collage rhythm sequences pitch sequences interpret

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Manipulate a variety of symbols (traditional or alternative) to notate their own compositions/arrangements or other sound sequences encountered in their environment 	<ul style="list-style-type: none"> use suitable symbols to represent/notate their own compositions/arrangements (e.g., a sound collage, a 5-pitch tune, a 2-bar rhythm, an answering phrase in a song). notate specific characteristic sound patterns/sequences listened to by using alternative or traditional symbols, e.g. <p>a <i>punctual</i> sound ●</p> <p>a <i>continuous</i> sound —————</p> <p>an <i>iterative</i> (repeated) sound ● ● ● ●</p> <p>a <i>sustained</i> sound ● —————</p> <p>a <i>dampened</i> (stopped) sound ● ————— </p> <p>a tremolo </p> <p>[alternative symbols]</p>	<p>visual/aural stimuli answering phrase punctual sound <i>continuous</i> sound <i>iterative</i> sound <i>sustained</i> sound <i>dampened</i> sound <i>tremolo</i> texture frequency pitch pitch passage pace duration scale stance style/idiom/period mood work song lullaby revival music visual/aural experience symbolism moveable <i>doh</i></p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Perform/conduct performance of their own compositions/arrangements from their own scores 	<ul style="list-style-type: none"> use alternative or traditional symbols to represent musical elements, e.g., texture - <ul style="list-style-type: none"> a)  b)  pitch -  pace -  dynamics - a)  <ul style="list-style-type: none"> b)  duration/rhythm - <ul style="list-style-type: none"> 2  <ul style="list-style-type: none"> perform or conduct performance of scores/notation of their own compositions/arrangements for an audience. critique/discuss the performance/rehearsal of their own compositions or those of their peers. make an audio/video recording of their performance. 	

ACTIVITY PLAN**Focus Question 1.**

How can musical signs, symbols and cues help me to learn/interpret 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 rehearsal/performance.
- interpret (read and respond to) alternative or traditional symbols with increasing facility, when rehearsing/performing classroom pieces.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. perform classroom music, with or without a score, responding with increasing assurance to a range of cues (e.g., starting/ending, getting louder/softer, getting faster/slower, pausing). 2. perform for their peers and other audiences, using appropriate expression, stance, movement to show understanding of style, idiom and period, e.g., performing a Jamaican <i>digging song</i> as against a <i>lullaby</i>, a <i>revival chorus</i> or a <i>European art song</i>. 	<ul style="list-style-type: none"> • <i>Performing</i> vocal and instrumental music • <i>Responding</i> to cues • <i>Performing</i> for an audience 	<ul style="list-style-type: none"> • Performance • Aural/physical response • Performance/demonstration • Interpretation/delivery

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. perform simple music (vocal or instrumental) from notation (alternative or traditional), e.g., playing a scale passage on the recorder or singing a 3-pitch tune (using a <i>moveable doh</i>) -</p> <p>a)  Doh Re Me Me Re Me Doh</p> <p>b)  Doh Doh Re Re Me Re Doh</p>	<ul style="list-style-type: none"> • <i>Performing</i> from a score 	<ul style="list-style-type: none"> • Visual/aural response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform classroom music, with or without a score, responding appropriately to cues for starting/ending, etc? • perform simple vocal or instrumental music from notation with reasonable fluency and assurance? • emphasize/portray differences in style, idiom and period while performing for their peers and other audiences? 	<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 Pupil demonstrators (performers) Electrical/battery facilities</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:

- follow a score while listening to a piece of music, in order to develop eye/ear co-ordination.
- select appropriate symbols, to match sounds listened to (e.g., simple rhythm or pitch sequences).
- compare/distinguish patterns heard in relation to visual stimuli.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to a piece of music (live or recorded) while following a score, and respond to questions and cues that relate to the visual/aural experience. 2. listen to and notate basic sound patterns/sequences used in descriptive examples, employing alternative or traditional notation, e.g., <ul style="list-style-type: none"> (a) footsteps getting softer in the rain -  <ul style="list-style-type: none"> (b) a siren approaching and passing -  	<ul style="list-style-type: none"> • <i>Listening</i> to live or recorded music while <i>following</i> a score • <i>Notating</i> sound sequences 	<ul style="list-style-type: none"> • Visual/aural/physical response • Score/notation

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. listen to live or recorded music while following a score, in order to fill in the missing symbols for sound patterns heard. 4. listen to simple live or recorded musical examples and translate sounds into written symbols (traditional or alternative).	<ul style="list-style-type: none"> • <i>Relating</i> symbols and sounds • <i>Translating</i> sounds into written symbols 	<ul style="list-style-type: none"> • Visual/aural response • Aural response/symbolic representation
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • follow a score fluently while listening to music? • respond appropriately to questions or cues related to music listened to? • represent/notate basic sound patterns heard in descriptive examples? • supply missing symbols for sound patterns listened to? • translate sounds heard into written symbols? 	<u>Materials/Resources:</u> Score/chart Audio/video cassette recorder and tape Pre-recorded music Pupil demonstrators (performers) Classroom instruments and sound makers Audiences (class, school, community) Manuscript and blank paper Electrical/battery facilities	

ACTIVITY PLAN

Focus Questions 3.

4.

Objectives:

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

Pupils will:

- use suitable symbols to represent/notate their own compositions/arrangements (e.g., a sound collage, a 5-pitch tune, a 2-bar rhythm, an answering phrase in a song).
- notate specific characteristic sound pattern/sequences listened to, by using alternative or traditional symbols.
- use alternative or traditional symbols to represent musical elements.
- perform or conduct performance of scores/notation of their own compositions/arrangements for an audience.
- critique/discuss performance/rehearsal of their own compositions or those of their peers.
- make an audio/video recording of their performance.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: <ol style="list-style-type: none"> 1. record/notate their own compositions or arrangements, by selecting and manipulating appropriate symbols from a given chart (or using symbols of their own). 2. experiment with basic symbols (traditional or alternative) in notating simple sound sequences encountered. 3. manipulate: <ol style="list-style-type: none"> a) rhythmic figures to notate examples properly grouped in the bar as a unit; b) pitch sequences to notate simple melodic ideas; c) symbols to represent textural and dramatic concepts, etc. 	<ul style="list-style-type: none"> • <i>Notating/scoring</i> compositions • <i>Experimenting</i> with symbols • Notating musical sounds • <i>Manipulating</i> rhythmic figures 	<ul style="list-style-type: none"> • Visual representation • Experimentation • Symbolic representation (score) • Notation/score

ACTIVITY PLAN**Focus Questions 3 & 4**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. perform their own scores for a class, school or community audience. 5. critique their own compositions and those of their peers, with a view to understanding the merits of their efforts as well as improving their efforts. 6. make an audio/video recording of their compositions.	<ul style="list-style-type: none"> • <i>Performing</i> for an audience from own scores • <i>Discussing/critiquing</i> a composition • <i>Manipulating</i> audio/video equipment 	<ul style="list-style-type: none"> • Performance • Visual/aural response • Analysis/suggestions • Recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use suitable symbols to notate their own compositions/arrangements? • notate specific characteristic sound patterns/sequences encountered by using alternative or traditional symbols? • use alternative or traditional symbols to represent musical elements? • perform or conduct performance of scores/notation of their own compositions/arrangements for an audience? • display co-operation or insight in critiquing/discussing, performance/rehearsal of own compositions or those of their peers? • manipulate audio/video equipment to make recording of their compositions? 	<p><u>Materials/Resources:</u></p> <p>Score/chart Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences (class, school, community) Manuscript and blank paper Pupil demonstrators (performers) Electrical/battery facilities</p>	

PHYSICAL EDUCATION

PHYSICAL EDUCATION**GRADE FIVE****Unit Title: MOVEMENT SKILLS AND TECHNIQUES
FOR TRACK AND FIELD ACTIVITIES**Term: **TWO**Unit: **ONE**Duration: **EIGHT WEEKS**

- FOCUS QUESTIONS:**
1. How can I develop and refine my running, jumping and throwing skills?
 2. How can I measure, compare and improve my performance in Track and Field?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply techniques, skills and competition rules to running, jumping and throwing events 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explain the importance of warming up exercises to keep the body injury free. • perform warming up and cooling down exercises before and after each class. • perform various exercises for fitness development. • use stations and circuit training for conditioning . • use interval training and walk, jog, run. • work in groups to develop the skills and techniques for running, jumping and throwing. • revise the technique of the crouch and standing start. • engage in simple version of competitive team games and races to develop the skills of the “start” and the “sprint”. • perform the distance running technique. • improve their sprinting form. • revise the technique of the downsweep method of baton change. • perform the upsweep method of the baton change. • demonstrate the run up, flight and landing for long jump and high jump. • master the long jump technique. 	<p>warming up injury cooling down exercises stations circuit interval walk run jog technique crouch start sprint distance form downsweep upsweep run up flight landing</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Participate in competitions to refine their performance in Track and Field and display awareness of others and their environment	<ul style="list-style-type: none">• demonstrate the high jump technique using the western roll.• practise putting the shot.• participate in meets at different levels.• accept the different abilities of others.• demonstrate willingness to work with others.• accept criticisms from adults and peers.• respond appropriately to success and failure in competitions.	western roll putting the shot shot putt abilities willingness criticisms adults peers success failure competitions

ACTIVITY PLAN

Focus Question 1.

Objectives:

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

Pupils will:

- explain the importance of warming up exercises to keep the body injury free.
- perform various exercises for fitness development.
- use stations and circuit training for conditioning.
- use interval training and walk, jog, run.
- work in groups to develop the skills and techniques for running, jumping and throwing.
- revise the technique of the crouch and standing start.
- engage in simple versions of competitive games and races to develop the skills of the “start” and the “sprint”.
- perform the distance running technique.
- improve their sprinting form.
- revise the technique of the downsweep method of the baton change.
- perform the upsweep method of the baton change.
- demonstrate the run up, flight and landing for long jump and high jump.
- master the long jump technique.
- demonstrate the high jump technique using the western roll.
- practise putting the shot.
- participate in meets at different levels.
- accept the different abilities of others.
- demonstrate willingness to work with others.
- accept criticisms from adults and peers.
- respond appropriately to success and failure in competitions.

ACTIVITY PLAN

Focus Question 1. How can I develop and refine my running, jumping and throwing skills?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. discuss the reasons for doing warming up and cooling down exercises.2. warm-up using high knee drills, short runs, sit-ups and rope jumping. (See diagram in resource package)3. revise all skills and techniques of the crouch start which were done in Grade Four. Practise the correct body position, then use the start in race situations.4. hop, bound and do multiple jumps, sprinting and accelerating, hop on left leg and right leg until whistle sounds.	<ul style="list-style-type: none">• Discussing• Warming up• The crouch start• Preparing for the sprint	<ul style="list-style-type: none">• Reasons for warming up• Warming up exercises• Accurate crouch start• Correct sprinting technique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• write four reasons for doing warming up exercises?• perform warming up exercises for three minutes?• practice the start and use it in race situation?• perfect running on the curve by sprinting and accelerating?	<p><u>Materials/Equipment:</u></p> <p>Whistle Diagram of stations Circuits Clapper boards Track (marked) Resource package</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. revise the standing long jump technique. Pupils must push off from both feet while swinging arms forward and upward.</p> <p>6. revise the long jump technique. Practise the number of strides before doing the take off. Practise the technique for gaining height and landing. Have competition of how many correct jumps a team or pupil can make. Take off foot must be established. Practise running back from the take off board and then running the number of strides to the board.</p> <p>7. practise the high jump technique. [A good landing surface is of paramount importance. Learning the straddle needs much practise with the right technique. (See resource package)]. Practise the run-up of the approach until the take off foot hits the same place/spot every time. Last three steps are fast, body backward. Use group competition for practise.</p>	<ul style="list-style-type: none">• Executing the long jump• Executing the run up, take off flight landing• Executing the high jump approach	<ul style="list-style-type: none">• Standing long jump• Long jump approach, take off and landing• High jump run-up, take off, flight and landing
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• observe the steps taken to complete the standing long jump?• complete the long jump technique five times?• complete the high jump technique five times?	<p><u>Materials/Equipment:</u></p> <p>Long jump pit, high jump equipment, gymnasium or field.</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
8. practise the putting of the shot. [At this level the four (4) or six (6) pound shot is used. Pupils must learn how to hold the shot for putting. Care must be taken to put the shot rather than throwing it.]	<ul style="list-style-type: none">• Holding the shot• Putting the shot	<ul style="list-style-type: none">• Technique for shot put
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• hold the shot put in the proper position for putting?• put the shot?	<u>Materials/Equipment:</u> Shot put Field	

ACTIVITY PLAN

Focus Question 2.

How can I measure, compare and improve my performance in Track and Field?

Objectives:

Pupils will:

- participate in meets at different levels.
- accept the different abilities of others.
- demonstrate willingness to work with others.
- accept criticisms from adults and peers.
- respond appropriately to success and failure in competitions.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. participate in competitions at class, grade and school level, as athletes and supporters. 2. compete in nearby schools in mini meets. 3. compete in track and field activities on Sports Day. 4. compete at Parish and National meets. 5. offer assistance to peers during competitions. 6. encourage peers to participate and motivate discouraged peers. 7. accept defeat gracefully. Expand as an activity. 	<ul style="list-style-type: none"> • Competing at different levels. • Observing rules • Competing in track and field activities • Following instructions • Motivating others 	<ul style="list-style-type: none"> • Participation in meets • Rules observed • Participation in competitions • Duties at meets
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compete successfully at high level in at least one event? • exhibit positive behavioural patterns? 	<p><u>Materials/Equipment:</u></p> <p>First aid supplies, rehydration fluid, tapes, stop watch, flags ,signals, score boards, public address system</p>	

PHYSICAL EDUCATION**GRADE FIVE**Unit Title: **COMBINING MOVEMENT CONCEPTS AND SKILLS**Term: **TWO**Unit: **TWO**Duration: **FOUR WEEKS****FOCUS QUESTIONS:**

1. How do I further my skills in the game of cricket?
2. How do I develop my skills in movement and dance for display and competition?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Extend the skills and techniques learned in Grade 4 to develop tactics and strategies that are applicable to the 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 exercises before and after each class. • engage in fitness exercises before attempting skill training. • improve the basic skills of throwing, catching, fielding and batting which were taught in Grade 4. • revise the skills of stopping, “close” and “high” catching, throwing and retrieving . • demonstrate the skill of interception. • perform 2 variations of the grip of the cricket ball eg. leg spin and off break (off spin). • demonstrate the action for delivery and the stroke. • demonstrate the forward and backward defensive stroke. • demonstrate the ability to play the ball. • demonstrate the on drive and off drive 	warming cooling down exercises fitness skill training throwing catching fielding batting stopping close catching high catching retrieving intercepting grip of cricket ball leg spin off spin the delivery forward defensive stroke backward defensive stroke playing the ball on drive off drive

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Expand creative dance movement Perform singing games and simple folk dances	<ul style="list-style-type: none">develop the ability to create movements to beats.practise movements which reflect varying levels of energy and force – heavy, light, sustained.combine locomotor movements with clapping, shouting, snapping of fingers, simple songs.develop matching routines.combine movement patterns and sequences to create imagery.combine locomotor and non-locomotor movements with levels to create dance. create complex ring games.perform 6 figures of the camp style quadrille.demonstrate the basic steps in brukins, dinky mini, kumina and revival	

ACTIVITY PLAN

Focus Question 1.

Objectives:

How do I further my skills in the game of cricket?

Pupils will:

- engage in fitness activities before attempting skill training.
- improve the basic skills of throwing, catching, fielding and batting which were taught in Grade 4.
- revise the skills of stopping “close” and “high” catching, throwing and retrieving.
- demonstrate the skill of interception.
- perform two variations of the grip of the cricket ball eg. leg spin, off spin.
- demonstrate the action for delivery and the stroke.
- demonstrate the forward and backward defensive stroke.
- demonstrate the ability to play the ball.
- demonstrate the on and off drive.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. do warm-up exercises such as jogging, walking, running, hopping, stretching , catching, curls, shuttle runs, step ups, back raises and cooling down exercises at the end of classes.2. do fitness exercises suitable for the type of skills to be taught.	<ul style="list-style-type: none">• Warming up and cooling down exercises • Fitness exercises	<ul style="list-style-type: none">• Warming up• Cooling down • Fitness exercises
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• complete warming up and cooling down exercises?• complete fitness exercises?	<p><u>Materials/Resources:</u></p> <p>Cricket pitch Balls Bats Hoops Boxes Benches</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. work to develop the skills of close catching and high catching. Develop the skill of hand/eye coordination. 4. develop ground fielding skills. Emphasize the cupping of hands, placement of feet and body until the ball is safely in hand. Simulate arrival and collection of ball. 5. develop the skills of bowling. Delivery is determined by the type of ball received. Remember that the bowler's eyes should focus on that part of the pitch on which he/she wants the ball to land. Learn the run up and develop the correct placement of feet for bowling.	<ul style="list-style-type: none">• High catching• Close catching• Hand/eye coordination • Ground fielding • Bowling	<ul style="list-style-type: none">• Accurate demonstration of catching skills • Demonstration of the long barrier fielding • Correct bowling stance
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• master high catching and close catching – 5 times?• field the cricket ball accurately with 90% accuracy?• demonstrate bowling skills for at least 2 types of bowling?	<u>Materials/Resources:</u> Film Ball Bat Diagrams Pitch	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. practice to achieve the grip and stance of the cricket bat. 7. revise the forward and backward defensive strokes. 8. observe the illustration of the on and off drive. Practise the skills. 9. practise the skills using games.	<ul style="list-style-type: none">• Grip and stance• Forward defensive stroke• Backward defensive stroke• Observing and demonstrating the on and off drive• Cricket skills	<ul style="list-style-type: none">• Correct grip and stance of cricket bat• Mastery of forward and backward defensive stroke• Accurate playing of the on and off drive
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• hold the cricket bat (grip and stance) with 100% accuracy?• do forward and backward defensive stroke correctly?• complete the on and off drive - 5 times?	<u>Materials/Resources:</u> Film Bat Ball Diagrams Pitch	

ACTIVITY PLAN

Focus Question 2.

How do I develop my skills in movement and dance for display and competition?

Objectives:

Pupils will:

- develop the ability to create movement to beat.
- practise movements which reflect varying levels of energy and force, heavy and light.
- combine locomotor movements with clapping, shouting, snapping of fingers, simple songs.
- develop matching routines.
- combine movement patterns and sequences to create imagery.
- combine locomotor and non locomotor movements with levels to create dance.
- create simple ring games.
- perform six figures of camp style quadrille.
- demonstrate the basic steps in brukins, dinky mini, kumina and revival.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. create movement patterns which will be suggested by the rhythms of percussion. 2. combine simple movements like run, walk, twist, bend arm, swinging,. Repeat activity with ropes or balls to rhythms. Create a pattern from the movement. Develop a motif. Combine these. Work on floor with different levels. Create routines from movement activities. 	<ul style="list-style-type: none"> • Creating movements from beats • Combining movement patterns into routines 	<ul style="list-style-type: none"> • Display of creative movements • Correct demonstration of routines
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create movements based on beats? • combine movement skills to create patterns and routines? 	<p><u>Materials/Resources:</u></p> <p>Room Ropes Balls Percussive instruments</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. use theme to develop creative dance eg. work day, cutting cane, the wind, wind and rain, insects, water. Discuss each theme to bring out interpretive movements. Combine them with light, sudden and sustained movement.</p> <p>4. work with partner/groups to develop matching and contrasting routines at all levels.</p> <p>5. create 5 rope jumping sequences which include six skills eg. hop, an alternative step, a crossed arm, backward turn. Practise group skipping.</p>	<ul style="list-style-type: none">• Using interpretive movements• Creating matching and contrasting routines• Rope jumping	<ul style="list-style-type: none">• Choreography from themes• Mirroring and contrasting routines• Rope jumping routines
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• work in pairs to develop matching and contrasting routines?• create rope jumping routines?	<p><u>Materials/Resources:</u></p> <p>Rope Tapes Tape recorder Room for work</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. do simple square dancing progressions such as: all join hands and circle left, right, forward and back, honour your partner, swing your partner, grand chain to music. 7. research the origin of the Ballroom and Campstyle quadrille. 8. combine movement in groups to create a soca dance.	<ul style="list-style-type: none">• Square dancing progressions• Listening, creating• Partner work • Finding information • Choreographing	<ul style="list-style-type: none">• Performing square dance • Discussion on the quadrille • Choreography of soca dance
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• master square dance routine?• perform quadrille steps/figures accurately?• research the origin of the quadrille?• choreograph dance pieces?	<u>Materials/Resources:</u> Rope Tapes Tape Recorder Room for work	

**RELIGIOUS
EDUCATION**

RELIGIOUS EDUCATION**GRADE FIVE**Unit Title: **RELIGIOUS GROUPS THAT BEGAN IN JAMAICA**Term: **TWO**Unit: **ONE**Duration: **ONE TERM****FOCUS QUESTIONS:**

1. How, when, where and why did the Rastafari Movement, Kumina and Revivalism begin?
2. How can I recognize the followers of Rastafari, Kumina and Revivalism?
3. How have religious groups that began in Jamaica influenced the society?

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 • Identify moral values which guide the lives of religious people • Demonstrate an understanding of religious practices, principles and phenomena 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • demonstrate understanding of the nature of religion and how it is expressed specifically in the Jamaican community. • identify the different groups denominations and sects within a religion, particularly those, which exist in the local community. • explain what it means to be a member of a particular religious community. • state the essential facts associated with the origin and initial development of Revivalism and Rastafarianism. • give a simple outline of the basic beliefs of each major (indigenous) religious group, being studied. • discover how events in the lives of outstanding religious persons motivated them and contributed to the founding of each religious group. • draw conclusions about the different ways religious groups show loyalty and obedience to their faith. • identify places in Jamaica that are connected with the origin and development of major indigenous religious groups. • state some of the different ways practiced by the different indigenous religious groups in Jamaica of being obedient to the Supreme Being. 	<p>religion sect syncretism spirit worship spirit possession unknown tongue balm yard mother nine night turban ital chalice singing Rastafarian Ras Tafari marijuana/herb the establishment ("babylon") I and I salutation – peace and love Kumina ancestral worship denomination Revivalism spirits</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • 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 Christian religion and other traditional belief systems in Jamaica and the Caribbean, and the part these have played/are playing in shaping the religious, cultural and social life of the region 	<ul style="list-style-type: none"> • show by their behaviour that they respect and respond positively to persons who have different points of view and/or practices from their own. • tell how major religious, as well as African and other traditional expressions have contribution to the development of indigenous religious belief systems in Jamaica. • begin to appreciate the diversity of sources from which the richness of our cultural heritage is derived. • identify some practices by which indigenous religious groups in Jamaica may be recognized in everyday life. • describe the features of some of the indigenous festivals in Jamaica, and explain why they are celebrated. • identify and give simple explanations for the special garments, foods, symbols and rituals associated with indigenous religious celebrations/festivals/ceremonies. 	<p>shepherd flock captain headgear bedwardism chanting dancing jah dread repatriation trance drum</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Locate from a variety of sources, factual information about religious phenomena present in the Caribbean	<ul style="list-style-type: none">• identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation.• locate the places of worship of indigenous groups in the local community.• identify some places of pilgrimage important to indigenous religious groups in Jamaica, and describe some of the practices related to them.• identify places in Jamaica that are connected with the origin and development of its major indigenous religious groups.• state some of the different ways of being obedient to the Supreme Being which are practiced by different indigenous religious groups in Jamaica.• describe the features of some of the indigenous festivals in Jamaica and explain why they are celebrated.	

ACTIVITY PLAN**Focus Question 1.****How, when, where and why did the Rastafari Movement, Kumina and Revivalism begin?****Objectives:****Pupils will:**

- demonstrate understanding of the nature of religion and how it is expressed especially in the Jamaican community.
- identify the different denominations and sects in a religion, particularly those, which exist in the local community.
- draw conclusions about the different ways religious groups show loyalty and obedience to their faith.
- identify places in Jamaica that are connected with the origin and development of major indigenous religious groups.
- state the essential facts associated with the origins and initial development of Revivalism and Rastafari.
- discover how events in the lives of outstanding religious persons motivated them and contributed to the founding of each religious group.
- develop the ability to see another person's point of view.
- begin to appreciate the diversity of sources from which the richness of our cultural heritage is derived.
- tell how major religions, as well as African and other traditional expressions, have contributed to the development of indigenous religious belief systems in Jamaica.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. explore, with the teacher, the meaning of the concept indigenous religion and listen as the teacher gives a very simple outline of the basic beliefs of major indigenous religious groups in Jamaica. 2. identify indigenous religious groups in their communities. 3. if familiar with any practices, tell the class about the mode of worship of religious groups identified, then discuss these. 	<ul style="list-style-type: none"> • Defining concept • Identifying indigenous religious groups • Discussing methods of worship 	<ul style="list-style-type: none"> • Definition • List of indigenous groups • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compile a list of indigenous religious groups? • share information about modes of worship? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Courtesy • Tolerance • Respect for other people's point of view • Willingness to learn from each other/resource persons 	<p><u>Materials/Resources:</u></p> <p>Pupils' own experiences</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. write a letter of request to the Jamaica Information Service (JIS) or the African Caribbean Institute inviting them to the school to show a video on the origins of Kumina, Rastafari or Revivalism.</p> <p>5. watch the video and discuss any information learned. Record the information in their note books.</p> <p>6. invite resource persons (dressed in religious attire) from Revivalism, Rastafarianism, Kumina to tell about their origins.</p> <p>7. ask questions of resource persons about their origins during discussion, guided by the teacher. Write and perform dub poetry to record their findings to date.</p>	<ul style="list-style-type: none"> • Writing letters of invitation • Discussing video • Note taking • Asking questions • Composing/performing poetry 	<ul style="list-style-type: none"> • Letters • Notes • Questions asked during discussion • Dub poems performed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • note information accurately? • ask appropriate questions after viewing video and holding discussions with resource persons? • compose and perform interesting and informative dub poems? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Tolerance • Respect for other people's points of view 	<p><u>Materials/Resources:</u></p> <p>Video Resource persons Audiovisual equipment Video cassette(s) on Kumina etc.</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. visit the library:</p> <p>(a) to find further information explaining how, when, where and why each religious group began. (This should include ways in which major religions and African/other traditional expressions influenced the process.)</p> <p>(b) to research the outstanding personalities associated with each group e.g. Bedward, Howell, Queenie.</p> <p>(c) to compare information from resource persons with that which they gathered.</p> <p>9. in three groups, each using a different technique taken from the list below, portray the life of each personality researched:</p> <p>(a) story strip viewer/panorama</p> <p>(b) flip chart with story posters made by group members</p> <p>(c) dress as one of the personalities researched and tell his/her story from an autobiographical point of view.</p> <p>10. using outline maps of Jamaica, individually plot the important places connected with the origins of Kumina, Revivalism and Rastafari, then label as per related religious groups.</p> <p>11. summarize in tabular form all the information on how, when, where and why each religious group began.</p>	<ul style="list-style-type: none"> • Researching history • Note taking • Comparing information • Making visual aids • Impersonating characters • Mapping • Summarizing information/constructing table 	<ul style="list-style-type: none"> • Notes • Comparison of information • Completed visual aids • Portrayal of personalities' lives • Labelled maps • Completed table
<p>Evaluation: Were pupils able to:</p> <ul style="list-style-type: none"> • record information correctly? • make insightful comparison of information? • present accurate information in portrayals? • creatively portray visually the history/beliefs of the indigenous religious groups? • plot and label maps correctly? • give accurate and creative portrayals of personalities researched? • complete table with all information gathered? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Respect for other people's right to their views • Listening attentively to others • Empathy • Willingness to complete projects • Balanced use of time • Co-operation: willingness to work or act together to produce an effect 	<p>Materials/Resources: Brereton, Bridgette, <u>Social Life in the Caribbean 1839-1938</u> Outline maps of Jamaica Resource persons Costumes Poster/panorama – making Materials Students' visual aids Library resources</p>

ACTIVITY PLAN

Focus Question 2.

Objectives:

How can I recognize the followers of Rastafari, Kumina and Revivalism?

Pupils will:

- show by their behavior that they appreciate the variety of symbols, customs and practices among different religious groups.
- explain what it means to be a member of a particular religious community.
- identify some practices by which indigenous religious groups in Jamaica may be recognized in everyday life.
- identify and give simple explanations for special garments, foods, symbols and rituals associated with indigenous religious celebrations/festivals/ceremonies.
- identify by sight the places of worship of different religious groups and correctly use the names of these places in conversation.
- state some of the ways practiced by different indigenous religious groups in Jamaica, of being obedient to the Supreme Being.
- identify moral values which guide the lives of religious people.
- locate the places of worship of indigenous groups in the local community.
- identify some places of pilgrimage important to indigenous religious groups in Jamaica, and describe some of the practices related to them.
- describe the features of some of the indigenous religious festivals in Jamaica and explain why they are celebrated.
- show by their behavior that they respect and respond positively to persons who have different points of view and/or practices from their own.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in pairs, discuss, write description of /illustrate the types of dress worn by resource persons from the indigenous groups who visited the school previously. 2. visit the school/local library, the African Caribbean Institute of Jamaica, or watch videotape to collect information on dress, food, signs and symbols, basic beliefs, festivals and celebrations of each indigenous group. Try to discover the significance of each. Record their findings in : <ol style="list-style-type: none"> (a) a class religious fashion magazine pointing out distinguishing features of each group. (b) a class culture magazine containing recipes, explanatory articles, clippings from publications etc. 	<ul style="list-style-type: none"> • Recalling information • Writing short description • Drawing • Reading, viewing to gather information • Researching information • Synthesizing/collating information 	<ul style="list-style-type: none"> • Description/drawings of religious attire • Record of findings

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. draw the various symbols associated with each group and give a brief explanation of the significance of each. Explain each symbol and its meaning to the class. 4. identify on a grid, commonalities among Christianity, Kumina, Rastafarianism and Revivalism. Include holy books, worship, beliefs in the Supreme Being etc. 5. construct another grid to illustrate differences by which these groups may be recognized. 6. listen to stories/anecdotes and identify morals and values contained in them which religious groups consider important. Discuss daily life situation in which members of these groups apply the values identified.	<ul style="list-style-type: none"> • Illustrating/explaining • Constructing a grid • Listening to stories • Identifying morals and values 	<ul style="list-style-type: none"> • Drawing/explanations of symbols • Grid showing commonalities • Composite grid showing differences • List of morals and values • List of ways morals and values are applied
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • write clear and concise descriptions or do drawings of the various styles of dress of each group? • research and accurately/creatively record information on food, signs, symbols etc., in the class magazines? • draw the symbols recognizably? • accurately and concisely explain the significance of the symbols? • construct an accurate and adequate grid to bring out all the commonalities? • construct an accurate grid to illustrate the differences? • identify distinguishing features of each religious group? • listen to stories, recognize the moral and values of the sect? • identify how these morals and values are applied? 	<u>Related Values:</u> <ul style="list-style-type: none"> • Self knowledge • Spirit of inquiry • Respect for the beliefs and practices of others • Willingness to listen to each other • Openness to different forms of worship • Willingness to complete assigned tasks 	<u>Materials/Resources:</u> Resource person Pictures/drawings of symbols Newspaper/magazine clippings Samples of Religious dress Video tape Photographs Drawings/colouring materials Paintings

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Teacher and pupils will: 7. (a) identify the peculiar features by which the places of worship of indigenous groups may be recognized. Connect these features with the symbols examined earlier. (b) draw and/or write paragraphs describing the places of worship of each indigenous group.	<ul style="list-style-type: none">• Identifying peculiarities • Illustrating/writing paragraphs	<ul style="list-style-type: none">• Features identified • Illustrating/completed paragraphs
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• describe accurately the places of worship examined?• point out features by which they may be identified?	<u>Related Values:</u>	<u>Materials/Resources:</u>

ACTIVITY PLAN

Focus Question 3.
Objectives:

How have religious groups that began in Jamaica influenced the society?

Pupils will:

- describe ways in which the practices of indigenous religious groups impact upon Jamaican Society.
- show by their behavior that they value the richness of the contribution made by indigenous religious practices to Jamaican heritage.
- demonstrate awareness of ways in which the variety of forms of worship in Jamaica and the Caribbean enriches culture in the region.
- explore ways in which the religious groups being studied act as motivating factors, which influence every area of human life.
- describe and analyze ways in which religious customs and practices relating to dress, diet, sacred buildings, rest and worship influence society.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. examine the influences of indigenous religious groups on the society under the following headings:</p> <ul style="list-style-type: none"> • places of worship • dress • music • food • language • art and craft • rites/rituals <p>Possible Activities:</p> <ul style="list-style-type: none"> - get samples of dress (used for everyday wear and special occasions) - prepare food used by specific groups - discover and analyze peculiarities in religious language - identify and examine <ul style="list-style-type: none"> (a) songs used by indigenous groups for worship and (b) songs composed and performed commercially by prominent members of these groups. Identify and discuss the values taught by these lyrics. 	<ul style="list-style-type: none"> • Collecting samples and data recording information • Describing and analyzing peculiarities • Analyzing lyrics 	<ul style="list-style-type: none"> • Description • Analysis

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<ul style="list-style-type: none"> - collect art and craft produced by indigenous groups - examine newspapers for pictures and articles showing how these groups influence society - examine material in stores (e.g. T-shirts and books) which reflect their beliefs, practices and values. (Consult resource persons as needed) <p>2. discuss how society is influenced by indigenous religious groups with reference to information obtained/examined in procedure # 1. Draw cartoons depicting influences.</p> <p>3. compile a dictionary of terms with their meanings as used by each indigenous religious group.</p> <p>4. debate the topic “Indigenous Religious Expression Contribute Very Little To Our Culture”.</p>	<ul style="list-style-type: none"> • Discriminating between objects • Making inferences • Consulting resource persons • Drawing reasoned conclusions • Illustrating information/ideas • Defining terms • Debating topic 	<ul style="list-style-type: none"> • Cartoons • Dictionary of terms • Information used/conclusions drawn
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • collect relevant data? • appropriately analyze data and songs? • make effective use of resource persons? • use cartoons appropriately and creatively to illustrate influences? • identify how religious groups influence society? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to ask questions • Respect for other’s right to their own beliefs and practices • Consideration of others • Co-operation with others 	<p><u>Materials/Resources:</u></p> <p>Resource persons Newspaper clippings Handouts Field trips Cartridge paper Markers Pictures</p>

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. mount an exhibition containing: a scrap book, recipe book, book of symbols (with explanation), dictionary of terms, articles of dress, food, art and craft, photographs of places of worship and burial sites etc. Invite the rest of the school population to view.</p>	<ul style="list-style-type: none"> • Compiling scrapbook etc. • Mounting a display 	<ul style="list-style-type: none"> • Exhibition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • utilize appropriate information and make insightful interpretations during debate? • compile a dictionary with alphabetical ordering and adequate meaning? • mount neat, creative and informative displays? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Willingness to share information • Respect for others' right to their own beliefs and practices • Consideration for others • Co-operation with others 	<p><u>Materials/Resources:</u></p> <p>Texts containing "Jamaican" words/phrases Resource persons Newspaper clippings Handouts Cartridge paper Markers Pictures Other display – mounting materials</p>

SCIENCE

SCIENCE**GRADE FIVE**Unit Title: **ENERGY FORMS**Term: **TWO**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. **What are the forms of energy?**
2. **What reasons can I give to show that energy can change its form?**
3. **How is heat transmitted?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that energy, in its different forms, is essential to every aspect of human activity • Understand that energy can be changed from one form to another • Recognize that the sun is the ultimate source of energy on earth 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • relate some sources of energy to their corresponding energy forms (heat, light, sound, electrical, chemical, magnetic, mechanical – energy of movement). • explain how some common electrical/electronic devices work and say how they improve the quality of life. • identify the energy transformations that occurs in selected devices/chosen situations. (Note that only one-step transformation should be done e.g. electricity to heat/light/sound for the television). • construct sound-producing devices that involve vibrating strings/striking objects/blowing air, to illustrate energy changes. • sequence the energy transformations in given situations, and infer that the sun is the ultimate energy source. 	energy forms electrical device electronic device energy transformation sun ultimate energy source burning melting boiling freezing condensing vapour evaporation heat transmission conduction convection radiation fluid

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Recognize that energy is needed for things to happen or changes to take place	<ul style="list-style-type: none">categorize various sources of heat energy.examine the effect of heat on various materials.explain how heat is transmitted from source to other areas – through conduction/convection/ radiation.describe how heat is circulated in the school building, and in their homes.demonstrate an understanding that the temperature of a body is affected by its properties.identify safety practices (rules) for handling hot/cold materials.design and construct a device to keep something hot/cold.display an awareness of safety for self and others.	temperature insulate insulator

ACTIVITY PLAN**Focus Question 1.****What are the forms of energy?****Objectives:****Pupils will:**

- relate some sources of energy to their corresponding energy forms (heat, light, sound, electrical, chemical, magnetic, mechanical – energy of movement).
- explain how some common electrical/electronic devices improve the quality of life.
- identify the energy transformations that occur in selected devices/chosen situations.
- construct sound-producing devices that involve – vibrating strings/striking objects/blowing air, to illustrate energy changes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. list/state some sources of energy (for heat, light, sound, electricity, movement, chemical, nuclear), then discuss which energy source(s) is/are most common and/or abundant. Write a summary of findings. 2. in groups, examine a variety of energy sources in visual form, e.g. chart/picture, videotape, or 3-D representation as stimuli, and name which source is the most common/abundant on earth. Report in writing, giving reasons. 3. discuss, in groups, the statement “The sun is the main source of energy for the earth and its life forms, especially for heat and light”. Record their findings, then report on the discussions to the class on agreement/disagreement with the statement, and reasons supporting position. 	<ul style="list-style-type: none"> • Identifying energy sources • Deducing from observations • Sharing ideas • Inferring facts from visual information • Explaining valid inferences • Group efforts • Summarizing discussion • Communicating reasons 	<ul style="list-style-type: none"> • List of energy sources • Summary of discussion • Written group report • Summary of discussion • Group report
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make list stating correct sources with a variety of energy forms? • write a summary stating correct facts? • give correct and valid reasons for energy sources stated? • summarize accurately and clearly? • make report with adequate and valid reasons to support stated position? 	<p>Materials/Resources:</p> <p>Magazines and other multi-media materials on energy sources Texts e.g. <u>First Steps in Science</u> – McClenan et al</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. name some common devices (used in home/school/community) and the ways these have improved the quality of life for people. Record findings in a variety of ways. (Different devices should be selected by each pupil/group).	<ul style="list-style-type: none">• Communicating ideas	<ul style="list-style-type: none">• List devices• Summary of findings
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• demonstrate willingness to share ideas?• produce record with a sufficient number of devices?• summarize how each has improved the quality of life?	<u>Materials/Resources:</u> Models or charts showing common electrical/electronic devices	

ACTIVITY PLAN**Focus Question 2.****What reasons can I give to show that energy can change its form?****Objectives:****Pupils will:**

- identify the energy transformations that occur in selected devices/chosen situations.
- construct sound-producing devices that involve vibrating strings/striking objects/blowing air, to illustrate energy changes.
- sequence the energy transformations in given situations, and infer that the sun is the ultimate energy source.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. trace energy transformations for selected devices/activities doing only one-step transformations e.g. electricity to heat/light/sound for the television. Report on this to the group/class, using various visual means. 2. plan, design and make a sound-producing device. Report on and demonstrate its operation to the class, in particular, the energy transformations. 3. in groups, discuss whether all other energy sources can be traced back to the sun. Record their discussions, and present findings to the class in a variety of visual ways e.g. model, diagram, pictures, etc. 	<ul style="list-style-type: none"> • Inferring relationships • Communicating ideas visually • Planning, designing and creating • Explaining relationships correctly • Summarizing discussions • Communicating ideas • Evaluating ideas 	<ul style="list-style-type: none"> • Report on energy transformations • Sound-producing device • Explanation of how device works • Visual report on findings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give report with visual impact, correct information, relevant stated relationships? • make a device that works? • give correct explanation of how the device works, including the energy transformations involved? • give report with visual appeal and correctly stated information? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on energy transformations Recorder (audio or video) for taping explanations Materials for making the sound-producing devices Materials for producing reports</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How is heat transmitted?

Pupils will:

- categorize various sources of heat energy.
- examine the effect of heat on various materials.
- explain how heat is transmitted from source to other areas – through conduction/convection/ radiation.
- describe how heat is circulated in the school building, and in their homes.
- demonstrate an understanding that the temperature of a body is affected by its properties.
- identify safety practices (rules) for handling hot/cold materials.
- design and construct a device to keep something hot/cold.
- display an awareness of safety for self and others.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. investigate various sources of heat energy to determine which is most common, least common, gives most energy, etc., and tabulate findings.	<ul style="list-style-type: none">• Identifying relevant data• Classifying according to given criteria	<ul style="list-style-type: none">• Table of heat sources
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• make a table with correct facts and items correctly categorized?	<p><u>Materials/Resources:</u></p> <p>Samples of heat sources Multi-media materials on heat Measuring devices e.g. thermometer</p>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. make predictions, then observe what happens when the following samples previously heated/cooled, are then left to reach room temperature – candle wax, butter, coin, cheese, ice cube, gelatin, etc. Make comparisons between predictions and observations. Report findings.</p> <p>3. in small groups/individually, select a sample of 2 to 3 familiar objects, e.g. metal hanger, strip of plastic, rubber, and make predictions of the changes each object will exhibit as it is heated or cooled from room temperature. Research and/or test where possible to check their predictions (in a safe manner). Display findings stating predictions and actual outcomes.</p>	<ul style="list-style-type: none"> • Following instructions • Investigating to check predictions • Observing changes in samples • Investigating to check predictions • Communicating outcomes • Making comparisons 	<ul style="list-style-type: none"> • Report giving predictions and outcomes • Display of outcomes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make accurate predictions with adequate number of verified outcomes? • make a display giving valid predictions and adequate number of related outcomes? 	<p><u>Materials/Resources:</u></p> <p>Heated/cooled samples for pupil observations Samples of familiar objects for heating/cooling investigations Multi-media materials showing the effects of heating/cooling substances Computer database on heat e.g. from Internet</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. observe teacher's demonstration of wire hanger with affixed thumbtacks stuck in candle wax, that is heated at one end. (Refer to diagram on next page). In a table, record which thumbtack falls first, second, etc., then give simple explanations for their observations (focussing on heat conduction along the wire by the hanger particles).</p> <p>5. observe teacher's demonstration of heating a beaker with water and small amount of sawdust (or other light material), noting the resultant motion of the sawdust particles. (Refer to diagram on next page). In a brief report, give simple explanations for their observations, (focussing on the warmer fluid moving, and being replaced by cooler fluid in turn, carrying the sawdust with them).</p>	<ul style="list-style-type: none"> • Observing for details • Deducing relationships • Inferring processes • Observing for details • Inferring processes • Communicating ideas clearly 	<ul style="list-style-type: none"> • Table and explanations • Report of observations and explanations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make table with valid explanations of observations? • make report with valid explanations of observations? 	<p><u>Materials/Resources</u></p> <p>Metal wire hanger Thumbtacks, Candle wax Heat source Sawdust (or other light materials) Water Beaker</p>	

GRADE FIVE SCIENCE UNIT: ENERGY FORMS

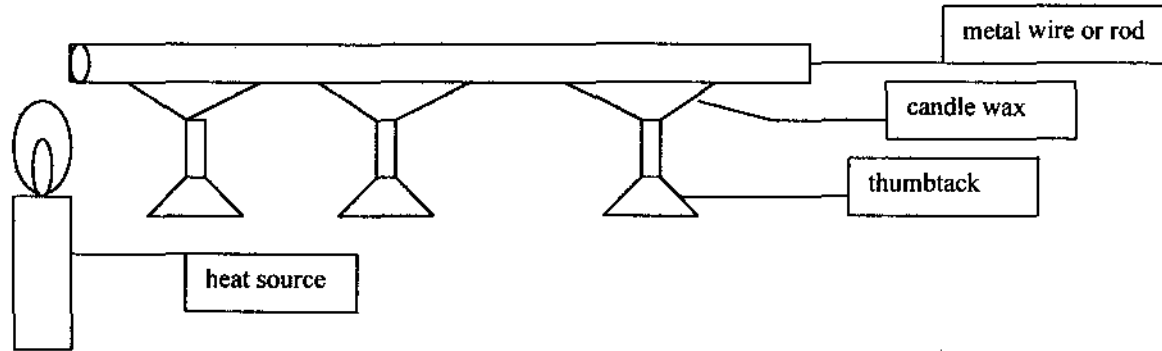


DIAGRAM for ACTIVITY 4

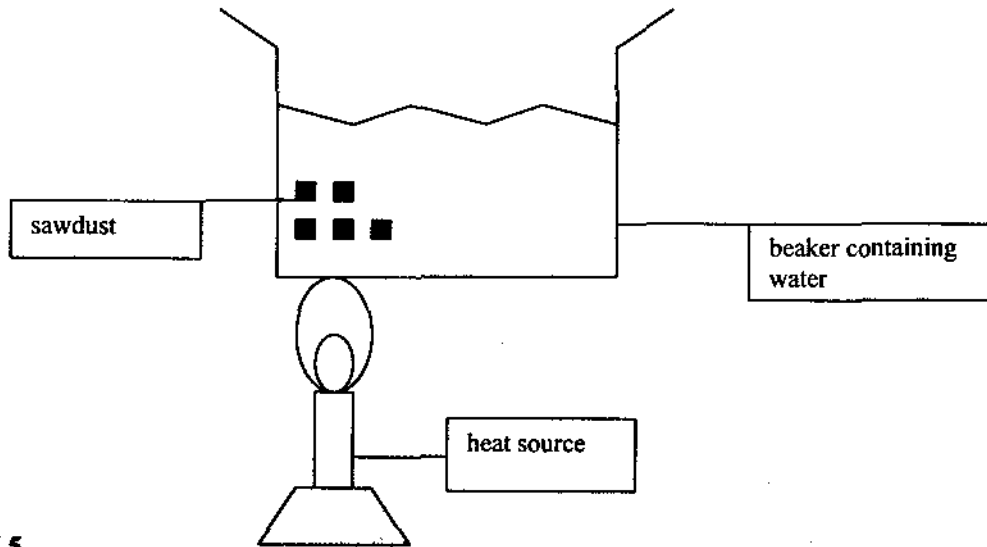
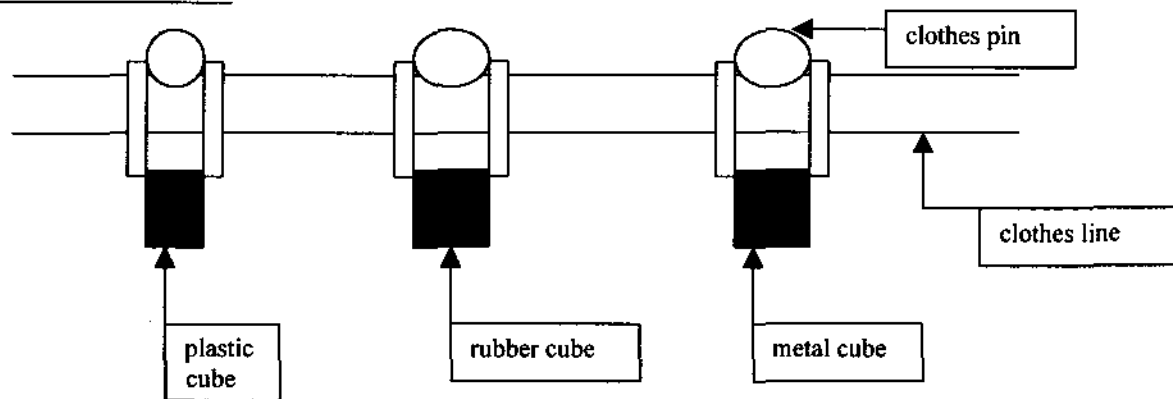


DIAGRAM for ACTIVITY 5

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. observe pieces of different materials e.g. plastic/metal/rubber strips or cubes. Measure and record <u>initial</u> temperatures, then place in the sun, hanging from a cloth or plastic clothes line, using wooden pins. After 20 minutes, measure and record temperatures. In a brief report, give simple explanations of how the samples have become heated, (focusing on the sun doing it through space).	<ul style="list-style-type: none"> • Observing for details • Deducing processes • Communicating ideas from relationships 	<ul style="list-style-type: none"> • Report outlining explanation for observations
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • give a report with accurate observations and valid explanations? 	<u>Materials/Resources:</u> Metal/plastic/rubber strips or cubes Thermometer Plastic or cloth clothes line Wooden clothes pins	

DIAGRAM for ACTIVITY 6

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. give brief reports in various ways - oral report, chart, pictures, 3-D model, performance piece – on how heat/cold is circulated in the school building and/or their homes.</p> <p>8. given some scenarios of heat transmission, explain the method of transmission (conduction, convection, radiation), and the objects involved (e.g. spoon and water) in each case. Record these, e.g. cup of boiling water placed on a table and spoon placed in it feels warmer, when touched 5 mins later.</p> <p>9. <i>Pre-requisite: Pupils recall thermometer as instrument for measuring temperature, which is how hot/cold a body is.</i></p> <p>investigate the temperature of various samples of materials in pairs. Estimate the temperature of each pair by using touch and/or other sense. Check the accuracy of their estimate, using the thermometer and record their findings in a table. Discuss how the properties of the sample material affect its temperature reading and make a summary of findings.</p>	<ul style="list-style-type: none"> • Communicating ideas • Deducing heat transmission methods for given scenarios • Making detailed observations • Using the senses to collect information • Measuring temperature of samples • Sharing ideas willingly 	<ul style="list-style-type: none"> • Report, display, performance piece, etc. • Explanations of given scenarios • Table of estimated and measured temperatures for each pair of samples
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give a report/display/performance piece etc. that conveyed facts clearly? • give explanation with correct method identified? • give table with sufficient number of matches between estimated and measured values? 	<p><u>Materials/Resources:</u></p> <p>Materials for making models/display etc. Props for performance piece Pictures/photographs/charts relating to homes, school Multi-media materials to illustrate the scenarios Pair of sample materials e.g. warm/cold water dull/shiny metal, white/black cloth, soft/hard substance Thermometer</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. get pairs of similar objects and measure their <u>initial</u> temperatures. Place them in physical contact, or close proximity to each other. Monitor the temperature over the next 10 – 30 minutes, then measure the <u>final</u> temperatures. Give simple explanations for the <u>direction</u> of heat flow.</p> <p>11. be given pairs of similar objects, differing only in colour or the material they are made of, to predict which will reach the higher final temperature, when the pair of objects is placed in the sun for 20 minutes, some distance from each other. Do the activity to check their predictions, record results and report findings to class.</p>	<ul style="list-style-type: none"> • Measuring the temperature of objects • Inferring direction of heat flow • Explaining outcomes in simple terms • Making and testing predictions • Explaining outcomes in simple terms 	<ul style="list-style-type: none"> • Table of measured temperatures • Explanation of outcome • Report of activity
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make table with adequate number of matches between measured temperatures and explanations for outcomes? • give report with adequate number of matches between predicted and measured temperatures, and valid explanations for outcomes? 	<p><u>Materials/Resources:</u></p> <p>Pairs of similar objects differing only in colour or composition Thermometer</p>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. <i>Pre-requisite: Pupils should be able to carry out an investigation with due regard to safety.</i> in groups, discuss then make a list of safety practices (rules) for handling hot/cold materials, then display these in creative ways – performance piece, poster, etc.</p> <p>13. in groups, obtain information from establishments that deal with hot/cold materials e.g. ice factory, restaurant, oxygen-acetylene plant, laboratory, on the safety practices for handling hot/cold materials in the establishment, and compare this to the pupils' class list. Interview the specially-trained workers who handle these materials about job requirements, etc., and produce a report on the interview.</p>	<ul style="list-style-type: none"> • Sharing willingly • Communicating ideas • Participating in group tasks • Comparing data • Interviewing to collect data 	<ul style="list-style-type: none"> • Display on safety practices • Group report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make display on safety practices with relevant and correct information? • give an accurate report with clearly stated information? 	<p><u>Materials/Resources:</u></p> <p>Markers/crayons/paint Props for performance piece Resource persons Selected establishments for the group visits Materials for making the displays</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. <i>Pre-requisite: Pupils should be able to carry out an investigation with due regard to safety.</i> in small groups, plan and design, then make and test, a device for holding/lifting a sample of hot/cold material.</p> <p>15. research and investigate devices used for keeping materials hot/cold, e.g. refrigerator, thermos flask, ice box, 'igloo' discuss how each device does its job. Write a brief report.</p> <p>16. in groups, plan, design and make a device for keeping a given sample at its <u>initial</u> temperature, for as long as possible (or for a set time period). <i>Assessment can be made more competitive by rewarding group with longest time span, as well as other characteristics of the designs.</i></p>	<ul style="list-style-type: none"> • Creating device • Investigating to collect data • Analyzing the outcomes • Communicating the operation • Creating device • Sharing willingly 	<ul style="list-style-type: none"> • Device for handling sample • Report on operation • Device for insulating sample • Observation of participation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a device that was able to hold/lift the given sample? • give an accurate report in SJE? • make a device to keep the sample's initial temperature for a specified time? • participate willingly in groups task? 	<p><u>Materials/Resources:</u></p> <p>Materials for making the devices Thermometer Multi-media materials on devices for heat insulation Materials for visual display Report or performance piece Timing device</p>	

ACTIVITY PLAN

Focus Question 1.

What are food nutrients and why are they important to us?

Objectives:

Pupils will:

- identify the food nutrients and state what each supplies to the body.
- analyze meals to determine which has the widest range of nutrients.
- formulate a menu reflecting the components of a balanced diet.
- make sound judgements in the choice of food.
- explain the possible consequences of the lack of a particular nutrient in the diet.
- compare food samples of the same mass to identify which substance has the largest amount of energy.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. review the food groups with the teacher, record the main points of the discussion then name which food (s) from each group they ate the day before. 2. name the nutrients that each group supplies using a food group chart as stimulus. Tabulate findings. 	<ul style="list-style-type: none"> • Discussing food groups • Naming foods • Communicating ideas • Naming nutrients 	<ul style="list-style-type: none"> • Oral identification of food groups • Table of food groups and corresponding nutrients
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the food groups correctly? • complete table correctly? 	<p><u>Materials/Resources:</u></p> <p>Labels from food packages, food group chart Multi-media materials on food groups and nutrients</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. collect labels of different food packages, list the nutrients present in each. Discuss the uses of the nutrients to the body and record these uses in a table. List the nutrients in a snack of milk and biscuits and a snack of cheese trix and bag juice. Compare the list and determine which is more nutritious.</p> <p>4. observe illustrated display by teacher of various “main dishes”. Identify the food groups in each meal, and list them. Choose the meal that provides the widest range of nutrients. Report information.</p> <p>5. discuss what is a balanced diet. Make up a one-day menu naming the nutrients present in the foods selected. Decide if the menu is balanced or not, giving reasons. (Diet – “the food we eat”; “the way we eat”).</p>	<ul style="list-style-type: none"> • Recording the uses of nutrient to the body • Making comparisons • Classifying food groups • Making decisions • Sharing ideas • Creating/recording one-day menu 	<ul style="list-style-type: none"> • Table of nutrients and uses • List of reasons • Report • Menu • List of nutrients
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete table of nutrients? • give valid reasons for choice? • in their report, choose the meal that provides the widest range of nutrients giving valid reasons? • give valid reasons for their one-day menu being balanced or not? 	<p><u>Materials/Resources:</u></p> <p>Labels of food packages Pictures Drawings of main dishes Multi-media materials Multi-media materials from eg. CFNI – Caribbean Food and Nutrition Institute</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. observe then discuss, pictures/drawings/multi-media materials on children and adults suffering from diseases related to the lack of a particular nutrient in their diet. Given the scenario of someone suffering from a particular deficiency disease whose symptoms are stated, name the nutrient lacking.</p> <p>7. research and develop a portfolio on nutrient-deficiency diseases.</p> <p>8. participate in teacher-led discussion that some nutrients have more energy (per gram) than others and record main points.</p>	<ul style="list-style-type: none"> • Communicating ideas • Discriminating among observed data • Observing for information • Recording information • Seeking information • Summarizing discussion • Participating in class discussion 	<ul style="list-style-type: none"> • Identified disease or nutrient that is lacking and supporting reasons • Portfolio
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify the disease and the nutrient lacking, giving valid reasons for choice? • develop a portfolio showing evidence of research? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on persons suffering from diseases due to the lack of particular nutrients Materials for making portfolio items Nutrition materials from CFNI</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. investigate a variety of food substances to answer the question: 'which substances will give a greater rise in temperature?'</p> <p>(a) Weigh 1 gram of each substance.</p> <p>(b) Put the same amount of water in each container (e.g. 100 cm³).</p> <p>(c) Measure and record the initial temperature of the water.</p> <p>(d) Put the substance on a pin and insert the pin into plasticine or cork.</p> <p>(e) Very carefully light each substance. Make sure that as the substance burns, the flames from it are in good contact with the base of the container. Stir the water gently while it is being heated.</p> <p>(f) When each substance has completely burned away, immediately note and record the highest temperature reached by the water in each container.</p>	<ul style="list-style-type: none"> • Observing temperature change and the burning of food substances • Manipulating equipment and materials • Measuring and recording specific data • Measuring and recording temperature 	
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • follow instructions correctly? • read and record temperatures correctly? 	<p><u>Materials/Resources:</u></p> <p>Thermometer Water Container Match or other heat source Food substances, e.g. peanuts, dry bread, dry corn, cheese, Cork or plasticine</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>(g) Calculate the difference between the highest final temperature and the initial temperature, for each substance/container.</p> <p>(h) Repeat steps (c) to (g) for the other substances, if necessary.</p> <p>Arrange similar items to those from the investigation (e.g. cashew instead of peanut, whole wheat bread instead of white) in order, from most energy to least energy or vice versa. Record.</p>	<ul style="list-style-type: none"> • Conducting an investigation safely • Interpreting energy level • Recording investigation 	<ul style="list-style-type: none"> • List of items in arranged energy order • Record of investigation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • calculate the temperature difference for each ? • name which substance has the highest energy value and give valid reasons? • list foods in correct order? 	<p><u>Materials/Resources:</u></p> <p>Visuals and samples of other food items</p>	

ACTIVITY PLAN

Focus Question 2. How do I know what nutrients are present in food?

Objectives:

Pupils will:

- relate food tests to specific nutrients (starch, fat).
- identify nutrients present in food.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss the importance of identifying nutrients present in particular foods, and how this might be done. (Teacher can explain that a particular test is done to identify a given nutrient in the food sample). 2. observe teacher's demonstration of test for starch: teacher will put a small amount of starch solution in one container, and the same amount of water in a similar container, then add 2-3 drops of iodine to each container. 3. observe and record the colour change for each container. Then observe and record colour change when iodine is added to other food samples. Report on presence or absence of starch using a table. 	<ul style="list-style-type: none"> • Discussing • Observing and recording colour change • Inferring the presence/absence of starch in food samples 	<ul style="list-style-type: none"> • Record of observation • Completed table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • record observation accurately? • make table which correctly shows inferences as to the presence/absence of starch in food samples? 	<p><u>Materials/Resources:</u></p> <p>Starch solutions Iodine solution Containers Water Food sample(s) e.g. cornstarch</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. observe teacher demonstration of grease spot test for fat/oil. Teacher will</p> <ul style="list-style-type: none"> - spread a drop of oil on brown paper, - spread a drop of water alongside it, - allow both drops to dry. <p>Hold paper up to light and observe and record the differences in the two spots. Rub other food samples on brown paper and infer the presence/absence of oil/fat in each food sample and tabulate findings.</p>	<ul style="list-style-type: none"> • Observing and recording differences • Inferring the presence/absence of oil/fat • Organizing data 	<ul style="list-style-type: none"> • Record of differences • Table of findings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • report on the difference between the oil/fat spot and the water spot? • make table with correct inferences for food samples? 	<p><u>Materials/Resources:</u></p> <p>Brown paper Oil/fat Water Food sample(s) e.g. butter, cheese</p>	

ACTIVITY PLAN

Focus Question 3.

How do plant leaves serve the plant?

Objectives:

Pupils will:

- infer that plants make their own food and store the excess.
- infer that plants need light to make their own food.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss with teacher and peers the statement: ‘Green plants make their own food’, and make summary of findings. 2. observe (by examination) the storage organs of particular plants, such as stems that store food, e.g. sugar cane–sugar; yam–starch and roots that store food e.g. sweet potato–starch. 3. then perform food test for starch and/or sugar on portions of plant storage organs and record which nutrients are found in each storage organ. 	<ul style="list-style-type: none"> • Sharing ideas about how plants make food • Observing storage organs • Identifying the presence of starch/sugar • Making observations 	<ul style="list-style-type: none"> • Summary of discussion • Table listing plant/corresponding storage organs (s)/food nutrients present • Written record of nutrients
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write summary accurately? • correctly identify the food nutrients present in each storage organ? • carry out investigation with due regard to safety? 	<p><u>Materials/Resources:</u></p> <p>Samples of plant storage organs Iodine solution Visual material displaying organs Benedict’s solution</p>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. investigate the need plants have for light to make their own food, by doing the following:</p> <p>(a) choose a healthy plant on the school compound/home.</p> <p>(b) cover parts of one leaf with aluminium foil, to prevent light from reaching those areas.</p> <p>(c) make a drawing of the leaf with areas covered by foil.</p> <p>(d) after one or two days remove the leaf from the plant and the foil from the leaf; then test the leaf for starch.</p> <p>(e) observe the leaf to see how the bluish black pattern is arranged and again draw the leaf.</p> <p>(f) compare the two drawings and respond to the question: "What does this tell us about the need for light by plants" and make report of the investigation.</p>	<ul style="list-style-type: none"> • Manipulating material and equipment • Making drawings • Observing bluish black pattern • Inferring the presence of starch • Comparing drawings and deducing that the bluish black areas correspond to the exposed parts of the leaf • Deducing about bluish black areas that plants need light 	<ul style="list-style-type: none"> • Participation in investigation • Report of the investigation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • carry out investigation with due regard to safety? • correctly identify the starch areas with only those areas exposed to light? • write report with correct conclusions? 	<p><u>Materials/Resources:</u></p> <p>Plant Iodine solution Aluminium foil Paper clips or tape</p>	

SOCIAL STUDIES

SOCIAL STUDIES**GRADE FIVE**Unit Title: **THE PHYSICAL ENVIRONMENT OF THE CARIBBEAN**Term: **TWO**Unit: **ONE**Duration: **FIVE WEEKS****FOCUS QUESTION: 1. How are Caribbean lands alike or different?**

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 • Interpret information from a variety of sources • 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 the following concepts correctly: tropical marine, natural hazard, prevailing winds. • identify and describe simply, the common physical features of the Caribbean area. • group Caribbean lands according to their physical features. • identify and give reasons for any similarities and differences in the climate of the Caribbean region. • interpret maps and diagrams which show how latitude, altitude, sea and winds affect the region's climate. • name the natural hazards experienced in the Caribbean region. • describe the effects of natural hazards in the Caribbean area. • suggest ways of preparing for and coping with the effects of these hazards. • identify areas in the Caribbean affected by each of these hazards. • research information from a variety of sources. • record information in a variety of ways. • participate willingly in activities that support disaster preparedness. 	<ul style="list-style-type: none"> landforms volcano limestones caves mountains streams swamps altitude tropical marine rain shadow relief rainfall prevailing winds drought hazard disaster

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. participate in discussion to clarify concepts. 2. use physical maps in the atlases and wall maps to: <ul style="list-style-type: none"> - identify mountainous areas, lowland areas and some rivers in selected Caribbean territories. - make a table to group the area according to similarities and differences in physical features – mountainous areas, volcanic islands, coral islands, limestone islands and low lying areas. - list the main mountain ranges and their heights. - describe physical features of the Caribbean using sentences. 3. work in pairs to colour outline map of the Caribbean to show the main physical groups: <ul style="list-style-type: none"> - mountainous islands, - coral islands, - limestone islands - volcanic islands, - low lying mainland countries. 4. interpret various diagrams and maps in order to draw conclusions about the factors – latitude, altitude/relief, sea and winds and how they affect climate of the Caribbean. 5. write a short paragraph on the effect of each factor on the climate of the Caribbean. 	<ul style="list-style-type: none"> • Defining concepts • Interpreting maps • Making a table/grouping • Describing Caribbean physical features • Identifying physical groups • Interpreting maps and diagrams • Drawing conclusions 	<ul style="list-style-type: none"> • Definitions of concepts • List of physical features • Completed table • List of main mountain ranges • Descriptive sentences • Completed map • Informed conclusions • Written paragraph

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. use various resources such as atlas, maps, textbooks, pamphlets, newspaper clippings, photographs to:</p> <ul style="list-style-type: none"> - identify hazards which affect the Caribbean (droughts, floods, hurricanes, volcanoes, earthquakes). - determine how each affects areas in the Caribbean. - identify what preparations are needed to cope with these hazards. - trace the paths of various hurricanes on a map of the Caribbean. - identify specific areas affected by specific hazards. - draw conclusions about areas affected and areas which are not affected by each hazard. - record information on a table. - read for information on each hazard. 	<ul style="list-style-type: none"> • Interpreting information • Reading for information 	<ul style="list-style-type: none"> • List of hazards
<p>7. listen to resource person and ask questions about resource person's experiences of earthquake, hurricane, storm or volcanic eruption. Record information.</p>	<ul style="list-style-type: none"> • Listening • Asking relevant questions • Answering concisely 	<ul style="list-style-type: none"> • Summary
<p>8. view films/documentaries available on any of these hazards mentioned.</p>		
<p>9. design posters to encourage disaster preparedness.</p>	<ul style="list-style-type: none"> • Designing posters 	<ul style="list-style-type: none"> • Completed posters
<p>10. write letters to pupils in other territories e.g. Montserrat, to form penpal relationships.</p>	<ul style="list-style-type: none"> • Letter writing 	<ul style="list-style-type: none"> • Letters

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11: participate in drills and simulations. 12. prepare emergency supplies and first aid kits.	<ul style="list-style-type: none"> • Following instructions 	<ul style="list-style-type: none"> • Participation in simulations • First aid kits
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • participate in discussion and arrive at appropriate definitions of concepts? • identify mountainous areas, lowland areas and some rivers? • write sentences describing the physical features of the Caribbean? • do the appropriate groupings and present these on tables? • list the names and heights of the main mountain ranges? • identify and colour the main physical groups on outline maps of the Caribbean? • write simple paragraphs of the factors listed? • design appropriate posters? • write letters to penpals in other Caribbean territories? 	<p><u>Materials/Resources:</u></p> <p>Atlases, maps Leslie, Sybil, <u>Our Caribbean Neighbours Bk. 5</u> McPherson, Johns, <u>Caribbean Lands – A Geography of the West Indies,</u> Longman’s <u>Outline Maps of the Caribbean</u> Resource persons Novels by Andrew Salkey e.g. “Hurricane”, “Earthquake”, “Drought” Pictures depicting natural hazards Pamphlets from ODPEM, Red Cross and Meteorological Office</p>	

SOCIAL STUDIES

GRADE FIVE

RESOURCES OF THE CARIBBEAN

TERM TWO

UNIT TWO

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Appreciate that inter-dependent relationships are necessary for our survival, growth and development• Appreciate the diversity inherent in life on planet earth• Present information in a variety of ways• Interpret information from a variety of sources	<ul style="list-style-type: none">• work co-operatively in groups.• value and appreciate the resources of the Caribbean.• present information in graphic form.• read and interpret text and graphic materials.	

ACTIVITY PLAN**Focus Question 1.****Objectives:****What are the resources of the Caribbean territories?****Pupils will:**

- define and use correctly the following concepts: natural resource, human resource, mineral.
- identify the resources that Caribbean countries have.
- classify the resources of the Caribbean in different ways.
- discuss the relationship between human and natural resources.
- identify on a map of the Caribbean areas where natural/physical resources are found.
- outline the economic benefits countries derive from exploiting their resources.
- value and appreciate the resources of the region.
- present information in graphic form.
- interpret information from a variety of sources.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. recall meaning of concept 'resource'. Brainstorm concept 'natural resource'. Through discussion refine the concept. Give examples of natural resources of the Caribbean e.g. mountains, beaches, forests, rivers, bauxite, gold, sea, sunshine, soil etc. 2. say what they understand by the term 'human resource' and offer explanations as to why a country's human resource is its most important resource. Read resource materials about the population of the region and answer questions about its size, age and gender composition, and its distribution. Note that while Guyana and Belize account for 90% of the land. They account for only 19% of the population. With teachers' guidance make connection between population size and the demand placed on natural resources. Summarize discussion. 	<ul style="list-style-type: none"> • Defining concepts • Making inferences • Reading for information 	<ul style="list-style-type: none"> • Examples of natural resources of the Caribbean • Definition of human resource • Summary

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. use atlases to examine individual maps of Caribbean territories and make a list of the major economic activities and industries found in each. Examine the list and summarize observations.</p> <p>4. read about and further examine maps of different territories in order to identify their natural resources. Group these on charts under different headings e.g. (1) mineral, agricultural, other (2) renewable and non-renewable. Examine the charts and make statements about the natural resources of the Caribbean.</p>	<ul style="list-style-type: none"> • Interpreting maps and text • Summarizing information • Reading for information • Interpreting maps • Grouping according to stated criteria • Interpreting charts 	<ul style="list-style-type: none"> • Major economic activities/ industries in each territory • Summaries • Chart • Statements about natural resources of the Caribbean
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify examples of natural resources found in the Caribbean? • define human resource? • correctly answer questions about the population of the Caribbean orally or in writing? • use atlases to correctly identify the major economic activities/industries of each territory? • from information observed make general statements, about the major economic activities/industries of the region? • produce charts showing the resources of Caribbean territories? • make summary statements about the natural resources of the region? 	<p><u>Materials/Resources:</u></p> <p>(For teacher) Waterman I. <u>Social Studies for Caribbean Examinations</u> Leslie, Sybil, <u>Our Caribbean Neighbours</u>, Carlong Primary Social Studies Bk. 5 Atlas (Carlong) Morissey, Mike, <u>Caribbean Social Studies</u> Pictures Markers Paste Scissors</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. explore, through further reading and discussion, the relationship between the natural resources of the countries of our region and their economic activities. Establish, for example that countries like Jamaica, the Bahamas, Antigua, Tobago and Barbados have a well developed tourist industry because of their beaches, sunshine, mountains and clear water of the Caribbean sea; that countries like Cuba and Barbados are large producers of sugar because of their fertile soils; that Trinidad and Venezuela are oil producers because of their subterranean oil bearing rocks. Identify other such groupings and linkages (e.g. bauxite, forestry).</p> <p>6. in groups do simple case studies on each of the areas identified above, in addition to bauxite in Guyana and Jamaica and forestry in Guyana and Belize. Be sure to include information like:</p> <ul style="list-style-type: none"> - some names of companies/groups/organizations exploiting particular resources and whether they are government owned or private. - whether some of these companies etc. operate in more than one territory. - how the country benefits from the exploitation of these resources e.g. its earnings, number and types of jobs created etc. <p>Show on blank maps the areas of development of particular resources. Share information from case studies with rest of the class.</p>	<ul style="list-style-type: none"> • Identifying relationships • Organizing case studies • Interpreting maps 	<ul style="list-style-type: none"> • Groups of territories showing linkages between resources and economic activities • Case studies • Completed maps
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • group territories according to their major natural resources and industries? • conduct simple case studies which presented reasonable overview of the area studied? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. through guided questions by teacher, identify and explain the ways that human and natural resources interact. Note for example, that it is the human element that adds value or worth to the resources; that humans exploit these resources to meet their needs and that there is a relationship between the benefit a country derives from the development of its resources and the quality of its labour force – i.e. how highly trained or skilled the labour force is and its attitude to work.</p> <p>8a. listen to and ask questions of a resource person from one of the major industries in the Caribbean (e.g. bauxite, sugar, tourism) about (a) the ways in which the particular resource is exploited, (b) the skills needed to successfully do this, (c) what would happen to the industry if good quality workers were not available; (d) the importance of the industry to the region. Record the information using a variety of media.</p> <p>b. collect and mount pictures showing workers in different industries exploiting the resources of the Caribbean. Write brief notes under each. Write a short composition about the importance of the relationship between human and natural resources in the economic development of Caribbean countries.</p>	<ul style="list-style-type: none"> • Making inferences • Listening to and asking questions • Mounting display • Writing composition 	<ul style="list-style-type: none"> • Explanations of interaction between human and natural resources • Participation • Documented information • Display • Composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • explain orally or in writing the nature and the importance of the interactions between human and natural resources? • participate through listening and asking questions of resource person? • record the information in various ways? • mount attractive and informative display highlighting workers in different sectors/ industries of the Caribbean? • write short composition that illustrated the connection between human and natural resources and the development of countries? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How can the use of Caribbean resources be protected?

Pupils will:

- define and use correctly the following concepts: sustainable development, solid waste, wetlands, forest.
- discuss some of the ways in which the exploitation of resources affect the environment.
- discuss ways in which some resources are misused.
- assess the role of governments in protecting the resources of the region.
- define and use correctly the concept “sustainable development”.
- read and interpret text and graphic materials.
- present information in graphic form.
- work co-operatively in groups.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make a list of some resources that can be and are being used in the Caribbean e.g. forests, wetlands, water. Where possible either view films and or collect pictures from newspapers, magazine, posters, pamphlets etc. that illustrate the misuse of Caribbean resources, and describe some of the ways the misuse is affecting the environment. Briefly state what they think will happen if the misuse continues unabated. 2. in small groups talk about what they think the term ‘sustainable development’ means. Share ideas with the rest of the class. With teacher’s help refine the definition. Write the definition in their notebook. In pairs orally explain the meaning of sustainable development to each other. 	<ul style="list-style-type: none"> • Interpreting unusual materials • Thinking critically • Defining concept • Interpreting stimulus materials 	<ul style="list-style-type: none"> • Responses to stimuli • Consequences identified • Explanation of concept
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • appropriately identify and describe from stimulus materials evidence of misuse of resources? • correctly define “sustainable development”? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. from stimulus materials provided identify and discuss some of the ways our resources are misused e.g.</p> <ul style="list-style-type: none"> - the use of prime agricultural lands for buildings - poor farming practices - poor planning by governments of the region - cutting down of trees without replanting - overgrazing by cattle - squatting - non restoration of mined out lands - dumping of solid waste in wetland areas. <p>Through further discussion add to the list. For each misuse cited name an example from the region.</p> <p>4. brainstorm for reasons why we misuse resources. List these on chalkboard. Where necessary include such reasons as:</p> <ul style="list-style-type: none"> - lack of education about the value of these resources - the non enforcement of laws and regulations governing the use of these resources - ignorance of the long term effects of the abuse/misuse of the resources - lack of concern about the future. <p>From resource materials identify other reasons and record in their notebooks.</p>	<ul style="list-style-type: none"> • Interpreting stimulus materials • Detecting cause and effect relationships • Brainstorming 	<ul style="list-style-type: none"> • Additional examples of misuse of resources
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • state possible consequences of continued misuse of natural resources? • clearly and correctly explain meaning of concept to each other? • identify other examples of misuse of resources around the region? 	<p><u>Materials/Resources:</u></p> <p>Films, pictures, pamphlets, newspaper/magazine articles etc. that illustrate how the regions resources are being misused. NRCA, ODPEM, Caribbean Conservation Association NGOs – reports, pamphlets, booklets etc. produced. Atlas</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. in groups carry out research about how the following two resources are misused and abused in the region.</p> <ul style="list-style-type: none"> - wetlands - forests <p>(N.B. Where possible visit examples) Be sure to identify the reasons why they are misused, the ways in which they are misused and who misuses them e.g. private individuals or companies or government bodies and organizations. Include also some of the short term and long term effects of the misuse on our lives. Show how the controlled use on a sustained basis (i.e. sustainable use) would better benefit the region as against the continued abuse. In role as members of a team of experts on the subject present findings to the rest of the class. Use a variety of resources to aid the presentation.</p>	<ul style="list-style-type: none"> • Reading for information . • Making notes • Researching information • Presenting information 	<ul style="list-style-type: none"> • Additional reasons identified • Presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • from resource materials identify and record additional reasons for misuse of the region’s natural resources? • identify relevant sources of information and select the important details? • make presentation that was clear, informative, accurate and which utilised a variety of aids? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6a. identify the names of groups and organizations around the region whose concern is the sustainable development of our natural resources (they could begin with local organizations e.g. the NRCA and ODPEM). Write to them expressing concern about reducing the misuse of our forests and wetlands. Request from them literature (pamphlets, pictures etc.) which will help them to design posters for a poster campaign about wetlands and forests of the region. Choose appropriate title for the campaign e.g. 'Save our Wetlands/Forests'.</p> <p>b. design posters to inform others about the value of our wetlands and forests (e.g. as tourist attractions and habitats for rare species of wildlife) as well as alert them to the dangers of their abuse and what can be done to preserve them. Mount posters in strategic locations in school/community.</p>	<ul style="list-style-type: none">• Selecting appropriate information • Choosing title/theme • Designing posters• Mounting posters	<ul style="list-style-type: none">• Title/Theme • Posters
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• write letters which clearly outlined their concerns and identified the assistance they were seeking, while paying attention to use of correct letter form etc.?• identify/select an appropriate theme for their poster campaign?• design posters that showed clear theme, were informative and attractive?• mount posters in appropriate places (i.e. places where they are likely to be noticed by many persons)?	<p><u>Materials/Resources:</u></p> <p>NRCA, ODPEM, Caribbean Conservation Association etc. Pamphlets, pictures of Forestry and wetlands Resource person from relevant local or regional organization Relevant laws – e.g. Beach Control Act, Quarries Act, Wildlife Protection Act etc. Pictures, pamphlets, cartridge paper, paste, scissors, markers</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7a. invite resource person from e.g. NRCA to talk about the laws that exist in Jamaica to protect our natural resources and the extent to which these laws are being enforced. Find out from resource persons whether there are penalties for breaking these laws and who has responsibility for enforcing them. Summarize (with teachers help where necessary) the important aspects of the presentation/discussion.</p> <p>b. seek out information from other territories in the region about the laws that exist to protect the exploitation of their natural resources. Access information from Internet sources; organizations like the Caribbean Conservation Association and NGOs that operate throughout the region. Discuss these.</p> <p>8. in pairs/small groups/individually, produce a composition either about how education and or law enforcement can help to promote the sustainable use of our natural resources in the region.</p> <p style="text-align: center;">or</p> <p>the impact that the continued misuse/abuse of our natural resources will have on the quality of our lives in the region.</p>	<ul style="list-style-type: none"> • Listening to and asking questions of resource person • Making summaries • Locating appropriate sources of information • Synthesizing information • Writing composition 	<ul style="list-style-type: none"> • Questions • Summary • Composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • summarize the main points which emerged from the exchange with resource person? • write composition which showed an understanding of topic as well as good use of the information gathered in the unit, while also paying attention to the mechanics of good composition writing? 	<p><u>Materials/Resources:</u></p>	

VISUAL ARTS

VISUAL ARTS

GRADE FIVE

Unit Title: **SHAPING UP**

Term: **TWO**

Unit: **ONE**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. How do we identify and use shapes to represent objects and ideas?
2. How do we use shapes to develop patterns and compositions?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explore and understand principles of design• Develop skills in picture making techniques• Express personal ideas as part of visual/tactile responses to the environment	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• experiment with shape to explore its compositional possibilities.• identify how shapes can be used as symbols for ideas.• explain the interaction between positive and negative shapes in a composition.• describe how shapes create patterns in architectural structures.• discover how shapes are converted into forms.	geometric shape organic shape positive (shape/space) negative (shape/space) pyramid sphere cube architecture facade symbol

ACTIVITY PLAN

Focus Question: 1.

How do we identify and use shapes to represent objects and ideas?

Objective:

Pupils will:

- experiment with shape to explore its compositional possibilities.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> (a) on rough paper, practice drawing a variety of geometric/organic shapes and try to fit the shapes together. (b) create a composition by filling a clean sheet of paper with a variety of shapes fitted together. (c) once the paper is filled, outline the shapes with a bold marker. (d) use different colours to fill in the shapes and create unity by using the same colours in several places. (e) fill in any space outside of the shapes with a single colour. (f) display completed works and discuss how shapes are used repeatedly and in combination with colour to create unity. 	<ul style="list-style-type: none"> • Drawing shapes • Creating a design • Colouring shapes • Unifying a composition • Displaying design 	<ul style="list-style-type: none"> • Drawn shapes • Use of shapes and colour • Completed composition • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • develop a variety of shapes? • re-use the same shapes? • vary the colour used? • unify the composition? 	<p><u>Materials/Resources:</u></p> <p>Paper Crayons Markers Paint Scissors Glue Ruler/straight edge</p>	

ACTIVITY PLAN

Focus Question: 1.

How do we identify and use shapes to represent objects and ideas?

Objective:

Pupils will:

- identify how shapes can be used as symbols for ideas.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2. (a) research visual symbols in various cultures. (b) determine an idea which could be represented symbolically. (c) draw an image using shapes to represent the idea. (d) select colours which could help to symbolize their ideas. (e) add colour to the image (consider paint/crayons/paper mosaic). (f) finish composition by developing background. (g) display and discuss.	<ul style="list-style-type: none"> • Researching symbols • Developing symbols • Drawing symbols • Making colour choices • Developing composition • Discussing symbolism 	<ul style="list-style-type: none"> • Data collected • Compositions • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and use shapes that could represent some of their ideas? • create compositions through the symbolic use of colour? • use colour to enhance the symbolism of their idea? 	<p><u>Materials/Resources:</u></p> <p>Paint Brushes Paper Magazine pages Glue Scissors Crayons</p>	

ACTIVITY PLAN**Focus Question: 2.****How do we use shapes to develop patterns and compositions?****Objective:****Pupils will:**

- explain the interaction between positive and negative shapes in a composition.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: <ol style="list-style-type: none"> (a) observe visuals revealing the use of positive and negative shape/space. (b) collect squares of coloured paper and cut or tear shapes from them. (c) mount both cut out shapes and squares side by side on sheets of contrasting paper to create composition. (d) display works and discuss the interaction of positive and negative shapes. 	<ul style="list-style-type: none"> • Analyzing shapes • Cutting and tearing • Discussing relationship of shapes 	<ul style="list-style-type: none"> • Differences observed • Composition arrangement • Critique
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • identify positive and negative shapes/spaces? • cut shapes and arrange in positive/negative relationship? • identify these relationships in the works of classmates? 	<u>Materials/Resources:</u> Paper in various colours Scissors Glue	

ACTIVITY PLAN

Focus Question: 2.

How do we use shapes to develop patterns and compositions?

Objective:

Pupils will:

- describe how shapes create patterns in architectural structures.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2. (a) collect pictures of various types of buildings; houses, places of worship, office building etc.</p> <p>(b) observe pictures to determine how the forms of the buildings are made up of shapes combined into patterns, walls, doors, windows, roofs, grillwork, doorways, open spaces etc.</p> <p>(c) create a design for the front of a building using a variety of shapes and colours to create interesting patterns on the front or facade of the building.</p> <p>(d) add colour with crayons/markers (shapes may be outlined.)</p> <p>(e) make sure that the composition is balanced.</p>	<ul style="list-style-type: none"> • Observing details • Developing designs and compositions 	<ul style="list-style-type: none"> • Designs of front of building • Completed compositions • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the shapes created by spaces (positive and negative)? • use a variety of shapes in their own compositions? • create balanced compositions? 	<p><u>Materials/Resources:</u></p> <p>Pictures of architectural structures Paper Pencils Crayons/Markers Cardboard Glue</p>	

ACTIVITY PLAN

Focus Question: 2.

How do we use shapes to develop patterns and compositions?

Objective:

Pupils will:

- discover how shapes are converted into forms.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. (a) define the relationship between shape and form i.e. shape is 2D and form is 3D.</p> <p>(b) discuss how geometric shapes can be converted into forms e.g. triangle - pyramid square - cube circle - sphere</p> <p>(c) observe and discuss compositions utilizing geometric shapes/forms.</p> <p>(d) draw a large geometric shape on a sheet of paper.</p> <p>(e) add to and take away from the shape details to convert it into a representation of a familiar form e.g. rectangle into a car, house etc., circle into a fruit like an orange etc.</p> <p>(f) add colour, texture/pattern to develop the composition.</p>	<ul style="list-style-type: none"> • Defining terms • Discussing conversion of shape to form • Observing artwork • Drawing shapes • Creating compositions • Building images, forms 	<ul style="list-style-type: none"> • Written definitions • Participation in discussion • Composition • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the difference between shape and form? • identify the forms derived from specific shapes? • convert the shapes to represent forms? 	<p><u>Materials/Resources:</u></p> <p>Drawing paper Stiff cardboard Pencils Paint/Crayons/Markers Things to build texture</p>	

VISUAL ARTS**GRADE FIVE**Unit Title: **SHAPES CAN HAVE COLOUR, TONE AND TEXTURE**Term: **TWO**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How can colour be used creatively to enhance shapes and compositions?
2. How can tone and texture be used creatively within shapes and compositions?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that colour, tone and texture can be used creatively in a composition to develop and represent moods, concepts and objects • Experiment with the use of colour, tone and texture within a composition to create a variety of effects 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • analyze and explore the relationship between colour and mood within a composition. • identify and analyze colours within the spectrum to explore their symbolic use. • explore the use of a range of hues in a painting. • analyze and explore the use of shades and tints in a painting. • analyze and experiment with various painting techniques to create textures in a composition. 	shapes surfaces composition painting tone texture mood colour spectrum primary colour secondary colour symbol hue pigment shade tint monochromatic tertiary twirling dabbing dry-painting cross-matching finger-painting

ACTIVITY PLAN**Focus Question 1.****How can colour be used creatively to enhance shapes and compositions?****Objective:****Pupils will:**

- analyze and explore the relationship between colour and mood within a composition.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1.(a) share their experiences of a festive occasion.</p> <p>(b) observe and discuss sketched compositions in which colours have been chosen to create a particular mood e.g. bright - festive sombre - gloomy</p> <p>(c) identify colours that help to build a composition that portrays a joyous or festive occasion or mood.</p> <p>(d) using paint of appropriate colours (no drawing pencil or crayon), create a composition based on a festive occasion.</p> <p>(e) explore shapes and colours using computer graphics (optional).</p> <p>(f) plan and complete composition directly in colour.</p>	<ul style="list-style-type: none"> • Observing colour compositions • Identifying festive and sombre colours • Mixing colours • Experimenting with computers 	<ul style="list-style-type: none"> • Participation in discussion • Completed compositions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify colours that helped to portray a festive mood? • mix colours where necessary to produce a wider range of colour? • create compositions by working directly in colour? 	<p><u>Materials/Resources:</u></p> <p>Paper Paint Brushes Water Computer are relevant software (if available)</p>	

ACTIVITY PLAN**Focus Question 1.****How can colour be used creatively to enhance shapes and compositions?****Objective:****Pupils will:**

- identify and analyze colours within the spectrum to explore their symbolic use.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2.(a) observe and discuss the range of colours that exist in a spectrum (colour wheel/rainbow prism).</p> <p>(b) identify the three primary colours and their role as foundation colours - a basic to colour mixing.</p> <p>(c) explore the possible symbolism of each of these colours e.g. red – blood, fire yellow – sun, sand blue – water, sky</p> <p>(d) create a composition using the three primary colours symbolically, allowing for possible discovery of “new” colours from controlled and accidental mixing.</p> <p>(e) explore possible new symbolisms.</p>	<ul style="list-style-type: none"> • Identifying the range of colours • Identifying the three primary colours • Exploring the primary colours • Creating composition 	<ul style="list-style-type: none"> • Participation in discussion • Completed composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the three primary colours within the spectrum? • use these three colours as basic to colour mixing? • suggest colour symbolism? • use primary colours to create a composition ? • discover and identify ‘new’ colours and their symbolic association? 	<p><u>Materials/Resources:</u></p> <p>Paper Paint (3 primary colours only) Brushes (no pencil) Colour Water Wheel</p>	

ACTIVITY PLAN**Focus Question 1.****How can colour be used creatively to enhance shapes and compositions?****Objective:****Pupils will:**

- explore the use of a range of hues in a painting.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3.(a) collect and observe a number of natural objects in various hues of green.</p> <p>(b) view and discuss a selection of paintings in which a variety of greens are represented.</p> <p>(c) observe demonstration of how a variety of greens can be achieved by mixing varying amounts of blue and yellow pigment.</p> <p>(d) create a landscape or composition by painting with colours limited to the possible mixes of blue and yellow.</p>	<ul style="list-style-type: none"> • Identifying the range of greens. • Observing range of greens in paintings. • Experimenting with blue and green in varying proportions. • Creating a landscape composition using a range of skills. 	<ul style="list-style-type: none"> • Participation in discussion • Landscape/composition • critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the range of greens seen in natural objects? • identify the range of greens artists use in their paintings? • create a composition that explored the range of greens possible from mixing blue and yellow pigments? 	<p><u>Material/Resources:</u></p> <p>Paper Brushes Blue paint Yellow Paint Water (No pencils) Leaves Artworks</p>	

ACTIVITY PLAN

Focus Question 2.

How can tone and texture be used creatively within shapes and compositions?

Objective:

Pupils will:

- analyze and explore the use of shades and tints in painting.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1.(a). observe demonstration of how the tone of a colour can be changed through a range of shades and tints by adding small amounts of black and white pigment.</p> <p>(b) create a monochromatic composition by painting initially in one primary colour and then developing composition by addition of shades and tints of that colour.</p> <p>(c) allow subject matter to evolve out of the painting exercise.</p>	<ul style="list-style-type: none"> Discovering how shades and tints can be made. Creating shades and tints Creating a composition 	<ul style="list-style-type: none"> Composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> identify shades and tints and explain how they are made? create a monochromatic composition? 	<p><u>Materials/Resources:</u></p> <p>Paper Brushes 1 primary colour of choice Black White Water (No pencils)</p>	

ACTIVITY PLAN**Focus Question 2.****How can tone and texture be used creatively within shapes and compositions?****Objective:****Pupils will:**

- analyze and experiment with various techniques to create textures in a composition.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2.(a). observe compositions available to them, and discuss the functions of texture in the examples.</p> <p>(b) identify the various types of textures and determine the effect these have on their response to each work.</p> <p>(c) use paint, paper and brushes to achieve a variety of textural qualities such as cross-matching, blobbing, twirling/twisting etc.</p> <p>(d) use a variety of texture samples to design a pleasing composition.</p> <p>(e) evaluate each other's response to the task.</p>	<ul style="list-style-type: none"> • Observing samples • Identifying texture samples • Exploring the effectiveness of texture. • Experimenting with different methods of paint application. • Composing designs • Assessing 	<ul style="list-style-type: none"> • Discussion • Participation in discussion • Composition • Oral analyses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify varieties of textures in compositions? • analyze compositions according to textural qualities? • design pleasing compositions using a variety of textures? • evaluate each other's work objectively? 	<p><u>Materials/Resources:</u></p> <p>Paint Paper Brushes Water Found materials</p>	

TERM 3

DRAMA

DRAMA**GRADE FIVE**Unit Title: **EXPLORING VOICE FOR DRAMATIC PERFORMANCE** Term: **THREE** Unit: **ONE**Duration: **TEN WEEKS**

- FOCUS QUESTIONS:**
1. How can I prepare my voice for dramatic work?
 2. Is my voice important in my dramatic presentation?
 3. How can I create playlets through improvisation?
 4. Is my voice important to my dramatic work?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Contribute imaginatively as member of group to classroom drama • Ability to transfer imagination into shared reality • Communicate, expressing feelings verbally and non-verbally • Create playlets through group improvisation 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • create chronicle of sounds using voices and improvised instruments. • show respect for and trust in each other. • sustain a role in improvised work. • portray a range of characters in voice activities. • work co-operatively in small group improvisation. • document their work, remembering important details. 	<ul style="list-style-type: none"> voice range sounds rhythm pace projection verbal communication portray sequencing plotting playlets conflict characters situation motive environment clarity themes monologue improvising documenting role-playing scripting

ACTIVITY PLAN

Focus Question 1. How can I prepare my voice for dramatic work?

Objectives:

Pupils will:

- create chronicle of sounds using voices and improvised instruments.
- show respect for and trust in each other.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. imagine themselves as machines. 2. use voice to make the sound of the machine he/she imagines himself/herself to be. 3. do individual demonstration of machine sound. 4. experiment with sounds given by teacher e.g. pithth or phut bang-pop-clang z/zzz-wush tic a tup 5. repeat sounds to convey an emotion e.g. happiness, sadness, joy, anger etc. 6. have general class discussion on sounds created. 7. work in small groups to add words to sounds created. 	<ul style="list-style-type: none"> • Imagining • Creating sounds using voice • Demonstrating machine sound • Experimenting with sounds • Portraying emotions through sounds • Sharing ideas 	<ul style="list-style-type: none"> • Appropriate sound created • Experimentation with sounds

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
8. say words to sound like machines while in use. 9. have class discussion on each group presentation. 10. document words relating to machines in use e.g. push-puusssh, etc.	<ul style="list-style-type: none">• Discussing/critiquing• Documenting	<ul style="list-style-type: none">• Presentations critiqued• List of words
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• prepare and present group work on creation of machine sounds?• document words relating to machines in use?	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 2. Is my voice important in my dramatic presentation?

- Objective:** Pupils will:
- portray a range of characters in voice activities.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> select cards from a "Choose a Crisis" bag pre-prepared by the teacher and be given five minutes to reflect on the character and crisis they have to deal with. With teacher, have general class discussion on what is expected of them. individually take on the role/character to match the crisis and be given one minute to talk about the crisis. have general discussion on individual presentations. document character profile and monologue. 	<ul style="list-style-type: none"> Analyzing Decision making Discussing for clarification Role-playing Creating character and monologue Portraying character Communicating orally Documenting 	<ul style="list-style-type: none"> Character profile and monologue Performance of role Delivery of monologue Participation in discussion Documentation completed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> analyze crisis and chose character appropriate to crisis? present a monologue appropriate to crisis? document character profile and monologue? 	<p><u>Materials/Resources:</u></p> <p>Cards with crisis e.g. person held hostage, school threatened with closure, or family left homeless</p>	

ACTIVITY PLAN**Focus Question 3.****How can I create playlets through improvisation?****Objectives:****Pupils will:**

- sustain a role in improvised work.
- work co-operatively in small group improvisation.
- document their work, remembering important details.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. guided by teacher, brainstorm ideas for the creation of playlets. 2. guided by teacher, discuss ideas. 3. select at least three of the ideas for improvisation. 4. in small groups, work on an idea and present improvised work. 5. have general class discussion and critique on groups' presentations for consistency, detail, character, plot, believability. 6. working in groups, script playlets. 7. present playlets for discussion and critique in Forum Theatre format. 8. in groups, read playlets and record impressions/critiques. 9. guided by teacher, brainstorm characters they would like to play. 10. present their character profiles for group discussions. 	<ul style="list-style-type: none"> • Brainstorming for ideas • Sharing of ideas • Decision making • Improvising • Critiquing • Writing playlets • Cooperating in group work • Reading expressively • Critiquing playlets • Writing creatively • Creating/interpreting character 	<ul style="list-style-type: none"> • List of options • Improvisations • Presentations • Scripts • Playlets read • Documentation of critiques, impressions. • Participation

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. in large groups brainstorm for possible situations to suit characters. 12. in small groups, select situations/events to match the characters and develop improvisation. 13. present extended improvised work. 14. have whole group discussion on groups' improvisation. 15. in groups script their improvised work.	<ul style="list-style-type: none">• Discussing • Improvising • Critiquing • Scripting	<ul style="list-style-type: none">• Character profiles • Improvised work • Scripted playlets
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• evaluate ideas, and create improvisations?• script playlets and critique playlets after reading?• improvise, using characters and events from brainstorm activities?• create believable roles, maintain role consistency by appropriateness of language etc.?	<u>Materials/Resources:</u>	

ACTIVITY PLAN**Focus Question 4. Is my voice important to my dramatic work?****Objective:****Pupils will:**

- portray a range of characters in voice activities.
- document their work remembering important details.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to scenario read by teacher (see scenario under Materials/Resources Section) 2. take on individual roles of characters other than themselves. 3. listen a second time to scenario (read by teacher), this time with attention to role they have assumed. 4. create individual monologue to suit both character and situation in the scenario. 5. individually present monologue in character. 6. have general class discussion on presentations. 7. document their monologues. 	<ul style="list-style-type: none"> • Listening for details • Interpreting characters • Interpreting text for performance • Composing monologue • Performing • Discussing/critiquing • Writing monologue 	<ul style="list-style-type: none"> • Characters created • Scenario interpreted • Monologue completed • Monologue documented
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create characters and monologue appropriate for scenario? • perform monologue while maintaining the character's voice? • document monologue? 	<p><u>Materials/Resources:</u></p> <p>You are walking down the street. You come to the door of a shoe store, open the door and go into the store. You go from shelf to shelf looking at the shoes. You see a pair that you like. Pick it up. Try on the new shoes. Walk around in them. Take them off. Make your own purchase and leave the store with your new pair of shoes.</p>	

LANGUAGE ARTS

LANGUAGE ARTS**GRADE FIVE**Unit Title: **EXPLORING OUR COUNTRY**Term: **THREE**Unit: **ONE**Duration: **FOUR-SIX WEEKS****FOCUS QUESTIONS:**

1. What can I say or write about plants and animals in Jamaica?
2. What do I know and can say or write about bodies of water in Jamaica?
3. What do I know and can say or write about highlands in Jamaica?
4. What do I know and can say or write about lowlands in Jamaica?

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"> • outline processes, make explanations, ask directions in SJE. • give clear and appropriate responses to questions. • 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. • identify 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. 	landscape seascape horizon terrain vegetation undergrowth indigenous agriculture harvest botanical landmarks causeway stagnant sea weed refuse barrier reef coral reef cliff erosion spa stalagmite extinct

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 and use ideas, information at the:<ul style="list-style-type: none">(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 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 poem.• 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. • use appropriate reading strategies to locate information.• use table of contents, index.• use encyclopedia and directories.• use pictures, maps and diagrams.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Use recognizable handwriting and appropriate spelling and vocabulary Write to narrate, persuade, and for a range of transactional purposes 	<ul style="list-style-type: none"> use upper and lower case letter formation. use cursive formation in legible style. spell words using phonetic and structural rules applicable to grade: <ol style="list-style-type: none"> “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. select from a range of words to convey ideas. identify and use the variety of vocabulary encountered in texts. use synonyms, homonyms. use suffixes. 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. explain the purpose of, and be able to write letters, stories, reports etc. contribute to the process of note taking from teacher talk. 	

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 and use own sentences and patterns.• use collective nouns.• use subject/verb agreement including agreement with collective nouns.• use conjunctions, adjectives, noun substitutes.• identify 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.<ul style="list-style-type: none">i. JC/SJE false homophones e.g. an/on doze/those,ii. JC/SJE question terms,iii. English pronoun substitutes for JC pronouns “mi”, “him”.• differentiate between different types of spoken language.	

ACTIVITY PLAN

Focus Question 1.

What can I say or write about plants and animals in Jamaica?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">using pictures of each, name and describe each of the national symbols – national flower , tree, bird, fruit, for a visitor to the country.explain to someone who has been living abroad what bamboo is and for what it can be used. Make mention of famous bamboo groves in the island.read the poem “Flame Heart” by Claude McKay. Discuss in groups all the memories, especially any that is unfamiliar. Make up two or three lines that could be added to the poem that describe something else about Jamaica.prepare arguments to persuade their class to visit a particular botanical garden or amusement centre, choosing words carefully to convince the reader. Use the future tense.	<ul style="list-style-type: none">Describing national symbolsDefining and explaining purposeDiscussing meaningfullyPersuading persons to make a choicePractising future tense	<ul style="list-style-type: none">Name and description of symbolsDefinition/explanationNew lines for poemsRecommendations and reasons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">identify and describe national symbols?give clear explanations?create descriptive lines?present convincing arguments using future tense?	<p><u>Materials/Resources:</u></p> <p>“Flame Heart” -- Resource Package</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. present the talk they would give to a group of visitors on the subject of Jamaican birds.</p> <p>6. discuss as a class, the animals that are becoming less popular in Jamaica and the reasons for this.</p> <p>7. read the story "Mangoes and Mangooses". Discuss how certain plants and animals first came to Jamaica. With their teacher, make up a similar story about a fruit and an animal. Write comprehension questions relating to the story.</p> <p>8. in small groups, read aloud the story "In the Mountains". Take turns to read so that each member reads twice. Identify, say, and write down any difficult words.</p> <p>9. find out all they can about ferns or orchids and present the findings under the headings: e.g. (a) What are ferns? (b) Where are they found? (c) How have they made Jamaica famous? (d) Common uses for ferns.</p>	<ul style="list-style-type: none"> • Presenting a speech • Identifying endangered species • Developing independent reading for information • Formulating questions • Using decoding skills • Giving reasons based on evidence 	<ul style="list-style-type: none"> • Completed speech • Discussion • List of endangered animals • New story • Questions • Reading aloud • Report on ferns/orchids
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • speak with good pitch and clarity? • pronounce correctly? • make lengthier contributions than words and phrases to discussion? • contribute ideas to writing the story? • write correctly constructed questions? • decode difficult words in reading? • locate and record research information? 	<p><u>Materials/Resources:</u></p> <p>"In the Mountains", Dr. Bird Series</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. investigate and report on plant and animal life found in and around a pond, lake or river in the neighbourhood. Give oral reports to class. Write report.</p> <p>11. use the Poinsettia in different designs to create Christmas cards. Each group could produce a set of 4 or 5 different designs and draft accompanying words and logo. Put onto cartridge paper and make into cards.</p> <p>12. make a poem, similar to "Flame Heart", about the POINCIANA or POUI Tree. Display on classroom wall.</p> <p>13. write for a home and garden magazine, an article entitled "Bougainvillea".</p> <p>14. read and discuss use of detail, accuracy of information. Rewrite, making necessary additions.</p> <p>15. make a list of all the proper nouns used in the article on the Swallow Tail Humming Bird.</p>	<ul style="list-style-type: none"> • Identifying and observing plant and animal life • Speaking and writing about observations • Designing Christmas cards • Modelling pattern in poem • Writing creatively • Writing in expository style • Listing 	<ul style="list-style-type: none"> • Report • Christmas cards • New poem • Article on Bougainvillea • List of proper nouns
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give clear logical reports on their investigations? • use language creatively in designing cards? • produce a poem similar in style to the model used? • write interesting articles entitled "Bougainvillea" • identify all proper nouns in article? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2. What do I know and can say or write about bodies of water in Jamaica?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. sing song “I was rafting on the Rio Grande, oh, oh”. Retell what happened on the trip. Use the present and past continuous tenses as much as possible.2. explain to a visitor the history of Port Royal. Discuss what should be written with a partner, and together, write paragraph and check it for grammatical errors.3. read aloud the poem “Water” (Appendix VI) saying the words in such a way that qualities of water are evident. (Have a competition among groups for the most beautiful reading of the poem.)4. write a story entitled “Going with Aunt Mae to River.” Include quotation marks and contractions in story.5. explain how they think a waterfall is formed. In groups make lists of waterfalls in Jamaica and find out about three famous ones in other countries. Give talks to class.	<ul style="list-style-type: none">• Imagining scenario• Explaining history and prominence• Reading with expression• Writing creatively• Searching for information• Presenting oral information	<ul style="list-style-type: none">• Use of continuous tense• Discussion and composition• Reading poetry aloud• Story• List of local/external waterfalls• Talks presented
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• use continuous tense consistently?• identify grammatical errors in their writing?• express in rendition qualities of water in poems?• develop realistic characters and situations in stories?• present adequate information on waterfalls?	<p><u>Materials/Resources:</u></p> <p>‘Water’: Resource Package</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. sing song “Ribba ben cum dung an mi caan cross over”. Discuss problems people have crossing water when there is no bridge. Then talk about different kinds of bridges found in Jamaica.</p> <p>7. rewrite one stanza of the song “Ribba ben cum dung” in Standard English. Discuss the changes they had to make.</p> <p>8. play game in which they develop a glossary of names of bodies of water of different sizes and types, and practise forming plurals at the same time. Work in pairs. The first student writes the name of the body of water e.g. river. The second writes the plural of river and writes another water word to be pluralized e.g. tributary. The pair with longest lists of words and plurals is the winner.</p> <p>9. read the poem “The Sea”. Read in groups and say it aloud. Decide on the tone to use for selected lines.</p>	<ul style="list-style-type: none"> • Discussing experiences • Translating • Identifying bodies of water • Forming plurals • Selecting appropriate intonation 	<ul style="list-style-type: none"> • Discussion • Translation in SJE • Glossary of names of bodies of water • Pluralised words • Choral reading
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make contributions in the discussion? • produce grammatically correct translations? • supply and pluralize correctly names of bodies of water? • identify and express different moods of the sea suggested in poem? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. read aloud the poem "On the River Nile." (Story Time 3 LMW). Locate river on world map. Tell what information is found in the poem. Discuss it in groups and then write a paragraph on any of the animals; the look and sound of the water; the importance of sunshine; the tourist.</p> <p>11. research and report on famous mineral spas in Jamaica. Include in the report</p> <ul style="list-style-type: none">(a) origin or history,(b) economic and societal contribution,(c) contribution to health,(d) folk tales or folklore surrounding them. <p>Write a composition on one of these spas.</p>	<ul style="list-style-type: none">• Locating relevant information • Researching information • Reporting • Composing	<ul style="list-style-type: none">• Information about the River Nile • Reports (oral and written) • Written composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• collate information about the River Nile?• locate information on spas?• present oral information interestingly and with good tone and pronunciation?• use facts to write interesting compositions?	<p><u>Materials/Resources:</u></p> <p>'The Strange Fishermen': Dr. Bird Book 23</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. punctuate a section of the dialogue in “The Strange Fishermen” and compare it with the original to see how accurate they are.</p> <p>13. in groups of four re-read the story “The Strange Fishermen” (Dr. Bird Bk. 23). Write a new version of the story. Write as if the ‘tall man’ were telling the story. Tell what he saw and how he felt.</p> <p>14. read “The Story of Bath” (Dr. Bird Bk. 27). Underline any of the words they cannot read. Pronounce the words by breaking them into syllables and sounding each syllable. Ask the teacher to help them with any that they cannot manage.</p>	<ul style="list-style-type: none">• Punctuating dialogue• Writing creatively• Identifying a particular perspective• Reading independently	<ul style="list-style-type: none">• Punctuated dialogue• New version of story• Silent and oral reading
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• properly punctuate dialogue?• write convincingly from the given point of view?• correctly identify syllables in words?	<p><u>Materials/Resources:</u></p> <p>Map of Jamaica Set of Encyclopedias Dr. Bird Series Bks.23, 27</p>	

ACTIVITY PLAN**Focus Question 3. What do I know and can say or write about highlands in Jamaica?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> write a composition on “Hope Botanical Gardens” or “The Blue Mountains in Jamaica”. Put the ideas on a web and use it to organize what they want to say. writing in the present tense, describe the view from any mountain top with which they are familiar or give their first impressions of one of Jamaica’s landmark sights – Lover’s Leap, Fern Gully, Bamboo Avenue or Blue Mountain Peak (any site the children have experienced may be substituted). give some reasons why they would prefer to live in a part of Jamaica where the land is very flat or very hilly. State advantages and disadvantages of living in the place they have chosen. write a story in which they imagine themselves lost on the Black River, on Blue Mountain or the Cockpit Country for three days. Read to class and discuss effective use of suspense in stories. 	<ul style="list-style-type: none"> Generating ideas Paragraphing or ordering Using present tense Describing landscape orally Expressing preferences Composing stories 	<ul style="list-style-type: none"> Composition Description Oral description Points of view Story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> generate and organise ideas for composition? use language effectively to capture landmark sites? state advantages and disadvantages? write stories building up suspense effectively? 	<p><u>Materials/Resources:</u></p> <p>Tourist brochures on Jamaican places to visit</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. describe some of the experiences they have travelling uphill to school every day (by car or on foot).</p> <p>6. list agricultural crops that are planted particularly on hills/mountains. List some places in Jamaica where these crops grow well (use relief map of Jamaica). Put all this information in a short paragraph.</p> <p>7. underline all the adverbs they used in their description of travelling uphill. Indicate what impressions of journeys the adverbs help to create.</p>	<ul style="list-style-type: none">• Detailing the features of uphill travel• Categorizing places by elevation• Summarizing• Identifying adverbs	<ul style="list-style-type: none">• Description• List of places of high elevation• Summary• Identification of part of speech
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• use a relief map and identify the high and low places?• select only main ideas to write short paragraphs?• identify the adverbs in their own work?	<p><u>Materials/Resources:</u></p> <p>Relief map of Jamaica/Atlas</p>	

ACTIVITY PLAN

Focus Question 4. What do I know and can say or write about lowlands in Jamaica?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make up the lyrics in SJE or Creole, for a song, that has as its theme “The reasons Jamaicans love Jamaica.” 2. in groups of four re-read “Limestone Caves”. Make a list of the facts the story gives about limestone. 3. write a story in which a goat disappears, and in search for it, the people discover a cave. Use appropriate words to create a delightful or horrible setting in the cave. 4. tell or make-up the story about how the Caves of Nonsuch got their names. Use SJE only. 5. read the letter to the editor in Appendix VII. Explain the points the writer is making. Indicate what warning is evident in the letter. 6. discuss some advantages and disadvantages of living in a very flat area. Write down what the group had to say. Edit carefully to make sure sentences are complete and points are clear. 	<ul style="list-style-type: none"> • Creating lyrics • Manipulating SJE and Creole • Extracting information • Writing creatively • Narrative story • Describing setting • Telling story • Explaining points • Identifying main idea • Presenting advantages/disadvantages • Editing and proofreading 	<ul style="list-style-type: none"> • Lyrics • List of facts • Story • Story • Statement of advice/warning • Discussion • Written statements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use theme to create song? • extract information from text? • build interesting setting and suspense in story? • identify main idea in letter? • produce group ideas in grammatically correct sentences? 	<p><u>Materials/Resources:</u></p>	

MATHEMATICS

MATHEMATICS**GRADE FIVE**Unit Title: **NUMBER**Term: **THREE**Unit: **ONE**Duration: **THREE WEEKS****FOCUS QUESTION:** What is the role of the financial institutions in my country?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> 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"> show knowledge of financial institutions and their functions. describe terms used in savings and loans. round a number representing an amount of money to the nearest dollar, ten dollars, hundred dollars, thousand dollars. add or subtract numbers to three decimal places. find the product of a whole number and a decimal to three places of decimals. solve word problems involving the use of any one or two basic operations. analyze data for problems to discover missing facts essential to their solution. tell the operations to be used to solve word problems when no numbers are given. discuss the importance of being honest. 	commercial bank credit union building society Bank of Jamaica partner scheme insurance company savings savings account current account principal collateral hire purchase loans or mortgages terms rental purchase cost cost price sold selling price budget

ACTIVITY PLAN**Focus Question: What is the role of the financial institutions in my country?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> prepare a questionnaire to get information about the functions of financial institutions – at least two pieces of information. Use appropriate terminologies and demonstrate instances of honesty. listen to and question persons from these institutions. dramatize roles of workers and situations involving buying, selling, saving, lending. Good examples of activities are: <ol style="list-style-type: none"> “Activity 5-5” from the “Primary Mathematics Teachers’ Guide”, “The Horse Problem” from RU – “Collections 3 -6”, pp. 129-138 “Costing buildings” from RU – “Polyhedrville”, pp. 45-53. tabulate the facts and state what are the missing facts essential to solving given problems (problems developed by the teacher/peers). work in groups to solve problems involving: <ol style="list-style-type: none"> decimals (money) not more than two operations selection of the operation(s) to be used. Refer to pages 86-89 in “Caribbean Primary Mathematics” - Level 5. 	<ul style="list-style-type: none"> Evaluating, verifying and interpreting results Demonstrating honesty Computing and comparing costs Costing objects from given criteria Tabulating various costs Making inferences Selecting appropriate methods for computation 	<ul style="list-style-type: none"> Questionnaire Dramatization Calculations Solutions to problems
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> develop (orally or in written form) appropriate questions? role-play at least one worker of a financial institution? add, subtract and multiply decimals correctly? identify the facts needed for solving a given problem and choose the correct operation necessary for solving? cite and supply any missing data required for solving a problem? 	<p>Materials/Resources:</p> <p>“Primary Mathematics Teachers’ Guide” RU - “Collections 3-6” RU - “Polyhedrville” Resource persons from financial institutions Calculators “Caribbean Primary Mathematics” - Level 5</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **GEOMETRY**Term: **THREE**Unit: **TWO**Duration: **TWO WEEKS****FOCUS QUESTION: Do I know the parts of a circle?**

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Describe the relationships between and among geometrical figures and explain spatial relationships	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">identify the parts of a circle.contrast the meaning of a circle as a curve and a circle as a two dimensional region.	radius diameter circumference chord semi-circle arc sector segment quadrant

ACTIVITY PLAN

Focus Question .

Do I know the parts of a circle?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. trace around circular objects or use a pair of compasses, or strips to draw circles (page 23 of the “Take It and Make It” describes how to make compass strips). 2. Talk, with the teacher, about their drawings in terms of the fixed point (the centre) and the points which are an equal distance from the centre. 3. work in groups, to examine/measure and describe a specimen of a given part of a circle. Share the description with the whole class. Critique each other’s descriptions, hence arriving at a common description of different parts of the circle. 4. discuss the difference between the parts of the circle, e.g. <ol style="list-style-type: none"> a) diameter / radius / chord b) sector / segment / quadrant / semicircle c) arc / circumference / area of the circle Make calculations involving the radius and diameter. For assessment use “Caribbean Primary Mathematics” - Level 5, pp. 81-82. 5. draw and label diagrams showing parts of the circle. 6. use given part(s) to make designs e.g. colour segments or join chords. 	<ul style="list-style-type: none"> • Manipulating circular objects and compasses • Drawing circles • Comparing measurements and parts of a circle • Identifying parts of a circle • Comparing parts of a circle • Labelling parts of the circle 	<ul style="list-style-type: none"> • Circles of different sizes • Description of different parts of a circle • Calculations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw a circle? • identify/describe the parts of the circle? • calculate the diameter when the radius is given and vice versa? 	<p><u>Materials/Resources:</u></p> <p>“Take It & Make It” “Caribbean Primary Mathematics” – Level 5 Circular objects and measuring devices, such as strings and rulers Pairs of compasses</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **ALGEBRA**Term: **THREE**Unit: **THREE**Duration: **TWO WEEKS****FOCUS QUESTION:** How can I use algebra to solve real world problems?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Identify and explain basic algebraic concepts• Use open sentences to express relationships among quantities, model and explain the solution of simple equations, using diagrams and concrete materials	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• investigate the order of operations when evaluating algebraic expressions.• use substitution in formulae to solve word problems.• use algebraic sentences in solving word problems.	order of operations substitution balancing equations inverse operations

ACTIVITY PLAN

Focus Question: **How can I use algebra to solve real world problems?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. list facts given in real world story problems, as found in “Caribbean Primary Mathematics” - Level 5, p. 97 B and C. 2. individually use manipulatives/sketches/models and substitute numerals to solve problems. 3. confer with others and look for patterns then substitute a symbol (letter of the alphabet) for the unknown. 4. tell/write stories to describe a given algebraic statement with not more than two steps. 5. attempt to solve these problems, write/draw their methods and discuss them to arrive at an algorithm. 6. use manipulatives to balance equations with emphasis on the use of opposite operations, e.g. if $8 + 2 = 10$, then $2 = 10 - 8$. 7. apply the balancing of equations to algebraic simple equations, talk about the process and check the results. 	<ul style="list-style-type: none"> • Substituting numbers in algebraic sentences/expressions • Solving algebraic problems 	<ul style="list-style-type: none"> • List of facts • Stories • Appropriate methods of solving algebraic equations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list the data given in the story problems? • write an algebraic statement? • solve simple equations, describe their method and check their results? 	<p><u>Materials/Resources:</u></p> <p>“Caribbean Primary Mathematics” - Level 5 Manipulatives Story Problems</p>	

MATHEMATICS**GRADE FIVE**Unit Title: **STATISTICS**Term: **THREE**Unit: **FOUR**Duration: **THREE WEEKS**

- FOCUS QUESTIONS:**
1. How do I find different averages?
 2. What do I use to make predictions?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Distinguish among and apply the appropriate measures of central tendency (mean, median, mode) and dispersion (range) • Explore the concept of chance 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • estimate and calculate the mean of a set of numbers. • find the modal value of a set of values. • find the median of a set of data. • find the range of a set of values. • list and determine the probabilities of all possible outcomes of an experiment. • perform and report on a variety of probability experiments. • make inferences and draw conclusions from a variety of experiments. 	<p>mean ascending order descending order median mode probability chance likely impossible frequent frequency scores range certain event</p>

ACTIVITY PLAN

Focus Question 1.

Objectives:

How do I find different averages?

Pupils will:

- estimate and calculate the mean of a set of numbers.
- find the modal value of a set of values.
- find the median of a set of data.
- find the range of a set of values.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. be given various activities such as “Paper planes” on page 47, from “Activity Booklet 4-6”, to collect data and talk about the score which best describes the particular information, e.g.: <ol style="list-style-type: none"> i) the score which tells how well the class performed in a particular test. ii) the time at which most children in the class arrive at school. 2. discuss how they would calculate these scores. 3. be guided by the teacher to use the mean, median and mode and suggest one example of when to use each. 4. find the averages of data from graphs as shown in Activity 5-10 in the “Primary Mathematics Teachers’ Guide”. 5. examine and calculate the range of scores (the highest score minus the lowest score) and the relevance of this range. 6. practice the calculation of averages, (mean, mode, median) and discuss when each is used. 	<ul style="list-style-type: none"> • Organising data • Comparing averages • Reading and interpreting graphs. • Computing averages 	<ul style="list-style-type: none"> • Examples of when each average is used • Calculation of range • Calculation of averages
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • tell at least one appropriate use of each average? • calculate the range accurately? • calculate the mean, median and mode? 	<p><u>Materials/Resources:</u></p> <p>“Caribbean Primary Mathematics” - Level 5 “Primary Mathematics Teachers’ Guide” “Activity Booklet 4-6” Paper planes Record sheets Measuring tape</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

What do I use to make predictions?

Pupils will:

- list and determine the probabilities of all possible outcomes of an experiment.
- perform and report on a variety of probability experiments.
- make inferences and draw conclusions from a variety of experiments.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss and list all the possible outcomes of various events such as: <ul style="list-style-type: none"> - the number of ways in which they could select two balls from five balls in a bag - the number of these ways in which the two balls selected would both be red if the bag contained three red and two blue balls. Make a prediction. 2. in groups conduct experiments and record their results as fractions. 3. compare their results with their predictions and the results of others. Discuss the validity of their predictions. Compare these with other real world chances that people take when they gamble. 4. discuss giving examples of outcomes which are impossible (probability-zero) and those which are certain (probability-one). 5. write letters to persons stating why gambling should be avoided. Use the language of probability to support argument. In addition make notes in journal. 	<ul style="list-style-type: none"> • Sampling data • Organising data • Conducting experiments • Making predictions • Reporting on experiments • Displaying information • Writing argumentatively 	<ul style="list-style-type: none"> • List of possible outcomes • Experiments • Letter
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list at least half the number of possible outcomes of a given event? • complete an experiment and record their results as a fraction? • write a letter giving at least one valid reason why one should avoid gambling? 	<p><u>Materials/Resources:</u></p> <p>Manipulatives (e.g. bag and balls) Stories or events used in experiments Journal</p>	

MUSIC

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

- FOCUS QUESTIONS:**
1. How can I ensure correct vocal control when singing in high, medium or low registers?
 2. How can I improve my technique when playing classroom instruments?
 3. How may I respond to voices or instruments of low, medium or high register when listening to music?
 4. How can I create a simple melody with accompaniment for classroom instruments of high, medium and low register?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Display increasing vocal control when singing in high, medium or low register • Demonstrate improved techniques when performing pieces for classroom instruments with or without a score • Respond to high, medium and low sounds • Compose simple pieces for different classroom instruments 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • control voice to produce a variety of pitches – including singing a song in different registers for varying effects. • maintain musical balance when performing as a member of a vocal ensemble. • sustain individual part when singing within a group. • sing a variety of songs in different keys. • manipulate classroom instruments to bring out a range of effects and timbres. • maintain musical balance when performing as a member of an instrumental ensemble. • sustain solo part on an instrument when playing in an ensemble. • listen to pieces of music (vocal/instrumental) and discriminate high/medium/low voices. • use visual, dramatic and locomotor expression to demonstrate different registers. • display growing competence in composing tunes for classroom instruments. • compose suitable accompaniments for tunes created in class. 	<p>soprano alto descant under-part unison harmony register dynamics solo duet answering phrase piano glockenspiel/xylophone accompaniment guitar violin cello double bass pianica accordion harmonica pentatonic</p> <p>maracas shakers claves rhythm sticks percussion pitched non-pitched instruments keyboard organ xylophone</p>

ACTIVITY PLAN**Focus Question 1.****Objectives:****How can I ensure correct vocal control when singing in high, medium and low registers?****Pupils will:**

- control voice to produce a variety of pitches including singing a song in different registers for varying effects.
- maintain musical balance when performing as a member of a vocal ensemble.
- sustain individual part when singing within a group.
- sing a variety of songs in different keys.

Focus Question 2.**Objectives:****How can I improve my technique when playing classroom instruments?****Pupils will:**

- manipulate classroom instruments to bring out a range of effects and timbres.
- maintain musical balance when performing as a member of an instrumental ensemble.
- sustain solo part on an instrument when playing in an ensemble.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sing songs in the keys of C, D, E flat, F and G with correct singing techniques (breathing, phrasing, pitching, articulation and intonation). 2. sing a song in its original key and then modulate (change) to other keys when a cord or phrase has been given in the new key. 3. play the melody of familiar songs in the major keys of C, D, E flat, F and G major and A, D, E minor. 	<ul style="list-style-type: none"> • Articulating correctly • Controlling the voice • Pitching accurately • Manipulating pitched instruments • Transposing • Using proper instrumental techniques 	<ul style="list-style-type: none"> • Articulation • Performance (vocal) • Transposition (instrumental) • Performance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform using correct singing techniques? • sing songs in original keys and then in other keys established by the teacher? • play with fluency when performing melodies in selected major/minor keys? 	<p><u>Materials/Resources:</u></p> <p>Music sheets/score (including compiled grade 5 songbook) Keyboard/piano Classroom instruments Pre-recorded music (including grade 5 listening tape) Audio-cassette recorder</p>	

ACTIVITY PLAN

Focus Question 3.

How may I respond to voices or instruments of low, medium or high register when listening to music?

Objectives:

Pupils will:

- listen to pieces of music (vocal/instrumental) and discriminate high/medium/low voices.
- use visual, dramatic and locomotor expression to demonstrate different registers.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use pitched or non-pitched classroom instruments to accompany songs. 2. identify and respond to vocal and instrumental pieces in varying registers. 3. listen to excerpts of pre-recorded music and identify category, number of voices and other features of voices. 	<ul style="list-style-type: none"> • Playing accompaniments • Listening and appraising music • Recognising and classifying musical features 	<ul style="list-style-type: none"> • Performance • Classification • Appraisal
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • manipulate classroom instruments to accompany songs? • identify and respond appropriately to vocal and instrumental pieces in varying registers? • recognise and classify characteristic sentences in pre-recorded music? 	<p><u>Materials/Resources:</u></p> <p>Audio cassette player Pre-recorded music Classroom instruments</p>	

ACTIVITY PLAN**Focus Question 4.****How can I create a simple melody with accompaniment for classroom instruments of high, medium and low register?****Objectives:****Pupils will:**

- display growing competence in composing tunes for classroom instruments.
- compose suitable accompaniments for tunes created in class.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in groups to compose a simple pentatonic melody. 2. compose an accompaniment for pentatonic melodies created in class, using instruments of different registers. 3. rehearse, perform and record their compositions. 	<ul style="list-style-type: none"> • Selecting, sequencing and arranging sounds • Composing accompaniment • Noting music • Manipulating a cassette recorder 	<ul style="list-style-type: none"> • Composition (melodies) • Accompaniments • Score • Recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use pentatonic scale to compose simple melodies? • create suitable accompaniments for melodies created in class? • show improvements in performance after rehearsing their compositions? • use graphic/electronic media to record their compositions? 	<p><u>Materials/Resources:</u></p> <p>Cassette recorder/player Blank tape Plain paper Manuscript</p>	

PHYSICAL EDUCATION

PHYSICAL EDUCATION**GRADE FIVE**Unit Title: **COMBINING MOVEMENT CONCEPTS AND SKILLS**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS****FOCUS QUESTIONS:**

1. How do I cooperate with others to advance my cricketing skills?
2. How do I extend my skills in volleyball?
3. How do I combine movement skills to create patterns for gymnastic display and dance?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Pupils should increase their knowledge and skills in the game cricket during regular practise and cooperate with others to refine their techniques 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • do warm up exercises. • revise the basic layout of the cricket field. • continue to engage in fitness exercises before skill training. • extend the techniques of throwing, catching, i.e. close, high, underarm, on the run, overarm. • increase knowledge of fielding techniques e.g. stopping long barrier. • demonstrate their skill in intercepting and high catching. • show proficiency in the forward and backward defensive stroke. • perfect the skill of the run up, delivery, stroke and playing the ball. • demonstrate and practice the skill of wicket keeping. • perform the skill of running between the wickets. 	<ul style="list-style-type: none"> wicket keeper bowler first slip second slip gully extra cover long off mid wicket third man endurance abdominal muscles cardio-vascular flexibility long barrier long on fine leg square leg

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Pupils should be taught the common skills and principles of the game volleyball • Pupils should show control of the body and mastery in composition using various elements of movement e.g. direction level, space tension and fluency 	<ul style="list-style-type: none"> • discuss the volleyball game. • perform and demonstrate the basic passes of volleyball. • perform the underhand serve. • rotate correctly, in game situation. • discuss first set of rules for volleying, rotation, time violations, serving and side out. • throwing and catching with or without equipment both stationary and on the move with changes in direction. • perform rope jumping skills individually, in pairs and in groups. • create sequences with rope jumping using rhymes. • demonstrate running, jumping, rolling skills using ropes, hoops, benches and mats. • create patterns with sticks. • perform tasks which include weight transference e.g. rolling. • run, jump through obstacles, climb, travel from rope to rope etc. Add more difficulty as students progress. • work at various levels using shapes to create sequences and routines. • create gymnastic displays in groups and for performance. 	<p>volley serve rotation violations stationary side out apparatus weight transference rotation levels gymnastic displays nature movements imitate textures motifs traditional</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Should be able to design and perform dance sequences that combine travelling, rolling, balancing and weight transfer into smooth flowing sequences with changes in direction and flow • Perform traditional dance forms as well as forms from other lands 	<ul style="list-style-type: none"> • imitate animal and nature movements. • use movement to describe the taste and smell of things. • show a variety of walks using hands and body to create sequences. • identify differences in textures such as rough, smooth, feather, rope and use these to create movement. • use combination of movement to make patterns and create motifs. • use different travelling body actions to create shapes, balance on body parts in varying directions and at varying levels to create a whole dance. • create movement games while singing. • perform international folk dances. • perform traditional dances from Jamaica. 	

ACTIVITY PLAN

Focus Question 1.

How do I cooperate with others to advance my cricketing skills?

Objectives:

Pupils will:

- do warm up exercises.
- revise the basic layout of the cricket field.
- continue to engage in fitness exercises before skills training.
- extend the techniques of throwing and catching.
- demonstrate their skill in intercepting and high catching.
- show proficiency in the forward and backward defensive stroke.
- perfect the skill of the run up, delivery, stroke and playing the ball.
- demonstrate the skill of wicket keeping.
- perform the skill of running between the wicket.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. revise playing position. For Grade 5 students limit the position to wicketkeeper, bowler, first slip, second slip, gully, extra cover, long off, long on, mid wicket, square leg, fine leg, third man. Simulate fielding techniques and tell what technique they have used. 2. stand in different fielding positions. Exchange fielding positions until students can differentiate among them and move to them on command. 3. take different kinds of catches and name them. 	<ul style="list-style-type: none"> • Positioning players • Fielding • Catching 	<ul style="list-style-type: none"> • Correct playing positions • Correct fielding positions • Catches accurately demonstrated
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • name, list and demonstrate fielding positions? • position themselves in fielding positions? • demonstrate different types of receiving the ball? 	<p><u>Materials/Resources:</u></p> <p>Tennis balls Soft rubber balls Cricket balls (4 ¾) Cricket bats (size 6)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. simulate throwing, then identify which one is done. Throw the ball and name the throw used.</p> <p>5. perfect the fielding techniques by working in groups. Practise to throw, stop, intercept, catch and retrieve the ball.</p> <p>6. practise the basic grip of the ball, for the leg break and the off break. Combine this with the run up and the delivery.</p> <p>7. demonstrate the grip of the cricket bat i.e. holding the bat and the stance. Combine this with the preparation of the stroke. Practise proper running between wickets.</p> <p>8. play minor games in order to practise the skills.</p>	<ul style="list-style-type: none"> • Throwing • Stopping • Intercepting • Retrieving • Catching • Gripping the cricket ball • Running up and delivering the ball • Gripping the bat • Assuming the stance • Stroking the ball • Touching the crease with the bat 	<ul style="list-style-type: none"> • Throws accurately demonstrated • Fielding techniques mastered on prepared chart and field • Mastery of the grip of the cricket ball • Grip and stroke of bat • Running between wickets
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make different throws with 100% accuracy? • identify and catch the ball using different throws? • throw the ball with 100% accuracy, 6 times? • identify fielding position on chart and on the field, individually and in groups? • improve intercepting and retrieving techniques? • demonstrate the grip of the cricket ball for at least two types of bowling? • complete the run up and delivery? • complete the run between the wickets 5 times in a row? 	<p><u>Materials/Resources:</u></p> <p>Tennis ball Soft rubber balls Cricket ball Cricket bats</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. practise the forward defensive and backward defensive strokes. Games which may be used for this include:</p> <ul style="list-style-type: none"> (a) off balance fielding (b) cricket bat intercepting (c) pitch running with ball (d) batsmen running, off spin bowling (e) off drive (f) forward defensive (g) backward defensive (h) non-stop cricket <p>(see handbook)</p> <p>10. practise the off drive and on drive strokes (pupils are grouped and a stroke is assigned to each group). Observe each group and rotate the assignment, so that all have a chance at each stroke.</p>	<ul style="list-style-type: none"> • Stroking forward defensively • Stroking backward defensively • Making the off drive stroke • Making the on drive stroke • Co-ordinating eye/hand/foot movements 	<ul style="list-style-type: none"> • Cricket strokes correctly executed • On drive/off drive played correctly • Strokes mastered
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • master the forward and backward defensive strokes? • perform the off drive and on drive correctly? 	<p><u>Materials/Resources:</u></p> <p>Handbooks Bats Balls</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. play mini matches with mixed gender/interclass teams. 12. demonstrate the wicket keeper's stance for wicket keeping, for fast bowling and slow bowling.	<ul style="list-style-type: none">• Learning to keep wicket	<ul style="list-style-type: none">• Correct stance for wicket keeping
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• work co-operatively?• discuss their mistakes with each other?• demonstrate wicket keeping stance for slow and fast bowling?	<u>Materials/Resources:</u> Stumps Gloves Bales Ball Cap Pitch	

ACTIVITY PLAN

Focus Question 2.

How do I extend my skills in volleyball?

Objectives:

Pupils will:

- discuss the volleyball game.
- perform and demonstrate the basic passes of volleyball.
- perform the underhand serve.
- rotate correctly, in game situation.
- discuss first set of rules for volleying, rotation, time violations, serving and side out.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. revise volleyball skills learnt in Grade 4.2. use name tags to assist in identifying designated playing positions. Practise rotating positions.3. use arrows on blank court to show rotation of players on the volleyball court. Practise rotation on court.4. use varied number of games to develop the volley and the serve. Take turns to serve.5. play mini game e.g. "Knee Volleyball", "Newcomb Progression" (see handout).	<ul style="list-style-type: none">• Identifying playing positions• Rotating positions• Volleying and serving	<ul style="list-style-type: none">• Playing positions• Correct rotation• Mastery of the volley and serve

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. use practise activities such as individual volleying, partner passing, circle volley and baseline serving to develop the game. 7. practise all skills in groups.	• Volleying and serving	• Correct application of volleyball skills
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• identify playing positions shown on their tags?• use arrows to show how players are rotated?• identify the server and demonstrate the underhand serve?• volley accurately?	<u>Materials/Resources:</u> Volley ball court or playing area Volleyballs Name tags	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How do I combine movement skills to create patterns for gymnastic display and dance?

Pupils will:

- imitate animal and nature movement.
- use movement to describe the taste and smell of things.
- show a variety of walks using hands and body to create sequences.
- identify differences in textures such as rough, smooth, feather, rope and use these to create movement.
- use combination of movement to make patterns and create motif.
- use different travelling body actions to create shapes, balance on body parts in varying directions and at varying levels to create a whole dance.
- create movement for games while singing.
- perform international folk dances.
- perform traditional dances from Jamaica.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. continue to use all directions in the formation of motifs and patterns (forward, backward, sideways, up and down in quick fluent changes). 2. continue running and jumping to build on the quality of abilities developed in the development of balance. 	<ul style="list-style-type: none"> • Changing directions • Running • Jumping 	<ul style="list-style-type: none"> • Varied motifs formed • Balance created
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create motifs and patterns using at least 2 directions? • transfer weight using force and different levels in the exercise? • balance with wide shape while transferring weight? 	<p><u>Materials/Resources:</u></p> <p>Room or indoor area boxes Horses Mats Ropes Balls Boxes</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. do leap frog in two's, three's and larger groups. Pay special attention to the back of the prop (children). Turn prop sideways.</p> <p>4. do 'through vaults', using backs of chairs as props.</p> <p>5. do crouch jumps and cat springs, astride jumps, skip jumps, frog leap (see handbook).</p> <p>6. continue to practise rolls – forward, backward, egg, log, side rolls.</p>	<ul style="list-style-type: none"> • Jumping • Vaulting • Jumping • Landing • Rolling 	<ul style="list-style-type: none"> • Accurate jumping and landing • Accurate vaults • Accurate completion of rolls
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete 2 agility jumps at least 3 times? • complete the through vault accurately at least 3 times? • complete the forward and backward rolls with standing recovery at least 3 times? 	<p><u>Materials/Resources:</u></p> <p>Chairs</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. create and perform aerobic routines to even and uneven rhythmic sounds, using high knee lifts, jump and spring, jump and lunge (see handbook).</p> <p>8. warm-up using dance routines to develop and prepare bodies for activities e.g. heel stretch, straight leg bounce, etc.</p> <p>9. practise folk dances to develop appreciation of the dance in both boys and girls e.g. "Oh Susanna" (can make up their own steps and use own music). Incorporate terms like "all join hands and circle left, circle right, forward and back, slide, skip, promenade, wheel.</p> <p>10. extend local camp style quadrille to six figures. Practise basic ballroom steps. Practise basic kumina steps.</p> <p>11. listen to cultural music and discuss their musical heritage and implications.</p>	<ul style="list-style-type: none"> • Moving to time • Choreographing dance routines • Applying dance routines • Performing international folk dance steps • Practising dance steps • Listening for appreciation 	<ul style="list-style-type: none"> • Correct demonstration of aerobic routines • Correct application of dance routines • Accurate demonstration of international folk dances • Accurate demonstration of camp style quadrille • Cultural music
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create and perform aerobic routines from basic steps? • combine and perform four dance warm up routines? • participate in folk dances using the correct steps? • listen and create steps for local traditional dances? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Taped maracas Clapper board Room or space to walk in, dance in</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. discuss the impact of cultural music on modern dance. Choreograph a 1 minute dance piece. Using music, show how cultural dances impact on modern dance hall type dances.</p> <p>13. use modern dance hall and soca music to create 1 to 3 minute dances for presentation.</p> <p>14. combine drama with music to create operettas.</p> <p>15. create dances from ring games for class work and presentation. Use steps such as walk, jump, run, hop, step hop and directions, levels, relationships, pathways etc. Add time limit to each piece.</p>	<ul style="list-style-type: none"> • Choreographing around a theme • Combining music with drama • Creating dance from games 	<ul style="list-style-type: none"> • Application of modern culture in dance • Choreography of dance hall styles • Demonstration or Performance • Choreography of ring games
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform a 1 minute dance sequence using traditional and modern dance hall steps? • create 1 & 2 minute dances based on positive Caribbean music? • use poetry and short stories to create dance? • use ring games to create dance? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Musical instruments or cassette tapes with music</p>	

**RELIGIOUS
EDUCATION**

RELIGIOUS EDUCATION**GRADE FIVE**Unit Title: **RELIGIOUS GROUPS THAT BEGAN
IN OTHER CARIBBEAN COUNTRIES**Term: **THREE**Unit: **ONE**Duration: **ONE TERM**

FOCUS QUESTIONS: 1. How, when, where and why did each religious group (Shango, Shouter/Spiritual Baptists, Voodoo) begin?
2. What are some of the practices of Shango, Shouter/Spiritual Baptists and Voodoo and what do they have in common?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • 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 b) the part these have played/are playing in shaping the religious, cultural and social life of the region 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • list and discuss the diversity of sources from which the richness of the religious heritage of the Caribbean is derived. • identify some of the indigenous religious groups present in other Caribbean territories. • show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean. 	<p>christianization priest/priestess Orisha Shango Voodoo Shouter Baptists/Spiritual Baptists ceremony traditional rites creed Holy Spirit ancestral worship Catholicism Roman Catholicism zombie the dead drum African spirits/spirit possession African religions African beliefs/traditional beliefs "doption"/vocal rhythm system saints loas (spirits)</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Demonstrate understanding of religious practices, principles and phenomena• Acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices• Gain insight into the nature of religion and what it means to the religious• 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">• identify the major religions and other sources from which indigenous religious groups in the Caribbean originate.• state the essential facts associated with the origins and initial development of Shango, the Shouter/Spiritual Baptists and Voodoo.• identify places in the Caribbean where large concentrations of major religions and indigenous religious groups may be found.• distinguish between the different ways religious groups show obedience to the Supreme Being.• pinpoint specific practices which are peculiar to a particular religious group.• identify the special garments, foods, symbols and rituals associated with indigenous religious celebrations/ festivals/ceremonies.• tell about the people and places in the Caribbean that are important to each indigenous religious group.• demonstrate an understanding of the nature of religion and how it is expressed in the Caribbean community.• show by their behaviour that they appreciate the variety of symbols, customs and practices among different religious groups.• explore ways in which religion acts as a motivating factor that influences every area of human life.	<p>Chapelle Haiti Delaware altars temples white chalk marks St. Vincent Trinidad and Tobago</p>

**Focus Question 1.
Objectives:**

How, when, where and why did each religious group (Shango, Shouter/Spiritual Baptists, Voodoo) begin?

Pupils will:

- list and discuss the diversity of sources from which the richness of our cultural heritage is derived.
- identify some of the indigenous religious groups present in other Caribbean territories.
- show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.
- identify the major religions and other sources from which indigenous groups in the Caribbean originate.
- state the essential facts associated with the origins and initial development of Shango, the Shouter/Spiritual Baptists and Voodoo.
- identify places in the Caribbean where large concentrations of major religions and indigenous religious groups may be found.
- distinguish between the different ways religious groups show obedience to the Supreme Being.
- describe the people and places in the Caribbean that are important to each indigenous religious group.
- demonstrate an understanding of the nature of religion and how it is expressed in the Caribbean community.
- 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. take turns choosing names of indigenous religious groups from a “grab bag”, then read in turn (aloud) numbered strips about the origin of each. (Strips with brief summary to be prepared by teacher beforehand). 2. in groups assemble strips chronologically on charts and display in classroom (one chart for each religious group). 	<ul style="list-style-type: none"> • Reading to extract information • Working cooperatively in groups • Organizing content 	<ul style="list-style-type: none"> • Assembled strips
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • provide sequenced information from the handouts/strips? 	<p><u>Related Values:</u></p>	<p><u>Materials/Resources:</u></p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. make a montage combining a number of pictures which they have drawn to illustrate sentence strips. 4. insert on the outline maps, the papier maché model or the banner representing the Caribbean territories/places where these religious groups are dominant. (A key should be used to identify the groups in the shaded areas). Mount map in classroom. 5. in groups research and do a short skit depicting the origins of each religious group, including information from strips on charts.	<ul style="list-style-type: none"> • Combining information • Locating areas on map/model/banner • Constructing a key to map • Researching information • Dramatizing written information 	<ul style="list-style-type: none"> • Montage • Completed map • Dramatizations
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • effectively, accurately and clearly illustrate the origin of each indigenous group? • complete the map/banner/model correctly? • dramatize origins creatively and accurately? 	<u>Related Values:</u> <ul style="list-style-type: none"> • Spirit of inquiry • Courtesy • Respect for the beliefs and practices of others • Cooperation 	<u>Materials/Resources:</u> Sankeralli, Burton, ed. <u>At the Crossroads. African Caribbean Religion and Christianity.</u> Jones, Esmor. <u>The West Indies and the World – Caribbean Social Studies for Secondary Schools, Book 3.</u> Bisnauth, Dale. <u>History of Religions in the Caribbean.</u> Handouts

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. compare using short paragraphs, the origins of these religious groups with the origins of groups which are found in Jamaica (already studied).</p> <p>7. play a guessing game in which they try to correctly answer questions on how, when, where and why each religious group began.</p>	<ul style="list-style-type: none"> • Making comparisons • Recalling information • Deducing and inferring • Synthesizing information • Drawing reasoned conclusions 	<ul style="list-style-type: none"> • Short comparative paragraphs • Answers to clues
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give clear and concise explanations of the origin of each religious group? • make accurate and insightful comparisons? • compose and answer questions accurately? • play a game honestly and with a minimum of conflict or disorder? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Respect for other people’s views • Confidence in one’s ideas • Empathy • Co-operation • Honesty and fair play • Having differences of opinion without confrontation • Willingness to see another point of view 	<p><u>Materials/Resources:</u></p> <p>Large outline map of the Caribbean</p> <p>Recommended source material</p> <p>Content previously studied and discussed.</p> <p>Brereton, Bridget. <u>Social Life on the Caribbean 1838-1938.</u></p>

ACTIVITY PLAN

Focus Question 2.
Objectives:

What are some of the practices of Shango, Shouter/Spiritual Baptists and Voodoo and what do they have in common?

Pupils will:

- show by their behaviour that they value the richness of the cultural and religious blend present in the Caribbean.
- identify the major religions and other sources from which indigenous religious groups in the Caribbean originate.
- distinguish between the different ways religious groups show obedience to the Supreme Being.
- pinpoint specific practices which are peculiar to a particular religious group.
- identify the special garments, foods, symbols and rituals associated with indigenous religious celebrations/festivals/ceremonies.
- tell about the people and places in the Caribbean that are important to each indigenous religious group.
- demonstrate an understanding of the nature of religion and how it is expressed in the Caribbean community.
- show by their behaviour that they appreciate the variety of symbols, customs and practices among different religious groups.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. Either</p> <p>a) invite resource persons from the African Caribbean Institute of Jamaica and/ or from the High Commissions of Haiti and Trinidad & Tobago to a question and answer session about the various religious groups in their countries (some questions prepared beforehand, others asked spontaneously).</p> <p>Or</p> <p>b) invite other persons who have lived and worked in the countries named to share what they know. Record the information.</p> <p>2. watch a videotape and/or draw pictures representing some of the various religious ceremonies, then mime the ceremonies.</p>	<ul style="list-style-type: none"> • Writing letters of invitation • Listening/asking questions • Recalling and sharing information • Recording information • Observing/drawing pictures • Miming ceremonies 	<ul style="list-style-type: none"> • Oral responses during class discussion • Illustrations • Accuracy of ceremonies mimed
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • ask relevant and well-worded questions? • extract accurate information by listening, observing, participating during class discussions and viewing videotapes? • perform dramatizations and draw pictures which were accurate representations of the ceremonies? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Spirit of inquiry • Courtesy • Cooperation • Respect for the beliefs and practices of others • Willingness to see another point of view 	<p>Materials/Resources:</p> <p>Resources person(s) Brereton, Bridget, <u>Social Life in the Caribbean 1838-1938.</u> Pictures/videotapes</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. in small groups, visit the library and research information on the similarities and differences between these three religious groups and Christianity.</p> <p>4. use short paragraphs to describe the attire of the leaders and members of the various religious groups. Compare (orally) these religious groups with similar groups in Jamaica.</p> <p>5. make “did-you-know” posters to highlight the similarities between Spiritual Baptists, Shango and Voodoo, and mount them around the classroom.</p>	<ul style="list-style-type: none">• Conducting research in groups• Making comparisons• Describing attire• Displaying information	<ul style="list-style-type: none">• Research findings• Oral descriptions/ explanations• Short paragraphs• “Did-you-know” posters
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• extract relevant information in the research activity?• construct creative ‘did-you-know’ posters which gave important information?• make insightful and accurate comparisons in SJE?	<p><u>Related Values:</u></p> <ul style="list-style-type: none">• Cooperation• Willingness to admit to being wrong about the beliefs and practices of others	<p><u>Materials/Resources:</u></p> <p>Resources in school/public library, book-stores Poster-making materials</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. make additions to dictionary/glossary of terms associated with religious groups (began in term 2 Focus Question 3, activity # 4).</p> <p>7. identify and draw illustrations of signs and symbols associated with each religious group. Extend dictionary/glossary to include these.</p> <p>8. make journal entries re their discoveries and impressions concerning indigenous religious groups in Jamaica and the Caribbean. Share some of these anonymously with class via an Impression Box.</p> <p>9. participate in a “Challenge Quiz” based on the information covered during the year about the religious groups during the year (class is divided into groups whose members are rotated on the quiz panel).</p>	<ul style="list-style-type: none"> • Compiling a dictionary/glossary of terms • Defining and explaining • Discriminating between religious signs/symbols • Drawing signs and symbols • Sharing thoughts • Recalling 	<ul style="list-style-type: none"> • Dictionary/glossary • Drawings of signs and symbols • Journal entries • Oral responses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compile a dictionary/glossary of relevant terms, of signs/symbols and their correct meanings,? • give correct representations of signs and symbols? • share thoughts frankly, precisely and unselfconsciously? • play a competitive game honestly and with a minimum of conflict? • give information that is at least 70% accurate? • display a much greater respect for the diverse beliefs and practices about which they learned? 	<p><u>Related Values:</u></p> <p>Willingness to:</p> <ul style="list-style-type: none"> • research/collate information • accept and appreciate the creative efforts of others • participate in class activities • develop self-worth/ appreciation of one’s creative capabilities • develop a spirit of inquiry • work in groups • express one’s innermost thoughts honestly • Co-operation • Objective acceptance of the worth of others and their right to their beliefs and practices 	<p><u>Materials/Resources:</u></p> <p>Recommended texts Dictionary of the English language Information gathered by pupils during the term</p>

SCIENCE

SCIENCE

GRADE FIVE

Unit Title: FOOD/ENERGY CHAINS

Term: THREE

Unit: ONE

Duration: FIVE WEEKS

FOCUS QUESTIONS: 1. How do animals and plants interact?
2. What happens to the food I eat?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Recognize that plants are the ultimate food source for all living things	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">construct food chains involving plants, herbivores, carnivores and omnivores.interpret food chains to indicate the energy flow from producers to consumers including humans.explain how plants and animals are interdependent in relation to the food chain.appreciate the interdependence of all living things.outline the path that food travels from mouth to anus.	<p>photosynthesis food chain plants – producers animals – consumers herbivores carnivores omnivores digestion alimentary canal – (long tube starting at the mouth and ending at the anus) gullet – tube which passes food from mouth to stomach stomach – sac made of muscles which holds food small intestine – food is digested here large intestine – absorbs water from substances in it anus – waste is egested from here</p>

ACTIVITY PLAN**Focus Question 1.****How do animals and plants interact?****Objectives:****Pupils will:**

- construct food chains involving plants, herbivores, carnivores and omnivores.
- interpret food chains to indicate the energy flow from producers to consumers including humans.
- explain how plants and animal are interdependent in relation to the food chain.
- appreciate the inter-dependence of all living things.

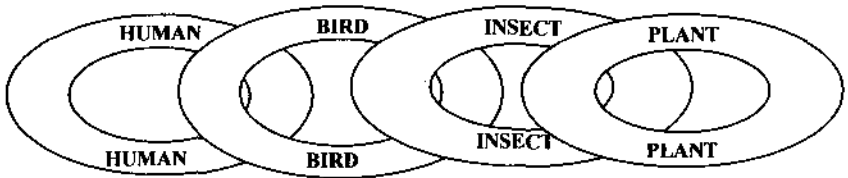
PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. participate in discussion on how plants use energy from the sun to make their own food and write a summary of the discussion. 2. from a variety of pictures with various animals, make a list of the animals and decide what food they eat, showing the links, e.g. <p style="text-align: center;">sun \Rightarrow grass \Rightarrow grasshopper \Rightarrow bird</p>	<ul style="list-style-type: none"> • Discussing how plants make their food • Listening to each other • Waiting one's turn • Recording food chains • Analyzing information • Respecting the views of others 	<ul style="list-style-type: none"> • Summary • Food chains
<p><u>Evaluation:</u></p> <p>Were the pupils able to:</p> <ul style="list-style-type: none"> • produce a summary with relevant facts? • make flow chart for food chains with correct links? 	<p><u>Materials/Resources:</u></p> <p>Pictures with animals Multimedia materials on food chains</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. discuss the terms – herbivores, carnivores, omnivores and group a given set of animals into each category e.g. a set of picture cards with animals representing the different categories. Use examples from the above set to construct food chain links using the picture cards with the ultimate source of energy traced to the sun e.g. sun→grass→cow(herbivore)→human. In brief narrative, give reasons to support the statement: “Plants are the only producers and animals are always consumers”.</p>	<ul style="list-style-type: none">• Differentiating between producers and consumers• Classifying animals as herbivores, carnivores, omnivores	<ul style="list-style-type: none">• Illustrated food chains• Narrative
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• make food chains with relevant links?• give valid reasons to support the statement?	<p><u>Materials/Resources:</u></p> <p>Pictures of animals and plants, charts, pamphlets and other written materials on food chains Multimedia materials on producers and consumers</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. make a food chain mobile by cutting links of the food chain from stiff cardboard, labelling each link with one part of the food chain, then putting the links together to make a chain, e.g.</p>  <p>In groups and using the mobile, discuss and give explanations of how plants and animals are interdependent. Organize information in personal folders and present a brief report to class.</p>	<ul style="list-style-type: none"> • Manipulating materials • Recording information • Constructing food chain mobiles <ul style="list-style-type: none"> • Communicating with each other and whole class • Sharing in groups • Analyzing information 	<ul style="list-style-type: none"> • Food chain mobiles <ul style="list-style-type: none"> • Work presented in folder • Observations of willingness to cooperate
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make the correct chain links for the food chain mobile? • produce folder with relevant information? 	<p><u>Materials/Resources:</u></p> <p>Stiff cardboard Scissors Paste String/yarn etc., or other suitable material</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will:</p> <p>5. prepare large labels with names of organisms, sun and water, clearly printed on them e.g. cow, grass, fish, water weed, etc.</p> <p>Pupils will:</p> <p>Wear a label and form a circle with the sun in the centre. Using a ball of string/yarn etc., show the connection between the sun and all the labels used. Remove one label (for particular organism etc.) at a time, dropping the string, and observe what happens to the connected organisms. Discuss and write a summary of findings.</p>	<ul style="list-style-type: none">• Deducing relationships • Summarizing information	<ul style="list-style-type: none">• Written summary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• use the links in the summary to establish the interdependence of all living things?	<p><u>Materials/Resources:</u></p> <p>Stiff cardboard or other suitable materials Paste String/yarn etc.</p>	

ACTIVITY PLAN**Focus Question 2.****What happens to the food I eat?****Objectives:****Pupils will:**

- outline the path food travels from mouth to anus.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss the path food travels from mouth to anus (gullet, stomach, small intestine, large intestine – alimentary canal), and arrive at consensus. Paste in organs in correct order to show the path, using body outline and organ cut-outs provided by teacher. Label relevant organs. 2. working in groups, make a model of the alimentary canal. 	<ul style="list-style-type: none"> • Analyzing information • Communicating ideas in various ways • Sharing ideas • Manipulating materials • Constructing model of alimentary canal 	<ul style="list-style-type: none"> • Completed body outline • Completed model
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete body outline with organs in the right sequence? • make a model illustrating the correct information? 	<p><u>Materials/Resources:</u></p> <p>Blank body outline, organ cut-outs Materials to make model of alimentary canal</p>	

SOCIAL STUDIES

SOCIAL STUDIES**GRADE FIVE**Unit Title: **CO-OPERATION AMONG NEIGHBOURS**Term: **THREE**Unit: **ONE**Duration: **FIVE WEEKS****FOCUS QUESTION: 1. How do Caribbean neighbours co-operate with each other?**

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 • Appreciate that interdependent relationships are necessary for survival, growth and development • Develop locational and descriptive skills relating to their physical environment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explain what is meant by co-operation. • identify and explain the advantages of co-operation at different levels. • identify and describe some challenges of co-operation. • identify some of the areas of regional co-operation. • describe how co-operating in these areas have helped to promote better understanding among Caribbean neighbours. • explain why CARICOM is important to the region. • analyze mini case studies in areas of regional co-operation. • locate and name member countries of CARICOM. • locate CARICOM headquarters. 	<ul style="list-style-type: none"> co-operation challenge advantages representatives conferences summit CARIFTA CARIFESTA CARICOM CANA UWI cricket

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Demonstrate research skills	<ul style="list-style-type: none">• read and interpret information on co-operation and areas of co-operation from a variety of sources.• listen to resource persons and record information.	

ACTIVITY PLAN

Focus Question 1. How do Caribbean neighbours co-operate with each other?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> observe two small groups act out scenario depicting persons engaged in doing the same task – one group working co-operatively and the other not. Compare both groups in terms of how they worked, what they achieved at the end of a set time and why. With teacher’s help discuss the advantages and disadvantages of cooperation. Give examples of co-operation and non-cooperation between each of the following groups: <ul style="list-style-type: none"> - teachers and pupils - parents and teachers - managers and workers - countries <p>Write definition of the concept co-operation.</p> brainstorm for reasons why co-operation among countries would be important. Make a note of these. Make a list of some of the organizations or groupings of countries formed to foster co-operation e.g. the E.U. (European Union) the ACP (African Caribbean and Pacific) group of countries, NAFTA (North American Free Trade Association) etc. Write a short paragraph outlining the reasons why countries co-operate with each other. 	<ul style="list-style-type: none"> • Role playing • Observing for details • Making comparisons • Defining concept • Identifying examples and non examples of concept • Brainstorming • Synthesizing information 	<ul style="list-style-type: none"> • Examples and non-examples • Definition of concept • List • Paragraph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give correct examples of the concept? • write clear definition of concept? • make list showing organizations/groupings around the world aimed at fostering co-operation among countries? 	<p><u>Materials/Resources:</u></p> <p>Pamphlets Booklets Newspaper articles on the E.U, ACP., NAFTA</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3a. examine and discuss pictures, newspaper articles etc. which illustrate instances of Caribbean countries co-operating with each other.</p> <p>b. through reading and discussion of resource material establish that the Caribbean has a history of co-operation. Starting with the Federation of the Leeward Islands and Windward Islands in the 1880s; make a chart showing the major efforts at co-operation in the region up to the present (i.e. Federation of Windward Islands and Leeward Islands 1880s, Federation of the West Indies 1958, *CARIFTA 1965, CARICOM 1973, *OECS 1982). Show when each effort started, the names of the countries involved and where applicable when the effort ended. Find out as much as possible about what each effort tried to accomplish.</p> <p>4. on an outline map of the Caribbean name and shade member countries of CARICOM. Find out which countries have observer status and why. Shade those countries in also. Colour and label correctly the flags of the member countries.</p>	<ul style="list-style-type: none"> • Interpreting pictures and text • Reading for information • Making chart • Recording information on a map • Colouring and labelling flags 	<ul style="list-style-type: none"> • Chart • Maps • Flags
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write paragraph clearly outlining the reasons why countries co-operate? • produce attractive charts which clearly and accurately illustrate the history of co-operation in the region? • accurately name and shade in a map of the Caribbean the member countries of CARICOM and those with observer status? • accurately colour and correctly label flags of CARICOM countries? 	<p><u>Materials/Resources:</u></p> <p>Morrissey, Mike - <u>Caribbean Social Studies 5</u>, MacMillan Caribbean Leslie, Sybil – <u>Our Caribbean Neighbours</u> Newspaper articles Outline maps Morrissey, Mike – <u>Caribbean School Atlas</u> Skills Workbook Longman Caribbean School Atlas</p>	

* CARIFTA – Caribbean Free Trade Association/Area

* OECS – Organization of Eastern Caribbean States

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. in small groups read information on CARICOM from fact sheets, pamphlets, the Internet, textbooks etc. Find out about the following:</p> <ul style="list-style-type: none"> - the meaning of the abbreviation CARICOM, - its main aims, - some of the institutions through which it carries out its functions, - what its governing body is called, how it is made up and how often it meets. <p>Make their own notes on CARICOM from the resource materials read. Draw the CARICOM symbol.</p> <p>6. establish that one of the main functions of CARICOM is to foster intra-regional trade. Visit supermarkets, department stores, shops etc. and read labels on items in order to gain first hand information about some of the items imported into Jamaica from CARICOM member states. Classify the items appropriately and make brief summaries about their observations.</p>	<ul style="list-style-type: none"> • Reading for information • Making notes • Gathering information 	<ul style="list-style-type: none"> • Notes • Summaries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make their own notes on CARICOM from reading resource materials provided? • classify items appropriately and make brief summaries about their observations regarding the types of items imported from CARICOM countries? 	<p><u>Materials/Resources:</u></p> <p>Fact sheets Booklets Internet Newspaper articles Supermarkets, stores, shops etc.</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7a. <u>EITHER</u> interview representatives from leading local manufacturing companies or the Jamaica Exporters Association (JEA) to find out about Jamaica’s exports to CARICOM (e.g. products exported and the economic value of the trade). Share findings with the rest of the class.</p> <p><u>OR</u> listen to and ask questions of resource person(s) from one or more of the above mentioned sources in order to find out the same information. Record the important points.</p> <p>b. examine pie charts, tables etc. which show information about CARICOM trade. Discuss and record observation. Write an article for the ‘Children’s Own’ or the children’s page in a local newspaper discussing the importance of CARICOM to trading in the region.</p> <p>8. from their reading of text, newspaper articles etc., give examples of other areas of co-operation in the region. Name/identify the field/area of co-operation, the name(s) or the related organization(s) or institution(s) and write brief statements about its/their work.</p>	<ul style="list-style-type: none"> • Conducting interview • Presenting information • Making summaries • Interpreting graphic materials • Writing article • Reading for information • Making notes 	<ul style="list-style-type: none"> • Report • Summary of important points • Observations • Article • Statements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • gather via the interview relevant information and organize it for presentation to the rest of the class? • able to accurately summarize the important points aired in the presentation by the resource person? • correctly interpret graphic materials relating to CARICOM trade? • write article showing the importance of CARICOM to trading in the region? • write brief statements summarising the work of different regional organizations? 	<p><u>Materials/Resources:</u></p> <p>Local exporters and manufacturers Statistics on trade in CARICOM</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. talk about how goods and people move within the region. Make a chart showing the major air and shipping lines that serve the region and their ports of call. Put the major air and sea routes and the ports of call on a map. Develop and use a key for the map. Discuss how the presence of these carriers help regional co-operation.</p> <p>10a. discuss what they think would happen if Caribbean countries did not co-operate in the way they do. Talk about ways that regional co-operation might be improved/increased/strengthened .</p> <p>b. pretend to be participants in a forum at which the future of Caribbean co-operation is being discussed. In role as representatives from different regional bodies e.g. U.W.I., CXC, CANA, WIBC, CTO (Caribbean Tourism Organization) etc. state their organizations' positions on the matter providing support (i.e. arguments) for the positions taken.</p>	<ul style="list-style-type: none"> • Making chart • Making and using key/ legend • Recording information on a map • Thinking critically • Playing roles • Stating and defining a position 	<ul style="list-style-type: none"> • Chart • Map
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • in role state and define a position using information learned throughout the unit? • produce chart showing major, air and shipping lines which service the region? • produce maps showing accurate information and good use of key/legend? 	<p><u>Materials/Resources:</u></p>	

SOCIAL STUDIES**GRADE FIVE**Unit Title: **CARIBBEAN NATION BUILDERS**Term: **THREE**Unit: **TWO**Duration: **FIVE WEEKS****FOCUS QUESTION 1. How do Caribbean nation builders contribute to the development of the Caribbean?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Value the contributions that individuals and groups have made towards the betterment of life on planet earth • Demonstrate research skills 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify some outstanding Caribbean Leaders in the area of sports, politics, music, journalism, the labour movement, and administration. • identify and explain the contribution of each leader to his/her country and the region. • describe the effect of such contributions on the development of the country and the region. • examine ways by which countries recognize the contribution of their nation builders. • list the independent nations of the Commonwealth Caribbean and name the Prime Ministers of each. • read for information. • select and use relevant information from a variety of sources. • present information gathered. • work cooperatively in groups. 	<ul style="list-style-type: none"> independence national symbols commonwealth administration politics journalism embassy diplomatic mission nation nationhood

ACTIVITY PLAN**Focus Question 1. How do Caribbean nation builders contribute to the development of the Caribbean?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine photographs of selected Caribbean personalities and associate them with their homeland and the areas in which they excel. (See list included in materials/resources). 2. find out why these people were selected and list the reasons why they can be considered as nation builders 3. in small groups, select a Caribbean Nation Builder. Carry out a research project using the following headings to write his/her biography: <ul style="list-style-type: none"> - date of birth - country of origin - education - social background - area of contribution - ways in which their contribution influenced their homeland and the region - how their homeland recognized them Display their projects in a variety of ways. 	<ul style="list-style-type: none"> • Making inference • Reading for information • Writing biographies • Organizing information for display 	<ul style="list-style-type: none"> • List of reasons • Biographies • Display

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. find out what national awards are given to citizens who have made significant contributions to Jamaica, Barbados, Guyana, Trinidad and Tobago and other territories. Name at least 3 awards for each country.	• Researching information	• List of awards
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• identify reasons for selection of nation builders?• select relevant information to write biographies?• organize information creatively for display?• list 3 national awards of stated countries from research done?	<u>Materials/Resources:</u> Fact sheets on T.A. Maryshow, Eric Williams, Sir Shridath Ramphall, Sir Frank Worrell, Dame Eugena Charles, Lucille Mair, Jimmy Cliff, Ricky Singh Newspaper clippings Resource persons Mike Morrissey - Caribbean Social Studies – Bk. 4	

VISUAL ARTS

VISUAL ARTS**GRADE FIVE**Unit Title: **FORM AND SPACE**Term: **THREE**Unit: **ONE**Duration: **FIVE WEEKS****FOCUS QUESTIONS:**

1. How can we create objects by modelling and constructing?
2. How can we create forms that stand firm or that move in space?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that form can be manipulated to model or construct objects in space • Understand that objects formed can be fixed and viewed from many angles, or suspended to move in time and space 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • analyze and experiment with modelling material to create a simple functional object. • explore the use of structural materials to create a free-standing composition that can be viewed from all directions. • manipulate a modelling material/technique to create representational pieces as part of a group interpretation of a theme. • explore the assembly of various found objects/ materials to create free-standing representational forms. • analyse the interaction of form, space and time through the construction and suspension of a moving (mobile) system. 	<p>form space object sculpture sculptor construct assemble model mobile clay ceramic found objects/materials pinching coiling slab</p>

ACTIVITY PLAN

Focus Question 1.

How can we create objects by modelling and constructing?

Objective:

Pupils will:

- analyze and experiment with modelling material to create a simple functional object.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a. observe and discuss display of ceramic items and name forms that can be created in clay (ceramics). b. observe and discuss demonstration of the basic methods of modelling a small clay ball (pinching and coiling). c. use a small ball of clay to create a small (hand-sized) vessel or container (dish) attractively shaped and proportioned. d. decorate by stamping the surface with selected objects. 	<ul style="list-style-type: none"> • Identifying the variety of forms • Modelling in clay • Decorating a model 	<ul style="list-style-type: none"> • Participation in discussion • Ceramic pieces
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify forms in ceramic items? • use modelling techniques to create small clay dish? • use decorative stamping techniques on the surface? 	<p><u>Materials/Resources:</u></p> <p>Clay Ceramic items Improvise tools for decorating</p>	

ACTIVITY PLAN

Focus Question 1. How can we create objects by modelling and constructing?

Objective:

Pupils will:

- explore the use of structural materials to create a free-standing composition that can be viewed from all directions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. a. observe and discuss demonstration of sculptural construction in space (3-D) using sticks (wood, bamboo, wire, straw etc.) and flat shapes (card, wood, metal, paper).</p> <p>b. discuss changes in form/shape as object is viewed from various angles.</p> <p>c. use selected materials (sticks and flats) and explore a variety of techniques to construct a 3-D composition or object that can be looked at from all sides.</p> <p>d. discuss the importance of such factors as weight, balance and stability when constructing a 3-D composition.</p> <p>e. view object or composition from various angles and add details as required to finish.</p>	<ul style="list-style-type: none"> • Analyzing objects • Experiencing the structural techniques • Creating 3-D objects 	<ul style="list-style-type: none"> • Discussion • 3-D objects
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • understand the importance of viewing a 3-D composition from a variety of angles? • understand the techniques necessary to create 3-D compositions in space? • use appropriate materials and techniques to create sculptural compositions (3-D) that showed consideration of viewpoints from various angles? • reveal an awareness of sculptural forms? 	<p><u>Materials/Resources:</u></p> <p>Large collection of structural materials e.g.</p> <p>Paper Cardboard/cardboard cylinders Wood Wire Metal Plastic</p>	

ACTIVITY PLAN

Focus Question 1. How can we create objects by modelling and constructing?

Objective:

Pupils will:

- manipulate modeling material/technique to create representational pieces as parts of a group interpretation of a theme.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. a. observe and discuss display of sculpted human and animal figures. b. observe and discuss demonstration of techniques used to model and create figures /animals (clay or papier maché). Discuss the role of form and the use of decorative details in creating representative objects. c. using selected materials, create individual human figures and animals. Combine to create a group project that explores themes such as the farm, the zoo and marine life.	<ul style="list-style-type: none"> • Discussing the use of materials • Using selected materials • Modelling objects 	<ul style="list-style-type: none"> • Participation in discussion • Completed project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use selected materials to create representative objects? • use modelling techniques? • combine items to create a 3-D thematic composition? • demonstrate an awareness of sculptural forms? 	<p><u>Materials/Resources:</u></p> <p>Clay Papier maché Paint Improvised modelling tools</p>	

ACTIVITY PLAN**Focus Question 2.****How can we create forms that stand firm or that move in space?****Objective:****Pupils will:**

- explore the assembly of various found objects/materials to create free-standing representational forms.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
1. a. observe display of artists' works in which found objects/materials are used to create compositions in space. b. observe and discuss demonstration of assembling and building techniques from a collection of found objects (wood, plastic, cardboard etc.). c. discuss how found objects and materials acquired could be used in combination to represent things like buildings and vehicles. d. use selected materials to create free standing objects that represent ideas and forms generated from discussion.	<ul style="list-style-type: none"> • Identifying artists' use of objects • Discussing combinations • Constructing objects 	<ul style="list-style-type: none"> • Discussion • Finished product
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • identify found objects in artists' work? • understand how found objects can be combined to create objects and compositions with new meanings and representations? • design compositions from selected found objects and materials? 	<u>Materials/Resources:</u> Large collection of found objects/materials Glue Pins Hammer Cord Examples of works of art	

ACTIVITY PLAN

Focus Question 2.

How can we create forms that stand firm or that move in space?

Objective:

Pupils will:

- analyze the interaction of form and space and time through the construction and suspension of a moving system (mobile).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2. a. observe and discuss display of objects or photographs of objects assembled, balanced and suspended in space so that they are free to move in time (mobile). b. manipulate a combination of objects to see how suspension and balance can be used to allow forms (and shapes) to move freely in space. c. simulate movements to explore how such movement introduces the element of time. d. use select objects or materials to create a suspended, balanced, moving system (mobile).	<ul style="list-style-type: none"> • Discussing relationships • Inferring relationships • Analyzing physical relationship • Constructing a balanced mobile 	<ul style="list-style-type: none"> • Discussion • Composition (mobile)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a mobile suspended in balance? • create a mobile in which all parts could move freely in time and space? 	<p><u>Materials/Resources:</u></p> <p>Paper Cardboard Wire String Glue</p>	

VISUAL ARTS**GRADE FIVE**Unit Title: **WORLD OF COLOUR**Term: **THREE**Unit: **TWO**Duration: **FIVE WEEKS****FOCUS QUESTION: 1. What can we do to add colour to our school environment?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Develop creative ideas in colour using a variety of skills, processes, techniques and materials • Make choices concerning the use of materials, techniques and tools/equipment to add colour to the environment • 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 ethics necessary to successfully achieve a specific task 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • predict how colour can affect moods and environment. • discover the symbolic significance of colour. • discover that colours mix and interact. • create a composition that explores the function and use of colour. • create a composition that combines the input of all members of the group. 	<p>colour warm colours cool colours harmony contrast symbol mood school environment materials tools equipment technique task (and others as dictated by project)</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. brainstorm to identify:</p> <ul style="list-style-type: none"> - ideas for a colour project - location for the project - theme/concept - materials/tools/equipment - plan of work - assignment of tasks <p>b. execute the project.</p> <p>c. evaluate the success of the project.</p> <p>N.B. The sequencing and time allocation of activities are to be determined by the specific needs of the project.</p>	<ul style="list-style-type: none"> • Brainstorming for ideas • Planning the process • Executing the tasks • Evaluating the completed project 	<ul style="list-style-type: none"> • As dictated by project but to be done at all stages of project • Completed colour project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • originate ideas through brainstorming? • develop a workplan for project execution? • successfully execute the project? • evaluate the success of the project? 	<p><u>Materials/Resources:</u></p> <p>As dictated by the project e.g. paint, brushes</p>	

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 5

Review, where necessary, the crucial objectives from grade 4.

NUMBER

Set Theory

- Understand the concepts of a set and the empty set
- Differentiate between sets of counting, whole, odd, even, prime, composite and fractional numbers
- Name or denote any set using braces
- Name and list members in the intersection or union of two sets
- Draw diagrams to show the intersections or union of two sets

Roman Numerals.

- Read and write symbols in the Roman system of numeration to represent numbers up to one thousand

Factorising numbers.

- Test whether or not a whole number is divisible by 2,3,4,5,8, or 9
- Express a whole number as a product of primes

Operating on Fractions.

- Generate equivalent fractions for any given fraction whether or not a numerator or denominator is specified
- Solve problems which require operations on fractional numbers
- Subtract from a whole number a fraction or a mixed number
- Subtract from a mixed number, another mixed number or a fraction with renaming e.g. $5 \frac{1}{8} - \frac{7}{8}$
- Name fractional numbers in decimal form beginning with those having denominators 10,100,1000
- Place in serial order any set of decimal fractions
- Compare fractional numbers in any form
- Learn the place value of tenths, hundredths, thousandths in numbers shown in decimal form
- Write the quotients for a division example in mixed form when the remainder is greater than zero
- Round a mixed number to the nearer whole number
- Round a decimal number to the nearer whole number
- Add or subtract numbers to three decimal places
- Record measures and money using decimal notation
- Solve problems (including money) requiring the addition or subtraction of decimal numbers

- Find the product of a whole number and a decimal to three places of decimals
- Find the product of two fractional numbers less than 1
- Estimate products when one factor is a decimal number less than 1
- Find the product of a whole number and a fraction
- Multiply a decimal number by 10,100,1000
- Write and solve worded problems which require decimal computations

Division

- Solve problems requiring division, writing the answers in mixed form where necessary
- Divide a 4-digit number by a 1-, 2-, or 3-digit number including instances when zero is a digit in the quotient
- Make estimates for division examples and use them to judge the reasonableness of answers
- Check answers to division examples by use of multiplication

Common multiples and denominators.

- Identify multiples of a number and the common multiples of two or more numbers
- Rename two or more fractional numbers with unlike denominators to show the same denominator
- Add or subtract unlike mixed numbers or fractions with or without renaming

Money ideas

- Round a number representing an amount of money to the nearest dollar, ten dollars, hundred dollars, thousand dollars
- Show knowledge of Financial Institutions and their functions
- Describe terms used in savings and loans
- Tell the importance of being honest

General

- Read and write whole numbers with up to 8 digits
- Round a number to the nearest ten, hundred or thousand
- Use estimates when multiplying to judge the reasonableness of products
- Solve word problems involving the use of any one or two basic operations
- Analyse data for problems to discover missing facts essential to their solution
- Tell the operations to be used to solve worded problems when no numbers are given

MEASUREMENT

Length

- Differentiate between the use of the millimetre, centimetre,decimetre, metre, and kilometre in measurement situations
- Know the relationships between the millimetre, centimetre, decimetre, metre, and kilometre

- Estimate, measure and record distances including the perimeter of polygons in millimetres and centimetres and metres
- Solve problems requiring the calculation of one of the following:
 - (i) the perimeter
 - (ii) length of a side
 - (iii) number of sides
 of a regular polygon, given the other two measures

Mass and Capacity

- Know and use the relationships between the gram, kilogram, tonne, millilitre, litre and kilolitre (including 1 litre of water weighs 1 kilogram)

Area

- Identify a region in general and, in particular, rectangular, triangular, and circular regions
- Compute the measurement of the area of rectangular regions using the square centimetre or square metre as a unit
- Develop the relationship between units of length and units of area
- Differentiate between the use of the square centimetre, the square metre and the hectare in measurement situations
- Solve problems based on computing the measurement of the area of a rectangular region
- Find the area of polygons by counting squares

Temperature

- Record temperature above or below zero
- Tell the difference between two temperatures when one or both are below zero

Time

- Calculate the time intervals between two events
- Determine the century in which an event took place given the year of the event
- Know and use the relationships between units of time including the decade and the century
- Interpret and use the letters A.D. and B.C. after a year

General

- Draw and use diagrams to clarify information in word problems and aid in their solution
- Identify data essential for the solution of a problem

GEOMETRY

Basic Geometrical ideas

- Differentiate between the concepts of point, space, curved / horizontal / vertical / oblique lines or line segments
- Differentiate between models of parallel and perpendicular line segments when drawn or seen in the environment

Angles

- Identify an angle as being acute, right, obtuse or reflex
- Estimate and then use a protractor to measure angles which are multiples of five degrees (use figures with varied orientation)

Polygons

- Model regular and irregular polygons (with up to 12 sides) and circles
- Identify and name triangle, quadrilateral, pentagon, hexagon, octagon (at least)
- Identify opposite and adjacent sides of a quadrilateral
- Identify the conditions which make a triangle right, equilateral, isosceles or scalene
- Distinguish between similar and congruent figures (especially triangles)

Circle

- Identify the parts of a circle
- Contrast the meaning of a circle as a curve, and a circle as a two dimensional region

ALGEBRA

n-sentences

- Find 'n' in an open mathematical sentence using addition or subtraction with or without the use of brackets
- Find 'n' when 'n' represents an addend or sum in a mathematical sentence with fractional numbers including mixed numbers
- Investigate the order of operations when evaluating algebraic expressions
- Use the symbols $<$, $>$, $=$, \bullet in number sentences
- Use substitution in formulae to solve word problems
- Use algebraic sentences in solving word problems

STATISTICS AND PROBABILITY

Graphs

- Draw pictographs, circle graphs, line graphs, bar graphs, double bar graphs to show given data and interpret such graphs
Discuss the appropriate uses of various tables and graphs
- Solve problems in which data is given by means of a graph or diagram

Data collection

- Develop questionnaires and use them to collect data
- Know that a sample may be too small or too large and why
- Develop the concept of bias in sampling

- Use a given sample to make claims about a large population
- Use technology (where available) to facilitate data retrieval and organization
- Identify patterns in data and infer theories from these patterns
- Report on the mathematical content and interpretation of data

Mathematical averages

- Estimate and calculate the mean of a set of numbers
- Find the modal value of a set of values
- Find the median of a set of data

Range

- Find the range of a set of values

Probability ideas

- List and determine the probabilities of all possible outcomes of an experiment
- Perform and report on a variety of probability experiments
- Make inferences and draw conclusions from a variety of experiments

General

- Work co-operatively to complete a task