

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

CURRICULUM GUIDE
GRADE 4

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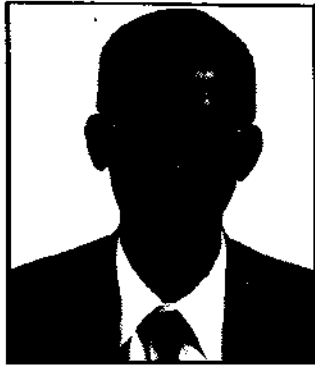
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**Message from
Senator the Honourable Burchell Whiteman
Minister of Education and Culture**

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

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

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

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

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

Burchell Whiteman (Hon.)

Message from Honourable Minister of State, Phyllis Mitchell

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

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

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

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

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

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



Phyllis Mitchell

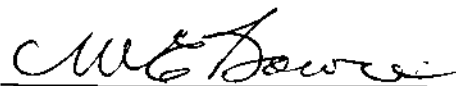
Message from Marguerite Bowie Permanent Secretary

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

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

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

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



Marguerite Bowie

Message from Wesley E. Barrett Chief Education Officer

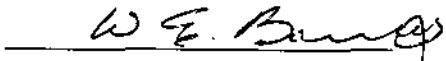
The output of this revised and renewed primary school curriculum, with attributes of coherence, adaptability, comprehensiveness, relevance and student centredness, has been achieved by a dynamic process involving critical stakeholders. As a result, the curriculum should lay claim to quality and responsiveness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

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

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

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

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



Wesley E. Barrett

MESSAGE FROM THE ACEO - CORE CURRICULUM UNIT

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

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

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

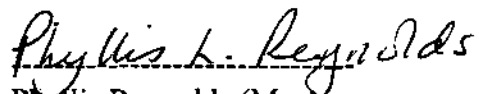
The curriculum is fully integrated at Grades 1-3, with discrete subject areas at Grades 4-6. Opportunities for integration at the Grades 4-6 level are provided through research and project work based on interdisciplinary themes.

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

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

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

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

A handwritten signature in cursive script that reads "Phyllis L. Reynolds". The signature is written in black ink on a white background.

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 millennium.

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 | |
| | Tape drive, CD-ROM | 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 FOUR**Unit Title: **STORY BUILDING**Term: **ONE**Unit: **ONE**Duration: **TWELVE WEEKS**

- FOCUS QUESTIONS:**
1. **How do I build a story?**
 2. **What are the major elements in my story?**
 3. **How do I act out a story?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate a clear commitment to dramatic tasks • Use language skills in the creation of oral and written stories • Participate creatively in make-believe play • Sustain dramatic play to a satisfying conclusion • Explore the relationship between characters in a story • Identify and use the major elements in a story 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use own ideas to create a story. • collectively create a story. • act out a story with clearly identified characters and plot. • act out a story using mime. • discuss relationship between characters in a story. • capture the theme of a story in tableaux. • identify elements of a story. • recall and relate folk tales. • act out a folk tale heard. • display willingness to work with each other. 	<ul style="list-style-type: none"> story narrator narration theme conflict characters sequence mime plot dialogue demonstrate concentrate create relating solution believable levels tableaux still picture images folk tales tension elements

ACTIVITY PLAN

Focus Question 1.

How do I build a story?

Objectives:

Pupils will:

- use own ideas to create story.
- work collectively in creating a story.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part A</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. sit on the floor or on chairs in a circle and brainstorm ideas they would like to use for building a story. 2. discuss ideas and select one for building a story. 3. build a story as each pupil in turn contributes three or more words, or a sentence to build the story without repeating another's sentence. 4. use 'talking stick' as a guide, to be held by each pupil, indicating when it is his/her turn to speak. 5. discuss (facilitated by teacher) the sequencing of events and content of the story they have created. 6. in groups document their stories collectively by writing and or drawing. 	<ul style="list-style-type: none"> • Brainstorming for ideas • Interpreting what is said • Discussing ideas • Decision making • Concentrating to avoid repetition • Creating story through collective contribution • Documenting the story 	<ul style="list-style-type: none"> • Participation in discussion • Contribution to story • Discussion • Completed group story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • contribute own ideas for creating story with plot, characters, conflict? • document their stories? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part B</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. a) sit or stand in a circle. (Teacher) begins an improvised story by giving the first sentence, then points to a pupil to give the second sentence and continues the process. b) listen as teacher gives the 3rd sentence. c) listen as another pupil gives the 4th sentence. d) continue the process until a story is built. 2. identify and talk about the events in the story. 3. give the story a title. 4. select an appropriate mode of documenting the story. 5. in small groups, create a theme song for the story. 	<ul style="list-style-type: none"> • Observing to make contribution to story • Listening for cues • Interpreting • Identifying events • Creating story and title • Decision making • Articulating ideas • Documenting the story • Creating theme song 	<ul style="list-style-type: none"> • Oral contribution to story • Title for story • Documented story • Theme song for story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the events of story and create and contribute to the story? • decide on the appropriate mode and document their stories with appropriate titles? • create appropriate theme song? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

What are the major elements in my story?

Objective:

Pupils will:

- identify and use major elements in a story.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part A</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> on the instructions of the teacher, imagine that they are about to go on a journey. decide individually, who they are, and where they are going, noting the following: <ol style="list-style-type: none"> they must be someone important e.g. hero/heroine etc. the journey must be difficult. choose a partner and each tells the other his/her mentally created story. combine pairs to make small groups. in small groups, listen to each other's story. in whole group, volunteer to tell story. have discussion to identify the major elements in the stories told and list elements. 	<ul style="list-style-type: none"> • Imagining to create events. • Decision making • Listening to each other's story • Sharing experience/story • Concentrating • Identifying elements • Documenting of elements 	<ul style="list-style-type: none"> • Follow instructions • Individual stories. • Plotted stories. • Observation of cooperative work. • List of major elements.
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • follow instruction given by teacher? • work harmoniously as a group? • listen to and identify the elements in the stories heard, e.g. the major elements - sequence, plot, conflict, characters, environment? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

Pupils will:

- identify and use major elements in a story.
- explore the relationship between characters in a story.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part B</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. guided by the teacher, use picture books without words (i.e. still pictures) to create stories as follows: <ol style="list-style-type: none"> (i) identify pictures (ii) discuss pictures to identify <ol style="list-style-type: none"> (a) characters (b) event (c) conflict 2. give names to the characters. 3. discuss the relationship between the characters. 4. discuss the events. 5. create the story using all the elements. 6. in small groups act out relationship between characters in the story using appropriate dialogue. 	<ul style="list-style-type: none"> • Interpreting picture • Identifying and creating characters • Exploring relationships. • Identifying major elements • Role-playing 	<ul style="list-style-type: none"> • Interpretation • Characters created • Completed stories • Creative role-play
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret still pictures? • create characters based on interpretation of pictures? • use elements in building their stories? • role-play characters in the story showing relationship of characters and use dialogue appropriate to the characters in the story? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 3.****How do I act out a story?****Objective:****Pupils will:**

- act out simple story with clearly identified characters and plot.

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. select story from ones they have created in previous lesson. 2. discuss the story to identify <ol style="list-style-type: none"> (i) characters (ii) action in the story (iii) relationship between characters (iv) scene for the action i.e. where it takes place. 3. working in small groups, <ol style="list-style-type: none"> (i) decide on who will play the roles in the story (ii) discuss the characters <ol style="list-style-type: none"> (a) age (b) relationship to each other (c) objectives (iii) discuss the dramatic events in the story and (iv) create dialogue appropriate to character and situation. 4. prepare, through improvisation, a dramatic presentation of the story. 5. in groups, enact stories. 	<ul style="list-style-type: none"> • Selecting story • Critiquing story • Working cooperatively • Creating believable characters • Observing for details • Creating appropriate dialogue 	<ul style="list-style-type: none"> • Story selected • Convincing portrayal of characters • Improvised story • Observation of cooperation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select appropriate story for dramatisation? • improvise story, portray convincing characters? • prepare development of improvisation, enact an improvisation, use appropriate dialogue? • work cooperatively in groups? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

Pupils will:

- act out story using mime.
- capture the theme of a story in tableaux.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p style="text-align: center;"><u>Part B</u></p> <p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to teacher’s narration of story and identify major points. 2. in small groups, mime story. 3. observe mime and give interpretation. 4. in small groups, create tableaux based on theme of story. Critique each others’ mimes and tableaux paying attention to details such as the strengths relating to movements, sequencing, levels and themes. 5. observe tableaux and identify theme. 	<ul style="list-style-type: none"> • Listening • Miming of story • Observing for details • Creating meaningful tableaux • Working cooperatively in groups • Critiquing mime and tableaux 	<ul style="list-style-type: none"> • Mime • Tableaux • Oral critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret story and create mime? • use theme from story to create tableaux? • critique mime and tableaux? 	<p><u>Materials/Resources:</u></p> <p>Story to be narrated</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

Pupils will:

- recall and relate folk tales.
- act out folk tales heard.

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. recall Duppy and Anancy stories heard or read. 2. tell/dramatize Duppy and or Anancy story to whole group. 3. discuss story (facilitated by teacher) for new learning e.g. cultural link/relevance, issues, themes. 4. identify folk characters in story. 5. take on role of “native story-teller” and tell story in traditional form to whole group. 6. write their own Duppy and Anancy stories. 	<ul style="list-style-type: none"> • Identifying stories • Sharing information • Critiquing for new learning • Identifying • Role-playing native story-teller 	<ul style="list-style-type: none"> • Dramatic presentation • Completed Duppy and Anancy stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select a Duppy or Anancy story and present a dramatization? • create original Duppy and Anancy story using believable roles and dialogue? 	<p><u>Materials/Resources:</u></p> <p>Folk tales</p>	

LANGUAGE ARTS

INTRODUCTION TO THE LANGUAGE ARTS CURRICULUM

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

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

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

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

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

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

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

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

The following suggestions for using the units will be helpful:

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

LANGUAGE ARTS**GRADE FOUR**Unit Title: **OURSELVES**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. How do we give and receive information about ourselves?
 2. How do we give and receive information about how we relate to others?

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 enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to simple accounts, experiences, description in SJE. • initiate conversation in appropriate context. • listen to and join in conversation and in planning and discussing. • speak clearly and distinctly in natural easy manner. • identify 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. • identify and use information at the <ol style="list-style-type: none"> (a) literal level e.g. recall details, sequence events. (b) inferential level e.g. drawing conclusions . (c) critical level e.g. making judgments. • read at acceptable pace without hesitation or repetition. • willingly read and be able to share ideas. 	<ul style="list-style-type: none"> antonyms synonyms brainstorm cartoon Creole cursive ethnic fact family tree fiction interviews journal looping pluralization prefixes silent letters spacing resource persons suffixes Standard Jamaican English (SJE)

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically 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 to distinctive features of oral language e.g. songs, stories, poems. • express views and judgments about simple informational 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. • use table of contents, index. • use pictures, graphs, maps, charts, diagrams. • use a dictionary. • use an encyclopedia. • begin to organize information located from various sources. • use legible cursive, upper and lower case forms. • spell correctly <ul style="list-style-type: none"> - 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 adding ending e.g. 'coming'. • select appropriate words to express ideas. • generate synonyms, homonyms. • distinguish between false homonyms e.g. at/hot, doze/those. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Write to narrate, describe, 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 and organize 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, modeling word music and word pictures in poems studied. • understand the purpose of, and be able to write letters, instructions, explanations. • demonstrate language awareness and the conventions of written and spoken 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 <ul style="list-style-type: none"> (a) present and past tense forms of the verb 'to be', 'am', 'is', 'was', 'were'. (b) simple present tense 'base + s' verbs. (c) simple future and past tense verbs. (d) irregular verbs. (e) present continuous. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<ul style="list-style-type: none">• 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'.	

ACTIVITY PLAN

Focus Question 1. How do we give and receive information about ourselves?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> give information about themselves – age, height, size, colour, teeth, distinguishing marks etc. Answer questions about self using pronouns I, me, my, mine. play “Who Am I?” games. talk freely about personal likes and dislikes under the headings: food, music, dance, stories. Write about their likes and dislikes and read to class. Make up a chalkboard composition using sentences from their own writing. discuss pictures illustrating the letter “In Jamaica Where I live”. Say what they expect to read about. Listen to teacher reading letter. Read (a) along with teacher, (b) in pairs, (c) in groups of three. build word banks / play word games with words used across unit, words from basal readers and from grade 4 inventory. Use word cards, word strips. 	<ul style="list-style-type: none"> Giving information Using pronouns Playing word games Discussing, writing about likes and dislikes Writing compositions Picture reading and discussion Listening to reading Building word banks / playing word games 	<ul style="list-style-type: none"> Information presented Likes / dislikes identified Compositions Participation in discussion Pair / peer reading Word banks/word games
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> present clear concise information? use appropriate pronouns? talk and write freely and confidently? create sentences in SJE? make predictions before reading? use predictions to derive meaning from text? identify words in word games? 	<p><u>Materials/Resources:</u></p> <p>“In Jamaica Where I Live” - <u>Dr. Bird Series</u></p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. identify word sounds commonly confused, such as add/had, air/hair, an/hand, ear/hear. Practise correct pronunciation. Make word/sound chart, keep adding other word pairs to chart.</p> <p>7. find antonyms for: "brave," "silent," "old," "bright," "early" etc. in the story 'Do not Enter'.</p> <p>8. read selections from stories and poems to convey particular feelings – fear, surprise, anger, happiness, etc. Discuss effect of tone, pitch, voice modulation, etc.</p> <p>9. do choral reading/speaking of poems and sections of stories being used in class.</p> <p>10. practise cursive handwriting with special emphasis on spacing, looping above and below line, common and capital letter, using material from unit and other subject areas.</p> <p>11. read what they wrote for activity 3 (overleaf). Underline all words beginning with the blends 'gl', 'gr', 'tw' and clusters 'scr', 'str'. Think of other words with any one of these.</p>	<ul style="list-style-type: none"> • Identifying false "homophones" • Identifying antonyms • Reading selections to convey meaning • Choral reading of poems, stories • Practising letter formation • Using blends 	<ul style="list-style-type: none"> • Word/sound chart • Antonyms identified • Expressive reading • Choral renditions • Samples of handwriting • List of words
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make distinctions between meanings of commonly confused words? • supply a variety of antonyms for each word? • read passages, do choral renditions with appropriate modulation, pausing, articulation etc.? • form letters with adequate spacing and proper looping? • write words using consonant blends and clusters? 	<p><u>Materials/Resources:</u></p> <p>"Do not Enter" - <u>Dr. Bird Series - Bk. 24</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. note and spell words with silent letters 'p', 'g', encountered in reading and class discussions. Make a wall chart with these words.</p> <p>13. pick out all the plural nouns in the letter "In Jamaica Where I Live". Say how they form their plurals. Make a list of other nouns that form their plurals by adding "ies".</p> <p>14. use inflectional endings to make word families e.g. bake, baking, baked, baker, bakery.</p> <p>15. brainstorm on chalkboard words/phrases etc. about ourselves. Organize words into groups under suitable headings for paragraphs. Write a composition or journal entry, using each group of words to form a paragraph.</p> <p>16. make up quizzes for "Who am I" game, and test them on the class.</p> <p>17. as a whole class activity, make up a poem beginning "My hands can ..." Read poem from chalkboard. Copy poem in books, paying attention to letter formation.</p>	<ul style="list-style-type: none"> • Identifying silent letters • Identifying/understanding plural nouns • Identifying inflectional endings • Brainstorming/organizing/writing compositions/journal entries • Compiling quizzes • Writing poetry • Developing clear handwriting 	<ul style="list-style-type: none"> • Wall chart • List of plural nouns • Word families • Written paragraphs • Quizzes • Poems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify words with silent letters? • form plurals using 'ies' endings? • extend words using inflectional endings? • write sentences connecting the ideas in paragraphs? • readily suggest ideas for paragraphs? 	<p><u>Materials/Resources:</u></p> <p>"In Jamaica Where I Live"- <u>Dr. Bird Series</u></p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>18. draw a cartoon story about getting a special gift.</p> <p>19. make a labelled drawing of themselves, then write a composition titled "Myself".</p> <p>20. draw their family tree.</p> <p>21. look carefully at sentences and paragraphs in the letter titled "In Jamaica Where I Live". Discuss what they would put in a letter to a relative or penpal. Write the letter and address the envelope.</p> <p>22. put a sample of letter written (above) on chalkboard. As a whole class exercise, read the letter and correct all errors. Write out the corrected letter in their exercise books.</p> <p>23. start making a chart with words they find difficult to spell. Keep adding new words to chart. Use words to play word games.</p> <p>24. talk about the Arawaks (now known as Tainos) and the coming of the Spaniards to Jamaica, using key words from "How Did We Get Here?". Play word game with key words. Read sentences with key words in reader. Read story.</p>	<ul style="list-style-type: none"> • Drawing cartoon stories • Using pronouns • Organizing a family tree • Writing letters, addressing envelopes • Proofreading, letters, practising handwriting • Spelling difficult words • Playing word games 	<ul style="list-style-type: none"> • Cartoon • Composition • Family tree • Letter and addressed envelope • Corrected chalkboard letter • Chart with problem words • Story read
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw cartoons that tell stories? • describe themselves using appropriate personal pronouns? • construct their family trees? • select and organise a variety of information for letter writing? • identify and correct errors in written work? • spell words added to word chart? • use key words to aid meaning in reading? 	<p><u>Materials/Resources:</u></p> <p>"In Jamaica Where I Live" - <u>Dr. Bird Series</u></p> <p>"How Did We Get Here" - <u>Dr. Bird Series Bk. 25</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>25. tell what they learnt from story in activity 24. What caused Africans to come to Jamaica? Say what they think would have happened if Africans had not come to Jamaica. Tell about the different groups who came.</p> <p>26. search reader for nouns: masculine/feminine, proper/common etc.</p> <p>27. identify past tense verbs in the last 3 paragraphs of "How Did We Get Here?". Use as many as they can to write a paragraph on the history of their school.</p> <p>28. identify subject nouns and pronouns in sentences in class readers, content area books etc. Note where subject nouns and pronouns appear. As a whole class exercise, make up and write similar sentences.</p> <p>29. identify adjectives at work in reading books etc. Talk about how they help readers to 'see', 'feel', 'hear' more clearly. Add 'er', 'est', to regular adjectives to make comparisons. Use adjectives in their writing for the purposes identified.</p>	<ul style="list-style-type: none"> • Drawing conclusions • Using noun types • Using past tense verbs • Identifying /using nouns and pronouns • Comparing regular adjectives 	<ul style="list-style-type: none"> • Conclusions drawn • List of noun types • Paragraph • Sentences • Adjectives discussed and comparisons made
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express views on informational material read? • identify each category of noun? • recognise and use past tense verbs correctly? • write sentences with appropriate subject nouns and pronouns correctly placed? • show understanding of how adjectives clarify nouns? • use adjectives in the comparative and superlative degrees? 	<p>Materials/Resources:</p> <p>"How Did We Get Here?" - <u>Dr. Bird Series Bk. 25^{ad}</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
30. as an individual exercise, select a girl or boy in the class and use present tense verbs to tell about him/her. Write compositions about pupils of their choice and see who uses the highest number of present tense verbs. Illustrate and display around classrooms. 31. search libraries and personal collections for stories about children, and animals who behave like children. Read stories with teacher, in pairs and in small groups. 32. tell the stories they have read. Tell about similar experiences. 33. draw, act out or write stories and poems about their own experiences.	<ul style="list-style-type: none">• Using present tense verbs • Searching for information• Paired shared reading • Telling stories • Illustrating / dramatizing writing stories and poems	<ul style="list-style-type: none">• Composition • Stories identified and read • Stories / experiences shared
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• use present tense verbs consistently in writing?• locate and read stories?• share personal stories?	<u>Materials/Resources:</u> Libraries Personal collections	

ACTIVITY PLAN

Focus Question 2. How do we give and receive information about how we relate to others?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> invite resource persons, e.g. nurse, doctor, police, parent etc. to speak to class. Use SJE to prepare and give welcome, introduction of speaker, ask questions, give vote of thanks. give short talks, have discussions on different members of their community. Use third person present tense verbs. Write on chalkboard about one member discussed. Underline all the simple present tense verbs used. listen to teacher read story “Can Annie Make Friends?” Say what they like/dislike about Annie and Lena. Comment on the way Miss Spence dealt with the situation. talk about the story (above). Build elements around Annie, the central character: <ol style="list-style-type: none"> where the story takes place (setting) Annie’s problems (conflict) other characters in the story what happens (action) what brings the story to a high point (climax). 	<ul style="list-style-type: none"> Using Standard English Using simple present tense verbs Making judgements Building stories using story elements 	<ul style="list-style-type: none"> Speeches / questions prepared and used Talks given Comments made Oral analysis
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> use appropriate language for each speaking task? show competence in using third person present tense verbs? give their opinion/judgement about a character in a text? talk about the story elements introduced? 	<p><u>Materials/Resources:</u></p> <p>“Can Annie Make Friends?” - <u>Dr. Bird Series</u></p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. read the poems “Shh”, “Whistles”, “Walking” along with teacher. In small groups talk about, carry out actions suggested in poems.</p> <p>6. read poems (above) aloud. Identify words with ‘sh’, ‘th’, ‘wh’ sounds. List other words beginning with any of these sounds.</p> <p>7. in texts across subject areas, identify words with silent letters e.g. ‘h’, ‘p’, ‘g’ and words with initial and final clusters such as ‘scr’, ‘str’. Read then copy the sentences in which they occur.</p> <p>8. do a choral reading of the poem “Engineers”, emphasising words with ‘ing’ endings. Look up new words in a dictionary. As a whole class exercise, write a similar poem on chalkboard, then copy into their exercise books.</p> <p>9. act out parts of their favourite stories and poems in both Creole and English.</p> <p>10. talk about places to which Jamaicans travel and suggest reasons. In three groups, read the parts of Sam, Lee and Ray in poem “When I Grow Up”. Say how the boys are alike and different. Make up “wh” questions (when, why, what, where) and ask each group. Write out the questions.</p>	<ul style="list-style-type: none"> • Appreciating poems • Identifying digraphs • Identifying silent letters and clusters • Choral reading • Code switching between Creole/Standard English • Recalling details • Reading dialogue • Comparing/contrasting information • Formulating questions 	<ul style="list-style-type: none"> • Poems discussed • List of words • Sentences with particular clusters identified • Poem created • Dramatization of stories • Questions formulated
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • carry out actions to suggest mood in poems? • identify words with given sounds? • locate given words in texts? • express the mood of the poem in choral rendition? • translate from Creole to English and vice versa? • formulate questions which show understanding of poem? 	<p><u>Materials/Resources:</u></p> <p>Poems: “Shh”, “Whistles”, “Walking” (in Resource Packet) Texts across subject areas Poems: “Engineers” “When I Grow Up” (in Resource Packet)</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11. read suitable selection from social studies texts, Childrens' Own etc. and write about, and illustrate the most interesting thing they found out. Make up a class checklist of the errors to be checked after writing. Display finished work around classrooms.</p> <p>12. interview older persons in the community. Tell the class, using SJE only, (except for direct speech) what they found out.</p> <p>13. as a whole class exercise, plan on chalkboard a composition on their community. Divide chalkboard into 4 sections (boxes) for paragraphs, giving each a heading. Into each box put words, phrases, notes on that heading. Write composition using contents of each box for a separate paragraph.</p> <p>14. exchange books and check compositions for spelling, capital letters, full stops. Write a sample of composition on chalkboard, and together correct errors of verb tense, agreement, pronouns usage etc.</p>	<ul style="list-style-type: none"> • Researching information, making checklists • Proofreading • Interviewing/reporting, using SJE • Brainstorming/organizing/writing composition • Proofreading work 	<ul style="list-style-type: none"> • Proofread, displayed work • Oral reports • Composition • Corrected compositions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use their own language in writing information from texts? • identify and correct work using checklist? • recount an interview using correct tense and sequence? • generate ideas for paragraphs? • develop from ideas interesting paragraphs? • correct punctuation errors in their work? 	<p><u>Materials/Resources:</u></p> <p>Texts across subject areas Newspapers</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. use context clues to fill in missing letters to complete words like "astronaut", "foreign places", in the poem "When I Grow Up".</p> <p>16. in the poems "Walking" and "Whistles" supply extended forms of contracted words such as "doesn't", "can't", "I've".</p> <p>17. debate the moot "Parents should decide who our friends are".</p> <p>18. use words that double the final consonants before adding "ing" to describe activities in which they are engaged e.g. I like running / Running is good for me.</p> <p>19. practise question forms by asking which games, foods etc. they like / do not like. Practise negative forms in responding.</p> <p>20. role-play interviewing, using the words "do" and "does". Write questions in their best handwriting.</p>	<ul style="list-style-type: none"> • Applying context clues • Extending contractions • Debating • Applying spelling rule • Identifying question forms and negative forms • Using parts of verb 	<ul style="list-style-type: none"> • List of words • List of contractions • Class debate • Words correctly used/spelt • Forms practised • Written questions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete words? • supply extended forms of contracted word? • develop ideas and present them convincingly? • use required words in their activities? • formulate questions and negative statements? • use "do" and "does" confidently? 	<p><u>Materials/Resources:</u></p> <p>Poems: "When I Grow Up" (in Resource Packet) "Walking" (in Resource Packet) "Whistles" (in Resource Packet)</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
21. introduce themselves to class and say what they would like to be in the future. Write selected examples of sentences spoken highlighting the verbs used. Use poem "When I Grow Up" to select samples of future tense.	<ul style="list-style-type: none">• Using future tense	<ul style="list-style-type: none">• Future tense practised
22. give instructions and demonstrate how to make a simple toy e.g. a kite.	<ul style="list-style-type: none">• Giving instructions	<ul style="list-style-type: none">• Clear instructions
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• use the future tense?• express instructions clearly, following correct sequence?	<u>Materials/Resources:</u> Poem: "When I Grow Up"	

LANGUAGE ARTS**GRADE FOUR**Unit Title: **LANGUAGE THROUGH THE SENSES**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. How do I express and respond to what I see?
 2. How do I express and respond to what I hear?
 3. How do I respond to stimuli through my senses?

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 enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to simple accounts, experiences, descriptions in SJE. • initiate conversation in appropriate context. • listen to join in conversation and in planning and discussing. • speak clearly and distinctly in natural easy manner. • identify and use blends, digraphs, clusters, sight words appropriate to grade. • use context clues for vocabulary, comprehension. • understand elements of structure eg. contractions, compound words, syllabication, inflectional endings. • identify and use information at the <ul style="list-style-type: none"> (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. 	awareness brainstorm colourful description echo electronic exciting graphic high-pitched hoof hoop imitate listening musical observation scenic scream screech silence siren surroundings visual whistle simile

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically to literature and other stimuli (oral language and reading) • Apply study skills and be able to search for information • Use recognisable handwriting and appropriate spelling and vocabulary 	<ul style="list-style-type: none"> • identify and respond to distinctive features of oral language e.g. songs, stories and poems. • express views and judgements about simple informational text. • read a familiar story passage using appropriate intonation for direct speech. • choose to read a variety of texts. • detect and respond to different points of view. • use table of contents, index. • use pictures, graphs, maps, charts, diagrams. • use a dictionary. • use encyclopaedia • begin to organise information located from various sources. • use legible cursive, upper and lower case forms. • spell correctly: <ul style="list-style-type: none"> - 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 adding ending e.g. 'coming'. • select appropriate words to express ideas • generate synonyms/homonyms • distinguish between false homonyms e.g. at/hot, doze/those. 	<p>word picture mood senses feeling checklist</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY /CONCEPTS
<ul style="list-style-type: none"> • Write to narrate, describe, 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 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, reports. • demonstrate language awareness and the conventions of spoken and written language. • demonstrate ability to generate and use 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'. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<ul style="list-style-type: none">• use verbs:<ul style="list-style-type: none">(a) present and past tense forms of the verb 'to be' 'am', 'is', 'was', 'were'.(b) simple present tense 'base + s' verbs.(c) simple future and past tense verbs.(d) irregular verbs.(e) present continuous.• identify noun types eg. 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'.	

ACTIVITY PLAN

Focus Question 1. How do I express and respond to what I see?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. observe and talk about nature: objects, shapes, animals, land forms, bodies of water, sky, colours, seasons, plants, buildings. Record observations on checklist. 2. find the most appropriate words and phrases to create word pictures of their observations. 3. begin to create comparisons through use of similes e.g. 'bright as', 'clear as', 'slippery as', 'cool as', etc. 4. read selected poems dealing with the senses. Talk about word pictures in the poems and how they help to bring out the particular feeling in the poem. Interpret words in poems. 	<ul style="list-style-type: none"> • Observing/discussing stimuli • Creating word pictures • Comparing/using similes • Interpreting poems 	<ul style="list-style-type: none"> • Completed checklist • Word pictures created • List of similes • Word pictures in poems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use checklist for observations? • create word pictures using focus words? • list similes used for comparison? • paint word pictures in poems reflecting moods? 	<p><u>Materials/Resources:</u></p> <p>Objects, shapes, animals, etc.</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. listen to, read in groups and individually, stories, “The Cat Woman and the Spinning Wheel”, “The Emperor’s New Clothes” and compare the elements of pretence in both. Talk about seeing, not seeing, pretending. Relate it to own experience.</p> <p>6. dramatise some situations from “The Emperor’s New clothes”. Make a list of some of the important words that will help them remember the story. Learn to spell them.</p> <p>7. use poem “What is Red?” to identify and practise consonant blends ‘br’, ‘gr’, ‘cr’.</p> <p>8. explore phonetic elements in poems. Use blends ‘bl’, ‘fl’, ‘sl’, in “Soap Bubbles” to write poems, jingles, rhymes, etc.</p> <p>9. identify compound words ‘something’, ‘sometimes’, ‘cornmeal’, ‘woodland’, ‘himself’ in story “The Cat Woman”. Model sentences with compound words (see Independent Activities - Teachers Guide Bk.4).</p>	<ul style="list-style-type: none"> • Reading story elements • Comparing story elements • Dramatising/situations • Identifying/practising blends • Exploring phonetic elements • Identifying compound words 	<ul style="list-style-type: none"> • Comparison of elements • Dramatic presentations • Completed poems etc. containing consonant blends • List of compound words
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compare elements of pretence in stories? • dramatise situations from stories? • complete poems, etc., using consonant blends? • list compound words? 	<p><u>Materials/Resources:</u></p> <p>Poems: “ Soap Bubbles” “What is Red?” (See Poetry booklet)</p> <p>Stories: “The Cat Woman and the Spinning Wheel” - <u>Doctor Bird Series</u> - Book 22 “The Emperor’s New Clothes” <u>Doctor Bird Series</u> – Book 28</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
10. read story "Good Follows Good" and identify, suffixes 'ing', 'ly', 'ed' used in the story. 11. model sentences with suffixes in story (See Independent Activities - Teachers' Guide, Grade 4, Dr. Bird Series). 12. create a story using the compound words they have learned. 13. explore use of similes, that is comparisons like 'leap like deer', 'creep like mice', 'stalk like lion', rich as king; slow as snail. 14. in poem "People" explore the contrasts and similarities embedded in the variety of people that make up towns, schools, communities - tall/short, slim/fat, dainty/dumpy etc.	<ul style="list-style-type: none"> • Identifying suffixes • Modelling sentences • Creating stories • Using similes • Exploring contrasts and similarities 	<ul style="list-style-type: none"> • List of suffixes • Pattern sentences with suffixes • Completed stories containing compound words • List of similes • List of contrasting and similar words
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list suffixes? • complete stories using compound words? • compile list of similes? • produce list of contrasting and similar words? 	<p><u>Materials/Resources:</u></p> <p>Teachers' Guide Book 4 <u>Doctor Bird Series</u> Story: "The Cat Woman" <u>Doctor Bird Series</u> - Bk. 22 Story: "Good Follows Good" <u>Doctor Bird</u> - Book 22 Poem: "People" (see Poetry booklet)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. read the “Cat Woman and the Spinning Wheel”. Critically examine values in it. Example:</p> <ul style="list-style-type: none"> - whether the woman was unkind - what she really did - other ways in which the man could have reacted - who was really cruel - the man or the woman <p>16. read stories and attempt to speak like the characters in dialogue sections e.g. “Broom-Man”.</p> <p>17. use “What is Red?” as model for making up a class or individual poem about colour of pupils’ choice.</p> <p>18. explore various shapes and create poems to match. See shape poem in booklet.</p> <p>19. listen to language used in conversations between speakers inside of school setting, outside in the market, at the post office, bank, in church. Role-play situations. Identify and talk about instances when English or Creole is used and tell why.</p>	<ul style="list-style-type: none"> • Examining values critically • Speaking expressively • Writing poetry • Writing ‘shape’ poems • Role-playing situations • Identifying SJE/Creole • Discussing SJE/Creole usage 	<ul style="list-style-type: none"> • Values examined • Character representations • Completed poems • Completed ‘shape’ poem • Role-play of Creole/SJE situations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the values? • authentically represent characters? • create their own poem? • make a shape poem? • role-play Creole/SJE situation? 	<p><u>Materials/Resources:</u></p> <p>Stories: “The Cat Woman” <u>Doctor Bird Series</u> – Book 22 “Broom Man” <u>Doctor Bird</u> – Book 22 “The Emperor’s New Clothes” <u>Doctor Bird Series</u> – Book 28</p> <p>Poem: “What is Red?” (see Poetry booklet)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
20. identify nouns and pronouns as subject words for sentences in the stories “Can Annie make Friends” or “The Life Savers”. 21. read the poem “Cat”. Act out the verbs. Use the pattern to make up sentences about a dog, a cow, a boy and ‘it’, ‘he’, ‘she’. 22. check their own writing to ensure that the base + s verb form always refers to ‘he’, ‘she’, ‘it’ or related nouns.	<ul style="list-style-type: none"> • Identifying noun function • Acting out verbs/making sentences • Editing written work 	<ul style="list-style-type: none"> • List of subject nouns and pronouns • Dramatic presentations of verbs/Sentences • Proof-read drafts
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • list subject nouns and pronouns? • do dramatic presentation of verbs? • use checklist for editing to ensure subject/verb agreement? 	<u>Materials/Resources:</u> Stories: “Can Annie Make Friends” <u>Doctor Bird Series</u> - Book 22. “The Life Savers” <u>Doctor Bird Series</u> – Book 21 Poems: “Cat” , “Herman Louis Montefiore” (see Poetry booklet)	

ACTIVITY PLAN

Focus Question 2.

How do I express and respond to what I hear?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. practise giving and receiving information through sounds - clap, tap, whoop, whistle, etc. 2. listen to natural and taped sounds: <ul style="list-style-type: none"> - horns, drums, sirens, alarms - musical sounds to distinguish among them or to identify particular sound and / or source. 3. listen to, imitate and describe: <ol style="list-style-type: none"> (a) sounds in school environment - home, community, industry, electronic media (b) the sound of silence. 4. talk about communicating through sounds. Make a collection of objects or pictures used in this way. 5. categorize sounds as dangerous, warning, helpful, etc. 	<ul style="list-style-type: none"> • Communicating through sounds • Listening to sounds • Imitating sounds • Describing sounds • Discussing communication through sound • Collecting objects/pictures • Categorizing sounds 	<ul style="list-style-type: none"> • Production of a variety of sounds • Differentiate among sounds • Class discussion • Imitation and description of environmental sounds • Collection of "sound" objects, pictures • Completed checklist
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • communicate through sounds? • discuss communication through sound? • describe environmental sounds? • collect objects/pictures of 'sound' objects? • categorise sounds, using checklists? 	<p><u>Materials/Resources:</u></p> <p>Instruments for creating natural and taped sounds - drums, horns, etc.</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. match sounds identified and described earlier with moods and feelings e.g. pleasing, sad, calm.</p> <p>7. discuss in small groups and as whole class, the effects of sound and silence in the classroom.</p> <p>8. establish rules for listening and speaking in the classroom.</p> <p>9. talk about how sounds work in poems e.g. the setting and the atmosphere suggested in “Engineers”, what one hears in “Shhh”, the special kinds of sound in “Noise” and what the reader sees, hears, feels.</p> <p>10. discuss how sounds in stories affect the characters, the setting, the action and the outcome, particularly in story “Sound at the Window”. Tell stories in which pupils have similar experiences.</p>	<ul style="list-style-type: none"> • Matching sounds to moods • Discussing • Establishing/practising rules • Discussing sound effects • Connecting sounds to story elements 	<ul style="list-style-type: none"> • Checklist for matching sounds to moods • Discussion • Listening/speaking • Discussion about sound effects in poems • Discussion of experiences with sound • Story-telling
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create appropriate sounds to match moods etc.? • discuss classroom sound/silence? • establish rules for listening and speaking? • discuss sound effects in poems? • discuss the relationship between the sound in stories and story elements? • tell stories about their experiences with sounds? 	<p><u>Materials/Resources:</u></p> <p>Taped sounds Tape recorder Objects to produce interesting sounds</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. read for fun poem "Louder Than". Say what is most interesting in it. 12. make sentences about a parent, a teacher, a classmate, the dentist, the post mistress, etc., using appropriate singular verbs. 13. use subject pronouns 'he', 'she', 'it'/as often as possible to make a smooth flowing paragraph about something that frightened them. 14. write the poem "Q for Quietness" in the past tense. Note patterns in verb changes. 15. ask questions, using 'do' and 'does' to find out about people's reaction to certain sounds. 16. make a story map of "Sound at the Window" or "Broom Man".	<ul style="list-style-type: none"> • Reading/discussing poetry • Modelling examples of subject/verb agreement • Using subject pronouns • Using the past tense • Formulating questions • Mapping stories 	<ul style="list-style-type: none"> • Poem read and discussed • Making sentences with subject/verb agreement • Paragraph • Past tense verbs in the poem changed • Examples of questions asked • Map of a story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • discuss interesting parts of poem? • share experiences with sound? • use subject/verb agreement, subject pronouns? • use the past tense? • use question forms? • map a story? 	<p><u>Materials/Resources:</u></p> <p>Poems: "Engineers" "Shhh" "Noise" (See Poetry booklet) "Louder Than" (See Poetry booklet)</p> <p>Story: "Sound at the Window" <u>Doctor Bird Series</u> - Book 22</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>17. write a story in response to a stimulus (set up by the teacher). Include character, setting etc.</p> <p>18. look back at their story. Underline any adjectives used to talk about nouns. Identify examples of adjectives and related nouns in other texts.</p> <p>19. begin to use degrees of comparison 'er', 'est' by talking about the effect of 'er' in poem "Louder than". Use 'quieter', 'softer', 'wetter', 'sillier', 'harder', 'faster', etc., in a similar manner, then extend to add 'est'.</p>	<ul style="list-style-type: none"> • Writing stories in response to sound stimuli • Identifying adjectives and their function • Recognizing degrees of comparison 	<ul style="list-style-type: none"> • Completed stories • List of adjectives used to describe • Checklist of degrees of comparison
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write stories in response to stimuli? • use adjectives to describe 'sound' words? • complete checklist for degrees of comparison? 	<p><u>Materials/Resources:</u></p> <p>Poem: "Q is for Quietness" (See poetry booklet)</p> <p>Stories: "Sound at the Window" <u>Doctor Bird Series</u> "Broom Man" <u>Doctor Bird Series</u> - Book 22</p> <p>Charts/checklist</p>	

ACTIVITY PLAN**Focus Question 3.****How do I respond to stimuli through my senses?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. say how they feel about some objects or situations observed e.g. derelict buildings, the school-yard, street-children, items tasted, smelled, touched, sounds heard in the environment. 2. paint word pictures of observations made. Use a variety of adjectives and adverbs to suggest mood, movement, colour, shape, size, smell, feel, taste of things and/or persons. 3. use their favourite colour, sound, taste, smell to create whole class, group or individual poems. 4. give descriptions of people choosing words carefully to suggest physical appearance and character traits. 5. build word banks, read, play games with 'sense' words. 	<ul style="list-style-type: none"> • Expressing views that involve sensual responses • Creating word pictures • Composing poems, etc. • Describing persons • Developing word banks 	<ul style="list-style-type: none"> • Class discussion • Word pictures using adjectives and adverbs • Completed poems based on the senses • Description of persons, using 'sense' words • Word banks
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • discuss objects/situations dealing with the senses? • paint word pictures using adjectives and adverbs? • complete poems based on the senses? • describe persons, using 'sense' words? • build word banks? 	<p>Materials/Resources:</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. read, recite, do choral renditions of poems to express what is seen, heard, tasted, touched and how it makes them feel.</p> <p>7. use table of contents, index. Search texts: LMW, Dr. Bird, Guinep Series, libraries for stories that deal with the senses. Prepare information for sharing with class or group.</p> <p>8. make journal entries of their personal observations, reacting to sense impressions.</p> <p>9. using “What is Red” as model, make up a poem with words of opposite meanings, using as many senses as they can.</p> <p>10. play games with adjectives e.g. changing the adjectives to give another impression of “Cat Woman”, “The Broom Man”, “King Midas”.</p>	<ul style="list-style-type: none"> • Reading, reciting, doing choral rendition of poems • Researching information • Writing personal observations in journals • Modelling poetry writing, using opposites • Selecting adjectives 	<ul style="list-style-type: none"> • Readings, recitations, choral renditions of ‘sense’ poems • Class presentations of research findings • Completed journal entries, reacting to sense impressions • Completed poems • Games emphasizing use of adjectives
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read, recite, do choral renditions of ‘sense’ poems? • locate and present appropriate information? • produce journal entries, reacting to sense impressions? • complete poems about the senses using opposites? • play games emphasizing adjectives? 	<p><u>Materials/Resources:</u></p> <p>Books in: LMW Series Doctor Bird Series Guinep Series</p> <p>Encyclopaedia Poem: “What is Red?” (see poetry booklet)</p>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11. talk about when to use the past tense. Recapture some whole class experiences using past tense verbs. Example: oral reports of class activities, LEA stories/accounts.</p> <p>12. observe the use of capital letters, full stops, question marks and commas in stories. Model these in their writing.</p> <p>13. observe how the verbs work in the poem "Louder than". Make up similar lines about a parent, a teacher, a classmate an animal etc. Play game by supplying words containing the following: blends: bl, pl, sl, tr digraphs: ch, wh, sh, th clusters: spr, str, spl</p> <p>14. identify the syllables in given words e.g. engineers, machinery, listening.</p>	<ul style="list-style-type: none"> • Using the past tense • Practising punctuation • Practising subject/verb agreement • Playing word games • Practising phonetic elements • Breaking/words into syllables 	<ul style="list-style-type: none"> • Oral reports, LEA stories, using the past tense • Punctuation • Verses of poetry • Word games • Words pronounced using phonetic elements • Words broken into syllables
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the past tense in oral reports, LEA stories, etc.? • play word games to practise tenses? • use punctuation marks correctly? • play word games? • use phonetic elements to pronounce words? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 3.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
15. talk about how different parts of stories should be read to create particular mood, feelings, etc. 16. read parts of stories to convey particular effects, feelings, mood, movement, etc., suggested in text. Read aloud jingles, rhymes, poems, stories made up by individuals and class. 17. copy sentences, poems and short passages dealing with the senses, demonstrating correct formation of loops, spacing of common and capital letters. 18. show awareness of rules and clues in spelling words with final 'e', 'f', 'y' and their related prefixes.	<ul style="list-style-type: none"> • Discussing/reading expressively • Reading to convey particular effects • Practising letter formation • Spelling words 	<ul style="list-style-type: none"> • Class discussion on reading to create mood • Expressive reading • Letters properly formed • Words with final 'e', 'f', 'y' correctly spelt
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • break words into syllables? • discuss how to read to create mood? • form letters properly? • spell words with final 'e', 'f', 'y'? 	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>19. write in their journals their personal reactions to learning about the senses. Dialogue with a partner. Check for use of punctuation.</p> <p>20. as whole class, make story or poem about any of the senses by (a) brainstorming information (b) organizing related ideas into clusters (for paragraphs or stanzas) (c) writing a first draft individually.</p> <p>21. role-play conversations about the senses between pupil/pupil, pupil/teacher, pupil/visitor to the school, pupil/doctor, post mistress, other grown ups. Conversations to show Creole/SJE usage.</p> <p>22. talk about how each speaks to the other in every case. Discuss how Creole is used in wider society.</p>	<ul style="list-style-type: none"> • Journal writing • Applying the writing process, • Brainstorming, organizing and writing • Role playing situations • Discussing /differentiating between Creole and SJE 	<ul style="list-style-type: none"> • Journal entries • Written drafts of story/poem • First draft produced • Role-play of Creole/SJE conversations • Class discussion - use of Creole/SJE in the wider society
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use punctuation? • produce journal entries reflecting personal reactions to lessons on the senses? • use ideas creatively to produce drafts? • use checklist for evaluating work of peers? • role-play SJE/Creole conversations? • discuss the use of Creole/SJE in the wider society? 	<p><u>Materials/Resources:</u></p>	

MATHEMATICS

MATHEMATICS UNITS FOR GRADE 4

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	SEEING FRACTIONS THE MAHARAJA'S TASKS-Division	USED NUMBERS 3-4
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 4 (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, listing 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 pupil. The list of targets and related objectives at the end of these units may be used as a checklist for the year's work.

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

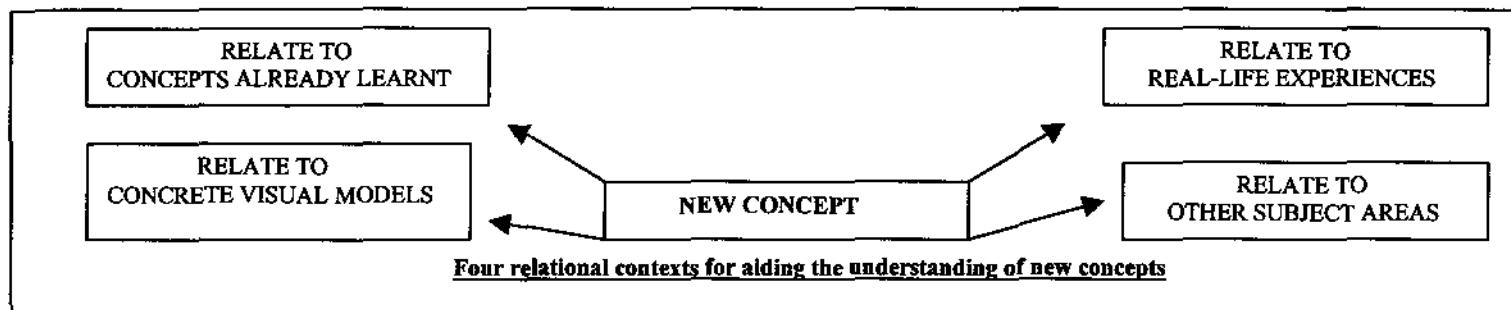
THE PHILOSOPHY BEHIND THE CURRICULUM

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 been drilled into the pupil over time.

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



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

This means that:

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

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

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

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

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

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

MATHEMATICS**GRADE FOUR**Unit Title: **NUMBER**Term: **ONE**Unit: **ONE**Duration: **FOUR WEEKS****FOCUS QUESTIONS:**

1. How do I know the value of a number?
2. How do I apply fraction ideas to real life situations?
3. How can I estimate and verify my answers?
4. How can I apply fraction ideas to the solution of practical problems?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know and use the values of numerals and associate them with their names, numbers and ordinals • Demonstrate the understanding of fraction ideas 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify the value of numbers to seven digits. • distinguish between value, place value and face value of a number. • investigate the base ten place value system when it is extended to show tenths and hundredths. • apply equivalence to the addition and subtraction of fractions. • identify and use the various fractional numbers (whole number, proper, improper and mixed fractions). • name fractional numbers with denominator 10 or 100 in decimal form and vice versa. • recognize like fractions (fractions with equal denominators). • order fractions with different numerators and different denominators. • add or subtract fractional numbers with equal denominators without renaming where possible (e.g. $2\frac{3}{4} - 1\frac{1}{4}$; $3\frac{1}{5} + 3/5$). • complete sequences of fractional numbers in decimal form counting by tenths or hundredths. • subtract a fractional number less than 1 or a mixed number from a whole number. 	<p>number value to seven digits decimal and common fractions number numeral digit value place value commutative associative difference ten/tenth hundred fraction fractional equivalent fraction numerator denominator half/halves, fourth, quarter, etc. whole number mixed number like fractions</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explain the process of the basic operations, use estimation appropriately, and demonstrate proficiency with basic facts	<ul style="list-style-type: none">• add or subtract 2-digit numbers mentally.• name whole numbers as fractions.• solve problems involving the addition or subtraction of like fractional numbers.• apply the four operations to problems involving decimal fractions (including money).• estimate and check answers to computations. use the properties of addition and subtraction (commutative, associative).• add or subtract fractional numbers with equal denominators when the sum is less than, equal to or greater than one. • differentiate between the use of addition and multiplication, subtraction and division in solving problems.• identify 'the hidden question' in a 2-step problem.• write a 2-step problem from information given.• write mathematical sentences for a 2-step problem.• select data relevant to a problem when finding its solution.	order ordinal estimate guess approximate renaming base ten decimal sequence data information solution

ACTIVITY PLAN

Focus Question 1.

How do I know the value of a number?

Objectives:

Pupils will:

- identify the value of numbers to seven digits.
- distinguish between value, place value and face value of a number.
- investigate the base ten place value system when it is extended to show tenths and hundredths.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use manipulatives to demonstrate then read and write 5, 6, and 7-place numeral as in “Activity 4-1” in the “Primary Mathematics Teachers’ Guide”. Research and discuss instances in which large numbers play significant roles (e.g. figures in a budget, buying a car, census taking). For assessment use teacher-made rating scale. 2. investigate number patterns on 0-99 chart as seen in “Collections 3-6” pp. 57-66. 3. develop the place value concept using the idea of trading tokens of different values such as the “X-change activity” in “Activity Booklet 4-6” pp. 69-70. (Teacher will modify this activity to include tenths and hundredths). 4. explain, after investigation, how in the base ten place-value system, each succeeding digit is a tenth of the preceding digit. 5. investigate the value, place value and face value of numbers (e.g. the “2” in 24 has value 20, occupies a place value 10 and has face value 2). 6. be involved in a competition to add or subtract 2-digit numbers mentally. Explain their methods and mental processes. 	<ul style="list-style-type: none"> • Depicting large numbers • Investigating patterns • Naming digits • Distinguishing between values • Recalling addition and subtraction facts 	<ul style="list-style-type: none"> • Research findings • Number value
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read/write large numbers correctly? • identify instances when large numbers are used? • distinguish between the value, place value and/or the face value of any given digit? 	<p>Materials/Resources:</p> <p>RU – “Collections 3-6” “Primary Mathematics Teachers’ Guide” “Activity Booklet 4-6” Place value chart 0-99 chart coloured tokens</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do I apply fraction ideas to real life situations?

Pupils will:

- apply equivalence to the addition and subtraction of fractions.
- identify and use the various fractional numbers (whole number, proper, improper and mixed).
- name fractional numbers with denominator 10 or 100 in decimal form and vice versa.
- recognize like fractions (fractions with equal denominators).
- order fractions with different numerators and different denominators.
- add or subtract fractional numbers with equal denominators without renaming where possible (e.g. $2 \frac{3}{4} - 1 \frac{1}{4}$; $3 \frac{1}{5} + 3/5$).
- complete sequences of fractional numbers in decimal form counting by tenths or hundredths.
- subtract a fractional number less than 1 or a mixed number from a whole number.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. build fraction charts to develop the concept of fractions. A basic one is shown in “Activity Booklet 4-6” p 12. For assessment see ‘rate series’ in “Seeing Fractions”. 2. investigate relationships between fractions using Circular Fraction Kit -“Take it and Make It” p. 18. 3. in groups, use manipulatives, record their results, explain their processes to bring out the need for a common denominator. Perform addition/subtraction on fractional numbers to include equivalent fractions, decimals, whole numbers and mixed numbers using real world situations. 4. play “Fill in the Blanks” game converting from simple fractions to simple fractions over ten or a hundred to decimal fractions and vice versa. Extend the activity to include mixed numbers. 	<ul style="list-style-type: none"> • Explaining processes • Recording results • Recognizing like fractions • Investigating tenths and hundredths 	<ul style="list-style-type: none"> • Rate (fraction) series • Recognition of equivalent fractions
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • build a rate-series and explain the meaning of “a term” in the series ? • match equal representations of fractions ? 	<p>Materials/Resources:</p> <p>“Take It and Make It” RU – “Seeing Fractions” Crayons Split pins Cardboard</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. use paper folding to divide one fractional number by another as shown in “Activity Booklet 4-6” p 45.</p> <p>6. use paper folding and shading to practise multiplying fractions as in “Activity Booklet 4-6” p 46.</p> <p>7. discuss real life situations in which rates are used (e.g. kilometres per hour; number of sweets for five dollars; \$80 pay per hour) and express rates as fractions as shown in “Seeing Fractions” pp 43-49.</p> <p>8. work in groups with a set of fractions with different numerators/denominators to compare and order fractions giving their reasons and checking results with the use of calculators as in “Activity 4-5” in the “Primary Mathematics Teachers’ Guide”.</p> <p>9. fill in missing values in sequences of various kinds (decimals, common fractions, ascending and descending).</p>	<ul style="list-style-type: none"> • Folding paper accurately • Computing fractions • Ordering fractions • Explaining processes • Recording results • Computing fractions • Sequencing numbers 	<ul style="list-style-type: none"> • Problem solving using picture/diagram • Completed sequences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • represent information with a diagram/picture? • complete the number sequences accurately? 	<p><u>Materials/Resources:</u></p> <p>“Activity Booklet 4-6” RU – “Seeing Fractions” Worksheets “Primary Mathematics Teachers’ Guide”</p>	

ACTIVITY PLAN

Focus Question 3.
Objectives:

How can I estimate and verify my answers?

Pupils will:

- add or subtract 2-digit numbers mentally.
- name whole numbers as fractions.
- solve problems involving the addition or subtraction of like fractional numbers.
- apply the four operations to problems involving decimal fractions (including money).
- estimate and check answers to computations.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in pairs/groups to write two-digit numbers then exchange and mentally add or subtract. Share results and methods used. e.g. $39 + 48$ is approximately $40 + 50$ (+1 and +2) $\quad\quad\quad = 90$ (then take away 3) $\quad\quad\quad$ Result is 87 2. use race to a dollar/metre in "Get to the Point" pp 31-44 to consolidate the decimal fraction concept. (The teacher will modify the rules to include the four operations.) Discuss and justify which operation is best used at a particular time. Work in pairs/groups to check each other's responses to ensure correct calculations when the respective operations are used (underscoring the various ways in which a whole number may be written i.e. 3, 3.00, 3/1). 3. explain and solve problems involving like fractions such as those in "Caribbean Primary Mathematics" – Level 4 pp 96, 97 and 132. 	<ul style="list-style-type: none"> • Obeying rules • Co-operating with peers • Solving addition and subtraction problems • Estimating solutions • Checking answers • Rounding off numbers • Renaming quantities • Justifying solutions 	<ul style="list-style-type: none"> • Results of mental calculations • Discussions • Solutions to worksheet problems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give correct answers (from mental work)? • explain their methods to others? • complete the worksheet successfully? 	<p><u>Materials/Resources:</u></p> <p>RU – "Get to the Point" "Caribbean Primary Mathematics" – Level 4 Photocopied game sheets Dice Cardboard</p>	

ACTIVITY PLAN

Focus Question 4.

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

Objectives:

Pupils will:

- use the properties of addition and subtraction (commutative, associative).
- add or subtract fractional numbers with equal denominators when the sum is less than, equal to or greater than one.
- differentiate between the use of addition and multiplication, subtraction and division in solving problems.
- identify 'the hidden question' in a 2-step problem.
- write a 2-step problem from information given.
- write mathematical sentences for a 2-step problem.
- select data relevant to a problem when finding its solution.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. write individually/in pairs/in groups 2-step story problems from real life information. Exchange these problems and write mathematical statements for them. 2. develop from the 2-step problems "hidden questions". 3. write possible solutions to these questions and have other individuals/pairs/groups check to ensure their appropriateness (2-step, correct hidden question, correct solution). e.g. Carl had \$10 and paid \$1.74 for a pen and \$1.25 for a notebook. (2-step problem). Mathematical statement: $\\$10 - (\\$1.74 + \\$1.25)$ Possible questions: (a) What was his change? (b) How many more pens/books could he have bought? (c) How much more would he need to purchase 5 pens and 6 books? 	<ul style="list-style-type: none"> • Composing 2-step problems • Determining hidden questions • Composing mathematical statements 	<ul style="list-style-type: none"> • Problems accurately written • Hidden questions • Mathematical statements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a 2-step problem? • write a problem with a hidden question? • identify the steps and any hidden question for a problem and write a suitable mathematical statement? 	<p><u>Materials/Resources:</u></p> <p>Worksheets</p>	

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>4. use examples from pp 7-9 in “Caribbean Primary Mathematics” - Level 4 to:</p> <ul style="list-style-type: none"> (i) select the appropriate operation (ii) solve worded problems (iii) establish the rule for the use of brackets by discussing varying answers arrived at from their first attempts. <p>5. use diagrams or manipulatives to solve, explain their methods and try to show their processes and solutions in mathematical notation in each of the following:</p> <ul style="list-style-type: none"> (i) story problems which require the subtraction of fractions from whole numbers (ii) exercises which require the use of the commutative or associative rules for addition and subtraction (given by teacher). Verify the algorithms for: <ul style="list-style-type: none"> (a) subtracting decimals/common fractions from whole numbers (b) the commutative and associative properties. 	<ul style="list-style-type: none"> • Computing with fractions • Differentiating between operations • Using brackets appropriately • Explaining their processes 	<ul style="list-style-type: none"> • Correct operations • Solutions to problems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select appropriate operations in a problem setting? • find solutions to the given problems? 	<p><u>Materials/Resources:</u></p> <p>“Caribbean Primary Mathematics” - Level 4 Manipulatives Worksheets Workcards</p>	

MATHEMATICS**GRADE FOUR**Unit Title: **MEASUREMENT**Term: **ONE**Unit: **TWO**Duration: **FOUR WEEKS****FOCUS QUESTIONS:**

1. What units should I use to measure the things in my environment?
2. How do I record and compute the various units of measurement?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Explain and carry out the processes of estimation and measurement, including the selection of appropriately precise units 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • read and write time using the hour : minute format, e.g. 2:45 p.m. • identify the appropriate unit, kilogram, gram, tonne, litre, millilitre, for a given measurement situation. • read a scale shown in a measurement situation using kilograms, kilograms and grams or grams. • estimate and measure capacity or volume, using litres and/or millilitres. • estimate and measure temperature in degrees Celsius. • estimate and read distances recorded in kilometres on a road map. • solve problems using information on a road map. • demonstrate the ability to convert one unit of measurement to another (time, length, mass, and capacity). • explain the relationships among units of time. • discuss the general meaning of the prefixes centi-, milli-, kilo. • explain the relationships between the units having the prefixes centi-, milli- and kilo- and the main units gram, metre and litre. • estimate, measure and record distances in metres and centimetres, in centimetres or to the nearest centimetre. • write lengths (metres and centimetres, centimetres) in terms of a metre using decimal form. • discover that 1000 kg = 1 tonne. • discover that 1000 ml = 1L. • tell the difference between two temperatures both above zero. • tell the temperature, which is a given number of degrees warmer or cooler than a given temperature. 	<p>time format estimation kilo- centi- milli- gram litre metre degrees Celsius temperature tonne</p>

ACTIVITY PLAN

Focus Question 1.

What units should I use to measure the things in my environment?

Objectives:

Pupils will:

- read and write time using the hour : minute format, e.g. 2:45 p.m.
- identify the appropriate unit, kilogram, gram, tonne, litre, millilitre, for a given measurement situation.
- read a scale shown in a measurement situation using kilograms, kilograms and grams or grams.
- estimate and measure capacity or volume, using litres and/or millilitres.
- estimate and measure temperature in degrees Celsius.
- estimate and read distances recorded in kilometres on a road map.
- solve problems using information on a road map.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. estimate various measurements, using measuring devices to verify their estimates. Examples of such activities are in : <ol style="list-style-type: none"> a) RU- “Seeing Fractions” parts of pp 89-106 - measuring various lengths using fraction strips and fraction ruler b) “Activity Booklet 4-6” page 30 and pp 48-49 - estimating and measuring lengths using centimetres as they compare the heights and reach of classmates c) “Caribbean Primary Mathematics” - Level 4, page 74 - measuring curves with a piece of string. d) Activity 4-6 in the “Primary Mathematics Teachers’ Guide” – measuring in different ways. <p>For assessment adapt the activity on page 106 of “Seeing Fractions”.</p> 2. use a two pan balance/spring balance to weigh various objects and record the reading from the scale in grams (g), kilograms (kg) or kilograms and grams. 3. with teacher’s guidance, make some measuring devices, e.g. “Take It & Make It” pp. 18, 35, 59-63 (centimetre ruler, measuring tape, thermometer, trundle wheel). 	<ul style="list-style-type: none"> • Estimating measurements • Measuring time, temperature, distances, capacity and mass • Reading measuring devices • Creating measuring devices 	<ul style="list-style-type: none"> • Estimation tasks • Scale readings • Measuring devices
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give a general sense of the size of the measurements by marking and labelling strips correctly? • read the measuring devices to a fair degree of accuracy? • produce at least one of the devices with fairly accurate calibrations? 	<p>Materials/Resources:</p> <p>RU – “Seeing Fractions” “Activity Booklet 4-6” “Take It & Make It” “Caribbean Primary Mathematics” - Level 4 “Primary Mathematics Teachers’ Guide” Cardboard, String, Tape, Wood, Wheel or Record</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. use string or strips representing kilometres to locate, measure and compare distances on a map. (A map of their district/town/city would create some interest).</p> <p>5. use the clock to read the time to the nearest minute and compare the length of time taken to do several activities.</p> <p>6. use the thermometer to read the temperature of different substances and make comparisons.</p> <p>7. discuss their experiences in using the devices, identifying the appropriate tools and units used. Extend the discussion to include the use of the larger units tonne and kilometre.</p> <p>For assessment use “Caribbean Primary Mathematics” – Level 4 Pages 34 mass in kg, g. 38-40 lengths in km/m/cm 62 litres and ml.</p>	<ul style="list-style-type: none"> • Locating places on a map • Comparing measurements • Investigating appropriate tools for measuring 	<ul style="list-style-type: none"> • Distances • Times given • Thermometer readings • Naming appropriate devices and units
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use strips to find places which are situated at a given distance from a particular place on a map? • read the time to the nearest minute? • read and compare temperatures of various substances? • give the appropriate device and unit when measuring specific items? 	<p><u>Materials/Resources:</u></p> <p>Thermometer Clock (digital and analog) Metre rule Litre containers Balance Objects weighing exactly 1 gram and 1 kilogram “Caribbean Primary Mathematics” – Level 4</p>	

ACTIVITY PLAN**Focus Question 2.****Objectives:****How do I record and compute the various units of measurement?****Pupils will:**

- demonstrate the ability to convert one unit of measurement to another (time, length, mass, and capacity).
- explain the relationships among units of time.
- discuss the general meaning of the prefixes centi-, milli-, kilo-
- explain the relationships between the units having the prefixes centi-, milli- and kilo- and the main units gram, metre and litre.
- estimate, measure and record distances in metres and centimetres, in centimetres or to the nearest centimetre.
- write lengths (metres and centimetres, centimetres) in terms of a metre using decimal form.
- discover that 1000 kg = 1 tonne.
- discover that 1000 ml = 1L.
- tell the difference between two temperatures both above zero.
- tell the temperature which is a given number of degrees warmer or cooler than a given temperature.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. practise recording their measurements, using conventional notations/decimal forms. Activities from RU-“Get to the Point -Investigating Decimals” pp 1-45 will provide situations to express measurement in decimal notation using tenths and hundredths. 2. explore and compare relationships between various units, including time discussing the meanings of the prefixes used for metric units, (e.g. investigating how many 5 cm strips or 10 cm strips will fit into a metre leading to 100 cm = 1 m and similar exercises using gram, kg, tonne, litre, ml). 	<ul style="list-style-type: none"> • Recording measurements • Exploring and comparing units of measurement • Discussing meanings of prefixes 	<ul style="list-style-type: none"> • Records of measurements • Oral comparison • Explanations of prefixes
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • record measurements using the appropriate notation? • explain the relationships between units that have the same prefix? • compare relationships between various units? 	<p>Materials/Resources:</p> <p>RU – “Get to the Point – Investigating Decimals”</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3. use manipulatives to convert from one unit to another (time, temperature, distance, capacity and mass). Suggest methods and algorithms for recording their conversion. Practise multiplying and dividing by ten and products of ten (written and orally) as they convert metric units. For assessment use “Caribbean Primary Mathematics” - Level 4. Pages: 71 reading and writing times with the format 2:34 75 using the operations on the units of length 91-92 review of times</p> <p>4. use addition and subtraction with the units of time, temperature, distance, capacity and mass.</p>	<ul style="list-style-type: none"> • Manipulating measuring devices • Converting units • Calculating the sums and differences of measurements • Solving problems 	<ul style="list-style-type: none"> • Written times • Clock readings • Thermometer readings • Conversions between units • Calculation of measurements
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write time in two/three given ways, e.g.: <ul style="list-style-type: none"> a) 2:15 p.m. b) fifteen minutes past two in the afternoon c) quarter after 2 in the afternoon? • show given time on the clock? • read temperature on a thermometer (real or replica)? • convert from a given unit to another given unit? • find the sums of and differences between measurements? 	<p><u>Materials/Resources:</u></p> <p>“Caribbean Primary Mathematics” – Level 4 Thermometer Clock (digital and analog) Metre rule Litre containers Balance Objects weighing exactly 1 gram and 1 kilogram</p>	

MATHEMATICS**GRADE FOUR**Unit Title: **GEOMETRY**Term: **ONE**Unit: **THREE**Duration: **TWO WEEKS****FOCUS QUESTION :** What relationships are there between lines and angles?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Identify, describe, compare and classify geometric figures and their properties 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> identify and name rays and associate them with the formation of angles. investigate the idea of a 'turn' and associate it with the formation of an angle. use capital/common letters to name angles/rays. recognise right angles when drawn or seen in the environment. identify angles less than, greater than and equal to a right angle. identify angles from different perspectives and orientations. identify, draw and/or describe parallel, perpendicular and intersecting line segment. 	angle concept parallel perpendicular intersecting line segment turn right angle ray

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> explore the concept of an angle in varying orientations and perspectives using the 'geo-strips' described on page 31 of the "Take It & Make It". Discussion should include points, rays, lines and line segments with emphasis that the ray length does not affect angle size. identify angles in the classroom noting what represents the rays of the angles, e.g. the edges of the door frame could be the rays in relation to the turn (angle) between the edges. 	<ul style="list-style-type: none"> Manipulating strips Identifying angles 	<ul style="list-style-type: none"> Identification of different angles
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> identify angles in the classroom? 	<p>Materials/Resources:</p> <p>Take It & Make It Geo-strips</p>	

ACTIVITY PLAN

Focus Question: What relationships are there between lines and angles?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 3. sketch some angles, then discuss the conventional ways of naming rays and angles, distinguishing between the use of capital and common letters in naming angles. 4. use paper folding (as shown on p. 107 of “Caribbean Primary Mathematics” – Level 4) to model right angles. (Use p. 107 for assessment also). 5. identify right angles around them and discuss how objects such as houses and trees would look if they were not at right angles to the ground. 6. compare the sizes of angles around them according to which are less than, greater than or equal to a right angle. Where possible, use their models to check their observations. 7. discuss the use of the words: perpendicular, parallel and intersecting line segments (initiated by teacher). Identify examples of these line segments and sketch some of them. 	<ul style="list-style-type: none"> • Modelling angles • Describing angles • Verifying right angles • Classifying angles • Estimating the size of angles • Drawing angles and line segments • Identifying and modelling various line segments 	<ul style="list-style-type: none"> • Identification of the right angle • Classification of angles • Sketches of line segments • List of the capital letters containing perpendicular, parallel and intersecting line segments
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • classify angles as right angles? • classify a set of given angles into less than, equal to or greater than a right angle? • show from own designs parallel, perpendicular and intersecting line segments? • identify the capital letters in the alphabet that contain parallel, perpendicular and/or intersecting line segments? 	<p>Materials/Resources:</p> <p>Paper for folding “Caribbean Primary Mathematics” – Level 4</p>	

MATHEMATICS**GRADE FOUR**Unit Title: **STATISTICS**Term: **ONE**Unit: **FOUR**Duration: **TWO WEEKS****FOCUS QUESTION:** How do I collect, organise, display and interpret information taken from my environment?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Collect, organise, graph, describe and interpret data in a problem-solving context 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> read and interpret bar, line, circle and picture graphs. use sampling techniques to collect information or conduct a survey. present data using pictographs and bar graphs convert a pictograph into a bar graph and vice versa. explain the idea of 'a sample'. classify and sort collected data. explain the concept of 'population'. identify the population in any given problem situation. 	line graphs bar graphs pictograph/picture graph pie chart/circle graph data survey population

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> work in groups to examine different graphs taken from books, newspapers, magazines, the computer or produced by the teacher. Focus on: <ol style="list-style-type: none"> type of graphs (bar, line, circle, picture graphs) information displayed - title and sample compare quantities (largest, smallest, differences). 	<ul style="list-style-type: none"> Reading graphs Interpreting graphs 	<ul style="list-style-type: none"> Interpretation of information on graphs
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> read information from a graph? make deductions and give reasons for their inferences from analysing graphs? 	<p>Materials/Resources:</p> Books Newspapers Magazines Other graphs (e.g. from the computer or Internet)	

ACTIVITY PLAN

Focus Question: How do I collect, organise, display and interpret information taken from my environment?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. report their findings and give their opinions of the graphs examined by other groups.</p> <p>3. discuss what is required for the production of a graph: (a) deciding on a topic to survey (b) deciding on the population and sample (c) collecting data through observation/questionnaire (d) recording data (e) graphing data.</p> <p>4. work in groups to carry out their own production of one type of graph using the steps cited in Activity 3 above.</p> <p>5. display their graphs and analyse graphs of their peers. Give criticisms and suggestions on the work displayed. Examples of these processes are in “Seeing Fractions” pp. 107-122.</p> <p>6. read and interpret information from bar and line graphs.</p> <p>For assessment use “Caribbean Primary Mathematics” – Level 4 Pages: 25, 138 (bar graphs), 111,113 (line graphs)</p>	<ul style="list-style-type: none"> • Sampling a population • Organising information • Displaying data and graphs • Making inferences about a population/sample 	<ul style="list-style-type: none"> • Presentation of survey • Graphs • Solutions to worksheet problems. • Interpretation of graphs
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • conduct a survey and report on it? • give a fairly accurate graphical representation of data? • complete the exercises from the workbook? • interpret and draw logical conclusions from information on graphs? 	<p>Materials/Resources:</p> <p>Sample graphs RU - “Seeing Fractions” “Caribbean Primary Mathematics” - Level 4 Worksheets</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 FOUR**Unit Title: **MUSIC FROM THE SOUNDS IN MY ENVIRONMENT**Term: **ONE** Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How can I share with others, music from the sounds in my environment?
2. How can I analyze, interpret and respond to music from the sounds in my environment?
3. How can I manipulate the sounds in my environment to create/compose music?
4. In what ways can I use music to express ideas?
5. How can I share my compositions with others?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Perform sound pictures and sound collages based on environmental sounds • Recognize basic structure, mood, imagery and other (musical) elements in sound pictures and sound collages, and respond verbally/physically to these stimuli 	<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 and collages as well as those composed by others. • exercise and improve their ability to make informed decisions about how to refine their performance of a piece. • perform solo and group pieces for peer audiences, school audiences and community audiences. • make an audio/video recording of their performance, with teacher's assistance. • listen and respond to the musical content of sound pictures and collages (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. • use ideas from sound pictures/collages listened to as bases for their own compositions. 	<ul style="list-style-type: none"> sound picture sound collage environmental sounds rehearse perform performer score audience theme structure instrumentation musical elements <i>timbre</i> <i>texture</i> <i>dynamics</i> <i>mood</i> <i>pitch</i> <i>tempo</i> <i>duration</i>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Manipulate a variety of sounds and sound sources to create sound pictures, collages and multi-media pieces depicting characters, scenes, events, moods and ideas	<ul style="list-style-type: none">make up sound pictures and collages to portray characters, scenes, events, moods and ideas.rehearse and perform their compositions with the assistance of classmates.record their compositions by using suitable notation (traditional or alternative) as well as an audio/video cassette recorder.	audio/video recording conductor compose live or recorded music dramatic ideas choreograph interpretation visual/aural representation compare portray finished product multi-media pieces traditional/alternative notation

ACTIVITY PLAN**Focus Question 1.****How can I share with others, music from the sounds in my environment?****Objectives:****Pupils will:**

- rehearse and perform (with or without a score) their own sound pictures and collages as well as those composed by others.
- exercise and improve their ability to make informed decisions about how to refine their performance of a piece.
- perform solo and group pieces for peer audiences, school audiences and community audiences.
- 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 (e.g., dynamics, tempo) 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, to 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> the details of a piece • <i>Rehearsing/improving/refining</i> a performance • <i>Appraising</i> a rehearsal • <i>Performing</i> for an audience • <i>Reading</i> a score • <i>Recording</i> a piece • <i>Listening</i> to a performance • <i>Making critical judgment</i> 	<ul style="list-style-type: none"> • Oral/physical response • Structural analysis (data) • Performance • Appraisal/feedback • Performance/audience response • Physical response • Visual/aural response • Audio/video recording • Oral/aural response • Appraisal/feedback
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recognize/identify theme and analyze structure of sound picture/collage? • pay attention to relevant details in rehearsing/refining their performance? • improve their performance? • perform/record a true representation of score/chart/musical concept? • make constructive comments about the performance? • effectively translate symbols into sound? 	<p>Materials/Resources:</p> <p>Score/chart Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences Electrical /battery facilities</p>	

ACTIVITY PLAN

Focus Question 2. **How can I analyze, interpret and respond to music from the sounds in my environment?**

Objectives:

Pupils will:

- listen and respond to the musical content of sound pictures and collages (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.
- use ideas from sound pictures/collages listened to as bases for their own compositions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to sound pictures/collages (live or recorded) and respond by discussing evident details. 2. use dramatic ideas to represent the musical content of a sound picture/collage. 3. add appropriate movement to show their interpretation of a sound picture/collage. 4. use visual arts to represent ideas portrayed in a sound picture/collage. 	<ul style="list-style-type: none"> • <i>Listening</i> to live or recorded music • <i>Responding</i> to musical impulses/stimuli • <i>Discussing</i> structural/musical details • <i>Dramatizing</i> a piece • <i>Choreographing</i> movement • <i>Interpreting</i> a piece • <i>Moving</i> to music • <i>Representing</i> a musical idea visually 	<ul style="list-style-type: none"> • Oral/aural response • Appraisal • Score/graphic representation • Physical response • Physical response (choreography) • Interpretation • Physical response • Visual representation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify important details of music listened to? • represent the musical content of pieces in their dramatic ideas? • choreograph or suggest appealing/interesting movements to show interpretation of sounds? 	<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</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. follow a score/chart while listening to a sound picture/collage, in order to compare visual representation with aural interpretation. 6. listen to recorded sound pictures/collages and use similar ideas to make own compositions.	<ul style="list-style-type: none">• <i>Reading/following</i> a score• <i>Comparing</i> visual/aural representations • <i>Listening</i> to music• <i>Composing</i> music	<ul style="list-style-type: none">• Visual/aural response• Comparison (data) • Oral/aural response• Composition
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• follow score/chart in relation to live or recorded music?• use visual symbols to adequately represent ideas portrayed in sound picture/collage?	<u>Materials/Resources:</u> Manuscript or blank paper Drawing material Electrical/battery facilities	

ACTIVITY PLAN

- Focus Questions**
3. How can I manipulate the sounds in my environment to create/compose music?
 4. In what ways can I use music to express ideas?
 5. How can I share my compositions with others?

Objectives:**Pupils will:**

- make up sound pictures and collages to portray characters, scenes, events, moods and ideas.
- rehearse and perform their compositions with the assistance of classmates.
- record their compositions by using suitable notation (traditional or alternative) as well as an audio/video cassette recorder.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make up sound pictures/collages (vocal or instrumental) based on: <ol style="list-style-type: none"> a) themes/topics (e.g. "Sunrise", "Lost In The Dark" or "The Hatching Of An Egg"). b) pictures/scenes/events (e.g. mountain, landscape/seascape, forest/jungle, hurricane). c) animal and human characters. d) moods. 2. rehearse/refine and perform their compositions for an audience (class, school, community). 	<ul style="list-style-type: none"> • <i>Creating/composing</i> sound pictures and collages • <i>Using</i> imagination • <i>Representing</i> ideas, scenes, events, etc. • <i>Rehearsing/refining</i> a performance • <i>Performing</i> for an audience 	<ul style="list-style-type: none"> • Composition (sound pictures/collages) • Performance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create sound pictures/collages adequately representative of the stimuli out of which they originated? • improve the performance of their compositions through rehearsal? • perform their compositions confidently, coherently, musically? 	<p><u>Materials/Resources:</u></p> <p>Score/chart Audio/video cassette recorder and tape Classroom instruments and sound makers Audiences Manuscript and blank paper Electrical/battery facilities</p>	

ACTIVITY PLAN

Focus Questions 3, 4, 5.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. record their compositions, using suitable graphic representation/notation (traditional or alternative). 4. record their compositions with teacher's assistance, using an audio or video cassette recorder.	<ul style="list-style-type: none">• <i>Notating</i> musical ideas (graphically)• <i>Recording</i> music with audio/video equipment	<ul style="list-style-type: none">• Score/chart• Audio/video recording
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• make a clear, well-structured graphic representation of the actual composition?• work co-operatively in recording their compositions?• create a clear and retrievable recording?	<u>Materials/Resources:</u>	

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

- FOCUS QUESTIONS:**
1. How can I pitch my voice accurately (individually or in a group), and sing a variety of songs relating to everyday life (e.g. market, work, worship) with correct phrasing, intonation, diction and expression while paying attention to cues?
 2. How can I competently play classroom instruments with or without a score?
 3. How can I identify musical elements and other features in music to which I listen?
 4. How do I create simple melodies and rhythm patterns, and also arrange sound effects for poems and stories?
 5. How do I use other art forms to enhance or illustrate musical ideas?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Develop a repertoire of songs/pieces from Jamaica and other countries, with particular emphasis on style, mood, category, idiom, period and purpose • Show growing competence in handling a widening range of tones (vocal and instrumental) including simple part-singing/part-playing 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • sing a variety of melodies/songs of the Caribbean and neighbouring countries, in various idioms, styles and moods while displaying increasing control in pitching, phrasing, intonation, diction and expression, while paying attention to cues. • perform a repertoire of songs/pieces which express activities of everyday life and for various occasions and seasons, (e.g. market, work, worship, national events, Christmas, Easter, recreation, celebrations). • start and end with precision, showing growing awareness and control in responding to cues. • sing a variety of melodies of different ranges while demonstrating the idiom, style and mood of the music. • play pentatonic tunes and also pieces requiring mastery of notes within the range of an octave. 	<ul style="list-style-type: none"> conduct tune melody phrasing style idiom compose tune <i>forte</i> piano cue structure round pace pulse beat rhythm <i>ostinato</i> octave pentatonic

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Listen to and appraise music that shows a variety of styles, idioms, etc. and also fundamental elements of music • Display growing competence in creating pieces for classroom instruments • Use other art forms (visual arts, drama, dance/ movement) and the computer in presenting musical ideas 	<ul style="list-style-type: none"> • sing/play rounds with confidence and competence, displaying ability to maintain an independent part and showing an understanding of structure. • sustain an accompanying part on an instrument. • maintain a simple under-part in singing/playing. • listen to a variety of classroom music and other pieces suitable for children, and discriminate between voice and accompaniment. • recognize monophonic, homophonic and polyphonic texture in the categories of music listened to. • listen to short pieces and identify known instruments by their tone colour (timbre). • listen to, identify and respond to music for various occasions/purposes. • compose pieces for pitched and non-pitched classroom instruments. • create lines/short verses setting to fit known rhythms/tunes. • display sensitivity in combining music with other art forms. • use visual representation, speech, and movement to illustrate or enhance ideas expressed in a particular piece. 	<p>voice instrument percussion scale notation <i>score</i> accompaniment under-part chime bars glissando diction intonation glockenspiel</p> <p>musical elements: pitch duration timbre texture dynamics mood tempo structure silence</p>

ACTIVITY PLAN**Focus Question 1.**

How can I pitch my voice accurately (individually or in a group), and sing a variety of songs relating to everyday life (e.g. market, work, worship) with correct phrasing, intonation, diction and expression while paying attention to cues?

Objectives:**Pupils will:**

- sing a variety of melodies of different ranges, in various idioms, styles and moods, displaying increasing control in pitching, phrasing, intonation and expression.
- perform a repertoire of songs/pieces which express activities of everyday life and for various occasions and seasons (e.g. national events, Christmas, Easter, recreation, celebrations, market, work, worship).
- start and end with precision showing growing awareness and control in responding to cues.
- sing classroom rounds with confidence and competence, displaying ability to maintain an independent part showing understanding of structure.
- sustain an accompanying part.
- maintain a simple under-part in singing/playing.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sing familiar and new songs of various idioms, styles and purposes, paying attention to accurate pitch, timing, phrasing suitable intonation. 2. sing songs from an expanding repertoire, paying attention to cues and to diction and expression appropriate to the idiom and style of the music. 3. sing a variety of songs of pentatonic scale. These should relate to everyday experiences (e.g. Old MacDonald Had A Farm; Mary Had A Baby). 4. sing songs in major and minor keys. 5. sing two, three or four-part rounds. 6. sing songs with under-part. 	<ul style="list-style-type: none"> • Pitching voice accurately • Singing in time and tune • Breathing correctly for phrasing • Controlling one's voice • Interpreting cues • Responding to cues • Singing with expression • Singing in pentatonic and other ranges • Coordinating and cooperating with others • Maintaining one's own part in singing 	<ul style="list-style-type: none"> • Performance <ul style="list-style-type: none"> - pitch - tempo - phrasing - voice control • Performance <ul style="list-style-type: none"> - interpretation of cues - response to cues - diction - expression • Performance <ul style="list-style-type: none"> - interpretation of cues - response to cues • Performance

ACTIVITY PLAN**Focus Question 1.****Evaluation:**

Were pupils able to:

- pitch accurately and sing in correct timing with suitable intonation?
- respond appropriately to cues?
- perform vocal music to demonstrate understanding of different idioms, styles and moods?
- pitch accurately when performing songs in different keys (major and minor)?
- display competence in singing simple part songs rounds, descants, ostinato?
- maintain individual parts when singing?

Materials/Resources:

Song sheets, M.O.E.C. Grade Four Songbook
Tape recorder/player
Audio cassettes with relevant music
Pictures showing various life-styles (for stimuli)
Pianica
Soprano/descant recorders
Classroom percussion instruments (pitched and non-pitched)
Crayons
Drawing paper
Computer and software.

ACTIVITY PLAN

Focus Question 2.

How can I competently play classroom instruments with or without a score?

Objectives:

Pupils will:

- sustain an accompanying part on instruments.
- maintain a simple under-part or descant in playing.
- play pentatonic tunes and also pieces requiring mastery of notes within the range of an octave.
- sing/play classroom rounds with confidence and competence, displaying ability to maintain an independent part and showing understanding of structure.
- start and end with precision, showing awareness and control in responding to cues.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. play tunes of songs related to everyday life, paying attention to cues and other expressive elements. 2. play simple ostinato (rhythmic/melodic) for songs done in class. 3. play simple under-part or descant to a song done in class. 4. play pentatonic tunes and other pieces in the keys of C, G, F and D major. 5. play short recorder pieces involving pinched notes. 	<ul style="list-style-type: none"> • Playing an instrument • Maintaining eye-hand-finger coordination • Interpreting and responding to cues • Playing ostinato • Maintaining one's own part in playing • Playing pieces involving two sharps and one flat • Playing pinched notes 	<ul style="list-style-type: none"> • Performance on instruments • Performance • Performance of pieces with sharps and one flat
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • adhere to techniques required for playing different instruments? • sustain an ostinato, descant, or other accompanying parts? • play pieces involving one sharp, two sharps and one flat? 	<p><u>Materials/Resources:</u></p> <p>Music sheets with relevant music Charts with cues and music involving one sharp, two sharps and one flat</p>	

ACTIVITY PLAN**Focus Questions 3.****Objectives:****How can I identify musical elements and other features in music to which I listen?****Pupils will:**

- listen to a variety of classroom music and other pieces suitable for children, and discriminate between voice and accompaniment.
- recognize monophonic, homophonic and polyphonic texture in the categories of music listened to.
- listen to short pieces and identify known instruments by their tone colour, (timbre).
- listen to, identify and respond to music for various occasions and purposes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupil will:</p> <ol style="list-style-type: none"> 1. listen to songs of various categories and for different purposes and discuss their characteristic differences (e.g. work songs, ring games, celebration songs, songs for worship). 2. identify the sounds of known instruments and sound-makers heard on tape. 3. listen to live/recorded music and discriminate between voice-part and accompaniment. 4. listen to live/recorded music and <ol style="list-style-type: none"> a) name known instruments (e.g. voice, recorder, piano, drum and glockenspiel). b) identify and respond to mood, tone, texture and dynamics e.g. by using movement, drama and art. 	<ul style="list-style-type: none"> • Listening to music • Appraising music listened to • Sharing thoughts or opinions in open discussion • Discriminating and analysing • Discriminating various instruments • Illustrating musical ideas 	<ul style="list-style-type: none"> • Analysis and appraisal • Response (verbal or written) • Response (locomotor, dramatic, visual etc.)
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify various elements and other musical features/character in the pieces listened to? • recognize and identify various instruments heard on tape? • differentiate between voice and accompaniment? • hear and separate the strands of music in a piece and identify the texture? 	<p>Materials/Resources:</p> <p>CDs/audio cassettes with relevant pieces of music for listening and CD/audio cassette player/recorder</p>	

ACTIVITY PLAN**Focus Question 4.****How do I create simple melodies and rhythm patterns, and also arrange sound effects for poems and stories?****Objectives:****Pupils will:**

- compose pieces for pitched and non-pitched classroom instruments.
- create lines/short verses to fit tunes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make up rhythmic/melodic answering phrase for given opening phrases (vocal or instrumental). 2. compose pieces on recorder, pianica, glokenspiel or chime bars relating to everyday life using five or more different notes. 3. make up sound effects to illustrate the mood or message in a poem or story. 4. record their compositions as finished products. 	<ul style="list-style-type: none"> • Selecting, arranging and sequencing sounds • Composing melodies • Creating sound effects • Recording own composition 	<ul style="list-style-type: none"> • Compositions • Recording • Sound effects • Recording
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make tunes which suitably answered or connected with the opening phrase? • compose melodies using five or more different notes? • select and arrange sounds, which effectively conveyed the message, mood and spirit of the given pieces? • record their compositions? 	<p><u>Materials/Resources:</u></p> <p>Classroom instruments Cassette recorder and blank audio-tapes</p>	

ACTIVITY PLAN

Focus Question 5.

How do I use other art forms to enhance or illustrate musical ideas?

Objectives:

Pupils will:

- display sensitivity in combining music with other art forms.
- use visual representations, speech and movement to illustrate or enhance ideas expressed in a particular piece.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use movement to express a particular musical idea. 2. compose lines or short verses relating to everyday life and illustrate same in a drawing, then set the words to a known rhythm. 3. use drawing programme/music software on a computer to make manual representations to illustrate melodic contours of tunes. 	<ul style="list-style-type: none"> • Choreographing movements • Arranging words to rhythm • Sequencing sounds • Drawing melodic contours • Using the computer 	<ul style="list-style-type: none"> • Choreography • Composition • Illustration
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • portray coherence and connectedness of ideas from other art forms with music? • use the computer's graphic art software effectively for illustration? 	<p><u>Materials/Resources:</u></p> <p>Computer and software Drawing materials Poem Story</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 FOUR**Unit Title: **PHYSICAL EDUCATION AND LIFESTYLE**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. What is physical education?
 2. How does physical education help me to develop and maintain a healthy lifestyle?
 3. How and why should I practise good personal hygiene?
 4. What behaviours will enable me to keep fit?

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 as well as provide knowledge and develop positive attitudes for life 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use correctly the concept physical education. • give reasons for doing physical education. • list some components of physical education. • define and use correctly the concept lifestyle. • explain how lifestyle can affect performance. • describe a balanced diet and the importance of eating right. • state what is meant by good personal hygiene. • identify ways to develop personal hygiene. • demonstrate the importance of practising personal hygiene. • list and demonstrate ways to maintain personal hygiene. • explain how good personal hygiene contributes to healthy lifestyle. • examine the relationship between personal hygiene and self-esteem. • explain the terms fitness, exercise, and fatigue. • list components of fitness. • analyze the effects of exercise on the body. 	<p>physical education lifestyle growth maturation development motor development motor ability skeleton skeletal growth muscular growth exercise nutrition diet balanced diet weight control personal hygiene fitness fit exercise fatigue examples</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Promote physical activity and healthy lifestyles by engaging in activities that develop cardiovascular fitness, flexibility, muscular strength and endurance	<ul style="list-style-type: none">perform simple aerobic activities.identify local athletes in clarifying the meaning of fitness.explain how lifestyle helps to maintain fitness.identify behaviours which will promote and ensure fitness.explain the term substance abuse.differentiate between helpful and harmful drugs.describe the effects of drugs on performance.	aches pains breathlessness breathing difficulty dizziness physical exercise fitness exercise posture posture exercises substance abuse drugs danger

ACTIVITY PLAN

Focus Question 1.

What is physical education?

Objectives:

Pupils will:

- use correctly the concept physical education.
- give reasons for doing physical education.
- list some components of physical education.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss with teacher the nature of physical education and write a paragraph defining the subject. 2. state why it is necessary to have physical education. 3. bring to class pictures, magazines etc. depicting activities which are related to physical education. 4. talk about what is happening in pictures and identify the components of physical education. 	<ul style="list-style-type: none"> • Discussing, defining • Stating reasons • Researching 	<ul style="list-style-type: none"> • Paragraph • Reasons for doing physical education • List of components of physical education
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a paragraph explaining the meaning of physical education? • list at least five reasons for doing physical education? • identify the components of physical education? 	<p><u>Materials/Resources:</u></p> <p>Books Charts Films Health and fitness magazines Pictures Photographs Pamphlets</p>	

ACTIVITY PLAN

Focus Question 2. How does physical education help me to develop and maintain a healthy lifestyle?

Objectives:

Pupils will:

- define and use correctly the concept lifestyle.
- explain how eating right relates to a healthy lifestyle.
- explain how lifestyle can affect one's performance.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. identify daily activities in the family's lifestyle and compile a collage. 2. examine the collage and explain how physical education impacts on the lifestyle that one pursues. 3. discuss, then list the components of a healthy/unhealthy lifestyle. 4. research how lifestyle can affect performance. 5. discuss the importance of eating right to a healthy lifestyle and write a paragraph on it. 6. collect pictures from food groups and prepare menu of a balanced diet for a healthy lifestyle. 	<ul style="list-style-type: none"> • Identifying, compiling, defining, analyzing • Drawing conclusions • Discussing lifestyle choices • Researching effects of lifestyles • Discussing balanced diet • Categorizing foods 	<ul style="list-style-type: none"> • Picture collage of family's lifestyle • Oral or written explanation • List of components of a healthy/unhealthy lifestyle • Research findings • Discussion and paragraph • Menu cards for the "Eat Right Restaurant"
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make picture collage illustrating their family's lifestyle? • explain, orally or in writing, how physical education impacts on the lifestyle that one pursues? • list the components of a healthy/unhealthy lifestyle? • research and present relevant information on how lifestyle can affect performance? • write a paragraph explaining the importance of eating right? • make menu cards illustrating a balanced diet? 	<p><u>Materials/Resources:</u></p> <p>Books Charts Films Video on lifestyle and active physical education Programmes</p>	

ACTIVITY PLAN**Focus Question 3.****How and why should I practise good personal hygiene?****Objectives:****Pupils will:**

- state what is meant by good personal hygiene.
- identify ways to develop personal hygiene.
- demonstrate the importance of practising personal hygiene.
- list and demonstrate ways to maintain personal hygiene.
- explain how good personal hygiene contributes to healthy lifestyle.
- examine the relationship between personal hygiene and self-esteem.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. collect articles used in personal care e.g. toothpaste, soap wrappers, hair brush, deodorant. Prepare 'grab bag' with articles. Select from grab bag an article and explain how it is used to maintain personal hygiene. 2. create movement from different activities to depict personal care. 3. role-play using different stimuli e.g. parents guiding them to do their daily hygiene activities such as combing hair, brushing teeth etc. 4. through dance, drama and picture study, identify and list the benefits and consequences of these activities. 	<ul style="list-style-type: none"> • Collecting appropriate articles, explaining use(s) of articles • Miming • Role-playing • Dramatizing daily hygiene • Identifying consequences of daily hygiene 	<ul style="list-style-type: none"> • Oral presentation • Mime • Role-play • List of benefits and consequences

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. in groups, create imagery from encounters with individual who practises good personal hygiene and one who does not. 6. observe reactions in both situations and say how they would feel if they were the individuals in the encounters. 7. discuss how one's personal hygiene affects one's self-esteem.	<ul style="list-style-type: none"> • Observing reactions • Describing feelings • Discussing 	<ul style="list-style-type: none"> • Imagery • Description of feelings • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • collect articles and explain their uses accurately? • create imagery of situations depicting personal hygiene? • list benefits and consequences of personal hygiene? • present description to highlight feelings? • conduct the discussion to highlight the relationship between personal hygiene and self-esteem? 	<p><u>Materials/Resources:</u></p> <p>Pictures Photographs Pamphlets Models Articles of personal care Films</p>	

ACTIVITY PLAN

Focus Question 4.

What behaviours will enable me to keep fit?

Objectives:

Pupils will:

- explain the terms fitness, exercise and fatigue.
- explain how lifestyle helps to maintain fitness.
- list components of fitness.
- analyze the effects of exercise on the body.
- perform simple aerobic activities.
- identify behaviours which will promote and ensure fitness.
- explain the term substance abuse.
- differentiate between helpful and harmful drugs.
- describe the effects of drugs on performance.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. discuss with teacher the term 'physical fitness'. Identify its components through gymnastics or dance.2. identify and discuss the fitness level demonstrated by different types of athletes e.g. cricketers, footballers and track and field athletes.3. in groups, with teacher, go on short hikes. Observe and report on the effects of hiking on various parts of the body.	<ul style="list-style-type: none">• Discussing, identifying and composing• Discussing and analyzing the concept fitness• Observing and reporting	<ul style="list-style-type: none">• List• Gymnastics or dance activities • Report

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. in groups, perform simple circuit training that will make the body fit.</p> <p>5. in a panel discussion, compare and contrast the lifestyle of categories of workers e.g. farmers, taxi operator, and give suggestions on which category is likely to be the fittest.</p> <p>6. interview members of the school community to find out what is substance abuse and its effects on performance.</p> <p>7. make a list of substances which are helpful and which are harmful.</p> <p>8. illustrate through dance the effect of drug abuse on performance.</p>	<ul style="list-style-type: none">• Developing motor skills• Categorizing occupations and comparing categories• Interviewing community members• Categorizing substances• Dramatizing interpretation	<ul style="list-style-type: none">• Circuit• Oral presentation• Interview schedule• List of substances• Dance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• list components of fitness?• produce accurate reports of the effects of hiking on the body?• successfully complete circuit training?• identify and justify their choices of the fittest category of workers?• develop and present plans which will identify behaviours which promote fitness?• illustrate the effect of drug abuse in song, dance?• define substance abuse?	<p><u>Materials/Resources:</u></p> <p>Stop clock/watch with minute hand Pictures of athletes and other sports persons Pictures or samples of substances abused</p>	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand and play various minor games to further develop skills of major competitive games • Develop and display positive attitudes and values 	<ul style="list-style-type: none"> • use characters from stories to create dance patterns using traditional folk forms. • create and perform sequences of locomotor and non-locomotor movements which involve the use of direction, speed, levels, power and accuracy. • dribble a ball while changing direction and speed. • perform kicking skills. • use different parts of the body to trap a ball. • demonstrate good ball handling skills in trapping, passing, throwing and catching a ball. • identify special areas on the football field and the netball court. • display leadership qualities. • throw, dodge or catch a ball efficiently while travelling. • play lead up games to major games that include skills taught. • kick, with increased accuracy and power, a stationary ball and a moving ball. • be aware of peers as source of help. • demonstrate emotional restraint by responding to winning, losing with good sportsmanship. • accept mistakes and weaknesses of others without ridicule. • recognize that skill development requires practise. • show respect for and care of property. • show willingness to listen and respond well to directions, explanations and criticisms. • show willingness to stay on task until completion. 	<p>emotional good/bad sportsmanship sportsman skill development abilities responsibility</p>

ACTIVITY PLAN

Focus Question 1.

Where can my body go?

Objectives:

Pupils will:

- demonstrate travelling in different ways, individually and in groups.
- show the ability to travel in different directions in response to signals.
- show contrast between slow and fast speeds using different pathways.
- demonstrate the ability of the body to curl and tuck limbs.
- make small and large body shapes while travelling at different levels.
- jump over, around and through appropriate obstacles/objects.
- complete sequences that combine travelling, rolling, balancing and weight transfer into changes of direction, speed and flow.
- demonstrate ability to do forward roll.
- show willingness to listen and respond well to directions, explanations and criticisms.
- take off and land in different ways.
- demonstrate rope jumping skills with and without a partner.
- be aware of peer as a source of help and support.
- exhibit skills in different types of vaulting and jumping.
- explain/demonstrate self space, general space, patterns and rhythmic patterns.
- show ability to perform non-locomotor and locomotor movements in time to simple rhythms.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. individually or in groups travel, changing speed and direction at a given signal along different pathways.2. individually and in groups move at different speeds and levels while changing body shapes by tucking and curling in response to signals.3. combine runs, hops, walks, jumps and leaps to create patterns at different levels.	<ul style="list-style-type: none">• Travelling in different directions• Creating shapes• Creating patterns	<ul style="list-style-type: none">• Travelling in different pathways• Shapes at different speeds and levels• Patterns

ACTIVITY PLAN**Focus Question 1.**

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>4. design at least two sequences which include travelling, rolling, balancing, weight transfer into changes of direction, speed and flow.</p> <p>5. perform the forward roll individually as follows: (a) Stoop with feet apart at the edge of mat with toes touching mat. (b) Place hand between feet with fingers against the mat. (c) Tuck head between legs looking behind. (d) Flip buttocks up and roll forward into sitting or standing position. Discuss the importance of listening to and carrying out instructions given by team/group leaders.</p> <p>6. perform rhythmic jumps individually and in groups e.g. skip jump, astride jump, propping with ropes or hoops.</p> <p>7. use balls, ropes, hoops, bean bags to create rhythmical movements.</p> <p>8. work in groups/pairs helping and supporting each other to do vaults, rolls and turns.</p>	<ul style="list-style-type: none"> • Making sequences • Completing a direct pattern of roll • Completing the forward roll • Rhythmic jumps • Creating rhythmic movements • Balancing and vaulting 	<ul style="list-style-type: none"> • Completion of sequences • Forward roll • Skipping • Rhythmic movements • Vaults
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • travel along different pathways? • change the shape of their bodies at different levels and speeds? • combine runs, hops, walks, jumps and leaps into patterns at different levels? • design two sequences depicting body movements? • perform rhythmic movements individually and in groups? • use equipment to make rhythmic movements? • pattern vaults, rolls and turns? 	<p><u>Materials/Resources:</u></p> <p>Mats Balls Ropes Bean bags Hoops Pictures</p>	

ACTIVITY PLAN

Focus Question 2.

How can my body move?

Objectives:

Pupils will:

- use the body to express moods, feelings and ideas through gestures.
- develop and perform creative dance movements.
- use characters from stories to create dance patterns using traditional forms.
- create and perform sequences of locomotor and non-loomotor movements which involve the use of direction, speed, levels, power and accuracy.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. use body parts, in groups, to depict moods and gestures e.g. sad, happy, gloom, hilarious and pleading.2. create several dance patterns from given characters e.g. market woman, Pitchy Patchy etc.3. design and perform four traditional dance patterns.4. individually and in groups, create movement sequences using self space, general space, patterns, rhythmic patterns, locomotor and non-locomotor movements.	<ul style="list-style-type: none">• Creating movement to express feelings• Imitating characters• Using movement to depict culture• Creating movement sequences	<ul style="list-style-type: none">• Imagery• Imagery with patterns• Traditional dance patterns• Sequences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• use bodies in groups to depict different moods?• create various dance patterns depicting different characters?• create traditional dances?• perform four traditional dance patterns?	<p><u>Materials/Resources:</u></p> <p>Stories Tapes Pictures Photographs</p>	

ACTIVITY PLAN**Focus Question 3.****Objectives:****With whom/what does the body move and relate?****Pupils will:**

- dribble a ball while changing direction and speed.
- perform kicking skills.
- use different parts of the body to trap a ball.
- demonstrate good ball handling skills in trapping, passing, throwing and catching a ball.
- identify special areas on the football field and the netball court.
- display leadership qualities.
- throw, dodge or catch a ball efficiently while travelling.
- play lead up games to major games that include skills taught.
- demonstrate emotional restraint by responding to winning/losing with good sportsmanship.
- kick with increased accuracy and power a stationary ball and a moving ball.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. use the feet to dribble a ball in different directions at increased speeds. Use obstacles like empty drink cartons so that dribbling can be varied. 2. practise the skills, kicking, trapping, dribbling, simple tackling. Practise kicking with instep, inside and outside of foot. (When kicking look at target, then at ball, keep toes of kicking foot pointing down). 3. practise controlling the ball with various parts of the body. 4. participate in activities which require controlling, dribbling, passing and shooting effectively. 	<ul style="list-style-type: none"> • Dribbling • Kicking • Ball control • Passing, shooting, dribbling 	<ul style="list-style-type: none"> • Controlled dribble • Football kicks • Ball control • Application of football skills

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. practise throwing and catching individually and in groups, stationary and while travelling. 6. catching and landing on one or both feet and pivoting. 7. practise basic rules of some major games e.g. netball/football/basketball. Discuss appropriate ways to behave during the game. 8. study basic outline and special areas of football field and netball court. 9. dodge and catch balls and other objects while travelling. 10. play simple lead up games to major games that include the skills that were taught. Discuss the behaviours which are appropriate after winning or losing a game.	<ul style="list-style-type: none">• Throwing and catching• Catching, landing, pivoting• Rule application• Identifying and recognizing playing areas• Dodging and catching• Passing, dribbling, dodging• Discussing	<ul style="list-style-type: none">• Throwing and catching• Landing for netball• Rule application• Specific areas of the field/court• Dodge and catch• Lead up games
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• control and dribble a ball?• use various parts of the foot to kick a ball with 90% accuracy?• develop skills for ball control?• apply sports skills and sportsmanship to game situations?• throw and catch ball with 100% accuracy?• land with or without a ball?• apply rules in a game situation?• name specific areas on the field of play?• dodge and catch at least 5 times?• play lead up games successfully?	<u>Materials/Resources:</u> Balls Empty cartons Books Films Pictures	

**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.

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Locate from a variety of sources factual information about religion and religious phenomena	<ul style="list-style-type: none">• identify and classify basic (similar) practices which most religions use to express their beliefs and values.• be able to use religious words and language correctly.• identify (by sight) the places of worship of different religious groups and correctly use the names of these places in conversation.• identify, list and discuss practices associated with the religious groups which started in Jamaica.• analyse the cultures, customs and religions of other people in order to appreciate the kinship of humankind.• draw conclusions about the ways in which members of different religious groups show obedience and loyalty to their Faith.• identify some moral values which guide the lives of religious people.• name the major religions/belief systems that exist worldwide.• locate the places of worship in the local community.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• 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• 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">• discuss basic activities that take place (e.g. in worship services and prayer meetings) as people within the community practise their faith.• identify and discuss the times at which specific individual or corporate acts of worship take place within the community.• develop respect for the right of other persons to have different points of view and/or practices from their own.• explore and list ways in which religion acts as a motivating factor that influences every area of human life.• respond positively to stated human values in word and action.• demonstrate an understanding of the part values play in making or breaking relationships.• discover ways in which religion can help to form the basis of their own values and belief systems.	

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

Do people in my community practise their faith in the same ways and for the same reasons as those who first worshipped?

Pupils will:

- explain the human need to relate not only to other human beings, but also to some form of deity/Supreme Being/Creator, and the part religion plays in satisfying this need.
- show by their behaviour 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.
- explain how religious beliefs affect the daily life of a person and of a community.
- integrate information and make inferences about the nature of religion and how it is expressed specifically in the Jamaican community.
- identify the different religious groups which exist in the local community.
- identify and classify basic (similar) practices which most religions use to express their beliefs and values.
- be able to use religious words and language correctly.
- identify, list and discuss practices associated with the religious groups which started in Jamaica.
- draw conclusions about the ways in which members of different religious groups show obedience and loyalty to their faith.
- identify some moral values which guide the lives of religious people.
- explore content and infer that religion is made up of systems of beliefs and practices to which people all over the world adhere.
- locate the places of worship in the local community.
- discuss basic activities that take place (e.g. in worship services and prayer meetings) as people within the community practise their faith.
- identify and discuss the times at which specific individual or corporate acts of worship take place within the community.
- develop the ability to see another person's point of view.
- develop respect for the right of other persons to have different points of view and/or practices from their own.
- explore and list ways in which religion acts as a motivating factor that influences every area of human life.
- respond positively to stated human values in word and action.
- demonstrate an understanding of the part values play in making or breaking relationships.
- discover ways in which religion can help to form the basis of their own values and belief systems.
- show by their behaviour that they understand the part values play in making or breaking relationships.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Through exploration of these questions pupils become aware of nature's extremes and its power, as well as formulate and try to answer their own questions about:</p> <ul style="list-style-type: none"> (i) how the world and its people came into being, (ii) the meaning and purpose of life, (iii) why bad/extreme things happen in nature, (iv) why people, plants and animals die. <p>Pupils thereby provide their own answers to the question: "How and why did people begin being religious?"</p> <p>Pupils will :</p> <p>3. discuss their impressions as well as their views on the questions:</p> <ul style="list-style-type: none"> (i) "Why and how do people practise their faith in my community?" (ii) "Why aren't some people religious, and what do they do instead?" 	<ul style="list-style-type: none"> • Clearly articulating impressions gained from stimuli • Drawing conclusions from discussions 	<ul style="list-style-type: none"> • Oral responses containing plausible conclusions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make clear, articulate, original and insightful comments? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Cooperation • Respect for others' opinions • Self-esteem • Willingness to participate in class activities • Being dignified/cultured/controlled in tone of voice, attitude and behaviour 	<p><u>Materials/Resources:</u></p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. list their combined views on the questions above.</p> <p>5. do a vox pop (i.e., a tape recorded “man in the street” – type opinion-gathering exercise) in the community, asking friends, relatives and indigenous religious groups as well as a variety of other worshippers and non-worshippers of different age groups the same questions they asked of themselves.</p> <p>6. share recorded answers in class and compare with their own ideas.</p> <p>7. do individual research using religious education and other texts to get further insight and find answers to the questions.</p>	<ul style="list-style-type: none"> • Categorizing information • Compiling list • Formulating and asking appropriate questions to gain desired information • Controlling tempers/displaying tact and courtesy • Finding acceptable ways of expressing displeasure, anger and frustration, - i.e. without using foul language • Comparing ideas • Gathering information from a variety of sources 	<ul style="list-style-type: none"> • List of students’ views/answers • Simple questionnaire • Tape recording(s) of community’s views • Shared information and comparisons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • ask questions that reflect insightful interpretations of their observations? • list views/answers clearly and concisely? • produce tape recordings that provided information that was useful for class discussion? Did they provide the answers sought? • do research that showed evidence of greater insight and which helped to provide answers to assigned questions? • conduct the vox pop and/or express their feelings and views in a socially acceptable manner? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Appreciation of the variety of symbols, customs and practices among different religious groups. • Willingness to do a job thoroughly and to the best of their ability: not to short-change themselves or others. • Avoidance of the use of foul language. 	<p><u>Materials/Resources:</u></p> <p>Tape recorder(s), audiocassette(s), simple questionnaire.</p> <p>Texts: Keene, Michael. <u>New Steps In Religious Education</u> (Bk. 1); Stanley Thornes (Publishers) Ltd. 1997;</p> <p>Fageant, J and Mercier, S.C.; <u>Skills In Religious Studies</u> (Bks. 1-3); Heinemann Educational Books;</p> <p>Penney, Sue, <u>Discovering Religions</u> (Series 1-6); Heinemann 1995;</p> <p>Wayne, Everington et al. <u>Interpreting Religions</u> (Series 1-3); Heinemann Educational Publishers 1996;</p> <p>Brown et al., <u>Religions</u>, Longman 1994</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. bring findings to class and share by means of 'Did you know?' posters.</p> <p>9. use the Forum Theatre style, report on findings. (Each pupil takes on a particular role of a person in the content being reported on, then expresses the views of that person).</p> <p>Teacher will:</p> <p>10. help pupils clarify the various explanations given so far by listing/comparing the following on a chart:</p> <ul style="list-style-type: none"> (i) their own views, (ii) views of others in the community, (iii) explanations from books. <p>11. lead pupils (through discussion) to the following conclusions:</p> <ul style="list-style-type: none"> (i) there is evidence around us of how religion was practised in its early stages. (ii) there are different explanations regarding why people began practising religion. 	<ul style="list-style-type: none"> • Sharing information creatively • Empathizing with others/recalling information/using religious words correctly in conversation • Categorizing and comparing information • Discussing/drawing accurate conclusions 	<ul style="list-style-type: none"> • Two 'Did you know?' posters per child depicting information gathered during research • Findings shared via Forum Theatre • Checklist to observe pupils' attitudes to the beliefs and practices of others • 3-columned chart containing views and explanations • Conclusions drawn during responses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do creative posters to convey at least three pieces of accurate information? • through Forum Theatre convey accurate information with a balanced representation of community views and a knowledge of community religious practices? • show ability to use religious words and language correctly? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Ability to see and appreciate another (person's) point of view • Respect for the privacy of others 	<p><u>Materials/Resources:</u></p> <ul style="list-style-type: none"> • Poster-making materials • Text: Luetje, Carolyn. <u>Bulletin Boards for All Occasions</u>. Augsburg Fortress. 1993

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>(iii) since there are no eye-witness accounts of that period of history, there are no definite answers to questions regarding the origin of religion.</p> <p>12. display 'Did you know?' posters around the school.</p> <p>13. begin to write their impressions re their findings in personal journals.</p>	<ul style="list-style-type: none">• Sharing information/personal views	<ul style="list-style-type: none">• Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• clearly articulate their views?• show ability to draw reasoned conclusions?	<p><u>Related Values:</u></p> <ul style="list-style-type: none">• Honesty and sincerity in the expression of personal views• Respect for others' efforts and for their property	<p><u>Materials/Resources:</u></p> <ul style="list-style-type: none">• Pupils' posters, masking tape, push pins/thumb tacks and other materials to mount display

ACTIVITY PLAN

Focus Question 2.

Objectives:

Are there some things that all religious people do?

Pupils will:

- analyse the cultures, customs and religions of other people in order to appreciate the kinship of humankind.
- explore content and infer that religion is made up of systems of beliefs and practices to which people all over the world adhere.
- name the major religions/belief systems that exist worldwide.
- discuss basic activities that take place (e.g. in worship services and prayer meetings) as people within the community practise their faith.
- explain what it means to be a member of a particular religious community.
- integrate information and make inferences about the nature of religion and how it is expressed both in Jamaica and internationally.
- identify and classify basic (similar) practices which most religions use to express their beliefs and values.
- be able to use religious words and language correctly.
- explore ways in which religion acts as a motivating factor that influences every area of human life.
- identify some moral values which guide the lives of religious people.
- discover ways in which religion can help to form the basis of their own values and belief systems.
- show by their behavior that they understand the part values play in making or breaking relationships.
- respond positively to stated human values in word and action.
- develop respect for the right of other persons to 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 groups discuss and list on strips the practices that are common to religious groups of which they are aware. 2. from each group select a leader who shares list with class. Strips/cards are pasted unto sheet of blank newsprint. 	<ul style="list-style-type: none"> • Participating in class discussion • Recalling, analysing and classifying information 	<ul style="list-style-type: none"> • Appropriate behaviours as outlined in a checklist • Sentence strips/word cards on which common practices are listed

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Teacher will: 3. (in role) dramatize activities that help pupils identify those common religious practices (in the community) which they haven't mentioned. 4. help pupils choose roles of correspondents/ reporters stationed in different parts of the world and/or representing different major and other religious groups.	<ul style="list-style-type: none">• Making connections between actions and known facts	<ul style="list-style-type: none">• Complete list of common religious practices
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• exhibit cooperativeness and willingness to respect others' opinions?• recall, analyse and classify information accurately; come to reasoned conclusions?	<u>Related Values:</u> <ul style="list-style-type: none">• Cooperation: willingness to work/act together to complete assigned tasks• Willingness to listen to another person's opinions	<u>Materials/Resources:</u> Newsprint, cartridge paper strips/cards, markers, information from Focus Question # 1

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. research the following question relating to practices and using information in Appendix 1 as a guide.</p> <p>Research question: “Are there some things that all religious people do?”</p> <p>Report information in one of the following ways:</p> <p>(i) write articles for a class/school newspaper (including puzzles, riddles, etc.),</p> <p>(ii) read news releases on the “radio” for class (listeners),</p> <p>(iii) have an “anchor person” from a TV station interview each correspondent, publish (with teacher’s assistance) scripts/of reporters’ findings/articles on the notice board.</p> <p>6. write their own brief descriptions of religion based on the question: “What is Religion?”</p>	<ul style="list-style-type: none"> • Collecting and classifying information from a variety of sources • Using religious words and language correctly • Using the language of a reporter • Writing articles • Organising information creatively using a given format • Analysing information from a variety of sources • Drawing reasoned conclusions 	<ul style="list-style-type: none"> • Newspaper articles about common religious practices • Scripts of ‘news releases’ • Television interview/oral responses/scripts concerning common practices • Class/school newspaper reporting on common religious practices • Descriptions of the nature of religion
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • Cover and accurately/articulate share basic information? • exhibit the values listed? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Fair and unbiased reporting • Quest for knowledge: having the curiosity and determination to search for/pursue knowledge; to ask questions • Finding acceptable ways of expressing disagreement 	<p>Materials/Resources:</p> <p>Material from previous Focus Question, CDs and/or web sites where available. Texts: Keene, Michael, <u>New Steps in Religious Ed.</u> (Bk. 1): Stanley Thornes (Publishers) Ltd. 1997. Fageant, J. and Mercier, S.C. <u>Skills In Religious Studies</u> (Bk. 1-3): Heinemann Educational Books; Penney, Sue, <u>Discovering Religions.</u> (Series 1-6) Heinemann 1995.</p>

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
7. make journal entries re impressions of material studied in the unit.	<ul style="list-style-type: none">• Writing impressions in Standard English	<ul style="list-style-type: none">• Journal entries concerning the nature of religion
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• write Standard English accurately?• show signs of growth and development in their religious perceptions and views?• show respect for the religious views, beliefs and practices of others?• display initiative and originality while doing class paper?	<u>Related Values:</u> <ul style="list-style-type: none">• Initiative• Honesty• Respect for others' views, beliefs and practices	<u>Materials/Resources:</u> Wayne, Everington et al., <u>Interpreting Religions</u> (Series 1-3): Heinemann Educational Publishers 1996; Brown et al. <u>Religions</u> : Longman, 1994. * <i>Idea sources</i> : old children's newspapers; children's sections of adult newspapers; puzzle/activity books.

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 FOUR**Unit Title: **SENSE ORGANS (SKIN, TONGUE, NOSE)**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. Why are sense organs important?
2. How can I care for, and protect my sense organs?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Describe the role of the sense organs in humans and other organisms, in enabling perception and action 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify the sense organs and relate each to its associated function. • explain the importance of each sense organ. • distinguish ways in which each sense organ is used to detect stimuli from the environment received via the sensors. • analyze situations/examples in which the sense organs can mislead us, and recognize the limitations of our senses. • explain how animals use their sense organs in particular situations. • explain ways in which technology can extend the sense organs. • identify ways in which we take care of, and protect, our sense organs. • practise giving truthful responses to questionnaires. 	<p>sense sense organ stimulus/stimuli response nerves mirage visuals perception sensory aids – smoke, odour detectors</p> <p>hygiene camouflage action organism</p>

ACTIVITY PLAN

Focus Question 1.
Objectives:

Why are sense organs important?
Pupils will:

- identify the sense organs and relate each to its associated function.
- explain the importance of each sense organ.
- distinguish ways in which each sense organ is used to detect stimuli from the environment received via the sensors.
- analyze situations/examples in which the sense organs can mislead us and recognize the limitations of our senses.
- explain how animals use their sense organs in particular situations.
- explain ways in which technology can extend the sense organs.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none">1. classify given samples/materials - with reference to smell, touch, taste (nutritious foods only and with teacher's guidance), tabulate findings, to include the organs and associated functions involved.2. discuss then role-play incidents where the senses are used to protect the body. Record some of their experiences.	<ul style="list-style-type: none">• Classifying using relevant criteria• Communicating through role-play	<ul style="list-style-type: none">• Completed table• Performance piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• complete table with sufficient number of correct classifications?• do performance piece that was an accurate portrayal, had correct content, elicited good audience response?	<p><u>Materials/Resources:</u></p> <p>Samples/materials for sensory exploration Paper Props for performance piece</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. write a statement/poem/song/letter about the function(s) and importance of each sense organ (skin, tongue, nose), then read own composition to the class. Display the final product.</p> <p>4. complete flow diagrams, with a few sentences, to show travel of stimuli and corresponding response/action.</p> <p>5. insert one hand into a container of cold water, and at the same time the other hand in warm water, then place both hands simultaneously into another container of water at room temperature, and record and discuss their observations.</p>	<ul style="list-style-type: none"> • Communicating through writing in SJE • Reading own creation • Inferring from text and graphic forms • Making relevant conclusions about relationships • Observing for details • Recording relevant and accurate observations 	<ul style="list-style-type: none"> • Statement/poem/song/letter • Completed flow diagrams • Record of observations relating to temperature perception by body
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write statement/poem/letter with relevant facts stated for each organ, using SJE, and appropriate language form? • make flow diagrams with missing facts correctly identified, relationships correctly stated? • record observations with correctly stated facts? 	<p><u>Materials/Resources:</u></p> <p>Models/charts of stimuli – response situations Paper Thermometer Water, list of rules/instructions for each activity Resource persons Multi-media materials on sensory perception</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. taste samples of fruits eg. sweet orange, then sugar, then sour orange/grapefruit, rinsing their mouths with water after each sampling. Record their observations, especially the differences.</p> <p>7. research library/Internet or interview resource persons, on how instruments are used to detect smoke and odours. Make models and use these in reporting to class on how instruments work.</p> <p>8. in groups, observe pets, school yard animals, animals in the community (birds, lizards, cats and dog, fish etc.) and then give report to class on how the observed organism(s) uses its senses to keep its body safe, to find a mate etc.</p>	<ul style="list-style-type: none"> • Observing for specific information • Seeking and finding information • Creating models • Recording data carefully and accurately 	<ul style="list-style-type: none"> • Record of conclusions relating to taste differences • Model, report • Group report • Written record of individual contributions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • record conclusions that were accurate, relevant? • make report showing evidence of research, with accurate information? • make group report that was creative, had correctly stated facts, gave relevant relationship between sense organs and use(s)? 	<p><u>Materials/Resources:</u></p> <p>Water Fruit samples, list of rules/instructions for each activity Resources persons Multi-media materials on sensory perception Materials for making models of instruments Organisms for the observations</p>	

ACTIVITY PLAN**Focus Question 2.****How can I care for and protect my sense organs?****Objectives:****Pupils will:**

- identify ways in which we take care of, and protect, our sense organs.
- practise giving truthful responses.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups, discuss ways in which the sense organs can be cared for or protected. Make a list of 'do's' and 'don't's'. Discuss findings from each group and compile a class list as a display chart. 2. record in their journals, how they care for their sense organs over an agreed period (e.g. one week), and then give truthful responses to the checklist of behaviours made by teacher/class. 3. in groups, design and make a poster showing one example of a good hygiene practice. 	<ul style="list-style-type: none"> • Compiling information for graphic display • Recording data over an extended period • Designing poster • Communicating through graphic and other forms 	<ul style="list-style-type: none"> • Group list • Completed checklist done by pupil/classmate/teacher • Poster
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a list with correct information, relating each sense organ to its care and protection? • satisfy checklist with the number of desired responses, degree of agreement with assessment by self/peer/teacher? • make a poster that portrayed correct information and had visual appeal? 	<p><u>Materials/Resources:</u></p> <p>Materials for making class display chart Materials for making poster Resource persons</p>	

SCIENCE**GRADE FOUR**Unit Title: **SIMPLE AND COMPLEX MACHINES**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. **What are machines and how do they help?**
 2. **How is a simple machine different from a complex one?**
 3. **What should I consider when choosing materials to make a machine?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that machines are important to us • Understand that a complex machine is a combination of simple machines 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of simple machines e.g. wheels, levers, pulleys. • identify a situation and relate how technology has changed over the years e.g. at a building site or garment-making establishment. • explain how levers are involved in such tools as scissors, pliers, crowbars, tongs, fishing rods, can openers, wheelbarrows, parts of body e.g. arm. • explain how parts of the body and their movements are similar to levers. • infer that the body is a complex machine. • analyze complex machines and give simple explanations of their operations. • compare a simple, and a complex machine that do the same job, and state the differences observed. • identify materials that are suitable for making levers, wheels and pulleys. 	<p>machine pulley motion technology lever fulcrum load effort levers in the body complex machine</p>

ACTIVITY PLAN

Focus Question 1. What are machines and how do they help?

Objectives:

Pupils will:

- demonstrate an understanding of simple machines e.g. wheels, levers, pulleys.
- identify a situation and relate how technology has changed over the years.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. investigate push and pull and observe effects e.g. tug-of-war, closing a door, opening a door. Record observations and draw conclusions. Demonstrate the use of a basket in hand (with load/without load), and a wheelbarrow (with/without <u>same</u> load). Observe, make inferences, draw conclusions and record the information in a variety of ways. 2. use pictures which depict a construction site/sewing machine, etc. Contrast older models with modern models. Make and record inferences about the types of materials used and how the technology has changed. Write a summary of findings. 3. brainstorm how a flag is raised and lowered, then demonstrate raising and lowering of the flag. In groups, discuss and make inferences from observations. Report findings in a variety of ways, [including the type(s) of material used for the pulley]. 	<ul style="list-style-type: none"> • Observing, inferring and drawing conclusions from demonstrations • Observing, summarizing and reporting information • Discussing, observing, and reporting information • Working in groups 	<ul style="list-style-type: none"> • Recorded conclusions • Recorded summary • Recorded findings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw correct conclusions using appropriate supporting examples? • write summary with correct facts? • work successfully in groups, and record findings using SJE, that had correct information? 	<p><u>Materials/Resources:</u></p> <p>Pictures of construction site or garment-factory establishment Basket Wheelbarrow Magazines Newspaper clippings Pamphlets</p>	

ACTIVITY PLAN**Focus Question 2.****How is a simple machine different from a complex one?****Objectives:****Pupils will:**

- explain how levers are involved in such tools as scissors, pliers, crowbars, tongs, fishing rods, can openers, wheelbarrows, parts of body, e.g. arm.
- explain how parts of the body and their movements are similar to levers.
- infer that the body is a complex machine.
- analyze complex machines and give simple explanations of their operations.
- compare a simple, and a complex machine that do the same job, and state the differences observed.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. select appropriate objects which represent a wheel, and demonstrate motion. Investigate various ways to move the wheel, record their observations and draw conclusions. 2. observe and discuss in groups, then orally report on what happens when a pencil is placed on a flat surface and a ruler placed across it in various positions. 	<ul style="list-style-type: none"> • Making appropriate selections • Observing for and recording information • Discussing and observing for information • Working in groups • Sharing ideas 	<ul style="list-style-type: none"> • Recorded information • Oral report
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw correct conclusions using appropriate supporting examples? • work successfully in groups? • give an oral report with accurate information, good use of voice, using SJE? 	<p>Materials/Resources:</p> <p>Objects representing wheels Texts e.g. <u>First Steps in Science</u> – Vilma McClenan et al, and also <u>Finding Out - Primary Science for the Caribbean</u> - June Mitchelmore Rulers Pencils</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. balance a ruler across a pencil and mark this position on the ruler as the balance position (fulcrum). Place a coin at one end of the ruler and observe/record what happens. Place another coin on the other end, observe what happens.</p> <p>Increase the number of coins on one end, observe what happens. Move pencil towards heavier end of ruler. Observe/record what happens. (Teacher demonstrates activity to reinforce/explain what happens, cross-check with pupils and introduces terms:- effort, load, fulcrum, balance). Record and report on how their results compare with those of the teacher's.</p> <p>4. record observations from the demonstrations done by resource person/ teacher using tools to illustrate use of common levers. (A lever is a force multiplier; career alignment - mechanics, carpenters, etc.) Draw diagrams of each tool in use, labelling the relevant lever components effort, load, fulcrum.</p>	<ul style="list-style-type: none"> • Manipulating objects, observing for and recording information • Observing and inferring from demonstration • Communicating ideas • Drawing and labelling diagrams • Inferring and drawing conclusions 	<ul style="list-style-type: none"> • Recorded information • Report on comparisons of results • Recorded information
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give information that was accurate, using SJE? • make valid comparisons? • record observations correctly, draw a fair representation of each tool, have lever components correctly identified on diagram? 	<p><u>Materials/Resources:</u></p> <p>Rulers Pencils Coins Computer software Audio-visual aids Tools (scissors, pliers, tongs, crowbars, fishing rods, nut-crackers, wheelbarrows, body parts)</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. kick a ball; make a big step; on one leg, throw and catch a ball; to illustrate levers in the body. Name the parts of the body that act as levers in these actions. 6. demonstrate then draw and label the appropriate body part that acts as a lever and compare against a mechanical device.	<ul style="list-style-type: none"> • Making inferences about parts of the body • Demonstrating hand-to-eye coordination and balance • Making comparisons • Manipulating part(s) of the body to show lever action • Making inferences about the body 	<ul style="list-style-type: none"> • Named body parts • Demonstration • Demonstration of lever action • Labelled drawings • Comparisons
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • correctly match body part to relevant lever action? • make drawings that correctly label - fulcrum, load, effort - on body part? 	<u>Materials/Resources:</u> Balls (lawn tennis, table tennis, football, cricket etc.) Chart showing lever principle and lever types, mechanical devices Multi-media materials on levers	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. examine parts of some common complex machines e.g. knob as wheel and antenna as lever on portable radio, car. Draw the simple machine as part of the complex machine. Write a simple explanation of how a complex machine operates.</p> <p>8. collect pictures of simple and complex machines that do the same job, e.g. hand saw/power saw; machete/lawn mower; needle/sewing machine. In groups, discuss the differences between the machines in getting the job done. Record their findings on a chart.</p>	<ul style="list-style-type: none"> • Making valid comparisons • Drawing a machine • Recording information 	<ul style="list-style-type: none"> • Drawings • Written explanation • Chart with list of differences • Written explanation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make drawings of parts of complex machines? • give clear and accurate explanations, with logical sequence to presentation? • produce chart with relevant differences clearly stated? 	<p><u>Materials/Resources:</u></p> <p>Complex machines e.g. car, portable radio Pictures of simple and complex machines Texts e.g. <u>First Steps in Science</u> - by McLenan et al.</p>	

ACTIVITY PLAN

Focus Question 3.

What should I consider when choosing materials to make a machine?

Objectives:

Pupils will:

- identify materials that are suitable for making levers, pulleys, wheels

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. plan and design a device which uses wheels, pulleys and/or levers, (individually or in groups), then construct the device using selected materials (giving reasons for the choice of materials).	<ul style="list-style-type: none">• Creating a device	<ul style="list-style-type: none">• Completed device• Logical justification• Level of co-operation exhibited
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• plan and design a workable device, appropriate for the set task?• justify use of the materials chosen?• work cooperatively in groups?	<p><u>Materials/Resources:</u></p> <p>Materials for making the device</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 FOUR**Unit Title: **JAMAICA – ITS LOCATION AND PHYSICAL FEATURES**Term: **ONE**Unit: **ONE**Duration: **THREE WEEKS****FOCUS QUESTIONS:**

1. How do I help someone to locate Jamaica?
2. How would I describe the Jamaican landscape?

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 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: cardinal points, highlands, lowlands, relief, physical features, landforms, latitude and longitude. • describe Jamaica's location in relation to other Caribbean territories using the cardinal points. • locate and name Jamaica's nearest neighbours on a map of the Caribbean. • locate the two main water bodies that border Caribbean territories. • identify Jamaica's location using latitude and longitude. • describe Jamaica's physical features. • differentiate between highlands and lowlands. • identify the main mountain ranges. • describe the general trend of Jamaica's mountain ranges. • interpret map symbols. • explain the general direction of the flow of the main rivers. • calculate straight line distances between Jamaica and other countries using scale. • share information about their country. 	<ul style="list-style-type: none"> locate neighbour sea ocean highlands lowlands relief relative absolute landscape

ACTIVITY PLAN

Focus Question 1.

How do I help someone to locate Jamaica?

Objectives:

Pupils will:

- define and use correctly the following concepts: cardinal points, latitude, longitude.
- describe Jamaica’s location in relation to other Caribbean territories using cardinal points.
- locate and name Jamaica’s nearest neighbours on a map of the Caribbean.
- on a map locate and name the water bodies that border Caribbean territories.
- calculate straight line distances between Jamaica and other countries, using scale.
- identify Jamaica’s location using latitude and longitude.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. answer questions about the relative positions of objects and persons in the classroom e.g. in front of, behind, right of, left of. 2. describe their positions in the classroom in a variety of ways. <p>Teacher will: introduce the use of cardinal points.</p> <p>Pupils will:</p> <ol style="list-style-type: none"> 3. make direction finders (model of cardinal points) and use these to locate Jamaica in relation to other territories on the map of the Caribbean. (Direction finders will show four cardinal points and four intermediate points.). Distinguish between cardinal points and intermediate points. 4. state the name and direction of Jamaica’s nearest neighbours. 5. play treasure hunt using cardinal points to find treasure. 	<ul style="list-style-type: none"> • Making direction finder • Giving directions 	<ul style="list-style-type: none"> • Direction finder • Use of direction finder • Directions given

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. locate and name the water bodies bordering Caribbean territories.	<ul style="list-style-type: none"> • Locating places on a map using the cardinal points 	
7. calculate the straight line distance between Jamaica and other Caribbean territories using the map scale.	<ul style="list-style-type: none"> • Calculating straight line distances on maps 	<ul style="list-style-type: none"> • Calculations of distance
8. represent the rows and columns in the classroom on a sheet of paper and locate their position on this grid (absolute position).	<ul style="list-style-type: none"> • Locating points on a grid 	<ul style="list-style-type: none"> • Points located on a grid
9. locate five points on a teacher-made grid.		
10. make association between the grid drawn, with grid on a map made by lines of latitude and longitude. Discuss and write definition of latitude and longitude.	<ul style="list-style-type: none"> • Defining latitude and longitude 	<ul style="list-style-type: none"> • Definitions of latitude and longitude
11. determine the direction in which lines of longitude run and are numbered.		
12. find the Equator, Greenwich meridian and Tropics of Cancer and Capricorn on the world map and discuss the purposes these lines serve on a map.	<ul style="list-style-type: none"> • Locating specific lines of world latitude 	
13. given a blank map, label important lines of latitude, longitude.	<ul style="list-style-type: none"> • Labelling lines on a map 	<ul style="list-style-type: none"> • Map
14. examine the way the lines of latitude and longitude are measured.		

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
15. find places (e.g. places mentioned in the news) using latitude and longitude; find other places, then state their latitude and longitude. 16. write a sentence stating Jamaica's absolute position using latitude and longitude. 17. pretend to be visitors in a foreign country and (orally) explain to a national of that country how to locate Jamaica. 18. begin to build class database on Jamaica (using computer technology, or scrapbook/portfolio etc.)	<ul style="list-style-type: none"> • Locating places on a map • Writing sentence • Giving instructions • Organizing information 	<ul style="list-style-type: none"> • Absolute positions of specific places • Sentence stating Jamaica's absolute location • Oral explanation • Database/scrapbook/portfolio
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • illustrate the cardinal and intermediate points? • give accurate directions using cardinal points? • calculate distances between points using the scale of the map? • use grid references to locate points on a grid; locate points and give their accurate grid references? • define and use concepts: cardinal points, latitude, longitude? • label the important lines of latitude and longitude accurately? • accurately state Jamaica's position using lines of latitude and longitude in a complete sentence? • give clear information to a foreigner about Jamaica's location – instructions that included its positions in relation to other places as well as its absolute position? • select and record in an appropriate format important details about Jamaica's location? 	<u>Materials/Resources:</u> Atlases Wall maps Cardboard, scissors, paste, markers Outline maps of Jamaica, Caribbean and world Scrapbook Computer – appropriate software	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How would I describe the Jamaican landscape?

Pupils will:

- define and use correctly the following concepts: highlands, lowlands, relief, physical features, landforms.
- describe Jamaica’s physical features.
- differentiate between highlands and lowlands.
- identify the main mountain ranges.
- describe the general trend of Jamaica’s mountain ranges.
- locate the main rivers on a map of Jamaica.
- interpret map symbols.
- explain the general direction of the flow of the main rivers.
- use appropriate colours and symbols to show physical features on a map.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will:</p> <ol style="list-style-type: none"> 1. introduce physical map of Jamaica. <p>Pupils will:</p> <ol style="list-style-type: none"> 2. examine the key and the ways colour is used to show the physical characteristics of the land. Define highlands, lowlands, relief, physical features, landforms. 3. make oral statements about the distribution of highlands and lowlands in Jamaica reflected in the use of colours on the map. 4. write sentences describing the highland and lowland areas (identifying and naming the highest areas, and the location of lowland areas). 5. with teacher’s help, create a model to show the main highland and lowland areas in Jamaica. 6. locate on the map the appropriate position of their community. 7. use the key of the map to determine the height at which their community is located. 	<ul style="list-style-type: none"> • Defining concepts • Describing Jamaica’s highland areas and lowland areas • Making model of selected physical features of Jamaica • Locating community on map 	<ul style="list-style-type: none"> • Accurate definitions • Descriptive sentences • Model

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. go on a trip in the neighbourhood to examine the landscape.</p> <p>9. in groups, write a letter to a friend describing the landscape of their community.</p> <p>10. examine physical map of Jamaica again and use key to locate the main rivers.</p> <p>11. associate rivers with parishes and present this information using a table.</p> <p>12. name the longest and widest rivers.</p> <p>13. from observation of map make general statement about the direction in which the rivers flow and identify the exceptions.</p> <p>14. complete individual physical maps of Jamaica.</p> <p>15. read and interpret a piece of literature relating to rivers.</p>	<ul style="list-style-type: none"> • Writing letter • Constructing table • Explaining direction • Recording information on a map • Responding to creative piece 	<ul style="list-style-type: none"> • Letter • Table of parishes and rivers • Explanation of river flow • Completed physical maps • Interpretation of piece of literature
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write sentences describing Jamaica’s highlands and lowlands including accurate statements about location, distribution, highest points, etc.? • define concepts accurately? • make model of Jamaica’s physical features reflecting key features accurately? • write letter using the correct format and describe accurately the landscape of the community? • match rivers with the parishes correctly? • accurately explain the direction in which the rivers flow? • complete the map using appropriate key, colours and labels to reflect highlands, lowlands and rivers? • offer reasonable comments on mood, rhythm patterns as well as their own feelings about the literary piece? 	<p><u>Materials/Resources:</u></p> <p>Atlases Wall maps – world, Caribbean, Jamaica Outline maps of Jamaica showing parishes Direction finders Browne, Wintlette et al, <u>The Parishes of Jamaica</u>. (Carloug Primary Social Studies Bk. 4). Allen-Vassell, Marjorie et al: <u>Jamaica – A Junior Geography</u> Martin, Fred et al: <u>Skills in Geography</u></p>	

SOCIAL STUDIES**GRADE FOUR**Unit Title: **JAMAICA'S COUNTIES AND PARISHES**Term: **ONE**Unit: **TWO**Duration: **THREE WEEKS****FOCUS QUESTIONS:**

1. Why is Jamaica divided into counties and parishes?
2. How are the parishes
 - (a) alike?
 - (b) 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 • Appreciate the role of government in our everyday life 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: local government, administration, harbour, port, fort, parish capital, parish council. • name and locate the parishes and parish capitals of Jamaica. • name and locate the counties of Jamaica. • explain why Jamaica is divided into counties and parishes. • explain how counties and parishes got their names. • compare parish boundaries on a current map of Jamaica with older maps. (1700s - 1800s) • suggest reasons for the changes in parish boundaries over time. • explain why parish capitals serve as the administrative centres of the parishes. 	<ul style="list-style-type: none"> function county parish population boundaries economic activity distribution region coast parish council local government

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Understand the interaction between people and their environment as they exploit earth's resources to meet their needs • Demonstrate research skills • Appreciate that interdependent relationships are necessary for one's survival, growth and development	<ul style="list-style-type: none">• explain why most parish capitals are located on the coast.• explain why some parish capitals are not coastal.• identify the important buildings located in parish capitals.• analyze the functions of parish capitals.• classify parishes according to economic activities.• explain why certain economic activities are carried on in each parish.• compare the physical characteristics of the parishes (e.g. location, size, relief).• compare the populations of the parishes. • make inferences about population distribution.• collect and analyze data relating to the administrative functions of parish capitals.• collect information from primary and secondary sources. • work cooperatively in groups.	

ACTIVITY PLAN**Focus Question 1.****Objectives:****Why is Jamaica divided into counties and parishes?****Pupils will:**

- define and use correctly the following concepts: parish, parish capital, port, fort, harbour.
- name and locate the parishes and parish capitals of Jamaica.
- explain why most parish capitals are located on the coast.
- name and locate the counties of Jamaica.
- explain why Jamaica is divided into (a) parishes (b) counties.
- explain how counties and parishes got their names.
- compare parish boundaries on a current map of Jamaica with older maps (1700s – 1800s).
- work cooperatively in groups.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. prepare pages in notebooks for glossary. 2. answer questions orally relating to the parish in which they live e.g., name of parish capital, other towns, important places or buildings in the parish etc. 3. through discussion define parish capital. Distinguish between parish capital and major town (e.g. Black River and Santa Cruz; St. Ann's Bay and Ocho Rios etc.) and write the definition in the glossary. 4. name parishes that border theirs and find these on a map. 5. find other parishes and parish capitals on the wall map using a pointer to trace the boundaries of each parish. 	<ul style="list-style-type: none"> • Making glossary • Making glossary entries • Locating places on a map 	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. make table matching parishes with their capitals.	<ul style="list-style-type: none">• Presenting information in tabular form	<ul style="list-style-type: none">• Table
7. read information from text to determine which coastal parish capitals were forts, ports or harbours.	<ul style="list-style-type: none">• Reading for information	
8. suggest reasons why most parish capitals are located on the coast.	<ul style="list-style-type: none">• Offering reasons	<ul style="list-style-type: none">• Reasons presented
9. using film/pictures/photographs, text etc., discuss the similarities and differences between forts, ports, and harbours.	<ul style="list-style-type: none">• Observing to make comparisons	<ul style="list-style-type: none">• Comparisons (oral)
10. write sentences defining harbour, fort and port in glossary.	<ul style="list-style-type: none">• Making glossary entries	<ul style="list-style-type: none">• Glossary entries
11. suggest reasons for the division of the country into parishes.	<ul style="list-style-type: none">• Offering reasons	<ul style="list-style-type: none">• Reasons suggested
12. using textbooks and parish history booklets, write sentences to explain how at least three parishes got their names.	<ul style="list-style-type: none">• Reading for information• Writing explanatory sentences	<ul style="list-style-type: none">• Explanatory sentences
13. examine older maps of Jamaica and describe orally the changes that have taken place with respect to parish boundaries and number of parishes.	<ul style="list-style-type: none">• Comparing maps	<ul style="list-style-type: none">• Descriptions (oral)
14. suggest reasons for the changes over time.	<ul style="list-style-type: none">• Offering reasons	<ul style="list-style-type: none">• Reasons suggested

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
15. put in names of parishes and parish capitals on outline map. 16. using previous outline map of Jamaica, put in the boundaries of each county. 17. shade counties in different colours and name each county. 18. group parishes into counties and put these on a table. 19. talk about how counties got their names.	<ul style="list-style-type: none"> • Recording information on map • Presenting information in tabular form • Discussing origins of names 	<ul style="list-style-type: none"> • Completed outline maps • Table
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • match parishes and their capitals accurately; spell names of parishes and capitals correctly and use appropriate punctuation? • give plausible reasons for the following: <ul style="list-style-type: none"> (a) location of parish capitals on the coast? (b) division of the country into parishes and counties? (c) changes in parish boundaries over time? • clearly distinguish between forts, ports and harbours? • alphabetize, spell words correctly, write accurate definitions? • select appropriate information from text and use correct sentence structures? • give clear descriptions of changes in number of parishes and boundaries? • label parishes, capitals and counties accurately, correctly illustrate boundaries of parishes and counties and make key/legend for outline maps? • present table showing parishes correctly grouped in counties? 	<u>Materials/Resources:</u> Films (available from J.I.S.) Pictures/photographs Atlas Outline maps Crayons Cartridge paper Scissors Paste Browne, Wintlette et al, <u>The Parishes of Jamaica</u> , Carl long Primary Social Studies Book 4	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>20. in groups, make simple jigsaw puzzle of Jamaica with parishes and counties. (Puzzles could be between 20-30 pieces.)</p> <p>21. fit jigsaw together.</p> <p>22. exchange jigsaws between groups and assemble traded jigsaw.</p> <p>23. in groups, either prepare an article for a children's column e.g. Tell Me Why about how, why and when Jamaica was divided into parishes and counties; or write an explanation of why and when Jamaica was divided into counties and parishes for a column in a newspaper entitled Did you Know? Interesting Facts About Jamaica.</p>	<ul style="list-style-type: none"> • Making jigsaw • Assembling jigsaw • Writing for newspaper • Working cooperatively 	<ul style="list-style-type: none"> • Jigsaw • Article • Observation for cooperative behaviour
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • cut island into 20-30 jigsaw pieces, reassemble, and assemble jigsaw from at least one other group? • organize and accurately present interesting facts relating to Jamaica, using simple newspaper format? • work cooperatively in groups? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. assisted by teacher, develop an instrument for recording observation on field trip. 5. go on field trips to parish capitals to identify: i) important buildings (e.g., courthouse). ii) functions of parish capitals. 6. record their observation about the functions of parish capitals on prepared observation schedule. 7. participate in class discussion based on findings of field trip.	<ul style="list-style-type: none">• Developing observation schedule • Observing for information • Analyzing information	<ul style="list-style-type: none">• Observation instrument • Information recorded
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• correctly identify and classify parishes using stated criteria?• produce instruments that:<ul style="list-style-type: none">a) clearly indicated the area of observation (headings);b) provided space for recording observations?• use instruments efficiently to record observation?• analyze data from instrument?	<u>Materials/Resources:</u> Browne, Wintlette et al, <u>The Parishes of Jamaica</u> , Carlong Primary Social Studies Bk. 4 Atlas (Longman Caribbean School Atlas) Physical Map of Jamaica Outline maps Cartridge paper Markers Scissors Pictures (for display)	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. read information in text about parish capitals and compare the functions of other capitals with the one visited. Write summary about functions of parish capitals.</p> <p>9. read and talk about parish councils, what they are, the work they do and why they are regarded as local government and summarize the main points in the discussion.</p> <p>10. mount display on the functions of parish capitals in Jamaica.</p> <p>11. examine the map of Jamaica and compare the relative sizes of the parishes.</p> <p>12. in groups attempt to rank parishes in order of size.</p> <p>13. consult text for verification of rank order (make corrections to the order where necessary).</p>	<ul style="list-style-type: none"> • Reading for information • Summarizing information • Reading for information • Mounting display • Interpreting physical maps • Organizing information • Reading for verification 	<ul style="list-style-type: none"> • Summary • Summary • Display • Parish ranking (size) • Verified parish ranking
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select the important details? • organize the information in a logical way? • show good use of sentence structure? • mount display which: <ul style="list-style-type: none"> a) highlighted the important functions of parish capitals? b) showed clear and logical organization of information? c) showed use of appropriate materials? d) portrayed correct information? e) had a creative/reader friendly layout? • correctly rank parishes in order of size? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. using information in text (The Parishes of Jamaica) group parishes according to size e.g., those under 500 km², those between 500 and 700 km² etc.)</p> <p>15. using physical map of Jamaica, make simple comparison of physical features of the parishes (e.g., lowlands, highlands, rivers etc) and write sentences about these.</p> <p>16. using map (atlas) showing economic activities in Jamaica, make a table showing parishes and their economic activities. Compare economic activities in the parishes.</p> <p>17. associate the conditions necessary for these activities to take place with the areas where they do.</p> <p>18. on an outline map show the main economic activities of each parish.</p> <p>19. examine table showing population data of the parishes and rank parishes according to population size.</p>	<ul style="list-style-type: none"> • Classifying information • Interpreting physical map • Making comparisons • Presenting information in tabular form • Detecting cause and effect relationships • Recording information on a map • Interpreting tables • Organizing information 	<ul style="list-style-type: none"> • Classification • Comparison • Sentences comparing parishes • Table • Completed outline map • Parish ranking (population)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly place parishes into size categories? • write sentences using appropriate and accurate information making appropriate comparisons as well as using correct sentence structure? • construct a table showing parishes and their economic activities? • record information accurately and neatly on maps, supplying also an appropriate key/legend? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
20. review table on parish sizes and with teachers' help make one table showing parish sizes and population. 21. in groups, examine table and write at least three statements about the relationship between parish size and population size. 22. discuss possible reasons for the population distribution patterns observed. (Population distribution maps to be introduced by teacher.) 23. write sentences explaining the population distribution pattern.	<ul style="list-style-type: none">• Presenting information in tabular form • Interpreting tables • Making inferences • Making inferences	<ul style="list-style-type: none">• Table • Statements • Reasons offered • Sentences
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• produce table which accurately presents information and use an appropriate format to facilitate comparison between parish size and population?• make statements that were:<ul style="list-style-type: none">a) relevantb) accuratec) cleard) grammatically correct?• write sentences that were:<ul style="list-style-type: none">a) relevantb) contained accurate informationc) cleard) grammatically correct?	<u>Materials/Resources:</u>	

SOCIAL STUDIES**GRADE FOUR**Unit Title: **IMPORTANT EVENTS AND PEOPLE IN JAMAICA'S HISTORY** Term: **ONE** Unit: **THREE** Duration: **THREE WEEKS****FOCUS QUESTIONS:**

1. What are the important events which have helped to shape Jamaica's history?
2. Who are some of the important persons who have helped to shape the Jamaican nation?
3. What are some of the symbols that identify us as a nation?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experiences • Value the contributions that individuals and groups have made towards the betterment of life on planet earth • Interpret information from a variety of sources 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts:- Independence, Emancipation, national heroes, national symbols, identity, nation, Universal Adult Suffrage. • identify some of the main events which have helped to shape our nation. (Independence, Emancipation, Morant Bay Rebellion, granting of Universal Adult Suffrage). • outline the significance of these events in our nation's history. • state biographical information about each national hero. • use primary and secondary sources to recreate aspects of our history (resource persons, photographs, diaries, letters etc.) • construct and interpret time lines with data relevant to: <ol style="list-style-type: none"> (a) important events in the lives of the national heroes/heroine. (b) important events in the history of the nation. • identify the national heroes/heroine by names and pictures. • sequence information relating to events in the lives of the heroes. 	<ul style="list-style-type: none"> rebellion national anthem national motto national pledge national songs coat of arms patriotism slavery national pride monument

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Present information in a variety of ways • Demonstrate/show commitment to country and national development	<ul style="list-style-type: none">• locate on a map of Jamaica places associated with the events identified.• observe the protocol for proper use and care of our national symbols. • identify the national symbols.• explain the importance of the symbols to us as a nation.• memorize the words of Jamaica's national anthem, national pledge, national song for schools and motto.• explain the meaning of the following:<ul style="list-style-type: none">(a) colours of the Jamaican flag(b) the Jamaican motto • identify Jamaica's coat of arms.	

ACTIVITY PLAN

Focus Question 1.

What are the important events which have helped to shape Jamaica’s history?

Objectives:

Pupils will:

- use primary and secondary sources to recreate aspects of our history, (resource person, photographs, diaries, letters etc.).
- identify some of the main events which have helped to shape our nation (Independence, Emancipation, Morant Bay Rebellion and the granting of Universal Adult Suffrage).
- construct and interpret time lines with data relevant to important events in the history of the nation.
- outline the significance of these events in our nation’s history.
- locate on a map of Jamaica places associated with the events identified.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make a list of all the public holidays celebrated in Jamaica. From list identify the ones relating to important historical events and sequence them according to how they occur in the calendar year. 2. with teacher talk about Emancipation Day and Independence Day as two significant events in the nation’s history and also discuss the Morant Bay Rebellion and the granting of Universal Adult Suffrage. Prepare a time line showing these events. (With teacher’s guidance). 3. answer questions orally about: <ol style="list-style-type: none"> (a) who elects the government. (b) how the government is selected. 4. (a) read simple resource material about voting before 1944, and write answers to questions based on the material read. (b) briefly summarize the changes brought about by the granting of Universal Adult Suffrage. 	<ul style="list-style-type: none"> • Sequencing national holidays • Participating in discussion • Sequencing events • Making time line • Answering questions • Reading for information • Summarizing information 	<ul style="list-style-type: none"> • National holidays in calendar year sequence • Discussion • Completed timeline • Answers to questions • Summaries

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. talk about how the right to vote contributed to the movement for Independence e.g. (a) more local people elected as representatives (b) citizens having greater say in the affairs of the country etc.</p> <p>6. demonstrate how people react to bad social/economic conditions e.g. poor roads, lack of water and unemployment etc. and how the authorities respond.</p> <p>7. using examples generated by teacher in the discussion realize that people throughout our history have always expressed dissatisfaction with poor social and economic conditions in different ways. Examine the Morant Bay rebellion and its effects as one of these events. Write a paragraph/summary of main points of discussion.</p>	<ul style="list-style-type: none"> • Discussing and recording information • Dramatizing situation • Drawing conclusion • Writing paragraph/summary 	<ul style="list-style-type: none"> • Participation in discussion • Drama • Summary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a list of important historical events:- Emancipation, Independence Day, Morant Bay Rebellion, Universal Adult Suffrage and put them on a time line? • participate in discussion by asking questions and making appropriate contributions? • produce time line? • give the most appropriate answers to questions? • demonstrate through drama ways people react/respond to poor social and economic conditions? • write clear and accurate paragraph/summary based on topic discussed? 	<p><u>Materials/Resources:</u></p> <p>Reid Vic, <u>Peter of Mount Ephraim</u> Outline Maps of Jamaica Documentary on Morant Bay Rebellion etc. from JIS Tape recorder, appropriate computer software</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. use the time line to identify the major event which preceded the Morant Bay Rebellion.</p> <p>9. listen to /read excerpts from book '<u>Peter of Mount Ephraim</u>' and in groups: (i) discuss what life must have been like for children under slavery. (ii) compare life of children under slavery to life now.</p> <p>10. report to the class.</p>	<ul style="list-style-type: none"> • Interpreting time line • Listening, reading, and discussing story • Making comparison • Reporting information 	<ul style="list-style-type: none"> • Event identified • Oral report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret time line correctly? • draw conclusions based on discussion and write this in a paragraph? • make oral reports which: <ul style="list-style-type: none"> a) offered reasonable interpretations of what life may have been like for slave children? b) identify the important points of comparison between the life of children now and under slavery? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT				
<p>11. using simplified reading materials provided by teacher answer questions on why slavery ended.</p> <p>12. construct table showing dates of important events in the nation's history and write a statement about each event e.g.</p> <table border="1" data-bbox="119 529 1079 597"> <thead> <tr> <th><u>Date</u></th> <th><u>Events</u></th> </tr> </thead> <tbody> <tr> <td>1838</td> <td>All slaves were freed in Jamaica on August 1st.</td> </tr> </tbody> </table> <p>13. locate on an outline Map of Jamaica places associated with events identified.</p>	<u>Date</u>	<u>Events</u>	1838	All slaves were freed in Jamaica on August 1 st .	<ul style="list-style-type: none"> • Reading for information • Constructing table • Locating places on an outline Map of Jamaica 	<ul style="list-style-type: none"> • Written answers to questions • Completed table • Completed outline Map
<u>Date</u>	<u>Events</u>					
1838	All slaves were freed in Jamaica on August 1 st .					
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • answer questions correctly? • complete table accurately associating dates with events? • correctly (place) locate on outline maps of Jamaica places where the various historical events took place? 	<p><u>Materials/Resources:</u></p>					

ACTIVITY PLAN

Focus Question 2.
Objectives:

Who are some of the important persons who have helped to shape the Jamaican nation?

Pupils will:

- define and use correctly the following concepts:- hero/heroine, nation.
- identify the national heroes/heroine by names and pictures.
- gather historical information from a variety of sources.
- ask questions of resource persons.
- state biographical information about each national hero.
- outline the contribution of each national hero.
- sequence information relating to events in the lives of the national heroes.
- construct time line with data relevant to important events in the lives of the national heroes.
- value the contribution of our national heroes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss concepts hero/heroine and arrive at working definition. 2. write definition. 3. (a) listen to and ask questions of resources persons as well as read stories about the events in the lives of the heroes (hand outs, pamphlets, text book, pictures etc.) (b) pick out incidents in the life of each hero which illustrate the qualities of a hero. (c) in groups produce fact sheet on the biography of each of the heroes, using resource material provided in the class. 	<ul style="list-style-type: none"> • Conceptualizing to arrive at definition • Listening and asking questions • Selecting relevant information • Organizing information 	<ul style="list-style-type: none"> • Written definition of concepts • Fact sheets on biography of heroes/heroine

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. share fact sheet with the class. 5. on time line provided by teacher show important events in the lives of heroes. 6. suggest ways they could help to make their country a better place. Discuss how some of the suggestions could be implemented. 7. debate the moot: Our national heroes/heroine do not deserve to be remembered.	<ul style="list-style-type: none"> • Sharing information • Completing time line • Brainstorming for ideas • Debating an issue 	<ul style="list-style-type: none"> • Completed timeline • Suggestions • Debate
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give a clear and concise definition of concept discussed? • select relevant, appropriate and accurate information for the fact sheets? • appropriately complete time line illustrating important events in the lives of the heroes? • make suggestions that are meaningful and viable? • give valid, supportive reasons on both sides of the moot? 	<p><u>Materials/Resources:</u></p> <p>Pamphlets on Heroes from JIS and JAMAL</p>	

ACTIVITY PLAN

Focus Question 3.
Objectives:

What are some of the symbols that identify us as a nation?

Pupils will:

- identify the national symbols.
- explain the importance of the symbols to us as a nation.
- memorize the words of Jamaica's national anthem, national song for schools and motto.
- explain the meaning of the following:- (a) colours of the Jamaican flag, (b) the Jamaican motto.
- describe Jamaica's coat of arms.
- accurately represent the Jamaican flag.
- observe the protocol for proper use and care of our national symbols.
- display behaviour which demonstrate national pride and patriotism.
- show tolerance of each other as we try to live out the motto.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. memorize and recite the national pledge and motto. 2. listen to and sing the national anthem and other national songs. 3. explain in their own words the meaning of the national pledge, motto, national anthem and also discuss their significance to us as Jamaicans. 4. use a creative mode (drama, music, art etc.) to present an interpretation of the motto or an aspect of the pledge 5. demonstrate the appropriate behaviour associated with the singing of the national anthem and the saying of the national pledge. 	<ul style="list-style-type: none"> • Reciting national pledge and motto and singing the national anthem and other national songs • Interpreting anthem/pledge • Presenting interpretations creatively • Observing protocol 	<ul style="list-style-type: none"> • Interpretation of national pledge, anthem, motto • Creative presentations • Demonstration of appropriate behaviour

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. collect pictures of national symbols and label them correctly.</p> <p>7. listen to presentation from resource person on: (a) the importance of national symbols (b) why the particular symbols were chosen. Make a summary.</p> <p>8. draw the Jamaican flag as an oblong with appropriate colours in correct position.</p> <p>9. observe the hoisting, half masting and lowering of the flag and note when and why these things are done. Talk about (a) occasions when the flag is flown at half mast, (b) other protocol surrounding the use of the flag.</p> <p>10. identify Jamaican coat of arms from among other coats of arms.</p> <p>11. respond to teacher constructed mini quiz on national symbols.</p>	<ul style="list-style-type: none"> • Labelling symbols • Listening to and questioning resource person • Summarizing • Drawing and colouring Jamaican flag in correct proportion • Observing for information • Identifying the Jamaican coat of arms • Participating in quiz 	<ul style="list-style-type: none"> • National symbols correctly labelled • Written summary • Completed flag • Responses to quiz
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • offer reasonable interpretations of national anthem, pledge, motto? • present using any form of the creative arts interpretations of the national anthem etc. which were clear and valid? • demonstrate the appropriate behaviour with regard to the singing of the national anthem and the saying of the national pledge ? • correctly label the national symbols? • summarize presentation from resource person? • draw flag with correct shape and colours correctly placed? • identify the Jamaican coat of arms from among other symbols? • give accurate answers to mini-quiz? 	<p>Materials/Resources:</p> <p><u>Freedom Road: - Emancipation to Independence 1494 - 1962</u> Published by JIS Pamphlets on national symbols - Published by JIS</p>	

SOCIAL STUDIES**GRADE FOUR**

**Unit Title: THE EFFECTS OF WEATHER AND CLIMATE
ON LIFE IN JAMAICA**

Term: ONE

Unit: FOUR

Duration: THREE WEEKS

- FOCUS QUESTIONS:**
1. **How does Jamaica's weather and climate influence the way we live?**
 2. **How does Jamaica's weather and climate help the Tourist Industry?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experience • Understand the interaction between people and their environment as they exploit earth's resources to meet their needs 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: weather, climate, hurricane, drought, weather/climatic phenomena, tourist, tourism, resort. • state the main characteristics of Jamaica's weather and climate. • explain the influence of Jamaica's weather and climate on the following: <ol style="list-style-type: none"> (a) clothes we wear (b) crops we grow (c) materials we use for building construction (d) how we design buildings. • identify some phenomena (hurricane, drought, floods) associated with our weather /climate. • explain how these phenomena affect our daily lives. • pay closer attention to weather forecasts as they plan their daily activities. • describe ways in which we use our weather/climate characteristics to our advantage. 	<p>weather elements hurricane cold front cloud cover meteorologist tourism rainfall wind insulation tourist tourism resort sunshine</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Interpret information from a variety of ways • Develop locational and descriptive skills relating to their physical environment • Appreciate that interdependent relationships are necessary for our survival, growth and development 	<ul style="list-style-type: none"> • explain why Jamaica’s climate makes it an attractive tourist destination. • predict outcomes of bad weather conditions on: <ul style="list-style-type: none"> (a) tourist arrivals (b) hotel reservations. • measure the main elements of weather (wind, rainfall, temperature, cloud cover, sunshine). • record simple weather and climate data for Jamaica. • interpret tables showing monthly tourist arrivals. • locate on a map of Jamaica the areas where our main crops are grown. • identify on a world map Jamaica’s main tourist markets. • locate on a map of Jamaica the main resort areas. • work harmoniously in groups. 	

ACTIVITY PLAN

Focus Question 1.

How does Jamaica’s weather and climate influence the way we live?

Objectives:

Pupils will:

- define and use correctly the following concepts: weather, hurricane, drought, cloud cover, climate, climatic phenomena.
- state the main characteristics of Jamaica’s weather and climate.
- measure the main elements of weather (wind, rainfall, temperature, cloud cover, sunshine).
- examine the impact of the elements of weather on our daily lives .
- work co-operatively in groups.
- discuss ways in which the sun and wind are used in our daily lives.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in order to define concept ‘weather’, watch, listen to or read weather reports and respond to questions relating to: <ol style="list-style-type: none"> (a) the elements of weather. (b) the variability of weather conditions at different times and in different places. 2. list the elements of weather then write definition of ‘weather’ in their own words. 3. record weather features in a log for a two-week period. Use their weather logs, weather reports and discussion to draw conclusions about Jamaica’s weather. Use a variety of ways to convey conclusions about Jamaica’s weather (music, art, poetry, drama etc.) 4. visit the meteorological office/weather station (nearby) and write reports based on visit. Include information on its importance. 5. set up a weather station. 6. role-play a meteorologist reporting or forecasting the weather conditions (use information from two-week log). 	<ul style="list-style-type: none"> • Observing for information • Defining concept • Recording information • Drawing conclusions • Expressing ideas creatively • Writing reports • Setting up weather station • Role-playing 	<ul style="list-style-type: none"> • Written definition of weather • Weather log • Creative expressions • Reports • Weather station • Role-play

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. use newspaper articles and other resources including their own experiences to discuss how elements of the weather affect life in their community and Jamaica. Make a collage to illustrate the effects of weather on their community and Jamaica.</p> <p>8. read and discuss newspaper articles on incidence of flooding, drought and strong winds. Collect pictures to prepare scrapbook pages showing the power and effects of floods, droughts, hurricanes.</p> <p>9. carry out research on the areas of solar and wind energy in Jamaica. Obtain information from sources such as JPSCO, Scientific Research Council, Munro College. Discuss their findings. In groups produce decorated one page flyer on the uses of solar and wind energy in Jamaica.</p>	<ul style="list-style-type: none"> • Discussing observation • Making collage • Reading and discussing information • Selecting and organizing information • Researching information • Formatting and organizing information 	<ul style="list-style-type: none"> • Collage • Scrapbook • Flyer
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list correctly all the elements of weather? • write clear and concise sentences to define weather? • record correct weather information in a log? • effectively convey through creative medium aspects of Jamaica’s weather? • write an accurate account of their visit to the meteorology office/weather station? • set up weather station? • role-play creatively a meteorologist reporting and forecasting the weather ? • make collage which effectively conveys the effect of weather on their community and Jamaica? • collect and mount pictures in scrapbook which effectively show the power of floods, droughts and hurricanes? • produce attractive one page flyer summarizing the uses of solar and wind energy in Jamaica? 	<p><u>Materials/Resources:</u></p> <p>Materials for making weather instruments Newspaper articles Diagrams/pictures showing aspects of Jamaican climate Materials for designing climatic charts Robinson P, and Browne, W - <u>Our Island Nation</u> Carlong Primary Social Studies Book 4</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. discuss the meaning of climate; then given a set of statements about weather and climate, identify the ones that relate to climate. Combine these statements to formulate definition of climate.</p> <p>11. -write a description of Jamaica’s climate, illustrating it with pictures.</p> <p>12. in small groups, design charts to show the relationship between our climate and (a) clothes (b) houses (c) leisure activities/sports (d) agriculture.</p> <p>13. from a map showing where crops are grown in Jamaica, make a table showing crops grown in each parish.</p> <p>14. read the text to find out about the conditions which are most suitable for the growing of the major crops. In groups, make a chart showing the major crops grown in Jamaica and the conditions required for their growth.</p>	<ul style="list-style-type: none"> • Making distinctions • Writing description • Designing charts • Locating places on a map • Presenting information in tabular form • Reading for information • Presenting information • Working co-operatively 	<ul style="list-style-type: none"> • Correct options • Definition • Illustrated description • Charts • Completed table • Completed chart
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select correct options and write clear and concise definition of climate? • with the aid of pictures describe Jamaica’s climate? • design neat, clear and creative charts with information showing relationship between climate and our clothing, houses, leisure activities and agriculture? • make table accurately showing crops grown in each parish. • produce chart accurately identifying Jamaica’s major crops and the conditions required for their growth? 	<p><u>Materials/Resources:</u></p> <p>Newspaper articles Outline maps of Jamaica</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

How does Jamaica’s weather and climate help the Tourist Industry?

Pupils will:

- define and use correctly the following concepts: tourist, tourism, resort.
- locate on a map of Jamaica the main resort areas.
- explain why Jamaica’s climate makes it an attractive tourist destination.
- describe ways in which the tourist industry makes use of the climate of the island.
- identify on a world map, Jamaica’s main tourist markets.
- differentiate between the climate of Jamaica and the country from which the tourists come.
- predict outcomes of bad weather conditions on
 - a) tourist arrivals.
 - b) hotel reservations.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. introduce story about Jamaican family visiting destinations in Jamaica, the region and elsewhere, to illustrate who a tourist is and the different types of tourists that there are. 2. listen to and discuss the story identifying who a tourist is and the different types of tourists there are. 3. complete (in writing) sentences about being a tourist e.g. <ul style="list-style-type: none"> - I am a tourist when I..... - I am an international tourist when I etc. 4. use available resources e.g. pictures, films, texts etc. on resort areas and answer question aimed at helping them to define the concept ‘resort’. Write definition of ‘resort’. 5. examine pictures, passages etc. describing different towns/villages in Jamaica, and distinguish between resort and non-resort areas giving reasons for their selections. 6. on an outline map of Jamaica, shade in and name the resort areas. 7. in groups, write a paragraph describing some of the attractions of each resort, its natural and man-made features. 8. share descriptions with rest of class. 	<ul style="list-style-type: none"> • Questioning and discussing • Listening for information • Supplying information • Answering question • Defining concepts • Applying concepts • Locating places on a map • Writing description • Sharing information 	<ul style="list-style-type: none"> • Completed sentences • Definition of ‘resort’ • Distinction between resort and non resort areas • Outline maps • Written paragraph

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. select specific attractions (e.g. eco-tourism projects, beaches, special events) and talk about the ways that our climate has contributed to their development. For at least two of the attractions identified, write simple explanations about the link between climatic conditions and their development.</p> <p>10. construct a simple questionnaire to find out why tourists visit Jamaica. (Response options could include climate, beaches, beautiful scenery, cost, friendly local people etc).</p> <p>11. analyze tourist responses to determine why they come to Jamaica and present the top four reasons. Compare findings with "Guest Satisfaction Survey" March and April 1985.</p> <p>12. do research on eco-tourism in Jamaica (include visits to eco-tourism sites). Report findings to class.</p>	<ul style="list-style-type: none"> • Identifying relationships • Explaining relationships • Developing a questionnaire • Conducting interviews • Analyzing information • Making a comparison • Reading for information • Reporting information 	<ul style="list-style-type: none"> • Oral/written explanations • Questionnaire • Ranked responses • Report on eco-tourism
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately complete sentences defining different types of tourists? • to clearly define the concept "resort"? • clearly distinguish between resort and non-resort areas? • make an accurate list of the resort areas in Jamaica? • complete the map naming the resort areas in Jamaica? • write paragraph describing the attractions of resorts distinguishing between natural and man-made features? • for at least two attractions show the link between climatic conditions and their development? • develop questionnaires which were clear, concise and user friendly? • correctly rank responses from questionnaires? • write clear and concise report on eco-tourism for display? 	<p><u>Materials/Resources:</u></p> <p>Pictures on Tourism Outline maps of Jamaica and the world, showing Air Jamaica routes Fact sheets on Eco-tourism Tourism and Me: The Jamaica Tourist Board in association with the Ministry of Education, Youth and Culture. Robinson P, and Browne, W - <u>Our Island Nation</u>. Carlong Social Studies Bk. 4 Computer/Multimedia materials Films</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. combine information from research and field trip and mount display.</p> <p>14. on a world map, shade and name the countries from which some tourists come. Make a list of these countries.</p> <p>15. read and discuss information about the climate of the places from which most of our tourists come and compare the climate of these places with ours.</p>	<ul style="list-style-type: none"> • Mounting a display • Locating places on world map • Listing the names of countries • Making comparisons 	<ul style="list-style-type: none"> • Display • Map of Jamaica's tourist markets • Comparisons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • mount display creatively using information gathered from field trip and research? • locate and list Jamaica's tourist markets? • show the contrasts between our climate and that from which most of our tourists come? 	<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 FOUR**Unit Title: **WHO IS AN ARTIST?**Term: **ONE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. What do artists do?
2. What do artists say?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that artists explore a range of art forms, subjects and themes to express themselves and communicate ideas • Understand that artists use a variety of materials and skills to create their artworks • Understand that underlying principles and elements are used to create a composition • Use a variety of materials and explore selected subjects in creating compositions 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify a variety of artistic activities and name/define the related occupations. • identify the various art forms artists use and how they use them. • explore a variety of materials to create compositions. • observe, describe and discuss some of the subjects explored by artists. • identify and explore selected themes in order to experience how an artist works. 	<p>artist subject/theme art form materials drawing painting sculpture craft elements principles line shape colour form texture</p>

ACTIVITY PLAN

Focus Question 1.
Objective:

What do artists do?
Pupils will:

- identify the various art forms artists use and how they use them.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2a. observe teacher’s display of art pieces (originals and/or reproductions) representing a wide range of art forms in two and three dimensional media. b. classify individual pieces as either two dimensional (flat) or three dimensional (with space within and/or around). c. use the display as the basis for identifying the various art forms used by artist to convey their ideas, e.g. 2D - drawing, painting 3D - sculpture, pottery d. in groups, collect examples and mount a display of the various art forms.	<ul style="list-style-type: none"> • Categorizing art works • Naming art forms • Selecting representative examples of art forms 	<ul style="list-style-type: none"> • Discussion • Display
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the various art forms? • categorize works as two or three dimensional? • make appropriate selections for display based on accuracy of classification? 	<p><u>Materials/Resources:</u></p> <p>Original artworks/reproductions Reference books Multimedia software e.g. “Encarta”</p>	

ACTIVITY PLAN

Focus Question 1.

What do artists do?

Objective:

Pupils will:

- explore a variety of materials to create compositions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3a. observe teacher’s demonstration of the use of artists’ tools and materials, e.g. paper, paint, brush, clay, fabric etc.</p> <p>b. select a number of different materials and tools to explore the possibilities of their use for sketching, drawing, painting, printmaking, modelling or constructing.</p>	<ul style="list-style-type: none">• Identifying artists’ materials• Exploring the possibilities of range of materials	<ul style="list-style-type: none">• Discussion• Checklist
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• identify a range of materials and tools used by artists?• explore the possibilities of these materials in creating compositions?	<p><u>Materials/Resources:</u></p> <p>Paper Pencils Pastels Paint Brushes Markers Paste Scissors Dough/Clay etc.</p>	

ACTIVITY PLAN

Focus Question 2.

What do artists say?

Objective:

Pupils will:

- observe, describe and discuss some of the subjects explored by artists.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. observe teacher’s display of a range of artworks (or reproductions) in drawing and painting.</p> <p>b. through discussion, identify and group the works according to the varied subject matter that they address and explore, e.g.</p> <ul style="list-style-type: none"> - views of everyday life (people playing, working, etc.) - portraits (representations of individuals) - urban/rural landscapes (city scenes, countryside views) - seascapes (sea or beach scenes) - still life arrangements (flowers, fruits, objects, etc) - non-representational/abstract. <p>c. select an example of a work from any group and explain the subject matter to the class. Tell what you like about that particular work.</p>	<ul style="list-style-type: none"> • Identifying subject matter • Classifying works by subject matter • Explaining the subject matter of selected works • Expressing opinion on selected works 	<ul style="list-style-type: none"> • Discussion • Classification • Individual oral presentations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and discuss the subject matter of artworks? • group works appropriately by subject matter? • express their thoughts about the subject matter of selected works? 	<p><u>Materials/Resources:</u></p> <p>Original artworks/Reproductions Photographs Magazines Reference books</p>	

ACTIVITY PLAN

Focus Question 2.
Objective:

What do artists say?
Pupils will:

- identify and explore selected themes in order to experience how an artist works.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2a. observe artworks showing a variety of themes, discuss themes used by artists in works, e.g. love, death, poverty, celebrations, family, etc. b. select a theme that they can relate to personally and explore it to create a composition. c. view and discuss compositions to determine the effect of the exploration of the theme.	<ul style="list-style-type: none"> • Identifying themes explored by artists • Creating compositions based on a theme • Discussing and evaluating compositions as responses to given themes 	<ul style="list-style-type: none"> • Discussion • Composition • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify themes explored by artists? • create their own composition based on a chosen theme? • discuss the theme of their own compositions? 	<p><u>Materials/Resources:</u></p> <p>Artworks and reproductions Paper Pencils Crayons Pastels Paints Brushes Dough/Clay</p>	

VISUAL ARTS**GRADE FOUR**Unit Title: **SEEING AND WORKING LIKE AN ARTIST**Term: **ONE**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How can I use lines, shapes and colour in creating a composition?
2. How can I use forms and textures in creating an object?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS																																								
<ul style="list-style-type: none"> • Understand that elements of art can be used in the creation of art compositions and object design • Create compositions and objects by using the elements of design • Explore various materials/techniques that can be used to create the elements of design 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use lines to perform a variety of functions. • incorporate a variety of shapes in composition building. • use colour expressively in picture making. • explore a variety of forms and their potential for composition building. • assess the capability of a selection of textures for representing objects. 	<table border="0"> <tr> <td>elements</td> <td>space</td> </tr> <tr> <td>line</td> <td>sphere</td> </tr> <tr> <td>shape</td> <td>cylinder</td> </tr> <tr> <td>colour</td> <td>cube</td> </tr> <tr> <td>form</td> <td>cone</td> </tr> <tr> <td>texture</td> <td>geometric</td> </tr> <tr> <td>composition</td> <td>solid</td> </tr> <tr> <td>objects</td> <td>rough</td> </tr> <tr> <td>materials</td> <td>smooth</td> </tr> <tr> <td>movement</td> <td>design</td> </tr> <tr> <td>detail</td> <td>mobile</td> </tr> <tr> <td>decorate</td> <td></td> </tr> <tr> <td>pattern</td> <td></td> </tr> <tr> <td>outlines</td> <td></td> </tr> <tr> <td>surfaces</td> <td></td> </tr> <tr> <td>represent</td> <td></td> </tr> <tr> <td>collage</td> <td></td> </tr> <tr> <td>mood</td> <td></td> </tr> <tr> <td>sculpture</td> <td></td> </tr> <tr> <td>craft</td> <td></td> </tr> </table>	elements	space	line	sphere	shape	cylinder	colour	cube	form	cone	texture	geometric	composition	solid	objects	rough	materials	smooth	movement	design	detail	mobile	decorate		pattern		outlines		surfaces		represent		collage		mood		sculpture		craft	
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ACTIVITY PLAN

Focus Question 1. How can I use lines, shapes and colour in creating a composition?

Objective:

Pupils will:

- use lines to perform a variety of functions

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. brainstorm to describe how lines can be used to:</p> <ul style="list-style-type: none"> - create, - build compositions, - imply movements, - add details, - decorate, - create patterns. <p>b. observe teacher's display of a number of compositions in which line is the dominant element. Follow a line journey through the artwork and give an oral description.</p> <p>c. create a composition in which lines are used to explore some of the functions identified in 1a. Available technology e.g. computer, projector may be used.</p>	<ul style="list-style-type: none"> • Observing and analysing use of lines in composition • Identifying and listing functions of lines • Creating a composition/ design 	<ul style="list-style-type: none"> • Discussion • Oral description • Composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the various functions of lines within a composition? • create a composition which shows the various uses of lines within a composition? • discuss the important role of lines within a composition? 	<p><u>Materials/Resources:</u></p> <p>Plain paper Pen and ink Crayons Local and discarded materials Resource personnel Audio - visual materials</p>	<p>Pencils Markers Wool/string Glue</p>

ACTIVITY PLAN

Focus Question 1. How can I use lines, shapes and colour in creating a composition?

Objective:

Pupils will:

- incorporate a variety of shapes in composition building

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. describe how shapes:</p> <ul style="list-style-type: none"> - have outline and surfaces, - can be used to represent objects, - can be used to build compositions. <p>b. observe teacher's demonstration of production of variety of shapes from cut paper, cloth and other materials in a variety of colours and textures.</p> <p>c. create compositions in which cut shapes are organised to represent objects. Discuss the importance of shapes in a composition to build, decorate and enhance.</p>	<ul style="list-style-type: none"> • Discussing the role of shapes • Observing and analyzing • Creating a composition 	<ul style="list-style-type: none"> • Collage • Participation in discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe the role of shape in composition building and enhancing? • create a composition in which shape is the dominant element? 	<p><u>Materials/Resources:</u></p> <p>Paper/cardboard Scissors Paste Fabric</p>	

ACTIVITY PLAN**Focus Question 1. How can I use lines, shapes and colour in creating a composition?****Objective:****Pupils will:**

- use colour expressively in picture making

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3a. describe how colour is used to:</p> <ul style="list-style-type: none"> - express feelings, - represent and define objects, - create moods. <p>b. be placed in groups and each group given a painting in which colour is an important element. Painting to be discussed by the group.</p> <p>c. make painting/computer image in which colours are used, singly and in combination to create an effect in 3a.</p>	<ul style="list-style-type: none"> • Discussing the role of colour • Observing and analyzing how artists use colour in a composition • Creating colour composition 	<ul style="list-style-type: none"> • Oral report • Critique of painting/computerized image
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the role of colour in a painting? • create a painting which shows the role of colour within a composition? • discuss the role of colour within their compositions? • manipulate equipment/materials? 	<p><u>Materials/Resources:</u></p> <p>Paper Computer and software Paint Brushes Visuals e.g. art prints, magazine pictures, story books etc.</p>	

ACTIVITY PLAN

Focus Question 2. How can I use forms and textures in creating an object?

Objective:

Pupils will:

- explore a variety of forms and their potential for composition building.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. display a selection of sculptural objects and craft items.</p> <p>b. describe how form and space exist in these items by identifying:</p> <ul style="list-style-type: none"> - spheres - cylinders - cubes - cones etc. <p>c. use any number of found and discarded objects/materials e.g. wood blocks, plastic, cord, cardboard etc., to create an interesting composition.</p>	<ul style="list-style-type: none"> • Observing and analyzing • Discussing the basic geometric forms • Creating a solid composition in space using a combination of forms 	<ul style="list-style-type: none"> • Analysis of work • Participation in discussion • Completed composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • illustrate how compositions can be developed from basic geometric forms? • describe how artists and crafts people use form in creating compositions in space? • create compositions in space using a variety of forms? 	<p><u>Materials Resources:</u></p> <p>Found objects/materials Wood Cardboard Plastic Glue</p>	

ACTIVITY PLAN

Focus Question 2. How can I use forms and textures in creating an object?

Objective:

Pupils will:

- assess the capability of a selection of textures for representing objects

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. observe teacher's display of a selection of materials with a variety of surface textures.</p> <p>b. feel and describe the textures of the surfaces of some of the materials used in the previous activity.</p> <p>c. select some of the textured materials and cut, combine and apply to create an object in the previous activity so as to change its look and feel.</p> <p>d. discuss how surface textures produce changes in look and feel of the object.</p>	<ul style="list-style-type: none"> • Observing and analysing • Discussing and describing textures • Selecting different textured materials • Inferring that changes in surface texture produce changes in look and feel 	<ul style="list-style-type: none"> • Analysis of textures • Participation in discussion • Object created • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify a range of surface qualities of materials? • show how changes in material in a composition can change the look and feel of an object? • use particular texture to represent things in a composition? 	<p><u>Materials/Resources:</u></p> <p>Shiny paper Plastic Matte paper Sand paper Cloth</p>	<p>Discarded materials Fabrics Metal foil and metal sheet Leather scraps</p>

TERM 2

DRAMA

DRAMA**GRADE FOUR**Unit Title: **CREATIVE USE OF MOVEMENT**Term: **TWO**Unit: **ONE**Duration: **TWELVE WEEKS**

- FOCUS QUESTIONS:**
1. How does my body move?
 2. How creative can I be in my movements?
 3. What do my movements communicate?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate awareness of body through a variety of movements • Explore self expression through creative movements • Use body for non-verbal communication 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use body to explore space. • use movements to demonstrate emotions and relationship to others. • create rhythmic patterns using different levels. • explore various animal movements. • tell a story using movements. • mirror the movement of others. • develop an awareness of self to space and others. • observe and discuss various movements for understanding and clarification. • perform simple mime activities. 	<ul style="list-style-type: none"> non-verbal communication movement levels emotion locomotor non-locomotor mime mood space rhythm mirror relationship image walk run crawl wade jump direction expression

ACTIVITY PLAN**Focus Question 1.****How does my body move?****Objective:****Pupils will:**

- use body to explore space.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. walk around the room, opposite legs and arms working together. Stop suddenly, turn and walk back to where they started, maintaining balance. 2. walk as though walking on hot sand on the sea shore. 3. walk through mud ankle high. 4. walk as though walking through water up to the knees. 5. walk as though walking against the wind in a storm. 6. walk as though walking on a tight rope. 7. use body to show that they are walking through an area covered with vines and twigs. 8. create mimed scenario of persons trapped in quicksand and or mud. 	<ul style="list-style-type: none"> • Communicating through movement • Demonstrating flexibility in movement • Identifying personal space • Creating scenario 	<ul style="list-style-type: none"> • Maintenance of balance • Creative movement • Mimed scenario
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create movement sequence based on a particular environment? • show sensitivity to environment through use of creative movement? • convincingly use movements to create scenario of persons trapped in quicksand, etc? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.****How creative can I be in my movements?****Objective:****Pupils will:**

- create rhythmic patterns using different levels.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. close their eyes and listen to music pre-selected by teacher. 2. think of the pace, rhythm and images related to the music. 3. slowly open their eyes and begin to move rhythmically to the music. 4. use various directions and levels in creation of movement patterns. 5. create patterns using just limbs, slowly adding other parts of the body. 6. volunteer to demonstrate individual patterns to whole class. 7. discuss with teacher's guidance, movement patterns observed as demonstrated by others. 8. create a series of rhythmic movement patterns to tell a story. 	<ul style="list-style-type: none"> • Listening to music • Interpreting music • Creating interesting movements • Flexibility in use of the body • Expressing self without inhibition • Observing for detail • Analyzing/Interpreting movements 	<ul style="list-style-type: none"> • Movements • Oral critique • Rhythmic movement patterns
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use selected music as stimulus for creating rhythmic movement patterns and images? • do oral critique of movement? • create series of rhythmic movement patterns to tell story? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Cassette with music</p>	

ACTIVITY PLAN**Focus Question 2.****Objectives:****Pupils will:**

- explore various animal movements.
- use movements to demonstrate emotions and relationships.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. identify space for group work (teacher having identified groups using animals names). 2. close eyes and think about the animals they are e.g. cows, chickens, dogs, etc. 3. begin to move around the space and relate to others as the animals they are representing. 4. try to find the others who are in the same group, using movements only. 5. maintain animal group and try to create movements as though walking on the moon. 6. in their animal group, create a movement scenario depicting problems they encountered as moon walkers. 7. present scenario created. 	<ul style="list-style-type: none"> • Decision making • Reflecting for portrayal of animals • Flexibility in movements • Communicating non-verbally. • Creating a movement scenario • Performing movement scenario 	<ul style="list-style-type: none"> • The performance of animal movements • Cooperation and contribution to group work • Group scenario

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
8. discuss each group's presentation for understanding and critique.	<ul style="list-style-type: none">• Performing movement scenario	<ul style="list-style-type: none">• Group scenario
9. write at least four sentences explaining group scenario.	<ul style="list-style-type: none">• Recording of scenario	<ul style="list-style-type: none">• Written sentences
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• select and use music to create scenarios depicting problems encountered as moon walkers?• cooperate and contribute to group activities?• write at least four sentences explaining scenario using SJE?	<u>Materials/Resources:</u> Music Tape recorder Improvised musical instruments	

ACTIVITY PLAN

Focus Question 3.

What do my movements communicate?

Objectives:

Pupils will:

- tell a story using movements.
- develop an awareness of self to space and others.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. close their eyes and listen to music (pre-selected by teacher). 2. think of creatures that live in the sea e.g. octopus, fish, eel, crabs. 3. select one creature and begin to move as that creature would, to the sound of music. 4. respond to teacher in role as Neptune, Master or Mistress of the sea, as he/she uses wand to put them to sleep. 5. as volume of music increases, awaken slowly, moving around high and low levels. This movement should depict the creature's mood. <p>Teacher will:</p> <ol style="list-style-type: none"> 6. use wand to put creatures to sleep a second time. <p>Pupils will:</p> <ol style="list-style-type: none"> 7. resist teachers action. 8. create a scenario of how to rid themselves of Master or Mistress Neptune of the sea. 	<ul style="list-style-type: none"> • Listening for detail • Classifying creatures • Responding to music • Exploring emotions or moods • Exploring space • Relating to others in defined space • Committing to task • Performing task 	<ul style="list-style-type: none"> • Performance • Appropriate response • Group creation and enactment
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a scenario of how to rid themselves of Neptune, Master or Mistress of the sea using movement only? • respond to teacher in role activity? 	<p><u>Materials/Resources:</u></p> <p>Pre-selected music Tape-recorder</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

Pupils will:

- tell a story using mimed movements.
- observe and discuss various movements for understanding and clarification.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. observe picture(s) pre-selected by teacher. 2. discuss the characters, situations and possible events as interpreted from pictures. 3. recreate the image as seen and interpreted from picture(s). 4. mime and show emotions as interpreted from picture(s). 5. discuss image and emotions presented. 6. develop character by assigning name, age and relationship. 7. combine the characters, emotions and situations into a mimed scenario. 8. document feelings of situations observed and demonstrated. 	<ul style="list-style-type: none"> • Observing pictures for details • Interpreting pictures • Recreating what is observed • Analyzing emotions • Documenting 	<ul style="list-style-type: none"> • Images created • Mimed scenario • Written documentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret pictures and create image? • create and present mimed scenario? • do documentation of responses to situations observed and demonstrated? 	<p><u>Materials/Resources:</u></p> <p>Pictures</p>	

LANGUAGE ARTS

LANGUAGE ARTS**GRADE FOUR**Unit Title: **PRINT IN THE ENVIRONMENT**Term: **TWO**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do we give and receive messages about print on food?
2. How do we give and receive messages about print in the home?
3. How do we give and receive messages about print on clothes and other personal effects?
4. How do we give and receive messages about print in the community?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Listen and speak with sensitivity to audience • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to simple accounts, experiences, descriptions in SJE. • initiate conversation in an appropriate context. • listen to and join in conversation and in planning and discussing. • speak clearly and distinctly in natural easy manner. • identify and use blends, digraphs, clusters, sight words appropriate to grade. • use context clues for vocabulary, comprehension. • identify elements of structure e.g. contractions, compound words, syllabication, inflectional endings. • identify and use information at the: <ol style="list-style-type: none"> a) literal level e.g. recall details, sequence events b) inferential level e.g. drawing conclusions c) critical level e.g. making judgments. • read at acceptable pace without hesitation or repetition. • willingly read and be able to share ideas. 	adjectives advertisements billboards clues directions environment graphic organizer graffiti ingredients invented spelling journal entries labels/tags logos 'mock' store notices posters 'print day' resource centre stationery street signs symbols throwaways wrappers

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none">• Respond critically 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 • Write to narrate, describe, persuade and for a range of transactional purposes	<ul style="list-style-type: none">• identify and respond to distinctive features of oral language e.g. songs, stories and poems.• express views and judgment about simple informational 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. • use table of contents, index.• use pictures, graphs, maps, charts, diagrams.• use a directory.• use encyclopedia.• begin to organize information located from various sources. • use legible cursive, upper and lower case forms.• spell correctly:<ul style="list-style-type: none">- words with consonant combination: '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 adding ending e.g. 'coming'.• select appropriate words to express ideas.• generate synonyms, antonyms.• distinguish between false homonyms e.g. at/hot, doze/those.• generate and organize ideas for writing.• create and revise drafts.• proofread drafts of written work.• make simple comments after reading peer's work.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
<ul style="list-style-type: none">• Know and use basic language skills and the conventions of spoken and written language	<ul style="list-style-type: none">• write 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. • demonstrate language awareness and the conventions of spoken and written language.• demonstrate ability to generate and use 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:<ul style="list-style-type: none">(a) present tense and past tense forms of the verb 'to be' , 'am', 'is', 'was', 'were'(b) simple present tense '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.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY / CONCEPTS
	<ul style="list-style-type: none">• 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'.	

ACTIVITY PLAN

Focus Question 1. How do we give and receive messages about print on food?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. make a collection of breaktime and lunchtime 'throwaways' e.g. bags, bottles, boxes. Sort labels into categories, high in fat, sodium, sugar etc. List under alphabetical categories.2. in groups, read labels on bags, bottles, boxes. Compare specific details in the messages. Discuss any pictures present and decide if the words and pictures go well together to say what the writer intended. Show how they would improve the advertisement.3. make whole class and group collections of the same box, label, wrapper etc. Use for whole class and group reading lesson. Recall details, draw conclusions, make judgments.4. as a whole class or in groups, make up a new label for product. Underline all the verbs used and say whether they are singular or plural.	<ul style="list-style-type: none">• Sorting / categorizing information• Reading for specific details• Drawing conclusions• Making judgements• Creating a label	<ul style="list-style-type: none">• Alphabetical food lists• Participation in discussion• Student reading• Label
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• categorise foods and order alphabetically?• make decisions about advertisements and suggest improvements?• draw inferences from information on labels?• show creativity in designing a label?	<p><u>Materials/Resources:</u></p> <p>Collection of lunchtime and breaktime throwaways Bags Bottles Boxes Wrappers etc.</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. observe, read, comment on symbols which are clues to words and meanings e.g. KFC (Kentucky Fried Chicken), D&G (Desnoes and Geddes) etc. 6. choose a food item and find out more about the main ingredients used in that item. 7. set up a class resource centre. Take books, newspapers (e.g. Children's Own) and magazines from home to add to the centre. Read articles about food. 8. choose a food item referred to in books, newspapers etc. Draw it and write all they know about it. Read the work of others and suggest possible changes. 9. rewrite composition (above) making all the changes discussed then proofread for tense, spelling and punctuation errors.	<ul style="list-style-type: none"> • Reading symbols • Researching ingredients • Establishing/using resource centres • Drafting/revising written work • Rewriting/proofreading 	<ul style="list-style-type: none"> • List of symbols • List of ingredients • Class resource centre • Revised drafts of writing • Proofread drafts
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • supply apt words for symbols? • research main ingredients of products? • set up class resource centres? • talk about what they have read? • read the Children's Own for interesting features? • use checklist to monitor the spelling of words? • produce examples of cursive handwriting with loops spacing etc.? 	<u>Materials/Resources:</u> Signs e.g. KFC (Kentucky Fried Chicken), D&G (Desnoes and Geddes) etc. Children's Own newspaper	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. create guidelines for shopping for food. Write out in their best cursive handwriting.</p> <p>11. categorize foods according to blends 'ch', 'sh', 'th' and clusters 'str', 'scr'. Make chart for classroom wall.</p> <p>12. pretend to be "spelling detectives" and search labels etc. for word which follow spelling rules supplied by teacher. Write paragraphs using groups of these words.</p> <p>13. identify adjectives. Note, discuss their effectiveness, the messages they convey and the effects of different adjectives on users, buyers etc.</p> <p>14. note the use and effect of degrees of comparison of adjectives.</p> <p>15. use adjectives in similar ways (as in 13 above) in writing tasks e.g. making phrases with adjectives to promote a particular product e.g. 'Bold New Look'.</p>	<ul style="list-style-type: none"> • Writing creatively • Recognizing blends and clusters • Applying spelling rules • Identifying and using adjectives • Explaining degrees of adjectives • Using adjectives to create slogans 	<ul style="list-style-type: none"> • Guidelines • Food chart • Paragraphs with chosen words • Adjectives • Degrees of adjectives used • Slogans created
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create guidelines for shopping for food? • recognize words with blends and clusters? • identify words to be spelt? • use adjectives to create effective messages? • use adjectives to create slogans? 	<p><u>Materials/Resources:</u></p> <p>Partner Evaluation Form (See Resource Material) Checklist</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
16. observe verb forms in printed material e.g. instructions, directions, notices, advertisements, flyers etc. Suggest more sparkling or sensational verbs. 17. discuss use of upper and lower case letters in print e.g. in the names of products. Design a label where upper case letters stand out in size, shape or colour.	<ul style="list-style-type: none">• Identifying verbs • Using upper and lower case letters	<ul style="list-style-type: none">• List of verbs • Labels with upper case letters
Evaluation: Were pupils able to: <ul style="list-style-type: none">• suggest sparkling/sensational verbs?• design labels with upper case letters?	Materials/Resources: Labels	

ACTIVITY PLAN

Focus Question 2. How do we give and receive messages about print in the home?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. categorize and talk about the various types of print found in the home - bathroom, kitchen, medicine cabinet etc. 2. establish meaning and purpose of conventional symbols found in the home, noting those that are safety/warning signs, directional signs, instructional signs etc. 3. reproduce signs which represent danger, caution and the need for safety in the home, school, community and discuss their meanings. 4. use printed material found in the home for a reading lesson. Do pre-reading and post-reading activities. 5. in groups design a flyer, instructional manual etc. for a product used in the home. Judge and display. 	<ul style="list-style-type: none"> • Categorizing print • Establishing meaning and purpose of signs/symbols • Establishing meanings • Comprehending textual material • Giving explanations 	<ul style="list-style-type: none"> • Classification grid • Meanings established • Participation in discussion • Performance in reading lesson • Flyer, instructional manual etc.
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use classification grid to identify categories of print? • establish meaning / purpose of signs/symbols? • reproduce signs found in the home and give their meanings? • participate in a reading lesson based on print in the home? • design posters, manuals etc.? 	<p><u>Materials/Resources:</u></p> <p>Pictures of conventional symbols Printed material for reading</p>	

ACTIVITY PLAN

Focus Question 3. How do we give and receive messages about print on clothes and other personal effects?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. discuss and write a letter to the principal to get his permission to have a 'print day' for the school. Check for formats, persuasive language use and courtesy.2. on 'print day', wear T-shirts, shorts, jeans, caps, sneakers, shoes etc. with print on them that will form the basis for reading and discussion.3. carry bags, balls, bats, books, pencils, pens etc. with print in any form, for reading and discussion.4. from the information gathered on print day, classify garments into categories e.g.<ol style="list-style-type: none">(a) Sizes of garments(b) Countries of origin(c) Materials from which garments are made(d) Instructions for washing, cleaning etc.(e) Suitability for work, play etc.5. discuss the features of different symbols / logos seen on garments on 'print day'. Say which in their opinion are interesting, giving reasons for their answers.	<ul style="list-style-type: none">• Writing letters making polite requests• Recognizing words• Recognizing words• Categorizing garments• Analyzing and evaluating symbols / logos etc.	<ul style="list-style-type: none">• Letters to the principal• Participation in reading / class discussion• Oral reading• Classification grid• Participation in class discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• write polite letters to the principal?• read print on clothes and other personal effects?• classify garments according to sizes, countries of origin, materials, instructions for washing etc.?• discuss features of symbols / logos?	<p><u>Materials/Resources:</u></p> <p>Clothes and other personal effects with print</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. use phonetic skills (blends, clusters, sight words etc.) to decode words found on clothes, toys, stationery etc.).</p> <p>7. look up in the library information about the countries from which the garments worn on 'print day' come. Find these countries on a map of the world.</p> <p>8. research how materials were processed to make these garments. Share information with the class.</p> <p>9. make journal entries using words found on clothes etc. on 'print day'.</p> <p>10. categorize nouns found on clothes into singular/plural; proper/common.</p> <p>11. pretend they are T-shirts. Write the message they would like to carry and say why. Check for spelling, tense, verb agreement.</p>	<ul style="list-style-type: none"> • Decoding words • Researching information • Researching information • Writing in journals • Alphabetizing words • Creating messages 	<ul style="list-style-type: none"> • Words decoded • Information gathered • Presentation of information • Journal entries • Alphabetical lists • Proofread composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • decode words using phonics? • research, identify and locate countries of origin of garments? • find information on how clothing materials were made? • use words found on garments to compose journal entries? • make alphabetical list of words found on clothes etc.? • write T-shirt messages with correct spelling, tense and verb agreement? 	<p><u>Materials/Resources:</u></p> <p>Clothes Toys Stationery etc. with print Encyclopedia Informational texts Atlases Journals Map (See Resource Material)</p>	

ACTIVITY PLAN

Focus Question 4. How do we give and receive messages about print in the community?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> go on a community walk. Observe, list, discuss (a) print seen e.g. road signs, advertisements, posters, graffiti, notices, billboards, (b) print seen on vehicles and on buildings. Use context clues to read street signs. recall signs and symbols that had no words. Use picture interpretation to discuss the messages. Discuss the effectiveness of messages, then write them for the class to read. critique advertisements, identifying fact from opinion. discuss the messages in signs and symbols without words. Write the messages. Display around room. talk about an advertisement on radio or television that they found interesting, giving reasons for their choice. 	<ul style="list-style-type: none"> Observing print seen in the community Comparing / contrasting signs Evaluating messages in advertisements Discussing messages in advertisements Distinguishing between fact and opinion 	<ul style="list-style-type: none"> Participation in discussion Written messages Oral critique Written messages Participation in class discussion
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> discuss print seen on road signs, graffiti etc. in terms of effect, clarity of message etc.? comment on the types and sizes of the letters? compare contrast signs – placement, height, etc.? critique advertisements, identifying fact from fiction? say whether messages in advertisements were interesting? 	<p>Materials/Resources:</p> <p>Road signs Advertisements Posters Graffiti Notices Billboards etc.</p>	

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. use print seen in the environment to create songs, stories, poems.</p> <p>7. in groups, choose an advertisement from environmental print. (a) decide what is the message being sent. (b) say to whom they think the message is directed. (c) decide how effective the message is. (d) note whether they consider letter size, layout etc. effective for the audience. (e) say whether they think the message was reaching the intended audience.</p> <p>8. read labels, charts, notices, advertisements, directions etc. in the classroom and around the school. Play word games with sight words and other new words.</p>	<ul style="list-style-type: none"> • Writing creatively • Working cooperatively • Evaluating / analyzing advertisements • Recognizing words 	<ul style="list-style-type: none"> • Songs, poems, stories etc. • Co-operative working • Oral/written critique • Reading / word games
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write songs, stories etc. using print in the environment? • work together in groups? • critique environmental print in terms of the effectiveness of the message, target audience, layout etc.? • play word games using words from environmental print? 	<p><u>Materials/Resources:</u></p> <p>Radio and television advertisements</p>	

ACTIVITY PLAN

Focus Question 4.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>9. read labels and advertisements the way the advertiser intended.</p> <p>10. read print seen on a walk through the community. Ask questions, draw conclusion, make judgments about the community on the basis of the environmental print observed.</p> <p>11. study motor vehicles seen on community walk and classify information into categories e.g. type and make of vehicles, function of each. Discuss what, if any information, this provides about the community.</p> <p>12. use street sign to ask and give directions to their home or school.</p> <p>13. look around the school and or classroom and create what signs they think necessary.</p> <p>14. make up street/road signs of their own, with or without words. Write meanings of these signs.</p>	<ul style="list-style-type: none">• Reading labels/ advertisements expressively• Drawing conclusions/ making judgments using environmental print• Categorizing, using environmental print• Giving directions• Creating signs• Giving written explanations	<ul style="list-style-type: none">• Readings• Conclusions drawn/judgments made• Categories of vehicles• Written/oral directions• Completed signs• Written explanations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• read advertisements expressively?• draw conclusions/make judgments about environmental print?• use print found on vehicles to categorize them?• give clear, concise directions?• create appropriate signs for their classroom/school?• create street/road signs and write what they mean?	<p><u>Materials/Resources:</u></p> <p>Wordless signs Street signs etc. Labels Advertisements Symbols Examples of invented spelling Community signs Print on vehicles etc. Print on buildings</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. make up rules of safety and conduct for the class. Invent signs to go with these rules. Post these signs in appropriate places.</p> <p>16. write notices for the class notice and bulletin boards.</p> <p>17. label as many items (wall, chalkboard etc.) in their classroom as they can.</p> <p>18. keep a dialogue journal. Write about their walk through the community, print at home, or any other topic that interests them. Pass their journals to others who will read what they have written, make comments and/or ask questions.</p> <p>19a. study signs, notices in the community and discuss grammatical and spelling errors, awkward expressions, Creole usage, messages intended. Attempt SJE versions of these.</p>	<ul style="list-style-type: none">• Compiling rules / inventing matching signs• Writing notices / bulletins• Labelling classroom items• Making journal entries• Conferencing with peers• Identifying Creole signs and translating these into SJE	<ul style="list-style-type: none">• Completed rules, signs• Notices, bulletins• Labels• Dialogue entries• SJE versions of expressions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• compile suitable rules with matching signs?• write notices/bulletins etc. for display?• label items in their classroom, using neat, legible handwriting?• create SJE version of signs?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>19b. discuss the effect of invented spelling e.g. KOOL-KAT, KLOSE-KLOSET. Identify words in which the spelling is invented and compare with conventional spelling.</p> <p>20. identify examples of the third person singular verb in environmental print. Use some of these in paragraphs of their own.</p> <p>21. identify Creole expressions in environmental print. Change these into SJE.</p>	<ul style="list-style-type: none"> • Comparing invented and conventional spelling • Identifying third person present tense verbs • Identifying Creole expressions and converting these into SJE. 	<ul style="list-style-type: none"> • Invented and conventional spelling compared • Paragraphs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and record invented words, spelling etc.? • identify examples of third person singular verb? • write SJE versions of Creole expressions seen? 	<p><u>Materials/Resources:</u></p> <p>Signs Notices etc.</p>	

LANGUAGE ARTS**GRADE FOUR**Unit Title: **FRIENDS**Term: **TWO**Unit: **TWO**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. How do we talk and write about friendship?
 2. In what ways do we interact with our friends?
 3. How do we find out and tell about our animal 'friends'?

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 enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to simple accounts, experiences, descriptions in SJE. • initiate conversation in an appropriate context. • listen to and join in conversation and in planning and discussing. • speak clearly and distinctly in natural easy manner. • identify and use blends, digraphs, clusters, sight words appropriate to grade. • use context clues for vocabulary, comprehension. • select elements of structure e.g. contractions, compound words, syllabication, inflectional endings. • identify and use information at the: <ol style="list-style-type: none"> (a) literal level e.g. recalling details, sequence events (b) inferential level e.g. drawing conclusions (c) critical level e.g. making judgments. • read at acceptable pace without hesitation or repetition. • read willingly and share. 	<ul style="list-style-type: none"> debate decode diaries friendship Herringbone Technique Literature Circle moot partner evaluation form penfriend Story Circle Story Map

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically 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 • Write to narrate, describe, persuade and for a range of transactional purposes 	<ul style="list-style-type: none"> • identify and respond to distinctive features of oral language e.g. songs, stories and poems. • express views and judgment about simple informational text. • read a familiar story passage using appropriate intonation for direct speech. • choose and read a variety of texts. • detect and respond to different points of view. • use table of contents, index. • use pictures, graphs, maps, charts, diagrams. • use a directory. • use encyclopedia. • begin to organize information located from various sources. • use legible cursive, upper and lower case forms. • spell correctly: <ul style="list-style-type: none"> - words with consonant combination: “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 the final “e” before adding ending e.g. “coming”. • select appropriate words to express ideas. • generate synonyms and antonyms. • distinguish between false homonyms e.g. at/hot, doze/those. • generate and organize 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. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Know and use basic language skills and the conventions of spoken and written language 	<ul style="list-style-type: none"> write 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. discuss the purpose of, and be able to write letters, instructions, explanations. demonstrate language awareness and the conventions of spoken and written language. demonstrate ability to generate and use 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: <ol style="list-style-type: none"> present tense and past tense forms of the verb "to be": "am", "is", "was", "were" simple present tense "base + s" verbs simple future and past tense verbs irregular verbs 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". 	

ACTIVITY PLAN

Focus Question 1. How do we talk and write about friendship?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> say what friendship is. Describe some qualities that make someone a good friend. debate the moot “Friends are better than pocket money” or be a member of a panel that discusses the topic “Friendship”. listen to, read individually and/or in groups, do choral renditions of the poems “Friendship is……” “Friends” “A New Friend”. Say what each poem is about. listen again to the poem, “Friendship is…” Pick out and discuss words and phrases that show how the poet feels about friendship. in small groups, make up similar poems like those mentioned earlier. Do choral renditions of these. Put the poems to music and sing them to the class. <ol style="list-style-type: none"> match individual sight words in poems and stories with identical words on sentence strips, then say words. use knowledge of blends and clusters to identify new words. decode new words presented on word cards. select paragraphs with numbers of words with same letter pattern, then match sounds in words. (See Analytic Phonics in Resource Package). 	<ul style="list-style-type: none"> Defining ‘friendship’ Debating topic Summarizing poems Responding emotively to poems Writing creatively Working co-operatively Decoding words 	<ul style="list-style-type: none"> ‘Friendship’ defined ‘Friendship’ debated Summaries of poems Emotions in poems identified Poems created; put to music Words decoded
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> define, discuss, debate the topic ‘Friendship’? read, do choral renditions, summarize poems about friendship? identify words and phrases that deal with feelings / emotions in poems? work co-operatively to create poems and put poems to music? decode words using knowledge of blends, clusters, etc.? 	<p><u>Materials/Resources:</u></p> <p>Poems: “Friendship is……” “Friends” “A New Friend” (see Resource Package) Article: Analytic Phonics</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
7. (a) use pictures to associate meanings with words. (b) identify words by giving last/first/medial letter, word meaning or pictures.	<ul style="list-style-type: none">• Picture reading• Recognizing words	<ul style="list-style-type: none">• Pictures used in word/meaning association• Words identified
8. use resource texts e.g. dictionaries to find synonyms and antonyms of words in stories/poems related to friendship.	<ul style="list-style-type: none">• Researching antonyms and synonyms	<ul style="list-style-type: none">• Antonyms and synonyms researched
9. read to the class with expression, sections of any of the stories or poems in this unit, with special emphasis on the use of dialogue.	<ul style="list-style-type: none">• Reading with expression	<ul style="list-style-type: none">• Passages read with expression
10. use choral reading to develop reading fluency.	<ul style="list-style-type: none">• Reading fluently	<ul style="list-style-type: none">• Passages read fluently
11. play "Spelling Bee" with words containing blends, digraphs and clusters from the stories read.	<ul style="list-style-type: none">• Spelling words	<ul style="list-style-type: none">• Words spelt
12. insert missing letters in the words being practised.	<ul style="list-style-type: none">• Word building	<ul style="list-style-type: none">• Words built
13. do "spell check" of given words.	<ul style="list-style-type: none">• Checking spelling	<ul style="list-style-type: none">• Spelling checked
14. write out stories, poems etc. created, in best cursive handwriting.	<ul style="list-style-type: none">• Writing in cursive	<ul style="list-style-type: none">• Examples of best cursive writing
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• use pictures to associate meanings with words?• research antonyms and synonyms?• read with expression, voice modulation etc.?• read fluently and with expression?• spell words with digraphs, blends, clusters?• practise word building?• check their spelling?• write in best cursive?	<u>Materials/Resources:</u> Pictures	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. as whole class exercise, discuss the points to bear in mind when writing a story. Select a topic on the theme of “friends” or “friendship”, then write a whole class story with each pupil contributing a sentence.</p> <p>16. use a Story Map (see Resource Package) to outline a story. Choose a title relating to friendship then create interesting characters, settings and events. Write the story.</p> <p>17. in groups, write poems similar to the ones in this unit. Write other poems, riddles, rhymes, jingles and skits about friends.</p> <p>18. with teacher, prepare checklist to evaluate their written work. (For example of checklist, see Partner Evaluation Form in Resource Package).</p> <p>19. role-play conversation between a talk-show host using SJE and a Creole-speaking caller or (vice versa). Translate Creole sections into SJE.</p>	<ul style="list-style-type: none"> • Writing stories • Using Story Map • Writing poetry • Preparing checklist • Role-playing / translating conversations 	<ul style="list-style-type: none"> • Whole class story • Story outlined and written, using Story Map • Poems • Checklist • Translation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a whole class story? • use a Story Map to outline and write interesting stories? • work co-operatively to write, poems, riddles, rhymes etc.? • prepare / use checklists? • translate Creole sections of conversations into SJE? 	<p><u>Materials/Resources:</u></p> <p>Story Map (see Resource Package) Partner Evaluation form (see Resource Package)</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
20. role-play greeting and welcoming a visitor to the school / classroom. 21. act out the various situations e.g. teacher/pupil, doctor/patient, vendor/purchaser etc. in which different types of spoken language may be used. 22. underline all the nouns in the story "Up On the House Top". Divide them into proper and common nouns. 23. use adjectives to describe characters, situations and objects in the story "Jenny Never Did Anything Right". 24. use present tense verbs to talk about what a friend does, likes, etc. Then change the sentences to the plural. 25. use encyclopedias to find out about their favourite pets under the headings: habitat, food, daily care. 26. choose a story pertaining to the topic "Friends". Summarize the story. Compile these summarized stories into a class booklet, and make a table of contents for the selection. 27. interview peers about their friends, using "Who?", "What?", "Where?", "Why?", "How?" questions. Write out the questions they are going to ask.	<ul style="list-style-type: none"> • Role-playing greetings / welcome • Investigating language • Using proper and common nouns • Using adjectives • Using verbs • Using encyclopedias • Summarizing stories • Compiling tables of content • Gathering information 	<ul style="list-style-type: none"> • Role-play • Skits • Nouns underlined and categorized • Adjectives used to describe • Correct use of verbs • Information about pets collected • Stories summarized • Tables of contents compiled • Information about peers
Evaluation: Were pupils able to: <ul style="list-style-type: none"> • role-play greeting / welcoming guests? • act out situations in which speech changes? • identify common and proper nouns? • use adjectives to describe objects, characters, situations etc.? • use encyclopedias to find information? • summarize stories? • compile tables of contents? • use subject/verb agreement? • gather information from interviews? 	Materials/Resources: Story : "Up On the House Top" — Doctor Bird Series - Book 27 Story : "Jenny Never Did Anything Right" — Doctor Bird Series - Book 26	

ACTIVITY PLAN

Focus Question 2. In what ways do we interact with our friends?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. talk about their best friend, using adjectives and adverbs. Tell what the person looks like, what type of person he/she is, and what interest he/she has. Say what they like about this friend. 2. hold a make-believe telephone conversation with a friend. 3. greet a friend they have not seen for a long time. 4. explain who among the following persons are seen as friends: <ol style="list-style-type: none"> (a) parents (b) brothers and sisters (c) school principal (d) class teacher (e) the school secretary (f) the school librarian (g) other relatives (h) classmates 5. in groups, discuss ways in which these persons show friendliness. 	<ul style="list-style-type: none"> • Using adjectives and adverbs appropriately • Role-playing telephone conversations • Greeting friends • Defining friendships 	<ul style="list-style-type: none"> • List of adjectives and adverbs • Telephone conversations • Greetings • Oral greetings • "Friends" identified
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe their best friend physically and in terms of personality? • role-play telephone conversations? • greet long-lost friends warmly and politely? • recognize "friends" among persons with whom they associate? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. write in journals and diaries about their friends.</p> <p>7. design and illustrate birthday cards to be sent to friends. Create suitable verses and write these in the cards in their best handwriting.</p> <p>8. select pen friends from another school or country from the Children's Own or any other newspaper. Write to these penfriends, address envelopes and post the letters. Reply to responses received.</p> <p>9. collect pictures, clippings etc. of real friends, pen friends or friends in books (perhaps from different countries etc.). Use material collected to mount a class display.</p> <p>10. write brief descriptions, captions etc. for the display above.</p> <p>11. list some items they would buy for a friend's birthday if they had five hundred dollars, or write the ingredients for a friend's birthday cake.</p> <p>12. pick out the words in the story "Up On the House Top" that are used to describe. Give the opposites of these words.</p>	<ul style="list-style-type: none"> • Writing in journals • Designing / illustrating birthday cards • Writing to penfriends • Collecting material / mounting class display • Listing items / ingredients • Identifying descriptive words and their opposites 	<ul style="list-style-type: none"> • Journal / diary entries • Birthday cards • Letters to penfriends • Material collected / class display • List of items, ingredients • List of descriptive words with opposites
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do journal entries? • design and illustrate birthday cards? • select penfriends and correspond with them? • collect material and mount displays about friends? • list gift items or ingredients for a cake? • identify, list and give suitable opposites of descriptive words? 	<p><u>Materials/Resources:</u></p> <p>Journals Children's Own and / or other newspapers Pictures, clippings etc. of friends/penfriends/friends in books Letter: "In Jamaica Where I Live" Story: "In Jamaica Where I Live" — Doctor Bird Series Story "Up On the House Top" — Doctor Bird Series - Book 27</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. read the story "The Dentist". Act out sections of the story that show friendship. Use a Story Circle to pick out important events in the story. Create another title for the story.</p> <p>14. read the story "Good follows Good", taking the parts of different characters. Use Story Map to identify the characters (who), the setting (when and where), the events (what), in the above story. Say how this story brings out the saying "A friend in need is a friend indeed". Write stories to bring out this expression.</p> <p>15. read the story "Jenny Never Did Anything Right". Discuss the ways in which the old woman was being friendly to Jenny.</p> <p>16. talk about how Jenny must have felt (a) at the beginning and (b) towards the end of the story. Identify words and phrases which help to show her feelings.</p> <p>17. offer explanations for the disappearance of the house and old woman in the story. Compare the old woman's role with that of the fairy godmother in "Cinderella".</p> <p>18. talk about occasions when they received unexpected help from someone, or assisted someone in need.</p>	<ul style="list-style-type: none"> • Dramatizing stories • Explaining plot • Distinguishing between story elements - setting, characters, plot • Reading / discussing themes in stories • Discussing emotive responses in stories • Discussing friendly deeds • Appreciating the importance of giving and receiving help. 	<ul style="list-style-type: none"> • Story dramatized • Plot identified using Story Circle • Character, setting, action identified on Story Map • Class discussion: themes in stories • Class discussion: feeling/mood in stories • Class discussion • Class discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • dramatize/read story as dialogue? • use Story Circle to identify elements of plot? • use Story Map to identify/discuss characters, setting, action in stories? • talk about themes in stories? • discuss feeling/mood in stories? • analyze stories using comparison? 	<p><u>Materials/Resources:</u></p> <p>Story: "The Dentist" — Doctor Bird Series - Book 25 Story : "Good Follows Good" — Doctor Bird Series - Book 22 Story Map (see Resource Package) Story Circle (see Resource Package) Story "Jenny Never Did Anything Right" — Doctor Bird Series - Book 26 Poem: "A New Friend" (see Resource Package) Story: "Cinderella" -LMW Series, Storytime 2</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
19. read the poem "A New Friend". Relate to their own experiences. Create a similar poem.	<ul style="list-style-type: none">• Relating experiences• Creating poetry	<ul style="list-style-type: none">• Experiences related• Poems created
20. in pairs, read the story "Up On the House Top", stopping at specific points. Then take turns predicting what will happen next.	<ul style="list-style-type: none">• Predicting outcomes	<ul style="list-style-type: none">• Outcomes predicted
21. read the story "Keep Your Feet on the Ground". Write a shorter version of this story. Use the Herringbone Technique to arrive at main ideas by plotting who, what, where and why questions on a visual diagram. Discuss the lessons learnt from this story.	<ul style="list-style-type: none">• Modelling story writing• Identifying character, action, setting• Identifying theme	<ul style="list-style-type: none">• Story• Character, action, setting in stories identified• Class discussion: themes in stories
22. read the story "Do not Play in the River Today". Form Literature Circles and discuss the story.	<ul style="list-style-type: none">• Identifying theme in stories	<ul style="list-style-type: none">• Literature Circle discussion: themes in stories
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• predict outcomes in stories?• model story writing?• identify character, action, setting and theme in stories, using the Herringbone Technique?• identify themes in stories?• discuss stories in Literature Circles?• discuss themes in poems?	<u>Materials/Resources:</u> Story 1 "Up On the House Top" — Doctor Bird Series - Book 27 Story 2 "Keep Your Feet on the Ground" — Doctor Bird Series - Book 34 Herringbone Technique (see Resource Package) Story: "Do not Play in the River Today" - Doctor Bird Series - In Jamaica Where I Live Poem: "Abou Ben Adhem" (see Resource Package) Literature Circle (see Resource Package)	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
23. compare and contrast some of the main characters in the stories they have read in this unit.	<ul style="list-style-type: none">• Comparing / contrasting main characters	<ul style="list-style-type: none">• Characters compared / contrasted
24. visit the school / parish library. Find out about persons who were great friends from Bible stories, story books, poems, articles etc.	<ul style="list-style-type: none">• Researching friendships	<ul style="list-style-type: none">• Stories researched
25. share reading about friends with others through book talks, posters, book reviews, dramatizing.	<ul style="list-style-type: none">• Sharing reading	<ul style="list-style-type: none">• Reading shared
26. make a bar graph representing their friends in the different grades in the school. Say in which grade they have most or least friends. Write, giving reasons, how they can make friends with more students from other grades.	<ul style="list-style-type: none">• Using bar graphs	<ul style="list-style-type: none">• Bar graphs constructed
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• compare and contrast characters in stories?• research stories about friendship from the Bible etc.?• read, enjoy and share stories?• construct bar graphs showing friendship patterns?	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 3. How do we find out and tell about our animal 'friends'?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. read the story "Richie's Pet". <ol style="list-style-type: none"> (a) Name animals that can be friends to human beings. (b) Discuss Richie's friends in the story. (c) Tell about any animal friends that they have. (d) Talk about the importance of animals as friends. 2. read the story "Benjie's Dog". <ol style="list-style-type: none"> (a) Compare and contrast Richie's pet with Benjie's dog. (b) Discuss ways in which both dogs proved to be friends of the family. (c) Act out parts of each story. 3. read the story "Jimmy's Donkey". Outline parts of the story using a Story Map. 4. collect and read books / stories where animals (a) act as friends and (b) take on human characteristics and show friendship 	<ul style="list-style-type: none"> • Identifying animal "friends" • Comparing and contrasting pets in stories • Outlining stories using Story Maps • Reading for information and enjoyment 	<ul style="list-style-type: none"> • Class discussion: "Animal Friends" • Pets compared and contrasted • Stories outlined using Story Maps • List of books, stories read
<p><u>Evaluation</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • hold class discussions about animal "friends"? • compare and contrast animal "friends" using Story Maps? • read widely about animal "friends"? 	<p><u>Materials/Resources</u></p> <p>Story : "Richie's Pet" — Dr. Bird Series - In the Mountains Story : "Benjie's Dog" (see Resource Package) Story : "Jimmy's Donkey" (see Resource Package) Books Stories about animals as friends, e.g. (1) <u>The Very Hungry Caterpillar</u> by Eric Carl (2) <u>Say Hello Vanessa</u> by Marjorie Weinman Sharmat (3) <u>Sherman is a Slowpoke</u> by Mitchell Sharmat (4) <u>Swimming</u> by Leo Lionni</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. from the story “Bengie’s Dog”, use context clues to arrive at the meanings of words e.g. sturdy, mischief etc.</p> <p>6. see that in the story “Benjie’s Dog”, Uncle Peter is regarded as being “a strange man”. Agree or disagree with this statement, giving reasons for your answer.</p> <p>7. see that in the same story Jimmy’s donkey and Benjie’s dog were favourite pets. From these stories, pick out examples of the apostrophe e.g. his father’s horse. Use the apostrophe to show ownership by students in the class of pets e.g. Omar’s rabbit.</p> <p>8. from the story “Jimmy’s Donkey”, identify examples of future tense verbs. Write a letter to a friend offering a pet. Include suggestions for the care of the pet.</p> <p>9. identify compound words in the story “Benjie’s Dog” e.g. someone, everyone, himself etc. Make their own list of compound words and use them in their writing.</p> <p>10. identify position of digraphs, initial, medial, final in the story “Benjie’s Dog” e.g. <u>thr</u>ash, han<u>dkerch</u>ief. The teacher must emphasize the proper pronunciation of these words e.g. those beginning with the ‘th’ sound.</p>	<ul style="list-style-type: none"> • Using context clues to derive meaning • Detecting and responding to different points of view • Using the apostrophe • Using future tense verbs • Identifying compound words • Pronouncing words with digraphs 	<ul style="list-style-type: none"> • Meanings of words given • Opinions expressed • Correct use of the apostrophe • Letter correctly written • Compound words identified/used • Words pronounced
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use context clues to arrive at the meanings of words? • agree or disagree with a point of view, giving reasons for their answer? • use the apostrophe appropriately? • use future tense verbs in their letter writing? • identify and use compound words? • identify / pronounce words with digraphs? 	<p><u>Materials/Resources:</u></p> <p>Story: “Jimmy’s Donkey” Story: “Benjie’s Dog”</p>	

MATHEMATICS

MATHEMATICS**GRADE FOUR**Unit Title: **NUMBER**Term: **TWO**Unit: **ONE**Duration: **THREE WEEKS****FOCUS QUESTION: How can I apply multiplication and division to larger numbers ?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Operate with numbers and number patterns • Explain the process of the basic operations, use estimation appropriately and demonstrate proficiency with the basic facts 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • multiply numbers of up to four digits by any one or two digit number (including money). • multiply a number by multiples of ten. • reinforce the mental multiplication of two digit numbers by one digit numbers. • divide numbers of up to five digits by numbers of up to two digits, with or without remainder. • divide so that zero is the quotient. • divide a 3, 4 or 5 digit number so that zero is a digit in the tens and/or hundreds place in the quotient. • define and use the terms dividend, quotient, divisor, remainder in sentences requiring division. • test for divisibility by 2, 3 or 4. • express, as a mixed number, the answer to a division problem with a remainder. • estimate and check answers to computations. • identify and correct wrong answers in problems involving multiplication and division. • discover, memorize and recall all multiplication and division facts up to at least $10 \times 10 = 100$. • differentiate between the use of addition and multiplication, subtraction and division in problem situations. • select data relevant to a problem when finding its solution. 	<div style="text-align: center;"> dividend quotient divisor remainder renaming multiple divisibility estimation product </div>

ACTIVITY PLAN

Focus Question. How can I apply multiplication and division to larger numbers?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> investigate and reinforce the multiplication area concept by doing ch. 6 in Replacement Unit - "Collections 3-6" pp. 71-84 using squares to explore multiplication with rectangles. tabulate and practice mental multiplication facts by playing games such as: "Activity 4-3" in the "Primary Mathematics Teachers' Guide", "Match a Fact" in "Activity Booklet 4-6" pp 31-32, "Multiplication just for fun" in "Activity Booklet 4-6" pp 35-36 and "Show the Product" and review wheels in "Activity Booklet 4-6" pp 61-62. develop alternative ways for multiplying mentally when numbers are close to round figures e.g. 30×99 as $30 \times 100 - 30 \times 1$. 	<ul style="list-style-type: none"> Counting squares Making aids for multiplication Recalling facts Mental manipulation of numbers Estimating when multiplying 	<ul style="list-style-type: none"> Multiplication products (rectangles) Mental/oral responses Review wheels Various problems in multiplication and division (activities 3-8) Oral/written responses (activities 3-8)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> arrive at all the different combinations for a given product? give the correct response mentally to a variety of multiplication and division facts either in a game situation or an oral test? make the wheel with appropriate multiplication items? Arrive at solutions quickly? decide which of the four operations to use in a given situation? use place value ideas to give good estimates? 	<p><u>Materials/Resources:</u></p> <p>"Activity Booklet 4-6" "Primary Mathematics Teachers' Guide" RU - "Collections 3-6"</p>	

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 4. investigate and reinforce division processes and facts by working through lessons 1-7 in the Replacement Unit - "The Maharaja's Tasks - Investigating Division" pp 1-68. 5. estimate the digits in the quotient when dividing by two digit numbers - see "Activity 4-4" in the "Primary Mathematics Teachers' Guide". 6. divide numbers using their own methods and presentation (e.g. repeated subtraction) and discuss these. 7. practice division by playing games e.g. "Bean Bag Toss" (p 11 in "Activity Booklet 4-6"). 8. be given several numbers (up to 5 digits). Decide whether the numbers are divisible by 2, 3 and/or 4. Generalize the results as the standard tests for divisibility. <p>In all of the activities above where errors are made, allow students to identify and self-correct these errors. For assessment use "Activity Booklet 4-6" pp. 61-62 and "The Maharaja's Tasks" pp. 85-88.</p>	<ul style="list-style-type: none"> • Estimating when dividing • Calculating • Manipulating numbers and objects in multiplication and division 	<ul style="list-style-type: none"> • Various problems in multiplication and division (activities 3-8) • Oral/written responses (activities 3-8)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform divisions/explain answers in terms of quotient and remainder, accurately in "Elephant leashes", "Ms. Henry's Jungle Hunt", "Elephant pens" and "the Pelican Problem"? • solve the various problems accurately? • talk/write about aspects of the problems they were doing, using correct terminology? 	<p><u>Materials/Resources:</u></p> <p>RU - "The Maharaja's Tasks - Investigating Division" "Activity Booklet 4-6" "Primary Mathematics Teachers' Guide" Worksheets with problems</p>	

MATHEMATICS

GRADE FOUR

Unit Title: **MEASUREMENT**

Term: **TWO**

Unit: **TWO**

Duration: **TWO WEEKS**

FOCUS QUESTION: What is the difference between length and area and how are they measured ?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explain and carry out the processes of estimation and measurement, including the selection of appropriately precise units	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• solve problems using the information on a road map.• estimate and read distances recorded in kilometres on a road map.• write lengths (metres and centimetres, centimetres) in terms of a metre using decimal form.• find the area of various objects and figures.• demonstrate an understanding of the difference between units of length and units of area.• compare and contrast units of length and units of area.• use unit squares or a centimetre grid to cover regions so as to determine their area.• use a square grid (1 cm² squares) to find the area of any shape.	area length perimeter square centimetre (cm ²) square metre (m ²) kilometre grid convert to the nearest rounding precise exact approximate appropriate surface dimensions

ACTIVITY PLAN

Focus Question. What is the difference between length and area and how are they measured?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> estimate the areas of irregular shapes by using grids and tracing paper, counting whole squares and making whole squares out of the pieces remaining. See pp 6-8 in "Activity Booklet 4-6" - "An array of ideas". make a geoboard ("Take it and Make it" p 29-30). use their geoboards to make figures having various perimeters and areas. (e.g. area 4 units² and perimeter 8 units could be a square of side 2 units; area 4 units² and perimeter 10 units could be a rectangle measuring 4 units by 1 unit) See pp 9-10 in "Activity Booklet 4-6" - "Areas on Geoboards". (Teacher emphasizing the correct terminologies) 	<ul style="list-style-type: none"> Estimating area Measuring area Constructing a geoboard Writing the different units correctly (cm²) Speaking the names of the different units correctly (square centimetres) 	<ul style="list-style-type: none"> Estimation of lengths and areas Process of counting squares Geoboard and figures Solutions to problems posed Correct use (written and oral) of names for symbols used in area and perimeter
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> estimate areas and lengths to an appropriate degree of accuracy? follow the counting process carefully so as to avoid omission or double counting? construct the geoboard by marking out squares etc.? make figures on the geoboard with given side or perimeter or area? pose and solve problems associated with the area of plane figures? write the correct units in the correct form beside their answers? speak the names of the units consistently (being careful not to confuse e.g. '6 square centimetres' - 6 cm² with '6 centimetres squared' - (6cm)²)? 	<p>Materials/Resources:</p> <p>"Take it and Make it" "Activity Booklet 4-6" Board Nails Hammer Elastic Rubber Bands String</p>	

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 4. find the perimeter of figures on the geoboard with slant line segments by measuring with a ruler or piece of string. 5. use squares on a transparency to overlay a road map to compare areas on the map (e.g. the size of parishes). 6. use string and scale on map to compare the perimeter of parish boundaries in kilometres. 7. do research to find places in the community which are one kilometre apart. 8. record measurements as (i) kilometres, (ii) metres, (iii) kilometres and metres. <p>For assessment use "Caribbean Primary Mathematics" - Level 4 pp 88-89, 102-103, 122 & 125.</p>	<ul style="list-style-type: none"> • Measuring • Calculating using a scale 	<ul style="list-style-type: none"> • Measurements • Recorded values
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • measure the perimeters of geoboard shapes? • perform the calculations required using a scale? 	<p><u>Materials/Resources:</u></p> <p>"Caribbean Primary Mathematics" - Level 4</p>	

MATHEMATICS**GRADE FOUR**Unit Title: **GEOMETRY**Term: **TWO**Unit: **THREE**Duration: **TWO WEEKS****FOCUS QUESTION:** What are the things around us that have lines of symmetry?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Identify, describe, compare and classify geometric figures and their properties	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">equate symmetry with reflectionidentify the mirror line of a reflectionidentify the mirror line as being a line of symmetryshow that the diameter of a circle is a line of symmetryidentify the possible lines of symmetry in other common shapes and objectsidentify congruent shapes and explain why they are congruent	symmetry reflection congruent mirror line line of symmetry object image corresponding points

ACTIVITY PLAN

Focus Question. What are the things around us that have lines of symmetry?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. use mirrors, paint blobbing and paper folding to construct figures having various numbers of lines of symmetry as explained in "Activity 4-7" in the "Primary Mathematics Teachers' Guide". Discuss the congruency of the image and the object.2. identify the lines of symmetry and mirror lines on the capital letters of the alphabet. Classify the letters according to whether they have 0, 1 or 2 lines of symmetry. For assessment use "Caribbean Primary Mathematics" - Level 4 pp. 100-101.3. draw shapes, including the circle, with any given number of lines of symmetry.	<ul style="list-style-type: none">• Manipulating materials to construct symmetrical shapes• Classifying shapes by number of lines of symmetry• Identifying mirror lines• Drawing symmetrical shapes	<ul style="list-style-type: none">• Constructions and conclusions• Classification of letters• Reflections• Drawings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• complete the constructions and interpret what they have produced?• classify the letters according to the number of lines of symmetry and correctly identify those lines?• complete the given reflections?• draw their own shapes to show a variety of numbers of lines of symmetry, and identify those lines?	<p><u>Materials/Resources:</u></p> <p>"Primary Mathematics Teachers' Guide" paint mirrors tracing paper "Caribbean Primary Mathematics" - Level 4</p>	

MATHEMATICS**GRADE FOUR**Unit Title: **ALGEBRA**Term: **TWO**Unit: **FOUR**Duration: **TWO WEEKS****FOCUS QUESTION:** How can I use variables to represent unknown numbers?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explain the meaning and use of simple formulae	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• write n-sentences for problems• identify the correct operation to be used in solving a problem• find replacements for variables that make number sentences true• demonstrate the principle of substitution in simple formulae	variable number sentence solution substitute substitution

ACTIVITY PLAN

Focus Question. How can I use variables to represent unknown numbers?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. talk about and explain word problems that involve simple variables as in RU - "Collections 3 - 6", ch 7 'Billy and the Pencils' pp 85 - 93. 2. write word problems for equations; write stories for equations; write stories giving extra information; reason through word problems from textbooks; decide on operations required and write problems from labels as outlined on p 93 in "Collections 3 - 6". 3. write about the possible values of $n + 6$ (or any other expression) by listing values of n and $n + 6$ in an extended table. 4. solve and write simple equations as on pp 15, 98 and 128 in "Caribbean Primary Mathematics" - Level 4. 	<ul style="list-style-type: none"> • Explaining n-sentences • Reasoning and writing n-sentences • Substituting values • Solving simple equations 	<ul style="list-style-type: none"> • Written and oral explanations • Problems posed • Completed stories • Tables of variables and expressions • Solutions of simple equations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express their reasoning orally and in writing when faced with an n-sentence? • pose problems involving n-sentences? • write stories, construct tables and otherwise interpret n-sentences? • solve problems involving simple equations? 	<p><u>Materials/Resources:</u></p> <p>"Collections 3 - 6" "Caribbean Primary Mathematics" - Level 4</p>	

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

- FOCUS QUESTIONS:**
1. What do I need to do to find the mean of a set of data?
 2. How can I use a sample to describe a population?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Collect, organize, graph, describe and interpret data in a problem solving context • Identify and apply the mean average as a measure of central tendency 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • find the mean of a set of data • find the total set given the mean average and the number of addends • solve problems based on the mean average • collect numeric data based on interviews and observation • classify and sort data • distinguish between a fair sample and a biased sample • use sampling techniques to collect information • identify the population in any given problem situation 	<p>questionnaire sample population mean average mean average data numeric data fair biased addend</p>

ACTIVITY PLAN

Focus Question 1. **What do I need to do to find the mean of a set of data?**

Objectives:

Pupils will:

- find the mean of a set of data.
- find the total set given the mean average and the number of addends.
- solve problems based on the mean average.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. investigate the concept of mean by "sharing out" a number of objects unequally and then reallocating them to obtain equal shares as in "Activity 4-9" in the "Primary Mathematics Teachers' Guide".2. calculate the mean of a given set of numbers in a problem setting, where the numbers represent certain physical quantities. Explain the significance of the mean value.3. take surveys of the class in groups to find the greatest, least and mean of the following: foot size, height, weight, age, width of smile, test score and any other attribute.4. solve problems that involve the use of the mean.	<ul style="list-style-type: none">• Calculating the mean• Explaining what the mean represents• Taking a survey• Solving problems	<ul style="list-style-type: none">• Manipulation to arrive at the mean• Calculation of the mean• Surveys and recorded values• Solutions of problems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• work out the mean of the values by physically manipulating the objects?• calculate and interpret the mean in problem settings, using simple numerals?• take a survey and record the information as a list or in a table?• solve simple problems of different types involving the mean?	<p><u>Materials/Resources:</u></p> <p>"Primary Mathematics Teachers' Guide" Manipulatives Measuring tape Problem worksheets</p>	

ACTIVITY PLAN

Focus Question 2. **How can I use a sample to describe a population?**

Objectives:

Pupils will:

- collect numeric data based on interviews and observation.
- classify and sort data.
- distinguish between a fair sample and a biased sample.
- use sampling techniques to collect information.
- identify the population in any given problem situation.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. collect a fair sample and collect a deliberately biased sample from the same population and contrast what one might conclude from each. e.g. asking 10 persons from the phone book or 10 grade 4 children whether or not they like sweets.2. take a survey given fair and biased samples and explain clearly the characteristics of each as in "Activity 4-10" in the "Primary Mathematics Teachers' Guide".3. sort data that has been collected in a variety of different ways (e.g. odd values and even values, values divisible by 3 and values not divisible by 3, values greater than, equal to or less than 2).	<ul style="list-style-type: none">• Taking fair samples• Drawing conclusions • Distinguishing between fair and biased samples • Collecting and sorting data	<ul style="list-style-type: none">• Collection of samples • Explanations of samples • Sorted data
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• collect a specific type of sample and draw the appropriate conclusions?• give reasoned explanations as to why a given sample is fair or biased?• sort data by different criteria?	<p><u>Materials/Resources:</u></p> <p>"Primary Mathematics Teachers' Guide" Simple data collection form - to be designed by teacher and/or students</p>	

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GRADE FOUR

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 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?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Respond to a widening range of conducting cues (starting/ending, crescendo/decelscendo, etc) and notation symbols (alternative or traditional) while performing simple classroom music• Listen to sequenced sounds and simple musical examples, and relate these to their equivalent written symbols• Manipulate signs, symbols and cues to record/notate their own compositions and other sounds encountered/listened to	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• start and end with precision and show improved readiness and control when responding to cues in performance.• interpret (read) note values, including dotted notes and semi-quavers, when playing classroom instruments or performing body percussion.• recognize and respond intelligently to written cues/symbols used in relation to live or recorded music to which they listen.• compare/distinguish patterns heard in relation to aural stimuli.• use alternative or traditional symbols to record/notate their own compositions/arrangements or other sounds encountered/listened to.• use alternative or traditional symbols to represent musical elements (e.g., duration/rhythm, texture, pitch, pace, dynamics).• use signs, symbols and cues to communicate their own compositions/arrangements to others.• read from a score while performing their own compositions/arrangements for an audience.	<p><i>crescendo/decelscendo</i> <i>dynamics</i> notate notation symbols written symbols body percussion <i>live/recorded</i> music alternative notation traditional notation cues score arrange sound collage aural stimuli texture pitch</p>

ACTIVITY PLAN




Focus Question 1.

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

Objectives:


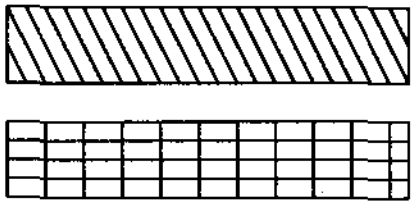
Pupils will:

- start and end with precision and show improved readiness and control when responding to cues in performance.
- interpret (read) note values, including dotted notes and semi-quavers, when playing classroom instruments or performing body percussion.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. learn and perform songs and pieces with increasing confidence in responding to teacher/leader cues for starting/ending, getting louder/softer, getting faster/slower, or pausing. 2. perform body percussion, simple songs and instrumental pieces by reading from elementary (alternative or traditional) notation symbols – e.g., <p>pitch – </p> <p>dynamics – </p> <p>speed – </p>	<ul style="list-style-type: none"> • <i>Learning new pieces</i> • <i>Performing vocal and instrumental music</i> • <i>Responding to cues</i> • <i>Performing from a score</i> 	<ul style="list-style-type: none"> • Skill/demonstration • Performance • Oral/physical response • Visual/aural response

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>note values -</p>  <p>texture -</p> 		
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recognize and respond appropriately to teacher/leader cues? • follow a simple score while performing body percussion and other pieces? • distinguish between alternative patterns heard while following a score? • accurately relate the written symbol to its aural equivalent? • correctly substitute symbols for sounds heard? • manipulate basic symbols (alternative or traditional) to notate their own compositions/ arrangements? • effectively translate symbols into sound? 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> Peer/teacher conductor Songbooks/song sheets/scores Charts with illustration of notation symbols Pre-recorded music Audio/video cassette recorder and tape Classroom instruments and sound makers Electrical/battery facilities 	

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:**

- recognize and respond intelligently to written cues/symbols used in relation to live or recorded music to which they listen.
- compare/distinguish patterns heard in relation to aural stimuli.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> listen to live or recorded music while following a score, in order to distinguish between alternative patterns. listen to live or recorded sound patterns or simple musical examples while following a score, in order to relate the written symbol to its aural equivalent – e.g., selecting the correct symbol to match a live or recorded sound. listen to live or recorded music while following a score, in order to fill in the missing symbols for sound patterns heard. listen to simple live or recorded musical examples and translate sounds into written symbols. 	<ul style="list-style-type: none"> • <i>Listening</i> to live or recorded music while following a score • <i>Comparing</i> visual/aural stimuli • <i>Relating</i> sounds to symbols • <i>Translating</i> sounds into symbols 	<ul style="list-style-type: none"> • Visual/aural/physical response • Comparison • Visual/aural response • Aural response/symbolic representation
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • follow a score fluently while listening to music? • distinguish between alternative patterns? • relate written symbols to live or recorded music to which they listen? • supply matching symbols for sound patterns heard? • translate sounds into written symbols? 	<p>Materials/Resources:</p> <p>Scores/charts Audio/video cassette recorder and tape Pre-recorded music Classroom instruments and sound makers Audiences Manuscript and blank paper Electrical/battery facilities</p>	

ACTIVITY PLAN

Focus Question 3.
Objectives:

How can I manipulate signs, symbols and cues to record/notate the music I encounter/create/compose?

Pupils will:

- use alternative or traditional symbols to record/notate their own compositions/arrangements or other sounds encountered/listened to.
- use alternative or traditional symbols to represent musical elements (e.g., duration/rhythm, texture, pitch, pace, dynamics).
- use signs, symbols and cues to communicate their own compositions/arrangements to others.
- read from a score while performing their own compositions/arrangements for an audience.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. experiment with basic symbols (traditional or alternative) in notating simple sound sequences discussed/encountered at class level. 2. use signs, symbols and cues to represent musical elements (e.g., duration/rhythm, texture, pitch, pace, dynamics). 3. record/notate their own compositions or arrangements, by selecting and manipulating appropriate symbols (from given chart) with teacher's assistance. 4. perform their own scores for a class, school or community audience. 	<ul style="list-style-type: none"> • <i>Experimenting</i> with symbols • <i>Notating</i> musical sounds • <i>Representing</i> musical elements • <i>Notating/scoring</i> own compositions/arrangements • <i>Performing</i> for an audience • <i>Reading</i> a score 	<ul style="list-style-type: none"> • Experimental ideas • Symbolic representation (score) • Visual representation • Symbolic representation/score • Performance • Visual/aural response
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • participate co-operatively and willingly in experimentation with basic notation symbols? • notate simple sound sequences and musical elements encountered in class? • select appropriate symbols from chart to notate their pieces? • represent visually their own compositions/ arrangements? • perform their scores with accuracy, confidence and co-operation? 	<p>Materials/Resources:</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 FOUR**Unit Title: **MOVEMENT SKILLS FOR TRACK AND FIELD ACTIVITIES** Term : **TWO** Unit: **ONE** Duration: **EIGHT WEEKS**

FOCUS QUESTIONS: 1. How do I prepare my body for track and field activities?
2. How do I participate and compete with others?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Develop and refine basic techniques in sprinting, running relays and jumping 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> perform warm up activities before each lesson. perform cooling down activities after each lesson. perform physical fitness exercises. perform running and walking skills over prescribed distances. perform athletic drills which involve bounding, leaping and hopping over obstacles. demonstrate two ways of starting a race. demonstrate power and speed in running. sprint over 20-50 metres using proper start and sprinting technique. respond correctly to the commands "on your marks", "set", "go". demonstrate the long jump technique. perform body, arm and foot actions for different kinds of races. describe the steps necessary for doing the visual pass. demonstrate the visual downsweep baton pass. run in lanes and tag partners within the exchange zone. perform continuous running over set distances. demonstrate the techniques of jumping, landing and leaving the pit. participate in track and field activities. perform exercises to develop power, stamina and strength. work cooperatively in groups. value contribution of each individual. take care not to hurt others. participate as athlete or supporters in competitions. follow safety rules to prevent injury to self and others. be sensitive to the feelings of others. 	<ul style="list-style-type: none"> standing start crouch start drills obstacles sprint race power speed metres bounding stride leaping hopping visual baton pass "on your marks" "set" "go" change over downsweep form long jump baton baton passes continuous running interval running lanes exchange zone tug-of-war obstacle race force safety rules or procedure

ACTIVITY PLAN

Focus Question 1.

How do I prepare my body for track and field activities?

Objectives:

Pupils will:

- perform warm up activities before each lesson.
- perform cooling down activities after each lesson.
- perform physical fitness exercises.
- perform running and walking skills over prescribed distances.
- perform athletic drills which involve bounding, leaping and hopping over obstacles.
- demonstrate two ways of starting a race.
- perform exercises to develop power, stamina and strength.
- demonstrate power and speed in running.
- sprint over 20-50m using the proper start and sprinting technique.
- respond correctly to the commands “on your marks”, “set”, “go”.
- perform body, arm and foot actions for different types of races.
- perform continuous running over set distances.
- demonstrate the long jump technique.
- demonstrate the technique of jumping, landing and leaving the pit.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. perform 3 minutes of warming up exercises before each class and cooling down activities after class e.g. jogging, walking, stretching, skipping. 2. perform fitness exercises prior to skills training. 3. practise the 5 minute run.	<ul style="list-style-type: none">• Performing fitness exercises• Correct technique for running	<ul style="list-style-type: none">• Completion of circuit• Fitness exercises• Mastery of 3 drills

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. practise high knee lifts, kicking of heels at the back (butt kicks with high knee lifts).	<ul style="list-style-type: none"> • Correct technique for running 	<ul style="list-style-type: none"> • Correct running technique
5. practise continuous running over a given distance. Run as much of the distance as possible and walk the rest.	<ul style="list-style-type: none"> • Developing flexibility, power, endurance and form 	<ul style="list-style-type: none"> • 20m sprint
6. pull logs and/or tyres while running.	<ul style="list-style-type: none"> • Increasing levels of power, strength and endurance 	<ul style="list-style-type: none"> • Completion of 3 (5m) progressions
7. perform interval running e.g. for 25m – 50m.		
8. observe the correct technique for walking, jogging and running in a circuit.	<ul style="list-style-type: none"> • Walking, jogging, running 	<ul style="list-style-type: none"> • Completion of circuit
9. practise walking, jogging, running.	<ul style="list-style-type: none"> • Walking, jogging, running 	<ul style="list-style-type: none"> • Correct walking, jogging, running techniques
10. practise technique for standing and crouch start using commands.	<ul style="list-style-type: none"> • Starting a race correctly 	<ul style="list-style-type: none"> • Correct start
11. practise the starts followed by leaping and bounding strides.	<ul style="list-style-type: none"> • Starting race with correct form 	<ul style="list-style-type: none"> • Correct form
12. practise take off and landing.	<ul style="list-style-type: none"> • Taking off and landing 	<ul style="list-style-type: none"> • Completion of take off and landing
13. learn and demonstrate the sprinting technique.	<ul style="list-style-type: none"> • Sprinting 	<ul style="list-style-type: none"> • Complete run for given distance

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITEIS	SKILLS	ASSESSMENT
14. run 20-50m using the proper sprinting techniques. 15. perform long jump techniques and drills.	<ul style="list-style-type: none"> • Long jump technique 	<ul style="list-style-type: none"> • Correct completion of long jump
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete the 5 minute run? • perform athletic drills for endurance successfully? • complete 20m sprint with correct form? • complete at least three progressions? • complete a circuit with walking, jogging and running? • demonstrate the start with 90% accuracy? • complete the standing long jump accurately? • complete the take off and landing with 90% accuracy? • complete sprint races with the proper technique? 	<p><u>Materials/Resources:</u></p> <ul style="list-style-type: none"> Ropes Athletic track Hoops Steps Planks Tapes Boxes, poles Track (marked) Whistle Stop watches Measuring tapes Track (marked) Clapper boards 	

ACTIVITY PLAN

Focus Question 2.

How do I participate and compete with others?

Objectives:

Pupils will:

- describe the steps necessary for doing the visual pass.
- demonstrate the visual downsweep baton pass.
- run in lanes and tag partners within the exchange zone.
- work cooperatively in groups.
- value contribution of each individual.
- participate as athletes or supporters in competitions.
- be sensitive to the feelings of others.
- follow safety rules and procedures to prevent injury to self and others.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine visuals which will illustrate the downsweep. 2. complete baton change at least 2 times in slow race situation. 3. practice the exchange of the baton in the box using tag race. Run in lanes and tag partners within the exchange zone. 4. perform mini races and progressions to develop passes and sprint. 5. practice the baton pass in pairs and groups. Demonstrate position of hand to pass and receive baton. 6. establish check marks for passing batons. Practice position of fingers for exchanging batons at high speed. 7. compete in mini meets, class vs class, grade vs grade, house vs house, for practice in sprinting technique and baton passes. 	<ul style="list-style-type: none"> • Exchange batons • Exchanging batons • Exchanging baton at high speed • Accepting success and failure • Sprinting and changing batons • Jumping – cooperating with team mates 	<ul style="list-style-type: none"> • Successful completion of the baton change • Baton change at high speed • Participation in meets • Participation in mini games

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
8. play simple games to include the skills and techniques of starting sprinting, jogging, walking and long jump e.g. "Start and Pass", "Baton Passing" "Call Race" "Over the Rope" etc.	<ul style="list-style-type: none"> • Sprinting, jogging, walking, jumping • Completing the race • Using the stop watch 	
9. participate in novelty Track & Field Meet (mix of older and younger children) e.g. three-legged race, obstacle race, juggling race etc.	<ul style="list-style-type: none"> • Starting and stopping 	<ul style="list-style-type: none"> • Safe performances • Observation of behaviour towards younger ones
10. practise to time 50m and 100m dash.	<ul style="list-style-type: none"> • Sprinting 	<ul style="list-style-type: none"> • The Sprint Race
11. practise in groups standing and running long jumps skills.	<ul style="list-style-type: none"> • Running and landing • Run up, take off, landing 	<ul style="list-style-type: none"> • Completion long jump
12. observe the basic rules of the track meet.	<ul style="list-style-type: none"> • Obeying rules 	<ul style="list-style-type: none"> • Application of rules
13. participate in track meet on Sports Day.	<ul style="list-style-type: none"> • Track and field skills 	<ul style="list-style-type: none"> • Completion of sprints, jumps and throws
14. identify and practise safety rules.		
15. run cross-country races.	<ul style="list-style-type: none"> • Running long distance 	<ul style="list-style-type: none"> • Completion of a 1 mile cross-country race
16. in groups, design and draw posters, banners and advertisements for Sports Day.	<ul style="list-style-type: none"> • Designing and drawing 	<ul style="list-style-type: none"> • Completed posters and banners
17. describe and list 5 lessons learnt from success and failure on Sports Day.	<ul style="list-style-type: none"> • Drawing conclusions 	<ul style="list-style-type: none"> • List

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>17. review action taken in group work, stating whether it was positive or negative, and make decisions on disciplining or rewarding.</p> <p>18. role-play situations to determine appropriate judgements. Offer and accept constructive criticism.</p>	<ul style="list-style-type: none"> • Identifying positive outcomes • Accepting, responsibility for personal and group conduct 	<ul style="list-style-type: none"> • Role-play
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • demonstrate the downsweep of the baton pass? • make the change over for the baton pass in the boxes? • complete the shuttle relay using the baton? • respond positively to their failures and successes? • participate in mini game? • combine and display track & field skills and techniques in mixed meet with some accuracy? • perform according to safety rules? • complete the cross-country run? • combine and display track and field techniques in mixed meet with some accuracy? • make posters, advertisements (cartoons), banners for sporting events? • check and prepare equipment? • show responsibility for younger ones? • suggest sensible solutions to problems? • practise safety rules? 	<p><u>Materials/Resources:</u></p> <p>Baton Track Whistle Clapping boards Long jump pit Ropes Bags Novelties for juggling</p>	

PHYSICAL EDUCATION**GRADE FOUR**Unit Title: **MOVEMENT IN RELATION TO OTHERS AND EQUIPMENT**Term: **TWO**Unit: **TWO**Duration: **FOUR WEEKS****FOCUS QUESTIONS:**

1. How can I prepare my body to play the game cricket?
2. How can I develop creativity in dance?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply the skills and techniques of cricket and play related minor games • Perform creative dance movements with increased skill and expression. 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • perform warming up and cooling down activities before and after each class. • perform fitness exercises before skill training. • apply the basic grip to the cricket bat. • correctly throw and catch cricket balls from different trajectories (angles) • demonstrate the skill of throwing and catching the cricket ball in group games. • demonstrate the full throw and quick return. • perform the underarm and overarm throws. • demonstrate the use of “close catching” and “high catching”. • demonstrate the grip and stance for the cricket bat. • perform the forward defensive stroke. • chase, stop and retrieve cricket balls. • combine batting and catching skills. • chase, stop and throw cricket balls at targets. • engage in warming up and stretching techniques before each class. • perform locomotor and non locomotor sequences and patterns to rhythms. • combine shapes, levels and pathways into simple sequences. 	warming up cooling down fitness throwing catching basic grip of cricket ball angles trajectories full throw underarm throw overarm throw close catching high catching grip and stance of cricket bat stroke chase forward defensive stroke stop retrieve targets warming up stretching locomotor movement movement sequence patterns rhythm

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Perform singing games and simple folk dances	<ul style="list-style-type: none">• create more complex patterns using the skip, gallop and slide.• perform simple dances which include a variety of movement sequences and patterns.• use free movement with different parts of the body to create shapes.• create and perform singing games.• create and perform movement for ring games.• perform 4 figures of camp style quadrille.• create ranges of dance movements to portray character and events in stories and poems.	shapes pathways skip gallop slide singing games ring games campstyle quadrille imagery portray

ACTIVITY PLAN

Focus Question 1.

Objectives:

How can I prepare my body to play the game cricket?

Pupils will:

- perform warming up and cooling down activities before and after each class.
- perform fitness exercises before skill training.
- apply the basic grip to the cricket bat.
- correctly throw and catch cricket balls from different trajectories.
- demonstrate the skill of throwing and catching the cricket ball in group games.
- demonstrate the full throw and quick return.
- perform the underarm and overarm throws.
- demonstrate the use of “close catching” and “high catching”.
- demonstrate the grip and stance of the cricket bat.
- perform the forward defensive stroke.
- chase, stop and retrieve cricket balls.
- combining batting and catching skills.
- chase, stop and throw cricket balls at targets.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. warm up with jogging and stretching e.g. touch toes without bending knees, bend sideways to reach the angle without bending knees, shuttle run, lunges. 2. perform fitness exercises, e.g. leg raises, elbow thrusts, calf and ankle stretches, arm circles, heel lifts, overhead reaches. 3. practise throwing the ball. 4. practise the underarm throw. 5. practise catching in two ways – “close catching”, “high catching”.	<ul style="list-style-type: none">• Warming up exercises• Fitness exercises• Throwing the cricket ball• Catching the cricket ball	<ul style="list-style-type: none">• Warming up• Complete fitness exercises• Throwing• High and close catching

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. practise throwing skills in mini games e.g.</p> <p>a) right and left hand catching,</p> <p>b) ball collecting,</p> <p>c) double chasing – (see handout for games).</p> <p>7. practise full stretch catching.</p> <p>8. learn the grip and stance of the cricket bat.</p> <p>9. prepare to make a stroke. Practise batting with the accent on the grip, stance, backlift stance and stroke.</p> <p>10. prepare to make the forward defensive stroke. (use the game with the same name) see handout.</p>	<ul style="list-style-type: none"> • Throwing and catching • Catching • Grip and stance of cricket bat • Making the stroke • Using the forward defensive stroke 	<ul style="list-style-type: none"> • Throwing and catching accurately • Accurate catching • Grip and stance of the cricket bat • Completed stroke • Forward defensive stroke
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show enjoyment in doing warming exercises? • complete fitness exercise and say why they are important? • complete the throwing exercise with 90% accuracy? • master the underarm throw? • demonstrate “close catching” and “high catching” of the cricket ball? • throw and catch the cricket ball accurately? • effect the full stretch catch? • effect the grip and stance of the cricket bat with 90% accuracy? • perfect the procedure for the stroke? • perform the forward defensive stroke? 	<p><u>Materials/Resources:</u></p> <p>Cricket pitch Playing field Cricket practise balls, bats Diagrams, stretches, tennis balls</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How can I develop creativity in dance?

Pupils will:

- engage in warming up and stretching techniques before each class.
- prepare locomotor and non locomotor sequences and patterns to rhythms.
- combine shapes, levels and pathways into simple sequences.
- create more complex patterns using the skip, gallop and glide.
- perform simple dance which include a variety of movement sequences and patterns.
- use free movement with different parts of the body to create shapes.
- create and perform singing games.
- create and perform movement for ring games.
- perform 4 figures of camp style quadrille.
- create ranges of dance movement to portray character and events in stories and poems.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. perform warming up stretches before each class e.g. standing easy, wide stride and bends forward from hips, repeat to counts (see handout) 2. explore different ways of using buttocks, knees for balancing. 3. design and perform simple sequences to depict different themes e.g. farming, "Beg you a money", training for race, scenes from fair day. 	<ul style="list-style-type: none"> • Bending and stretching • Balancing • Working in groups 	<ul style="list-style-type: none"> • Warming up • Balance • Group work cooperation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • warm up and stretch before each class? • balance on different parts of the body? • work cooperatively in groups to design sequence to a theme? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Clean smooth floor</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. make shapes using different levels to move from one pattern to the next.	• Creating patterns	• Pattern transition
5. express moods and feelings in dance e.g. sadness, joy, anger, fear, smelling, eating an ice cream/banana, flying kite.	• Expressing moods in dance	• Moods in dance
6. make geometrical shapes with pattern or groups and add skipping or galloping to create pattern.	• Creating geometrical shapes	• Complete geometrical shapes
7. listen to drum beats and use the rhythm (slow, quick and stop) to travel through space using different pathways and make patterns.	• Creating pathways and patterns to drum beats	• Rhythmical patterns
8. create simple dance pieces using at least six patterns for a 2 minute duration.	• Creating dance	• Choreography
9. perform four (4) figures of camp style quadrille using traditional dance steps.	• Performing traditional dance	• Camp style quadrille
10. use ring and singing games to create dance with singing and action.	• Creating movement from games	• Ring and singing games

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
11. accept responsibility for errors made. 12. show respect and care of own and school property.	<ul style="list-style-type: none">• Accepting errors• Caring of property	<ul style="list-style-type: none">• Observation of: (a) accepting responsibility (b) respect and care for property
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• make patterns at different levels?• express mood and feelings in dance?• create geometrical shapes (2) with partner using the skip or gallop for transition?• use drum beats rhythmically to make sequences and patterns?• choreograph a 2 minute dance?• perform 4 figures of the camp style quadrille?• create musical games from ring and singing games?• recognize errors, accept corrections and correct them?• demonstrate that they value property?	<u>Materials/Resources:</u> Room with clean floor or dance room Tape recorder, drums, maracas Sticks, ribbon, cassettes with music	

**RELIGIOUS
EDUCATION**

RELIGIOUS EDUCATION**GRADE FOUR**Unit Title: **THINGS COMMON TO MOST RELIGIONS/
RELIGIOUS GROUPS**Term: **TWO**Unit: **ONE**Duration: **ONE TERM****FOCUS QUESTIONS:**

1. What do most world religions have in common?
2. Which outstanding people and places are connected to major world religions and why?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Gain insight into the nature of religion and what it means to be religious • Acquire and develop tools which will help them to appreciate religious ideas, beliefs and practices 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • explain the human need to relate not only to other human beings, but also to a deity/Supreme Being/Creator, and the part religion plays in satisfying this need. • explain what it means to be a member of a particular religious community. • explain how religious beliefs affect the daily life of a person and of a community. • list and briefly describe the basic elements/features common to religious groups. • identify basic practices which religions use to express their beliefs and values. • outline similarities in beliefs and values which cross the boundaries of religious groupings. • differentiate between various religions/denominations and other religious groups that exist within the Jamaican/Caribbean society. 	<p>God(s) (Some religions have more than one. Following are the main ones)</p> <p>Christianity: --- Father, Son, Holy Spirit Judaism: ----- Yahweh/Jehovah Islam: ----- Allah Hinduism: ----- Brahma, Vishnu, Shiva Deity Supreme Being Creator</p> <p>Holy People: Christianity: --- Apostles, saints Hinduism: ----- gods and goddesses (Shakti, Lakshmi, Ganesha), wise teacher (e.g. Manu) Judaism: ----- Abraham, Moses Islam: ----- Muhammad</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Demonstrate understanding of religious practices, principles and phenomena 	<ul style="list-style-type: none"> explore and analyse religious customs and practices in order to appreciate the kinship of humankind. identify the basic features of the sacred writings of different religious groups. describe the basic features of major religious festivals in the Caribbean and explain why they are celebrated. describe people and places important to each particular religious group. describe some of the practices associated with places of pilgrimage. explore stories about the lives of significant persons within the religions studied and state the morals or the values learnt. discover how events in the lives of outstanding religious persons motivated them and contributed to the founding of each major religion. explore what different religious groups believe about the nature of their deity/Supreme Being. give reasons why people visit places of pilgrimage. 	<p>Holy Places:</p> <p>Christianity: --- The Holy Land (Jerusalem, Calvary, Gethsemane, Mount of Olives, Bethlehem, Nazareth, River Jordan, Sea of Galilee) The Vatican</p> <p>Hinduism: ---- River Ganges, The City of Varanasi</p> <p>Judaism: ----- Jerusalem (Western Wall) Tombs of outstanding people e.g. Abraham's and Sarah's</p> <p>Islam: ----- Ka'bah in Makkah (Mecca) and Mt. Arafat (both in Saudi Arabia) Dome of the Rock (Jerusalem) City of Jerusalem</p> <p>Holy Books:</p> <p>Christianity: --- Bible</p> <p>Hinduism: ---- Vedas, Upanishads</p> <p>Judaism: ----- Torah, Books of the Prophets, Books of Writings.</p> <p>Islam: ----- Qur'an (Koran)</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 Appreciate the importance of, and commitment to, moral/religious principles 	<ul style="list-style-type: none"> respond positively to stated human values in word and action. evaluate sacred writings/the lives of significant religious persons and others to determine the importance of persevering in the achievement of worthwhile goals even in the face of difficult circumstances. identify ways in which the positive values learned from stories can be helpful in daily living. 	<p>Festivals: Christianity: --- Christmas, Easter, Pentecost, Harvest Thanksgiving Hinduism: ----- Diwali (Festival of Lights) Holi (Spring Festival) Judaism: ----- Rosh Hashanah (New Year), Shabbat (Sabbath) Hanukkah (Festival of Lights), Pesach (Passover) Islam: ----- Id-ul-Fitr, Id-ul-Adha/Eid-ul-Fitr, Eid-ul-Adha</p> <p>Systems of Belief: Judaism -13 Articles of Faith, Shema Christianity – Apostles’ Creed Islam-Five Pillars of Faith</p> <p>Worship (corporate and individual) Places of corporate worship Rites of passage (from conception to death)</p>

ACTIVITY PLAN**Focus Question 1.****What do most world religions have in common?****Objectives:****Pupils will:**

- explain the human need to relate not only to other human beings, but also to a deity/Supreme Being/Creator, and the part religion plays in satisfying this need.
- explain what it means to be a member of a particular religious community.
- explain how religious beliefs affect the daily life of a person and of a community.
- list and briefly describe the basic elements/features common to most religious groups.
- identify basic practices which religions use to express their beliefs and values.
- outline similarities in beliefs and values which cross the boundaries of religious groupings.
- differentiate between various religions/denominations and other religious groups that exist within the Jamaican/Caribbean society.
- explore and analyse religious customs and practices in order to appreciate the kinship of humankind.
- identify the basic features of sacred writings of different religious groups.
- describe the basic features of some religious festivals in the Caribbean and explain why they are celebrated.
- explore what different religious groups believe about the nature of their deity/Supreme Being.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. individually list the benefits which can be obtained from being a member of a particular religious community. 2. in whole class, discuss and categorise these in terms of: <ol style="list-style-type: none"> i) the physical, social and spiritual benefits. ii) personal and group benefits. iii) the supplier of these benefits as it leads to the ultimate giver---deity/Supreme Being/Creator. 3. role-play situations in which religious groups are supportive. 4. compose letters/stories to describe situations in which persons' needs were met by the religious group (s) to which they belong. 	<ul style="list-style-type: none"> • Identifying benefits • Categorising benefits • Portraying of attitudes and ideas • Co-operating with others • Sharing information • Writing letters/composing stories • Describing situations 	<ul style="list-style-type: none"> • List of categorised benefits • Role-play of relevant situations • Relevant descriptive letters and stories
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • depict situations illustrating how religious groups support needs? • describe in writing or orally, giving at least two examples, situations in which these needs are met? 	<p>Related Values:</p> <ul style="list-style-type: none"> • Love Caring • Loyalty Friendship • Compassion Helpfulness • Consideration Kindness 	<p>Materials/Resources:</p> <p>Stories/multimedia Resource persons (including pupils and parents)</p>

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. discuss and list the features, practices, values and beliefs common to the four religions under study. 6. role-play situations in which people from any of the four world religions illustrate the features, practices, values and beliefs of their religions. 7. in groups, research different religions/denominations in the Jamaican society: describing customs, practices and values of each. Display and discuss the similarities and differences identified and associate these with the relationships between people. 8. name the Holy Books important to the four major religions. 9. describe (orally, or in writing) religious festivals, identifying their features and saying how and why they are celebrated. 10. listen to stories that involve the nature of different deities/ the Supreme Being (e.g. all-powerful, ever-present, forgiving, and providing). Mount a display (written work, drawings, models) showing what most religions have in common. Record in journals.	<ul style="list-style-type: none"> • Illustrating practices, values and beliefs • Comparing and categorising • Critiquing features • Collecting information • Reporting on religions • Naming books • Identifying and describing features • Listening to religious stories • Identifying commonalities • Mounting display • Recording in journals 	<ul style="list-style-type: none"> • Oral and written list of values and practices • Role-play of practices and beliefs • Oral/written descriptions of festivals • Display of the features of different Religions • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • name a set of values/beliefs common to religions/denominations? • give a representation of at least one feature/practice of one of the world's four major religions? • identify some religious festivals and describe how and why they are celebrated? • give presentations and accurate information on features of at least one world religion? • enter information in their journals, using SJE? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Co-operation Sharing • Compassion Tolerance • Sympathy Unity • Service to others Kinship • Concern to others • Generosity • Appreciation of other people's beliefs, cultures and religions 	<p><u>Materials/Resources:</u></p> <p>Multimedia materials (print, video, film, and tape) Books, pamphlets, brochures about the four major religions (research possible at the Jamaica Theological Seminary's Library) Stories from holy books</p>

ACTIVITY PLAN**Focus Question 2.****Which outstanding people and places are connected to major world religions and why?****Objectives:****Pupils will:**

- name people and places important to each particular religious group.
- give reasons why people visit places of pilgrimage.
- describe some of the practices associated with places of pilgrimage.
- explore stories about the lives of significant persons within the religions studied and state the morals or values learnt.
- discover how events in the lives of outstanding religious persons motivated them and contributed to the founding of each major religion.
- respond positively to stated human values in word and action.
- evaluate sacred writings/the lives of significant religious persons and others to determine the importance of persevering in the achievement of worthwhile goals.
- identify ways in which the positive values learned from stories can be helpful in daily living.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. be introduced to stories about holy people and places through narratives/drama and/or multimedia materials. Discuss information obtained in terms of: a) the identities of the holy people in each religion. b) when were they born? c) important milestones in their lives. d) the founders of these religions and why they were started. 2. explain (orally/in writing) their interpretation of any values/morals depicted in the lives of these holy people and relate any of these values/morals to their everyday lives.	<ul style="list-style-type: none"> • Listening and observing • Recalling information • Identifying and explaining values • Making decisions 	<ul style="list-style-type: none"> • Discussion • Oral explanation of values
Evaluation: Were pupils able to: <ul style="list-style-type: none"> • associate the names of deities, holy people or founders with a religion/denomination? • give examples of rules/values learnt from information about holy people? 	Related Values: <ul style="list-style-type: none"> • Willingness to listen to the views of others • Co-operation • Openness to divine inspiration • Quest for knowledge 	Materials/Resources: Multimedia materials (print, audio, or video) Resource persons

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. from stories, identify examples in which holy people faced difficult circumstances and persevered. Relate how these examples could help them in their own lives. 4. narrate, dramatise, or write about events which motivated the founders and led to the start of a religion/denomination. 5. discuss holy places connected with each religion, citing the historical events which led to their importance, in some cases, as places of pilgrimage. 6. locate these holy places on annotated maps, recognising any change of name. 7. listen to resource persons (live or on audio/video tapes) talk about some of the practices associated with pilgrimages and view pictures/artifacts/souvenirs from these holy places.	<ul style="list-style-type: none"> • Listening, reconstructing and retelling • Drawing conclusions • Dramatising events • Labelling maps • Listening to resource person • Showing regard for artifacts 	<ul style="list-style-type: none"> • Discussion • Dramatisation and discussion • Completed map
Evaluation: Were pupils able to: <ul style="list-style-type: none"> • cite relevant circumstances from stories heard? • give examples of the usefulness of these situations to their everyday lives? • describe the start of a religion/denomination? • locate holy places on a map? 	Related Values: <ul style="list-style-type: none"> • Co-operation • Self confidence • Courage • Endurance • Dependability • Willingness to appreciate other people's artifacts, beliefs and practices 	Materials/Resources: Stories about people and places of the four major religions Artifacts (real, pictures or replicas) from holy places Maps of holy places, world maps Information from resource persons (direct or indirect)

SCIENCE

ACTIVITY PLAN

Focus Question 1. What is water and why is it important to life?

Objectives:

Pupils will:

- distinguish the properties of water through investigations.
- explain why water is essential for continued existence of life on earth.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. collect three transparent containers of different shapes, and label them A, B and C, and also a container with water (approximately 100 cm³), with the level marked. Pour water from the container into container A and mark the level, then from container A into B, into C, and mark the water levels, then from C into the original container and check against previous mark. Discuss observations and say whether the volume of water has changed, and also if the shape of the container has changed the volume of water, giving reasons. Write findings in books. 2. investigate if water samples contain air, and if pure water is colourless. Write a report on each activity. 3. research the need for water by all living things, and report findings to class. 	<ul style="list-style-type: none"> • Observing, inferring and reporting information • Investigating to answer specific questions • Seeking and finding relevant information 	<ul style="list-style-type: none"> • Safety guidelines followed • Written conclusions • Report of investigations • Report of findings
<p><u>Evaluation:</u></p> <p>Were pupils able to</p> <ul style="list-style-type: none"> • carry out each investigation with due regard to safety? • draw accurate conclusions about volume and shape? • write a report with clearly stated procedures and facts? • give report containing relevant and current information? 	<p><u>Materials/Resources:</u></p> <p>Textbooks Newspaper clippings Pamphlets Magazines and any other written materials available Multi-media materials on water Containers Water Distilled water</p>	

ACTIVITY PLAN**Focus Question 2.****Where does water come from?****Objective:**

Pupils will:

- illustrate the water cycle, and explain the process at each stage.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make a model or simulation of the water cycle, and in groups, explain the processes to classmates. 2. collect samples of water from different sources e.g. river, spring, rainfall, well, tank, reservoir/dam, pond, lake, sea, and do comparisons of smell, colour, amount of residue from filtration, and report findings by graphs or using a table. 	<ul style="list-style-type: none"> • Manipulating and creating models • Communicating ideas • Making relevant comparisons • Displaying data graphically or in tabular form • Analyzing information 	<ul style="list-style-type: none"> • Model or simulation • Explanations • Reported findings in graph or table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a model or simulation representative of the water cycle? • give correct explanations of processes in the water cycle? • make a graph or table showing valid comparison, correct information? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on the water cycle Materials for making the model or simulation Water sources</p>	

ACTIVITY PLAN**Focus Question 3.****How can I make water safe for drinking?****Objectives:****Pupils will:**

- identify sources of water pollution, and ways of reducing their detrimental/harmful effects.
- outline different methods of purifying water.
- demonstrate an understanding of filtration as one method of extracting the solid particles from a water sample.
- identify some common water-borne diseases and explain how these can be prevented/treated.
- work cooperatively in groups.
- participate in activities to reduce water pollution, with due regard to safety.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. investigate local instances of water pollution and suggest ways of reducing/eliminating these, as well as different methods for water purification. Write report of each activity. Go on a field trip/collect samples of water, investigate for each sample – colour, odour, sediments, presence of organisms, and make inferences about the purity of water. Write a report on investigations. 2. develop an interview schedule (in discussion with teacher), then in groups, Interview local health official(s), and report to class on findings relating to most common water-borne disease(s). Research these diseases then design creative pieces for giving people advice on how to reduce symptoms of, or eliminate, each disease. 	<ul style="list-style-type: none"> • Analyzing and evaluating information • Interviewing • Researching • Communicating ideas • Reporting 	<ul style="list-style-type: none"> • List of suggestions • Methods of purification • Report • Findings from interviews • Creative piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a list with valid suggestions for reducing/eliminating water pollution? • name some methods of water purification? • write a report with valid inferences? • collect required information from interviews? • develop a piece which portrayed accurate information, appealed to the audience? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on water pollution/water purification/water-borne diseases Health officials and other resource persons Props for performance pieces Magnifier</p>	

GRADE FOUR SCIENCE UNIT – WATER: APPENDIX

Disease[Other Names]	How transmitted	Major symptoms	Prevention	Quarantine period	Immunity
Cholera	By water through faecal contamination	Severe diarrhoea with 'rice-water stools', then extreme dehydration, vomiting, cramps	a) Quarantine of known cases b) Careful hygiene and general sanitation to prevent contamination of water supplies c) Vaccination	2 weeks, if patient is properly treated	At least 3 months but has to be repeated
Typhoid Fever [Enteric fever]	Through infected food, milk or water (usually contaminated by sewage). It can also be spread by flies, and also by direct contact with infected material	After incubation period (usually 10 – 14 days) – headache, loss of appetite, constipation, followed by fever, abdominal pain, nose bleeds, spots on abdomen, then diarrhoea as fever subsides	a) Purification of water supplies and pasteurization of milk b) Quarantine of known cases c) Vaccination	4 – 6 weeks	Small 'booster' doses given every 3 – 4 years
Infectious Hepatitis [Epidemic hepatitis, catarrhal jaundice, hepatitis A or B]	Poor sanitation, contaminated food or water, malnutrition, use of contaminated needles	Loss of energy, appetite; nausea; slight fever. Then follows tenderness & enlargement of liver, pain in abdomen, and eventually jaundice. Possibly also, vomiting and diarrhoea.	a) Proper disposal of faeces and urine b) Gamma globulin injection given early enough after exposure	6 – 10 weeks	4 – 6 weeks
Poliomyelitis [Infantile paralysis]	From person to person through direct contact, i.e. by infected droplets through coughing or sneezing. Also through milk, drinking water that is contaminated by sewage	Fever, nausea, vomiting, diarrhoea, sore throat, headache, stiff neck, muscle pains, paralysis	Polio vaccine	10 – 30 days	Permanent

SCIENCE**GRADE FOUR**Unit Title: **AIR: PART OF EARTH'S ATMOSPHERE**Term: **TWO**Unit: **TWO**Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. What is air?
 2. How do we make use of air?
 3. How can the air I breathe in be unsafe?
 4. What could happen if I breathe in air that is unsafe?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that air is necessary for life and that it is all around us 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • demonstrate an understanding that air takes up space, is all around us, has weight, is colourless and exerts pressure. • identify some components of air. • investigate how some components of air are utilized. • identify sources of air pollution and explain ways of reducing their detrimental/harmful effects. • plan, design and construct, a device for filtering air. • identify some common air-borne diseases, and explain how these can be prevented/treated. • participate effectively in group/class activities. 	<p>air weight space colourless pressure earth atmosphere air pollutants air pollution air-borne diseases barometer oxygen carbon dioxide water vapour nitrogen contaminated air gases</p>

ACTIVITY PLAN**Focus Question 1.****What is air?****Objectives:****Pupils will:**

- demonstrate an understanding that air takes up space, is all around us, has weight, is colourless, and exerts pressure.
- identify some components of air.
- participate effectively in group/class activities.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. investigate the presence of air in the earth's atmosphere. After discussion with teacher, work in groups to establish how the group will use a given plastic bag and plastic twist (e.g. that used to seal bread bags), to determine if air is present in the atmosphere. Produce a simple plan to show how the group will tackle the tasks and solve the problems by asking questions e.g.</p> <p>(i) Where do we find air? (ii) Can you feel air?</p> <p>Observe events and simple processes, say what outcomes/results arise, and record their findings in words, diagrams, sketches or other means. Report in groups to the class on their findings, using oral, written or visual and expressive forms, and also respond to queries from classmates/ teachers.</p>	<ul style="list-style-type: none"> • Seeking and finding information • Planning and designing • Solving problems • Observing and drawing inferences • Recording and reporting 	<ul style="list-style-type: none"> • Participation in discussion • Plan • Record of findings • Group report
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a simple plan to show how they would tackle tasks? • make an accurate record of their findings? • produce a group report, which was accurate, clear and concise? 	<p>Materials/Resources:</p> <p>Textbooks: <u>First Steps in Science</u>, Book 4 – McClenan et al or <u>Finding out</u>, Book 4 - June Mitchelmore</p> <p>Pamphlets</p> <p>Newspapers and magazines</p> <p>Plastic bags</p> <p>Plastic twists</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. in groups, investigate what happens when: (i) air is blown into a balloon, (ii) a crumpled piece of dry paper is squeezed into the bottom of a transparent plastic cup, which is inverted and totally immersed in a container of water, (making sure that the paper remains at the bottom of the cup). Carefully take the cup back out of the water, allowing the water on the cup to drip off, then check if the paper remains dry.</p> <p>Make observations and record information obtained in a variety of ways. Evaluate the reliability of evidence observed by repeating the investigations, then draw conclusions. Report on findings.</p> <p>3. work in groups to investigate if air has weight. Blow up the balloons to the same size and tie their necks with string. Use the stick, pencil and tins provided, to form a balance. Mark the fulcrum or pivot position with chalk. Tie the balloons to each end of the stick and balance again. Push the pin into one of the balloons and make observations. Record findings and draw conclusions. Report outcomes to classmates in oral, written, visual and expressive forms.</p>	<ul style="list-style-type: none"> • Planning and designing an investigation • Observing, recording and evaluating information • Observing, recording and evaluating information 	<ul style="list-style-type: none"> • Record of investigations • Report of findings • Report on outcomes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • report on findings, with clarity, accuracy of information? • give report on the outcomes that had accurate and relevant information? 	<p><u>Materials/Resources:</u></p> <p>Balloons Paper Transparent plastic cups Water Containers Tins with soil Thin sticks Scissors or other appropriate cutting implement String Chalk Pencils</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. in their immediate environment, make observations to find out if air has colour. Write a statement on their findings.</p> <p>5. in groups, participate in pumping up an under-inflated ball/bicycle tyre. Observe and say what are the outcomes/results. Make inferences from their observations, regarding the force exerted by the air over a specific area, and if air can be seen and felt. Discuss their findings in group/class and from this, arrive at a basic understanding of pressure, and write a statement on what it is.</p> <p>6. in groups, do research on the components of air. In discussion with teacher, come up with an area of enquiry, e.g. 'What makes up air?' or 'Is dust a component of air?'. Research the information using a variety of sources e.g. text, film, multi-media, etc. In groups, report to the class, using a variety of means.</p>	<ul style="list-style-type: none"> • Observing, inferring and drawing conclusions • Observing, analyzing and evaluating information • Manipulating equipment • Defining operationally • Seeking and finding information • Sharing information 	<ul style="list-style-type: none"> • Written statement • Written statement • Group report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • state correctly that air is colourless? • give an accurate record of their observations? • give a simple explanation of what pressure is? • produce report with relevant and clearly stated facts? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on air Bicycle or ball Pump Resource persons Sites for field trips Materials for class display Internet access</p>	

ACTIVITY PLAN

Focus Question 2. **How do we make use of air?**

Objective:

Pupils will:

- investigate how some components of air are utilized.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. collect examples/information on objects in the environment that use air. Discuss how each object uses air, as well as other situations involving the use of air e.g. air canister for pumping tyres and balloons, giving someone who has fainted sufficient space (to get enough oxygen from the air). Do a graphic organizer e.g. diagram, showing air and its uses.	<ul style="list-style-type: none">• Seeking, finding and reporting information• Communicating ideas graphically	<ul style="list-style-type: none">• Graphic on uses of air
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• make a graphic organizer showing the correct relationships?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 3.****How can the air I breathe in be unsafe?****Objectives:****Pupils will:**

- identify sources of air pollution and ways of reducing their detrimental/harmful effects.
- plan, design and construct a device for filtering air.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in groups to research air pollutants, and their effects on the environment, placing emphasis on: <ol style="list-style-type: none"> (a) sources of air pollution (b) preventative measures Present their work to the class, and record work in written and illustrative forms. 2. write the steps for making a device for filtering air. Make the device and test it. 	<ul style="list-style-type: none"> • Seeking and finding information • Planning and designing a device • Creating a device 	<ul style="list-style-type: none"> • Record of findings • Device
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • develop a record of their work, with accurate information on air pollutants? • make a device and evaluate how well it works? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on air pollution, Materials for making the filtering device</p>	

ACTIVITY PLAN

Focus Question 4.

What could happen if I breathe in air that is unsafe?

Objective:

Pupils will:

- identify some common air-borne diseases, and explain how these can be prevented/treated.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. in discussion with teacher, suggest some relevant sources of information and evidence, relating to common air-borne diseases, then use these to give a display, talk or role-play on these diseases.	<ul style="list-style-type: none"> • Seeking and finding information 	<ul style="list-style-type: none"> • Display/talk/role-play
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • produce a display/talk/role-play that portrayed accurate information, in a creative and interesting way, with audience appeal? 	<u>Materials/Resources:</u> Materials for the display or props for the performance piece Multi-media materials on air-borne diseases Resource person(s)	

SOCIAL STUDIES

SOCIAL STUDIES

GRADE FOUR

Unit Title: MEETING OUR ECONOMIC NEEDS

Term: TWO

Unit: ONE

Duration: SIX WEEKS

- FOCUS QUESTIONS:**
- 1. How do we use the environment to satisfy our economic needs?**
 - 2. Why do we need to trade with other countries?**

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• Understand the interaction between people and their environment as they exploit earth's resources to meet their needs • Develop locational and descriptive skills relating to their physical environment	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• define and use correctly the concepts, resources, raw materials, trade, economic needs, economic activities.• identify ways people use the resources of the environment to meet their needs.• draw conclusions about the major economic activities in Jamaica from work done in Term 1.• name the main agricultural crops.• identify some crops used as raw materials in manufacturing.• list the products derived from manufacturing / processing of certain crops and raw materials.• assess the impact of tourism, mining, agriculture and manufacturing on the environment (physical and human).• discuss the ways in which bauxite companies ensure continuous and productive use of the land after mining.• outline and compare the advantages and disadvantages of tourism, agriculture, mining and manufacturing to Jamaica.• identify and locate on a map of Jamaica the areas of major economic activities.• identify and locate on a map of Jamaica the main sea and air ports. • locate Jamaica's main trading partners on a map.	<p>productive minerals sector bauxite resource industry products process agriculture manufacturing environment economy trade mining export import transport sea port, airports customs raw materials aluminium government productive minerals sector</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Appreciate the role of government in our every day lives• Interpret information from a variety of sources• Appreciate that interdependent relationships are necessary for our survival, growth and development• Present information in a variety of ways	<ul style="list-style-type: none">• discuss the role of government in agriculture, mining, tourism and manufacturing.• interpret simple tables and graphs.• explain the importance of trade to Jamaica.• list Jamaica's main exports and imports.• discuss the importance of producing and maintaining quality goods in the market place.• draw simple flow diagrams to show the processing of a crop, a mineral or the manufacturing of a garment or a piece of furniture.• present information graphically.	

ACTIVITY PLAN**Focus Question 1.****Objectives:****How do we use the environment to satisfy our economic needs?****Pupils will:**

- define and use correctly the concepts 'resource', 'raw materials'.
- identify ways in which people use the resources of the earth to meet their needs.
- identify and locate on a map of Jamaica the areas of main economic activity.
- identify some crops used as raw materials in manufacturing/processing.
- list the products and by-products from processing certain crops and minerals.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. through discussion, based on pictures of people using various resources be guided into formulating a working definition of the concepts: resource, raw materials, economic needs, economic activities. 2. explain how we use the environment to satisfy our economic needs e.g. growing crops. 3. collect and bring to class labels of food items made in Jamaica. 4. read labels to state which of the following crops (sugar, coffee, bananas) were used as raw materials. 5. recall from their own experience and talk about other products e.g. (mats, starch and cooking oil) made from other crops. 6. on an outline map of Jamaica, shade and name the main manufacturing and bauxite mining areas. 7. talk about how bauxite is processed into alumina, into aluminium and the products made from aluminium. Make a list of these products. 	<ul style="list-style-type: none"> • Conceptualizing • Offering explanation • Collecting resource materials • Reading for information • Recalling and supplying information • Locating places on a map • Supplying and recording information 	<ul style="list-style-type: none"> • Definition of concepts • Explanation • Mapwork • Lists of products

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. go on a field trip to an area of economic activity. (Pupils may visit more than one area of economic activity on one trip). Collect information and describe the economic activities they have seen. Description may be done through drama, music, art as well as writing e.g. information booklets)</p> <p>9. use a diagram to illustrate manufacturing as a process which includes the input and processing of raw materials and the output of finished products. Include definition of manufacturing in their glossary.</p> <p>10. in small groups produce illustrated booklets showing how people use resources in their environment to satisfy their needs (agriculture, farming, mining, manufacturing).</p>	<ul style="list-style-type: none"> • Observing, questioning, collecting and recording information • Presenting information in creative ways • Conceptualizing • Making flow diagram • Synthesizing information 	<ul style="list-style-type: none"> • Creative expression • Information booklets • Diagram • Booklets
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a clear, concise definition of resource, raw materials, economic needs? • explain the ways we use the environment to satisfy our economic needs? • locate clearly and accurately the major areas of economic activities on map of Jamaica? • identify correctly, the products that are made from aluminium? • read labels and extract relevant information? • use knowledge to creatively convey relevant information? • insert words in diagram correctly to show their understanding of the process of manufacturing? • produce booklets that are creative, provide accurate information and show how people use the resources in their environment to satisfy their economic needs? 	<p><u>Materials/Resources:</u></p> <p>Outline Maps of Jamaica Atlases Pictures of: caves, waterfalls, mountain scenery, coastal scenery Brochures and pamphlets from industries, newspaper clippings Pictures of people engaged in economic activity eg. mining, manufacturing, tourism, agriculture</p>	

ACTIVITY PLAN**Focus Question 2.****Objectives:****Why do we need to trade with other countries?****Pupils will:**

- discuss the concept: trade.
- explain the importance of trade to Jamaica.
- identify Jamaica's main trading partners and locate them on a world map.
- list Jamaica's main imports and exports.
- interpret simple tables and graphs and present information graphically.
- discuss the importance of producing and maintaining quality goods in the market place.
- identify Jamaica's main sea and air ports and the products imported/exported from them.
- identify the support services needed for importing and exporting goods.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. review definitions of "Trade", "Import", "Export" (done at grade 3). 2. examine tables and other graphic materials showing Jamaica's import/export for selected periods and rank order them in terms of value. (N.B. Treat imports and exports separately). 3. categorize imports and exports under headings as products of agriculture, manufacturing and mining. 4. read newspaper articles to identify ports (sea and air) from which goods enter and leave the country. Make a table to show the ports from which Jamaica's major exports leave the country (bananas, coffee, sugar, rum, bauxite, alumina). 	<ul style="list-style-type: none"> • Discussion • Interpreting tables and rank ordering • Classifying items • Reading for information • Presenting information in tabular form 	<ul style="list-style-type: none"> • Rank order of imports and exports in terms of value • Classified items • Table

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. examine labels (on food, clothing, appliances etc.) around the home to determine origin of products. Make a list showing the items and their countries of origin.	• Reading for information	• List
6. estimate the percentage of imported goods used in the home on a regular basis. Infer from their estimates what could be some of Jamaica's major imports.	• Making estimates • Making inferences	
7. speculate about what life would be like without these imported products. Share ideas in whole class discussion.	• Thinking critically • Sharing information	
8. make a cartoon strip explaining the importance of imports.	• Making cartoon	• Cartoon strip
9. examine tables showing earnings from exports and answer questions based on table.	• Interpreting tables	• Answers to questions based on table
10. discuss what they think the money earned from exports is used to do.	• Discussing ideas	
11. discuss what would happen if we did not earn this money.	• Discussing ideas	
12. make a poster depicting what they think would happen to Jamaica if we did not trade with other countries.	• Making poster	• Poster

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. shade in and name on a map of the world some of Jamaica’s trading partners e.g. Japan, U.S.A, Canada, England, Trinidad and Tobago and Guyana.</p> <p>14. do research using newspaper, pamphlets and or resource persons to find out what happens to goods when they enter the country (customs duties, quality check by The Bureau of Standards etc.) In role as either a Customs Officer or an Officer of The Bureau of Standards, address a group of importers on the subject of the processing of imported goods that your department carries out.</p>	<ul style="list-style-type: none"> • Locating countries on a map • Reading for information • Role-playing 	<ul style="list-style-type: none"> • Completed map • Role-play
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • rank order the imports and exports according to money value? • categorize imports/exports using correct headings? • correctly construct a table showing exports and the ports from which they leave Jamaica.? • produce list with products and countries of origin correctly matched? • produce cartoon strips which clearly outline the importance of imported products to Jamaica? • answer correctly questions based on table? 	<p><u>Materials/Resources:</u></p> <p>World map Resource persons Newspaper – shipping supplement Pamphlets from support services Pocket book of statistics (STATIN)</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
15. imagine they export products, write a description of what happens to them when they leave Jamaica for (export) a market abroad.	• Imaginative writing	• Description
<u>Evaluation:</u> <ul style="list-style-type: none">• make poster which clearly depicts some of the possible effects on Jamaica of her not trading with other countries?• locate main trading partners on world map?• in role as Customs Officer or Officer of The Bureau of Standards able to convey accurate information relating to the processing of imported goods?• use information from the research to describe their experience as exporters?	<u>Materials/Resources:</u>	

SOCIAL STUDIES**GRADE FOUR**

**Unit Title: HOW WE AFFECT THE ENVIRONMENT
AS WE MEET OUR ECONOMIC NEEDS**

Term: TWO

Unit: TWO

Duration: SIX WEEKS

**FOCUS QUESTIONS: 1. How do we affect the environment as we meet our economic needs in (a) agriculture, (b) tourism, (c) mining, (d) manufacturing, (e) trade?
2. How can we preserve our environment while meeting our economic needs?**

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 • Understand the interaction between people and their environment as they exploit earth's resources to meet their needs 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: pollution, waste disposal, toxic waste. • discuss the relationship between overpopulation and pollution of the environment. • examine ways in which disposal of waste from mining and manufacturing affects the atmosphere. • discuss how the disposal of waste from manufacturing, tourism and ships in port affect sea water. • describe the activities in agriculture which pollute the land, gullies and rivers. • list ways in which entertainment creates loud noise. • discuss the effects of poor farming practices on the land. • outline the positive effects of tourism, manufacturing, agriculture and mining on the environment. • describe ways in which pupils can minimize/prevent environmental damage in their home, school, and community. • develop a commitment towards stewardship of the environment. 	<p>sewage disposal destruction of beach air } water } pollution noise } dust } soil erosion soil exhaustion pesticide</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Appreciate the role of government in our everyday life• Interpret information from a variety of sources• Value the contributions that individuals and groups have made towards the betterment of life on planet earth	<ul style="list-style-type: none">• identify steps taken by government and other agencies to minimize/prevent damage to the environment.• identify and use relevant information.• show willingness to keep waste to a minimum and to dispose of it in ways that are least harmful to the environment.• begin to develop the habit of behaving in ways that will minimize/prevent environmental damage in their home, school and community.	

ACTIVITY PLAN**Focus Question 1.****How do we affect the environment as we meet our economic needs in (a) agriculture, (b) tourism, (c) mining, (d) manufacturing, (e) trade?****Objectives:****Pupils will:**

- define and use correctly the following concepts: pollution, waste disposal, toxic waste.
- discuss the relationship between overpopulation and pollution of the environment.
- examine ways in which disposal of waste from mining and manufacturing affect the atmosphere.
- discuss how the disposal of waste from manufacturing, tourism and ships in port affect the sea.
- describe the activities in agriculture, which pollute the land, gullies and rivers with toxic waste.
- list ways in which entertainment creates loud noise.
- discuss the effects of poor farming practices on the land.
- outline the positive effects of tourism, manufacturing, agriculture and mining on the environment.
- identify and use relevant information.
- show willingness to keep waste to a minimum and dispose of it in ways that are least harmful to the environment.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. brainstorm to identify various types of waste and the sources of these waste (e.g. kitchen, classroom, canteen, human, industrial, vehicular.) 2. observe school compound to see what people do with waste and <ol style="list-style-type: none"> (a) discuss the types of waste seen and the methods of disposal used, (b) evaluate the environment of the school compound in relation to methods of disposal (cleanliness, smell, beauty), (c) consider and discuss what would happen to waste and waste disposal if the number of pupils in the school was doubled. 	<ul style="list-style-type: none"> • Brainstorming to obtain information • Observing to get information. • Discussing information • Evaluating methods of disposal • Making deductions 	<ul style="list-style-type: none"> • Types and sources of waste identified • Evaluation • Consequences suggested

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. define the terms, waste and pollution: (a) in class (b) as an individual writing exercise.</p> <p>4. (a) read story (supplied by teacher) or newspaper article about a family who is being affected by bauxite dust and emissions or discuss their own experiences with bauxite dust and emissions. (b) name other sources of similar emissions in the air. (c) discuss ways in which these emissions pollute the atmosphere and identify some of the effects they have on human activity (housing, health, agriculture etc.) Write findings in a paragraph.</p> <p>5. (a) in groups of five, research information on pollution. Each group will be responsible for one of the sectors; agriculture, manufacturing, mining, tourism and trade. Record on loose paper which will ultimately be collated into a booklet.</p>	<ul style="list-style-type: none">• Defining concepts• Writing definition• Reading for information • Making inferences • Researching information	<ul style="list-style-type: none">• Written definitions • Paragraph • Group reports
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• define given terms clearly to bring out meanings?• accurately list sources and effects of pollution on the atmosphere?• collect adequate and appropriate information to write in their booklets?	<p><u>Materials/Resources:</u></p> <p>Pamphlets Pictures Brochures Fact sheets Textbooks</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>(b) write sentences and make drawings for booklet describing how their sector pollutes the atmosphere and the effects of this pollution on human life. Share information with class.</p> <p>6. ask questions of workers in a factory or a hotel on the coast to find out what waste products are generated and what is done with this waste, e.g. sewage or laundry water in the hotel. Make a list of the waste products identified and how they are disposed of.</p> <p>7. do the following activity to experience the effects of increased volume of foreign matter in water: take a cup of water, put in a pinch of salt and taste it. Describe the taste. Put in 1 tsp. of salt and taste it. Describe the taste. Put in 5 tsp. and taste it. Put 20 tsp., taste and describe the taste. Record their experiences using a table. State their conclusion about the experiment. Discuss the ways in which the experiment applies to pollution of the environment.</p>	<ul style="list-style-type: none">• Writing sentences• Sharing information • Asking relevant questions • Recording observations	<ul style="list-style-type: none">• Entries in booklets • List • Completed table
<p><u>Evaluation:</u></p> <p>Were pupils able to :</p> <ul style="list-style-type: none">• write clear simple sentences on each sector studied?• identify how waste is disposed of?• carry out experiment in sequence suggested and record their findings on a table?	<p><u>Materials/Resources:</u></p> <p>Salt Cups Water</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. consider and talk about what would happen to waste disposal if the factory doubled its production or the hotel greatly increased the number of guests. Summarize the discussion.</p> <p>9. respond to questions about the dangers posed by pesticides and talk about how they got the information.</p> <p>10. with teacher's help, imagine a scenario where a farmer sprayed his cabbage field with pesticide and it rained heavily. The pesticide is washed into the gully, the water flows into the river and then into the sea. Say what would be the effects on the river and the sea. Record the answers.</p> <p>11. consider and discuss what the effect would be if pesticide from 20 farms were washed into the river and sea.</p> <p>12. listen to teacher explaining that because they are poisonous, pesticides and fertilizers are referred to as toxic waste.</p>	<ul style="list-style-type: none"> • Making inferences and drawing conclusions • Summarizing • Answering questions • Making inferences • Deducing information 	<ul style="list-style-type: none"> • Written summary • Answers to questions • Recorded answers
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make meaningful summary based on discussion? • respond correctly to questions on the dangers of pesticides? • give appropriate responses to questions asked? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. make deductions about the effects that oil spills, sewage, waste water from factories and laundries, and toxic waste discharged into the sea have on marine life and on people.</p> <p>14. from resource materials provided by teacher, read additional information on how these foreign substances damage marine life.</p> <p>15. write sentence(s) or make drawings for the booklet referred to earlier, describing how each sector (named in 5 above) pollutes the sea and the consequences of the pollution.</p> <p>16. (a) discuss a very loud noise they have heard, noise that was so loud that it drowned all other sounds (noise pollution). (b) name some sources of loud noise (machinery, sound systems, vehicles, airports) and the sector of the economy which generates it. (c) deduce the effect of noise pollution on conversation, ill or tired persons and on one's hearing. (d) write sentence(s) or make drawings for the booklet describing how each sector creates noise pollution and the effects on people's lives.</p>	<ul style="list-style-type: none"> • Making deductions • Writing sentences • Participating in discussion • Making deductions • Recording information 	<ul style="list-style-type: none"> • Completed sentences • Participation in discussion • Booklet entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • illustrate in drawings or describe in sentences how their sector pollutes the sea and the effects of this pollution? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
17. match colour-coded cards about farming (prepared by the teacher). Read each group of cards to see the relationship between certain farming practices and soil erosion and soil exhaustion: (a) determine which one of the cards in each group (all of the same colour) states a consequence of the activities described in the other cards in the group; (b) which group of cards describe a good farmer. (c) share experiences of similar farming activity they have observed. (d) consider and discuss the effects of farming practices (good and bad) on people's lives.	<ul style="list-style-type: none">• Matching information • Sharing experiences• Participating in discussion• Making deductions	<ul style="list-style-type: none">• Information gathered • List effects
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• participate in discussion by:<ul style="list-style-type: none">- asking appropriate questions?- making appropriate responses?- listening to others?- waiting turn to speak?• match game cards appropriately, correctly identifying farming practice and their effects?	<u>Materials/Resources:</u>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Note to Teacher</p> <p>The cards will be in four colours: two groups about clearing the land, and two about planting and reaping.</p> <p>Group 1: Clearing the land (4 cards)</p> <ul style="list-style-type: none"> • burning • chop down all trees • leave land bare • soil erosion: soil washed away into a river <p>Group 2: Clearing the land (3 cards)</p> <ul style="list-style-type: none"> • keep some trees • mix in grass with soil when digging up the land • fertile soil: likely to yield plenty, good-sized produce <p>Group 3: Planting and reaping (4 cards)</p> <ul style="list-style-type: none"> • change crop every few years • wet land sometimes • use fertilizer • good crop yields : fertile soil <p>Group 4: Planting and reaping (3 cards)</p> <ul style="list-style-type: none"> • plant the same crop every year • no fertilizer • soil exhausted: poor crop yields 		

ACTIVITY PLAN

Focus Question 2.

How can we preserve the environment while meeting our economic needs?

Objectives:

Pupils will:

- identify steps taken to minimize/prevent damage to the environment.
- describe ways in which they can minimize/prevent environmental damage in their home, school and community.
- identify and use relevant information.
- show willingness to keep waste to a minimum and to dispose of it in ways that are least harmful to the environment.
- begin to develop the habit of behaving in ways that will minimize/prevent environmental damage in their home, school and community.
- develop a commitment towards stewardship of the environment.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. (a) go on 'walk about' on school compound and identify areas where damage to the environment is evident e.g. burning area, littered areas, waste water flow. etc.</p> <p>(b) make and distribute fliers and posters to inform the school community about the problems identified and suggest the need for corrective measures to be taken.</p> <p>(c) develop a class plan and share with school population and implement plan. Plans could include sorting waste from school into biodegradable and non-biodegradable waste, then disposing of them appropriately and making compost in school garden.</p>	<ul style="list-style-type: none">• Observing for environmental damage• Making flyers and posters• Developing and implementing plan of action	<ul style="list-style-type: none">• Observations• Flyers and posters• Completed plan
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• detect through observation aspects of environmental concern?• produce flyers and posters which were informative?• develop a feasible plan and carry this out?	<p><u>Materials /Resources:</u></p> <p>School environment Cartridge paper Paste Scissors Markers</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2: listen to resource persons from organizations concerned with environmental preservation speak on matters of environmental care as this relates to sustainable development. Use information from pamphlets and oral presentation to make "Did you know?" fact sheets relating to care of the environment.</p> <p>3. write letters to managers of hotels, mining establishments, manufacturers of chemicals for household use and agricultural use, and farmers, requesting information on</p> <ul style="list-style-type: none">(a) the kinds of waste generated by their establishment(b) how the waste is disposed of(c) how the product (s) they produce should be used(d) measures that they have in place to reduce the negative effects of their waste disposal methods or production activity on the environment.	<ul style="list-style-type: none">• Listening for information• Synthesising information• Producing fact sheets • Identifying appropriate sources of information• Requesting relevant information	<ul style="list-style-type: none">• Fact sheets • Letter
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• develop fact sheets using the information from the sources accessed?• write letters requesting the relevant information and using the correct format?	<p><u>Materials/Resources:</u></p> <p>Resource persons from: National Environment Education Committee (NEEC), The Environment Action Programme, Natural Resources Conservation Authority (NRCA), Rural Agricultural Development Authority (RADA) Hotels Manufacturing establishments Farmers etc.</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. identify the location of the establishment contacted and discuss some of the possible effects they could have on the immediate environment and whether the measures stated by them are adequate. Write a paragraph on what they could do to reduce environmental damage if they were the manager owner of one of these establishments contacted.</p> <p>5. in groups develop cartoons illustrating how each of the following community problems which the residents identified could be corrected.</p> <p>(a) factory emitting smoke and soot and discharging waste in the nearby sea or river</p> <p>(b) farmer using chemicals and fertilizer heavily on his crops or rearing animals and not carefully disposing of their waste.</p> <p>(c) mining establishment creating dust, destroying vegetation, making noise (24 hours) daily.</p> <p>(d) entertainment establishment generating loud music</p> <p>(e) coal burning activity creating smoke.</p> <p>6. Display cartoons for rest of the school to see.</p> <p>7. Form environmental club for the care and protection of the school environment.</p>	<ul style="list-style-type: none"> • Evaluating environmental protection measures • Thinking critically • Synthesising information • Making cartoons • Organizing club • Developing plan of action for club 	<ul style="list-style-type: none"> • Discussion • Paragraph • Cartoons • Plan of action
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • participate in discussion making and defending evaluative statements? • using cartoons, apply information learned to the solution of environmental problems? • develop practical plan to be implemented in the school? 	<p>Materials/Resources:</p>	

VISUAL ARTS

VISUAL ARTS**GRADE FOUR**Unit Title: **DESIGN IN NATURE**Term: **TWO**Unit **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do plants and animals reveal design in nature?
2. Can people and places reveal the work of nature as a designer?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Create two and three dimensional art works by exploring the elements and principles of design • Express personal ideas and feelings in picture form and three dimensions • Use a variety of media to create art works • Describe and analyze works of art and share these observations in oral and written form 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify examples of design in nature as represented in the photographs. • show that the natural shapes of plants can be used to create beautiful interesting designs. • identify the variety of forms and textures occurring in the animal kingdom. • use colours symbolically to express the “moods” of nature. • explain that the overlapping of shapes creates a rhythm which is part of the design of nature. 	<ul style="list-style-type: none"> elements principles design geometric organic rhythm overlapping wash background middleground foreground landscape media balance contrast proportion pattern harmony perspective repetition

ACTIVITY PLAN

Focus Question 1.

How do plants and animals reveal design in nature?

Objective:

Pupils will:

- identify examples of design in nature as represented in the photographs

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> observe and discuss photographs of natural scenes identifying elements of design in the scene, e.g. line, shape, texture. discuss photography as an art form, which can be used to record nature. use individual examples to explore evidence of the elements and principles of art/design e.g. line, colour, texture, balance and repetition. complete teacher-prepared worksheet. 	<ul style="list-style-type: none"> • Observing photographs • Discussing • Analyzing the evidence of design 	<ul style="list-style-type: none"> • Interaction/participation • Quiz
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • say how photography can record nature? • identify the use of elements/principles in art? 	<p><u>Materials/Resources:</u></p> <p>Photographs of scenes from nature – sources include:</p> <ul style="list-style-type: none"> - Books - Original photographs - Magazines - Postcards - Greeting cards - Calendar pictures - Computer images 	

ACTIVITY PLAN

Focus Question 1.

How do plants and animals reveal design in nature?

Objective:

Pupils will:

- show that the natural shapes of plants can be used to create beautiful, interesting designs.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. bring to class a variety of leaves.</p> <p>b. organize groups and pool their collection.</p> <p>c. describe geometric and organic forms then group collection into these two categories.</p> <p>d. make individual sketches/rubbings of some of the more interesting shapes from each group.</p> <p>e. create an interesting design by using ideas from the sketches rubbings. Remember to: overlap, contrast and unify.</p> <p>f. display and discuss designs.</p>	<ul style="list-style-type: none"> • Collecting leaves • Selecting leave • Working co-operatively • Classifying leaves • Making sketches • Creating designs • Arranging, comparing/contrasting groups of leaves • Discussing work 	<ul style="list-style-type: none"> • Leaves grouped according to identifying categories • Design from leaf sketches • Critique/individual analysis of work
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make effective use of overlapping, forms, colour and lines? • use contrasting shapes? • unify their compositions? • create interesting designs? • analyze their design in terms of their use of elements/principles? 	<p><u>Materials/Resources:</u></p> <p>Rough paper Drawing paper Pencils/drawing medium –colour Collection of leaves</p>	

ACTIVITY PLAN**Focus Question 1.****How do plants and animals reveal design in nature?****Objective:****Pupils will:**

- identify the variety of forms and textures occurring in the animal kingdom.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3a. observe visuals of animals.</p> <p>b. identify the types of shapes/forms which make up the various parts of the animal.</p> <p>c. describe the textures of the skin or covering of the various animals.</p> <p>d. observe the teacher demonstrate the use of clay in creating models.</p> <p>e. decide on a shape/form of an animal and create a model of its form by pinching, bending, rolling, joining and shaping the clay.</p> <p>f. add textures and details to the modelled form using improvised tools.</p> <p>Remember to make sure that:</p> <ul style="list-style-type: none"> - parts are firmly attached. - limbs can bear the weight of the body. - surface designs enhance the beauty of the animal, and define the form and type. 	<ul style="list-style-type: none"> • Observing visuals • Identifying shapes • Describing textures • Observing demonstration • Questioning and explaining • Modelling clay • Detailing composition • Securing different sections of models 	<ul style="list-style-type: none"> • Quiz • Oral/written descriptions • Completed clay product • Display and critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • manipulate the material successfully? • model the form? • apply the textures/surface successfully? • analyze their work? • demonstrate increasing understanding of design in nature? 	<p><u>Materials/Resources:</u></p> <p>Clay or papier maché Visuals of a variety of animals Improvised tools e.g.</p> <ul style="list-style-type: none"> - toothpick - paperclip - old toothbrush - comb - fork 	

ACTIVITY PLAN**Focus Question 2.****Can people and places reveal the work of nature as a designer?****Objective:****Pupils will:**

- use colours symbolically to express the moods of nature.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. take a walk outside to observe and identify colors, shapes, and textures of the surrounding landscape.</p> <p>b. return to class and observe paintings of landscapes.</p> <p>c. discuss feelings created by the various colours used in paintings. How were colours used?</p> <p>d. create a landscape from observation, memory or imagination. Give the landscape a mood e.g. stormy, peaceful, cold, hot, gloomy.</p> <p>Remember:</p> <ul style="list-style-type: none"> - paint the sky by making a wash in the background. - outline distant mountains etc. and fill in the middleground. - experiment with different brushstrokes to form the textures and shapes of the foreground objects. - experiment with colours to find those which best express the mood of the landscape. 	<ul style="list-style-type: none"> • Observe surroundings • Identifying colours shapes and textures • Discussing feelings • Creating composition 	<ul style="list-style-type: none"> • Participation in discussion of nature walk and paintings on display • Completed composition • Critique
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express their feelings freely? • use colours symbolically and expressively? • create a range of brushstrokes? • depict a landscape? 	<p>Materials/Resources:</p> <p>Coloured pencils/crayons Paint Brushes Visuals of landscapes</p>	

ACTIVITY PLAN

Focus Question 2.

Can people and places reveal the work of nature as a designer?

Objective:

Pupils will:

- explain that the overlapping/repetition of shapes creates a rhythm which is part of the design.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2a. stand and march in a place while clapping to a rhythm.</p> <p>b. discuss the movements, which create the rhythm.</p> <p>c. observe a visual of a crowd or procession and discuss the elements, which create the rhythm i.e. the overlapping, and repetition of shapes. Report their observation.</p> <p>d. draw and colour a picture of a group of people while creating visual rhythms. Ideas include:</p> <ul style="list-style-type: none"> - Marching band - Dancers - Soldiers/policemen on parade 	<ul style="list-style-type: none"> • Simulating actions • Discussing movements • Analyzing elements • Creating composition 	<ul style="list-style-type: none"> • Participation in discussion on rhythm • Composition • Display and critique
<p><u>Evaluation:</u></p> <p>Were the pupils able to:</p> <ul style="list-style-type: none"> • identify the rhythm in their own actions and in the visuals? • make use of overlapping? • create rhythm in their work? 	<p><u>Materials/Resources</u></p> <p>Visual of a procession/parade Drawing paper Pencil Crayons Paint</p>	

VISUAL ARTS**GRADE FOUR**Unit Title: **SHOWING TIME AND SPACE**Term: **TWO**Unit: **TWO**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How can I show space in a composition?
2. How can I show time in a composition?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Understand the representation of space in two-dimensional compositions• Show the relationship between form and space• Understand methods of representing time and space in compositions	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• discover the relationship between close and distant objects.• demonstrate how the space within and around three-dimensional objects can be represented in compositions.• arrange visual images to show how time can be represented in sequence.• demonstrate how colour can be used to represent time.• discover that space within forms is a dynamic element of any composition.	time space overlapping sequence distance depth negative positive shadow tone bulletin board perspective sculpture

ACTIVITY PLAN**Focus Question 1. How can I show space in a composition?****Objective:****Pupils will:**

- discover the relationship between close and distant objects.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a. observe landscape/scenery outside. Determine which objects are near, those far and midway. b. observe visuals of landscape drawings and paintings and discuss the relationship between the near and the far objects e.g. size, position etc. c. in groups, observe scenes outside the classroom where they can see the relationship between close and distant objects. d. create a colour picture which expresses the scene they are viewing, by exploring relationship among trees, buildings, people etc. e. discuss the techniques used to show space e.g. overlapping. 	<ul style="list-style-type: none"> • Observing details • Determining spatial relationships • Analyzing relationships • Drawing landscape view • Discussing compositions 	<ul style="list-style-type: none"> • Participation in discussion • Finished picture • Critique
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify techniques for showing things which are far in relation to things which are near? • use these techniques on their own work? • discuss the representation of space in their work? 	<p>Materials/Resources:</p> <p>Drawing paper Pencils Crayons Drawing board (stiff pieces of cardboard will do) Visuals of landscapes</p>	

ACTIVITY PLAN

Focus Question 1. How can I show space in a composition?

Objective:

Pupils will:

- demonstrate how the space within and around three-dimensional objects can be represented in compositions.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2. a. observe still life pictures and discuss what is meant by still life.</p> <p>b. talk about the relative positions of the various objects in the compositions and identify the technique used to represent those relationships e.g. in front of, beside, under etc.</p> <p>c. observe the grouping of objects on the table and discuss the placement of these objects relative to each other. Consider techniques used to show objects which are before/behind (e.g. overlapping).</p> <p>d. create a composition to represent the still life arrangement on the table. Techniques can include drawing, painting, collage.</p>	<ul style="list-style-type: none"> • Observing composition arrangements • Discussing relationships • Identifying techniques • Analyzing arrangements • Creating a composition 	<ul style="list-style-type: none"> • Participation in discussion • Oral analysis of techniques used in arrangement • Finished composition • Critique
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the key relationships e.g. near and far? • identify the techniques used to define the relationships? • create compositions revealing the correct relationships? 	<p><u>Materials/Resources:</u></p> <p>Paper, paint, brushes, water, containers or Paper, pencil, crayons or Paper/card, old magazines, glue Still life pictures Three to five simple objects to set up a still life composition</p>	

ACTIVITY PLAN**Focus Question 1.****How can I show space in a composition?****Objective:****Pupils will:**

- discover that spaces within forms is a dynamic element of any composition.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>3. a. observe visuals of sculpture pieces and/or make field trip to art gallery/ museum to observe sculpture.</p> <p>b. observe examples of sculptures which reveal spaces within their forms.</p> <p>c. model a hand-size block of clay in a cube or a sphere.</p> <p>d. remove sections of the clay to create spaces within the original form.</p> <p>e. view from a variety of directions and continue to take away pieces until spaces are revealed from all directions.</p> <p>f. smooth interior surfaces and refine spaces and forms.</p>	<ul style="list-style-type: none"> • Reporting orally • Observing examples of sculpture pieces • Modelling clay • Creating by subtraction • Observing and evaluating work in progress 	<ul style="list-style-type: none"> • Oral report from field trip/ discussion • Completed sculpture
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select sculpture pieces with interior spaces? • manipulate the medium? • extract the forms? • create a satisfying finished product? 	<p><u>Materials/Resources:</u></p> <p>Clay Improvised tools Books Visuals</p>	

ACTIVITY PLAN**Focus Question 2.****How can I show time in a composition?****Objective:****Pupils will:**

- arrange visual images to show how time can be represented in sequence.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. a. list the things they do on a daily basis from getting out of bed in the morning until bedtime at night. b. select the major events and make pictorial sketches of the events on rough paper. c. observe examples of comic strips/cartoons. d. divide plain paper into boxes as in a comic strip format. e. copy sketches into boxes making sure that the events are shown in the correct sequence. f. add colour to the sketches. 	<ul style="list-style-type: none"> • Listing daily activities • Recording events in pictorial form • Observing visuals • Formatting frame for comic strip • Copying illustrations into frames • Sequencing illustrations • Applying colour to drawings 	<ul style="list-style-type: none"> • List of daily activities • Completed comic strips
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the major events of their daily lives? • logically sequence the pictures? • standardize the depiction of individual characters? • express the passage of time through sequencing? 	<p><u>Materials/Resources:</u></p> <p>Comic strip/cartoons collected from newspaper, magazines etc. Paper Pencils Crayons Markers</p>	

ACTIVITY PLAN**Focus Question 2.****How can I show time in a composition?****Objective:****Pupils will:**

- demonstrate how colour can be used to represent time.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>2. a. listen to a story that takes place at night. The story should create an atmosphere of eeriness.</p> <p>b. discuss the appearance of objects at night compared to their daytime appearance (colours, shapes, shadows).</p> <p>c. look at representations of night scenes and discuss methods of representing darkness.</p> <p>d. experiment with colours to find the ones that can show the 'feeling' of night.</p> <p>e. develop a composition depicting a night scene from the story.</p>	<ul style="list-style-type: none"> • Listening to stories • Recalling impressions • Observing and discussing artists' work • Experimenting with colours • Creating composition 	<ul style="list-style-type: none"> • Discussion • Completed composition using colours to depict darkness and light
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • associate the relevant colours with darkness/light? • create appropriate colour mixtures? • develop a composition which expressed the theme of night-time? 	<p>Materials/Resources:</p> <p>Story e.g. in 'Nightsong' (MOEC issue)</p> <p>Paints</p> <p>Brushes</p> <p>Paper</p> <p>Audio-visual equipment</p> <p>Water and containers</p>	

TERM 3

DRAMA

DRAMA**GRADE FOUR**Unit Title: **EXPLORING THE SENSES**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS****FOCUS QUESTIONS:**

1. How important are my senses to what I do in drama?
2. How can I use my sense of taste to tell a story?
3. How can I use my sense of smell to tell a story?
4. How can I use my sense of sight to tell a story?
5. Is sound important to my dramatic work?
6. Can I create short stories (sound chronicles) based on sounds?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand the importance of the senses in dramatic play • Develop an awareness of self and of others through the senses • Understand and use sound as an important element of dramatic play 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify the senses from actions. • develop skills of concentration. • observe and recall at least five things about each person studied. • create short skits from things they have seen, smelt, tasted and heard. • recreate sounds heard using voice, parts of the body, or musical instruments. • create short stories based on sounds. 	<p>senses feel touch smell see taste hear skits sound recreate reproduce chronicle enact document organize story musical visual</p>

ACTIVITY PLAN**Focus Question 1.** **How important are my senses to what I do in drama?****Objectives:****Pupils will:**

- identify the senses by using various actions.
- develop skills of concentration.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. explore the sense of touch (sensation table set up by teacher) using finger tips, palm, neck, cheek, legs etc. 2. discuss the sensation from different types of materials touched. 3. use 'speak-easy' session on touching of objects with different parts of the body (e.g. a feather). 4. touch concealed objects using different parts of bodies e.g. palm, finger tips etc. 5. differentiate between sensations according to body parts. 6. discuss comparative differences between revealed and concealed objects. 7. document their discoveries in writing. 	<ul style="list-style-type: none"> • Exploring and observing differences in texture • Identifying sensations from objects touched • Communicating orally • Differentiating between sensations • Concentrating for appropriate responses • Documenting findings 	<ul style="list-style-type: none"> • Appropriate description of sensations from things touched • Written documentation of observations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • express orally the sensation felt from objects touched? • write discoveries made, accurately? 	<p><u>Materials/Resources:</u></p> <p>Objects on sensation table/corner</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. go on a sense tour with teacher as guide.</p> <p>9. make notes on what they see, hear and smell.</p> <p>10. return to classroom and have discussion (guided by teacher).</p> <p>11. in small groups (guided by teacher), prepare five - minute skits using ideas from what they heard, saw and smelt on their sense tour.</p> <p>12. present skits.</p> <p>13. have general class discussion and critique after presentations.</p> <p>14. Writing of presentation in either story, poem or skit format.</p>	<ul style="list-style-type: none">• Observing for detail• Documenting findings• Discussing for clarification and understanding• Cooperating with peers• Sharing of ideas for completion of task• Creating skit/story• Acting out skit/story• Critiquing peer presentation• Writing creatively	<ul style="list-style-type: none">• Organization of information• Enactment of story/skit written• Critique• Written skit story or poem
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• document information from sense tour?• create and enact skit/story ideas from sense tour?• write story, poem or skit?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

How can I use my sense of taste to tell a story?

Objective:

Pupils will:

- create story from things they have seen, smelt, tasted and heard.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sit in small groups as designated by teacher and close eyes for purpose of developing powers of concentration. 2. taste substance placed in palms of hand by teacher e.g. honey, salt, sugar, tangerine, cane juice. 3. with eyes closed, identify substance and use a word to describe its taste. 4. teacher will switch substances to allow for pupils to experience a variety of tastes. 5. have a discussion about differences/similarities in taste. 6. write poem/song on taste (individual or group work). 	<ul style="list-style-type: none"> • Developing concentration • Differentiating tastes • Identifying substances • Describing tastes • Listening to others • Sharing ideas • Writing creatively 	<ul style="list-style-type: none"> • Substances identified • Appropriateness of word used to describe taste • Written poems and songs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • respond appropriately to substances tasted? • write poems or songs about the substances tasted? 	<p><u>Materials/Resources:</u></p> <p>Salt Sugar Honey Syrup Lime juice etc.</p>	

ACTIVITY PLAN

Focus Question 3.

How can I use my sense of smell to tell a story?

Objective:

Pupils will:

- create short skits about things they smell.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. explore sense of smell using items teacher has on table e.g. lime leaf, mint etc.2. go on a nature walk in order to identify smells similar to those of items on teacher's table.3. return to classroom for further discussion.4. classify smells and objects.5. in small groups, create a story about pleasant and unpleasant odours.6. dramatize story about pleasant and unpleasant odours.	<ul style="list-style-type: none">• Exploring for different smells• Associating smells with objects• Communicating orally about things smelt• Organizing ideas for story• Creating a story• Dramatizing story	<ul style="list-style-type: none">• Classification of objects and smells.• Story ideas submitted.• Dramatization of story.
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• classify smells and objects?• create a story from what they have learnt about smell?• dramatize story created?	<p><u>Materials/Resources:</u></p> <p>Empty perfume bottle Flowers e.g. zinnia, rose Lime leaf Mint Thyme</p>	

ACTIVITY PLAN

Focus Question 4.

How can I use my sense of sight to tell a story?

Objective:

Pupils will:

- observe and recall at least five things about each person studied.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in pairs. 2. observe peers for details, such as how hair is combed or cut, type of shoes, colour of eyes or any distinguishing feature (partners observe each other simultaneously). 3. recall five things observed about partner. 4. have class discussion on observations. 5. draw the person observed, paying attention to the five things remembered about the person. 6. write five sentences (i.e. one sentence for each of the five things observed) about the person. 7. display their work. 	<ul style="list-style-type: none"> • Observing details • Communicating orally • Drawing from memory • Documenting observations • Organizing ideas 	<ul style="list-style-type: none"> • Observation recalled • Information gathered and recorded in writing
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw partners from memory? • write five things observed about partners? 	<p><u>Materials/Resources:</u></p> <p>Paper Pencil Crayons</p>	

ACTIVITY PLAN

Focus Question 5.

Is sound important to my dramatic work?

Objectives:

Pupils will:

- recreate sounds heard using voice, parts of the body, or musical instruments.
- create short stories based on sounds.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sit on floor with eyes closed and listen to sounds around them. 2. open their eyes and discuss sounds heard. 3. recreate sounds using voice, hands, feet. 4. use hands, feet, voice and other parts of body to create sounds of, for example: <ol style="list-style-type: none"> (a) falling rain, (b) sun's heat on zinc roof, (c) speeding car, (d) galloping horse, (e) hunter chasing animals. 5. discuss sounds. 6. use sounds to create soundscape. 	<ul style="list-style-type: none"> • Listening for information. • Interpreting information. • Enacting sounds heard. • Creating sounds using parts of the body. • Discussing sounds heard • Creating soundscape 	<ul style="list-style-type: none"> • Response to sounds • Sounds created • Soundscape
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • respond spontaneously to sounds? • recreate sounds heard in their environment? • create new sounds? • create a soundscape using various techniques? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 6.****Can I create short stories (sound chronicles) based on sounds?****Objectives:****Pupils will:**

- recreate sounds heard using voice, parts of the body, or musical instruments.
- create short stories based on sounds.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. select their individual space in school yard and, guided by teacher, listen to sounds around them. 2. make a list of all the sounds heard. (for non-writers let students work in two's or three's) 3. return to classroom, then sit or stand in a circle to share information. 4. go to the center of circle individually and tap out the sounds heard outdoors. 5. as a class reproduce the sounds, (repeat until each pupil's sounds have been reproduced). 6. perform all the rhythms to create a chronicle of sounds 7. in small groups, create their own chronicle of sounds, give it a title and put movement to it, e.g. a haunted house, cane-cutting, car accident. 8. Write their own story based on any part of the chronicle of sounds created 	<ul style="list-style-type: none"> • Selecting appropriate space • Documenting sounds • Sharing ideas and information • Recalling for enactment • Reproducing sounds • Creating sound chronicle • Acting 	<ul style="list-style-type: none"> • Enactment of sound chronicle • Stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • reproduce sounds? • create a sound chronicle e.g. to represent cane farmers reaping cane? • write a story? 	<p><u>Materials/Resources:</u></p>	

LANGUAGE ARTS

LANGUAGE ARTS**GRADE FOUR**Unit Title: **WATER**Term: **THREE**Unit: **ONE**Duration: **SIX WEEKS****FOCUS QUESTIONS:**

1. How do we give and receive information about the types and uses of water?
2. How do we talk and write about the sources of water?
3. How do we find out and tell about the storage, pollution and purification of water?

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 enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to simple accounts, experiences, descriptions in SJE. • imitate conversation in an appropriate context. • listen to and join in conversation and in planning and discussing. • speak clearly and distinctly in natural easy manner. • identify and use blends, digraphs, clusters, sight words appropriate to grade. • use context clues for vocabulary, comprehension. • select elements of structure e.g. contractions, compound words, syllabication, inflectional endings. • identify and use information at the: <ol style="list-style-type: none"> a) literal level e.g. recall details, sequence events b) inferential level e.g. drawing conclusions c) critical level e.g. making judgments. • read at acceptable pace without hesitation or repetition. • read willingly and share. 	<ul style="list-style-type: none"> corals cartoons ditches drought dyke dysentery flood hurricane metre mineral water narrator news bulletin pesticides pollution puddle purification rainmaker ripple roar sprinkle story circle story map tongue twister typhoid

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically 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 • Write to narrate, describe, persuade and for a range of transactional purposes 	<ul style="list-style-type: none"> • identify and respond to distinctive features of oral language e.g. songs, stories and poems. • express views and judgment about simple informational text. • read a familiar story passage using appropriate intonation for direct speech. • choose and read a variety of texts. • detect and respond to different points of view. • use table of contents, index. • use pictures, graphs, maps, charts, diagrams. • use a directory. • use encyclopedia. • begin to organize information located from various sources. • use legible cursive, upper and lower case forms. • spell correctly: <ul style="list-style-type: none"> - words with consonant combination: '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 adding ending e.g. 'coming'. - select appropriate words to express ideas. • generate synonyms, homonyms. • distinguish between false homonyms e.g. at/hot, doze/those. • generate and organize ideas for writing. • create and revise draft. • proofread drafts of written work. • make simple comments after reading peers' work. • write to respond to each others' ideas in their journals. 	<p>water cycle water safety water conservation weather forecast</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Know and use basic language skills and the conventions of spoken and written language	<ul style="list-style-type: none">• write 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.• discuss the purpose of, and be able to write letters, instructions, explanations. • demonstrate language awareness and the conventions of spoken and written language.• demonstrate ability to generate and use 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:<ul style="list-style-type: none">(a) present tense and past tense forms of the verb 'to be', 'am', 'is', 'was', 'were'(b) simple present tense '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'.	

ACTIVITY PLAN

Focus Question 1. How do we give and receive information about the types and uses of water?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. describe the colour, taste and smell of pure water and of water from various sources e.g. rain, rivers etc. using present tense verbs to compare with other smells, tastes, they know.2. share their favourite water activity e.g. walking or running in the rain, sailing boats in puddles of water etc.3. observe and talk about scenes of water in the media - photographs of streams, floods, seas etc., underwater shots of the ocean floor, swimmers, divers etc., collect samples of these and in groups, mount class displays.4. debate the topic "Water is more important than food".	<ul style="list-style-type: none">• Describing water• Categorizing, mounting displays• Debating topic	<ul style="list-style-type: none">• Description• Displays• Debates
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• give accurate descriptions of pure water?• use a variety of words to describe their favourite water activity?• work co-operatively to categorize, identify and collect scenes of water activities and mount displays?• debate the topic 'Water is more important than food'?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. use words that describe the sounds that water makes, e.g. 'ripple', 'roar', 'tinkle', to write poem about water. Recite these poems to the class.</p> <p>6. in groups, use words made from the letters W-A-T-E-R e.g. ate, rate etc. to make up rhymes and tongue twisters. Read these aloud to the class.</p> <p>7. listen carefully to the story "The Rainmaker". Use syllabication to pronounce the word 'abradoola' etc. Read the chorus as if they are real rainmakers, invoking rain. Say if they think the events in the story really happened.</p> <p>8. find all the three and four syllable words in "The Rainmaker" and write them in parts.</p>	<ul style="list-style-type: none"> • Writing creatively • Writing creatively • Using syllabication 	<ul style="list-style-type: none"> • Poems / recitations • Rhymes, tongue twisters etc. • Words pronounced
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use words associated with water to write poems? • recite their poems to the class? • create rhymes, tongue twisters etc.? • form shorter words from the word W-A-T-E-R? • use syllabication to pronounce polysyllabic words? 	<p><u>Materials/Resources:</u></p> <p>Story: "The Rainmaker" <u>LMW Series - Storytime 2</u>, pp. 30-33</p> <p>Story: "The Story of Bath" <u>Doctor Bird Series - Book 27</u>, pp. 9-16</p>	

ACTIVITY PLAN**Focus Question. 1**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. find as many compound words as they can with emphasis on those containing the word water e.g. water-cress, water-mark. Give the meanings of these words.</p> <p>10. listen to, read in groups and individually "The Story of Bath". Use a Story Circle to pick out important events. Identify blends, clusters etc. in the story. Discuss why the water was referred to as 'magic water'. Talk about healings in magic waters in Jamaica. Retell story. Answer questions at the literal, inferential and critical levels.</p> <p>11. look up and write about different types of ships and boats. Draw and label some of these.</p> <p>12. setup a reading corner or class library. Find and share with classmates any stories, poems, songs that they can find on the topic 'water'.</p>	<ul style="list-style-type: none"> • Identifying / giving meanings • Using 'Story Circle' • Identifying blends, clusters etc. • Discussing 'magic' water • Retelling, inferring, making judgments • Researching, drawing / labelling material, organizing ideas • Establishing reading corners/resource centres 	<ul style="list-style-type: none"> • New words / meanings identified • Events picked • Blends, clusters identified • Participation in discussion • Information researched and recorded • Reading corners etc. established
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and give meanings of compound words? • use a Story Circle? • identify blends, clusters etc. in a story? • say what they know about 'magic water'? • collect information, write about, draw and label ships and boats? • assist in setting up reading corners, etc.? 	<p><u>Materials/Resources:</u></p> <p><u>Primary Social Studies</u> - Bk. 4 <u>Our Island Nation</u>, Chapter 7, p. 33</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. practise cursive handwriting in copying sentences, passages etc. from chalkboard, paying attention to looping, spacing, common and capital letters.</p> <p>14. imagine they are a plant or animal living in a pond. Write the story of their life in the pond.</p> <p>15. brainstorm ideas for a story around the words: princess, flood rains, warning. Use ideas brainstormed to discuss then write the story.</p> <p>16. pretend that they have taken cameras to the bottom of the ocean. Using as many adjectives as possible, write vivid descriptions of what they see.</p> <p>17. design a poster for 'Water Safety Week'. Design a flyer or caption for 'Water Conservation Week' or 'International Water Day'.</p>	<ul style="list-style-type: none"> • Practising cursive handwriting • Writing stories • Describing scenes • Describing, using adjectives • Designing posters, flyers, captions 	<ul style="list-style-type: none"> • Cursive handwriting • A completed story • Descriptions • Written descriptions • Posters, flyers, captions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write in cursive with proper looping, spacing etc.? • write stories about water? • describe 'water' scenes? • use apt adjectives to describe the bottom of the ocean? • design attractive posters, captions, flyers? 	<p><u>Materials/Resources:</u></p> <p>Partner Evaluation Form from Resource Package Materials for creating posters/flyers</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
18. use straws to blow bubbles in water. Write poems about what they see. 19. read each other's work and make suggestions to improve them. Use Partner Evaluation Forms. 20. collect and explain sayings associated with rain. 21. change all the past tense verbs in the third paragraph of the "Story of Bath" into the present tense.	<ul style="list-style-type: none">• Creating /writing poetry• Peer conferencing• Explaining• Changing tenses	<ul style="list-style-type: none">• Poems• Comments• Oral explanations• Paragraph in present tense
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• use visuals as bases for poems?• make useful suggestions about the work of others?• collect and explain sayings associated with rain?• change past tense verbs into the present tense?	<u>Materials/Resources:</u> Straws Partner Evaluation Forms	

ACTIVITY PLAN**Focus Question 2. How do we talk and write about the sources of water?**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. imagine themselves as drops of water. Describe the journey from a cloud to earth and back again. Draw cartoons showing their journey. 2. read the poem "Rain". Say what they see and hear in the line "tiny drops of silver floating down". Pick out other things they see and hear in the poem. 3. listen to poem "Rain in the Night". Do choral renditions of the poem. Talk about how rain changes things. Practise using the words "although", "but", "since", "so", "because" in their sentences. Write some of these sentences. 4. read aloud the poem "The Rain". Say whether in their opinion leaves can really 'drink' water. Relate this poem to the water cycle they learnt about in Science. 5. listen again to the story "The Rainmaker". Outline the story using a Story Map, and talk about the characters in the story. 	<ul style="list-style-type: none"> • Role playing / drawing • Responding emotively to a poem • Retelling, choral renditions of poem • Examining material read • Identifying story elements 	<ul style="list-style-type: none"> • Journey imagined, described, drawn • Oral responses • Poem retold and recited • Ideas discussed • Story outlined on map, characters discussed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use their imagination to describe the water cycle? • respond emotively to a poem? • do choral renditions of a poem? • critically examine a poem? • understand story elements, especially characterization? 	<p><u>Materials/Resources:</u></p> <p>Poem: "Rain" <u>Bite In</u> Book 2 - p. 62 Poem: "Rain in the Night" <u>Poems of a Child's World</u> - p. 8 (see Resource Package) Poem: "The Rain" <u>Poems of a Child's World</u> - p. 8 (see Resource Package) Story Map (see Resource Package)</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. read aloud the poem "The Awakening of the Sea". Say if water can really make "gigantic twenty foot waves". Tell about a Bible story in which water rose very high.</p> <p>7. talk about the pictures and make predictions about the story "When It Rains". Read the story. Verify predictions. Act out story.</p> <p>8. as a whole class exercise, read the poem "Little Rain". Identify any rhyming words, compound words, digraphs, blends etc. in the poem.</p> <p>9. read the title and sections of the story "Mr. Rain" and predict what will happen next. Divide the class into two sections representing Patsy and a narrator, then read the story dramatically.</p> <p>10. look at collection of errors of subject verb agreement (over a period). Use in a correcting session and write corrected sentences in their books.</p> <p>11. make up a class poem about things that happened/did not happen because of a drought, flood etc. See how many times they can use "did not" / "do not".</p>	<ul style="list-style-type: none"> • Inferring • Comparing ideas with those in Bible story • Illustrating story • Picture reading, predicting, dramatizing • Identifying rhyming words, compound words, digraphs, blends etc. • Predicting outcomes • Reading expressively • Identifying subject/verb errors • Using/asking questions with do and does 	<ul style="list-style-type: none"> • Discussion • Bible story • Illustrations • Discussions, predictions, dramatization • Rhyming words etc. identified • Outcomes • Dramatic reading • Errors identified, corrected • Corrected poems
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compare ideas from different stories? • illustrate story scenes? • draw inferences from information given in poems? • read to predict story outcomes? • read story dramatically? • identify and correct errors? (collected by teacher from pupils work) 	<p><u>Materials/Resources:</u></p> <p>Poem: "The Awakening of the Sea" <u>Bite In</u> Book 2, p. 62</p> <p>Poem: "The Pond" <u>Bite In</u> Book 2, p. 92 (see Resource Package)</p> <p>Story: "Mr. Rain" <u>Dr. Bird Series</u> - Book 21, p. 10-16</p>	

ACTIVITY PLAN

Focus Question 3. How do we find out and tell about the storage, pollution and purification of water?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. act out a scene in which persons are washing in a stream, while a public health worker is trying to convince them about the harmful effects of this practice. 2. invite someone with a water related job e.g. water quality inspector or NWC worker to address their class. Find out about as many aspects of the person's work as possible. 3. visit any irrigation work, water storage, distribution or purification plant etc. in their area. Report on what they see. 4. imagine themselves having a water related career e.g. a NWC meter reader. Write in their journals about their daily activities. 	<ul style="list-style-type: none"> • Dramatizing scenes • Researching information • Researching / reporting information • Writing in journals 	<ul style="list-style-type: none"> • Scenes dramatized • Interviews • Reports • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • dramatize situations? • interview resource persons with 'water' related jobs? • research and write reports about water storage, purification or distribution plants? • make daily entries in journals about their 'water-related' careers? 	<p><u>Materials/Resources:</u></p>	

MATHEMATICS

MATHEMATICS

GRADE FOUR

Unit Title: NUMBER

Term: THREE

Unit: ONE

Duration: THREE WEEKS

FOCUS QUESTION: How do I use my calculator to help me with decimals?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Demonstrate the understanding of fractional ideas• Explain the processes of the basic operations, use estimation appropriately, and demonstrate proficiency with basic facts	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• compute with decimals, including dollars and cents, using the four basic operations.• write money in decimal form.• identify and use the keys on a pocket calculator.• use the calculator to check answers.• investigate number patterns using the calculator.• estimate answers to computations.	<p>decimals calculators – keys, symbols and display thousand thousandth number patterns</p>

ACTIVITY PLAN

Focus Question: How do I use my calculator to help me with decimals?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> use the calculator to examine patterns such as those in “Activity 4-2” from the “Primary Mathematics Teachers’ Guide”. Discuss the repeating and lengths of patterns, using any of the four operations e.g. 3, 6, 9, 12, 15, 18..... (look at sum of digits); 1, 4, 9,16.... (look at difference between successive numbers). For assessment use “Activity Booklet 4-6” pp 13, 14, 17 and “Caribbean Primary Mathematics” - Level 4 pp 5, 50, 51, 63-66, 130-134. make shopping lists and dramatize shopping experiences as they operate with decimals involving money. (Teachers could adapt “Billy wins a shopping spree” on pp 64-75 in RU – “Multiplication”) make estimations before computations of : <ol style="list-style-type: none"> cost of a number of items given the unit cost cost of one item given the cost of a known number of items total bills change from a given amount. use the calculator to check results and compare place values of digits e.g. 9 cents and 10 cents. 	<ul style="list-style-type: none"> Investigating number patterns Computing with decimals Estimating costs Manipulating the calculator Recalling place values and the four operations 	<ul style="list-style-type: none"> Calculator puzzle Cross number puzzle Role play between shopkeeper and customer Combinations of coins/notes Solutions of worded problems Words and symbols
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> complete the puzzles? select and use any of the four operations with decimals in solving problems? describe the coins/notes which comprise a given sum of money? offer an appropriate combination of coins/notes? make correct change from a given sum of money? write a given amount of money in words or numerals? 	<p>Materials/Resources:</p> <p>“Activity Booklet 4-6” “Caribbean Primary Mathematics” – Level 4 Calculators (Classroom set if possible) Play money Items for shop (priced) RU – “Multiplication”</p>	

MATHEMATICS

GRADE FOUR

Unit Title: **GEOMETRY**

Term: **THREE**

Unit: **TWO**

Duration: **THREE WEEKS**

FOCUS QUESTION: How are shapes different and alike?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Identify, describe, compare and classify geometric figures and their properties	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">differentiate between polygons and non-polygons.explore combinations of geometric shapes especially triangles and quadrilaterals.identify and draw the following polygons: triangle, square, rectangle and irregular quadrilaterals.draw pictures of a polygon to a reasonable degree of accuracy where the lengths of the sides are given or from a given description.identify rectangles within a given set of quadrilaterals.find the perimeter of a polygon.	regular and irregular polygons quadrilaterals pentagons hexagons heptagons octagons nonagons decagons perimeter

ACTIVITY PLAN**Focus Question:** **How are shapes different and alike?**

PROCEDURES /ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> model/draw regular and irregular polygons from activities in: <ol style="list-style-type: none"> RU – “The Maharaja’s Tasks - Investigating Division” pp. 69-82 RU - “Seeing Fractions” pp. 16-40 using the geoboard from “Take It & Make It” p. 29. “Activity Booklet 4-6” pp. 33-34 “Mr. Geo-Metre”. discuss/write properties and names of: <ol style="list-style-type: none"> a polygon regular and irregular polygons special polygons, such as, quadrilaterals, rectangles, squares, etc. For assessment use “The Maharaja’s Tasks” p 83. use cord/strings and rulers to find the perimeter of these regular and irregular shapes formed from activities above. discuss ways of calculating these perimeters and do the calculations. For assessment use “Caribbean Primary Mathematics” – Level 4 pp 102-103. 	<ul style="list-style-type: none"> Manipulating geometric models Classifying and comparing shapes Describing, modelling and drawing geometric shapes Naming polygons Generalizing solutions and strategies 	<ul style="list-style-type: none"> “Elephant Pens” Models and drawings of shapes and combination of shapes Description of shapes Calculation of perimeter
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> model and explain how to use a given set of logs to build pens for a given set of animals? identify/draw/model a shape and combination of shapes from a given verbal/written description? give a written/oral description of at least two properties of a given geometric shape? calculate the perimeter of polygons? 	<p>Materials/Resources:</p> <p>“Caribbean Primary Mathematics” – Level 4 RU – “The Maharaja’s Tasks” RU – “Seeing Fractions” “Activity Booklet 4 – 6” “Take It and Make It” Geoboards Straws or sticks Strips</p>	

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

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> Explain the meaning and use of simple formulae 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"> express simple sentences and word problems as algebraic expressions. solve word problems using algebraic expressions. write one- or two-step problems based on information given in a story; then write the correct n-sentence and solve the problem. 	expression solutions formulae substitution three more than twice as many other comparative terms

ACTIVITY PLAN**Focus Question:** How can I use variables to solve real world problems?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> discuss and describe situations in which generalizations can be made and formulae/expressions can be developed e.g. <ol style="list-style-type: none"> perimeter of regular polygon is the product of the number of sides and the length of one side which could be written as '$n l$' where 'n' is the number of sides and 'l' the length of each side, the next even number in a series could be '$n + 2$' where 'n' is any even number. 	<ul style="list-style-type: none"> Making generalizations 	<ul style="list-style-type: none"> Expressions composed
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> develop at least one expression/formula from a generalization? 	<p>Materials/Resources:</p>	

ACTIVITY PLAN

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. substitute various numbers in a formula/expression to arrive at the different results.</p> <p>3. use the problem solving techniques to analyse what is given, plan what to do, solve the problem, check the results to see if they make sense; as described in “Activity Booklet 4-6” pp. 49-50 “Picturesque”, especially tasks 7 to 9 to develop problem-solving skills.</p> <p>4. work in groups with the use of manipulatives or sketches to solve one or two-step worded problems leading to an n-sentence such as those in “Activity 4-8” from the “Primary Mathematics Teacher’s Guide”. Record and explain their methods of solving to the class.</p> <p>5. develop their own one or two-step story problems, using terms such as three more than, one less than, half as many, twice as many, putting expressions equal to a given value.</p> <p>6. applying equations to solve story problems developed by their peers.</p>	<ul style="list-style-type: none"> • Substituting of values • Simplifying expressions • Composing n-sentences and story problems • Exploring story problems • Reasoning solutions • Solving equations 	<ul style="list-style-type: none"> • Substitution of values • Problem solving strategies • Story problems (oral/written) • n-sentences composed • Equations solved
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately arrive at solutions by substituting values in an expression? • use sketches/manipulatives to arrive at solutions/expressions and explain their strategies? • compose at least one story problem having at least two steps? • compose n-sentences? • solve equations? 	<p><u>Materials/Resources:</u></p> <p>“Activity Booklet 4 – 6” “Primary Mathematics Teachers’ Guide” Selection of manipulatives to represent numbers and variables</p>	

MATHEMATICS**GRADE FOUR**Unit Title: **PROBABILITY**Term: **THREE**Unit: **FOUR**Duration: **THREE WEEKS****FOCUS QUESTION:** How can I determine the possible outcomes of an event?

ATTAINMENT TARGET	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Explore the concept of chance	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">make predictions regarding the outcomes of experiments and record the results explaining any differences.list the possible, expected values of an experiment.distinguish between “fair” and “unfair” events.	outcome fair event unfair event prediction likely/possible impossible certain probable chance success

ACTIVITY PLAN

Focus Question: How can I determine the possible outcomes of an event?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> play games, such as those described in the “Activity Booklet 4-6” pp. 51-53, in which spinners/dice are used to experiment with different types of outcomes. Record by tallying their successes and the number of events, and make predictions of how likely other successes are and why. work in groups to make observations of events which occur in their community e.g. <ol style="list-style-type: none"> for every ten cars observed at different times/places, how many are white? randomly select different coloured seeds/marbles from a box then record and compare results. from a teacher’s description of events, pupils discuss/list the possible outcomes, make predictions, carry out experiments, then compare results with predictions. Explain possible reasons for any differences. 	<ul style="list-style-type: none"> Making predictions Constructing spinners and dice Manipulating spinners and dice Observing events Interpreting results Recording events/ experiments 	<ul style="list-style-type: none"> Predictions Tally marks Records of experiments List of outcomes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> make realistic predictions e.g. the number of times a three might be expected to appear when a die is thrown 10 times? tally accurately? list outcomes which are realistic e.g. the numbers which could be thrown on a die? give plausible reasons for their predictions? 	<p><u>Materials/Resources:</u></p> <p>“Activity Booklet 4 – 6” Simple recording forms Spinners Dice</p>	

MUSIC

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

- FOCUS QUESTIONS:**
1. How can I sing a widening range of songs, including part singing?
 2. How can I play accompaniments and a widening range of simple melodies including part playing on pitched and non-pitched classroom instruments?
 3. How may I identify and describe the voices and instruments I hear whenever I listen to music?
 4. How can I create a simple melody with accompaniment, for classroom instruments?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Show some assurance in handling a widening range of tones, vocally, including part-singing • Show growing competence in handling a widening range of pieces, instrumentally, including simple part-playing • Demonstrate understanding of musical textures and timbres (vocal/instrumental) in music listened to • Display growing competence in creating pieces for classroom instruments involving a main part and accompaniment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • sing a variety of songs for different occasions, purposes and seasons. • sing classroom rounds with confidence and competence. • sing partner songs or songs with a simple under-part. • sustain an accompanying part in group playing. • play recorder pieces requiring various skills/articulations (e.g. legato, staccato, slurs). • maintain a simple under-part in playing. • show mastery in playing pieces in the major keys of C, G and F. • listen to short pieces and identify and categorize known instruments by their tone, timbre and other features. • listen to a variety of recorded pieces and identify the categories and number of human voices heard e.g. one – solo, two – duet, several – group. • create rhythmic, melodic and other pieces for classroom instruments. • create simple accompaniment for familiar/new songs and tunes. 	<ul style="list-style-type: none"> voice vocal pitch key tone melody tenor tune solo duet group tie unison choir harmony round accompaniment instrument slur instrumental texture under-part bar or measure ostinato legato staccato soprano alto bass monophonic homophonic polyphonic

ACTIVITY PLAN

Focus Questions 1.
2.

How can I sing a widening range of songs including part-singing?
How can I play accompaniments and a widening range of simple melodies, including part-playing on pitched and non-pitched instruments?

Objectives:

Pupils will:

- sing a variety of songs for different occasions, purposes and seasons.
- sing classroom rounds with confidence and competence.
- sing partner songs or songs with a simple under-part.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. sing a widening repertoire of songs in various ranges or keys, e.g. the major keys of C, D, E flat, F, and G and their relative minors. 2. sing a variety of songs in various tempi. 3. sing songs in rounds, with under-part or with echo phrases (2-part songs). 4. play individual or group ostinato patterns to songs or pieces (melodic or rhythmic ostinato). 5. play modes and scales in the keys of C, G, F, D on a variety of pitched instruments (e.g. recorder, glockenspiel, pianica). 	<ul style="list-style-type: none"> • Pitching voice accurately • Singing in tune • Singing at varying speeds or tempi • Sustaining an individual part • Playing instruments • Maintaining individual part • Concentrating and collaborating • Co-ordinating eye-hand movements 	<ul style="list-style-type: none"> • Performance (vocal) • Voice co-ordination • Performance (instrumental) • Performance
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • sing in tune? • sing at varying speeds and change as directed? • maintain their individual parts while performing with others? • use proper coordination in playing scales? • play the major scales accurately? 	<p>Materials/Resources:</p> <p>Song book Song sheets Instrumental score Pitched and non-pitched instruments</p>	

ACTIVITY PLAN**Focus Question 3.****How may I identify and describe the voices and instruments I hear whenever I listen to music?****Objectives:****Pupils will:**

- listen to short pieces and identify and categorise known instruments by their tone, timbre and other features.
- listen to a variety of recorded pieces and identify the category and number of human voices heard e.g. one – solo, two – duet, several – group.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. identify and categorise different instruments listened to, by their tone, timbre and other features. 2. listen to recorded music and identify the type or category and number of singing voices heard in the pieces (e.g. one – solo, two – duet, three – trio, many – group or choir). 3. listen to recorded music, discriminate monophonic, homophonic and polyphonic textures using visual, locomotor and other responses. 4. listen to a variety of music and discriminate between the original/voice part and the accompaniment. 	<ul style="list-style-type: none"> • Listening to music in order to identify individual sounds • Discriminating and categorising sounds / instruments • Discriminating musical textures • Illustrating textures • Making informed decisions • Listening, appraising and appreciating music 	<ul style="list-style-type: none"> • Correct responses to music listened to (or auditioned) • Oral/aural response • Illustration (visual, locomotor, etc.) • Oral/written response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and categorise instruments by type, tone and timbre? • give the number and type/category of voices heard in each piece? • identify the principal part (or lead) in the music, as against the accompaniment? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder/player Audio cassettes with relevant and appropriate music Question papers Answer sheets</p>	

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

- create rhythmic, melodic and other pieces for classroom instruments.
- create simple accompaniment for familiar/new songs and tunes.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. create or compose a short melody (tune) using up to five different notes. 2. compose a simple accompaniment for a given tune, using any three different classroom instruments. 3. perform and record their compositions. 	<ul style="list-style-type: none"> • Creating/composing a melody • Selecting, arranging and sequencing sounds • Making intelligent decisions • Solving problems • Composing accompaniments • Performing • Recording 	<ul style="list-style-type: none"> • Completed composition • Accompaniments • Performance
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compose a short melody? • compose a suitable accompaniment? • perform their compositions? 	<p>Materials/Resources:</p> <p>Classroom instruments Audio cassette recorder/player Blank tape</p>	

PHYSICAL EDUCATION

PHYSICAL EDUCATION**GRADE FOUR**Unit Title: **APPLYING MOVEMENT CONCEPTS AND SKILLS
IN CRICKET AND VOLLEYBALL**Term: **THREE**Unit: **ONE**Duration: **FIVE WEEKS**

FOCUS QUESTIONS:

1. How do I expand my knowledge of the game cricket?
2. How do I acquire volleyball skills?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply cricket skills and techniques and engage in lead up games to foster their development • Apply skills and principles of volleyball to basic game situations and simple competitive games. 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • begin all classes with warming up activities and end with cooling down activities. • perform fitness exercises for conditioning. • revise the skills and techniques for throwing and catching. • revise the skills and techniques for the grip and stance of the cricket bat. • demonstrate mastery of the forward defensive stroke. • attempt the backward defensive stroke. • master playing the ball. • play lead up games to develop basic skills. • combine throwing, catching, batting, and fielding skills into mini game situation. • identify the basic playing positions in cricket. • state five (5) basic rules for playing the game. • apply knowledge of basic rules and playing positions to a game. • relate the history of volleyball (see handout) • demonstrate how to volley a ball. • observe the three play rule. • display basic knowledge of the volleyball court. • demonstrate the underhand serve over a net placed at varying heights. • identify serving position • apply basic volleyball skills to a minor game situation. 	<ul style="list-style-type: none"> warming up cooling down fitness conditioning grip stance forward defensive backward defensive stroke sending receiving fielding rules research history volleying volleyball court underhand serve net

ACTIVITY PLAN

Focus Question 1.
Objectives:

How do I expand my knowledge of the game cricket?

Pupils will:

- begin all classes with warming up activities and end with cooling down activities.
- perform fitness exercise for conditioning.
- revise the skills and techniques for throwing and catching and demonstrate mastery of each skill.
- revise the skills and techniques for the grip and stance of the cricket bat.
- demonstrate mastery of the forward defensive stroke.
- attempt the backward defensive stroke.
- master playing the ball.
- play lead up games to develop basic skills.
- combine throwing, catching, batting and fielding skills into mini game situation.
- identify the basic playing positions in cricket.
- state five (5) basic rules for playing the game.
- apply knowledge of basic rules and playing position to a game.
- end class with cooling down activities.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. perform warming up activities before, and cooling down activities after class. These could be jogging, running, walking, arm swinging, curl ups, knee raises, arm circling, heel raises, leg raises and body stretches. 2. play games such as right and left catching, circle catching, arc, slip catching, rebound catching to develop the art of throwing and catching in cricket. 3. play mini cricket matches. 	<ul style="list-style-type: none"> • Warming up exercises • Cooling down exercises • Throwing and catching • Batting and bowling 	<ul style="list-style-type: none"> • Warming up • Cooling down • Throwing and catching • Batting and bowling
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • display warming up and cooling down activities? • play games to develop the skills of throwing and catching? 	<p><u>Materials/Resources:</u></p>	

Focus Questions 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. design a model to show basic fielding positions (see handout). 5. set up a field with basic fielding positions for a game. 6. display sportsmanlike behaviour by shaking hands, hugging, greeting each other after matches.	<ul style="list-style-type: none"> • Designing a model • Setting a field for a game • Accepting winning and losing gracefully 	<ul style="list-style-type: none"> • Model • Setting a field • Appropriate behaviour
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • bat and bowl in mini match to 80% accuracy? • design a model with fielding position with 100% accuracy? • prepare a field for a match? • display good sportsmanlike behaviour? 	<u>Materials/Resources:</u> Cricket pitch Field bats Balls (practice)	

Focus Question 2.

Objectives:

How do I acquire volleyball skills?

Pupils will:

- relate the history of volleyball.
- demonstrate how to volley a ball.
- observe the 3 play rule.
- display basic knowledge of the volleyball court.
- demonstrate the underhand serve over a net placed at varying heights.
- identify serving positions.
- apply basic volleyball skills to a minor game situation.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. perform warming up activities before and cooling down activities after each class. These might take the form of running, jogging, hopping to directions, ball bouncing, throwing and catching. 2. research the history of volleyball. Document. 3. volley a ball between partners without catching it at any time. 4. demonstrate the volley pass (see diagram). 5. practise the underhand serve. 6. practise the rotation in lead up games. 	<ul style="list-style-type: none"> • Warming up • Cooling down • Researching and reporting • Volleying the ball • Serving underhand • Rotating players 	<ul style="list-style-type: none"> • Warming up • Cooling down • Sentences on the history of volleyball • Volleying • The serve • Rotation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • complete warming up and cooling down activities before and after classes? • complete a volleying routine? • write 5 sentences on the history of volleyball? • perform the volley pass with 90% accuracy? • perform the underhand serve? • rotate correctly with 100% accuracy? 	<p><u>Materials/Resources:</u></p> <p>Volleyball court Hall or gym Volleyballs</p>	

PHYSICAL EDUCATION

GRADE FOUR

Unit Title: **MOVEMENT AND BALANCE**

Term: **THREE**

Unit: **TWO**

Duration: **FIVE WEEKS**

FOCUS QUESTION: 1. How can I improve my skills in movement and dance?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Perform movement activities which include body awareness, space awareness, qualities and relationship for development and performance	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• perfect walking skills and combine them with pathways, levels and speed with or without rhythm.• combine running with other locomotor skills.• use locomotor skills with levels to create patterns and sequences with or without music.• use walk or jump to go over small apparatus.• combine walking, running, jumping and crawling to design a routine over apparatus.• show competency in rolls.• use music to create patterns and sequences for ring games.• perform dances in small groups.• work cooperatively in groups.	apparatus rhythm direction locomotor non-locomotor patterns pathways sequences crawling walking running jumping forward roll log roll egg roll backward roll ring games gymnastics

ACTIVITY PLAN

Focus Question 1.

How can I improve my skills in movement and dance?

Objectives:

Pupils will:

- perfect walking skills and combine them with pathways, levels and speed with or without rhythm.
- combine running with other locomotor skills.
- use locomotor skills with levels to create patterns, sequences with or without music.
- use walk or jump to go over small apparatus.
- combine walking, running, jumping and crawling to design a routine over apparatus.
- show competency in rolls.
- use music to create patterns and sequences for ring games.
- perform dances in small groups.
- work cooperatively in groups.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. run, walk or hop in different directions at different speeds to stimuli. Leap over obstacles using arms.2. jump rope to rhythm or beats.3. walk in different ways while swinging arms, balancing on toes to make shapes and patterns.	<ul style="list-style-type: none">• Running, hopping, leaping• Skipping• Walking and balancing• Making shapes and patterns	<ul style="list-style-type: none">• Stunts and tumbling• Patterned rhythmical jumps• Balancing• Shapes and patterns
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• perform stunts and tumbling skills to stimuli?• do rhythmical jumps?• display coordination in balance?• create shapes and patterns during walks?	<p><u>Materials/Resources:</u></p> <p>Horses Benches Ropes Mats Hoops Music</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. in groups, make a sequence that includes a run, hop, 2 directional change, a clap and a body movement.</p> <p>5. repeat the movement to a beat, group them and compare the variations.</p> <p>6. make sequences to counts, meet partner and or group, change directions with different movement, end with pattern.</p> <p>7. play ring games to singing rhythm. Games - "Mary shows us how to play", "Lazy Mary will you get up", "Hickory Dickory Dock", "Skip to my Lou", and others composed by children and teacher.</p> <p>8. create movement response from sounds e.g. boom, swish, whirr.</p> <p>9. combine gymnastic activities into mini gym display. Begin with runs, steps, hops into simple stunts and tumbling acts. End in tableau.</p> <p>10. combine all dance movements with rhythm and practise dance for display e.g. Open day.</p>	<ul style="list-style-type: none"> • Making a sequence • Varying movements • Making directional sequences • Playing ring games • Making movements to sounds • Performing gym displays • Performing dance 	<ul style="list-style-type: none"> • Sequence • Movements • Directional sequences • Ring games • Movements to sounds • Tableaux • Dance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a complete sequence from instructions? • regroup the sequence in different directions and show variation? • display directional sequences? • play and demonstrate ring games to songs and rhythms? • create movements from sounds? • perform gymnastic display? • perform dance? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Tapes Drums Ropes Benches Maracas Sticks Beads</p>	

**RELIGIOUS
EDUCATION**

RELIGIOUS EDUCATION**GRADE FOUR**Unit Title: **MORE ABOUT THINGS COMMON
TO MOST RELIGIONS/RELIGIOUS GROUPS**Term: **THREE**Unit: **ONE**Duration: **ONE TERM**

- FOCUS QUESTIONS:**
1. How, when and where do people of different world religions hold public worship?
 2. How do world religions pass on what is important to them?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate understanding of religious practices, principles and phenomena 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify and discuss the times at which specific corporate acts of worship take place within the community. • identify morals and values which guide the lives of people. • describe places important to each religious group. • 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. • state some of the ways different religious groups show obedience and loyalty to their Faith. • identify and list some celebrations within each religion which are associated with rites of passage. • explore and infer that religion is made up of systems of beliefs and practices to which people all over the world adhere. 	<ul style="list-style-type: none"> corporate worship morals values denomination belief system Supreme Being rites of passage faith/Faith religious signs and symbols religious rituals motivating factor sacred writings religious festivals and celebrations church priest/pastor/parson/bishop cathedral spire altar lectern pulpit font

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate understanding of religious practices, principles and phenomena • Develop an openness and sensitivity towards 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, and the part these play in shaping the religious, cultural and social life of the region • Acquire and develop skills which will help them to appreciate religious ideas, beliefs and practices 	<ul style="list-style-type: none"> • discuss basic activities that take place (e.g. in worship services and prayer meetings), as people within the community practise their faith. • name some symbols common to different religious groups. • describe some activities that take place at the religious festivals/celebrations studied. • show by their behaviour that they respect and respond positively to persons who have different points of view and/or practices from their own. • describe the basic sequence involved in corporate worship that takes place in many Christian denominations in the local community. • identify the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies. • identify symbols (and signs) used to represent different religious groups. • discuss the usefulness of signs and symbols in religion. • identify basic practices which most religions use to express their beliefs and values. • recognize similarities in beliefs and values which cross the boundaries of religious groupings. 	<p>stained glass window temple shrine room/shrine image(s) mosque imam dome minaret verses synagogue rabbi</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explore the role of religion in human experience• Appreciate the importance of, and commitment to, moral and/or religious principles, and understand how this commitment can lead to betterment of themselves, their country and the world	<ul style="list-style-type: none">• explore ways in which religion acts as a motivating factor which influences every area of human life.• distinguish between what most religions consider to be right and wrong, based on the values they share.• respond positively to stated human values, in word and action.	

ACTIVITY PLAN

Focus Question 1.

How, when and where do people of different world religions hold public worship?

Objectives:

Pupils will:

- identify and discuss the times at which specific corporate acts of worship take place within the community.
- describe places important to each religious group.
- describe the basic sequence involved in corporate worship that takes place in many religious denominations in the local community.
- identify morals and values which guide the lives of people.
- show by their behaviour 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 groups, list day(s) and time(s) when members of the group worship, if they do, e.g. 7:30 a.m. on Sundays, and then orally report common day(s) and/or time(s), and frequency and duration for each denomination/religion. 2. discuss the fact that worship in a group setting has more ‘formality’ than when done individually, and relate the words “corporate worship” to a group situation. 	<ul style="list-style-type: none"> • Classifying data using similarities and differences • Participating in group activities • Sharing information • Defining corporate/individual worship 	<ul style="list-style-type: none"> • Oral report/list • Definition of terms
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give a report that correctly listed known day(s) and time(s) for corporate worship in the community? • make a class list with correct data in each column? • define corporate/individual worship? • work cooperatively? • show respect for different religious views and practices? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> • Appreciation of other religions • Willingness to participate in group activities • Respect for other points of view • Willingness to share information 	<p><u>Materials/Resources:</u></p> <p>Pamphlets from worship services held by different denominations/religious groups</p>

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. research in groups for each religion – Christianity, Hinduism, Islam, Judaism – examine the: <ul style="list-style-type: none"> (i) day (s) and time (s) of day for corporate worship, (ii) name(s) of the place(s) of corporate worship, (iii) some features of the interior/exterior of the place(s) of corporate worship, (iv) name(s) and roles of the leader(s) of corporate worship. Display their findings visually in the form of a fact sheet / cumulative grid.	<ul style="list-style-type: none"> • Researching information • Communicating findings • Cooperating in the performance of group tasks 	<ul style="list-style-type: none"> • Cumulative grids/fact sheets
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • create a grid/ fact sheet/ that: <ul style="list-style-type: none"> a) was original and creative? b) was colourful and attractive? c) had the correct facts? 	<u>Related Values:</u> <ul style="list-style-type: none"> • Resourcefulness • Responsibility • Quest for knowledge • Loyalty to duty • Cooperation 	<u>Materials/Resources:</u> Multimedia materials (texts, computer software, audio/video tapes, photographs, etc.) on the four major world religions Materials for making the display Paste/glue Resource persons, Public libraries and other resource places, e.g. Jamaica Theological Seminary's Library

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. bring copies of 'orders of service'/bulletins from corporate worship service. Examine these in small groups. List the common features and differences seen; report on this to the class in various ways.	<ul style="list-style-type: none">• Identifying similarities and differences• Reporting findings	<ul style="list-style-type: none">• Report/Display
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• present report/create display etc. on the basic sequence of corporate worship for a given religious denomination, giving correct facts and sequence, as well as incorporating aesthetically pleasing features?	<u>Related Values:</u> <ul style="list-style-type: none">• Sharing information willingly• Cooperation	<u>Materials/Resources:</u> Copies of various orders of service Materials for making/creating the report/display Multimedia materials on different religious denominations Libraries and other resource places

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do world religions pass on what is important to them?

Pupils will:

- identify basic practices which most religions use to express their beliefs and values.
- explore content and make inferences concerning the beliefs and practices to which people all over the world adhere.
- name some symbols common to different religious groups.
- 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 which influences every area of human life.
- identify the special garments, foods, symbols and rituals associated with religious celebrations/festivals/ceremonies.
- identify symbols (and signs) used to represent different religious groups.
- discuss the usefulness of signs and symbols in religion.
- state the different ways of being obedient to the Supreme Being shown by different religious groups.
- identify and list some celebrations associated with the rites of passage for each religion.
- discuss basic activities that take place (e.g. in worship services and prayer meetings), as people within the community practise their faith.
- describe some activities that take place at the religious festivals/celebrations studied.
- 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.
- recognize similarities in beliefs and values which cross the boundaries of religious groupings.
- identify morals and values which guide the lives of people.
- distinguish between what most religious groups consider to be right and wrong, based on the values they share.
- respond positively to stated human values, in word and action.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> recall what the four major world religions have in common, i.e. Supreme Being/deity/deities, festivals, forms and places of worship, holy people and places, key stories/holy books, rites of passage, special objects, systems of belief. Discuss which one/ones of these would best inform a non-believer/ new believer about the religion. Write a short narrative and/or have a panel discussion/talk show on why these modes best give information about what is important within religions. in groups, discuss the significance of: <ol style="list-style-type: none"> corporate worship holy books festivals signs & symbols in passing on what is important to each world religion. Each group will then give oral/written report on its findings. discuss how some morals and values - love, honesty, truth, responsibility – in their religion/ denomination, guide people’s lives. Illustrate by collage, comic strip or puppet show. Write a paragraph summary of the conclusions from the discussion. 	<ul style="list-style-type: none"> Writing sentences correctly in SJE Evaluating information to make decisions Sharing ideas Participating in class/group discussions Writing report Illustrating / portraying concepts accurately Participating in class discussion Writing a summary in SJE Listening to the ideas/views of others 	<ul style="list-style-type: none"> Narrative/panel discussion/talk show Group report (oral or written) Collage, comic strip or puppet show Written summary in SJE
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> give a group report that <ul style="list-style-type: none"> - was related to the task given? - correctly reflect the discussion? write a summary that <ul style="list-style-type: none"> - was correctly written in SJE? - identified the morals and values discussed? 	<p><u>Related Values:</u></p> <ul style="list-style-type: none"> Tolerance Spirit of inquiry Willingness to share/listen Courtesy Love Honesty Truth Responsibility 	<p><u>Materials/Resources:</u></p> <p>Writing implements Magazines, newspapers Materials to make puppets & conduct puppet show Appropriate texts</p>

SCIENCE

SCIENCE**GRADE FOUR**Unit Title: **ROCKS, MINERALS AND SOILS**Term: **THREE**Unit: **ONE**Duration: **TEN WEEKS**

- FOCUS QUESTIONS:**
1. **What are rocks and minerals and how can we use them?**
 2. **Why do we need soil?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that rocks are formed by a variety of processes, within and on the earth's surface, and that these occurred over varying periods of time • Understand how the weathering of rocks leads to the formation of different types of soils 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define rocks and minerals. • identify the components of a rock, using a magnifier. • classify samples of locally obtained rocks, according to colour, hardness, reaction to different substances. • identify the characteristics exhibited by igneous, sedimentary and metamorphic rocks – colour, texture, lustre, hardness. • explain volcanic activity and its detrimental effects on the environment. • state ways to minimize the detrimental/harmful effects of volcanoes on the environment • describe the properties of minerals in terms of shape, colour, lustre, transparency, and hardness. • state some minerals found in Jamaica, and describe some of their uses. • compare samples of soil types – sand, clay and loam (garden soil). • interpret data to determine which soil type is best suited for seed germination/plant growth. • describe the process of weathering. • describe measures to conserve/preserve soil. 	<ul style="list-style-type: none"> rocks sedimentary igneous metamorphic texture lustre hardness volcano sand clay loam (garden soil) weathering distilled water detrimental effects conservation erosion

ACTIVITY PLAN**Focus Question 1.****What are rocks and minerals and how can we use them?****Objectives:****Pupils will:**

- define rocks and minerals.
- identify the components of a rock, using a magnifier.
- classify samples of locally obtained rocks, according to colour, hardness, reaction to different substances.
- identify the characteristics exhibited by igneous, sedimentary and metamorphic rocks – colour, texture, lustre, hardness.
- explain volcanic activity and its detrimental/harmful effects on the environment.
- state ways to minimize the detrimental effects of volcanoes on the environment.
- describe the properties of minerals in terms of shape, colour, lustre, transparency, and hardness.
- state some minerals found in Jamaica, and describe some of their uses.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. brainstorm to elicit vocabulary and definition for rocks/minerals in oral responses. 2. collect a sample of rocks during (i) field trip, nature walk, or (ii) within their own school/home environment. Use hand lens to examine rock samples, and record the components of each sample [fossils, pebbles, soil colour and texture, minerals/crystals], then perform hardness test on rocks, and compile list to show range of hardness for samples. 	<ul style="list-style-type: none"> • Recalling specific information • Identifying and selecting samples • Manipulating and organizing information 	<ul style="list-style-type: none"> • Record of findings • List
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • record more than three components that make up a rock? • produce a list with rocks correctly sequenced in terms of hardness? 	<p>Materials/Resources:</p> <p>Texts e.g. <u>First Steps in Science</u>, Book 4 – McClenan et al. <u>Finding Out</u>, Book 4 – June Mitchelmore Newspaper clippings Pamphlets Magazines, and any other relevant written or visual materials available Multi-media materials on rocks</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. collect a set of five to seven samples of different rock types, label each using number or letter. Collect 10 ml of each liquid – water, vinegar, diluted liquid bleach—and label. Obtain dropper, boiled/distilled water for cleaning dropper after each test. Break each sample into four or more pieces, and test by dropping two or three drops of each liquid on one of the pieces from each rock sample. Make a table showing each rock sample identified, substance used for testing, and results observed.</p> <p>4. using a hand lens, look at labelled samples of igneous, metamorphic, and sedimentary rocks, determine a list of characteristics for each and record in tabular form. Compare their own samples of rocks against the labelled samples, and sort into one of the three groups, using the identified characteristics. Record results. In groups, discuss what a rock is, record in their own words, a definition of 'rock', and compare it with those from other groups and with what had been discussed above.</p>	<ul style="list-style-type: none"> • Evaluating information • Comparing and classifying rock samples • Discussing and comparing information 	<ul style="list-style-type: none"> • Table of test results • Table • Record of results • Definition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • construct a table using correct headings, with accurate and relevant observations? • list relevant characteristics for each rock type? • classify their own samples of rocks into one of the three groups? 	<p><u>Materials/Resources</u></p> <p>Water Vinegar Diluted bleach Baking Soda Hammer Labelled samples of igneous, metamorphic and sedimentary rocks Rock samples</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. view multi-media material/research text on volcanic activity, and some of the detrimental effects on the environment. Make a list of measures to be taken to minimize the detrimental effects of volcanic activity on the environment (e.g. dig a trench to divert lava flow, put in air filters in surrounding buildings). In groups, decide on an area of enquiry, then make a group display.</p> <p>6. in groups, view a selection of common minerals – using commercially available sources or samples from UWI Geology Department. Produce a table using the various headings – hard/soft, colour, transparency, etc. Record their observations in either written or illustrative form. Report on their findings by contributing to class display and giving oral account of their part in it.</p>	<ul style="list-style-type: none"> • Making observations and drawing inferences from visuals • Analyzing and evaluating information • Recording and reporting information 	<ul style="list-style-type: none"> • List of measures • Display • Table • Oral account • Class display
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • construct a list of measures relating to volcanic activity? • make a display showing correct information in a creative way? • give an oral account of their part in the class display? • make a table with correct information? 	<p><u>Materials/Resources:</u></p> <p>Visual aids Multi-media materials on rocks and volcanic activity Materials for making group and class displays</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
7. in groups, extract research data on minerals found in Jamaica, from a variety of available sources in the school and local community. Include audio-visual aids, resource persons and computer databases and report findings in a variety of ways.	<ul style="list-style-type: none">• Seeking and finding specific information	<ul style="list-style-type: none">• Report of findings
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• give a report with clear and concise data presented in varied ways?	<u>Materials/Resources:</u> Resource persons Projectors Computers Audio and video-recorders Cameras	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
3. look for ways in which soils are used (other than for planting) in their homes or school or communities, and report on these to the class. 4. do research on weathering, soil erosion and soil conservation methods through observing conditions in their community, viewing multi-media materials on weathering and soils, seeking and finding information from written materials, etc. Report findings by making models or illustrated drawings, with supporting captions.	<ul style="list-style-type: none">• Observing for details• Reporting findings• Sharing ideas • Seeking and finding information• Communicating ideas	<ul style="list-style-type: none">• Report • Models or drawings
<u>Evaluation</u> Were pupils able to: <ul style="list-style-type: none">• produce report with clearly stated uses?• produce models or drawings that accurately depict research findings?	<u>Materials/Resources:</u> Multi-media materials on weathering and soils; Materials for making models	

SOCIAL STUDIES

SOCIAL STUDIES**GRADE FOUR**Unit Title: **THE COMPOSITION OF OUR POPULATION**Term: **THREE**Unit: **ONE**Duration: **FIVE WEEKS**FOCUS QUESTION: **1. What are the characteristics of Jamaica's population?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate the importance of social studies concepts in organizing and interpreting knowledge and experiences • Value and respect the diversity inherent in life on planet earth • Interpret information from a variety of sources • Demonstrate research skills 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: population, gender, census, registration of births/deaths, racial composition, overpopulation. • identify the different ways that the population of a country can be grouped. • describe the ethnic make up of the population of Jamaica. • discuss the origins of each racial group. • describe the diversity that exists in our population. • identify the ways of obtaining information on population. • discuss the uses made of population information. • discuss the effects of a large population on health, education, housing, transportation and food supply. • interpret information from tables and graphs. • present information in a variety of ways e.g. tables, graphs, maps. • collect data and analyze results. 	<ul style="list-style-type: none"> population gender census ethnic groups registration of births and deaths age range racial composition diversity planning and development social registrar general overpopulation

ACTIVITY PLAN

Focus Question 1. What are the characteristics of Jamaica’s population?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. brainstorm ideas about the meaning of ‘population’. Through discussion refine their definition of the concept. Identify the different contexts in which the term population may be applied e.g. population of a country, community, parish etc. Write, in their own words, the meaning of the concept. 2. look around their class and make as many statements as they can to describe the population of their class e.g. its size, and its ethnic and gender composition. Through discussion, clarify the meaning of gender and ethnic composition. 3. design and use a short questionnaire (no more than 5 questions) to collect data on the grade 4 population of their school. Information collected must include age, gender, racial/ethnic composition. Optional information could include one or more of the following: religious background, with whom students live, how they travel to school etc. 	<ul style="list-style-type: none"> • Brainstorming • Applying concept • Observing for details • Designing and using data collection instrument 	<ul style="list-style-type: none"> • Contexts • Written definition • Description of population of class • Data collection instrument
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify the different contexts in which the concept ‘population’ could be applied? • in their own words clearly and accurately define the concept ‘population’? • make at least three statements describing the population of their class? • design and use a simple 5-item questionnaire? 	<p><u>Materials/Resources:</u></p> <p>Browne, W and Dunn-Smith, P <u>The Parishes of Jamaica</u> Carlong Primary Social Studies, Book 4A Resource persons Census form Cartridge paper Markers Pictures</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. in groups tally the responses to questionnaire items – each group focussing on one item. Record data on the chalkboard. With teacher’s help organize the data into tables. 5. as a class interpret and discuss the data, then write a paragraph in which they use the information from the data to describe the grade 4 population of their school. Share their findings with grade 4 students in another school. This activity may also be done on a school basis. 6. read text – (<u>Parishes of Jamaica</u>) to identify and discuss other ways in which Jamaica's population is described. 7. from table showing Jamaica’s population by parish and gender compute the total population of Jamaica (as indicated by last census – 1991) as well as the total number of males and the total number of females. Record this information in their notebooks.	<ul style="list-style-type: none">• Collecting data• Presenting information in tabular form • Interpreting and presenting data • Reading for information • Interpreting data	<ul style="list-style-type: none">• Data• Tables • Paragraph • Computation
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• accurately collate data from questionnaire?• present data in tabular form?• write paragraphs which included 3-5 descriptive statements about the grade 4 population of their school?• accurately compute the size of the Jamaica population as well as the number of males and females?	<u>Materials/Resources:</u> Browne, W and Dunn-Smith, P <u>The Parishes of Jamaica</u> – Carlong Primary Social Studies Book 4A	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. examine table showing occupational groups in Jamaica and answer questions relating to the numbers of people employed, the occupational group that employs the most workers, the areas that employ more men than women and vice versa and suggest reasons for this.</p> <p>9. observe that although there are slightly more women than men in the overall population more men are employed than women. Discuss reasons why this is so, and talk about how they think this situation could be changed.</p> <p>10. examine tables and bar graphs showing the population of Jamaica by age group and gender and answer questions based on the table.</p> <p>11. contact the ministry responsible for labour to find out what the minimum working age is as well as the age of retirement. Look back at table (activity 10) and make statements about the percentage of people too old or too young to work.</p> <p>12. recall information about the ethnic composition of their class and grade 4 and compare these with the ethnic composition of the Jamaica population as shown on table. Talk about which group is largest, smallest, and suggest why. Recall information about where each racial/ethnic group came from (grade 3, term 2). Discuss the ways in which the population of the class/grade is representative of the population of Jamaica.</p>	<ul style="list-style-type: none"> • Interpreting data • Analyzing data/tables • Interpreting table • Researching information • Making inferences • Making comparisons 	<ul style="list-style-type: none"> • Answers to questions • Reasons • Answers • Statements • Comparisons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • answer correctly questions asked about the table? • give plausible explanations for why more men than women are employed? • using the table supply the correct answers to the questions asked? • correctly identify groups too old and too young to work? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. with teacher, discuss what points to include in a composition describing the make-up of the Jamaican population. Write individual composition.</p> <p>14. respond to questions about how they think the information about the population of Jamaica that they have been using so far was collected. Name the agency responsible for the collection and analysis of this data.</p> <p>15. examine a copy of a census form, a part of which is included in text (<u>Parishes of Jamaica</u>) and discuss what additional information (apart from that already discussed) the census form provides.</p> <p>16. in groups brainstorm ideas about who needs to use the census data and why. Present group ideas to rest of class. With teacher compile a list of organizations/agencies that use census data. Invite a resource person from one of these organizations/agencies that use census information. With teacher, summarize the main points.</p>	<ul style="list-style-type: none">• Writing composition • Answering questions • Reading for information • Making deductions• Asking questions of resource person• Summarizing information	<ul style="list-style-type: none">• Composition • List • Summaries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• write short compositions describing the major characteristics of the Jamaica population?• correctly identify and list some of the organizations that use census data?• with teachers help, make brief and simple summaries?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>17. discuss and make cartoon strip, jingle, or other creative piece outlining the importance of co-operating with the census taker.</p> <p>18. describe their own experiences of overcrowding (e.g. in classrooms, buses) and explain what creates problems in these situations. Explain what causes overcrowding in schools, hospitals, clinics, public transportation. In discussion, with guidance from teacher, conclude that an area or country is overpopulated when the resources present are not sufficient to support the demands of the area's/country's population.</p> <p>19. divide into groups. Group leaders select a topic strip from a hat. Discuss the impact of overpopulation on the topic selected. Topics should include health, education, food supply, transportation. Present group reports for discussion. After discussion prepare for display poster/chart illustrating the impact of overpopulation on their topic.</p>	<ul style="list-style-type: none"> • Expressing ideas creatively • Defining concept • Discussing ideas • Working co-operatively • Mounting display 	<ul style="list-style-type: none"> • Creative piece • Group report • Poster/chart • Display
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • through their preferred medium produce a creative piece which clearly illustrated the importance of co-operating with the census taker? • present group reports which clearly showed the impact of overpopulation on areas identified? • produce posters/charts, which clearly and attractively outlined the effects of overpopulation on different sectors? • display posters attractively? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
20. interview older persons, read resource materials etc. in preparation for participation in panel discussion on why Jamaica needs to control its population. Make brief notes. 21. with teacher's help, organize and conduct panel discussion.	<ul style="list-style-type: none">• Researching information • Participating in panel discussion	<ul style="list-style-type: none">• Research notes • Panel discussion
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• make useful notes for participating in panel discussion?• conduct and participate in panel discussion which clearly conveyed the importance of population control in Jamaica?	<u>Materials/Resources:</u>	

SOCIAL STUDIES**GRADE FOUR**Unit Title: **POPULATION MOVEMENT**Term: **THREE**Unit: **TWO**Duration: **FIVE WEEKS****FOCUS QUESTIONS:**

1. Why do people move from one place to another?
2. What are the effects of migration on people and places?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPT
<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 • Demonstrate research skills • 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"> • define and use correctly the concepts migration, emigration, immigration, brain drain, push/pull factors. • differentiate between seasonal and permanent, an internal and external migration. • explain why people move from one place to another. • identify the effects of migration on the receiving community/parish/country and sender community/parish/country. • explain how the host population relates to the immigrant population. • appreciate the importance of rules governing migration. • work cooperatively in groups. • read for information about population. • collect information from primary data. • present information in a variety of creative ways. • locate on a world map places to which Jamaicans migrate over the years. • locate on map of Jamaica places which community members move to and from. 	<p>migration push and pull personal temporary permanent internal external international depopulation overpopulation free migration brain drain quantities overcrowding regional</p>

ACTIVITY PLAN

Focus Question 1.

Why do people move from one place to another?

Objectives:

Pupils will:

- define and use correctly the concepts migration, emigration, immigration.
- explain why people move from one place to another.
- differentiate between seasonal, permanent, internal and external migration.
- collect information from primary data.
- locate on a map of Jamaica communities to and from which people migrate.
- locate on a map of the world places to which Jamaicans migrate.
- present information in a variety of creative ways.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Teacher will:</p> <ol style="list-style-type: none"> 1. read to class an imaginary letter written by a parent living abroad to a family member living here in Jamaica. Letter should address reasons for leaving, conditions in the new country of residence, feelings about being away from home etc. <p>Pupils will:</p> <ol style="list-style-type: none"> 2. respond to the contents of the letter in terms of their own experiences i.e. what happens when close family members e.g. parents leave home to reside elsewhere. List as many reasons as possible why people sometimes leave home to reside elsewhere (chart). 3. with the help of teacher, identify persons such as these as migrants and the movement of people from one place of residence to another as migration. Further identify them as Jamaican emigrants - people who leave Jamaica to reside in another country. Read and discuss the poem – “The Emigrants”, then either write the story the poem tells in their own words or dramatize the poem. Locate the places referred to on a map of the world. 	<ul style="list-style-type: none"> • Listening for information • Relating experiences • Defining concepts • Interpreting literary materials • Locating places 	<ul style="list-style-type: none"> • List of reasons • Story • Dramatization of poem • Map
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify a variety of reasons for migration? • write the story of the poem in their own words? • creatively and effectively dramatize the poem? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. through questioning by teacher establish that migration may be internal, external, voluntary, involuntary, temporary, permanent, seasonal.</p> <p>5. listen to or read the story “Jamaicans Who Went to Panama” and discuss the reasons why Jamaicans migrated to Panama. Compare their reasons for going with those persons who migrate today. Establish that people migrate today for the same reasons they did in the past - often (though not always) as a response to difficult conditions at home.</p> <p>6. re-examine the story “Jamaicans Who Went to Panama” and with reference to the types of migration identified earlier describe this movement of Jamaicans to Panama.</p> <p>7. read or listen to another story “The Maroons who were forced to leave Jamaica”. Compare the two movements of Jamaicans.</p> <p>8. bearing in mind that migration is not a one way movement, examine the coming of the different ancestral groups to Jamaica and discuss the extent to which Jamaican people are descendants of immigrants. With teacher’s help identify other countries whose populations today are largely the descendants of immigrants.</p>	<ul style="list-style-type: none"> • Defining concepts • Listening/reading for information • Making inferences • Applying concepts related to migration • Making comparison • Participating in discussion 	<ul style="list-style-type: none"> • Comparisons • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show the flow of Jamaicans to other countries on a map? • make valid comparisons? • make valid points and support their points using information learnt earlier? 	<p><u>Materials/Resources:</u></p> <p>Outline map of the world Atlases Brown, D. - “Those Who Left Jamaica” - Doctor Bird Series #39. Brathwaite, Edward – “The Emigrants” (poem)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. write letters to High Commissions, embassies, the Ministry of Foreign Affairs and the Statistical Institute of Jamaica requesting information on:</p> <p>(a) the number of Jamaicans who emigrated over a period, (e.g. last five years), the number of males and females, the countries to which they went, the age groups to which they belong and their reasons for going. Discuss these then prepare a table to show this information.</p> <p>(b) the number of immigrants entering the island over a similar period and their reasons for coming. Discuss these, then briefly summarize their observations about migration over the last five years.</p> <p>10. in groups investigate Jamaica's Farm Work Programme as an example of seasonal migration. Share findings with the class.</p> <p>11. (a) with teacher, develop a questionnaire to find out:</p> <ul style="list-style-type: none"> - how long persons have lived in the community - where they came from to the community - why they came to the community - family/community members who left for other communities/parishes - why they left - why they went to a particular place 	<ul style="list-style-type: none"> • Writing letter • Categorizing information • Synthesizing and summarizing information • Researching information • Conducting surveys • Developing questionnaire 	<ul style="list-style-type: none"> • Letter • Table • Summary • Group reports • Questionnaire • Data collected
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • observe the conventions of letter writing and state clearly their request? • categorize and present information in table clearly and concisely? • discern any pattern and comment on them? • present reports which included important characteristics of the Farm Work Programme? • conduct survey to obtain required information? 	<p><u>Materials/Resources:</u></p> <p>Embassies, High Commissions Ministries of Foreign Affairs, Labour and Sports Statistical Institute of Jamaica</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11 (b) analyze data to find out: the extent to which the community may be described as a community of migrants.</p> <p>(c) identify some interesting information from the foregoing research about the migration character of their communities and present it in the form of a “Did You Know?” fact sheet.</p> <p>12. discuss the song “Colon Man” and the poems “Jamaica Wanderers” by Alma Norman and “Colonisation in Reverse” by Louise Bennett to find out:</p> <ul style="list-style-type: none"> - the period about which each was written - to what events/situations they refer 	<ul style="list-style-type: none"> • Analyzing data • Presenting information • Reading • Discussing and analyzing information 	<ul style="list-style-type: none"> • Analysis of data • Fact sheet
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • analyze the data and determine the extent to which their community could be considered a community of migrants? • produce fact sheets with interesting information about their communities? • identify the period referred to? • the events/situations referred to? 	<p><u>Materials/Resources:</u></p> <p>“Those who left Jamaica” – Doctor Bird Series Poems: “Jamaica Wanderer”– Alma Norman “Colonisation in Reverse” – Louise Bennett</p>	

ACTIVITY PLAN

Focus Question 2.

What are the effects of migration on people and places?

Objectives:

Pupils will:

- define and use correctly the concepts: brain drain, push and pull, overcrowding.
- identify the effects of migration on the receiving community/parish/country and the sender community/parish/country.
- explain how the host population relates to the immigrant population.
- read for information about population.
- present information in a variety of creative ways.
- work cooperatively in groups.
- appreciate the importance of rules governing migration.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. view teacher-made charts depicting positive and negative effects of migrating parents on family members left behind (include newspaper articles, academic notices, remittance services, barrels being cleared etc.). Discuss what is shown on charts and add other information. Group effects under negative and positive on simple table. 2. listen to excerpts from newspaper/magazine articles about the experiences of some children whose parents went abroad to live. Talk about the things that could be done to reduce the negative effects on these children. 3. work in pairs to produce comic strips or cartoons to illustrate at least one thing that could be done to help children who experience difficulties because either one or both their parents have migrated. 	<ul style="list-style-type: none"> • Making inferences • Categorizing information • Listening for information • Proposing solutions • Illustrating solutions 	<ul style="list-style-type: none"> • Table • Solutions • Illustrations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify relevant effects from stimuli and add other effects to table? • propose solutions that are workable? • creatively illustrate the solutions that relate to the chosen effects? 	<p><u>Materials/Resources:</u></p> <p>Charts Newspaper/magazine articles</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. refer to table made from data collected from embassies, High Commissions etc., under Focus Question 1 and observe that most of the people who emigrate do so during their productive years and are mostly female. Discuss some of the effects that this has on the country (negative e.g. brain drain, depopulation, positive e.g. remittances, educational advancement). Debate the following moot: The advantages of emigration are greater than its disadvantages.</p> <p>5. invite a returning resident from the community to speak about being an immigrant in a foreign country; its advantages and disadvantages, then simulate a radio/television interview in which a migrant speaks about the negative and positive aspects of being away from home.</p> <p>6. read excerpts from the novel “ The Lonely Londoners” and return to the stories “The Maroons who were forced to leave Jamaica” and “Jamaicans who went to Panama” and make a list of the difficulties experienced by the emigrants in their new environment. Think about some of the difficulties as well as benefits the people who moved from one place of residence to another could experience and add these to list. With teacher’s help classify them as economic, cultural, social, political.</p>	<ul style="list-style-type: none"> • Interpreting data • Making inferences • Debating issues • Listening for information • Simulating radio/TV programme • Reading for information • Classifying/categorizing information 	<ul style="list-style-type: none"> • Observation • Debate • Simulation • Classification
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • interpret the data making relevant observations? • participate in debate making valid points that show their use of information? • creatively simulate the interview using points from speech? 	<p><u>Materials/Resources:</u></p> <p>Data of population movements Resource person Samuel Selvon – The <u>Lonely Londoners</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. imagine that their family relocated to a new place of residence (in Jamaica or another country). Write a letter to a friend in the community from which they moved relating their experiences (positive and negative) as they settle in the new community.</p> <p>8.(a) in small groups discuss what they imagine could be some of the good and bad effects on places receiving immigrants. Read resource materials provided by teacher for additional information.</p> <p>(b) imagine that they are in charge of a community/country (bearing in mind all that they have learnt so far about the effects of migration on people and places). Consider the kinds of regulations they would put in place for people wishing to enter their community/country. Give reasons for these regulations.</p> <p>(c) discuss the importance of having regulations that govern the movement of people from one place to another.</p>	<ul style="list-style-type: none">• Writing letter• Thinking creatively • Discussing ideas• Reading for information • Thinking critically• Using information• Justifying decisions taken • Participating in discussion	<ul style="list-style-type: none">• Letter • Discussion • Rules/regulations• Reasons • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to</p> <ul style="list-style-type: none">• classify difficulties and benefits under headings stated?• write letter using the information creatively?• select relevant information from resource materials and use this in discussion?• suggest rules/regulations that are rational and workable?• give rational reasons for regulations?	<p><u>Materials/Resources:</u></p>	

VISUAL ARTS

VISUAL ARTS**GRADE FOUR**Unit Title: **EVERYDAY ART**Term: **THREE**Unit: **ONE**Duration: **FIVE WEEKS**

- FOCUS QUESTIONS:**
1. How do artists and designers use ideas to create items and objects that inform, entertain and stimulate thoughts and emotions?
 2. How do artists and designers use ideas to create items and objects that are used in everyday life?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Understand that artists and designers create a variety of items and objects that may be useful, entertaining, informative and stimulating • Understand how ideas for innovative items and objects are generated by exploring a range of everyday activities • Explore a variety of ideas to produce specific items and objects 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • identify and analyze the role of the artist/designer in creating an informative poster design. • explore ideas to create a toy/game that is entertaining and informative. • analyze the role of the architect by creating a design for a house. • examine the role of the fashion designer in creating ideas for fashion accessories. • analyze and experience what the craft designer does in developing ideas for creative craft pieces. 	<p>artist designer architect house furniture fashion craft poster advertisement information entertainment picture lettering cartoon brand name</p>

ACTIVITY PLAN

Focus Question 1. How do artists and designers use ideas to create the items and objects that inform, entertain and stimulate thoughts and emotions?

Objective:

Pupils will:

- identify and analyze the role of the artist/designer in creating an informative poster design.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. discuss and observe examples of items that inform and entertain e.g.</p> <ul style="list-style-type: none"> - cartoons - posters - advertisements - games - toys <p>b. discuss the role of the artist/designer in producing a poster:</p> <ul style="list-style-type: none"> - determine the message - look for ideas to attract attention - organize pictures and words - add necessary details <p>c. create posters that attract attention and inform of an event or feature of:</p> <ul style="list-style-type: none"> - school - community - environment - tourism etc. 	<ul style="list-style-type: none"> • Observing and discussing displayed items • Analyzing posters • Designing poster 	<ul style="list-style-type: none"> • Participation in discussion • Critique of completed posters
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify features of a poster? • identify key message? • create a poster that would attract and inform the public? 	<p><u>Materials/Resources:</u></p> <p>Glue Paper Pencils Crayon Markers Paint Brushes Selected items and posters for motivation Rulers</p>	

ACTIVITY PLAN

Focus Question 1. How do artists and designers use ideas to create items and objects that inform, entertain and stimulate thoughts and emotions?

Objective:

Pupils will:

- explore ideas to create a toy/game that is entertaining and informative.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2a. discuss and observe samples of toys and games that are designed to entertain and inform.</p> <p>b. discuss how the artist/designer planned and created them.</p> <p>c. select materials and create an idea for a simple toy or game that can be used to entertain/inform.</p>	<ul style="list-style-type: none"> • Observing and describing samples • Selecting and using materials • Creating a simple toy or game 	<ul style="list-style-type: none"> • Participation in discussion • Finished toy/game
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the role of the artist or designer in creating toys or games? • select materials suitable for making the toys or games? • create toys and games that could be used to entertain and inform? 	<p><u>Materials/Resources:</u></p> <p>Samples of toys, games Paper Cardboard Plastic bottles Wood Found objects Seeds Glue</p>	

ACTIVITY PLAN

Focus Question 2.

How do artists and designers use ideas to create the items and objects that are used in everyday life?

Objective:

Pupils will:

- analyze the role of the architect by creating a design for a house.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1a. discuss and observe examples of designs for everyday living e.g.</p> <ul style="list-style-type: none"> - house - furniture - craft - fashion <p>b. discuss what a designer (architect) does to create ideas for an item (house):</p> <ul style="list-style-type: none"> - determine activities to be conducted in it - determine how many people will use it - determine what it is to built from - determine its features, look, finish <p>c. determine what housing features would best suit each student and family.</p> <p>d. create compositions indicating the features of this ideal house: size, rooms, doors, windows, entrance, materials, furniture, roof, garden, details etc. Create design on paper or make model.</p>	<ul style="list-style-type: none"> • Observing and describing various examples of houses, apartments • Determining the things that a designer (architect) would consider • Creating a composition/ making a model 	<ul style="list-style-type: none"> • List of considerations • Composition (illustration or model)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the things that the designer (architect) must consider in creating a design for a house? • identify the specific things they would need to consider in designing a house for their family? • create a composition to illustrate their idea of an ideal house? 	<p><u>Materials/Resources:</u></p> <p>Paper Pencils Crayon Markers Rulers Cardboard Paste</p>	

ACTIVITY PLAN

Focus Question 2.

How do artists and designers use ideas to create the items and objects that are used in everyday life?

Objective:

Pupils will:

- examine the role of the fashion designer in creating ideas for fashion accessories.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2a. observe and discuss examples of fashion designs e.g.</p> <ul style="list-style-type: none">- clothes- hats- shoes- bags- jewellery <p>b. brainstorm to identify and discuss a variety of brand names.</p> <p>c. discuss what fashion designers do to create fashion items.</p> <ul style="list-style-type: none">- look at trends- identify needs- identify materials- select/match colours- create original ideas- model items	<ul style="list-style-type: none">• Observing and discussing selecting examples • Brainstorming • Analyzing	<ul style="list-style-type: none">• Discussion of designing process for fashion

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
d. discuss ideas for a fashion item that could be made from paper e.g. jewellery, hats, costume. e. create an item from paper.	• Creating a paper product	• Display and critique of items
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• identify the things that a fashion designer must consider in creating a fashion item?• identify ideas for, and create an item from paper?• express their awareness of originality and brand name designs?	<u>Materials/Resources:</u> Paper Pencils Paint Thread, needle Glue Strands of wire or fishing line Glitter	

ACTIVITY PLAN

Focus Question 2.

How do artists and designers use ideas to create the items and objects that are used in everyday life?

Objective:

Pupils will:

- analyze and experience what the craft designer does in developing ideas for creative craft pieces.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3a. observe and discuss examples of craft items e.g.</p> <ul style="list-style-type: none"> - boxes - vases - mats - bowls - baskets <p>b. discuss what craft designers do when creating a craft item:</p> <ul style="list-style-type: none"> - identify its purpose - select material - determine shape, form - consider decorative parts - apply durable finish - display attractively. <p>c. discuss ideas for a craft item made from discarded/waste materials.</p> <p>d. create and decorate a craft item.</p>	<ul style="list-style-type: none"> • Observing and discussing selected craft items • Analyzing how craft items are designed and created • Selecting appropriate materials • Creating craft item 	<ul style="list-style-type: none"> • Discussion of the process involved in designing • Critiquing completed items
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the things a craft producer must consider in making an attractive and useful item? • identify ideas for, and create an attractive and functional craft item from discarded/waste materials? 	<p><u>Materials/Resources:</u></p> <p>Cardboard boxes Fabric scraps Scissors Paste Decorative paper Newspaper, etc.</p>	

GRADE FOUR

VISUAL ARTS

Unit Title: **FORMING OBJECTS**

Term: **THREE**

Unit: **TWO**

Duration: **FIVE WEEKS**

FOCUS QUESTION: 1. How can we make and arrange objects to represent our community/environment?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Develop creative ideas in 3D using a variety of skills, processes, techniques and materials• Make choices concerning the use of materials, techniques and tools/equipment in the representation of the environment• Demonstrate an ability to plan ahead, select, organise 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">• show how form can be used to represent objects.• demonstrate the role of scale and proportion in the representation of objects within a model.• use selected materials to create models of objects in the environment.• organise objects to represent a community.• create design for models.	<p>environment community scale model proportion architecture form layout work plan</p>

ACTIVITY PLAN

Focus Question 1. How can we make and arrange objects to represent our community/environment?

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>This project is to extend over a five-week period. Time and sequence for activities are to be determined by specific needs.</p> <p>Pupils will:</p> <ol style="list-style-type: none">1. observe a range of visual representations of communities.2. define the community to be represented (natural, built and social environment).3. visit the community to gather visual data.4. list the characteristics that identify the selected community e.g.<ul style="list-style-type: none">- geography- buildings- people- vehicles5. suggest a range of materials which could be used to make representations of the various objects and make appropriate choices for individual objects.	<ul style="list-style-type: none">• Observing visual stimuli• Determining focus• Conducting information gathering tour• Characterizing a community • Brainstorming for construction ideas	<ul style="list-style-type: none">• Participation in discussion • Data gathered • List of characteristics

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT															
<p>6. develop a plan for the model of the community, giving consideration to:</p> <ul style="list-style-type: none"> • size of model • scale of model • proportion of objects • layout of model • placement of objects • eventual location • base support <p>7. develop designs for model and objects.</p> <p>8. construct and position objects within model.</p> <p>9. finish by adding details, textures, colours, patterns etc.</p>	<ul style="list-style-type: none"> • Brainstorming to develop work plan • Developing designs • Constructing objects 	<ul style="list-style-type: none"> • Completed model of community 															
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • brainstorm for ideas? • analyze and choose materials, tools etc? • develop and execute designs? • work co-operatively? • produce a representational and attractive model? 	<p><u>Materials/Resources:</u></p> <p>Photographs of communities</p> <p>Range of materials for construction and finish e.g.</p> <table border="0"> <tr> <td>papier mache'</td> <td>found objects</td> <td>plaster</td> </tr> <tr> <td>cardboard</td> <td>plastics</td> <td>wire</td> </tr> <tr> <td>glue</td> <td>wood</td> <td>sand/gravel</td> </tr> <tr> <td>scissors</td> <td>fabric scraps</td> <td>paints</td> </tr> <tr> <td>paper</td> <td>clay</td> <td></td> </tr> </table>		papier mache'	found objects	plaster	cardboard	plastics	wire	glue	wood	sand/gravel	scissors	fabric scraps	paints	paper	clay	
papier mache'	found objects	plaster															
cardboard	plastics	wire															
glue	wood	sand/gravel															
scissors	fabric scraps	paints															
paper	clay																

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 4

Review where necessary, the crucial objectives from grade 3.

NUMBER

Place value

- Distinguish between value, place value and face value of a number. (e.g. the '2' in 24 has value 20, occupies a place having place value 10 and has a face value 2)
- Read and write 5-, 6- and 7-place numerals
- Identify the value of numbers up to 7 digits

Addition and Subtraction ideas

- Use the properties of addition and subtraction (commutative and associative)
- Add or subtract 2-digit numbers mentally

Calculator

- Identify and use the keys on a pocket calculator
- Check answers using a calculator
- Investigate numbers and number patterns using a calculator

Multiplication and Division ideas

- Use the terms dividend, quotient, divisor, remainder in a division sentence correctly
- Discover, memorise and recall all multiplication and division facts up to at least $10 \times 10 = 100$
- Multiply a 4-digit number by a 1-digit number renaming in any of the 3 places
- Identify and correct wrong answers in problems involving multiplication and division
- Divide so that zero is the quotient
- Divide a 3- or 4-digit number so that zero is a digit in the tens or hundreds place or both in the quotient
- Test whether or not a number is divisible by 2, 3 or 4
- Mentally multiply a 2-digit number by a 1-digit number
- Multiply a number by a multiple of ten
- Multiply a 2- or 3-digit number by a 2-digit number (including money)
- Divide numbers of up to 5-digits by numbers of up to 2-digits
- Express the answers to a division problem with a remainder as a mixed number

Problem solving

- Differentiate between the use of addition and multiplication, subtraction and division in problem situations
- Estimate and check answers to computations/problems
- Identify 'the hidden question' in a 2-step problem
- Write a 2-step problem from information given
- Write mathematical sentences for a 2-step problem
- Select data relevant to a problem when finding its solution

Fractions, including decimal form

- Apply equivalence to the addition and subtraction of fractions
- Name whole numbers as fractions
- Identify fractional numbers greater than one
- Use the mixed form to write fractional numbers greater than one
- Recognize like fractions (fractions with equal denominators)
- Reinforce the ordering of fractions with different numerators and different denominators
- Add or subtract fractional numbers with equal denominators when the sum is less than, equal to or greater than one
- Add or subtract fractional numbers with equal denominators without renaming where possible (e.g. $2\frac{3}{4} - 1\frac{1}{4}$; $3\frac{1}{5} + 4\frac{3}{5}$)
- Solve problems involving the addition or subtraction of like fractional numbers
- Extend the base ten place value system to include tenths and hundredths
- Name fractional numbers with denominator 10 or 100 in decimal form and vice versa
- Complete sequences of fractional numbers in decimal form counting by tenths or hundredths
- Subtract a fractional number less than 1 or a mixed number from a whole number
- Apply the four operations to worded problems involving decimal fractions (including money)

MEASUREMENT**Time**

- Read and write time using the hour, minute format e.g. 2:45 p.m.
- Know the relationships among units of time

Length

- Estimate, measure and record distances in metres and centimetres, in centimetres or to the nearest centimetre
- Solve problems using information on a road map
- Estimate and read distances recorded in kilometres on a road map
- Convert measurements from kilometres to metres and vice versa
- Write lengths (metres and centimetres, centimetres) in terms of a metre using decimal form

Area

- Compare and contrast units of length and units of area
- Explain the difference between units of length and units of area
- Measure areas using unit squares

Mass

- Read a scale shown in a measurement situation using kilograms, kilograms and grams or grams
- Convert measurements from kilograms or kilograms and grams into grams and vice versa
- Know that $1\ 000\text{ kg} = 1\text{ t}$
- Convert measurements from kilograms into tonnes and vice versa

Capacity

- Estimate and measure capacity or volume, using litres and/or millilitres
- Know that $1\ 000\text{ ml} = 1\text{ l}$
- Convert measurements from litres or litre and millilitres into millilitres and vice versa

Temperature

- Estimate and measure temperature in degrees Celsius
- Tell the difference between two temperatures both above zero
- Tell the temperature which is a given number of degrees warmer or cooler than a given temperature

General

- Know the general meaning of the prefixes centi- and kilo-
- Identify the appropriate unit:- kilogram, gram, tonne, litre, millilitre, for a given measurement situation
- Know the relationship between the units having the prefixes centi- and kilo- and the main units gram, metre and litre

GEOMETRY**Angle ideas**

- Identify and name rays and associate them with the formation of angles
- Associate the idea of a 'turn' with the formation of an angle
- Use capital/common letters to name angles/rays
- Recognize right angles when drawn or seen in the environment
- Identify angles less than, greater than and equal to a right angle
- Identify angles from different perspectives and orientations

Polygons

- Differentiate between polygons and non-polygons
- Recognize and draw the following polygons:- triangle, square, rectangle and irregular quadrilaterals
- Identify rectangles from a set of quadrilaterals
- Draw polygons to a reasonable degree of accuracy where the length of sides is given
- Find the perimeter of polygons

Symmetry and Reflection

- Equate symmetry with reflection
- Identify the mirror line of a reflection
- Identify the mirror line as being a line of symmetry
- Know that any diameter of a circle is a line of symmetry
- Identify the possible lines of symmetry in common shapes and objects

Other ideas

- Identify, draw and/or describe parallel, perpendicular and intersecting line segments
- Identify congruent shapes and objects and say why they are congruent
- Make and explore combinations of geometric shapes

ALGEBRA

n-sentences

- Write n-sentences for problems
- Identify the correct operation (s) to be used in solving a problem
- Find replacements for variables that make number sentences true
- Demonstrate the principles of substitution in simple formulae
- Express simple sentences and word problems as algebraic expressions
- Solve word problems using algebraic expressions
- Write one or two-step problems based on information given in a story
- Then write the correct n-sentence and solve the problem

STATISTICS AND PROBABILITY

Graphs

- Present data using pictographs and bar graphs
- Convert a pictograph into a bar graph and vice versa
- Read and interpret bar, line, circle graphs and pictographs

Mean average

- Find the mean of a set of data
- Find the total set, given the mean and the number of addends
- Solve problems based on the mean

Sample and Population ideas

- Explain the idea of 'a sample'
- Distinguish between a 'fair' (random) sample and a biased sample
- Use sampling techniques to collect information or conduct a survey
- Classify and sort collected data
- Explain the concept of 'population'
- Identify the population in any given problem situation
- Collect numeric data based on interviews and observation

Experimental probability

- List the possible expected values of an experiment
- Make predictions regarding the outcomes of experiments and record the results explaining any differences
- Distinguish between 'fair' and 'unfair' events