

**CAMPION COLLEGE**

**GRADE 9 CURRICULUM**

## CONTENTS

ENGLISH LANGUAGE.....	3
HISTORY.....	7
INFORMATION TECHNOLOGY.....	12
INTEGRATED SCIENCE.....	16
MATHEMATICS.....	24
MODERN LANGUAGES.....	31
SPANISH.....	32
FRENCH.....	35
PERSONAL DEVELOPMENT.....	37
PHYSICAL EDUCATION.....	40
TECHNICAL DRAWING.....	44
VISUAL ARTS.....	48
GEOGRAPHY.....	51

# ENGLISH LANGUAGE

## INTRODUCTION

The Third Form course is designed to further broaden the student's horizons in English Language. They should be mastering many aspects of language and its uses to:

- a) evaluate opinions expressed on their own
- b) derive pleasure from and give pleasure through language
- c) improve the habitual use of accepted grammatical structures and sentence patterns in speech and writing

Students should be able to examine historical, sociological, geographical, religious, biographical, poetic and other forms of writing; in order to gain experience, appreciate literary forms and arrive at meaningful conclusions.

They should be able to realize and appreciate the fact that there is a world larger than their immediate surroundings.

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Grammar</b></p> <ul style="list-style-type: none"> <li>- parts of speech</li>   <li>- subject and predicate</li> <li>- types of sentences</li> <li>- subject-verb agreement</li> <li>- end punctuation signals – full-stop, exclamation, question marks</li> </ul> <p><b>2. Comprehension</b></p> <ul style="list-style-type: none"> <li>- examine a variety of passages and poems</li> <li>- look for context clues</li> <li>- interpret questions accurately</li> <li>- answer comprehension questions through both written and oral responses</li> </ul> <p><b>3. Composition – Paragraphs</b></p> <ul style="list-style-type: none"> <li>- the topic sentence</li> <li>- the supporting sentences</li> <li>- the concluding sentence</li> </ul> <p><b>4. Introduction to Types of Writing</b></p> <ul style="list-style-type: none"> <li>- expository</li> <li>- persuasive/argumentative</li> <li>- narrative</li> <li>- descriptive</li> </ul> <p><b>5. Introduction to Essay Writing</b></p> <ul style="list-style-type: none"> <li>- the parts of an essay</li> </ul> <p><b>6. Letter Writing</b></p> <ul style="list-style-type: none"> <li>- the friendly letter</li> <li>- addressing the envelope</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ state the eight parts of speech</li> <li>▪ determine the part of speech of a word by its function in a sentence</li> <li>▪ distinguish between the subject and the predicate in a sentence</li> <li>▪ state the kinds of sentences and their purpose</li> <li>▪ recognize when the subject is in agreement with the verb</li> <li>▪ use correct punctuation signals in writing</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ extract information explicitly and implicitly stated</li> <li>▪ draw valid conclusions and inferences from information presented</li> <li>▪ communicate information clearly, concisely and adequately</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct well ordered paragraphs</li> <li>▪ state the elements of a paragraph</li> <li>▪ identify the topic sentence in given paragraphs</li> <li>▪ identify the main idea in paragraphs</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ state the purpose of each type of writing</li> <li>▪ recognize the different types in various comprehension passages</li> <li>▪ write expository paragraphs</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ write essay outlines</li> <li>▪ write an essay</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ write friendly letters</li> <li>▪ address envelopes</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<b>7. Vocabulary</b> - using the dictionary	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ use the dictionary to gain information about words</li> <li>▪ collect words from assigned texts and other books</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<b>1. Grammar</b> - verbs: active and passive - subject-verb agreement - pronouns, pronoun agreement - countable and uncountable nouns - contractions and possessive pronouns - punctuation – comma, semi-colon, colon and apostrophe  <b>2. Comprehension</b> - examine narrative and descriptive passages - focus on World Aids Day  <b>3. Composition</b> - reviewing expository writing - writing reports World Aids Day World Environment Day Valentine’s Day Books read Film/Movie Sporting events School functions  <b>4. Short Story Writing</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ distinguish between active and passive forms of the verb</li> <li>▪ recognize when nouns and pronouns are in agreement with the verbs</li> <li>▪ distinguish between contractions and possessive pronouns</li> <li>▪ use punctuation signals appropriately</li> </ul> <b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ extract information that is explicitly and implicitly stated</li> </ul> <b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ write reports on topical events</li> </ul> <b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ discuss the elements of short story writing e.g. plot, setting etc.</li> <li>▪ write descriptive paragraphs (setting only)</li> <li>▪ create an impression of a character through a clear description of his appearance only</li> <li>▪ create an impression of a character through language only</li> </ul>

TOPIC/CONTENT	OBJECTIVES
5. Vocabulary	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>continue collecting words from assigned texts and other books and write their meaning in their vocabulary books</li> </ul>

### TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Grammar</b></p> <ul style="list-style-type: none"> <li>punctuation – quotation marks, inverted commas, hyphen and dash, ellipse</li> <li>spelling and vocabulary, synonyms and antonyms</li> </ul> <p><b>2. Comprehension</b></p> <ul style="list-style-type: none"> <li>examine persuasive comprehension passages</li> </ul> <p><b>3. Composition</b></p> <ul style="list-style-type: none"> <li>the formal letter</li> <li>argumentative essays</li> <li>advertisements</li> <li>writing summaries</li> </ul> <p><b>4. Vocabulary</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>use punctuation signals appropriately</li> <li>use major words with ie, ei, ous, our</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>extract information explicitly and implicitly stated</li> <li>draw valid conclusions and inferences from information presented</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>write letters of complaint, enquiry, application etc</li> <li>address the envelope</li> <li>state position held on a point</li> <li>give reasons and evidence for position</li> </ul>

#### TEXTBOOK:

A Comprehensive English Course, Book 3 – Roy Narinesingh

Grammar and Composition, Book 3 – N. Cox, B. Pettegew, R. McBaine

#### ASSIGNMENTS

TYPES	MINIMUM NO. OF PIECES	WEIGHTING
HOMEWORK	2	20%
CLASSWORK	2	30%
TESTS	2	50%
PROJECT	1	varies

# HISTORY

## INTRODUCTION

The Third form History Curriculum is geared towards providing students with the knowledge, skills and attitudes to help them understand themselves and the world in which they live.

Students will do a detailed study of the struggle for rights, freedoms, independence and nationhood. Emphasis will also be placed on the knowledge of the structure and functions of government in Jamaica and the rights and responsibilities of Jamaican citizens. The curriculum will also seek to highlight the contribution of Jamaica's nation builders in all aspects of life including education, sports, agriculture and theatre. The contribution of Marcus Garvey in instilling racial pride at home and abroad will also be emphasized. The curriculum culminates with Jamaica's relations with the Caribbean and the World through the study of institutions such as CARICOM and the United Nations.

Of great importance is the fact that the curriculum seeks to enable students to apply the concept of revolution to economic, social and political changes. Through a study of the main social, political and economic developments in Jamaica, the syllabus aims to encourage students towards social awareness and a mature and critical patriotism. The syllabus aims to further develop the skills previously taught in addition to introducing new ones such as the ability to weigh evidence, identify inconsistencies, detect bias and read maps, diagrams, charts and graphs. The curriculum will also give specific attention to the skills of research in order to develop within the student the ability to find and utilize information from a variety of sources.



TOPIC/CONTENT	OBJECTIVES
<b>3. Rights, Freedom and Responsibilities of Jamaicans</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define the concepts: citizen, citizenship, rights, freedom, alien, naturalization, franchise,</li> <li>▪ discuss the different ways of acquiring citizenship – birth, naturalization etc.</li> <li>▪ outline and discuss the rights and freedom of citizens as contained in the Jamaican constitution.</li> <li>▪ identify cases of infringement of the rights and freedom of the individual and explain the consequences of such violations.</li> <li>▪ discuss the responsibilities of the individual in society and the consequences of shirking these responsibilities.</li> <li>▪ identify and describe the role of the Council for Human Rights and Amnesty International.</li> <li>▪ suggest alternatives to some of society's sanctions for the infringement of rights.</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<b>4.Nation Builders</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define the following: leader, rewards, commitment, nation builder, honour, loyalty.</li> <li>▪ describe the characteristics of a leader and the qualities of an effective leader.</li> <li>▪ identify people who are considered to be leaders – past and present in the school community, parish, island, the Caribbean, the World.</li> <li>▪ explain why such persons are considered to be leaders.</li> <li>▪ explain why leaders emerge – events, circumstances, various walks of life from which they come.</li> <li>▪ discuss the qualities associated with leadership e.g. reliability, responsibility, understanding people, ability to listen to others, courage, willingness to make self-sacrifices etc.</li> <li>▪ asses the achievement of nation builders of Nursing: Mary Seacole, Mary Sievwright ; Sports: George Headley, Herb McKenley, Merlene Ottey; Agriculture, Politics, Social work, Arts, Dance, Theatre etc.</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>5. Life and Work of Marcus Garvey</b></p>	<p><b>OBJECTIVES</b></p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ explain how the nation honours/rewards its leaders/nation.</li> <li>▪ define the concepts: colonialism, anticolonialism, nationalism, race consciousness, Pan-Africanism, self reliance, independence.</li> <li>▪ give a brief overview of the history of Garvey's early life.</li> <li>▪ discuss the economic, political and social conditions in Jamaica during Garvey's time</li> <li>▪ identify and discuss the main ideas of Garvey with respect to racial pride, anti- colonialism, African/Black nationalism self reliance.</li> <li>▪ discuss the attitude of Garvey's contemporaries to his ideas and activities.</li> <li>▪ discuss the role of the UNIA in advancing Garvey's cause.</li> <li>▪ explain why Garvey was named a National Hero.</li> </ul>

### TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>CO-OPERATING WITH OTHERS</b></p> <p><b>6. Trade Agreements</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define the concepts:- developed country developing country, bilateral and multilateral agreements, trade imports, cooperation, humanitarian, collaboration treaty.</li> <li>▪ explain what are trade agreements and suggest why they are necessary and why they developed -CARICOM, E.U., A.C.P, OECS.</li> <li>▪ explain what is CARICOM and state the aims and objective of CARICOM.</li> <li>▪ explain the benefits of trade agreements (especially CARICOM) and the problems/disadvantages of trade agreements Explain how the European Union (E.U) and A.C.P Lome Convention assist Jamaica.</li> </ul>

TOPIC/CONTENT	OBJECTIVES
7. The United Nations	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ explain what is meant by the Commonwealth of Nations, why it was formed and identify the member countries</li> <li>▪ examine Jamaica's role in and relationship with the Commonwealth of Nations.</li> <li>▪ explain the reasons for the creation of the United Nations and its membership.</li> <li>▪ identify and explain the roles/functions of the U.N.</li> <li>▪ describe the structure of the U.N.</li> <li>▪ identify UN organizations generally and in Jamaica specifically.</li> </ul>

### ASSIGNMENTS

TYPES	MINIMUM NO. OF PIECES	WEIGHTING
HOMEWORK	3	25%
CLASSWORK	3	25%
TESTS	3	50%

**N.B. One project is given for the year and is graded as a compulsory Homework Assignment.**

#### **TEXT:**

Jamaica: Citizenship and Government – L.C. Ruddock & Sonia Robinson-Glanville  
 People Who Came, Book 3 – K. Brathwaite & Anthony Philips

#### **ADDITIONAL READING AVAILABLE AT THE SCHOOL LIBRARY:**

The Human Experience: A World History – Mounir Farah, Andrea Berens, Karl  
 The American Revolution – John R. Alden  
 The National Experience – Morgan Blum et al  
 The British Empire & the Commonwealth – Alfred L. Burt

# INFORMATION

# TECHNOLOGY

## INTRODUCTION

The need to prepare our students for the changes in the global world necessitate that Information Technology is taught at all levels in our secondary school system. The computer, the vehicle by which the skills in Information Technology are transmitted, will also be used to integrate other subject areas within the curriculum.

In a global economy with the emphasis on technology, Information Technology must be given priority in any curriculum. The aim of the Curriculum for grades 7 -9 is to have students:

- i. achieve computer literacy by the end of grade nine
- ii. use computers for communication
- iii. use computers to create graphics
- iv. use computers for problem solving
- v. use computer software to assist learning in other subject areas
- vi. use computers for report writing and information gathering
- vii. use computers as a tool for decision making
- viii. use computers to achieve enrichment activities
- ix. develop an awareness of different types of technology by utilizing them to enhance information transfers
- x. become aware of the wide range of career options available to individuals with computer skills

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Operating Systems</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define an operating system</li> <li>▪ state the functions of an operating system</li> <li>▪ state the characteristics of operating systems</li> <li>▪ list the types of operating systems</li> <li>▪ define user friendliness</li> <li>▪ state the features of user friendly programs</li> <li>▪ define user interface</li> <li>▪ state the types of user interface</li> <li>▪ state the advantages and disadvantages of the various types of interfaces</li> </ul>
<p><b>2. File Management</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define file management</li> <li>▪ define a file</li> <li>▪ list the types of files</li> <li>▪ use files with different extensions</li> <li>▪ define a directory</li> <li>▪ draw directory structures</li> <li>▪ create directory structures</li> <li>▪ use common DOS commands</li> <li>▪ carry out basic file management procedures</li> </ul>
<p><b>3. Word-Processing</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define word-processing</li> <li>▪ discuss the benefits of using word-processing</li> <li>▪ compare a word-processor with a typewriter</li> <li>▪ change font attributes</li> <li>▪ create magazine style documents</li> <li>▪ create watermarks</li> <li>▪ format table features</li> </ul>



TOPIC/CONTENT	OBJECTIVES
<b>3. Problem Solving</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define a program</li> <li>▪ define pseudocode algorithm</li> <li>▪ define flowcharts</li> <li>▪ define variables</li> <li>▪ draw flowcharts using basic structures such as assignment, conditional statements</li> <li>▪ write pseudocode algorithm</li> <li>▪ use simple trace tablets</li> </ul>

**TEXTBOOK**

Fundamentals of Information Technology, Book 3

**ASSIGNMENTS**

TYPES	MINIMUM NO. OF PIECES	WEIGHTING
HOMEWORK	3	20%
CLASSWORK	2	20%
TESTS	2/3	60%

# INTEGRATED SCIENCE

## INTRODUCTION

The Grade 9 curriculum in Integrated Science seeks to allow students to apply basic scientific skills and attitudes as they develop knowledge acquired through problem solving. It is structured so as to enhance critical and analytical skills. At this level, the students are facilitated by the provision of classroom experiences that reinforce prerequisite skills and lay the foundation for concept development with the CSEC curriculum.

Students are introduced to various topics that will be more comprehensively covered in Grades 10 and 11. These include:

- A. Transport and Response Systems (Biology)
- B. Matter and Energy (Physics)
- C. Mixtures, Chemical Reaction, Periodic Table (Chemistry)
- D. Minerals, Rocks and Soil (Earth Science)

Problem solving is facilitated by attitudes such as curiosity, critical thinking, co-operation and innovativeness. This involves the use of process skills such as observing, measuring, predicting and classifying which are brought out in the lessons through hands on activities, teamwork and research.







TOPIC/CONTENT	OBJECTIVES
4.2 Seeing the Light	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ state that light is a form of energy</li> <li>▪ infer, by performing simple experiments that light has several properties</li> <li>▪ define '<i>lens</i>' and infer through experimentation, the differences between concave and convex lenses in terms of their shapes and effects on a beam of light</li> <li>▪ investigate the effect on an image of varying the distance between object, lens and screen using a meter rule, a convex lens and a screen.</li> <li>▪ make a working pinhole camera</li> <li>▪ draw a labeled drawing (x 2) of the front view of one's eyes as seen using a mirror</li> <li>▪ investigate the effect of light intensity on pupil size and state the importance of the responses seen</li> <li>▪ differentiate between near and far –sightedness</li> <li>▪ state the type of corrective lens needed for each condition</li> <li>▪ research and report on a selected eye defect (colour blindness, glaucoma, cataracts)</li> </ul>
4.3 Hearing	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ infer through experimentation, the relationship between vibrations, sound and hearing</li> <li>▪ differentiate between loudness, amplitude, pitch and frequency</li> <li>▪ use a simple diagram of the human ear to explain how humans hear</li> <li>▪ state the role of the ear in maintaining balance</li> <li>▪ discuss how hearing can be impaired, the way the deaf communicate and problems faced by the deaf</li> <li>▪ make a simple musical instrument that works and bring it in for demonstration</li> </ul>
4.4 Taste and Smell	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ state that scent and smell are chemical senses which are closely related</li> <li>▪ state the location of the olfactory organ</li> <li>▪ draw a map of the tongue to show the main areas for detecting the four basic flavours</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p>4.5 The Skin</p> <p>4.6 The Nervous System</p> <p>4.7 The Endocrine System</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ label a simple diagram of the human skin</li> <li>▪ relate the functions of the skin to its structure</li> <li>▪ investigate skins response to touch and temperature</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ name the parts of the Nervous System</li> <li>▪ state the relationship between the parts of the nervous system</li> <li>▪ investigate reaction-time in individuals , tabulate results and plot graph demonstrating relevant graphing skills</li> <li>▪ describe the effect of certain drugs on the Nervous system</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ recognize that the body responds to internal as well as external stimuli</li> <li>▪ explain the term 'endocrine'</li> <li>▪ label a diagram showing the Human Endocrine System</li> <li>▪ identify hormones as the products of endocrine glands, which cause response to changes in internal environment of the body</li> <li>▪ state the main functions of selected Endocrine Glands</li> <li>▪ compare the nervous and endocrine systems</li> </ul>

### TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>5. MORE ABOUT MATTER</b></p> <p>5.1 Matter and Energy</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define matter</li> <li>▪ infer from simple experiments the particulate nature of matter</li> <li>▪ investigate and explain the properties of Solids, Liquids and Gases in terms of their <i>compressibility</i></li> <li>▪ classify matter based on (a) State and (b) Purity</li> <li>▪ explain the interconvertibility of matter using the Kinetic Theory</li> </ul>

TOPIC/CONTENT	OBJECTIVES
5.2 Mixtures & Separation Techniques	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ investigate the difference between different types of mixtures</li> <li>▪ give common examples of each of the different types of mixtures</li> <li>▪ investigate and report on separation techniques used to separate the components of a mixture</li> <li>▪ draw simple line diagrams to illustrate apparatus used above</li> </ul>
5.3 Chemical Reactions	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ investigate the differences between physical and chemical changes</li> <li>▪ perform experiments to show the characteristics of compounds</li> <li>▪ differentiate between <i>reactants</i> and <i>products</i>, and use an arrow to show direction of a reaction</li> <li>▪ write word equations for a variety of simple reactions</li> </ul>
5.4 Atoms and the Periodic Table	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define 'atom'</li> <li>▪ describe the structure of an atom</li> <li>▪ tabulate the relative properties of subatomic particles in terms of charge, mass and location</li> <li>▪ define Atomic number, Atomic mass, Isotopes, Ions</li> <li>▪ perform simple calculations based on atomic notation</li> <li>▪ identify the distribution of elements in the Periodic Table</li> <li>▪ name groups I, II, VII and VIII</li> <li>▪ research contributions of different scientist to the development of the Periodic Table</li> </ul>
5.5 Acids, Bases and Salts	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define pH and draw a labeled pH scale</li> <li>▪ explain 'indicator' and name some common indicators along with their colour changes</li> <li>▪ produce, test and report on the use of flower dye indicators to group common household substances</li> <li>▪ differentiate between acids, bases and alkalis and give examples of each in daily life</li> <li>▪ investigate the properties of acids, bases and alkalis</li> <li>▪ tabulate 3 acids, 3 bases and 3 alkalis giving their names,</li> </ul>

TOPIC/CONTENT	OBJECTIVES
5.6 Metals and Non-Metals	<p>formulae and common names</p> <ul style="list-style-type: none"> <li>▪ investigate the effect of some bases on 'oil'</li> <li>▪ define neutralization and investigate the products formed during neutralization , making use of an indicator</li> <li>▪ write word equations for reactions between (a) acids and bases and (b) acids and carbonates</li> <li>▪ define 'organic compounds' e.g. fossil fuels</li> <li>▪ list common examples of organic compounds found at home and identify their uses</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ investigate and list metals according to the reactivity- in air and in acid</li> <li>▪ state the purpose of alloying and give examples of common alloys, their composition and uses</li> <li>▪ prepare and test samples of Carbon dioxide, Hydrogen and Oxygen</li> </ul>

**SUGGESTED TEXTS:**

- ❑ Braithwaite, W. Integrated Science for Jamaica, Book 3. London: Macmillan
- ❑ Commissiong, F., Dalgety, F. and Lambert, N. Integrated Science for Caribbean Schools, New edition, Book 3. Oxford:Heinemann
- ❑ Mitchelmore, J. Exploring Science, An Integrated Course for the Caribbean, Book 3. Nelson Caribbean

**ASSIGNMENTS:**

TYPES	MINIMUM NO. OF PIECES	WEIGHTING
HOMEWORK	8	20%
CLASSWORK	6	30%
TESTS	3/4	50%

# MATHEMATICS

## INTRODUCTION

The Grade 9 Curriculum focuses on revising the concepts and skills which were taught in grades 7 and 8 while setting the foundation for more in-depth study of mathematical concepts in preparation for the grades 10 and 11 CXC – CSEC Mathematics programme.

More mathematical competence will be emphasized in six areas:

1. Deeper understanding of mathematical concepts, operations and relations.
2. Skills in carrying out procedures accurately and efficiently.
3. Ability to formulate, represent and solve problems.
4. Capacity for logical thought, reflection, explanation and justification.
5. Ability to see that mathematics makes sense and is a unified, useful and worthwhile field of study.
6. Through the introduction of technology, e-Learning will enhance the learning process and students' achievement will be improved.

In addition, Trigonometry, a new area of Mathematics will be introduced. Finally, the curriculum will help students to discover the fun of doing Mathematics and reinforce their positive attitude to it.



TOPICS/CONTENT	OBJECTIVES
<p><b>6. Percentages</b></p> <p><b>7. Areas and Perimeter</b></p> <p><b>GEOMETRY</b></p> <p><b>8. Angles</b></p> <p><b>9. Congruent Triangles</b></p> <p><b>10. Parallelograms</b></p> <p><b>STATISTICS</b></p> <p><b>11. Pictorial representation of Statistical Data</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ solve problems with fractions and decimals</li> <li>▪ solve problems involving discount, profit/loss, selling price, simple interest</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ find areas and perimeters of a square, rectangle, parallelogram, triangle, trapezium, rhombus, circle</li> <li>▪ find lengths of arcs and areas of sectors of a circle</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ calculate interior, exterior, isosceles, equilateral</li> <li>▪ calculate angles involving parallel lines</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ prove that two given triangles are congruent</li> <li>▪ recall the properties of congruent triangles</li> <li>▪ solve geometry problems using the properties of congruent triangles</li> <li>▪ identify congruent shapes other than triangles</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify the properties of parallelograms</li> <li>▪ define the properties of different parallelograms</li> <li>▪ use appropriate instruments to construct different parallelograms</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ draw and use pie-charts, bar charts, line graphs, histograms and frequency polygons</li> <li>▪ use appropriate diagrams to illustrate the outcome of research and experiments</li> <li>▪ determine the advantage or disadvantage of each diagram and the appropriate diagram for a given set of data</li> </ul>

TOPICS/CONTENT	OBJECTIVES
<p><b>12. Graph Analysis</b></p> <p><b>13. Frequency Distribution Table</b></p> <p><b>TRIGONOMETRY</b> <b>14. Sine, Cosine and Tangent</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ represent statistical data using pie charts, bar charts and histograms</li> <li>▪ state the advantage or disadvantage of each</li> <li>▪ state the appropriateness of their use in real life situations</li> <li>▪ analyze data using pie charts, bar charts and histograms</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ write simple data in a frequency table</li> <li>▪ write larger data in group frequency table</li> <li>▪ determine class limits, class boundaries, class width</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ determine the sine, cosine and tangent ratios of acute angles in a right angled triangle</li> <li>▪ use the sine, cosine and tangent ratios to find sides and angles in a right-angled triangle</li> </ul>

## TERM TWO

TOPICS/CONTENT	OBJECTIVES
<p><b>ALGEBRA</b></p> <p><b>1. Changing the Subject of the Formula</b></p> <p><b>2. Simple Linear Equations</b></p> <p><b>3. Quadratic Equations</b></p> <p><b>ARITHMETIC</b> <b>4. Ratio and Proportion</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ perform operations: addition, subtraction, multiplication, division</li> <li>▪ perform operations involving squares, square root, fractional quantities</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ solve simple equations in one unknown</li> <li>▪ solve simple equations involving brackets, fractions and words</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ solve quadratic equations by (i) factorization (ii) graphically</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ compare two quantities in a given ratio</li> <li>▪ divide a given quantity in a given ratio</li> <li>▪ solve problems involving direct and inverse proportions, mixtures, rates</li> </ul>

TOPICS/CONTENT	OBJECTIVES
<p>5. Compound Interest</p> <p>6. Estimation of Error</p> <p><b>GEOMETRY</b></p> <p>7. Transformation</p> <p>8. Vectors</p> <p><b>TRIGONOMETRY</b></p> <p>9. Sine, Cosine and Tangent</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ calculate compound interest for not more than 3 periods</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ estimate the margin of error for a given measurement</li> <li>▪ estimate the result of a computation and determine a range in which the exact value must lie</li> <li>▪ find relative and absolute error – upper and lower limits</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ enlarge figures using negative and positive scale factors</li> <li>▪ specify translations in a plane as vectors, written as column matrices and recognize them when so specified</li> <li>▪ identify simple plane figures possessing bilateral and rotational symmetry</li> <li>▪ state what are the relations between an object and its image in a plane when reflected in a point or line in that plane</li> <li>▪ state what are the relations between an object and its image in a plane when it is rotated about a point (the centre of rotation) in that plane</li> <li>▪ locate the image of a set of points under any of the transformations listed</li> <li>▪ identify and describe a transformation given an object and its image</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ classify vectors as equal, parallel, opposite, perpendicular</li> <li>▪ find the sum or difference of two or more vectors</li> <li>▪ use scalar to multiply a column vector</li> <li>▪ perform operations involving the distributive and commutative law</li> <li>▪ use the zero vector</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ use trigonometry ratios to find unknown sides and angles in a right-angled triangle</li> <li>▪ apply these ratios to real life situations such as (i) finding angles of depression and elevation (ii) heights and distances</li> </ul>



TOPICS/CONTENT	OBJECTIVES
<b>GEOMETRY</b> <b>7. Construction</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct popular triangles, quadrilaterals</li> <li>▪ describe fusing equation or otherwise locus involving line, curve, circle</li> </ul>
<b>STATISTICS</b> <b>8. Averages</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ find average of simple and frequency data</li> <li>▪ find average speed</li> </ul>
<b>9. Cumulative Frequency</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw Ogiue from group frequency data</li> <li>▪ use Ogiue to find median and other quantities</li> </ul>
<b>TRIGONOMETRY</b> <b>10. Measurement</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ calculate heights and distances – word problems</li> </ul>
<b>11. Bearings</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ solve simple questions on bearings and direction</li> </ul>

**TEXT:**

Mathematics for the Caribbean, Book 3, Foster & Tomlinson

**OTHER REFERENCES:**

Certificate Mathematics – Greer & Layne  
Progress Papers (Scottish Mathematics – Book 3  
Toolsie Book 1  
Teacher’s worksheets

**ASSIGNMENTS:**

TYPE OF ASSIGNMENT	NUMBER PER TERM	WEIGHT
Homework/Classwork	20	40
Test	8	60

# MODERN LANGUAGES

## INTRODUCTION

Welcome to the world of Modern Languages! This is an exciting and lively experience in the learning of a foreign language. Students are being introduced to the rudiments of Spanish at the first form and are deftly guided towards the CSEC level. For French, the basics of the language are introduced from second form. It is hoped that the students will have had a wonderful introduction up to third form to embark upon the CSEC level with great enthusiasm.

## GOALS

This is primarily to provide an enjoyable presentation giving enough stimuli to evoke interest, participation and hopefully good marks. Throughout the course students will be given opportunities to practice all four language skills – reading, listening, speaking and writing. Students will be exposed to the cultural aspects of the target language by exploring the cultures of Spanish-speaking and French-speaking countries. It is hoped that the exposure will generate interest and participation in other modern language activities like the Modern Language Club, festivals, field trips and trips to Hispanic countries.

# SPANISH

## TERM ONE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. Hablando de mí</b></p> <ul style="list-style-type: none"><li>- ¿Cuál es tu nombre?</li><li>- ¿Cómo te llamas?</li><li>- ¿Cuál es tu apellido?</li><li>- ¿Cuál es tu edad?</li><li>- ¿Cuál es tu dirección?</li></ul> <p><b>2. En la casa</b></p> <ul style="list-style-type: none"><li>- ¿Cómo es tu casa?</li><li>- ¿En qué tipo de casa vives?</li><li>- ¿Dónde está tu casa?</li><li>- ¿Dónde te gustaría vivir?</li></ul> <p><b>3. En la escuela</b></p> <ul style="list-style-type: none"><li>- ¿Cuántas asignaturas estudias?</li><li>- ¿Cuándo empiezan las clases?</li><li>- ¿Cuándo terminan las clases?</li><li>- ¿Cuánto tiempo dura el recreo?</li></ul> <p><b>4. Las vacaciones</b></p> <ul style="list-style-type: none"><li>- ¿Adónde vas de vacaciones?</li><li>- ¿Cómo vas a ir?</li><li>- ¿Para cuánto tiempo?</li><li>- ¿Dónde vas a alojarte?</li><li>- ¿Dónde te alojaste?</li><li>- ¿Qué hiciste?</li><li>- ¿Qué tal lo pasaste?</li></ul> <p><b>6. La Navidad</b></p> <ul style="list-style-type: none"><li>- ¿Cómo celebras la Navidad?</li></ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ say their name, age, nationality, place of origin, telephone number, date of birth and address</li></ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ describe the type of house in which they live.</li><li>▪ name the location of their house.</li><li>▪ describe the type of house in which they would like to live.</li><li>▪ use adjectives to describe different parts of the house.</li><li>▪ talk about the activities that usually take place in different parts of the house.</li></ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ say how many subjects they study and name them.</li><li>▪ describe their school day, for example, the time that assembly and classes begin and end, the duration of break and their co-curricula activities.</li></ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ say where they, their family and others will go for holidays.</li><li>▪ indicate where they will stay, and their length of stay.</li><li>▪ give reports on where they went, what they did and how they felt about the holidays using the preterite tense.</li></ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ talk about the activities they do to celebrate Christmas.</li></ul>

## TERM TWO

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. Mis pasatiempos</b></p> <ul style="list-style-type: none"> <li>- ¿Eres deportista?</li> <li>- ¿Qué tipo de deportes prefieres?</li> <li>- ¿Qué te gusta hacer en tus ratos libres?</li> </ul> <p><b>2. En el restaurante</b></p> <ul style="list-style-type: none"> <li>- ¿Qué van a tomar ustedes de primero?</li> <li>- ¿Qué recomienda usted?</li> <li>- ¿Te gustaría probarlo?</li> </ul> <p><b>3. De compras</b></p> <ul style="list-style-type: none"> <li>- ¿Dónde se puede comprar pendientes?</li> <li>- ¿Dónde está la sección de bisutería?</li> </ul> <p><b>4. Las fiestas</b></p> <ul style="list-style-type: none"> <li>- ¿Qué fiestas celebras?</li> <li>- ¿Fuiste a alguna fiesta en tu pueblo?</li> <li>- ¿Cómo celebras la Semana Santa?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ talk about the sporting activities they do in their spare time.</li> <li>▪ name the sports they like and dislike.</li> <li>▪ talk about other spare time activities.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ practice ordering meals at a restaurant.</li> <li>▪ express their opinion about the meals they take.</li> <li>▪ say what they have never tried and would like to try.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ ask and answer questions about which departments in a store that one may buy particular items.</li> <li>▪ ask for and give information about where various sections of a store are located.</li> <li>▪ ask about the price of goods.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ talk about the way people in Spanish-speaking countries and their own celebrate various festivals.</li> <li>▪ do project on festivals in different Spanish-speaking countries</li> </ul>

## TERM THREE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. Mis practicas de trabajo</b></p> <ul style="list-style-type: none"> <li>- ¿Dónde hiciste tus prácticas de trabajo?</li> <li>- ¿Cómo ibas a tu lugar de trabajo?</li> <li>- ¿Cuánto tiempo duraron las prácticas?</li> <li>- ¿Cómo era tu horario?</li> </ul> <p><b>2. La comunidad</b></p> <ul style="list-style-type: none"> <li>- ¿Dónde vives?</li> <li>- ¿Qué hay en tu localidad?</li> <li>- ¿Hay lugares de diversión?</li> <li>- ¿Cómo es y como era?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ describe their work experience by indicating where and when it was done, how long it lasted and how they felt about the tasks.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ say where they live.</li> <li>▪ describe their community as it is and as it used to be using the present and the imperfect tenses.</li> </ul>

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>3. Un viaje en autobús/tren/avión</b></p> <ul style="list-style-type: none"> <li>- ¿Qué tipo de billete quiere?</li> <li>- ¿Cuánto es?</li> </ul> <p><b>4. En el hotel</b></p> <ul style="list-style-type: none"> <li>- ¿Tiene habitaciones libres?</li> <li>- ¿Cuánto cuesta una habitación individual con baño?</li> </ul> <p><b>4. En el zoo</b></p> <ul style="list-style-type: none"> <li>- ¿Dónde viven los animales domésticos y los animales salvajes?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ ask for the type of ticket they want for travelling by various means.</li> <li>▪ ask for the price of tickets.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ ask for information about the availability of hotel rooms and the cost of staying in different types of accommodation, for instance, double or single room, with or without meals.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ say where one normally finds domestic and wild animals.</li> <li>▪ name animals that one may find in a zoo.</li> </ul>

**TEXT:**

'Caminos 3' – O'Connor Niobe, Rainger Amanda, McLachlan Anneli

**ASSIGNMENTS:**

TYPE OF ASSIGNMENT	NUMBER PER TERM	WEIGHT
Homework	6	20
Classwork	6	30
Test	4	50

# FRENCH

## TERM ONE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. On fait des courses dans les magasins</b></p> <ul style="list-style-type: none"> <li>- Où est-ce qu'on vend de la viande ?</li> <li>- Qu'est-ce que tu achètes à la boulangerie ?</li> </ul> <p><b>2. On voyage</b></p> <ul style="list-style-type: none"> <li>- Comment viens-tu au collège ?</li> <li>- Quel moyen de transport préfères-tu ?</li> <li>- Comment voyage-t-on en France ? etc</li> <li>- Qu'est-ce qu'on peut faire... ?</li> </ul> <p><b>3. Les activités quotidiennes</b></p> <ul style="list-style-type: none"> <li>- A quelle heure est-ce que tu te lèves d'habitude ?</li> <li>- Qu'est-ce que tu fais dans la salle de bains ?</li> <li>- Je me lave les mains etc.</li> <li>- Qu'est-ce que tu fais ensuite ?</li> <li>- Que fais-tu le soir ?</li> <li>- Tu t'amuses à l'école ? Explique</li> </ul> <p><b>4. Les activités au collège, ou à la maison etc</b></p> <ul style="list-style-type: none"> <li>- Qu'est-ce que tu as fait hier au collège ?</li> <li>- Qu'as-tu mangé au petit déjeuner ?</li> <li>- Qu'as-tu acheté en ville samedi ?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify some French shops and what they sell</li> <li>▪ shop for food and other items</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ discuss different means of transport locally and overseas to different countries</li> <li>▪ discuss possible activities or plans in different venues</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ speak about their daily activities before going to school, and at school</li> <li>▪ talk about evening routines</li> <li>▪ give opinions about school subjects and aspects of school life</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ discuss what they did recently at home at school etc.</li> </ul>

## TERM TWO

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. On arrive en France</b></p> <ul style="list-style-type: none"> <li>- Comment es-tu ?</li> <li>- Tu as fait bon voyage ?</li> <li>- Tu as bien dormi ?</li> <li>- Tu veux téléphoner à tes parents ?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ understand and answer questions when staying with a French family</li> <li>▪ give the host family a description of themselves</li> </ul>

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>2. Dans un café et un restaurant</b></p> <ul style="list-style-type: none"> <li>- Qu'est-ce que tu prends ?</li> <li>- Je voudrais ...</li> <li>- Avez-vous choisi ?</li> <li>- Comme plat principal. Je voudrais...</li> </ul> <p><b>3. On voyage en train, en avion, en bateau</b></p> <ul style="list-style-type: none"> <li>- Le train/ l'avion/ le bus part à quelle heure ?</li> </ul> <p><b>4. La Mode</b></p> <ul style="list-style-type: none"> <li>- Qu'est-ce que tu mets pour aller à une boum ?</li> <li>- Est-ce que tu aimes les vêtements à la mode ?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ buy drinks and snacks in a café</li> <li>▪ order a meal in a restaurant</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ talk about travel plans</li> <li>▪ understand travel information</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ discuss clothes and what to wear</li> <li>▪ discuss fashion</li> </ul>

### TERM THREE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. Chez le médecin</b></p> <ul style="list-style-type: none"> <li>- Qu'est-ce qui ne va pas?</li> <li>- J'ai mal au genou</li> <li>- Prenez ce médicament</li> </ul> <p><b>2. On sort</b></p> <ul style="list-style-type: none"> <li>- Qu'est-ce qu'il y a à faire ce weekend ?</li> <li>- Il y a un bon film</li> <li>- Si on allait au cinéma ?</li> <li>- Ce film est plus intéressant</li> <li>- Qu'est-ce que tu vas faire demain ?</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ understand what the doctor asks</li> <li>▪ explain what is wrong</li> <li>▪ understand what you are told</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ discuss what activities there are</li> <li>▪ make suggestions</li> <li>▪ make arrangements to go out</li> <li>▪ make comparisons</li> <li>▪ speak about immediate plans</li> </ul>

#### TEXTS

Encore Tricolore Bk. 2 - Sylvia Honnor and Heather Mascie-Taylor Nelson 2001

French First Year Workbook - Eli Blume and Gail Stein, Amsco School Publications, Inc. 1996

#### **ASSIGNMENTS:**

TYPE OF ASSIGNMENT	NUMBER PER TERM	WEIGHT
Homework	6	20
Classwork	6	30
Test	4	50
Project	1	50

# **PERSONAL DEVELOPMENT**

## **INTRODUCTION**

The ninth grade level is a critical turning point in the developmental process for the Jamaican adolescent for various reasons. At this stage of the adolescent's growth and development, they are faced with a number of challenges. Firstly, they have to select subjects that will greatly dictate their future academic pursuits. The importance of feeling accepted is critical, therefore, peers are of paramount importance to them. As a result of this, the sphere of influence shifts greatly from parents to peers, the media, and teachers. Additionally, the phase of experimentation and risk taking continues.

## **OBJECTIVE**

The students will be made aware of the various external factors that usually have the greatest impact on their lives as adolescents and be equipped with coping strategies.

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. GOAL SETTING</b></p> <ul style="list-style-type: none"> <li>- Define the concept of potential</li> <li>- Goals and the individual</li> <li>- The purpose of Goal setting</li> <li>- Steps in goal setting</li> </ul> <p><b>2. CAREER PREPARATION:</b></p> <ul style="list-style-type: none"> <li>- Career and career clusters</li> <li>- School subjects related to careers</li> <li>- Personality and it's relationship with career through an objective career assessment</li> <li>- Skills required for various careers</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ understand the concept of potential</li> <li>▪ identify their goals</li> <li>▪ examine the purpose of goal setting</li> <li>▪ develop a plan of action selected from alternatives</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify various career clusters</li> <li>▪ examine the interconnection between career and school subjects</li> <li>▪ develop plans for immediate and long-term educational and occupational goals.</li> <li>▪ assess their competency in skills necessary for career choices.</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>1. GROUP DYNAMICS</b></p> <ul style="list-style-type: none"> <li>- Groups,</li> <li>- Stages of group formation,</li> <li>- Impact of groups,</li> <li>- Peer influence.</li> </ul> <p><b>2. GENDER DIFFERENCES</b></p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Similarities and differences,</li> <li>- Forming of Relationships.</li> </ul> <p><b>3. SEXUAL TRANSMITTED DISEASES</b></p> <ul style="list-style-type: none"> <li>- STD, and STI'S</li> <li>- Treatment,</li> <li>- Prevention</li> </ul>	<p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ formulate a working definition for group</li> <li>▪ identify the stages of group formation</li> <li>▪ discuss the need for group formation</li> <li>▪ explore the impact of group members on the group</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ discuss similarities and differences of gender</li> <li>▪ explore reasons for gender biases.</li> <li>▪ evaluate the responsibilities in being in a relationship</li> <li>▪ determine the need for relationships.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define STD's and STI's</li> <li>▪ compare and Contrast the types of STD's and STI's.</li> <li>▪ explore treatment, prevention and control.</li> </ul>

## TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. DRUGS</b></p> <ul style="list-style-type: none"> <li>- Types of drugs,</li> <li>- Use of drugs,</li> <li>- Effect of drugs on the anatomy</li> <li>- Prevention of drug use and abuse</li> </ul> <p><b>2. FAMILY LIFE</b></p> <ul style="list-style-type: none"> <li>- Communication within the family,</li> <li>- Strengths and challenges within the family,</li> <li>- Role of family in: community, wider society.</li> <li>- Character formation of individuals within the family as well as - moral, religious, educational, and social development.</li> </ul> <p><i><b>N. B. Other topics will be discussed as the need arises and in accordance with events set out by the Ministry of Education Youth and Culture, Caenwood, Kingston Jamaica, W.I.</b></i></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ formulate a definition for drugs.</li> <li>▪ differentiate between the use and abuse of drugs</li> <li>▪ examine reasons for preventative measures of drug use and abuse.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify various sources of hindrances to proper communication within the family</li> <li>▪ explore the roles family members play in character formation</li> <li>▪ examine the role of the family within communities: school, local and wider society.</li> </ul>

# PHYSICAL EDUCATION

## INTRODUCTION

Physical Education is an integral part of the curriculum. It contributes to the development of the students through the use of planned activities. The syllabus specifically targets the holistic development of the Individual to include the learning of motor skills and the components of physical fitness; and building self esteem.

In grade 9 (third form) the students will concentrate on executing the skills learnt in First and Second Forms, primarily through the use of structured games.

TOPIC/CONTENT	OBJECTIVES
<p><b>A. NETBALL</b></p> <p><b>1. Theory</b></p> <p><b>2. Conditioning</b></p> <p><b>3. Ball Handling Skills</b></p> <p><b>4. Movement Skills</b></p> <ul style="list-style-type: none"> <li>- land, pivot, balance</li> <li>- dodging/change of direction</li> </ul> <p><b>5. Defensive Play/Defending Skills</b></p>  <p><b>7. Goal Shooting</b></p> <p><b>8. Positional Play and Game Strategies</b></p>	<p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ be able to describe the game</li> <li>▪ know its origin and history</li> <li>▪ be able to explain the social impact of the game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ illustrate and demonstrate a programme of exercises designed to improve fitness – speed, strength, flexibility and movement patterns</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ make decisions about how and when to use each type of pass</li> <li>▪ create strategies for defending the pass while throwing or receiving</li> <li>▪ develop their skill level</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ use the footwork rule to create space and advance the ball</li> <li>▪ use the footwork rule to limit the opponents ability to defend</li> <li>▪ demonstrate knowledge of the different types of dodge during a game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ develop individual movement sequence designed for attack and defence within the game</li> <li>▪ practice individual skills within the game setting</li> <li>▪ set up and use zoning as a defensive tool</li> <li>▪ attack and defend from the centre pass or throw in</li> <li>▪ force opponents to hold the ball for more than 3 seconds</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ improve the accuracy of their shooting</li> <li>▪ use the footwork rule as an offensive tool</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify the playing area of each player and develop strategies for use while attacking or defending</li> <li>▪ use activities developed by other students to improve specific skills</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>9. Rules</b></p> <p><b>B. TRACK AND FIELD</b></p> <p><b>1. Conditioning</b></p> <p><b>2. General Knowledge</b></p> <ul style="list-style-type: none"> <li>- History of Track and Field in Jamaica</li> <li>- Current Events e.g. the Olympiads</li> </ul> <p><b>3. Track Events</b></p> <ul style="list-style-type: none"> <li>- Sprinting</li> <li>- Long and Middle Distance Running</li> <li>- Hurdling</li> <li>- Relay Running</li> </ul> <p><b>4. Field Events</b></p> <ul style="list-style-type: none"> <li>- Jumping</li> <li>- Throwing events</li> </ul> <p><b>C. CRICKET</b></p> <p><b>1. Conditioning</b></p> <ul style="list-style-type: none"> <li>- Running between the wickets</li> <li>- Circuit Training</li> </ul> <p><b>2. Technical Skills</b></p> <ul style="list-style-type: none"> <li>- Batting</li> <li>- Bowling</li> <li>- Fielding</li> </ul> <p><b>3. The Game</b></p> <ul style="list-style-type: none"> <li>- The role of the Captain</li> <li>- Umpiring</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ show knowledge of the rules of the game, the players and their playing positions</li> <li>▪ discuss decisions made by the umpire</li> <li>▪ umpire a game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the use of specific exercises to enhance skill</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ outline the historical development of track and field in Jamaica and explain the development of the Olympiads</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the techniques for all events</li> <li>▪ set schedules for training</li> <li>▪ demonstrate fluency in running</li> <li>▪ perform baton exchange while running at speed</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate skill in the performance of high jump, long jump, shot and discus</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ recall training techniques taught in first and second form</li> <li>▪ make decisions about the variety and suitability of training techniques</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate by performance competence in these areas</li> <li>▪ apply them in competition</li> <li>▪ perform out field and close to the wicket fielding from any direction</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ play the game of cricket competitively</li> <li>▪ show a willingness to lead</li> <li>▪ show an understanding of the use of a variety of bowling and fielding options</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>D. SWIMMING</b></p> <ul style="list-style-type: none"> <li>- Individual Medley</li> <li>- Starts and Turns</li> <li>- Competitive Swimming</li> </ul> <p><b>E. TREATMENT OF INJURIES</b></p> <ul style="list-style-type: none"> <li>- RICES – Rest, Ice, Compression, Elevation and Stretching</li> <li>- SALTAPS – Stop play, Ask, touch, Active Movement, Passive Movement, Stand up and Play</li> </ul>	<ul style="list-style-type: none"> <li>▪ umpire a game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate advanced skills and technique by displaying competence of at least one stroke</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ recognize and treat minor injuries (shin splints, pulled muscles and fractures)</li> </ul>

# TECHNICAL DRAWING

## **INTRODUCTION**

Technical drawing is a graphical language utilized by, but not limited to designers, drafting personnel, engineers and contractors. The goal of the curriculum is to train students to appreciate the industrial arts and to solve problems of a technical nature in a changing society. This is especially necessary at Campion College, which is not a technical school but does have a number of students interested in the field of engineering.

In order to ensure that these students are effective problem solvers, designers, architects and engineers, educators must adapt to the changes and apply new methodologies. It is also important to understand our students in respect to their ambitions, expectations and limitations so as to develop a suitable

## TERM ONE

WEEK	CONTENT	OBJECTIVES
1	<b>Pictorial Drawing-Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw shaped blocks in isometric</li> </ul>
2	<b>Pictorial Drawing-Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw objects in isometric projection and non-isometric lines</li> </ul>
3	<b>Pictorial Drawing-Isometric</b> <ul style="list-style-type: none"> <li>- Isometric circles and curves</li> <li>- Ordinate method</li> <li>- Cylinders</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw isometric circles</li> <li>▪ draw cylinders in isometric</li> </ul>
4-5	<b>Orthographic Projection</b> <ul style="list-style-type: none"> <li>- First Angle Projection</li> <li>- First angle symbol</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ sketch object in first angle projection.</li> <li>▪ draw first angle symbol</li> <li>▪ draw object in first angle projection</li> </ul>
6-7	<b>Pictorial Drawing-Oblique Projection</b> <ul style="list-style-type: none"> <li>- Cavalier</li> <li>- Cabinet</li> </ul>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw objects in cavalier and cabinet</li> </ul>
8	<b>Orthographic and Isometric Drawings</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ sketch Isometric drawings and orthographic</li> </ul>
9	<b>Oblique and Isometric Drawings</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ sketch oblique and isometric drawings</li> </ul>
10	<b>Orthographic and Isometric Drawings</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ sketch Isometric drawings and orthographic</li> </ul>
11-12	<b>Revision of term's work</b>	

## TERM TWO

WEEK	CONTENT	OBJECTIVES
1-2	<b>Orthographic – Third Angle Projection</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ sketch object in third angle projection.</li> <li>▪ draw third angle symbol</li> <li>▪ draw object in first angle projection.</li> </ul>
3	<b>Pictorial – Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw object in isometric</li> </ul>
4-5	<b>Pictorial- Oblique</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw objects in oblique projection</li> <li>▪ draw objects with oblique circles</li> </ul>
6-7	<b>Assembly Drawing- Isometric and orthographic projection</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ assemble and draw object in isometric</li> <li>▪ draw plan and elevation of assembled machine parts and components</li> </ul>
8-9	<b>Converting Orthographic to Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ convert orthographic to isometric</li> </ul>
10-12	<b>Geometric Solids</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw truncated prisms in orthographic</li> <li>▪ draw truncated pyramids in orthographic</li> <li>▪ draw truncated cylinders and cones in orthographic</li> </ul>

## TERM THREE

WEEK	CONTENT	OBJECTIVES
1	<b>Introduction to Development</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw the development of:               <ol style="list-style-type: none"> <li>i. Rectangular prisms.</li> <li>ii. Truncated rectangular prisms.</li> </ol> </li> </ul>
2-3	<b>Development</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw the development of:               <ol style="list-style-type: none"> <li>i. Hexagonal and octagonal prisms.</li> <li>ii. Truncated Hexagonal and octagonal prisms</li> </ol> </li> </ul>

WEEK	CONTENT	OBJECTIVES
4	Development	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw the development of: <ul style="list-style-type: none"> <li>i., A cone and cylinder</li> <li>ii. A truncated cone and truncated cylinder.</li> </ul> </li> </ul>
5-6	Sections	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw the true shape of truncated prisms, pyramids , cones and cylinders</li> <li>▪ draw sectional views of objects in orthographic</li> </ul>
7-8	Converting Orthographic to Isometric	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ convert orthographic to isometric</li> </ul>
9-10	Dimensioning	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ dimension plane shapes</li> <li>▪ dimension shapes with curves and circles</li> </ul>

### **RESOURCE BOOKS**

- 'GEOMETRICAL & TECHNICAL DRAWING' by H.A. FREEBURY
- 'TECHNICAL DRAWING FOR LOWER SECONDARY SCHOOLS LEVELS 1 - 3 by V.R. VISHNU
- 'TECHNICAL DRAWING FOR G.C.E. & C.S.E.' by J.N. GREEN
- 'GEOMETRICAL & TECHNICAL DRAWING' BOOK 1 by YARWOOD
- 'TECHNICAL DRAWING FOR TODAY' BOOK 1 by TERENCE DRISCOLL

### **ASSIGNMENTS:**

TYPE OF ASSIGNMENT	NUMBER PER TERM	WEIGHT
Homework	8	25
Classwork	8	25
Test	4	50

# VISUAL ARTS

## INTRODUCTION

In Grade 9 (3<sup>rd</sup> Form), the Visual Arts Curriculum explores a mix of 2-dimensional drawings and designs and a 3-dimensional course with a particular focus on *Papier Mache*, Surface Decoration and Assemblage.

Each class of 36 to 39 students is exposed to a 70-minute session of Visual Arts once per week.

In Term 1, students are introduced to Elements of a Picture, Approaches to Drawing and Drawing Techniques, Textures and Perspective Drawing.

In Term 2, they are introduced to Calligraphy and Graphics.

In Term 3, they explore Artists and Painting Styles, 3-dimensional Designs and Surface Decorating Techniques.

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p><b>OBSERVATIONAL STUDIES</b></p> <ul style="list-style-type: none"> <li>- The Elements of a Picture</li> <li>- Introduction to Sight Measurement and Scaling</li> <li>- Exploring the Linear Quality of Objects</li> <li>- Drawing Organic and Still Life Objects</li> <li>- Defining and Transferring Values to Create Depth and Volume</li> <li>- Using a Variety of Media – charcoal, pencil, paint</li> <li>- Applying the Mixed-Media Technique</li> <li>- Exploring Textures – Visual and Tactile</li> <li>- Observing, Identifying. Collecting and Creating Textures</li> <li>- Compositions and Themes from Nature Treated in Textures and Tones</li> <li>- Perspective Drawing</li> <li>- Introduction to Isometric forms in Art</li> <li>- City-scape, landscape and aerial perspective</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ create aesthetically satisfying compositions working through and integrating elements of a picture with the principles of designing;</li> <li>▪ develop a sense of proportion, balance and transfer;</li> <li>▪ demonstrate knowledge and expressive use of various media;</li> <li>▪ demonstrate knowledge and expressive use of textures;</li> <li>▪ create illusion of depth and distance in drawing and colour application.</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>INTRODUCTION TO CALLIGRAPHY</b></p> <ul style="list-style-type: none"> <li>- Theory and Practice</li> <li>- Terms and History</li> <li>- Research Project</li> <li>- Practice of Formal Hands</li> <li>- Alphabets of Roman, Gothic</li> <li>- Writing Short Verses, Poems. Thoughts</li> <li>- Designing Formal Certificates</li> <li>- Designing Stationery – Greeting Cards, Letter-Heads</li> </ul> <p><b>GRAPHIC DESIGNING</b></p> <ul style="list-style-type: none"> <li>- Hand and Computer-Generated Lettering and Fonts</li> <li>- Designing of Posters, Signs, Symbols</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate knowledge of a formal hand</li> <li>▪ make expressive use of a formal lettering style – Gothic, roman, Italic</li> <li>▪ headline documents and formal certificates</li> <li>▪ design greeting-cards, labels and posters</li> <li>▪ show knowledge of space and layout techniques</li> <li>▪ show difference between formal and informal lettering style</li> </ul>

## TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>PAINTING STYLES AND 3-DIMENSIONAL DESIGNS</b></p> <ul style="list-style-type: none"> <li>- Observing and Discussing Works of the Masters – Picasso, Cezanne, Gauguin, Da Vinci, etc.</li> <li>- Observing and Discussing Works of Local Artists, e.g. Rodney, Jerry Craig, Waldermein, etc.</li> <li>- Exploring and Practising Painting Styles, e.g. Expressionism, Realism, Abstract, Pointilism, Cubism through Imaginative and Non-representational Themes</li> <li>- 3 – Dimensional Design and Surface Decoration</li> <li>- Papier Mache Modelling, Construction and Assemblage from Themes</li> <li>- Surface Decoration with Textures through use of Dyes, Paints, Appliqués, Embroidery, Trapunto</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate an increasing knowledge of painting styles</li> <li>▪ discuss the work and styles of international masters and local and Caribbean artists</li> <li>▪ demonstrate confidence in painting and experimenting with colour, painting styles and materials.</li> <li>▪ demonstrate skills in 3-dimensional modelling, sculpting, assembling and decorating 2-dimensional surfaces.</li> </ul>

**TEXT:**

Art Craft Design – Clodagh Holahan & Maureen Roche

**ASSIGNMENTS:**

TYPE	MINIMUM NO.	WEIGHTING
Homework	4 per term	25
Classwork	4 per term	50
Projects	2 per year (1 Grp.& 1 indiv.)	25
Test and Examination	1 per term	100

**MARKING SCHEME:**

<p>The criteria for awarding, marks for each skill are as follows:</p> <p><b>Craftsmanship</b>                      7 marks</p> <ul style="list-style-type: none"> <li>a) Appropriateness of materials and relevance to theme or tasks</li> <li>b) Level of skill in manipulation of materials/media</li> <li>c) Experimentation</li> </ul> <p><b>Originality</b>                              3 marks</p> <ul style="list-style-type: none"> <li>a) Conceptualization</li> <li>b) Level of personal interpretation</li> </ul>	<p><b>Presentation</b>                              5 marks</p> <ul style="list-style-type: none"> <li>a) Organization of visual material</li> <li>b) Layout</li> <li>c) Decorative content, embellishments and illustrations</li> </ul> <p><b>Interpretation</b>                              10 marks</p> <ul style="list-style-type: none"> <li>a) Psychological or literal</li> <li>b) Translation or representation of mood, colour, emotion</li> <li>c) Relevance of symbols</li> </ul>
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## REGIONAL GEOGRAPHY

### TERM 1 – 3<sup>rd</sup> FORM

TOPIC	OBJECTIVES
<p><b>1. THE CARIBBEAN</b></p> <ul style="list-style-type: none"> <li>a. Location</li> <li>b. Definition</li> <li>c. Characteristics</li> <li>d. Subdivisions and position of island groups and Mainland Territories</li> <li>e. Languages</li> <li>f. Physical divisions</li> </ul>	<p><b>STUDENTS SHOULD BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>➤ Name and locate on a map the countries and capitals in the Caribbean and mainland territories</li> <li>➤ Describe the Caribbean using site, situation and lines of longitude and latitude</li> <li>➤ Define the Caribbean geographically, historically, and politically</li> <li>➤ List characteristics of Caribbean nations</li> <li>➤ Name, locate the different island groups</li> <li>➤ Identify the different languages in the Caribbean</li> <li>➤ Name, locate and describe on a map, fold mountains, volcanic mountains, ancient dissected plateau and alluvial plains in the Caribbean</li> <li>➤ Draw labelled map showing different zones</li> </ul>
<p><b>2. WEATHER AND CLIMATE</b></p> <ul style="list-style-type: none"> <li>a. Definitions</li> <li>b. Climatic types in the Caribbean – Tropical Marine</li> <li>c. Characteristics</li> <li>d. Temperature, winds, rainfall</li> <li>e. Factors affecting weather and climate in the Caribbean</li> <li>f. Weather systems affecting the Caribbean               <ul style="list-style-type: none"> <li>i. Inter-Tropical Convergence Zone (ITCZ)</li> <li>ii. Easterly Waves</li> <li>iii. Hurricanes</li> <li>iv. Cold Fronts</li> </ul> </li> </ul>	

TERM 2	STUDENTS SHOULD BE ABLE TO:
<p><b>3. ECONOMIC ACTIVITIES IN THE CARIBBEAN</b></p> <p>a. Primary, Secondary, Tertiary and Quaternary Activities</p> <ol style="list-style-type: none"> <li>i. Primary</li> <li>ii. Secondary</li> <li>iii. Tertiary</li> <li>iv. Quaternary</li> </ol> <p>b. Measurement of economic activities e.g. Gross Domestic Product (GDP)</p> <p>c. Quarrying and mining</p> <p><b>a i. Primary Activity – farming / agriculture</b></p> <ul style="list-style-type: none"> <li>➤ Types of farming – arable, pastoral, commercial, subsistence</li> </ul> <p><b>a ii. Plantation Agriculture (Commercial Arable Farming)</b></p> <ul style="list-style-type: none"> <li>➤ Definition</li> <li>➤ Areas practiced</li> <li>➤ Characteristics</li> <li>➤ Problems &amp; solutions</li> <li>➤ Advantages &amp; disadvantages</li> </ul> <p><b>a iii. Peasant Farming</b></p> <ul style="list-style-type: none"> <li>➤ Definition</li> <li>➤ Areas practiced</li> <li>➤ Characteristics</li> <li>➤ Problems &amp; solutions</li> <li>➤ Markets</li> <li>➤ Diagram of a peasant farm</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define and give examples of primary, secondary, tertiary and quaternary activities</li> <li>➤ Define Gross Domestic Product</li> <li>➤ Realize that primary activities generate industries and that these are examples of secondary activities</li> <li>➤ Differentiate between quarrying and mining</li> <li>➤ Name and locate an example of economic activities in the Caribbean</li> </ul> <ul style="list-style-type: none"> <li>➤ Explain the importance of farming / agriculture in Jamaica and the Caribbean</li> <li>➤ Differentiate between commercial, subsistence, pastoral and arable farming</li> </ul> <ul style="list-style-type: none"> <li>➤ Define plantation agriculture,</li> <li>➤ Name and locate areas practiced on world map</li> <li>➤ Describe: <ol style="list-style-type: none"> <li>ii. Characteristics of plantation agriculture</li> <li>iii. Problems and solutions of plantation agriculture</li> <li>iv. Advantages and disadvantages of plantation agriculture</li> </ol> </li> </ul> <ul style="list-style-type: none"> <li>➤ Define peasant farming</li> <li>➤ Name and locate areas practiced in Jamaica</li> <li>➤ Describe: <ol style="list-style-type: none"> <li>v. Characteristics of peasant farming</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>vi. Problems and solutions of peasant farming</li> <li>vii. Advantages and disadvantages of peasant farming</li> </ul> <ul style="list-style-type: none"> <li>➤ Name the markets for peasant farmers</li> <li>➤ Draw a labelled diagram showing a typical peasant farm</li> </ul>
<b>TERM 3 TOPICS</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
<p><b>b i. Secondary Economic Activity – Manufacturing</b></p> <ul style="list-style-type: none"> <li>➤ Definitions</li> <li>➤ Importance of manufacturing</li> <li>➤ Types / Classifications of manufacturing industries</li> <li>➤ Importance of manufacturing</li> <li>➤ Factors affecting the location of industries</li> <li>➤ Examples of manufacturing industries in Jamaica and the Caribbean</li> </ul> <p><b>c i. Tertiary Economic Activity – Tourism in the Caribbean</b></p> <ul style="list-style-type: none"> <li>➤ Definition of Tourism</li> <li>➤ Importance of Tourism in the Caribbean</li> <li>➤ Main tourist areas in Jamaica and the Caribbean</li> <li>➤ Physical and non-physical tourist attractions in Jamaica and the different Caribbean countries</li> <li>➤ Advantages &amp; disadvantages of tourism</li> <li>➤ Effects of tourism on the environment</li> </ul> <p><b>c ii. Pollution in the Caribbean</b></p> <ul style="list-style-type: none"> <li>➤ Definition</li> <li>➤ Types of pollution (air, water, land)</li> <li>➤ Causes of pollution</li> <li>➤ Location of areas in Jamaica where pollution is a major problem</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define manufacturing and processing industries</li> <li>➤ Explain the importance of manufacturing industries in Jamaica and the Caribbean</li> <li>➤ Classify manufacturing industries (light &amp; heavy)</li> <li>➤ Differentiate between light and heavy industries, manufacturing processing industries</li> <li>➤ Explain the factors affecting the location of industries</li> <li>➤ Name and locate on a map examples of manufacturing industries in Jamaica and the Caribbean</li> </ul> <ul style="list-style-type: none"> <li>➤ Define tourism, tourist, tourist resort</li> <li>➤ Describe the importance of tourism in the Caribbean</li> <li>➤ Identify the main areas in the Caribbean for tourism</li> <li>➤ Describe the physical and non-physical tourist attractions in Jamaica and the different Caribbean countries</li> <li>➤ Explain the advantages &amp; disadvantages of tourism</li> <li>➤ Describe the effects of tourism on the environment</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Define pollution</li> <li>➤ Identify areas where pollution occurs</li> <li>➤ Explain causes of air, land, water pollution</li> <li>➤ Areas of major pollution</li> </ul>
<b>PHYSICAL GEOGRAPHY TERM 1</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
<p><b>4. Rocks</b></p> <ul style="list-style-type: none"> <li>a. Brief revision on types of rocks</li> <li>b. Igneous, Sedimentary, Metamorphic</li> </ul> <p><b>5. Limestone Rocks</b></p> <ul style="list-style-type: none"> <li>a. Location of limestone rocks in Jamaica and the Caribbean</li> <li>b. Characteristics of limestone rocks (chemical composition, structure, permeability)</li> <li>c. Processes occurring in limestone areas</li> <li>d. Limestone landforms on the surface (karst) features- conical hills, swallow holes and cockpits)</li> <li>e. Underground limestone features – caves, stalactites, stalagmites, pillars</li> </ul> <p><b>6. Plate Tectonics (brief revision)</b></p> <ul style="list-style-type: none"> <li>a. Types of plate boundaries</li> <li>b. Global distribution of plate boundaries</li> <li>c. The Caribbean Plate and adjacent plate boundaries</li> </ul> <p><b>7. Folding &amp; Faulting (brief revision)</b></p> <ul style="list-style-type: none"> <li>a. Definition &amp; types</li> <li>b. Landforms</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define, explain and state characteristics of each classification of rocks</li> <li>➤ Name and locate main limestone areas in Jamaica and the Caribbean</li> <li>➤ Describe the characteristics of limestone rocks</li> <li>➤ Explain the processes occurring in limestone rocks</li> <li>➤ Describe the landforms created on the surface and underground</li> <li>➤ Limestone areas</li> <li>➤ Define crustal plates, plate tectonics</li> <li>➤ Explain the theory of Plate Tectonics and its importance</li> <li>➤ Distinguish among divergent, convergent and transform plate margins &amp; diagrams</li> <li>➤ Name &amp; locate the Caribbean and adjacent plates</li> <li>➤ Describe how plates are responsible for the creation of fold mountains, earthquakes and volcanoes</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Define folding &amp; faulting</li> <li>➤ Name the types of folds and faults</li> <li>➤ Describe the formation of landforms resulting from folding &amp; faulting</li> <li>➤ Explain the relationship between plate movements and folding &amp; faulting</li> </ul>
<b>TERM 2</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
<p><b>8. Coral Reefs in the Caribbean</b></p> <ul style="list-style-type: none"> <li>a. Types – fringing, barrier</li> <li>b. Location of coral reefs in the Caribbean</li> </ul> <p><b>9. Earthquakes</b></p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Causes</li> <li>c. Types of earthquake waves</li> <li>d. Main earthquake waves</li> <li>e. Effects of earthquakes on life and property</li> <li>f. Earthquake precautions</li> <li>g. Earthquake prediction</li> </ul> <p><b>10. Vulcanicity</b></p> <ul style="list-style-type: none"> <li>a. Definitions</li> <li>b. Development / formation of volcanoes</li> <li>c. Main volcanic zones e.g. Pacific Ring of Fire</li> <li>d. Structure of a volcano</li> <li>e. Types of volcanoes</li> <li>f. Intrusive (sills, dykes, batholiths) and extrusive volcanoes</li> <li>g. Cones and plateaux</li> <li>h. Changes in intrusive and extrusive volcanic features over time</li> <li>i. Life cycle of a volcano</li> <li>j. Effects of volcanoes on life and property</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the types of coral reefs found in the Caribbean</li> <li>➤ Name areas where coral reefs can be found</li>   <li>➤ Define earthquake</li> <li>➤ Explain the causes of earthquakes</li> <li>➤ Describe earthquake waves (P, S, L waves)</li> <li>➤ Distinguish between epicentre and focus of an earthquake</li> <li>➤ Name and locate earthquake zones on a map</li> <li>➤ Describe the effects of earthquakes on life and property</li> <li>➤ Describe earthquake precautions (before, during and after)</li> <li>➤ Describe measures used to predict an earthquake</li> <li>➤ Describe the relationship between plate movement and earthquake</li> <li>➤ Note a few major earthquakes</li>   <li>➤ Define volcano, vulcanicity</li> <li>➤ Explain how a volcano develops (link to plate tectonics)</li> <li>➤ Name and locate on a map, the main volcanic areas</li> <li>➤ Draw diagram showing the structure of a volcano</li> <li>➤ Name and describe types of volcanoes</li> <li>➤ Differentiate between intrusive and extrusive</li> </ul>

	<ul style="list-style-type: none"> <li>features</li> <li>➤ Name and describe intrusive and extrusive features</li> <li>➤ Explain how intrusive and extrusive features change over time</li> <li>➤ Describe dormant, active and extinct volcanoes</li> <li>➤ Describe the effects of volcanoes on life and property</li> </ul>
<b>TERM 3</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
<p><b>11. Mass Wasting / Mass Movement, Denudation, Weathering, Deposition, Erosion</b></p> <p>a. Weathering</p> <ul style="list-style-type: none"> <li>❖ Types of weathering (physical, chemical, biotic)</li> <li>❖ Processes of weathering (carbonation, oxidation, solution, frost action, pressure release, temperature changes, biotic)</li> <li>❖ Mass wasting (landslides, and soil creep)</li> <li>❖ Evidences and effects of landslides and soil creep</li> </ul> <p><b>12. Rivers</b></p> <p>a. The water cycle</p> <p>b. How water flows on reaching the surface</p> <p>c. Pathways water takes on reaching the surface (surface and sub-surface runoff)</p> <p>d. River processes (erosion, transportation, deposition)</p> <p>e. River valleys</p> <p>f. Drainage patterns</p>	<ul style="list-style-type: none"> <li>➤ Define mass wasting, denudation, erosion, deposition</li> <li>➤ Differentiate between weathering and erosion</li> <li>➤ Differentiate between physical and chemical weathering</li> <li>➤ Describe the different types of weathering</li> <li>➤ Explain the processes of weathering</li> <li>➤ Describe landslides and soil creep and the conditions which influence their occurrence</li> <li>➤ Describe the evidences and effects of landslides and soil creep</li>   <li>➤ Explain the processes in the water cycle</li> <li>➤ Describe how water flows on reaching the surface</li> <li>➤ Name the processes in surface and subsurface runoff</li> <li>➤ Define erosion, transportation, deposition</li> <li>➤ Name the stages in a river valley</li> <li>➤ List features in each stage</li> <li>➤ Describe trellis, radial and dendritic patterns</li> </ul>
<b>MAP READING – TERM 1</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
<p>13. Identification of landforms from topographical maps (landforms taught in forms 1 &amp; 2 – landforms in highland and lowland regions)</p> <p>14. Using the line scale to measure distances on a map</p>	<ul style="list-style-type: none"> <li>➤ Use topographical maps to identify types of hills, slopes, valleys, spurs, types of plains etc.</li> <li>➤ Use line scale to measure distances</li> </ul>

15. Revision on compass directions (16 point) and bearings 16. Settlement patterns 17. Grid reference (6 figure) 18. Gradient as a ratio 19. Sketch sections 20. Difference between sketch section and cross section 21. Intervisibility	➤ Calculate the compass bearing and direction of places ➤ Name and describe settlement patterns on a map ➤ Calculate 6 figure grid references from a map
<b>TERM 2</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
22. Stages of River Valley 23. Valleys and spurs 24. Drawing cross sections and valley profile of the different stages 25. Drainage patterns 26. Map reduction and enlargement 27. Coastal landforms 28. Gaps 29. Interpretation, Bar graph, pie chart	➤ Identify youthful, middle and plain stage and characteristics of rivers ➤ Define and name coastal landforms on a map ➤ Identify contour map diagrams of types of gaps
<b>TERM 3</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
30. Lines of latitude and longitude 31. Longitude and time 32. Statistical charts and diagrams – tables, line graphs, pie charts, bar graphs 33. Revision of topics taught in terms 1 & 2	➤ Locate places using lines of latitude and longitude ➤ Calculate time of places from given longitude ➤ Draw pie charts, bar charts and line graphs

### ASSESSMENT

Assessment	Minimum per term	Ration
Test	03	60 %
Class work	04	20 %
Homework	04	20 %

### TEXTS:

- ❖ General Geography in Diagrams – R.B. Burnett
- ❖ The Caribbean Environment – M. Wilson

- ❖ Workbook for Young Map Readers – B. Phillpotts-Brown (Series 3)
- ❖ The Longman Atlas for Caribbean Examination

**N. B. One project is given for the year and is graded as a compulsory homework assignment**