

CAMPION COLLEGE

GRADE 7 CURRICULUM

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ENGLISH LANGUAGE

INTRODUCTION

The teaching of English Language at the Grade 7 level should serve to integrate the linguistic, cognitive and affective skills for the establishment of effective learning. Students should be introduced to the complexities of the English Language and be guided to think critically and analytically after mastering the various activities devised around the syllabus. Quizzes, dialogue, discussion and a variety of writing assignments are invaluable for Language development.

TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p>1. PRE-TEST</p> <p>Grammar and Usage</p> <ul style="list-style-type: none"> ▪ Reviewing previously covered concepts (Concord, Collective Nouns, Compound Subjects) ▪ The Sentence ▪ Demonstrative pronouns ▪ Punctuation ▪ Indefinite Pronouns <p>2. Distortions in Concepts (E.g. Would of, Could of, had of etc.)</p> <p>3. Comprehension Skills</p> <p>4. Tenses</p> <ul style="list-style-type: none"> ▪ Simple Past Tense ▪ Simple Present Tense ▪ Irregular and Regular Verbs ▪ Past Participle <p>5. Types of Sentences</p> <p>[A] Interrogative</p> <ul style="list-style-type: none"> ▪ Declarative ▪ Imperative ▪ Exclamatory <p>[B] Simple and Compound Sentences</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Competently express themselves in oral and written language. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Create proper sentences and avoid these problematic areas <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify and differentiate implicit and explicit ideas ▪ Use and recognize context clues to derive meanings <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Conjugate Tenses correctly <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Improve their competence in using the four main types of sentences ▪ to identify, define and use these types of sentences

TOPIC/CONTENT	OBJECTIVES
<p>6. Paragraph Writing</p> <ul style="list-style-type: none"> ▪ The Topic Sentence ▪ Indentation ▪ Thematic Signals (Division of Ideas) <p>7. Letter Writing Social</p> <ul style="list-style-type: none"> ▪ Invitation ▪ Thank You ▪ Friendly <p>8. Parts of Speech</p> <ul style="list-style-type: none"> ▪ Demonstrative Pronouns ▪ Subject/Object Pronoun ▪ Comparison of Adjectives and Adverbs <p>9. Vocabulary Building</p> <ul style="list-style-type: none"> ▪ Making Inferences ▪ Overused Words (e.g. nice, said) <p>10. Figures of Speech</p> <ul style="list-style-type: none"> ▪ Simile ▪ Metaphor ▪ Personification <p>11. Punctuation Skills</p> <ul style="list-style-type: none"> ▪ Spelling ▪ Dictionary Skills <p>12. Degrees of Comparison</p> <ul style="list-style-type: none"> ▪ Superlatives etc 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Construct proper paragraphs using the required elements ▪ Use Adjectives and Adverbs to describe persons, places or things <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Address an envelope properly ▪ Identify the parts of a letter ▪ Write a letter <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Build competence in the application of technical areas ▪ Exercise relevant skills in comparing adjectives and adverbs <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify implicit and explicit meanings of words <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify and use Figures of Speech correctly <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Use the various punctuation marks and skills correctly <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Use Degrees of Comparison effectively

TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p>1. Descriptive Writing</p> <ul style="list-style-type: none"> ▪ Use of Adjectives and Adverbs <p>2. Parts of Speech</p> <ul style="list-style-type: none"> ▪ Further work with Prepositions and Conjunctions <p>3. Review Figures of Speech</p> <ul style="list-style-type: none"> ▪ Metaphor ▪ Personification ▪ Simile <p>Introduce Alliteration</p> <p>4. Vocabulary Building</p> <ul style="list-style-type: none"> ▪ Synonyms ▪ Antonyms ▪ Homonyms <p>5. Letter Writing</p> <ul style="list-style-type: none"> ▪ Business – Complaint <ul style="list-style-type: none"> i. Tone ii. Word Choice ▪ Block Format ▪ Semi block ▪ Inside Address <p>6. Comprehension Skills</p> <ul style="list-style-type: none"> ▪ Summary Writing skills <ul style="list-style-type: none"> i. Oral ii. Written ▪ Book reports 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Write two descriptive paragraphs using adjectives and adverbs to develop themes based on skills taught in Term 1 <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Use Conjunctions and Prepositions to link sentences <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify and analyse examples with greater complexity <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify Antonyms, Synonyms and Homonyms and use them correctly in oral and written work <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Differentiate the types of Business Letters ▪ Use the correct format to write a Business Letter <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Use Summary Writing skills to convey information

<p>7. Poetry Writing</p> <p>TOPIC/CONTENT</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Develop creative writing skills and specifically poetry writing skills <p>OBJECTIVES</p>
<p>8. Introduction to Narrative Writing</p> <ul style="list-style-type: none"> ▪ Plot ▪ Character ▪ Setting ▪ Climax ▪ Resolution 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify elements of a story

TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p>1. Vocabulary Building</p> <ul style="list-style-type: none"> ▪ Commonly misspelled/mispronounced words ▪ Same word; multiple usage e.g. deliberate (vb), deliberate (adj) <p>2. Comprehension skills</p> <ul style="list-style-type: none"> ▪ Emphasis on inferential meaning <p>3. Direct and Indirect Speech</p> <ul style="list-style-type: none"> ▪ Punctuation of same using quotation marks, commas, question marks, exclamation marks <p>4. Literary Devices</p> <ul style="list-style-type: none"> ▪ Incorporation of initial figures of speech taught ▪ Examine pun, alliteration, hyperbole <p>5. Giving Instructions</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate accuracy in usage <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Show mastery of skills regarding unearthing implicit meaning <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify, define and use competently in oral and written expression <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Display knowledge and skill in usage <p>Students should be able to:</p>

<ul style="list-style-type: none"> Giving directions and instructions to complete a task or identify a specific location 	<ul style="list-style-type: none"> Give clear, precise and simple instructions
TOPIC/CONTENT	OBJECTIVES
<p>6. Research and Reporting</p> <ul style="list-style-type: none"> Gathering information Writing a bibliography Evils of plagiarism <p>7. Narrative Writing</p> <ul style="list-style-type: none"> Application of elements discussed in previous term (plot, characters etc.) <p>8. Debate</p> <ul style="list-style-type: none"> Identification of components of debating (moot, proposer, opposer, rebuttal) <p>9. Book Report</p> <ul style="list-style-type: none"> Characters Setting Summary of story Critique <p>10. Poetry Writing</p> <ul style="list-style-type: none"> Students' choice Assigned topics <p>11. Review of examination techniques</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Use comprehension (specifically summary) skills to compile a simple report <p>Students should be able to:</p> <ul style="list-style-type: none"> Write at least three cohesive paragraphs on a given topic <p>Students should be able to:</p> <ul style="list-style-type: none"> Conduct constructive arguments in a controlled and gracious manner <p>Students should be able to:</p> <ul style="list-style-type: none"> Read at least one new book and compile a report encompassing identified elements <p>Students should be able to:</p> <ul style="list-style-type: none"> Express themselves fluently using components discussed in terms 1 and 2 especially literary devices

ASSIGNMENTS

<p><u>TEXTBOOK</u></p> <p>A Comprehensive English Course, Book 1 – Roy Narinesin</p>

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

ENGLISH LITERATURE

INTRODUCTION

One of the main aims of Literature at the First Form level should be to ignite and develop an interest in reading beyond the cover of the book. It is important that students are guided in becoming perceptive and receptive to the use of language within major literary genres (fiction and poetry). Students should also be motivated to read extensively in order to identify the versatility and effectiveness of language as it is used by different authors in various situations. Students should be able to observe similarities and differences between characters, settings, and events; identify moods, arrive at logical conclusions and examine the ways in which literary devices are employed to achieve specific meaning. They should be able to articulate and write fluently about such observations and examinations. These core elements will prepare students for more advanced studies in the subject as well as in other related areas as their comprehension skills, vocabulary development and critical thinking are honed. Keen attention will also be given to the practice of identifying and clearly explaining mental images.

In an effort to keep students sensitive to their West Indian culture/reality, a deliberate choice has been made to study the work of at least one West Indian writer.

TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p>Two texts and a selection of poetry will be studied during the term.</p> <p>Texts</p> <ul style="list-style-type: none"> ▪ Author ▪ Plot ▪ Characters ▪ Setting ▪ Themes ▪ Use of literary devices <p>Poetry</p> <ul style="list-style-type: none"> ▪ Types of poems ▪ Literary devices ▪ Understanding poetic language (Creole, standard English, poet's choice of words) to determine poet's message. ▪ Oral expression(correct phrasing to ensure comprehension) ▪ Comparisons between poems ▪ Focus on rhythm and rhyme 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify and describe the events which help to establish the context within which the story is written. ▪ recount briefly the author's background ▪ recognize major themes in the story ▪ examine the events, situations and issues to show how these elements affect character behaviour /development ▪ explain major tensions between protagonist and antagonist as well as show understanding of how these tensions are resolved ▪ respond sensitively to literature by making accurate analyses in oral and written work on characters, plot development and themes <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify rhyme scheme and rhythm of work ▪ identify and explain all literary devices used ▪ research, present and write examples of specific types of poems e.g. limerick ▪ construct accurate and comprehensive response to set questions both orally and written

TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p>One novel, a collection of West Indian short stories and a selection of poetry will be studied.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify and describe the events which help to establish the

<p>Text</p> <ul style="list-style-type: none"> ▪ Author ▪ Plot ▪ Characters <p>TOPIC/CONTENT</p>	<p>context within which the story is written.</p> <ul style="list-style-type: none"> ▪ recount briefly the author's background ▪ recognize major themes in the story ▪ examine the events, situations and issues to show how these <p>OBJECTIVES</p>
<ul style="list-style-type: none"> ▪ Setting ▪ Themes <p>Poetry</p> <ul style="list-style-type: none"> ▪ Types of poems ▪ Literary devices ▪ Understanding poetic language (Creole, standard English, poet's choice of words) to determine poet's message. ▪ Oral expression(correct phrasing to ensure comprehension) ▪ Comparisons between poems <p>Focus on rhythm and rhyme</p>	<ul style="list-style-type: none"> ▪ elements affect character behaviour/development ▪ explain major tensions between protagonist and antagonist as well as show understanding of how these tensions are resolved ▪ respond sensitively to literature by making accurate analyses in oral and written work on characters, plot development and themes <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify rhyme scheme and rhythm of work ▪ identify and explain all literary devices used ▪ research, present and write examples of specific types of poems e.g. limerick ▪ construct accurate and comprehensive response to set questions both orally and written

TERM THREE

<p>TOPIC/CONTENT</p>	<p>OBJECTIVES</p>
<p>Text</p> <ul style="list-style-type: none"> ▪ Author ▪ Plot ▪ Characters ▪ Setting ▪ Themes 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify and describe the events which help to establish the context within which the story is written. ▪ recount briefly the author's background ▪ recognize major themes in the story ▪ examine the events, situations and issues to show how these elements affect character behaviour /development ▪ explain major tensions between protagonist and antagonist as well as show understanding of how these tensions are resolved.

TOPIC/CONTENT	<ul style="list-style-type: none"> ▪ respond sensitively to literature by making accurate analyses in oral and written work on characters, plot development and themes.
Poetry <ul style="list-style-type: none"> ▪ Types of poems ▪ Literary devices ▪ Understanding poetic language (Creole, standard English, poet's choice of words) to determine poet's message. ▪ Oral expression(correct phrasing to ensure comprehension) ▪ Comparisons between poems ▪ Focus on rhythm and rhyme 	Students should be able to: <ul style="list-style-type: none"> ▪ identify rhyme scheme and rhythm of work ▪ identify and explain all literary devices used ▪ research, present and write examples of specific types of poems e.g. limerick ▪ construct accurate and comprehensive response to set questions both orally and written

TEXTBOOKS

Young Warriors – V. S. Reid
Tales from Shakespeare – Charles and Mary Lamb
The Silver Sword – Ian Serrailer
Over Our Way – ed. Jean D'Costa and Velma Pollard
The Secret Garden – F. Hodgson Burnett
Sun Song 1 – ed. Mordecai and G. Walker-Gordon

ASSIGNMENTS

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

HISTORY

Introduction:

The First Form History Curriculum is geared to provide a beginner's introduction to the nature of history as a discipline. This curriculum seeks to inform students about the arrival of Jamaica's ancestors and thus the global contribution to our ancestry and development. The curriculum also contains information on Jamaica's national symbols, the life and work of Jamaica's national heroes and our heritage. The curriculum ends with an overview of the influence of European Civilization on the Caribbean (and the World).

The First Form Syllabus is designed to develop the natural curiosity and interest of students by making the learning of history enjoyable. It aims to enable students to see history as more than a chronicle of events which happened in the "olden days" and so have a proper notion of the "past". It also aims to guide students into perceiving the relationship between the environment and one's lifestyle and show how one can adapt one's lifestyle to suit the environment one lives in.

Of great significance also is the fact that the curriculum aims to assist students in developing competency in several modes of expression in history, for example, oral expression, short written responses (sentences and paragraphs) multiple choice, map and chart making, project work etc. It further seeks to develop in students the skills of listening, reading, comprehension, choosing relevant ideas and making comparisons. Students will also be guided into making

	i) The Europeans and why they came ii) The Africans and why they came iii) The Chinese and East Indians iv) Other settlers
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TERM TWO

TOPIC/CONTENT	OBJECTIVES
1. Our National Symbols	Students should be able to: <ul style="list-style-type: none"> ▪ define the concepts: motto, patriotism, loyalty, prejudice, logo, status, Jamaican ▪ identify the national symbols and awards and explain their meanings ▪ state the words of the motto, identify it on the Coat of Arms, and explain its meaning ▪ identify ways in which behaviour(s) among Jamaicans are consistent and/or inconsistent with the meaning of the Motto ▪ describe the Coat of Arms, give reasons for its main elements and give its history ▪ explain how national symbols can give us a sense of pride in being Jamaican ▪ identify different ways in which Jamaicans show respect for their symbols
2. Our National Heroes/Heroine	Students should be able to: <ul style="list-style-type: none"> ▪ define the concepts: hero, national hero, bravery, leader, nation builder ▪ identify the national heroes and list the characteristics of individuals which would contribute to their becoming heroes or heroines ▪ explain the guidelines for choosing heroes/heroines ▪ describe the ways in which each national hero/heroine has contributed to the development of Jamaican society ▪ describe the ways in which our National Heroes are remembered: monuments, landmarks, celebrations
3. Our Cultural Heritage	Students should be able to:

TOPIC/CONTENT	<ul style="list-style-type: none"> ▪ define the concepts: cultural heritage, cultural preservation, retention ▪ identify Jamaican place names, their origin/source and association with particular ethnic groups OBJECTIVES
	<ul style="list-style-type: none"> ▪ explain the development of Jamaican music, musical instruments and dance forms ▪ explain the influence of various ancestral groups on Jamaican foods ▪ explain the influence of ancestral groups on folk customs – weddings, burial rites, games we play, medicine

TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p>1. The influence of European Civilization on the Caribbean and the World</p> <p>2. Rome</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ explain the importance of geography and the development of city states ▪ explain how these city states were governed and how government changed over time ▪ compare the city states of Sparta and Athens under the headings: warfare, economy and education ▪ highlight the achievement of the Greeks: Philosophy of Socrates, the Theatre and Drama, the Olympic Games, Architecture and Education ▪ show how these Greek achievements have influenced Jamaican Society <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ explain the importance of geography in the development of the Roman Civilization ▪ describe the ‘founding of the Roman Republic’ and explain how it was governed ▪ identify the factors influencing Rome’s expansion of power

	<ul style="list-style-type: none"> ▪ identify the achievements of the Romans ▪ show how these Roman achievements have influenced Jamaican society ▪ explain the factors to which historians attribute the fall of Rome
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ADDITIONAL READING AVAILABLE AT THE SCHOOL LIBRARY

The Romans and their Empire – Trevor Cairus
 The History of the World – Brian Williams
 The Human Experience: A World History – Mounir Farah, Andrea Berens Karls
 Our Heritage from the Past – W. G. Hardy
 Classics, Greek and Roman – Meyer, Reinhold

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.

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
1. History of Computers 2. Generations of Computers 3. Types of Computers	Students should be able to: <ul style="list-style-type: none">▪ define a computer as an electronic device that can store, process, retrieve and send out information▪ name the persons who helped to develop early computers▪ state the contribution made by early computer inventors▪ state the name of the machines developed by early computer inventors Students should be able to: <ul style="list-style-type: none">▪ classify computers into five generations▪ describe the features of computers associated with each generation▪ state the differences between the technologies of the various generations▪ state three uses of early computers▪ state the problems that affected the operation of early computers Students should be able to: <ul style="list-style-type: none">▪ state the five major categories of computers▪ describe the characteristics of the major categories of computers▪ state the applications of the five major categories of computers▪ state the differences among the five major categories of computers

TOPIC/CONTENT	OBJECTIVES
3. File and Desktop Management	<ul style="list-style-type: none"> ▪ use appropriate keys or combination of keys to enter text ▪ edit text using insert, delete and backspace keys ▪ demonstrate appropriate mouse techniques to move the cursor ▪ use the mouse to select and drag items on a desktop ▪ demonstrate appropriate mouse techniques to scroll a window <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the various bars which are present on most windows based programs – task bar, scroll bars, menu bars and title bars ▪ describe the functions of various buttons on the bars in objective – start button, scroll, arrow button, exit button etc. ▪ describe an Icon as a pictorial representation of an executable program/command/task ▪ use the various bars and buttons to: <ul style="list-style-type: none"> a) save a document to the default drive b) open/retrieve a document from the default drive c) scroll through a document

TERM THREE

TOPIC/CONTENT	OBJECTIVES
1. Entertainment	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ draw using the Paintbrush program in Windows or other suitable software (use should be made of colours, lines, shapes and other tools to create images) ▪ use appropriate software (Word Processing or Graphics Package) to insert graphics into a document ▪ use various techniques such as dragging and moving to modify images ▪ use the CD-ROM and appropriate hardware (speakers/headphones) to play music from a CD

2. Research Skills	Students should be able to: <ul style="list-style-type: none"> ▪ activate the CD-ROM drive ▪ use appropriate keywords to search for and access specific topics ▪ highlight relevant text from the CD to be saved to a file or for printing
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TEXTBOOK

Fundamentals of Information Technology, Book 1

ASSIGNMENTS

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

INTEGRATED SCIENCE

INTRODUCTION

The Grade 7 Curriculum Guide seeks to introduce students to the Fundamentals of Science – classification of the environment into Living and Non-Living Things, plus various forms of Energy and basic knowledge of the characteristics of each of these three components. It is an adaptation of the Reform of Secondary Education (ROSE) National Curriculum Guide.

Using a variety of process and enquiry skills, students will explore various natural phenomena and be better able to understand, appreciate and care for their natural environment. Students will also be introduced to technology as the application of Scientific Skills and Knowledge in order to meet human needs and improve the quality of life. Students will be engaged in hands-on activities and research that involve observing, measuring, reporting, predicting, planning and designing and will be encouraged to use curiosity, critical-thinking, innovation and teamwork to develop their problem-solving skills.

TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p>INTRODUCTION TO SCIENCE</p> <p>1.1 Science and Technology in everyday life</p> <p>1.2 Working Like a Scientist</p> <p>1.3 Using our senses to explore our environment</p> <p>1.4 Extending our senses through the use of Instruments</p> <p>1.5 Keeping Safe while Exploring</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify how science touches our lives ▪ distinguish between Science and Technology ▪ identify and discuss the Science and Technology involved in the making of a variety of everyday items ▪ write a paragraph on a scientific/technological feat that is considered to be of great benefit to man <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify a problem and suggest reasons for, and solutions to the problem ▪ describe who a Scientist is and what a Scientist does ▪ describe how a Scientist works ▪ carry out independent research on a scientist of choice <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ make and record observations ▪ identify Sense Organs ▪ decide whether or not sense organs are always adequate when carrying out scientific experiments ▪ discuss some methods used to help those with impaired sensory systems <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ effectively and accurately use various instruments to enhance the senses e.g. balances, hand lenses, a microscope, thermometer, stopwatch or timer and a measuring cylinder <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify potentially dangerous situations in the laboratory and their possible outcomes ▪ suggest ways to increase safety ▪ formulate and present safety rules for the Science Laboratory

TOPIC/CONTENT	OBJECTIVES
<p>GETTING ORGANIZED</p> <p>2.1 Sorting Things</p> <p>2.2 Classifying Things as Living and Non-Living</p> <p>2.3 Classifying Living Things as Plants and Animals</p> <p>2.4 Classifying Plants as Flowering and Non-Flowering</p> <p>2.5 Classifying Animals</p> <p>2.6 Grouping Non-Living Things into Solids, Liquids and Gases</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ recognize the importance of sorting ▪ work together to sort a collection of items into groups <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the features that differentiate living from non-living things ▪ describe the characteristics of living organisms ▪ care for living things <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the differences between plants and animals ▪ identify the 7 major categories used in Biological Classification ▪ state at least 3 features typical of selected groups <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify plants that produce flowers and those that do not ▪ separate flowering plants into Monocotyledons and Dicotyledons ▪ work cooperatively to complete a Research Project on named Monocotyledon and Dicotyledon <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ sort animals into Vertebrates and Invertebrates ▪ sort Invertebrates and Vertebrates into selected subgroups <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ group non-living things into solids, liquids or gases and give examples of each ▪ describe the characteristics of solids, liquids and gases in terms of particle spacing, shape and volume and state examples of each ▪ Carry out the processes by which changes of state can be achieved using a variety of materials ▪ Describe the changes in state that occur during the Water Cycle

TERM TWO

TOPIC/CONTENT	OBJECTIVES
3.1 The Structure of a Flowering Plant	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the main parts of a flowering plant ▪ describe the functions of the shoot and root system of a flowering plant
3.2 The Structure and Function of a Flower	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ observe and identify the parts of a flower ▪ dissect and draw a named flower ▪ observe and note features of a variety of flowers ▪ complete a table on 5 flowers not previously discussed in class
3.3 Reproduction in Plants	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define 'reproduction' and identify it as a characteristic of Living Organisms ▪ discuss 'asexual reproduction' <ul style="list-style-type: none"> (a) research the names of plants that can reproduce asexually and report on the methods they use (b) describe the method that these plants use to Reproduce (c) associate the term 'vegetative propagation' with asexual reproduction (d) produce new plants from a selected vegetative organ (leaf/tuber...) and report fully on the activity ▪ discuss sexual reproduction in plants <ul style="list-style-type: none"> (a) identify and name the male and female reproductive organs of the flower (b) define the term 'gamete' and name the male and female gametes of the flower (c) define 'pollination' (d) differentiate between 'self-' and 'cross-' pollination (e) define 'fertilization' and identify the events leading to it and where it occurs in a flowering plant (f) identify the products of fertilization

TOPIC/CONTENT	OBJECTIVES
<p>3.4 Seed Structure and Germination</p> <p>3.5 Sexual Maturity and Reproduction in Humans</p> <p>LIVING RESPONSIBLY 4.1 Sexually Transmitted Infections</p>	<p>(g) Examine a variety of fruits and discuss differences between them</p> <p>(h) Draw and label a selected fruit to show its internal and external features</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the parts of a seed ▪ draw a named seed to show its external and internal features ▪ investigate a seed germination <ul style="list-style-type: none"> a) set up a control b) plant named seeds c) record observations d) identify different methods of measuring their growth then select and use one of these methods e) use given guidelines to draw line graphs that illustrate experimental results <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define the terms ‘adolescence’/ ‘puberty’ ▪ describe the changes that occur in males and females during puberty ▪ associate these changes with ‘sex hormones’ ▪ label simple diagrams of the Male and Female Human Reproductive System ▪ explain simply the changes occurring during the menstrual cycle ▪ explain simply how copulation can lead to pregnancy ▪ identify the special needs of a pregnant woman and precautions to be taken to ensure the health of the newborn <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define the terms ‘personal hygiene’, ‘promiscuity’, ‘responsible behaviour’, ‘lifestyle choice’ ▪ discuss the importance of personal hygiene, responsible sexual behaviour and the consequences of poor lifestyle choices ▪ explain what HIV and AIDS stand for and discuss transmission, symptoms and treatment of AIDS

TOPIC/CONTENT	OBJECTIVES
4.2 Drug Use and Abuse	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define the term ‘drug’ ▪ state reasons people give for using drugs ▪ distinguish between useful drugs and harmful drugs, giving examples of each ▪ distinguish between acceptable and unacceptable use of drugs ▪ describe the effects of some harmful drugs on the body ▪ discuss the effects of drug abuse on a person and on the society

TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p>ENERGY 5.1 Forms of Energy and Energy Conservation</p> <p>5.2 The Sun as the Ultimate Source of Energy</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define energy ▪ state the unit of measuring energy as Joules (Newton-meters) ▪ identify, giving examples, the different forms in which energy can exist ▪ observe and identify energy transformations that occur in some simple and complex devices ▪ state the law of energy conservation ▪ discuss the ways in which energy can be wasted during transformations ▪ distinguish between, and give examples of, renewable and non-renewable energy resources <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ list and discuss the uses of the Sun’s energy ▪ discuss harmful effects of solar energy ▪ make a model to demonstrate the use of solar energy

TOPIC/CONTENT	OBJECTIVES
5.3 Fuels as Sources of Energy 5.4 Energy Conservation	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define fuel ▪ classify various substances as fuels ▪ investigate the energy content of selected foods and identify sources of error in the investigation ▪ compare energy values of different preserved foods through analysis of food labels ▪ draw bar charts illustrating the energy needed for different activities ▪ estimate the amount of energy consumed within a day and the energy which has been expended ▪ identify and tabulate the energy conversions involving the food consumption over a 3-day period <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify ways in which energy is wasted at home, at school and in the country ▪ suggest ways in which energy can be conserved ▪ predict the outcome of not conserving energy ▪ work cooperatively to create a presentation to educate the public on energy conservation

SUGGESTED TEXTS:

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

ASSIGNMENTS:

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

MATHEMATICS

During this first year in High School the main components of Mathematics will be emphasized:

- 1) Problem Solving – This includes posing questions, analyzing situations, translating results, illustrating results, drawing diagrams etc. Students will have experience with problems involving more than a single solution.
- 2) Communicating mathematical ideas – Students will learn the language and notation of Mathematics.
- 3) Mathematical Reasoning – Students will be able to investigate mathematical ideas independently. They will be able to identify and extend patterns and use experience and observation to make conjectures (tentative conclusions) etc.
- 4) Applying Mathematics to everyday situations – Students will be encouraged to translate everyday Situation into mathematical representations (graphs, tables, diagrams etc.)
- 5) Estimation – Students will be able to use mental arithmetic and a variety of computational estimation techniques to make rapid approximate calculations.

This will be achieved through the study of Algebra, Arithmetic and Geometry.

Finally, the curriculum will help students to discover the fun of doing Mathematics and reinforce their positive attitude to it.

TERM ONE

TOPIC/CONTENT	OBJECTIVES
ALGEBRA 1. Introduction to Algebra – Basic Terminology 2. Substitution 3. The Study of Sets	Students should be able to: <ul style="list-style-type: none">▪ identify numerical and literal variables and coefficients▪ distinguish between monomials, binomials, trinomials▪ simplify algebraic terms and expressions (i) like terms (ii) unlike terms▪ add and subtract like and unlike terms Students should be able to: <ul style="list-style-type: none">▪ substitute values in given monomials and binomials etc. expressions▪ substitute values in expressions involving powers Students should be able to: <ul style="list-style-type: none">▪ define a set by (i) listing the elements of a set (ii) describing in words the elements of the set (iii) using a set-builder notation▪ determine the cardinal number of a set▪ know the symbols used in set theory▪ distinguish between special sets or types of sets: null sets, universal sets, finite sets, equivalent sets and equal sets▪ use Venn diagrams to represent the information given in questions about sets▪ identify sets relations: disjoint sets, overlapping sets, equal sets, subsets▪ find the complement of a given set, given the universal set▪ determine and count the elements in the intersection of not more than three sets

TOPIC/CONTENT	OBJECTIVES
<p>ARITHMETIC</p> <p>4. The History of Number Systems and Numerals</p> <p>5. Tables</p> <p>6. Factors and Multiples</p> <p>7. Fractions</p> <p>8. Decimals</p> <p>GEOMETRY</p> <p>9. Basic Geometry Concepts</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify Mathematicians of different ages associated with numerals ▪ perform operations on whole numbers: addition, subtraction, division, multiplication <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ know tables from 2 to 19 ▪ know square tables from 2 to 30 ▪ know cube tables from 2 to 12, as well as cube roots <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ be familiar with different types of numbers: composite numbers, prime numbers, factors and prime factors, common factors ▪ find HCF and LCM ▪ solve problems involving HCF and LCM <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify different types of fractions ▪ perform operations involving addition, subtraction, multiplication, subtraction ▪ solve word problems based on fractions <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ perform the following operations in decimals: addition, subtraction, division, multiplication ▪ approximate to decimal places ▪ give an estimate from information given <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify geometry point and space ▪ identify plane geometry: lines, different figures ▪ distinguish line from ray

TOPIC/CONTENT	OBJECTIVES
<p>10. Angles Theory</p> <p>11. Angles – construction</p> <p>12. Triangles Theory</p> <p>13. Construction of Triangles</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ draw and measure angles ▪ identify and illustrate different types of angles ▪ calculate angles between the hands of a clock ▪ calculate angles: vertically opposite, angles at a point, supplementary angles, complementary angles, adjacent angles on a straight line <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ construct with a compass angles measuring 90°, 45°, $22\frac{1}{2}^\circ$, $11\frac{1}{4}^\circ$, 135°, 225°, $67\frac{1}{2}^\circ$, $112\frac{1}{2}^\circ$ ▪ construct with a compass angles measuring 60°, 30°, 15°, 120°, 240°, 300°, 75°, 150° <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ recall the properties of different types of triangles ▪ identify types of scalene, isosceles, and equilateral triangles ▪ calculate the angles of a triangle <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ construct triangles with compasses and without the aid of a protractor when: <ul style="list-style-type: none"> (i) the measurements of the three sides are given (ii) the measurements of one side and two angles are given (iii) the measurements of two sides and an angle are given

TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p>ALGEBRA</p> <p>1. Mathematical Statements</p> <p>2. Symbolic Expression</p> <p>3. Simple Equations</p> <p>4. Simple Inequations</p> <p>5. The Order of Operations</p> <p>ARITHMETIC</p> <p>6. Percentages</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify statements ▪ open statements ▪ close statements ▪ truth statements <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ express words and sentences in algebraic expressions ▪ contract and expand simple and multiple expressions ▪ perform operations involving addition, subtraction etc. of an expression <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ construct equations ▪ transpose to change the subject ▪ solve by proper balancing and elimination ▪ solve word problems <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ interpret symbols of inequations ▪ understand replacement and solution sets ▪ solve through balancing and elimination ▪ solve problems based on inequations <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ do operations involving the Commutative Law and the Associative Law ▪ use the distributive law to expand, factorise and simplify <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ convert percentages to fractions and fractions to percentages ▪ convert percentages to decimals and decimals to percentages ▪ do calculations involving percentages ▪ do more complex problems based on percentages

TOPIC/CONTENT	OBJECTIVES
<p>7. The Metric System</p> <p>8. Currencies and Currency Conversion</p> <p>9. Area and Perimeters</p> <p>10. Simple Interest</p> <p>GEOMETRY</p> <p>11. Angles associated with Parallel Lines</p> <p>12. The Theory of Quadrilaterals</p> <p>13. Quadrilaterals – practical</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ convert units of length, area, capacity and time ▪ use correctly the metric units of measure for area, volume, mass, temperature and time ▪ solve simple problems involving time, distance and speed <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ convert from one currency to another ▪ solve simple problems based on currency exchange rates <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ calculate the perimeter and area of a circle, length of an arc (using angles which are factors of 360°) ▪ calculate the perimeter and area of a square, rectangle, parallelogram and triangle <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ solve problems involving simple interest (simple interest, rate, time, principal, amount) <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify cointerior angles on the same side of a transversal ▪ calculate corresponding and alternate angles as well as co-interior angles <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ state the properties of the square, rectangles, rhombus and parallelogram ▪ calculate the interior angles of the rhombus and the parallelogram ▪ calculate the area, perimeter, length and width of the square and rectangle <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ construct a square, rectangle, rhombus and parallelogram (Angles which are multiples of 360 will be constructed with a compass. Other angles will be drawn using the protractor)

TOPIC/CONTENT	OBJECTIVES
<p>14. The Study of the Circle</p> <p>15. Symmetry</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ define the components of the circle ▪ identify the components of the circle ▪ recognise the relationship between the components <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ recognise and draw lines of symmetry for the scalene, isosceles, equilateral triangle, square, rectangle, rhombus and parallelogram ▪ state the order of rotational symmetry for these figures ▪ know the concepts of point symmetry and mirror symmetry

TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p>1. Operations involving Positive and Negative Algebraic Terms</p> <p>2. Indices</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ perform the four basic operations with algebraic expressions ▪ use the distributive law to insert or remove brackets in algebraic expressions ▪ substitute numbers for algebraic symbols in simple algebraic expressions <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ use the laws of indices to manipulate expressions (add, subtract, multiply, divide) with integral indices ▪ multiply algebraic terms involving indices – terms that do not involve brackets, terms that involve brackets

TOPIC/CONTENT	OBJECTIVES
<p>ARITHMETIC</p> <p>3. Profit and Loss</p> <p>4. Integers</p> <p>5. Ratio and Proportion</p> <p>STATISTICS</p> <p>6. Pictorial Representation</p> <p>GEOMETRY</p> <p>7. The Study of the Right-Angled Triangle</p> <p>8. The Study of Solids</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ calculate profit and loss as a per cent ▪ find selling price or cost price ▪ solve problems involving marked price, cost price, percentage profit, loss or discount <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ use number line to illustrate integers ▪ perform operations with integers: addition, subtraction, multiplication and division <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ compare two quantities of the same kind in ratio form ▪ divide a quantity into two parts in a given ratio ▪ solve problems involving direct and inverse proportion ▪ represent data on proportion graphically <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ collect and present data using bar charts, pictograms and pie charts <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the sides of the triangle ▪ use Pythagoras' theorem to calculate the sides of a triangle ▪ calculate the area and perimeter of a triangle ▪ do a research paper on the origin of the theorem <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ know the properties of polyhedrons: cubes, cuboids, cylinders ▪ identify solids that are classified as prisms ▪ identify solids that are classified as non-prisms ▪ identify the line and area properties of pyramids ▪ do a research paper on the Great Pyramids of Egypt ▪ know Euler's Law and Formula ▪ calculate i) the total length of the edges ii) the total surface area iii) the volume or capacity of the cube and cuboid

TOPIC/CONTENT	OBJECTIVES
9. Co-ordinate Geometry	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the x and y axes as two perpendicular lines meeting at (0.0) ▪ identify the concepts: ordered pair, x-coordinate, y-coordinate ▪ plot points on the plane surface ▪ obtain triangles and quadrilaterals by joining plotted points

TEXT:

Mathematics for the Caribbean, Book 1, Foster & Tomlinson

OTHER REFERENCES:

(STP) Caribbean Maths – Books 1 and 2
 Oxford Mathematics for the Caribbean – Books 1 and 2
 Progress Papers (Scottish Mathematics – Book 1
 Teacher's worksheets

ASSIGNMENTS:

TYPE OF ASSIGNMENT	NUMBER PER TERM	WEIGHT
Homework	10	20
Classwork	10	20
Test	8	60

MODERN LANGUAGES

SPANISH

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. This is a tripartite course which culminates at the third form level. 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 practise all four language skills – reading, listening, speaking and writing. Students will be exposed to the cultural aspects of Spanish by exploring the cultures of Spanish-speaking countries like Spain, Mexico, Panama and Cuba. 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.

TERM ONE

CONTEXT	OBJECTIVES
<p>A. <u>yo mismo/a</u></p> <ul style="list-style-type: none"> - ¿Cómo te llamas? - Me llamo ____ - ¿Cómo eres/es/son? - Soy alto/gorda, son altos - ¿Cuántos años tienes? - Tengo 14 años, Tiene 9 años - ¿Cómo se escribe tu nombre? - El alfabeto- a,b,c,ch,e,f - ¿Cual es tu nacionalidad? - Soy jamaicano/canadiense <p>B. <u>La familia</u></p> <ul style="list-style-type: none"> - ¿Cuántos/as personas hay en tu familia? - ¿Cuántos son? - Los números 1-50 - ¿Cómo se llama tu mamá,papá,hermana,hermano? - ¿Dónde vive la familia? ¿Dónde vives? - Direcciones- yo vivo en____ - mi familia vive ____ - ¿qué profesión tiene tu papá - doctor,profesor,etc. <p>C. <u>En la escuela</u></p> <ul style="list-style-type: none"> - mi uniforme - ¿a donde vas tú? - a la escuela/al cine - a +el = al - los días de la semana; ¿Qué día es hoy? - los meses del año son - ¿cual es la fecha? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ speak about themselves – saying name, age, description, nationality and alphabet <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss their family – how many family members, names, address and profession ▪ count from 1 – 50 ▪ describe fully i.e. physical and personality traits <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ describe their uniform and school, tell days, months , the date and the year

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CONTEXT	OBJECTIVES
<p>D. <u>En casa</u></p> <ul style="list-style-type: none"> - ¿cómo es tu dormitorio? - Los colores - ¿Qué hay en la mesa? - ¿Cuántos cuartos hay? - ¿Qué quiere comer para el desayuno? el almuerzo la cena? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ describe bedroom and house ▪ tell what is on the table/ in room etc. ▪ express what they want for meals

TERM TWO

CONTEXT	OBJECTIVES
<p>A. <u>En la escuela</u></p> <ul style="list-style-type: none"> - ¿cómo se llama tu director? -se llaman - ¿cuántos alumnos hay en tu escuela/clase? - ¿donde está el estudiante? - ¿donde estás? - ¿qué es esto? - ¿qué son esto? - ¿cuántos estudiantes están en tu clase/escuela? - los números 51-100 <p>B. <u>En casa</u></p> <ul style="list-style-type: none"> - ¿Qué es esto? - ¿Qué son estos? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ use se llama, llaman with people in the school ▪ talk about the class, how many students, where they are seated and identify objects ▪ know numbers 51 – 100 <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify objects within the home

CONTEXT	OBJECTIVES
<p>C. <u>¿Quién es?</u></p> <ul style="list-style-type: none"> - Es tu hermano - Es un estudiante - ¿Quiénes son? <p>D. <u>En el campo</u></p> <ul style="list-style-type: none"> - ¿Cómo es? - Los animals domésticos - Los animales savajes - ¿Cómo se llaman? - ¿Que es esto? <p>E. <u>En la ciudad</u></p> <ul style="list-style-type: none"> - ¿como llegamos? - el trabajo-a dónde va? -a dónde van? - ¿dónde trabaja tu mamá? - profesiones - describe la ciudad - ¿cuántas personas hay en la ciudad? - los números 200-1000 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify one or more persons telling relationships <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss features/animals del campo! <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss profession, places of work and modes of transportation ▪ describe the city; places in the city, population. ▪ know numbers 200 - 1000

TERM THREE

CONTEXT	OBJECTIVES
<p>A. <u>en ciudad y en el campo</u></p> <ul style="list-style-type: none"> - ¿Qué tiempo hace? - Las estaciones - ¿Te gusta comer temprano o tarde? - ¿Que te gusta comer durante el recreo? Me gusta/n _____ Nos gusta _____ Le gusta _____ <p>B. <u>En la oficina/En la escuela</u></p> <ul style="list-style-type: none"> - ¿Qué hora es? - Es la una, son las dos y media etc. - ¿A qué hora te levantas? - ¿A qué hora tienes el recreo? 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss different types of weather and the seasons <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ express time (what time they get up, go to bed, leave home etc.) ▪ relate it to school and the timetable

TEXTS:

Primer Libro – Nassie et al
 Espanol Para La Vida: Book 1 – Moore, Zena (Thomas Nelson & Sons Ltd. Thomson Publishing Co.

ASSIGNMENTS:

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

Project	1	50
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MUSIC

INTRODUCTION

The music curriculum is designed to:

Challenge and motivate students to identify their creative and theoretical skills in the practical Area of the Arts.

Teach theoretical concepts which will aid in acquiring a fundamental base for practical proficiency.

Develop listening skills within the wide spectrum of music with an aim to critically analyze and appreciate various types of music.

Apply theoretically based concepts to practical experience with the aim of encouraging excellence through performance methods.

Introduce students to music within the Caribbean focusing on the cultural heritage in various islands.

Instill the concept of fusion of other art forms to develop an awareness of the correlation between music and other subject areas.

Develop an understanding and appreciation of the different periods and styles of music and note the influence of them on modern music.

Enable students to play the recorder and sight-read simple pieces in the text individually and in groups.

Facilitate students to arrange pieces using additional instruments to the recorder.

TERM ONE

WEEK	CONTENT	OBJECTIVES
1 – 3	Music Notation: Conventional and Non- Conventional	Students should be able to: <ul style="list-style-type: none"> ▪ define music using sources and give an original definition of music. ▪ write original lyrics to a simple tune to introduce themselves. ▪ identify letters of the alphabet used in music and be able to scramble them to form and draw 20 words on the Staff (3 words or more). ▪ draw and name notes on the lines and in the spaces in the treble & bass and sing tunes to phrases which help to identify the notes. ▪ compose a simple musical tune using notes in the treble and bass. ▪ define simple musical terminologies such as Staff, Bar, Bar-line, Double Bar-line, Treble, Bass Clef.
4 – 5	Types of Notes	Students should be able to: <ul style="list-style-type: none"> ▪ know the names, values and how to describe types of notes. ▪ know the names, values and how to describe and draw types of rests. ▪ play, sing and name types of notes on the piano and be able to hold the values of notes and rests. ▪ add, subtract, multiply and divide types of notes. ▪ identify the co-relation between music and maths. ▪ make charts/posters to show the various types of notes and their values. ▪ sing notes in tune according to pitch and duration of notes and their values. ▪ compose a song about types of notes
6 – 7	Time Signatures	Students should be able to: <ul style="list-style-type: none"> ▪ define a time signature and give examples of common TS ▪ beat to common time rhythmic patterns ▪ understand the upper/lower figures of time signature ▪ clap the rhythmic patterns of simple pieces according to given TS ▪ fill in notes to complete bars according to given common TS ▪ identify common TS of recorded pieces
8 - 10	Sharps & Flats	Students should be able to: <ul style="list-style-type: none"> ▪ define both sharps /flats and understand its relation to keynotes ▪ listen to notes on the piano and identify sharps and flats ▪ sing the sharp or flat to any given note

WEEK	CONTENT	OBJECTIVES
	<p align="center">Definition of Musical Expressions</p>	<ul style="list-style-type: none"> ▪ name and draw sharps and flats on the lines and in the spaces in the Treble and the Bass 5. Draw 2 octaves of a keyboard and label notes and equivalent sharps and flats <p>Students should:</p> <ul style="list-style-type: none"> ▪ learn and define 20 musical expressions in music ▪ develop fast responses to signs, symbols and musical expressions ▪ understand the concept of dynamics and its co-relation to musical terms ▪ used in pieces

TERM TWO

WEEK	CONTENT	OBJECTIVES
1 – 2	<p>Musical Elements, Rhythm, Tempo, Meter & Rests, Pitch & Dynamics</p> <p>The Recorder & its Maintenance</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ recall theoretical concepts from the first term ▪ clap rhythmic patterns according to tempo and value of notes ▪ sing simple tunes and identify the time signature used <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ show technical skills required to play the recorder ▪ apply the theory learnt to practical performance ▪ sight-read simple exercises and tunes from the given text ▪ know the rules of the recorder and how to take care of it ▪ play in group and teams ▪ memorize simple pieces ▪ appreciate and identify change of rhythmic patterns as a result of piano accompaniment/arrangements ▪ identify faults when playing the instrument
3 - 4	<p>Categories of Music</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify various categories of music ▪ play pieces from various categories of music e.g. classical, jazz, reggae ▪ explore categories of music from different music genres and be able to pick out tunes and write using notation in manuscript

WEEK	CONTENT	OBJECTIVES
		<ul style="list-style-type: none"> ▪ arrange and play individually and in groups, 2 or 3 favourite songs from different genres
5 – 6	Music Culture	Students should be able to: <ul style="list-style-type: none"> ▪ comprehend and interpret key chapters highlighting musical culture in various Caribbean Islands ▪ sing and play cultural songs from various Islands ▪ put together performance pieces using additional instruments ▪ sight-read cultural songs as stated in the given text, and arrange same in groups
7 – 8	Appreciation & History of Western Music	Students should be able to: <ul style="list-style-type: none"> ▪ identify the different musical periods from ancient to modern times in historical content, musical characteristics, composers etc. ▪ explore the Great Composers' lives and music composed by them ▪ develop an understanding and appreciation for the styles of music under eras such as the Middle Ages, Renaissance and Baroque periods and note the influence of the different periods on today's music ▪ listen to various pieces and identify the era in which they were created ▪ identify dynamics and musical expressions in pieces played and write a critique on the actual pieces ▪ interpret music
9 - 10	Fuse Musical Styles	Students should be able to: <ul style="list-style-type: none"> ▪ arrange songs by fusing various musical styles e.g. reggae, jazz, calypso, folk etc. ▪ prepare individually and in groups for performance presentations ▪ constructively critique and show respect for musical experiences and performances of other students

TERM THREE

WEEK	CONTENT	OBJECTIVES
1 – 3	Scales with and without using KS. Ascending /Descending in the Treble	Students should be able to: <ul style="list-style-type: none"> ▪ define a scale ▪ name the notes which make-up the scales of C and B Major ▪ know the difference between drawing scales with and without using KS ▪ draw scales ascending and descending in the Treble ▪ note the importance of placing KS correctly on the Staff

		<ul style="list-style-type: none"> play scales on the recorder and on the keyboard ascending and descending 	
WEEK	CONTENT	OBJECTIVES	
7 – 8	Tones	Students should be able to: <ul style="list-style-type: none"> define tone in music identify tones when played on the piano sing tones above and below notes played identify their voice ranges from singing tones above or below notes work out tones above and below notes generally draw tones above/below notes on a Staff in the Treble and the Bass place KS properly on the Staff to the left of notes 	
9 – 10	Semitones	Students should be able to: <ul style="list-style-type: none"> define a semitone identify semitones when played on the piano sing semitones above and below notes played identify their voice ranges from singing semitones above or below notes work out semitones above and below notes generally draw semitones above and below notes on a Staff in the Treble and Bass listen to intervals and decide whether they are tones or semitones place KS properly on the Staff to the left of the notes 	
	TEXT BOOKS	ADDITIONAL TEXT BOOKS	TYPES OF ASSIGNMENTS
	<ul style="list-style-type: none"> MUSIC FOR BIG ANTS AND LITTLE ANTS NEW RECORDER TUTOR BOOK 1 	<ol style="list-style-type: none"> CARIBBEAN INTEGRATED MUSIC - BOOK 2 By KAREN HEADLAM CYRUS LEARNING CAN BE FUN By L.A. JEAN-BAPTISTE <ul style="list-style-type: none"> MUSIC - THE ART OF LISTENING (2ND. EDITION) By JEAN FERRIS 	<ol style="list-style-type: none"> WRITTEN ASSIGNMENTS AURAL ASSIGNMENTS TESTS GROUP/INDIVIDUAL PRACTICAL WORK
	NUMBER OF ASSIGNMENTS		
	<ol style="list-style-type: none"> FIRST TERM 5 - 6 PIECES SECOND TERM 6 - 8 PIECES THIRD TERM 5 – 6 PIECES 		

PERSONAL DEVELOPMENT

RATIONALE

Many challenges are faced by students entering high school at the grade seven level. These students are leaving familiar environments with a population that was predominantly of a similar socio-economic grouping, into an unfamiliar environment of varied socio-economic strata. They have now entered a new subculture within the broader culture.

With this in mind, the guidance and counselling programme is designed to foster important mental, social, and emotional competencies that are essential for the students' development. These competencies will help to facilitate the necessary transition.

OBJECTIVE

Our main objective for students at this level is to facilitate a smooth transition from preparatory /primary school to high school.

Emphasis is placed on fostering growth and providing a forum for honest reflection and discussion, hence there is no formal assessment.

TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p>1. ORIENTATION</p> <ul style="list-style-type: none"> • School environment • Rules and regulations • Class schedule • Interaction with peers, staff, administrative and ancillary staff <p>2. DISCOVERING SELF</p> <p>Self, Self-Awareness, Self Image, Self Worth, Acceptance, Self-Confidence, Self identity, Self Respect, Self Control</p> <p>3. PHYSICAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Physical changes that occur in the human body from birth to the early stages of adolescence. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the physical layout of the school ▪ discuss the history, traditions, rules and regulations of the school ▪ distinguish the roles and functions of the various personnel within the school system. <p>Students will:</p> <ul style="list-style-type: none"> ▪ examine the concepts relating to self, and be equipped with skills for fostering self discovery. <p>Students will be aware of:</p> <ul style="list-style-type: none"> ▪ the various changes that occur within the human body up to the initial stages of adolescence. ▪ their rights to privacy.

TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p>1. STUDY SKILLS</p> <ul style="list-style-type: none"> • Scheduling time, organizing resource material, and learning styles. 	<p>Students will:</p> <ul style="list-style-type: none"> ▪ develop a systematic approach to learning that will enhance their learning potential and abilities. ▪ recognize the importance of taking responsibility in the learning

<p>TOPIC/CONTENT</p>	<p>experiences within, and outside of the classroom, and developing proper study skills.</p> <p>OBJECTIVE</p>
<p>2. DEVELOPING A HEALTHY LIFESTYLE</p> <ul style="list-style-type: none"> • Proper dental care, physical hygiene, diseases and preventative measures. <p>3. FAMILY LIFE</p> <ul style="list-style-type: none"> • Types of families • Transmission of family influence from one generation to the next. 	<p>Students should gain:</p> <ul style="list-style-type: none"> ▪ an appreciation of wellness and proper health care. <p>Students should be aware of:</p> <ul style="list-style-type: none"> ▪ the importance of the family, and family interaction ▪ the roles and functions of family members. ▪ the influence of the family on developing values, moral and attitudes

TERM THREE

<p>TOPIC/CONTENT</p>	<p>OBJECTIVES</p>
<p>1. <u>INTERPERSONAL RELATIONSHIP</u></p> <ul style="list-style-type: none"> • Friendships • Group relationships • Interaction with authority. <p>2. <u>STRENGTHS AND TALENTS</u></p> <ul style="list-style-type: none"> • Strengths and talents • Tasks that can be preformed utilizing talents and skills. <p><u>N: B Other topics will be discussed in accordance with events set out by the Ministry of Education Youth and Culture, Caenwood, Kingston Jamaica, W.I.</u></p>	<p>Students should be aware of:</p> <ul style="list-style-type: none"> ▪ stages of appropriate friendships ▪ establishing good working group relationships ▪ the appropriate response to those in authority. <p>Students should be able to:</p> <ul style="list-style-type: none"> • recognize their strengths and weaknesses, likes and dislikes. • identify the skills and talents needed for the various tasks: strengths, weaknesses, likes, dislikes, preferences and talents, and the utilization of these for the betterment of self, group and the school community.

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 and so includes the learning of motor skills and the components of physical fitness as well as the building of self esteem.

Performance is assessed through regular assignments and school based examinations.

TOPIC/CONTENT	OBJECTIVES
<p>NETBALL</p> <p>I. A Brief History of the Game</p> <p>II. Organisation of the Game</p> <p>III. Ball Handling Skills</p> <p>IV. Footwork</p> <p>V. Pivoting, Dodging, Marking</p> <p>VI. Organisational Skills (The Game/Basic Rules)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ give a brief history of the game - where it started and by whom ▪ say how and when the game was introduced to Jamaica <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the netball and its measurements ▪ identify the netball court, name and position of players/teams on the court <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate the basic techniques involving throwing and catching ▪ throw to a partner who is stationary or moving ▪ demonstrate proper timing, balance and control in the performance of these skills <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ move freely on court landing on one or both feet <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ receive the ball and pivot ▪ apply effectively the techniques of dodging ▪ mark and pivot as they relate to footwork <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ work in groups – e.g. (3 vs. 3) ▪ apply all skills in a game of netball (7 vs. 7)

TOPIC/CONTENT	OBJECTIVES
<p>FOOTBALL</p> <p>I. Physical Fitness, Endurance, Skill, Coordination</p> <p>II. Development of Football Organizations: FIFA, CONCACAF, KASAFA, ISSA</p> <p>III. Basic Knowledge of the Football Field: dimensions, playing areas, players</p> <p>IV. Playing the Ball</p> <p>V. Controlling the Ball</p> <p>VI. Dribbling and Faking</p> <p>VII. Tackling</p> <p>VIII. Game</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate the components of fitness – flexibility, endurance and speed <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the various organizations and their roles in the development of the game <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ illustrate the football playing areas and players ▪ display the ability to place a team on the field <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate the ability to use the toes and instep to kick a ball ▪ receive and pass using the sole of the feet, chest, head, thigh etc. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ explain when to use the different areas of the foot <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ show control while dribbling with either foot <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate various ways of tackling <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ play the game utilizing the skills learnt ▪ perform a corner kick ▪ take a penalty ▪ apply basic tactics and strategies to competitive play

TOPIC/CONTENT	OBJECTIVES
<p>SWIMMING</p> <p>TRACK AND FIELD</p> <p>CRICKET</p> <p>I. History and Development of the Game</p> <p>II. The Cricket Pitch</p> <p>III. Fielding</p> <p>IV. Bowling</p> <p>V. Batting</p> <p>N.B. Time permitting the skills of Volleyball, Hockey, Lawn Tennis</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate awareness of all pool rules and safety procedures ▪ show skill and proficiency in the performance of all strokes – front/back Crawl, Breast, butterfly ▪ perform basic life saving techniques – side stroke, creating floating devices, sculling etc. <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ participate in track and field to improve basic physical fitness ▪ run continuously over set distances ▪ respond to the commands for the start of a race ▪ demonstrate various techniques in running <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ discuss the development of the game and prepare a scrap book of current events in cricket <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ identify the cricket pitch and basic equipment used in the game of cricket ▪ identify the playing positions of at least eleven players <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ correctly demonstrate the skills and techniques of fielding <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate the different ways of bowling <p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ use different batting strokes

VISUAL ARTS

INTRODUCTION

During Term One, students are introduced to the Functions of Art and the Elements and Principles of Design.

Term Two – Simple perspective drawing and painting.

Term Three – An Introduction to objective drawing and simple graphic design, 3D construction.

TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p>1. THE FUNCTIONS OF THE VISUAL ARTS: - Social – Personal – Physical</p> <p>2. THE ELEMENTS AND PRINCIPLES OF DESIGN:</p> <ul style="list-style-type: none"> • Types of lines-Geometric and Organic, uses of lines • Geometric and Organic shapes and forms, natural & man-made. • Tactile and simulated textures from nature and the man-made environment. • Colour theory – The wheel, colour groupings, tints and shades. • Exercises in contrast and balance, collage, montage abstract designs <p style="text-align: center;">END OF TERM EXAMINATION</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ show an appreciation, and understanding of the function of the Visual Arts ▪ see how Visual Arts fits in with community life. ▪ realize the possibility that beauty exists every where. ▪ understand the importance and extent to which the Visual Arts influence our Homes, Clothing, Economics, Religion and Social Life in the Community. ▪ develop an appreciation for the beauty of line colour, texture, shape and form. ▪ develop greater visual sensitivity and creative thinking. ▪ use their imagination, observation, creativity and inventiveness. ▪ develop an interest in Visual Art activities. ▪ develop and express creative ideas

TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p>1. INTRODUCTION TO PERSPECTIVE</p> <p>- One point perspective – A Road Way, City Street</p>	<p>Students should:</p> <ul style="list-style-type: none"> ▪ understand the basics of perspective ▪ use lines, tints and shades to create the illusion of depth and

<ul style="list-style-type: none"> - Geometric Forms in one point perspective. - A Cityscape - A Landscape <p>TOPIC/CONTENT</p>	<ul style="list-style-type: none"> distance ▪ develop eye-hand co-ordination and improve their powers of observation <p>OBJECTIVE</p>
<p>2. INTRODUCTION TO PAINTING</p> <ul style="list-style-type: none"> - Painting with a limited colour scheme - Painting with tints and shades - A simple landscape - Interpretation of a Poem <p>END OF TERM TEST</p>	

TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p>1. Introduction to Still Life Drawing</p> <ul style="list-style-type: none"> - Basic Forms – Cubes, Cylinders Spheres, Contours only - The Value Scale - Tonality – Rendering the effects of Light and Shadow - Rendering in local colour <p>2. Introduction to Graphic Design</p> <ul style="list-style-type: none"> - What is Graphic Design - Monograms - Logos - Signs - Simple Lettering and Illustration of a short poem <p>3. 3 Dimensional Design</p> <ul style="list-style-type: none"> - Construction with Found or Discarded objects 	<p>Students should be able to:</p> <ul style="list-style-type: none"> ▪ recognize that art plays a vital role in the production of books, newspapers, magazines, advertising, home furnishing, clothing design, entertainment, the communication of ideas, feelings and information ▪ develop a wholesome consumer attitude and be able to recognize good design in everyday objects. ▪ draw simple objects accurately and render tones, light and shadow fairly realistically in colour. ▪ create simple, effective graphic designs. ▪ demonstrate skills in 3 Dimensional assembling.

- Construction and Assembling based on concepts covered in perspective drawing, during the term such as Dwellings, Rooms, Simple Community Planning END OF YEAR EXAMINATION	
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TOOLS:

A Sketch Pad (Medium), A Notebook, Drawing Pencils HB – 6B, Coloured Pencils, White Plastic Erasers, Poster Paints (water based), Paint Brushes of varying sizes, A Palette, Sponge, 12" Ruler, Ponal Glue, and a pair of Scissors.

TEXT:

Design and Communication for Foundation Courses – Peter Gowers, Nelson Publishers

ASSIGNMENTS:

TYPE OF ASSIGNMENTS	WEIGHTING OF ASSIGNMENTS
Homework	25
Classwork	50
Project	25
Test and Examination	100

MARKING SCHEME:

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

TERM 1 – 1st FORM

TOPIC	OBJECTIVES
<p>1. WHAT IS GEOGRAPHY?</p> <ul style="list-style-type: none"> a. The importance of Geography b. The branches of Geography c. Careers in Geography 	<p>STUDENTS SHOULD BE ABLE TO:</p> <ul style="list-style-type: none"> ➤ Explain what Geography means ➤ Recognize the importance of Geography ➤ Identify the many branches of Geography ➤ Definition of the branches identified above ➤ Brief description of the branches ➤ Identify careers in Geography
<p>2. METHODS OF GEOGRAPHICAL INVESTIGATION</p> <ul style="list-style-type: none"> a. Investigation b. Observations c. Research d. Differences between a questionnaire and an interview 	
<p>3. POSITION OF JAMAICA</p>	
<p>4. POLITICAL DIVISIONS OF JAMAICA</p> <ul style="list-style-type: none"> a. Counties b. Parishes c. Capitals 	
<p>5. PHYSICAL FEATURES OF JAMAICA</p> <ul style="list-style-type: none"> a. Mountains / Hills b. Plains c. Rivers d. Valleys 	
	<ul style="list-style-type: none"> ➤ Use different methods or techniques of investigating geographical phenomena ➤ Definition of the methods of investigation ➤ Explain differences between questionnaire and interview
	<ul style="list-style-type: none"> ➤ Use lines of latitude and longitude to give the position of Jamaica ➤ Describe Jamaica using site and situation in relation to the Caribbean and the world at large
	<ul style="list-style-type: none"> ➤ Name and locate on a map the counties, parishes and capitals of Jamaica ➤ Locate various places in Jamaica using lines of latitude and longitude
	<ul style="list-style-type: none"> ➤ Define the physical features of Jamaica (mountains, rivers, plains, valleys) ➤ Name and locate main physical features of Jamaica on a map ➤ Describe relief of Jamaica from atlas map ➤ Differentiate between mountains and hills

<p>6. CLIMATE OF JAMAICA</p>	<ul style="list-style-type: none"> ➤ Differentiate between climate and weather ➤ Define tropical marine climate ➤ Determine the factors affecting weather and climate in Jamaica (latitude, distance from the sea, land and sea breeze, etc.)
<p>TERM 2</p>	<p>STUDENTS SHOULD BE ABLE TO:</p>
<p>7. RAINFALL OF JAMAICA</p> <ul style="list-style-type: none"> a. Rainfall pattern in Jamaica b. Rainfall season c. Types of rainfall d. Weather systems affecting rainfall in Jamaica e.g. cold fronts, hurricane <p>8. POPULATION</p> <ul style="list-style-type: none"> a. Distribution & Density b. Population growth c. Population problems <p>9. MIGRATION</p>	<ul style="list-style-type: none"> ➤ Give reasons why rainfall patterns vary in different parishes, and in high areas and undulating areas (Blue Mountains and Kingston) ➤ Explain and give reasons for rainfall seasons ➤ Give the different types of rainfall in Jamaica (relief, convectional etc) ➤ Define and give a brief description of each type of rainfall ➤ Sketch simple diagrams to show the appearance of the different types of rainfall ➤ Define the weather systems that affect rainfall in Jamaica ➤ Give a brief description of weather associated with the factors defined above ➤ Define the term population ➤ Explain composition of population – ethnic groups e.g. Chinese, Indians, Africans etc. include brief historical background, when and reasons for coming to Jamaica ➤ Define population distribution and density ➤ Identify patterns of distribution and density e.g. Kingston is densely populated etc. ➤ Define the term population growth ➤ Define and discuss the following terms - natural increase, birth rate, death rate etc. ➤ Give reasons for high / low birth rates ➤ Discuss population problems (causes) ➤ Define over population, under population, optimum population ➤ Give solutions to population problems ➤ Define the term migration

	<ul style="list-style-type: none"> ➤ Describe the different types of migration e.g. urban-rural, rural-urban etc ➤ Discuss the problems associated with the different types of migration ➤ Give solutions to the problems discussed above ➤
TERM 3 TOPICS	STUDENTS SHOULD BE ABLE TO:
10. SETTLEMENT	<ul style="list-style-type: none"> ➤ Define the term settlement ➤ Differentiate between urban and rural settlement ➤ Explain the main features of the settlement above ➤ Differentiate between planned versus unplanned settlements ➤ Define and give examples of rural settlements e.g Hamlet, village etc ➤ Define and give examples of urban settlements e.g. satellite town, city, towns, conurbation, megalopolis etc
11. AGRICULTURE / FARMING	<ul style="list-style-type: none"> ➤ Define the term agriculture ➤ Define and give brief characteristics of the types of farming e.g. arable, mixed, pastoral, etc ➤ Explain the importance of farming to Jamaica ➤ Define and give characteristics of large scale vs. small scale farming ➤ Make comparison of the following crops - sugar cane, banana, coffee, cocoa and citrus ➤ Comparison in terms of : <ul style="list-style-type: none"> ii. conditions for growth iii. main growing areas iv. problems v. climate, etc
12. TOURISM IN JAMAICA	<ul style="list-style-type: none"> ➤ Define tourism, tourist, tourist resort ➤ Describe the different types of tourists ➤ Describe and give examples of the main tourist attractions in Jamaica ➤ Describe the importance of tourism to Jamaica ➤ Explain the advantages & disadvantages of tourism to Jamaica

<p align="center">PHYSICAL GEOGRAPHY TERM 1</p>	<p align="center">STUDENTS SHOULD BE ABLE TO:</p>
<p>13. THE SOLAR SYSTEM</p> <p>14. SHAPE OF THE EARTH</p> <p>15. LATITUDE & LONGITUDE</p>	<ul style="list-style-type: none"> ➤ Define the solar system ➤ Describe the composition of the solar system – naming the planets, number of moons in each planet and distance of each ➤ Draw diagram of solar system with planets in orbit ➤ Discuss the shape of the earth and compare with other planets ➤ Discuss proof of the earth’s shape ➤ Define the terms latitude & longitude ➤ Give characteristics of the terms above ➤ Differences between latitude and longitude e.g. Tropics of Cancer, Capricorn, Arctic and Antarctic, etc. ➤ Relate low latitude to equator and high latitudes to polar regions ➤ Division of the earth into hemispheres ➤ Locate places on a map using latitude and longitude ➤ Draw diagrams to show lines of latitude and longitude
<p align="center">TERM 2</p>	<p align="center">STUDENTS SHOULD BE ABLE TO:</p>
<p>16. EARTH’S EXTERIOR</p> <p style="padding-left: 20px;">a. land masses</p> <p>17. LAND FORMS (Global)</p> <p style="padding-left: 20px;">a. mountains</p> <p style="padding-left: 20px;">b. plains</p> <p style="padding-left: 20px;">c. plateau</p> <p style="padding-left: 20px;">d. valleys</p> <p style="padding-left: 20px;">e. hills</p> <p>18. WATER BODIES - oceans, seas, rivers, lakes</p>	<ul style="list-style-type: none"> ➤ Define & name continents and islands ➤ Identify land masses on atlas or maps ➤ Give examples of countries or states found in the various continents ➤ Name and locate islands and island groupings on a map ➤ Define each of the land forms listed ➤ Name and locate major land forms defined above ➤ Define each of the water bodies

	<p>➤ Name and locate major water bodies on a map of the world</p>
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TERM 3	STUDENTS SHOULD BE ABLE TO:
<p>19. STRUCTURE OF THE EARTH</p> <p>20. ROCKS</p> <ol style="list-style-type: none"> a. Igneous b. Metamorphic c. Sedimentary 	<ul style="list-style-type: none"> ➤ Give simple definition of the core, mantle and crust ➤ Discuss physical state of the different sections of the earth ➤ Draw diagram to show the different sections of the earth ➤ Define the different types of rocks – igneous, metamorphic, sedimentary ➤ Give classification and formation of the types of rocks ➤ Give examples of the rocks listed above ➤ Give examples where the rocks can be found ➤ Identify samples of the types of rocks listed above
MAP WORK / READING – TERM 1	STUDENTS SHOULD BE ABLE TO:
<p>1. What is a map?</p> <ol style="list-style-type: none"> a. What is a plan? b. What is a sketch? c. What is a diagram? d. What is a photograph? <p>2. Aerial Photograph</p> <p>3. Types of maps</p> <ol style="list-style-type: none"> a. Physical b. Political c. Economic d. Climatic <p>4. Features of a map</p> <ol style="list-style-type: none"> a. Key or legend b. Scale c. Direction d. Title e. Border/ Frame 	<ul style="list-style-type: none"> ➤ Define the term map ➤ Differentiate between map, plan, sketch, & photograph ➤ Define the terms listed above ➤ Explain the concept of map reading (cartographer) ➤ Define aerial photograph ➤ Explain the purpose of aerial photograph ➤ Give differences between an aerial photograph and a map ➤ Identify the different types of maps ➤ State what each map deals with ➤ Give the importance of these maps ➤ Identify the features on map ➤ Label a map by putting the features on a map ➤ Explain the importance of each feature and the quality ➤ Define these features

<p>5. Symbols and Abbreviations</p> <p>6. Scales</p> <p>a. Types of scales</p> <p>b. Use of scales</p>	<ul style="list-style-type: none"> ➤ Define the terms symbols and abbreviation ➤ Explain the importance of symbols and abbreviations on maps ➤ Identify / label various symbols and abbreviations on maps ➤ Explain the importance of using various contours on a map ➤ Define the term scale ➤ List & explain the different types of scales ➤ Explain the importance of scale\convert ratio scale to line / linear scale and statement scale and visa versa ➤ Convert distances using the line scale ➤ Calculate distances using the scale of a map ➤ Draw to scale a simple plan of a classroom or tennis court
TERM 2	STUDENTS SHOULD BE ABLE TO:
<p>7. Directions on a map & Bearings</p> <p>8. Showing height on a map</p> <p>a. Contour</p> <p>b. Trig station</p> <p>c. Spot heights</p> <p>9. Slopes</p> <p>a. Dip</p> <p>b. Scarp</p> <p>c. Convex</p> <p>d. Concave etc</p>	<p>STUDENTS SHOULD BE ABLE TO:</p> <ul style="list-style-type: none"> ➤ Explain how to show direction on a map ➤ Explain how to use eight and sixteen point compass to give direction ➤ Give the direction of one place from another using eight and sixteen points of the compass ➤ Define bearings ➤ Use bearings to give direction and visa versa ➤ Equating bearings using cardinal points ➤ Define the various terms – contour, trig station, spot heights ➤ Explain the difference between / among the terms ➤ Explain how they are shown on a map ➤ Label or put the features on a map ➤ Explain the importance / use of these features ➤ Define slopes ➤ Differentiate between the different types of slopes
TERM 3	STUDENTS SHOULD BE ABLE TO:

<p>10. Hills</p> <ul style="list-style-type: none"> a. Conical hills b. Round topped hill c. Flat topped hill, etc 	<ul style="list-style-type: none"> ➤ Define hills ➤ Differentiate between the different types of hills ➤ Draw diagrams / contours to show appearances ➤ Identify these hills on a map ➤ Explain the importance / use of hills ➤ Label these features on a map
<p>11. Other Land Forms</p> <ul style="list-style-type: none"> a. Ridge b. Plateau c. Saddle d. Cliff, etc 	<ul style="list-style-type: none"> ➤ Define these landforms ➤ Differentiate between these land forms ➤ Draw diagrams / contours to show appearances ➤ Identify these landforms on a map ➤ Explain the importance of these landforms ➤ Label these landforms on a map
<p>12. Cross-Section</p>	<ul style="list-style-type: none"> ➤ Define cross-section ➤ Explain the importance of a cross-section ➤ Explain how to draw a cross-section ➤ Draw a cross-section, based on information given ➤ Label certain features / symbols on a cross-section ➤ Use cross-section to give information
<p>13. Map Interpretation</p>	<ul style="list-style-type: none"> ➤ Interpret land use and physical features ➤ Land use mapping of the immediate environment ➤ Use conventional colours in atlas to show water, relief, vegetation, etc ➤ Use conventional symbols / abbreviation on large-scale maps to show church, school, roads, etc ➤ Identify simple land forms from topographical maps

ASSESSMENT

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

TEXTS:

- ❖ Jamaica – A Junior Geography – M. Allen-Vassell & W. Browne
- ❖ Workbook for Young Map Readers – B. Phillpotts-Brown (Series 1)
- ❖ The Longman Atlas for Caribbean Examination

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