

**CAMPION COLLEGE**

**GRADE 8 CURRICULUM**

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# **ENGLISH LANGUAGE**

## **INTRODUCTION**

Second Formers have already been exposed to the intricacies of the English Language and should therefore be gaining confidence in thinking independently, speaking logically and conveying observations in an orderly, coherent and convincing manner. Their capacity for critical thinking and the ability to form and fluently and clearly express their own ideas should be growing steadily. Their speech and writing patterns should portray the skills taught in First Form as well as the new skills developed at this stage.

## **TERM ONE**

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Review and reinforcement of specific concepts</b></p> <ul style="list-style-type: none"> <li>- subject and predicate;</li> <li>- tenses;</li> <li>- misconceptions (your instead of you're, who's instead of whose)</li> </ul> <p><b>2. Sentence Patterns</b></p> <ul style="list-style-type: none"> <li>- rearranging sentences but retaining meaning;</li> <li>- types of sentences (continued)</li> <li>- review simple and compound (focus on clauses)</li> <li>- introduce complex sentences</li> </ul> <p><b>3. Use of Dialogue</b></p> <ul style="list-style-type: none"> <li>- definition</li> <li>- dialogue between characters to show personality, social status, attitude etc.</li> </ul> <p><b>4. Paragraph Building</b></p> <ul style="list-style-type: none"> <li>- topic sentence and supporting details</li> <li>- descriptive writing (describing an individual, setting etc.) using descriptive details, sensory appeal, previously taught literary devices for effective writing i.e. using similes, metaphors, personification, puns</li> </ul> <p><b>5. Comprehension</b></p> <ul style="list-style-type: none"> <li>- question interpretation</li> <li>- constructing accurate and succinct answers</li> <li>- develop critical thinking (focus on inference/implicit meaning)</li> </ul> <p><b>6. Summary Writing</b></p> <ul style="list-style-type: none"> <li>- distinguishing between main points and unimportant details</li> <li>- establishing guidelines (do's and don'ts)</li> </ul>	<p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ master the identification and definition of the two basic parts of a sentence, especially when subjects are not at the beginning of the sentence</li> <li>▪ master use of present and present continuous; simple past and past continuous tenses</li> <li>▪ know and apply rules governing the use of the future and perfect tenses</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct sentences by changing syntax but maintaining meaning</li> <li>▪ identify and dissect sentence to show main clauses(s) and subordinate clause(s)</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ create dialogue to depict different situations</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ show comprehension and application of specific skills taught in oral and written communication</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ articulate and write accurate and specific answers</li> <li>▪ show comprehension by substituting new words to express original ideas in a passage</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ write a clear, accurate, concise summary of a given passage</li> </ul>
<p><b>TOPIC/CONTENT</b></p> <ul style="list-style-type: none"> <li>- summarizing passage to given word limit</li> </ul>	<p><b>OBJECTIVES</b></p>

<p><b>7. Letter Writing</b></p> <ul style="list-style-type: none"> <li>- brief revision of informal letter</li> <li>- introduction of formal letter (compliant), punctuation of, difference in tone and word choice)</li> </ul> <p><b>N.B. Spelling, grammar and punctuation will be addressed throughout the term.</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ competently draft a formal letter adhering to rules governing specific situations</li> </ul>
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## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Means of Communication</b></p> <ul style="list-style-type: none"> <li>- telegram, fax, e-mail, text message</li> </ul> <p><b>2. Concord</b></p> <ul style="list-style-type: none"> <li>- subject/verb agreement (focus on collective nouns, indefinite pronouns, titles, groups)</li> </ul> <p><b>3. Phrasing Questions</b></p> <ul style="list-style-type: none"> <li>- correct wording</li> </ul> <p><b>4. Expressing Quantity</b></p> <ul style="list-style-type: none"> <li>- number and amount (countable and uncountable nouns)</li> <li>- using few, much, more, many, less</li> </ul> <p><b>5. Direct and Indirect Speech</b></p> <ul style="list-style-type: none"> <li>- review statements</li> <li>- focus on questions and commands</li> </ul> <p><b>6. Descriptive writing</b></p> <ul style="list-style-type: none"> <li>- describing characters and settings to convey specific moods</li> <li>- use of figures of speech as well as colourful adjectives and adverbs to make writing interesting</li> <li>- sensory appeal</li> </ul> <p><b>TOPIC/CONTENT</b></p>	<p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ show awareness of development of technology</li> <li>▪ show mastery in framing a telegram</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ apply rules correctly to ensure proper agreement</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct suitable questions from given statements</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ competently use correct indefinite pronouns to indicate number or amount</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ show mastery in changing interrogative and imperative sentences from direct to indirect speech and vice versa</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ show mastery in writing descriptive pieces in which skills are practised and applied</li> </ul>
<p><b>TOPIC/CONTENT</b></p> <ul style="list-style-type: none"> <li>- chronological order (ideas within paragraphs)</li> </ul>	<p><b>OBJECTIVES</b></p>

<ul style="list-style-type: none"> <li>- paragraph order (organizing paragraphs within overall work)</li> </ul> <p><b>7. Creative Writing</b></p> <ul style="list-style-type: none"> <li>- emotive poetry</li> <li>- using appropriate words to express feeling</li> <li>- employing relevant figures of speech</li> </ul> <p><b>8. Letter Writing</b></p> <ul style="list-style-type: none"> <li>- formal letter</li> <li>- letter of apology</li> </ul> <p><b>9. Comprehension</b></p> <ul style="list-style-type: none"> <li>- emphasis on ensuring that all parts of a question are answered</li> <li>- development of summary skills (writing to a given word limit)</li> </ul> <p><b>N.B. Spelling, grammar and punctuation will be addressed throughout the term.</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ fluently and creatively express themselves in written and oral communication, showing competent use of figurative language and other literary devices</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct letters according to guidelines based on different situations</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ ensure written response is made to every part of the particular question</li> <li>▪ be able to present accurate summary conforming to given word limit</li> </ul>
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### TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Expository Writing</b></p> <ul style="list-style-type: none"> <li>- components of expository writing</li> <li>- fact and opinion</li> <li>- research a topic and present to class</li> </ul> <p><b>2. Comprehension</b></p> <ul style="list-style-type: none"> <li>- revisiting concepts such as using context clues, inferences, summary skills</li> </ul> <p><b>3. Letter Writing</b></p> <ul style="list-style-type: none"> <li>- review letters of complaint, apology</li> <li>- introduce letter of request/enquiry</li> <li>- pay attention to tone, choice of words, punctuation)</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ make an oral presentation of a correctly written research paper based on guidelines governing topic (either group or individual work)</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ show mastery of skills acquired over year in all areas</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ draft clear and simple letter requesting information and show mastery of skills taught by integrating relevant components</li> </ul>
TOPIC/CONTENT	OBJECTIVES
<p><b>4. Creative Writing</b></p>	<p><b>Students should be able to:</b></p>

<ul style="list-style-type: none"> <li>- introduce irony</li> <li>- use of figurative language</li> </ul> <p><b>5. Revision of Syllabus for End of Year Examinations</b></p> <p><b>N.B. Spelling, grammar and punctuation will be addressed throughout the term.</b></p>	<ul style="list-style-type: none"> <li>▪ identify and explain the irony in situations given in pictorial and written form</li> </ul>
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**TEXTBOOK:**

**A Comprehensive English Course, Book 2 – Roy Narinesingh**

**ASSIGNMENTS**

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

# ENGLISH LITERATURE

The Literature syllabus should serve to expose students to different cultures through the written word. They can visit far away places and different races without being there in person.

The syllabus should foster and develop their knowledge and activate their comprehension skill. It should spur them to ask questions related to technical terms and instil in them the heuristic approach to learning.

Literature is the guide to acquiring knowledge beyond the unimaginative information churned out by the electronic media where there is little opportunity to develop the skill of reading between the lines. At this level Literature is really meant to lay the foundation for students to advance and eventually master CSEC assessments. It is the foundation of many of the world's professions in which articulation, comparison, contrast, imagery, debates and the general processing of information are employed. Students should therefore be given the scope from these early stages to consciously (or subconsciously) evaluate the prescribed texts. Understanding poetic language and a knowledge and application of literary devices will be reinforced.

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p>Two Texts and a selection of poetry will be studied during the term.</p> <p><b>TEXT</b></p> <ul style="list-style-type: none"> <li>- Author</li> <li>- Plot</li> <li>- Characters</li> <li>- Setting</li> <li>- Themes</li> <li>- Use of literary devices</li> </ul> <p>Focus on author's style of expression especially the use of dramatic and significant quotations/phrases/words.</p> <p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>- Literary devices</li> <li>- Creative writing</li> <li>- Comparison between poems</li> <li>- Analytical skills</li> <li>- Using sound devices to make poetry vibrant e.g. rhyme, rhythm, assonance, consonance, alliteration, onomatopoeia</li> </ul> <p>Focus on techniques of poetry writing e.g. format, metre, rhyme, syntax, verse not prose</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ accurately interpret and evaluate concepts, including pre-eminent quotations, addressed by the writer</li> <li>▪ identify and explain major themes</li> <li>▪ competently paraphrase any aspect of set texts relating to significant events, situations, character development or themes</li> <li>▪ appreciate the importance and effectiveness of language (both Creole and standard English) in conveying meaning</li> <li>▪ use dramatic presentations to demonstrate comprehension of key events and situations in texts</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify and use literary devices effectively in writing their own poems</li> <li>▪ write poems relating to specific situations and seasons (particular experience, Christmas)</li> <li>▪ read with expression to demonstrate comprehension</li> <li>▪ identify changes in rhythmic patterns</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p>Two texts and a selection of poetry will be studied during the term</p> <p><b>TEXT</b></p> <ul style="list-style-type: none"> <li>- Author</li> <li>- Plot</li> <li>- Characters</li> <li>- Setting</li> <li>- Themes</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ accurately interpret and evaluate concepts, including pre-eminent quotations, addressed by the writer</li> <li>▪ identify and explain major themes</li> <li>▪ competently paraphrase any aspect of set texts relating to significant events, situations, character development or themes</li> <li>▪ competently paraphrase any aspect of set texts relating to significant events, situations, character development or themes</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<ul style="list-style-type: none"> <li>- Use of Literary Devices</li> </ul> <p>POETRY</p> <ul style="list-style-type: none"> <li>- Literary devices</li> <li>- Creative writing</li> <li>- Comparison between poems</li> <li>- Analytical skills</li> <li>- Using sound devices to make poetry vibrant e.g. rhyme, rhythm, assonance, consonance, alliteration, onomatopoeia</li> </ul> <p>Focus on techniques of poetry writing e.g. format, metre, rhyme, syntax, verse not prose</p>	<ul style="list-style-type: none"> <li>▪ appreciate the importance and effectiveness of language (both Creole and standard English) in conveying meaning</li> <li>▪ use dramatic presentations to demonstrate comprehension of key events and situations in texts</li> <li>▪ complete specific assignment in given time in preparation for written exam</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify and use literary devices effectively in writing their own poems</li> <li>▪ write poems relating to specific situations and seasons (particular experience, Easter)</li> <li>▪ read with expression to demonstrate comprehension</li> <li>▪ identify changes in rhythmic patterns</li> <li>▪ write emotive poetry in response to specific moods suggested in poems under study</li> <li>▪ create their own poems based on their choice of topic to show different emotions</li> </ul>

### TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p>One novel and a selection of poetry will be studied this term</p> <p>TEXT</p> <ul style="list-style-type: none"> <li>- Author</li> <li>- Plot</li> <li>- Characters</li> <li>- Setting</li> <li>- Themes</li> <li>- Use of literary devices</li> </ul> <p>Focus on author's style of expression especially the use of dramatic and significant quotations/phrases/words.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ accurately interpret and evaluate concepts, including pre-eminent quotations, addressed by the writer</li> <li>▪ identify and explain major themes</li> <li>▪ competently paraphrase any aspect of set texts relating to significant events, situations, character development or themes</li> <li>▪ appreciate the importance and effectiveness of language (both Creole and standard English) in conveying meaning</li> <li>▪ use dramatic presentations to demonstrate comprehension of key events and situations in texts</li> <li>▪ competently complete a set 70 minute exam in preparation for the end of year examination</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p>POETRY</p> <ul style="list-style-type: none"> <li>- Literary devices</li> <li>- Creative writing</li> <li>- Comparison between poems</li> <li>- Analytical skills</li> <li>- Using sound devices to make poetry vibrant e.g. rhyme, rhythm, assonance, consonance, alliteration, onomatopoeia</li> <li>- Movement</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify and use literary devices effectively in writing their own poems</li> <li>▪ write poems relating to specific situations and seasons (particular experience, Summer)</li> <li>▪ read with expression to demonstrate comprehension</li> <li>▪ identify changes in rhythmic patterns</li> <li>▪ write emotive poetry in response to specific moods suggested in poems under study</li> <li>▪ create their own poems based on their choice of topic to show different emotions</li> <li>▪ create poems which show movement peculiar to a particular animal e.g. stealth of a cat, sinuous movement of a snake, stalking of a lion</li> </ul>

### **TEXTBOOKS**

'65 – V. S. Reid  
The Enchanted Island – Ian Serrailler  
The Pearl – John Steinbeck  
The Otterbury Incident – C. Day Lewis  
Shane – Jack Schaeffer  
Sun Song 2 – ed. P. 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 Second Form History Curriculum begins with a study of society, social groups and institutions. The emphasis here is on the family, peer groups, school, church, clubs and the community.

The curriculum also focuses on the main developments which took place in the 15<sup>th</sup> century which transforms man's view of himself and the world – the Renaissance, Scientific Revolution and the explorations of the 15<sup>th</sup> century. The syllabus aims to enable students to identify and understand the main developments which transformed the Medieval World into the modern world.

The Second Form Curriculum seeks to develop in students a sense of the unique origins of New World History as well as to get students to appreciate the factors which led to the spread of ideas for one part of the world to another and the effects which the imposition of ideas/culture of another can have on the subject people. To achieve this objective the syllabus looks at the Spanish and English in Jamaica.

The curriculum further aims to develop in students the various skills of expression (especially in writing – short essays in particular). It also hopes to develop in students the ability to analyse historical material – make inferences, deduce cause and effect, and develop to a higher level their skills in research and formulating conclusions and generalizations.



TOPIC/CONTENT	OBJECTIVES
<p>1.4 A Case Study: Using Our Community Resources: Tourism</p>	<ul style="list-style-type: none"> <li>▪ their basic and other needs; problems and solutions, and the future of the community</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define the following: resource, tourist, tourism, product, ecotourism, tourism sector, linkages, packaged holidays</li> <li>▪ identify the factors making Jamaica an important tourist resort destination</li> <li>▪ describe Jamaica's tourist industry in terms of <ul style="list-style-type: none"> <li>i. main tourist markets and their importance</li> <li>ii. methods of transportation</li> <li>iii. methods used to promote and organize the tourist trade</li> <li>iv. economic linkages with tourism</li> </ul> </li> <li>▪ examine the impact of tourism on the country's culture, economy and environment</li> <li>▪ discuss the future of tourism in Jamaica – new resorts, new trends</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>1. Changes in Modern Europe and the Impact on the Caribbean</b>  1.1 Overview of Medieval Europe</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define the terms feudalism, manorial system, serfs, lords, vassal, simony, lay investiture, sacraments, nicolaitarism, medieval</li> <li>▪ describe the feudal system and explain how the feudal system and the manorial system complemented each other</li> <li>a) Describe and compare the lives of the serfs and the nobility</li> <li>b) Explain how the medieval church was organized</li> <li>c) Explain how the church influenced political, economic and social life in Medieval Europe</li> <li>d) Identify and explain the major problems facing the medieval church</li> <li>e) Describe the social and economic changes that occurred as a result of the Crusades</li> </ul>



TOPIC/CONTENT	OBJECTIVES
<p>1.2 The Spanish in Jamaica</p>	<ul style="list-style-type: none"> <li>stock companies</li> <li>▪ explain why Europeans became interested in exploration</li> <li>▪ describe mercantilism and the role played by colonies under mercantilism</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ plot Columbus' voyages on a map</li> <li>▪ describe Columbus' voyages (with emphasis on his aims and his arrival in Jamaica, and his early description of the islands)</li> <li>▪ describe the Treaty of Tordesillas and explain its significance</li> <li>▪ describe the interaction of the Spanish and the Amerindians, including the genocide of the Arawaks</li> </ul>
<p>1.3 The Coming of the English and Development of the Plantation System.</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ describe the main events leading to the capture of Jamaica by the English</li> <li>▪ explain the significance of Port Royal and the buccaneers</li> <li>▪ examine the introduction and development of sugar plantations</li> <li>▪ describe the "Old" Representative System of Government</li> </ul>

**ADDITIONAL READING AVAILABLE AT THE SCHOOL LIBRARY**

The Human Experience: A World History – Mounir Farah, Andrea Berens Karls  
 History of Jamaica – Clinton Black

**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



TOPIC/CONTENT	OBJECTIVES
<p><b>2. Data Communication</b></p>	<ul style="list-style-type: none"> <li>▪ use simple flowcharts to solve everyday problems</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define data communication</li> <li>▪ define bandwidth</li> <li>▪ list the types of bandwidth</li> <li>▪ define telecommunication</li> <li>▪ define the internet</li> <li>▪ define the World Wide Web</li> <li>▪ define email</li> <li>▪ explain the importance of data communication</li> </ul>

**TEXTBOOK**

Fundamentals of Information Technology, Book 2

**ASSIGNMENTS**

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

# INTEGRATED SCIENCE

## INTRODUCTION

The Grade 8 Curriculum seeks to allow students to apply basic scientific skills and attitudes as they develop knowledge acquired through problem solving.

The Curriculum guides students as they learn about the importance of water, atoms, health and nutrition. It also seeks to develop students' awareness of the use of energy – heat and electricity – in the home while employing safety measures.

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
<p>3.2 The Interdependence of Animals and Plants</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ explain why animals rely either directly or indirectly on plants for food</li> <li>▪ differentiate between herbivores, carnivores and omnivores</li> <li>▪ identify other feeding relationships that exist in nature</li> <li>▪ distinguish between food chains and food webs</li> <li>▪ draw simple food chains for aquatic and terrestrial habitats</li> <li>▪ predict outcomes if any organism in a food web is removed</li> </ul>
<p>3.3 Animals as the Consumers Among Living Things</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ classify foods as carbohydrates, fats, proteins, vitamins and minerals</li> <li>▪ explain simply why some of the molecules mentioned need to be made smaller before the body can make use of them</li> <li>▪ explain simply the difference between and the importance of Ingestion, Digestion, Absorption, Assimilation and Egestion</li> <li>▪ label a diagram of the Human Digestive System</li> <li>▪ outline the roles of organs/structures comprising the human digestive system</li> <li>▪ outline the role of enzymes in indigestion</li> </ul>
<p>3.4 Respiration as an Energy Releasing Process</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define respiration and relate the process to the products of photosynthesis</li> <li>▪ summarize respiration by means of a word equation</li> <li>▪ differentiate between respiration in the presence or absence of oxygen</li> <li>▪ make a model to show the interconnection between photosynthesis and respiration</li> </ul>





TOPIC/CONTENT	OBJECTIVES
5.4 Magnetism	<ul style="list-style-type: none"> <li>▪ identify appliances which use variable resistors and draw circuit symbols for such resistors</li> <li>▪ state consequences of not using electrical appliances safely</li> <li>▪ explain the role of fuses and 3-pin plugs in electrical circuits</li> <li>▪ state the relationship between power, current and voltage</li> <li>▪ read an electric meter</li> <li>▪ calculate the quantity of electricity used</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ perform and infer from simple experiments the properties of magnets</li> <li>▪ draw the magnetic fields produced when poles approach from different positions</li> <li>▪ explain how to make an electromagnet</li> <li>▪ investigate the factors that affect the strength of an electromagnet</li> <li>▪ explain the use of electromagnets in everyday devices</li> <li>▪ research a scientist involved in electricity, magnetism and electromagnetism</li> </ul>

**SUGGESTED TEXTS:**

- ❑ Braithwaite, W. Integrated Science for Jamaica, Book 2. London: Macmillan
- ❑ Commissiong, F., Dalgety, F. and Lambert, N. Integrated Science for Caribbean Schools, New edition, Book 2. Oxford: Heinemann
- ❑ Mitchelmore, J. Exploring Science, An Integrated Course for the Caribbean, Book 2. Nelson Caribbean

**OTHER HELPFUL RESOURCES**

- ❑ CD-Rom for Windows – Dorling Kindersley (DK) Multimedia “Eyewitness Encyclopaedia of Science 2.0
- ❑ CD-Rom for Windows – Dorling Kindersley (DK) Multimedia “Eyewitness Encyclopaedia of Nature 2.0
- ❑ Science kits
- ❑ Anatomy models
- ❑ Hand lens
- ❑ Scrap books

**MARK SCHEME:**

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

# MATHEMATICS

## INTRODUCTION

The main focus of the Grade 8 Curriculum is to strengthen the concepts and skills which were highlighted in the Grade 7 programme.

The Curriculum will continue to place emphasis on some of the most important components of Mathematics:

1. Problem Solving – This includes posing questions, analyzing situations, translating results, illustrating results, drawing diagrams etc. Students will be exposed to 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 every day situations – Students will be encouraged to translate everyday situations 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 approximation calculations.

Further study of Algebra, Arithmetic, Statistics and Geometry will lay a foundation for the deeper study required for CSEC in grades 10 and 11.



TOPIC/CONTENT	OBJECTIVES
5. Profit and Loss	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ revise cost price, selling price, per cent, profit/loss</li> <li>▪ calculate profit or loss</li> <li>▪ calculate percentage profit or percentage loss</li> <li>▪ calculate selling price given cost price and percentage profit</li> </ul>
6. Discount and Sales	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define discount, sales, tax</li> <li>▪ calculate discount, sales and tax when they are given as percentages</li> <li>▪ calculate market price when discount is given or tax is added</li> </ul>
7. Bills and Wages	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ calculate (i) shopping bills (ii) telephone bills</li> <li>▪ calculate wages given hours worked and hourly rate of pay</li> <li>▪ identify units in electricity</li> <li>▪ calculate the number of units used by different appliances</li> <li>▪ (i) identify charges made on electricity bills (ii) calculate the electricity bill</li> </ul>
8. Simple Interest	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify interest, rate of interest, principal, amount</li> <li>▪ find simple interest on given investment or loans</li> <li>▪ find unknown values given simple interest (rate, interest, time, principal)</li> <li>▪ solve worded problems</li> </ul>
<b>GEOMETRY</b>	
9. Angles	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ review construction of (i) the 90 family of angles (ii) the 60 family of angles (iii) angles derived from bisection (iv) angles derived from combinations (v) the reflex of (i) – (iv)</li> <li>▪ calculate angles associated with (i) parallel lines (ii) triangles (iii) quads</li> <li>▪ state the steps involved in drawing and measuring angles</li> </ul>
10. Pythagoras' Theorem	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ recall the properties of right angled triangles</li> <li>▪ apply Pythagoras' Theorem to find the length of sides – hypotenuse, adjacent, opposite</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>11. Quadrilaterals</b></p> <p><b>12. Symmetry</b></p> <p><b>13. Construction of Perpendiculars</b></p>	<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>▪ identify Pythagorean Triples</li> <li>▪ solve worded problems using Pythagoras' Theorem</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct a square, rectangle, rhombus, parallelogram, kite, trapezium using a ruler and compass, depending on the angles given</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ draw lines of bilateral symmetry for triangles and quadrilaterals</li> <li>▪ state the order of rotational symmetry for the triangles and quadrilaterals</li> <li>▪ identify the angle at which first order occurs</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct a perpendicular bisector to a line</li> <li>▪ construct a perpendicular line from a point outside the line to the line</li> <li>▪ construct a perpendicular line at a point on the line</li> <li>▪ bisect a line</li> <li>▪ draw perpendicular bisectors of lines on given shapes</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>ALGEBRA</b></p> <p><b>1.Sets</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ use a set builder notation to describe a set</li> <li>▪ identify the empty set</li> <li>▪ identify and distinguish between sets which are equal and sets which are equivalent</li> <li>▪ identify the cardinal number of a set</li> <li>▪ distinguish between finite and infinite sets</li> <li>▪ identify and construct subsets of a given set</li> <li>▪ calculate the number of subsets of a set of n elements</li> <li>▪ find the complement of a given set given the universal set</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>2. Relations, Functions and Graphs</b></p> <p><b>ARITHMETIC</b></p> <p><b>3. Binary Numbers</b></p> <p><b>4. Ratio and Proportion</b></p>	<ul style="list-style-type: none"> <li>▪ determine and count the elements in the intersection of not more than three sets</li> <li>▪ determine and count the elements in the union of not more than three sets</li> <li>▪ construct and use Venn diagrams to show subsets, compliments, intersections and unions of sets and solve problems involving not more than three sets</li> <li>▪ determine the number of elements in certain subjects of two intersecting sets, given the number of elements in some of the other subsets</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ recognise a relation</li> <li>▪ describe a relation as a set of ordered pairs</li> <li>▪ use arrow diagrams to show relations</li> <li>▪ define a function as many to one or one to one relation</li> <li>▪ distinguish between the graph of a relation and the graph of a function</li> <li>▪ use functional notation for given domains <math>f: x \rightarrow y</math>, <math>f(x) = y</math>, <math>y = f(x)</math></li> <li>▪ solve simultaneous equations by the graphical method</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ use examples to define Binary Numbers</li> <li>▪ convert from denary to binary and vice versa</li> <li>▪ construct a binary table</li> <li>▪ do operations: addition, subtraction, multiplication and division with the binary system</li> <li>▪ do mixed operations with Binary Numbers</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ review ratio: definition, comparison, division</li> <li>▪ review unitary and ratio method to solve problems</li> <li>▪ identify quantities that are in direct proportion</li> <li>▪ identify quantities that are inversely related</li> <li>▪ find unknown quantities that are directly and inversely related</li> <li>▪ use ratio and unitary method to calculate unknown</li> <li>▪ solve worded problem on ratio and proportion using different methods</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>STATISTICS</b></p> <p><b>5. Averages</b></p> <p><b>6. Frequency Table</b></p> <p><b>7. Graphs</b></p> <p><b>8. Translations</b></p> <p><b>9. Reflection</b></p> <p><b>10. Rotation</b></p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ determine the mean, mode and median from a given set of data</li> <li>▪ determine when it is most appropriate to use mean, mode or median as the average for a given set of data</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ construct a frequency table using raw data</li> <li>▪ calculate mean, mode and median from a frequency table</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify a pie chart, bar chart, pictograph, histogram, line graph</li> <li>▪ represent numerical and statistical data using the above graphs</li> <li>▪ find mean, mode and median from the graph</li> <li>▪ interpret data</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define a translation</li> <li>▪ translate figures using co-ordinates</li> <li>▪ identify co-ordinate of image</li> <li>▪ identify translation vector given an object and its image</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define reflection</li> <li>▪ identify lines of symmetry</li> <li>▪ reflect shapes in given lines: <math>-x</math>-axis, <math>y</math>-axis, <math>x=1</math>, <math>x=y</math></li> <li>▪ state relation between an object and its image in a plane when reflected in a line in that plane</li> <li>▪ identify image of object reflected</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ find image of points rotated about the origin in a clockwise or anti-clockwise direction</li> <li>▪ find image of a point rotated about other centres</li> </ul>

## TERM THREE

TOPIC/CONTENT	OBJECTIVES
<b>ALGEBRA</b> <b>1. Simultaneous Equations</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ solve simultaneous equations using the method of elimination</li> <li>▪ solve simultaneous equations using the method of substitution</li> <li>▪ solve worded problems on simultaneous equations</li> </ul>
<b>2. Indices</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ identify laws on indices</li> <li>▪ expand terms in order to simplify</li> <li>▪ use the laws of indices to simplify an expression</li> </ul>
<b>ARITHMETIC</b> <b>3. Squares and Square Root Tables</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ practice finding squares of certain simple numbers as well as using tables to find the square root of integers</li> </ul>
<b>4. Probability</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ identify the value in which probability lies</li> <li>▪ carry out experiments involving probability</li> <li>▪ find the probability of an event occurring and not occurring</li> <li>▪ find odds</li> </ul>
<b>5. Solids</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ calculate (i) the length of edges (ii) the total surface area (iii) volume of the cube, cuboid and cylinder</li> </ul>
<b>6. Scale Drawing</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ use scale to draw figure</li> <li>▪ find true length using scale</li> <li>▪ read scale drawing</li> <li>▪ enlarge figures</li> </ul>
<b>7. Vectors</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define a vector with examples</li> <li>▪ define a scalar and differentiate between the two</li> <li>▪ represent vectors diagrammatically</li> <li>▪ find starting and ending point of vectors</li> <li>▪ add, subtract, scalar, multiply vectors</li> </ul>

TOPIC/CONTENT	OBJECTIVES
	<ul style="list-style-type: none"> <li>▪ use the triangle laws of vectors</li> </ul>

**TEXT:**

Mathematics for the Caribbean, Book 2 & 3, 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 2 & 3  
 Teacher's worksheets

**ASSIGNMENTS:**

TYPE OF ASSIGNMENT	NUMBER PER TERM	WEIGHT
Homework	10	20
Classwork	10	20
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 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.

# SPANISH

## TERM ONE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>1. Revision of self and family</b></p> <ul style="list-style-type: none"> <li>- ¿Cómo te llamas?</li> <li>- ¿Cuántos hermanos tienes? etc.</li> </ul> <p><b>2. La Casa</b></p> <ul style="list-style-type: none"> <li>- Parts of the house</li>   <li>- Adjectives</li> <li>- Present Tense</li>   <li>- Culture</li> </ul> <p><b>3. Las Actividades Diarias</b></p> <ul style="list-style-type: none"> <li>- Los ratos libres</li>   <li>- Los deportes</li> <li>- La música</li> <li>- Preferences</li>   <li>- Culture</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ talk about themselves and their families</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify the rooms of the house and the main types of furniture found in each room</li> <li>▪ describe his/her house</li> <li>▪ talk about their home, family life and activities done at home using the correct Subject Pronouns in both the singular and plural forms for the present tense of regular 'ar', 'er' and 'ir' verbs.</li> <li>▪ talk about what some houses are like in some Spanish-speaking countries and compare them with those found in the student's native country.</li> <li>▪ talk about some cultural differences related to lifestyles in Spanish-speaking countries and their own countries.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ talk about daily activities and what they like to do in their free time using regular 'ar', 'er' and 'ir' verbs.'</li> <li>▪ construct questions to ask others how they spend their free time.</li> <li>▪ identify and talk about different types of sports.</li> <li>▪ identify different musical instruments.</li> <li>▪ talk about what they like and dislike doing, using verbs such as 'gustar', 'fascinar' and 'encantar'.</li> <li>▪ construct negative sentences to show dislike.</li> <li>▪ compare some of the more popular free-time activities and sports played in Spanish-speaking countries with those of their own country.</li> </ul>





TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p>- Culture</p> <p><b>3. Hablar por teléfono</b></p> <p>- Culture</p>	<ul style="list-style-type: none"> <li>▪ -discuss the school system and school life in Spain and compare it with their own country.</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ understand telephone conversations and make telephone calls.</li> <li>▪ give telephone numbers in Spanish.</li> <li>▪ talk about and create questions about completed actions in the past using regular 'ar', 'er' and 'ir' verbs.</li>   <li>▪ discuss telephone systems in Spanish-speaking countries.</li> </ul>

**TEXTS:**

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

# FRENCH

## TERM ONE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>A. Moi-même</b></p> <ul style="list-style-type: none"><li>- Bonjour, Salut , ça va?</li><li>- Comment t'appelles-tu?</li><li>- Je m'appelle _____</li><li>- Comment ça s'écrit?</li><li>- A-N-N-E</li><li>- Quel age as-tu?</li><li>- J'ai 13 ans.</li><li>- Quelle est ta nationalité?</li><li>- Je suis Jamaïquain/e</li><li>- Comment es-tu?</li><li>- Je suis grand/e</li></ul> <p><b>B. La Famille</b></p> <ul style="list-style-type: none"><li>- Il y a combien de personnes dans ta famille ?</li><li>- Il y a cinq personnes.</li><li>- Comment s'appelle ta sœur ?</li><li>- Comment est-elle ?</li><li>- Où est-ce que tu habites ?</li><li>- Quelle est la date de ton anniversaire ?</li></ul> <p><b>C. A l'école</b> <b>Dans la salle de classe – les articles scolaires</b></p> <ul style="list-style-type: none"><li>- Qu'est-ce que c'est ?</li><li>- C'est à qui ?</li><li>- C'est la gomme de Pierre.</li><li>- Comment est-elle/il ?</li><li>- Où est-il/elle ?</li></ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ meet and greet each other</li><li>▪ introduce themselves and say and spell their names</li> <li>▪ ask and tell their age</li> <li>▪ ask and tell each other their nationality</li><li>▪ describe themselves and others</li></ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>▪ speak about themselves and members of their family</li> <li>▪ say where they live</li><li>▪ give their birthdates</li> <li>▪ describe classroom articles</li><li>▪ indicate where they are and who they belong to</li></ul>

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>C. La Maison</b></p> <ul style="list-style-type: none"> <li>- Comment est ta maison?</li> <li>- Ma maison est petite.</li> <li>- De quelle couleur est ta maison?</li> <li>- Il y a combien de pièces dans ta maison ?</li> <li>- Qu'est-ce qu'il y a dans ..... ?</li> <li>- Qu'est-ce que tu fais dans ta chambre ?</li> <li>- Je regarde la télé.</li> <li>- J'écoute de la musique</li> <li>- Je joue sur l'ordinateur etc</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ speak about their home</li> <li>▪ describe their home, and the rooms in the house etc.</li> <li>▪ discuss their activities at home</li> </ul>

## TERM TWO

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>E. Les Animaux</b></p> <ul style="list-style-type: none"> <li>- Est-ce que tu as un animal à la maison?</li> <li>- Comment est-il ?</li> <li>- Est-ce que tu aimes les ..... ? Pourquoi ?</li> <li>- Comment est un lion ?etc ? ...</li> </ul> <p><b>F. Le Temps/ Les Sports et Les Vêtements</b></p> <ul style="list-style-type: none"> <li>- Quel temps fait-il ?</li> <li>- Il fait beau etc.</li> <li>- Qu'est-ce que tu fais quand il fait beau ?.</li> <li>- Qu'est- ce que tu portes quand il fait beau ?</li> </ul> <p><b>G. En Ville</b></p> <ul style="list-style-type: none"> <li>- Voici un restaurant</li> <li>- Pour aller au parc ?</li> <li>- Tournez à droite.</li> <li>- Où est-ce que tu vas quand il fait beau ?</li> <li>- Je vais à la plage.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ speak about their pets at home,</li> <li>▪ describe animals</li> <li>▪ speak about the animals they like or dislike giving reasons</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ speak about the weather</li> <li>▪ speak about their activities</li> <li>▪ describe the clothes they wear</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ talk about the places in the town</li> <li>▪ ask for, understand and give directions</li> <li>▪ discuss where they go depending on the weather</li> </ul>

## TERM THREE

TOPIC/CONTENT/CONTEXT	OBJECTIVES
<p><b>H. A l'école</b></p> <ul style="list-style-type: none"> <li>- Comment est ton uniforme ?</li> <li>- A quelle heure est-ce que les cours commencent ?</li> <li>- Quelle est ta matière favorite ?</li> </ul> <p><b>I. La Nourriture et les boissons</b></p> <ul style="list-style-type: none"> <li>- Est-ce que tu aimes les fruits ? lesquels ?</li> <li>- Est-ce que tu aimes les légumes ? lesquels ?</li> <li>- Qu'est-ce que tu prends au petit déjeuner ?</li> </ul>	<p><b>Students should be able to :</b></p> <ul style="list-style-type: none"> <li>▪ speak about their uniform</li> <li>▪ speak about their timetable</li> <li>▪ discuss their subjects</li> </ul> <p><b>Students should be able to :</b></p> <ul style="list-style-type: none"> <li>▪ talk about food and drink</li> <li>▪ talk about preferences</li> <li>▪ talk about meals</li> </ul>

### TEXTS

Encore Tricolore Bk. 1 - Sylvia Honnor and Heather Mascie-Taylor Nelson 2000

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

# 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 additional to those done in First Form which will aid in acquiring a fundamental base for practical proficiency.
- Further develop listening skills with 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 instruments of the orchestra and instruments used in modern day bands.
- Encourage students to compose original songs in term of lyrics and/or tunes
- Encourage students to explore moiré Caribbean music by using the fusion technique to present in class.
- Foster team playing in small and larger groups
- Motivate students to explore various categories of music and be able to identify differences and similarities in each.
- Encourage students to play the recorder and sight-read more complex songs from the text.
- Challenge students to compose and arrange pieces using additional instruments to the recorder.

## TERM ONE

WEEK	CONTENT	OBJECTIVES
1 – 2	<b>Leger lines</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define leger lines</li> <li>▪ understand that notes are added above and below the Staff to accommodate playing in wider ranges.</li> <li>▪ name notes above and below the Staff</li> <li>▪ identify notes on the piano from sight-reading leger lines</li> <li>▪ draw leger lines in the treble and bass</li> <li>▪ write out the word sharp or flat for this topic <u>ALONE</u></li> </ul>
3 – 4	<b>Intervals</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define intervals in music</li> <li>▪ name the types of intervals (major and perfect)</li> <li>▪ identify intervals on the piano</li> <li>▪ sing intervals from the keynote pressed/played</li> <li>▪ workout intervals above and below given notes generally and on the Staff</li> <li>▪ fill in notes to complete intervals on the Staff</li> <li>▪ see the relevance of KS to intervals</li> </ul>
5 – 6	<b>Key Signatures Scales Ascending &amp; Descending</b>	<p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ know the Key Signatures of all scales (C - B major)</li> <li>▪ define a Key Signature</li> <li>▪ draw KS on the Staff in the treble and bass</li> <li>▪ draw scales using/without using KS in the treble and bass</li> <li>▪ relate KS to scales</li> <li>▪ play scales on the piano taking note of the various KS and where they are found</li> </ul>
7 – 8	<b>SOLFA</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ know the names of the SOLFA syllables</li> <li>▪ sing various scales using the SOLFA syllables</li> <li>▪ identify the song associated with the SOLFA</li> <li>▪ create original lyrics to "Doh a deer..."</li> <li>▪ sing notes (intervals) when keynote is played e.g. when doh is played &amp; the perfect 4th is played.... Students should pitch and sing the notes using SOLFA syllables</li> <li>▪ work out the SOLFA</li> </ul>

<b>WEEK</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>
8 - 10	<b>Definitions of Musical Expressions</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ know the definitions of 30 musical expressions</li> <li>▪ understand the concept of dynamics in music</li> <li>▪ spell all musical expressions</li> <li>▪ know the abbreviations of some musical expressions</li> <li>▪ identify musical expressions in various pieces</li> <li>▪ play pieces with expression and use of dynamics</li> </ul>

## TERM TWO

<b>WEEK</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>
1 – 2	<b>Team Playing</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ play songs from the New Recorder Tutor Book 1</li> <li>▪ team play song from NRT bk. 1</li> <li>▪ arrange songs in NRT bk. 1 with additional use of instruments</li> </ul>
3 – 4	<b>Playing Cultural Songs</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify folk songs</li> <li>▪ play and sight-read folk songs</li> <li>▪ sing various stanzas of different folk songs</li> <li>▪ fuse vocals with instrumental to arrange folk songs</li> <li>▪ interpret the lyrics of various folk songs and be able to create original lyrics to the tune used</li> </ul>
5 – 6		<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>▪ read and comprehend various chapters of 'Big Ants &amp; Little Ants' text</li> <li>▪ answer questions on various chapters of the text</li> <li>▪ do practical exercises individually and in groups from the text</li> <li>▪ prepare presentations from particular topics in the text in both groups and individually</li> <li>▪ answer comprehension quizzes in full sentences in notebooks</li> </ul>
7 – 8	<b>Instruments of the Orchestra</b>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify the various types of instruments of the orchestra</li> <li>▪ prepare group/individual project/s on instruments of the orchestra</li> <li>▪ identify instruments in modern day bands</li> <li>▪ prepare pieces using 3 or more musical instruments for presentation</li> <li>▪ prepare a classical, folk and reggae piece for presentation in groups/individually</li> </ul>

<b>WEEK</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>
9 - 10	<b>Performances</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ prepare best individual and group pieces over the term for a performance in a concert setting</li> </ul>

### **TERM THREE**

<b>WEEK</b>	<b>CONTENT</b>	<b>OBJECTIVES</b>
1 -2	<b>Musical terms to the SOLFA</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ name the SOLFA syllables using C major as the e.g.</li> <li>▪ name the musical terms given to each SOLFA syllable e.g. TONIC</li> <li>▪ write short notes on the musical terms to the SOLFA</li> <li>▪ work out musical terms to the SOLFA above and below the notes given</li> <li>▪ explain the importance of KS to this topic</li> <li>▪ identify the musical term to the SOLFA by listening to the keynote and deciding whether notes played after are tonic, super tonic, dominant etc.</li> </ul>
3 – 4	<b>TRIADS</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define a Triad</li> <li>▪ define a Tonic Triad</li> <li>▪ identify the number scheme for Tonic Triad</li> <li>▪ play Triads on the Staff in different keys</li> <li>▪ explain the importance of KS in playing Tonic Triads</li> <li>▪ relate Triads to chords</li> <li>▪ sing in parts and understand the concept of harmony when Triads are sung</li> <li>▪ identify the notes that make up the TT of all scales</li> <li>▪ draw Tonic Triads on the Staff in the treble &amp; bass</li> </ul>
5 – 7	<b>First Inversions</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define a 1st. Inversion in music</li> <li>▪ outline the number scheme</li> <li>▪ relate 1st. Inversions to Tonic Triads</li> <li>▪ understand the positioning and relevance of the Tonic as the root of the chord</li> <li>▪ explain the relationship between TI and 1st Inversion and intervals</li> <li>▪ hear the difference in the chord structure between TT and FI</li> <li>▪ work out which notes make up the FI of all scales and be able to draw in treble/bass on the Staff</li> </ul>

WEEK	CONTENT	OBJECTIVES
8 - 9	Second Inversions	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define a 2nd. Inversion</li> <li>▪ identify the TRN number</li> <li>▪ identify where the tonic is in all 3 Triads</li> <li>▪ play the relationship between 1st. Inversions of all keys and TT of all keys</li> <li>▪ hear the difference in the chord structure between TT &amp; FI &amp; SI</li> <li>▪ work out which notes make up the 2nd. Inversion of all scales</li> <li>▪ draw SI of all keys on the Staff in the Treble/Bass</li> <li>▪ relate Triads to playing between chords on the piano</li> <li>▪ relate Triads to playing broken chords/scales of all keys</li> <li>▪ play broken chords of C,F, &amp; G and A Major</li> </ul>

### TEXT BOOKS

- Music for Big Ants and Little Ants
- New Recorder Tutor – Book 1

### ADDITIONAL TEXT BOOKS

- Caribbean Integrated Music – Book 2 by Karen Headlam Cyrus
- Learning can be Fun – L. A. Jean Baptiste
- Music - the Art of Listening (2<sup>nd</sup> Edition) – Jean Ferris

### TYPES OF ASSIGNMENTS

1. Written Assignments
2. Aural Assignments
3. Tests
4. Group/Individual/Practical Work

### NO. OF ASSIGNMENTS

- |             |              |
|-------------|--------------|
| FIRST TERM  | 5 - 6 pieces |
| SECOND TERM | 6 - 8 pieces |
| THIRD TERM  | 5 - 6 pieces |

# **PERSONAL DEVELOPMENT**

## **INTRODUCTION**

The high academic standards at Champion College, as well as the transitional stressors, can lead to a decline in academic performance during grade seven, and usually increases the students' internal tension. This can lead to feelings of demotivation. If parents are unaware of the dynamics that precipitate the change in their child/ward's performance, they too may add additional stress.

The guidance and counseling programme for the grade eight level students, is designed to help them cope with these stressors and to guide them into establishing a healthy self-identity.

## **OBJECTIVES**

Students will develop an awareness, and an understanding of self and a good value system, so that they can appropriate these values in their decision making process.

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. REVIEW OF THE PAST YEAR</b></p> <ul style="list-style-type: none"> <li>- Evaluation of achievements and non-achievements/failures</li> <li>- Academic pursuits</li> <li>- Sporting activities, extra-curricular activities</li> <li>- Friendships.</li> </ul> <p><b>2. EVALUATION OF SELF: IS THE SELF IMAGE REAL OR PERCEIVED?</b></p> <ul style="list-style-type: none"> <li>- Who is this person in the mirror?</li> <li>- How do I see myself?</li> <li>- How do others see me?</li> <li>- What factors are influencing, or have influenced these thoughts/beliefs?</li> </ul> <p><b>3. PARENTING STYLES:</b></p> <ul style="list-style-type: none"> <li>- Parenting styles</li> <li>- Roles and responsibility of parents,</li> <li>- Expectations of parent for children, school and community,</li> <li>- Expectations of children for parents, school and community.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify reasons for achieving or not achieving in the various areas of their lives.</li> <li>▪ discuss methods/ strategies for improvement.</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ develop a greater appreciation of, and value for <b>self</b>: identity, worth, esteem, respect, control, and confidence.</li> <li>▪ identify their strengths for self-actualization.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ define the term parent(s), and outline their roles and responsibilities.</li> <li>▪ demonstrate their appreciation for their parents.</li> <li>▪ explore the expectation of parents.</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>4. COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>- Types of communication and communication skills with particular emphasis on listening.</li> </ul> <p><b>5. UNDERSTANDING VALUES, MORALS AND ETHICS</b></p> <ul style="list-style-type: none"> <li>- Value, morals, and ethics</li> <li>- Methods used in evaluating an individual's morality, ethics and value system.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ formulate a working definition of communication</li> <li>▪ identify the various ways in which communication takes place.</li> <li>▪ analyze the importance of active listening.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ formulate a working definition of: Values, Morals, and Ethics.</li> <li>▪ examine the concept of morality, ethics, and a value system.</li> <li>▪ evaluate their own value system and it's appropriateness, as it relates to: self, property, academic pursuits, time, teamwork, assembly, and godly principles.</li> </ul>

TOPIC/CONTENT	OBJECTIVES
	<ul style="list-style-type: none"> <li>▪ explore value systems used by others, and the interconnection to their own development.</li> <li>▪ embrace those values and attitudes that are beneficial and healthy: demonstrating that they have the capacity to change those that are inappropriate.</li> </ul>

### TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>6. PERSONAL HEALTH AND FITNESS</b></p> <ul style="list-style-type: none"> <li>- Health and fitness.</li> <li>- The importance of eating properly, and the various eating disorders.</li> <li>- Rest versus sleep, and the sleep cycle.</li> <li>- Exercising, and understanding the concept of body mass index.</li> </ul> <p><b>7. INTERPERSONAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Types of relationships</li> <li>- Stages of relationship building,</li> <li>- Characteristics of relationships.</li> </ul> <p><b>N: B <i>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.</i></b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ examine the correlation between health, fitness and their effects on learning.</li> <li>▪ identify causes and effects of eating disorders.</li> <li>▪ evaluate reasons for ill health, and put in place measures to prevent this.</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify various types of relationships</li> <li>▪ examine the different stages in a relationship</li> <li>▪ discuss the characteristics of the varying relationships.</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.

Performance is assessed through regular assignments and school based examinations.

TOPIC/CONTENT	OBJECTIVES
<p><b>1. NETBALL</b></p> <p>(a)</p> <ul style="list-style-type: none"> <li>- ball handling skills – throwing and catching</li> <li>- introduce the lob pass</li> </ul> <p>(b) Footwork</p> <ul style="list-style-type: none"> <li>- simultaneous landing</li> <li>- one-two landing</li> <li>- pivot, keeping landing foot grounded</li> </ul> <p>(c) Dodging</p> <ul style="list-style-type: none"> <li>- sprint dodge</li> <li>- single/double feint</li> </ul> <p>(d) Shooting</p> <ul style="list-style-type: none"> <li>- static shot</li> <li>- step forward and shoot</li> <li>- landing one, two and shoot</li> </ul> <p>(e) Game Tactics</p> <ul style="list-style-type: none"> <li>- centre passes, toss up and throw in</li> </ul> <p>(f) Rules of the Game</p> <ul style="list-style-type: none"> <li>- penalties and infringements</li> <li>- difference between them</li> <li>- using rules in a game</li> </ul> <p>(g) The Game</p> <p>(h) Umpiring</p> <p>(i) Assessment</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate in a game situation passes learnt in first form</li> <li>▪ move into space to receive a pass at a specific time and place in order to gain possession of the ball</li> <li>▪ make a centre pass using various passes</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the ability to land on two feet or one foot</li> <li>▪ complete a one two landing and pivot</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ use different types of dodges to intercept a pass</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ gain possession of the ball within the shooting circle</li> <li>▪ score goals using one or both hands</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ use set patterns of play from the centre circle, backline or sideline to move the ball into the goal circle to score a goal</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ know the rules of the game and show this in a game situation</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ combine various components to play a game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ show knowledge of the basic rules of the game and their application</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ complete written and practical assignments</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>2. FOOTBALL</b></p> <p>(a) Revise the football Organizations  - FIFA, CONCACAF, KSAFA, ISSA</p> <p>(b) Components of fitness</p> <p>(c) Current Events</p> <p>(d) Systems of play  - receiving and moving ball while dribbling, tackling etc.</p> <p>(e) Popular Football Personalities</p> <p>(f) Laws 7 – 11</p> <p><b>3. SWIMMING</b></p> <ul style="list-style-type: none"> <li>- breathing</li> <li>- stroke development</li> <li>- introduce the Butterfly</li> <li>- racing starts from the blocks</li> </ul> <p><b>4. FIELD HOCKEY</b></p> <ul style="list-style-type: none"> <li>- the reverse pass</li> <li>- basic hitting</li> <li>- passing and receiving on the move</li> </ul> <p><b>5. VOLLEYBALL</b></p> <ul style="list-style-type: none"> <li>- conditioning and strengthening activities</li> <li>- activities for developing team work</li> <li>- the dig pass to the various zones</li> <li>- the smash and block</li> <li>- serving – underarm and tennis serves</li> <li>- volleying</li> <li>- rules of the game</li> <li>- match play</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate knowledge of various organizations</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ develop different levels of cardiovascular fitness</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ display knowledge of current events e.g. the World Cup</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ display competence in: dribbling, tackling, throwing, heading and passing</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ explain and demonstrate the rules of the Game</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate competence in all strokes</li> <li>▪ be able to swim competitively</li> <li>▪ try out for the school team</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate competence in receiving and passing the ball</li> <li>▪ play the game utilizing skills learnt</li> </ul> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>▪ show different levels of fitness</li> <li>▪ demonstrate mastery of skills of volleyball in 3v3 and 6v6 game situations</li> <li>▪ show the ability to use the volley/dig pass</li> <li>▪ be able to apply rules in the game</li> <li>▪ be able to play competitively 6v6 game</li> </ul>

- TOPIC/CONTENT	OBJECTIVES
<p><b>6. TRACK AND FIELD</b></p> <p>(a) Theory</p> <ul style="list-style-type: none"> <li>- track and field</li> <li>- famous athletes</li> <li>- international games</li> </ul> <p>(b) Conditioning/Fitness</p> <p>(c) Distance Running</p> <p>(d) Sprinting</p> <p>(e) Relays</p> <ul style="list-style-type: none"> <li>- baton change over, acceleration and change over zones</li> <li>- non-visual change</li> <li>- rules of relay running</li> </ul> <p>(f) Jumps</p> <ul style="list-style-type: none"> <li>- high</li> <li>- long</li> </ul> <p>(g) Hurdling</p> <p>(h) Assessment</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ relate basic knowledge of the history of track and field</li> <li>▪ research and discuss current local and international events</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ relate and demonstrate how fitness relates to performance</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ practice and master the training schedule for 800 and 1500 metre races</li> <li>▪ complete races in this category</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ finish sprint races with proper technique</li> <li>▪ demonstrate a sprint start</li> <li>▪ respond to the commands of the starter/starter's assistant</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ execute the basic techniques of baton changing</li> <li>▪ demonstrate the use of the acceleration and take over zones</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the basic technique of high and long jump</li> <li>▪ show the similarities between the take off in long jump and high jump</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ perform the basic hurdling technique</li> <li>▪ demonstrate the technique over low hurdles</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ complete satisfactorily written and practical assignments</li> </ul>

TOPIC/CONTENT	OBJECTIVES
<p><b>7. CRICKET</b></p> <p>(a) Revision of Grade 7 skills</p> <p>(b) Batting</p> <ul style="list-style-type: none"> <li>- straight drive</li> <li>- cover drive</li> <li>- off drive</li> <li>- on drive</li> </ul> <p>(c) Bowling</p> <ul style="list-style-type: none"> <li>- pace bowling</li> <li>- spin bowling</li> </ul> <p>(d) Fielding</p> <p>(e) The Game</p> <p>(f) Rules of the Game</p> <p>(g) Assessment</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ perform skills learnt in grade 7 – batting, bowling, fielding and wicket-keeping</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the basic technique in the performance of the various batting strokes</li> <li>▪ explain the difference between the straight and the cover drives</li> <li>▪ use these strokes in a game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ demonstrate the different types of grips and delivery approaches</li> <li>▪ use these in bowling</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ field in both the in and outfield using the proper technique e.g. long barrier etc</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ combine all skills while playing a game</li> <li>▪ try out for the School's Team</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ identify the different ways of getting out</li> <li>▪ show why rules are necessary by performing the basic role of an umpire during a game</li> </ul> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ complete written and practical assignments demonstrating general proficiency in the game of cricket</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 curriculum.

## TERM ONE

WEEK	CONTENT	OBJECTIVES
1	<b>What is Technical Drawing</b> - Some related careers - Introduction to drawing - Instruments and how to use instruments - Caring for the instruments	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ explore technical drawing in today's society.</li> <li>▪ identify and state the purpose of various T.D. instruments.</li> <li>▪ explain how to care for the instruments</li> </ul>
2	<b>Lines and Lettering</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw and state the names and applications of line used in drawing</li> <li>▪ demonstrate good lettering principles</li> </ul>
3	<b>Plane Geometry</b> - Geometric terms - Basic construction	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ explain geometric terms: bisectors, angles, perpendicular, parallel. Arcs.</li> <li>▪ define and identify types of angles</li> </ul>
4	<b>Plane Geometry</b> - Angle Construction	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct angles using instruments</li> <li>▪ bisect angles</li> <li>▪ construct similar angles</li> </ul>
5	<b>Plane Geometry</b> - Triangles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define types of triangles</li> <li>▪ construct a triangle when given the length of the sides</li> <li>▪ construct a triangle when given two angles and one side</li> <li>▪ construct a triangle when given two sides and included angle</li> </ul>
6	<b>Plane Geometry</b> - Triangles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct a triangle when given the perimeter and proportion of sides</li> <li>▪ construct a triangle when given altitude and base angles; perimeter and base angles</li> </ul>
7	<b>Plane Geometry</b> - The Circles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ name and identify parts of the circle</li> <li>▪ identify types of circle</li> <li>▪ construct a circle when given the radius and diameter</li> </ul>

WEEK	CONTENT	OBJECTIVES
8	<b>Plane Geometry</b> - The Circles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct circles to pass through two given points and touch a line</li> <li>▪ construct circle to pass through three given points</li> </ul>
9	<b>Plane Geometry</b> - The Circles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct a circle to pass through two given points and touch a given circle.</li> <li>▪ construct the inscribe, escribe and circumscribed circle to a given triangle and regular polygon.</li> </ul>
10	<b>Plane Geometry</b> - Triangles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct similar triangles</li> </ul>
11	<b>Plane Geometry</b> - Triangles	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct triangles from given data</li> </ul>

## TERM TWO

WEEK	CONTENT	OBJECTIVES
1	<b>Quadrilaterals</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define quadrilateral</li> <li>▪ name the types of quadrilaterals</li> <li>▪ construct a rectangle and square when given the length of the diagonal and side.</li> <li>▪ construct a parallelogram when given the length of two adjacent sides and an angle</li> </ul>
2	<b>Quadrilaterals</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct a rhombus when given the length of one diagonal and the length of one side.</li> <li>▪ construct a trapezium when given the lengths of the sides, the perpendicular distance between them and one angle</li> </ul>
3	<b>Polygons</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ define types of polygons</li> <li>▪ construct polygon from given data</li> </ul>
4	<b>Polygons</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct any regular polygon when given the length of side.</li> </ul>

WEEK	CONTENT	OBJECTIVES
5	<b>Polygons</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct any regular polygon given the distance across flats (A/F); distance across corners (A/C).</li> </ul>
6	<b>Polygons</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct any regular polygon within a given circle</li> </ul>
7	<b>Polygons</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct any irregular polygon given the length of sides and the included angles</li> </ul>
8	<b>Tangents</b>	<b>Students should:</b> <ul style="list-style-type: none"> <li>▪ be able to define tangents</li> <li>▪ know the importance of tangents in drawing</li> <li>▪ be able to draw tangents to circle at a given point on the circumference; a circle from any given point outside of the circle; two given circles</li> </ul>
9	<b>Tangents</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ construct the common internal and external tangents to two given unequal circles</li> </ul>
10	<b>Tangents Arcs</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw an arc tangential to two given circles of different radii</li> </ul>
11	<b>Tangents</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw object with combinations of tangents and arcs</li> </ul>
12	<b>Review of the Term's Work</b>	

## TERM THREE

WEEK	CONTENT	OBJECTIVES
1	<b>Loci-Ellipse</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ identify and explain parts of the ellipse.</li> <li>▪ draw an ellipse by the foci, concentric circle and rectangular method.</li> </ul>
2	<b>Loci-Ellipse</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw an ellipse by the trammel and rectangular method</li> </ul>
3	<b>Introduction Pictorial Drawing-Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ distinguish between isometric projection, Isometric axes and Non –isometric lines</li> </ul>
4	<b>Pictorial Drawing-Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw objects in isometric</li> </ul>
5	<b>Pictorial Drawing-Isometric</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw shape blocks in isometric projection</li> <li>▪ draw shape blocks with non-isometric lines in isometric projection</li> </ul>
6	<b>Introduction Pictorial Drawing-Oblique</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ explain Oblique projection and Oblique axes</li> <li>▪ draw objects in oblique projection.</li> </ul>
7	<b>Pictorial Drawing-Oblique</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ demonstrate how to draw objects in oblique projection</li> </ul>
8	<b>Introduction to Orthographic projection</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ understand planes of projection</li> <li>▪ explain plans and elevations</li> <li>▪ draw objects in first angle projection</li> </ul>
9	<b>Orthographic projection</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw geometric solids in first angle projection</li> </ul>
10	<b>Orthographic projection</b>	<b>Students should be able to:</b> <ul style="list-style-type: none"> <li>▪ draw simple models using first angle</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:**

<b>TYPE OF ASSIGNMENT</b>	<b>NUMBER PER TERM</b>	<b>WEIGHT</b>
Homework	8	25
Classwork	8	25
Test	4	50

# VISUAL ARTS

## **INTRODUCTION**

During Term One, students do simplified studies in Still Life drawing and painting perspective.

Term Two – Introduction to figure drawing and portraiture.

Term Three – Landscape drawing and painting, graphic design and 3D construction.

## TERM ONE

TOPIC/CONTENT	OBJECTIVES
<p><b>1. STILL LIFE DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>- Revision of basic forms</li> <li>- Rendering in pencil</li> <li>- Cross – hatching in ink</li> <li>- Using paints – tints and shades</li> <li>- Exploring local colour</li> <li>- A plant study</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ develop eye-hand co-ordination and strengthen students powers of observation.</li> <li>▪ develop the ability to observe and record with greater sensitivity to line, tone, form and texture.</li> <li>▪ stimulate their minds for quick thinking and problem solving</li> <li>▪ develop a greater sensitivity to nuances in colour, tone and texture</li> <li>▪ learn how to use tools and material to create textural effects</li> <li>▪ develop a sense of personal worth through the successful manipulation of a variety of media.</li> </ul>

## TERM TWO

TOPIC/CONTENT	OBJECTIVES
<p><b>2. THE HEAD AND HUMAN FIGURE</b></p> <ul style="list-style-type: none"> <li>- The Head – Proportions of the face</li> <li>- The Facial Features – Placement and Size in Relation to the Head</li> <li>- The Head and Facial Features in Profile.</li> <li>- An abstract interpretation of the Head Cubism.</li> <li>- Proportions of the figure.</li> <li>- Quick sketches in ink and pencil</li> <li>- Action – Quick sketches of the figure in motion</li> <li>- Exploration of the Hands – Gestures.</li> <li>- Basic Foreshortening – looking up at the figure or down.</li> <li>- An abstract interpretation of the figure based upon previously done drawings.</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ develop and understand the basic proportions of the head and figure.</li> <li>▪ develop the ability to interpret and represent the Human Form with some amount of objective realism.</li> <li>▪ explore abstract representations of the Human Form</li> <li>▪ freely explore a variety of Art Media</li> <li>▪ work directly and be able to put down ideas clearly and effectively.</li> <li>▪ further develop eye-hand coordination.</li> <li>▪ engage in experimental work.</li> <li>▪ develop visual expression.</li> </ul>

## TERM THREE

TOPIC/CONTENT	OBJECTIVES
<p><b>3. LANDSCAPE DRAWING AND PAINTING</b></p> <ul style="list-style-type: none"> <li>- A section of the school grounds including buildings – drawing in colour.</li> <li>- Atmospheric perspective – using colour – tints and shades to create depth and distance.</li> <li>- Exploring the works of the impressionists, Monet, Manet, Pasaso, Van Gogh</li> <li>- Analysing colours in nature</li> <li>- View from a verandah or balcony.</li> <li>- Impressionist painting of a section of the school.</li> </ul> <p><b>4. GRAPH DESIGN</b></p> <ul style="list-style-type: none"> <li>- Lettering and Illustration – Poem or Short extract form a Literature Book.</li> <li>- Simple Posters</li> <li>- Labels</li> <li>- Book covers</li> <li>- Signs and Symbols</li> </ul> <p><b>5. 3 DIMENSIONAL DESIGN AND SCULPTURE</b></p> <ul style="list-style-type: none"> <li>- Paper Mache Figures and Masks</li> <li>- Wire Sculpture</li> <li>- Mobiles</li> <li>- Stables</li> <li>- Surface Designs and Costumes</li> </ul>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>▪ develop greater sensitivity to the nuances of colour as they appear in nature.</li> <li>▪ improve their ability to visually analyse and recreate colours as observed in nature.</li> <li>▪ observe natural forms such as types of Vegetation, Land Masses, Structures in the environment</li> <li>▪ observe of Man in his Environment.</li> <li>▪ strengthen their Eye-hand co-ordination</li> <li>▪ explain the vital role of the Visual Arts in the production of Books, Newspapers, Magazines, in Advertising, Interior Design, Fashion Design, Entertainment, Communication of Ideas and Information.</li> <li>▪ develop a wholesome consumer attitude and be able to recognize good design in everyday objects.</li> <li>▪ explore three dimensional applications of the principles and elements of design.</li> </ul>

**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	50
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"> <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>Originality 3 marks</p> <ul style="list-style-type: none"> <li>a) Conceptualization</li> <li>b) Level of personal interpretation</li> </ul>	<p>Presentation 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>Interpretation 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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<ul style="list-style-type: none"> <li>v) Desert</li> <li>b. Temperature <ul style="list-style-type: none"> <li>i) Cool temperature</li> <li>ii) Cold temperature</li> </ul> </li> <li>c. Polar <ul style="list-style-type: none"> <li>i) Tundra</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>climatic zone</li> <li>➤ Describe characteristics of the climate and vegetation of each zone</li> <li>➤ Outline the influence of the climate on man's activities using one example from each climatic zone e.g. Farming, Forestry, Tourism</li> <li>➤ Outline the effects of man's activities on the environment e.g. Pollution, global warming</li> </ul>
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TERM 3 TOPICS	STUDENTS SHOULD BE ABLE TO:
<b>4. GRASSLAND (Tropical)</b>	<ul style="list-style-type: none"> <li>➤ Define tropical grasslands</li> <li>➤ Name and identify the world's tropical grassland areas</li> <li>➤ Explain what produced the world's vast tropical grassland areas (local names as well)</li> <li>➤ Explain the tropical grassland ecosystem</li> <li>➤ Explain how useful are the tropical grassland areas</li> <li>➤ Regional study of the tropical grasslands</li> <li>➤ Discuss the future of the world's tropical grassland areas</li> </ul>
<b>PHYSICAL GEOGRAPHY</b>	
TERM 1	STUDENTS SHOULD BE ABLE TO:
<b>1. SOLAR SYSTEM (revision)</b>  <b>2. STRUCTURE OF THE EARTH (revision)</b>  <b>3. MOVEMENTS OF THE EARTH</b> <ul style="list-style-type: none"> <li>a. Rotation</li> <li>b. Revolution</li> </ul>	<ul style="list-style-type: none"> <li>➤ Define the solar system</li> <li>➤ Describe the composition of the solar system – naming the planets, number of moons in each planet and distance of each</li> <li>➤ Draw diagram of solar system with planets in orbit</li> <li>➤ Give simple definition of the core, mantle, and crust</li> <li>➤ Discuss the physical state of the different sections of the earth</li> <li>➤ Draw a diagram to show the different sections of the earth's structure</li> <li>➤ Realize that the earth moves in two ways</li> <li>➤ Distinguish between the rotation and the revolution of the earth</li> <li>➤ Discuss the effects of these movements, namely night and day, the seasons and varying lengths of day &amp; night</li> <li>➤ Distinguish between equinox and solstice</li> <li>➤ Draw diagram to show the effects of rotation and revolution</li> </ul>



<p>c. Metamorphic</p> <p><b>7. PLATE TECTONICS</b></p> <p><b>8. FOLDING &amp; FAULTING</b></p>	<ul style="list-style-type: none"> <li>➤ Formation of each classification</li> <li>➤ Examples of each type</li>   <li>➤ Define plate tectonics</li> <li>➤ Explain the theory of plate tectonics and its importance</li> <li>➤ Distinguish among divergent, convergent and transform plate margins and diagrams</li> <li>➤ Name and locate the Caribbean and adjacent plates</li> <li>➤ Describe how plates are responsible for the creation of fold mountains, earthquakes and volcanoes</li> <li>➤ Identify and locate various crustal plates on a tectonic map of the world</li>   <li>➤ Define folding and faulting</li> <li>➤ Name and identify the types of folds and faults</li> <li>➤ Draw diagrams to show the different types of folds and faults</li> <li>➤ Describe the formation of land forms resulting from folding and faulting</li> <li>➤ Explain the relationship between plate movements and folding and faulting</li> <li>➤</li> </ul>
<p><b>TERM 3</b></p>	<p><b>STUDENTS SHOULD BE ABLE TO:</b></p>
<p><b>9. EARTHQUAKES</b></p>	<ul style="list-style-type: none"> <li>➤ Define earthquakes</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 &amp; after)</li> <li>➤ Describe measures used to predict an earthquake</li> <li>➤ Describe the relationship between plate movements and earthquake</li> <li>➤ List at least 4 major earthquakes</li> </ul>

<b>10. VULCANICITY</b>	<ul style="list-style-type: none"> <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>➤ Describe dormant, active and extinct volcanoes</li> <li>➤ Describe the effects of volcanoes on life and property</li> </ul>
<b>MAP READING</b>	
<b>TERM 1</b>	<b>STUDENTS SHOULD BE ABLE TO:</b>
<b>1. SHOWING HEIGHTS ON MAP</b> a. Contours b. Spot Height c. Trig station  <b>2. SCALE (REVISION)</b> a. Types of scales b. Use of scales  <b>3. DIRECTIONS (REVISION)</b>   <b>4. CROSS SECTION</b>   <b>5. SLOPES</b>	<ul style="list-style-type: none"> <li>➤ Define the terms contour, spot height and trig station</li> <li>➤ Describe and explain the different types of contour lines</li> <li>➤ Identify simple contour landforms</li> <li>➤ Relate contour lines to landforms (e.g. hill, valley, plateau)</li> <li>➤ Make models of simple contour landforms</li> <li>➤ Identify other ways of showing height on a map</li> <li>➤ Define scale</li> <li>➤ List and explain the different types of scales</li> <li>➤ Convert distances using the line scale</li> <li>➤ Calculate distances using the line scale of a map</li> <li>➤ Use linear scale to measure distances</li> <li>➤ Explain how to show direction on a map</li> <li>➤ Explain how to use eight and sixteen point compass to give direction</li> <li>➤ Give the direction of one place from another using eight &amp; sixteen points of the compass</li> <li>➤ Define cross-section</li> <li>➤ Explain the importance of a cross-section</li> <li>➤ Explain how to draw a cross-section</li> <li>➤ Draw cross-section, based on information given</li> <li>➤ Label certain features/ symbols on a cross-section</li> <li>➤ Use cross-section to give information</li> </ul>

**6. HILLS**

- Define slopes
- Differentiate between the different types of slopes
- Draw diagrams to show the different types of slopes

**7. LANDFORMS OF HIGHLAND REGION**

- a. Ravine
- b. Gorge
- c. Plateau
- d. Saddle, etc

- 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
  
- Define these landforms
- Differentiate among these landforms
- Draw diagrams / contour to show appearances
- Identify these landforms on a map
- Explain the importance of these landforms
- Label these landforms on a map

TERM 2	STUDENTS SHOULD BE ABLE TO:
<p><b>8. LANDFORMS OF LOWLAND REGION</b></p> <p>a. Flood Plain b. Coastal swampy c. Lowland plain etc</p> <p><b>9. RIVER VALLEYS</b></p> <p><b>10. GRADIENT AS A RATIO</b></p> <p><b>11. VERTICAL EXAGGRATION</b></p>	<ul style="list-style-type: none"> <li>➤ Define these landforms</li> <li>➤ Differentiate among these landforms</li> <li>➤ Draw diagrams / contour to show appearances</li> <li>➤ Identify these landforms on a map</li> <li>➤ Explain the importance of these landforms</li> <li>➤ Label these landforms on a map</li>   <li>➤ Define river valleys</li> <li>➤ Identify &amp; describe the different types of river valleys</li> <li>➤ Identify the different stages of a river valley</li> <li>➤ Explain characteristics of each stage</li>   <li>➤ Define gradient</li> <li>➤ Explain how to calculate gradient as a ratio</li> <li>➤ Explain the importance of gradient</li> <li>➤ Calculate gradient from a topographical map</li>   <li>➤ Define vertical exaggeration</li> <li>➤ Explain how to calculate vertical exaggeration</li> <li>➤ Explain the importance of vertical exaggeration (V.E.)</li> <li>➤ Calculate V.E. of a cross-section</li> </ul>
TERM 3	STUDENTS SHOULD BE ABLE TO:
<p><b>12. GAPS</b></p> <p><b>13. COASTAL LANDFORMS</b></p> <p><b>14. GRID REFERENCE</b></p>	<ul style="list-style-type: none"> <li>➤ Define gaps</li> <li>➤ Name, define and identify different types of gaps on maps</li> <li>➤ Draw contour maps of each of the above</li>   <li>➤ Identify the different types of coastal landforms</li> <li>➤ Define the landforms identified above</li> <li>➤ Draw diagrams (contour) to show the above landforms</li>   <li>➤ Define grid reference</li> <li>➤ Calculate six (6) figure grid references from maps</li> </ul>

## ASSESSMENT

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

### TEXTS:

- ❖ Understanding Our World – Colin Scale, Graeme Wilson, ben Friedman, Judy Wilson
- ❖ Workbook for Young Map Readers – B. Phillpotts-Brown (Series 2)
- ❖ The Longman Atlas for Caribbean Examination

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