

Jamaica College  
CURRICULUM GUIDES  
for  
GRADE 8  
SECOND FORM

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## INTRODUCTION

We are very pleased to present this publication of the Jamaica College Curriculum Guides. These are basic outlines of the sequential delivery of the curriculum for each course that is taught, on a term-by-term basis. As practical guides, they are designed to assist teachers in planning and developing teaching schedules for their subjects.

This year, for the first time, it was decided that the Curriculum Guides should be made available to parents, guardians and students. The purpose is to ensure that every member of the home-school team is familiar with the content and progress of the courses. Armed with the information contained in the Guides, parents and guardians will be able to monitor homework and other assignments with a greater measure of awareness.

The publishing of the Curriculum Guides is yet another step in our continuing campaign to encourage more active involvement of parents and guardians in the school life of their boys. Expert opinions of educators around the globe attest to the fact that students who receive a high level of support from parents and guardians, by way of interest and involvement in school activities, are more likely to perform well in school.

Please note that the Guides are simply outlines to assist the teachers in planning for the delivery of course content. There may be changes along the way at the teachers' discretion, relative to the needs, interests and capabilities of their classes among other considerations.

The Dean of Studies will be happy to speak with parents and guardians seeking clarification or further information pertaining to this publication. As always, we welcome feedback and suggestions for improvement.

It is our hope and intention that these Curriculum Guides will serve as valuable resources in advancing the education and development of the young gentlemen being taught and nurtured at Jamaica College.

Let us remember always that working together as a strong home-school team, united in purpose, we can move mountains.

Ruel Reid  
Principal

Jamaica College  
English Language  
Curriculum  
Second Form/Grade 8

*This document is strictly a guide and the teacher may insert topics/activities as he/she deems fit to meet the peculiar needs of his/her pupils. These, however, must be in addition to those topics presented therein.*

### **THE ENGLISH PROGRAMME: AN OVERVIEW**

Language acquisition/learning is crucial to the development of an individual's competency for handling his/her own affairs. The school, as a formal institution of learning, must facilitate instruction in Language on its curriculum. Particular emphasis is placed on English Language because not only is it the official language of the nation, it is also the standard language of instruction across the curriculum.

In light of the foregoing the English Language programme is designed and implemented as one of the core subjects on the curriculum. Its chief aim is to move the learner from the usage of Jamaican Creole and its nuances to acceptable levels of competence in Jamaican Standard English.

### **THE GRADE 7-9 CURRICULUM**

Our unique Jamaican language situation (where the target language is not the native tongue) has serious implications for the language programme at the lower school. We must approach language instruction at the lower school with the following in mind:

- The Language Arts are pivotal to the entire curriculum as through them the pupil is equipped with the necessary skills to 'navigate' his world.
- Emphasis needs to be placed on the pupil's development of reading skills and the other Language Arts skills.
- The Literature of the language is its own discipline but appreciation of it hinges on a development of the Language Arts skills.
- The lower school language student is at the exploratory stage of his psycho-social development and this reality should inform the methodologies used in the Language Arts instruction.

Bearing the aforementioned in mind, there are two distinct areas on which attention must be placed in the lower school; these are **content** and **methodology**. The content will be cited in this document as topics to be taught on the discrete 7-9 syllabuses.

Methodologies used for instruction should incorporate, along with the teacher's unique style, the following stressed by the ROSE curriculum:

- Cooperative learning – this facilitates different forms of group work in student instruction.
- Discovery learning – in utilizing this method, pupils are taken from the known to the unknown and are crucial players in their learning process.
- Infusion of language from across the curriculum – English truly has no content of its own and as such, language cannot be taught in isolation. Content may be 'borrowed' from other subject areas in the teaching of the Language Arts skills.

### **SOME GENERAL OBJECTIVES OF THE GRADE 7-9 PROGRAMME**

- To improve the Language Arts skills; viz. listening, speaking, reading, writing and viewing.
- To develop in pupils an appreciation for Literature in its various genres.
- To facilitate social awareness in pupils via the vehicle of the Language Arts.

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>  <b>1) REVIEW OF SUBJECT AND PREDICATE</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Compound Subject and Predicate</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and explain the subject and predicate of a sentence</li> <li>▪ Apply proper sentence construction to advance ideas</li> <li>▪ Circle compound subject and predicate in given sentences.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussions</li> <li>✓ Written Tasks</li> <li>✓ Restructuring drill</li> <li>✓ Listening and Reading</li> <li>✓ Comprehension Exercises with answers dependent on particular forms, structures, patterns</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Underline the subject and predicate in the sentences</b></li> </ul>
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Rearranging Sentences but retaining meaning</b></li> <li>○ <b>Types of Sentences (simple, compound)</b></li> <li>○ <b>Introduce Complex Sentences</b></li> <li>○ <b>Clauses</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Rewrite sentences to change syntax but retaining meaning</li> <li>▪ Identify and write sentences with the various clauses from passage</li> </ul>	<ul style="list-style-type: none"> <li>✓ Orals</li> <li>✓ Passage cards</li> <li>✓ Written tasks</li> <li>✓ Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Write the type of sentence in the space provided</b></li> <li>❖ <b>Tell the types of clauses used in sentences</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>3) USAGE</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Subject Verb Agreement (Specific words which are singular, e.g. News, Statistics, Measles, Mumps, Dominoes, Darts)</b></li> <li>○ <b>Also Compound Nouns, and Nouns that do not change their form to become plural, for example, deer, sheep, equipment, furniture.</b></li> </ul> <p><u>Using Pronouns Correctly</u></p> <ul style="list-style-type: none"> <li>○ <b>Nominative and Objective Cases</b></li> <li>○ <b>Who &amp; Whom</b></li> <li>○ <b>The Pronoun in incomplete construction</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Select the correct verb to complete sentences</li> <li>▪ Read sentences aloud, stressing the italicized pronouns</li> <li>▪ Underline the correct pronoun to complete given sentences.</li> <li>▪ Complete given sentences with who, or whom, correctly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Oral Drills</li> <li>✓ Written Tasks</li> <li>✓ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Select the correct verb to complete sentences.</b></li> <li>❖ <b>Complete given sentences with who, or whom, correctly.</b></li> <li>❖ <b>Underline the correct pronoun to complete given sentences</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>4) CONCORD</b>	<b>2 weeks</b>	<b>Subject Verb Agreement</b> <ul style="list-style-type: none"> <li>○ <b>Singular and plural</b></li> <li>○ <b>Compound subjects</b></li> <li>○ <b>Collective nouns</b></li> <li>○ <b>Singular pronouns</b></li> <li>○ <b>Pronouns which may be singular or plural</b></li> <li>○ <b>Words stating amount</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply rules of Subject Verb Agreement to sentences given</li> <li>▪ Underline the correct verb to complete given sentences</li> <li>▪ Identify subject verb agreement errors in extended writing of their own and of their peers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion</li> <li>✓ Written Tasks</li> <li>✓ Reading and Sharing</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Underline the correct verb to complete given sentences</b></li> </ul>
<b>5) COMPREHENSION</b>	<b>2 weeks</b>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>○ <b>Descriptive</b></li> <li>○ <b>Narrative</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the difference between an expository and narrative piece</li> <li>▪ Answer questions at the literal, inferential, and critical levels set on the given passage</li> <li>▪ Explain the effect of descriptive language from passage</li> </ul>	<ul style="list-style-type: none"> <li>✓ Fun Reading</li> <li>✓ Written Tasks</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Read passage, and tell whether it is a narrative or descriptive. Give reasons for selection.</b></li> <li>❖ <b>Identify and explain effects of devices in given passages.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>6) PARAGRAPH WRITING</b>	<b>3 weeks</b>	<b>Paragraph Building</b> <ul style="list-style-type: none"> <li>○ <b>Structure of paragraph (topic, supporting, concluding / clincher sentences)</b></li> <li>○ <b>Development of paragraph</b></li> <li>○ <b>Unity and coherence in paragraph</b></li> <li>○ <b>Order of ideas</b></li> <li>○ <b>Linking expressions</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify topic, supporting sentences from paragraphs given</li> <li>▪ Rearrange sentences to make a coherent paragraph</li> <li>▪ Write a coherent paragraph on given topic using linking expressions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Brainstorming</li> <li>✓ Written Tasks</li> <li>✓ Listening</li> <li>✓ Discussions</li> <li>✓ Creative and Fun Reading</li> <li>✓ Submitting drafts, and outline for assessments of both final product and process writing</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Rearrange the jumbled sentences and underline the topic sentence for each paragraph.</b></li> <li>❖ <b>Write a paragraph on given topic, ensuring you use link words.</b></li> </ul>
<b>7) USE OF DIALOGUE</b>	<b>1 week</b>	<ul style="list-style-type: none"> <li>○ <b>Definition</b></li> <li>○ <b>Use of dialogue in narration to portray character's personality and advance ideas in writing</b></li> <li>○ <b>Use dialogue to write drama</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Create dialogue to portray a given type of character</li> <li>▪ Write a dialogue which should surround given story</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dramatization</li> <li>✓ Oral Drills</li> <li>✓ Cooperative Learning</li> <li>✓ Written Tasks</li> <li>✓ Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Write and dramatize a dialogue surrounding a given topic.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>8) DIRECT AND INDIRECT SPEECH</b>	<b>1 week</b>	<ul style="list-style-type: none"> <li>○ <b>Asking Questions</b></li> <li>○ <b>Giving Commands</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Change interrogative and imperative sentences to indirect speech and vice versa both verbally, and non-verbally</li> <li>▪ Use questions created to make a dialogue, which will be enacted.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Written Tasks</li> <li>✓ Oral Drills</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Rewrite and change interrogative and imperative sentences to indirect speech and vice versa both verbally and non verbally</b></li> </ul>
<b>9) LETTER</b>	<b>2 weeks</b>	<p><b>Letter Writing</b></p> <ul style="list-style-type: none"> <li>○ <b>Revision of Informal Letters</b></li> <li>○ <b>Types of Business Letters (Letters of Complaint, Apology, Request, Invitation)</b></li> <li>○ <b>Social Notes</b></li> <li>○ <b>Thank You Notes</b></li> <li>○ <b>Addressing Envelopes</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell the differences in structure between an informal letter and a business letter</li> <li>▪ Write a letter of complaint, request, invitation, apology, using appropriate language and tone</li> <li>▪ Punctuate letters appropriately</li> <li>▪ Write social, thank you notes according to given information, specific situations, while adhering to rules.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussion</li> <li>✓ Written Tasks</li> <li>✓ Writing and Sending Letters to point of Mailing</li> <li>✓ Creating Personal Envelopes, and Stamps for Letters,</li> <li>✓ Cooperative Grouping – Sending and Responding to Letters from each other</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Write friendly letters to each other in class.</b></li> <li>❖ <b>Write a complaint letter, and subsequently the apology letter.</b></li> <li>❖ <b>Make envelopes and include addresses.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>10) REPORT WRITING</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Simple Reports</b></li> <li>○ <b>Complex Reports</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the differences between a simple report and a complex report</li> <li>▪ Explain the differences between reports which give factual information only, and those with a mixture of both</li> <li>▪ Identify reports with specific reference to the media, for example, newspaper reports, sports reports, and those of current events</li> <li>▪ Describe the format of reports <ul style="list-style-type: none"> <li>(a) Headline</li> <li>(b) The topic sentence</li> <li>(c) Conclusion</li> </ul> </li> <li>▪ Write factual reports which communicate information clearly, concisely, adequately, and objectively</li> </ul>	<ul style="list-style-type: none"> <li>✓ Written Tasks</li> <li>✓ Discussions</li> <li>✓ Creation of a Newspaper to include types of reports</li> <li>✓ Summarizing radio or television item.</li> </ul> <p><b>N.B. Spelling Rules (ie/ei, doubling final consonant etc.; comprehension – developing critical and analytical skills using passages, poems) will be taught through this term</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Write a report for the principal, of an event which took place on the school grounds.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>11) GRAMMAR - USAGE</b>	<b>3 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Troublesome verb pairs</b> <ul style="list-style-type: none"> <li>(a) Lie, lay</li> <li>(b) Rise, raise</li> <li>(c) Sit, set</li> </ul> </li>   <li>○ <b>Words Often Confused</b> <ul style="list-style-type: none"> <li>(a) Affect, effect</li> <li>(b) Proceed, precede</li> <li>(c) Being that, being as</li> <li>(d) Bring, Take</li> <li>(e) Allusion, elusion</li> <li>(f) being, been</li> <li>(g) between, among</li> <li>(h) much, many</li> <li>(i) amount, number</li> <li>(j) few, a few</li> <li>(k) little, a little</li> <li>(l) principle, principal</li> <li>(m) council, counsel</li> <li>(n) current, currant</li> <li>(o) formerly, formally</li> <li>(p) past, passed</li> <li>(q) whose, who's</li> </ul> </li> </ul> <p><b>(In no specific order - incorporated throughout the three terms)</b></p>	<ul style="list-style-type: none"> <li>▪ Use words correctly, to convey intended meaning</li>   <li>▪ Underline correct verb to complete sentences</li>   <li>▪ Make Word Bank Cards</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussions</li>   <li>✓ Written Tasks</li>   <li>✓ Word Bank Cards</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Complete sentences with correct verb/word.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>12) POETRY</b>	<b>2 Weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Figure of Speech</b> <ul style="list-style-type: none"> <li>(a) <b>Simile</b></li> <li>(b) <b>Metaphor</b></li> <li>(c) <b>Onomatopoeia</b></li> <li>(d) <b>Personification</b></li> <li>(e) <b>Alliteration</b></li> <li>(f) <b>Imagery</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain each figure of speech studied</li> <li>▪ Give examples of given figures of speech</li> <li>▪ Write poems using figures of speech effectively and correctly</li> <li>▪ Identify figures of speech in poems, passages given.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Written Tasks – Poems</li> <li>✓ Discussions</li> <li>✓ Comprehension</li> <li>✓ Poetry</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Answer questions from poem/passage on figures of speech</b></li> <li>❖ <b>Write a sonnet to include the different figures of speech studied.</b></li> </ul>

Jamaica College  
English Literature  
Curriculum  
Second Form/Grade 8

## **THE ENGLISH LITERATURE PROGRAMME: AN OVERVIEW**

There has been a negative trend where boys have avoided doing Literature because of the various reading contents that force them to read and reason at the literal, inferential and critical levels of comprehension.

It is hoped that students will be intrinsically motivated to read for pleasure, interest and meaning throughout their tenure at school and to a greater extent, throughout their lives. Additionally, it is hoped that they will be stimulated to read critically and analytically.

### **THE GRADE 8 CURRICULUM** **SOME GENERAL OBJECTIVES FOR GRADE 8 LITERATURE INSTRUCTION**

For students to be able to:

- 1) understand the significance of literature to their own lives and share in a variety of human experiences through literature.
- 2) read literature with an appreciation for the inter-relatedness of plot, character, setting, theme and style.
- 3) comprehend and read literature at varying levels
- 4) be motivated to participate in creative activities involved in reading, oral language, vocabulary building and the various art forms
- 5) be exposed to types of writing they will learn to construct and write with increasing competence
- 6) form an appreciation for poetry and other genres of literature
- 7) use language to build ideas and explore meanings in literature.

### **ATTITUDES**

The literature programme will enhance the following habits or attitudes:

- 1) appreciation of literature as a source of vicarious experiences, problem solving and personal development
- 2) development of a critical evaluation of materials
- 3) development of the attitude of questioning for the purpose of clarification
- 4) appreciation of the importance of listening and speaking

## SKILLS/FUNCTIONS

The following skills and functions should be presented and developed.

Students should be able to:

- 1) organize thoughts and ideas
- 2) know and use the jargon relevant to the subject
- 3) give, receive, follow accurately instructions when pursuing a task
- 4) recognize different elements of literature and their relationship
- 5) read and summarize information
- 6) read and recall facts

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>	<b>2 weeks</b>	<b>Novel:</b> <i>ESCAPE TO LAST MAN</i> <i>PEAK</i> by <b>Jean D’Costa</b>	<ul style="list-style-type: none"> <li>▪ Give an account of the experience in the author’s life</li> <li>▪ Identify the genre which the story belongs to.</li> <li>▪ State how prose is different from poetry or drama</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a series of pictures to represent the events that happened in the story (or a specific chapter)</li> <li>✓ Identify songs that have the same themes or theme in the story</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Write a biography of the author (C. Everald Palmer)</b></li> <li>❖ <b>Identify and explain themes from the novel using evidence from the story.</b></li> </ul>
		<ul style="list-style-type: none"> <li>○ <b>Biography of the author</b></li> <li>○ <b>Genre</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ List the techniques used by the writer</li> <li>▪ State the type of writing used in the novel</li> </ul>	<ul style="list-style-type: none"> <li>✓ Put the students in groups to do an oral presentation on any of the elements from the story.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Use tables with the heading “Plot, Setting, Character, Theme” to complete summary of each chapter.</b></li> </ul>
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Techniques used by the writer</b></li> <li>○ <b>Types of writing used by author</b></li> <li>○ <b>Themes</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain themes in the story</li> <li>▪ Identify the character which brings out the themes.</li> <li>▪ Provide a synopsis of each chapter and the story</li> </ul>		
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Plot</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the various settings in the story</li> </ul>		
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Setting</b></li> <li>○ <b>Character</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide details on the personality of the</li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Provide description of the settings and characters.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
		<ul style="list-style-type: none"> <li>○ <b>Title</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ character</li> <li>▪ Explain how the characters bring out the theme in the story</li> <li>▪ Assess the appropriateness of titles for chapters</li> </ul>		
	<b>2 weeks</b>	<p><b>POETRY</b> <b>(to be done each term)</b></p> <ul style="list-style-type: none"> <li>○ <b>Types of poems</b></li> <li>○ <b>Figurative Language</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Read aloud for pleasure</li> <li>▪ Read quietly to get meaning</li> <li>▪ Categorize types of poems: sonnets, ballads.</li> <li>▪ Identify and explain examples of simile, metaphor and personification</li> <li>▪ State the purpose of these devices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Debates on appropriateness of the titles for various poems.</li> <li>✓ Use Venn diagrams (like sets in mathematics) to represent similarities and differences in two (2) or three(3) poems.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Respond to questions based on the elements.</b></li> <li>❖ <b>Argue titles and their appropriateness.</b></li> </ul>
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Creole vs. Standard English</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the effectiveness of the use creole.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write a poem of their own; recite it in front of the class. The best poem and presenter gets a prize.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Support themes with evidence from the poem</b></li> </ul>
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Rhythm &amp; Rhyme</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Account for how alliteration and onomatopoeia create sounds effect.</li> </ul>		
	<b>3 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Content</b></li> <li>○ <b>Setting</b></li> <li>○ <b>Mood/Tone</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the story being told in the poem</li> <li>▪ State where the story is unfolding</li> <li>▪ Identify tone and mood, state if and when they change</li> </ul>		

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM TWO: JANUARY TO MARCH</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Title</b></li> </ul> <p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>○ <b>Background of the play</b></li> <li>○ <b>Biography of the author</b></li> <li>○ <b>Stage directions</b></li> <li>○ <b>Plot</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ State appropriateness of title</li> <li>▪ Recount issues found in research background</li> <li>▪ Discuss information on the author</li> <li>▪ Define stage directions</li> <li>▪ Outline the events in each scene and act</li> <li>▪ Contextualize play (especially if Shakespeare)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Dress up like a character from the play</li> <li>✓ Learn a soliloquy from the play and recite it in front of the class</li> <li>✓ Draw comic strip to represent scenes from the play.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Research on background and author</b></li> <li>❖ <b>Write summaries – tabular form</b></li> </ul>
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Setting</b></li> <li>○ <b>Character</b></li> <li>○ <b>Theme</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe settings.</li> <li>▪ Identify main and supporting characters</li> <li>▪ Describe the character</li> <li>▪ Analyze themes</li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Describe characters</b></li> <li>❖ <b>Explain themes using lines from the play to support</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM THREE: APRIL TO JUNE</b>	<b>2 weeks</b>	<b>NOVEL – YOUNG WARRIORS By V. S. Reid</b> <ul style="list-style-type: none"> <li>○ <b>Background to the novel</b></li> <li>○ <b>Life of the author</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Outline historical background of the novel</li> <li>▪ Describe the life of the author</li> <li>▪ State the techniques used by the writer</li> <li>▪ Analyze themes in the story.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Project on the Maroons</li> <li>✓ Each student is to get a book review on the story and take it to class for discussion</li> <li>✓ Journal entry on thoughts about the story, characters, etc. as they read the book</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Biography of author (Research)</b></li> <li>❖ <b>List techniques used by writer – support with examples (respond to questions)</b></li> <li>❖ <b>Explain themes from the story</b></li> <li>❖ <b>Write summaries (in tabular form)</b></li> <li>❖ <b>Locate contemporary picture to represent setting and character from the story, explain why picture is a good representation</b></li> <li>❖ <b>Write descriptions of characters.</b></li> <li>❖ <b>Explain how characters bring out themes</b></li> </ul>
	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Techniques used by the writer</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Outline the events in each chapter</li> <li>▪ Provide vivid details of settings in the story</li> </ul>		
	<b>3 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Themes</b></li> <li>○ <b>Plot</b></li> <li>○ <b>Setting</b></li> <li>○ <b>Characters</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the characters from the story</li> </ul>		

Jamaica College

History

Curriculum

Second Form/Grade 8

## THE HISTORY CURRICULUM

The Grade Eight History course begins with the concept and features of civilization, showing the early development of civilizations in Asia, Africa and Europe. The course is organized chronologically and works its way to the fall of Rome and the transition to feudalism. Particular focus is given to the Renaissance and its accomplishments including Exploration and the impact of European expansion.

### AIM

The broad aim of this course is to provide students with a conceptual framework for a keener historical linkage to contemporary society and the global world and imparting critical reading, writing and thinking skills. Consequently, the specific objects are designed to bring out the imaginative and emotional features of the content.

<b>Cognitive Objectives</b>	<b>Psychomotor Objectives</b>	<b>Affective Objectives</b>
Students should be able to:	Students should be able to:	Students should be able to:
<ul style="list-style-type: none"> <li>- Define the following concepts: civilization, polytheism, nomads, sedentary, feudalism, serfs, renaissance, reformation, exploration</li> <li>- Identify on a world map places where ancient civilizations developed</li> <li>- Examine the features of major civilizations under:               <ul style="list-style-type: none"> <li>(a) Social structure</li> <li>(b) Economic organization and occupation</li> <li>(c) Religion</li> <li>(d) Science and Technology</li> <li>(e) Political organization</li> <li>(f) Recreation</li> </ul> </li> <li>- Examine the features of feudal society</li> <li>- Outline the importance of the Church in feudal society</li> <li>- Explain the influence of the Renaissance on inventions and explorations</li> </ul>	<ul style="list-style-type: none"> <li>- Make and interpret tables and timelines</li> <li>- Interpret sequences of events, time periods and chronology</li> <li>- Research, summarize and report information</li> <li>- Organize material from various sources and present it in pictorial, oral, written and graphic forms</li> <li>- Search for creative ideas, express divergent views and new ways of dealing with ideas and problems</li> <li>- Examine critically the actions of those entrusted with the general welfare of individuals and groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the achievements of these civilizations and their contribution to contemporary society</li> <li>- Appreciate the influence of the Renaissance inventions such as the printing press and navigational instruments</li> <li>- Value the contributions of individuals and groups</li> <li>- Have self respect and show respect for others regardless of race, creed, social and economic status and national origin</li> <li>- Work as a team to achieve desired goals</li> </ul> <p style="text-align: right;"><i>Objective adapted from the National History Curriculum for Secondary Schools</i></p>

Resources: Bean, Gloria. *Age of Exploration*. 1999  
 Hodges, Mary, et al. *World History Bk 1, People on the Move*. 1996  
[www.discoveryeducation.com](http://www.discoveryeducation.com)

Gilmore, John, et al. *Empires & Conquest*. Pearson Education Ltd., 2003  
 Sherman, Margaret. *Man, Civilization & Conquest*. London: Evans brothers Ltd., 1971  
[www.mariner.org/educationalad/ageoffex/index/php](http://www.mariner.org/educationalad/ageoffex/index/php)

Student Internet Resource: [www.ancientegypt.co.uk](http://www.ancientegypt.co.uk)

[www.britishmuseum.org/learning/schools\\_and\\_teachers.aspx](http://www.britishmuseum.org/learning/schools_and_teachers.aspx)

[www.historyforkids.org/learn/egypt](http://www.historyforkids.org/learn/egypt)

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			Students should be able to:		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>					
<b>ANCIENT CIVILIZATIONS</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>The development of civilization</b> <ul style="list-style-type: none"> <li>- <b>man as a nomad</b></li> <li>- <b>the development of sedentary living</b></li> </ul> </li> <li>○ <b>Features of Civilization</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the terms: civilization, nomad, sedentary</li> <li>▪ Describe the lifestyle of nomadic man</li> <li>▪ Explain how sedentary lifestyles evolved by identifying the conditions that led to settled communities</li> <li>▪ List the 8 features of civilization</li> <li>▪ Define these concepts – political organization, economic organization, social organization, society and religion</li> </ul> <p><b>Aim:</b> Students understand the cultural processes that gave rise to agricultural societies and human communities</p>	<ul style="list-style-type: none"> <li>✓ Audio visual: <i>Towards Civilization</i>. “Discovery Education Streaming”</li> <li>✓ Use maps/atlas to identify/locate and learn about the relevant features of the lesson. E.g. The Nile, Tigris &amp; Euphrates</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Formative:</b> <b>Class discussion, quizzes, role play</b></li> <li>❖ <b>Summative:</b> <b>Objective tests, short essays</b></li> </ul>
<b>ANCIENT EGYPT</b>	<b>4 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Geographic Location</b></li> <li>○ <b>People &amp; Lifestyles</b></li> <li>○ <b>Achievements</b></li> <li>○ <b>Legacy</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate Egypt and the Nile (map work)</li> <li>▪ Explain the contributions of the Nile to the ancient Egyptians</li> <li>▪ Describe Egyptian lifestyles (politics, religion, economy and social structure)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio visuals on Egypt</li> <li>✓ Build models of pyramids and obelisks</li> <li>✓ Write name tags in hieroglyphics</li> </ul>	

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
			<ul style="list-style-type: none"> <li>▪ Identify Egyptian technology E.g. Pyramids, obelisks, mummification, hieroglyphics an the Rosetta Stone</li> <li>▪ Define the terms such as Pharaohs, theocracy, polytheistic, dynasty, mummification.</li> <li>▪ Describe the legacies of Egypt in contemporary society <ul style="list-style-type: none"> <li>- Architectural structures e.g. the obelisks, replicas of pyramids</li> <li>- Symbols such as the ankh</li> <li>- Beliefs</li> <li>- Make-up, wigs, eye shadow and mascaras</li> </ul> </li> </ul> <p><b><u>Aim:</u></b></p> <p>Students analyse the geographic, political, religious and social structures of ancient Egypt.</p>	<ul style="list-style-type: none"> <li>✓ Compile scrapbook (pictures, drawings) on the legacies of Egypt</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Formative:</b> <b>Class discussion, class quiz, role play, crossword puzzles</b></li> <li>❖ <b>Summative:</b> <b>Objective tests, research projects</b></li> </ul>
<b>MOHENJO DARO</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Geographic location</b></li> <li>○ <b>People and Lifestyle</b></li> <li>○ <b>Achievements</b></li> <li>○ <b>Legacy</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate the rivers Ganges and Indus and identify the area called Mohenjo Daro in the Indus Valley on the map</li> <li>▪ Explain the contributions of Indus &amp; Ganes rivers to the society of Mohenjo Daro</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio visuals on the topic</li> <li>✓ Map work of the area</li> <li>✓ Discuss the possible causes of the disappearance of this civilization</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Formative:</b> <b>Class discussion, class quiz, role play, crossword puzzles</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>ANCIENT CHINA</b>	<b>2 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Geographic location</b></li> <li>○ <b>People and Lifestyle</b></li> <li>○ <b>Achievements</b></li> <li>○ <b>Legacy</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the lifestyles of the people (politics, religion, economy and social structure)</li> <li>▪ Identify the legacies of Mohenjo Daro on contemporary society.</li> </ul> <p><b><u>Aim:</u></b></p> <p>Understand and identify the contributions of the Asians in the wider global context of history and technology, politics and socio-economic development</p> <ul style="list-style-type: none"> <li>▪ Locate China on the map and identify the Yangtze and the Yellow Rivers, the Himalayas, the Steppe</li> <li>▪ Explain the importance of these geographical features to the development of ancient China</li> <li>▪ Describe the importance of the Great Wall to the political, economic and social organizations of Imperial China</li> <li>▪ Analyse the impact of religion e.g. Confucianism on the Chinese culture</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discuss Hinduism</li> <li>✓ Audio visuals on the topic</li> <li>✓ Map work of the area</li> <li>✓ Discussion on the building of the Great Wall</li> <li>✓ Debates on the use of harsh measures to achieve success</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Summative:</b> <b>Objective tests, research projects</b></li> <li>❖ <b>Formative:</b> <b>Class discussions, group projects, oral &amp; visual presentations, quizzes, excerpts or readings, skits</b></li> <li>❖ <b>Summative:</b> <b>Objective tests, short essays</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>ANCIENT GREECE (ATHENS &amp; SPARTA)</b>	<b>4 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Geographic location</b></li> <li>○ <b>People and Lifestyle</b></li> <li>○ <b>Achievements</b></li> <li>○ <b>Legacy</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the technological development and the legacy of the Ancient Chinese <ul style="list-style-type: none"> <li>○ Paper</li> <li>○ Printing</li> <li>○ Ceramics</li> <li>○ The compass</li> <li>○ Kung fu</li> <li>○ Tai Chi</li> </ul> </li> </ul> <p><b><u>Aim:</u></b></p> <p>Students analyse the geographic, political, economic, religious and social structure of the early civilization of China and demonstrate an understanding of how China became unified under the early imperial dynasties.</p> <ul style="list-style-type: none"> <li>▪ Locate Greece on the map</li> <li>▪ Identify its geographical features and the impact on its economy (agriculture and occupations)</li> <li>▪ Describe its political organization (City-states)</li> <li>▪ Explain the difference between Athens and Sparta (democracy vs. dictatorship)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio visuals on the topic</li> <li>✓ Map work on Greece</li> <li>✓ Discussion and debates on types of government, the significance of the Olympic Games</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Formative:</b> <b>Class discussions, group projects, oral &amp; visual presentations, quizzes, excerpts or readings, skits</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>ANCIENT ROME</b>	<b>5 weeks</b>	<ul style="list-style-type: none"> <li>○ <b>Geographic location</b></li> <li>○ <b>People and Lifestyle</b></li> <li>○ <b>Achievements</b></li> <li>○ <b>Legacy</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ State the legacy of the Greeks <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Philosophy</li> <li>- The marathons</li> <li>- The Olympics</li> <li>- The alphabet</li> <li>- Amphitheatres</li> <li>- Plays- (theatrical performances)</li> <li>- Architectural styles, e.g. columns</li> </ul> </li> </ul> <p><b><u>Aim:</u></b></p> <p>Students demonstrate an understanding of different political ideologies and the emergencies of philosophy</p> <ul style="list-style-type: none"> <li>▪ Identify and locate Italy on the map</li> <li>▪ Describe its geographical features</li> <li>▪ Examine its social and economic structure e.g. Patricians, Plebeians</li> <li>▪ Examine the origins of its political system (Republic) and factors which lead to its expansion into the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio visuals on the topic</li> <li>✓ Map of Italy</li> <li>✓ Role play – a day in the life of a Plebeian; scenes from <i>Julius Caesar</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Summative:</b> <b>Objective tests, short essays</b></li> <li>❖ <b>Formative:</b> <b>Class discussions, group projects, oral &amp; visual presentations, quizzes, excerpts or readings, skits</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>RENAISSANCE AS A PERIOD OF CHANGE</b>	<b>10 weeks</b>		<ul style="list-style-type: none"> <li>▪ Define civil war</li> <li>▪ Explain the term <i>Pax Romana</i> and its effects</li> <li>▪ Identify the legacy of Rome <ul style="list-style-type: none"> <li>- Governmental systems (laws republic, veto)</li> <li>- Geometric theory</li> <li>- Architectural innovations – domes, roads, aqueducts</li> <li>- The spread of Christianity</li> <li>- The Julian Calendar</li> </ul> </li> </ul> <p><b><u>Aim:</u></b></p> <p>Students analyse the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire</p>	<ul style="list-style-type: none"> <li>✓ Note the correlation between political stability and development in society</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Summative:</b> <b>Objective tests, short essays</b></li> </ul>
		<ul style="list-style-type: none"> <li>○ <b>Feudalism</b></li> <li>○ <b>Features of Feudalism</b></li> <li>○ <b>The beginning of the Renaissance (how, when &amp; why it started)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the terms: feudalism, manor, serfs, tithe, Lord, landlord, tenants, clergy, excommunicate, heresy, knights, chivalry</li> <li>▪ Identify the socio-political groups the role of each group and the relationship between them</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio visuals on the topic</li> <li>✓ Role play</li> <li>✓ Class debates based on related topics e.g. role of the Church in Government; taxes based on ability to pay; chivalry in modern society; the importance of being</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Formative:</b> <b>Class discussions, group projects, oral &amp; visual presentations, quizzes, excerpts or readings, skits</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
		<ul style="list-style-type: none"> <li>○ <b>Supporters and opposers to the Renaissance</b></li> <li>- <b>Reasons for support</b></li> <li>- <b>Reasons for opposition</b></li> <li>○ <b>Features of the Renaissance</b></li> <li>- <b>Printing &amp; literature Gutenberg, Dante, Shakespeare</b></li> <li>- <b>Art &amp; architecture Raphael, Leonardo da Vinci, Michelangelo, Sir Christopher Wren</b></li> <li>- <b>Science Copernicus, Galileo</b></li> <li>- <b>Music John Bull, Musical Instruments, Forms of music</b></li> <li>- <b>Dress &amp; leisure time activities</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine the role of Christianity and the Church</li> <li>▪ Describe the educational system</li> <li>▪ Identify legacies of feudalism <ul style="list-style-type: none"> <li>- Chivalry</li> <li>- landlord</li> </ul> </li> <li>▪ Define Renaissance, humanism, secular, classics, patron</li> <li>▪ Identify trading cities of Italy and explain the impact of trade between Italy and the Middle East (wealthy merchant class, new knowledge, socio-political change)</li> <li>▪ Explain the concept of humanism</li> <li>▪ Describe the impact of Gutenberg's Printing Press</li> <li>▪ Explain the impact of "new" discoveries e.g. Copernicus and Galileo heliocentric theory, spherical earth</li> <li>▪ Identify famous Renaissance personalities and their works e.g. the Medici Family, Michelangelo and Leonardo da Vinci, Christopher Wren, Shakespeare</li> </ul>	<ul style="list-style-type: none"> <li>literate, the significance of guild in modern economy</li> <li>✓ Map showing trading cities of Italy Trade route of Arab traders</li> <li>✓ Compare and contrast renaissance Visual Arts with Arts of Renaissance</li> <li>✓ Make models of the telescope</li> <li>✓ Debates on the importance of education and cultural diffusion</li> <li>✓ Discuss the link between art and science</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Summative: Objective tests, short essays</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>EUROPEAN EXPLORATION AND EXPANSION</b>	<b>5 weeks</b>	○ <b>The Reformation</b>	<ul style="list-style-type: none"> <li>▪ Identify legacies of the Renaissance <ul style="list-style-type: none"> <li>- Printing</li> <li>- The telescope</li> <li>- Linear perspective</li> <li>- Realistic paintings</li> <li>- Banking and Accounting</li> </ul> </li> <li>▪ Describe the role and the challenges of the Church e.g. Martin Luther and the Reformation</li> </ul> <p><u><b>Aim:</b></u></p> <p>Students analyse the origins, accomplishments and geographic diffusion of the Renaissance.</p>		
		○ <b>Motives for European Exploration</b> ○ <b>Revolution in sea travel</b> <ul style="list-style-type: none"> <li>- <b>Ship building – Carvel, sail</b></li> <li>- <b>Navigational instruments – compass, Lead and Astrolabe</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Define the term navigation</li> <li>▪ Describe the revolution in sea travel; ship building and navigation instruments (caravel, compass, astrolabe, quadrant, maps and charts)</li> <li>▪ Explain why Europeans wanted to explore non-European countries</li> <li>▪ Identify the main European countries involved</li> </ul>	<ul style="list-style-type: none"> <li>✓ Audio visuals on the topic</li> <li>✓ Map showing the trade route to the East by the Arabs</li> <li>✓ Map tracing the routes of the early European Explorers</li> <li>✓ Building models of the Caravel</li> <li>✓ Educational visits to the Jamaica Maritime Institute</li> </ul>	❖ <b>Formative: Class discussions, group projects, oral &amp; visual presentations, quizzes, excerpts or readings, skits</b>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
		<ul style="list-style-type: none"> <li>○ <b>Atlantic explorers -</b> <ul style="list-style-type: none"> <li>- <b>Henry the Navigator</b></li> <li>- <b>Vasco da Gama</b></li> </ul> </li> <li>○ <b>North American Explorers -</b> <ul style="list-style-type: none"> <li>- <b>Christopher Columbus</b></li> <li>- <b>Juan Esquivel</b></li> <li>- <b>Ponce de Leon</b></li> <li>- <b>Hernando Cortez</b></li> <li>- <b>Francisco Pizarro</b></li> </ul> </li> <li>○ <b>Impact of Exploration</b> <ul style="list-style-type: none"> <li>- <b>Reasons for support</b></li> <li>- <b>Reasons for opposition</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the main countries of interest to them</li> <li>▪ Describe the role of Prince Henry (Henry the Navigator) in exploration</li> <li>▪ Outline the voyages of Bartholomew Diaz, Vasco da Gama, Christopher Columbus and Ferdinand Magellan, Cabot &amp; Cartier, Hernando Cortez</li> <li>▪ Describe the impact of European exploration Europe and the lands they explored</li> </ul> <p><u><b>Aim:</b></u> Students understand the origins and the impact of European overseas expansion in the 15<sup>th</sup> &amp; 16<sup>th</sup> centuries</p>	<ul style="list-style-type: none"> <li>✓ Learn how to use a compass</li> <li>✓ Discuss the importance of astronomy to navigators</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Summative: Objective tests, short essays</b></li> </ul>

Jamaica College  
Information Technology  
Curriculum  
Second Form/Grade 8

# Information Technology

## Curriculum

### Introduction

With the increased use of technology in our everyday lives, it is becoming essential to find a guide that will expose students to the necessary skills at an early stage of their development.

The aim of the teacher guide is to craft a curriculum that will provide an overview of computing concepts, applications and skills required to operate in our ever changing environment.

As new technology emerges, there will continue to be radical changes in our lives. This guide seeks to present a learning experience that will help advance pupils one step closer to an understanding of how computers are making the world a better place in which we live and work.

### Grade 8 Curriculum

The Grade 8 curriculum includes the fundamental of hardware components of a Computer system. The breakdown of the units is as follows:

- History of computers
- Types of computer systems
- Components of computer systems
  - Input devices
  - Output Devices
  - Storage Devices
  - Internal Components of the System
    - ❖ Processor (CPU) – type and speed
    - ❖ Power Supply – watt
    - ❖ Motherboard
    - ❖ Main Memory etc.
  
- Word Processing - Practical skills

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>  1)	1 week	<u>HISTORY OF COMPUTERS</u>	<ul style="list-style-type: none"> <li>• Define information technology, computer and computer system.</li> <li>• Be familiar with early processing machines</li> <li>• Name persons who helped to develop early computes.</li> <li>• State the names of machines developed by early computer inventors, e.g. abacus</li> <li>• Classify computers into five generations.</li> <li>• Describe the features of computers in the society.</li> <li>• Differentiate between the technologies of the various generations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Test</li> <li>✓ Class Work</li> <li>✓ Home Work</li> <li>✓ Role Playing, etc.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quiz</li> <li>❖ Project</li> <li>❖ Group Work</li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
2)	2 weeks	<u><b>TYPES OF COMPUTERS</b></u>	<ul style="list-style-type: none"> <li>• Define computer.</li> <li>• List the different types of computers.</li> <li>• Identify and describe the factors that contribute to the difference between types of computer</li> <li>• State the uses of different types of computers</li> <li>• Explain what portable computers are</li> <li>• List and identify types of portable computers</li> <li>• State the uses of the different types of computers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place pictures of different types of computers in scrapbook</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Quiz</b></li> <li>❖ <b>Multiple Choice</b></li> </ul>
3)	1 week	<u><b>HARDWARE OF COMPUTER SYSTEM</b></u>	<ul style="list-style-type: none"> <li>• Define and explain how data, information, the user, hardware, software, input, output and storage all relate to the computer.</li> <li>• List the basic components: central processing unit, control unit, arithmetic logic unit, main memory, backing storage, input and output devices and peripheral devices, of all computer system</li> </ul>	<ul style="list-style-type: none"> <li>✓ Draw and label information processing cycle</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Label diagram of information processing cycle</b></li> <li>❖ <b>Fill in the blanks</b></li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
4)	1 week	<u>PROCESSOR</u>	<ul style="list-style-type: none"> <li>• State the function(s) of each basic components of a computer system.</li> <li>• Draw and label the information processing cycle</li> <li>• Describe how the information processing cycle operates</li> <li>• Define microprocessor (CPU)</li> <li>• List the parts of the CPU</li> <li>• State the function of the different parts of the CPU</li> <li>• Draw machine cycle</li> <li>• Name and describe the terms associated with the Central Processing Unit – clock cycle, Front Side Bus (FSB).</li> <li>• Explain the machine cycle – decode instructions, encode instructions</li> </ul>	✓ Draw machine cycle	<ul style="list-style-type: none"> <li>❖ Label machine cycle</li> <li>❖ Multiple choice</li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
5)	1 week	<u>USING MOUSE SKILL</u>	<ul style="list-style-type: none"> <li>• Explain what a mouse is, how it works and how is it used.</li> <li>• Move and position the mouse pointer on the screen.</li> <li>• Click, double click and drag objects on the screen using the mouse.</li> <li>• Manipulate user controls on the screen using the mouse.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Drag and drop objects on screen</li> <li>✓ Clicking on objects on screen</li> </ul>	❖ <b>Observation</b>
6)	6 weeks	<u>KEYBOARD SKILL</u>	<ul style="list-style-type: none"> <li>• Explain what a keyboard is.</li> <li>• Identify the different parts of the keyboard</li> <li>• Describe how they are used.</li> <li>• Use the keys on a keyboard to communicate with the computer by entering data and issuing commands.</li> <li>• State the function of the different parts of the keyboard</li> <li>• Draw and label the parts of a keyboard</li> </ul>	<ul style="list-style-type: none"> <li>✓ Typing Tutor</li> <li>✓ Type a given document</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Observation</b></li> <li>❖ <b>Speed Test</b></li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
7)	7 weeks	<u>INTRODUCTION TO WINDOWS</u>	<ul style="list-style-type: none"> <li>• Turn on computer</li> <li>• List the parts of windows desktop</li> <li>• Shut down the computer</li> <li>• Start a software</li> <li>• Close a software</li> <li>• Identify parts of window</li> <li>• Normalize a window</li> <li>• Resize a window</li> <li>• Move a window</li> <li>• Maximize a window</li> <li>• Minimize a window</li> </ul>	<ul style="list-style-type: none"> <li>✓ Illustrate the resizing a window</li> <li>✓ Moving a window on screen</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Label Diagram</b></li> <li>❖ <b>Quiz</b></li> </ul>
8)	8 weeks	<u>INTRODUCTION TO WORD</u>	<ul style="list-style-type: none"> <li>• Identify elements of the Word Window</li> <li>• Navigate through a document</li> <li>• Understand features of menus and toolbars</li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Exercise from Workbook</b></li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
9)	1 week	<u>BASIC EDITING</u>	<ul style="list-style-type: none"> <li>• Locate and open an existing document</li> <li>• Create, save and print a new document</li> <li>• Preview and print a document</li> <li>• Enter text</li> <li>• Print in landscape orientation</li> <li>• Select text efficiently</li> <li>• Undo and redo recent actions</li> <li>• Delete and type over text</li> <li>• Cut, copy and paste text</li> <li>• Use drag and drop to move and copy text</li> <li>• Find and replace text</li> </ul>		❖ <b>Exercise from Workbook</b>
10)	1 week	<u>BASIC FORMATTING</u>	<ul style="list-style-type: none"> <li>• Change font, font formats, size, colour and font effects</li> <li>• Align text and change the vertical alignment</li> </ul>		❖ <b>Exercise from Workbook</b>

	<b>Duration</b>	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
			<ul style="list-style-type: none"> <li>• Highlight text and change the case</li> <li>• Copy format and style</li> <li>• Non-printing characters and the concept of paragraph</li> <li>• Use click and type to insert text</li> </ul>		

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM TWO: JANUARY TO MARCH</b>					
11)	3-5 weeks	<u>INPUT DEVICE</u>	<ul style="list-style-type: none"> <li>• Define the term ‘input device’</li> <li>• Identify types of input</li> <li>• Classify input devices</li> <li>• List typical input device</li> <li>• Describe characteristics of some input devices</li> <li>• List some of the uses of input devices</li> <li>• Differentiate between automated and non-automated input devices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place pictures of input devices in Scrapbook and write brief description</li> </ul>	<ul style="list-style-type: none"> <li>❖ Quiz</li> <li>❖ Group Work</li> <li>❖ Puzzle</li> </ul>
12)	2-3 weeks	<u>OUTPUT DEVICE</u>	<ul style="list-style-type: none"> <li>• Define the term ‘output device’</li> <li>• Distinguish between soft copy and hard copy</li> <li>• Name typical output device</li> <li>• Describe some of the characteristics and uses of different output device</li> </ul>	<ul style="list-style-type: none"> <li>✓ Insert print cartridge</li> <li>✓ Paste picture of output devices in Scrap Book</li> </ul>	<ul style="list-style-type: none"> <li>❖ Project</li> <li>❖ Unscramble Quiz</li> <li>❖ Multiple Choice</li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>13)</b>	<b>1 week</b>	<b><u>FORMATTING PARAGRAPH</u></b>	<ul style="list-style-type: none"> <li>• Change line spacing and justification using the menu and indent text</li> <li>• Add and remove bullets and numbering</li> </ul>		
<b>14)</b>	<b>1 week</b>	<b><u>PAGE LAYOUT</u></b>	<ul style="list-style-type: none"> <li>• Select the paper size and page orientation</li> <li>• Change margins</li> <li>• Create and delete a header and footer</li> <li>• Insert and delete footnotes and endnotes</li> <li>• Insert page numbers from insert menu and from using header and footer</li> <li>• Insert and delete page break</li> </ul>		

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM THREE: APRIL TO JUNE</b>					
15)	3-4 weeks	<u>STORAGE DEVICE</u>	<ul style="list-style-type: none"> <li>• Define primary and secondary storage</li> <li>• Explain the difference between primary and secondary storage</li> <li>• Explain the functions of RAM and ROM</li> <li>• Name the units of storage; bits, bytes, kilobyte, megabyte, gigabyte and terabyte.</li> <li>• List some characteristics of secondary storage media e.g. magnetic disk, magnetic tape, optical disk, flash memory and USB drive</li> </ul>	✓ Draw and label storage device	❖ <b>Multiple Choice Quiz</b>
16)	2-3 weeks	<u>CREATING COLUMNS</u>	<ul style="list-style-type: none"> <li>• Insert column in a document</li> <li>• Insert column break</li> </ul>	✓ Design a newsletter	❖ <b>Observation</b>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>17)</b>		<u><b>CREATING TABLE</b></u>	<ul style="list-style-type: none"> <li>• Insert a table in a document using the menu bar</li> <li>• Adding and deleting rows and column in a table</li> <li>• Deleting lines in a table</li> <li>• Use the table and bordering toolbar</li> <li>• Insert graphics in a document</li> </ul>	✓ Design various table dimensions	❖ <b>Exercise from Workbook</b>

Jamaica College  
Integrated Science  
Curriculum  
Second Form/Grade 8

## INTRODUCTION

The Grade 8 curriculum is designed to help produce a scientifically literate person. An understanding of the nature of science consists of, among other things, an understanding of scientific processes. The curriculum focuses not only on the knowledge but on the processes or inquiry skills. These help to develop psychomotor as well as cognitive and effective components of learning. Focus on inquiring skills also helps in the development of critical thinking skills.

This curriculum is an adaptation of the Reform of Secondary Education (R.O.S.E.) Science Curriculum.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			Students should be able to:		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>					
<b>1) WATER</b>	<b>1 ½ wks.</b>	<b>1.1 Water as an important compound</b>	<ul style="list-style-type: none"> <li>▪ Perform investigations to demonstrate the physical and chemical properties of water.</li> <li>▪ Plan and design an investigation to demonstrate the cooling effect of water.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Set up various investigations to show the properties of water. Dissolve salt in water, (solubility) float paper clip and needle on plain water (surface tension); boil water to determine the boiling point, freeze water to determine the melting point.</li> </ul> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Experimenting</li> <li>- Inferring</li> <li>- Manipulating materials</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Provide students with worksheet for them to complete as they do the activities. Grade students' worksheet on the properties of water.</b></li> </ul>
	<b>1 ½ wks.</b>	<b>1.2 The importance of water to living things</b>	<ul style="list-style-type: none"> <li>▪ State the appropriate percentage of water which makes up living organisms</li> <li>▪ Demonstrate the presence of water in living organisms</li> <li>▪ Infer the importance of water to plants and animals by observation and comparison</li> <li>▪ State the use of water to living organisms</li> <li>▪ Make clean water from dirty water</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have students demonstrate the presence of water in human tissue by breathing on clear glass, plate or mirror inferring that water droplets on glass come from inside the body after questioning. The presence of water can be demonstrated by using cobalt chloride paper or anhydrous copper sulphate crystals. Filtration using filter paper and a mixture of dirt and water.</li> </ul> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Investigating</li> <li>- Communicating</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Use a checklist to assess the groups of students work.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>2.) MATTER</b>	<b>2 weeks</b>	<b>2.1 The building blocks of Living and Non-Living Things</b>	<ul style="list-style-type: none"> <li>▪ Define Matter</li> <li>▪ Perform experiments to demonstrate the properties of matter.</li> <li>▪ Name THREE states of matter and give examples of each state</li> <li>▪ Describe solids, liquids and gases in terms of spacing and motion of particles.</li> <li>▪ Explain simply how particles spacing and motion affect the property ties of the various states</li> <li>▪ Deduce through experimentation that small particles can combine with larger particles.</li> </ul>	<p>✓ Perform experiments to demonstrate the change of states by the processes of melting, freezing, boiling, condensing and subliming. Demonstrate diffusion by spraying perfume (gas) at one end of the room and observing the smell at the other end after a while. Have students respond to questions in order to understand and explain the phenomenon.</p> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Observing</li> <li>- Predicting</li> <li>- Manipulating Materials</li> </ul> <p>✓ Have students compare the structure of plant and animal cells, using examples of prepared slides with onion and</p>	<ul style="list-style-type: none"> <li>◆ <b>Assess practical activity. Manipulating and affective skill, as well as product.</b></li> <li>◆ <b>Students written lab reports.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
	<b>2 weeks</b>	<b>2.2 The composition of Living and Non-Living Matter</b>	<ul style="list-style-type: none"> <li>▪ State that all things are made up of small particles called ‘building blocks’</li> <li>▪ Identify ‘building blocks’ of various items</li> <li>▪ Define and explain the relationship between an organism, system, organ, tissue, and cell and (b) atoms, element and mixture and compound</li> <li>▪ State the function of the cell wall, cell membrane, cytoplasm, nucleus, nuclear membrane, chloroplast and mitochondrion</li> <li>▪ Draw and label a typical animal and plant cell to show the above structure</li> <li>▪ Use simple light microscope to observe animal and plant cells</li> <li>▪ Name some types of animal and plant cells including specialized cells, relate structure to function of specialized cells</li> <li>▪ State the difference between living and non-living things as related to their building blocks.</li> </ul>	<p>check cells and record results in a suitable table.</p> <ul style="list-style-type: none"> <li>✓ Let students draw and label diagram of these cells, as seen under the microscope and record the function of each of the cell parts observed.</li> <li>✓ Let students examine diagrams of specialized animal cells eg. nerve, muscle, blood and record how they differ from the typical animal cell.</li> <li>✓ Discuss the existence of nucleus as the control centre in the cell, which is the basic unit of living things, but the absence of this (a nucleus), for the basic unit of non-living things.</li> <li>✓ Have students use paper circles of different sizes and colours to represent atoms. Let them paste different combinations to make models of given molecules (e.g. water, ammonia, CO<sub>2</sub> CO)</li> </ul> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Communicating</li> <li>- Drawing</li> <li>- Create Models</li> </ul> <ul style="list-style-type: none"> <li>✓ Construction of distance time graphs showing average speed and a journey on a graph.</li> </ul>	<p>◆ <b>Use a checklist to grade the cells drawn by students</b></p>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>3) MECHANICS AND MEASUREMENT</b>	<b>1 week</b>	<b>3.1 Speed</b>	<ul style="list-style-type: none"> <li>▪ Define speed</li> <li>▪ Recall and list units</li> <li>▪ Calculate speed (distance/time)</li> <li>▪ Investigate speed (Tabulate results group activities)</li> <li>▪ Data analysis – plot graph given data/determined data</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tabulate and plot graphs from given data finding:               <ul style="list-style-type: none"> <li>(a) Distance (m)</li> <li>(b) Time (sec)</li> <li>(c) Speed m (sec)</li> </ul> </li> <li>✓ Measuring distance travel by toy cars and the time toy cars took to reach point B from point A.</li> </ul> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Measuring</li> <li>- Using Numbers</li> <li>- Interpreting Data</li> <li>- Communicating</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Construction of distance-time line graphs and the results from the activities.</b></li> <li>◆ <b>Grade the laboratory report.</b></li> </ul>
	<b>1 week</b>	<b>3.2 Density</b>	<ul style="list-style-type: none"> <li>▪ Calculate density-mass/volume</li> <li>▪ Recall and list units of mass and volume and density, grams, kilograms, cubic centimetre, cubic meter, grams/cubic centimetre.</li> <li>▪ Investigate density (practical approach) and give a written lab report.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide students with work sheets to calculate density. Also students will work in groups to find the mass and volume of various objects. They will then use the values obtained to calculate the density of the object and give a written laboratory report.</li> <li>✓ Have students use hand lens to examine the back of leaves and observe the tiny openings at the back. Talk about the function of these openings call stomata.</li> </ul>	

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>4) THE FLOW OF ENERGY THROUGH LIVING SYSTEMS</b>	<b>1 week</b>	<b>4.1 Plants as producers among living things.</b>	<ul style="list-style-type: none"> <li>▪ Name the parts of a typical leaf</li> <li>▪ Identify and state how simple leaves can differ from each other and differentiate between simple and compound leaves</li> <li>▪ Draw and label a simple leaf to show its external features</li> <li>▪ Identify the various parts of plants that serve as food sources</li> <li>▪ Name the nutrients present in some plant food eaten</li> <li>▪ Define photosynthesis</li> <li>▪ Write a word equation to summarise photosynthesis</li> <li>▪ Investigate the need for light and greenness in photosynthesis</li> <li>▪ Test a leaf for starch.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Using the cooperative learning approach, ask each student to think about how he would plant and design an experiment to find out if light is necessary for photosynthesis. Students should pair up together and discuss the plan. Allow students to share their plans with the class and make modifications if necessary.</li> <li>✓ Set up experiment (demonstration) to find out if light is necessary for photosynthesis. Allow each group of students to test a leaf for starch using iodine.</li> <li>✓ Discuss how the energy from the sunlight, chlorophyll, CO<sub>2</sub> or H<sub>2</sub>O enter the plant and are used in photosynthesis. <b>Process Skills:</b> <ul style="list-style-type: none"> <li>- Observing</li> <li>- Experimenting</li> <li>- Inferring</li> <li>- Separating and Controlling Variables</li> </ul> </li> <li>✓ Outdoor activity (small field trip). Organise a visit to a nearby thriving habitat and have groups of students record observations of a section of the habitat. List all the organisms seen and what they are eating. Use</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Written Quiz (graded classwork).</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
	<b>1 week</b>	<b>4.2 Interdependence of animals and plants</b>	<ul style="list-style-type: none"> <li>▪ Explain why animals rely either directly or indirectly on plant for food.</li> <li>▪ Explain the term food chain</li> <li>▪ Differentiate between herbivores, carnivores, and omnivores</li> <li>▪ Identify producers and consumers.</li> <li>▪ Identify other feeding relationships that exist in nature</li> <li>▪ Illustrate examples of food chains</li> <li>▪ Distinguish between food chain and food web</li> <li>▪ Draw simple food chain for aquatic and terrestrial habitats.</li> <li>▪ Predict the outcome if an organism is removed from a food web.</li> </ul>	<p>information to construct food chains and food webs.</p> <p>✓ Have students examine pictures of aquatic and terrestrial habitats and suggest examples of food chains (containing at least three organisms that can exist) and food webs.</p> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Observing</li> <li>- Investigating</li> <li>- Communicating (Recording)</li> <li>- Inferring</li> </ul> <p>✓ Have students work in small groups and read a hand-out on ‘Respiration in Living Things’, then communicate orally and in written form the following information:</p> <p>(a) substances needed for respiration</p>	<p>◆ <b>Assess written outdoor activity. The Report</b></p>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
	<b>1 week</b>	<b>4.3 Respiration</b>	<ul style="list-style-type: none"> <li>▪ Define respiration and relate the process to the products of photosynthesis.</li> <li>▪ Summarised respiration by means of word equation.</li> <li>▪ Identify oxygen as the main substance needed for respiration (aerobic).</li> <li>▪ Differentiate between respiration in presence of or absence of oxygen</li> <li>▪ Make model to show the interconnection between photosynthesis and respiration.</li> </ul>	<p>(b) by-products of respiration (c) the word equation for respiration.</p> <p>✓ After comparing the processes of respiration and photosynthesis, ask each student to draw an energy cycle diagram to show the interconnection between respiration and photosynthesis.</p> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Communicating</li> <li>- Observing</li> </ul> <p>✓ Have students work in groups on the following activity. Classify the given foods as staples, legumes and nuts, vegetables, fruits, food from animals,</p>	<p>◆ <b>Grade the energy cycle to show the interconnection between respiration and photosynthesis.</b></p>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM TWO: JANUARY TO MARCH</b>  <b>5) HEALTHY LIVING</b>	<b>2 weeks</b>	<b>5.1 Maintaining Good Health (Food and Health)</b>	<ul style="list-style-type: none"> <li>▪ Differentiate between term ‘food’ and ‘nutrients’.</li> <li>▪ Recall the nutrients present in foods that we eat.</li> <li>▪ State the use/importance of each nutrient</li> <li>▪ Classify food into six Caribbean food groups.</li> <li>▪ Prepare a pie chart to illustrate the recommended daily proportion of the six groups.</li> <li>▪ Explain what is meant by the term ‘balanced diet’.</li> <li>▪ Discuss the simply factors that determine the individual dietary needs</li> <li>▪ Plan a day’s balanced meal appropriate for a particular individual.</li> <li>▪ Evaluate food labels for the nutritive value of the packaged foods.</li> </ul>	<p>or fats and oils FOODS: egg, milk, cabbage, tomato, sweetsop, bread, gungo peas, soy bean oil, cornmeal porridge, fish, yam, mango, butter, carrot, beef.</p> <p>✓ Following a discussion on balanced diet, show students the meals/snacks that a 13 year old boy had on a particular day (see below) and ask them to identify which ones are examples of balanced meals/snacks and which ones are not, giving reasons.</p> <p>(A) One small boiled carrot Two tomato slices One glass water</p> <p>(B) One bag cheese trix One bag banana chips One bottle of soft drinks Bubble gum</p> <p>(C) One piece of friend chicken One cup boiled rice and peas Three tomato slices One glass cherry juice</p> <p>(D) One glass orange juice One scrambled egg Two slices lightly buttered brown bread One cup cocoa</p>	<b>◆ Grade students’ balanced meals</b>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
			<ul style="list-style-type: none"> <li>▪ Evaluate a day's diet for its caloric content and nutritive value</li> <li>▪ Infer that personal dietary choices greatly affect one's health so informed choices are vital.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Let each student plan a balance meal for breakfast, lunch and dinner and ask peers to critique the meal plans.</li> <li>✓ Have students collect labels from processed food items, eg. Cheese spread, bread and examine the labels of these food items. Students should note the ingredients present, determine the groups of foods present and the amount present. Then they should make a list of the food items that contribute to a healthy diet and discuss diseases that result from lack of different nutrients in the diet.</li> </ul> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Classifying</li> <li>- Inferring</li> </ul> <ul style="list-style-type: none"> <li>✓ After discussing and demonstrating tests for starch, protein and fat. Have groups of students carry out food test on known food substances. Each student should record his observations and inferences in tabular form.</li> </ul> <p><b>Process Skills:</b></p>	

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
	<b>2 weeks</b>	<b>5.2 Evaluating food by means of food tests</b>	<ul style="list-style-type: none"> <li>▪ Perform tests to identify nutrients in food substances (starch, protein and fat)</li> <li>▪ Use the dropper correctly</li> <li>▪ Make accurate observations during food tests</li> <li>▪ Infer the nutrients that are present in food substances based on food test results</li> <li>▪ Keep their work area tidy during the practical activity</li> <li>▪ Display safety consciousness for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>- Observing</li> <li>- Inferring</li> <li>- Recording</li> <li>- Manipulating Materials</li> </ul> <p>✓ Working as a group, let students analyse a scenario depicting bad health practices. Each group should record the advice they would give the person in the scenario and suggest measures to be taken to promote healthy living, giving reasons for the suggestions.</p> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>- Inferring</li> <li>- Communicating</li> </ul>	<p>◆ <b>Provide students with one unknown food substance and ask them to identify the nutrients</b></p>
	<b>1 week</b>	<b>5.3 Good Hygiene, Exercise, Rest and Health</b>	<ul style="list-style-type: none"> <li>▪ Explain the importance of good hygiene of one's self and surroundings to one's health</li> <li>▪ Explain how regular exercise and rest contribute to good health</li> <li>▪ Assess the lifestyle of others and recommend with reason, healthy changes, if necessary.</li> </ul>	<p>✓ Talk about how an atom is made up. Name the basic particles in the nucleus as protons and neutrons with the electrons moving around. Help students construct a model of the atom. Use paper circles from the paper punch machine to represent electrons, protons and neutrons (different colours for each sub-atomic particle). Have students make models of different atoms by pasting the circles onto paper.</p> <p>✓ Talk about the particles in an atom. Explain why an atom is electrically</p>	<p>◆ <b>Assess the quality of each group's advice</b></p>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>6) MORE ABOUT MATTER</b>	<b>2 weeks</b>	<b>6.1 Introduction to the Periodic Table</b>	<ul style="list-style-type: none"> <li>▪ State what the periodic table is.</li> <li>▪ Classify first twenty (20) elements as metal and non-metals.</li> <li>▪ State uses of some metals and non-metals.</li> <li>▪ Atom structure</li> <li>▪ Explain why atoms are neutral</li> <li>▪ Identify protons, neutron and electrons as particles making up atoms.</li> <li>▪ Differentiate between the sub-atomic particles (protons, neutrons and electrons) on the basis of their charges and location.</li> <li>▪ Interpret notation  <math display="block">\begin{matrix} A &amp; X \\ Z &amp; \end{matrix}</math>           Where A = mass number            Z = atomic number and            X = symbol of element         </li> </ul>	<p>neutral. Use models to help students to grasp the concepts of electrons and protons in an atom. Give examples of atoms showing how number of protons and electrons are the same eg.</p> <p>Hydrogen – one proton One electron</p> <p>Oxygen – eight protons Eight electrons</p> <p>Fluorine</p> <p>Sodium</p> <p>Aluminium</p> <p>✓ Provide students with a list of the names, symbols, atomic numbers and mass numbers of some elements. Have students complete simple exercises to determine the number of electrons, protons, or neutrons, given mass numbers and or atomic numbers (This should be done in a table).</p> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Making models</li> <li>▪ Using numbers</li> <li>▪ Investigating</li> <li>▪ Communicating</li> </ul>	<b>◆ Grade students table.</b>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>7) ENERGY 2 - HEAT, ELECTRICITY &amp; MAGNETISM</b>		<b>7.1 Heat, Transfer</b>	<ul style="list-style-type: none"> <li>▪ Differentiate between heat and temperature</li> <li>▪ Infer from experiment results (a) what conduction involves, (b) which of the two materials (glass or metal) is a better conductor, (c) how water molecules move when heated.</li> <li>▪ Determine from investigation which of two surfaces (dark and light or dull and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Various activities demonstrating, conduction, radiation and convection using metal rods, candle wax, lighted candle, a beaker with water, sawdust, crystals of Kool-aid in it, placed over a heat source.</li> <li>✓ Work-card activity - Give groups of students the following work-card activity.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">APPLIANCES THAT OPERATE USING HEAT TRANSFER</p> <ol style="list-style-type: none"> <li>1. List appliances that operate using heat transfer methods.</li> <li>2. In simple terms, explain how the transfer of heat takes place in each appliance.</li> </ol> </div> <p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Investigating</li> <li>▪ Observing</li> <li>▪ Inferring</li> <li>▪ Predicting</li> <li>▪ Communicating</li> </ul> <ul style="list-style-type: none"> <li>✓ Let students carry out activities in small groups to investigate static</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Assess students' work-card activity</b></li> </ul>



	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM THREE: APRIL TO JUNE</b>	2 weeks	<b>7.3 Electricity on the Move</b>	<ul style="list-style-type: none"> <li>▪ Define ‘electric current’ and ‘electric circuit’</li> <li>▪ Identify dry cells and batteries as sources of electrons</li> <li>▪</li> <li>▪ Draw a diagram to show the composition and structure of a dry cell</li> <li>▪ State why batteries should not be dumped carelessly.</li> <li>▪ List the components needed for a complete circuit.</li> <li>▪ Draw symbols to represent electrical devices used to set up simple circuit.</li> <li>▪ Differentiate between current and voltage</li> <li>▪ Use Ammeter and Volt-meter to measure current and voltage.</li> <li>▪ Set up and compare a series and parallel circuit.</li> <li>▪ Define electrical resistance and use a simple circuit to determine various effects on resistance and current.</li> </ul>	<p><b>Process Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Investigating</li> <li>▪ Manipulating Materials</li> <li>▪ Drawing</li> </ul> <p>✓ Let students use magnets to attract a variety of objects (metals and non-</p>	<ul style="list-style-type: none"> <li>◆ <b>Check list to assess students circuits.</b></li> <li>◆ <b>Mark their reports.</b></li> </ul>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
	<b>2 weeks</b>	<b>7.4 Magnetism</b>	<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-way plugs in electrical circuits.</li> <li>▪ State the relationship between power, current and voltage.</li> <li>▪ Read an electrical meter.</li> <li>▪ Calculate the quantity of electricity used.</li>   <li>▪ Perform and infer from simple experiments the properties of magnets.</li> <li>▪ Draw the magnetic field 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> </ul>	<p>metals). Result should be recorded in a table and general rule stated (i.e. a magnet can attract objects that are made of iron or steel).</p> <p>✓ Groups of 2-3 students could carry out the following word-card activity.</p> <p><b>WORKING WITH MAGNETS</b></p> <p>(a) Identify the poles of the magnet using iron fillings. (Wrap the magnet in one layer of paper before rolling the magnet in the iron fillings).</p> <p>(b) Using a compass, identify and label the north and south poles of the magnet.</p> <p>(c) Suspend the bar magnet horizontally so that it can move freely. Bring the north pole of another magnet towards each end of the suspended magnet and observe what happens. Record your observations.</p> <p>(d) Bring the south pole of the magnet towards each end of the suspended magnet and record your observations.</p> <p>(d) Record your inferences about magnets.</p> <p><b>Process Skills:</b></p>	<p>◆ <b>Mark Students' work-card activity.</b></p>

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
			<ul style="list-style-type: none"> <li>▪ Explain the use of electromagnets in everyday life.</li> <li>▪ Research a scientist involved in electricity, magnetism and electromagnetism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Investigating</li> <li>▪ Observing</li> <li>▪ Communicating</li> </ul>	

Jamaica College

Library Skills

Curriculum

Second Form/Grade 8

## LIBRARY SKILLS

### INTRODUCTION

The Library Skills curriculum is so designed that students will be stimulated and motivated to capitalize and maximize on all learning opportunities. It seeks to provide learning support in areas that will facilitate growth and learning in the various subject areas. Students will be exposed to various methods of finding and using information in an efficient manner whether in an online or off-line environment.

This curriculum will be delivered in an environment (library / classroom settings / Audio visual) that emphasizes and encourages discussions on the teaching and learning process. Students will be actively engaged in hands-on activities to emphasize learning or the process of acquiring information skills and how to apply them effectively and efficiently in not only Library Skills but other subject areas.



	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM TWO: JANUARY TO APRIL</b>		<p data-bbox="663 378 916 407"><b>3. Parts of a Book</b></p> <p data-bbox="663 964 1005 993"><b>4. The library catalogue</b></p>	<p data-bbox="1069 196 1413 225">Students should be able to:</p> <ul data-bbox="1069 378 1682 993" style="list-style-type: none"> <li>▪ Identify the three main parts of the book</li> <li>▪ List the pages found in the preliminary and subsidiary pages of a book</li> <li>▪ State the purpose of the book's binding</li> <li>▪ Explain the similarities and differences between the table of content and the index</li> <li>▪ Use cross references ( see and see also) to locate information in the book</li> <li>▪ Write a bibliography for a book using information from the title page and the copyright page</li> <li>▪ Explain the importance of graphic aids in a book</li>   <li>▪ Explain what is the library's catalogue</li> </ul>	<p data-bbox="1723 378 2241 521">Students will do a matching activity where they will write a bibliography for a book using information from the title page and the copyright page.</p> <p data-bbox="1723 561 2233 667">Students will write a bibliography for a book using information from the title page and the copyright page.</p>	

	<b>Duration</b> 1 hr=1class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>TERM THREE: APRIL TO JUNE</b>		<b>5. Arrangement of materials</b>	<ul style="list-style-type: none"> <li>▪ Name the three main headings used to shelf the books in a library</li> <li>▪ Explain the difference between fiction, non-fiction and reference</li> <li>▪ Identify books belonging to each category</li> <li>▪ Explain the different types of fiction</li> <li>▪ Explain how the non-fiction collection is shelved</li> <li>▪ State the three types of classification systems</li> <li>▪ Use the Dewey Decimal System to locate books within their school library</li> <li>▪ Define the term “reference source”</li> <li>▪ State the purposes and usages of reference sources</li> <li>▪ Evaluate the effectiveness of these reference sources.</li> </ul>	<p>Students will be required to find at least five different types of Aesop’s fables and state the moral of the story.</p> <p>Students will be required to use the Dewey Decimal Classification to find books in their library.</p> <p>Students will be placed into groups and be asked to make a presentation on each of the type of reference sources.</p>	

Jamaica College  
Mathematics  
Curriculum  
Second Form/Grade 8

# MATHEMATICS

The Grade 8 curriculum begins to lay the basis for CSEC preparation with It seeks to reinforce and expand on what students learned about the main components of Mathematics in Grade 7. The focus is on:

- 1) Problem solving
- 2) Commujnicating mathematical ides
- 3) Mathematical Reasoning
- 4) Applying Mathemtics

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>	<b>Continuous</b>	<b>VOCABULARY AND SYMBOL DEVELOPMENT</b>  <b>MATH SYMBOLS AND GEOMETRICAL FIGURES</b>	<ul style="list-style-type: none"> <li>▪ Understand the meaning of words that are peculiar to mathematics and are used only in the context of mathematics</li> <li>▪ Apply the meaning of these words</li>   <li>▪ Correctly use Mathematical Symbols and Geometrical figures in order to set out solutions to problems in an orderly manner</li> </ul>	✓ Build up a list of words and their meaning in order to improve the knowledge and confidence	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>- <b>Teacher made</b></li> <li><b>Text book work</b></li>   <li>❖ <b>Home work</b></li> <li>- <b>Text book work</b></li> <li>❖ <b>Unit Test</b></li> <li>❖ <b>Examination</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
1)	3 weeks	<u><b>FRACTIONS</b></u>	<ul style="list-style-type: none"> <li>▪ Identify different types of fractions</li> <li>▪ Perform all four (4) basic mathematical operations</li> <li>▪ Solve CXC fraction problems</li> </ul>	<ul style="list-style-type: none"> <li>✓ Worded problems</li> <li>✓ Build up a list of words and their meaning in order to improve the knowledge and confidence</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
2)	2 weeks	<u><b>DECIMALS</b></u>	<ul style="list-style-type: none"> <li>▪ Perform all four (4) basic mathematical operations</li> <li>▪ Approximate to decimal places</li> <li>▪ Write given figures in standard form (Scientific Notation)</li> <li>▪ Approximate significant figures</li> <li>▪ Solve CSC questions on decimals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Worded problems</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
3)	1 week	<u><b>SQUARE AND CUBE ROOTS</b></u>	<ul style="list-style-type: none"> <li>▪ Find the square roots of given numbers</li> <li>▪ Find the cube roots of given numbers</li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
4)	2 weeks	<u><b>TRANSPOSITION</b></u>	<ul style="list-style-type: none"> <li>▪ Define a formula</li> <li>▪ Derive and construct formulae</li> <li>▪ Evaluate formulae</li> <li>▪ Identify rules to transpose formulae</li> <li>▪ Transpose formulae</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use teaching aids to derive formulae</li> <li>✓ Use beam balance or tug of war to explain the rules of transposition</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
5)	2 weeks	<u><b>NEGATIVE NUMBERS</b></u>	<ul style="list-style-type: none"> <li>▪ Draw number to represent both negative and positive numbers</li> <li>▪ Use the commutative and associative laws to add negatives numbers</li> <li>▪ Subtract negatives</li> <li>▪ Use the commutative, associative and distributive law to multiply negative numbers</li> <li>▪ Do division with negative numbers</li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
6)	2 weeks	<u><b>EQUATIONS AND INEQUATIONS</b></u>	<ul style="list-style-type: none"> <li>▪ Solve linear equations in one unknown</li> <li>▪ Solve simple linear equations in one unknown</li> <li>▪ Find the solution set for linear equations and inequations in one unknown</li> <li>▪ Solve equations involving fractions</li> <li>▪ Solve inequations involving fractions</li> <li>▪ Use linear equations and linear inequations to solve worded problem</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use beam balance, sea-saw or tug of war to explain how to solve equations and inequations.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
<b>TERM TWO: JANUARY TO MARCH</b>					
7)	3 weeks	<u><b>SETS</b></u>	<ul style="list-style-type: none"> <li>▪ Use a set builder notation to describe</li> <li>▪ Identify the empty set</li> <li>▪ Identify and distinguish between sets which are equal and which are equivalent</li> </ul>	<ul style="list-style-type: none"> <li>✓ Let students group and classify various objects, place or people.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
8)	2 weeks	<u>STATISTICS</u>	<ul style="list-style-type: none"> <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 elements</li> <li>▪ Find the compliment of a set given the universal set</li> <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 diagram to show subsets, compliments, intersection and union of 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> <ul style="list-style-type: none"> <li>▪ Determine the mean, mode and median from a given set of data</li> <li>▪ Construct a frequency table using raw data</li> <li>▪ Calculate the mean, mode and median from a frequency table</li> <li>▪ Identify a bar chart, histogram, line graph and pie chart</li> <li>▪ Represent numerical and statistical data using the above diagrams</li> </ul>	<ul style="list-style-type: none"> <li>✓ Let students collect data.</li> <li>✓ Use various statistical diagrams to represent the collected data</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul> <ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
9)	3 weeks	<b><u>RELATIONS AND FUNCTIONS</u></b>	<ul style="list-style-type: none"> <li>▪ Find mean, mode, median from the diagrams</li> <li>▪ Interpret data</li>   <li>▪ Recognize 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>▪ Plot the graph of linear equations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use family relationship to explain relation and function.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
10)	2 weeks	<b><u>PROFIT AND LOSS</u></b>	<ul style="list-style-type: none"> <li>▪ Define cost price, selling price, profit and loss</li> <li>▪ Calculate profit and loss given cost and selling price</li> <li>▪ Calculate percentage profit or loss</li> <li>▪ Calculate profit or loss given percentage profit and cost price</li> <li>▪ Calculate selling price given percentage profit and cost price</li> </ul>	<ul style="list-style-type: none"> <li>✓ Let students form imaginary business</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM THREE APRIL TO JUNE</b>					
11)	1 week	<u>INDICES</u>	<ul style="list-style-type: none"> <li>▪ Identify the laws on indices</li> <li>▪ Expand terms in order to simplify</li> <li>▪ Use the laws of indices to simplify an expression</li> </ul>	<ul style="list-style-type: none"> <li>✓ Give students CXC questions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
12)	1 week	<u>MEASUREMENT</u>	<ul style="list-style-type: none"> <li>▪ Define a plane figure</li> <li>▪ Find the perimeter of plain figures: rectangles, squares, triangles, parallelograms, trapeziums and circles (revision)</li> <li>▪ Find unknown sides given perimeter</li> <li>▪ Find perimeter of compound figures</li> <li>▪ Find the area of plane figures</li> <li>▪ Find unknown side given area.</li> <li>▪ Solve worded problems on perimeter and area of plane figures</li> <li>▪ Find (1) length of an arc, (2) area of a sector</li> </ul>	<ul style="list-style-type: none"> <li>✓ CXC type questions</li> <li>✓ Worded questions</li> <li>✓ Let students measure and calculate the area of their classroom, basketball court, football field, etc.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>13)</b>	<b>1 week</b>	<b><u>DISCOUNT AND SALES</u></b>	<ul style="list-style-type: none"> <li>▪ Define discount, sales, tax (G.C.T.)</li> <li>▪ Calculate discount, sales and tax when they are given as percentages.</li> <li>▪ Calculate market price when discount is give or tax is added.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Let students check stores such as Learner’s Shop, Courts, Go West, etc. for marked price and percentage discount or sale. Ask them to calculate the discount or sale in class.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>
<b>14)</b>	<b>1 weeks</b>	<b><u>SIMPLE INTEREST</u></b>	<ul style="list-style-type: none"> <li>▪ Identify interest, rate of interest, principal, time and amount</li> <li>▪ Find interest on given investment or loans</li> <li>▪ Find the unknown values given simple interest (rate, interest, time, principal)</li> <li>▪ Solve problem</li> </ul>	<ul style="list-style-type: none"> <li>✓ Let students carry out research on some of the various loan or investment industry about their interest rate, time to repay, interest and minimum and maximum to amount that can be borrowed or invested.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Class work</b></li> <li>❖ <b>Home work</b></li> <li>❖ <b>Test</b></li> </ul>

Jamaica College  
Social Studies  
Curriculum  
Second Form/Grade 8

## SOCIAL STUDIES CURRICULUM

### **Introduction**

The Grade Eight Curriculum is designed to introduce students to three very different but similar subjects: History, Social Studies and Geography.

The History component of the curriculum exposes the students to the rich and magnificent history of Jamaica College.

The Social Studies component exposes the students to topics such as the Jamaican coat of arms and motto, our national heroes and our cultural heritage.

It should be noted that this section is an adaptation of the Reform of Secondary Education (R.O.S.E.) National Curriculum Guide.

The Geography component introduces students to fundamental map work skills.

At the end of Grade Eight, students will possess the skills and knowledge necessary for successful completion of their end of year examination and the prerequisite for comprehension and successful learning of higher order concepts pertinent to the CXC – CSEC curriculum.

(N.B. Majority of this curriculum was copied from Teacher's Guide-Grades 7-9: Social Studies [Government of Jamaica/World Bank Reform of Secondary Education R.O.S.E.] M.O.E. & C, Kingston, Jamaica November, 1998

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>	<b>5 weeks</b>	<b>A) Jamaica: Physical Characteristics</b> <ul style="list-style-type: none"> <li>▪ <b>Position and size</b></li> <li>▪ <b>Political divisions parishes, capitals, counties</b></li> <li>▪ <b>Physical features – mountains, valleys, rivers and plains</b></li> <li>▪ <b>Weather and climate</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify Jamaica on Caribbean map, world map and globe.</li> <li>• State latitudinal and longitudinal position of Jamaica</li> <li>• Give the position and distance of Jamaica relative to other Caribbean territories, relief features.</li> <li>• Identify the political or administrative divisions of Jamaica.</li> <li>• Trace maps of Jamaica showing the location of various rivers, mountains and plains.</li> <li>• Explain the value of mountains, plains, rivers and other relief features.</li> <li>• Distinguish between weather and climate.</li> <li>• List elements of weather and instruments; identify the main climatic zones on the earth.</li> <li>• State the location and characteristics of each zone.</li> <li>• State the main climatic characteristics of Jamaica – temperature, rainfall, winds</li> <li>• State the racial/ethnic composition of Jamaica’s population.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describing the position of Jamaica in terms of: (a) latitude and longitude and (b) direction from certain countries, e.g. Florida, Cuba, Venezuela, Haiti and Panama</li> <li>✓ Viewing slides/pictures/map depicting the main physical features/formation to be found in Jamaica, e.g., rivers, valleys, mountains, plains and listing characteristics of these features.</li> <li>✓ Defining and using words such as volcanoes, waterfall, plateau, coral, plain, alluvial, erosion, cycle, valley, watershed, to construct <i>Word-Find/Fill in the blanks</i> exercises.</li> <li>✓ Playing word games and puzzles.</li> <li>✓ Shading simple relief features on a map of Jamaica.</li> <li>✓ Writing a brief description of the physical features found in Jamaica using only map evidence from atlas.</li> <li>✓ Watching/listening to weather forecasts on television/radio for a week, recording temperatures of</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Objective type items</b></li> <li>❖ <b>Essay type answers</b></li> <li>❖ <b>Samples of students’ work</b></li> <li>❖ <b>Monthly test</b></li> <li>❖ <b>End of term examination</b></li> <li>❖ <b>End of year test</b></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Jamaica: A Junior Geography: By Allen-Vassell &amp; Browne Jamaica</b></li> <li>❖ <b>Secondary</b></li> </ul>

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
	<b>6 weeks</b>	<b>B). Human Interaction:</b> <ul style="list-style-type: none"> <li>▪ <b>Population – composition and distribution</b></li> <li>▪ <b>Settlement types and patterns</b></li> <li>▪ <b>Population movements:</b></li> </ul> <b>Migration</b> <ul style="list-style-type: none"> <li>○ <b>Rural-urban migration</b></li> <li>○ <b>Urban-rural migration</b></li> <li>○ <b>Regional migration</b></li> <li>○ <b>International migration</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the population structure – age group, gender, workforce, dependent groups.</li> <li>• Explain the importance of collecting population data.</li> <li>• Identify areas of low, moderate, high population density in Jamaica.</li> <li>• Describe types and patterns of settlement – rural, urban, linear, dispersed clustered.</li> <li>• Describe types of migration – causes, effects and solutions to the problem of migration.</li> </ul>	<p>Mandeville, Kingston, and Montego Bay and discussing the differences in temperatures recorded.</p> <ul style="list-style-type: none"> <li>✓ Comparing the birth rate figures for Jamaica and other Caribbean countries.</li> <li>✓ Making up crossword puzzles of key words relating to the topic</li> <li>✓ Discussing the reasons for population control.</li> <li>✓ Drawing a comic strip to show push and pull factors in migration.</li> <li>✓ Examining a population pyramid and writing notes about what it indicates about a country.</li> </ul>	<p><b>Social Studies Book 2 Jamaica: Land And People</b> <b>By Pam Morris, Sonia Robinson -Glanville and Wintlett Brown</b></p> <p>❖ <b>Social Studies for Caribbean Examinations</b> <b>by I. Waterman</b></p> <p>❖ <b>SSTP/Ministry of Education and Culture: Working Together, SSTP Social Studies for Grade 8 Teachers, 1996</b></p> <p>❖ <b>Our Island Jamaica</b> <b>By Mike Morrissey</b></p>
	<b>7 weeks</b>	<b>C) Human Environment Interaction:</b> <ul style="list-style-type: none"> <li>▪ <b>Classification of human activities into primary, secondary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify ways how people make a living.</li> <li>• Trace maps of Jamaica showing the location of fishing, mining, farming and tourist areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Examining a handout giving information on primary, secondary and tertiary industries and writing what they understand about each.</li> <li>✓ Locating and naming main fishing</li> </ul>	

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
		<p><b>and tertiary industries</b></p> <ul style="list-style-type: none"> <li>▪ <b>Farming – peasant and commercial</b></li> <li>▪ <b>Fishing – inland, inshore, offshore</b></li> <li>▪ <b>Mining – bauxite, etc.</b></li> <li>▪ <b>Manufacturing – Agro-industry, alumina processing, etc.</b></li> <li>▪ <b>Transport – road, rail, water, air.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the methods and techniques used in the sugar cane and bananas, fishing and bauxite mining industries.</li> <li>• Analyze the advantages and disadvantages of each industry to Jamaica’s economy.</li> <li>• Assess the extent to which Jamaica’s economy productivity can be enhanced through the development and use of new technology</li> <li>• Identify new strategies use to improve the agriculture, mining and manufacturing industry.</li> </ul>	<p>areas, inshore and offshore, on a map of Jamaica.</p> <ul style="list-style-type: none"> <li>✓ Answering questions based on cartoon (c) showing marine pollution and its effect on fish life.</li> <li>✓ Interpreting flow chart of processing of bauxite and describing the steps in sequential order.</li> <li>✓ Working in small groups on slogans and posters which advertise various products manufactured in Jamaica</li> <li>✓ Making field trip to a ‘farm’ which grow a traditional commercial crop; using field work sheet while on field trip.</li> <li>✓ Viewing slides/film strips, photographs on particular crops.</li> <li>✓ Producing neat, accurate maps of Jamaica showing the positing of the main rods, railways and airport.</li> <li>✓ Role playing correct road safety procedures and incorrect road practices.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Caribbean and the Wider World Bk. 3 By Braithwaite et al.</b></li> <li>❖ <b>Caribbean Social Studies Atlas</b></li> <li>❖ <b>Skills in Geography in Secondary School By V. A. Rahil</b></li> </ul>



	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
	7 weeks	<b>C) Moving Goods and People: Jamaica's Regional and International Links</b>	<ul style="list-style-type: none"> <li>▪ Economic linkages with tourism</li> <li>▪ Impact of tourism on Jamaica: economically, culturally and on the environment</li> <li>• Assess the impact of tourism on Jamaica: economically culturally and on the environment.</li> <li>• Define and use correctly the following concepts: regional port, Freeport, transshipment, customs, duties, free trade, tariff export, foreign exchange.</li> <li>• Identify and name on maps of Jamaica and the Caribbean the major seas and airports.</li> <li>• List the main airline and shipping lines that fly Caribbean routes.</li> <li>• Explain the regulations governing the movement of goods and people in and out of the country.</li> <li>• Identify the main products traded between Jamaica and the Caribbean lands.</li> <li>• Discuss the movement of people within and outside the Caribbean.</li> <li>• Discuss the role of Kingston as a transshipment port.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Using maps of Jamaica and the Caribbean to locate and name the chief airports and seaports, towns and cities.</li> <li>✓ Writing letters to the press or management of Air Jamaica, B.W.I.A. and use these experiences to identify some of the problems which exist.</li> <li>✓ Dramatizing processes involved in preparing to journey out of Jamaica for the first time</li> <li>✓ Making word games and puzzles.</li> <li>✓ Discussing the effects of industrial action on the movement of goods and hence the economy of Jamaica.</li> <li>✓ Interviewing resource persons about contraband goods.</li> </ul>	

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>3) TERM THREE: APRIL TO JUNE</b>	<b>10 weeks</b>	<b>D) Social Issues: Rights and Responsibilities of Workers and Employers</b>	<ul style="list-style-type: none"> <li>Define and use correctly the following concepts: industrial action, strike, and work to rule, sick out, arbitration, collective bargaining, employer and employee.</li> <li>State and discuss laws governing the rights of employers and employees.</li> <li>Identify the main organizations involved in protecting workers' rights and employers' rights.</li> <li>Assess the main procedures used by both employers and employees to obtain their rights</li> <li>Evaluate the importance of union and other organizations to workers and employers.</li> <li>Describe the development of the trade union movement in Jamaica.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Discussing workers' and employers' rights and responsibilities as students at school and children at home.</li> <li>✓ Dramatizing workers of different categories discussing the job situation from the point of view of working conditions, pension rights, fringe benefits.</li> <li>✓ Proposing additions or deletions to workers' and employers' rights and responsibilities</li> <li>✓ Discussing how unions can be more helpful to their clientele.</li> <li>✓ Forming a 'class union' to protect students' rights.</li> </ul>	
	<b>10 weeks</b>	<b>A) Nation Building: i) Our Government and How it Works</b>	<ul style="list-style-type: none"> <li>Define and use correctly the following concepts: executive, judiciary, legislative, government, democracy, adult suffrage, independence, law, cabinet, constitution, (upper and lower house) senate, house of representatives.</li> <li>Explain the importance of rules in the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keeping a scrapbook on government.</li> <li>✓ Designing an election poster.</li> <li>✓ Producing pictures/poster to show how government helps people.</li> <li>✓ Writing sentences about government and how government</li> </ul>	

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
	<b>3 weeks</b>	<b>B) Rights, Freedoms and Responsibilities of Jamaica</b>	<p>home, school, community and nation.</p> <ul style="list-style-type: none"> <li>• Explain the term government.</li> <li>• Describe characteristics/elements of government.</li> <li>• Describe the type of government in Jamaica</li> <li>• Outline the main developments that took place from 1938-1962 leading to our present system of government.</li> <li>• Identify and distinguish between the legislative, executive, and judicial arms of government.</li> <li>• Explain what universal adult suffrage is and how government is selected.</li> <li>• Suggest and discuss factors which influence the individual's right to vote.</li> <li>• Explain how a law comes into being.</li> <li>• Identify and describe the role of law enforcers.</li> </ul> <ul style="list-style-type: none"> <li>• Outline and discuss the rights and freedoms of citizens as contained in the Jamaican Constitution.</li> <li>• Identify cases of infringement of the rights and freedoms of the individual.</li> <li>• Discuss the responsibilities of the individual citizen in society.</li> <li>• Relate biographical data on Garvey.</li> </ul>	<p>helps people in their community.</p> <ul style="list-style-type: none"> <li>✓ Making organization chart showing structure of the school – principal, teachers, monitors, students, and ancillary staff.</li> <li>✓ Interpreting organizational charts/diagrams and discussing relationship on the chart.</li> <li>✓ Simulating voting by ballot for student councillors class leaders.</li> <li>✓ Discussing current local and national issues related to government.</li> <li>✓ Answering questions about government.</li> <li>✓ Categorizing services provided by our government.</li> </ul> <ul style="list-style-type: none"> <li>✓ Collecting newspaper articles with reports of incidents which are a violation of the individual's rights and freedoms.</li> <li>✓ Discussing citizen's rights and freedoms as contained in the constitution.</li> </ul>	

	<b>Duration</b> 1 hr = 1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
	<b>6 weeks</b>	<b>C) Nation Builders: The Right Honourable Marcus Garvey</b>	<ul style="list-style-type: none"> <li>• Discuss Garvey’s contribution to the struggle for workers’ rights.</li> <li>• Identify and discuss the main ideas of Garvey with respect to racial pride, anti-colonialism, African/Black Nationalism, self- reliance.</li> </ul> <p>Project: <b><i>Other Nation Builders</i></b> Students are expected to produce a detailed project on a nation builder from one of the following fields:</p> <ul style="list-style-type: none"> <li>- Nursing</li> <li>- Sports</li> <li>- Agriculture</li> <li>- Politics</li> <li>- Social Work</li> <li>- Art</li> <li>- Literature</li> <li>- Dance</li> <li>- Theatre</li> <li>- Music</li> <li>- Education/Academia</li> </ul> <p>See page 132 in the ROSE Social Studies Teacher’s Guide for the names in each field.</p>	<ul style="list-style-type: none"> <li>✓ Making a collage of words/concepts associated with Garvey.</li> <li>✓ Reciting and explaining famous Garvey saying.</li> <li>✓ Making up and answering a quiz on Garvey.</li> <li>✓ Making up and answering a quiz on Garvey.</li> <li>✓ Developing a comic strip or cartoon illustrating some people’s perception of Garvey and how it was derived.</li> <li>✓ Developing a fact sheet on Garvey.</li> <li>✓ Listening to song, e.g.</li> <li>✓ (a) Peter Tosh’s “Equal Rights”, and discussing whether or not it symbolizes Garvey’s struggles.</li> <li>✓ (b) The Wailers, ‘Get Up, Stand Up For Your Right’, and discussing in relation to Garvey’s methodology (c) The “Black Star Line”, a Repatriation song.</li> </ul>	

Jamaica College  
Spanish  
Curriculum  
Second Form/Grade 8

## MODERN LANGUAGES – SYLLABUS AND CURRICULUM

### SPANISH

#### **Overview**

The syllabus is intended to help students acquire the basic language skills so that they can function in every-day situations. Attention will be given to the development of the four skills of language-learning: speaking, reading, listening and writing. Students should be able to understand and reproduce the language as spoken and written simply, on every-day topics. Teachers will employ an acceptable method (or a combination) to bring about the desired objective. Exercises geared towards the development of the given language skills will both be receptive and productive.

They will include

- Listening and reading comprehension.
- Reading aloud to reproduce the sounds and form of the foreign language
- Participating in simple conversations on everyday topics
- Responding to situations
- Translations into target language
- Completing dialogues
- Writing simple letters and compositions.

Students will be exposed to the cultural practices of Spanish speaking countries and will be encouraged to participate in Spanish festivals, quiz competitions, field trips, modern languages club, exhibitions and, hopefully, trips to Hispanic countries.

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			Students should be able to:		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>					
1)	6 weeks	<ul style="list-style-type: none"> <li>○ Greetings</li> <li>○ Introducing yourself and other people</li> <li>○ Personal Possessions</li> <li>○ Definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>▪ Introduce themselves and other people in Spanish</li> <li>▪ Talk about members of their immediate family</li> <li>▪ State their names and that of their immediate family members:  <b>Me llamo/soy/mi nombre es</b> <b>Se llama</b></li> <li>▪ Identify personal possessions and those of other persons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to and <b>role play</b> greetings and goodbyes for the different times of the day (Buenos dias, buenas tardes, buenas noches)</li> <li>✓ <b>(Direct Teaching)</b> Introduce self and others after listening to teacher in class.</li> <li>✓ Listen and respond orally and in writing to simple questions to identify objects using the correct articles <ul style="list-style-type: none"> <li>- Mio/tuyo/suyo/nuestro</li> <li>- Este/esta/estos/estas</li> </ul> </li> <li>✓ <b>(Questioning)</b> Ask and respond to questions using 'de' + name to guess mystery belonging of classmates.</li> <li>✓ Respond to yes/no, either/or questions when identifying the owner of objects.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Unit Test</li> <li>❖ Homework</li> <li>❖ Sentence completion</li> <li>❖ Situational responses</li> <li>❖ Oral Reading</li> <li>❖ Role play, mini dialogues</li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			Students should be able to:		
<b>2)</b>	<b>6 weeks</b>	<b><u>My Relatives</u></b>	<ul style="list-style-type: none"> <li>▪ Introduce themselves and members of their families               <ul style="list-style-type: none"> <li>- Mi mamá se llama ...</li> </ul> </li> <li>▪ Describe themselves and others</li> <li>▪ Using the verb SER to state their nationalities and that of others</li> <li>▪ Discuss what language they speak</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to taped material of teacher introducing self and others</li> <li>✓ Make a scrapbook and label pictures in Spanish of various nationalities</li> <li>✓ Ask and answer questions orally and in writing related to nationalities and languages</li> <li>✓ Discussion</li> <li>✓ Questioning</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Unit Test</b></li> <li>❖ <b>Homework</b></li> <li>❖ <b>Sentence completion</b></li> <li>❖ <b>Situational Responses</b></li> <li>❖ <b>Role Play Exercises</b></li> </ul>
		<ul style="list-style-type: none"> <li>○ <b>Introductions of persons</b></li> <li>○ <b>Description of self and others</b></li> <li>○ <b>Stating nationalities and the language spoken in these countries</b></li> </ul>			
<b>3)</b>	<b>4 weeks</b>	<b><u>Going Shopping</u></b>	<ul style="list-style-type: none"> <li>▪ Identify various items/types of clothing</li> <li>▪ Go shopping for clothing, stating fabric, colours and sizes as well as commenting on how they fit</li> <li>▪ Express their preferences in relation to clothing., stating their likes, dislikes and preferences.</li> <li>▪ Acquire an adequate base of grammatical structures, vocabulary and communicative skills through a variety of practical, real life</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students will make a clothing catalogue labelling articles of clothing in Spanish (Pair Work)</li> <li>✓ Group Work – Role play, mini-dialogues between a store clerk and a customer, commenting on fabric, colour, size and fit.</li> <li>✓ Listening to recorded information</li> <li>✓ Reading dialogues, playing roles</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Unit Test</b></li> <li>❖ <b>Homework</b></li> <li>❖ <b>Labelling and colouring items of clothing</b></li> <li>❖ <b>Situational Responses</b></li> <li>❖ <b>Scrap Book</b></li> <li>❖ <b>Sentence</b></li> </ul>
<b>TERM ONE: JANUARY TO MARCH</b>					

	<b>Duration</b>	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
<b>4)</b>	<b>3 weeks</b>	<u><b>The Human Body</b></u> <ul style="list-style-type: none"> <li>○ <b>Parts of the body</b></li> <li>○ <b>Positive Commands using the parts of the body</b></li> </ul>	situations stated above <ul style="list-style-type: none"> <li>▪ Identify various parts of the body</li> <li>▪ Give and carry out positive commands using the parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>✓ Drawing and labelling parts of the body.</li> <li>✓ Solve find-a-word puzzle with arts of the body.</li> <li>✓ Complete sentences by filling in the blanks with the command form of the verb using part of the body e.g. abre la boca!</li> <li>✓ Create and role play dialogues for given scenarios, for example at the dentist, including the use of positive commands and parts of the body</li> </ul>	<b>Completion</b> <ul style="list-style-type: none"> <li>❖ <b>Unit Tests</b></li> <li>❖ <b>Homework</b></li> <li>❖ <b>Sentence Completion</b></li> <li>❖ <b>Situational Responses</b></li> <li>❖ <b>Role Play Exercises</b></li> </ul>
<b>5)</b>	<b>4 weeks</b>	<u><b>My Community</b></u> <ul style="list-style-type: none"> <li>○ <b>Describing places and things in Spanish</b></li> <li>○ <b>Comparing things and distances</b></li> <li>○ <b>Saying where places are located in Spanish</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Utilize <u>adjectives</u> to describe places and things (Lindo, grande, magnífico, antiguo ...)</li> <li>▪ Use the appropriate structures to compare things and distances (tan ... como, más ... que, Que ... tan!)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen to and read statements of description, e.g.</li> <li>- La regla es tan larga como el lápiz</li> <li>✓ Identify descriptive statements as True or False.</li> <li>✓ Apply the principle of 'concordancia' to utilize the</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Unit Test</b></li> <li>❖ <b>Sentence Completion</b></li> <li>❖ <b>Draw and label in Spanish a layout of their community,</b></li> </ul>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			Students should be able to:		
6)	3 weeks	<ul style="list-style-type: none"> <li>○ <b>Classroom objects</b></li> <li><b>How Do I Get To ...? Para ir a ...?</b></li> <li>○ <b>Naming the cardinal points on the compass</b></li> <li>○ <b>Locate places and talk about the neighbourhood</b></li> <li>○ <b>Ask and give directions</b></li> <li>○ <b>ESTAR and stating</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the verb <b>ESTAR</b> to state location of places (El banco esta ...)</li> <li>▪ Utilise the appropriate vocabulary to state the exact location of places: enfrente de/al lado de/cerca de/debajo de/enfrente de/lejos de encima de/detras de/junto a</li> <li>▪ Identify and state the cardinal points <ul style="list-style-type: none"> <li>- Al norte de</li> <li>- Al este de</li> <li>- Al sur de</li> <li>- Al oeste de</li> </ul> </li> <li>▪ Locate places using the cardinal points</li> <li>▪ Further describe their neighbourhood</li> <li>▪ Ask and give directions in Spanish</li> <li>▪ Relate to directions given in Spanish in</li> </ul>	<ul style="list-style-type: none"> <li>correct form of adjectives to match nouns (adjectives and nouns agreement)</li> <li>✓ Ask and respond to questions about the location of classroom objects (a) ¿Dónde está la pluma? La pluma está al lado de la regla.</li> <li>✓ Write short paragraphs describing their communities including the location of several buildings.</li> <li>✓ Fill in the names of countries on a blank map</li> <li>✓ Ask and respond to questions about the location of places in Jamaica</li> <li>✓ Compose sentences illustrating the use of ‘estar’ when stating location.</li> <li>✓ Give directions to different locations.</li> </ul>	<ul style="list-style-type: none"> <li><b>identifying key buildings.</b></li> <li>❖ <b>Identify and label classroom objects in Spanish</b></li> <li>❖ <b>Find location on a layout of a community/school/commercial centre based on direction given in Spanish</b></li> <li>❖ <b>Unit Test</b></li> <li>❖ <b>Sentence Completion</b></li> <li>❖ <b>Written exercises from the prescribed text</b></li> <li>❖ <b>Preparation of mini dialogues between:</b></li> </ul>

	<b>Duration</b>	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			Students should be able to:		
		<b>location</b>	order to find their way if they get lost	✓ Ask and respond to questions if they are lost ... (¿Cómo puedo llegar al Hotel Miramar?)	<p><b>(a) A police officer and a lost person</b></p> <p><b>(b) A tourist and a native</b></p> <p>❖ <b>Draw and label places on maps</b></p> <p>❖ <b>Situational responses</b></p>

Jamaica College  
Technical Drawing  
Curriculum  
Second Form/Grade 8

# JAMAICA COLLEGE

## INDUSTRIAL EDUCATION DEPARTMENT

### TECHNICAL DRAWING COURSE OUTLINE GRADES 8 & 9

#### Rationale for Teaching Technical Drawing

It is generally recognized that Technical Drawing is the language of communication of Technical/Vocational occupations and as such, has widespread application in the life of consumers.

It is being recommended, therefore, that every student at Jamaica College have, at the minimum, a basic knowledge of Technical Drawing.

#### AIM OF COURSE

- a) To develop on geometric principles and skills at the Second Form Level
- b) To give students the necessary pre-requirement skills and knowledge, before Selecting Technical Drawing at the CSEC Level.

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>					
<b>1) INTRODUCTION TO TECHNICAL DRAWING</b>	Week 1	<b>Introduction to Technical Drawing</b>	<ul style="list-style-type: none"> <li>○ Define ‘Technical Drawing’</li> <li>○ Identify career fields which utilize Technical Drawing</li> <li>○ Identify types of Technical Drawing</li> </ul>	<b>Discussion</b> Definition of Technical Drawing Career Fields Types of Technical Drawing Types of Drafting (Manual & CAD)	
<b>2) INSTRUMENTS, LETTERING, LINES, DIMENSTIONS</b>	Week 2	<b>Material And Equipment</b> <ul style="list-style-type: none"> <li>• <b>Pencil</b></li> <li>• <b>Drawing Paper</b></li> <li>• <b>Drawing boards</b></li> <li>• <b>Set-squares</b></li> <li>• <b>Compasses</b></li> <li>• <b>Tee-square</b></li> <li>• <b>Scales</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Select quality drawing pencils.</li> <li>○ Identify at least two (2) sizes of drawing sheets.</li> <li>○ Identify and select appropriate drawing board for use.</li> <li>○ Identify and select set-squares.</li> <li>○ Identify and select appropriate compasses</li> <li>○ Identify and select tee-square that correspond to the board</li> <li>○ Identify and select appropriate scale</li> </ul>	<ul style="list-style-type: none"> <li>- Show samples of pencils</li> <li>- Show samples of drawing sheets</li> <li>- Show samples of drawing board and table</li> <li>- Show samples of set-square(and identify angles on the set-square)</li> <li>-Show samples of different types of compasses</li> <li>- Show samples of different types of tee-squares.</li> <li>- Identify all the scales available and appropriate at this stage.</li> </ul>	<b>Written Quiz</b> - with pictures of instruments for identification. May include simple questions on specified use of particular instruments.
<b>PRELIMINARY UNIT:</b>	Weeks	<b>Fastening paper to</b>	<ul style="list-style-type: none"> <li>○ Square paper using tee-square</li> </ul>	<b>Demonstration</b>	<b>Class Exercise:</b>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>PREPARTING THE DRAWING SHEET</b>	3-4	<b>drawing board</b>	<ul style="list-style-type: none"> <li>○ Fasten paper using drafting tape.</li> <li>○ Border drawing sheet using tee-square and set-square.</li> </ul>	How to square paper on board using tee-square and set square.	Grading of Drawing Sheet with border and Completed Title Block
		<b>Border/ Title Block</b>		<b>Demonstration</b> How to border drawing sheet and preparing Title Block	
	Week 5	<b>Printing/Lettering</b>	<ul style="list-style-type: none"> <li>○ Prepare Title block using standard dimensions.</li> <li>○ Print necessary information within the title block.</li> <li>○ Print titles and subtitles on drawing sheets</li> </ul>	<b>Learning Activity</b> -Using vertical letters or sloping style lettering to print in the necessary information within the title block.  - Lettering Exercise	
<b>2) INSTRUMENTS, LETTERING, LINES, DIMENSIONS</b>	Week 6	<b>Types of Lines</b>	<ul style="list-style-type: none"> <li>○ Identify and state the use of at least six(6) types of lines</li> </ul>	<b>Learning Activity</b> Drawing the Alphabet of Lines	<b>Class Exercise:</b> Grading of Lettering Exercise
					<b>Class Exercise:</b> Grading of Students' Drawing
<b>3) GEOMETRIC</b>	Week 7	<b>Lines</b>	<ul style="list-style-type: none"> <li>○ Bisect a line.</li> </ul>	<b>Demonstration</b>	<b>Take-home</b> Quiz Identifying the lines on an engineering drawing
					<b>Class Exercise(s)</b>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>CONSTRUCTION</b>	Weeks 8-9	<b>Angles</b>	<ul style="list-style-type: none"> <li>○ Draw a perpendicular line to a given line.</li> <li>○ Drawing a parallel line to given line.</li> <li>○ Divide a line into equal parts.</li> </ul>	<p>Use compass, set square and ruler</p> <p><b>Learning Activities</b> Set Exercises given different dimensions /specification.</p>	Grading of Students' drawing
	Week 10		<ul style="list-style-type: none"> <li>○ Define the term 'Angles.'</li> <li>○ Name the different types of angles.</li> </ul>	<p><b>Discussion</b> Definition of an angle Types of Angles(acute, right, obtuse, and reflex) Unit of measurement (degree, minutes) Measuring Instrument (protractor)</p>	
	Week 11		<ul style="list-style-type: none"> <li>○ Construct angles using compass and ruler.</li> </ul>	<p><b>Demonstration</b> Constructing Angles using chalkboard instruments.</p> <p><b>Learning Activities</b> Constructing a <math>60^{\circ}</math> &amp; <math>120^{\circ}</math> angle.</p>	
	Weeks	<b>Triangles</b>	<ul style="list-style-type: none"> <li>○ Construct angles using compass and rule</li> </ul>	<b>Demonstration</b>	<b>Class Exercise(s)</b> Grading of Students' drawing

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>4) TRIANGLES</b>	12-14		then bisecting the angles to obtain other angles.	Bisecting given angles using chalkboard instruments.  <b>Learning Activities</b> Constructing a $30^{\circ}$ , $60^{\circ}$ , $90^{\circ}$ , $75^{\circ}$ , $45^{\circ}$ & $105^{\circ}$ angles.	<b>Class Exercise(s)</b> Grading of Students' drawing
	Week 15				<b>Unit Test</b>
	Week 16		<ul style="list-style-type: none"> <li>○ Define the term 'Triangle.'</li> <li>○ Construct a triangle given the length of all three sides.</li> </ul>	<b>Discussion</b> Characteristics of all triangles Parts of a triangle. Types of triangles.	<b>Class Exercise(s)</b> Grading of Students' drawing
	Weeks 17-19		<ul style="list-style-type: none"> <li>○ Construct a triangle given the length of two sides and an angle.</li> <li>○ Construct a triangle given the length of the base and degree of two angles.</li> </ul>	<b>Demonstration</b> Constructing triangles using chalkboard instruments.  <b>Learning Activities</b> Constructing set exercises given the dimensions /specification	
	Week 20		<ul style="list-style-type: none"> <li>○ Constructing a triangle given the altitudes and the length of the base, and the base angle.</li> </ul>		
	Week 21		<ul style="list-style-type: none"> <li>○ Constructing a triangle given the perimeter and proportion of the sides.*</li> </ul>		
	Week 22 Weeks	<b>Quadrilateral</b>	<ul style="list-style-type: none"> <li>○ Define the term 'quadrilateral'</li> </ul>	<b>Discussion</b>	<b>Unit Test</b> <b>Class Exercise(s)</b>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>5) QUADRILATERAL</b>	23-24	<b>Square</b>	<ul style="list-style-type: none"> <li>○ Construct a square given the length of the sides.</li> <li>○ Construct a square given the diagonal.</li> </ul>	Definition of Quadrilateral. Characteristics of a Quadrilateral. Types of Quadrilateral.  <b>Demonstration</b> Constructing Quadrilateral using chalkboard instruments.	Grading of Students' drawing
	Weeks 25-26	<b>Rhombus / Rectangle</b>	<ul style="list-style-type: none"> <li>○ Construct a rhombus given the length of the side and the angle.</li> <li>○ Construct a rhombus given the length of the diagonal and the length of a side.</li> <li>○ Construct a rectangle given the length of the sides.</li> <li>○ Construct a rectangle given the diagonal and the length of one side.</li> </ul>	<b>Learning Activities</b> Constructing set exercises given the dimensions /specification	
	Week 27	<b>Rectangle /Parallelogram</b>	<ul style="list-style-type: none"> <li>○ Construct a parallelogram given the length of the side and the angle.</li> <li>○ Construct a rectangle given the length of the sides</li> </ul>		
	Weeks	<b>Parallelogram / Trapezium</b>	<ul style="list-style-type: none"> <li>○ Construct a parallelogram given the length</li> </ul>	<b>Demonstration</b>	

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>6) POLYGONS</b>	28-30		of the side and the angle.	Constructing quadrilateral using chalkboard instruments.	Grading of Students' drawing
	Week 31		<ul style="list-style-type: none"> <li>Construct a trapezium given the length of the side and the angel.</li> </ul>	<b>Learning Activities</b> Constructing set exercises given the dimensions / specification	<b>Unit Test</b>
	Week 32	<b>Polygons/ hexagon</b>	<ul style="list-style-type: none"> <li>Define the term ' polygon.'</li> <li>Identify at least (5) five types of polygons.</li> <li>Construct a regular hexagon given the length of the sides.</li> </ul>	<b>Discussion</b> Definition of Polygons Characteristics of a Polygons Types of Polygons  <b>Demonstration</b> Constructing polygons using chalkboard instruments.	<b>Class Exercise(s)</b> Grading of Students' drawing
	Weeks 33-34	<b>Hexagon</b>	<ul style="list-style-type: none"> <li>Construct a regular hexagon using a 30/60° set-square.</li> <li>Construct a regular hexagon given the length across the flat(A/F).</li> <li>Construct a regular hexagon given the diagonal.</li> </ul>	<b>Learning Activities</b> constructing set exercises given the dimensions /specification	
Weeks		<b>Octagon</b>	<ul style="list-style-type: none"> <li>Construct a regular octagon given the</li> </ul>	<b>Demonstration</b>	

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
<b>Unit:</b>			<b>Students should be able to:</b>		
	35 -37		length of the sides. <ul style="list-style-type: none"> <li>○ Construct a regular octagon within a square.</li> <li>○ Construct a regular octagon using a 45<sup>0</sup> set-square.</li> <li>○ Construct a regular octagon give the length of the diagonal.</li> </ul>	constructing set exercises given the dimensions and specification  <b>Learning Activities</b> Constructing Set Exercises given the Dimensions and specification	
	Week 38	<b>Pentagon</b>	<ul style="list-style-type: none"> <li>○ Construct a regular pentagon given the length of the side.</li> <li>○ Construct a regular pentagon given the length of the diagonal.</li> </ul>		<b>Unit Test</b>
	Week 39				<b>Class Exercise(s)</b> Grading of Students' drawing
	Week 40	<b>Revision Class</b>			
	Week 41				<b>Unit Test</b>
<b>7) ISOMETRIC</b>	Week 42	<b>Introduction</b>	<ul style="list-style-type: none"> <li>○ Define the term 'Isometric Projection.'</li> </ul>	<b>Demonstration</b>	<b>Class Exercise(s)</b>

	<b>Duration</b>	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>PROJECTION</b>	<p>Weeks 43-45</p> <p>Week 46-47</p> <p>Week 48</p> <p>Weeks 49-51</p> <p>Week 52</p>	<b>Drawing Isometric Projection Block</b>	<ul style="list-style-type: none"> <li>○ Construct an isometric block of geometric solids and simple models given the dimensions.</li> <li>○ Construct isometric blocks of simple models given the dimensions.</li> <li>○ Construct isometric blocks with non-isometric edges and sides.</li> <li>○ Revision Class(Using real life exercises )</li> <li>○ Construct isometric blocks with sections removed.</li> </ul>	<p>Constructing isometric figures using chalkboard instruments.</p> <p><b>Learning Activities</b> Drawing of set Exercises of Isometric figures(see textbook)</p>	<p>Grading of Students' drawing</p> <p><b>Unit Test</b></p>

Jamaica College  
Visual Arts  
Curriculum  
Second Form/Grade 8

## Visual Arts Department

### **Visual Arts Curriculum - Second Form**

#### **Introduction**

The Second Form Visual Arts Curriculum is geared at developing competence in a variety of artistic media, two-dimensional and three dimensional designs, through the use of the elements, principles and techniques of the Visual Arts. It incorporates different aspects of everyday life activities, and symbolic expression. Offered one hour per week, the Visual Arts programme is designed to nourish students' talents and produce skilled persons to play a part in our society.

	<b>Duration</b> 1 hr=1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM ONE: SEPTEMBER TO DECEMBER</b>  1)	6 weeks	<u>ELEMENTS OF VISUAL ARTS</u>	<ul style="list-style-type: none"> <li>Develop observational and technical skills in the use of the Elements of Art.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Revise definition of terms</li> <li>✓ Create design/pictures demonstrating aspects of the elements listed:               <ul style="list-style-type: none"> <li>(a) Colour – value; intensity; relationship of colour to purpose, material, form and space; related colour scheme. Contrasting colour schemes</li> <li>(b) Line – the expressive quality of line</li> <li>(c) Shape, form and space – relationship between these three elements; positive and negative shape/space</li> <li>(d) Texture – effects of texture on or using the other elements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Note book</b></li> <li>❖ <b>Drawing book</b></li> </ul>



	<b>Duration</b> 1 hr=1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>4)</b>	<b>6 weeks</b>	<b><u>DRAWING AND PAINTING</u></b>	<ul style="list-style-type: none"> <li>Develop competence in a variety of drawing and painting tools and techniques such as pencils, charcoal, crayons, pastels, powder paints, poster paints, watercolour or acrylics.</li> </ul>	✓ Using any drawing or painting technique to complete each of the following: (a) Light and shade on objects (b) Figure drawing (c) Perspective – forms in two-point perspective (d) Portraiture (e) Imaginative composition (f) Using geometric and organic shapes to make collages, mosaics and montages (g) Still life arrangements (h) Landscapes, seascapes, cityscapes (i) Murals	❖ <b>Completed Assignments</b> ❖ <b>Presentations</b> ❖ <b>Display</b>

	<b>Duration</b> 1 hr=1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
<b>TERM THREE: APRIL TO JUNE</b>					
5)	3 weeks	<u>GRAPHIC DESIGN</u>	<ul style="list-style-type: none"> <li>Understand and explore techniques used in Graphic Design</li> </ul>	<p>✓ Introduction to Graphic Design:</p> <p>(a) Use graphic techniques to create book jackets, posters, CD/video cases, etc.</p> <p>(b) Calligraphy – block, italic, Gothic, Roman, Tex (manual or computer generated)</p> <p>(c) Photography – composition and layout for use in magazines, calendars and other types of advertising</p>	<ul style="list-style-type: none"> <li>❖ <b>Poster Competition</b></li> <li>❖ <b>Advertising Campaign</b></li> <li>❖ <b>Critique</b></li> </ul>
6)	2 weeks	<u>TEXTILE DESIGN</u>	<ul style="list-style-type: none"> <li>Explore techniques used in surface decoration on fabric</li> </ul>	<p>(a) Tie-dye techniques</p> <p>(b) Block printing</p>	<ul style="list-style-type: none"> <li>❖ <b>Display</b></li> <li>❖ <b>Critique</b></li> </ul>

	<b>Duration</b> 1 hr=1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
7)	2 weeks	<u>DECORATIVE CRAFT</u>	<ul style="list-style-type: none"> <li>Use available natural and local materials and discarded/recycled objects to create original, decorative and utilitarian objects.</li> </ul>	(a) Mask, costume, toys (b) Jewellery, figurines, plaques	❖ <b>Presentation</b> ❖ <b>Critique</b>
8)	1 week	<u>MOUNTING AND DISPLAYING TECHNIQUES</u>	<ul style="list-style-type: none"> <li>Understand the importance of mounting, displaying and arranging works of art.</li> </ul>	(a) Set up display on walls of classroom, corridors and offices of the school	❖ <b>Display</b> ❖ <b>Critique</b>
9)		<u>ART HISTORY</u>	<ul style="list-style-type: none"> <li>Define Art and Art form</li> <li>Identify art object and work of art</li> <li>Describe art object and work of art</li> <li>Analyze and interpret work of art</li> <li>Identify and classify arts and art works</li> </ul>	✓ Simple research methods ✓ Research projects: (a) History of art (b) Local artist (c) Art movements (d) Art work	❖ <b>Presentation of Written Project</b> ❖ <b>Note book</b>

	<b>Duration</b> 1 hr=1 class	<b>Topic</b>	<b>Specific Objectives</b>	<b>Suggested Teaching and Learning Activities</b>	<b>ASSESSMENT</b>
<b>Unit:</b>			<b>Students should be able to:</b>		
			<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the history of art, architecture and community crafts</li> <li>• Demonstrate knowledge of the history of Jamaican art, identifying influences of art movements on Jamaican artists</li> <li>• Use research skills</li> <li>• Demonstrate knowledge of art galleries based on visits</li> <li>• Identify regional artists based on exposure to them</li> </ul>		