

Jamaica College
CURRICULUM GUIDES

for

FIRST FORM/GRADE 7

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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
First Form/Grade 7

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 GRADES 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.

SOME SPECIFIC OBJECTIVES FOR GRADE 7 LANGUAGE INSTRUCTION

Pupils should be able to:

1. Demonstrate knowledge of each part of speech.
2. Use the correct verb form in given sentences.
3. Select correct pronoun which agrees with the antecedent.
4. Identify subject and predicate in a given sentence.
5. Punctuate correctly.
6. Comprehend given information and answer questions at the literal, inferential and evaluative levels of comprehension.
7. Use words that appeal to the senses to create word pictures.
8. Sequence factual information.
9. Identify the four types of sentences and write these correctly.
10. Spell words correctly.
11. Identify topic sentence and supporting details in a given paragraph.
12. Identify and discuss some techniques used in story telling.
13. Write paragraphs that entertain and relate interesting events.
14. Differentiate between the format of the friendly and formal letters.
15. Use appropriate wording for the details of a given letter.
16. Use given punctuation marks correctly.
17. Identify, discuss and use persuasive techniques effectively.
18. Create outlines for essays relating to a given topic.
19. Demonstrate correct use of quotation marks.
20. Use context clues to effectively deduce meaning.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER PARTS OF SPEECH	2 weeks	Topic 1 Parts of Speech - Nouns <ul style="list-style-type: none"> ○ Noun ○ Personal Pronouns ○ Relative Pronouns ○ Interrogative Pronouns ○ Indefinite Pronouns ○ Reflexive Pronouns/Possessive Pronouns ○ Demonstrative Pronouns ○ Nominative and Objective case 	<ul style="list-style-type: none"> ▪ Identify the different types of pronouns in written expression and oral discourse. ▪ Apply the rules which govern singular indefinite pronouns e.g., everything, anybody, somebody, etc. in oral and written expression. ▪ Identify the list of pronouns that can be singular or plural: e.g. some, any, all, most. ▪ Explain the rules which govern the use of pronouns that are used as subjects and objects, e.g., whom and who. 	<ul style="list-style-type: none"> ✓ The use of comprehension exercises to practise restricting drills, critical listening and reading exercises which provide ample examples of parts of speech in verbal and written communication. 	<ul style="list-style-type: none"> ❖ Cloze Tests, Extended Writing Pieces, Sentence Completion, Word Substitution.
	2 weeks	Adjectives: Nouns used as adjectives	<ul style="list-style-type: none"> ▪ Explain the use of adjectives. ▪ Identify the different types of adjectives. ▪ Use adjectives in their own written and verbal expression. ▪ Apply the rules which govern the following adjectives: Bad, Well, Good, Slow 	<ul style="list-style-type: none"> ✓ The use of comprehension exercises to practise restricting drills, critical listening and reading exercises which provide ample examples of parts of speech in verbal and written communication. 	<ul style="list-style-type: none"> ❖ Cloze Tests, Extended Writing Pieces, Sentence Completion, Word Substitution.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
GRAMMAR	2 weeks	Tenses Verbs – simple and perfect tenses, helping verbs. Action Verbs, Linking Verbs, commonly used verb phrases such as will, shall, may, might, should, would. Troublesome verb pairs: Rise, raise, sit, sat, lie, lay.	<ul style="list-style-type: none"> ▪ Use the degrees of comparison which include the positive, comparative and superlative forms of adjectives. ▪ Know the following list of words that can be used as pronouns or adjectives – This, Which, Each, Some, That ▪ Rewrite sentences changing verbs to the tense shown in brackets. ▪ Apply the rules governing the use of the six troublesome pairs. Rise, raise, sit, sat, lie, lay ▪ Write a paragraph using a given tense consistently. 	<ul style="list-style-type: none"> ✓ Comprehension passages ✓ Tense wheels ✓ Paragraph cards ✓ Cloze passages ✓ Extended writing task 	<ul style="list-style-type: none"> ❖ Rewrite paragraph using the given tense. ❖ Complete the passages using the correct form of the verb.
PARTS OF SPEECH	2 weeks	Adverbs: - Adverbs modifying adjectives adverbs modifying other adverbs Preposition and Prepositional phrases Conjunction Interjection	<ul style="list-style-type: none"> ▪ Explain what is an adverb. ▪ Explain the differences between adjectival and adverbial modifiers. ▪ Identify adverbs which tell how, when, or what extent. ▪ Identify prepositions and prepositional phrases, conjunction and interjections. 	<ul style="list-style-type: none"> ✓ Comprehension exercises ✓ Sentence Strips to identify parts of speech of highlighted words ✓ Expressions ✓ Written task ✓ Cooperative Learning 	<ul style="list-style-type: none"> ❖ Identify parts of speech of underlined word. ❖ Write the correct preposition in the space provided. ❖ Underline correlative conjunctions in passages given.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
SENTENCE STRUCTURE	2 weeks	Topic 2: <u>Parts of a sentence</u> <ul style="list-style-type: none"> ○ Subject and Predicate, the simple predicate and the complete predicate ○ The verb phrase. ○ The simple subject and the complete subject. ○ How to find direct and indirect objects of a sentence. ○ Types of sentences – simple, complex, compound 	<ul style="list-style-type: none"> ▪ Identify different parts of a sentence. ▪ Explain the purpose of each part. ▪ Write their own sentences ▪ Apply proper sentence construction to advance ideas when doing extended writing. ▪ Improve their competencies in using the main types of sentences. ▪ Identify, define and use these sentences in expressive and oral discourse. 	<ul style="list-style-type: none"> ✓ Oral drills. ✓ Given a list of sentences, label the different parts of the sentence. ✓ Diagramming sentences. (Please see Teachers’ Guide) ✓ Write sentences of their own. ✓ Yoma sentences game. See Teachers’ Guide for instructions. <p>Same as above</p>	<ul style="list-style-type: none"> ❖ Cloze tests. ❖ Sentence completion ❖ Listening, reading comprehension exercises with answers dependent on the understanding of particular forms, structures, patterns. <p>Same as above</p>
	2 weeks	Topic 3: <u>a) Sentence Fragments and Run on Sentences</u> <u>b) Varying Sentence Length and Beginning</u>	<ul style="list-style-type: none"> ▪ Explain fragments and run on sentences. ▪ Identify examples of these errors in sentences. ▪ Edit and write their own sentences. 	<ul style="list-style-type: none"> ✓ Given a list of sentences identify these errors and write the correct version. ✓ Peer consultation when editing. ✓ Diagramming sentences ✓ Yoma sentence game ✓ Comprehension exercises 	<p>Same as above</p>

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
PHRASES CLAUSES CONCORD	2 weeks	<p>Topic 3 (cont'd):</p> <ul style="list-style-type: none"> ○ Phrases: Adjective adverb and appositive ○ Clauses: independent clause, subordinate clause, adjective clause, adverb clause, noun clause <p>Concord:</p> <ol style="list-style-type: none"> 1. Subject Verb Agreement 2. Singular and Plural 3. Compound subject, agreement of pronoun and antecedent. 4. Focus on collective nouns which may be singular or plural, indefinite pronouns, titles, groups. 	<ul style="list-style-type: none"> ▪ Explain both terms, phrases and clauses ▪ Identify their purposes in sentences. ▪ Use phrases and clauses in sentence structure. ▪ Apply the rules of grammar in written and spoken expression. ▪ Identify grammatical errors in extended writing. ▪ Edit their own writing and those of their peers. 	<ul style="list-style-type: none"> ✓ Given a list of sentences identify errors and write the correct version. ✓ Peer consultation when editing. ✓ Diagramming sentences ✓ Yoma sentence game ✓ Comprehension exercises ✓ Oral drills ✓ Given a list of sentences identify the errors in the sentences. ✓ Underline subject verb agreement at work in comprehension. 	<ul style="list-style-type: none"> ❖ Cloze tests. ❖ Sentence completion ❖ Listening, reading comprehension exercises with answers dependent on the understanding of particular forms, structures, patterns. ❖ Extended writing tasks to test accuracy in the statement of number and concord. Error recognition, error correction.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TYPES OF SENTENCES		<p>Topic 4: Sentence classified by purpose:</p> <p>a. Exclamatory</p> <p>b. Interrogative</p> <p>c. Declarative</p> <p>d. Imperative</p>	<ul style="list-style-type: none"> ▪ Use each type appropriately in written expression and oral discourse. 	<ul style="list-style-type: none"> ✓ Identify examples of each in extended writing pieces. ✓ Write sentences of their own. ✓ Practice appropriately structuring and altering statements, questions, synthesis, building complex and compound sentences. 	<ul style="list-style-type: none"> ❖ Identify examples of each in extended writing pieces. ❖ Extended writing tasks to test use of suitable variety of sentences, synthesis.
COMPREHENSION		<p>Topic 5: Comprehension: (Descriptive Writing)</p> <p>(Please refer to Teachers' Guide for a comprehensive approach to developing reading and comprehension skills in students)</p>	<ul style="list-style-type: none"> ▪ Identify the writer's purpose ▪ Extract implied information ▪ Detect and assess the apt use of devices to increase the effectiveness of the writer's purpose. ▪ Appreciate the appropriateness of different uses of tone and mood in writing. ▪ Use context clues to ascertain meaning of words read in comprehension passages. 	<ul style="list-style-type: none"> ✓ Comprehensive passages (descriptive pieces) ✓ Identify adjectives, adverbs and literary devices such as simile, metaphor and personification at work in these passages. ✓ Engage students in critical analysis of the effectiveness of these devices. ✓ Let students display knowledge and skills in usage of these devices through creative writing, for example, poetry writing. 	<ul style="list-style-type: none"> ❖ Identify examples of adverbs, adjectives and literary devices such as simile, metaphor and personification. ❖ Independent writing tasks. ❖ Listening and reading of comprehension passages with answers dependent on analyzing the use of selected literary devices. ❖ Picture story writing.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
LETTER WRITING	2 weeks	Topic 6: Letter Writing Social/Informal <ul style="list-style-type: none"> ○ Invitations ○ Thank You Notes ○ Friendly Letters 	<ul style="list-style-type: none"> ▪ Write social letters, thank you notes according to given information, specific situations, while adhering to rules. ▪ Identify common expressions used in invitation letters, thank you letters and friendly letters. ▪ Punctuate letters appropriately. ▪ Address an envelope properly. ▪ Identify the parts of a letter: <ul style="list-style-type: none"> a. The Heading b. The Inside Address c. The Opening Salutation d. The Body e. The Complimentary Close f. Signature ▪ Write a letter 	<ul style="list-style-type: none"> ✓ Discussion ✓ Written Tasks ✓ Writing and Sending Letters to point of mailing ✓ Creating personal envelopes each and stamps for letters ✓ Cooperative Grouping – sending and responding to letters written by each other. 	<ul style="list-style-type: none"> ❖ Write friendly letters making sure to include frequently used expressions. ❖ Make envelopes and include addresses

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
DESCRIPTIVE WRITING	2 weeks	Topic 7: Paragraph Building (with focus on descriptive writing) <ul style="list-style-type: none"> ○ Structure of Paragraph ○ Topic sentence ○ Concluding or Clincher sentence ○ Development of a paragraph ○ Method of Development ○ Unity in the Paragraph ○ Coherence ○ Order of ideas ○ Checklist for paragraph revision 	<ul style="list-style-type: none"> ▪ Explain that a paragraph is a series of sentences developing a single topic ▪ Prepare outline before actual writing begins ▪ Develop their own paragraphs by giving additional detailed information in support of ideas expressed in the topic sentence ▪ Strengthen the coherence of a paragraph by using linking expressions and connectives ▪ Write proper paragraphs using the required elements ▪ Give sensory details to enhance writing-sight, hearing, taste, and smell ▪ Identify figures of speech such as simile, metaphors and onomatopoeia and use them competently in their written and verbal expressions ▪ Write descriptions of people, places and events ▪ Use adjectives and adverbs to describe persons, places and things <p>END OF TERM EXAM</p>	<ul style="list-style-type: none"> ✓ In groups, listen to, read and discuss descriptive pieces ✓ List the essential features of a descriptive piece ✓ Use poetry to introduce figures of speech ✓ Use pictures as stimulus for descriptive writing 	<ul style="list-style-type: none"> ❖ Write descriptive pieces. ❖ Listening and reading comprehension exercises with answers dependent on critical analysis of descriptive language

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH					
TENSES	2 weeks	Topic 8: <u>Tenses:</u> <ul style="list-style-type: none"> ○ Simple Present tense ○ Simple Past tense ○ Irregular and Regular verbs ○ Past Participle 	<ul style="list-style-type: none"> ▪ Rewrite sentences changing verbs to the tense shown in brackets ▪ Know and apply the rules governing the use of tense in writing ▪ Write a paragraph using a given tense consistently 	<ul style="list-style-type: none"> ✓ Tense wheels ✓ Paragraph cards ✓ Cloze Passages ✓ Written Tasks 	<ul style="list-style-type: none"> ❖ Rewrite paragraph using given tense ❖ Passage completion using the correct form of the verb
PUNCTUATION	2 weeks	Topic 9: <u>Punctuation:</u> <ul style="list-style-type: none"> ○ Recognition of punctuation marks and their effect on meaning – capital letters, exclamation marks, full stops, semi colon and comma, colon, apostrophe, quotation marks, brackets, dash, hyphen and ellipsis 	<ul style="list-style-type: none"> ▪ Use punctuation and paragraphing to convey meaning clearly and with facility 	<ul style="list-style-type: none"> ✓ Critical discussion and correction of punctuation used in selected and prepared material; diction read aloud to identify contribution of punctuation to meaning. Unpunctuated passages used to focus on links between punctuation and interpretation. ✓ Use of various subject textbooks (integration across the curriculum), newspaper reports, notices, recipes, tables, charts, signs, maps, diagrams, audio and visual tapes, cartoons, advertisements and other media presentations. ✓ Comprehension exercises 	<ul style="list-style-type: none"> ❖ Sentence completion and Cloze tests ❖ Word substitution ❖ Structured writing or speaking task
		NOTE TO TEACHERS: Punctuation should be taught through the three terms.			

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
LITERACY DEVICES		Topic 10: ○ <u>Introduction to literary devices: alliteration, assonance, pun, exaggeration</u>	<ul style="list-style-type: none"> • Identify these devices in written and oral discourse • Display knowledge and skills in usage 	<ul style="list-style-type: none"> ✓ Poetry 	❖ Write their own poems and descriptive pieces which incorporate the use of these devices
DIRECT SPEECH AND INDIRECT SPEECH	2 weeks	Topic 11: <u>Direct Speech And Indirect Speech</u> To expose students to verbal and written speech	<ul style="list-style-type: none"> ▪ Identify the different contexts in which Direct and Indirect speech are employed ▪ Explain the differences between reported and direct speech ▪ Identify statements that are either direct or reported from a newspaper report ▪ Convert spoken words into reported speech from a given excerpt. 	<ul style="list-style-type: none"> ✓ Discussion and picture of news reporter at the scene of an accident and his/her comments. ✓ Role play. ✓ Discussion on the news report. ✓ Questions and discussion on the differences between direct and indirect speech as seen in the news report. ✓ Comprehension passages. ✓ Dialogues. ✓ Chalkboard stories (see Teachers' Guide) 	<ul style="list-style-type: none"> ❖ Punctuation worksheets. ❖ Conversion from direct to indirect speech worksheet. ❖ News report writing

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	Topic 12: <u>Narrative Writing</u>	<ul style="list-style-type: none"> ▪ Explain what is narrative writing. ▪ Write a plan for a story by brainstorming and jotting down idea (Process Writing). (See Teachers' Guide). ▪ Include all the elements of the short story-character(s), plot, conflict theme, setting, dialogue, climax when writing their own stories. ▪ Begin stories interestingly to grab the readers' attention. For example, stories may begin with the words of a popular song which may be selected based on relevance to the theme of the story, a proverb, dialogue. Flashback technique. ▪ Use dialogue to further the plot, develop characters and give energy and life to the story. ▪ Write sensory details and figures of speech to make stories interesting and lively. 	<ul style="list-style-type: none"> ✓ Relating personal experiences. ✓ Create stories from poems ✓ Drama ✓ Use pictures as stimulus for story writing ✓ The herring bone technique to assist with planning and organizing the story ✓ Comic strips may be used to create stories ✓ Cartoons ✓ Best stories display in class newspapers ✓ Comic strips may be used to create stories. ✓ Cartoons. ✓ The author's chair (See Teachers' Guide). ✓ Literature text can be used where students may be asked to assume the role of different characters in the text. ✓ Dialogue completion 	<ul style="list-style-type: none"> ❖ Writing their own narratives ❖ Picture story writing ❖ Dialogue comprehension

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
COMPREHENSION	2 weeks	Topic 13: <u>Comprehension – Focus on Summary Writing Skills</u>	<ul style="list-style-type: none"> ○ Select relevant information, making use of titles, introduction, topic sentences, and illustrations in preparation for writing a summary. ○ Extract implied information. ○ Draw valid conclusions and influences from information presented. ○ Identify main and subordinate ideas and trace their development. ○ Combine main ideas to write summary. ○ Write a clear, accurate, concise summary of a given passage adhering to word limit. 	<ul style="list-style-type: none"> ✓ Compiling book reports/reviews. ✓ Writing minutes of notes dictated to them. ✓ Writing recipes ✓ Preparing flyers, brochures, pamphlets ✓ Summarizing news reports heard/read. 	❖ Write a clear, accurate, concise summary of a given passage to given word limit.
LETTER WRITING	2 weeks	Topic 14: <u>Letter Writing</u> <ul style="list-style-type: none"> ○ Business Letters e.g. <ul style="list-style-type: none"> - Letters of complaint - Request - Apology - Editorial Letters 	<ul style="list-style-type: none"> ○ Differentiate the types of business letters. ○ Write business letters using the appropriate format and tone. 	<ul style="list-style-type: none"> ✓ Students should be exposed to a variety of business letters. ✓ Practice writing each type. 	❖ Write their own letters

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	2 weeks	Topic 15: Comprehension: (Expository Writing)	<ul style="list-style-type: none"> ○ Explain expository writing and the forms it takes. ○ Identify passages in which the main purpose is informative. ○ Recognize facts stated explicitly. ○ Extract implied information. ○ Identify stated or implied time sequence. ○ Draw valid conclusions and inferences from information presented. ○ Recognize cause and effect relationships. ○ Identify main and subordinate ideas. ○ Recognize the difference between denotative and connotative language. ○ Identify writer's purpose. ○ Interpret and respond to tables and pictorial communication, such as diagrams, conventional signs and symbols. 	<ul style="list-style-type: none"> ✓ Reading expository comprehension pieces. ✓ Critically analyze the characteristics of expository pieces. ✓ Engage students in writing workshops. 	<ul style="list-style-type: none"> ❖ Write an expository piece. ❖ Do a research which shows cause and effect relationship. ❖ Respond to comprehension questions posed on expository pieces. ❖ Write expository news letters. ❖ Prepare brochures, pamphlets giving information. <p>(See Teachers' Guide for methodologies used to develop comprehension skills).</p>

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	Topic 15 (cont'd): Expository Writing <ul style="list-style-type: none"> • Giving Instructions • Process Explanation • Cause and Effect 	<ul style="list-style-type: none"> ○ Explain what expository writing is and give examples of the different types ○ Choose expository extracts from a mixed selection. ○ Write their own expository pieces 	<ul style="list-style-type: none"> ✓ Given jumbled paragraph, rewrite the paragraph by placing sentences in the correct order. ✓ Writing invitations for birthday parties, preparing proposals. ✓ Letters of request. ✓ Create flyers which give factual information ✓ Create a brochure giving information about Jamaica College. ✓ Use comic strips to portray important information. ✓ Research Projects ✓ Evaluate colleague's paragraphs. ✓ Webbing, concept maps to recognize ideas. ✓ Develop checklist for expository writings. ✓ Writing interview questions 	<ul style="list-style-type: none"> ❖ Writing expository pieces ❖ Doing a research
			Revision for end of year exams		

Jamaica College
English Literature
Curriculum
First Form/Grade 7

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 7 CURRICULUM **SOME GENERAL OBJECTIVES FOR GRADE 7 LITERATURE INSTRUCTION**

Students should 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

Skills and functions should be presented and developed so that students will 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

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

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

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

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

Jamaica College
Integrated Science
Curriculum
First Form/Grade 7

INTEGRATED SCIENCE CURRICULUM

Grade Seven (7)

INTRODUCTION

The Grade Seven Integrated Science curriculum seeks to introduce students to the study of science. It is intended to develop a deep appreciation in students for sciences and arouse an interest that will fuel a drive for the acquisition of knowledge through inquiry. It will allow students to explore natural events and understand the phenomena behind these events. Students will be engaged in a variety of hands-on activities and research that will facilitate the development of the science process skills and scientific attitudes, necessary tenets for scientific work.

It is an adaptation of the Reform of Secondary Education (R.O.S.E.) National Curriculum

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER	1 week	○ Science and Technology	<ul style="list-style-type: none"> ▪ Identify how science touches our life. ▪ Distinguish between Science and Technology. ▪ Identify and discuss Science and Technology involved in the making of a variety of everyday items. ▪ Write a short story on a scientific technological event that is considered to be important or of great benefit to man. 	<ul style="list-style-type: none"> ✓ Students will write a letter to the editor outlining how science and technology has impacted on their lives ✓ In groups they should be assigned an item and should be told to make a presentation on the science behind. <p>(Process skills: Communication Critical Thinking)</p>	<ul style="list-style-type: none"> ◆ Students' letters should be assessed and added to their portfolio. ◆ The presentations should be an open class presentation which should be assessed as a performance tasks.
	1 week	○ Working Like a Scientist	<ul style="list-style-type: none"> ▪ Identify a problem and suggest reasons and solutions for that problem. ▪ Describe who a scientist is and what a scientist does. ▪ Describe how scientists work ▪ Carry out an independent research on a scientist of choice. 	<ul style="list-style-type: none"> ✓ Research the work of given scientist. ✓ Students should be taken to the laboratory to do scientific work with appropriate instrument and attire. <p>(Process skills: Communication Research Technique)</p>	<ul style="list-style-type: none"> ◆ Students should be asked to present a written submission on their research. ◆ An oral presentation could also be done on a group basis.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
	2 weeks	○ Using Our Senses to Explore Our Environment	<ul style="list-style-type: none"> ▪ Make and record observations ▪ Identify sense organs ▪ Decide whether or not sense organs are adequate when carrying out scientific work 	<ul style="list-style-type: none"> ✓ Students should be allowed to use their senses to measure quantities, view objects. ✓ View objects used by person with impaired senses <p>(Process skills: Observation)</p>	<ul style="list-style-type: none"> ◆ Students' performance on the assigned task should be assessed using set rubrics.
	2 weeks	○ Extending our Senses Through the Use of our Senses	<ul style="list-style-type: none"> ▪ Effectively and accurately use various instruments to enhance our senses 	<ul style="list-style-type: none"> ✓ Students should be allowed to estimate different quantities: mass of substances, volume then compare those to the values obtained from using an instrument. Balance, meter rule, thermometer <p>(Process skills: Manipulation Measurement, Comparative Reasoning)</p>	<ul style="list-style-type: none"> ◆ Students should construct a table, using set guidelines, in which to present their results.
	1 week	○ Keeping Safe While Exploring	<ul style="list-style-type: none"> ▪ Identify potentially dangerous situations in the laboratory and their possible outcomes. ▪ Suggest ways to increase safety ▪ Formulate and present safety rules for Science Laboratory 	<ul style="list-style-type: none"> ✓ Students should be allowed to view a video presentation dealing with accidents that can occur in the laboratory. ✓ Teacher and students should then set the rules that should be adhered to whilst in the laboratory. <p>(Process skills: Collective responsibility, Communication, Observation)</p>	<ul style="list-style-type: none"> ◆ In their groups, students should be allowed to construct proper rules which should then be assessed and added to the general list of rules.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
	2 weeks	○ Classification – Sorting Things Out	<ul style="list-style-type: none"> ▪ Recognize the importance of sorting ▪ Work together to sort a collection of items into groups ▪ Identify the differences between plants and animals ▪ Identify the seven major categories used in Biological classification ▪ State at least three features of selected groups of organisms. 	<ul style="list-style-type: none"> ✓ Students should be presented with a variety of objects from their environment and asked to put similar objects together. A class discussion should follow on the basis of their classification and the importance of classification generally. ✓ Have students view a video clip of an ecosystem and have them identify organisms that would be part of the same groups. <p>(Process skills: Communication, Manipulation)</p>	<ul style="list-style-type: none"> ◆ The classification of the objects should be assessed to ensure that the different objects were placed in the desired groups. ◆ A written assignment to classify objects from their immediate environment. ◆ Students' selection of organisms should be marked as well as the reason for their selection
	3 weeks	○ Living and Non-Living Things	<ul style="list-style-type: none"> ▪ Identify the features that differentiate living from non-living things ▪ Describe the characteristics of living organism ▪ Group non-living things into solids, liquids and gases giving examples of each 	<ul style="list-style-type: none"> ✓ Students should be taken on a tour of the school grounds and be asked to list all the living and non-living things seen in a specified time. <p>(Process skills: Observation, Communication)</p>	<ul style="list-style-type: none"> ◆ A table with the findings should be presented.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
	3 weeks	○ Flowering and Non-Flowering Plants	<ul style="list-style-type: none"> ▪ Describe the characteristics of solids, liquids and gases in terms of particle arrangement. ▪ Demonstrate the changes of state. ▪ Describe the changes in state that occur during the water cycle. ▪ Identify plants that produce flowers and those that do not ▪ Separate flowering plants into Monocotyledon and Dicotyledon ▪ Work cooperatively to complete a research on named Monocotyledon and Dicotyledon 	<ul style="list-style-type: none"> ✓ Take students on a tour of the Hope Botanical Gardens and allow them to collect specimen of different plants. ✓ Have students classify these as monocots or dicotyledon and make drawings to represent them ✓ Criteria for Biological drawings should be taught at this stage. <p>(Process skills: Drawing, Observation)</p>	<ul style="list-style-type: none"> ◆ A presentation of the drawings should be assessed as well as the classification of the specimen.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
TERM TWO: JANUARY TO MARCH			Students should be able to:		
	1 week	○ Classifying Animals	<ul style="list-style-type: none"> ▪ Group animals into Vertebrates and Invertebrates. ▪ Group Vertebrates and Invertebrates into sub groups ▪ Describe steps to preserve endangered species. 	<ul style="list-style-type: none"> ✓ Have students view a display of preserved specimen of various animals or models. ✓ Students should then classify them into Vertebrates or Invertebrates (Process skills: Observation) 	<ul style="list-style-type: none"> ◆ Worksheet ◆ Tabulation of organisms found in environment ◆ Use of rubric to assess students' ability to observe and classify organisms
	1 week	○ The Structure of Flowering Plants	<ul style="list-style-type: none"> ▪ Identify the main parts of a flowering plant ▪ Describe the function of the root and shoot system 	<ul style="list-style-type: none"> ✓ Have students examine different flowering plants ✓ Have students draw main parts of a flowering plant 	<ul style="list-style-type: none"> ◆ Worksheet with structured questions and diagrams
3 weeks	○ The Structure and Function of the Flower	<ul style="list-style-type: none"> ▪ Observe and Identify the parts of a flower ▪ Dissect and draw a named flower ▪ Observe and note the features of a variety of flowers 	<ul style="list-style-type: none"> ✓ In the laboratory students should be allowed to dissect the flower of the Hibiscus and the Poor Man's Orchid (Process skills: Experimenting, Drawing) 	<ul style="list-style-type: none"> ◆ Performance based assessment for correct technique 	

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
	2 weeks	○ Reproduction in Plants	<ul style="list-style-type: none"> ▪ Define reproduction and identify it as a characteristic of living organisms ▪ Discuss Asexual reproduction <ul style="list-style-type: none"> ✓ State the methods of asexual reproduction ✓ Research the names of plants that carry out asexual reproduction ✓ Describe the method that these plants use. ▪ Carry out an activity to produce plants asexually 	<ul style="list-style-type: none"> ✓ Students should be allowed to carry out three methods of asexual reproduction. ✓ Tour Scientific Research Council or UWI Biotech Department Tissue culture demonstration <p>(Process skills: Experimenting)</p>	<ul style="list-style-type: none"> ◆ The students' performance of the tasks should be assessed for the use of proper technique.
	3 weeks		<ul style="list-style-type: none"> ▪ Discuss Sexual reproduction in Plants <ul style="list-style-type: none"> ✓ Identify and name the male and female reproductive organs of the flower. ✓ Define the term Gamete and name the male and female gametes of the flower. ✓ Define pollination. ✓ Differentiate between 'self' and 'cross' pollination. ✓ Define fertilization and identify the events leading to it, and where it occurs in the flowering plants. 	<ul style="list-style-type: none"> ✓ Students should be allowed to draw diagrams of the Hibiscus. They should also be allowed to dissect the flower and draw a longitudinal view. ✓ Allow students to view the pollen grain under the microscope ✓ Have students bring a number of fruits to demonstrate the variety in which they exist. <p>(Process skills: Observation, Reasoning)</p>	<ul style="list-style-type: none"> ◆ Students should be given a worksheet with structured questions and diagrams.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
			<ul style="list-style-type: none"> ▪ Identify the products of fertilization ▪ Examine a variety of fruits and discuss differences between them ▪ Draw and label a selected fruit to show its internal and external features 	<ul style="list-style-type: none"> ✓ Draw and label different fruits ✓ Examine fruits from various plants <p>(Process skills: Drawing, Observation, Comparing)</p>	<p>◆ Worksheet with structured questions and diagrams</p>

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
TERM THREE: APRIL TO JUNE	3 weeks	<ul style="list-style-type: none"> ○ Living Responsibly 5.1 Sexual Maturity and Reproduction in Humans 	<ul style="list-style-type: none"> ▪ Define the terms adolescence and puberty ▪ Describe the changes that occur in males and females during puberty ▪ Associate these changes with sex hormones ▪ Label simple diagrams of the male and female human reproductive system ▪ Explain simply how copulation can lead to pregnancy ▪ Identify the special needs of a pregnant woman and precautions to be taken to ensure the health of the new born. ▪ Define the terms promiscuity, life-style choice, responsible behaviour and personal hygiene ▪ Discuss the importance of personal hygiene, responsible sexual behaviour and the consequences of poor life style choices. 	<ul style="list-style-type: none"> ✓ Students should be given a research on puberty and adolescence ✓ The School nurse should be used as a resource person to make a presentation on the changes adolescents should expect at the onset of puberty. <p>(Process skills: Observation, Reasoning)</p>	<ul style="list-style-type: none"> ◆ Written submission of research piece. ◆ Oral questioning can be used to ascertain general comprehension.

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
	3 weeks	Sexually Transmitted Diseases	<ul style="list-style-type: none"> ▪ Define the acronyms HIV and AIDS ▪ Discuss the transmission, symptoms and treatment of AIDS ▪ Define fuels ▪ Classify various substances as fuels ▪ Investigate the energy content of selected foods and identify sources of error in the investigation 	<ul style="list-style-type: none"> ✓ Video presentation of sexually transmitted diseases. ✓ Tour of AIDS Hospice ✓ Poster Competition and health awareness expo. <p>(Process skills: Communication, Observation)</p>	<ul style="list-style-type: none"> ◆ Worksheet, poster presentation, written essay ◆ DJ Competition
	1 week	○ 6.3 Fuels as Sources of Energy	<ul style="list-style-type: none"> ▪ Compare energy value of different presented foods through analysis of food labels ▪ Draw bar charts illustrating the energy needed for different activities ▪ Estimate the amount of energy consumed within a day and the energy which has been expended ▪ Identify and tabulate the energy conservations involving the food consumption over a three (3) day period. 	<ul style="list-style-type: none"> ✓ Interpret nutrition facts on labels ✓ Conduct research on the value of nutrients in various processed foods ✓ Conduct research to determine the amount of nutrients an individual should consume daily <p>(Process skills: Reasoning)</p>	<ul style="list-style-type: none"> ◆ Table of changes ◆ Poster Presentation ◆ Written Essay/Research Paper

Unit	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
			Students should be able to:		
	3 weeks	○ Cells	<ul style="list-style-type: none"> ▪ Draw a diagram of a typical plant and animal cell ▪ State the functions of the various parts of the cell ▪ State the differences between plant and animal cells ▪ Identify at least three types of animal cells ▪ Identify at least two types of epidermal plant cells ▪ List the activities of the cell ▪ Infer that all the activities of the organism are dependent on the functioning of its cells ▪ State that the main differences between living and non-living things is related to the difference in the structure and function of the basic units. 	<ul style="list-style-type: none"> ✓ Student should view a number of prepared slides with plant and animal cells. (Onion and cheek cells) ✓ Have students make models of both cell types using lime as the nucleus and starch as the cytoplasm placed in a transparent plastic bag. Examine diagrams of typical animal cells (skin, cartilage) ✓ Have students examine diagrams of specialized animal cells. <p>(Process skills: Drawing, Making Models, Inferring)</p>	<ul style="list-style-type: none"> ◆ Use should be made of a check list to grade the cells drawn by students and the models they present.

Jamaica College
Library Skills
Curriculum
First Form/Grade 7

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.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER		1) LIBRARY ORIENTATION <ul style="list-style-type: none"> ○ History of Libraries ○ What is a Library? ○ Library Rules ○ Physical layout of the Library 2) TYPES OF LIBRARIES <ul style="list-style-type: none"> ○ School ○ National ○ Special ○ Academic ○ Public 	<ul style="list-style-type: none"> ▪ Create their own definition of the term Library ▪ State reasons why they use libraries ▪ Discuss the history of libraries (paying special attention to the vast improvement in the ability to readily locate information) ▪ Formulate their own library rules. ▪ List the five types of libraries ▪ Compare and contrast the school and the academic library. ▪ Assess the functions of the national and public libraries. ▪ Examine the role of the special library ▪ Show an appreciation for the existence of the different types of libraries. 	<p>Students will be given maps to locate ancient Mesopotamia.</p> <p>Students will be placed in groups where they will be instructed to create their own library rules.</p> <p>Students will tour the library in small groups observing the various areas of the library and how each contributes to the running of the library.</p> <p>Students will be required to write a paragraph about how special libraries may be useful to them.</p>	

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH		3) CARE AND HANDLING OF BOOKS <ul style="list-style-type: none"> ○ What is a book? ○ Using and caring books 4) CIRCULATION OF LIBRARY MATERIAL <ul style="list-style-type: none"> ○ Library material ○ Loan systems ○ Borrowing ○ Circulation policy 	<ul style="list-style-type: none"> ▪ Define the concept book. ▪ Identify the various materials used to make a book ▪ State the importance of books. ▪ Assess the need for caring books. ▪ Show the correct procedure when using a book ▪ State ways to care for books ▪ Discuss types of materials which can be borrowed from the library ▪ Explain the different types of loan systems which are available in the library ▪ Explain the steps to be observed when borrowing books from the library. ▪ Formulate own circulation policy 	Students will be required to write reasons for protecting and caring for books. They will also demonstrate the correct way to use books.	

	Duration 1 hr=1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities
Unit:			Students should be able to:	
TERM THREE: APRIL TO JUNE		5) THE LIBRARY CATALOGUE	<ul style="list-style-type: none"> ▪ Explain what is the library’s catalogue ▪ List the different forms of library catalogue ▪ Name the three types of card catalogue ▪ Identify each type of catalogue card ▪ Identify the various features of the catalogue card ▪ Use given information to create catalogue cards for fiction and non-fiction books 	Students will be required to write a definition of a library catalogue.
		6) STUDY SKILLS <ul style="list-style-type: none"> ○ What are study skills? ○ Skimming and scanning ○ Research 	<ul style="list-style-type: none"> ▪ Give a definition of the term study skills ▪ Explain the different elements included in study skills ▪ Define the term skimming and scanning ▪ Define the term research process ▪ Explain the five main components involved in the research process ▪ Explain the methods used in researching ▪ Use the research process to research given topics. 	Students will be given different topics to research. They will be required to show how the research was conducted and what information was found.

Jamaica College
Mathematics
Curriculum
First Form/Grade 7

MATHEMATICS

In Grade 7, students will study Algebra, Mathematics and Geometry. The curriculum is designed to help them develop a positive attitude towards the subject. They are encouraged to enjoy their discoveries along the way as they explore the five main components of Mathematics.

These are:

- 1) Problem Solving: e.g. formulating questions, analyses, translation of results and diagram drawing.
- 2) Communicating Mathematical ideas: using the language and notation of mathematics.
- 3) Mathematical Reasoning: independent investigations of mathematical ideas
- 4) Applying Mathematics to everyday situations.
- 5) Estimation – using mental arithmetic and computational estimation techniques arrive speedily at approximate calculations.

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
Vocabulary and Symbol Development		<ul style="list-style-type: none"> ○ Math Vocabulary: Develop a list of words and their meanings that are used only in the context of mathematics as well as other words that have different meanings when used outside of the mathematics classroom 	<ul style="list-style-type: none"> ▪ Understand the meaning of words that are peculiar to mathematics and are used only in the context of mathematics ▪ Apply the meaning of these words correctly. 	<ul style="list-style-type: none"> ✓ Build up a list of words and their meaning in order to improve the knowledge and confidence 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work
Math symbols and Geometrical Figures		<ul style="list-style-type: none"> ○ To be able to recognize the given Mathematical Symbols and Geometrical figures 	<ul style="list-style-type: none"> ▪ Correctly use Mathematical Symbols and Geometrical figures in order to set out solutions to problems in an orderly manner. 		
Number, symbols, Number System and Historical Reflection, Numbers	18 hours	<ul style="list-style-type: none"> ○ Historical Reflection: Number, symbols, Number System. What is a Number, The Number line, Numeration System, 	<ul style="list-style-type: none"> ▪ Write whole numbers in a variety of expanded Form: - Compare and order whole numbers. 	<ul style="list-style-type: none"> ✓ Use open-ended and challenging questions. ✓ Make students use their ability to reason 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
		<p>The evolution and use of many Number Systems.</p> <ol style="list-style-type: none"> 1. The Roman System 2. The Hind-Arabic System 3. The Chinese Abacus <ul style="list-style-type: none"> ○ Introduction to Fractions and Decimal. ○ Comparing the sizes of Numbers – Greater than, Less than, Equal to. ○ The Basic operations in A.S.M.D. in order of operations in mathematics. ○ Approximation and Estimation ○ Rounding off “to the nearest” ○ The Multiplication table. ○ Factors: Common Factors. ○ Multiples: Common multiples. H.C.F. L.C.M. 	<ul style="list-style-type: none"> - Apply the four operation A.S.M.D. to problem situations - Perform the four operations on whole numbers both mentally and in writing. ▪ Identify Odd, Even and Prime numbers. ▪ Identify the Factors and multiples of any numbers. ▪ Identify LCM, HCF or Two or more numbers ▪ Identify without a calculation numbers divisible by 2, 3, 4, 5, and 9. ▪ Identify Equal Convert common and Decimal Fractions to percentage and vice versa. ▪ Add, subtract, multiplying, and divide decimal numbers 	<ul style="list-style-type: none"> ✓ Analysis of information. ✓ Exposition (use marker and white board) 	<ul style="list-style-type: none"> ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
		<ul style="list-style-type: none"> ○ Special numbers: Odd. Even, Prime, Consecutive Composite number. ○ Problem-solving using LCM, HCF ○ Directed number/Integers <p>Numbers</p> <ul style="list-style-type: none"> ○ Number; Representation on a Number line. ○ Comparison and ordering. ○ Basic operations A.S.M.D. with integers ○ Using a pocket calculator 			<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Index (indices) Power Exponent	8 hours	<p>Index (indices) power Exponent</p> <p>Difference in the express $4X$ and X^4</p> <p>Number expressed as factor in index from E.g. $72=2 \times 2 \times 2 \times 3 \times 3 = 2^3 \times 3^2$</p> <p>Index Notation: Concept of indices Evaluation of numbers with positive indices</p> <p>2^5, 5 is called the power or index and 2 is called the base</p>	<p>State the meaning of A^m. Where A and M are whole numbers.</p> <p>Use the First 4 Laws of Indices</p> <ol style="list-style-type: none"> 1. Multiplication $A^m \times A^n = A^{m+n}$ 2. Division $A^m \div A^n = A^{m-n}$ 3. Power-to-power $(A^m)^n = A^{mn}$ 4. Zero Power $A^0 = 1$ 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions ✓ Make students use their ability to reason ✓ Analysis of information. ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination
Fractions	10 hours	<p>Fraction: Concept of a Fraction</p> <ul style="list-style-type: none"> ○ Types of Fractions, Equivalent Fractions, Comparing fractions, Ordering Fractions, simplifying Fractions ○ A.S.M.D. on common and Decimal Fractions and mixed numbers. 	<ul style="list-style-type: none"> ▪ A.S.M.D. of rational Numbers ▪ Identify equivalent Fractions, Order Fraction convert Common and Decimal Fractions to Percentage and vice versa. ▪ Find a given percentage of a whole number. ▪ Write on equity as a percentage of another ▪ A.S.M.D. decimal numbers 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions ✓ Make students use their ability to reason ✓ Analysis of information. ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
		<ul style="list-style-type: none"> ○ Combined operations with special attention to the order of operations. ○ Expression of one quantity as a Fraction of another. ○ Computation of a Percentage of a given Whole number. ○ Fraction comparison by percentage ○ Concept of Fraction as a Ratio ○ Solution of Word problems involving the use of common Fractions. ○ Rounding off to a given number of decimal places 	<ul style="list-style-type: none"> ▪ Round off any decimal number to a given number or decimal places 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions ✓ Make students use their ability to reason ✓ Analysis of information. ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination
Ratio and Proportion	8 hours	Ratio and Proportion: (a) Concept of Ratio Always state a ratio in its lowest terms	<ul style="list-style-type: none"> ▪ Make a comparison of Two or more quantities using Ratio. ▪ Express Ratio as a Fraction. ▪ Identify quantities in Proportion 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Sets	10 hours	<p>Always use the same units when finding a ratio</p> <p>To recognize that a ratio has no units</p> <p>Ratio can be represented in Fraction form</p> <p>Recognize that the Symbol : means “To”</p> <p>Ratio is a relation that is used to compare Two or more similar quantities</p> <p>(b) Proportion parts can be used with different units</p> <p>Quantities are in direct proportion if an increase or decrease in one quantity is matched by an increase or decrease in the same ratio in the other quantity.</p> <p>Sets: The Language of Sets</p> <p>Symbols and Notation associated with Sets</p>	<ul style="list-style-type: none"> ▪ Use the language of Sets correctly ▪ Give examples of well defined Sets ▪ Define a Set by <ol style="list-style-type: none"> 1. Listing the elements of a Set 2. Describing in words the elements of the Set 	<ul style="list-style-type: none"> ✓ Make students use their ability to reason ✓ Analysis of information. ✓ Exposition (marker and white board) ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions 	<ul style="list-style-type: none"> - Unit Test - Examination ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO JANUARY TO MARCH	8 hours	Types of Sets <ul style="list-style-type: none"> • Empty/full • Finite • Infinite • Universal • Equal to <ol style="list-style-type: none"> 1. An element or a member 2. Use of Curly brackets 3. Subsets 4. The intersection and union of Sets 5. Use of Capital letters to name a set 6. Belonging or not belonging to a set <p>Venn Diagrams Two sets</p> <p>Interpretation of information given by the Venn diagrams</p>	3. Using a set-builder notation <ul style="list-style-type: none"> ▪ Know the symbols used ▪ Illustrate data using the Venn Diagrams ▪ Obtain data from Venn Diagrams ▪ Identify sets relations ▪ Disjointed sets, overlapping sets, equal sets, subset ▪ Determine and count the elements in the intersection of not more than three sets ▪ Find the complement of a given set, given the universal set. 	<ul style="list-style-type: none"> ✓ Make students use their ability to reason ✓ Analysis of information. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	- Examination
MEASUREMENT Introductory Concepts		<ul style="list-style-type: none"> ○ Metric System for measuring: Length, Mass, Weight, Area, Volume, Temperature, Time, Capacity ○ Instruments used to measure the above. 	<ul style="list-style-type: none"> ▪ Identify situations in daily life where measurement is used ▪ Identify the appropriate instrument (scale) for use in a given situation ▪ Identify and use Metric Units and symbols 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions ✓ Make students use their ability to reason 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Perimeter and circumference	6 hours	<ul style="list-style-type: none"> ○ Need for standardized units ○ Express of one unit of measurement in terms of another unit. ○ Degree of accuracy of a measurement ○ 12-hour clock and Digital ○ 12-hour and 24-hour watches ○ Perimeter of regular and irregular figure bounded by straight lines, including triangles, quadrilaterals, pentagons ○ Circumference (Perimeter) or a circle. ○ Relationship between the Radius/diameter and the circumference $C = 2r$; $C=D$ ○ Solution of word problems 	<ul style="list-style-type: none"> ▪ Identify and demonstrate the need to know the degree of accuracy of any Measurement Estimate Length and Time interval ▪ Demonstrate the need for a starting point for measuring distance. ▪ Measure Distance using: ruler, meter ruler, tape measure ▪ Distinguish between Features of the Traditional clock and Digital Clock – 12 hour, 24 hour watches. ▪ Perform measurement, conversions and calculations. ▪ Measure distance round regular and irregular figures. ▪ Calculate perimeter or regular and irregular figures ▪ Calculate circumference of a circle using both $C=2r$ and $C = D$ 	<ul style="list-style-type: none"> ✓ Analysis of information. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions ✓ Make students use their ability to Reason ✓ Analysis of information. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> - Examination ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Area	6 hours	<ul style="list-style-type: none"> ○ Concept of area ○ Area of regular and irregular shapes ○ Area of basic shapes: rectangle, square, triangle, parallelogram, rhombus, trapezium ○ Circle: The formulas for area of basic shapes above. ○ Use of appropriate Square units ○ Conversion from one unit to another. 	<ul style="list-style-type: none"> ▪ Estimate area of regular and irregular shapes ▪ Calculate the area of regular shapes ▪ Use formulae for areas of triangle, square, rectangle, and parallelogram. ▪ Circle to solve Problem 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions ✓ Make students use their ability to Reason ✓ Analysis of information. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	
Length: Linear or One Dimensional Measure		<ul style="list-style-type: none"> ○ Basic unit of Length (Meter) and its relation to other units, the mm, cm, km ○ Conversion from one unit to another. ○ Use of unit to measure length, height, distance. ○ Basic operation of A.S.M.D. with Linear measurements. 	<ul style="list-style-type: none"> ▪ Identify the Systems associated with measurement of Length. ▪ Use the imperial system: inches, feet, yards, chain, miles. ▪ Use the Metric System: Millimetres, Centimetre, Metre, Kilometre ▪ Make the conversion from one system to the next. 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Take students onto the basketball court, tennis court and do measurements in different units ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Time		<ul style="list-style-type: none"> ○ Measurement correct to 1 and 2 places of decimal. ○ Time: Basic Unit (the hour) other measurement of time and parts of the hour, day, week, month, year, leap year, decade, century ○ Use of B.C. and A.D. ○ The 12 hour clock and 24 hour clock – digital ○ A.M. and P.M. 	<ul style="list-style-type: none"> ▪ Use common Rule with different scales on both sides ▪ The Tape measure and Proper measurement of courts and fields used for playing sports. 	<p>one's peers are many</p> <ul style="list-style-type: none"> ✓ Exposition (marker and white board) 	
Temperature	10 hours	<p>Temperature:</p> <ul style="list-style-type: none"> ○ Identify the Two systems for Measuring Temperature: Fahrenheit (⁰F) and Celsius (⁰C). 	<ul style="list-style-type: none"> ▪ Temperature is the measure of how hot or how cold an object is ▪ How to use the thermometer ▪ Explain the difference between Positive 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
GEOMETRY Basic Geometric Concepts	10 hours	<p>Both systems measure temperature in degrees ($^{\circ}$ is the symbol used)</p> <ul style="list-style-type: none"> ○ Use of the thermometer ○ Temperatures at freezing and boiling points. ○ Relationship between hot and cold or boiling and freezing conversions from $^{\circ}\text{F}$ to $^{\circ}\text{C}$ and also from $^{\circ}\text{C}$ to $^{\circ}\text{F}$. <p>Basic concepts of Geometry</p> <ul style="list-style-type: none"> ○ Definition, representation and use of spatial terms with special attention to: (1) Point (2) Line (3) Line Segments (4) Ray (5) Common end point (6) angle (7) vertex (8) Plane flat surface. ○ Lines in a plane: (1) 	<p>temperatures and Negative temperature</p> <ul style="list-style-type: none"> ▪ Identify and represent: Point line, line segment, ray, plane and angle ▪ Name and classify solids according to their cross section ▪ Describe solid shapes in terms of faces, edges and vertices. Identify solid shapes from TWO Dimensional representation. ▪ Identify by sight; right, acute, obtuse and reflex angles and angles on a straight line 	<ul style="list-style-type: none"> ✓ Make students use their ability to reason ✓ Analysis of information from weather reports ✓ Variations in human body temperature ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. ✓ Make students use their ability to reason ✓ Investigate the different geometric figures around school compound. 	<ul style="list-style-type: none"> - Unit Test - Examination ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
		<p>Types of lines, curved, straight, vertical, horizontal, parallel, intersecting, and perpendicular.</p> <ul style="list-style-type: none"> ○ Types of Angles ○ Use of Protractor ○ Estimation of the size of an angle. ○ Classification of angles: straight, right, acute, obtuse, reflex ○ Classification of angles by location and relationships: adjacent, adjacent on a straight line, at a point, complementary ○ Supplementary, vertically opposite ○ Angles formed when Two or more parallel lines are cut by a Transversal alternate (Z), vertically opposite, corresponding calculation of the sizes of unknown angles using concepts/relationship. 	<ul style="list-style-type: none"> ▪ Identify the types of angle given its size in degrees. ▪ Estimate the size of an angle ▪ Identify straight, parallel, perpendicular and intersecting lines ▪ Use a protractor to measure and to draw an angle of a given size ▪ Identify the angles formed when a transversal cuts TWO or more parallel lines. ▪ Identify and do related calculations involving complimentary and supplementary angles as a point. 	<ul style="list-style-type: none"> ✓ The geometric shapes used in construction like: the new Transportation centre in H.W.T. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) ✓ Describe solid shapes in term s of Faces. Edges and vertices. ✓ Identify and represent points, lines, line segment, ray, plane and angles. 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
PLANE SHAPES, POLYGON AND CIRCLE	10 hours	Plane Shapes, Polygons and Circle <ul style="list-style-type: none"> ○ Definition of a Polygon ○ Special names for polygons with 3-5 sides ○ Identification and sketches of polygons with 3-5 sides ○ Irregular polygons ○ Regular shapes, properties of quadrilaterals: Squares, rectangles, rhombus, kite, parallelogram, trapezium 	<ul style="list-style-type: none"> ▪ Identify circle, its centre, radius, diameter, chord ▪ Identify arc, sector or segment of any circle. ▪ Calculate perimeter and area of the circle ▪ Differentiate between regular and irregular shapes ▪ List the properties of a triangle ▪ Identify right-angled, isosceles, equilateral and scalene triangles ▪ Determine the distinctive properties of the various quadrilaterals and their diagonals. 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Demonstrate how a curve can be formed from a series of Straight lines. Give properties of the Rhombus, kite, square, Trapezium, Parallelogram. ✓ Use open-ended and challenging questions. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination
<u>SYMMETRY</u>		<ul style="list-style-type: none"> ○ Definition of symmetry 	<ul style="list-style-type: none"> ▪ Identify lines of symmetry 	<ul style="list-style-type: none"> ✓ Cut out figures and determine if they are any line of symmetry. ✓ Have students look at their reflection in mirrors 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination
Movement Transformation	4 hours	<ul style="list-style-type: none"> ○ Movement Transformation: Transformation by Reflection. Key concept and vocabulary 	<ul style="list-style-type: none"> ▪ Identify the image of an object under reflection. ▪ Identify and draw lines of symmetry of given shapes 	<ul style="list-style-type: none"> ✓ Explain objects and image. Ask if the object raises his right hand, which hand of the image is raised? 	<ul style="list-style-type: none"> - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE APRIL - JUNE <u>CONSUMER</u> <u>ARITHMETIC</u> Buying and Selling	7 hours	<ul style="list-style-type: none"> ○ Lines of symmetry or fold lines ○ Reflection image, mirror image, congruent shapes ○ Relationship of line of Reflection to the original and reflected shapes. ○ Sketches on plain or graph paper to show the reflection. ○ Letter names for original and reflected figures ○ Use symbol “M” to denote reflection <ul style="list-style-type: none"> ○ Buying and selling: The function of money <ul style="list-style-type: none"> - Medium of exchange - Store of wealth (saving) ○ Source of income: - Full time or Part Time employment, self employment, Profession 	<ul style="list-style-type: none"> ▪ Identify congruent shapes in any position. ▪ Identify lines of symmetry on a plane. <ul style="list-style-type: none"> ▪ Identify the functions of money ▪ Compute total price given unit price and quantity. ▪ Compute unit price given – total quantity and total price ▪ Calculate simple Gross pay and Net Pay 	<ul style="list-style-type: none"> ✓ Demonstrate lines of symmetry with plane figures that were cut out: ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. ✓ Make students use their ability to reason ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one’s peers are many ✓ Exposition (marker and white board) <ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Co-operative learning. ✓ Working in groups as the benefits of team work and learning from one’s peers 	<ul style="list-style-type: none"> ❖ Class work <ul style="list-style-type: none"> - Teacher made - Text book work ❖ Home work <ul style="list-style-type: none"> - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Consumer Spending for Goods and Services	3 hours	<ul style="list-style-type: none"> ○ Informal vending <ul style="list-style-type: none"> - Difference between wages and salary - Computation of regular wages, over time, day commission. <p>Consumer Spending for Goods and Services:</p> <ul style="list-style-type: none"> ○ Purchase of items such as food, clothing, housing, health care, gifts 	<ul style="list-style-type: none"> ▪ Calculate Simple commission ▪ Calculate profit and loss in monetary and percentage terms. 	<ul style="list-style-type: none"> ✓ Exposition (marker and white board) 	
Profit and Loss		<p>Profit and Loss:</p> <ul style="list-style-type: none"> ○ Profit, loss, percentage profit, percentage loss ○ Calculation of profit or loss percent when cost pricing and selling price are known. 			

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Statistics and Probability		<p>Statistics: Branch of mathematics that deals with collecting, organizing, interpreting and presenting numerical data</p> <ul style="list-style-type: none"> ○ Collecting information, recording information, tallying ○ Simple tables ○ Facts vs Opinions ○ Reading and interpreting simple diagrams ○ Pictograph ○ Bar graph ○ Pie chart ○ Construction of appropriate graphs from given or collected information ○ Methods of collecting data (collection of facts or information) could be: <ul style="list-style-type: none"> - Interviews - Population - Surveys - Sampling - Observation - Questionnaires ○ Look at raw data 	<ul style="list-style-type: none"> ▪ Collect information by observation and from interviews ▪ Record collected information ▪ Condense numerical data into more manageable forms by setting up graphs, tables and charts ▪ Construct the appropriate graph for given collected data ▪ Read and interpret the data graphically or in table form ▪ Find the arithmetic mean, median and mode ▪ Read, interpret and construct <ul style="list-style-type: none"> (i) pictograph (ii) Bar charts (iii) Pie charts 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Co-operative learning ✓ Use open-ended and challenging questions. ✓ Make students use their ability to reason ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Probability		<p>Probability: Meaning of probability considering the element of uncertainty in every day experiences</p> <ul style="list-style-type: none"> ○ Classification of events as certain, impossible, as like to happen or not likely ○ Having a good chance or poor of happening, having a high or low probability of happening. ○ Simple Predictions; Experimental probability <ul style="list-style-type: none"> - Tossing a single dice - The use of Two or more dice - Simplest games of chance like tossing a coin ○ Use of terms: Experiment, event, outcome, successful, or required outcome. ○ Possible outcome: relationship between frequency of a required 	<ul style="list-style-type: none"> ▪ Make simple predictions ▪ Use the language: certain, likely, impossible, correctly ▪ Understand that probability is the ratio of the number of favourable outcomes to the total number of possible outcomes. The Probability = the number of desired outcomes/the total number of ways an event can happen 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. ✓ Make students use their ability to reason ✓ Analysis of information ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work <ul style="list-style-type: none"> - Teacher made - Text book work ❖ Home work <ul style="list-style-type: none"> - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
<u>ALGEBRA</u> Symbolic Representation		<p>outcome and the number of repetitions of experiment.</p> <ul style="list-style-type: none"> ○ Symbolic representation ○ Use of: to represent numbers, operations, relationship. ○ Concept variable, term factors of a term, expression coefficient, base with index/power/exponent, like terms, unlike terms. ○ Expression in their simplest forms ○ The use of the four basic operations (A.S.M.D) with whole and Rational number ○ Grouping and the use of Brackets ○ The order of operations 	<ul style="list-style-type: none"> ▪ Identify variables, terms expressions, equations and operations ▪ Add and subtract like and unlike terms. ▪ Substitute letters for quantities which vary ▪ Apply the four operations to simple algebraic expressions. ▪ Use the order of operations accurately. ▪ Simplify algebraic expressions ▪ Write simple equations to illustrate story problems. 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. ✓ Make students use their ability to reason ✓ Analysis of information ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Equations		<ul style="list-style-type: none"> ○ The meaning and use of directed numbers/integers ○ Basic operations with integers ○ The addition and or subtraction of like terms ○ The multiplication and division operations ○ Expansion of brackets before ○ The collection of like terms ○ Working with Simple Fractions <p>Equations: The difference between an expression and an open sentence/equation</p> <ul style="list-style-type: none"> ○ Solution of simple equations ○ Concept of balancing ○ Solution of algebraic equations with one variable ○ Problems which give rise to simple equations 	<ul style="list-style-type: none"> ▪ Write equations to illustrate story problems ▪ Solve simple equations by balancing methods. 		<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Inequalities		<p>Inequalities: Use of the symbols \leq, \geq, $<$, $>$</p> <p>Reading and interpreting an inequality given by the symbols</p>	<ul style="list-style-type: none"> ▪ Solve simple equations using Algebraic notations. 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination
<p><u>RELATIONS, FUNCTIONS AND GRAPHS</u></p> <p>Relations and Functions</p>		<p>Relations and Functions: Examination of the relationship between members of a set, or between members of two sets</p> <p>Pictorial representation of a relation by arrow/mapping Diagrams</p> <p>Related vocabulary domain, range (co-domain)</p> <p>Classification of a member of the member of the domain with the corresponding member in the range as an ordered pair.</p>	<p>Identify simple relationship between members of the domain and the range</p> <p>From simple mapping diagrams identify which is a Function and which is not.</p>	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Use open-ended and challenging questions. ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Graphs		<p>Types of relations as show by mapping diagrams; One-to-one</p> <p>One - to - many Many - to- one Many - to - many</p> <p>Graphs: The Cartesian Plane X and Y axes, origin, an ordered pair as coordinates (X,Y) of a point</p> <ul style="list-style-type: none"> ○ A point represented pictorially/graphically on a Cartesian plane. Graphs of sets of ordered pairs. ○ Use of an appropriate scale on which each axis: <ul style="list-style-type: none"> - Plotting of points - Reading of points - Connecting points to form patterns <p>Interpretation of information and identification of the Operation A.S.M.D. needed</p>	<ul style="list-style-type: none"> ▪ Write the coordinates of points as ordered pairs ▪ Graph ordered pairs of numbers on the Cartesian plane ▪ Read and identify points on the Cartesian Plane ▪ Connect points on the Cartesian Plane to form patters. 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

	Duration 1 hr = 1 class	Scope of Work	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
Solving Worded Problems		<p>Solve worded problems requires a lot of thinking and some simple steps First try to identify the different bits of information stated in the problem.</p> <p>Interpret the information in the problem into your own words Which operation/s should be used:- Division Multiplication Addition Subtraction Or a combination of these Does the solution require forming a simple equation?</p>	<ul style="list-style-type: none"> ▪ Think logically while interpreting bits of information ▪ Approach each worded problem as simple comprehension followed by simple arithmetic steps. ▪ Apply the principles of A.S.M.D. as required ▪ Write equations from the interpreted information and solve the equation 	<ul style="list-style-type: none"> ✓ Use of the Discovery method/investigation ✓ Co-operative learning ✓ Working in groups as the benefits of team work and learning from one's peers are many ✓ Exposition (marker and white board) 	<ul style="list-style-type: none"> ❖ Class work - Teacher made - Text book work ❖ Home work - Text book work - Unit Test - Examination

Jamaica College
Religious Education
First Form/Grade 7
Curriculum

This curriculum seeks to highlight what is religious education and to give reasons as to the importance of doing this subject at the secondary level. The intention of this curriculum is to expose students to the major world religions and their features. Living within the Caribbean the curriculum provides opportunity to heighten students' awareness of local religions in the Caribbean. The hope is to allow students to develop more than tolerance, not conviction but acceptance, appreciation and respect for the various religious beliefs.

RATIONALE

Various educators have given the following reasons why the study of Religion as a phenomenon, and how it is communicated, is as important as Language, Mathematics or any other subject in the school curriculum:

- (a) Public education was founded to teach civil virtues and moral values such as honour, love, forgiveness, honesty, integrity, stewardship, justice and respect for each other.
- (b) Religion has been so much a part of this history of nations and people's everyday lives that the need to develop a general understanding of it in the course of the school's curriculum seems obvious as religions have had a great influence not only on the world's history but also on our culture, laws, art, architecture and literature.
- (c) The people of the Caribbean live in multicultural societies where we are in constant contact with numerous religious ideas. This variety of ideas along with scientific and technological development and rapid social growth and changes has led to the questioning of traditional values.

This curriculum is designed to provide students with opportunities to participate in the age-long search for human beings for the meaning and purpose of life and assist them to underline the concepts of God in religions.

It seeks to foster a better understanding, appreciation and respect for the religious, ethnic and cultural plurality in the Caribbean and Jamaica in particular.

It is further intended that the study of Christianity, Judaism, Islam, Hinduism and Rastafarianism will help students to deal with problems and resolve conflict.

Religious Education therefore, offers students the opportunity to explore, question, seek and discover for themselves. It requires of students the same spirit of enquiry that they bring to other subject discipline the school curriculum.

GENERAL AIMS OF CURRICULUM

The general aims of this curriculum are for students to:

1. Develop an understanding of the meaning and purpose of life as advanced by Hinduism, Judaism, Christianity, Islam and Rastafarianism as practiced in Jamaica and the wider Caribbean.
2. Encourage appreciation and respect for various religious beliefs system.
3. Encourage a critical and reflective attitude to religious beliefs and practices that are different from their own.
4. Create an awareness of the religious heritage of Jamaica and the wider Caribbean.

THE CONTENT AIMS

The content aims tells you where you are going

There are three aims for every lesson:

1. The Content Aim – What does the text say?

The aim addresses the issue of what facts the student should know as a result of having participated in class activities. Verbs like *recount*, *tell* and *identify* will most likely be used to introduce such aims.

2. The Concept Aim – What does the text mean?

This aim probes beneath the surface of the material to find the timeless principle underlying the fact reported in history. It takes the student beyond the knowledge base which is a necessary link to bring the historical reality to the students today. Such verbs as *relate*, *compare* and *explain* will be more common in introducing these aims.

3. The Conduct Aim – What does the text demand of me?

This aim (goal) addresses the issue of application – how will the students' conduct and attitude to life change as a result of participating in this study? This aim challenges the learner to commit to making a specific suggestion as to what action he or she can take in the future.

METHODOLOGY – METHOD OF TEACHING

Methods to be used will be determined by the classroom and surrounding environment such as atmosphere – heat, cold, size, shape and lighting of the room, voice emitting from outside and, or other classroom.

Methods could include:

1. Class presentation
2. Class discussion or interactive
3. Group studies (work)
4. Class work and home-work

METHODS OF ASSESSMENT

1. Unit Test
2. Exams – Terms, End of Year
3. Class work – Class Presentation
4. Assignments – Projects
5. Homework
6. Group Work

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
TERM ONE: SEPTEMBER TO DECEMBER					
1.1 INTRODUCING RELIGIOUS EDUCATION	1 week	○ Why Does Religious Education Matter?	▪ To introduce to students the nature of religious education and reasons it is taught in schools.	✓ For students to develop a better understanding as to how religion affects people's daily lives and the society in which they live	
1.2	1 week	○ Religion and Definition	▪ To provide students with a basic scientific definition of religion and religious education	✓ For students to develop a better understanding and appreciation of the concept 'Religion' and what it means to be religious.	
1.3	1 week	○ The Many Faces or Aspects of Religion	▪ To introduce to students some of the values of society that are supported by religion.	✓ For students to be able to identify six sides, faces or aspects of religion such as the ritualistic, ethnical, mythical, legal, doctrinal and emotional.	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
1.4	1 week	○ Religious Worship	▪ To introduce to students new concepts of religious worship as practised by different religions.	✓ For students to develop a better understanding and appreciation of the worship practices of other religions than that of their own.	
1.5-8	2 weeks	○ Looking at Christianity (1 – 4)	▪ To provide students with a brief history of the beliefs and ways of worshiping in the Christian religion	✓ For students to develop a better understanding of the life, work and teaching of Jesus, the Christian Church, the Bible, Rites of Passage and the Church as a place of worship.	
2.1	1 week	○ The Miracle of Life	▪ To introduce to students the purposes of life described by the four religions we are studying, namely – Hinduism, Judaism, Christianity and Islam	✓ For students to develop a better understanding of the miracle of life, conception, birth, growth and development.	
2.2	2 weeks	○ Who Am I? (Part 1 and 2)	▪ To introduce to students the fact or idea that many questions of life and the universe are religious at heart and we developed many sciences in our attempt to answer them.	✓ For students to develop a better understanding of the importance of the unity of mind, body and spirit in helping the individual to identify and develop his full potential and to have a positive attitude to self and life in general.	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
2.3	1 week	○ Why Am I Here?	▪ To introduce to the students the importance of evaluating personal beliefs and discuss key issues about the meaning and purpose of life.	✓ For students to develop a positive attitude to people in society with different social backgrounds, religious backgrounds, lifestyles and beliefs, religious, political or otherwise.	
3.1	1 week	○ Theories and Stories	▪ To introduce to students the different religious theories and myths that explain the origin of life: the creation stories of Hinduism, Judaism, Christianity and Islam.	✓ For students to be able to evaluate and compare the creation stories of Hinduism, Islam, Judaism, and Christianity - that of Judaism and Christianity being the same (Gen. 1-2; St. John 1:1)	
3.2	1 week	○ The Jewish and Christian Creation Story. Gen. 1-2, Psalm 19, John 1:1, Hebrews chapters 1 & 11	▪ To introduce to students two scientific accounts or explanations of the origin of the universe and life such as evolution and the Big Bang Theories.	✓ For students to be able to discuss the various theories and stories of the origin of the universe and to develop an appreciation of the different explanations given for these origins.	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
3.3	1 week	○ The Muslim Creation Story	▪ The many reasons why creation is at risk: problems such as waste disposal, deforestation, acid rain and chemical weathering.	✓ For students to be able to identify some causes of the environmental and global problems.	
3.4	1 week	○ The Hindu Creation Story	▪ To introduce to students the reasons given by the different religions for seeing human beings as stewards of God's creation and the accompanying responsibilities.	✓ For students to develop a deeper appreciation of the concepts of: 1. Stewardship 2. Procreation 3. Environment 4. Responsibilities	
3.5	1 week	○ Creation At Risk	▪ To introduce to students the human responsibilities in the area of procreation and the consequence of failing to act responsibly.	✓ For students to develop a deeper appreciation of the concepts of: 1. Stewardship 2. Procreation 3. Environment 4. Responsibilities	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
5.1	1 week	○ Religion and Society: Religion In The Caribbean – Part 1	▪ To introduce to students the ways in which cultural identify is affected by religion.	✓ For students to develop a deeper understanding of the part played by religion in the development of our cultural heritage and nation as a whole.	
5.2	1 week	○ Religion In the Caribbean – Part 2	▪ To introduce the significance of religious ceremonies and festivals relative to rites of passage and family life.	✓ For students to develop a better understanding as to how the four religions they are studying came to the Caribbean and why the region can be correctly called the melting pot of religion, culture and colours.	
5.3	1 week	○ Christianity In The Caribbean	▪ To introduce to the students the coming of Christianity to the Caribbean.	✓ For students to develop a better understanding and appreciation of the abilities of religion to survive in the face of great transition and culture mix.	
5.4	1 week	○ Religious Retention In The Caribbean – Part 1	▪ To introduce to the students the coming of the Hindus and Muslims to the Caribbean.	✓ For students to develop a better understanding and appreciation of the abilities of religion to survive in the face of great transition and culture mix.	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
5.5	1 week	○ Religious Retention In The Caribbean – Part 2	<ul style="list-style-type: none"> ▪ To introduce to the students the historical arrival of the Jews to the Caribbean, their growth and development here. 	<ul style="list-style-type: none"> ✓ For students to develop a better understanding and appreciation of the abilities of religion to survive in the face of great transition and culture mix. 	
5.6	1 week	○ Rastafarianism – Its History, Beliefs and Rituals	<ul style="list-style-type: none"> ▪ To identify some of the African religions that have been retained even with some changes, in the Caribbean. ▪ To introduce to the students the origin, beliefs, and practices of an indigenous Jamaican Religion 	<ul style="list-style-type: none"> ✓ For students to develop a better understanding of the beliefs and ritual practices of Rastafarianism. ✓ For students to be more informed as to the social context into which the religion of Rastafarianism was born (originated). 	
6.1	1 week	○ Lifestyle and Religion: Religious Clothes – Part 1	<ul style="list-style-type: none"> ▪ To introduce to students the special clothes people wear when worshipping God 	<ul style="list-style-type: none"> ✓ For students to develop a better appreciation for the types of clothes religious people wear and why 	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
6.2	1 week	○ Religious Clothes – Part 2	▪ To introduce to students the special clothes wear when worshipping God.	✓ For students to develop a better appreciation for the types of clothes religious people wear and why	
6.3	1 week	○ Special Food and Occasions	▪ To introduce to students the link between food and religion – type of food eaten	✓ For students to develop a better understanding and appreciation of the types of food religious people may or may not eat and why	
6.4	1 week	○ Religious Art	▪ To introduce to students the link between art, architecture and religion	✓ For students to develop a better understanding of the link between religion and art such as the stained glass window in the chapel.	
6.5	1 week	○ Religious Buildings	▪ To introduce to students the link between art, architecture and religion	✓ For students to develop a better understanding of the difference which they see in the different religious buildings, for example, the Mandir and Mosque	
6.6	1 week	○ Religion and Music	▪ To introduce to students the link between music and many aspects of religious worship especially in the Christian and Revivalist religion.	✓ For students to develop a better appreciation of the links between music, and religious worship.	

	Duration 1 hr=1class	Topic	Aims	General Objectives	
Unit:					
TERM THREE: APRIL TO JUNE					
6.7	2 weeks	○ Sex and Marriage	▪ To introduce to students the whole issue of moralities especially those surrounding virginity, celibacy and promiscuity.	✓ For students to develop a deeper sense of morality regarding sex, marriage, virginity, celibacy and promiscuity	
6.8	2 weeks	○ Virginity, Celibacy and Promiscuity	▪ To introduce to students the whole issue of moralities especially those surrounding virginity, celibacy and promiscuity.	✓ For students to develop a deeper sense of morality regarding sex, marriage, virginity, celibacy and promiscuity	
6.9	2 weeks	○ Religion and Hygiene	▪ To introduce to students the link between religion and hygiene especially in Judaism, Islam and Hinduism.	✓ For students to develop a better understanding and appreciation for their own personal hygiene and the influence religion has on hygiene.	

Jamaica College
Social Studies
Curriculum
First Form/Grade 7

SOCIAL STUDIES CURRICULUM

Introduction

The Grade Seven 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 Seven, students will possess the skills and knowledge necessary for successful completion of their end of year examination and the prerequisite for comprehension of the Grade Eight 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.)

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:					
1) TERM ONE: SEPTEMBER TO DECEMBER	1 week	A) What is Social Studies? - Showing similarities between Social Studies/History/Geography	<ul style="list-style-type: none"> Define Social Studies, History and Geography to show the importance of studying each. Compare Social Studies, History and Geography, noting similarities and differences. Give reasons why it is important to study each subject. 	<ul style="list-style-type: none"> ✓ Paraphrasing your own definition of Social Studies, History & Geography ✓ Completing a table which shows the similarities between the subjects. 	<ul style="list-style-type: none"> ❖ Objective type items ❖ Short essays ❖ Monthly mini-test
	2 weeks	B) Origins and development of Jamaica College: <ul style="list-style-type: none"> When, how and why it was established Our endowment Property (Building) and location Past principals Motto and school prayer Aims of the college 	<ul style="list-style-type: none"> State the year Jamaica College was founded. Explain what Charles Drax is. Describe what took place between the death of Charles Drax and the establishment of the school. Explain the concept of endowed/Trust school as opposed to Church schools. List the several locations and name of the school before it removed to this location. Name the main buildings located on Jamaica College grounds and discuss their architectural styles. Name the past principals of Jamaica College. Recite the school's motto and prayer and explain their significance. List the aims and core values of the school. 	<ul style="list-style-type: none"> ✓ Reporting from Jamaica College on Drax Day and telling the audience about Charles Drax and the history of the school. ✓ Constructing tables to show endowed/Trust schools and Church schools that existed before the 19th century. ✓ A tour of the school and its buildings. ✓ Drawing a bird's eye view of the school. ✓ Constructing a table to show the names of our past principals and their years of service. ✓ Write a letter to a friend telling about the significance of our school motto and prayer. ✓ Suggesting what more could be added to the aims of the school. 	<ul style="list-style-type: none"> ❖ End of term examination ❖ End of year examination ❖ Books: Secondary Social Studies Book 1 Jamaica: Living Together in Society. By Wintlett Browne & Paulette Dunn-Smith ❖ A Junior

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:					
	1 week	C) Achievements of Jamaica College <ul style="list-style-type: none"> ▪ Sports ▪ Scholarships ▪ Academics ▪ Competitions & Exhibitions 	<ul style="list-style-type: none"> • State the number of times Jamaica College has won the Manning Cup and Oliver Shield. • State our achievements in cricket, Boys and Girls championship, basketball, etc. • List our achievements in academic competitions, like Schools Challenge quiz. 	<ul style="list-style-type: none"> ✓ Reading newspaper articles about the achievements of the school. ✓ Creating a poster to highlight our achievements over the years. 	<p>History of Jamaica By Beryl Allen</p> <p>❖ History of Jamaica By Clinton Black</p>
	2 weeks	D) Outstanding Individuals of Jamaica College and Jamaica. <ul style="list-style-type: none"> ▪ Charles Drax (Founder) ▪ Norman Manley ▪ Carlton Alexander ▪ Bruce Golding ▪ James Adams ▪ Our Rhodes Scholars e.g. Colin McKenzie 	<ul style="list-style-type: none"> • Explain who Carlton Alexander, Norman Manley, etc. are. • State their contribution to Jamaica College and Jamaica. • Note biographical information about each, e.g. year of birth, etc. 	<ul style="list-style-type: none"> ✓ Dramatizing main events in the lives of Jamaica College’s outstanding individuals ✓ Writing a letter to a friend telling about these individuals who are outstanding to Jamaica College and Jamaica. ✓ Creating an award in honour of these individuals and listing the criteria. 	<p>❖ People Who Came Bk. 1 By Alma Norman</p> <p>❖ Skills in Geography in Secondary School By V. A. Rahil</p>
	1 week	Jamaica: A) Our Coat of Arms and Motto	<ul style="list-style-type: none"> • Define the concepts: motto, ethnic group, patriotism, Jamaica, one people, indigenous, loyalty. • State what the motto says; identify it on the Coat of Arms, explain its meaning. • Describe the Coat of Arms, give reasons for its main elements and give its history. • Identify Jamaica’s National Symbols. 	<ul style="list-style-type: none"> ✓ Working in small groups to design new Coat of Arms and motto and make scrap books. ✓ Writing a letter to the editor of a newspaper on the topic: “Why Jamaicans need to respect one another” and/or “Why the Coat of Arms should/should not be changed”. 	<p>❖ Book: Sociology-Themes and Perspectives by M. Haralambos</p> <p>❖ Communities at work By Ralph Preston</p>

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:					
2) TERM TWO: JANUARY TO MARCH	2 weeks	B) Our National Heroes	<ul style="list-style-type: none"> List the characteristics of individuals which would contribute to their being considered heroes and heroines. List heroes/heroines in their community/parish. Describe the ways in which each National Hero/heroine has contributed to the development of the country Evaluate the role of the National Heroes in nation building. 	<ul style="list-style-type: none"> ✓ Locating places and parishes on a map of Jamaica and countries on a map of the world where our National Heroes/heroines lived and/or worked. ✓ Listening to tape recordings on the lives of the heroes/heroines, and making oral summaries of them. ✓ Playing “Who Am I?” games ✓ Writing a short essay on the topic, “My Favourite Hero/Heroine”. ✓ Selecting one National Hero/heroine and demonstrating knowledge and understanding of his/her life and working in a number of ways: <ul style="list-style-type: none"> ▪ Dramatizing events from his/her life ▪ Composing songs about him/her ▪ Making a scrap book on his/her life and work ▪ Making an effigy 	❖ Social Studies for the Caribbean by Beddoe et al
	2 weeks	C) Our Ancestors	<ul style="list-style-type: none"> List the ethnic/racial groups to which our ancestors belong. Identify push and pull factors which influenced each ancestral group to come to Jamaica. Assess the contribution that each ancestral 	<ul style="list-style-type: none"> ✓ Locating places on a world map and a map of Jamaica from/to which ancestral groups came. ✓ Tracing the route each group took from home to Jamaica. ✓ Completing a table which shows 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:					
	4 weeks	D) Our Cultural Heritage	<p>group has made to Jamaica.</p> <ul style="list-style-type: none"> • Explain why there are no Taino descendants in Jamaica today • Identify and describe aspects of our cultural heritage e.g., food, language, religious practices, etc. • Trace the historical development of various cultural forms e.g., music dance, customs, language. • Examine the impact of different ethnic/racial groups on our culture and assess the extent of their influence. • State and describe the contribution of each ethnic/racial group to our cultural heritage. • Describe the changes in cultural practices that have taken place in our time and identify the factors responsible for these changes. • Assess the role of the family, the school and other institutions in preserving aspects of our culture. 	<p>aspects of the lifestyle of each ancestral group.</p> <ul style="list-style-type: none"> ✓ Telling stories, proverbs, riddles and playing games which reveal the diversity of our cultural heritage. ✓ Dramatizing one/more folk custom(s) ✓ Discussing the contribution of each ethnic group of the Jamaican Culture. ✓ Debating/discussing the moot, “Jamaica’s Culture Today is Too Americanized”. ✓ Writing poems on one/more aspect(s) of our culture. ✓ Singing folk and other Jamaican songs. ✓ Identifying plants and animals: <ul style="list-style-type: none"> (a) indigenous to Jamaica (b) imported into Jamaica 	
	3 weeks	E) Society, Social Groups and Institutions	<ul style="list-style-type: none"> • Define and use correctly the following concepts: society, norms, interaction, values, culture and roles. • Explain why people join groups. • List the various groups to which people belong. • Describe the roles that people have in various groups. 	<ul style="list-style-type: none"> ✓ Reading resource materials and summarizing main ideas ✓ Dramatizing people playing different roles in different cultures ✓ Working in small groups ✓ Brainstorming to test previous knowledge, e.g., knowledge of concepts 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:					
3) TERM THREE: APRIL TO JUNE			<ul style="list-style-type: none"> Identify agencies which assist families to solve problems State ways in which they can help to improve relations between family members List the characteristics of secondary groups Cite examples of secondary groups Identify the differences between primary groups and secondary groups 	<ul style="list-style-type: none"> ✓ Classifying information obtained from brainstorming exercise ✓ Solving word puzzles 	
	1 week	A) What is a map?	<ul style="list-style-type: none"> (i) Define Map (ii) Explain the differences between a map, diagram and photograph (iii) Types of maps – physical, political, economic, climatic (iv) Qualities of a good map – key, scale, compass direction, title, border, lettering skills. 	<ul style="list-style-type: none"> ✓ Paraphrasing your own definition of map. ✓ Drawing a map and including all the features that a map should have. ✓ Identifying and naming all the conventional signs on a simple map. ✓ Listing and identifying the main types of maps and explaining what each would show. 	
	2 weeks	B) Map Reading Skills	<ul style="list-style-type: none"> Demonstrate knowledge of: <ul style="list-style-type: none"> (i) Types of scales ~ linear, ratio and statement. Using linear scales to measure straight line distances 	<ul style="list-style-type: none"> ✓ Measuring straight line distance. ✓ Defining a scale. ✓ Using the 8 point compass to give directions from one place to 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:					
	2 weeks	C) Introduction to the World Map	<p>(ii) Giving directions of one place from another in terms of the 8 cardinal points.</p> <p>(iii) Conventional symbols used on Ordnance Survey maps e.g. rivers, swamps, roads, railway lines, bridge, contour lines, church; abbreviations for services viz. church, Police Station, Post Office, school.</p> <p>(iv) Grid references – four and six figure references</p> <p>(a) Identify:</p> <ol style="list-style-type: none"> i. Continent and Oceans ii. Major lines of latitude and longitude i.e. Equator, Tropics of Cancer and Capricorn, Arctic Circle, Antarctic Circle, Greenwich Meridian and the International Dateline iii. The Earth's Hemispheres iv. Location of places using latitude and longitude 	<p>another.</p> <p>✓ Identifying different types of scales.</p> <p>✓ Draw a map of the world and label the continents and oceans</p> <p>✓ Draw a map of the world and put in the major lines of latitude and longitude and the earth's hemispheres.</p> <p>✓ Locating places using latitude and longitude.</p>	

Jamaica College
Spanish
Curriculum
First Form/Grade 7

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
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
1)	3 weeks	Greetings and Departures <ul style="list-style-type: none"> ○ Greeting people at various times ○ Welcome ○ Names 	<p>Greet people at various times of the day</p> <ul style="list-style-type: none"> - Buenos días - Buenas tardes - Buenas noches - Bienvenidos <ul style="list-style-type: none"> ▪ State their names and ask other persons their name <ul style="list-style-type: none"> - ¿Cómo te llamas? - Me llamo/soy/mi nombre es ▪ Ask someone how he/she is doing <ul style="list-style-type: none"> - ¿Cómo estás? 	<ul style="list-style-type: none"> ✓ Listen to taped materials ✓ Guided reading ✓ Questioning ✓ Pronunciation Drill ✓ Drawing, labelling and colouring 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Homework ❖ Scrap book
2)	4 weeks	The Family <ul style="list-style-type: none"> ○ Family members ○ Demonstrative pronouns <ul style="list-style-type: none"> - Este and esta ○ Definite and Indefinite articles ○ Singular and Plural 	<ul style="list-style-type: none"> ▪ Identify and name members of their family using the demonstrative pronouns <ul style="list-style-type: none"> - Este es mi papá. - Esta es mi mamá. ▪ Utilise the definite and indefinite articles with nouns <ul style="list-style-type: none"> - El / La / Los / Las / Un / Una - Form the plural and singular forms of nouns 	<ul style="list-style-type: none"> ✓ Students will make scrapbook of their family members. Each picture is to be labelled in Spanish - Direct Teaching - Listening to recorded information - Reading, dialogues, playing roles - Vocabulary and pronunciation drills 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Homework ❖ Scrap Book
3)	4 weeks	Who are you ...?	<ul style="list-style-type: none"> ▪ State their age in Spanish 	<ul style="list-style-type: none"> ✓ Direct Teaching 	<ul style="list-style-type: none"> ❖ Unit Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH	3 weeks	<ul style="list-style-type: none"> ○ Age ○ Occupations ○ Nationality ○ Adjectives ○ Numbers 1-20 	<ul style="list-style-type: none"> ▪ State their nationality ▪ Explain people's occupations ▪ Describe themselves and other people ▪ Identify numbers in Spanish and count from 1 to 20 	<ul style="list-style-type: none"> ✓ Questioning ✓ Vocabulary and Pronunciation Drills and Guided Reading ✓ Pictures (identify various professions based on pictures shown) 	<ul style="list-style-type: none"> ❖ Quiz ❖ Scrapbook Find and label in Spanish pictures of various occupations ❖ Sentence construction
		4) The House <ul style="list-style-type: none"> ○ Location of the house ○ Description of the house <ul style="list-style-type: none"> ✓ Colour ✓ Size ✓ Furniture and fittings 	<ul style="list-style-type: none"> ▪ Give the exact location of their house ▪ Describe their house stating colour and size as well ▪ Name and describe furniture and fittings in their house 	<ul style="list-style-type: none"> ✓ Listen to taped materials ✓ Guided reading ✓ Questioning ✓ Pronunciation Drill ✓ Drawing, labelling and colouring 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Homework ❖ Scrap Book
		5) The School	<ul style="list-style-type: none"> ▪ Give the exact location of their school 	<ul style="list-style-type: none"> ✓ Listen to taped materials 	<ul style="list-style-type: none"> ❖ Unit Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT	
Unit:			Students should be able to:			
TERM THREE: APRIL TO JUNE		<ul style="list-style-type: none"> ○ Location ○ School subjects ○ Telling the time ○ Days of the week ○ Likes and dislikes ○ Classroom objects 	<ul style="list-style-type: none"> ▪ Tell the time and day that school begins and ends ▪ Tell what subjects they like and dislike ▪ Name classroom objects in Spanish 	<ul style="list-style-type: none"> ✓ Drawing and labelling in Spanish ✓ Direct teaching ✓ Writing dialogues 	<ul style="list-style-type: none"> ❖ Vocabulary Test ❖ Scrap Book (classroom objects) ❖ Listening comprehension 	
	6)	3 weeks	At School ... <ul style="list-style-type: none"> ○ Months of the Year ○ Dates ○ Likes and Preferences ○ Singular and Plural ○ Numbers 100 up 	<ul style="list-style-type: none"> ▪ Say the month of the year in Spanish ▪ Express dates in general and dates for specific events e.g. birthdays ▪ State likes, dislikes and preferences - Me gusta / no me gusta/prefiero ▪ Form singular and plural forms of nouns ▪ Utilize numbers from 100 	<ul style="list-style-type: none"> ✓ Formulating sentences ✓ Situational Responses ✓ Questioning ✓ Listen to taped materials ✓ Pronunciation Drill ✓ Vocabulary Drill 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Homework ❖ Scrapbook – use pictures to show things they like and dislike
	7)	3 weeks	The Weather <ul style="list-style-type: none"> ○ Weather patterns ○ Hobbies 	<ul style="list-style-type: none"> ▪ Ask about weather patterns ¿Qué tiempo hace? ▪ Describe various weather conditions 	<ul style="list-style-type: none"> ✓ Labelling pictures of various weather conditions in Spanish ✓ Sentence construction with verbs 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Quiz ❖ Homework

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
8)	3 weeks	<ul style="list-style-type: none"> ○ Feelings and preferences ○ Conjugation of verbs in the Present Tense What do you want? <ul style="list-style-type: none"> ○ The verb Querer ○ Dates ○ Likes and Preferences ○ Singular and Plural ○ Numbers 100 up 	<ul style="list-style-type: none"> ▪ State their pastime during particular weather condition Cuando hace mal tiempo miro la television. ▪ Conjugate -er/-ir and -ar verbs in the present tense <ul style="list-style-type: none"> ▪ Conjugate the verb querer to the present tense. ▪ List various food items in Spanish ▪ State what they want ▪ Ask other persons what they want ▪ Say what other persons want ▪ Ask someone what he or she wants to do 	<ul style="list-style-type: none"> ✓ Listen to taped material ✓ Role play (conversation practice) Create a conversation among their friends outlining what they like to do during a particular weather condition ✓ Verb Drill <ul style="list-style-type: none"> ✓ Making a menu list in Spanish ✓ Situational Responses ✓ Questioning ✓ Listen to taped materials ✓ Pronunciation Drill ✓ Vocabulary Drill 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Homework ❖ Role play – Student will role play a dialogue asking their classmates what they want to eat/play/do etc.

Jamaica College
Visual Arts
Curriculum
First Form/Grade 7

Visual Arts Department

Visual Arts Curriculum - First Form

Introduction

The First Form Visual Arts Curriculum provides a solid foundation for the development of eye, hand and mind in creative expression, through the use of the elements, principles and techniques of the Visual Arts.

It focuses on different aspects of our culture and exposes students to a range of media, processes, and artists through time. Offered one hour per week, the Visual Arts programme is designed to nourish students' talent and produced skilled persons to play a part in our society.

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER	6 weeks	1. Elements of the Visual Arts	<ul style="list-style-type: none"> • State the meaning of the term elements of art • List seven (7) elements of art • Define each element of art • Understand the use of: colour, value, line, shape, form, space, texture. 	<ul style="list-style-type: none"> ✓ Discussion of a variety of art works ✓ Make a list of the elements of art identified from the discussion ✓ Compile notebook on the elements of art ✓ Line design, geometric and organic shapes, colour mixing activities (paint or crayons) ✓ Make pictures using: mosaic and collage techniques 	<ul style="list-style-type: none"> ❖ Presentation of note book ❖ Drawing book with designs
	6 weeks	2. Picture Making	<ul style="list-style-type: none"> • Create art works using the elements of art 	<ul style="list-style-type: none"> ✓ 3-D design – mobiles and sculptures 	<ul style="list-style-type: none"> ❖ Art Projects

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH	6 weeks	3. Principles of Art/Design	<ul style="list-style-type: none"> • State the meaning of the term principles of art/design • Define the following principles of art/design: balance, proportion, pattern and repetition, rhythm and movement, emphasis, unity and harmony, variety. • Understand the use of the principles of art/design in art works 	<ul style="list-style-type: none"> ✓ Display and discuss works of artists showing how the elements are placed ✓ Identify the principles used to arrange the elements ✓ Provide notes on the principles of art/design, written or hand outs. Include: 	<ul style="list-style-type: none"> ❖ Presentation of note book ❖ Drawing book with designs
	6 weeks	4. Design and Creating	<ul style="list-style-type: none"> • Create art works demonstrating the use of each principle 	<ul style="list-style-type: none"> ✓ Create pictures/designs incorporating the principles of art/design, example, portrait drawing; pattern planning and arrangement; printing – block, stencil/template; design and print wall paper / gift-wrap paper using motif. ✓ Types of balance – symmetrical, asymmetrical and radial; motif; pattern arrangements – all-over touching; spotting; stripe; border; checker; half-drop; brick and mirror 	<ul style="list-style-type: none"> ❖ Art Projects

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	2 weeks	5. Imaginative Composition	<ul style="list-style-type: none"> Understand and apply the Elements and Principles of Visual Arts as they relate to composition and design 	<ul style="list-style-type: none"> ✓ Define composition in Visual Arts. ✓ Discuss different ways of arranging composition. ✓ Discuss and display works on imaginative composition. ✓ Create imaginative compositions based on themes given 	<ul style="list-style-type: none"> ❖ Critique ❖ Drawings
	2 weeks	6. Drawing	<ul style="list-style-type: none"> Develop skill in the use of different drawing techniques, materials. Develop the use of eye hand-coordination in drawing objects 	<ul style="list-style-type: none"> ✓ Contour drawing / object drawing: discuss the use of the principle of proportion, balance, emphasis in drawings. ✓ Demonstrate drawing techniques for achieving the above. ✓ Still-life composition using a variety of shaped objects, textures, and values. 	<ul style="list-style-type: none"> ❖ Art Projects
	2 weeks	Graphic Design	<ul style="list-style-type: none"> Explore basic lettering techniques in visual communication. 	<ul style="list-style-type: none"> ✓ Introduction to lettering: single line lettering; upper case and lower case lettering; line space, letter space, word space; italics. ✓ Design and create an invitation card for an event using proper lettering. 	