

Jamaica College
CURRICULUM GUIDES
for
GRADE 9
THIRD FORM

Published by Jamaica College
December, 2008

Table of Contents

	Pages
Title Page	i
Table of Contents	ii
Introduction	iii
 Grade 9 Guides	
Biology	4-17
Business Basics	18-29
Chemistry	30-43
English Language	44-56
English Literature	57-66
Geography	67-76
History	77-89
Information Technology.....	90-97
Mathematics	98-107
Physics	108-116
Spanish	117-122
Technical Drawing	123-130
Visual Arts	131-136

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
Biology
Curriculum
Third Form/Grade 9

BIOLOGY CURRICULUM FOR GRADE NINE

AIM: To expose, develop, create awareness, generate interest, excite and to help students understand that science is life and all that happens around us.

This curriculum assumes 40-minute periods, some of which are double periods for practical work. The amount of time suggested for teaching each general objective should be discussed with the Departmental Head and necessary adjustment can be done, if the school timetable is organized. This is deliberate and allows time for assessment and repeating lessons that have not been clearly understood or completed due to unplanned disruptions. Note that each topic should be assessed immediately after it is done. Assessment can take a number of different forms; not all have to be written.

Suggested Texts: C.X.C. Biology
Biology C.X.C.

Assessments

Types	Minimum No. of Pieces	Weighting
Homework	6-8	20%
Class Work	6-8	30%
Tests	3-4	50%
Practical – Lab Book	3-4	50%

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER	1 week	○ <u>Introduction to Biology</u>	<ul style="list-style-type: none"> ▪ Define the term biology ▪ Identify branches of biology ▪ Define scientific processes ▪ Identify and use scientific methods of data collection 	<ul style="list-style-type: none"> ✓ Construction of a Pie chart, line graph using data collected about different organisms (Use as an Activity/Experiment) ✓ Tabulation of data ✓ Research on two Jamaican scientists and their contribution to science 	<ul style="list-style-type: none"> ◆ Research paper focusing on branches of biology ◆ HW – Have students construct graphs, pie chart and tables, using scientific data ◆ Class work using scientific methods - tabulate results.
	4 weeks	○ Living Organisms: Characteristics of living things (respiration, breathing, reproduction, nutrition, response, movement, growth)	<ul style="list-style-type: none"> ▪ Identify basic characteristics of living organisms ▪ Distinguish between living and non-living organisms ▪ Explain each characteristics e.g. mode of nutrition (autotrophic, heterotrophic) 	<ul style="list-style-type: none"> ✓ Work card – pictures of organisms performing the different characteristics ✓ Graded worksheet ✓ Class quiz 	<ul style="list-style-type: none"> ◆ Scrap book presentation ◆ HW – Write report ◆ Class work – grade worksheet

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	4 weeks	<ul style="list-style-type: none"> ○ Sorting Out Things (Classification) 	<ul style="list-style-type: none"> ▪ Explain differences between waste and unwanted substance. ▪ Differentiate between Plants and Animals ▪ State why we group things ▪ Identify means of grouping things ▪ Identify common features within each group ▪ Identify differences that are visible within each group 	<ul style="list-style-type: none"> ✓ Construct a table comparing and contrasting the differences between plants and animals. ✓ Look at and use visible characteristics such as the number of appendages, shape and external structure pattern of leaf veins, number of legs, wings, colour to put organisms into group (Activity/Experiment) ✓ Outdoor activity – list things you see, hear, feel and smell in the immediate environment. ✓ Arrange animals according to common features or different features. ✓ Give a chart with variety of animals. 	<ul style="list-style-type: none"> ◆ Grade tabulated sheet ◆ Construct tabulated data sheet ◆ Class work – grade sheet

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	○ Unit Test	<ul style="list-style-type: none"> ▪ Objectives based on specific ones taught to students. 	<ul style="list-style-type: none"> ✓ Students will do test under examination condition 	
	5-6 week	○ Classification: Grouping Living Things	<ul style="list-style-type: none"> ▪ State scientific system of grouping organisms ▪ Identify the naming process of organisms 	<ul style="list-style-type: none"> ✓ Research: classifying domestic dogs, cats or any animal of the student's interest ✓ (Field Trip) Visit any habitat that is accessible (land or marine) and observe the plants and animals found there. ✓ Construct tables to compare and contrast organisms or groups based on visible features. 	<ul style="list-style-type: none"> ◆ Class work – construct a flow chart showing classification ◆ Scrapbook on plants on school compound ◆ Concept map ◆ Classify different items ◆ Research on different dogs/cats or any animals, illustrating Kingdom, Phylum, class, genus and species.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
		<ul style="list-style-type: none"> ○ Looking at Animals <ul style="list-style-type: none"> - Super Kingdom - Kingdom - Phylum - Sub-Phylum - Class - Order - Family - Genus - Species 	<ul style="list-style-type: none"> ▪ Identify main features of each group ▪ State examples of each group ▪ Classify living organisms (animal, plants, protistia, fungus, monera) ▪ Identify and state features of each group 	<ul style="list-style-type: none"> ✓ Examine specimen of each group ✓ Collect specimen from within school environment ✓ Draw specimen seen or collected ✓ Worksheet with pictures of different organisms 	<ul style="list-style-type: none"> ◆ HW – Construct table showing various areas. ◆ Class work – placing organisms according to scientific procedures. ◆ Research on how dogs / cats / horses are classified
	1 week	<ul style="list-style-type: none"> ○ Unit Test 	<ul style="list-style-type: none"> ▪ Objectives based on specific ones taught to students. 	<ul style="list-style-type: none"> ✓ Students will do test under examination condition 	
	3 weeks	<ul style="list-style-type: none"> ○ Ecology – Man and His Environment - Feeding Levels 	<ul style="list-style-type: none"> ▪ Define terms: biotic factor, ecosystem, producers, consumers, food chain, food web ▪ Identify relative position of producers and consumers in food chain ▪ Identify a food chain constituting at least 	<ul style="list-style-type: none"> ✓ Outdoor activity – observe and list all the organisms seen and what they are eating ✓ Use information to construct food chains, food webs ✓ Use information to construct pie 	<ul style="list-style-type: none"> ◆ Worksheet to be graded ◆ Class work / HW – Construction of food chain and food web

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
			<p>four or five links</p> <ul style="list-style-type: none"> ▪ Identify: Herbivores, carnivores, omnivores, parasite, decomposers ▪ Explain the role of decomposers in ecosystem ▪ Identify various relationships: predation, parasitism, commensalisms, mutualism ▪ State the advantage(s) and disadvantage(s) of special relationship ▪ Explain energy transfer within an ecosystem (food chain, food web) 	<p>chart, line graph</p> <ul style="list-style-type: none"> ✓ Activity/Experiment ✓ Students visit a suitable area (ecosystem) to carry out the following: <ul style="list-style-type: none"> (a) Demonstration of predation relationship using game (b) Draw organisms within school environment to show commensalisms (c) Construct the web so that each trophic level and the organisms in it are distinct from those at another level. ✓ Worksheet to be graded 	<ul style="list-style-type: none"> ◆ A table of organisms identified in an ecosystem and in what numbers ◆ Grading individual worksheet ◆ A poster of ecosystem ◆ An essay on how to conserve / protect watershed area, endangered species or environmental protection
	1 week	○ Unit Test	<ul style="list-style-type: none"> ▪ Objectives based on specific ones taught to students. 	<ul style="list-style-type: none"> ✓ Test on Ecology using objectives taught. Students will do test under examination condition 	<ul style="list-style-type: none"> ◆ Grading of Unit Test

	Duration 1 hr=1class	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"> ○ Cycles of Nature <ol style="list-style-type: none"> 1. Water 2. Carbon 3. Nitrogen 4. Resources – Renewable and non-renewable 	<ul style="list-style-type: none"> ▪ Explain the continual re-use of materials in nature ▪ Draw the different cycles ▪ Describe what happens in each cycle ▪ Explain the concept of landfill 	<ul style="list-style-type: none"> ✓ Draw different cycles ✓ Examining the renewable and non-renewable resources ✓ Class quiz on Cycles 	<ul style="list-style-type: none"> ◆ Class work – Drawing of cycles ◆ Class work – HW – Worksheet ◆ Assessing students' drawing of the cycles
	1 week	<ul style="list-style-type: none"> ○ Unit Test 	<ul style="list-style-type: none"> ▪ Objectives based on specific ones taught to students. 	<ul style="list-style-type: none"> ✓ Students will do test under examination condition 	
	2 weeks	<ul style="list-style-type: none"> ○ Leaf and Leaf Structure <ol style="list-style-type: none"> (a) External structure (b) Internal structure 	<ul style="list-style-type: none"> ▪ Relate the structure of the leaf of plant to its function photosynthesis ▪ Describe photosynthesis as a process by which green plants make food from inorganic materials. 	<ul style="list-style-type: none"> ✓ Activity/Experiment ✓ Draw and label the leaf ✓ List the function of the various parts 	<ul style="list-style-type: none"> ◆ Scrapbook on plants on school compound ◆ Concept map ◆ Classify different items

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	○ Unit Test	<ul style="list-style-type: none"> ▪ Identify the cells responsible for photosynthesis (mesophyll cells) ▪ Objectives based on specific ones taught to students. 	<ul style="list-style-type: none"> ✓ Perform test for presence of starch ✓ Worksheet ✓ Students will do test under examination condition 	<ul style="list-style-type: none"> ◆ Class work / HW – Drawing and labelling of leaf ◆ Write up of laboratory work ◆ Grade work sheets
	4-5 weeks	○ Use and Abuse of Drugs	<ul style="list-style-type: none"> ▪ Define term drugs ▪ Identify various groups (stimulant, sedative, hallucination, antibiotic) ▪ State examples of each group ▪ Identify psychological and physical effects ▪ State why drugs are dangerous 	<ul style="list-style-type: none"> ✓ Co-operative learning groups ✓ Students research and present findings ✓ Use of skits, drama, poem, any means of expressing data ✓ Use power point presentation ✓ Worksheet 	<ul style="list-style-type: none"> ◆ Project presentation – drama, song, poem ◆ Group assessment – participation, contribution, evidence of research

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	○ Unit Test	<ul style="list-style-type: none"> ▪ Identify various forms of abuse of drugs ▪ Identify social implications ▪ Identify short and long term effects of each group ▪ Discuss the physiological and economical implication of drugs ▪ Abuse and Misuse of Drug 	<ul style="list-style-type: none"> ✓ Students will do test under examination condition 	<ul style="list-style-type: none"> ◆ Grade work sheets – Class work / HW
	6-8 weeks	○ Disease and Man	<ul style="list-style-type: none"> ▪ Distinguish among pathogenic, deficiency, hereditary, physiological disease ▪ Discuss the differences among the methods used to transmit, treat and control the for groups ▪ Explain the causative agent, transmission and control of AIDS, and other related STDs ▪ Describe the role of the blood in defending the body against diseases ▪ Explain the principle of immunization 	<ul style="list-style-type: none"> ✓ Discussion, presentation ✓ Co-operative work ✓ Picture discussion ✓ Research and presentation on AIDS, and other Sexually Transmitted Diseases ✓ Worksheet ✓ Handouts ✓ Test 	<ul style="list-style-type: none"> ◆ Project presentation – drama, song, poem ◆ Group assessment – participation, contribution, evidence of research, creativity ◆ Grade work sheets – Class work / HW

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	1 week	○ Unit Test	<ul style="list-style-type: none"> against communicable diseases ▪ Explain the role of vectors in transmission of disease ▪ Explain the importance of knowing the life cycle of vectors ▪ Discuss the economical and social implications of disease in plants and animals – mad cow, bird flue 	<ul style="list-style-type: none"> ✓ Additional resources; documentary, video presentations, Guidance Department or/and other resource persons ✓ Group presentations, using any method of presentation (skit, music, poem, graphic organizers) 	
	6-8 weeks	○ Reproduction - Identify the structure of the reproductive systems in plants - State the function of the reproductive parts of the flower - Describe the process	<ul style="list-style-type: none"> ▪ Disease and Man <ul style="list-style-type: none"> ▪ Understand sexual reproduction in plants ▪ Identify the main reproductive structure in flowers ▪ Identify the various reproductive parts of the flower (Carpel, Stamen) ▪ Identify different method of pollination ▪ Identify the various pollinating agents 	<ul style="list-style-type: none"> ✓ Students will do test under examination condition <ul style="list-style-type: none"> ✓ Testing for starch ✓ Outdoor activity – looking at flowers and noting special features for adaptation ✓ Look at flowers and note the organisms visiting the flower ✓ Dissecting the hibiscus flower with a blade 	<ul style="list-style-type: none"> ◆ Diagram of the flower to be assessed ◆ Assessment of: Tabulate information noting special features ◆ Class work /

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	<p>of pollination and the agents involved in pollination</p> <ul style="list-style-type: none"> - Discuss the formation of seeds - Discuss the various methods of seeds disposal <p>○ Unit Test</p>	<ul style="list-style-type: none"> ▪ Discuss the formation of seeds, fruit ▪ Discuss how seeds are dispersed ▪ Reproduction in Plants 	<ul style="list-style-type: none"> ✓ Looking at the parts of a flower ✓ Drawing the reproductive parts of the flower ✓ Draw and label different fruits and note methods(s) of dispersal ✓ Examine various plants and note their method(s) of seeds dispersal ✓ Students will do test under examination condition 	<p>HW – Visiting various flowers and comparing plants</p> <p>◆ Assess the drawing of the dissected flower</p>
	2-3 weeks	<ul style="list-style-type: none"> ○ Identify the Structure of the Reproductive Systems in Humans ○ State the functions of the reproductive systems in humans 	<ul style="list-style-type: none"> ▪ Draw, label and simple diagrams of the front view of the male and female reproductive systems of humans 	<ul style="list-style-type: none"> ✓ Use incomplete diagrams to be completed and labelled. 	<p>◆ Test comprehension by using incomplete diagrams of both reproductive system</p>

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2-4 weeks	<ul style="list-style-type: none"> ○ Describe the Menstrual Cycle 	<ul style="list-style-type: none"> ▪ Egg released from ovary ▪ Secretion of hormones that affect menstruation ▪ Menstruation Cycle – Note length of typical cycle ▪ Role of hormones that control menstrual cycle ▪ What happens to the cycle if the egg is fertilized? 	<ul style="list-style-type: none"> ✓ Provide students with simple graph of the cycle of interpret ✓ Looking at the function of pituitary gland controlling menstruation ✓ Construct a hormone table to illustrate the following: function, where generate and organ affected. ✓ Watching documentary “In the Womb”. Provide question sheet for students to answer. 	<ul style="list-style-type: none"> ◆ Research paper on different contraceptive methods ◆ Assess hormone table. ◆ Grade question sheet
	3-4 weeks	<ul style="list-style-type: none"> ○ Look at the Procedure for Bringing Gametes Together 	<ul style="list-style-type: none"> ▪ Sexual intercourse, fertilization in the oviduct, implantation in the uterus, pregnancy and birth ▪ Look at the functions of the amnion, placenta and umbilical cord during the development of the foetus. 	<ul style="list-style-type: none"> ✓ Discussion and interact with students to clear up misconceptions. 	<ul style="list-style-type: none"> ◆ HW and Class work – the events of fertilization and implantation
	2-3 weeks	<ul style="list-style-type: none"> ○ Discuss the Fusion and the Development of the Embryo in Humans 			

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	<ul style="list-style-type: none"> ○ Discuss the advantages and disadvantages of various methods of birth control ○ Unit Test 	<ul style="list-style-type: none"> ▪ Working in groups to prepare and make presentations on different contraceptive methods. Include examples of natural, barrier, hormonal and surgical methods. ▪ Discuss reliability of different methods. ▪ Consider and discuss the social and economical implications ▪ Reproduction in Human 	<ul style="list-style-type: none"> ✓ Research and collect samples of birth control methods ✓ Invite the Guidance Department to participate in Class Discussion ✓ Be sensitive to differing opinions about birth control. Discussions should remain biological. ✓ Students will do test under examination condition 	<ul style="list-style-type: none"> ◆ Research paper – HW / Class work, Debate ◆ Presentation (Drama, poem, music) ◆ Debate, group presentation

Jamaica College
Business Basics
Curriculum
Third Form/Grade 9

BUSINESS BASICS CURRICULUM

Introduction

This Business Basics Curriculum is aimed at exposing the Grade 9 students to the core areas of Business.

Students will be introduced to Principles of Accounts, Principles of Business and Office administration.

Upon completion of this course, the students will be able to make an informed decision as to whether they should select the business subjects at the CXC-CSEC level.

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
1) RESOURCES	1 week	(i) HUMAN AND (ii) NON-HUMAN	1.1 Accurately define the term “Resources” from memory. 1.2 Differentiate between human and non-human resources 1.3 Correctly distinguish between renewable and non-renewable resources 1.4 Give THREE examples of each resources identified in objective 1.3 1.5 Distinguish between consumable and non-consumables giving THREE examples of each.	✓ Brainstorming ✓ Discussion ✓ Object Lesson	❖ Assignment ❖ Scrapbook
2) INTERNAL ORGANIZATIONAL ENVIRONMENT	2 weeks	(2) FUNCTIONS OF A BUSINESS	2.1 Identify the FOUR functional areas of a business. 2.2 Describe the activity that occurs in each functional area. 2.3 Assess the role that each function plays in the creation of goods and services.	✓ Discussion ✓ Role Play ✓ Note Taking	❖ Assignment ❖ Scrapbook

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
3) INFORMATION	2 weeks	(3) SOURCES OF INFORMATION: (i) Primary Data (ii) Secondary Data (iii) Conducting a simple research	3.1 Accurately define the term “Information”. 3.2 Distinguish between primary and secondary data. 3.3 Give THREE examples of the two types of data in 2.2 above. 3.4 Explain the process involved in collecting data using experiment, observation and surveys. 3.5 Demonstrate the ability to prepare a questionnaire and collect data from a primary source. 3.6 List the steps involved in conducting a simple research.	✓ Note Taking ✓ Probing ✓ Prepare a list of questions to be included in a questionnaire ✓ Creating invoice	❖ Conduct a simple research
4) PRODUCTION	4 weeks	(4) FACTORS OF PRODUCTION (i) CAPITAL	4.1 Identify the FOUR factors of production. 4.2 List the alternate name for each factor of production. 4.3 State the reward gotten for reusing each factor of production. 5.1 Accurately define the term “Capital”. 5.2 Distinguish between the following types of capital (i) Fixed Capital (ii) Working Capital	✓ Discovery ✓ Probing ✓ Note Taking ✓ Object Lesson ✓ Discussion ✓ Use of Charts	❖ Graded Work ❖ Assignment ❖ Scrapbook

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	(ii) ENTREPRENEURSHIP	(iii) Financial Capital (iv) Social Capital 5.3 Identify a product and categorize the different types of capital that are used to produce it. 5.4 Evaluate the role that capital plays in the production process. 6.1 Explain the following terms in their own words (i) Entrepreneur (ii) Entrepreneurship 6.2 Describe FOUR functions that an entrepreneur performs in operating a business. 6.3 Evaluate the role of the entrepreneur in business ventures.	✓ Worksheet on formatting feature ✓ Editing feature ✓ Entering formula	❖ Assignment
		(iii) LAND	7.1 Correctly define the term “Land” 7.2 State THREE classifications of land. 7.3 Give TWO examples of each category of land stated in objective (7.2) above. 7.4 Explain the role that land plays in the production of goods and services.	✓ Note Taking ✓ Discussion	❖ Assignment
		(iv) LABOUR	8.1 Define the following terms: (i) Labour (ii) Human Resources	✓ Note Taking ✓ Discussion	❖ Scrapbook ❖ Assignment

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
5) COMMUNICATION	1 week	(i) Communication Cycle (ii) Methods of Communication	<p>8.2 State FOUR attributes that human beings have.</p> <p>8.3 Explain the FOUR categories of labour.</p> <p>8.4 Give TWO examples of each categories stated in objective (8.3) above.</p> <p>8.5 Accurately define the term “Teamwork”</p> <p>8.6 Explain FOUR drawbacks to working in teams.</p> <p>8.7 Discuss FOUR factors that one needs to consider when selecting a team.</p> <p>9.1 Define the term “Communication”.</p> <p>9.2 Draw the “Communication Process”</p> <p>9.3 Describe the THREE main methods of communication giving at least THREE examples of each methods</p>	<p>✓ Group Work</p> <p>✓ Assembling a puzzle in groups</p> <p>✓ Note Taking</p> <p>✓ Oral Presentation</p> <p>✓ Note Taking</p> <p>✓ Game - Chinese Telephone</p>	<p>❖ Group Work</p> <p>❖ Seated Work</p> <p>❖ Oral Test</p> <p>❖ Written Test</p>

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO : JANUARY TO MARCH 6) BUSINESS FINANCE	1 week	(10) MONEY MANAGEMENT	10.1 Explain the term “Money Management”. 10.2 Define the term “Barter”. 10.3 List FIVE items that were traded under the Barter System 10.4 Describe THREE advantages and THREE disadvantages of the Barter System.	✓ Role Play ✓ Group Work ✓ Discussion ✓ Complete Deposit and Lodgement Forms ✓ Preparation of Personal Budgets	❖ Collage on the development of Money ❖ Assignment ❖ Oral Quiz ❖ Classwork
	1 week	(11) MONEY	11.1 Explain the term “Money” 11.2 Outline FIVE characteristics of Money 11.3 Assess the role that money plays in peoples’ lives (function of money)		
	1 week	(12) BUDGET	12.1 Define the term “Budget” 12.2 State THREE reasons why it is important to prepare a budget 12.3 Prepare a personal budget		

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
7) FORMS OF BUSINESS UNITS	2 weeks	(13) CONSUMERISM	13.1 Correctly define “Consumerism”. 13.2 List THREE types of consumers 13.3 Identify the EIGHT rights of consumers 13.4 Discuss the SEVEN responsibilities of consumers 13.5 Examine FIVE measures put in place by government to protect consumers.	✓ Discussion ✓ Explanation ✓ Questioning & Answer ✓ Discussion ✓ Explanation	❖ Homework ❖ Graded Classwork ❖ Homework ❖ Oral Quiz
		(14) (i) Sole Trader (ii) Partnership	14.1 Correctly define the term “Business”. 14.2 List TWO types of Business Units 14.3 Differentiate between a Sole Trader and a Partnership in their own words. 14.4 Explain FOUR advantages and FOUR disadvantages of a Sole Trader. 14.5 Describe FOUR advantages and FOUR disadvantages of a Partnership. 14.6 Identify the methods of formation and sources of capital for a sole trader and partnership. 14.7 Identify the roles of a small business to the community.	✓ Discussion ✓ Note Taking ✓ Discussion ✓ Explanation ✓ Note Taking	❖ Graded Classwork ❖ Classwork ❖ Graded Homework
8) ECONOMIC SYSTEMS	1 week	SMALL BUSINESS UNITS			
	1 week	(15) (i) Planned Economy	15.1 Define correctly the term “Economic System”. 15.2 List the THREE types of Economic Systems. 15.3 Describe THREE features of the Planned Economic System.	✓ Discussions ✓ Group Work ✓ Oral Presentations	❖ Graded Work ❖ Interview a Spanish Teacher

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
9) TYPES OF PRODUCTION	1 week	(ii) Free Market System (iii) Mixed Economy (i) Primary (ii) Secondary (iii) Tertiary	15.4 Discuss FOUR advantages and FOUR disadvantages of Planned Economic System 15.5 Outline THREE features, THREE advantages and THREE disadvantages of the following types of Economic Systems: (i) Free Market System (ii) Mixed Economy 16.1 List the types of production. 16.2 State the industry or industries associated with each type of production. 16.3 Give at least THREE examples of each type of production 16.4 Explain how each type of production is interrelated.	✓ Charts ✓ Note Taking	❖ Seated Work
9)					
TERM THREE: APRIL TO JUNE					
10) MARKETING	2 weeks	(17) (i) Market (ii) Market Research	17.1 Correctly define the following terms: (i) Market (ii) Marketing (iii) Market Research 17.2 State the aims of a market research. 17.3 Outline at least FIVE pieces of	✓ Conduct simple market research e.g. Design questionnaires, interview people ✓ Report on Findings	❖ Group Work ❖ Assignments ❖ Prepare an advertisement

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
11) THE LEGAL ASPECTS OF BUSINESS	2 weeks	(iii) Advertising	<p>information that market research provides</p> <p>17.4 Outline the steps included in conducting a market research.</p> <p>18.1 Distinguish between the different types of advertising</p> <p>18.2 State the TWO forms that advertising may take</p> <p>18.3 Give at least FOUR examples of direct and indirect advertising.</p> <p>18.4 Describe FOUR advantages and FOUR disadvantages of advertising</p>	<p>✓ Note Taking</p> <p>✓ Use of Charts</p>	for the newspaper
		(iv) Transportation	<p>19.1 Define the term “Transportation”. Identify the THREE modes of transport.</p> <p>19.2 Explain the advantages and disadvantages of the different modes of transport.</p> <p>19.3 Assess the suitability of using land, air and sea transport to carry specific goods.</p>	<p>✓ Peer Teaching</p> <p>✓ Charts</p>	❖ Assignment
		(20) CONTRACTS	<p>20.1 Correctly define the term “contract”</p> <p>20.2 List the TWO main types of contracts.</p> <p>20.3 Distinguish between Simple contracts and Speciality contracts</p> <p>20.4 Identify and explain FOUR elements of a valid contract.</p> <p>20.5 Describe FIVE ways in which a contract can be terminated.</p>	<p>✓ Case Studies</p> <p>✓ Note Taking</p>	❖ Graded Work

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
12) MANAGEMENT	1 week	(21) TERMS RELATING TO MANAGEMENT BUSINESS	21.1 Correctly explain the terms below: Management Entrepreneurship Product Packaging Labeling Distributing Retailing Shares Shareholders Dividends	✓ Research ✓ Role Play ✓ Discussion	❖ Quiz, Oral and Written
	2 weeks	(22) FUNCTIONS AND RESPONSIBILITIES OF THE MANAGER	22.1 Define the terms “Management” and “Manager”. 22.2 List SIX functions of management 22.3 Describe how THREE of the functions listed above, can be used to effectively operate a small supermarket. 22.4 Identify FIVE groups of people who a manager has a responsibility towards. 22.5 Describe the nature of a manager’s responsibility to at least THREE of the groups mentioned above.	✓ Research ✓ Role Play ✓ Discussion	❖ Graded Work
13) BASIC BUSINESS ACCOUNTING	2 weeks	(23) (i) Cash Book (ii) Receipts	23.1 Explain the term “Cash Book” 23.2 Outline the purpose of the Cash Book 23.3 Prepare a two-column Cash Book 24.1 Explain the meaning of the term: “Receipts”. 24.2 State THREE reasons why a receipt is	✓ Prepare Cash Book ✓ Complete Bank Slips ✓ Note Taking ✓ Preparing Receipts	❖ Assignment

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	Bank Slips	<p>an important document.</p> <p>24.3 Prepare receipts to reflect relevant transactions.</p> <p>25.1 Distinguish between Deposit and Withdrawal Slips</p> <p>25.2 Demonstrate the ability to accurately complete deposit and withdrawal slips.</p>		
	1 week	(26) WORK ETHICS	<p>26.1 Explain the meaning of the following terms: (i) Work Ethics (ii) Good Work Ethics</p> <p>26.2 Outline THREE reasons why it is important for employees to have good work ethics.</p> <p>26.3 Explain FOUR good work ethics that an employee should demonstrate and state how an organization benefits from each.</p> <p>26.4 Discuss FOUR reasons why people work</p>	<p>✓ Demonstration – Positive / negative attitudes to work</p> <p>✓ Note Taking</p> <p>✓ Analysing Case Studies</p>	❖ Graded Work
	1 week	(27) CAREERS IN THE FIELD OF BUSINESS	<p>27.1 Explain the meaning of the term “Career”</p> <p>27.2 Identify SIX careers in the field of business and briefly explain the nature of each.</p> <p>State the qualifications that are needed to pursue careers in each area stated above.</p>	<p>✓ Resource Person</p> <p>✓ Prepare Job Descriptions</p> <p>✓ Write Application Letters</p>	<p>❖ Quiz</p> <p>❖ Group Work</p>

Jamaica College
Chemistry
Curriculum
Third Form/Grade 9

CHEMISTRY CURRICULUM

GRADE 9

The Chemistry curriculum is geared towards giving students a basic introduction to chemistry at the Third Form level. Students need to develop a strong foundation in chemistry so they can better understand the concepts to be covered in Fourth and Fifth forms. It is expected that at the end of this course students will be familiar with the fundamental terms and units used in chemistry. They will also be expected to apply knowledge gained from this course to other topics, to be in the more advanced section of the Fourth and Fifth Form syllabus.

GENERAL OBJECTIVES

1. Recognize the need for an international agreed system of units.
2. Recognize the importance of graphical presentations of data in chemistry.
3. Be familiar with the various effects of chemicals and the ways in which these effects may be understood.
4. Appreciate the need to take account of not only magnitude but also direction when dealing with certain physical quantities.
5. Be familiar with the simple methods of analyzing motion.
6. Understand the significance of the concept energy.
7. Be aware of the application of chemistry and chemical technology to every life.
8. Understand that the supply of chemical energy to body may produce changes in temperature, pressure and physical properties of a body.
9. Understand the various modes of chemical energy transfer.
10. Be familiar with the ways in which chemists have utilized the knowledge of chemical reactions and design simple chemical instruments.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER 1) WHAT IS CHEMISTRY		1.1 What is Chemistry	Define the term chemistry Demonstrate an appreciation of chemistry as a major branch of science	✓ Discussion ✓ Handout	◆ Make a scrapbook on ten careers that chemistry is the foundation. This should also include pictures.
		1.2 Branches of Chemistry <ul style="list-style-type: none"> ○ Physical Chemistry ○ Inorganic Chemistry ○ Organic Chemistry 	Appreciate that a relationship exists between chemistry, biology and physics.		
		1.3 Careers in Chemistry	<ul style="list-style-type: none"> ○ Demonstrate knowledge about at least five careers - Doctor - Analytical Chemist - Medical Technology - Pharmacy - Chemical Engineer 	✓ Interviews of doctors, nurses, medical technologist, pharmacist of the importance of chemistry in their field. ✓ Oral presentation on their findings	

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
		1.4 Famous Chemists	Identify at least five chemists and state the contribution they made to the development of Chemistry <ul style="list-style-type: none"> - Amedeo Avogadro (August 9, 1776 – July 9, 1856) - Svante Arrhenius (February 19, 1859 – October 2, 1927) - John Dalton (September 6, 1766 – July 27, 1844) - Jan Boldingh (January 3, 1915 – August 4, 2003) - Harvey W. Wiley (October 30, 1844 – June 30, 1930) 	<ul style="list-style-type: none"> ✓ Video presentation on Amedeo Avogadro (from discovery channel) ✓ Students will be placed in groups and asked to research and make presentation on a selected scientist. 	<ul style="list-style-type: none"> ◆ Project: Make a chemistry newspaper on ten famous chemists. Encourage students to be creative. This should also include pictures
		1.5 Impact of Chemists on Chemistry		<ul style="list-style-type: none"> ✓ Discussion on the impact (negative + positive) of chemistry on our society and on the world at large. <ul style="list-style-type: none"> (i) Disposal of chemical waste (ii) Global warming (iii) Ozone depletion (iv) Air and water pollution 	<ul style="list-style-type: none"> ◆ Scrapbook on local events involving Chemicals ◆ Group presentation on a particular chemical problem affecting Jamaica

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
2) SAFETY IS FIRST		2.1 What is Safety 2.2 Laboratory Rules	<ul style="list-style-type: none"> ○ Explain what safety is ○ Demonstrate knowledge of laboratory rules ○ Identify Symbols: <ul style="list-style-type: none"> * <i>Symbols that tell you about Chemicals</i> <ul style="list-style-type: none"> - Flammable - Explosive - Inflammable - Radioactive - Corrosive * <i>Symbols that tell you what not to do</i> (These always have red circles and red diagonal lines) <ul style="list-style-type: none"> - Laboratory coats must not be worn in this room - Smoking, drinking and eating prohibited - Do not drink this water - Fire, open light and smoking prohibited * <i>Symbols that show you what you must do</i> (They have blue circles) <ul style="list-style-type: none"> - Respiratory protection must be worn - Head protection must be worn - Eye protection must be worn 	<ul style="list-style-type: none"> ✓ Discussion ✓ Power Point presentation ✓ Students will be asked to collect labels from household items such as bleach, detergent, perfume. Students will be asked to note the hazard labels and discuss the improper use and disposal of these items. 	<ul style="list-style-type: none"> ◆ Scrapbook on safety symbols ◆ Group work for students to work together and come up with conditions that are necessary for a good laboratory environment. “Making the Lab” ◆ Field Trip to a chemical work environment that employs these safety rules.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
3) APPARATUS		3.1 Define Apparatus 3.2 Naming the basic apparatus used in the lab 3.3 Drawing apparatus 3.4 Using the apparatus 3.5 Procedures for writing up an experiment 3.6 What are Science Process Skills	<ul style="list-style-type: none"> ○ Define apparatus ○ Identify the basic laboratory apparatus ○ Draw the apparatus used ○ Use the apparatus ○ Write up an experiment ○ List and define at least five science process skills 	<ul style="list-style-type: none"> ✓ Laboratory experience - View and using of the different apparatus - Conducting experiments - Teacher demonstrations ✓ Activity – learn how to spell names of common pieces of laboratory apparatus ✓ Students should examine CXC syllabus ✓ Examine past CXC laboratory book marked for students 	<ul style="list-style-type: none"> ◆ Conducting experiments that test for the different skills assessed in Chemistry.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
4.1) TECHNIQUES (1)		3.7 Major Skills tested for in Chemistry	<ul style="list-style-type: none"> ○ List the major skills tested for in Chemistry: <ul style="list-style-type: none"> - AI - ORR - MM - PD 		◆ Experiment
		4.1 Volume	<ul style="list-style-type: none"> ○ Define Volume ○ Explain the units used: ml, L, cm³, dm³ 	<ul style="list-style-type: none"> ✓ Conversion Sheets ✓ Activity: Learning to draw Measuring cylinder and Meniscus 	
		4.2 Measuring Volume	<ul style="list-style-type: none"> ○ Describe and use correctly: <ul style="list-style-type: none"> - The burette and the pipette - The Thermometer 	<ul style="list-style-type: none"> ✓ Activity using measuring cylinder 	◆ Experiments
4.2) TECHNIQUES (2)		4.21 Collecting Gases	<ul style="list-style-type: none"> ○ Demonstrate the following techniques: <ul style="list-style-type: none"> - Collecting gases - Weighing 		
		4.22 Weighing			

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH		4.23 Weighing out a Powder	- Weigh out a powder	✓ Demonstration ✓ Power Point presentation	◆ Project ◆ Experiments
		4.24 The Bunsen Burner	- Use the Bunsen Burner		
		4.25 Heating Things in a Test Tube			
		5.11 Evaporation			Record lab ◆ Experiments Students will be grouped and given a mixture, they will then be asked to explain the principle behind the method best used to separate the mixture.
		5.12 Distillation		✓ Setting up of a simple distillation apparatus	
5.13 Fractional Distillation			✓ Set up crystallization of saturated solution		
5.1) SEPARATING MIXTURE (2)					

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
6) WATER IN LABORATORY		5.14 Chromatography			Students will be provided with the apparatus requested and students allowed to carry out separation.
		6.1 Solutions	<ul style="list-style-type: none"> ○ Explain and demonstrate what happens when the temperatures changes 		
		6.2 Solubility			
		6.3 Solubility curves		<ul style="list-style-type: none"> ✓ Discussion ✓ Demonstration ✓ Power Point presentation 	<ul style="list-style-type: none"> ◆ Worksheet to take home – “Look around your home and identify ten things that are made of matter”

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
7) ATOMS		7.1 What are Atoms	Explain what atoms are List the subatomic particles	<ul style="list-style-type: none"> ✓ Power Point presentation ◆ Make modules of the atom ✓ Discussion 	<ul style="list-style-type: none"> ◆ Period Table Bingo Game ◆ Experiment ◆ Worksheet – Students should be given pictures to make a list of the changes of state that are going on.
		7.2 The Sizes of Atoms	List the charges and mass of mass of the subatomic particles Draw diagram showing structure of the atom.		
		7.3 Seeing Atoms (X-ray Diffraction)	Use the electronic configuration to show the arrangement of electrons in the atom.		
8) ARRANGING ATOMS		8.1 Elements	Define the term element List the symbol and atomic number of the first twenty elements.		<ul style="list-style-type: none"> ◆ Each student must have a copy of the Period Table ◆ Students should know the name, symbols, atomic number and mass number
		8.2 Periodic Table (Introduction as an arrangement of elements and their symbols)	Explain the terms: (i) Atomic number (ii) Atomic mass (iii)Relative atomic mass State that elements are arranged in the periodic table using their atomic number		
		8.3 Molecules	Explain what molecules are formed. Give examples of molecules		

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
9) ELEMENTS AND COMPOUNDS		9.1 What are Elements	Explain the differences between an element, mixture and a compound	<ul style="list-style-type: none"> ✓ Demonstration ✓ Group work: Comparing mixture and compound ✓ Separating mixtures and compounds 	◆ Worksheet
		9.3 What are Compounds	Give examples of a compound and mixture		
TERM THREE: APRIL TO JUNE		9.4 Mixtures and Compounds	Demonstrate difference(s) between mixture and compounds	<ul style="list-style-type: none"> ✓ Handouts 	◆ Experiments
		10) EVIDENCE FOR ATOMS AND MOLECULES			
		10.1 Osmosis	Explain the meaning of the following terms: (i) Osmosis (ii) Diffusion (iii) Selectively permeable membrane	<ul style="list-style-type: none"> ✓ Carry out lab experiment to show (i) Osmosis (ii) Diffusion 	◆ Worksheet
	10.2 Diffusion				
	10.4 Brownian Motion	Discuss how these processes are evidence for the particular nature of matter			

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
11) WRITING FORMULAE		11.1 What a formula shows	<ol style="list-style-type: none"> 1. Write simple formulae 2. Apply the rules for writing a formula 3. Given the name of a compound students should be able to identify the elements in compounds 	<ul style="list-style-type: none"> ✓ Carry out experiment using simple chemicals ✓ Write the formula for given chemical reactions 	◆ Worksheet
12) CHEMICAL REACTIONS		11.2 Compounds			
		11.3 Radicals			
		12.1 Combining Numbers			
		12.1 What is a Chemical Reaction	Explain the term chemical Reaction	<ul style="list-style-type: none"> ✓ Demonstration ✓ Activity Sheet 	◆ Worksheet
		12.2 Recognizing Chemical Reactions			
	12.3 Examples of Chemical Reactions	Identify a simple chemical reaction			
	12.4 Changes that are not Chemical Reactions	<p>Give examples of chemical reactions</p> <p>Identify reactions that are chemical and non-chemical reactions</p>	<ul style="list-style-type: none"> ✓ Power Point presentation ✓ Discussion ✓ Demonstration 		

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
13) WRITING CHEMICAL EQUATIONS		13.1 Rules for Writing Chemical Equations 13.2 Examples of Chemical Equations 13.3 Balancing a Chemical Equation	Identify the rules needed to write chemical equations Write chemical equations from given reactions Write a balanced chemical equation		◆ Unit Test

Jamaica College
English Language
Curriculum
Third Form/Grade 9

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

THE ENGLISH PROGRAMME: AN OVERVIEW

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

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

THE GRADE 7-9 CURRICULUM

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

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

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

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

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

SOME GENERAL OBJECTIVES OF THE GRADE 7-9 PROGRAMME

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

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
1) GRAMMAR	2 weeks	<ul style="list-style-type: none"> ○ Review of subject and predicate ○ Types of sentences ○ Subject verb agreement 	<ul style="list-style-type: none"> ▪ Distinguish between the subject and predicate in a sentence. ▪ State the kinds of sentences and their purpose. ▪ Recognize when the subject is in agreement with the verb. ▪ Apply proper sentence construction to advance ideas when doing extended writing. 	<ul style="list-style-type: none"> ✓ Oral drills, written tasks ✓ Sentence error recognition ✓ Report writing which provides practice in the use of nouns and pronouns. 	<ul style="list-style-type: none"> ❖ Cloze tests ❖ Sentence completion ❖ Sentence error recognition ❖ Listening, reading comprehension exercises with answers dependent on the particular forms of understanding
2) PUNCTUATION	1 week	<ul style="list-style-type: none"> ○ Punctuation (Review) - Quotation marks - Dash - Hyphen - Punctuation - Ellipses 	<ul style="list-style-type: none"> ▪ Use correct punctuation signals in writing 	<ul style="list-style-type: none"> ✓ Critical discussion and correction of punctuation used in selected and prepared material ✓ Dictation read aloud to identify contribution of punctuation to meaning. 	<ul style="list-style-type: none"> ❖ Unpunctuated passage to insert punctuation marks where necessary

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
3) TENSES	2 weeks	<ul style="list-style-type: none"> ○ Tenses: - Present continuous tense - Past continuous with past simple - Past perfect, present perfect, past simple 	<ul style="list-style-type: none"> ▪ Know and apply the rules governing their usage in oral and written expression ▪ Apply rules governing their usage in oral and written expression ▪ Use tenses consistency 	<ul style="list-style-type: none"> ✓ Tense wheel ✓ Cloze passages ✓ Written tasks 	<ul style="list-style-type: none"> ❖ Rewrite paragraph using the given tense ❖ Complete passage using correct form of verb.
4) COMPREHENSION	2 weeks	<ul style="list-style-type: none"> ○ Comprehension: - Narrative and descriptive passages - Poetry 	<ul style="list-style-type: none"> ▪ Identify writer's purpose ▪ Recognize facts stated explicitly and implicitly. Use context clues to ascertain meanings of words used in passages. ▪ Detect and assess the apt use of devices to increase the effectiveness of the writer's purpose 	<ul style="list-style-type: none"> ✓ Discussion ✓ Cooperative learning ✓ Writing tasks 	<ul style="list-style-type: none"> ❖ Written tasks based on comprehension passage
5) TYPES OF WRITING: DESCRIPTIVE	2 weeks	<ul style="list-style-type: none"> ○ Descriptive Writing 	<ul style="list-style-type: none"> ▪ Identify the writer's purpose ▪ Use adjectives and adverbs in their descriptive pieces. ▪ Give sensory details to enhance writing. 	<ul style="list-style-type: none"> ✓ Activities - Comprehension passages - Picture story writing - Poetry - Drawing scenes 	<ul style="list-style-type: none"> ❖ Write descriptions of people, places and events

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
6) TYPES OF WRITING: NARRATIVE	2 weeks	○ Narrative Writing	<ul style="list-style-type: none"> ▪ Use figures of speech such as simile, metaphors and onomatopoeia in their written and verbal expression. ▪ Write descriptions of places, people and events. ▪ Read stories and identify various elements ▪ Write various sections of a story ▪ Write a short story ▪ Share stories orally and note points of interest. ▪ Participate in discussions to show an understanding of the elements of the short story. ▪ Make entries in their journals about their experiences. ▪ Use the appropriate diction and mechanics to capture the requirements of the language ▪ Develop the elements of the narrative in such a way that they seem realistic to the reader 	<ul style="list-style-type: none"> ✓ Question and answer sessions ✓ Panel discussions ✓ Reading periods ✓ Brainstorming ✓ Cooperative learning ✓ Modeling: <p>Teacher will model the short story. Teacher will present a good story that demonstrates an interweaving of all the elements of the genre.</p> <p>The guide the teacher will use to get students to talk about the elements of the given story takes the form of the following questions:</p> <ul style="list-style-type: none"> - Who is the story about? 	<ul style="list-style-type: none"> ❖ Have students make journal entries that give brief description of the elements of narrative writing ❖ Give students the task of finding at least one interesting story that they think is a good story based on the checklist. This they will take to the next class.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
			<ul style="list-style-type: none"> ▪ Show an ability to differentiate between narrative writing and descriptive writing 	<ul style="list-style-type: none"> - What is the story about? - What is/are the conflict(s) in the story? - How was the conflict resolved? - Who is telling the story? - Where is the story taking place? - The language used to develop each element (descriptive, figurative) and to make the story interesting? <p>Inventing – brainstorming, listing, to discover ideas for writing.</p> <p>Arranging – Combining the best ideas to make sense</p> <p>Drafting – writing at top speed, keep pace with thinking</p> <p>Proof-reading – reading through to identify mistakes</p> <p>Peer reviewing – partnering to get an outsider’s view on writing</p> <p>Revising – using the help of someone to revise and proof to meet writer’s hopes</p> <p>Editing – assessing the quality of work based on teacher’s expectations</p> <p>Evaluating</p>	<ul style="list-style-type: none"> ❖ The teacher can use several strategies for students to publish their work. Such activities are: - Group sharing – the central idea is that everyone stops what he is doing and students are given an audience to which they can read - Award each a grade on a blank paper that will be affixed. - Have students choose the best three stories and present them to the head of the Department for other teachers to use as models of good stories.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
7) REVISION PUNCTUATION	1 week	<ul style="list-style-type: none"> ○ Punctuation: <ol style="list-style-type: none"> 1. the comma 2. the semi-colon 3. the colon 4. exclamation marks 	<ul style="list-style-type: none"> ▪ Punctuate selected and prepared material using quotation marks, commas, question marks, exclamation marks. ▪ Transfer meaning from spoken language to written language. ▪ Use the comma ▪ Identify when to use a colon instead of a comma ▪ Complete task by inserting the appropriate punctuation marks 	<p>Publishing – putting the work forward so that it can reach the fullest audience.</p> <ul style="list-style-type: none"> ✓ Critical discussion and correction of punctuations used in selected and prepared material. ✓ Use of various subject textbook (integration) newspaper reports, notices, recipes, tables, charts, signs, maps and diagrams. 	<ul style="list-style-type: none"> ◆ Expose students to weak stories that do not live up to the expectations and have them analyze them to see what elements they lack. ◆ Have students work collaboratively to use the good story model to draft up checklists for story writing. ◆ Students will be given passage to insert the appropriate punctuations where necessary. ◆ Class will be separated in two (2) for a competition.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
TERM TWO: JANUARY TO MARCH				<ul style="list-style-type: none"> ✓ Paragraph void of punctuation marks will be given. This will sensitize students to the significance of punctuation marks. 	<p>The first group to raise hands and answer correctly will earn points.</p> <ul style="list-style-type: none"> ◆ Make charts to be presented giving three examples of how each of the following can be used: <p>(a) Comma (b) Semicolon (c) Colon</p>
8) GRAMMAR	1 week	<ul style="list-style-type: none"> ○ Main verbs and auxiliary verbs ○ Gerund and gerund phrase ○ Linking verbs e.g. be, being, shall be auxiliary doesn't, don't 	<ul style="list-style-type: none"> ▪ Apply the rules governing the usage of verbs in written and oral expressions. ▪ Distinguish between both ▪ Use them correctly in sentences. ▪ Distinguish between countable and uncountable nouns. 	<ul style="list-style-type: none"> ✓ Sentence completion - Restricting drills - Sentence error - Extended writing tasks 	<ul style="list-style-type: none"> ◆ Select the correct word from parenthesis to complete sentences

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
USAGE		<ul style="list-style-type: none"> ○ Countable and uncountable nouns ○ Contractions and possessive pronouns ○ Possessive adjectives ○ Comparative forms of adjectives with special focus on irregular adjectives e.g. little, less, least 	<ul style="list-style-type: none"> ▪ Increase their competence in using these forms in written and oral expressions 	<ul style="list-style-type: none"> ✓ Restricting drills ✓ Written tasks 	
9) SUMMARY WRITING	1 week	<ul style="list-style-type: none"> ○ Summary Writing: <ul style="list-style-type: none"> - Select the main ideas - Combine main ideas - Writing the summary 	<ul style="list-style-type: none"> ▪ Read passage and select the relevant information making use of titles, introduction, topic sentences, illustrations, in preparation to write a summary. ▪ Identify main and subordinate ideas ▪ Write a clear, concise and accurate summary of a given piece of writing, adhering to the word limit 	<ul style="list-style-type: none"> ✓ Write summaries of passages ✓ Newspaper articles ✓ Writing minutes of meeting ✓ Summarizing a radio news item ✓ Summarizing chapters from their literature text. ✓ Writing book reviews 	<ul style="list-style-type: none"> ◆ Select the correct word from parenthesis to complete sentences ◆ Find the main idea(s) in a passage. ◆ Write a summary of a given passage

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
10) LETTER WRITING	1 week	<ul style="list-style-type: none"> ○ Letter Writing (revision of informal letters) Business Letters - Letter of complaint - Letter of apology - Letter of request - Editorial letters 	<ul style="list-style-type: none"> ▪ Write a letter of complaint using appropriate language and tone ▪ Punctuate letters appropriately ▪ Write a variety of business letters ▪ Use the different forms of letter writing when constructing their own letters. Eg. The block form and semi block form 	<ul style="list-style-type: none"> ✓ Teachers will introduce students to a variety of letters. ✓ Students will source examples which they will take to class ✓ Written tasks 	<ul style="list-style-type: none"> ◆ Write their own letters using appropriate tone and applying appropriate punctuation rules.
11) COMPREHENSION – PERSUASIVE PASSAGES		<ul style="list-style-type: none"> ○ Comprehension ○ Persuasive passages 	<ul style="list-style-type: none"> ▪ Distinguish between factual statements from opinion expressed in various forms ▪ Detect connotations in the use of words and in the presentation of ideas ▪ Evaluate the effectiveness of language devices used to persuade. ▪ Recognize the range of techniques used in persuasive discourse for e.g. Appeal to authority, rhetorical questions: repetition, among others. 	<ul style="list-style-type: none"> ✓ Reading and discussion of meaning in the works which use these devices. ✓ Panel discussion on topical issues ✓ Editorial letters ✓ Advertisements ✓ Comparing two slanted accounts of the same material 	<ul style="list-style-type: none"> ◆ Debate ◆ Identifying and evaluating the persuasive effects of given devices

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
TERM THREE: APRIL TO JUNE	2 weeks	<ul style="list-style-type: none"> ○ Language of Persuasive Advertisement - Facts and opinion - Techniques of persuasion - Audiences and designs 	<ul style="list-style-type: none"> ▪ To expose and familiarize students to the art of persuasion, in an attempt to enhance their communication skills. ▪ Distinguish between fact and opinion ▪ Identify exaggeration in advertisements ▪ Identify repetition in advertisements ▪ Identify catchy phrases in advertisements ▪ Comment in detail on aspects of language employed by the advertisers 	<ul style="list-style-type: none"> ✓ Cooperative learning ✓ Critical discussion about persuasive techniques, and target audiences ✓ Role play ✓ Create their own products for advertisement 	<ul style="list-style-type: none"> ◆ Read given passage and answer the questions (written form) based on it. ◆ Tell the purpose of advertising ◆ Identify techniques used in advertising. ◆ Make up an advertisement in groups
	2 weeks	<ul style="list-style-type: none"> ○ Persuasive Writing 	<ul style="list-style-type: none"> ▪ Present reasoned evaluatory comments on proposals and situations of various kinds in language that is clear and appropriate to the occasion ▪ Write persuasively employing the use of techniques taught 	<ul style="list-style-type: none"> ✓ Writing editorial letters expressing opinion on current issues ✓ Prepare arguments for a debate ✓ Simulate call in programmes ✓ Author's interviews 	<ul style="list-style-type: none"> ◆ Structured essays ◆ Written tasks ◆ Research report ◆ Investigative report

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
13) REPORT WRITING	1 week	<ul style="list-style-type: none"> ○ Report Writing (summary skills) - Biased / Unbiased - Fact / Opinion - Newspaper editorials 	<ul style="list-style-type: none"> ▪ Identify the differences between simple and complex reports ▪ Explain the differences between reports which give factual information only and one which is a mixture of both ▪ Identify the different types of media reports ▪ Produce a class newspaper which boasts the different types of writing ▪ Write their own reports 	<ul style="list-style-type: none"> ✓ Written and oral summaries, reports ✓ Reporting data ✓ Condensing a newspaper report. Summarizing one of the topics in a recorded conversation. ✓ Reporting on club projects ✓ A media report on a sports event. 	<ul style="list-style-type: none"> ◆ Various forms of written reports
14) GRAMMAR	1 week	<ul style="list-style-type: none"> ○ Grammar: ○ - The infinitive - The infinitive phrase - The infinitive with “to” omitted <p>Verbs (continued)</p> <ul style="list-style-type: none"> - Active voice - Passive voice - Review of the six troublesome verbs - Using modifiers correctly - Double negatives - Double comparisons 	<ul style="list-style-type: none"> ▪ Apply the rules governing these forms to enhance their written and oral expressions. 	<ul style="list-style-type: none"> ✓ Oral drills ✓ Sentence error recognition ✓ Cloze tests ✓ Written tasks ✓ Recognize and correct repetitions of words, ideas and word meanings ✓ Recognize and avoid using clichés, idioms, slang ✓ Use words in proper context 	<ul style="list-style-type: none"> ◆ Written Tasks

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
15) EXPOSITORY WRITING	2 weeks	<p>(Troublesome expressions should be identified incorporated throughout the three terms)</p> <ul style="list-style-type: none"> ○ Expository Writing: <ul style="list-style-type: none"> - Cause and effect - Explanation - Problems and solutions - Comparison and contrast 	<ul style="list-style-type: none"> ▪ Explain what is expository writing and the different types e.g. (cause and effect, problem and solution, classification, contrast and comparison, process analysis) ▪ Analyze the author’s purpose and intended audience. Focus on elements of style which support informative purpose ▪ Choose expository pieces from a mixed selections ▪ Write expository pieces 	<ul style="list-style-type: none"> ✓ Write recipes, flyers ✓ Report writing (giving information in sequential order) ✓ Engage students in writing workshops ✓ Research reports 	<ul style="list-style-type: none"> ◆ Write expository pieces e.g. prepare brochures, flyers, proposals, research, etc.

Jamaica College
English Literature
Curriculum
Third Form/Grade 9

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 9 CURRICULUM **SOME GENERAL OBJECTIVES FOR GRADE 9 LITERATURE INSTRUCTION**

For students to be able to:

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

ATTITUDES

The literature programme will enhance the following habits or attitudes:

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

SKILLS/FUNCTIONS

The following skills and functions should be presented and developed.

Students should be able to:

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

	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	○ The Elements of the Novel	<ul style="list-style-type: none"> ▪ Give an overview of the writer ▪ State how prose differs from drama and poetry ▪ Identify the genre in which the story belongs ▪ List the various techniques used by the writer ▪ Explain the effectiveness of these techniques. ▪ Explain themes in the story and identify the characters who are involved in enhancing those themes. ▪ Provide an overview of each chapter ▪ Describe the various settings in the story (to include mood and atmosphere). 	<ul style="list-style-type: none"> ✓ Selected songs to depict mode, tone, atmosphere and themes in the story. ✓ Discussion on how to cite reference sources to avoid plagiarism ✓ Identify and explain themes from the novel using evidence from the story. ✓ Brainstorm the content of the novel based on the title, cover page and story blurb at the back of the book. ✓ Hot seating – to facilitate characterization of characters ✓ Reading ✓ Viewing 	<ul style="list-style-type: none"> ❖ Conduct a research on the life and works of the author. ❖ Write a biography of the writer (to include a photograph) ❖ Identify songs that depict similar themes to those discovered in the novel. ❖ Journal entries. ❖ Group work ❖ Dramatizations
	2 weeks				
	2 weeks				
	3 weeks				

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks		<ul style="list-style-type: none"> ▪ Explain how the setting influences characters. ▪ State the significance of the setting to the events in the story ▪ Identify the various tones in the story. 	<ul style="list-style-type: none"> ✓ Character maps will be used to compare and contrast characters ✓ Discussion based on: Conflicts in the novel, how they were resolved and how students think they could have been better resolved. 	<p>of specific themes/chapter, etc.</p> <ul style="list-style-type: none"> ❖ Create cartoon clippings to depict events in the novel.
	2 weeks		<ul style="list-style-type: none"> ▪ Provide vivid and specific physical as well as personality traits of characters. ▪ Assess the appropriateness of the writing form the writer uses. 		<ul style="list-style-type: none"> ❖ Write letters to friends informing them about the novel.
	2 weeks		<ul style="list-style-type: none"> ▪ Assess the appropriateness of the title of the novel. ▪ Write in continuous prose in response to essay questions taking into consideration the minimum of five parts for the essay (introduction, three supporting points and the conclusion). 		<ul style="list-style-type: none"> ❖ Respond to questions based on: Techniques Themes Characters
	2 weeks		<ul style="list-style-type: none"> ▪ Cite reference sources ▪ Record information in their journals ▪ Ask relevant questions to aid in clarity and understanding ▪ List, speak and write where appropriate. ▪ Use appropriate diction in discussions. 		<ul style="list-style-type: none"> ❖ Write descriptions of setting and characters.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks		<u>Content:</u> <ul style="list-style-type: none"> ▪ Biography of the author 		
	2 weeks		<ul style="list-style-type: none"> ▪ The Genre-Prose ▪ Techniques used by the author 		
	2 weeks		<ul style="list-style-type: none"> ▪ Type of writing/language used by the writer ▪ Dominant themes 		
	2 weeks		<ul style="list-style-type: none"> ▪ Plot ▪ Setting ▪ Characters 		
	3 weeks		<ul style="list-style-type: none"> ▪ Conflicts 		
	To be intertwined each wee/term		<ul style="list-style-type: none"> ▪ Title ▪ Tone ▪ Writing essays 		

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	○ Poetry – <u>Voyages</u>	To sensitize and expose students to the literary conventions of poetry.	✓ Debates on the appropriateness of the titles for various poems	❖ Respond to questions based on the poems
	2 weeks		At the end of the unit, students should be able to:	✓ Dramatic readings of poem	❖ Create poems of their own based on selected themes
	2 weeks		<ul style="list-style-type: none"> ▪ Read aloud for pleasure ▪ Listen to dramatic readings of others ▪ Categorize some different types of poems (ballads, sonnet, limerick, etc.) ▪ Identify and explain examples of various figures of speech ▪ Comment on the effectiveness of specific figures of speech used. 	✓ Viewing	❖ Group sharing of poems
	2 weeks		<ul style="list-style-type: none"> ▪ Identify the language used in selected poems ▪ Describe the effectiveness of the use of Creole ▪ Account for the rhythm the writer uses. 	✓ Questioning	❖ Create own endings for selected poems based on how students think that poems should have ended.
	2 weeks		<ul style="list-style-type: none"> ▪ Discuss how alliteration and onomatopoeia creates sound effects. ▪ Identify basic rhymes: alternate rhymes, rhyming couplets. 	✓ Discussion based on themes	❖ Make journal entries in response to questions based on mood, characters and themes
					❖ Translate portions of Creole poems to standard English (“Dutty

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERMS TWO AND THREE: JANUARY TO MARCH & APRIL TO JUNE	2 weeks	Drama - <u>Macbeth</u>	<ul style="list-style-type: none"> ▪ Explain the them in selected poems ▪ Identify the tone and mood, state if and when they change ▪ State appropriateness of titles of poems. 		Tough” – Louise Bennett. “The Carpenter’s Complaint” – Edward Baugh)
	2 weeks		<p><u>Content:</u> Types of poems</p> <p>Figurative language</p> <p>Creole vs. Standard English</p> <p>Rhyme and Rhythm</p> <p>Setting</p> <p>Mood – tone themes</p> <p>Conventions of Poetry – stanza, verse, etc.</p>		
	3 weeks		<p>For students to be sensitized to Shakespearean works</p> <p>At the end of the unit, students should be able to:</p>		
	2 weeks		<ul style="list-style-type: none"> ▪ Conduct a research on the life of William Shakespeare 		
				<ul style="list-style-type: none"> ✓ Learn a soliloquy from the play and recite it accordingly in the appropriate tone. ✓ Create props and costumes for selected dramatizations ✓ Hot seating to reveal 	<ul style="list-style-type: none"> ❖ Journal entries ❖ Character maps ❖ Plot map ❖ Scene logs

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks		<ul style="list-style-type: none"> ▪ Research the Elizabethan era ▪ Discuss how theatre going in that era differs from the one in their country today. ▪ Discuss information on the author ▪ Discuss the various conventions of drama (Act, scene, stage, directions, etc.) ▪ Differentiate between poetry, prose and drama 	<ul style="list-style-type: none"> ✓ characterization ✓ Discussion of <u>Macbeth</u> as a tragedy, comprising a tragic hero (Macbeth) and a tragic flaw (Greed and ambition). ✓ Viewing of the play on DVD 	<ul style="list-style-type: none"> ❖ Group work – Dramatization depicting themes and interesting Acts
	3 weeks		<ul style="list-style-type: none"> ▪ Recognize that a play was meant to be acted out – taken from the page to the stage. ▪ Outline the events in each Act/Scene ▪ Contextualize play based on era and setting. 	<ul style="list-style-type: none"> ✓ Identify songs that depict similar themes to those discovered in the play. ✓ Discussion based on: Conflicts in the play, how they were resolved and how students think they could have been better resolved. ✓ Discussion based on the conventions of drama – props, stage directions, etc. 	<ul style="list-style-type: none"> ❖ Translation of events in the play to current scenarios in Jamaica. ❖ Create pictorial pieces based on characters / incidents / conflicts, etc.
	2 weeks		<ul style="list-style-type: none"> ▪ Identify the tragic hero in the tragedy ▪ Discuss who is a protagonist and an antagonist 	<ul style="list-style-type: none"> ✓ Puzzles will be used as a method of getting students to recall things in the play. 	<ul style="list-style-type: none"> ❖ Research background of the play and the author.
	2 weeks		<ul style="list-style-type: none"> ▪ Identify main and supporting characters ▪ Do characterization of characters. ▪ Identify personality traits of characters based on soliloquy 		<ul style="list-style-type: none"> ❖ Research the Elizabethan era, supply a picture of the Elizabethan theatre. ❖ Extended writing pieces

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
			<ul style="list-style-type: none"> ▪ Discuss and analyze themes in the play <u>Content:</u> Background of the play Conventions of drama: Meant for acting out Acts Scenes Soliloquy Stage directions Lighting Script Playwright Tragedy Tragic hero Background of the play Biography of Author Plot Setting Characters Themes		<ul style="list-style-type: none"> ❖ Open ended questions ❖ Closed ended Questions

Jamaica College
Geography
Curriculum
Third Form/Grade 9

GEOGRAPHY CURRICULUM

Introduction

The Geography Curriculum Guide is designed to foster in Grade Nine students an extensive appreciation of Geography and its applicability to every day life.

This curriculum develops on what was taught in Grades Seven and Eight, and guides the students into full-fledged geographic knowledge with the objective being to act as a prerequisite for the Geography CXC-CSEC Examination. The curriculum is structured to facilitate constant use of the motor skills: drawing (diagrams and maps), making models and map work. The content is extensive, but it is expected that from it, students will produce two or three major projects. It should be noted that this curriculum is an adaptation of the Reform of Secondary Education (R.O.S.E.) National Curriculum Guide.

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER	4 weeks	1) Internal structure of the earth	<ul style="list-style-type: none"> ▪ Define key terms: lithosphere, hydrosphere, SIAL, SIMA, convection currents ▪ Differentiate between the characteristics of the earth's layers- rocks and mineral content: crust, mantle, inner and outer core, discontinuity (e.g. Mohovoricic) ▪ Briefly describe the crust, mantle, core, lithosphere and asthenosphere ▪ Draw a diagram to show internal structure of the earth. 	<ul style="list-style-type: none"> ✓ Drawing a detailed and clearly labelled diagram of the earth's internal structure ✓ Labelling a diagram to show the SIAL different from the SIMA ✓ Researching Mohovoricic and Gutenberg who discovered the discontinuities. ✓ Making a model to show the internal structure of earth 	<p>(For all topics)</p> <ul style="list-style-type: none"> ◆ Objective type items ◆ Short essays ◆ Monthly mini-test ◆ End of term examination ◆ End of year examination ◆ Books: <ul style="list-style-type: none"> - Principles of Geography for CXC by Norrel A. London and Mike Senior - Skills in Geography in Secondary School by V.A. Rahil - Atlas
	3 weeks	2) The Theory of Plate Tectonics	<ul style="list-style-type: none"> ▪ Explain the theory of Continental Drift ▪ Alfred Wagner's theory and its effect on Geography ▪ Relationship between the appearance of present day continental land forms and 	<ul style="list-style-type: none"> ✓ Drawing diagrams to show continental drift ✓ Doing researches to discover the actual meaning of 'tectonics' and who Alfred Wegener was. 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	3) Earthquake activity in the Caribbean Region	<p>the shape of the Jurassic era</p> <ul style="list-style-type: none"> ▪ Define Plate tectonics and crustal plates ▪ Identify plates on the world map ▪ Describe the three types of plate margins (convergent, divergent and transform) and the activities associated with each ▪ (Describe the convergent and transform fault margins found in the Caribbean) ▪ Discuss the relationship between plate margins and the distribution of earthquakes, volcanoes and fold mountains. <ul style="list-style-type: none"> ▪ Define what earthquakes are. ▪ Draw a map of the world, with emphasis on the Caribbean, showing earthquake zones. ▪ Describe the occurrence [N.B. description must include use of the terms ‘focus’ and ‘epicentre’] ▪ Explain how earthquakes are measured on the Richter Scale 	<ul style="list-style-type: none"> ✓ Labelling a diagram to show the eight main plates, which make up earth. ✓ Drawing diagrams to show the three types of plate margins ✓ Drawing one diagram to show the earthquake zones, volcanic areas and plate boundaries. <ul style="list-style-type: none"> ✓ Creating a model of the Richter Scale ✓ Drawing illustrations to show the effects of earthquakes on man ✓ Watching a documentary about earthquakes and how and why they occur. ✓ Writing a letter to the ODPEM suggesting ways to reduce the 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	3 weeks	4) Volcanoes	<ul style="list-style-type: none"> ▪ List and describe the effects/impact of earthquakes on the environment ▪ Suggest ways to reduce the effects of earthquakes on the Caribbean Region ▪ Explain the world and Caribbean distribution ▪ Explain the formation ▪ Describe the types – Lava Cones (Acid and Basic), Ash and Cinder and Composite ▪ Describe the occurrence and types of lava flows. ▪ Explain the formation of intrusive volcanic features (Sills, Dykes, Laccoliths and batholiths) and how they change over time ▪ State the impact of volcanic activity on life and property. 	<p>effects of earthquakes.</p> <ul style="list-style-type: none"> ✓ Making a model of a volcano ✓ Doing a case study on Montserrat – 10 years after the volcanic activities. ✓ Drawing diagrams of the types of volcanoes. ✓ Label the intrusive features of volcanic activities 	
	1 week	6) Rocks and Minerals	<ul style="list-style-type: none"> ▪ Define rocks and minerals and give 	<ul style="list-style-type: none"> ✓ Creating a realia to show the three 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	7) Limestone Landscape	<p>examples of each</p> <ul style="list-style-type: none"> ▪ Classify rocks and minerals ▪ State the main characteristics of sedimentary, igneous and metamorphic rocks ▪ Describe the formation of each type <ul style="list-style-type: none"> ▪ State the nature of limestone rock: structure and mineral composition ▪ Define and explain the terms porous and permeable as they relates to limestone ▪ Describe the chemical action of rainwater on limestone rock ▪ Describe the formation of the following features: sink hole/dolines, poljie, disappearing stream, resurgence, cockpits, grikes and clints, underground caves, stalactites and stalagmites. ▪ Describe the formation of karst landforms in the Caribbean – conical hills and cockpits. ▪ Identify major areas in Jamaica 	<p>types of rocks and minerals</p> <p>✓ Displaying an example of limestone and noting one interesting fact about this type of stone.</p>	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH	4 weeks	1) Weather and Climate: <ul style="list-style-type: none"> ○ Caribbean Weather Systems: cold fronts, anticyclones, easterly waves, hurricanes (impact & response), inter-tropical convergence zone (ITCZ). ○ Caribbean Climate: Tropical marine – characteristics: temperature, winds and types of rainfall ○ Factors influencing Caribbean Climate: Latitude, altitude, location 	<ul style="list-style-type: none"> ▪ Develop an awareness of the weather systems affecting the Caribbean and their impact on the region. ▪ Describe the factors that led to the formation of each weather system and the associated weather conditions. ▪ Identify the main elements of Caribbean Climate and describe the pattern of temperature, winds and rainfall in different territories. ▪ Explain how latitude, altitude and location cause regional variation in regional climate. ▪ Identify each system on weather maps of the region. ▪ Develop an interest in geographic phenomena ▪ Develop an understanding of the 	<ul style="list-style-type: none"> ✓ Using newspaper/web search on Caribbean phenomena ✓ Collecting clippings on weather systems ✓ Using role-play, drama, dance, song, poetry, story-telling to explain the effects of weather system ✓ Making charts/posters on each weather system affecting the region ✓ Using atlas / weather maps / synoptic chart to give weather reports ✓ Interviewing individuals in community about Hurricane Gilbert, Ivan, etc. ✓ Plotting tracks of hurricanes on regional map 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
(N.B. Agricultural Systems and Manufacturing should be major projects. They should, however, be taught with little detail.)	2 weeks	2) Agricultural Systems	<p>interaction between all elements of the environment.</p> <ul style="list-style-type: none"> ▪ Define agriculture ▪ Explain the three main factors involved in land use: Physical, Economic and Human factors. ▪ Differentiate between: extensive subsistence farming, intensive subsistence farming, plantation agriculture, large-scale commercial arable farming, large-scale mixed farming, market gardening, nomadic pastoralism, modern ranching and dairy farming. ▪ Discuss and evaluate an agricultural case study of Peasant farming or Plantation Agriculture or rearing beef cattle or dairy farming in the Caribbean. 	✓ Creating a timeline for natural events.	
	3 weeks	3) Manufacturing	<ul style="list-style-type: none"> ▪ Define terms like manufacture, primary sector, secondary sector, tertiary sector, industrialization, balance of trade, import-substitution type, capital, etc. ▪ List and explain the factors influencing the location of an industry. ▪ Describe what takes place in refining petroleum, in the garment industry and the food processing industries. 		

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	4 weeks	1) Presentation of Geographical Data <ul style="list-style-type: none"> ○ Methods of presenting geographical data <ul style="list-style-type: none"> ✓ Tables; alphabetical, chronological, ranking (mean, mode, median). ✓ Bar graphs; group bars, proportional bars, histograms. ✓ Isolines ✓ Pie Charts ✓ Pictograms ✓ Pictures, diagrams, field sketches 	<ul style="list-style-type: none"> ▪ Describe what takes place in the iron and steel industry. ▪ Identify and distinguish between various techniques used to present geographical data ▪ Interpret pictures, diagrams, graphs, maps, tables, etc. from textbooks, newspapers and other resources. ▪ Present geographical data as tables and graphs, etc. ▪ Draw sketches, maps and diagrams to enhance written work. ▪ Present data in the form of simple choropleths and flow line maps. ▪ Identify regular and irregular patterns, peaks and declines in statistical presentation. ▪ Draw inferences; make comparisons, express an opinion, based on data presentation. ▪ Organize and collate information in a written or oral report. 	<ul style="list-style-type: none"> ✓ Constructing graphs ✓ Comparing data displayed on various charts ✓ Plotting isolines ✓ Constructing questionnaires ✓ Group project ✓ Using computers to construct graphs, etc. 	

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	4 weeks	2) Map Work ✓ Grid References: castings, northings. Four figure and six figure grid references. ✓ Compass Directin: 16 point compass ✓ Angular Bearings ✓ Scales and distances ✓ Identification of relief and landforms on maps: highlands, lowlands, mountains, plains, valleys, etc. ✓ commercial	<ul style="list-style-type: none"> ▪ Conduct group research using techniques learnt ▪ Define and distinguish between eastings and northings ▪ Identify grid lines and grid squares on a map ▪ Locate features and places on a map using four and six figure grid references ▪ Determine when to use four or six figures references. ▪ Use the sixteen point compass to state the location of one place or feature from another. ▪ Use compass direction to describe the trend of landforms. ▪ Use compass direction to describe the flow of rivers, route networks, etc. ▪ Use angular bearings to state the location of one place or feature from another. ▪ Use scales to measure distances ▪ Using contours, spot heights, colours 	<ul style="list-style-type: none"> ✓ Demonstrate the use of grids on board/chart ✓ Team quiz using four and six figure references to find features/places ✓ Locate landforms, rivers, settlements using grid references, compass direction, angular bearing ✓ Constructing map from given description using appropriate symbols, colours, patterns ✓ Using map of Kingston or other towns to illustrate patterns of settlement. 	

Jamaica College
History
Curriculum
Third Form/Grade 9

THE HISTORY CURRICULUM

The Third Form curriculum begins by looking at the people who came to the Caribbean between 1492-1917. This sets the pace for the following theme: Colonization by the Europeans, which attempts to allow students to understand the concerns which are peculiar to the Caribbean region, including their own territory and the events which shaped these societies.

AIM

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

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

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

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

Student Internet Resource: www.ancientegypt.co.uk

www.britishmuseum.org/learning/schools_and_teachers.aspx

www.historyforkids.org/learn/egypt

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER 1) The People Who Came 1492 – 1917 <u>Aims:</u> To give students knowledge and understanding of the common experiences of the peoples of the West Indies. To help students to understand the circumstances that helped to shape the Caribbean.	3 weeks	<ul style="list-style-type: none"> ○ The Europeans <ul style="list-style-type: none"> - When they came - Why they came - Contributions to the Caribbean Society 	<ul style="list-style-type: none"> ▪ Identify European explorers of the Caribbean ▪ State the time frame when the following first explored the Caribbean. <ul style="list-style-type: none"> ○ Portuguese ○ Spanish ○ British ○ French ○ Dutch ▪ Locate these European territories on the map of the world. <ul style="list-style-type: none"> ○ Portugal ○ Spain ○ Britain ○ France ○ Holland ▪ Name and locate on a map, at least three islands of the above countries ▪ Show how nature assisted early exploration. ▪ Show how technology enhanced early exploration. ▪ Explain at least four (4) reasons why the 	<ul style="list-style-type: none"> ✓ Use of maps ✓ Atlas ✓ Brainstorming ✓ Picture chart ✓ Artifacts 	<ul style="list-style-type: none"> ◆ Homework <ul style="list-style-type: none"> (a) Map work (b) Definition of terms/concepts ◆ Class work <ul style="list-style-type: none"> (a) Work sheet (b) Quiz ◆ Test <ul style="list-style-type: none"> (a) Essay (b) Short answers (c) Multiple choice ◆ Construct chart/table to present historical facts.

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	3 weeks	<ul style="list-style-type: none"> ○ The Africans <ul style="list-style-type: none"> - Who are the Africans? - When and why they came - Contribution to the Caribbean society 	<p>Europeans came to the Caribbean.</p> <ul style="list-style-type: none"> ▪ Identify and explain at least six contributions of early European explorers to the Caribbean. ▪ Define: a) New World b) Pioneer c) Monoculture ▪ Define terms: a) Slavery b) Fauna c) Flora ▪ Identify the main geographical area of West Africa where the Africans came from to the Caribbean. ▪ Describe the West African Societies under the following heading: <ul style="list-style-type: none"> ○ Political ○ Technological ○ Occupation ○ Social ○ Economic ○ Religion ▪ State the time frame the Africans came to the Caribbean ▪ Draw and label a diagram showing the Trans-Atlantic slave trade. ▪ Describe the experiences of the slaves on 	<p>✓ Use of:</p> <ol style="list-style-type: none"> 1. Maps / Atlas 2. Picture chart 3. Brainstorming 4. Discussion 5. Diagram 6. Audio Visuals on the topic 	<ul style="list-style-type: none"> ◆ Homework <ol style="list-style-type: none"> (a) Map work (b) Definition of terms/concepts (c) Circle a song or poem (page 2) ◆ Class work - work sheet ◆ Quiz ◆ Test <ol style="list-style-type: none"> (a) Essay (b) Structured questions (c) Multiple choice questions ◆ Drawn and label diagrams of the Trans-Atlantic slave trade. ◆ Debate for or

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	3 weeks	<ul style="list-style-type: none"> ○ The Asians - Who are the Asians? - When and why they came. - Contributions of the Asians to the Caribbean. 	<p>the middle passage.</p> <ul style="list-style-type: none"> ▪ Explain at least five (5) reasons why the Africans came to the Caribbean. ▪ Account for the contribution of the Africans to the Caribbean, under the following headings: <ul style="list-style-type: none"> ○ Racial mix ○ Language ○ Food (Flora and Fauna) ○ Religion ○ Medicine ○ Music ○ Culture - i) Story Telling ii) Proverbs iii) Nine night iv) Jonkunnu v) Christmas market vi) Work or digging song ▪ Give the location of each group: <ul style="list-style-type: none"> ○ Chinese ○ Indians ○ Syrians and Lebanese on a world map ▪ Describe their culture under the following headings: <ul style="list-style-type: none"> ○ Religion ○ Dress ○ Food ○ Customs ▪ State the time frame each group came to 	<p>✓ Use of:</p> <ol style="list-style-type: none"> 1. Atlas / maps 2. Artifacts / objects from the culture of each group. 3. Power point presentation. 4. Resource personnel 5. Audio – visuals on the topic 	<p>against slavery</p> <ul style="list-style-type: none"> ◆ Homework (a) Project ◆ Classwork (a) Group presentation (b) Quiz (c) Worksheet ◆ Test (a) Essay (b) Structured questions (c) Definition of terms / concepts

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
<p>TERM TWO: JANUARY TO MARCH</p> <p>Colonization by Europeans 1492 – 1783</p> <p><u>Aims:</u></p> <p>1. An understanding of the concerns peculiar to their own territory and the circumstances which shaped them.</p> <p>2. Willingness to examine and explore their attitudes and values and those of other in relation to the Caribbean historical experience.</p>	1 week	<ul style="list-style-type: none"> ○ Process of Colonization. <ul style="list-style-type: none"> - When - How 	<p>the Caribbean</p> <ul style="list-style-type: none"> ▪ Explain at least two (2) reasons for each group coming to the Caribbean. ▪ Explain at least four (4) ways in which each group contributed to the Caribbean Society. <ul style="list-style-type: none"> ▪ Define Colonization. ▪ State time frame for Colonization in the Caribbean. ▪ State who was responsible for colonization of specific Caribbean Countries. ▪ Outline at least three (3) reasons for colonization in the Caribbean. ▪ Explain the Treaty of Tordesillas. ▪ Show the impact the Treaty of Tordesillas had on the coming of the European groups (English, French and Dutch). 	<ul style="list-style-type: none"> ✓ Discussion ✓ Chart defining concepts / terms 	<ul style="list-style-type: none"> ◆ Research paper. ◆ Reading exercise. <ul style="list-style-type: none"> ◆ Worksheet. ◆ Structured questions

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	3 weeks	<ul style="list-style-type: none"> ○ Spanish Colonization - Conquest - Settlement - System of Government - Economic Development - Spanish Monopoly - Challenge to Spanish monopoly 	<ul style="list-style-type: none"> ▪ Discuss Christopher Columbus' role in the colonization of the Caribbean. ▪ Give an account of Columbus' four voyages. ▪ Assess the impact of Colonization on the native population ▪ Outline the Spanish system of Government in the New World. ▪ Define: a) Spanish b) Mercantilism c) Encomienda d) Asiento ▪ List the major economic activities conducted by the Spanish in the early settlement of the New World. ▪ Show how Spain organized her Monopoly. ▪ Outline the steps Spain took to protect her Monopoly in the Caribbean. Explain the Convoy System. ▪ Account for the attack on Spain's Monopoly in the Caribbean by the: <ul style="list-style-type: none"> ○ Dutch ○ French ○ English ▪ Define: a) pirates b) privateers c) buccaneers 	<ul style="list-style-type: none"> ✓ Use of the maps to show Columbus route in the Caribbean ✓ Brainstorming ✓ Identifying main ideas through group reading ✓ Audio-visuals on Christopher Columbus. ✓ Definition of terms / concepts 	<ul style="list-style-type: none"> ◆ Present in table form data on the four voyages of Christopher Columbus ◆ Homework (a) Essay Question (b) Define Terms / Concepts ◆ Classwork (a) Worksheet (b) Quiz ◆ Test (a) Multiple choices (b) Structured questions

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	<ul style="list-style-type: none"> ○ British Colonization - Conquest - Settlement - System of Government - Economic Development 	<ul style="list-style-type: none"> ▪ Write short notes on the following: <ul style="list-style-type: none"> ○ Sir France Drake ○ Sir John Hawkins ○ Sir Walter Raleigh ○ Sir Henry Morgan ○ John Powell ○ Thomas Warner ▪ State the contribution of each to the Settlement in the Caribbean:: <ul style="list-style-type: none"> ○ Sir France Drake ○ Sir John Hawkins ○ Sir Walter Raleigh ○ Sir Henry Morgan ○ John Powell ○ Thomas Warner ▪ Account for the settlement of these islands by the English: <ul style="list-style-type: none"> ○ St. Kitts ○ Barbados ○ Jamaica ▪ Describe the system of government that existed in the British Colonies. ▪ Outline the economic development of the Caribbean by the early British settlers. 	<ul style="list-style-type: none"> ✓ Use of: <ul style="list-style-type: none"> ○ Handouts to answer questions orally and written ○ Power point presentation on the early settlers of the English 	<ul style="list-style-type: none"> ◆ Homework (a) Research paper / project ◆ Classwork (a) Quiz (b) Structured questions ◆ Write a journal on the settlement of English Colonies

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	<ul style="list-style-type: none"> ○ French Colonization - Conquest - Settlement - System of Government - Economic Development 	<ul style="list-style-type: none"> ▪ Account for the settlement of these islands by the French: <ul style="list-style-type: none"> ○ Haiti ○ Martinique ○ Guadeloupe ▪ Describe the system of government that existed in the French colonies. ▪ Outline the economic development of the Caribbean by the early French settlers. 	<ul style="list-style-type: none"> ✓ Use of: <ul style="list-style-type: none"> ○ Handouts to answer questions orally and written ○ Journals to recreate the settlement of the French islands. 	<ul style="list-style-type: none"> ◆ Research paper ◆ Quiz ◆ Essay questions
	2 weeks	<ul style="list-style-type: none"> ○ French Colonization - Conquest - Settlement - System of Government - Economic Development 	<ul style="list-style-type: none"> ▪ Account for the settlement of these colonies in the Caribbean: <ul style="list-style-type: none"> ○ Aruba ○ Bonaire ○ Curacao ○ Saba ▪ Describe the system of government that existed in the Dutch colonies. ▪ Outline the economic development of the Dutch colonies. 	<ul style="list-style-type: none"> ✓ Table Chart 	<ul style="list-style-type: none"> ◆ Research paper ◆ Quiz ◆ Essay questions

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	1 week	<ul style="list-style-type: none"> ○ Review on Colonization 	<ul style="list-style-type: none"> ▪ Label on a map of the Caribbean the islands that were colonized by each European territory: <ul style="list-style-type: none"> ○ Spanish ○ English ○ French ○ Dutch 	<ul style="list-style-type: none"> ✓ Discussion ✓ Questioning ✓ Field Trip 	<ul style="list-style-type: none"> ◆ Quiz
	2 weeks	<ul style="list-style-type: none"> ○ Slave Rebellions to 1783 <ul style="list-style-type: none"> - Introduction to slave rebellions - First Maroon war - Tacky Revolt 1760 - Berbice Revolt 1763 	<ul style="list-style-type: none"> ▪ Define a) Rebellion b) Revolution ▪ Identify slave revolts that occurred in the Caribbean up to 1783. b) State the reasons for those revolts. ▪ Define Maroons. ▪ Trace the origin of the word ‘maroon’ ▪ Identify major Maroon settlements in the Caribbean. ▪ Draw a map of Jamaica and label the Maroon settlements established. ▪ Explain the causes of the First Maroon War. 	<ul style="list-style-type: none"> ✓ Discussion ✓ Questioning ✓ Reading ✓ Maps of: <ul style="list-style-type: none"> (a) the Caribbean (b) Jamaica 	<ul style="list-style-type: none"> ◆ Classwork (a) Worksheet ◆ Map work (a) Map of Jamaica to label Maroon settlements. ◆ Power point presentation ◆ Make own: (a) Slogan on rebellion (b) Drawings (c) Song (d) Poem
Revolution					
<u>Aims:</u>					
To give students a knowledge and understanding of the common experiences of the people of the Caribbean.					

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	<ul style="list-style-type: none"> ○ American Revolution <ul style="list-style-type: none"> - When - Why - How - Results 	<ul style="list-style-type: none"> ▪ State the results of the First Maroon war. ▪ State the aim of the: <ul style="list-style-type: none"> ○ Tacky Revolt ○ Berbice Revolt ▪ Explain the main causes of: <ul style="list-style-type: none"> ○ Tacky Revolt ○ Berbice Revolt ▪ State the result of: <ul style="list-style-type: none"> ○ Tacky Revolt ○ Berbice Revolt ▪ State the time frame of the revolution. ▪ Explain the major reason for the revolution. ▪ Outline the role of major individuals in the revolution. ▪ Describe major incidents in the revolution. ▪ State the results of the revolution. ▪ State the impact of the revolution on the outside world. 	<ul style="list-style-type: none"> ✓ Group Presentation ✓ Handouts for reading and discussion. ✓ Quiz 	<ul style="list-style-type: none"> ◆ Project ◆ Compose Song/ Poem ◆ Cartoon illustration – make own slogans / mottos

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	<ul style="list-style-type: none"> ○ French Revolution <ul style="list-style-type: none"> - When - Why - How - Results 	<ul style="list-style-type: none"> ▪ State the time frame of the revolution. ▪ Explain the major reason for the revolution. ▪ Outline the role of major individuals in the revolution. ▪ Describe major incidents in the revolution. ▪ State the results of the revolution. ▪ State the impact of the revolution on the outside world. 	<ul style="list-style-type: none"> ✓ Group Work ✓ Use a picture chart ✓ Quiz 	<ul style="list-style-type: none"> ◆ Research question ◆ Project ◆ Compose (a) Poem (b) Song ◆ Make cartoon illustration ◆ Write own motto and slogan
	2 weeks	<ul style="list-style-type: none"> ○ Industrial Revolution <ul style="list-style-type: none"> - When - Why - How - Results 	<ul style="list-style-type: none"> ▪ Define the Industrial Revolution ▪ State the time frame of the Revolution. ▪ For specific inventions within the time frame state: <ul style="list-style-type: none"> ○ Name of the inventor ○ Date invented ○ Use of the invention ▪ Describe how the factory system affected women and children. ▪ State at least three advantages and three 	<ul style="list-style-type: none"> ✓ Present table with major inventions. 	<ul style="list-style-type: none"> ◆ Scrap book on the Industrial Revolution ◆ Quiz

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
			<p>disadvantages of the Industrial Revolution.</p> <ul style="list-style-type: none"> ▪ Outline the effects of the Industrial Revolution on the Caribbean Region. 		

Jamaica College
Information Technology
Curriculum
Third Form/Grade 9

Information Technology

Curriculum

Introduction

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

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

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

Grade 9 Curriculum

The Grade 9 curriculum includes largely productivity tools and problem solving. The breakdown of the units is as follows:

- System Software
- Productivity tools – practical skills
 - ❖ Spreadsheet
 - ❖ Database management
 - ❖ Word processing (Mail merge)
- Data Communication – internet
- Careers in computing
- Problem solving

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
1)	3-4 weeks	<u>DATA REPRESENTATION</u>	<ul style="list-style-type: none"> ▪ State how data is stored and manipulated in a computer (representation of integers in binary/bits (0s and 1s)) ▪ Convert decimal number to binary number ▪ Convert binary number to decimal number ▪ Add and subtract binary numbers ▪ Explain the different binary coding schemes (ASCII and EBCDIC) used by computers ▪ Calculate the value for ASCII characters ▪ State the methods used to represent integers (positive and negative) in the computer sign and magnitude, BCD ▪ Convert a negative decimal number to binary using the sign and magnitude method 	<ul style="list-style-type: none"> ✓ Test ✓ Class Work ✓ Home Work, etc. 	❖ Worksheet

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
2)	2 weeks	<u>SOFTWARE</u>	<ul style="list-style-type: none"> ▪ Convert a decimal number to BCD. ▪ Define software ▪ State the different types of software (system, application and utility software). ▪ Explain and give examples of each type of software. ▪ State the functions of the operating system. ▪ State and explain the different types of operating systems ▪ Explain what application software is ▪ Define the different categories of application software. ▪ State the advantages and disadvantages of the categories of application software ▪ Define the terms associated with software 	<ul style="list-style-type: none"> ✓ Worksheet ✓ Fill in the blanks ✓ Matching 	<ul style="list-style-type: none"> ❖ Quiz ❖ Multiple Choice
3)	1-2 weeks	<u>MAIL MERGE</u>	<ul style="list-style-type: none"> ▪ Use mail merge facilities of a word processor ▪ What is mail merge ▪ Creating a document ▪ Creating data source 	<ul style="list-style-type: none"> ✓ Letter of application ✓ Creating invoice 	<ul style="list-style-type: none"> ❖ Observation

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH 4)	2-3 weeks	<u>DATA COMMUNICATION</u>	<ul style="list-style-type: none"> ▪ Rename, delete or add fields ▪ Insert merge fields in a document ▪ Update data source – edit or delete a record ▪ Merge the data source and main document ▪ Define the term Data Communication ▪ Define internet ▪ Define e-mail ▪ Identify the components of an e-mail address by labelling ▪ Identify the components of a URL by labelling the component parts ▪ Explain what is a Facsimile Transmission ▪ Identify the Facsimile machine ▪ List the main requirements necessary for sending a facsimile via the computer 	<ul style="list-style-type: none"> ✓ Set up email address ✓ Draw a picture of the school network ✓ Paste a picture of fax machine in a scrap book ✓ Exercise on fill in the blanks 	❖ Observation

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
5)	1-2 weeks	<u>CAREER IN COMPUTING</u>	<ul style="list-style-type: none"> ▪ Define computer network ▪ State reasons for computer network ▪ List types of computer network ▪ Draw the different types of computer network ▪ Identify four computer-related professions ▪ List two functions of each computer-related profession ▪ Identify the skills needed for each of the for computer-related professions 	<ul style="list-style-type: none"> ✓ Newspaper clippings 	<ul style="list-style-type: none"> ❖ Quiz ❖ Worksheet-exercise
6)	2-3 weeks	<u>SPREADSHEET</u>	<ul style="list-style-type: none"> ▪ Define a spreadsheet ▪ State what is a cell and what is a cell address. ▪ State what is a range, values and labels ▪ State what is a row and what is a column ▪ Use the cursor to move within the spreadsheet and to move to different locations within the spreadsheet. ▪ Create a simple spreadsheet from instructions supplied by the teacher. 	<ul style="list-style-type: none"> ✓ Worksheet on formatting feature ✓ Editing feature ✓ Entering formula 	<ul style="list-style-type: none"> ❖ Observation

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE 7)	4-5 weeks	<u>PROBLEM SOLVING</u>	<ul style="list-style-type: none"> ▪ Format cells to adjust column width and adjust row height. ▪ Format numeric data. ▪ Format data to accept currency and values. ▪ Merge and centre select text across columns ▪ Basic editing – delete the contents of a cell, copy and paste, fill ▪ Inset formula and functions in a spreadsheet ▪ Explain the BODMAS rule ▪ State the difference between a function and formula ▪ List the steps to solve a problem ▪ Define the term Algorithm – Basic steps used to solve a problem. ▪ Define the term flowchart – Symbols used to define the steps required to solve a problem. ▪ Draw flowchart symbols and state what each represents 	<ul style="list-style-type: none"> ✓ Students will draw flowchart symbols and write their functions alongside. ✓ Students will practice sequencing by doing examples such as: rearrange the following activities in the correct order to show how to make a glass of lemonade. 	❖ Exercise from Workbook

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
8)	1 week	<u>DATABASE MANAGEMENT</u>	<ul style="list-style-type: none"> ▪ Define a Program ▪ Explain the concept of variables using examples of situations in their everyday experience. ▪ Describe a pseudocode ▪ Write a pseudocode for solving mathematical problems and to calculate – average, sum, area of square/rectangle, perimeter ▪ Define a Database Software, database, database package ▪ Identify areas in the school/community in which database packages could be used. ▪ State the similarities and differences between a manual and a computerized database ▪ List the advantages/disadvantages of using a database package. ▪ Define the terms – table, record and field 	<ul style="list-style-type: none"> ✓ Students will make a flowchart called “how to organize yourself to do homework”. ✓ Students will use simple algorithms to solve everyday problems such as putting on a pair of sneakers and socks or finding the sum of two numbers. ✓ Given a mathematical problem involving the area of a circle and averages, students will write a pseudocode to assist in the solution of the problem. ✓ Simulation ✓ Investigation ✓ Collect information on classmates and organize data appropriately 	

Jamaica College
Mathematics
Curriculum
Third Form/Grade 9

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER	2 weeks	<u>ALGEBRA</u> ○ OPERATIONS WITH SETS	<ul style="list-style-type: none"> ▪ Construct and use Venn diagram to show subsets, complements, intersection and union of sets and solve problems involving not more than 3 sets. 	<ul style="list-style-type: none"> ✓ Examples on board ✓ Charts ✓ Demonstrations 	<ul style="list-style-type: none"> ◆ Assignments ◆ Quiz
	1 week	○ TRAVEL GRAPH	<ul style="list-style-type: none"> ▪ Draw and use distance time graphs. 	<ul style="list-style-type: none"> ✓ Charts illustrating distance time graphs 	<ul style="list-style-type: none"> ◆ Test ◆ Implement and demonstrate distance time graph
		○ ESTIMATION (REVISION)	<ul style="list-style-type: none"> ▪ Estimate the result of a computation and determine a range in which the exact value must lie. ▪ Estimate the margin of error for a given measurement. ▪ Give a degree of accuracy the results of calculation involving numbers derived from a set of measurements. 	<ul style="list-style-type: none"> ✓ Examples ✓ Quiz 	<ul style="list-style-type: none"> ◆ Test

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	○ PERCENTAGES	<ul style="list-style-type: none"> ▪ Solve problems with fractions and decimals. ▪ Solve problems that involve profit/loss, discount, selling price and simple interest 	<ul style="list-style-type: none"> ✓ Charts ✓ Examples ✓ Illustrations 	◆ Test
	2 weeks	<u>GEOMETRY</u>			
		○ AREAS AND PERIMETER	<ul style="list-style-type: none"> ▪ Calculate areas and perimeter of rectangle, parallelogram, triangle, trapezium, rhombus, circle. ▪ Find lengths of areas and areas of sectors of a circle. 	<ul style="list-style-type: none"> ✓ Charts ✓ Illustration 	
		○ ANGLES	<ul style="list-style-type: none"> ▪ Calculate interior and exterior angles of a polygon. ▪ Calculate angles involving parallel lines. 	<ul style="list-style-type: none"> ✓ Examples ✓ Illustrations 	◆ Test
		○ CONGRUENT TRIANGLES	<ul style="list-style-type: none"> ▪ Prove that two given triangles are congruent. ▪ Recall properties of congruent triangles. ▪ Solve geometry problems using the properties of congruent triangles. ▪ Identify congruent shapes other than triangles. 	<ul style="list-style-type: none"> ✓ Illustrations ✓ Examples ✓ Handouts ✓ Examples 	◆ Quiz

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	○ PARALLELOGRAMS	<ul style="list-style-type: none"> ▪ Identify the properties of parallelograms. ▪ Define properties of different parallelograms ▪ Use appropriate instruments to construct different parallelograms. 	<ul style="list-style-type: none"> ✓ Handouts ✓ Illustrations ✓ Research 	◆ Quiz
	3 weeks	○ STATISTICS	<ul style="list-style-type: none"> ▪ Draw and use pie-charts, bar charts, line graphs, histograms and frequency polygons. ▪ Use appropriate diagrams to illustrate the outcome of research and experiments. ▪ Determine the advantage or disadvantage of each diagram and the appropriate diagram for a given set of data. 	<ul style="list-style-type: none"> ✓ Handouts ✓ Examples ✓ Illustrations by students 	◆ Assignments
		○ GRAPH ANALYSIS	<ul style="list-style-type: none"> ▪ Represent statistical data using pie chart, bar charts and histograms. ▪ State advantages or disadvantages of each. ▪ State the appropriateness of their use in real life situations. ▪ Analyse data using pie charts, bar charts and histograms. ▪ Write simple data in a frequency table 	<ul style="list-style-type: none"> ✓ Handouts ✓ Assignment 	◆ Project ◆ Assignment

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	<ul style="list-style-type: none"> ○ FREQUENCY DISTRIBUTION TABLE ○ TRIGONOMETRY 	<ul style="list-style-type: none"> ▪ Write larger data in group frequency table ▪ Determine class limits, class boundaries, class width. ▪ Determine the sine, cosine and tangent ratios of acute angles in right angled triangles. ▪ Use the sine, cosine and tangent ratios to find sides and angles in a right angled triangle. 	<ul style="list-style-type: none"> ✓ Examples ✓ Test ✓ Examples ✓ Questions in a bag 	<ul style="list-style-type: none"> ◆ Test ◆ Assignment

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH	2 weeks	<u>ALGEBRA</u> ○ CHANGE OF SUBJECT ○ LINEAR EQUATIONS	<ul style="list-style-type: none"> ▪ Perform operations involving addition, subtraction, multiplication and division ▪ Solve simple equations in one unknown. ▪ Solve simple equations involving brackets, fractions and words 	<ul style="list-style-type: none"> ✓ Handouts ✓ On the board problems ✓ Handouts 	<ul style="list-style-type: none"> ◆ Quiz ◆ Test
	2 weeks	○ RATIO AND PROPORTION	<ul style="list-style-type: none"> ▪ Compare two quantities in a given ratio. ▪ Divide a given quantity in a given ratio. ▪ Solve problems involving direct and inverse proportions, mixtures and rates. 	<ul style="list-style-type: none"> ✓ Examples ✓ Illustrations ✓ Assignments 	<ul style="list-style-type: none"> ◆ Test ◆ Assignment ◆ Test
	3 weeks	○ TRANSFORMATION	<ul style="list-style-type: none"> ▪ ENLARGEMENTS Draw enlargements given positive and negative scale factors. ▪ TRANSLATION Specify translation in a plane as column vectors. ▪ REFLECTION 		

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	2 weeks	○ VECTORS	<p>State the relation between an object and image in a plane when reflected in a point or line.</p> <ul style="list-style-type: none"> ▪ ROTATION Relation between an object and its image in a plane when rotated about a point in that plane. ▪ Locate the image of a set of points under any of the transformations listed. ▪ Identify and describe a transformation given an object and its image. ▪ Identify simple plane figures possessing bilateral and rotational symmetry. ▪ Classify vectors as equal, parallel, opposite or perpendicular ▪ Find the sum or difference of two or more vectors. ▪ Use scalar to multiply a column vector. ▪ Perform operations involving the distributive and commutative laws ▪ Use the zero vector ▪ Use trigonometric ratios to find 	<p>✓ Assignment</p> <p>✓ Handout</p> <p>✓ Presentation</p> <p>✓ Illustration</p>	<p>◆ Quiz</p> <p>◆ Test</p>

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	○ TRIGONOMETRY	<p>unknown sides and angles in a right-angled triangle.</p> <ul style="list-style-type: none"> ▪ Apply these ratios to real life situations such as finding angles of elevation and depression and heights and distances. 		
	2 weeks	○ FUNCTIONS, RELATIONS AND GRAPHS	<ul style="list-style-type: none"> ▪ Identify a relation and describe a relation as a set of ordered pairs. ▪ Define a mapping as a one-to-one, many-to-one, many-to-many and one-to-many. ▪ Distinguish between the graph of a relation and that of a function. ▪ Use the functional notation $f(x)$ ▪ Draw and use graph of linear functions. 	<ul style="list-style-type: none"> ✓ In class problems ✓ Equations in a bag 	◆ Quiz

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	2 weeks	○ SIMULTANEOUS EQUATIONS	<ul style="list-style-type: none"> ▪ Solve linear equations in two unknowns, including word problems. ▪ Solve a linear and quadratic in two unknowns. 	<ul style="list-style-type: none"> ✓ Illustrations ✓ Field trip 	<ul style="list-style-type: none"> ◆ Assignment
		○ INEQUALITIES	<ul style="list-style-type: none"> ▪ Solve inequalities in one or two variables(s) 	<ul style="list-style-type: none"> ✓ Assignment 	<ul style="list-style-type: none"> ◆ Test
		○ VOLUME OF SOLIDS	<ul style="list-style-type: none"> ▪ Find the volume of prisms, pyramids, spheres, cones, cylinders and miscellaneous types of figures. ▪ Solve CSEC type questions 	<ul style="list-style-type: none"> ✓ Assignment 	<ul style="list-style-type: none"> ◆ Test ◆ Field Trip to bank
	1 week	○ CONVERSION OF MONEY	<ul style="list-style-type: none"> ▪ Solve foreign exchange problems ▪ Identify factors affecting the strength of the dollar 	<ul style="list-style-type: none"> ✓ Assignment 	<ul style="list-style-type: none"> ◆ Quiz

	Duration 1 hr = 1 class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
	1 week	○ CONSTRUCTION	<ul style="list-style-type: none"> ▪ Draw and construct triangles and quadrilaterals. 	<ul style="list-style-type: none"> ✓ School yard speed test 	<ul style="list-style-type: none"> ◆ Quiz ◆ Quiz
	1 week	○ STATISTICS: AVERAGES	<ul style="list-style-type: none"> ▪ Find averages given simple frequency data ▪ Find average speed 	<ul style="list-style-type: none"> ✓ Assignment 	
	1 week	○ CUMULATIVE FREQUENCY	<ul style="list-style-type: none"> ▪ Draw Ogive from group frequency data. ▪ Use Ogive to find median and other quantities. 	<ul style="list-style-type: none"> ✓ Draw Ogive from information provided ✓ In class work 	<ul style="list-style-type: none"> ◆ Quiz ◆ Test
	1 week	○ TRIGONOMETRY ○ BEARINGS	<ul style="list-style-type: none"> ▪ Calculate heights and distances – work problems. ▪ Solve simple questions on bearings and direction 	<ul style="list-style-type: none"> ✓ Questions 	<ul style="list-style-type: none"> ◆ In class test

Jamaica College
Physics
Curriculum
Third Form/Grade 9

INTRODUCTION

The Physics curriculum is geared towards giving students a basic introduction to Physics at the Third Form level. Students need to develop a strong foundation in Physics so they can better understand the concepts to be covered in Fourth and Fifth forms. It is expected that at the end of this course students will be familiar with the fundamental terms and units used in Physics. They will also be expected to apply knowledge gained from this course to other topics, to be in the more advanced section of the Fourth and Fifth Form syllabus

GENERAL OBJECTIVES

1. Recognize the need for an international agreed system of units.
2. Recognize the importance of graphical presentations of data in Physics.
3. Be familiar with the various effects to forces and the ways in which these effects may be transmitted.
4. Appreciate the need to take account of not only magnitude but also direction when dealing with certain physical quantities.
5. Be familiar with the simple methods of analyzing motion.
6. Understand the significance of the concept energy.
7. Be aware of the application of hydrostatics to every life.
8. Understand that the supply of thermal energy to body may produce changes in temperature, pressure and physical properties of a body.
9. Understand the various modes of thermal energy transfer.
10. Be familiar with the ways in which physicists have utilized the knowledge of reflection and refraction to design simple optical instruments.

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
1) INTRODUCTION TO PHYSICS AND CAREERS IN PHYSICS	1 week	<ul style="list-style-type: none"> ○ What is Physics? <u>Content:</u> Physics is the scientific study of matter, energy, force and motion Physics is one of the foundational subjects in many career and occupational choices. ○ Careers in Physics 	<ul style="list-style-type: none"> ▪ Define the term physics with 100% accuracy without the use of a text book. ▪ List the various careers that utilize physics 	<ul style="list-style-type: none"> ✓ Students will be given a list of the various careers and they will be told to use their dictionary to find the meaning of each. <p>Process skills</p> <ul style="list-style-type: none"> - Reporting - Communicating 	<ul style="list-style-type: none"> ◆ Students will be given a sheet of paper to define the term physics and list some careers with physics.
1.1) PHYSICAL MEASUREMENTS AND UNITS	4 weeks	<ul style="list-style-type: none"> ○ Fundamental Quantities and Unit <u>Content:</u> Fundamental quantities are basic quantities from which all other quantities are derived (mass m(m), length (l), current(I), time (T), temperature(t)). 	<ul style="list-style-type: none"> ▪ State the 5 fundamental quantities of the international system (SI system) and their related symbols. 	<ul style="list-style-type: none"> ✓ Set up various investigations to show the fundamental quantities of International System. ✓ Construction of table showing fundamental quantities 	<ul style="list-style-type: none"> ◆ Students' work will be graded ◆ Research paper on different careers in Physics

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
		<ul style="list-style-type: none"> ○ SI system and standards The SI is a convenient metric system of units for scientific work [Kilogram(kg), Kelvin(K), seconds(s), amperes(A), meters(m)] ○ Importance of the Standard unit of measurements Without standard units of measurement it would be virtually impossible to compare one measurement to another. ○ Derived Quantities Derived quantities are quantities which are produced by multiplying and dividing two or more basic/fundamental quantities. 	<ul style="list-style-type: none"> ▪ State the base units for the 5 fundamental quantities in the SI system and their related symbols. ▪ Explain the need for, and importance of, standard units of measurements ▪ Recall that derived quantities and their units are produced by multiplying and dividing fundamental quantities and their units. ▪ Express derived units using index notation. ▪ Use numbers expressed in standard form. 	<ul style="list-style-type: none"> ✓ Students will measure their hands to get the length (hand span). This will then be used to show why standard units are very important especially in trading. <p>Process Skills</p> <ul style="list-style-type: none"> - measuring - recording - communicating - manipulation 	<ul style="list-style-type: none"> ◆ Students will be given a table to fill in the missing units and symbols for each fundamental units. ◆ Unit test

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
TERM TWO: JANUARY TO APRIL	3 weeks	○ Scientific Notation	<ul style="list-style-type: none"> ▪ Express calculated number in the appropriate number of significant figures and decimal places. 	<ul style="list-style-type: none"> ✓ Students will be asked to express a list of numbers to the appropriate significant figures and also express the same values in standard form. 	<ul style="list-style-type: none"> ◆ Provide students with worksheets for them to complete or they do the activities ◆ Grade students' worksheet on Topic ◆ Unit Test
		○ Significant Figures			
		○ Scales	<ul style="list-style-type: none"> ▪ Accurately read the scales on a ruler, vernier calliper and a micrometer screw gauge. ▪ Note errors with equipment 	<ul style="list-style-type: none"> ✓ Students will be given sheets of paper as well as the actual ruler, micrometer screw gauge and vernier to read off measured values. <p>Process skills</p> <ul style="list-style-type: none"> - measuring - recording - observing - reporting - manipulating 	
○ Area	<ul style="list-style-type: none"> ▪ Measure the area of both regular and irregular shapes 	<ul style="list-style-type: none"> ✓ Students will be given different materials and asked to determine the area of each object. 			

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
	4 weeks	<ul style="list-style-type: none"> ○ Volume ○ Density <u>Content:</u> Density is defined as mass per unit volume Relative density is the density of a substance compared to the density of water. 	<ul style="list-style-type: none"> ▪ Measure the volumes of both regular and irregular shaped objects. ▪ Determine the density using the formula $\rho = \frac{m}{v} = \frac{\text{mass}}{\text{volume}}$ ▪ Calculate the relative density of different materials. 	<ul style="list-style-type: none"> ✓ Students will be given material to find its mass and volume. They will then use the values obtained to calculate the density of the material. They will then be required to find the relative density of the material. 	<ul style="list-style-type: none"> ◆ Provide students with worksheet for them to complete as they do the activities. ◆ Grade students' worksheets ◆ Grade students' graphs
	4 weeks	<ul style="list-style-type: none"> ○ Graphs 	<ul style="list-style-type: none"> ▪ Plot, interpret and use graph of experimental data. ▪ Draw a line of best fit for a set of plotted values. ▪ Determine the gradient and intercept of a straight line graph 	<ul style="list-style-type: none"> ✓ Students will draw graph of sample data collected in an experiment. <p>Process skills:</p> <ul style="list-style-type: none"> - measuring - recording - manipulating - drawing - observing 	<ul style="list-style-type: none"> ◆ Assess practical activity: manipulating and affective skill, as well as product ◆ Students' written lab reports ◆ Unit Test

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
TERM THREE: APRIL TO JULY 2) MEASUREMENTS	3 weeks	<ul style="list-style-type: none"> ○ Force <p><u>Content:</u> A force is a push or pull upon an object resulting from the object's <i>interaction</i> with another object. Whenever there is an <i>interaction</i> between two objects, there is a force upon each of the objects. When the <i>interaction</i> ceases, the two objects no longer experience the force. Weight is a measurement of the gravitational force acting on an object.</p>	<ul style="list-style-type: none"> ▪ Recall that a force can cause a change in the size, shape or motion of a body. ▪ Determine the weight of objects using the relationship $\text{weight} = \text{mass} \times \text{gravitational field strength}$ that is $W=mg$ 	<p>Process skills:</p> <ul style="list-style-type: none"> - observing - communicating/reporting - measuring - recording - predicting - manipulating - inferring 	
	3 weeks	<ul style="list-style-type: none"> ○ Vectors <p><u>Content:</u> Scalar quantity is a quantity that has magnitude but not direction, as distinct from a vector quantity, which has a direction as well as a magnitude. Temperature, mass, volume, and speed are scalar quantities.</p>	<ul style="list-style-type: none"> ▪ Distinguish between scalar and vector quantity. ▪ Give examples of scalar and vector quantities. ▪ Use scale diagrams to combine vectors and find their resultant. ▪ Calculate the resultant of velocity that is parallel and perpendicular to each other. 		<ul style="list-style-type: none"> ◆ Use checklist to grade the worksheet ◆ Grade students' diagrams showing resultant forces ◆ Grade students work showing parallel and perpendicular vectors

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
3) GRAPHS	5 weeks	○ Motion in a Straight Line	<ul style="list-style-type: none"> ▪ Define the terms: distance, displacement, speed, velocity, and acceleration ▪ Differentiate between speed and velocity with 100% accuracy. ▪ State the difference between displacement and distance. 		<ul style="list-style-type: none"> ◆ Use checklist to grade the graphs ◆ Provide students with worksheets for them to compete as they do the activities
4) MECHANICS	4 weeks	○ Moments (Turning effect of a force) <u>Content:</u> The moments of force is times the perpendicular distance at which the force acts from the pivot. For a body that is in equilibrium the sum of the anti-clockwise moments about the pivot is equal to the sum of the clockwise moments.	<ul style="list-style-type: none"> ▪ Define the moments of force ▪ State the principle of moments and use it to solve problems on equilibrium ▪ Explain the action of common tools and devices as levers. 	<ul style="list-style-type: none"> ✓ Students will be given question papers to find the moment of a force. They will also do a simple experiment using a balanced meter rule. 	<ul style="list-style-type: none"> ◆ Grade students' activities
	2 weeks	○ Centre of gravity	<ul style="list-style-type: none"> ▪ Define the term centre of gravity ▪ Determine the location of the centre of gravity of a body. 	<ul style="list-style-type: none"> ✓ Students will be given different materials and they will be asked how they would find the centre of gravity of each. 	<ul style="list-style-type: none"> ◆ Research paper on gravity and weight; speed and velocity displacement and distance

	Duration 1 hr=1class	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			At the end of the unit students should be able to:		
			<ul style="list-style-type: none"> ▪ State how the stability of an object is dependent on the location of its centre of gravity and its weight. 	<p><u>Process skills</u></p> <ul style="list-style-type: none"> - measuring - recording - reporting - manipulating - Drawing - Observing 	<p>◆ Unit Test</p>

Jamaica College

Spanish

Curriculum

Third Form/Grade 9

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)	4 weeks	Vacations	<ul style="list-style-type: none"> ▪ Discuss how recent holidays were spent and make plans for future travel ▪ Talk about leisure activities and places they would like to visit ▪ Make bookings and reservations ▪ Utilize the Preterite and Imperfect Tenses to discuss past events. 	<ul style="list-style-type: none"> ✓ Listen to taped materials ✓ Discussion ✓ Role Play (create mini dialogues in groups of three about how they spent their vacations) ✓ Pronunciation Drills ✓ Responding to questions in the target language ✓ Cooperative Learning (students will work in groups of three to research and create a possible dialogue that would occur in a Travel Agency) 	<ul style="list-style-type: none"> ❖ Dialogue completion ❖ Unit Test ❖ Group Assessment (Role Play) ❖ Simulation – A Travel Agency ❖ Vocabulary Tests ❖ Quizes
2)	3 weeks	Vacations (2)	<ul style="list-style-type: none"> ▪ Respond appropriately to information about Immigration and Customs ▪ Take a taxi and register in a hotel ▪ Respond appropriately to street signs and 	<ul style="list-style-type: none"> ✓ Taped Materials ✓ Pictures ✓ Discussion ✓ Direct Teaching 	<ul style="list-style-type: none"> ❖ Reproduction of Street Signs in Art Form ❖ Unit Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
3)	3 weeks	At Home With the Family	<p>other public signs</p> <ul style="list-style-type: none"> ▪ Describe seasons ▪ Describe in detail their home and the various rooms ▪ Vividly describe their family members and pets ▪ Utilize reflexive verbs to speak about their daily routines ▪ Demonstrate efficiency in utilizing the impersonal ‘se’ ▪ Speak about some cultural practices in Cuba 	<ul style="list-style-type: none"> ✓ Pronunciation Drills ✓ Discovery Method ✓ Photos/Pictures as well as writing simple descriptive sentences to describe their home and/or a pet ✓ Scrapbook (Use a series of pictures in their scrapbook to depict a typical day in their life utilizing reflexive verbs where necessary) ✓ Direct Teaching ✓ Listening to taped materials along with Pronunciation Drills ✓ Project on Cuba (Group Work) 	<ul style="list-style-type: none"> ❖ Class Work ❖ Dialogue Completion ❖ Unit Test ❖ Descriptive paragraphs ❖ Project

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM TWO: JANUARY TO MARCH					
4)	3 weeks	A Typical Day at School	<ul style="list-style-type: none"> ▪ Explain a typical day at school ▪ Seek and express opinions Me parece/pienso que etc. ▪ State and explain preferences and make comparison Más grande/más pequeño que/menor que/peor que ▪ Give Commands in Spanish 	<ul style="list-style-type: none"> ✓ Listen to taped materials ✓ Dialogue completion ✓ Role play giving commands to classmates ✓ Pronunciation Drill 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Giving oral description of a given object ❖ Sentence completion based on pictures
5)	3 weeks	Preferred Activities	<ul style="list-style-type: none"> ▪ Speak about activities undertaken in their spare time ▪ State preferences and opinions ▪ Issue and accept invitations ▪ Compare some cultural practices in Venezuela and Jamaica 	<ul style="list-style-type: none"> ✓ Role Play (issuing and accepting invitations to functions, etc.) ✓ Quiz ✓ Writing sentences to state preferences for various situations: subjects, clothing, colours, etc. 	<ul style="list-style-type: none"> ❖ ❖ Scrap Book – Use pictures to compare cultural practices in Jamaica and Venezuela ❖ Vocabulary Test ❖ Oral Reading and responding to questions.
6)					

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Students should be able to:		
TERM THREE: APRIL TO JUNE	4 weeks	A Day in the City	<ul style="list-style-type: none"> ▪ Utilize gustaría/quisiera to speak about preferences ▪ Change and exchange money in a Post Office ▪ Formulate Commands with Object Pronouns 	<ul style="list-style-type: none"> ✓ Role Play simulation (exchanging money in a Post Office) ✓ Scrap Book highlighting pictures of various currencies used in Spanish speaking societies. 	<ul style="list-style-type: none"> ❖ Unit test ❖ Dialogue completion ❖ Vocabulary Test
	5 weeks	A Day in the City	<ul style="list-style-type: none"> ▪ Buy things in pharmacy ▪ Order food in a café ▪ Complain about service in an establishment ▪ Use negatives correctly ▪ Formulate negative commands 	<ul style="list-style-type: none"> ✓ Listen to taped materials ✓ Simulation activity/Role play ✓ Direct teaching ✓ Questioning 	<ul style="list-style-type: none"> ❖ Unit Test ❖ Vocabulary Test ❖ Quiz ❖ Creating dialogues (Group Work)
	4 weeks	The Future Tense	<ul style="list-style-type: none"> ▪ Speak and write about future plans and intentions ▪ Express hopes, wishes and desires ▪ Describe personal qualities and attitudes 	<ul style="list-style-type: none"> ✓ Direct teaching ✓ Brainstorming ✓ Writing Descriptive sentences 	<ul style="list-style-type: none"> ❖ Unit test ❖ Writing paragraphs in Spanish <p>Oral examinations (reading and responding to questions)</p>
8)					

Jamaica College
Technical Drawing
Curriculum
Third Form/Grade 9

JAMAICA COLLEGE

INDUSTRIAL EDUCATION DEPARTMENT

TECHNICAL DRAWING COURSE OUTLINE

GRADES 8 & 9

Rationale for Teaching Technical Drawing

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

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

AIM OF COURSE

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

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Student should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER					
1.) ORTHOGRAPHIC PROJECTION	Week 1-2	Introduction	<ul style="list-style-type: none"> ○ State at least one (1) advantage of using Orthographic Projection ○ Identify three (3) main views used in Orthographic Projection ○ Convert pictorial drawing to orthographic projection 	<p>Discussion Advantages of Orthographic Projection. Identifying the three main elevations. Third and First Angle Projection</p> <p>Demonstration Converting a pictorial figure into orthographic projection on chalkboard.</p> <p>Learning Activity Set exercises, converting pictorial figures into orthographic projection.</p>	<p>Quiz Matching the elevations with the pictorial projection.</p> <p>Identifying missing elevation.</p> <p>Class Exercise: Grading of Students' Drawing</p>
	Week 3-5		<ul style="list-style-type: none"> ○ Convert pictorial drawing to orthographic projection with an offset. 		
	Week 6				Unit Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT	
Unit:			Student should be able to:			
2.) TANGENCY	Week 7	Tangency	<ul style="list-style-type: none"> ○ Define the term ‘tangency.’ ○ Draw a tangent to a given circle 	<p>Discussion Definition of Tangency Use of Tangency</p> <p>Demonstration Using chalkboard instrument to construct the given tangents.</p> <p>Learning Activities Drawing of the given tangents given the different radii / specification</p> <p>Set exercises of matching parts which utilized tangency principle.</p>	Class Exercise(s) Grading of Students’ drawing	
	Week 8		<ul style="list-style-type: none"> ○ Draw a common internal tangent to two equal circles. ○ Draw a common external tangent to two equal circles. 			Take-Home Assignment Grading of Students’ drawing
	Week 9		<ul style="list-style-type: none"> ○ Draw a common internal tangent to two unequal circles. 			
	Weeks 10 -11		<ul style="list-style-type: none"> ○ Draw a common external tangent to two unequal circles. 			
	Weeks 12 -13		<ul style="list-style-type: none"> ○ Draw an arc tangential to two given circles of different radii. 			
	Week 14				Unit Test	

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Student should be able to:		
3.) SURFACE DEVELOPMENT	Week 15	Introduction	<ul style="list-style-type: none"> ○ Define the term ‘Surface Development.’ ○ Identify at least (3) types of right geometric solid ○ Draw surface developments of right geometric prism 	<p>Discussion What is Surface Development</p> <p>Types of right geometric solid (Prisms, Pyramids, cone and cylinder)</p> <p>Demonstration Showing samples of geometric solids</p> <p>Drawing the surface development of geometrical solid using chalkboard instrument</p> <p>Learning Activities Drawing the surface development of geometric shapes, given the dimensions/ specifications.</p>	<p>Take-home Project Construct two right-based prisms.</p> <p>Class Exercise(s) Grading of Students’ drawing</p>
	Weeks 16-17	Prisms	<ul style="list-style-type: none"> ○ Draw surface development of sectioned right geometric prisms. 		
	Week 18-22	Cylinders	<ul style="list-style-type: none"> ○ Draw surface developments of right geometric cylinder ○ Draw surface development of sectioned right geometric cylinder. 		
	Week 23				Unit Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Student should be able to:		
6.) POLYGONS	Week 24	Polygons	<ul style="list-style-type: none"> ○ Construct any regular polygon given the length of the sides ○ Construct any regular polygon given the length of the diagonal. ○ Construct any irregular polygon given the length of the sides and included angle 	<p>Demonstration Constructing polygons using chalkboard instruments.</p> <p>Learning Activities Constructing set exercises given the dimensions / specification</p> <p>Integration with Unit Four</p> <p>Discussion Importance of Reduction & Enlargement. Scale and Ratio.</p> <p>Demonstration Using chalkboard instrument to reduce and enlarge plane figures</p> <p>Learning Activities Set exercises given the dimensions / specification.</p>	Class Exercise(s) Grading of Students' drawing
7.) REDUCTION AND ENLARGEMENT	Weeks 26-27	Reduction	<ul style="list-style-type: none"> ○ Reduce plane figures by the ratio of the sides. 		
	Weeks 28-29	Enlargement	<ul style="list-style-type: none"> ○ Enlarge plane figures by the ratio of the sides. 		
	Week 30				Unit Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:			Student should be able to:		
7.) PICTORIAL PROJECTION	Weeks 34-37	Isometric Circles and Arcs	<ul style="list-style-type: none"> ○ Construct isometric circles and arcs. 	<p>Demonstration Revision of Isometric Projection Using chalkboard instruments to draw oblique projection, isometric circle and arcs.</p> <p>Learning Activities Drawing of set Exercises of Isometric figures (see textbook)</p> <p>Discussion Advantage of Oblique Projection</p>	Class Exercise(s) Grading of Students' drawing
	Weeks 37-39	Oblique Projection	<ul style="list-style-type: none"> ○ Construct oblique blocks of simple models given the dimensions. 		
	Week 40				

Jamaica College
Visual Arts
Curriculum
Third Form/Grade 9

Visual Arts Department

Visual Arts Curriculum – Grade 9

Introduction

Introduction

The Grade 9 Visual Arts Curriculum is geared at developing competence in a variety of artistic media, two-dimensional and three dimensional designs, through the use of the elements, principles and techniques of the Visual Arts. It incorporates different aspects of everyday life activities, and symbolic expression. Offered one hour per week, the Visual Arts programme is designed to nourish students' talents and produce skilled persons to play a part in our society.

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:	1 hr = 1 class		Students should be able to:		
TERM ONE: SEPTEMBER TO DECEMBER	3 weeks	<u>PRINCIPLES OF VISUAL ARTS</u>	<ul style="list-style-type: none"> Identify the relationships between principles and elements 	<ul style="list-style-type: none"> ✓ Revision of the principles of art ✓ Creating designs/drawings using the following principles: <ul style="list-style-type: none"> (a) Balance (b) Proportion (c) Pattern/repetition (d) Rhythm/movement (e) Emphasis – using contrasting qualities of elements (f) Unity/harmony (g) Variety 	❖ Design Projects
	2) 3 weeks	<u>DESIGN AND COMPOSITION</u>		<ul style="list-style-type: none"> ✓ Composition – symmetrical, asymmetrical, circular, triangular/pyramidal ✓ Design – realistic, stylized and abstract 	❖ Written Test

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:	1 hr = 1 class		Students should be able to:		
TERM TWO: JANUARY TO MARCH	3) 3 weeks	<u>ART HISTORY</u>	<ul style="list-style-type: none"> Increase their awareness of the Visual Arts and the historical value of art works. 	<ul style="list-style-type: none"> ✓ What is Art and Art form? ✓ Identify art object and work of art ✓ Describing art object and work of art ✓ Analyzing and interpreting works of art 	❖ Research Project
	1) 6 weeks	<u>DRAWING</u>	<ul style="list-style-type: none"> Develop competence in a variety of drawing, painting and picture making media, tools and techniques. 	<ul style="list-style-type: none"> ✓ Light and shades on objects ✓ Portraiture ✓ Perspective ✓ Imaginative composition 	❖ Critique ❖ Drawings
	2) 2 weeks	<u>PAINTING</u>		<ul style="list-style-type: none"> ✓ Painting – landscapes, seascapes, murals, cityscapes, still life, portrait, imaginative composition 	❖ Painting Project

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:	1 hr = 1 class		Students should be able to:		
3)	1 week	<u>ART HISTORY</u>	<ul style="list-style-type: none"> Obtain knowledge of local and international artists and art movements. 	<ul style="list-style-type: none"> ✓ Identifying and classifying artists and art works ✓ History of art, architecture and community crafts ✓ History of Jamaican art, and identifying influences of art movements on Jamaican artists ✓ Research skills 	❖ Written Assignment
4)	4 weeks	GRAPHIC DESIGN		<ul style="list-style-type: none"> ✓ Use graphic techniques to create: <ul style="list-style-type: none"> (a) Book jackets, posters, CD/Video cases, etc. (b) Calligraphy – block, italic, Gothic, Roman text (c) Logo design 	❖ Design Projects
TERM THREE: APRIL TO JUNE					

	Duration	Topic	Specific Objectives	Suggested Teaching and Learning Activities	ASSESSMENT
Unit:	1 hr = 1 class		Students should be able to:		
5)	6 weeks	THREE-DIMENSIONAL DESIGN	<ul style="list-style-type: none"> • After completing these units students will develop understanding and skill in creating: <ol style="list-style-type: none"> 1. 3-dimensional design and 2. Surface decoration techniques 	<ul style="list-style-type: none"> ✓ Three-dimensional Design: <ol style="list-style-type: none"> (a) Assemblage (b) Relief sculptures (c) Carving soap, plaster, papier mache, clay ✓ Textile design – Batik, silk screen printing ✓ Decorative craft – mask making, costumes, soft toys ✓ Mounting and displaying techniques 	<ul style="list-style-type: none"> ❖ 3-D Project ❖ Surface decoration project