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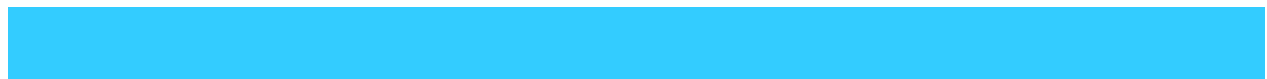
# **CURRICULUM ANALYSIS: ESSENTIAL OBJECTIVES & CONTENT FOCUS**

**NSC GRADES 4 – 6**





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**ESSENTIAL OBJECTIVES & CONTENT FOCUS**  
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NSC GRADES 4 -6  
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## INTRODUCTION

The information provided here is based on an analysis of the attainment targets, objectives and the related content outlined in the NSC. The information is also related to the framework that outlines the curriculum focus and the guidelines for modification and adaptation so that the teaching-learning process is consistent with the expected approach. The **major/essential** objectives included, were used to inform the design of the diagnostic assessment tools that form a part of the process for generating relevant learner profiles. They are aligned to other elements of the curriculum such as:

- Content - strands, themes, focus questions, big ideas
- Assessment - Attainment Targets, Benchmarks

The categories of subject areas that are addressed are:

### EXPLORATORY CORE

- Mathematics
- Language Arts
- Social Studies
- Science

### RESOURCE AND TECHNOLOGY

- Family and Consumer Management
- Agriculture
- Business Basics
- Engineering and Consumer Management

### ENRICHMENT

- Health and Family Life Education
- Physical Education
- Spanish

### CREATIVE EXPRESSIONS

- Drama
- Music
- Visual Arts



These curriculum elements are to be integrated to create a **Relevant Customised Unit Plan (RCUP)** for each group of students based on grade level requirements and the extent to which they are ready to access the formal teaching-learning episodes/instruction. The relevance of this plan is to be determined by policy priorities (see Figure 1) that pertain to *students' development, the current COVID 19 situation, the school context and the influence of these factors on the profile of the learners*. This Unit Plan should also be inclusive; based on the Proficiency Pathways – **Ready, Near Ready, Not Ready**. In preparing the Unit and the related daily Lesson Plans, the **guidelines** provided for **Curriculum Focus, Modification and Adaptation** should be observed. To further enable this process, suggested steps for planning for learning are highlighted in other sections of this presentation.

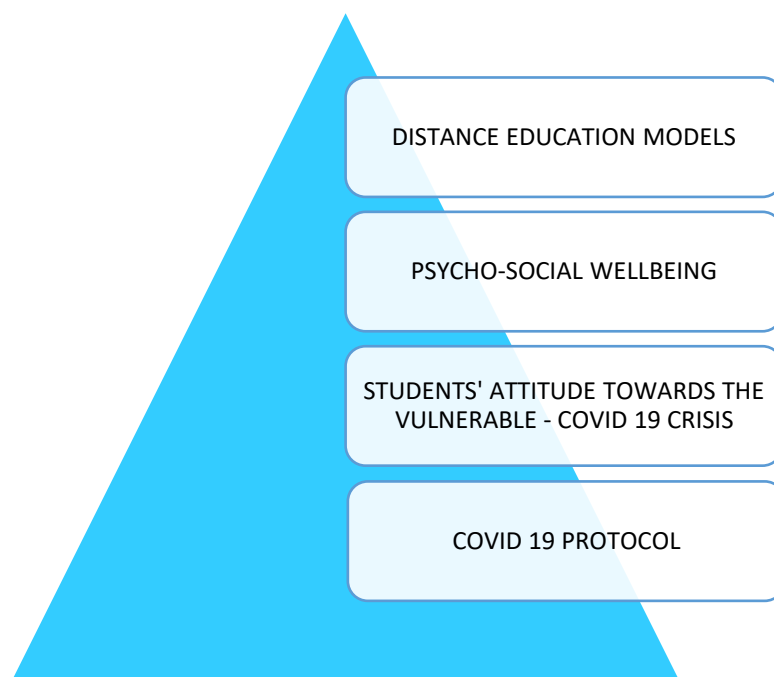


Figure 1 indicating examples of policy priorities that are to inform the process of planning for teaching and learning

## PREPARATION OF UNIT PLAN

### Purpose and Components

A Unit Plan is comprised of several complementary elements that are influenced in design, by the focus of the curriculum and the profile of the learners. **This plan for one group of students at the same grade level, is likely to differ due to the diverse profiles of the learners in each group.** Despite the differences, their purpose is expected to be the same – serving as a source of evidence of the interpretation of the national curriculum at the classroom level and as a frame of reference for the preparation of lesson plans.

Remember: The Unit Plan has to be designed to suit a particular group of students based on their background, interests, ability, learning challenges, to name a few of their characteristics.

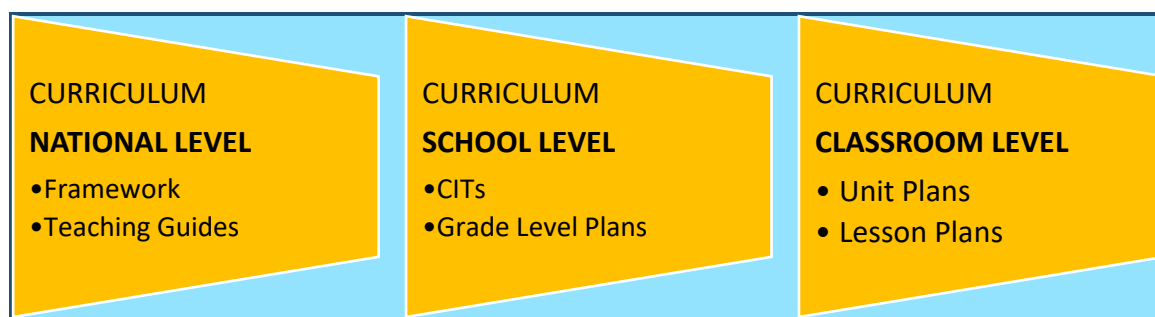


Figure 2 highlighting the relationship between the national curriculum and related school level plans.

The four (4) major components of the Unit Plan are:

- OBJECTIVES
- CONTENT
- METHOD
- EVALUATION

To ensure alignment of these components with national and school level focus, the list of activities below is to be carefully examined and executed.

### Steps in the Unit Planning Process

- **Classify students' attributes:** Identify commendable characteristics and challenges/concerns using the profiles
- **Align identified students' attributes with Learning Pathways** - Ready, Near Ready, Not Ready
- **Unpack/Unwrap the Essential Objectives:** Identify the specific performance or skill, concept/s and/or understanding that each conveys. Using the relevant NSC guide for the grade level, identify fundamental competencies – attitudes, concepts, skills that are related to the essential objectives. Select other relevant/complementary objectives and determine their meaning. **Consideration should also be given to objectives and content that reflect emergent policy priorities.** For example, Figure 1 highlights students' attitude towards the vulnerable due to COVID 19 pandemic as a priority issue. In light of this expectation, objectives from various subject areas should be identified and used in planning for learning.
- **Align the objectives with the Learning Pathways** that indicate students' level of readiness for formal engagement in learning to meet grade level expectations.
- **Identify relevant learning activities and assessment criteria** using the NSC guide for the subject area concerned.
- **Select differentiation methods** and align with learning activities and assessment criteria.
- Complete the **Customized Unit Plan Template**

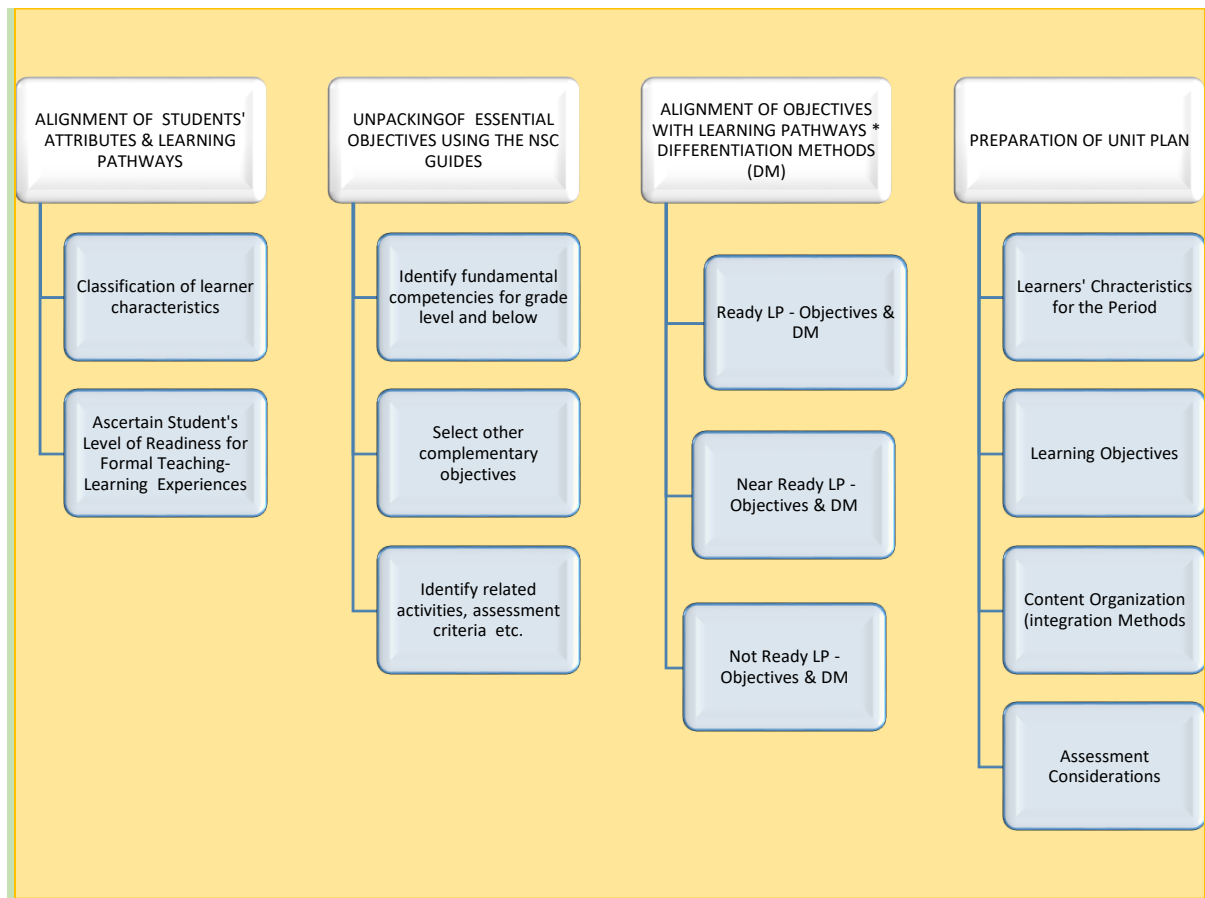


Figure 3 illustrating preliminary processes for the preparation of a customized inclusive Unit Plan

## The Differentiated Unit Plan Template

<b>Grade/Class:</b> <b>Subject</b> <b>Date &amp; Duration</b>			
COMPONENTS OF PLAN	PROFICIENCY LEARNING PATHWAYS FOR A DIFFERENTIATED PLAN		
	READY	NEAR READY	NOT READY
<b>Pertinent Learner Characteristics being Considered</b> (commendable attributes & challenges)			
<b>Learning Objectives</b> relative to Characteristics to be addressed (skills, attitudes etc.)			
<b>Content Focus &amp; Organization</b> (concepts, key skills, attitudes etc. method/s of integration within/across disciplines)			
<b>Differentiation Method/s:</b>  1. Task Complexity 2. Learning Material & Modality 3. Learner Participation/Expected Learner Response to Tasks/s (Products) 4. Nature and Level of Support	1.		
	2.		
	3.		
	4.		
<b>Assessment Considerations</b> (nature of differentiation, methods, criteria etc.)			

The following information on the curriculum analysis for the subject areas included, should be used to engage in the Unit Planning Process, including the completion of the template provided.

## CURRICULUM ANALYSIS &amp; ESSENTIAL OBJECTIVES

## GRADES 4 -6

This section shows the number of objectives and the content strand/theme to which they are assigned. Objectives are included from various Units of the NSC and for each Term. These objectives are to be carefully examined to determine their meaning, the related content and competencies the learners are to acquire/develop.

# MATHEMATICS

Grade Level 4		
Subject Mathematics		
Strand/Theme	Number of Objectives	Number of “major” objectives
Number	$15 + 20 + 10 = 45$	13
Measurement	$19 + 9 = 28$	12
Geometry	$13 + 8 + 5 = 26$	12
Algebra	$7 + 3 = 10$	8
Statistics and Probability	$7 + 6 + 2 = 15$	4
<b>Total</b>	<b>124</b>	<b>49</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 4 Mathematics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>Identify the value of whole numbers with up to seven digits.</li> <li>Read and write whole numbers with up to seven digits.</li> <li>Name and list members of any given set.</li> <li>Order fractions with different denominators.</li> <li>Benchmark fractions using 0, <math>\frac{1}{2}</math> and 1.</li> <li>Subtract a proper fraction or a mixed number from a whole number.</li> <li>State how the properties of commutativity and associativity apply to addition and subtraction.</li> </ul>	Number	1	1
<ul style="list-style-type: none"> <li>Multiply numbers of up to four digits by any one or two digit number (including money).</li> <li>Compute with decimals, including dollars and cents, using the four basic operations.</li> <li>Solve real world problems involving the addition or subtraction of fractions with like denominators.</li> <li>Add or subtract mixed numbers, improper fractions and proper fractions with equal denominators.</li> </ul>	Number	2	1
<ul style="list-style-type: none"> <li>Divide numbers of up to five digits by numbers up to two digits, with or without remainder.</li> <li>Divide a 3, 4, or 5 digit number so that zero is a digit in the tens and/or hundreds place in the quotient.</li> </ul>	Number	3	1
<ul style="list-style-type: none"> <li>Estimate, measure and record distances in metres and centimetres, in centimetres or to the nearest centimetres.</li> <li>Read and write time using the hour: minute format, e.g. 2:45 p.m.</li> <li>Estimate and measure capacity or volume using litres and or millilitres.</li> <li>Estimate and measure mass using gram or kilogram or kilogram and gram.</li> <li>Convert one unit of measurement to another (length: kilometres and metres).</li> <li>Convert one unit of measurement to another</li> </ul>	Measurement	1	2

Grade 4 Mathematics			
Major Objective	Strand	Term	Unit
(time: hours, minutes and seconds). • Convert one unit of measurement to another (capacity: millilitres and litres). • Convert one unit of measurement to another (mass: kilograms and grams).			
• Estimate and measure temperature in degrees Celsius. • Compute the perimeter of regular and irregular polygon using units of measurement for length. • Use unit squares or a centimetre grid to cover regions so as to determine their area. • Use a square grid (1 cm <sup>2</sup> squares) to find the area of any shape.	Measurement	2	2
• Recognize right angles when drawn or seen in the environment • Use estimation to identify angles less than, greater than or equal to a right angle. • Identify angles from different perspective and orientations. • Identify parallel, perpendicular and intersecting lines when drawn or seen in the environment. • Identify congruent shapes and explain why they are congruent.	Geometry	1	3
• Identify and draw the following polygons: triangles, square, rectangle and irregular quadrilaterals. • Identify the possible lines of symmetry in geometric shapes and objects. • Describe locations on a grid using columns and rows. • Make inferences about congruency when a shape or design is flipped, turned or slid. • Identify details in shapes and designs from	Geometry	2	3



Grade 4 Mathematics			
Major Objective	Strand	Term	Unit
different orientations and perspective.			
<ul style="list-style-type: none"> <li>Identify and explore the properties of prisms: cubes and cuboids.</li> <li>Identify prisms from their nets: cubes and cuboids.</li> </ul>	Geometry	3	2
<ul style="list-style-type: none"> <li>Design and describe geometric patterns.</li> <li>From a patterning rule expressed in words, develop number patterns using any of the four arithmetic operations.</li> <li>Make predictions for geometric and numerical patterns.</li> <li>Write algebraic sentences for problems.</li> <li>Express simple sentences and word problems as algebraic expressions.</li> </ul>	Algebra	2	4
<ul style="list-style-type: none"> <li>Identify the correct operation to be used in solving a problem.</li> <li>Solve word problems using algebraic equations.</li> <li>Demonstrate the principle of substitution in simple formulae.</li> </ul>	Algebra	3	3
<ul style="list-style-type: none"> <li>Calculate the mean, mode and median of a set of data.</li> <li>Read and interpret bar graph, line graph, picture graphs and pie charts.</li> <li>Present data using pictographs and bar graphs.</li> </ul>	Statistics and Probability	2	5
<ul style="list-style-type: none"> <li>Predict and record the likely outcome of an experiment.</li> </ul>	Statistics and Probability	3	4

<b>Grade Level 5</b>		
<b>Subject Mathematics</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Number	$8 + 19 + 16 = 43$	18
Measurement	$10 + 9 = 19$	11
Geometry	$5 + 11 + 7 = 23$	13
Algebra	$5 + 5 = 10$	4
Statistics and Probability	$9 + 9 = 18$	8
<b>Total</b>	<b>113</b>	<b>54</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
Number Strand			
<ul style="list-style-type: none"> <li>Describe a set as being finite, infinite or empty set.</li> </ul>		1	1
<ul style="list-style-type: none"> <li>Read and write whole numbers up to eight digits.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the place values of thousand, hundred, ten, tenth, hundredth or thousandth in numbers.</li> </ul>		
<ul style="list-style-type: none"> <li>Identify and distinguish between counting, whole, odd, even, prime, composite and fractional numbers.</li> </ul>			
<ul style="list-style-type: none"> <li>Identify common factors of two given numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the factors of a number.</li> </ul>		
<ul style="list-style-type: none"> <li>Identify multiples of a number and the common multiples of two or more numbers.</li> </ul>			
<ul style="list-style-type: none"> <li>Express fractional numbers in decimal form beginning with those having denominators of 10, 100, and 1000.</li> </ul>	<ul style="list-style-type: none"> <li>Determine the value of each digit in a decimal number up to thousandths.</li> </ul>	2	1

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
<ul style="list-style-type: none"> <li>Place in serial order any set of decimal fractions.</li> <li>Round a decimal number to the nearer whole number, tenth or hundredth.</li> <li>Round a mixed number to the nearer whole number.</li> <li>Find the product of a whole number and a decimal number to three places of decimals.</li> </ul>			
<ul style="list-style-type: none"> <li>Solve problems (including worded problems and money) requiring the addition/ subtraction of decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Add or subtract decimal numbers to three decimal places.</li> </ul>		
<ul style="list-style-type: none"> <li>Multiply a decimal number by 10, 100 and 1000.</li> <li>Rename two or more fractional numbers with unlike denominators to show the same denominator.</li> <li>Compare fractional numbers in any form.</li> </ul>			

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
<ul style="list-style-type: none"> <li>Solve problems which require operations on fractional numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Add or subtract unlike fractions including mixed numbers with or without renaming.</li> <li>Find the product of two proper fractions.</li> </ul>		
<ul style="list-style-type: none"> <li>Round a whole number to the nearer ten, hundred or thousand.</li> </ul>	<ul style="list-style-type: none"> <li>Round a number representing an amount of money to the nearer dollar, ten dollars, hundred dollars, thousand dollars.</li> </ul>		
<ul style="list-style-type: none"> <li>Divide a four digit number by a one, two or three digit number, including instances where zero is a digit in the quotient.</li> <li>Solve worded problems involving the use of any one or two basic operations.</li> </ul>		3	1
Measurement Strand			
<ul style="list-style-type: none"> <li>Calculate the time interval between two events.</li> <li>Perform the four operations on units of time.</li> <li>Tell the difference between two temperatures when one or both is below zero.</li> </ul>		1	2

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
<ul style="list-style-type: none"> <li>Recognise and use the relationships between the millimetre, centimetre, decimetre, metre and kilometre.</li> <li>Recognise and use the relationships between the gram, kilogram and tonne.</li> </ul>			
<ul style="list-style-type: none"> <li>Estimate, measure and record distances including the perimeter of polygons in millimetres and/or centimetres and metres.</li> <li>Solve problems requiring the calculation of one of the following:                             <ul style="list-style-type: none"> <li>The perimeter.</li> <li>Length of one side.</li> <li>The number of sides of a regular polygon, given the other two measures.</li> </ul> </li> <li>Find the area of polygons by counting squares.</li> <li>Investigate then determine the largest/smallest perimeter that can be obtained given a specified area.</li> </ul>		2	2

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
<ul style="list-style-type: none"><li>Solve problems based on computing the measurement of the area of a rectangular region.</li></ul>	<ul style="list-style-type: none"><li>Compute the measurement of the area of rectangular regions using the square centimetre or square metre as unit.</li></ul>		
<ul style="list-style-type: none"><li>Recognise and use the relationships between the millilitre, litre and kilolitre.</li></ul>			
Geometry Strand			
<ul style="list-style-type: none"><li>Describe and draw parallel, perpendicular and intersecting line segments within the environment.</li><li>Identify an angle as being acute, right, obtuse or reflex.</li><li>Use 45°, 90° and 180° as benchmarks to estimate the size of angles.</li><li>Use a protractor to measure to the nearest degree the size of angles.</li></ul>		1	3

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
<ul style="list-style-type: none"> <li>Draw pictures of polygons from a given description.</li> <li>Identify the conditions which make a triangle right, equilateral, isosceles or scalene.</li> <li>Identify opposite and adjacent sides of a quadrilateral.</li> </ul>		2	3
<ul style="list-style-type: none"> <li>Identify and count the number of lines of symmetry in plane figures.</li> </ul>	<ul style="list-style-type: none"> <li>Create shapes given;               <ul style="list-style-type: none"> <li>a) the line of symmetry</li> <li>b) half the shape and the line of symmetry.</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>Associate the 4 major cardinal points with quarter, half, three-quarter and full turns.</li> <li>Describe movement on a grid using a magnitude and the cardinal directions.</li> <li>Use a grid system to describe the location of one point relative to another using the four major cardinal points.</li> </ul>			
<ul style="list-style-type: none"> <li>Predict how a simple plane shape or design will look after a series of rightward or leftward flips, or, after a reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Identify designs and shapes – drawn in different orientations – that are the same.</li> </ul>		



Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
<ul style="list-style-type: none"> <li>Identify and explore the properties of pyramids: triangular and square base.</li> </ul>	<ul style="list-style-type: none"> <li>Identify pyramids from their nets: triangular and square base.</li> </ul>	3	2
Algebra Strand			
<ul style="list-style-type: none"> <li>Use tables of values to make predictions and to develop general statements about patterns.</li> <li>Use the symbols <math>&lt;</math>, <math>&gt;</math>, <math>=</math>, <math>\neq</math> in number sentences.</li> <li>Use substitution in formulae to solve worded problems.</li> </ul>		2	4
<ul style="list-style-type: none"> <li>Use algebraic sentences in solving worded problems.</li> </ul>	<ul style="list-style-type: none"> <li>Solve for the variable in an open mathematical sentence using addition or subtraction with or without the use of brackets.</li> <li>Solve for the variable when it represents an addend or sum in a mathematical sentence with fractional numbers including mixed numbers.</li> </ul>	3	3

Grade 5 Mathematics			
Major Objective	Embedded Objective	Term	Unit
Statistics and Probability			
<ul style="list-style-type: none"> <li>Draw pictographs, line graphs, bar graphs, to show given data and interpret such graphs.</li> <li>Represent data using bar graphs, double bar graphs, pictographs, pie chart and line graphs.</li> </ul>		1	5
<ul style="list-style-type: none"> <li>Estimate and calculate the mean of a set of data.</li> <li>Find the mode of a set of data.</li> <li>Find the median value of a set of data.</li> <li>Find the range of a set of data.</li> <li>List the possible outcomes of simple experiment.</li> <li>Determine the probabilities of all possible outcomes of a simple event.</li> </ul>	<ul style="list-style-type: none"> <li>Identify least likely/most likely/equally likely outcome(s) of an experiment.</li> </ul>	3	4

<b>Grade Level 6</b>		
<b>Subject Mathematics</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Number	$7 + 25 + 8 = 40$	18
Measurement	$4 + 9 + 6 = 19$	11
Geometry	$7 + 5 + 1 = 13$	8
Algebra	$5 + 2 = 7$	5
Statistics and Probability	$5 + 5 = 10$	6
<b>Total</b>	<b>89</b>	<b>48</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 6 Mathematics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>Identify members of finite and infinite sets.</li> <li>Name and list members in the intersection or union of two sets.</li> <li>Draw Venn diagrams to show the intersection or union of two sets.</li> <li>Write numbers in exponential form.</li> <li>Use the symbols associated with set operations – intersection and union</li> </ul>	Number	1	1
<ul style="list-style-type: none"> <li>Write a ratio to compare the number of items in two sets or two parts of a single set.</li> <li>Write equivalent ratios for a given ratio.</li> <li>Solve problems which require the use of equivalent ratios.</li> <li>Apply the concept of ratio to percentage forms and use the symbol % correctly.</li> <li>Tell what percentage of a set or object is shown.</li> <li>Write a percentage as a fraction with a denominator of 100, or, in its simplest form and/or as a decimal.</li> <li>Solve problems requiring the conversion of fractions to percentages and vice versa.</li> <li>Express one number as a percentage of another number that is a multiple of 10. [Measurement and money may be used].</li> <li>Calculate a given percentage of a number, amount of money, measure of mass, capacity, etc.</li> <li>Calculate the entire amount when a percentage of the amount is known. [Multiples of 5].</li> <li>Compute with whole numbers, common and decimal fractions using the four operations</li> <li>List all the prime factors of a given number</li> <li>Write a composite number as a product of its prime factors in exponential form</li> <li>Use the four basic operations to compute with fractional numbers</li> <li>Divide a fraction, mix number or decimal fraction by a whole number</li> <li>Divide a whole number by any fractional number</li> <li>Divide a decimal fraction by another decimal fraction to two or three places of decimal</li> </ul>	Number	2	1

Grade 6 Mathematics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>• Divide a decimal number by a power of ten</li> </ul>			
<ul style="list-style-type: none"> <li>• Write and solve mathematical sentences for a two-step problem.</li> <li>• Generate number patterns and identify their rules using algebra.</li> <li>• Solve problems requiring the use of percentages</li> </ul>	Number	3	1
<ul style="list-style-type: none"> <li>• Interpret a simple scale drawing and calculate actual distances using the scale on a road map or floor plan.</li> <li>• Use the 24-hour clock in problem situations.</li> <li>• Calculate the perimeter of irregular polygons and regular polygons.</li> <li>• Calculate the measurement of one side of a polygon given the perimeter and the lengths of the other sides.</li> </ul>	Measurement	1	2
<ul style="list-style-type: none"> <li>• Name and measure regions, compute the area of regions shaped as rectangles and right-angled triangles individually; in combination or as the surfaces of three dimensional objects.</li> <li>• Solve problems involving area measures.</li> <li>• Calculate the volume of a rectangular prism when given the number of unit solids in one layer and the number of layers.</li> <li>• Investigate and use the formula for the volume of a rectangular prism to solve problems.</li> <li>• Differentiate between the size and the use of the following units: square centimetre, square metre, hectare and square kilometre</li> <li>• Identify shapes which cover a plane exactly and those that will not</li> <li>•</li> </ul>	Measurement	2	2
<ul style="list-style-type: none"> <li>• Identify parts of a circle. [Radius, diameter, centre, circumference, sector].</li> <li>• Solve problems involving the estimation and</li> </ul>	Measurement	3	2

Grade 6 Mathematics			
Major Objective	Strand	Term	Unit
<p>calculation of the circumference of a circle.</p> <ul style="list-style-type: none"> <li>Calculate any one of the measures of distance, time and rate of travel (average speed) given the measures of the other two.</li> <li>Investigate numerical relationship between the circumference of a circle and its radius and diameter.</li> </ul>			
<ul style="list-style-type: none"> <li>Recognize faces, edges, vertices of a solid and classify solids according to the number and shape of their faces.</li> <li>Draw and describe nets of prisms: triangular base.</li> <li>Identify and create solids that are polyhedra (tetrahedron, and octahedron).</li> <li>Classify solid shapes (prisms, pyramids and polyhedron) according to their properties.</li> <li>Represent and solve problems using geometrical models.</li> </ul>	Geometry	1	3
<ul style="list-style-type: none"> <li>Identify and count the number of lines of symmetry in compound plane figures.</li> <li>Explore how a coordinate system identifies location and use the first quadrant of the Cartesian plane to plot points.</li> <li>Perform reflection of a shape or design in a horizontal or vertical line in the first quadrant of the Cartesian plane.</li> <li>Distinguish between similar and congruent figures (triangles and quadrilaterals)</li> </ul>	Geometry	2	3
<ul style="list-style-type: none"> <li>Draw and measure angles using the protractor.</li> </ul>	Geometry	3	3
<ul style="list-style-type: none"> <li>Use substitution in formulae, algebraic sentences and inequalities in problem solving.</li> <li>Use operation symbols to complete number sentences.</li> <li>Substitute a number for a variable in a mathematical sentence with up to two variables.</li> </ul>	Algebra	2	4

Grade 6 Mathematics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>Determine the solution to a simple equation with one variable.</li> <li>Solve word problems involving the four arithmetic operations with one or two digit numbers.</li> </ul>	Algebra	3	4
<ul style="list-style-type: none"> <li>Identify patterns and trends in data and make inferences from these patterns and trends.</li> <li>Represent data using the stem and leaf plot.</li> <li>Solve problems in which data is given by means of a graph or diagram.</li> </ul>	Statistics and Probability	1	4
<ul style="list-style-type: none"> <li>State the probability of a simple event.</li> <li>State the range of probability values.</li> <li>Formulate all possible outcomes of an experiment. For example, tossing a fair coin, rolling a fair die.</li> </ul>	Statistics and Probability	3	4

# LANGUAGE ARTS

GRADE LEVEL FOUR (4)		
SUBJECT LANGUAGE ARTS		
Strand/Theme	Number of Objectives	Number of “major” objectives
Listening and Speaking	15	8
Fluency and Recognition (Word Recognition and Vocabulary Development)	12	5
Reading for Meaning and Enjoyment (Comprehension)	20	13
Reading for Information (Research/Study Skills)	23	13
Language Structure (Grammar and Conventions)	24	15
Communication (Writing)	18	12
<b>Total</b>	<b>112</b>	<b>66</b>

**N.B.** Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.



<b>GRADE 4 – LANGUAGE ARTS</b>			
<b>MAJOR OBJECTIVES</b>	<b>STRAND</b>	<b>TERM</b>	<b>UNIT</b>
Extract relevant information from different media.	Listening and Speaking	1	1
Reflect on their own speech and its effectiveness.		1	2
Generate and answer questions from what is heard.		1	2
Use language (SJE/JC) to express different feelings e.g. humour, empathy, fear.		2	1
Demonstrate confidence and conviction while communicating.		2	2
Monitor their own listening and that of their peers by applying specific strategies.		1 3	1,2 1
Respond to the effectiveness of language choices.		3	1
Generate and answer questions from stories heard/read.		3	1
Recognize and explain the use of particular strategies to decode unfamiliar vocabulary	Fluency and Recognition (Word Recognition and Vocabulary Development)	1	2
Use knowledge of root words and affixes to determine the meaning of words		1	2
Use elements of structure to identify words including the use of familiar word chunks		1	1
Identify and use sight words appropriate to grade level		1	2
Infer word meaning using knowledge of inflectional endings -s, -es, -ed, -ing, -ly		2	1

<b>GRADE 4 – LANGUAGE ARTS</b>			
<b>MAJOR OBJECTIVES</b>	<b>STRAND</b>	<b>TERM</b>	<b>UNIT</b>
	Reading for Information (Study Skills)		
Compare and contrast external text features of fiction and non-fiction texts		1	1
Skim and scan for main ideas		1	2
Begin to apply the knowledge of text features to find information efficiently		1	2
Use information retrieved from fiction and nonfiction texts to compile simple reports		1	2
Apply knowledge of text features to find information efficiently		2	1
Compile own fiction and nonfiction texts using external text features of each genre as appropriate		2	1
Extract information from graphs and tables		2	1
Analyze the effects of text features in locating information		2	2
Evaluate the effectiveness of text features used by peers to develop own fiction and non-fiction texts		2	2
Interpret information presented using maps		2	2
Begin to organize information located from various sources		2	2

<b>GRADE 4 – LANGUAGE ARTS</b>			
<b>MAJOR OBJECTIVES</b>	<b>STRAND</b>	<b>TERM</b>	<b>UNIT</b>
Apply knowledge of text features to find information efficiently	Reading for Information (Study Skills)	3	1
Make inferences using text clues	Reading For Meaning and Enjoyment (Comprehension)	1	1
Explain implicit ideas citing evidence from text		1	2
Monitor own reading using self-questioning and teacher questioning		1	2
Analyse texts and explain how specific elements in them contribute to meaning		2	1
Differentiate between explicit and implicit ideas in text.		2	1
Combine main ideas to summarize information read		1	1
Use context clues to clarify understanding during reading		2	1
Construct graphic organizers to summarize texts read/heard		2	1
Analyse cause and effect relationship in texts		2	2
Determine the relationships between questions and answers when responding to texts		2	2
Recognise authors purpose when reading grade level texts		3	1
Compare and contrast ideas, events and experiences in texts read		3	1
Distinguish statements of facts and opinions in expository materials		3	1
Apply correct capitalization and punctuation	Language Structure (Grammar and Conventions)	1	1
Identify and construct compound sentence		1	1
Modify speech and writing with noun substitutes		1	2
Indicate singular and plural possessives through the use of the apostrophe		1	2

<b>GRADE 4 – LANGUAGE ARTS</b>			
<b>MAJOR OBJECTIVES</b>	<b>STRAND</b>	<b>TERM</b>	<b>UNIT</b>
Recognize and use adverbs of manner to create vibrant and engaging text.	Language Structure (Grammar and Conventions)	1	2
Recognise and use collective nouns		2	1
Identify and use prepositions of time		2	1
Use object pronouns correctly		2	2
Learn and use basic sentence types – interrogative imperative and declarative		2	2
Learn and use linking/transitional words appropriately		2	2
Practise the use of the present, past and future tenses		2	2
Determine parts of speech based on word functions		2	2
Use reflexive pronouns		3	1
Use modal auxiliaries to convey various conditions.		3	1
Demonstrate the correct use of present, past and continuous tense		3	1
Extend the length and structure of paragraphs through the use of transitional words/phrases e.g. first, finally, in addition to		1	1
Edit drafts for specific purpose such as to ensure standard usage, sentence structure and appropriate choice of words.	<i>Communication (Writing)</i>	1	1
Write vivid descriptions, employing the use of adjectives		1	1
Write letters, directions, instructions, explanations, to include relevant features/elements		1	1
Create vibrant and engaging texts using knowledge of adverbs		1	2
Use knowledge of the writing process to compose letters of request		1	2

<b>GRADE 4 – LANGUAGE ARTS</b>			
<b>MAJOR OBJECTIVES</b>	<b>STRAND</b>	<b>TERM</b>	<b>UNIT</b>
Use picture prompts to compose simple narratives	Communication (Writing)	2	1
Write information pieces and reports to include relevant features/elements		2	1
Write descriptive pieces, using adjectives and adverbs appropriately and with appeal to the senses		2	2
Organize paragraphs to reflect text structure; e.g. compare and contrast, problem and solution		3	1
Begin to use figurative language to impact writing		3	1
Use persuasive language to compose pieces for presentation		3	1

GRADE LEVEL FIVE (5)		
SUBJECT LANGUAGE ARTS		
Strand/Theme	Number of Objectives	Number of “major” objectives
Listening and Speaking	20	11
Fluency and Recognition (Word Recognition and Vocabulary Development)	16	10
Reading for Meaning and Enjoyment (Comprehension)	23	16
Reading for Information (Research/Study Skills)	27	13
Language Structure (Grammar and Conventions)	27	16
Communication (Writing)	23	10
<b>Total</b>	<b>136</b>	<b>76</b>

**N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.**

GRADE 5– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Listen to recall/recount specific information.	Listening and Speaking	1	1, 2
Listen to and communicate understanding of intended messages.		1	1
Translate common JC phrases to SJE.		1	1
Prepare and deliver narrative presentations that establish point of view and relate events in an effective sequence.		1	2
Prepare and present talks and oral reports to engage and inform an audience.		2	1
Practise effective listening skills.		2	2
Take notes from presentations.		2	2
Use various expressions and vocabulary to suit purpose and audience.		2	2
Formulate relevant questions and responses using information from a presentation.		3	1
Paraphrase and summarise the content of information heard.		3	1
Use code switching techniques appropriately in making oral presentations.		3	1
Apply appropriate word structure clues such as prefixes, suffixes and inflectional endings to decipher meaning	Fluency and Recognition (Word Recognition and Vocabulary Development)	1	1
Use knowledge of words, roots, derivations and spelling patterns to read and understand new words		1	2
Use knowledge of letter clusters, syllables to spell unfamiliar/grade level words		1	2
Identify and use sight words appropriate to grade level		2	1

GRADE 5– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Determine multiple meanings of words by applying knowledge of context clues	Fluency and Recognition (Word Recognition and Vocabulary Development)	2	2
Find known clusters, syllables and smaller words in bigger words for the purposes of encoding and decoding		2	2
Consult reference materials to locate and clarify meaning of unfamiliar/ grade level vocabulary		3	1
Identify and use homonyms and homographs appropriately in context		3	1
Use knowledge of synonyms and antonyms to construct meaningful sentences		2	2
Use explanation and definition context clues to decipher word meaning		3	1
Identify authors' purpose when reading texts	Reading for Meaning and Enjoyment (Comprehension)	1	1, 2
Develop an understanding of text organization and structure to assist in comprehension (topic sentence and supporting sentences)		1	1, 2
Demonstrates awareness of varying interpretations of the same text		1	2
Extend and expand comprehension by relating the text to other texts, experiences, and events		1	2
Use stated and implied ideas in texts to make inferences and construct meaning		2	1
Summarize important ideas and cite supporting details		2	1
Extend texts by relating them to ideas, events, situations, and/or opinions.		2	1
Use the QAR strategy to locate information in the book and in their heads.		2	2



GRADE 5– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Identify and use information at the literal, inferential and critical levels	Reading for Meaning and Enjoyment (Comprehension)	2	2
Establish cause and effect relationships		2	2
Identify problem and solution text structure		2	2
Critique texts using personal reflections and response.		3	1
Use main idea and supporting details to produce oral and written retellings		3	1
Compare and contrast the content and organization of texts		3	1
Analyse the use of poetic devices to enhance understanding		3	1
Discuss and analyse plots from stories read		3	1
Exercise tolerance as their peers attempt to use the language effectively in oral and written forms	Language Structure (Grammar and Conventions)	1	1
Distinguish between the simple and complete subject of a sentence		1	1
Use appropriate transitional words in oral and written communication		1	1
Use the most appropriate noun phrase to complete sentences		1	2
Use transitional words and phrases to effectively convey ideas		1	2
Reflect and comment on their use of grammar and conventions in oral and written communication		2	1
Use adverbs and prepositions of time		2	1

GRADE 5– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Use accurate subject /Verb Agreement - Intervening/Attached Phrases and Singular Subjects	Language Structure (Grammar and Conventions)	2	1
Distinguish between direct and reported speech		2	1
Work collaboratively with peers to effectively complete pair/team activities		2	2
Show correct agreement of pronouns and antecedents (noun it replaces)		2	2
Use correctly, grammatical structures for tense agreement and subject/verb agreement		2	2
Work collaboratively with peers to effectively complete pair/team activities		3	1
Use pronouns correctly as the first, second and third person (nominative, objective, possessive)		3	1
Use subject verb agreement with collective nouns		3	1
Apply correct use of semicolon and quotation marks		3	1
Use verb tenses correctly in a variety of written forms		3	1
Compose simple expository pieces	Communication (Writing)	1	1
Identify and order main ideas and supporting details		1	2
Develop several linked paragraphs using a variety of strategies and organizational patterns		1	2
Compose narratives which include the basic story elements		2	1

GRADE 5– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Use adjectives to describe people, places and things in written narratives	Communication (Writing)	2	1
Write in different forms producing more complex narratives, poems, reports and transactional pieces securing cohesiveness		2	2
Use figures of speech – simile, metaphor, personification and onomatopoeia to enhance writing style		3	1
Apply the stages of the writing process in composing various forms of writing (journals, stories, friendly letters, poetry, etc)		3	1
Write cohesively with attention to organization, support, and elaboration		3	1
Analyse and differentiate between the statement and the instruction in writing prompts		3	1
Use external and internal text features to locate information	Reading for Information (Research and Study Skills)	1	1
Comment on the function of external and internal text features in texts		1	1
Use information from illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables to assist in the comprehension of text.		1	2
Begin to organize information located from various sources		2	1
Generate ideas for research using graphic organizers		2	1
Skim and scan for information using basic text features (table of contents, glossary, index)		2	2

GRADE 5– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Use headings, titles, subheadings to locate information in texts	Reading for Information (Research and Study Skills)	2	2
Formulate questions and construct a basic research plan		2	2
Examine graphs, charts, tables to extract information		2	2
Use text features learnt for a variety of purposes		3	1
summarize and synthesize information from various sources		3	1
Prepare a simple bibliography (include: title, author, copyright, and publisher)		3	1
Use information obtained from different sources to design, produce and present completed research projects		3	1

GRADE LEVEL SIX (6)		
SUBJECT LANGUAGE ARTS		
Strand/Theme	Number of Objectives	Number of “major” objectives
Listening and Speaking	23	15
Fluency and Recognition (Word Recognition and Vocabulary Development)	21	10
for Meaning and Enjoyment (Comprehension)	27	17
Reading for Information (Research/Study Skills)	16	14
Language Structure (Grammar and Conventions)	25	18
Communication (Writing)	26	16
<b>Total</b>	<b>138</b>	<b>90</b>

**N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.**

### List of Major Objectives

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Listen to extract main ideas.	Listening and Speaking	1	1
Listen in order to draw inferences from different forms of oral language: storytelling, speeches, interview		1	1
Comment on phrasing and intonation in speech.		1	1
Formulate oral and written responses evaluating what has been heard or viewed.		1	2
Answer written questions that focus on evaluative level of comprehension.		1	2
Show knowledge of language appropriateness by using SJE and JC in appropriate contexts		1	2
Present on information viewed or heard in a concise manner, using appropriate main and subordinate clauses.		1	2
Generate and answer questions from implicit and explicit information viewed.		2	1
Reflect on their own use of listening and speaking skills previously learnt and apply accordingly to suit context.		2	1
Listen to respond to implicit and explicit information.		2	1
Share interpretations of words used in context.		2	2
Select language to suit purpose and audience.		2	2

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Demonstrate awareness of active listening while participating in discussions and oral presentations.	Listening and Speaking	3	1
Summarise and synthesize the content of information heard.		3	1
Demonstrate -appropriate use of SJE/JC in persuasive arguments.		3	1
Apply word recognition strategies found most helpful before, during and after reading	Fluency and Recognition (Word Recognition and Vocabulary Development)	1	2
Use prefixes and suffixes to change word meaning		1	1
Apply context clues to determine word meaning		1	2
Use mnemonics and other spelling techniques to improve encoding and decoding		2	1
Explain choice of strategies used to decode and decipher pronunciation and meaning of unknown words		2	1
Use analogies and other word relationships, including synonyms and antonyms, to determine the meaning		2	2
Apply strategies to decode and decipher pronunciation and meaning of unknown words		3	1
Apply rules of syllabication and knowledge of root words in encoding and decoding unfamiliar vocabulary		3	1
Consult a variety of reference sources to find/ verify pronunciation and clarify the meaning of technical vocabulary		3	1
Examine the connotative and denotative meaning of grade level words		3	1

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Predict story outcomes before and during the reading task	Reading for Meaning and Enjoyment (Comprehension)	1	1
Identify and discuss connections with texts: text-to-self, text-to-text and text-to- world		1	1 and 2
		2	2
Compare the experiences of story characters with personal/vicarious experiences		1	2
Use text information to confirm or modify predictions made during reading		1	2
Identify main idea/important points in text		1	2
Summarize main findings of text		1	2
Use text main ideas/ important points to identify theme(s)		1	2
Compare and contrast setting and plot in different stories read		2	1
Set and answer questions before, during and after reading to guide understanding of text information		2	1
Interpret messages, moods, feelings and attitudes conveyed in stories, poetry and prose		2	1
Distinguish facts from opinions		2	2
Analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inference and deduction in reference to the text		2	2
Use evidence from text to deduce implicit information		3	1



GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Infer writers' perspectives from what is written and what is implied	Reading for Meaning and Enjoyment (Comprehension)	3	1
Identify and comment on the use of elements of poetry – e.g. rhyme, figurative language		3	1
Apply the rules of relative pronouns (that, which, whom) and Subject/verb agreement to oral and written sentences	Language Structure (Grammar and Conventions)	1	1
Distinguish between abstract and concrete nouns		1	1
Extend ideas using subordinate and main clauses		1	1
Write and speak in complete, coherent sentences		1	2
Use abstract nouns to express ideas orally and in writing		1	2
Compare and contrast ideas		1	2
Use connectives to show the relationships between ideas		1	2
Distinguish between declarative, exclamatory, and interrogative sentences.		2	1
Practise using various tenses: present, past, future, continuous, past perfect)		2	1
Use singular and plural nouns in different contexts		2	1
Construct questions using interrogative pronouns within the appropriate context		2	1
Use demonstrative pronouns appropriately in written and oral sentences		2	1

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Use singular and plural reflexive pronouns appropriately to construct sentences	Language Structure (Grammar and Conventions)	2	1
Rewrite dialogue as reported speech		2	2
Work collaboratively with peers to effectively complete pair/team activities		3	1
Use subject verb agreement with collective noun		3	1
Use verb tenses correctly in a variety of written form		3	1
Apply correct use of semicolon and quotation marks		3	1

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Use the stages of the writing process to compose narrative and descriptive stories: prewriting, drafting, revising, editing, post writing (sharing and publishing)	Communication (Writing)	1	1
Write paragraphs in which topic sentence, supporting details and concluding sentence are easily identified		1	1
Use figurative language effectively		1	1
Use a variety of writing techniques to increase the appeal and impact of their writing		1	2
Sequence content appropriately in writing using suitable formal language (signal words)		1	2
Summarise and appropriately arrange their ideas for writing		1	2
Formulate and deliver clear information, directions and explanations		1	2
Apply stages of the writing process in producing a range of written pieces		2	1
Organize paragraphs to reflect internal text structures/features		2	1
Write with increasing awareness of story elements		2	1
Formulate and deliver clear information, directions and explanations		2	1
Use persuasive language to convince the reader		2	1
Compose business letters using appropriate lay-out of text and content		2	2

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
Use transitional words to write in sequence and order	Communication (Writing)	2	2
Use signal words to write cause and effects sentences		2	2
Identify and use elements of poetry in composing poems, dubs, jingles		3	1
Review and use external text features/structures previously learnt– headings, sub-headings, bullets, textboxes, underlined words, illustrations, italics, bold text.	Reading for Information (Research and Study Skills)	1	1
Skim different passages for main ideas		1	1
Use table of contents and index to locate information in texts		1	2
Use table of contents and index to locate information in texts		1	2
Use graphs, maps and charts with greater efficiency and accuracy		1	2
Use a range of non-fiction sources, including online sources, to locate information		1	2
Scan for specific information		1	2
Begin to organize information located from various sources		2	1
Organize information located from various sources		2	1
Begin to use internal text structures/ features to locate information in different types of texts		2	2
Organize information located from various sources		2	2
Use internal text structures/features to locate information in different types of		3	1

GRADE 6– LANGUAGE ARTS			
MAJOR OBJECTIVES	STRAND	TERM	UNIT
texts	Reading for Information (Research and Study Skills)		
Begin to experiment with different internal text structures/features- cause and effect, comparison and contrast, time sequence – in own writing.		3	1
Organize information located from various sources		3	1

# SOCIAL STUDIES

Grade 4		
Social Studies		
Strand/Theme	Number of Objectives	Number of “major” objectives
Our Common Heritage	20	6
Living Together	32	13
The Physical Environment and Its Impact on Human Activities	27	14
Diversity, interdependence and sustainability in nature and society	15	5
<b>Total</b>	<b>94</b>	<b>38</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>SOCIAL STUDIES – GRADE 4</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Describe how the Tainos met their basic needs and draw conclusions about how their economic activities affected the environment.	Our common heritage	1	1
Locate on a map of Jamaica three sites where the Tainos settled and develop logical arguments to explain why the Tainos settled at these sites			
Gather and interpret evidence from multiple sources on Taino culture in Jamaica and explain their use and importance in today's society			
Conduct research, select appropriate information, and use the information to make connections between aspects of the Jamaican culture (names of places, food, dress, dance, folklore) and that of the various ethnic groups	Living together	1	2
Define and use correctly the following concepts: culture, ethnic group, customs, heritage, ancestor			
Interpret a timeline showing the arrival of the ethnic groups to the English speaking Caribbean			
Locate on a map of the world the place of origin of each major ethnic group in the English speaking Caribbean.			
Propose ways in which we can preserve our national heritage at the school and community level			
Gather information from a variety of sources and compile basic biographical information about each national hero/heroine	Our common heritage	1	3
Use criteria to justify the selection of heroes/heroines in their communities			
Describe the activities of National Heritage Week and discuss how these activities show appreciation for the contribution of our national heroes to nation building			

<b>SOCIAL STUDIES – GRADE 4</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Define and use correctly the concepts/terms: cardinal points, highlands, lowlands, physical features, mountains, hills, valleys, plains, plateau, rivers, compass	The physical environment and its impact on human activities	2	1
Examine pictures then compare the human activities which take place on mountains/hills, valleys and plains			
Locate places in Jamaica using cardinal points			
Locate and name on a map of Jamaica the plains and the major river			
Use cardinal points to locate Jamaica in relation to other Caribbean territories			
Locate, name and distinguish between the waterbodies that border Caribbean countries			
Describe the impact of human activities on rivers and propose simple measures to address the issues identified			
Create a thematic map of Jamaica to show and name counties, parishes and parish capitals	Living together	2	2
Identify functions that are common to parish capitals			
Use a variety of sources to describe how communities have changed over time and propose reasons for the changes			
Present logical arguments about how their communities may change in the future			
Outline the responsibilities of members of the home, school and community and draw conclusions about the outcome when responsibilities are not carried out	Living together	2	3
Define and use correctly the following terms: government, citizen, democracy, leader, rules, community			
Examine economic choices they make and critique these choices			



<b>SOCIAL STUDIES – GRADE 4</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Identify a problem in the school, develop a plan of action to solve the problem			
Gather information from a variety of sources on the effects of wind, sunshine and temperature and use it to deduce the impact of these on their environment	The physical environment and its impact on human activities	3	1
Interpret weather reports and use patterns identified to make simple forecasts			
Gather information from a variety of sources about how humans utilize sunshine and wind to meet their needs and propose way these may be used in the school or community			
Identify the negative effects of wind and sunshine and propose strategies for dealing with the negative effects of these on the environment			
Gather information from a variety of sources and use it to explain why planet Earth is able to support life	The physical environment and its impact on human activities	3	2
Gather information from a variety of sources and use it to explain how human activities affects Earth's ability to support life and propose measures to mitigate these effects			
Examine diagrams, pictures and models of the Earth and use the information gathered to describe its shape			
Gather information about how humans use and depend on plants and use this information to justify the importance of protecting plant life	Diversity, interdependence and sustainability in nature and society	3	3
Examine multiple sources, draw conclusions about impact of human activities on plants and propose measures to mitigate its impact			
Examine their daily activities in order to identify the goods and services that they use and state the type of waste that is created	Diversity, interdependence and sustainability in nature and society	3	4

SOCIAL STUDIES – GRADE 4			
Major Objective	Major Objective	Major Objective	Major Objective
Define and use correctly the concepts pollution, waste, waste disposal, recycle, reuse, reduce			
Gather information from a variety of sources on the effects of poor waste management on humans and the environment and propose ways in which land pollution can be minimized in the school and community			

Grade 5		
Social Studies		
Strand/Theme	Number of Objectives	Number of “major” objectives
Our Common Heritage	20	10
Living Together	20	11
The Physical Environment and Its Impact on Human Activities	38	18
Diversity, interdependence and sustainability in nature and society	15	7
<b>Total</b>	<b>93</b>	<b>46</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

SOCIAL STUDIES – GRADE 5			
Major Objective	Major Objective	Major Objective	Major Objective
Define and use correctly the concepts/terms: ancestors, colonisation, Middle Passage, enslavement, plantation, emancipation.	Our common heritage	1	1
Explain the reasons for the coming of the Europeans to the Caribbean			
Use mathematical skills to construct a timeline illustrating when the different ethnic groups came to the Caribbean			
Compare the needs and wants of Europeans and Africans on the plantation and describe how these were met.			
Use mathematical skills to construct a timeline illustrating when the different ethnic groups came to the Caribbean.			
Examine the activities of Nanny of the Maroons and Sam Sharpe in the fight for freedom and draw conclusions about their roles in the fight for freedom	Our common heritage	1	2
Propose ways to show the significance of emancipation in Caribbean history.			
Research the activities Paul Bogle and George William Gordon and draw conclusions about their roles in bringing about change after emancipation			
Use lessons learnt from the lives and activities of our national heroes and heroine			
Identify the major changes in Jamaica after the Morant Bay Rebellion			
Outline major historical events that are associated with the arrival of the various ethnic groups	Living together	1	3

<b>SOCIAL STUDIES – GRADE 5</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Define concepts/terms and use correctly: culture, heritage, Caribbean identity, cultural diversity, integration, cooperation			
Categorise different aspects of Jamaican and Caribbean culture (dance, music, language, dress, religion, food) according to ethnic groups			
Examine various sources and draw conclusions about the benefits of aspects of Caribbean culture to Jamaica and the rest of the region			
Propose ways that can be used to preserve and promote Caribbean culture among Caribbean people			
Distinguish between types of landforms e.g. plateau and hill/mountain, plain and valley	The physical environment and its impact on human activities	2	1
Gather information from a variety of sources and use it to write a simple explanation of how erosion and deposition takes place			
Examine different types of human activities that contribute to erosion and deposition and propose how these activities may be modified to reduce erosion			
Examine methods used to reduce the adverse effects of erosion and deposition and design a method to control erosion or deposition in a known area			
Describe Jamaica's location in relation to other Caribbean territories using the eight point compass	The physical environment and its impact on human activities	2	2

<b>SOCIAL STUDIES – GRADE 5</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Examine maps and globes and name the major lines of latitude and longitude			
Examine maps and globes and use observations to describe the characteristics of parallels of latitude and meridians of longitude			
Use lines of latitude and longitude to locate places in the Caribbean			
Describe the functions/services of the parish council and draw conclusions about its importance to governing of the country	Living together	2	3
Define and use the following terms correctly: mayor, councillor, regulations, local government, Municipal Corporation (parish council), municipal, parochial			
Gather information about how parish council members are elected and discuss the election process			
Describe the functions/services of the parish council and draw conclusions about its importance to governing of the country			
Describe how decisions are made by the parish council, cite evidence to show the impact of these on individuals and communities and assess the effectiveness of the decisions.			
Be aware of roles and responsibilities of leaders and activities at the parish level			
Distinguish between weather and climate	The physical environment and its impact on human activities	3	3
Examine multiple sources on the impact of the elements of weather on human activities, categorize the			

<b>SOCIAL STUDIES – GRADE 5</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
impact and propose methods to deal with negative effects			
Explain how each type of rainfall occurs			
Propose ways to prepare for and cope with the effects of these hazards			
Use a variety of sources to identify natural hazards associated with weather, then compare and analyse the effects of natural hazards on human activities (drought, flood, storms, hurricanes) in different areas			
Propose ways to prepare for and cope with the effects of these hazards			
Describe the features of the Solar System	The physical environment and its impact on human activities	3	2
Compare the characteristics of planet Earth with the other planets in the Solar System and justify why planet Earth is able to support life			
Examine multiple sources, gather evidence and use it to develop logical arguments which show how man's activities affect Earth's ability to support life			
Describe the uses/importance of wetlands and forests to humans and the environment and then use the information gathered to justify the conservation of these habitats	Diversity, interdependence and sustainability in nature and society	3	4
Examine multiple sources and draw conclusions about the negative impact of human activities on forests and wetlands			

SOCIAL STUDIES – GRADE 5			
Major Objective	Major Objective	Major Objective	Major Objective
Propose solutions to reduce the negative impact of human activities on forests and wetlands			
List the uses of water and draw conclusions about its importance to humans			
Examine multiple sources to identify and explain the causes of water pollution			
Examine different water bodies to identify evidence of pollution and determine the ways in which the pollution affects living things and human activities			
Design methods to reduce water pollution			



Grade 6		
Social Studies		
Strand/Theme	Number of Objectives	Number of “major” objectives
Our Common Heritage	30	13
Living Together	39	23
The Physical Environment and Its Impact on Human Activities	23	17
Diversity, interdependence and sustainability in nature and society	11	7
<b>Total</b>	<b>103</b>	<b>60</b>

<b>SOCIAL STUDIES – GRADE 6</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Gather information and use mathematical skills to construct timeline showing the arrival of the various ethnic groups to the Caribbean	Our common heritage	1	1
Develop working definitions for and use the following: indentured servant, indentureship, contract, festival, carnival, immigrant, migration, push and pull factors			
Create a thematic map of the world showing the places of origin of the ethnic groups that came to the Caribbean			
Distinguish between the pull and push factors that led to migration of the East Indians and the Chinese to the Caribbean			
Categorize aspects of culture as goods and services			
Discuss the contribution of the East Indians and Chinese to the Jamaican economy			
Describe various strategies that are used to promote Caribbean culture			
Identify various ways of preserving Caribbean culture			
Use Mathematical skills to construct timeline to show major developments in Jamaica's history from arrival of the Tainos to independence	Our common heritage	1	2
Explain the significance of Independence Day			
Examine, compare and evaluate multiple sources that outline the life and work of Marcus Garvey, Norman Manley, Alexander Bustamante			
Apply lessons learnt from the lives of Marcus Garvey, Norman Manley and Alexander Bustamante to new situations			

<b>SOCIAL STUDIES – GRADE 6</b>			
<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>	<b>Major Objective</b>
Weigh the arguments for and against being an independent nation and draw conclusions about Jamaica's decision to pursue independence			
Identify and describe the national symbols of Jamaica	Living together	1	3
Observe etiquette to be followed/surrounding national symbols and emblems			
Create a thematic map showing the name and location of the major mountain in Jamaica	The physical environment and its impact on human activities	2	1
Develop working definitions for and use correctly the following terms/concepts: mountain, mountain range, hill, valley, plateau, landforms, plains, forest reserve, summit, slopes			
Gather information from multiple sources and use it to describe the activities, goods produced and services that are carried out/offered in mountain/hill environments then draw conclusions about the importance of mountain/hill environments			
Gather information from multiple sources and use it to analyse the effects of human activities on mountains			
Create thematic map showing the name and location of major mountain ranges of the world (at least one in each continent)			
Use data to make comparisons and draw conclusions about how mountains affect weather and climate			
State the absolute and relative location of landforms and waterbodies	The physical environment and its impact on human activities	2	2
Recall the meaning of the terms: grid, latitude, longitude, great circle, hemisphere			
Identify and name lines of latitude and longitude on a map of the world			

SOCIAL STUDIES – GRADE 6			
Major Objective	Major Objective	Major Objective	Major Objective
Use lines of latitude and longitude to locate places and features in the world			
Create thematic map showing the name and location of the continents, major rivers and oceans of the world			
Use various criteria to classify landmasses and water bodies			
Differentiate between landforms and water bodies (continent, island, ocean, sea, lake, river, bay, gulf, peninsula, and isthmus)			
Examine the rights of a Jamaican citizen and develop a list of responsibilities of a citizen that complement these rights	Living together	2	3
Distinguish between rights and responsibilities of citizens			
State the requirements of Jamaican citizenship			
Develop working definitions and use correctly the following terms: citizen, leader, democracy, cabinet, government, parliament, opposition, senate, monarch, constitution, vote, constituency			
Examine an organizational chart of the structure of Jamaican system of government then describe it and make deductions about the relationship among members			
Compare the procedures for making decisions in a various settings (classroom, school, home, community, government)			
Examine various cases of how justice is meted out to citizens of Jamaica then develop criteria to judge the degree of fairness and use it to evaluate cases and propose just measures			
Examine various cases of how justice is meted out to citizens of Jamaica then develop criteria to judge the degree of fairness and use it to evaluate cases and propose just measures			
Name and describe the type of climate experienced in Jamaica and the rest of the Caribbean	The physical environment and its impact on human activities	3	1

SOCIAL STUDIES – GRADE 6			
Major Objective	Major Objective	Major Objective	Major Objective
Develop working definitions and use correctly the concepts: climatic zones, altitude, latitude, climate change			
Compare the characteristics of the main climatic zones			
Classify areas into climatic zones			
Interpret simple climatic graphs			
Examine information from multiple sources on how human activities are determined by the climatic zone in which they live and justify their adaptations			
Gather evidence from multiple sources about the effects of climate change in the Caribbean the design strategies to mitigate the impact of climate change on territories			
Distinguish between rotation and revolution of the Earth	The physical environment and its impact on human activities	3	2
Explain how rotation causes day and night			
Explain how the revolution and the tilt of the Earth's axis causes the seasons and variation in the length of day and night			
Interpret tables and diagrams			
Analyse information from diverse sources and make deductions about the effects of day and night and the seasons on man's activities in the different hemispheres			
Generate questions about the importance of the atmosphere and use evidence from multiple sources to provide answers	Diversity, interdependence and sustainability in nature and society	3	3
Define and use correctly the following terms: atmosphere, ozone, greenhouse effect, global warming, acid rain			
Generate questions about the importance of the atmosphere and use evidence from multiple sources to provide answers			

SOCIAL STUDIES – GRADE 6			
Major Objective	Major Objective	Major Objective	Major Objective
Evaluate multiple sources by distinguishing between facts and opinions related to the impact of a polluted atmosphere on humans and human activities			
Assess multiple sources by distinguishing between facts and myths/misconceptions related to atmospheric pollution			
Use evidence to support arguments which show the importance of maintaining the Earth's atmosphere			
Assess the role of citizens, the government and non-governmental organisations in protecting the atmosphere			
Using mathematical skills to construct and interpret a timeline showing the stages of regional integration through which the Caribbean has passed	Living together	3	4
Locate the member states of CARICOM on a map of the Caribbean			
Identify the variety of resources found in CARICOM countries that are used to provide goods and services			
Explain why countries trade and assess the costs and benefits of intra-regional and international trade to CARICOM member states			
Define and use correctly the following terms: neighbour, cooperation, region, integration, multi-lateral, bi-lateral, common market			
Examine multiple sources and describe similarities and differences among Caribbean people and discuss the implications for integration of Caribbean countries			
Identify an existing regional problem, research multiple perspectives on the problem and its impact on the Caribbean and propose ways of solving regional problems identified			

# SCIENCE

Grade Level 4		
Subject Science		
Strand/Theme	Number of Objectives	Number of “major” objectives
Science Exploration, Application and Design Practice	7	3
Living things, Life Processes and the Environment	104	64
Energy, Forces and Matter	9	7
<b>TOTAL</b>	<b>120</b>	<b>74</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>SCIENCE – GRADE 4</b>			
<b>Major Objective</b>	<b>Strand/ Theme</b>	<b>Unit</b>	<b>Term</b>
Identify some skills and attitudes of scientists.	Science Exploration, Application and Design Practice	Exploring Our World	1
Plan simple scientific investigations to answer questions and solve problems.	Science Exploration, Application and Design Practice	Exploring Our World	1
Carry out a fair test.	Science Exploration, Application and Design Practice	Exploring Our World	1
Deduce some characteristics of living things	Living things, Life Processes and the Environment	Living Things	1
Justify why something is living or non-living	Living things, Life Processes and the Environment		
Classify things as living and non-living	Living things, Life Processes and the Environment	Living Things	1
Collect data from field activities involving living and non-living things	Living things, Life Processes and the Environment		
Construct graphs and analyse data collected from field activities	Living things, Life Processes and the Environment	Living Things	1
Show curiosity in exploring living and non-living things in their immediate environment	Living things, Life Processes and the Environment		
Determine through investigation, the basic survival needs common to all living things (air, water and nutrients)	Living things, Life Processes and the Environment	Living Things	1
Carry out fair tests through investigations involving plants			



<b>SCIENCE – GRADE 4</b>			
<b>Major Objective</b>	<b>Strand/ Theme</b>	<b>Unit</b>	<b>Term</b>
Predict outcomes of investigations exploring the basic survival needs of plants			
Make and record observations while carrying out investigations on the survival needs of living things	Living things, Life Processes and the Environment		
Collect and display data from investigations on the needs of living things			
Analyse and compare data from investigations on the needs of living thing			
Use data from investigations to draw conclusions about the basic survival needs of plants and animals	Living things, Life Processes and the Environment	Living Things	1
Compare predictions with conclusions made from investigations conducted			
Identify, draw and label the basic structure common to flowering plants and animals	Living things, Life Processes and the Environment	Plants and Animals	1
Compare the external features of two groups of flowering plants (a grass plant and a shrub) and animals in different habitats			
Classify plants based on their root systems			
Investigate the functions of different structures of plants (root and shoot systems) and animals	Living things, Life Processes and the Environment	Plants and Animals	1
Classify animals as vertebrates or invertebrates			
Explain the functions of parts of the flower			
Make labelled drawings of the external parts of plants	Living things, Life Processes and the Environment	Plants and Animals	1
Show curiosity in exploring plants and animals in the surroundings			
Describe the functions of the sense organs	Living things, Life	Sense	2

<b>SCIENCE – GRADE 4</b>			
<b>Major Objective</b>	<b>Strand/ Theme</b>	<b>Unit</b>	<b>Term</b>
	Processes and the Environment	Organs	
Infer that our sense organs work together at all times			
Assess how animals use their sense organs in particular situations			
Analyse how the sense organs of humans and other animals differ			
Demonstrate curiosity in exploring the use of the five senses	Living things, Life Processes and the Environment	Sense Organs	
Value their sense organs			
Describe and label the basic structure of the sense organs			
Describe the functions of selected parts of the sense organs	Living things, Life Processes and the Environment	Sense Organs	
Explain how the sense organs detect stimuli from the environment			
Analyse situations in which the sense organs can mislead us			
Explore ways in which technology can extend the senses	Living things, Life Processes and the Environment	Sense Organs	2
Describe ways in which we take care of and protect our sense organs			
Explain how humans adapt to loss of a sense/limitation of a sense organ			
Show care and respect for persons who have sensory disabilities	Living things, Life Processes and the Environment	Sense Organs	2

<b>SCIENCE – GRADE 4</b>			
<b>Major Objective</b>	<b>Strand/ Theme</b>	<b>Unit</b>	<b>Term</b>
Explore specific properties of everyday materials (rough, smooth, hard, ductile, malleable, colour)	Energy, Forces and Matter	Materials: Introduction	2
Differentiate between natural and man-made materials			
Classify materials based on their properties and uses	Energy, Forces and Matter	Materials: Introduction	2
Recognise that objects may be made of one or more materials			
Classify materials as solid, liquid and gas			
Investigate some observable features of solids, liquids and gases	Energy, Forces and Matter	Materials: Introduction	2
Carry out investigations on the properties of materials with due regard to safety			
Distinguish the properties of water through investigations	Living things, Life Processes and the Environment	Water and Air	3
Investigate the three forms in which water exists			
Explain why water is essential for continued existence of life on earth			
Carry out investigations into the properties of water with due regard to safety	Living things, Life Processes and the Environment	Water and Air	3
Communicate scientific information about water and its importance			
Identify some sources of water			
Illustrate the water cycle, and explain the process at each stage (evaporation, condensation and precipitation)	Living things, Life Processes and the Environment	Water and Air	3
Identify sources of water pollution, and ways of reducing their detrimental/ harmful effects			

<b>SCIENCE – GRADE 4</b>			
<b>Major Objective</b>	<b>Strand/ Theme</b>	<b>Unit</b>	<b>Term</b>
Outline different methods of filtering and purifying water			
Identify common water-borne diseases and suggest ways of preventing them	Living things, Life Processes and the Environment	Water and Air	3
Explain ways to conserve water			
Carry out investigations into the sources of water pollution with due regard to safety	Living things, Life Processes and the Environment	Water and Air	3
Make inferences from observations from investigations conducted on water pollution and purification			
Use data from investigations to draw conclusions about water pollution			
Plan, design and construct a simple water filter	Living things, Life Processes and the Environment	Water and Air	3
Demonstrate that air takes up space, is all around us, has mass/weight, is colourless and exerts pressure	Living things, Life Processes and the Environment	Water and Air	3
Identify some components of air			
Explore some uses of selected components of air			
Predict outcomes of investigations on the properties of air	Living things, Life Processes and the Environment	Water and Air	3
Analyse and compare data from investigations about the properties of air			
Use data from investigations to draw conclusions about the properties of air			
Carry out fair tests when conducting investigations on the properties of air			
Identify sources of air pollution and explain	Living things, Life		

SCIENCE – GRADE 4			
Major Objective	Strand/ Theme	Unit	Term
ways of reducing their detrimental/ harmful effects	Processes and the Environment		
Plan, design and construct a model air filter			
Identify some common air-borne diseases, and explain how these can be prevented/treated			
Analyse and compare data from investigations on air	Living things, Life Processes and the Environment	Water and Air	3
Use data from investigations to draw conclusions			
Plan and design solutions to stated problems			

Grade 5		
SCIENCE		
Strand/Theme	Number of Objectives	Number of “major” objectives
Living things, Life Processes and the Environment	34	28
Energy, Forces and Matter	75	55
<b>TOTAL</b>	<b>109</b>	<b>83</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>SCIENCE – GRADE 5</b>			
<b>Major Objective</b>	<b>Theme</b>	<b>Unit</b>	<b>Term</b>
Investigate the effects of forces (pushes/pulls/turns)			
Investigate the relationship between the mass of an object and the force needed to move it			
Classify the forces as push, pull or turn	Energy, Forces and Matter	Forces and Work	1
Infer that work is done when a force causes movement			
Deduce when work/no work is done, even with forces acting			
Make and repeat measurements to ensure accuracy of results			
Consider patterns in results in order to draw conclusions			
Show objectivity by using data and information to validate observations and explanations about forces	Energy, Forces and Matter	Forces and Work	1
Identify some types of forces			
Assess the effect of friction on daily life			
Investigate the effects of friction and how these may be reduced			
Construct devices that are powered by simple push, pull or turn			
Operationally define the term energy	Energy, Forces and Matter	Energy Forms	1
Show an understanding that energy is required for all work			
Relate selected sources of energy to their corresponding energy forms			
Assess the impact of increased technology on energy use			

<b>SCIENCE – GRADE 5</b>			
<b>Major Objective</b>	<b>Theme</b>	<b>Unit</b>	<b>Term</b>
Justify the need for energy conservation			
Make inferences from observations of energy forms			
Suggest options for conserving energy			
Operationally define the terms conduction, convection and radiation	Energy, Forces and Matter	Energy Forms	1
Connect the flow of heat with differences in temperature			
Investigate the ways in which heat is transferred			
Differentiate between conductors and insulators			
Assess the usefulness of conductors and insulators in everyday life	Energy, Forces and Matter	Energy Forms	
Plan, design and construct a device to control heat flow			
Predict outcomes of investigations on heat transfer			
Analyse and compare data from investigations on heat transfer			
Collect and display data from investigations on heat transfer			
Use data from investigations on heat transfer to draw conclusions			
Carry out investigations with due regard to safety			
Identify the food nutrients	Living things, Life Processes and the Environment	Nutrition	
Describe the importance of each nutrient to the body			
Identify foods that are rich in particular nutrients			



SCIENCE – GRADE 5			
Major Objective	Theme	Unit	Term
Relate food tests to specific nutrients			
Analyse meal plans to determine if they are balanced			
Formulate a meal plan reflecting the components of a balanced diet and justify their decisions			
Infer how meal choices affect personal health			
Recognise the importance of plants as the food source at the start of all food chains	Living things, Life Processes and the Environment	Nutrition	2
Investigate the importance of light energy to plants			
Classify organisms in a food chain as producers and consumers			
Construct food chains involving producers, herbivores, carnivores and omnivores			
Appreciate that arrows in a food chain indicate the direction of energy flow from producers to consumers			
Explain how plants and animals are interdependent in relation to the food chain			
Appreciate the feeding relationships among living things			
Appreciate the importance of plants in the environment and the need to preserve and protect them			
Infer how environmental changes can affect organisms in a food chain			
Offer simple explanations based on observations (evidence)			
Identify some plants and animals that are grown to provide food for humans	Living things, Life Processes	Ways of Growing Food	2

SCIENCE – GRADE 5			
Major Objective	Theme	Unit	Term
<p>Cite evidence for the need to grow plants and animals for food</p> <p>Make predictions about the growth of plants in organic and non-organic media</p> <p>Investigate organic and non-organic methods of growing food</p> <p>Operationally define the terms organic and non-organic food production methods</p> <p>Assess the pros and cons of organic and non-organic methods of growing food</p> <p>Evaluate the impact of non-organic methods of growing food on the environment</p> <p>Draw conclusions from results of investigations on different food production methods</p>	and the Environment		
<p>Distinguish among the types of simple machines</p> <p>Explain how simple machines are used in various situations</p> <p>Relate how changes in technology have made simple machines more effective</p> <p>Carry out fair tests through investigations</p> <p>Predict outcomes of investigations on simple machines</p> <p>Analyse and compare data from investigations on simple machines</p> <p>Collect and display data from investigations on simple machines</p> <p>Use data from investigations to draw conclusions</p> <p>Compare predictions with conclusions</p> <p>Plan and design investigation to test prediction</p>	Energy, Forces and Matter	Simple & Complex Machines	

SCIENCE – GRADE 5			
Major Objective	Theme	Unit	Term
<p>Make inferences from observations of machines</p> <p>Assess the impact of machines on daily life/activities</p>			
<p>Explain how levers are involved in a variety of tools</p> <p>Explain how parts of the body work similar to levers</p> <p>Distinguish between simple and complex machines</p> <p>Infer that the body is a complex machine</p> <p>Analyse the operations of complex machines</p> <p>Compare the effectiveness of a simple and a complex machine in carrying out the same task</p> <p>Design and construct a complex machine for a particular purpose</p> <p>Draw and label diagrams</p> <p>Analyse and compare data from investigations on machines</p> <p>Use data from investigations to draw conclusions</p> <p>Make inferences from observations of machines</p> <p>Operationally define lever, effort, load, and fulcrum</p>	Energy, Forces and Matter	Simple and Complex Machines	3
<p>Describe the functions of selected weather instruments (thermometer, barometer, wind vane, wind gauge/anemometer, rain gauge)</p> <p>Construct models of some weather instruments (wind vane, wind gauge/anemometer, rain gauge)</p> <p>Analyse weather data to identify patterns and make simple predictions</p>	Living things, Life Processes and the Environment	Weather Instruments	3

Grade 6		
Science		
Theme	Number of Objectives	Number of Major Objectives
Living things, Life Processes and the Environment	40	36
Energy, Forces and Matter	44	34
<b>TOTAL</b>	<b>84</b>	<b>70</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

SCIENCE – GRADE 6			
Major Objectives	Theme	Unit	Term
<p>Formulate a definition of environment.</p> <p>Justify the importance of conserving the natural environment</p> <p>Outline the effects of human activities on the environment</p> <p>Investigate features/ soils of different environments</p> <p>Recognise the need for and importance of conserving living things and the environment to sustain the balance in the ecosystem.</p> <p>Show concern for the impact of humans on the environment</p> <p>Be aware of their responsibility to preserve the environment</p> <p>Observe, collect and record information regarding the interacting factors within an environment</p>	Living Things, Life Processes and the Environment	The Environment	1
<p>Formulate a simple working definition of climate change</p> <p>Use evidence from everyday local/regional/international situations to explain the effects of climate change on humans</p> <p>Explore ways of reducing factors that cause climate change</p> <p>Propose measures to reduce/eliminate selected sources of solid waste pollution</p> <p>Describe the factors that cause soil degradation</p> <p>Explain how soil degradation can be prevented</p>	Living things, Life Processes and the Environment	The Environment	1

<b>SCIENCE – GRADE 6</b>			
<b>Major Objectives</b>	<b>Theme</b>	<b>Unit</b>	<b>Term</b>
<p>Show concern for the impact of environmental problems on humans</p> <p>Be aware of their responsibility to carry out good environmental practices</p>			
<p>Distinguish between luminous and non-luminous objects/organisms</p> <p>Investigate the properties of light</p> <p>Investigate the interaction of light with materials that are shiny, dull, transparent, translucent and opaque</p> <p>Investigate the interaction of light with lenses/mirrors</p> <p>Investigate some effects of reflection/refraction in everyday life</p> <p>Carry out fair tests in conducting investigations on the properties of light</p> <p>Show objectivity by using data and information to validate observations and explanations about light</p>	Energy, Forces and Matter	Light and Sound	1
<p>Investigate some properties of sound</p> <p>Explain why sounds may be interpreted as pleasant/unpleasant</p> <p>Identify sources of noise pollution, and ways to eliminate them</p> <p>Explain why loud sounds can be harmful</p> <p>Formulate hypotheses when conducting investigations into the properties of sound</p> <p>Describe sounds using appropriate scientific language</p>	Energy, Forces and Matter	Light and Sound	1

SCIENCE – GRADE 6			
Major Objectives	Theme	Unit	Term
<p>Identify correct and safe ways of using, storing and disposing of materials and household items.</p> <p>Examine a selection of materials/objects to determine the transparency, absorbency, strength, magnetic property, and heat conductivity of materials in everyday use.</p> <p>List some properties of materials that determine the choice of objects for specific purposes in everyday life.</p> <p>Evaluate how the disposal of selected materials affect the environment</p> <p>Assess the impact of different materials on the society</p> <p>Generate predictions of material properties based on observations and experience.</p>	Energy, Forces and Matter	Materials Properties and Uses	- 2
<p>Conduct an investigation to illustrate that some changes result in the formation of new materials and others do not.</p> <p>Distinguish between reversible and irreversible changes</p> <p>Classify some changes as reversible and others as irreversible;</p> <p>Infer that some materials can change from one state to another (solid, liquid and gas)</p> <p>Identify the processes involved when materials change from one state to another (freezing, melting, evaporating, condensing)</p> <p>Make careful observations of reversible and irreversible changes, record and explain these using suitable scientific language</p> <p>Be willing to change their minds if what they find</p>	Energy, Forces and Matter	Materials Properties and Uses	- 2

SCIENCE – GRADE 6			
Major Objectives	Theme	Unit	Term
<p>is not what they had believed</p> <p>Predict the effect of heat on selected materials</p> <p>Predict whether a change will be reversible or irreversible</p> <p>Test predictions of changes with actual observations</p>			
<p>Explain what is meant by the term ‘system’</p> <p>Identify the organ systems and state their functions in humans</p> <p>Recognise the integration of the different organ systems in carrying out life processes</p> <p>Identify selected organs in the human digestive system (mouth, oesophagus, stomach, small intestine, large intestine) and outline the path food travels from mouth to anus</p> <p>Describe how the bones, joints and muscles work together to produce movement in humans</p> <p>Identify the excretory organs of humans (kidneys, lungs and skin) and state their role in excretion</p> <p>Show curiosity in exploring their own body and questioning about the structures or functions of the body.</p>	Living Things, Life Processes and the Environment	Human Body Systems	2
<p>Demonstrate that a mixture is made up of two or more substances.</p> <p>Classify mixtures as solutions, suspensions, and colloids.</p> <p>Recognise that all mixtures can be separated.</p> <p>Demonstrate the separation of selected types of mixtures using various techniques.</p>	Energy, Forces and Matter	Mixtures	2



SCIENCE – GRADE 6			
Major Objectives	Theme	Unit	Term
Use appropriate scientific vocabulary to describe mixtures			
<p>Explain some of the consequences of not having a balanced diet</p> <p>Assess the causes of obesity, diabetes and malnutrition</p> <p>Outline measures to mitigate against selected lifestyle diseases</p> <p>Justify the need for eating healthy foods</p> <p>Evaluate data to draw conclusions about the consequences of improper diets</p> <p>Show concern for others who make unhealthy eating choices</p> <p>Show sensitivity to individuals who suffer from food related illnesses or challenges</p> <p>Use appropriate scientific language related to food and health</p>	Living things, Life Processes and the Environment	Diet and Drugs	3
<p>State the meaning of the term ‘drug’</p> <p>Classify commonly used drugs as legal or illegal</p> <p>Explain the importance of following guidelines on the proper use of a drug</p> <p>Describe the effects of drugs on the body</p> <p>Show responsible behaviour in the use of drugs</p>	Living things, Life Processes and the Environment	Diet and Drugs	3

# HEALTH & FAMILY LIFE EDUCATION

Grade Level - 4		
HFLE		
Strand/Theme	Number of Objectives	Number of “major” objectives
Self and Interpersonal Relationships	26	9
Safety and Security	35	6
Sexuality and Sexual Health	39	10
Appropriate Eating and Fitness	25	9
Managing the Environment	17	2
<b>TOTAL</b>	<b>132</b>	<b>40</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 4</b>			
<b><i>Major Objective</i></b>	<b><i>Theme/Module</i></b>	<b><i>Term</i></b>	<b><i>Unit</i></b>
<p>Examine the importance of positive self-concept in building healthy relationships.</p> <p>Show willingness to display healthy habits to promote positive self- concept</p> <p>Practise behaviours that promote good friendships</p>	<p>Theme: Self and Interpersonal Relationships</p> <p>Module 1:</p> <p>Exploring Self and Interpersonal Relationships</p>	1	<p>Unit 1:</p> <p>Personal Development</p> <p>Unit 2:</p> <p>Relationships</p>
<p>Display willingness to demonstrate actions that will build strong healthy relationships</p> <p>Analyse principles of peace-making to discourage activities associated with maladaptive behaviours</p> <p>Recognize the importance of making peace in adverse situations</p> <p>Analyse factors that influence drug use and misuse</p>	<p>Theme: Self and Interpersonal Relationships</p> <p>Module 2:</p> <p>Coping with Risk</p>	1	<p>Unit 1:</p> <p>Dealing with Conflicts, Stress and Emotions</p> <p>Unit 2:</p> <p>Risky Behaviours</p>

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 4</b>			
<b>Major Objective</b>	<b>Theme/Module</b>	<b>Term</b>	<b>Unit</b>
Display willingness to refuse the influence of drug use			
Demonstrate willingness to appreciate differences in various situations.	Theme: Self and Interpersonal Relationships  Module 3:  Diversity	1	Unit 1: Embracing Diversity
Distinguish between their rights and responsibilities  Examine the importance of obeying safety regulations  Respond positively to road safety and security principles	Theme: Safety and Security  Module 1:  Exploring rights and responsibilities	1	Unit 1:  My Rights and Responsibilities
Demonstrate willingness to avoid risky situations  Advocate for improved measures for situations that may put them at risk	Theme: Safety and Security  Module 2:  Exploring the concept of protection, safety and security	1	Unit 1:  Risk Factors to Protection, Safety and Security

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 4</b>			
<b><i>Major Objective</i></b>	<b><i>Theme/Module</i></b>	<b><i>Term</i></b>	<b><i>Unit</i></b>
Justify the importance of the availability of safety and security services	Theme: Safety and Security  Module 3: Exploring Environmental Awareness	1/2	Unit 1: Examining Factors that Affect Safety and Security
<p>Discuss factors that influence gender roles</p> <p>Demonstrate self-awareness skill when responding to gender differences among peers.</p> <p>Explain how puberty affects the body physically and emotionally</p> <p>Examine why coping with physical and emotional changes is important for interpersonal relationships</p> <p>Demonstrate coping skills to support the development of a positive body image</p>	<p>Theme: Sexuality and Sexual Health</p> <p>Module 1: Differentiating Between Sex &amp; Sexuality</p>	2	Unit 1: Human Sexuality

HEALTH AND FAMILY LIFE EDUCATION – GRADE 4			
<i>Major Objective</i>	<i>Theme/Module</i>	<i>Term</i>	<i>Unit</i>
Demonstrate social skills to protect self and others from abuse	Theme: Sexuality and Sexual Health  Module 2: Sociocultural Influences on Sexual Behaviour	2	Unit 1: Sexual Abuse and Exploitation
Demonstrate compassion towards persons living with HIV  Display empathy towards persons living with and affected by HIV and AIDS	Theme: Sexuality and Sexual Health  Module 3: Empowering Young People to Protect their Health		Unit 2: Managing Reproductive Health
Examine foods that support health of their skin, hair, eyes and teeth  Comply with dietary guidelines  Examine the importance of drinking adequate water for healthy living  Examine the relationship between keeping food safe and	Theme: Appropriate Eating and Fitness  Module 1: Making Healthy Choices	3	Unit 1: Healthy Food Choices

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 4</b>			
<b>Major Objective</b>	<b>Theme/Module</b>	<b>Term</b>	<b>Unit</b>
maintaining good health.			
Propose strategies for maintaining good physical health  Justify the importance of abiding by rules when engaged in physical activity	Theme: Appropriate Eating and Fitness  Module 2:  Good Health and Quality Living	3	Unit 1:  Safe Guarding My Health   Unit 2: Achieving Physical Activity
Express feelings about personal involvement in healthy eating and fitness activities  Promote the importance of consuming a healthy breakfast daily	Theme: Appropriate Eating and Fitness  Module 3:  Factors Influencing Eating & Fitness	3	Unit 1: Eating and Fitness Influences   Unit 2:
Evaluate the validity of healthy eating and physical activity	Theme: Appropriate Eating and Fitness	3	Unit 1: The Health and Physical Activity Market Place
Show personal responsibility in contributing to a healthy environment	Theme: Managing the Environment  Module 3:  Health and Wellbeing	3	Unit1: Replenishing My Environment

HEALTH AND FAMILY LIFE EDUCATION – GRADE 4			
<i>Major Objective</i>	<i>Theme/Module</i>	<i>Term</i>	<i>Unit</i>
Evaluate their attitude towards activities that seek to reduce health threats	Theme: Managing the Environment  Module 4: Sustaining the Environment	3	Unit1: Preserving My Environment



Grade Level - 5		
HFLE		
Strand/Theme	Number of Objectives	Number of “major” objectives
Self and Interpersonal Relationships	24	5
Safety and Security	26	9
Sexuality and Sexual Health	27	5
Appropriate Eating and Fitness	19	5
Managing the Environment	20	2
<b>TOTAL</b>	<b>116</b>	<b>27</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

HEALTH AND FAMILY LIFE EDUCATION – GRADE 5			
Major Objective	Theme/Module	Term	Unit
Express how they feel about their self-image	Self and Interpersonal Relationships: Understanding Self	1	1
Practise effective communication skills to support positive interactions with friends and family	Self and Interpersonal Relationships: Understanding Self	1	2
Share positive coping strategies for managing negative emotions	Self and Interpersonal Relationships: Coping with Risk and Adversity	1	1
Practise coping skills to manage difficult situations	Self and Interpersonal Relationships: Coping with Risk and Adversity	1	1
Propose strategies to cope with peer pressure	Self and Interpersonal Relationships: Coping with Risk and Adversity	1	3
Explain the importance of the rights and responsibilities of a child	Safety and Security: Exploring Concepts of Protection, Safety and Security	1	1
Explain actions that breach the rights of children	Safety and Security: Exploring Concepts	1	1

HEALTH AND FAMILY LIFE EDUCATION – GRADE 5			
Major Objective	Theme/Module	Term	Unit
	of Protection, Safety and Security		
Explain the responsibilities of individuals with a duty of care	Safety and Security: Exploring Concepts of Protection, Safety and Security	1	1
Justify the importance of avoiding involvement in gang-related activities	Safety and Security :Factors Influencing Behaviours Related to Safety and Security	1	1
Comply with safety precautions at home, school and in their communities	Safety and Security :Factors Influencing Behaviours Related to Safety and Security	1	1
Demonstrate cognitive or social skills to address situations that place their safety at risk	Safety and Security :Factors Influencing Behaviours Related to Safety and Security	1	1
Explain how road safety principles help to keep them safe as pedestrians	Safety and Security: Safeguards for Protection, Safety and Security	1	1
Demonstrate social skills to address situations that threaten their safety as pedestrians	Safety and Security: Safeguards for Protection, Safety and Security	1	1

HEALTH AND FAMILY LIFE EDUCATION – GRADE 5			
Major Objective	Theme/Module	Term	Unit
Formulate disaster preparedness plans	Safety and Security: Safeguards for Protection, Safety and Security	1	2
Distinguish physical, emotional and social changes young people experience during puberty	Sexuality and Sexual Health :Differentiating Between Sex & Sexuality	2	1
Express feelings associated with puberty	Sexuality and Sexual Health :Differentiating Between Sex & Sexuality	2	1
Critically assess the dangers of using social media	Sexuality and Sexual Health: Sociocultural Influences on Sexual Behaviour	2	1
Propose strategies to protect self from the negative influence of social media	Sexuality and Sexual Health: Sociocultural Influences on Sexual Behaviour	2	1
Justify why adolescents are not ready to have a baby	Sexuality and Sexual Health: Managing Reproductive Health	2	1

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 5</b>			
<b>Major Objective</b>	<b>Theme/Module</b>	<b>Term</b>	<b>Unit</b>
Justify the need to maintain proper eating habits in staying healthy	Appropriate Eating and Fitness: Making Healthy Choices	3	1
Discuss the importance of practising safe food-handling principles	Appropriate Eating and Fitness: Making Healthy Choices	3	1
Demonstrate the ability to use cognitive or coping skills to improve health through physical activity	Appropriate Eating and Fitness: Good Health and Quality Living	3	1
Practise safety principles when engaged in physical activity	Appropriate Eating and Fitness: Good Health and Quality Living	3	1
Examine the factors that influence eating and fitness	Appropriate Eating and Fitness: Factors influencing Eating and Fitness	3	1
Demonstrate the ability to use social skills to encourage others to make environmental choices that will produce for better health outcomes	Managing The Environment: Health and Wealth	3	1
Demonstrate the ability to use cognitive or social skills in reducing exposure to	Managing The Environment: Sustaining My Environment	3	1

HEALTH AND FAMILY LIFE EDUCATION – GRADE 5			
Major Objective	Theme/Module	Term	Unit
environmental health risks for self and others			

<b>Grade Level - 6</b>		
<b>HFLE</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Self and Interpersonal Relationships	28	10
Safety and Security	33	3
Sexuality and Sexual Health	35	2
Appropriate Eating and Fitness	26	3
Managing the Environment	32	2
<b>TOTAL</b>	<b>154</b>	<b>21</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 6</b>			
<b>Major Objective</b>	<b>Theme/Module</b>	<b>Term</b>	<b>Unit</b>
Select ideal media content to improve personal growth and development	Self and Interpersonal Relationships	1	2
Demonstrate appropriate social skills to resist negative media influence on personal choices		1	2
Analyse the appropriateness of their actions in emotional situations	Self and Interpersonal Relationships	2	2
Demonstrate appropriate skills to cope in situations that trigger difficult emotions		2	2
Demonstrate appropriate social skills in difficult situations to resolve conflicts	Self and Interpersonal Relationships	2	2
Justify the need to practise conflict resolution strategies to prevent violence		2	2
Initiate actions which will reduce and prevent cyber-bullying	Self and Interpersonal Relationships	2	2



<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 6</b>			
<b>Major Objective</b>	<b>Theme/Module</b>	<b>Term</b>	<b>Unit</b>
Demonstrate appropriate social skills to prevent cyber-bullying	Self and Interpersonal Relationships	2	2
Reflect on personal attitudes towards their rights and responsibilities	Safety and Security	1	1
Justify the importance of reporting when faced with situations of abuse		1	1
Demonstrate the ability to use social skills that will assist in the prevention child abuse		1	1
Express self-acceptance in relation to the changes in their bodies associated puberty	Sexuality and Sexual Health	1	1
Articulate feelings about communicating sexual issues with parents/guardians	Sexuality and Sexual Health	1	1
Justify the importance of eating healthily	Appropriate Eating and Fitness	1	1

<b>HEALTH AND FAMILY LIFE EDUCATION – GRADE 6</b>			
<b>Major Objective</b>	<b>Theme/Module</b>	<b>Term</b>	<b>Unit</b>
Demonstrate coping skills to support eating healthily	Appropriate Eating and Fitness	1	1
Propose strategies for encouraging participation in physical activity	Appropriate Eating and Fitness	1	1
Promote social skills in keeping the school and home environment litter-free	Managing the Environment	1	1
Propose solutions to reduce littering	Managing the Environment	1	1

# PHYSICAL EDUCATION

<b>Grade 4</b>		
<b>Subject: Physical Education</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
<i>Movement Education</i>	20	5
<i>Games and Sport</i>		
<i>Health, Safety and Well-being</i>		
<b>Total</b>		

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

PHYSICAL EDUCATION – GRADE 4			
Major Objective	Strand	Term	Unit
Participate in track and field activities.	Games and Sport Health, Safety and Wellbeing	2	1
Perform athletic drills which involve bounding, leaping and hopping over obstacles.		2	1
Discuss the health benefits from participating in physical activity.		2	1
Demonstrate the two types of start.		3	1
Perform the skills and techniques for catching and throwing.		3	1
Combine throwing, catching, batting, and fielding skills into basic competitive game.		3	2

<b>Grade 5</b>		
<b>Subject: Physical Education</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
<i>Movement Education</i>		7
<i>Games and Sport</i>		
<i>Health, Safety and Well-being</i>		
<b>Total</b>		

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

PHYSICAL EDUCATION – GRADE 5			
Major Objective	Strand	Term	Unit
Demonstrate the phases for long/high jump; run up, take off, flight and landing.	Games and Sport	2	1
Categorise track and field events/differentiate between track and field events.			
Perform the upsweep and down-sweep methods of the baton change.		2	1
Apply basic volleyball skills to minor game situation with emphasis on making three contacts.		3	1
Apply basic baseball skills in minor game situation with emphasis on rules.		3	1
Practise putting the shot		3	2
Use different body actions to create shapes, balance on parts of the body in varying directions and levels to create a complete dance	Movement Education	3	1

<b>Grade 6</b>		
<b>Subject: Physical Education</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
<i>Movement Education</i>	20	9
<i>Games and Sport</i>		
<i>Health, Safety and Well-being</i>		
<b>Total</b>		

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

## List of Major Objectives

PHYSICAL EDUCATION – GRADE 6			
Major Objective	Strand	Term	Unit
Demonstrate sprinting in lanes.	Games and Sport  Health, Safety and Wellbeing Movement Education	2	1
Develop the upsweep and down-sweep methods of the baton change.		2	1
Perform baton changes in competitive situations.		2	1
Practise exercises to improve the long jump and High Jump technique(s).		2	2
Demonstrate basic first aid skills for simple injuries		2	
Show mastery of the grip, stance, back-lift and strokes in batting		2	2
Compose movements by controlling and varying, size, shape, direction, speed and tension.		2	2
Apply refined baseball skills in mini competitions with emphasis on offensive and defensive strategies.		3	1
Apply volleyball skills in mini competitions with emphasis on offensive and defensive strategies		3	2

*Comments*

The column labeled *Number of Objectives* was left blank because the Physical Education curriculum has several sports that are done each term. Some of these sporting disciplines are not taught by all schools because of the absence of supporting resources. For example, only a few schools can teach swimming because they have access to a pool.



# SPANISH

SPANISH – GRADE 4				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
<b>El tiempo/The weather</b>  <b>Focus Question/s</b>  ¿Qué tiempo hace? / What is the weather like?	<ul style="list-style-type: none"> <li>Ask and respond to questions about the weather</li> <li>Identify and use a variety of expressions which describe the weather</li> <li>Compare and contrast the weather conditions in different places (Caribbean, world)</li> </ul>	1	1	6
¿Qué llevas cuando...? / What do you wear when...?	<ul style="list-style-type: none"> <li>State the appropriate clothing for particular weather conditions</li> </ul>			
¿Qué actividades hacen en... el... (verano etc.)?	<ul style="list-style-type: none"> <li>Talk about seasonal activities</li> <li>Compare seasonal activities done in the Hispanic culture with those done in Jamaica at the same time</li> </ul>			
<b>La comida y el recreo / Food &amp; Recreation</b>		2	1	5

SPANISH – GRADE 4				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
<b>Focus Question/s</b> ¿Qué te gusta?/ What do you like?	<ul style="list-style-type: none"> <li>Identify in Spanish at least seven common Jamaican food items</li> <li>Express their likes and dislikes for food, sports and music</li> <li>Compare &amp; contrast foods from Hispanic countries with Jamaican foods</li> <li>Ask and answer questions about likes and dislikes in complete sentences</li> <li>Distinguish between the form Me gusta -I like it and Me gustan -I like them</li> </ul>			
<b>La hora /Time</b>  <b>Focus Question/s</b> ¿Qué hora es? /What time is it?	<ul style="list-style-type: none"> <li>Ask and answer questions about the time using ¿Qué hora es? /What time is it?</li> <li>Identify and use a variety of expressions which describe the time. (Son las dos de la tarde. /It 2:00 PM.</li> </ul>	3	1	4

SPANISH – GRADE 4				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
	<p>Es la una de la madrugada. /It is 1:00 AM.)</p> <ul style="list-style-type: none"> <li>Clarify the differences in the use of Es la... and Son las...</li> <li>Correctly use y and menos to express time</li> </ul>			
<b>Total number of Major Objectives</b>				<b>15</b>

SPANISH – GRADE 5				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
<b>Países hispanohablantes/ Spanish-speaking Countries</b>  <b>Focus Question/s</b> ¿Qué país /bandera es?	<ul style="list-style-type: none"> <li>Identify Spanish speaking countries and state their capitals, flags and locations on a map</li> </ul>	1	1	4
¿Cuándo se celebra.....?	<ul style="list-style-type: none"> <li>State the dates of common celebrations including: <i>Navidad, Noche Buena, Año Nuevo, Noche Vieja</i> etc. ( any relevant celebrations during this period)</li> <li>Respond to and utilize various expressions related to Hispanic celebrations including: <i>Feliz Navidad, Feliz Año Nuevo, Feliz día de las madres</i></li> <li>Explore similarities and differences between celebrations in Hispanic cultures and the Jamaican culture</li> </ul>			
<b>La ropa de moda</b>  <b>Focus Question/s</b> ¿Qué ropa llevas? / What do you wear? / What are you wearing?	<ul style="list-style-type: none"> <li>Identify in Spanish the names of common clothes</li> <li>Ask and answer questions about what others wear to different occasions (¿Qué ropa llevas a la escuela/iglesia/playa/fiesta? /What do you wear to school/church/beach/party? /¿De qué color es.....? (What is the colour of.....?)</li> </ul>	2	1	4

SPANISH – GRADE 5				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
	<ul style="list-style-type: none"> <li>Describe what they and others wear to various events using the correct forms of the verb <i>llevar</i></li> <li>Examine the similarities and differences between local a clothing items and popular and traditional styles in Spanish- Speaking countries</li> </ul>			
<b>Lugares en la comunidad/ Places in my community</b>  <b>Focus Question/s</b> ¿Adónde vas? /Where are you going?	<ul style="list-style-type: none"> <li>Describe places in the community</li> <li>Identify similarities and differences between Hispanic and Jamaican communities</li> <li>Direct someone to specific places in the community</li> <li>Ask and answer questions about where people are going using the correct form of the verb <i>ir/to go</i>.</li> <li>Ask and answer questions about how people travel to their destinations using the correct form of the verb <i>ir/to go</i>. (E.g. <i>¿Cómo vas?</i> / (How do you travel?; <i>Voy en....</i> /I go by or I travel by....)</li> </ul>	3	1	5
<b>Total number of Major Objectives</b>				<b>13</b>

SPANISH – GRADE 6				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
<b>Focus Question/s</b>  ¿Qué vas a hacer? / What are you going to do?	<ul style="list-style-type: none"> <li>Ask and answer questions about what people are going to do at different places</li> <li>Make comparisons between tourist attractions and places of interest in Jamaica and Spanish-speaking countries</li> <li>Create models/ drawings/ brochures to depict places in the community, country or abroad</li> </ul>	1	1	3
<b>Lo que me gusta hacer en mi tiempo libre/</b> <b>What I like to do in my spare time?</b>  <b>Focus Question/s</b> ¿Qué te gusta hacer en tu tiempo libre?	<ul style="list-style-type: none"> <li>Identify at least three typical Hispanic celebrations</li> <li>State their likes, dislikes and preferences regarding recreational and pastime activities</li> <li>Ask and answer questions about what they like to do in their spare time using the focus question: <i>¿Qué te gusta hacer en tu tiempo libre?</i></li> <li>Write sentences/short paragraphs on what they like to do in their spare time</li> <li>Describe places of interest and the pastime activities that take place at that location</li> <li>Explain some of the cultural similarities and differences between popular hobbies in Spanish-speaking countries and their native country</li> </ul>	2	1	6

SPANISH – GRADE 6				
Theme	Major Objectives	Term	Unit	Number of Major Objectives
<b>Mi rutina diaria / My daily routine</b>  <b>Focus Question/s</b>  ¿Qué haces cada día? / What do you do on a daily basis?  ¿Qué haces Durante la semana? / los fines de semana? / What do you do during the week? / What do you do on weekends?	<ul style="list-style-type: none"> <li>• State at what time routine activities are done</li> <li>• Ask and answer questions about their daily routine and that of others in oral and written form</li> <li>• Read and listen to materials dealing with daily activities</li> <li>• Write short paragraphs describing their daily routine</li> <li>• Compare and contrast their daily routine activities with others</li> </ul>	3	1	5
<b>Total number of Major Objectives</b>				<b>14</b>

# DRAMA

## Critical Teaching Areas

### Drama

Drama, being a social art form has been tested and proven to be a major tool in improving cognitive abilities, and personal and collective development. Drama encourages and promotes social health in the classroom. For learning to take place and be effective, students must be entrusted in a tension-free psycho social environment. In such an environment, students must feel free to take risks and they see to construct knowledge and make meaning of the content they are exposed to. Somers, (2017). A similar view has been expressed by Agard (2004) who posited that “the social interactive nature of drama takes students through an experiential process where they are involved in discovering and developing their own thought structures and finding new ways of organizing experiences”.(p. 1).

According to a press release by UNICEF Jamaica in June 2020, Since the onset of the Covid19 virus, globally, there are reports of increased violence against children and gender-based violence in the wake of stay-at-home measures. According to the [Global Status Report on Preventing Violence against Children 2020](#), – published by UNICEF, WHO, the End Violence Partnership and others – spikes in calls to helplines for child abuse and intimate partner violence have been observed. (2020) in Jamaica, the reports have been no different as we have also seen an increase in domestic violence and of even greater relevance to this report, an increase in child abuse. As a curriculum unit we must consider how to create safe spaces for our students, where we equip them with the necessary tools, to express themselves orally, written and through non-verbal ways. This safe atmosphere is created naturally during Drama sessions.

The Drama curriculum of the National Standards curriculum has been suited with relevant objectives and lessons which lends itself to the needs of the students. Grade 4 introduces the students to the use of the senses as a means of entering an imaginary world from which they can take on role and tell stories. As they explore the use of their senses they learn how to identify and distinguish between positive and negative situations and is able to share real life experiences while being protected from exposure to traumatic events or occurrences. This is done through a range of dramatic strategies known as protection into emotion strategies. Reference is made to



term one of the grade 4 creative expression curriculum. As the student progresses they move seamlessly into using the body as a means of communication and then to developing a clear understanding of the elements of a story and how each works first, independently, then together to make the story interesting.

The range of experiences through which the students move, helps them to build confidence, self-esteem, promotes communication skills, teamwork, dialogue, negotiation, socialization, all these necessary for them to be able to survive during this season.

Grade 5 builds on what the students would have completed in grade 4 and begins with looking at the voice as an important instrument of dramatic work. When students have understood the value of the voice then movement is made to safely engaging the students in the use of their personal experiences in the dramatic space. "One of the cornerstones on which drama within education is built, is that drama is a social, interactive art process. It creates experiences which enable the development of cognitive, emotional, social and creative understanding and skills". (Bowell and Heap, 2001, p. 3). During the exploration in grade 5 students are given the opportunity to use their experiences and create a safe world in which their real experiences can be explored and they can find an outlet of safe release, as they continue throughout the year they begin to strengthen their to make their roles more believable through the use of dialogue as well as non-verbal communication strategies.

By grade 6, students are ready to establish relationships within a dramatic context, however the experiences gained will equip them to transfer the knowledge into real life relationships. A key tenet of constructivism is that meaning is actively constructed by the learner and learning and development are socially oriented. Drama employs this constructivist view as it creates opportunities and an environment in which interaction and communication takes place freely and the psychosocial environment is non-threatening. This view of learners actively constructing meaning is also the nuclei of Beach and Doerr-Stephens (2009), cited by Somers (2017), their research that confirms the view on the importance of students' involvement in the learning process. They postulate that "students are more likely to engage in collaborative arguments if they perceive an issue or problem being addressed, as significant to their lives." (Beach and Doerr-Stevens, 2009 p. 462) the activities of the grade 6 year engages students in establishing a range of relationships which comes from their own or vicarious experiences. By the end of the year they ought to be fully cognizant of how to create wholesome stories, with well-developed characters and relationships coming out of real life experiences. The activities would have helped them develop problem-solving skills as well as strong oral and writing skills suited for self-expression.

## Reference

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# MUSIC

## Curriculum Analysis

### Music Grades 4-6

The following standards are embedded in the NSC from Grades 4-6:

**Listening & Appraisal** - To develop keen listeners, who are able to appreciate musical expression through an understanding of musical elements and how they may be combined.

**Performance** – Enable competent performers, who are able to prepare and present music to a critical audience as a demonstration of skill and artistry.

**Composition** – Facilitate creativity for students so they are able to combine and sequence the elements of music to express artistic ideas and feelings

Music education, a field of study associated with the teaching and learning of music, also encompasses the three domains of learning, namely:

- Cognitive (acquiring knowledge)
- Psychomotor (developing skills)
- Affective (growing emotionally through music appreciation and sensitivity).

To foster holistic development in young learners and show them how to use their creative skills as a conduit to excel in other areas, Music Education is of utmost importance. The following are music elements that also spread across the NSC and will vary in technicality according to the level of the learner.

**MELODY:** It refers to the tune of a song or piece of music. It is the memorable tune created by playing a succession or series of pitches.

**RHYTHM:** It may be defined as the pattern or placement of sounds in time and beats in music.

**PITCH:** The relative lowness or highness that we hear in a sound. The pitch of a sound is based on the frequency of vibration and the size of the vibrating object. The slower the vibration and the bigger the vibrating object, the lower the pitch; the faster the vibration and the smaller the vibrating object, the higher the pitch. For example, the pitch of a double bass is lower than that

of the violin because the double bass has longer strings. Pitch may be definite (i.e. piano) or indefinite (i.e. cymbals).

- METRE:** In order to define meter, let's first define beats. Beats give music its regular rhythmic pattern. Beats are grouped together in a measure; the notes and rests correspond to a certain number of beats. Meter refers to rhythmic patterns produced by grouping together strong and weak beats. Meter may be in duple (2 beats in a measure), triple (3 beats in a measure), quadruple (4 beats in a measure) and so on.
- TEMPO:** The Italian word at the beginning of a music piece that indicates how slow or fast the piece should be played. This is called the tempo which is effective throughout the duration of the music unless the composer indicates otherwise.
- TIMBRE:** Also known as tone colour; it refers to the quality of sound that distinguishes one voice or instrument from another. Timbre may range anywhere from dull to lush, from dark to bright (such as the sound of glockenspiels).
- DYNAMICS:** Dynamics are abbreviations or symbols used to signify the degree of loudness or softness of a piece of music. It also indicates whether there is a change in volume.
- FORM:** the structure of a musical composition. The term is regularly used in two senses: to denote a standard type, or genre, and to denote the procedures in a specific work. The nomenclature for the various musical formal types may be determined by the medium of performance, the technique of composition, or by function.

Each element stands on its own in definition, but are often working together in different combinations. For example, a song can have elements of pitch, rhythm, dynamics, and tempo evident throughout.

# VISUAL ARTS

Grade 4 Visual Arts			
Major Objective	Strand	Term	Unit
<p><b><u>Who are artist and what do they do?</u></b></p> <ul style="list-style-type: none"> <li>Name and identify elements and principles of design.</li> <li>Differentiate between and explain 2D and 3D works of art</li> <li>Identify and explain different categories of artist.</li> <li>Record a working definition for “Visual Art”</li> <li>Explore a variety of media tools and techniques used by artist to create their art work.</li> </ul>		1	1
<p><b><u>How do artist communicate their ideas?</u></b></p> <ul style="list-style-type: none"> <li>Explore colour through colour mixing</li> <li>Interpret colours on newton colour wheel (warm colours, cool colours, primary colours and secondary colours).</li> <li>Use a variety of colours to communicate ideas.</li> <li>Explore the elements and principles of art through practical art making exercises.</li> <li>Say how art materials, techniques and composition create meaning in art.</li> </ul>		1	2

Grade 5 Visual Arts			
Major Objective	Strand	Term	Unit
<p><b><u>How can I use different media to create art?</u></b></p> <ul style="list-style-type: none"> <li>Identify art media used in different types of drawing.</li> <li>Manipulate a shading technique to produce a tonal drawing.</li> <li>Mix tints and shades of two primary colour to decorate functional items.</li> <li>Observe how artists use shape and space in a composition.</li> </ul>		1	1
<p><b><u>How can colours be used creatively to enhance composition?</u></b></p> <ul style="list-style-type: none"> <li>Identify and justify the various colour schemes used by artist.</li> <li>Use colour mixing and colour application to create works of art.</li> <li>Create works of art using polychromatic colour scheme.</li> </ul>		1	2

Grade 6 Visual Arts			
Major Objective	Strand	Term	Unit
<p><b><u>What should I know about the impact of art on society?</u></b></p> <ul style="list-style-type: none"> <li>Identify ways in which art impacts on our society</li> <li>Analyse the use of elements of designs across culture to convey feelings and intelligence</li> <li>Define the term art movement.</li> <li>Compare the characteristics of two art movements</li> <li>Create art pieces to reflect the characteristics of an art movement.</li> </ul>		1	1
<p><b><u>How can I use art to express social and cultural ideas?</u></b></p> <ul style="list-style-type: none"> <li>Identify art work from different cultures that depict the same subject or theme (e.g. mother and child) and discuss the way they are alike and the way they differ.</li> <li>Appreciate the role art plays in communicating historical beliefs and ideals across different cultures</li> <li>Demonstrate use of the elements and principles of design in communicating historical and cultural beliefs and ideals.</li> </ul>		1	2

# RESOURCE & TECHNOLOGY

## AGRICULTURE

Grade Level - 4		
Agriculture and the Environment		
Strand/Theme	Number of Objectives	Number of “major” objectives
Creativity and Innovations	4	3
Explore Methods& Procedures	6	4
Apply Solution	8	5
Career Pathways	4	3
<b>TOTAL</b>	<b>22</b>	<b>15</b>



Grade 4- Agriculture and the Environment			
Create an Ornamental Garden			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>Define an ornamental garden</li> <li>Discuss reasons for creating ornamental gardens</li> <li>Develop possible designs solution for an ornamental garden for the selected site/location</li> </ul>	Creativity and Innovations	1	1
<ul style="list-style-type: none"> <li>Select from a range of possibilities, the most suitable plants for creating an ornamental garden</li> <li>Discuss alternative ways to create an ornamental garden</li> <li>Describe the processes involved in creating an ornamental garden</li> <li>Outline the steps to be taken in creating an ornamental garden</li> </ul>	Explore Methods& Procedures	1	1
<ul style="list-style-type: none"> <li>Follow instructions and carry out steps necessary to create the ornamental garden</li> <li>Manipulate selected tools and materials efficiently to create the ornamental garden</li> <li>Perform safe and hygienic use of tools and materials in creating an ornamental garden</li> <li>Demonstrate ability to work as part of a team</li> <li>Evaluate success in creating the ornamental garden</li> </ul>	Apply Solution	1	1
<ul style="list-style-type: none"> <li>Identify personal strengths, interests and abilities observed in the exercise to create the ornamental garden</li> <li>Discuss some jobs/careers that may be related to ornamental gardening</li> <li>Identify personal strengths, interests and abilities observed in the growing of selected vegetables</li> </ul>	Career Pathways	1	1

<b>Agriculture for Sustainable Development- Grade 5</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovations	5	3
Explore Methods& Procedures	8	6
Apply Solution	8	8
Career Pathways	8	8
<b>TOTAL</b>	<b>29</b>	<b>25</b>

<b>Grade 5- Agriculture for Sustainable Development</b> <b>HOW TO ESTABLISH AND MAINTAIN A BASIC CONTAINER GARDEN</b>			
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>	<b>Unit</b>
<ul style="list-style-type: none"> <li>Define an ornamental garden</li> <li>Discuss reasons for creating ornamental gardens</li> <li>Develop possible designs solution for an ornamental garden for the selected site/location</li> </ul>	Creativity and Innovations	1	1
<ul style="list-style-type: none"> <li>Select from a range of possibilities, the most suitable plants for creating an ornamental garden</li> <li>Discuss alternative ways to create an ornamental garden</li> <li>Describe the processes involved in creating an ornamental garden</li> <li>Outline the steps to be taken in creating an ornamental garden</li> </ul>	Explore Methods& Procedures	1	1
<ul style="list-style-type: none"> <li>Follow instructions and carry out steps necessary to create the ornamental garden</li> <li>Manipulate selected tools and materials efficiently to create the ornamental garden</li> <li>Perform safe and hygienic use of tools and materials in creating an ornamental garden</li> <li>Demonstrate ability to work as part of a team</li> <li>Evaluate success in creating the ornamental garden</li> </ul>	Apply Solution	1	1
<ul style="list-style-type: none"> <li>Identify personal strengths, interests and abilities observed in the exercise to create the ornamental garden</li> <li>Discuss some jobs/careers that may be related to ornamental gardening</li> <li>Identify personal strengths, interests and abilities observed in the growing of selected vegetables</li> </ul>	Career Pathways	1	1

<b>Agriculture for Sustainable Development- Grade 6</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovations	4	3
Explore Methods& Procedures	8	7
Apply Solution	8	7
Career Pathways	8	7
<b>TOTAL</b>	<b>28</b>	<b>24</b>

<b>Grade 6- Agriculture for Sustainable Development</b> <b>GROWING SELECTED VEGETABLES</b>			
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>	<b>Unit</b>
<ul style="list-style-type: none"> <li>• Develop possible solutions to establish plot for growing selected vegetables</li> <li>• Discuss the benefits of growing vegetables</li> <li>• Create possible designs for a vegetable garden of given dimension</li> </ul>	Creativity and Innovations	1	1
<ul style="list-style-type: none"> <li>•Select from a range of vegetables, the most appropriate vegetables for the garden</li> <li>•Select from a range of growing media, the most appropriate for the selected vegetables</li> <li>•Use terms associated with the growing of vegetables e.g. fertilizer, manure, irrigation, mulch, drainage, containers, growing media, leafy vegetables, fruit vegetables, root vegetables, weeds, pests</li> <li>•Consider and verbalise other resources which could be used for growing vegetables</li> <li>•Identify resources required for growing vegetables</li> <li>•Explain steps in establishing and maintaining a vegetable garden</li> <li>• Demonstrate awareness of the safe and hygienic use of tools and materials</li> </ul>	Explore Methods& Procedures	1	1
<ul style="list-style-type: none"> <li>• Select appropriate materials and tools for establishing and maintaining a vegetable garden</li> <li>•Explain the steps necessary for establishing and maintaining a vegetable garden</li> <li>•Manipulate selected tools and materials to establish and maintain a vegetable garden</li> <li>•Demonstrate ability to work as part of a team</li> <li>•Follow instructions in carrying out steps necessary for the growing of selected vegetables</li> <li>•Differentiate resources (natural and man-made) used in the growing of vegetables</li> </ul>	Apply Solution	1	1

<b>Grade 6- Agriculture for Sustainable Development</b> <b>GROWING SELECTED VEGETABLES</b>			
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>	<b>Unit</b>
<ul style="list-style-type: none"> <li>• Evaluate success in the growing of vegetables based on the established goals</li> </ul>			
<ul style="list-style-type: none"> <li>• Discuss enjoyable activities experienced in the growing of selected vegetables</li> <li>• Compile a list of personal attributes</li> <li>• Identify personal strengths, interests and abilities observed in the growing of selected vegetables</li> <li>• Identify technological applications used in the growing of selected vegetables</li> <li>• List some occupations of persons associated with the growing of selected vegetables</li> <li>• Discuss some jobs that may be related to growing of selected vegetables</li> <li>• Identify some skills and behaviours necessary to work collaboratively.</li> <li>• Observe rules and procedures of working within a group</li> </ul>	Career Pathways	1	1

# BUSINESS BASICS

<b>Grade Level</b> <b>4</b>		
<b>Subject</b> <b>Resource &amp; Technology – Business Basics</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creating Entrepreneurial Ideas		
Creativity & innovation:	7	7
Exploring Methods & Procedures	2	2
Apply Solution	2	2
<b>Total</b>	<b>11</b>	<b>11</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 4 Resource & Technology – Business Basics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>• Discuss the steps involved in identifying a business opportunity</li> <li>• Explain the key role or function of a business</li> <li>• Identify businesses in their community that provide goods and services to satisfy needs and wants •</li> <li>• Differentiate between goods and services</li> <li>• Identify business practices that are harmful to the environment</li> <li>• Identify sources of capital to operate a business</li> <li>• Demonstrate skills and attitudes necessary for working with others</li> </ul>	Creativity & Innovation:	1	1
<ul style="list-style-type: none"> <li>• Identify business opportunities in the school community</li> <li>• Evaluate business ideas conceptualized to determine effectiveness in satisfying consumers wants and needs</li> </ul>	Exploring Methods & Procedures	1	1
<ul style="list-style-type: none"> <li>• Develop business ideas</li> <li>• Discuss ways of improving existing goods or services to provide greater benefits</li> </ul>	Apply Solution	1	1



<b>Grade Level</b> <b>5</b>		
<b>Subject</b> <b>Resources &amp; Technology – Business Basics</b>		
<b>Strand/Theme</b> <b>Saving &amp; Investing</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity & innovation	9	9
Exploring Methods & Procedures	4	4
Apply Solution	4	4
Career Pathway	1	1
<b>Total</b>	<b>18</b>	<b>18</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 5 Resource & Technology – Business Basics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>• Explain the reasons people save and invest money</li> <li>• Explain the process of how money is made</li> <li>• Identify the material used for making money</li> <li>• Define the terms associated with saving and investing e.g. goals, plan, and budgeting</li> <li>• Differentiate between savings and investing</li> <li>• Identify various sources of savings</li> <li>• Compare the benefits of different saving and investment strategies</li> <li>• Identify various places for long term and short-term saving options.</li> <li>• Simulate roles of bank tellers, customers, floor assistant to deposit money (savings)</li> </ul>	Creativity & Innovation:	1	1
<ul style="list-style-type: none"> <li>• Examine different strategies/ways for saving and investing</li> <li>• Design a successful plan to save and invest to achieve short-term and long-term goals</li> <li>• Apply simple math concepts to determine the future value of money (percentage)</li> <li>• Outline the correct procedures when using electronic banking systems (online banking &amp; ABM)</li> </ul>	Exploring Methods & Procedures	1	1
<ul style="list-style-type: none"> <li>• Create a personal budget</li> <li>• Complete appropriate banking forms e.g. application, currency memorandum, deposit slips and withdrawal slips</li> <li>• Maintain a record of savings and calculate balances</li> <li>• Assess savings plan to determine if financial goal would be achieved</li> </ul>	Apply Solution	1	1
<ul style="list-style-type: none"> <li>• Identify careers associated with savings and investing</li> </ul>	Career Pathway	1	1

<b>Grade Level</b> <b>6</b>		
<b>Subject</b> <b>Resources &amp; Technology – Business Basics</b>		
<b>Strand/Theme</b> <b>Early Entrepreneur</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity & innovation	3	3
Exploring Methods & Procedures	3	3
Apply Solution	4	4
<b>Total</b>	<b>10</b>	<b>10</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 6 Resource & Technology – Business Basics			
Major Objective	Strand	Term	Unit
<ul style="list-style-type: none"> <li>• explore various business ideas that can be implemented</li> <li>• identify a business activity to be operated in the school</li> <li>• discuss the factors which determine where the business will be located</li> </ul>	Creativity & Innovation	1	1
<ul style="list-style-type: none"> <li>• outline the resources that will be needed to operate the specific business</li> <li>• develop appropriate strategies to promote the good/service within the school community</li> <li>• outline the procedures for registering a business name in Jamaica</li> </ul>	Exploring Methods & Procedures	1	1
<ul style="list-style-type: none"> <li>• design a business name</li> <li>• design a logo for the business to be operated</li> <li>• develop a jingle that depicts the tag line for the business to be operated.</li> <li>• develop appropriate strategies to promote the good/service within the school community (flyers, brochures, business cards)</li> </ul>	Apply Solutions	1	1

# ENGINEERING AND MECHANISMS

<b>Grade Level 4</b>		
<b>Subject: Engineering and Mechanisms</b>		
<b>Project Title: Keep The Wheels Turning</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovation	1	1
Explore Methods and Procedures	11	11
Apply Solutions	9	9
Career Pathway	1	1
<b>Total</b>	<b>22</b>	<b>22</b>

*N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.*

<b>Grade 4 <i>Engineering and Mechanisms</i></b> <b><i>Project Title: Keep The Wheels Turning</i></b>			
Major Objective	Strand	Term	
<ul style="list-style-type: none"> <li>Define terms related to mechanical energy</li> <li>Differentiate between kinetic and potential energy</li> <li>Identify basic devices that utilizes mechanical energy</li> <li>Explain how a car uses solid solids, liquids and gases</li> <li>Interpret dimensions and annotations on a simple working drawing of a toy car</li> <li>Identify the different types of shapes and solids found on a car</li> <li>Explain how the use of different shapes found on a car influence its op</li> </ul>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Teacher has the autonomy to select which module of Resource and Technology will be done in each term.</p>
<ul style="list-style-type: none"> <li>Create personal designs of a model car</li> <li>Classify hand tools according to use and purpose</li> <li>Prepare material and tool list of resources needed to construct personal designs of the model car</li> <li>Identify careers in the motor vehicle manufacturing industry</li> <li>Collect data on the skills required to work in the auto motive industry</li> </ul>	<p>1</p> <p>2</p> <p>2</p> <p>4</p> <p>2</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	

<b>Grade 4 <i>Engineering and Mechanisms</i></b> <b><i>Project Title: Keep The Wheels Turning</i></b>			
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>	
<ul style="list-style-type: none"> <li>Observe safety considerations in executing practical tasks.</li> </ul>	<b>2</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Measure all the necessary layout dimensions and indicators for: cutting, boring and other related processes using the most appropriate hand tools.</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Trace design on selected material as indicated on design drawings using appropriate layout tools</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Create holes to the appropriate diameter in material according to the design of the toy using boring device.</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Cut material to appropriate dimensions to accommodate other component parts of the toy</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Assemble the component s of the model car in accordance with given specifications correctly</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Make minor adjustments to components with the use of simple hand tools, (e.g. Possible trimming of axle length) where necessary.</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Apply appropriate finishing material(s) to the body of the model toy safely</li> </ul>	<b>3</b>	<b>1</b>	
<ul style="list-style-type: none"> <li>Demonstrate the safe use of all hand tools and materials as each task is performed</li> </ul>	<b>3</b>	<b>1</b>	

<b>Grade 4 <i>Engineering and Mechanisms</i></b> <b><i>Project Title: Keep The Wheels Turning</i></b>			
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>	
<ul style="list-style-type: none"> <li>Evaluate product against given plan (working drawing). execution of the sequence of work</li> </ul>	<b>3</b>	<b>1</b>	



<b>Grade Level 5</b>		
<b>Subject Engineering and Mechanisms</b>		
<b>Project :This Little Light of Mine</b>		
<b>Strand/Theme</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovation	2	2
Explore Methods and Procedures	9	9
Apply Solutions	-	-
Career Pathway	-	-
<b>Total</b>	<b>11</b>	<b>11</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

GRADE 5 Engineering and Mechanisms			
Project : This Little Light of Mine			
Major Objective	Strand	Term	
<ul style="list-style-type: none"> <li>Identify electrical energy sources for devices such as fans, flashlights, calculators, and radios</li> </ul>	2	1	Teacher has the autonomy to select which module of Resource and Technology will be done in each term.
<ul style="list-style-type: none"> <li>Discuss the importance of electrical energy in our daily lives.</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>Explain how a simple circuit used in a building or electrical device operates with the aid of a diagram</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>Identify the basic components of a flashlight circuit.</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>List possible resources needed to complete personalized designs of the flashlight housing.</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>Identify basic materials which are used in the construction of simple electrical devices. In the case of the flashlight, cardboard, copper wire, tape etc.</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>Create personal designs of a working portable flashlight.</li> </ul>	1	1	
<ul style="list-style-type: none"> <li>Use simple diagrams to illustrate the layout of a flashlight circuits.</li> </ul>	1	1	
<ul style="list-style-type: none"> <li>Explain the operation of simple electrical equipment as demonstrated by teacher (in this case the flashlight).</li> </ul>	2	1	
<ul style="list-style-type: none"> <li>Analyze the engineering process utilized in designing a flashlight or any simple electrical item the project or activity.</li> </ul>	2	1	

<b>Grade Level 6 Engineering and Mechanisms</b>		
<b>Subject: Engineering and Mechanisms</b>		
<b>Project: Let's Magnetize Together</b>		
<b>Strand</b>	<b>Number of Objectives</b>	<b>Number of "major" objectives</b>
<b>Strand 1:</b> Creativity and Innovation	-	-
<b>Strand 2:</b> Exploring Methods and Procedures in solving Problems	10	10
<b>Strand 3:</b> Applying Solutions	1	1
<b>Strand 4:</b> Career Pathways	-	-
<b>Total</b>	<b>11</b>	<b>11</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>GRADE 6 Engineering and Mechanisms</b> <b>Project: Let's Magnetize Together</b>			
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>	
Observe safety considerations in executing each phase of the project	<b>2</b>	<b>1</b>	Teacher has the autonomy to select which module of Resource and Technology will be done in each term.
Define terms related to magnetism	<b>2</b>	<b>1</b>	
State the laws of magnetic attraction and repulsion	<b>2</b>	<b>1</b>	
Describe some basic properties of magnets	<b>2</b>	<b>1</b>	
Identify everyday items and devices that use magnets	<b>2</b>	<b>1</b>	
Differentiate between a permanent magnet and an electromagnet	<b>2</b>	<b>1</b>	
Identify factors necessary to create a magnetic field	<b>2</b>	<b>1</b>	
Briefly explain "motor effect"	<b>2</b>	<b>1</b>	
Differentiate between "magnetism and electromagnetism"	<b>2</b>	<b>1</b>	
List the components/parts needed to create an electromagnet	<b>2</b>	<b>1</b>	
Use an elastic band, one AA 1.5 battery, one 4" wire nail and 5 meter of copper wire (magnet wire) to create a simple electromagnet	<b>3</b>	<b>1</b>	

# FAMILY AND CONSUMER MANAGEMENT

<b>Grade Level</b> <b>4</b>		
<b>Subject</b> <b>Resource and Technology- Family and Consumer Management – The Environment and Me</b>		
<b>Strand</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovation	2	2
Explore methods and procedure	2	2
Apply solution	4	3
Career Pathways	2	-
	<b>10</b>	<b>7</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

<b>Grade 4 Resource and Technology</b> <b>Family and Consumer Management – The Environment and Me</b>		
<b>Major Objective</b>	<b>Strand</b>	<b>Term</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of recyclable to the environment</li> <li>• Identify ways to solve problems associated with environmental waste</li> <li>• Collect recyclable materials suitable for making flowers and floral arrangement</li> <li>• Identify tools and materials used in floral arrangements</li> <li>• Demonstrate ways in which recyclable materials can be used to create flowers • Identify the parts of a flower</li> <li>• Design and make artificial flowers from recyclable materials</li> <li>• Create a floral arrangement for public areas</li> </ul>	<p>Creativity and Innovation</p> <p>Explore Methods and procedures</p> <p>Apply Solution</p>	<p>Teacher has the autonomy to select which module of Resource and Technology will be done in each term.</p>

<b>Grade Level</b> <b>5</b>		
<b>Subject</b> <b>Resource and Technology- Family and Consumer Management - Product Development</b>		
<b>Strand</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovation	2	1
Explore methods and procedure	2	2
Apply solution	4	2
Career Pathways	1	-
	<b>9</b>	<b>5</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 5 Resource and Technology- Family and Consumer Management- Product Development		
Major Objective	Strand	Term
<ul style="list-style-type: none"> <li>• Create a food group chart</li> <li>• Conduct local research to ascertain food likes and dislikes</li> <li>• Modify a recipe</li> <li>• Develop a new food product</li> <li>• Identify suitable packaging materials for products developed</li> </ul>	Creativity and Innovation  Explore Methods and procedures  Apply Solution	Teacher has the autonomy to select which module of Resource and Technology will be done in each term.



<b>Grade Level</b> <b>6</b>		
<b>Subject</b> <b>Resource and Technology- Family and Consumer Management –Fashion and Me</b>		
<b>Strand</b>	<b>Number of Objectives</b>	<b>Number of “major” objectives</b>
Creativity and Innovation	2	2
Explore methods and procedure	2	1
Apply solution	2	1
Career Pathways	2	-
	<b>8</b>	<b>4</b>

***N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.***

Grade 6 Resource and Technology- Family and Consumer Management – Fashion and Me		
Major Objective	Strand	Term
<ul style="list-style-type: none"> <li>Identify personal styles</li> <li>Identify solutions to fashion problems</li> <li>Create a mood board</li> <li>Create a fashion line using the elements and principles of designs</li> </ul>	Creativity and Innovation  Explore Methods and procedures  Apply Solution	Teacher has the autonomy to select which module of Resource and Technology will be done in each term.



