

March 2024

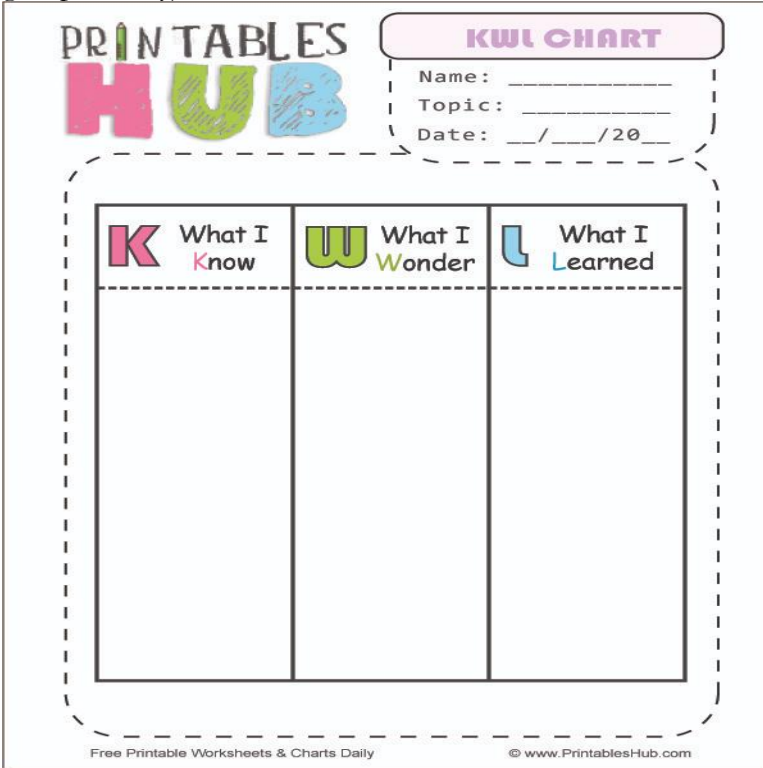


OHCP GRADE 3 SOCIAL STUDIES

Strand: Historical-Cultural Thinking: Our Ancestors

<p>Introduction to the Strand: This strand builds on the knowledge gained in earlier levels regarding the different ethnicities and cultures that make up Caribbean society. Knowledge of this kind is critical because it helps students recognise the different cultures and ethnic groups in their country; learn about the events and circumstances that led to the multiple ethnic groups present in the Caribbean today; and the role each group of people played in our collective history.</p>
<p>Strand (Topic): Historical-Cultural Thinking: Our Ancestors</p>
<p>Essential Learning Outcome: To understand the ways in which our island’s peoples’ nurtures respect for diversity.</p>
<p>Grade Level Expectations: Students would be able to:</p> <ol style="list-style-type: none"> 1. Name the earliest inhabitants of our island. 2. Explore evidence of early settlements. 3. Discuss the Indigenous cultures of our island.
<p>Focus Questions:</p> <ol style="list-style-type: none"> 1. What evidence is there to show the settlement of the early inhabitants in our islands?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT K-1 Identify the earliest inhabitants of our island.</p>	<ul style="list-style-type: none"> • Conversation (Pre-assessment): Are students able to identify the earliest inhabitants from pictures and give reasons for their responses? • Observation (KWL strategy Pre-assessment): 	<p>Pre-Assessment:</p> <ul style="list-style-type: none"> • Students view pictures of different inhabitants and identify the earliest ones (Tainos and Kalinagos). Students give reasons for their responses. • Students state what they know and what they want to know about the earliest inhabitants on the Mentimeter App or other digital tools.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> Can students state what they know and what they want to know about the earliest inhabitants on a Mentimeter app? (See link: Interactive presentation software - Mentimeter) 	<p>Interactive presentation software - Mentimeter (Individual/group activity)</p>  <ul style="list-style-type: none"> Retrieved from kwl chart template - Bing images

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-S-1 - Use digital tools to investigate the evidence of early settlements of Indigenous peoples.</p>	<ul style="list-style-type: none"> • Product - Project-based: Can students make digital replicas of artifacts to show evidence of early inhabitants ? • Product - Presentation: Can students share at least two pieces of evidence that show the early inhabitants’ settlement? (Prezi, Screenr, Exit slip, journal entry, video/audio recording, powerpoint) • Conversation: Are students able to list places where evidence of early settlers can be found? • Product - Poster: Can students create a poster depicting ways people can protect the environment/artifacts/ historical sites? 	<p>Investigation:</p> <ul style="list-style-type: none"> • Students visit historical sites to investigate the evidence of early settlers (museums, libraries, petroglyphs, reserves etc.). Students can also engage in a virtual field trip. • Students use digital tools (cellphones, tablets) to record information and take photographs. <p>Journaling:</p> <ul style="list-style-type: none"> • Students create a journal using notebook or digital application (e.g Book Creator app) that presents information (images, text and audio) on the earliest inhabitants of their island. Students should state: <ul style="list-style-type: none"> One thing that they like about the early settlers and why. ii. One thing the early settlers used that can be found in their households/community. • Share journals via the school’s website/social media page or school library. <p>Project (Create replicas of artifacts):</p> <ul style="list-style-type: none"> • Students use materials from their environment or create 3D images of artifacts using Prezi (Presentations and videos with engaging visuals for hybrid teams Prezi Present) or Screenr(Login - Screener). Examples of replicas: canoe, paintings/petroglyphs, tools, jewelry, hammocks, huts, etc. <p>Peer Interviews:</p> <ul style="list-style-type: none"> • Students guided by the teacher will interview each other to report their findings from the field trip. • Generalization: The early inhabitants loved nature and worshipped the environment.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-V-1 Appreciate Indigenous cultures and respect their views of the environment and society.</p>		<p>Journal Writing:</p> <ul style="list-style-type: none"> • In their journals, students write one or two sentences in response to the following questions: <ul style="list-style-type: none"> i. How did the early inhabitants make use of the natural environment? ii. How did the early inhabitants show respect for the environment? <p>Poster: (Protecting Our Historical Sites)</p> <ul style="list-style-type: none"> • Create posters (digital or handmade) highlighting ways people can protect the environment/artifacts/historical sites. • Display these inside/outside the classroom and share with parents during the report card period.

<p>Additional Resources and Materials:</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. https://virtualcarib.com/artefacts?page=1 2. Science Journal for Kids and Teens 3. https://www.khanacademy.org/humanities/whp-origins/era-5-the-first-global-age/52-old-world-webs-betaa/v/pre-colonial-caribbean
<p>Additional Useful Content Knowledge for the Teacher:</p> <ul style="list-style-type: none"> • The first two major groups of people to settle in the Caribbean were: <ul style="list-style-type: none"> i. The Taino People The Kalinago People • The early inhabitants used materials [wood, stones, bones and cotton] from the environment to make their tools. • Evidence of early settlers:

Grade 3 Social Studies

Tools & Weapons - pots, jars, knives, axes, spears, bows and arrows

Furniture - stools, hammocks

Accessories & Crafts- headdress, loin cloth, jewelry, baskets

iv. Buildings - huts

v. Transportation - canoes

vi. Music - Shak Shak, drums

vii. Religion - zemi, petroglyphs

- The early inhabitants loved nature and worshipped the environment.

Opportunities for Subject Integration:

- **Language Arts:** journal writing, KWL strategy
- **Science and Technology:** types of materials
- **Arts and Crafts:** creating posters, creating replicas
- **Maths:** measurement

<p>Strand (Topic): Strand: Historical-Cultural Thinking: Origin of our Island People</p>
<p>Essential Learning Outcome: To understand the ways in which our island’s peoples’ nurtures respect for diversity.</p>
<p>Grade Level Expectations: Students would be able to:</p> <ol style="list-style-type: none"> 1. List the origins of the inhabitants of our island. 2. Locate the origins of our peoples through map work 3. Discuss the positive and negative impact of migration on our region. <p>Focus questions:</p> <ol style="list-style-type: none"> 1. Why did the early inhabitants settle in our islands? 2. How did the settlement of our people affect the region?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-K-2 - State the origins of the various peoples of our island/territory and discuss the reasons why they came.</p>	<ul style="list-style-type: none"> • Conversation: Are students able to recall one to three facts about the earliest inhabitants who came to their island? • Product-Word Art: Do students’ word art accurately depict origins of the earliest inhabitants? • Observation - Role play: Using an observation checklist, are students able to identify the location of the places the early 	<p>Introduction : Think/Share:</p> <ul style="list-style-type: none"> • Students write (using Padlet) and/or state orally or draw one [1] to three[3] facts they know about the various groups of people who came to their island. Students share their responses with the class. <p>Mini-Research/Video Analysis:</p> <ul style="list-style-type: none"> • Students view a video of the origin of the various immigrants to the Caribbean. • Students create a word art (see Word Cloud Generator - WordArt.com) depicting the origins of the various early inhabitants. • Students then share work for discussion.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																														
	<p>inhabitants are thought to have come from through role play?</p> <p>Sample of a checklist:</p> <table border="1" data-bbox="569 440 1129 719"> <thead> <tr> <th></th> <th>Items</th> <th>Not at all</th> <th>To a small extent</th> <th>Effective</th> <th>Very effective</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Were props appropriately used to bring out themes?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Were the responses appropriate?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Did actors stick to theme/topic</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Did the presenters make the role play interesting</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Retrieved from: OECS Education Reform Unit Primary Social Studies Grades K-6 Teachers Guide.</i></p> <ul style="list-style-type: none"> Product-Avatar Activity: Are students able to accurately convey the reasons why the early settlers came to our island? 		Items	Not at all	To a small extent	Effective	Very effective	1	Were props appropriately used to bring out themes?					2	Were the responses appropriate?					3	Did actors stick to theme/topic					4	Did the presenters make the role play interesting					<p>Role Play:</p> <ul style="list-style-type: none"> Students and teachers work together to draw and label an outline of a world map on the floor of the classroom. Students are randomly placed in small groups representing the various ethnic groups. Students representing each ethnic group then make their way from the designated areas (e.g. South America, Europe, West Africa, Asia) to the Caribbean portraying the different forms of transportation used (e.g. replicas of canoe, sailing ship). Students then state which group took the longest and the shortest time to get to their destination, and why. <p>Guided Discussion:</p> <ul style="list-style-type: none"> Students view a video that focuses on reasons why the early inhabitants came to the Caribbean. The Early Settlers of the Caribbean Students state reasons why the early inhabitants came to their island. Students can create an interactive avatar that voices the reasons why the early inhabitants came to their island. (using the ChatterPix app or other digital tools.) (See links) Android: http://tinyurl.com/yc25hj7u iPhone/iPad: http://tinyurl.com/yc7nyjpu The avatars should represent the different early inhabitants.
	Items	Not at all	To a small extent	Effective	Very effective																											
1	Were props appropriately used to bring out themes?																															
2	Were the responses appropriate?																															
3	Did actors stick to theme/topic																															
4	Did the presenters make the role play interesting																															

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-S-2 Locate the geographic origins of our various peoples.</p>	<ul style="list-style-type: none"> • Product - Map Work: Can students locate the geographical origins of the early inhabitants on a globe or an interactive map? 	<p>Drill and Practice:</p> <ul style="list-style-type: none"> • Students guided by teachers will identify the continents on a world map. (Interactive map or physical map) • Students will then label a blank map of the world highlighting the continents from which the people originated or identify the geographic origins on a globe. <p>Map Work:</p> <ul style="list-style-type: none"> • Students label a map of the world showing the origin of the different groups of people who migrated to our island/territory.
<p>3-HCT-V-2 - Recognise that migrations to our region had both positive and negative consequences.</p>	<ul style="list-style-type: none"> • Product- Infographic Poster: Do the info-graphic posters show the negative and positive effects of migration? 	<p>Guided Discussion:</p> <ul style="list-style-type: none"> • Students read an excerpt or view a video clip on the positive and negative consequences of migration. • Students discuss the positive and negative impacts of migration on the region. • Guiding questions can include: <ol style="list-style-type: none"> i. What are the benefits of the early inhabitants migrating to our region? <p>What are the negative consequences of migration on our region?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Create Infographic Poster:</p> <ul style="list-style-type: none"> Students use information gleaned to create an infographic poster. What is an Infographic + Downloadable Templates

<p>Additional Resources and Materials:</p> <p>Videos:</p> <ul style="list-style-type: none"> What is an Infographic + Downloadable Templates The Early Settlers of the Caribbean <p>Texts:</p> <ul style="list-style-type: none"> Albertin, M & Brathwaite, M.(2020) <i>Caribbean Primary Social Studies: Our Country Community</i>. (Third edition). Hodder Education, London. (p. 14-26) Carman, L. (2018). <i>Primary Social Studies For the Caribbean: Level 3</i>. Macmillan Publishers, London.(p. 7-9)
<p>Useful Content Knowledge for the Teacher about the Outcomes:</p> <ul style="list-style-type: none"> The main groups who came and the locations from which they came: Amerindians - South America Europeans - Europe iii.Africans - West Africa Indians and Chinese - Asia They came by sea: Canoes - Amerindians ii.Sailing ships - Europeans and West Africans Steam ships- East Indians and Chinese <p>Reasons why they came: Amerindians - to find food and new lands to settle on. Europeans- to become rich and discover new lands.</p>

Grade 3 Social Studies

West Africans- forced to come as enslaved Africans.

East Indians & Chinese - to work as contract workers.

Our islands/territories would not have been the same had it not been for the arrival of the early inhabitants:

Positive consequences -

- i. Brought new plants, animals, new technology (weapons, tools, etc), new building styles, languages and foods.
- ii. Villages, towns and cities were developed
- iii. New cultures and customs (religions, languages, artforms)

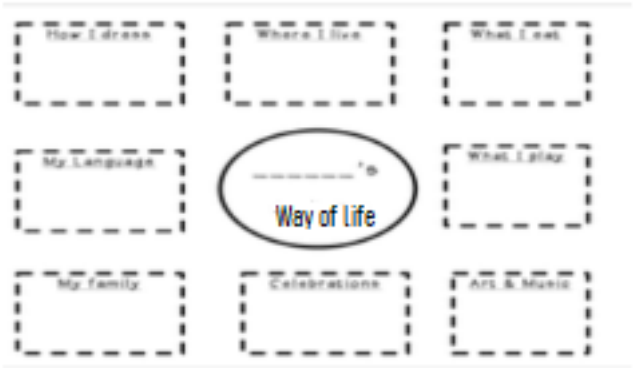
Negative consequences -


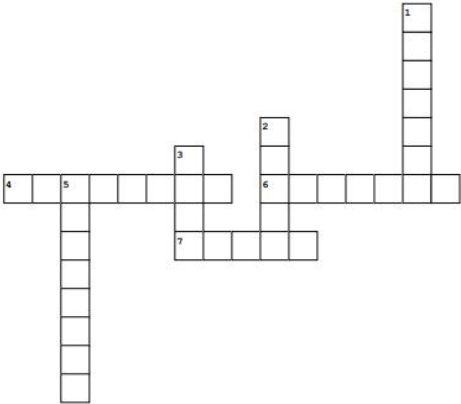
- i. War and conflict between groups.
- ii. Decrease of the indigenous population.
- iii. Conflict over ownership of land.
- iv. Indigenous peoples and Africans lost their independence/freedom.

Opportunities for Subject Integration:

- **Language Arts:** oral expression
- **Science:** environmental changes, creating avatars
- **Arts and Crafts:** poster creation
- **Maths:** estimating distances

<p>Strand (Topic): Historical-Cultural Thinking: Culture and Heritage</p>
<p>Essential Learning Outcome: To understand the ways in which our island’s peoples’ nurtures respect for diversity.</p>
<p>Grade Level Expectations: Students would be able to:</p> <ol style="list-style-type: none"> 1. Discuss key features and aspects of our island’s culture and heritage that shape our identity. 2. Present information on special cultural events, activities or practices in which our people participate. 3. Develop interest in practicing aspects of our culture. <p>Focus questions:</p> <ol style="list-style-type: none"> 1. How do the different aspects of culture influence our identity? 2. Why do we participate in different cultural events and practices?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-K-3 - Discuss key features and aspects of our island’s culture and heritage that shaped our identity.</p>	<ul style="list-style-type: none"> • Observation - Picture Inferencing: Can students identify aspects of culture and heritage that shape their country’s identity? • Product - Jigsaw Activity: Are students able to accurately present information on aspects of their island’s culture and heritage using different modalities? Teacher uses a checklist or rubric where necessary. (E.g. role-play) • Product-Crossword Puzzle: Can students complete a crossword puzzle on their island’s culture and heritage? See example below: 	<p>Concept Map/Web: (Culture)</p> <ul style="list-style-type: none"> • Students complete a simple concept map highlighting unique aspects of their families (see example below).  <ul style="list-style-type: none"> • Students share similarities and differences about their families.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<div style="text-align: center;">  <p>Aspects of Culture in the Caribbean</p>  <p>Across</p> <p>4. The way we worship is our 6. Our ancestors told us many folklore 7. We can perform this at festivals</p> <p>Down</p> <p>1. The way of life of people is 2. Soca, dance-hall and reggae are 3. Roti, pelau and pepper pot are 5. The way we speak is our</p> </div>	<ul style="list-style-type: none"> Teacher explains to students that every group of persons is different and that our differences make us unique and special. Teacher then tells students that today they will be looking at all the things that make our island special and unique. <p>Picture Inferencing/song/poem:</p> <ul style="list-style-type: none"> Students view pictures of aspects of culture. (Electronic or hard copy) E.g. food, festivals and celebrations. Students then select those that are common to their country. Students are then encouraged to give the name to describe what was discussed. The teacher then simply defines the concept ‘culture’. <p>Jigsaw Group Activity:</p> <ul style="list-style-type: none"> Students are placed in groups. Each group is assigned an expository piece on one aspect of the island’s culture and heritage. Student groups will then share their findings on the topic they were assigned using a mode of their choice (e.g. role-play, song, poem, models and drawings).
<p>3-HCT-S-3 - Present information on special cultural events, activities or</p>	<ul style="list-style-type: none"> Product - Charts: Do the bar graphs or pictographs created by the students accurately depict the various cultural activities/events they participate in using the responses from the survey? 	<p>Class Survey:</p> <ul style="list-style-type: none"> Students question classmates about the cultural activities they participate in and record their responses using a tally table.

Grade 3 Social Studies

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
practices you participate in.	<ul style="list-style-type: none"> • Product - Poster Presentation: Can students present at least three aspects of their island’s culture and heritage depicted on their poster? 	<ul style="list-style-type: none"> • Based on the answers to the survey, students complete a bar graph or pictograph, to show the number of children who participate in the different cultural practices/activities. <p>Infographics/Posters:</p> <ul style="list-style-type: none"> • Students create a poster or collage (digital or traditional) with at least three[3] aspects of their national heritage/culture that they are proud to celebrate. • Students present their findings orally.
<p>3-HCT-V-3 Develop interest in practicing aspects of our culture.</p>		<p>Interactive game (Hangman):</p> <ul style="list-style-type: none"> • Students play a game about different aspects of culture on their island. (See https://wordwall.net/resource/62667424) <p>Potluck/Show & Tell:</p> <ul style="list-style-type: none"> • Students research the ingredients and steps involved in making one of their favourite dishes/drinks, as well as its connection to their heritage. (E.g. fried plantains, pelau, sorrel, ginger beer, mauby) • Students share findings on their chosen dish with the class. • Students may also be encouraged to bring the dish/drink as part of their presentation.

Additional Resources and Materials:

Videos: (Display excerpts or snippets of videos, rather than the whole films where possible, to save time and engage students visually.)

1. [Understanding Traditions and Cultures for Kids](#)
2. [Our Caribbean Culture \(Primary Social Studies\)](#)

3. [Sorrel Drink, refreshing & delicious!](#)

Useful Content Knowledge for the Teacher about the Outcome:

- Culture: is the way we live.
- We express our culture through:
 1. Festivals
 2. Religions
 3. Music
 4. Foods
 5. Dress
 6. Language
 7. Sports/Games
 8. Customs

Opportunities for Subject Integration:

- **Language Arts:** Oral expression, Expository writing
- **Arts and Crafts:** Models and drawing
- **Maths:** Statistics, tally, bar chart

<p>Strand (Topic): Strand: Historical-Cultural Thinking: Local Island Dialects</p>
<p>Essential Learning Outcome: To understand the ways in which our island’s peoples’ nurtures respect for diversity.</p>
<p>Grade Level Expectation: Students would be able to:</p> <ol style="list-style-type: none"> 1. State the origins of our local island dialect(s). 2. Communicate confidently and for different purposes using the local island dialect(s) 3. Appreciate the importance of the local island dialect in shaping our culture. <p>Focus questions:</p> <ol style="list-style-type: none"> 1. Why do we use the local dialects to communicate?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-K-4 - State the origins of our local island dialect(s).</p>	<ul style="list-style-type: none"> • Conversation-Introduction: Are students able to use, appropriately, terms or phrases from the local island dialect to communicate? • Conversation - Can students state the origins of our local island dialects? 	<p>Introduction:</p> <ul style="list-style-type: none"> • Students are greeted in the local island dialect. • Students are encouraged to respond in local island dialect. • Students are then greeted by the teacher in Standard English. He/She will ask the following: <ol style="list-style-type: none"> 1. <i>What do you notice about the different greetings?</i> 2. <i>Do you know why we speak the way we do?</i> • Students are introduced to the topic and objectives of the lesson. <p>Mini-Lecture/Talk:</p> <ul style="list-style-type: none"> • Students listen to a brief talk which explains the: <ol style="list-style-type: none"> 1. Origins of local island dialect. (<i>See “Useful Content knowledge”</i>) 2. Value of the local island dialect. (<i>Teachers should emphasize here that nothing is wrong with our local dialect and it has its place in our Caribbean identity and heritage.</i>)

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-S-4- Communicate with confidence and competence for different purposes with different dialects.</p>	<ul style="list-style-type: none"> • Observation - Interpretation Game: Can students interpret their local island dialect expressions? 	<p>Guided Research/Video Analysis:</p> <ul style="list-style-type: none"> • Students listen to a short story in their local island dialect. (E.g.) See video: (23) Wa Mek Daag No Laik Pus Why Dog Don't Like Puss Jamaican Kids Stories - YouTube • Students then identify at least 3 dialect phrases/words in the video. • Students interpret the selected local island dialect words/phrases. <i>E.g.</i> <ol style="list-style-type: none"> 1. <i>Nyam- eat</i> 2. <i>cyan - can</i> 3. <i>wah mek- why</i> 4. <i>dem bin - they were</i> 5. <i>we ah go see- we will see</i> • Students should then be encouraged to give their own examples of our local island dialect words/phrases and interpretation. <p>Interpretation Game:</p> <ul style="list-style-type: none"> • Students interpret (give meaning of) given expressions. <i>Example:</i> <ol style="list-style-type: none"> 1. <i>Forward and out tah place - disrespectful</i> 2. <i>Sense mek before book - don't depend on book knowledge solely</i> 3. <i>How yuh mek yuh bed, ah so yuh ah lie down - bear the consequences of your action</i> 4. <i>Who nuh hear, go feel - bear the consequences of your action</i> 5. <i>Marning! Howdy! - greetings</i> 6. <i>Pickney naygab - children</i>
<p>3-HCT-V-4 - Respect the value of local island dialects in shaping and defining our cultural identity as a people.</p>	<ul style="list-style-type: none"> • Product - Dialogue/Role Play: Can students work in small groups to create a dialogue using words, phrases and expressions from their local island dialect? 	<p>Dialogue/Presentation:</p> <ul style="list-style-type: none"> • Students create a brief oral dialogue based on scenarios given. • Students present dialogue using roleplay, puppet show, video etc. This can be promoted to the students as a

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		celebration of their culture and heritage and bolstered by the sharing of special local traditional snacks/drinks. Ideally done at the end of a weeklong preparation.

Additional Resources and Materials:

Videos:

1. [Wa Mek Daag No Laik Pus | Why Dog Don't Like Puss | Jamaican Kids Stories](#)

Useful Content Knowledge for the Teacher about the Outcome:

Definitions for the term “dialect”:

1. A particular form of language which is unique to a region or social group.
2. A form of language spoken within a local community.

- The Caribbean dialect is also referred to as the Creole Language.
- The various local island dialects in the Lesser Antilles today are a result of the historical influence of various ethnic groups that settled in the region. These groups, including Amerindians, Europeans, West Africans and East Indians, brought their own languages and dialects. Over time, these languages and dialects blended together to form the unique dialect spoken in the Lesser Antilles today. For example:
 In Dominica and St. Lucia, the dialect reflects a strong influence from African and French languages due to the history of slavery and colonisation in those islands. There are also traces of indigenous words that were adopted by European settlers.
 In St. Vincent and the Grenadines and Grenada, the dialect spoken on these islands has a distinct blend of African and English languages, with influences from the native Carib language as well.

- Africans who came from different parts of West Africa and spoke different languages had to create a common language to communicate with each other as they were forbidden from speaking their own language. Creole languages, such as Kwéyòl and patois developed as a result of this forced linguistic fusion. Today, they continue to be spoken by the local population and are an integral part of the cultural heritage in these islands.

Grade 3 Social Studies







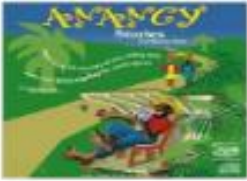

- Purposes for/value of the local island dialects:
 1. Communication
 2. Preserve your culture and heritage
 3. Promotes unity
 4. Tells where a person is from

Opportunities for Subject Integration:

- **Language Arts:** Story telling, vocabulary, reading
- **Arts and Crafts:** puppet making

<p>Strand (Topic): Strand: Historical-Cultural Thinking: Cultural Contributions</p>
<p>Essential Learning Outcome: To understand the ways in which our island’s peoples’ nurtures respect for diversity.</p>
<p>Grade level expectations: Students would be able to:</p> <ol style="list-style-type: none"> 1. Describe the cultural contributions of various people to our food, religion, dress, arts, language, and economy. 2. Present evidence of the origins of ethnic contributions to our cultural heritage and national identity. 3. Appreciate the contributions made by the various peoples to our culture and heritage. <p>Focus questions:</p> <ol style="list-style-type: none"> 1. How did the various peoples contribute to our culture?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-K-5-Describe the cultural contributions of various peoples to our food, religion, dress, arts, language, and economy.</p>	<ul style="list-style-type: none"> • Conversation & Observation Pre-assessment: Are students able to correctly match the early settlers to their cultural contributions? (This can be an oral or written activity) <p>Product: Are students able to correctly match the early settlers to their cultural contribution? See example below:</p>	<p>Pre-assessment: (The pre-assessment activity can also be used as the post assessment activity to gauge learning and progress.)</p> <ul style="list-style-type: none"> • Students complete a simple pre-assessment on the early settlers and their cultural contributions using an interactive board. • Students categorize pictures of the various cultural contributions for each ethnic group in the table given. • Teacher assists students to place the pictures under the correct ethnic group who brought them to the Caribbean.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																
	<p data-bbox="621 280 1304 345">Place the following pictures under the correct ethnic group who brought them to the Caribbean.</p> <div data-bbox="596 386 1213 1042">         </div> <table border="1" data-bbox="596 1075 1262 1284"> <thead> <tr> <th data-bbox="596 1075 772 1122">Amerindians</th> <th data-bbox="772 1075 926 1122">Europeans</th> <th data-bbox="926 1075 1094 1122">Africans</th> <th data-bbox="1094 1075 1262 1122">Asians</th> </tr> </thead> <tbody> <tr> <td data-bbox="596 1122 772 1175"></td> <td data-bbox="772 1122 926 1175"></td> <td data-bbox="926 1122 1094 1175"></td> <td data-bbox="1094 1122 1262 1175"></td> </tr> <tr> <td data-bbox="596 1175 772 1229"></td> <td data-bbox="772 1175 926 1229"></td> <td data-bbox="926 1175 1094 1229"></td> <td data-bbox="1094 1175 1262 1229"></td> </tr> <tr> <td data-bbox="596 1229 772 1284"></td> <td data-bbox="772 1229 926 1284"></td> <td data-bbox="926 1229 1094 1284"></td> <td data-bbox="1094 1229 1262 1284"></td> </tr> </tbody> </table>	Amerindians	Europeans	Africans	Asians													
Amerindians	Europeans	Africans	Asians															

Grade 3 Social Studies

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-S-5 - Gather information from various sources and represent it to show evidence of the origins of ethnic contributions to our cultural heritage and national identity.</p>	<ul style="list-style-type: none"> • Product/Conversation: Can students present findings on the cultural contributions of the various ethnic groups based on research? 	<p>Guided Research/Oral Presentation:</p> <ul style="list-style-type: none"> • Students state the names of the early settlers to the Caribbean. • Students (Groups) conduct research using various sources on the cultural contributions of the various ethnic groups (online, magazines, books, interviews etc.) • Groups present findings to class (multimedia presentation) • Students engage in discussion about the cultural contributions by different ethnic groups
<p>3-HCT-V-5 - Show recognition of the contributions made by various peoples to our cultural heritage and national identity.</p>	<ul style="list-style-type: none"> • Observation - Heritage Day: Can students describe their cultural wear, state other cultural contributions (food, musical instruments, replicas and/or pictures) and which ethnic group brought them? 	<p>Heritage Day:</p> <ul style="list-style-type: none"> • Students wear cultural outfits on a designated day dubbed ‘Heritage Day’. • Students bring examples of cultural contributions of different ethnic groups. • Students should be encouraged to describe their cultural wear and other cultural contributions (food, musical instruments, replicas and/or pictures) and which ethnic group brought them.

Additional Resources and Materials:

Texts:

1. Caribbean Educational Publishers (2011). New Primary Level Social Studies Lower Primary Book 2 Caribbean Educational Publishers, pp. 61 - 70
2. Carman. L., (2018). Primary Social Studies for the Caribbean Level 3 Macmillan Education, pp. 12 - 26

3. Albertin. M & Brathwaite. M., (2020). Caribbean Primary Social Studies: Our Country Community (3rd ed.) Hodder Education, London. pp. 16 - 43

Videos: (Display excerpts or snippets of videos, rather than the whole films where possible, to save time and engage students visually.)

1. [Caribbean Culture & Heritage](#)

Useful Content Knowledge for the Teacher about the Outcomes:

- Each ethnic group that migrated to our island brought with them aspects of their culture:
 1. Amerindians - Tobacco, corn, pepperpot, language, farming methods, weaving (baskets), hammocks, pottery.
 2. Europeans - Christianity, domestic animals (donkey, chicken, pigs, etc), food (breadfruit, sugar), clothing (jacket, tie, pants, shirts).
 3. Africans - Story telling, religion (Spiritual Baptist, voodoo, Santeria), drumming, calypso, reggae, food preparation (jerk chicken; smoking), dance.
- Today, our culture is a blend/fusion of the cultures of all the ethnic groups that make up the country.
- The influence of the various ethnic groups can be seen in:
 1. Language
 2. Religious beliefs
 3. Foods.
 4. Farming and fishing techniques
 5. Songs/Music
 6. Dress
 7. Dance
 8. Sports/Games

Opportunities for Subject Integration:

- **Language Arts:** oral expression
- **Arts and Crafts:** cultural expression

<p>Strand (Topic): Historical-Cultural Thinking: Music Changes Over Time</p>
<p>Essential Learning Outcome: To understand the ways in which our island’s peoples’ nurtures respect for diversity.</p>
<p>Grade level expectations: Students would be able to:</p>
<p>Focus questions:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-K-6- Identify ways our island traditional cultural music and dance have evolved over time.</p>	<p>Observation: Can students identify instruments used to create music?</p>	<p>Introduction: Analysis of music/songs Students will listen to two songs from two different eras. <i>Example: <u>Mighty Sparrow-Education</u> and <u>Skinny Fabulous, Machel Montano, Bunji Garlin - Famalay</u></i> Students respond to the following: <i>Do you know what type of music/song it is?</i> <i>Have you ever thought about where this kind of music or song came from?</i> <i>Do you and your parents/grandparents listen to the same music?</i> Teacher will then explain that music just like people has evolved over time. For example: Kaiso → Calypso → Soca. Reggae → Dancehall Video/Picture Analysis: Students view pictures or video clips of traditional and contemporary instruments. For example:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Product - Creative Expression: Are students able to remix a simple traditional song using traditional/contemporary instruments of their choice?</p>	<p>Traditional: bongo drums, tambourine, shak shak, bamboo flute, harp, trumpet, banjo.</p> <p>Contemporary: steel drums, steel pan, e-pan, keyboard, recorder, electronic music apps</p> <p>Students then sort pictures into traditional and modern instruments.</p> <p>Creative Expression: (Song):</p> <p>In small groups, students remix a traditional song from a genre, or a traditional dance assigned to their groups. Students should be encouraged to bring musical instruments.</p> <p>Students then present their items to the rest of the class.</p> <p>Students may also construct simple musical instruments such as bongo drums or shak shaks.</p>
<p>3-HCT-S-6 - Explore how traditional cultural music and dance have changed over time.</p>	<ul style="list-style-type: none"> Product- Research/Scrapbook: Can students present on the evolution of traditional island music and dance. Assessment is done based on their research, organization, and communication skills. 	<p>Dialogue:</p> <ul style="list-style-type: none"> The teacher will compose a dialogue between two musicians, and two renown dancers, about the changes which they have seen in traditional music and dance over the last twenty years. For example:

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> • Oral Presentation-Research/Scrapbook: Can students present orally on the evolution of traditional island music and dance. <p>Product-Dance-off: Can students in small groups create a dance that will match with a particular musical genre?</p>	<p><i>Rhianna: “Mr. Marley, you are a Caribbean superstar. What was the music back in your days as a young musician?”</i></p> <p><i>Bob Marley: “Child, you are young, and you may not know alot but I will tell you briefly.” “During my time, reggae music and dancehall were popular in Jamaica.” “Calypso and Soca were popular in Trinidad, Grenada, St. Vincent, Dominica, and Antigua just to name a few.”</i></p> <p><i>Rhianna: “What is different about those types of music and the ones we are hearing today?”</i></p> <p><i>Bob Marley: “the difference has to do with the pace of the rhythm, it is now faster than before, some new instruments have been included in creating music, and there are other differences which are there”.</i></p> <p>Students will answer questions based on the dialogue.</p> <p>Students will compare and contrast the components of musical genre, and dance in the Caribbean traditionally and currently.</p> <p>Research/Scrapbook:</p> <ul style="list-style-type: none"> • Students will design a scrapbook (digital or physical) to show how music has evolved over time. <p>Scrapbook can include:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ol style="list-style-type: none"> 1. <i>Song(s) my grandparents listened to.</i> 2. <i>Song(s) I listen to.</i> 3. <i>The date and genre of each song.</i> 4. <i>The instruments used in each song/genre.</i> 5. <i>The updated version of each genre (if applicable).</i> <ul style="list-style-type: none"> • Students present findings to class. <p>Discussion/Video Analysis:</p> <ul style="list-style-type: none"> • Students view clips of traditional dances. • Students discuss their observations and impressions of the different dance styles. <p>Dance-off:</p> <ul style="list-style-type: none"> • Students, in groups, demonstrate their own dance moves, incorporating elements they observed from the clips. <p>Field Trip/Peer Reflection:</p> <ul style="list-style-type: none"> • Students participate in a physical/virtual Field trip to a cultural museum/site to view and experience some of the ways in which traditional cultural music and dance have changed. <p>Peer reflection: students share what they have learnt.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3-HCT-V-6 - Appreciate the contribution of specific individuals to shaping our cultural development over time.</p>	<ul style="list-style-type: none"> • Product-Thank You Note: Are students able to express their appreciation to individuals who have contributed to shaping our cultural development? 	<p>Mini-Lecture: Cultural Figures:</p> <ul style="list-style-type: none"> • Students listen to short presentations by the teacher or guest speakers on specific individuals who have been instrumental in shaping their island’s cultural development. (Guest speakers may be the figures themselves or experts in their respective fields) • During presentations, students will then have the opportunity to engage in a discussion and ask questions about the cultural figures. • Students will be given a writing assignment where they will choose one of the cultural figures discussed and write a short paragraph about their contributions to society. <p>RolePlay: Cultural Figures:</p> <ul style="list-style-type: none"> • Students will be assigned to groups named after influential figures discussed in class. • Each group will use class notes or prepared resources (e.g. textbooks, newspaper articles) to research and gather information about their assigned influential figure. • After, students create a brief presentation in which they will assume the role of the allocated

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>figure and talk about their contributions and influence. (Students should be encouraged to bring clothing any other props that can enhance their presentation and make it more engaging for their classmates)</p> <p>Thank You Note: (Culminating Activity) Students will create a note (letter, card, voicenote, email) addressed to a cultural ambassador/contributor thanking them for their contribution to the development of culture in their country.</p>

Additional Resources and Materials:
<p>Useful Content Knowledge for the Teacher about the Outcome:</p> <ul style="list-style-type: none"> • As time and circumstances change, so do aspects of our culture (i.e. music genres, dance styles, and instruments). • Over the last two decades, traditional cultural music and dance have undergone significant changes in pace. Example: <ul style="list-style-type: none"> i.Kaiso → calypso → soca, zouk, ragga/groovy soca, jab jab • The introduction of new instruments and technologies has further shaped the evolution of our cultural music and dance forms. Example: <ul style="list-style-type: none"> E-pan Steel drums Electronic keyboards

Grade 3 Social Studies

Digital music apps such Garage Band, Audacity, Cakewalk by BandLab are used for creating and editing music.

- Additionally, globalization has played a role in the spread and adoption of new cultural expressions. Example:
country music,
hip-hop,
reggae beats.

Opportunities for Subject Integration:

- **Language Arts:**
- **Science:**
- **Arts and Crafts:**
- **Maths:**

STRAND: Spatial Thinking

Introduction to the Strand: This strand builds students preliminary understanding of relative location by assisting students to see their island’s geographic location and connections to nearby neighbours. Students will also explore how their islands are shaped by climate and environment and natural hazards. Students will understand how important water bodies are to the everyday life experiences of Caribbean citizens. Students also discuss how these bodies of water keep the region connected socially, politically and economically.

Strand (Topic): Spatial Thinking: Relative Location

Essential Learning Outcomes: To appreciate how our people are shaped by geographic factors such as our tropical climate, island environment and natural hazards

Grade Level Expectations:

- 3-ST-K-1 State the relative location of our island/country/or territory within the Caribbean region
- 3-ST-S-1 Locate and label your island on a map of the Caribbean
- 3-ST-V-1 Recognize that our island/territory is connected geographically to the Caribbean region

Focus Questions:

- What makes your island part of the Caribbean region?
- How is the Caribbean region similar to a neighbourhood?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-K-1-State the location of our island/country/or territory in relation to their nearest neighbours in the Caribbean region</p> <p>3-ST-S-1- Locate and label your island on a map of the Caribbean</p>	<p>Observation:</p> <p>Are students able to locate their island on a map, globe or using google map?</p> <p>Conversation:</p> <p>Can students describe the location of their island/territory in relation to their nearest neighbours in the Caribbean?</p> <p>Observation: Are students positioning the silhouettes correctly?</p> <p>Product:</p> <p>Are students able to create a representation of the location of the islands in the Caribbean?</p> <p>Observation:</p>	<p>Map Skill</p> <p>3-ST-K-1 Students will explore a map of the Caribbean Region using an atlas, globe or google maps.https://www.google.com/maps/place/Caribbean/@18.3484323,-82.9718448,5z/data=!3m1!4b1!4m6!3m5!1s0x8eb9e309d5a038b7:0xc67ecf32cac5dbdc!8m2!3d21.4691137!4d-78.6568942!16zL20v</p> <p>Have students discuss what they observe. Establish that the Caribbean includes a chain of islands bordering the Caribbean Sea. Have students zoom in to identify their island/territory on the map. Students will describe the location of their territory/island, using words such as above, below, left, right, north, south, west and east in relation to other islands.</p> <p>Put students in groups. Provide silhouettes of the islands. On the playground, students will position the islands correctly to create a floor puzzle map. Use the link below for instructions to create a puzzle map https://www.weirdunsocializedhomeschoolers.com/make-puzzle-map/</p> <p>Have students put together their puzzle and take turns giving relative directions for other students to jump to their closest neighbours. For example, jump on the island that is to the near, east of, far from, over, under their country.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Are students following the directions given and jumping on the correct islands?</p>	
	<p>3-ST-S-1</p> <p>Observation:</p> <p>Can students identify the errors in labelling? Can students correctly place labels on the map?</p> <p>Product:</p> <p>Can students locate and label their island/territory on a blank map? Can students correctly label the islands to the north and south of their territory on a blank map of the Caribbean region?</p>	<p>3-ST-S-1-</p> <p>Teacher projects a map of the Caribbean on the board and uses flashcards to poorly label the neighbouring islands. Students will identify errors and go to the board to correctly label the map.</p> <p>On a blank map of the Caribbean Region students will locate and label their island and their closest neighbouring islands/territories.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-V-1-Recognize that our island/territory is connected geographically to the surrounding Caribbean region</p>	<p>3-ST-V-1</p> <p>Observation: Do students recognize that their island has connections with other islands that are their closest neighbours?</p> <p>Conversation: Are students able to identify connections to other islands? Do students show positive attitudes or feelings towards being part of the Caribbean region?</p>	<p>3-ST-V-1</p> <p>Students will have a discussion about what it means to be part of the Caribbean region. What islands have they been to and why did they go there? How did they get there? What did they do when you visited? How was it similar to and different from their island? Where do they have relatives? What do they like about being part of the Caribbean? Students will understand that we do not exist alone-that the Caribbean Region is made up of many islands.</p>

Additional Resources and Materials
<p><i>(Additional material and resources that are not included in the Inclusive Learning and/or Inclusive Assessment Strategies that may be useful for lesson planning)</i></p> <p>https://mapmaker.nationalgeographic.org/</p>
<p>Useful Content Knowledge for the Teacher: <i>(any additional knowledge that the writers believe would be helpful for the teacher such as reading material at a lower or higher grade level, links to curriculum documents for other grades)</i></p> <p>Explain the concept of island</p> <p>Remember that this topic focuses on relative location and not cardinal location. Relative location is a description of how a place is related to other places. Students may use above, below, beside, left, right, north, south, west and east. For instance, teachers can show the students that Barbados for example, is East of St. Lucia but the exact cardinal location is SE. The goal is to take them from what they know and get them to begin using cardinal direction as we go along. Students do not yet need to know intermediate location at this stage.</p>

Opportunities for Subject Integration: *(Additional ideas about how the inclusive learning strategies might be adapted and/ or applied to include other subjects in the curriculum)*

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

<p>Strand (Topic): Spatial Thinking: Water Bodies</p>
<p>Essential Learning Outcomes: To appreciate how our people are shaped by geographic factors such as our tropical climate, island environment and natural hazards</p>
<p>Grade Level Expectations: 3-ST-K-2-Name the water bodies of that surround the Caribbean region 3-ST-S-2-Locate and label the water bodies on a map of the Caribbean 3-ST-V-2- Recognize that our surrounding seas and ocean have connected us as diverse Caribbean peoples</p>
<p>Focus Questions: How have the surrounding water bodies contributed to the diversity of Caribbean people? How do the surrounding water bodies keep us connected?</p>

Specific Curriculum Outcomes 3-ST-K-2	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>Name the major water bodies that surround their island and the rest of Caribbean region</p> <p>3-ST-S-2-Locate and label the major water bodies on a map of the Caribbean</p>	<p>View a Video</p> <p><i>Conversation:</i> Are students able to identify water bodies that are in or near their island or the Caribbean Region.</p> <p>Are students able to describe their experiences with water bodies?</p> <p>What words do students associate with these water bodies?</p> <p>Map Exploration</p>	<p>View a Video and Discussion</p> <p>Have students view a video on types of water bodies. https://www.youtube.com/watch?v=U-rUl_OFBq0 Probe students to identify the water bodies that they know and those that are in or near their island or the Caribbean Region. Tell students that they will be focusing on the main water bodies that are located in the Caribbean Region. Have students talk about their experience with the water bodies that surround their island. Have they ever gone to the beach? have they bathed in the sea or ocean? What is different about the beaches on the sea and ocean sides of their island? How do they feel about the sea or ocean? Have them use descriptive words that they associate with the water bodies.</p> <p>Map Exploration</p> <p>Have students explore a map of the Caribbean using their atlas, globe or google map. Have them talk about and identify the water bodies that</p>

Specific Curriculum Outcomes 3-ST-K-2	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Conversation: Are students able to locate and name the water bodies that surround their island and the rest of the Caribbean region?</p> <p>Simulation</p> <p>Observation: Do students position themselves correctly to locate their island in relation to the water bodies that surround it?</p> <p>Map work</p> <p>Product: Can students correctly sketch their island and label the water bodies that surround it?</p> <p>Can students correctly label the water bodies that surround the Caribbean Region?</p> <p>Model</p>	<p>surround the region. Have them name the water bodies that surround their island. https://www.google.com/maps/place/Caribbean/@13.4612207,-77.9191578,4.09z/data=!4m6!3m5!1s0x8eb9e309d5a038b7:0xc67ecf32cac5dbdc!8m2!3d21.4691137!4d-78.6568942!16zL20vMDI2MW0?entry=ttu</p> <p>Simulation</p> <p>Give students one label each with either the name of their island or one of the water bodies that surround the island. Have students come up in groups to discuss and position themselves based on the location of their island in relation to the water bodies.</p> <p>Map work</p> <p>Have students sketch their island and label the water bodies that surround it.</p> <p>Provide students with a blank map of the Caribbean region. Have students colour their island and colour and label the main water bodies that surround the Caribbean. Have students Create a word collage on the maps with the words that they associate with the water bodies.</p> <p>Model</p> <p>Make a model of your islands in playdough. Use different colours for the Caribbean Sea, Atlantic Ocean and 1 main river or stream in your country.</p> <p>Field Trip</p>

Specific Curriculum Outcomes 3-ST-K-2	Inclusive Assessment Strategies	Inclusive Learning Strategies:
		<p>Take students on a tour around the island. Show them the various water bodies that surround their island. If possible, help them see one of more of the Caribbean Sea, Atlantic Ocean and a main river or stream. If it is not possible to visit, the teacher can show film clips of these water bodies.</p>
<p>3-ST-V-2- Recognize that our surrounding seas and ocean have connected us as diverse Caribbean peoples</p> <p><i>This section may also include relevant content related to each outcome.</i></p>	<p>3-ST-V-2</p> <p>Discussion</p> <p><i>Conversation:</i></p> <p><i>Do students recognize that they can visit nearby islands by water?</i></p> <p><i>Are students appreciative of the fact that they're situated in the Caribbean region?</i></p> <p><i>Do students acknowledge the diverse cultures that make up the Caribbean?</i></p> <p>Data Collection</p> <p><i>Product:</i></p>	<p>3-ST-V-2</p> <p>Discussion</p> <p>Engage students in a discussion of how water bodies help people to connect. Ask students if they have relatives in other islands? Have they or any of their relatives travelled by boat to other islands or other parts of their country? What are the reasons for them travelling by boat? How Often do they visit and what may prevent them from doing so? Do they prefer travelling by boat or plane and why? <i>How does the Caribbean Sea/ Atlantic Ocean connect persons from different countries? How do these water bodies affect the economy of the country?</i></p> <p>Data Collection</p> <p>Conduct a survey to find out how many people in the class have travelled to neighbouring islands by boat or plane? Record and chart the results and create a pictograph or a bar graph to show the results. Have students compare and analyze the data. Have more people</p>

Specific Curriculum Outcomes 3-ST-K-2	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Are students able to collect and chart data?</p> <p>Conversation</p> <p>Can students analyse and make conclusions based on the chart?</p> <p>Summary Statement</p> <p>Product</p> <p>Do the sentences logically express how the water bodies connect us?</p>	<p>travelled by boat or plane? How many more people have travelled by boat or plane? Which is the most popular form of travel within the region?</p> <p>Summary Statement</p> <p>Based on the data, write one sentence about how the water bodies connect people in the region.</p>

<p>Additional Resources and Material</p> <p><i>Caribbean Maps, Maps of your island, Readings, Videos/clips and Worksheets</i> <i>Oceanographers, map makers, etc such as resource persons</i></p>
<p>Useful Content Knowledge for the Teacher:</p> <p>There are many types of water bodies. The water bodies most prevalent in the Caribbean are seas, oceans, rivers, waterfalls and streams. The two major water bodies that surround the Caribbean region are the Caribbean Sea, located to the west of the chain of islands and the Atlantic Ocean, located to the east of the region.</p>
<p>Opportunities for Subject Integration:</p> <p>3-ST-K-2: (Math -Number Concepts) – Gather information in regards to the number of main water bodies. (Science-Climate) – provide opportunity to experience how cold, hot or warm (temperature) of at least two (2) water bodies. 3-ST-S-2- <i>Science connection in terms of sink and float. Objects float in salt water and sink in fresh water.</i> <i>Writing a friendly letter about the location of water bodies and their importance</i></p>

Mathematics- Data analysis- Make a bar graph presenting how many types of water bodies are found in two (2) countries.

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

Observation

Comparing and contrasting size and use of water bodies

Elements from Local Culture, Technology, TVET, Environment that are integrated:

3-ST-S-2: Invite someone from the shipping industry to come and show students how they navigate the different bodies of water in the Eastern Caribbean.

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

3-ST-V-2:

<p>Strand (Topic): Spatial Thinking: Importance of Water Bodies</p>
<p>Essential Learning Outcomes: To appreciate how our people are shaped by geographic factors such as our tropical climate, island environment and natural hazards</p>
<p>Grade Level Expectations: 3-ST-K-3-Explain the importance of our water bodies (seas, oceans, lagoons, and rivers) to our people 3-ST-S-3-Investigate how our human activities affect these water bodies 3-ST-V-3-Appreciate the need for responsible actions to protect our water bodies</p>
<p>Focus Questions: How do the actions of human beings affect our water bodies? Why should we protect our water bodies?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-K-3-Explain the importance of our water bodies (seas, oceans, lagoons, and rivers) to our people</p>	<p><u>3-ST-K-3</u></p> <p>Observation: Can students state from observations, how resourceful water bodies are to our/ their people?</p> <p>Conversation: Can students explain how the observations noted in their extracted information shows the influences of water bodies on our people?</p> <p>Product: Are students able to creatively produce anecdotal records of their findings, that captures the importance of these water bodies to its people?</p>	<p>3-ST-K-3</p> <p><u>Virtual Field Trip: Water bodies and Their Importance</u> Have students engage in a virtual field trip/view a video of water bodies that are significant contributors to their country’s economy. https://www.google.com/maps/place/Caribbean/@13.4612207,-77.9191578,4.09z/data=!4m6!3m5!1s0x8eb9e309d5a038b7:0xc67ecf32cac5dbdc!8m2!3d21.4691137!4d-78.6568942!16zL20vMDI2MW0?entry=ttu</p> <p>Students can be placed in pairs or groups of 4 -6 to extract information from the video as per a focused question.</p> <p>Guided Discussion Students can then engage in a guided discussion: Why are water bodies important to us? What cultural activities are linked to our water bodies? How do we use water bodies in our daily lives? How do people earn a living from our water bodies?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
		<p>How do water bodies help to connect us across the region? What resources do we get from our water bodies? How do our water bodies shape the diversity of our people?</p> <p>What are the social and cultural activities related to water bodies? e.g beach limes, family activities, swimming, fishing, snorkeling sailing etc</p>
<p>3-ST-S-3-Investigate how our human activities affect these water bodies</p>	<p><u>3-ST-S-3</u></p> <p>Observation: Are students able to draw from their experiences and or observations, situations that highlight human activity that affect our water bodies?</p> <p>Conversation: Can Students explain why certain human activities affect our water bodies?</p> <p>Product: Are students able to create stories, notes, or visuals that highlight human activities that t affect our local water bodies?</p>	<p>3-ST-S-3 Field Trip: Human effects on Water Bodies Students are provided with an opportunity to visit the nearest water bodies to their school to observe how human activity affects these water bodies. Students should take anecdotal records or drawings of their observation of the negative effects of human activity. These anecdotal records can be digital in the form of a blog, video or document with pictures. If available, students can take digital photos of the water bodies. This can be supported by the teacher. They may also take handwritten notes in the form of a travel journal or a complete structured template provided by the teacher.</p> <p>Think -Pair-Share Students will engage in a 2 - 3-minute Think -Pair-Share Activity, where based on their observations from the tour/ their personal experience, students will list at least 2 negative effects of human activity. Is there a need to protect these water bodies?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
		<p>Students may also view the video, “Human Activities That Causes Destruction of Water Bodies II Sugar TV” and then discuss their observations. VIDEO LINK: https://www.youtube.com/watch?v=5HfaaUTC1rM</p> <p>Students can work in pairs or individually, to create a poster/ brochure / Tik Tok video/ Instagram reel focused on highlighting and discouraging human activity that affects our water bodies.</p> <p>Students will work in groups to research via the internet, groups or organizations in their area/ country that focus on management/ preservation/ protection of water bodies in their area.</p>
<p>3-ST-V-3-Appreciate the need for responsible actions to protect our water bodies</p>	<p><u>3-ST-V-3</u></p> <p><i>Observation:</i> Are students participating in discussion with resource persons? Are students working collaboratively to collect pertinent information on organisations relevant to the maintenance of our water bodies? Are students able to collectively draft questions suitable for generating information from resource persons?</p> <p><i>Conversation:</i> Are students able to identify organizations that have upheld public responsibility to protect our water bodies?</p>	<p><u>3-ST-V-3</u></p> <p><u>Resource Person: Taking Care of Our Water bodies</u></p> <p>Resource persons from relevant organizations can be invited to speak to the students on the role of their organization in protecting our water bodies.</p> <p>Alternatively, Students may engage in independent research where students can be placed in groups. Each group would be assigned an institution where they would conduct a 3-minute interview. This can be done face to face, virtually via zoom or google meet or students can develop a questionnaire via google form or hardcopy. In their groups, students will develop at least 5 interview questions surrounding protection of our water bodies.</p> <p>Following previous decisions and activities, students will create a concept map or web that shows at least 2 important uses of water bodies and actions that we can take to preserve / extend that use for future generations and for the purpose of economic growth. Students can incorporate pictures or create digital concept maps/ webs.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Product: Can students develop questions and engage relevant organization representatives in meaningful dialogue surrounding awareness for and the protection of our water bodies?</p>	

Additional Resources and Materials

(Additional material and resources that are not included in the Inclusive Learning and/or Inclusive Assessment Strategies that may be useful for lesson planning)

Useful Content Knowledge for the Teacher: *(any additional knowledge that the writers believe would be helpful for the teacher such as reading material at a lower or higher grade level, links to curriculum documents for other grades)*

Examples of ‘Land Based’ Water Bodies

Water Body/ Feature	Examples	Countries	Formation	Uses	Special Feature
Waterfalls	Baleine Kaieteur Great Alps	St Vincent Guyana Montserrat	Sometimes a river drops suddenly from a great height. This fall of the river water is called a waterfall.	Some waterfalls are used to produce electricity. Most times, locals use it for engaging in activities such as swimming/bathing, washing, fishing and as a source of	Kaieteur Fall is a part of the Potaro River in Guyana. The Kaieteur Fall is 741 feet in height.

Grade 3 Social Studies

	Diamond Trafalgar Big Falls	St Lucia Dominica Belize		water for farming and tourist attraction.	Diamond Waterfall is fed by the Sulphur springs. The mineral deposits in the water give it its unique colour.
Hots Springs or Sulphur Springs	Soufriere Layou Bath Galways Gales Point	St Lucia Dominica Nevis Montserrat Belize	Sometimes water which springs from the earth is hot. The water is heated by lava or hot gases in the earth. This hot water is forced out through openings in the earth's Surface.	They are used as tourist attraction sites. Sulphur may be formed near the springs. Some springs and the sulphur may be used for healing purposes. People bathe in the water when it has reasonably cooled. Steam from the hot springs can be trapped and used for producing energy (Geothermal Energy).	These springs are of different sizes. Sometimes they are pools of boiling water. In St Lucia, the water in these hot pools is hot and black. In Dominica, the water is hot and clear but the rocks are brown. In Belize, the hot springs appear during the rainy season.
Swamps	Oropouche Caroni Fox's Bay Haulover Road Boggs	Trinidad and Tobago Trinidad and Tobago, Antigua, Jamaica, Guyana Montserrat Belize	Sometimes water can not flow or sink into the soil. It remains on the surface and forms a very large muddy area. These areas are called swamps.	Some wild birds use swamps as their homes. In some countries, rice is planted in swamp areas which are drained to allow the rice to ripen. Freshwater fish are also caught in some swamps.	Most of the swamps have mangrove trees. These serve as a quiet place for birds to roost. These are sometimes called bird sanctuaries. Swamps are homes for some of a country's wildlife.

Grade 3 Social Studies

		Nevis			
Sea	Caribbean Sea				
Ocean	Atlantic Ocean				
Gulf	Gulf of Mexico				

Opportunities for Subject Integration: *(Additional ideas about how the inclusive learning strategies might be adapted and/ or applied to include other subjects in the curriculum)*

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

<p>Strand (Topic): Spatial Thinking: Our Seasons</p>
<p>Essential Learning Outcomes: To appreciate how our people are shaped by geographic factors such as our tropical climate, island environment and natural hazards</p>
<p>Grade Level Expectations: 3-ST-K-4-Describe the seasons on your islands and describe how they affect our daily lives 3-ST-S-4- Make appropriate decisions for various weather conditions 3-ST-V-4-Appreciate the benefits and drawbacks of each season for our environment</p>
<p>Focus Questions: What seasons do we experience in our part of the world? How do our lives change depending on the season?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-K-4-Describe the seasons on your islands and describe how they affect our daily lives</p>	<p>3-ST-K-4 Map Exploration <i>Observation:</i> Are students able to correctly identify that the Caribbean Region is located near the equator? Are students able to explain the seasons we experience as a result of the Caribbean’s geographical location to the equator?</p> <p>Sorting Data <i>Conversation:</i> Are students able to confidently describe the characteristics of the seasons in the Caribbean?</p> <p>Charting Data</p>	<p>3-ST-K-4 Map Exploration Present students with a map of the world. Have students circle the Caribbean region and colour the country to which they belong. Engage students in discussion to have them gain an understanding that because of the location of their island in the Caribbean, the island experiences two main seasons. Link this with weather. Share the simple fact that countries closer to the middle of the earth (which is called the equator) are hotter because the sun is more intense there.</p> <p>Sorting Data Provide students with pictures which depict the different seasons on their island. Have students sort out the pictures to identify the main seasons and describe characteristics of each season.</p> <p>Charting Data Provide students with rainfall and temperature data for the country during both seasons for given years. Students will chart and compare the data.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Product: Are students able to make a chart with the rainfall and temperature data?</p> <p>Conversation: Are students able to analyze the data and make accurate comparisons?</p> <p>Art work</p> <p>Product: Do the students’ artwork accurately depict the two seasons?</p> <p>Group Work</p> <p>Product: Are students able to discuss and explain how seasons affect our daily lives in the Caribbean?</p>	<p>Art work</p> <p>Have students create artwork (paintings, collages to illustrate the two seasons.</p> <p>Group Work Assign students into groups. Probe students and have them research the seasons in relation to cultural celebrations/festivals, agricultural crops produced, natural hazards, tourist arrivals to the country and how these seasons affect the culture and daily life (food, clothing, recreation etc.) of the people living in the country. Students can also be given a calendar of events of this country to identify the festivals celebrated during the different seasons. Provide and show images and videos of different festivals and activities associated with each season. Discuss the significance of these events and how they relate to the seasons.</p>
<p>3-ST-S-4- Make appropriate decisions for various weather conditions</p>	<p>3-ST-S-4 Classifying Information</p> <p>Observation: Are students able to correctly identify activities that are appropriate for the different seasons?</p>	<p>3-ST-S-4 Classifying Information</p> <p>Have students complete a table whereby they correctly place statements highlighting the season during which certain activities will most likely be done. Table will have two headings; “Wet Season and Dry Season”. Examples of statements: Planning a wedding. Having a beach party etc. This activity can also be done by creating an interactive game using the digital tool ‘Word Wall’</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Discussion</p> <p><i>Conversation:</i> Are students able to confidently make decisions based on different weather conditions?</p> <p>Poster</p> <p><i>Product:</i> Can students identify appropriate activities they would engage in during different weather conditions?</p>	<p>Discussion</p> <p>Engage students in a class discussion by probing them with questions/scenarios where they are given the opportunity to decide and justify their decision. For example: Would you go to the beach on a rainy day? What kind of foods would you eat on a very hot day? It is your birthday, but the weather forecast has predicted heavy showers and thunderstorms, what activity would you most likely do to celebrate your birthday?</p> <p>Poster</p> <p>Have students collect pictures depicting different activities. Using the pictures, have students create a poster showing what activities they would engage in on a rainy or a sunny day. Students who love to draw can also be allowed to draw the different activities.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-V-4-Appreciate the benefits and drawbacks of each season for our environment</p>	<p>Discussion <i>Conversation:</i> Are students able to state advantages and disadvantages of the seasons?</p> <p>Sorting Information <i>Observation:</i> Can students correctly sort pictures to demonstrate the disadvantage of the different seasons for our environment?</p> <p>Concept Map <i>Product:</i> Can students correctly identify advantages and disadvantages of each season for our environment?</p>	<p>Discussion Engage students in a class discussion on advantages and disadvantages of each season. Probe students with questions to stimulate their thinking. Example:</p> <ol style="list-style-type: none"> 1. Which season is best for planting crops? 2. Which season encourages tourist to visit the Caribbean for vacation? 3. In what ways can each season affect our natural environment? (dry season causes drought and wet season can cause floods and landslides) <p>Sorting Information Show and present students with pictures of different natural disasters or effects. Have students sort out the pictures based on which season is related to each natural disaster or effect (bush fire, droughts, landslides, floods, fallen crops etc.)</p> <p>Concept Map Have students create a concept map highlighting the advantages and disadvantages of each season for our environment?</p>

Additional Resources and Materials

<https://wordwall.net/>

(Additional material and resources that are not included in the Inclusive Learning and/ or Inclusive Assessment Strategies that may be useful for lesson planning)

Useful Content Knowledge for the Teacher: *(any additional knowledge that the writers believe would be helpful for the teacher such as reading material at a lower or higher grade level, links to curriculum documents for other grades)*

- The Caribbean has a tropical climate due to its location near the equator. The Caribbean therefore experiences two seasons; the wet and dry season. The wet/rainy season is from the months June to November and the dry season is from December to May every year.
- The wet season is characterized by higher humidity and more rainfall and the dry season is generally drier and has high temperatures.
- The seasons can affect our daily lives in many ways including the foods we eat, the clothes we wear, the cultural festivals, the crops we grow and the activities we engage in.

Advantages of Wet Season

- Improves air quality
- Vegetation grows
- Improvement in the quality of fresh water

Advantages of Dry Season

- Increase in tourist arrivals to the Caribbean
- Engaging in outdoor activities

Disadvantages of Wet Season

- Increase in the likelihood of natural disasters such as hurricanes, floods and landslides
- Crops being destroyed due to bad weather conditions
- Increase in diseases such as dengue fever

Disadvantages of Dry Season

- Drying up of water sources such as rivers and streams

- Bush fires

Opportunities for Subject Integration: *(Additional ideas about how the inclusive learning strategies might be adapted and/ or applied to include other subjects in the curriculum)*

Science- Seasons, weather

Mathematics- Recording, charting and analysing data on rainfall and temperature.

Language- Writing reports

Strategies that Support the Curriculum and Assessment Framework

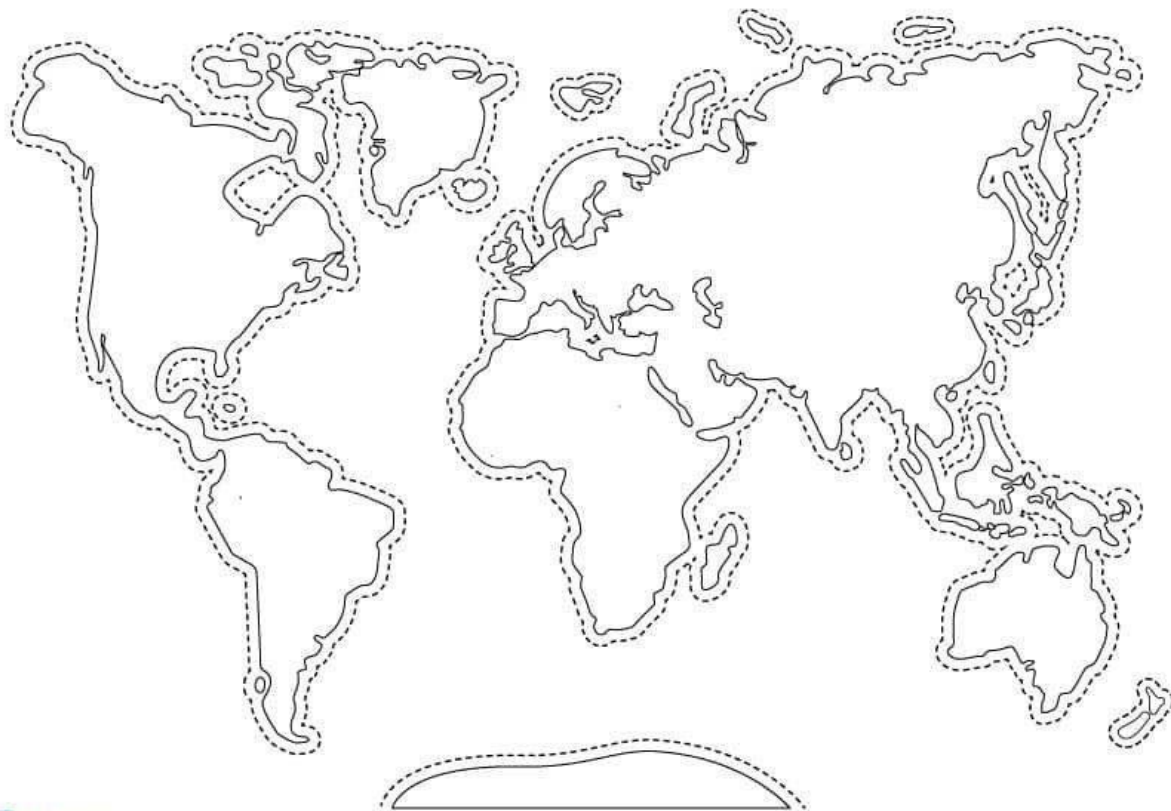
This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

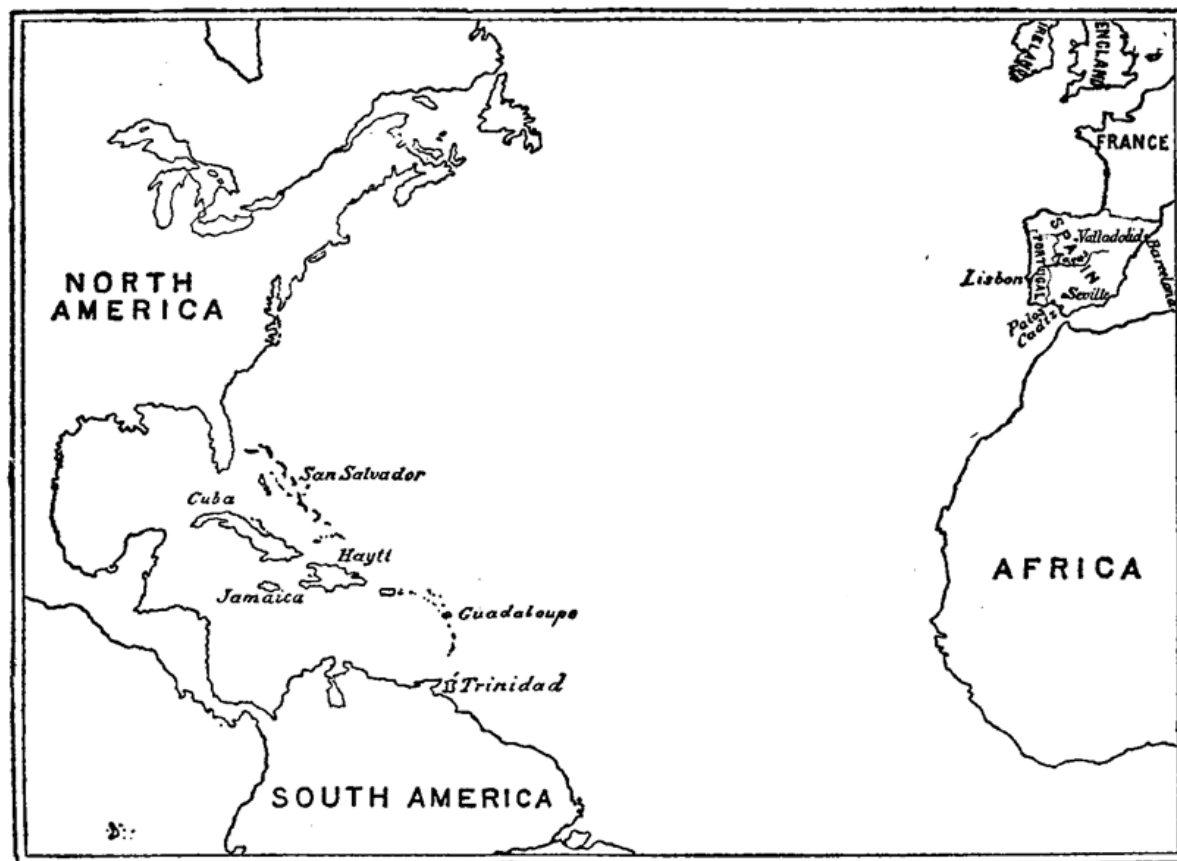
Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):







<p>Strand (Topic): Spatial Thinking: Natural Hazards</p>
<p>Essential Learning Outcomes: To appreciate how our people are shaped by geographic factors such as our tropical climate, island environment and natural hazards</p>
<p>Grade Level Expectations:</p> <p>3-ST-K-5-Explain that the location of islands makes them prone to natural hazards</p> <p>3-ST-S-5- Examine some examples of extreme natural hazards that affect our islands</p> <p>3-ST-V-5- Appreciate the that we need to be aware of ways to keep safe during natural hazards</p> <p>Focus Questions: What natural disasters pose a threat to people in the Caribbean? What are the dangers posed by various natural hazards?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-K-5- Recognize that the location of islands makes them prone to natural hazards</p>	<p>3-ST-K-5-</p> <p><u>Name the Hazard Game</u> <i>Conversation:</i> Are students able to identify the natural hazards depicted? Do students ask questions that show they understand the importance of natural hazards?</p> <p><u>Class Discussion</u> <i>Conversation:</i> Are students able to identify the natural hazards that affect the Caribbean?</p>	<p>3-ST-K-5-</p> <p><u>Introduction- Name the Hazard Game</u> Have students watch a series of flashcards/pictures/videos depicting various natural hazards. Make sure the pictures chosen are not too graphic and frightening to children. Have students identify the natural hazards depicted.</p> <p><u>Guided Discussion</u></p> <p>Have students discuss which natural hazards usually affect the Caribbean because of its location. Have students discuss how the natural hazards they identified may impact their island. Have students relate any experiences and ask any questions that they may have had</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Are students able to identify the possible impact of various natural hazards on communities?</p> <p>Are students able to relate any personal experience with a natural hazard?</p>	<p>with natural hazards. It is helpful to remind them that in times of natural hazards, there are many people that are there to help them be safe, including their families, neighbors, police, electric power workers, fire fighters, and other community workers.</p>
<p>3-ST-S-5- Examine some examples of extreme natural hazards that affect our islands</p> <p>3-ST-V-5- Appreciate that we need to be aware of ways to keep safe during natural hazards</p>	<p>3-ST-S-5</p> <p><u>Role Play</u></p> <p><i>Observation:</i></p> <p>Are students able to depict the sounds, actions or movements of the hazards accurately using their bodies?</p> <p>Are students able to depict the impact of natural hazards on the environment?</p> <p><u>Artistic Expression</u></p> <p><i>Product</i></p>	<p>3-ST-S-5</p> <p><u>Role Play</u></p> <p>Have students role play the sounds, actions or movements of various natural hazards using their bodies. Give them prompts such as “You are a hurricane, volcano or an earthquake what do you sound or look like?”</p> <p>Have students also play the role of parts of the environment such as buildings, trees, and animals and role play the impact of the various natural disasters?</p> <p><u>Artistic Expression</u></p> <p>Have students select one of the natural hazards that affect the region. Students will draw or paint what the hazard represents or means to them. Have students state what their artwork is depicting.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Do students' artwork clearly display their interpretation of the hazard?</p> <p>Conversation</p> <p>Can students clearly express how their artwork depicts the hazard?</p> <p>Group Work</p> <p>Observation: Are students working collaboratively? Are students applying their knowledge of natural hazard preparedness and its importance? As students are working, walk around to observe and conference with the groups. Take records of how students are working, if they are discussing the content, if they are using the content correctly. Take note of group dynamics: who is leading, who is being silent etc. Are students able to assess each other's contribution using the group participation rubric?</p> <p>Oral Presentation</p> <p>Observation</p>	<p>Group Work: Research and Oral Presentation</p> <p>Place students in small groups and assign each group a natural disaster. Have students conduct online research about the natural disaster. Students are to name the disaster, give an example of the disaster that has affected their island or any other island in the region. They are to give examples of the impact of the disaster on the physical environment and people. Remind them again that there are many people that are always there to help them be safe. Students are to give reasons why we need to keep safe and ready before, during and after natural hazards. As part of the presentation, students create a model of their hazard for demonstration including those that can help them and how to stay safe.</p> <p>https://www.youtube.com/watch?v=J6DYWp27X1E</p> <p>https://www.youtube.com/watch?v=89_pDG4DneQ</p> <p>https://www.youtube.com/watch?v=HKR-2z5z_CQ</p> <p>Have other students prepare questions to ask presenters. Use a rubric to assess the oral presentation and model.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Are students demonstrating confidence during the presentation? Are students speaking clearly? Are students using appropriate body language?</p> <p>Product:</p> <p>Are students presenting accurate and relevant content in their presentations? Are students able to explain why we need to keep safe and ready before, during and after natural hazards and who is there to help them.</p> <p>Conversation:</p> <p>Are students able to respond appropriately to questions? Are students demonstrating sound knowledge of the content based on the responses?</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Model</p> <p><i>Product:</i></p> <p>Is the model accurately representing the hazard?</p>	

Additional Resources and Materials

(Additional material and resources that are not included in the Inclusive Learning and/or Inclusive Assessment Strategies that may be useful for lesson planning)

Useful Content Knowledge for the Teacher: *(any additional knowledge that the writers believe would be helpful for the teacher such as reading material at a lower or higher grade level, links to curriculum documents for other grades)*

- A **natural hazard** is an event which occurs in the natural environment which has the potential to damage property and cause loss of life.
- The location of the Caribbean makes it prone to earthquakes, volcanoes and hurricanes.
- Natural hazards can have many negative effects on the environment and people.
- It is important to keep safe during and after a natural hazard.

Opportunities for Subject Integration: *(Additional ideas about how the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum)*

- *The teacher can use the article as a comprehension passage.*

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

<p>Strand (Topic): Spatial Thinking: Preparing for Natural Hazards</p>
<p>Essential Learning Outcomes: To appreciate how our people are shaped by geographic factors such as our tropical climate, island environment and natural hazards</p>
<p>Grade Level Expectations:</p> <p>3-ST-K-6-Describe appropriate preparations that need to be made for various natural hazards 3-ST-S-6- Create a simple family preparation plan for a selected natural hazard 3-ST-V-6-Appreciate the need to minimize risk in times of natural hazards</p> <p>Focus Questions: How can families minimize their risk during a natural hazard? Why is it important for families to prepare for the event of a natural hazard?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>3-ST-K-6-Describe appropriate preparations that need to be made for various natural hazards</p>	<p>3-ST-K-6</p> <p>Conversation: Are students able to identify the natural hazard?</p> <p>Class Discussion Conversation: Are students able to identify the possible impact of various natural hazards on the island? Are students able to state what they need to do to prepare for the approaching storm and how other community members help to keep them safe?</p>	<p>3-ST-K-6</p> <p>Video Have students view or listen to a weather report about an approaching storm. Have students identify the natural hazard that is posing a threat.</p> <p>Class Discussion Have students discuss how the natural hazards identified in the weather report may impact their island. Have students discuss what they would need to do to prepare for the storm. what their household did to prepare for the hazard and the other people in their community that help keep them safe and ready</p> <p>Group Work Have students select a natural hazard, in groups of 3-4, students will conduct research, create a script and prepare a presentation in any form that they wish (role play, brochure, poster, video etc. to educate community members on how to prepare for the selected hazard. Have</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Group Work <i>Observation:</i> Are students working collaboratively? Are students applying their knowledge of natural hazard preparedness and its importance? As students are working, walk around to observe and conference with the groups. Take records of how students are working, if they are discussing the content, if they are using the content correctly. Take note of group dynamics: who is leading, who is being silent etc. Are students able to assess each other's contribution using the group participation rubric?</p> <p><i>Product:</i> Utilizing a grading rubric, are students able to create a presentation which informs persons on how to prepare for the natural hazard, who helps keep them safe, and present their work orally?</p> <p>Is the information accurate and relevant to the hazard?</p>	<p>students present their work to their classmates then answer questions on their presentation from their classmates. Have students assess each other's contribution as a group member.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Conversation: Are students able to answer questions on their presentation?</p>	
<p>3-ST-S-6- Create a simple family preparation plan for a selected natural hazard:(Necessities, safe places, contacts)</p>	<p>3-ST-S-6 <u>Read aloud and Class Discussion</u> Conversation: Can each student identify at least one measure that could be employed to mitigate the impact of hurricanes.</p> <p>Conversation: Are students able to articulate why hurricane preparedness is important? Are students able to state why they believe their household is prepared/ not prepared for an emergency like a hurricane?</p> <p><u>Brainstorming Board</u> Observation: Are all students able to identify at least two actions that can be taken by</p>	<p>3-ST-S-6- Family Emergency Plan <u>Read aloud and Class Discussion</u> Have students listen to an article about a hurricane https://www.theguardian.com/world/2017/oct/03/hurricane-maria-dominica-recovery Have students discuss</p> <ul style="list-style-type: none"> • What they believed could have been done to prepare for this natural hazard which in this case became a natural disaster. • The importance of being prepared for a hurricane. • Whether they believe their household is prepared for a hurricane and why they believe they are or aren't. <p><u>Brainstorming Board</u> Have students write on post notes three of the actions that can be taken by their household to prepare for a hurricane and stick on the brainstorming board (could be bristol board). Have students research what should be included in the emergency preparedness plan for hurricanes and compare it with their post it notes. This can remain on display in the classroom for ongoing reinforcement and can be shared with parents report card time.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>households to prepare for the passage of a hurricane? Were students able to identify any omissions in their comparison? Conversation: Are students able to identify what should be included in a hurricane emergency plan?</p> <p>Emergency Preparedness Plan Product: Are students able to design an emergency preparedness checklist for a hurricane?</p>	<p>Emergency Preparedness Plan Have students create a simple emergency preparedness checklist in the event that there will be a hurricane.</p>
<p>3-ST-V-6-Appreciate the need to minimize risk in times natural hazards</p>	<p>3-ST-V-6 Viewing Video and whole class discussion Observation/ Conversation: Are students able to correctly answer questions about the story? Are students voicing their beliefs about the importance of natural hazard preparedness? Are students able to identify the impact of improper or non preparation for natural hazards on households and communities.</p>	<p>3-ST-V-6- Title- Minimizing Risks to Natural Hazards Viewing Video and whole class discussion Have the students listen to a story about a hurricane. https://www.youtube.com/watch?v=K_dhoKrxTJE After viewing the video have a class discussion. Ask students questions such as:</p> <ul style="list-style-type: none"> • What was the natural hazard spoken about in the video? • What were some of the activities that the characters in the story engaged in before, during and after the natural hazard? • Why do you believe these actions were taken? • Can you identify community members that help in situations like this? • What do you believe could have happened had these actions not been taken? <p>Journaling -My Natural Hazard Experience</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p><u>Journaling -My Natural Hazard Experience</u> <i>Product:</i> Using a checklist, note whether each student has noted a natural hazard/disaster that they experienced, at least three actions that were taken to prepare for the hazard, and one action that was taken during and after the hazard. Did this preparation minimize the risks of the natural hazard/ disaster?</p> <p><u>Interview a Family Member</u> <i>Conversation:</i> Are students presenting relevant information? Are students’ findings depicting actions that were taken before during and after the hazard?</p> <p><u>Mood Board</u></p> <p>Oral Presentation</p>	<p>Have students write in their journal (a notebook) about one natural hazard that they experienced. They are to note the natural hazard, what actions the household took before, during and after the hazard. How did this preparation help?</p> <p><u>Interview a Family Member</u> Have students interview their family members about a natural hazard that they experienced. They are to find out what actions they took before, during and after the hazard. and how these preparations helped. Ask them who else helped them in this time of need. Students are to present their findings to the class.</p> <p><u>Mood Board</u> Have students create a mood board illustrating how the whole experience of living through the natural hazard/ natural disaster spoken about in their journal made them feel? If students wish have them present their mood board to the class explaining what it depicts. Have students indicate if they believe their household could have done something differently to reduce the impact of the hazard. Be mindful that some students will feel afraid, anxious and/or sad. When they share their feelings provide empathy and acknowledge and validate their feelings while ensuring them that in times of natural disaster the whole community works together to help keep everyone safe.</p> <p><u>Group Work</u> In groups of 3-4, have students prepare a video/poster/role play, song, poetry etc. for a class presentation on an assigned natural hazard. The video must indicate why it is important to prepare to mitigate against the impact of the various natural hazards.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Product: Are students able to explain to their peers the depiction of their feelings about the natural hazard and the experience of living through it.</p> <p>Group Work</p> <p>Observation: Are students working collaboratively? Are students applying their knowledge of natural hazard preparedness and its importance? As students are working, walk around to observe and conference with the groups. Take records of how students are working, if they are discussing the content, if they are using the content correctly. Take note of group dynamics: who is leading, who is being silent etc.</p> <p>Product: Are students able to produce a video that highlights the importance of preparing for their assigned natural hazard. Using the rubric provided, conduct both teacher and peer assessment of the video presented in the class presentation.</p>	<p>Give the students a grading rubric to guide their creation and explain to students how to utilise the rubric.</p>

Additional Resources and Materials

(Additional material and resources that are not included in the Inclusive Learning and/or Inclusive Assessment Strategies that may be useful for lesson planning)

- <https://www.yumpu.com/en/document/read/38678429/writing-a-family-emergency-plan>
- <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies.html>

Useful Content Knowledge for the Teacher: *(any additional knowledge that the writers believe would be helpful for the teacher such as reading material at a lower or higher grade level, links to curriculum documents for other grades)*

- A **natural hazard** is an event which occurs in the natural environment which has the potential to damage property and cause loss of life.
- A **natural disaster** is a natural hazard that causes damage to property and/ or loss of life.
- **Preparedness-** refers to measures taken to ensure that communities and individuals are ready to respond in the event of a disaster.
- **Mitigation-** refers to measures which are taken in advance to reduce the potential impact of hazards.

Opportunities for Subject Integration: *(Additional ideas about how the inclusive learning strategies might be adapted and/ or applied to include other subjects in the curriculum)*

- *The teacher can use the article as a comprehension passage.*

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

STRAND: Civic Participation: Our People

<p>Introduction to the Strand: Students build their civic competence by exploring dimensions of national pride that shape island citizens. This includes national symbols, anthems, emblems that help define their unique island context.</p>
<p>Strand: Civic Participation (CP) – National Symbols</p>
<p>Essential Learning Outcome: <i>To appreciate that we shape and are influenced by national pride</i></p>
<p>Grade Level Expectations: K-Identify the people who contributed to the creation of some of our national symbols S-Illustrate and describe the meaning of the colours/symbols of some of our national symbols and emblems V- Appreciate that our national symbols help us define who we are as a people</p>
<p>Focus questions:</p> <ol style="list-style-type: none"> 1. How do you think the national symbols of your country came about? 2. What do you know about the national symbols and emblems? 3. How do you feel when the national symbols are being showcased locally, regionally, and internationally?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>3-CP-K-1 - Identify the people who contributed to the creation of some of our national symbols</p>	<p>Observe Are students able to look at a video to identify the national symbol showcased in a victory achieved by a local?</p>	<p>Introduction - Class Discussion: Have students look at a video showcasing local (s) for example athletes representing the country on the regional or international stage. Question students on the national symbol that was used by the local representative to represent the country Suggested questions <i>Which country was (name of person) representing?</i> <i>How do you know?</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:														
	<p>Conversation Are students able to list examples of the national symbols and share other information about the symbols?</p>	<p><i>Why didn't he/she use a picture of (use items not a part of the national symbols) instead?</i> <i>How did you feel when you saw (name of person) and the reaction of the crowd?</i></p> <p>Brainstorming/KWL Question students on the national symbols. As they list, display the symbol and record their responses using the KWL chart on newsprint:</p> <p>Brainstorming/KWL Question students on the national symbols. As they list, display the symbol and record their responses using the KWL chart on newsprint:</p> <p><i>Suggested Questions</i></p> <table border="1" data-bbox="970 834 1892 1276"> <thead> <tr> <th data-bbox="970 834 1234 935">What do you know?</th> <th data-bbox="1234 834 1642 935">What do you want to learn?</th> <th data-bbox="1642 834 1892 935">What have you learned?</th> </tr> </thead> <tbody> <tr> <td data-bbox="970 935 1234 1084"><i>What do national symbols mean?</i></td> <td data-bbox="1234 935 1642 1084"><i>What would you like to find out about the national symbols?</i></td> <td data-bbox="1642 935 1892 1084"></td> </tr> <tr> <td data-bbox="970 1084 1234 1182"><i>What are the national symbols?</i></td> <td data-bbox="1234 1084 1642 1182"></td> <td data-bbox="1642 1084 1892 1182"></td> </tr> <tr> <td data-bbox="970 1182 1234 1276"><i>Where do we find or see them?</i></td> <td data-bbox="1234 1182 1642 1276"></td> <td data-bbox="1642 1182 1892 1276"></td> </tr> </tbody> </table>			What do you know?	What do you want to learn?	What have you learned?	<i>What do national symbols mean?</i>	<i>What would you like to find out about the national symbols?</i>		<i>What are the national symbols?</i>			<i>Where do we find or see them?</i>		
What do you know?	What do you want to learn?	What have you learned?														
<i>What do national symbols mean?</i>	<i>What would you like to find out about the national symbols?</i>															
<i>What are the national symbols?</i>																
<i>Where do we find or see them?</i>																

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Product</p> <p>Are students able to research and present information on persons who created/designed a particular national symbol?</p> <p>Product</p> <p>Are students able to creatively illustrate and describe the meaning of the national symbols of the country through roleplay and artwork?</p>	<p>Research</p> <ul style="list-style-type: none"> • Arrange students in small groups to research information on the persons who created/designed/composed the national symbols (flag, Coats of Arms, anthem etc) of their country and the meaning of these symbols. • Allow the groups to dip for a particular symbol and direct the groups to 1) the class library (prior to the lesson, select relevant books from the school library to be placed in the class library. 2) the Computer lab or students’ tablets to access links and websites that you have shared 3) The principal or selected teachers for an interview. <p>Oral Presentation</p> <ul style="list-style-type: none"> • Back as a unit, allow a representative from each group to share their findings. <p>Role Play</p> <ul style="list-style-type: none"> • Based on the findings, guide students to use their imagination to roleplay the creation and the meaning of the symbols. <p><i>Suggested prompt to activate students’ imagination</i></p> <ul style="list-style-type: none"> • What do you think the team of creatives under the leadership of <i>(the person who designed the flag)</i> argued, disagreed, or agreed on? • What may be some of the challenges they encountered?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Product</p> <p>Are students able to admire the beauty and uniqueness of the national symbols and emblems</p> <p>Product</p> <p>Are students able to express how their artwork of national symbols shows aspects of their people and culture?</p> <p>Product</p> <p>Are students able to show the importance of these national symbols for their country?</p>	<p><i>Possible responses: choice of colours and their meanings and including symbols or not</i></p> <p>Artwork</p> <ul style="list-style-type: none"> • Provide a variety of art products such as markers, crayons, construction paper, playdough, water paint, scissors, glue, etc • Have students select a national symbol and present that symbol in an artwork of their choice (collage, painting, drawing, modeling) <p>Gallery Walk</p> <ul style="list-style-type: none"> • Display student’s artwork • Arrange students in small groups to view the artwork of their peers. • Encourage students to make positive comments about the pieces • Display these in the classroom to enable ongoing reflection and share with parents during report card time. <p>Poetry/Music</p> <ul style="list-style-type: none"> • Have students recite a local poem that encapsulates the love of country and its national symbols • Sing along and dance to a favourite patriotic song <p>Journal/Reflection</p> <p>Assign a simple reflection where students draw or write something interesting or important about the national symbols.</p>

Useful Content Knowledge for the Teacher about the Outcome: (Links to professional sources that *connect back to the Curriculum and Assessment Principles of Learning and Principles of Assessment*)

National symbols serve as a source of unity and pride among citizens, fostering a sense of national identity and belonging. They are often officially recognized and protected by law to ensure their proper use and representation. The choice of national symbols varies from country to country and reflects the unique history, culture, and values of each nation.

Inclusive Resources and Materials from Regional Specialists (*texts, family & community knowledge and resources, contextually relevant professional web resources*)

Additional Resources and Materials

Laptop, bluetooth speaker, tablets, chart paper, easel, musical instruments, local poems, patriotic songs, copy paper, construction paper, crayons, acrylic paint, markers, glue, scissors

Opportunities for Subject Integration: (*How the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum*)

Language - students will get the opportunity to view, speak, listen, read and write

Mathematics and Science - Students will get the opportunity to investigate, record information and report findings

Art work - Students will get the opportunity to express themselves creatively through music/movement, poetry and art/craft

Elements from Local Culture: (*References that learners might know from their local environment*)

Resources for a learner who is struggling: *(Links to earlier learning activities for similar knowledge, links to resources for special education needs)*

Resources for a learner who needs challenge: *(Links to learning activities and resources in later grades)*

Strategies that Support the Curriculum and Assessment Framework

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

Strand: Civic Participation (CP): Our National Anthem and Pledge
Essential Learning Outcomes: To appreciate that we shape and are influenced by national pride.
Grade Level Expectations: K-Explain why we play, sing, recite our national anthem, motto and pledge S- Sing and recite our national anthem, motto and pledge V-Demonstrate appropriate behaviour when singing/playing or reciting the National Pledge, Motto or Anthem
Focus questions: 1. Why do you think it is important to have a national anthem and pledge? 2. How do you feel when you recite your national anthem and pledge? 3. Do you know what a national anthem and pledge are? 4. What are some places or events are the anthem or pledge used? 5. Do you know the behaviours expected when the anthem or pledge is being recited or sang?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
3-CP-K-2 Explain why we play, sing, recite our national anthem and pledge	<p>Observation: Are students attentively viewing the video of the athlete, and of the crowd?</p> <p>Conversation: Are students able to identify the song played after the athlete received his/her medal, and what was recited by the crowd? Were students able to make connections between the singing of the national anthem and national pride?</p>	<p>Have students look at a video showing a local athlete receiving a gold medal for a sporting event (for e.g. at the Olympics, Carifta Games, world championship) and subsequently listening to the national anthem as it is played. Then, show another video of a crowd of people reciting the national pledge.</p> <p>After students observe the videos, ask the following questions, and record students' responses on the board or on chart paper.</p> <ul style="list-style-type: none"> • What was played after the athlete received his/her medal? • Why did they choose to play it and not a different song (name a song here)? • How do you think the athlete felt while that song was played? • What was the crowd reciting?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • What did you notice about them while they were reciting it? • How are these two things related? • When do you normally hear them played or recited? • From our previous lesson, can you recall who created them? <p>Explain to students that the pledge, anthem, and some countries a motto as well, are specials things citizens use to show love and respect for their country.</p> <p>Story Time: <i>(Teacher decides on a special Visitor. The visitor can be the principal, another teacher, student from another class, or any other individual)</i></p> <p>After students have finished their discussion, and have settled down, someone knocks the door and a enters the class. The visitor explain that he/she heard the students’ interesting discussion and wanted to give his/her views. The visitor will read the following while students listen.</p> <p>I want to tell you why it is important for us to play, sing, recite our national anthem, and say the pledge.</p> <p>I play, sing, and recite our national anthem to show respect and honour for our country. It is a way to show that I love where I live and that I am proud to be a part of it. When we play, sing, or recite our national anthem, it is a way for us to come together as a people and show that we are united.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation: Are students able to listen attentively as the visitor reads the short story?</p>	<p>I say the pledge to show my loyalty to our country. It is a way for me to promise to be a good citizen and to help make our country the best it can be. When I say the pledge, I am showing that I care about my country and the people who live here.</p> <p>When I play, sing, recite our national anthem, and say the pledge, it helps me feel connected to the other people around me. It is nice to know that we are all working together to make our country a great place to live.</p> <p>So, when I play, sing, recite our national anthem, and say the pledge, I am showing respect, loyalty, and love for my country. It is great that we have these ways to come together and be proud of where we live. Do you agree?</p> <p>Word Art Have students create a word cloud about the national anthem and the pledge. Encourage them to use words that explain why we sing, play and recite the anthem and pledge as discussed by our visitor. Students may either use paper and markers or may visit the site https://wordart.com/create on their devices to complete this activity.</p> <p>Group Work Divide the class into small groups of 4-5 students. Provide each group with a copy of the national anthem and the pledge. Instruct the groups to practice singing the national anthem and reciting the pledge together feel free</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Product: Are students able to create a collage of words that explain why we sing, play and recite the anthem and pledge?</p>	<p>to allow the groups to go to classroom corners or outside (<i>this must be manageable</i>). Teacher should circulate among the groups to provide support and guidance as needed. After enough practice time, gather the class together. Each group will take turns singing the anthem and reciting the pledge in front of the class. Encourage the students to sing and recite with enthusiasm and respect. Provide constructive feedback and praise for their efforts.</p> <p>As follow up, invite students to ask their parents about the importance of the national pledge and anthem to them and begin the next lesson with this.</p> <p>Fill in the Blanks Give students a printed copy of the national anthem and pledge with some words missing. Have students fill in the missing words as best they can.</p> <p>Revision: Ask students to reiterate why we play, sing or recite the national anthem and pledge.</p> <p>Resource Person: Police Officer Introduce the resource person and their position. Question students on how they think citizens should behave when the pledge or anthem being sung or recited. Invite the Officer to lead the discussion on the way</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>3-CP-S-2 Sing and recite our national anthem and pledge</p>	<p>Conversation: Are students able to correctly recite the pledge and sing the anthem after discussions and teacher feedback?</p> <p>Product: Are students able to correctly identify missing words from the pledge and/or anthem on sheets provided by the teacher?</p> <p>Observation: Are students able to correctly explain why we recite the pledge and sing the national anthem?</p> <p>Conversation: Are students able to listen to the police officer and participate in the discussions?</p>	<p>people must behave when the anthem or pledge is being played, sung, or recited. Have students demonstrate the correct way to stand when singing, playing or reciting the anthem and pledge.</p> <p>Role Play</p> <p>Divide students into groups of 4 or 5 and allow them to prepare a skit on the appropriate behaviour when singing, playing, or reciting the anthem and pledge. Encourage them to highlight the wrong behaviours in the skit and then the correct behaviours.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>3-CP-V-2 Demonstrate appropriate behaviour when singing/playing the National Anthem</p>	<p>Observation: Are students practicing the correct behaviour demonstrated by the police officer to be used when the pledge is recited, or anthem is being sung?</p> <p>Product: Are students able to correctly use a role play to demonstrate the appropriate behaviour for the pledge and anthem to their peers</p>	

Useful Content Knowledge for the Teacher about the Outcome: (Links to professional sources that connect back to the Curriculum and Assessment Principles of Learning and Principles of Assessment)

When we play, sing, and recite our national anthem and pledge, we show respect for our country and its values. By singing and reciting our national anthem and pledge, we express our loyalty and love for our nation. It is important to demonstrate appropriate behaviour by standing and paying attention when the national anthem is played or sung.

Inclusive Resources and Materials from Regional Specialists (*texts, family & community knowledge and resources, contextually relevant professional web resources*)

<p>Strand (Topic): Civic Participation – National bid and tree</p>
<p>Essential Learning Outcomes: To appreciate that we shape and are shaped by National pride</p>
<p>Grade Level Expectations: K-Recognize that our national bird and tree help us identify important features of our natural environment S- Demonstrate the ways that we show respect for our national bird and flower V- Appreciate that our national bird and flower are a precious part of our environment that need to be protected</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. What are the national bird, tree and flower of our country? 2. How do we protect our national bird, tree and flower? 3. How can you contribute to protecting our national bird, tree and flower?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>Specific Curriculum Outcomes</p> <p>3 CP-K-3 Recognize that our national bird and tree help us identify important features of our natural environment</p> <p>3 CP S-3 - Demonstrate the ways that we show respect for</p>	<p>Conversation: Are students able to identify the national bird, tree and flower from the video or PowerPoint presentation, and explain why they are protected?</p> <p>Observation: Are students able to represent the national bird, tree and flower of their country?</p>	<p>Introduction: Class discussion Students view a video or PowerPoint presentation on the national bird, tree and flower. Students are asked the following questions:</p> <ul style="list-style-type: none"> • What is the name of our national bird, tree and flower • Where can they be found? • Do you think they should be protected? If so, why? If not, why not? <p>Discovery learning/Map work: Group students then use a map (Tourism map) of the country for students to identify the national environment of the national bird, tree and flower. Students will shade the area and represent it using a key.</p> <p>Nature walk and photo shoot: If possible, take students take a nature walk in the community/or an area where one or more of the national bird, tree and flower is</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>our national bird, tree and flower</p> <p>3 CP- V-3 - Appreciate that our national bird, tree and flower are a precious part of our environment that needs to be protected.</p>	<p>Conversation: Are students able to identify the national symbols and discuss the beauty that these features add to the environment?</p> <p>Observation: Are students able to capture the beauty of the symbols through their photographs?</p> <p>Product: Are students able to capture their appreciation for the national bird, tree and flower via the WhatsApp profile/status and video?</p> <p>Product: Are students able to successfully plant trees and flowering plants at their school?</p>	<p>located. The teacher encourages students to appreciate the beauty they add to the environment. the teacher and students draw or take photos videos of the national symbols and bring them back to into the classroom for discussion and display.</p> <p>Create a WhatsApp profile or video for Facebook: students use photographs to create a WhatsApp profile and explain to readers/viewers how to respect the symbols:</p> <ul style="list-style-type: none"> • Learn about the symbols • Keep the environment clean • Follow the protection laws <p>Tree Planting: students plant the national trees and flowers in the neighbourhood of the school. Partner with National Natural Resources/Environment Ministry to identify sources of trees for planting. Examine sources such as OneTreePlanted for background on tree planting and follow up care https://onetreepanted.org/pages/school</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Observation: Are students able to develop questions to inquire about protection laws and other special features of the national bird, tree and flower?</p> <p>Product: Are students able to make an oral presentation based on the information found about the national bird, tree and flower?</p> <p>Observation: Are students excited about creating their pieces:</p> <p>Product: Are students able to use their understanding and appreciation of the national symbols to create exciting and meaningful creative pieces for display and sharing?</p>	<p>Group Communication with Ministry: Students can contact their Ministry of Natural Resources and Environment to find out about laws and other special features that protect their national bird, tree, flower. Have students work in groups to develop question to be inserted into the query. Invitee Ministry personnel to respond and/or come and explain their responses to the students.</p> <p>Creative Writing: Students create a poem or a song showcasing how their government protects their national bird, tree and flower as a precious part of the environment.</p> <p>Students use poems, and artwork to create flyers to print and distribute in the community and upload to the school's FaceBook page.</p> <p>Facebook posts of creative writing. Students post their pieces on their school's Facebook page</p>

Additional Resources and Materials

Lab top, construction paper, markers, hard copy/electronic pictures of national bird, tree and flower, real national symbols.
 Powerpoint tutorial for children: <https://youtu.be/cfhnW3bd064?si=gmcqk993Yge3k01Q>
 Poster of national symbols

Useful Content Knowledge for the Teacher:

National symbols help to form the national identity of a country. they create national pride among citizens. every country has its own national symbols. each country creates laws to protect its national symbols.

Opportunities for Subject Integration:

Language arts: Writing poem, song

Science: Natural features, special features of bird, tree and flower

Art and craft: collage

Strategies that Support the Curriculum and Assessment Framework

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

Strand (Topic): Civic Participation: Our National Heroes
Essential Learning Outcomes: To appreciate that we shape and are influenced by national pride.
Grade Level Expectations: K-Name the national heroes of our country S- Create profiles about these national heroes. V- Show respect for the contribution made by national heroes who help to improve the lives of our people.
Focus questions: 1. Who are some of our national heroes? 2. How did these heroes shape and impact our country? 3. How should we show gratitude to our national heroes?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
3-CP-K-4 Name the national heroes in our country	<p>Conversation: Are students able to identify outstanding personalities in their country/region?</p> <p>Observation: Were students able to group outstanding personalities under categories of their national contribution?</p> <p>Observation: Were students able to conduct research on who a national hero is, and state some of the common characteristics of national heroes?</p>	<p>Introduction: Brainstorming Students are invited to share who they see as popular or outstanding personalities in the country. The teacher writes names of the board.</p> <p>Teacher guides students to group these names in a table under sports, culture, politics, history, other? If students are reluctant or unable to name many individuals, the teacher can prompt them and share a few.</p> <p>Introduce the concept of national heroes. Students use devices to research national heroes. For guidance the teacher can assist students to see that many countries in the Caribbean are now celebrating National Heroes Day and/or Emancipation/Independence Day in which heroes are recognized. From the research identify common</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Product: Collage: Are students able to create a collage of the national heroes of the country?</p> <p>Conversation: After or viewing one of the YouTube videos are students able to name and identify how anyone has the potential attributes to be an everyday national hero?</p> <p>Product: Collage: Are students able to create a collage of the national heroes of the country?</p>	<p>Group discussion and presentation: Using a Venn diagram students will compare two national heroes and share the differences and similarities of the heroes chosen.</p> <p>In small groups, students can use pictures of national heroes and create a poster displaying information related to the chosen national hero.</p> <p>Group Work Students are divided into groups. Each Group selects one or two national heroes. Through the (controlled) inquiry-based approach students will explore online and written resources and or resource persons to answer questions</p> <ol style="list-style-type: none"> 1. What challenges did the country face? 2. How did the heroic act of a national hero help to assist with the challenge? 3. In what way did this national hero shape our country? <p>Using a graphic organiser students summarize their findings:</p> <p>Discussion: What issues will future heroes face? Use the above group work to lead into a discussion of the sorts of issues that they as grade three children would like to see addressed. Share “A Hero Like You” to help the children realize they can all be heroes by caring for people https://www.youtube.com/watch?v=FgdKD9owv7E</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>3-CP-S 4-Create profiles about these national heroes.</p> <p>3-CP-V 4-Show respect for the contribution made by national heroes that help to improve the lives of our people.</p>	<p>Conversation: Are students able to recognize how the national heroes shaped and impacted the country?</p> <p>Product: Are students able to use information gathered to create a profile on the impact and how national heroes helped to shape the country?</p> <p>Product: Are students able to express appreciation for the contributions made by the national heroes to the country?</p>	<div data-bbox="1318 430 1829 560" style="text-align: center;"> <pre> graph LR A[Condition faced] --> B[Action taken] A --> C[Action taken] A --> D[Action taken] </pre> </div> <p>https://abstvradio.com/nellie-robinson</p> <p>Create Profile Students will design a profile on a national hero using information gathered from the inquiry based approach, which will be shared to the class (<i>using reporting, drama, storytelling etc</i>).</p> <p>Presentation Students can explain in what way the national hero impacted the country.</p> <p>Students can describe how the national hero shaped the country.</p> <p>Letter writing Students write a letter to the living national heroes or families of dead national heroes thanking them for their contribution to the country.</p> <p>Students post letters to heroes/deliver if possible/invite heroes or family members to receive them at school.</p>

Grade 3 Social Studies

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		Write in their journal how they feel about the responses made by the national heroes.

<p>Useful Content Knowledge for the Teacher about the Outcome: (Links to professional sources that <i>connect back to the Curriculum and Assessment Principles of Learning and Principles of Assessment</i>)</p>
<p>A national hero is an individual who is recognised and honoured for their outstanding works which have had a positive impact on the country.</p>
<p>Inclusive Resources and Materials from Regional Specialists (<i>texts, family & community knowledge and resources, contextually relevant professional web resources</i>)</p>
<p>Additional Resources and Materials Pictures of national heroes, manilla, crayons, laptops, paint, markers, folders, paper, newspaper articles, summarized biographies, speakers, past or recent radio interviews.</p>

STRAND: Economic Decision Making

<p>Introduction to the Strand: It is important that students are taught the correlation between the use of our human and natural resources and how the use of these resources directs and impacts the growth of our economy. Economic concepts need to be taught at the earliest possible age as the knowledge and skills developed will equip young citizens with economic decision making skills about how to effectively and sustainably use resources to benefit all.</p>
<p>Strand (Topic): <i>Economic Decision Making: Economic Activities</i></p>
<p>Essential Learning Outcomes: To understand how our natural and human resources shape our island identity</p>
<p>Grade Level Expectations: K- Students learn to Identify the major economic activities on our island and their link to natural resources S-Assess the direct and in-direct impact of these economic activities on your family well being V-Appreciate that major economic activities of agriculture and tourism are linked to the natural resources of our island</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. What are economic activities? 2. What is the importance of import and export in driving our island’s economy? 3. Who are consumers and producers? 4. What is the importance of agriculture to the development of our island? 5. How does tourism impact our economy?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>Specific Curriculum 3-EDM-K-1 Identify the major economic activities on</p>	<p>Conversation: Are students able to identify what is common about the activities displayed in the pictures?</p>	<p>Concept Attainment through picture inferencing : What do the terms economy and economic activity mean? Picture walk: Introduce the words economy and economic activity to the class by providing students with a variety of</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>our island and their link to natural resources</p>	<p>Conversation: Are students able to generate a working definition of ‘economy’ that is that It's the way people spend money and the way people make money?</p>	<p>pictures that depict economic activities. Help them infer or conclude the meaning of economy and economic activities by guiding them to identify what all the pictures have in common, such as they all generate money, they are jobs we do, they help us get things e need and want. Have them use their answers to identify attributes that show the meaning of economy and economic activity. One simple definition of the economy: It's the way people spend money and the way people make money.</p> <p>Building Blocks: self to the world: Through targeted questioning and discussion students are led to identify the types of economic activity around their immediate surroundings.</p> <p>Child: buys snacks from the canteen Family: Dad sells fish he has caught Village: Most people in the village are farmers or fishermen</p> <p>They are then led to discuss the sorts of goods that come into our leave their Island: Egs. electronics, cars, bananas, sugar, milk, meat, Once they have established this, introduce the concepts of imports that come “into” and Exports that “exit” the country. Remind them that an easy way to remember is recall the letter I is in into-import and Ex is in Exit or Export</p> <p>Map symbols (Resources and Regions) Students will use an atlas such as Collins Student Atlas for the Caribbean to create</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:								
	<p>Observation: Are the students able to differentiate between products that a family might buy or sells/produce?</p> <p>Observation: Can students distinguish between imports and exports to their island?</p> <p>Product: Are students able to accurately name and identify where the natural resources of their island are located?</p>	<p>a map of the islands of their country and plot the major resources of various communities and parishes on it. Use the examples of symbols used in the legend in the atlas to design this resource map to represent the various resources</p> <p>Students could also complete a chart with the main resources produced/harvested by certain regions in their island and the jobs that are generated as a result of the use of these resources.</p> <p>Sample:</p> <table border="1" data-bbox="1163 695 1562 1101"> <thead> <tr> <th data-bbox="1163 695 1392 760">Resources</th> <th data-bbox="1392 695 1562 760">Jobs</th> </tr> </thead> <tbody> <tr> <td data-bbox="1163 760 1392 824">Sand and Stones</td> <td data-bbox="1392 760 1562 824">quarryman</td> </tr> <tr> <td data-bbox="1163 824 1392 963">Sea</td> <td data-bbox="1392 824 1562 963">fisherman fishmonger fish cleaner</td> </tr> <tr> <td data-bbox="1163 963 1392 1101">Farmland</td> <td data-bbox="1392 963 1562 1101">Farmer fieldhand truck driver</td> </tr> </tbody> </table>	Resources	Jobs	Sand and Stones	quarryman	Sea	fisherman fishmonger fish cleaner	Farmland	Farmer fieldhand truck driver
Resources	Jobs									
Sand and Stones	quarryman									
Sea	fisherman fishmonger fish cleaner									
Farmland	Farmer fieldhand truck driver									
<p>3-EDM-S1</p> <p>Assess the direct and in-direct impact of these economic activities on your family's well being.</p>	<p>Conversation: Are students ble to share how they and their families participate in theirhome economy?</p> <p>Product: Are Students able to appreciate that they form part of the home economic unit and they have an impact on the health of the home economy?</p>	<p>Targeted Questioning/ Critical thinking. Teachers ask questions to enable students to realise that their household is also a miniature version of the economy because they use and conserve resources, which makes important contributions in their home</p> <p>Sample questions:</p> <ol style="list-style-type: none"> a. What ways do you help out at home? b. What chores do you do? 								

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>c. Who pays the bills at home? What are some of the bills they pay for?</p> <p>d. What does your mammy/daddy do to help meet your needs and wants at home?</p> <p>e. Identify for the students that all these activities are examples of your home economy meeting everyones needs and wants.</p> <p>Students will complete a graphic organizer (traditional or online) to show comprehension of their impact in their home economic environment. Sample online activity:</p> <p>Jamboard: https://jamboard.google.com/d/1z3gKVUj5fSvQ5D6YnLiclEbkhZaG3BOxLs4SoilMIkY/edit?usp=sharing</p> <p>How oururMarket is important to our Local Economy</p> <p>Inferencing from Scenario cards: Create scenario cards with a theme of Market Day</p> <p>Include examples of the activities that take place on market day and have students identify which concept is being portrayed. Concept examples: consumers, producers, goods, services, imported goods, hand crafts, manufactured goods, agricultural produce</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Product: Are students able to identify key features of the goods in their immediate surroundings?</p> <p>Checklist sample: (students are given the checklist to help them prepare for the presentation)</p> <ul style="list-style-type: none"> • I gave the name of the product. • I said if my sample product is locally produced. • I said if my product is a service or a good. • I named the producer of the product. • I explain that this product is a need or a want • I gave the ways we use this product at home? • I said how the product benefits my family. • I said who benefits from the use of this product at home? • I explained how my family's use of this product helps the economy. 	<p>Import and Local Products: Show and Tell The teacher provides labels and/or, empty packaging or samples of both local and imported products. Have the students categorize these and display on a bulletin board, leaving room for subsequent additions from students later in the week.</p> <p>For follow up, invite students to bring in additional labels or packages from home during the week. Each student gets to share and then place their product on the bulletin board.</p>
<p>3-EDM-V1-Appreciate that major economic activities of agriculture</p>	<p>Conversation: Do students' contributions show that they understand the linkage between the land resources and agriculture and Tourism?</p>	<p>Picture Inferencing: Compare and Contrast</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>and tourism are linked to the natural resources of our island</p>		<p>Teacher presents students with two pictures to trigger the discussion.</p> <p>One of a barren land and one of a forested green land?</p> <p>Teacher will ask questions to elicit discussion in the direction of the objective.</p> <p>Which place would you like to visit? why?</p> <p>Which place would a farmer have better results growing crops? Why?</p> <p>Imagine you lived in the barren place what would life be like?</p> <p>Use this to lead into potential field trips to nearby landscapes to help students see the qualities of well-kept places. Prepare the students for these visits by asking them to take note of and draw, take photos of the attractive features of each place.</p> <p>Field trip examples:</p> <p>Farm visit: Student visit a nearby farmer’s garden</p> <p>Natural Site: Students are taken to a famous natural site where they become tourists for the day. If it is not possible to take field trip to these places, invite parents who are farmers or tourist workers to share images of their places with students. Follow up discussion. What made these places attractive and how do they help us meet our economic needs?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		Teacher explains to the class how our natural resources are inextricably linked to our economic potential in both agriculture and tourism.

Additional Resources and Materials

https://www.teacherspayteachers.com/Product/Primary-Economics-Wants-Needs-Goods-Services-Producers-Consumers-More-580996?utm_source=Strategic%20Educational%20Services&utm_campaign=Primary%20Economics%20Remote%20Learning

This teacher has created a resource pack that would save the teachers time and energy to create resource materials. This resource pack must be bought.

Useful Content Knowledge for the Teacher:

Relevant Content

Economy:

1. The use and management of resources
2. The way in which we make and spend money.
3. The way in which our island generates cash flow and creation of employment.

Some households and countries have larger economies than others.

Definitions

Consumer: Consumers are people who buy or use goods and services to satisfy their wants.

Traditionally we physically purchase goods and services.

E-commerce is becoming mainstream. More consumers purchase goods and services online. Example On-line tutor and On-line doctors. We can pay bills, do banking and buy and sell products online via Amazon, Dominica Online, We Buy Black.

Producer: A producer is a person, company or country that makes, grows or supplies goods and provides services for sale.

Producers work in various sectors of the economy. They make or grow goods.
For example: A farmer grows ground provisions and vegetables. A seamstress makes clothes.

A **good** is something that is tangible. It is grown or made for our use. For example, food, vehicles, toys, clothes, books, furniture.

Some producers own the land, tools, machinery and the building. They employ other people to work for them. They are called **employers**. The people who work in the business are called **employees**.

Some producers are **self-employed**. They may own a business or work for themselves.

Other producers provide a service. For example: A doctor diagnoses our ailments and may prescribe medication.
A calypsonian creates songs to entertain us.

A **service** is something that is intangible. It is something someone does for you. For example: a haircut or hairstyle, a bus / plane ride, dental check-up, garbage collection.

Income: Earnings (money) from work or investment.

Salary: The money paid for employee services.

Expenditure: the amount of money spent for goods and services.

Budget: A plan for making and spending money

Saving: Not spending your money straight away, but putting it away so you can spend it later.

Bankrupt ((Koulé): unable to pay debts

After learning the concepts of consumers, producers, income, savings, budget, and reviewing the concepts of goods and services, needs and wants, are the students able to categorise scenarios based on the concepts?

Opportunities for Subject Integration:

Math: Money Sense

Problem Solving

Problem solving stories that involve purchasing items and making change. This will be based on the premise that the strategy and skill to solve the problem has been taught.

Strategy: Do an Operation

Skill: Dual step

Sample:

Machal went to the store and bought a pound of sugar for \$1.75, a loaf of bread for \$1.50; two grapefruits for \$2.00.

How much did he pay for all the items?

Machal paid the cashier \$20. How much change will she give him?

Composition: Use Prompt or titles to write a story. (Teacher can do a whole class demonstration and or have students work individually)

Suggested prompts/ titles

Prompt 1: You were walking down the street when you found a \$20 bill. Write a story about the event and what you did with the money..

Prompt 2: Merlise helped her bigger brother clean his bike. He paid \$20 after they were done. Write a story about what she did with the money.

Story Title: My Cash Tin

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

LANGUAGE ARTS	MATHEMATICS	SCIENCE	ART
<p>Read a short story or provide information about the island. Discuss the concept of natural resources and their importance</p> <p>Discuss the importance of family well-being and how economic activities can contribute to it.</p> <p>Introduce the family interview project, where students interview family members about their jobs and the impact on the family.</p>	<p>Introduce the concept of data collection and how it helps us understand and organize information.</p> <p>Discuss the major economic activities on the island, specifically agriculture and tourism.</p> <p>Assign students the task of collecting data on agricultural activities (types of crops, quantities produced) and tourism (number of visitors, popular attractions).</p> <p>Guide them in creating simple charts or graphs to represent the collected data</p>	<p>Introduce the concept of environmental impact and how economic activities can affect the environment.</p> <p>Discuss the importance of sustainability in balancing economic activities and preserving natural resources.</p>	<p>Discuss the concept of storytelling and how it can be used to convey messages and lessons.</p> <p>Emphasize the connection between agriculture, tourism, and the natural resources of the island.</p> <p>Have students create short stories or narratives that highlight the importance of natural resources in agriculture and tourism.</p> <p>Encourage them to use creative elements such as characters and settings to convey their message.</p>

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

Strand (Topic): Economic Decision Making : Culture and Economy
Essential Learning Outcomes: To understand how our natural and human resources shape our island identity
Grade Level Expectations: K-Explain the relationship between the environment and our culture S- Explore the ways in which our people can earn a living through culture V-Appreciate how culture shapes our identity and economy

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
3-EDM- K-2- Explain the relationship between the environment and our culture	<p>Conversation: Are students able to explain what culture is?</p> <p>Are students able to list different aspects of their country’s culture?</p> <p>Product: Can students depict the various aspects of the island's culture effectively?</p> <p>Are students able to list the theme of their country’s independence celebrations?</p> <p>Conversation: Are students able to explain how culture contributes to the development of a country’ economy?</p>	<p>Inclusive Learning Strategies:</p> <p><u>Class Discussion:</u></p> <ul style="list-style-type: none"> • Introduce the term Culture and Traditions. Create a Tree Chart, to show the different aspects of their culture. (students will choose from the list of examples and non-examples and write them in the correct area of the Tree Chart). students select the ones appropriate for their country. <p>Aspects of culture for the Tree Chart</p> <ul style="list-style-type: none"> • Dress • Music • Food • Language • Family life <ul style="list-style-type: none"> • Discuss some traditional activities that are done in the community, which are also done

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>on an economic level. (farming, fishing, traditional dancing, foods, festivals, etc)</p> <ul style="list-style-type: none"> • Class discusses the activities that take place during the independence celebrations in their country. <p><u>Listing- Grouping- Labeling-</u></p> <ul style="list-style-type: none"> • Students gather data; photos, videos, music, foods of different traditional and contemporary activities in their community. <p>Culture Corner</p> <ul style="list-style-type: none"> • Classes create posters to complete the Cultural activity corner. • Bring physical items which show aspects of culture to add to the corner. <p><u>Crossword puzzle</u> https://www.education.com/worksheet-generator/reading/crossword-puzzle/?gad_source=1&gclid=Cj0KCQiA7OqrBhD9ARIsAK3UXh1RDaCjJBH9aRvb9t-ESsVpV6TsL8fsO5Bcj2n6Bm-xEDlB6zZIdHIaAp_5EALw_wcB</p> <ul style="list-style-type: none"> • Students will complete a crossword puzzle on cultural activities held in their country. (or Caribbean countries)
<p>3-EDM- S-2- Explore the</p>	<p><u>Product</u></p>	<p>Recall from historical and culture thinking unit in grade two and then list and discuss the major feasts</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>ways in which our people can earn a living through culture</p>	<p>Are students able to make the connection between cultural activities and economic development?</p> <p>Conversation: Can students identify various economic activities related to culture?</p>	<p>and festivals which take place on their island and the time they occur.</p> <p>using this information, get the students in groups to develop a News Reporting Role play. Have students present and discuss the feasts and festivals as if they are news reporters.</p> <p>Village Feasts</p> <p>Independence Celebrations:</p> <p>Examples</p> <ul style="list-style-type: none"> • WCMF (Dominica) • Ti Village Creole (Dominica) • Military Parade (All) • Traditional Wear Pageant (All) • Miss Independence Day Pageant- (St Lucia) • Expo and Food Fair (Antigua) • Street Fair & Fashion Extravaganza (St Kitts) • IndependenceCalypso Monarch (Grenada) <p>Other festivals in the Caribbean:</p> <ul style="list-style-type: none"> • Village Feasts • Carnival(crop-over,vincy mas, ole mas) • Jazz festival (Dominica, St Kitts, St Lucia) • Barbados Food and Rum • Sailing Week Antigua • Holetown festival Barbados <p><u>Journaling or Scrapbooking:</u></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • Select an event held during Independence Season. • Create a photo collage to show what happens during this event. • Explain one (1) way the event benefits the island. • Write two (2) ways the event creates economic activity. <p>Dramatize various Independence activities to display students' skills in:</p> <ul style="list-style-type: none"> • Dance (Display a traditional dance of choice) • Dress (Model the national wear) • Food: <ul style="list-style-type: none"> I) Prep in school; have other classes sample II) Child prepares at home and shares via flipgrid • Language: (creole) • Music (Perform a tradition/contemporary song) <p>Complete an activity sheet (Match these or T-chart) to show the economic activity which is related to each of cultural activities done above</p> <p>For Example:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies									
		<table border="1"> <tr> <td data-bbox="1220 310 1465 367">Job</td> <td data-bbox="1470 310 1885 367">Aspect</td> </tr> <tr> <td data-bbox="1220 370 1465 427">Seamstress/ tailor</td> <td data-bbox="1470 370 1885 427">Making a Wob Dwiyet</td> </tr> <tr> <td data-bbox="1220 430 1465 487">Chef</td> <td data-bbox="1470 430 1885 487">Preparing sancouch</td> </tr> <tr> <td data-bbox="1220 490 1465 596">Musician</td> <td data-bbox="1470 490 1885 596">Compose a song For Cadence-lypso competition</td> </tr> </table>		Job	Aspect	Seamstress/ tailor	Making a Wob Dwiyet	Chef	Preparing sancouch	Musician	Compose a song For Cadence-lypso competition
Job	Aspect										
Seamstress/ tailor	Making a Wob Dwiyet										
Chef	Preparing sancouch										
Musician	Compose a song For Cadence-lypso competition										
<p>3-EDM-V-2- Appreciate how culture shapes our identity and economy</p>	<p>Product:</p> <p>Are students able to identify cultural activities to be included on a programme?</p> <p>Are students able to research and create a recipe brochure that reflects local cultural dishes?</p> <p>Are students able to speak the local dialect proudly at a given time?</p> <p>PRODUCT Do students show a preference or respect for the local cuisine which uses crops produced by the island's farmers?</p>	<p>Design: Design a programme of activities to share with visitors to your island.</p> <p>Design a recipe brochure of their favorite local dishes.</p> <p>Complete this activity sheet :</p> <p>How Culture Helps Our Economy</p> <table border="1"> <thead> <tr> <th data-bbox="1220 1138 1434 1239">Aspect of Culture</th> <th data-bbox="1438 1138 1772 1239">Economic example of its use</th> </tr> </thead> <tbody> <tr> <td data-bbox="1220 1242 1434 1320">Food</td> <td data-bbox="1438 1242 1772 1320"></td> </tr> <tr> <td data-bbox="1220 1323 1434 1401"></td> <td data-bbox="1438 1323 1772 1401"></td> </tr> </tbody> </table>		Aspect of Culture	Economic example of its use	Food					
Aspect of Culture	Economic example of its use										
Food											

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies	
	<p>Product:</p> <p>Can students show how cultural activities support the economy?</p>	<p>Music</p>	
		<p>Dance</p>	

Additional Resources and Materials

1. Children's Books:

- Title: "The Magic Garden: Exploring Culture and Nature"

- Description: A beautifully illustrated storybook that follows a group of friends as they discover the wonders of their cultural traditions and the natural world around them.

2. Interactive Games:

- Game: "Cultural Puzzles" - Teacher to create

- Description: An online puzzle game where students can drag and drop puzzle pieces to reveal images representing various cultural practices and their ties to nature.

Here are some popular online puzzle creators:

- Discovery Education Puzzlemaker
- Puzzlemaker:
- Crossword Labs:
- TheJigsawPuzzles:
- SuperTeacher Worksheets:

3. Nature Walk or Outdoor Exploration:

- Activity: "Nature Scavenger Hunt"

- Description: Take students on a nature walk around the school or nearby park. Provide them with a checklist of items to find, such as different types of leaves, rocks, or animal tracks. Discuss how these elements might be connected to their culture.

4. Art and Craft Activities

- *Craft Activity: "Cultural Collage"*

- *Description: Students can create collages using pictures from magazines or printouts representing aspects of their culture and environment. This hands-on activity encourages creativity and discussions about the connections between culture and nature.*

Useful Content Knowledge for the Teacher:

- What is culture
- What are the cultural activities which takes place in one's country
- Ways in which the environment helps to shape culture.
- Explain why the national symbols are important to them and the country.
- Stress how they should take pride in their country and symbols.
- Show and describe how to respect our cultural heritage.

Opportunities for Subject Integration:

Language Arts:

Students can write a composition about their cultural experience

Students write an expository essay to explain how to create a cultural dish.

Write a poem in the country's dialect to highlight their understanding of the language. (Creole - Dominica & St Lucia)

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

SCIENCE	LANGUAGE ARTS	MATHEMATICS	ART	TECHNOLOGY
<p>- Topic: Relationship between the environment and culture</p> <p>- Integration: Explore basic concepts of the environment, ecosystems, and how cultural practices relate to nature. Conduct simple experiments or observations in the schoolyard or a local park.</p>	<p>Read age-appropriate stories or poems that highlight the connection between culture and the environment. Encourage students to express their thoughts through simple writing assignments or drawings.</p>	<p>Introduce basic math concepts in the context of cultural activities. Counting, simple addition, or grouping objects can be applied to understand the economic aspects of cultural practices.</p> <p>USE THE CULTURAL MARKET DAY EXERCISE</p>	<p>Engage in creative activities such as drawing, coloring, or simple crafts that express cultural identity. Use arts and crafts as a way for students to visually represent their understanding of the environment and culture.</p>	<p>Introduce basic technology tools for research or presentations. Use simple applications or online resources to explore cultural traditions and their environmental connections.</p>

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):

Strand (Topic): Economic Decision Making: Population
Essential Learning Outcomes: To understand how our natural and human resources shape our island identity
Grade Level Expectations: K- Define the term population and understand its significance in the context of our region S- Explain how changes in population can affect our region’s resources and services V- Evaluate the potential consequences of a growing or declining population on our region’s economy, infrastructure, and community

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
3-EDM-K-3 Define the term population and understand its significance in the context of our region	<i>Conversation:</i> Can students explain the term population in their own words?	<p>Previous Knowledge: Draw on students' knowledge of how a family grows. Create a concept map using cut out people to represent families and how they grow by adding new members.</p> <p>Demonstration: (Use the students or use legos or action figures.) Create “CITIES’ In the classroom and have the students grow the population of the ‘City’. explicitly use the term population.</p> <p>Example: City one stated with a population of 2. soon it grow by 5. City 2 has a population of 12, however, it lost 2 of its inhabitants.</p> <p>Guide students to formulate a working definition of population through this activity.</p> <p>Ask children to create a visual representation of the term "population" and its significance in the context of their region. This could be a simple drawing, a collage, or a diorama.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Encourage them to include people, animals, and plants to represent different aspects of the population.</p> <p>Technology Inclusion: Exploring Population with "Stack the Countries"</p> <p>Students will define the term "population" and understand its significance in the context of their region using the educational app "Stack the Countries."</p> <p>Activity Steps:</p> <ol style="list-style-type: none"> 1. Introduction (Class Discussion): <ul style="list-style-type: none"> - Begin with a brief discussion about what students understand by the term "population." Encourage them to share their ideas and thoughts about how the number of people in a place might affect the community. 2. App Introduction (Stack the Countries): <ul style="list-style-type: none"> - Introduce the "Stack the Countries" app to the class. Explain that the app will help them explore different countries, their populations, and how these factors can impact the game. 3. Guided Exploration (Teacher-led): <ul style="list-style-type: none"> - Use a projector or interactive whiteboard to guide the students through the app. Play a few rounds together, pointing out information about countries, their populations, and any landmarks or features mentioned in the game. 4. Hands-On Play (Individual or Small Groups):

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Allow students to play the game individually or in small groups on their tablets or computers. Encourage them to explore the countries, answer questions, and observe how the game incorporates population information.</p> <p>5. Discussion and Reflection: - After the gameplay session, gather the students for a discussion. Ask questions such as: - What did you learn about different countries? - How does population information impact the game? - Can you think of ways population might affect a country in real life?</p> <p>6. Create Population Profiles - In pairs or individually, have students create simple "population profiles" for a country of their choice. Include information like the country's name, capital, population size, and one interesting fact they discovered while playing the game.</p> <p>7. Sharing and Presentation: - Give students the opportunity to share their population profiles with the class. This can be done through short presentations or by displaying their work on a bulletin board.</p> <p>This activity not only introduces the concept of population using technology but also allows students to apply their knowledge in a virtual context through gameplay. It combines interactive learning with creative expression and encourages</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
	<p>Product: Can students explain why it is important to know about the population?</p> <p>Observation: Can students, through observation and reflection, articulate why population information is crucial for planning and decision-making?</p>	<p>critical thinking about the impact of population on different regions.</p> <p>Human Interaction: Organize interactive games or activities that involve counting and categorizing objects to represent population elements (e.g., counting toy animals or people in a designated area).</p> <p>Read “If the World Were a Village: A Book About the World’s People” by David J. Smith. Ask questions to generate discussion on the diversity of our global population.</p> <p>Link with Spatial thinking: Begin by showing students a map of the Caribbean region and briefly explain that different places around the region have different populations. Give each student a small cut out person and ask them to decorate each person to represent various characteristics such as hairstyle and clothing. Then guide students to place their cutouts on the Caribbean map placed on the board. Ask them to choose different locations for the population. Discuss why some places may be more populated than others. Help students to understand that a population comprises people with various characteristics as seen by the variations in the pictures on the map.</p> <p>Observation Activity: "Exploring Our Population"</p> <p>1) Take the students on a short observation walk either around the school premises (if possible) or through virtual means</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>(using pictures or videos). Ask them to observe different spaces and places, such as classrooms, playgrounds, or nearby streets.</p> <p>2) Distribute the observation worksheets to each student. The worksheet should contain guided questions such as:</p> <ul style="list-style-type: none"> - How many people do you see in this area? - Are there a lot of buildings? - What does that tell you about the population? - How might the number of people impact the need for schools, parks, or other facilities? <p>SAMPLE: TELL ME</p> <p>3) Allow students to either work individually or in small groups. Encourage them to answer the questions on their observation worksheets based on what they see during the walk.</p> <p>4) Discussion and Reflection:**</p> <p>Bring the students back to the classroom and facilitate a discussion. Ask them to share their observations and discuss the importance of population in planning and organizing communities.</p> <p>5) - As a class activity, create a visual representation of the observations. This could be a collage with pictures or drawings showing different aspects of the community and how population influences them.</p> <p>6) Conclude the activity by asking students to reflect on why it is important to know about the population. Encourage them to express their thoughts on how this information can help make their community a better place.</p>

Grade 3 Social Studies

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>3-EDM-S-3 - Explain how changes in population can affect our region's resources and services.</p>	<p>Product:</p> <p>Are students able to demonstrate the effect of population growth on resources and services?</p>	<p>Watch this video and discuss: Brainpop Population Growth</p> <p>Organize a collaborative diorama or play activity where children work in small groups to depict scenarios of population changes affecting resources and services. This can involve arranging miniatures, drawing, and discussing the changes within their created environment. (e.g. showing forests being cleared for homes, overfishing for consumption, etc.)</p> <p>Provide students with large sheets of paper and instruct them to draw to draw their community including houses, schools, parks</p> <p>Divide students into equal numbers of small groups. Assign each group a few items like sweets and instruct them to share the items among themselves. Ensure that each child will receive an equal number of items once items are distributed. Then ask students to explain whether they experienced any problems in sharing the items. Students must justify their answer. Then the teacher rearranges the groups so that some groups have more members than others. Repeat the activity again by distributing different sets of items in the same quantity to each group. Have students share the items among themselves. Ask students the same questions whether they experienced problems in sharing the items and why. Help students to understand that the problems they experienced the second time is because the number of people in the group outnumbered the available items and that the same situation exist in the real world in that there are times when the resources of a country cannot sustain the people who live there because the country is overpopulated.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>3-EDM-V-3 - Evaluate the potential consequences of a growing or declining population on our region's economy, infrastructure, and community.</p>	<p>Observation: Are students able to recognise the challenges of large numbers of people in a small area?</p> <p>Conversation: Do students recognize that there is a need for communities to have sufficient diversity of people to offer services needed?</p>	<p>Ask children to work in small groups to draw their ideal community on a large sheet of paper and instruct them to draw the people on the paper that will be in their community. Then provide each group with varying numbers of people to be added to their community to represent the consequences of population changes.</p> <p>Engage students by asking a few questions:</p> <ol style="list-style-type: none"> 1. Have you ever noticed that sometimes there are more people in a place than before? How do you think people feel when it is crowded? 2. Can you think of some things people need everyday like food, water and energy? 3. Do you think it would be easier to provide these things if there were more people in a country? <p>Introduce the concept of population growth and explain to students that when a country's population grow it means there are more people living there which puts more pressure on the available resources like food, water, energy. Also remind them that it necessary to have sufficient numbers of people with all sorts of skills to help make a community thrive</p>

Additional Resources and Materials

(Interactive Maps or Globes:

- *Use a large world map or globe for a class activity. Ask students to identify different countries and discuss how populations might vary across continents. This tactile experience enhances spatial awareness.*
- *Google Earth: A free online program that allows users to explore the world in 3D.*
- *National Geographic Kids Maps: A website with interactive maps and games.*
- *Worldmapper: A website that uses maps to show how different things are distributed around the world.*
- *3D Interactive Globe: A website with a 3D globe that users can rotate and zoom in on.*

Grade 3 Social Studies

Question Cards or Discussion Prompts:

- Create cards with questions like "How does population impact the need for schools?" or "Why is it important to plan for a growing population?" Use these cards for group discussions or individual reflections.

Useful Content Knowledge for the Teacher:

Key Area	Description	Example
Population Basics	Define "population" in simple terms	"Population is the number of people living in a certain place."
	Understand population size, density, and distribution	"Size means how many people, density means how many people are in a certain area, and distribution means where people live."
	Use age-appropriate examples	"Think about our classroom. How many students are there? That's our classroom population!"
Geography Concepts	Basic knowledge of geography	"Let's look at the map and find different countries and continents."
	Use maps, globes, or other visual aids	"Imagine the globe is a giant beach ball. If everyone in the world stood on it, it wouldn't be crowded!"
Community Planning	How population information is used	"Cities use population data to know how many schools, hospitals, and parks they need."
	Connection between population and infrastructure	"When many people live in one place, they need more roads, buildings, and water."
Children's Literature	Age-appropriate books about communities/neighborhoods	"The Berenstain Bears Learn About Needs" or "Corduroy"
	Select literature that complements the lesson	"Today we're learning about population. This book shows how animals live together in a community."
Educational Technology	Apps or games related to geography/population/community planning	"Let's play 'Stack the Countries' and learn about different populations!"
	Integrate technology to enhance learning	"This app shows how the world's population has changed over time."

Grade 3 Social Studies

Real-World Examples	Real-world examples or case studies	"My hometown is growing quickly, so they're building a new school."
	Share relatable stories	"Think about your neighborhood. How many people live there? What would happen if more people moved in?"
Data Interpretation	Interpret simple population data graphs/charts	"This graph shows how many people live in different parts of the world."
	Explain visual representations in an accessible manner	"See how the bars are different sizes? That means some places have more people than others."
Interactive Teaching Strategies	Interactive teaching strategies	"Let's act out how a town grows as its population increases!"
	Group discussions, hands-on activities, and visual aids	"We can create a chart to track our classroom population throughout the year."
Local Community Insights	Local community characteristics	"Our city has a growing population, so it's important to take care of our environment."
	Incorporate local examples	"Let's visit the library and see how many books they have for our large population!"
Communication Skills	Effectively communicate with students	"Ask questions, share your ideas, and let's learn together about population!"
	Convey complex concepts simply	"Remember, population just means how many people live in a place!"
<p>Opportunities for Subject Integration: <i>(Additional ideas about how the inclusive learning strategies might be adapted and/or applied to include other subjects in the curriculum)</i></p>		
Subject	Opportunity	Activity
Mathematics	Create and interpret simple graphs, charts, and tables	Students create bar graphs representing population of different countries, emphasizing scale and measurement.
Geography	Explore population distribution across continents, countries, and regions	Students identify countries on a map or globe and discuss population variation globally.

Grade 3 Social Studies

Language Arts	Develop literacy skills by reading about population, communities, and urban planning	Encourage students to write short stories or essays about an imaginary community, considering population size and its impact.
Science	Investigate environmental aspects of population growth and resource consumption	Discuss environmental impact of increased population, such as resource depletion and waste generation. Introduce sustainability and responsible resource use.
Technology	Utilize technology for interactive learning experiences	Students use educational apps, online maps, or virtual tours to explore population dynamics in different regions.
Art and Design	Encourage creativity through art projects that represent population-related concepts	Have students create visual displays, posters, or 3D models depicting the impact of population on community landscapes.
<p>Strategies that Support the Curriculum and Assessment Framework</p> <p><i>This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.</i></p> <p>Elements that are integrated across subjects:</p> <p>Elements from Local Culture, Technology, TVET, Environment that are integrated:</p> <p>Items of Inspiration (teaching tips, inspirational passages, connections to educational research):</p>		

"Exploring Regional Migration: Understanding Influences, Assessing Impacts, and Fostering Cultural Competence"

Strand (Topic): Economic Decision Making: Impact of Migration
Essential Learning Outcomes: To understand how our natural and human resources shape our island identity
<p>Grade Level Expectations: K-Distinguish between immigration and emigration S - Analyze the effects of migration on the region, (Positive and Negative) V- Recognizing the importance of respecting and accepting individuals from diverse backgrounds, understanding their contributions to the community.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>3-EDM-K-4</p> <p>Distinguish between immigration and emigration</p>	<p>Product: Can students represent their understanding of the concept of immigration and emigration?</p>	<p>Cartoon and Animation Create an instructional video or Create a story or use a children's book that illustrates characters moving to a new neighborhood (immigration) or leaving their current neighborhood (emigration).</p> <p>Teacher can use:</p> <ol style="list-style-type: none"> 1. Powtoon 2. Animaker 3. Loom 4. Renderforest <p>Use an assessment menu: written assignments, oral presentations, or visual projects for presentation</p> <p>Assesment Menu</p> <p>Play a game : Airport Students take off and land at the airport. They are given immigration forms to fill out upon entry and exit of the county. (country immigration forms can be used)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
	<p>Observation Are students active participants in sharing their understanding of the movement of peoples?"</p>	<p>Complete live worksheet for above game https://www.liveworksheets.com/w/en/english-second-language-esl/992829</p> <p>Storytelling and Mapping</p> <p>Story Creation: Begin by telling a short and relatable story that involves characters moving from one place to another. For example, create a narrative about a family moving to a new town (immigration) or a friend leaving for a different city (emigration). Use age-appropriate language and include elements that resonate with the students.</p> <p>Caribbean example: https://diversebookfinder.org/book/coqui-in-the-city/ (See other Story Examples : https://docs.google.com/document/d/1FPNWC47ZKA0G9cA-eCVWCxt2rFn1-FAsAm4BDKXjmZc/edit?usp=sharing</p> <p>Visual Representation: Introduce visuals such as pictures or drawings to accompany the story. Display images of houses, neighborhoods, and different locations on a board or screen. These visuals help reinforce the understanding of the movement between places.</p> <p>Mapping Exercise: Provide each student with a simple map or encourage them to draw one. Have them mark the starting point (current residence) and the destination (new residence) for the characters in the story. This mapping exercise helps children visualize the spatial aspects of immigration and emigration.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>Discussion: Facilitate a class discussion after the storytelling and mapping activity. Encourage students to share their maps, discuss the reasons for the characters' moves, and express their thoughts on the concepts of immigration and emigration.</p>
<p>3-EDM-S-4 - Analyze the effects of migration on the region, (Positive and Negative)</p>	<p>Conversation: Can students describe how migration can impact the cultural diversity of the region?</p> <p>Observation: Do students actively contribute to the class discussion about the social and environmental consequences of migration in the region?</p> <p>Product: Can students create a piece of art, such as a painting, drawing, or sculpture, or a song, that represents the effects of migration on the region?</p>	<p>Venn Diagram Cluster/BrainStorm</p> <p>Teacher plays introductory videos</p> <p>Explain the concept of migration to kids Migration lesson for kids What is migration ? Effects of Migration in Migrant Countries of Origin Effects of Migration in Countries of Destination</p> <p>After viewing video: Use a Venn diagram to compare and contrast the positive and negative effects of migration on a region. Students can work in groups to brainstorm ideas for each category, and then use a Venn diagram to visually represent their findings.</p> <p>Group Work</p> <p>Have students work in groups to represent different perspectives on migration. about the effects of migration. Leave the visual representations on display in the classroom and share with parents at report card time.</p>
<p>3-EDM-V-4 Recognizing the importance of</p>	<p>Product: Can students explain the importance of respecting and accepting individuals from diverse backgrounds?</p>	<p>Sing along - Activity</p> <p>"The Wheels on the Bus" (Migration Remix)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
<p>respecting and accepting individuals from diverse backgrounds, understanding their contributions to the community.</p>		<p>(Verse 1) The wheels on the bus go round and round, Round and round, round and round. The wheels on the bus go round and round, All across the land.</p> <p>(Chorus) Migrating birds fly high, high, high, High, high, high, high, high. Migrating birds fly high, high, high, All across the sky.</p> <p>(Verse 2) The wheels on the bus go up and down, Up and down, up and down. The wheels on the bus go up and down, Over the mountains.</p> <p>(Chorus) Migrating whales swim deep, deep, deep, Deep, deep, deep, deep, deep. Migrating whales swim deep, deep, deep, All across the sea.</p> <p>(Verse 3) The wheels on the bus go open and shut, Open and shut, open and shut. The wheels on the bus go open and shut, All around the town.</p> <p>(Chorus)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies
		<p>Migrating families pack and pack, Pack and pack, pack and pack. Migrating families pack and pack, All across the land.</p> <p>Once students learn the song, allow them to create their own verse 4 and 5.</p> <p>Verse 4</p> <p>How can we make sure that migrating families feel welcome in our communities?</p> <p>Prompt: Write a verse about ways to make migrating families feel welcome.</p> <p>Verse 5</p> <p>How can we recognize the contributions that new immigrant families make to our community?</p> <p>Prompt: Write a verse about ways to that migrating families can help enrich our communities.</p>

Additional Resources and Materials
<ol style="list-style-type: none"> <li data-bbox="348 1170 1860 1235">1. Powtoon is a cloud-based animation creation platform that can be used to create animated videos. Powtoon has a free plan that includes a limited number of features, but it is still enough to create a basic instructional video. <li data-bbox="348 1240 1881 1333">2. Animaker is another cloud-based animation creation platform that offers a free plan with limited features. Animaker has a wider variety of templates and animation styles than Powtoon, so it may be a better choice if you want to create a more visually engaging video.

3. **Loom** is a free screen recording tool that can be used to record your screen and webcam simultaneously. This can be useful if you want to create a video that shows you talking about immigration and emigration while also showing animations or graphics on the screen.

Useful Content Knowledge for the Teacher:

Key Concept	Definition	Push and Pull Factors	Example
Immigration	Movement of people into a country to settle	Reasons for leaving home country	Attractiveness of destination country
Emigration	Movement of people out of a country to settle in another	Reasons for leaving home country	Attractiveness of destination country
Difference	Immigration is entering, emigration is leaving	Compare and contrast reasons for movement	Compare and contrast attractions of different countries
Historical Examples	Enslavement, Wind Rush	Immigration waves in different regions	Impact of historical events on migration patterns
Contemporary Trends	Global refugee crisis, skilled worker migration, retirement migration	Current global migration patterns and trends	Reasons for current migration trends
Cultural Diversity	Increased cultural richness	Food festivals, diverse celebrations, international artists	Intercultural exchange programs, language learning, cultural sensitivity training

Grade 3 Social Studies

Economic Growth	Immigrants contribute to workforce and business creation	Immigrant entrepreneurs, small businesses owned by immigrants	Job creation initiatives, access to capital, skills-based training
Innovation and Entrepreneurship	Immigrants bring new ideas and perspectives	Successful immigrant-founded companies, technological advancements	Incubator programs, mentorship networks, access to funding
Strain on Resources	Increased demand for public services and resources	Housing shortages, school overcrowding, healthcare system strain	Infrastructure development, resource allocation strategies, community support programs
Social Challenges	Xenophobia, cultural tensions, social integration	Discrimination, prejudice, lack of understanding	Interfaith dialogues, community outreach programs, anti-discrimination policies

Opportunities for Subject Integration:

Language Arts	Mathematics	Science	Music and Arts
Read age-appropriate books or stories about immigration, emigration, or diverse cultures. Have students write short stories or draw pictures about a fictional journey to a new place.	Use basic math skills to analyze simple charts or graphs related to immigration statistics. For example, create a bar graph showing the number of immigrants from different countries.	Discuss basic environmental concepts related to migration, such as changes in climate. Explore how animals migrate and draw parallels to human migration in a simplified manner.	Create simple art projects or drawings that represent diversity. Introduce music or dance from various cultures to highlight the rich tapestry of global traditions

Strategies that Support the Curriculum and Assessment Framework

This section is optional and intended to assist writers as they check the curriculum to the Curriculum and Assessment Framework. It can be used at the discretion of the Team Leads and PICT Subject Specialists. It will be used to guide the writing but will not appear in the curriculum guides.

Elements that are integrated across subjects:

Elements from Local Culture, Technology, TVET, Environment that are integrated:

Items of Inspiration (teaching tips, inspirational passages, connections to educational research):