

June 2024



**Organisation of
Eastern Caribbean States**



OHPC GRADE 4 SOCIAL STUDIES

Historical and Cultural Thinking

Introduction to the Strand: This particular strand consists of two broad themes. The first explores the Indigenous peoples of the Caribbean and European colonisation. Students will learn about the Taíno and Kalinago people, their way of life, contributions to the region, and how European colonisation affected their societies. The second delves into the evolution of communication and transportation technology over time. Students will explore how these advancements have transformed the way we communicate, travel, and access information. It is anticipated that through these units, students will develop a deeper understanding of the historical and cultural factors that have shaped the Caribbean region. Additionally, students will develop a greater appreciation for the rich diversity of the Eastern Caribbean and the resilience of its people in the face of colonisation and technological change.

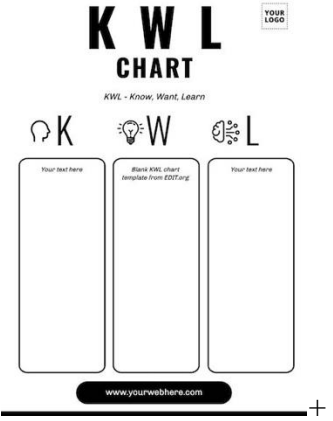
Essential Learning Outcome: To recognise that contact with Europeans brought significant changes for Indigenous peoples.

Grade Level Expectations: Students would be able to:

1. Identify the places in the Caribbean where the Indigenous people settled.
2. Describe the way of life of the Indigenous people before contact with Europeans.
3. Recognize that the Indigenous peoples had flourishing societies before the arrival of the Europeans.

Focus Question:

1. What was life like for Indigenous peoples before contact with Europeans?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies									
	<p>Product: KWL Chart Completion- Does the KWL ‘What I have learnt’ column reflect accurate content presented in the video?</p> <p>Product - (Roleplay/Hands-on Demonstration): Can students demonstrate features of Indigenous culture before the Europeans came to the Caribbean?</p> <p>Product - Can students describe at least two basic artefacts used in the economic and social life of the Indigenous people before the European arrival?</p> <table border="1" data-bbox="655 1154 1081 1365"> <thead> <tr> <th colspan="3">Artefacts - Indigenous People</th> </tr> <tr> <th>Artefacts</th> <th>Uses</th> <th>Importance</th> </tr> </thead> <tbody> <tr> <td>Clay pot</td> <td>Cooking</td> <td>Provide meals</td> </tr> </tbody> </table>	Artefacts - Indigenous People			Artefacts	Uses	Importance	Clay pot	Cooking	Provide meals	<p>KWL Chart:</p> <ul style="list-style-type: none"> Students fill the “What I know” in the KWL matrix by stating what one fact they recall about the indigenous peoples before the Europeans came to the Caribbean in the “K”- What I know column. Students develop questions that they will like to find answers to about the Indigenous people and write questions in the ‘W’- “What I Want To Know” column. Example of KWL chart: <p><u>What I want to find out.</u></p> 
Artefacts - Indigenous People											
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Video Inferencing / Discussion & KWL Completion:</p> <ul style="list-style-type: none"> • Students view a video on the economic and social life of the indigenous peoples of the Caribbean before the coming of the Europeans. (See videos : Tainos: History and Traditions and The Kalinago/ Caribs, Caribbean History) • After the video, students and the teacher identify and discuss additional facts about the way of life of the Indigenous peoples of the Caribbean before the coming of the Europeans. • Students record the new information by completing the KWL table by filling in the last column ‘L -What I Learnt’. <p>Roleplay/Hands-on Demonstration:</p> <ul style="list-style-type: none"> • Students engage in hands-on demonstrations (or share pictures) of traditional practices and customs. Teachers select ONE from the list below or create a suitable option. <ol style="list-style-type: none"> i. Prepare a dish (e.g. pepper-pot, cassava bread, making corn flour) ii. Identify ingredients or create a recipe of one of the traditional dishes. iii. Create traditional crafts (e.g. jewellery, baskets, zemi, bow & arrow, hammocks) iv. Roleplay bartering system

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>v. Face painting or creating designs for face painting</p> <p>vi. Learn phrases or song in the Garifuna/Kalinago language</p> <p>Journal Entry - Data Disk:</p> <ul style="list-style-type: none"> • Students complete a data disk reflecting the basic social and economic life of the Indigenous peoples of the Caribbean and stick it into their journals. Example of Data Disk: • Students also share their reflections in a data disk with their peers to promote further discussion and learning. <p>Field Trip/Report:</p> <ul style="list-style-type: none"> • Students visit a local museum or cultural centre that exhibits artefacts related to the social and economic life of the Indigenous peoples before the coming of the Europeans. Students will participate in a virtual field trip if a physical site is not accessible. Indigenous Caribbean People - Read by Paul Campbell for Island SPACE Magic at the Museum • During the visit/viewing, students will use a checklist to guide their exploration and take notes on the artefacts and exhibits they view. • Students create a report of their observations using any of the following modes: written

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>report, oral presentation, artistic expression-drawing/painting or slideshow. Guiding questions could include:</p> <ol style="list-style-type: none"> 1. <i>What three facts did I learn?</i> 2. <i>What did I enjoy most about ?</i> 3. <i>Would you encourage others to visit? Why?</i> <ul style="list-style-type: none"> • Students share their reflections and engage in whole-class discussion. • Teacher uploads student reflections to Google Classroom, Microsoft Teams or Smart Term for future access. Students' reflections can also be displayed in classrooms.
<p>4-HCT-S-1 - Chart the location where Indigenous people of the Caribbean were living before contact with Europeans.</p>	<p>Product - Mapwork: Are students able to accurately identify the specific islands and regions where Indigenous peoples of the Caribbean resided before the Europeans arrived?</p>	<p>Mapwork:</p> <ul style="list-style-type: none"> • Students conduct research using the textbook or any other suitable resource (hard copy or digital) to find out the places inhabited by the indigenous peoples before the Europeans came to the Caribbean. • Students look at these places on a map, using Atlas, Google Earth or other resources. • On a blank map of the Caribbean region, students in groups identify, label and colour the areas where Indigenous people were known to have inhabited before European arrival in the Caribbean. • Students will use Google maps or atlas to research and accurately mark the locations.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																								
<p>4-HCT-V-1- Appreciate that the Indigenous people of the Caribbean had flourishing societies and economies before contact with Europeans.</p>	<p>Conversation - Critical thinking: Fact Finding Corners Are students able to provide evidence of Indigenous peoples' flourishing societies and economies before the Europeans came to the Caribbean?</p>	<p>Whole class discussion:</p> <ul style="list-style-type: none"> • Students share some elements of the Indigenous peoples that illustrate their society was flourishing. • Students create a definition of 'flourishing' after discussion with the teacher. • Students use a checklist provided by the teacher to match the elements of a flourishing society that were present in the societies and economies of the indigenous people. <p><u>Example of checklist:</u></p> <table border="1" data-bbox="1182 797 1860 1360"> <thead> <tr> <th data-bbox="1182 797 1738 854">Statements</th> <th data-bbox="1738 797 1801 854">Yes</th> <th data-bbox="1801 797 1860 854">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="1182 854 1738 911">1. They planted their own food.</td> <td data-bbox="1738 854 1801 911"></td> <td data-bbox="1801 854 1860 911"></td> </tr> <tr> <td data-bbox="1182 911 1738 997">2. They created their own forms of transportation</td> <td data-bbox="1738 911 1801 997"></td> <td data-bbox="1801 911 1860 997"></td> </tr> <tr> <td data-bbox="1182 997 1738 1053">3. They had their own religion.</td> <td data-bbox="1738 997 1801 1053"></td> <td data-bbox="1801 997 1860 1053"></td> </tr> <tr> <td data-bbox="1182 1053 1738 1110">4. They lived in villages headed by a chief.</td> <td data-bbox="1738 1053 1801 1110"></td> <td data-bbox="1801 1053 1860 1110"></td> </tr> <tr> <td data-bbox="1182 1110 1738 1196">5. They engaged in bartering, fishing and hunting.</td> <td data-bbox="1738 1110 1801 1196"></td> <td data-bbox="1801 1110 1860 1196"></td> </tr> <tr> <td data-bbox="1182 1196 1738 1282">6. They had their own entertainment (e.music, dance, ball game).</td> <td data-bbox="1738 1196 1801 1282"></td> <td data-bbox="1801 1196 1860 1282"></td> </tr> <tr> <td data-bbox="1182 1282 1738 1360">7. They educate their children about their culture</td> <td data-bbox="1738 1282 1801 1360"></td> <td data-bbox="1801 1282 1860 1360"></td> </tr> </tbody> </table>	Statements	Yes	No	1. They planted their own food.			2. They created their own forms of transportation			3. They had their own religion.			4. They lived in villages headed by a chief.			5. They engaged in bartering, fishing and hunting.			6. They had their own entertainment (e.music, dance, ball game).			7. They educate their children about their culture		
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		8. They educated their children about their way of life (food preparation, basket weaving, hunting)	
		9. They made useful tools (e.g. weapons - spears, bow and arrows)	
		10. They developed skills in making pottery, baskets, hammocks, jewelry, carving etc.	
		<ul style="list-style-type: none"> • Students create a statement of affirmation that the Indigenous peoples had flourishing societies and economies before the Europeans arrived in the Caribbean. <p>Fact Finding Corners:</p> <ul style="list-style-type: none"> • Teacher presents the following statement to students: <i>“The Indigenous societies and economies of the Caribbean were flourishing in many ways before the Europeans’ arrival.”</i> • Students are guided to move to a corner of the room that represents elements of a flourishing society. For example: <ol style="list-style-type: none"> i. Corner 1-Food, ii. Corner 2- Transportation, iii. Corner 3- Religion, iv. Corner 4- Leadership, v. Corner 5- Economies (bartering, fishing, hunting, farming) vi. Corner 6- Defense (creating/using weapons) 	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> Students present examples or evidence to show where the Indigenous societies and economies were flourishing before the arrival of the Europeans.

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.)

- [The Caribs](#)
- [The People Who Came to the Caribbean | Ethnic Groups, Place of Origin & Time of Arrival](#)
- [Christopher Columbus and the Taino People](#)
- <https://youtu.be/lxnDJybhOc?feature=shared>

Additional Useful Content Knowledge for the Teacher:

- The Indigenous people were the first inhabitants of the Caribbean:
 - Tainos settled in the Greater Antilles, including present-day Cuba, Jamaica, Hispaniola (Haiti and the Dominican Republic), and Puerto Rico.
 - Kalinagos settled in the Lesser Antilles namely, St. Lucia, Grenada, St. Vincent and the Grenadines, and Dominica.
 - Both groups shared the islands of Trinidad and Puerto Rico.
- Indigenous societies had their own social structures, and economic practices:
 - Their communities were called Chiefdoms.
 - Religion played an important role in their way of life.
 - They were farmed, fished and bartered to meet their needs in their societies.

- Their societies practiced cultural traditions, including pottery-making and stone-carving.
- The arrival of Europeans brought significant changes to their way of life:
 - Colonisation, the Europeans took control of them.
 - Their land was stolen/taken away by the Europeans
 - They were forced to work on the Europeans' farm, and find gold for them
 - Many died from new diseases such as influenza, smallpox, and yellow fever.
 - They were punished for practicing their own culture and tradition.

Opportunities for Subject Integration:

- **Language Arts: Vocabulary building-** Meaning of words (Indigenous, barter, ancestor, chiefdom, colonisation, practices, beliefs, economy, population, tradition, culture, religion)
- **Science:** Types of materials used to create products e.g. pottery, hammocks, canoes, dye, stone carving etc.
- **Arts and Crafts:** Creating pottery etc
- **Mathematics:** Barter (ratio)
- **HFLE** - Respect for others

Essential Learning Outcome: To recognise that the arrival of Europeans brought significant changes for Indigenous peoples.

Grade Level Expectations: Students would be able to:

1. Understand the impact that European arrival had on the Indigenous people and on the Europeans.

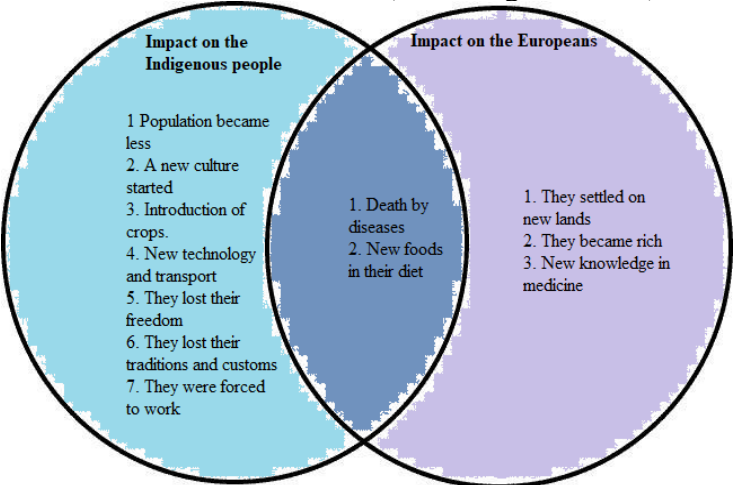
Focus Questions:

1. Why did the Europeans come to the Caribbean in the 15th and 16th centuries?
2. How did contact with the Indigenous people impact the Europeans?
3. How did contact with Europeans impact the Indigenous peoples?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-HCT-K-2 - Identify the European groups that came to the Caribbean in the 15th- 16th centuries and state reasons why they came.</p>	<p>Conversation- Are students aware that the images presented originated in Europe?</p> <p>Product –Map work - Are students able to locate Europe on a map of the world?</p>	<p>Introduction: Guessing Game, Class Discussion and Mapwork:</p> <ul style="list-style-type: none"> • Students play a guessing game in which they are given different picture clues that represent aspects of European culture. For example, images of famous figures (Queen Elizabeth II) and landmarks (Eiffel Tower Buckingham Palace, Windsor Castle, London Bridge) or greetings (Hola, Bonjour), foods (croissants), • Students then identify the countries they are associated with (Spain, France, Great Britain, Holland). • Students look at a political map of the world to identify the countries named above. (Teachers

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation-Guided Research: Are students able to identify the early Europeans groups that came to the Caribbean and state reasons why they came?</p> <p>Product-: Are students able to express through short stories why the Europeans came to the Caribbean?</p>	<p>can use the Atlas, printed maps, interactive maps or globe).</p> <ul style="list-style-type: none"> The teacher points out that the general area in which these countries are located is called Europe, and names the nationality of the Europeans (Spanish, French, British, and Dutch) who came to the Caribbean. <p>Guided Research – Reasons Early Europeans Came to the Caribbean in the 15th – 16th Centuries:</p> <ul style="list-style-type: none"> Students will watch a short video (See 3Gs of Exploration (youtube.com)) or read a short passage that provides more detailed information about the reasons that the different European groups came to the Caribbean. Students will discuss the video or passage as a whole class. . <p>Jigsaw Activity</p> <ul style="list-style-type: none"> In small groups, students will select ONE European group and identify their goals for coming to the Caribbean and then share their findings with the whole class. In whole class discussion, students will compare and contrast the different reasons that the different European groups came to the Caribbean in the early years.

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		<p>Creative Expression Short Story/Comic Strip/Social Media Post:</p> <ul style="list-style-type: none"> • Imagining that they were one of the early European sailors/ merchants/priests/prisoners who came to the Caribbean in the 15th - 16th centuries, students write a short story or create a comic strip to show reasons why they were motivated to travel from Europe. <p><u>OR</u></p> <ul style="list-style-type: none"> • Imagining that they were one of the early Europeans who came to the Caribbean in the 15th - 16th centuries, students create a social media post (FB, Instagram, TikTok) to show reasons why they were motivated to travel to the Caribbean OR create an advertisement to recruit persons to travel with you. • Students then share their work with a partner. Each partner gives feedback to the other.
<p>4-HCT-S-2 - Categorise the impact of Europeans' colonisation on the lifestyle of Indigenous people and Europeans in the Caribbean.</p>	<p>Conversation: Are students able to present plausible responses to 'ways in which they think Europeans' coming affected the lives of the indigenous peoples in the Caribbean and ways they think Europeans were affected when they settled in the Caribbean?</p>	<p>Guided Discussion:</p> <ul style="list-style-type: none"> • Students share their thoughts about ways they think the arrival of Europeans affected the lives of the Indigenous people in the Caribbean and ways they think Europeans were affected when they settled in the Caribbean. • Students view a PowerPoint presentation or other visual aid - chart, video, etc. on the impact of

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	<p>Product: Worksheet (paper/virtual): Students complete a table to show the impact of European colonisation on the indigenous peoples and on the Europeans themselves.</p> <table border="1" data-bbox="655 755 915 1024"> <thead> <tr> <th>Impact on Indigenous People</th> <th>Impact on Indigenous People</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Observation- Market Scene: Are students able to differentiate between indigenous resources and those introduced by Europeans?</p>	Impact on Indigenous People	Impact on Indigenous People									<p>colonisation on the indigenous peoples and on the Europeans in the Caribbean. (See video:)</p> <ul style="list-style-type: none"> During the PowerPoint presentation, students participate in a guided discussion on the impact of colonisation on the Christopher Columbus and the Taino People Indigenous people and Europeans. Students will examine: <ol style="list-style-type: none"> How the introduction of new goods, diseases and knowledge influenced the Indigenous people's cultural practices. (i.e. positive & negative impact). How Europeans had to adapt to their new environment Students summarise what they have learnt using a chart of their choice (venn diagram, table).  <p style="text-align: center;"><u>OR</u></p>
Impact on Indigenous People	Impact on Indigenous People											

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	<p>Conversation/Observation:</p> <p>Can students state at least two ways in which colonisation affected the Indigenous people and the Europeans?</p> <p>Product-Game: Can students differentiate between the positive and negative impacts of colonisation on the Europeans and Indigenous people?</p>	<p>Students group the impact of European colonisation on the lifestyle of Indigenous people and Europeans in the Caribbean by taking part in an online quiz using Kahoot or other online gaming/quiz platform. The impact of colonisation on the Europeans and the Indigenous people</p> <p>Market Scene:</p> <ul style="list-style-type: none"> • Students research using the internet, books or other sources to gather information on plants, crops, animals and other products exchanged between Europe and the Caribbean region. • They then create a market scene where they act as vendors, showcasing and bartering these items. (Teachers will ask students to bring the items or props beforehand.) • These products are displayed in two categories - Indigenous stall and European stall <ul style="list-style-type: none"> • Indigenous Stall - e.g. corn/maize, tobacco, pineapple, cocoa, cassava, iguana, armadillo/tattoo, manicou, potatoes, cotton, pepper, gold, pearls • European Stall - e.g. banana, sugar cane, breadfruit, mango, sheep, cattle, donkey, horse, mirror, knives, guns, metal bar • Students can use props such as real or replicas of fruits, vegetables, and other goods to create an immersive market experience.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> Students complete an exit slip to identify a product from each stall that they thought benefited each group the most and give one reason to support their viewpoint. <p>Discussion:</p> <p>Students discuss whether they think each group benefited equally and give reasons to support their views.</p>
<p>4-HCT-V-2- Develop an awareness that colonisation had many lasting negative consequences for the Indigenous people of the Caribbean.</p>	<p>Observation: Checklist: Are students able to argue for or against the negative impacts or consequences of colonisation on the Indigenous people?</p> <p>Checklist</p> <p>Group 1 - Lawyers for Indigenous People</p> <p>List of arguments</p> <ol style="list-style-type: none"> Loss of culture Mockery - they laughed at them Stolen lands Reduction of population (killings and diseases) Made people into slaves 	<p>Court Trial:</p> <ul style="list-style-type: none"> Students read the poem 'Lament of an Arawak' as a class to gain insight into the experiences and perspectives of the Indigenous people during colonisation. Teachers can also provide audio recordings of the poem to help students develop their understanding of its tone and emotions. (See <u>'Lament of an Arawak Child' by Pamela Mordecai – a poem about the genocide that started when Columbus invaded the Caribbean. Mike Finn's Fiction</u>) Students are then placed into the following groups: Group 1- Lawyers for Indigenous people Group 2- Lawyers for the Europeans. Group 3- Jurors Student lawyers use the poem as evidence to build arguments advocating for justice and reparations for the Indigenous people.

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	<p>6. Torture</p> <p>Group 2 - Lawyers for Europeans</p> <ol style="list-style-type: none"> 1. Opportunities to create/expand businesses 2. Their ideas were better than the Indigenous 3. The Indigenous people resisted them 	<ul style="list-style-type: none"> • The teacher assumes the role of a Judge and guides the debate, ensuring that students support their arguments using evidence from the poem or previous knowledge. • After both sides have presented their arguments, students will vote on the verdict. • Students will also state why they voted the way they did.

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. [The People Who Came to the Caribbean | Ethic Groups, Place of Origin & Time of Arrival](#)
2. [3Gs of Exploration](#)
3. [Christopher Columbus and the Taino People](#)
4. [Indigenous Caribbean People - Read by Paul Campbell for Island SPACE Magic at the Museum](#)
5. [Christopher Columbus: What Really Happened \(10 Year Anniversary\)](#)

Text:

[‘Lament of an Arawak child’ by Pamela Mordecai – a poem about the genocide that started when Columbus invaded the Caribbean. | Mike Finn's Fiction](#)

Additional Useful Content Knowledge for the Teacher:

- The early European groups that came to the Caribbean before 1800s include the:

- i. Spanish
- ii. French
- iii. Dutch
- iv. British

- They came to the Caribbean for various reasons:
 - i. To seek wealth through resources like gold.
 - ii. To spread their religious beliefs.
 - iii. To gain fame (glory)
- European colonisation brought about many changes in the social, economic, and political structures of Indigenous societies.
 - Positive:
 - i. New technology (E.g. building styles, transport).
 - ii. New crops and foods. (E.g. wheat, barley, breadfruit, oats, banana, sugar cane, mangoes)
 - iii. New animals (E.g. cattle, sheep, pigs, goats, dogs, horses, donkeys, cats, chicken)
 - Negative:
 - i. The Indigenous people died from new diseases such as chicken pox, influenza and yellow fever
 - ii. They lost their traditions and customs - they were forced to adopt the way of life of the European colonists (languages, religions, and cultural practices).
 - iii. The Europeans took away lands from the indigenous people.
 - iv. They lost their freedom.
 - v. The indigenous people were forced to work on European farms, dive for pearls, mine gold, etc.
- Europeans were also positively and negatively impacted by colonisation.
 - Positive:
 - i. They found new lands to settle on.
 - ii. They became rich (wealthy).
 - iii. They learnt about new crops and new ways to grow them. This helped to improve food production and led to economic growth in Europe. (E.g. potato, sugar, cocoa)

- iv. They gained new knowledge in medicine (herbs that were used to cure illnesses) and technology (new methods and materials used to build houses).
 - o Negative impact on Europeans include:
 - i. Spread of Indigenous diseases
 - ii. The European population in the Caribbean decreased because of diseases and war.
 - iii. The Europeans fought among themselves and with the indigenous people (conflict and war).

Essential Learning Outcome: To recognize that contact with Europeans brought significant changes for Indigenous peoples

Grade Level Expectations: Students would be able to:

1. State a simple definition of the terms ‘colonisation’ and ‘resistance’.
2. Identify the various forms of resistance used by the Indigenous people against colonisation.
3. To recognize the impact of the active resistance of Indigenous people against the Europeans.


Focus Questions:

1. Why did the Indigenous people resist European colonisation?
2. How did they resist colonisation?

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<p>Learners will be expected to:</p> <p>4-HCT-K-3 - Identify ways in which Indigenous people resisted European colonisation</p>		<p>Introduction-Roleplay</p> <ul style="list-style-type: none"> • Students listen/read/view a scenario in which two students are interacting where one student is eating a snack/playing with a toy / reading a book while the other student tries to take it away. • Students will be questioned to generate a brief class discussion. Guiding questions may include: <ol style="list-style-type: none"> i. What do you think the child whose property is being taken away will do? ii. Give two (2) reasons for your answer. iii. What would you have done if it were you and why? • Students will be told that the lesson that will follow will be based on similar encounters/experiences

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	<p>Conversation- Picture Inferencing - Are students able to identify from the pictures ways the Indigenous people resisted European colonisation?</p>	<p>faced by the Indigenous peoples of the Caribbean many years ago.</p> <p>Picture Inferencing:</p> <ul style="list-style-type: none"> • Students view various images (pictures or videos) depicting Indigenous resistance to European colonisation. <i>For example, a picture of Indigenous warriors engaging in armed conflict with European settlers or a picture of Indigenous leaders signing agreements to protect their land rights.</i> • Students analyse images to identify the different strategies and tactics used by Indigenous people to resist European control. (See Additional Resources for strategies and tactics used by the Indigenous people) • Students discuss which strategies were most effective and give reasons to support their views.
<p>4-HCT-S-3 - Explain the reasons why Indigenous peoples resisted colonisation.</p>	<p>Product- Do students' comic strips identify at least two reasons</p>	<p>Think-Pair-Share:</p> <ul style="list-style-type: none"> • Students are asked to brainstorm/infer the reasons why indigenous peoples resisted European colonization. • Students share and discuss their ideas with a partner. • Students then engage in a whole-class discussion to further explore the reasons why Indigenous peoples resisted colonisation. • The teacher presents a short video or reading passage to summarise the main reasons.

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	<p>why the Indigenous people resisted colonisation?</p>	<ul style="list-style-type: none"> • OR, the teacher and students create a passage with illustrations on ‘Reasons Why Indigenous Peoples Resisted Colonisation’. • Students display passage on Notice Board or post virtually. <p>Comic Strip:</p> <ul style="list-style-type: none"> • Students work in groups to create a comic strip depicting the reasons why Indigenous peoples resisted colonisation. Comic strips may be hand-drawn or created using digital tools. (See Storyboard Creator Comic Strip Maker Storyboard Maker (storyboardthat.com)) <p>Oral presentation</p> <ul style="list-style-type: none"> • Students then present their comic strips in class, explaining the reasons why Indigenous peoples resisted colonisation. Some examples of comic strips are shown below.

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<p>4-HCT-V-3- Appreciate that Indigenous people actively resisted colonisation.</p>	<p>Conversation/Observation: Are students able to explain the extent to which these weapons were effectively used by the Indigenous people to resist the Europeans?</p>	<p>Indigenous Day Poster or Slide show:</p> <ul style="list-style-type: none"> • Students collect images from the internet of indigenous weapons used by Taino and Kalinago peoples (bow and arrows, spears, nets, axes, slingshots). • Students discuss how these weapons were used by the Indigenous people to resist colonisation by the Europeans. • Students discuss the meaning of resistance and its importance. • Students create a poster (paper or digital) using images gathered or playdough replicas.

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. [Getting Started: Storyboard Creator Basics](#) (Tutorial)

Additional Useful Content Knowledge for the Teacher:

- The Indigenous people actively resisted European colonisation in various ways. They:
 - i. Participated in armed conflicts/ wars.
 - ii. Had discussions with the Europeans about keeping their lands and peaceful solutions.
 - iii. Continued their cultural practices and traditions.
- They resisted colonisation to protect their:
 - i. Land
 - ii. Freedom

iii. Way of life (culture)

iv. Family

- The Europeans responded to Indigenous peoples' resistance with violence. However, the indigenous people continued to fight for their rights and freedom.
- These acts of resistance show that Indigenous people were strong and determined (resilience).
- Strategies and tactics used by the Indigenous people are, they:
 - fought back using bows and arrows
 - killed their babies (infanticide)
 - committed suicide
 - ran away to the mountains
 - planned attacks against the Europeans
 - refused to take part in the European's religious ceremonies/practices

Opportunities for Subject Integration:

- **Language Arts:** Vocabulary (colonisation, resistance, conflict, warfare, resilience, genocide, infanticide).
Creative writing (Comic Strips).
- **Mathematics:** Estimation, pictograph/bar graph to show the number of Tainos that were killed

Essential Learning Outcome: To recognize that contact with Europeans brought significant changes for Indigenous peoples.

Grade Level Expectations:

Students would be able to:

1. Identify three aspects of Indigenous lifestyle still being practised in the Caribbean today.
2. Locate places in the Caribbean where Indigenous settlements can still be found today.
3. Respect the Indigenous people's unique and vibrant lifestyle.

Focus Questions:

1. Why are aspects of Indigenous people's culture still practised today in Caribbean communities?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-HCT-K-4 - Describe aspects of Indigenous people's lifestyle practised in the Caribbean today.</p>	<p>Observation - Establishing Prior knowledge - Are students able to recall information about the lifestyle of Indigenous people?</p>	<p>Introduction: Game - Hot Seat</p> <ul style="list-style-type: none"> • Students are picked at random using a random name generator. (Visit Picker Wheel - Spin the Wheel to Decide a Random Choice for more information.) • Students are guided by the teacher to share their knowledge of Indigenous culture under a set time limit (e.g. 10 seconds) while sitting in the "hot seat" , a designated chair located in the front or centre of the classroom. • Students' responses should be noted under respective columns in a table drawn or presented on the board.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																			
	<p>Product- Visual Presentation: Do students' work (slideshow, poster, graphic image, etc) show aspects of indigenous culture that are practised in the Caribbean today?</p>	<ul style="list-style-type: none"> A mini Jeopardy or Tic Tac game can be created. <table border="1" data-bbox="1123 394 1843 574"> <thead> <tr> <th data-bbox="1123 394 1207 483">Food</th> <th data-bbox="1207 394 1354 483">Language</th> <th data-bbox="1354 394 1539 483">Music and dance</th> <th data-bbox="1539 394 1843 483">Craft and cultural celebration</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students and teacher engage in a discussion on what are some of the Indigenous Caribbean traditions that still practised today based on the table above. Guided questions may include: <ol style="list-style-type: none"> Have you ever seen anyone engaged in any of these activities? Why do you think people still do these after so many hundreds of years? <p>After listening to students reasons, teacher explains that we do many things in society because we learnt in from our fore parents; and that these things become our way of life. This is call culture.</p> <p>Visual Presentation - What is Culture:</p> <ul style="list-style-type: none"> Students view a presentation (slideshow/pictures/video) of different aspects of culture from different groups - Indigenous people, Africans, East Indians, Europeans - shared by the teacher. Example: <ol style="list-style-type: none"> Dress - sari, dashiki, hijab, waist coat, 				Food	Language	Music and dance	Craft and cultural celebration												
Food	Language	Music and dance	Craft and cultural celebration																		

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
		<p>ii. Food - curry, spice, stew, iii. Music - drum, piano, violin, etc</p> <ul style="list-style-type: none"> • Students, with teacher's guidance, group the different pictures by ethnicity • Students and teacher discuss why different groups of people wear different clothes, eat different food, speak differently, enjoy different music, etc • Students, with teacher's guidance, create a definition of culture. <table border="1" data-bbox="1129 662 1858 1128"> <tr> <td colspan="2" data-bbox="1129 662 1858 717"> Write the word: E.g. Culture </td> </tr> <tr> <td data-bbox="1129 717 1493 1019"> 1. Read /listen to definition. Write what it means in your own words. </td> <td data-bbox="1493 717 1858 1019"> 2. Draw a picture of what it means. </td> </tr> <tr> <td colspan="2" data-bbox="1129 1019 1858 1128"> 3. Write a sentence with the word. </td> </tr> </table> <ul style="list-style-type: none"> • Using some of the web links above, OR other suitable text, students work in small groups to research and create a visual presentation (e.g. poster, scrapbook, slideshow) highlighting different aspects of Indigenous Caribbean culture (e.g. food, art, music, dance) that are still practised today. 	Write the word: E.g. Culture		1. Read /listen to definition. Write what it means in your own words.	2. Draw a picture of what it means.	3. Write a sentence with the word.	
Write the word: E.g. Culture								
1. Read /listen to definition. Write what it means in your own words.	2. Draw a picture of what it means.							
3. Write a sentence with the word.								

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The following categories can serve as guidance on how to effectively present their findings.</p> <p>Aspects of Culture:</p> <ul style="list-style-type: none"> Foods Clothes Dance, Music & Art Language Religious beliefs and Values <ul style="list-style-type: none"> • Teachers could also record presentations for future reference and reflection. <p>Discussion and Journal Writing</p> <ul style="list-style-type: none"> • Students will then discuss as a class: <ol style="list-style-type: none"> <i>i. What are some examples of indigenous culture that are practised in our country?</i> <i>ii. Where are you most likely to find them? Why do you think this is so?</i> <ol style="list-style-type: none"> <i>iii. Which example of Indigenous culture do you find most interesting and why?</i> <i>iv. Which aspect do you practise or celebrate?</i> <i>v. What can you or other adults do at school or in your community to ensure these indigenous practices continue?</i> <i>vi. Why is it important to pass on traditions to younger generations?</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-HCT-S-4 - Locate where the Indigenous people of the Lesser Antilles are living today.</p>	<p>Product-Map: Can students locate on a map of the Caribbean, the islands of the Lesser Antilles where the indigenous people settled?</p>	<p>Mapwork:</p> <ul style="list-style-type: none"> • Students look at video or read text to find out where the indigenous people of the Lesser Antilles can be found today. • Students then present their findings to the class for feedback and discussion. Guiding questions could include: <ol style="list-style-type: none"> i. On which islands and in which communities are Indigenous peoples still residing? ii. How can we travel to these places? iii. What might we find? • Students, with the teacher's guidance, find these locations on an interactive or 2D or 3D map of where Indigenous people can still be found living in the Caribbean today. Students may use coloured buttons, stickers, or paper cut outs or crayons to mark the locations. Students save maps digitally or in hardcopy depending on the method used.
<p>4-HCT-V-4- Appreciate that the Indigenous people of the Caribbean continue to have unique and vibrant lifestyles</p>	<p>Product : Do journal entry responses demonstrate an understanding and appreciation of Indigenous culture?</p>	<p>Community Collaboration Project/Journaling:</p> <ul style="list-style-type: none"> • Working together, students design a display wall in their school or classroom that highlights the unique cultures and customs of the Indigenous people of the Caribbean. They use the 'Visual Presentation' products (pictures, informational

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation: Do students demonstrate willingness to continue learning about and supporting Indigenous culture beyond the completion of the project?</p>	<p>posters, graphic images etc) created previously in the activity at 4-HCT-K-4.</p> <p>Journal Entry</p> <ul style="list-style-type: none"> • Students then journal using a mode of their choice (text, drawing, audio, video) about their experiences working with Indigenous groups and what they have learned about their cultures. Guiding questions include: <ol style="list-style-type: none"> i. <i>What did you learn about the aspects of indigenous cultures that are still practised today?</i> ii. <i>How will you continue to support and celebrate the Indigenous culture in the future?</i>
<p>Additional Resources and Materials:</p> <p>Videos: (Display excerpts or snippets of videos, rather than the whole films where possible, to save time and engage students visually.)</p> <ol style="list-style-type: none"> 1. Indigenous Caribbean People - Read by Paul Campbell for Island SPACE Magic at the Museum 2. The Kalinago Tribe Caribs Dominica The Nature Island 3. https://kalinagobeachresort.com/kalinago-culture/ 4. https://divisionofculture.gov.dm/culture2/indigenous-people2 5. https://unfoundation.org/blog/post/the-caribbeans-last-indigenous-community-is-living-proof-that-sustainability-is-survival/ 		

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>6. https://www.dominicahighcommission.co.uk/the-kalinago-people.html</p> <p>7. https://www.fortyounghotel.com/look-inside-kalinago-territory/</p>
<p>Additional Useful Content Knowledge for the Teacher:</p> <ol style="list-style-type: none"> 1. Today, communities of Indigenous people can be found in various countries throughout the Caribbean, including: <ol style="list-style-type: none"> i. Dominica, ii. St. Vincent and the Grenadines, iii. St. Lucia <p>Indigenous settlements located outside of the Lesser Antilles:</p> <ol style="list-style-type: none"> i. Belize ii. Jamaica iii. Puerto Rico iv. Guyana 2. They have managed to preserve and revitalise aspects of their culture, such as: <ol style="list-style-type: none"> i. Traditional arts and crafts like basket weaving, petroglyphs and pottery ii. Music and dance performances iii. Storytelling traditions passed down through generations iv. Traditional medicinal practices using herbs to treat ailments. v. Traditional agricultural practices (planting on ‘banks’ and terraces, slash and burn method to clear land) and cuisine (food such as pepper pot, iguana, manicou, barbeque). vi. Hunting techniques using plants (juice of the cassava), spears or nets to catch fish and hunt other wild animals. 3. They have achieved this through the establishment of community organisations, organising lively cultural events, and educational initiatives that seek to celebrate, promote and preserve their cultural heritage. 		

Opportunities for Subject Integration:

- **Language Arts:** Journal writing, Oral presentations
- **Mathematics:** Classification
- **Arts and Crafts:** Visual creation

Spatial Thinking

Introduction to the Strand: In this strand, students will explore the important geographic features that help them understand the unique features of their island. This includes learning to locate their island, and determine its geographical divisions. There is a strong environmental theme so that students can examine the impacts of weather and climate change, and see the importance of parklands and fresh water and the ways that human activity shapes their natural environment.

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

K-Describe your island's location in relation to the wider Caribbean region

S- Locate the island where you live on maps/globes using latitude and longitude

V-Appreciate the advantages of maps and technology such as Google Earth in locating and describing our island's geography

Focus Questions:

1. How can we locate our island?
2. How are maps useful to us?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-ST-S-1 Locate the island where you live on maps / globes using lines of latitude and longitude</p>	<p><u>Treasure Hunt: Find the Maps</u></p> <p><i>Observation</i></p> <p>Are students able to work collaboratively? Use a checklist</p> <p><i>Product</i></p> <p>Can students create accurate maps of their island and the Caribbean Region.</p> <p><i>Conversation</i></p> <p>Can students say what a diagram they have created? Can students define what a map is and its possible uses?</p>	<p><u>Treasure Hunt: Find the Maps</u></p> <p>Students will work in teams to find one of three types of maps (a physical map of their island, a political map of their island and a map of the Caribbean. Give each team clues using relative locations to find a different type of map. For each clue students will find a puzzle piece of the map that they will have to piece together. When students have found all their map pieces, have the students in their teams put the pieces together on a sheet of Bristol Board or large sheet of paper. to form the whole map. Verify that the map is correct..</p> <p>Have the team leader of each group dip for a color. Have the team leader go to the treasure box that matches the color that they selected. The first clue will lead to another treasure box (e.g. I am a place that is prohibited for students. ANS: Principal's office). In the treasure box found the team leader will open the treasure box to find a piece of a map with the clue for the location of the next treasure box.</p> <p>Have students discuss what they have created together. Have students discuss what is a map.</p>
	<p><u>Are We The Same</u></p> <p><i>Conversation</i></p> <p>Can students state some of the differences between the maps?</p> <p><i>Product</i></p>	<p><u>Are We The Same?</u></p> <p>Have the team leaders with the physical and political map of their island come to the front of the class and place it on the board. Have students observe a political and physical map of their country. Have students observe the similarities and differences of the two maps. Have the students discuss</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Can students create a table that shows the differences and similarities between physical and political maps?</p>	<p>the maps uses. Establish that there are different types of maps.</p> <p>Have students create a table comparing the physical and political map.</p>
	<p><u>Map Exploration: Name that Map Element</u></p> <p><i>Conversation</i></p> <p>Are students able to identify the common elements of maps?</p> <p><i>Observation</i></p> <p>Are students accurately labeling the elements of the map?</p>	<p><u>Map Exploration: Name that Map Element</u></p> <p>Have the students in mixed ability groups view three examples of maps (e.g. map of Caribbean region, various Caribbean islands) . Have the students discuss the similarities that they notice in the three maps. Probing questions such as</p> <ul style="list-style-type: none"> • What is at the top of the map? • How do we know what the colours of symbols on the map represent? <p>Have the students watch the video on the elements of a map.</p> <p>https://www.youtube.com/watch?v=7Bt1UgwEUIQ</p> <p>Have students compare the elements that they identifies with those in the video. How many were they able to identify? What were they missing. Have students include the elements of a map on the map that they have created from the treasure hunt.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><u>Graphic Organizer</u></p> <p><i>Observation</i></p> <p>Are students able to create a graphic organizer highlighting the elements of a map? Use a checklist.</p>	<p><u>Graphic Organizer</u></p> <p>Have students create a graphic organizer to highlight the elements of a map.</p>
	<p><u>Video viewing and Discussion</u></p> <p><i>Conversation</i></p> <p>Can students state what are lines/parallels of latitude and lines of longitude?</p> <p>Can students distinguish between latitude and longitude?</p> <p>Can students state how the main lines of latitude and longitude divide the Earth?</p>	<p><u>Video viewing and Discussion</u></p> <p>Have students watch a video on latitude and longitude, twice.</p> <p>https://www.youtube.com/watch?v=psnYAM3YOKk&t=8s</p> <p>Have students complete a worksheet based on the video whilst watching the video the second time (https://docs.google.com/document/d/1RleEUdkCLvCJPAZWzXuI_JbU7zPpWcffwlOYKgSmjY8/edit) .</p> <p>Have the students discuss their answers to the worksheet.</p>
	<p><u>Let's get Jiggy</u></p> <p><i>Observation</i></p> <p>Are students doing the correct hand gestures for the words latitude and longitude?</p>	<p><u>Let's get Jiggy</u></p> <p>Have students stand and stretch their hands sideways to indicate latitude and upward for longitude. Teacher will call out either latitude or longitude and have the students use the established hand gestures to demonstrate the word called. Have students take turns calling out the words and the rest of the students will demonstrate with hand gestures.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><u>Find Me</u></p> <p><i>Observation</i></p> <p>Are students able to identify the main lines of latitude and longitude? Use a checklist.</p>	<p><u>Find Me</u></p> <p>Have students identify the main lines of latitude and longitude (Prime Meridian and Equator) on a globe or using Google Earth</p>
	<p><u>Demonstrate Time</u></p> <p><i>Observation</i></p> <p>Are students working cooperatively? Use a group participation grading rubric.</p> <p>Can students accurately illustrate lines of latitude and longitude?</p> <p><i>Product</i></p> <p>Are students able to create a model of the Earth?</p> <p>Can students accurately label the lines of latitude and longitude?</p> <p><i>Conversation</i></p> <p>Are students able to indicate how latitude and longitude lines aid in locating places?</p>	<p><u>Demonstration Time</u></p> <p>In groups of 3 or 4 have students create a model of the earth and use string to illustrate the lines of latitude and longitude or have students blow a balloon and draw the lines of latitude and longitude with a marker. Have the students label the Prime Meridian and Equator to indicate which line is latitude and which is longitude.</p> <p>Discuss how these lines help us locate places. Discuss which types of workers may need to use lines of latitude and longitude.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are students able to determine which type of workers may use lines of latitude and longitude?</p>	
	<p><u>Find my Island</u></p> <p><i>Conversation</i></p> <p>Are students able to identify their island on a map or globe?</p> <p>Are students able to describe their location in relation to the Equator and the Prime Meridian?</p>	<p><u>Find my Island</u></p> <p>Have the students locate their island on an atlas or a globe and describe its location in relation to the Equator and Prime Meridian. Is your island north or south of the Equator? Is your island east or west of the Prime Meridian?</p>
	<p><u>I Spy</u></p> <p><i>Conversation</i></p> <p>Can students state that the combination of the latitudinal line number and that of the longitude is what is called the coordinate?</p> <p>Are students able to describe and demonstrate how to locate places using latitude and longitude?</p>	<p><u>I Spy</u></p> <p>Have students watch the video on locating places using latitude and longitude. https://www.youtube.com/watch?v=phQ651aWjKU</p> <p>Probe students to have them describe how coordinate systems and latitude and longitude are related. Ask questions such as:</p> <ol style="list-style-type: none"> 1. What are coordinates? 2. What numbers are used? 3. Which number comes first? 4. What comes after each number? <p>Using a map of the world or Google Earth have students describe how locating places using longitude and latitude is possible. Name a series of countries and have students come</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>up and demonstrate how to locate these countries on a map using latitude and longitude.</p> <p>In pairs have the students explore a map of the Caribbean Region on an atlas, a globe or Google Earth. Have students locate their island and give the coordinates of their island.</p>
	<p><u>Island Hopping Bingo</u></p> <p><i>Observation</i></p> <p>Are students working cooperatively? Assess using a group participation grading rubric.</p> <p>Can the students find the numbers for the latitude and longitude lines?</p> <p>Are students capable of using the coordinates to accurately locate various Caribbean islands?</p>	<p><u>Island Hopping Bingo</u></p> <p>Teacher is to give the students a list of coordinates for islands in the Lesser Antilles. Have the students locate the islands, on a map, globe or Google earth utilizing the coordinates given. They are to place a coloured peg or mark on each island that they have located on the blank Caribbean map. The first person to locate all the islands using the coordinates shouts bingo. The teacher is to verify that all the islands have been found.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-ST-K-1 Describe our island's location in relation to the wider Caribbean</p>	<p><u>Eight Point Compass Rose</u></p> <p><i>Observation</i></p> <p>Are students working cooperatively? Have the students conduct peer assessment using the cooperative work grading rubric.</p> <p>Are students able to accurately construct a four point and eight point compass rose?</p> <p><i>Conversation</i></p> <p>Can students state how the intermediate cardinal directions get their names?</p> <p><i>Product</i></p> <p>Are students able to accurately construct and label an eight point compass rose?</p>	<p><u>Eight Point Compass Rose</u></p> <p>Have students watch the following video</p> <p>https://www.youtube.com/watch?v=UeeLivQH7Ok</p> <p>Have students in groups of 3 or 4 draw a four point compass rose using precut squares of transparent paper (wax paper, vinyl paper, laminating paper).</p> <p>Have students add four more points to their compass rose mid way between the main cardinal points on their transparent paper.</p> <p>Have students indicate why they have drawn another four points on their compass rose. Establish that they have created an eight point compass rose.</p> <p>Have students determine how the names of the intermediate cardinal directions are derived.</p> <p>Have students label the four intermediate cardinal directions on the compass rose they created.</p>
	<p><u>My Island in the Caribbean</u></p> <p><i>Observation</i></p> <p>Are students working cooperatively? Use a group participation rubric.</p>	<p><u>My Island in the Caribbean</u></p> <p>In their groups of 3 to 4 from the previous activity have students sketch, color and cut out the islands of the Caribbean. Have the students create a floor map of the Caribbean by pasting their sketched island on poster board, cardboard etc.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Can students accurately place the islands of the Caribbean on their map?</p> <p>Are students working cooperatively? Have the students conduct peer assessment using the cooperative work grading rubric.</p> <p>Can students locate their island?</p> <p>Can students describe their island in relation to the wider Caribbean region using words such as east, north-east, south-west.</p> <p>Product</p> <p>Are students able to create an accurate representation of the islands of the Caribbean?</p> <p>Can students accurately place the islands to form a map of the Caribbean?</p>	<p>Have students locate their island on their map.</p> <p>Have students place their compass rose (created on the precut squares of transparent paper prior to this activity) on their island then write a description of the location of their island in relation to the wider Caribbean Region utilizing words such as east, north-east, south-west.</p>
<p>4-ST-V-1 -Appreciate the advantages of maps and technology such as Google Earth in locating and describing our island's geography</p>	<p><u>Discussion and Dramatisation</u></p> <p>Conversation</p> <p>Are students able to state why maps are useful to us?</p> <p>Are students able to state how they have used maps to locate and describe the geography of their island?</p>	<p><u>Discussion and Dramatisation</u></p> <p>Have students imagine that there were no maps and have them state how they would locate and describe their island's geography without the use of atlases, globes and technology such as Google Earth.</p> <p>Have students discuss how maps and technology help them locate and describe the geography of their island. Establish that they have used cardinal directions and latitude and longitude to give the location of their island.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation</p> <p>Are students working collaboratively? Use a group participation grading rubric.</p> <p>Product</p> <p>Are students able to produce a piece that highlights the benefits of maps and technology in locating and describing their island's geography?</p>	<p>Have students in groups of 3 or 4 roleplay the value of maps and technology in aiding them in locating and describing the geography of their island. Have students peer assess group members' participation using the group participation grading rubric.</p>

Additional Resources and Materials

<https://www.youtube.com/watch?v=JXjn8kJDxY0>

<https://www.youtube.com/watch?v=pUrFYZmuFyo>

Useful Content Knowledge for the Teacher:

Maps are an essential tool that is essential for locating places. We can locate places using:

1. Cardinal directions (The main and intermediate cardinal direction)
2. Latitude and longitude

The intermediate cardinal directions are named by combining the names of the main cardinal direction which they fall midway between.

Latitude and longitude are imaginary lines that are measured in degrees. Latitude lines are also called parallels of latitude. The main line of latitude is the 0 degree line and it is called the Equator. The Equator divides the Earth in two halves or hemispheres. The northern hemisphere is north of the Equator and the southern hemisphere is south of the Equator.

Lines of latitude are numbered for 0 degrees to 90 degrees north and south of the Equator. Lines or meridians of longitude are numbered from 0 degree to 180 degrees east and west of the Prime Meridian.

The lines of latitude and longitude can be followed to where they intersect to locate places. The numbers of the lines give us the coordinates e.g. 13°N 61°W. Using Google Earth can simplify determining the location of places.

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

4-ST-K-2 -Identify the geographic divisions of the country.
4-ST-S-2 -Label a map of the country to identify the geographic divisions
4-ST-V-4-Appreciate

Focus Questions:

1. Why are geographic divisions necessary?
2. How are geographic boundaries determined?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-ST-K-2 -Identify the geographic divisions of the country</p> <p>4-ST-S-2- Label a map of the country to identify the geographic divisions</p>	<p>Let's Create <i>Conversation:</i> Are students able to answer questions noting the geographic divisions are missing? Are students able to state how the geographic divisions in their country are called? Are students able to state how many geographic divisions there are in their country?</p> <p>Product Are students working cooperatively? Use a participation rubric to assess student participation. Are students able to create an accurate map of their island? Use a creativity grading rubric to assess the product.</p>	<p>Let's Create Have students view a blank map of their island. The map can be projected onto the wall/ board, with a projector. Alternatively, students can be placed in groups of 4 to 5 members to view a blank map of their island.</p> <p>After viewing the map, engage students in a discussion to allow them to describe the physical divisions of the country. Probing questions such as : What is missing on the map? What are the names of the geographic divisions in their country? (e.g. District, Parish) How many geographic divisions are there in your country?</p> <p>In groups of 4 and 5, have students create a map of their country that has texture and dimension. Teachers may set stations with a variety of materials such as paint, glue, sand, beans, paper (construction paper, bristol board, foam board, tissue paper), styrofoam, air drying clay, marker/ crayons. Using a participation rubric, have students observe group members' participation.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Dive deeper Observation Are students able to accurately label the geographic divisions within their country?</p>	<p>Dive Deeper Have the students search google maps or an atlas to identify the geographic divisions in their country. Have the students, on the maps they created in groups, insert the geographic divisions in their country and label the divisions (districts, parish etc.).</p>
	<p>Where in the country? Product Are students able to utilize the clues to accurately create a floor map of their island?</p> <p>Observation Are students working cooperatively? Are students able to accurately label the geographic locations?</p>	<p>Where in the country? Have the students in groups play a game called “where in the country?”. Each group will search for puzzle piece cut outs of their island. On the back of the puzzle pieces there will be clues such as I am found to the very north of the island, I am near the coast, I am in a nature preserve, I am a body of fresh water. Students may be allowed to use an atlas or google maps to aid them with researching clues. Have the students create the floor map of the island by collating the puzzle pieces. The students will then label each geographic division in the island using the clues to aid them.</p>
	<p>What’s Your View Conversation Are students able to state their opinion on geographic divisions in their country?</p>	<p>What’s Your View Engage students in a discussion on the geographic of their country by asking the following questions: Do you think geographic divisions are necessary in countries and why? Do you think the boundaries of your country are the same as it was forty years ago? If they have changed, why do you think some of the geographic divisions have changed? Do you know what marks the separation of one geographic division from another in the country?</p>
	<p>Are We The Same? Observation Were students able to identify any differences in the two maps of their island?</p>	<p>Are We The Same? Have students view two maps (one older map and a current map). Have students state what they observe about the two maps of their island.</p>
	<p>Resource Person Conversation Are students able to ask questions about the geographic divisions that enable them to have a deeper understanding of why there are geographic divisions and why they may change?</p>	<p>Resource Person Have a resource person example from physical development, planning, government surveyors or anyone knowledgeable on the geographic divisions of the country speak about the importance of geographic divisions, if and how they have changed and why. Students can use the question from the “What’s Your View” activity to use as a guide to ask the presenter questions.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Field Trip Observation Are students taking note of the different districts/ parishes visited? Can students observe some of the similarities and differences in the districts visited? Are students able to identify when they have crossed from one district to another? Are students working collaboratively in their groups (use a group participation checklist)?</p> <p>Product Are students able to create a video, powerpoint presentation that highlights the districts/ parishes visited, what demarcated one geographic division from another as well as some of the similarities and differences between them?</p>	<p>Field Trip The teacher will take students on an island tour or a tour of part of the country near them (e.g. southern part, western part). Provide the students with guiding questions for the field trip: What districts/ parishes did you visit? How did you know when you moved from one district/ parish to another? What demarcated the separation? Before the field trip form groups of 4 to 5 students. Have the students bring along a device to record their field trip. Using their recordings from the field trip, the students in groups put together a powerpoint video presentation that highlights the districts/ parishes visited, what demarcated one geographic division from another as well as some of the similarities and differences between them. Have students grade each other on group participation by using a group participation grading rubric.</p>
	<p>My Country Product Are students able to write a short story that includes all the elements of English writing? Are students able to include geographic divisions, reasons for it and what the demarcations are (physical or built). Are students able to be creative in their writing?</p>	<p>My Country Have students write a short story. Their short story should include a young person their age and use the following features to tell a story of a young person getting in a taxi or bus and travelling throughout the island. Use some of the features to describe their journey: Some of the geographic divisions Passing through geographic divisions What demarcates one geographic division from another in their country After twenty years would the geographic divisions change and why</p>

Additional Resources and Materials

Tips for effective group work in the classroom: https://youtu.be/pzr5x2eL_jig?si=GpyzJs7Pj81IEM7X

Useful Content Knowledge for the Teacher:

All countries of the world are divided into smaller segments. In the Caribbean these geographic divisions were done mainly for the administrative control of settlers and slaves. Most geographic divisions in the Caribbean are demarcated by physical features e.g. river, ravine etc. Countries may change their geographic boundaries over time for a variety of reasons e.g. depopulation. The names of the geographic divisions may also change over time e.g. quarters to districts.

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

- K-Define and classify the major physical features of our island
 S-Observe the differences between various land and water features of our island
 V-Appreciate that our island has natural geographic features that are environmentally vulnerable

Focus Questions:

1. What are the major physical natural features of our island and where are they located?
2. Why is it important to protect our physical natural features?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-ST-K-3-Define and classify the major physical features of our island</p>	<p>Conversation:</p> <ul style="list-style-type: none"> -Are students able to classify features as natural and man-made? -Can students define the term ‘natural features’? <p>Observation:</p> <ul style="list-style-type: none"> -Have students classified the features in the gallery correctly as natural and man-made? <p>Product:</p> <p>Is the information on the bulletin board accurate?</p>	<p>Gallery Walk</p> <p>Students visit a Walk in Gallery created by the class teacher which showcases a variety of physical, natural and built (man-made) features such as bridges, buildings, dams as well. Students walk around the gallery reading and gathering information presented. Students will take note of their observations.</p> <p>After the gallery walk students will discuss their observations and compare the various features, talking about similarities and differences. If students do not introduce the terms natural and built (man-made) features, the teacher will ask probing questions to introduce the terms. Class will differentiate between the two terms.</p> <p>Students use the pictures from the gallery to create a bulletin board space to classify the features.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies				
	<p>Conversation:</p> <ul style="list-style-type: none"> -Can students identify and define each natural feature? <p>Product:</p> <ul style="list-style-type: none"> - Have students presented charts that are informative? 	<p>Students will give examples of physical, natural features of their country. Students will create a table with the different natural features and their definition.</p> <table border="1" data-bbox="1150 418 1724 641"> <thead> <tr> <th data-bbox="1150 418 1434 641">Natural feature</th> <th data-bbox="1434 418 1724 641">Definition</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Discussion</p> <p>Generate discussion that allows them to share their experiences and knowledge of different physical, natural features in their island. Questions: Have they visited any of these places, what physical, natural features are located in their communities? What activities take place there? Are any of these protected? Are any of these features unique to their countries?</p>	Natural feature	Definition		
Natural feature	Definition					
<p>4-ST-S-3Observe the differences between various land and water features of our island</p>	<p>Conversation:</p> <ul style="list-style-type: none"> -Ask questions to generate discussion: <ul style="list-style-type: none"> Why is a river a water feature? Why is a valley a landform? -Can students differentiate between water features and land features? <p>Product:</p> <ul style="list-style-type: none"> -Are students able to produce informative flipbooks? 	<p>Research/Presentation</p> <p>Have students conduct research to find pictures of various physical, natural features in their country. Students will classify the features as water features or land features. Students will discuss the terms ‘water features’ and ‘land features’.</p> <p>Students will use the pictures to create chartlets, PowerPoint presentations, or flipbooks of physical, natural features in their country. This can be done electronically using a flipbook app (https://www.flipbookpdf.net/) or template given.</p>				

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Product:</p> <ul style="list-style-type: none"> -Are students able to create symbols to represent each natural feature? -Are students able to plot a map of their island to show where various features are located? <p>Conversation:</p> <ul style="list-style-type: none"> -Can students name and describe land and water features visited? -Can students explain the importance of these land and water features to our island? -Are students able to explain what makes certain features vulnerable to natural or man-made threats? <p>Product:</p> <ul style="list-style-type: none"> -Do the models represent natural features in their country? -How realistic -Give students a rubric to assess each others' models. 	<p>Map Work</p> <p>Students will plot a map using symbols to show the location of the major physical features in their island. They must include the key elements of a map.</p> <p>Musical Notes</p> <p>Have students sing songs that highlight natural features of their island. Students will then create their own poem or song about the natural features of their island..</p> <p>Field Trip</p> <p>Students go on an island trip to nearby locations to visit major water and land features. Prior to the field trip, create observational checklists for students to use as a guide. In cases where a field trip is not possible teachers can do a virtual tour using videos such as https://www.facebook.com/SLU360/</p> <p>Whilst on the field trip, students also take note of physical features that are vulnerable to natural and manmade threats. Eg. What happens if we continue to pollute the swamps and mangroves around the island?</p> <p>Exhibition</p> <p>Allow students to creatively present a model of their favourite physical natural feature. These models will be presented as exhibits. Students will justify why these are their favourite.</p>
<p>4-ST-V-3-Appreciate that our island has natural geographic features that are environmentally vulnerable</p>	<p>Conversation:</p> <ul style="list-style-type: none"> -Do students understand the impact of human or natural threats on our natural physical features? 	<p>Discussion</p> <p>Students will discuss the term 'vulnerable'. Explain that natural features are vulnerable to both human and natural activity. Students will discuss their observations from the field trip- Did they observe</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation :</p> <p>-Are students able to explain the effect of man-made and natural threats to the natural physical features?</p> <p>Create a bumper stick to encourage persons to protect natural features — Create a task specific rubric to assess the bumper sticker...</p> <p>Conversation: Are students able to explain what would happen if we do not protect our natural features?</p> <p>Conversation:</p> <p>-Can students answer questions posed?</p>	<p>areas affected by pollution, natural disasters, deforestation, construction etc? What could happen if we do not take action to protect our natural features?</p> <p>To review the entire concept, create a game such as Jeopardy or quizzes to assess students' understanding. Teacher notes questions which pose challenges with the intention of reteaching and providing clarity.</p> <p>https://www.playfactile.com/</p> <p>https://quizizz.com/?lng=en</p> <p>Exit Slip</p> <p>Students will write down one thing they can do to protect natural features in their community.</p>

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

- 4-ST-K-4 -Describe the climate of our island(s)
- 4-ST-S-4 -Investigate the changes in climate
- 4-ST-V-4 -Appreciate that our climate has risks for our population.

Focus Questions:

1. How has my island's climate changed over time?
2. What are the risks associated with our climate?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-ST-K-4 -Describe the climate of our island(s)</p>	<p>Inquiry Thinking <i>Conversation:</i> Are students able to answer questions noting the differences between the weather patterns in their country and that of others?</p> <p>Are students able to express their experiences of different weather patterns from travelling to other countries?</p>	<p>Inquiry Thinking Provide students with pictures of their island and that of other countries such as the United States and Canada. Have students compare the weather patterns in their country as opposed to other countries. Ask students whether anyone has travelled to countries other than the Caribbean islands to share their experiences about the climate there compared to where they live. Make provisions to have students view a video in the event there are no students who have travelled. Probe students' thinking by asking examples of the following questions:</p> <p>What are the weather patterns in your country?</p> <ol style="list-style-type: none"> 1. What are the differences between the weather patterns in your country compared to other countries? 2. Why do you think the weather patterns in your island are different? <p>Video and Discussion Have students view a video on the definition of climate and climatic zones. https://youtu.be/iA23Sm-HI4I?si=3D1Na-ri0CdVijX https://youtu.be/hY3sa68hpM8?si=RJlmEe1V38ORAEdB</p> <p>After viewing the videos, engage students in a discussion to allow them to describe the climate of their island. Probe students with questions to guide their thinking. What type of climate does your country experience?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Video and Discussion <i>Conversation</i> Are students able to identify the type of climate experienced in their country? Are students able to explain why their country experiences this type of climate? Are students able to describe the climate of their country using appropriate terms and phrases?</p> <p><i>Product</i> Are students able to draw a picture depicting their climate?</p> <p>Map Skills <i>Observation</i> Are students able to locate their island on a map, globe or using Google Earth? Are students able to locate the Tropic of Cancer, Equator and Tropic of Capricorn?</p> <p><i>Conversation</i> Are students able to explain why their country experiences this type of climate?</p>	<p>What weather patterns are associated with this climate? Is it very hot or very cold? What times of the year is very hot, dry, rainy, cold?</p> <p>Have students draw a picture representing the climate in their country.</p> <p>Map Skills Have students use a map, globe or Google Earth to explore the Tropic of Cancer, Equator and Tropic of Capricorn. Using these lines of latitude, instruct students to locate their island and the climatic zone within which it is located. Based on the location question students as to why they believe their country experiences this type of climate?</p> <p>Have students view a video explaining why the region near the equator has a tropical climate. https://youtu.be/cqKZYAmcReQ?si=r922HADcA7fls25s</p> <p>After viewing the video, have students explain their understanding on why their country experiences a tropical climate.</p>
<p>4-ST-S-4 -Investigate the changes in climate</p>	<p>4-ST-S-4 Inquiry Thinking <i>Conversation:</i> Are students able to state their opinion on climate change in their country?</p>	<p>4-ST-S-4 Inquiry Thinking Engage students in a discussion on climate change by asking the following questions: Do you think the climate in your country is the same as it was</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>From the eyes of an Elder (Data Collection) <i>Observation</i> Were students able to conduct an interview with an elderly person in their community?</p> <p>Product Were students able to correctly write a summary capturing the information from the interview conducted?</p> <p>Were students able to orally present their summary to the class?</p> <p>Representing and Interpreting Data <i>Product</i> Are students able to correctly represent the data on a bar graph?</p> <p><i>Observation</i> Are students able to correctly interpret the data and draw conclusions on the changes in their country's climate?</p>	<p>twenty years ago? If there is a change in climate, why do you think this is the case?</p> <p>From the eyes of an Elder (Data Collection) Have students identify an elderly person in their community whom they will interview to gather information on how the climate has changed over the years. With the teacher's guidance, have students prepare interview questions which will be asked. Examples:</p> <ol style="list-style-type: none"> 1. Is it hotter today than it was twenty years ago? 2. Is it colder today than it was twenty years ago? 3. Is the dry and wet season the same as it was before? 4. Are we experiencing more rain during the rainy season than it was before? <p>Based on the information obtained, students will write a summary (Language Integration) on changes in the climate in their country over the years. Have students orally present their summary to the class.</p> <p>Representing and Interpreting Data (Math Integration)</p> <p>Using the information obtained from the interview, students are going to create a bar graph identifying the number of elders who answered 'yes' or 'no' to the questions.. Based on the bar graph, students are going to draw conclusions on how the climate has changed in their country. Highlight students' work by placing it up in the classroom.</p> <p>Using data on the changes in climate retrieved from the meteorological office by the teacher(if possible), have students make comparisons to the information obtained from the elderly interviews in the previous activity. Have students draw conclusions as to whether the data matches the perspectives of the elderly.</p> <p>Climate Prediction Have students dress themselves as an elderly person in fifty years. Students are going to role play and orally present their predictions on the climate in</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Climate Prediction <i>Conversation:</i> Are students able to make predictions about the climate in their country with justification?</p> <p>Field Trip <i>Observation:</i> Are students able to observe the difference in the identified area?</p> <p>Product Are students able to create a picture collage showing before and after pictures of the identified area?</p> <p>Resource Person <i>Observation:</i> Are students able to ask questions to deepen their understanding of the changes in climate?</p>	<p>their country fifty years from now. Students are to give reasons for their predictions.</p> <p>Field Trip The teacher will identify a place in the country that has changed drastically due to changes in climate, for example a river that has dried up severely, erosion of seacoast etc. Show students pictures of the identified area years ago and then take them on a field trip to the area. Allow students to use their technological devices to take photos of the areas. Provide students with guiding questions for the field trip:</p> <ul style="list-style-type: none"> • What are the notable differences? • What do you believe are the causes of these differences? • Do you think the area can return to how it was years ago? <p>Using the pictures taken on the field trip, students will create a collage of before and after pictures showing how climate change has affected the physical landscape of their country.</p> <p>If not applicable to your country, where a place cannot be identified, use pictures of before and after which would allow students to make comparisons.</p> <p>Resource Person Have a resource person example from meteorology, sustainable department, environmental department, an elder person or anyone who is knowledgeable or informed to speak to students about the changes in climate in their country.. Have students prepare questions beforehand which will be used as a guide to ask the presenter.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-ST-V-4-Appreciate that our climate has risks for our population.</p>	<p>4-ST-V-4 Group Work Conversation: Are students able to share their ideas in a group on the risk of climate change?</p> <p>Product: Are students able to create a concept map highlighting the risk of climate for our population?</p> <p>Video and Discussion Conversation: Are students able to identify some of the risks of changes in climate for the population in their country?</p> <p>Climate Awareness Product: Are students able to create a product which highlights the risks of climate change on our population?</p> <p>Are students able to identify safety measures towards the risks associated with changes in climate?</p>	<p>4-ST-V-4-Group Work Place students in mixed ability groups. In the groups, students must discuss and identify some of the risks they believe are associated with a tropical climate. The teacher can probe students with guiding questions?</p> <ul style="list-style-type: none"> • What are some risks the population can face during the dry season? • How are you affected when the weather is very hot? • What are some risks during the wet season? • What are natural disasters which occur during the dry and wet seasons? <p>Students will create a concept map highlighting these risks which will be shared with the class. <i>(Remind students of the rules of group work)</i></p> <p>Video and Discussion Have students view an instructional video on the risks of climate on our population. After viewing the video, have students discuss which risks have been experienced in their country because of changes in climate. https://youtu.be/pkryz2wR2uk?si=IKOWdFAgp0di5Qr2</p> <p>Climate Awareness Have student remain in the previous groups, and have them create a video advertisement, public service announcement, brochure or poster to create an awareness on the risks of changes in climate on our population. Students can also highlight safety measures which can be taken to help reduce those risks. For example:</p> <ul style="list-style-type: none"> • Drinking lots of water to avoid dehydration during the dry season? • Prepare a Hurricane Disaster Plan to keep safe during a hurricane? • Unclog drains to prevent flooding.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		Based on the medium students used, the information will be shared accordingly. Example, video advertisements can be placed on the school's social media platforms, brochures can be distributed to the school population and members of the community and posters can be pinned up in the community.

Additional Resources and Materials

Tips for effective group work in the classroom: <https://youtu.be/pxr5x2cLjg?si=GpyzJs7Pj81IEM7X>

How to use Google Earth in the Classroom: <https://youtu.be/rWq8nhocU5M?si=W1URGbN8fsNXVckC>

Useful Content Knowledge for the Teacher

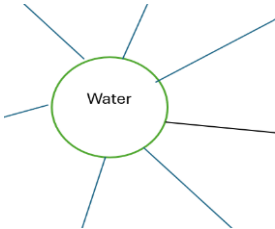
Climate refers to the typical or average weather conditions in a particular region over a long period of time. It includes factors such as temperature, precipitation (rain, snow, sleet), humidity, wind speed, and atmospheric pressure. Climate helps us understand what kind of weather to expect in a certain place and helps us plan for different seasons.

Climate change is a big, long-term change in the usual weather patterns that have been happening on Earth. It's like the Earth's regular weather is getting a bit mixed up. This change is mostly caused by people doing things that release a lot of greenhouse gases into the air, like burning fossil fuels such as coal, oil, and gas. Greenhouse gases act like a cozy blanket around the Earth, trapping some of the heat from the sun and keeping our planet warm. But when there are too many of these gases in the air, they make the Earth too warm, like turning up the heat in a greenhouse. This can cause problems, such as melting ice, rising sea levels, and changes in weather patterns.

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

- K-Identify significant weather events that have impacted the natural environment
- S-Investigate the consequences of recent weather events on the built environment of your country
- V-Appreciate the need to prepare for climate emergencies and actions that can be taken to lessen the effects of natural forces






Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-ST-K-5</p> <p>-Identify significant weather events that have impacted the natural environment</p>	<p>Observation: Are students able to identify weather events?</p> <p>Conversation: Can students explain how weather events affect the natural environment? Can students provide support in clarifying misconceptions?</p> <p>Product: Have students completed the graphic correctly to show ways weather elements can impact the natural environment.</p>	<p>Introduction: Review: weather elements, natural environment</p> <p>Prior to the lesson, teacher explains the objectives of viewing the video /videos. This lesson begins with short video clips of significant weather events: -wind -water (flooding, heavy rainfall) -temperature (snowstorms, droughts, heat waves)</p> <p>Class Discussion: Teacher goes back to specific parts of the video. Students identify the weather event identified in the video. Students brainstorm ways each weather event affects the natural environment.</p> <p>As the discussion progresses, teacher demonstrates how to web the information.</p> <div style="text-align: center;">  </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Students engage in a group activity to web the information on bristol board. Each group presents the information orally.</p> <p>Task: Each child receives a graphic (see below) to list ways each weather event impacts the environment. Students add any others that may not be presented in the video.</p>
<p>4-ST-S-5 -Investigate the consequences of recent weather events on the built environment of your country</p>	<p>Observation: Are students able to describe the consequences of weather events on the built environment.</p> <p>Conversation: Are students able to share their knowledge and experiences of how recent weather events have impacted their community and their country.</p> <p>Can students describe the impact of weather events on the built environment?</p> <p>Product: Are students able to present diverse ways to share the information they have gathered?</p> <p>Are students able to collaborate to present information to their classmates which is accurate?</p>	<p>Begin the lesson by reviewing how weather events can impact the natural environment.</p> <p>Introduction: Show a variety of pictures that are taken after some severe weather events, (power lines damaged, roads impassable, bridges collapsed, houses with no roofs, destruction to dams) Use guided questions to draw out the concept of consequences of weather events on the built environment.</p> <p>Class discussion: Use the pictures above to generate discussion on the effects of weather on the built environment. Afterwards, present a virtual field trip to show how weather events have affected man-made features in your country. Invite community members to share witness stories of the effects of heavy rainfall, no rainfall, strong wind, extreme temperature etc. eg. Ravine Poisson Disaster in Sain Lucia, Hurricane Maria in Dominica....,</p> <p>Task: By working in pairs, present a simple project as creatively as possible -Identify a weather event. - Describe how this weather event has affected the built environment in your country. (use pictures, models...)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Students create a mini exhibition with their projects. Allow students time to walk around before a plenary session. During the plenary session, students answer questions on their presentation.</p>
<p>4-ST-V-5 -Appreciate the need to prepare for climate emergencies and actions that can be taken to lessen the effects of natural forces</p>	<p>Observation:</p> <p>Do students understand the need to prepare for climate emergencies? Do students understand the implication of not being prepared for climate emergencies?</p> <p>Conversation:</p> <p>Can students list and explain what they can do to lessen the impact/effect of climate emergencies (a) while at school (b) at home</p> <p>Product:</p> <p>Do students understand that each person must be responsible and play their part for the good of everyone? Are the emergency plans prepared by students realistic/ practical?</p>	<p>Introduction:</p> <p>Present the following scenario: Both parents are at work, siblings at school including you. The weather changes suddenly just as your older sister tells you goodbye at the school's gate. It is raining heavily. As the day progresses, the weather gets worse. The island is experiencing a trough. At dismissal the everywhere is flooded. Landslides and fallen trees have blocked your way home. You try to reach your parents but there is no service. You are worried because you make contact with your family. What should you do?</p> <p>First, discuss the current weather condition. Then discuss possible things you can do to stay safe?</p> <p>Questions: Is there anything you and your family should consider doing prior to an emergency? What can you do as a family to avoid stress during adverse weather conditions? Why do you need to prepare of climate emergencies?</p> <p>Class Discussion: Explain- Now that we have seen how important it is to prepare for climate emergencies, let us discuss how we prepare:</p> <p>Family/School Emergency Plans Students discuss what is an emergency plan and the need for an emergency plan. Students explain why the family emergency plan is necessary.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Create a communication Plan Students study samples of communication plans and explain why having the communication plan is necessary.</p> <p>Have a Family Emergency Kit Students discuss what a family emergency kit is and how they can help their family put one together. Question: What goes in the family emergency kit?</p> <p>Property inspection Students explain why the family/school should do an inspection of the property/ plant. Students also explain what should be done if you are at risk in your property.</p> <p>Discussion point: -What do you think can happen if we are not prepared for a climate emergency?</p> <p>Task: Students create a blueprint for a family emergency plan. Take the blueprint home and discuss with family members. Share with class your family emergency plan.</p>

Weather and the Natural Environment

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

Learners will be expected to:

4-ST-K-6-Determine the scope and nature of the areas of your country that are parklands or natural reserves

4-ST-S-6- Locate and describe the features and characteristics of these parklands or reserves

4-ST-V-6- Appreciate the purpose of these areas and their significance for preserving flora, fauna, and human existence

Focus Questions:

1. What are natural reserves?
2. Why is it important for governments to establish natural reserves?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-ST-K-6-Determine the scope and nature of the areas of your country that are parklands or natural reserves</p>	<p>What's Important to Me <i>Conversation:</i> Are students able to talk about things that are important to them and want it protected?</p> <p>Defining Natural Reserves/ Parklands <i>Conversation</i> Are students able to identify places they believe should be protected and why? Are students able to orally explain what natural reserves are?</p>	<p>What's Important to Me Begin the class by questioning students whether they own anything that is so important to them that they want it protected and prevent anyone from destroying it. Have students discuss and share with the class.</p> <p>Defining Natural Reserves/ Parklands Ask students the following questions to generate discussion on what natural reserves are:</p> <ol style="list-style-type: none"> 1. Just like you do have things that are important to you, do you think there are places in your country that are important to its people? 2. Do you think there are places in your country that are protected? 3. Why do you think these places are protected? 4. What kind of animals are found in natural reserves?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Mapping Natural Reserves/Parklands Observation: Are students able to carry out research on natural reserves? Are students able to create a key to represent natural reserves? Are students able to draw the key to show the location of natural reserves on a map?</p> <p>Conversation: Are students able to explain the areas in which natural reserves or parklands are found?</p>	<p>5. Do you think everyone has access to natural reserves? Have students view an instructional video defining nature reserves. https://youtu.be/eJBIoclTmyc?si=hPqnSrrOAqBjpbRa After viewing the video, question students to test their understanding on what natural reserves are.</p> <p>Mapping Natural Reserves/ Parklands Have students conduct research to identify and locate the natural reserves or parklands in their country. Based on students' research, have them create a key for natural reserves/parklands. Using the map in their Social Studies Portfolio, have students draw the key onto the map in the areas in which these parklands/natural reserves can be found in their country. After having completed the map work, question students:</p> <ol style="list-style-type: none"> 1. In what areas are natural reserves/parklands found? 2. How would you describe these areas? 3. Are they located in rural or urban areas?
<p>4-ST-S-6- Locate and describe the features and characteristics of these parklands or reserves</p>	<p>Exploring Natural Reserves Observation: Were students able to identify the features of a natural reserve/ parkland.</p> <p>Product: Are students able to complete a concept map identifying the features and</p>	<p>Exploring Natural Reserves Take students on a field trip to one or if possible, more than one natural reserve/ parkland in their country. Prior to the field trip, provide students with a blank template of a concept map and explain to them the purpose of the field trip is to identify and describe the features and characteristics of a natural reserve/parkland. Students will complete a concept map on the features of a natural</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>characteristics of natural reserves/ parklands?</p> <p>Describing a Natural Reserve/ Parkland</p> <p>Product: Are students able to write an essay describing a natural reserve/ parkland with all the characteristics and features? <i>(Use a rubric to assess student's writing)</i></p> <p>My Very Own Natural Reserve</p> <p>Product: Are students able to create a model or draw a natural reserve with all the characteristics and features?</p> <p>Are students able to orally present their model of a natural reserve?</p>	<p>reserve/ parkland based on their observations on the field trip..</p> <p>Describing a Natural Reserve/ Parkland (Language Integration)</p> <p>Have students write a descriptive essay or a found poem by picking out descriptive words, phrases and lines from their concept map and arranging and formatting the excerpts to compose their own poems. on a natural reserve/ parkland. The essay or poem can be based on what they observed on the field trip, or it can be an imaginative natural reserve. Explain to students that in their description, they must include the characteristics and features of a natural reserve or parkland.</p> <p>Example of Writing Prompts:</p> <ol style="list-style-type: none"> 1. You are writing an article for your school/local newspaper about a specific parkland in your country. In your article, describe fully the features of the natural reserve/ parkland. 2. Imagine you are a bird flying over a natural reserve in your country. Describe what you see. <p>My Very Own Natural Reserve</p> <p>Using a variety of materials (cardboard, foam boards, Styrofoam, play dough etc.) have students create a 3D model of their very own natural reserve. The model should include a name, characteristics and features such as flora and fauna, animal species etc. Students are to orally present their models to the class explaining the features of their natural reserve and why it is a natural reserve. (If students are unable to create a 3D model, provide them with the option to draw).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-ST-V-6- Appreciate the purpose of these areas and their significance for preserving flora, fauna, and human existence</p>	<p>Discussion <i>Conversation:</i> Are students able to discuss why it is important for governments to establish natural reserves?</p> <p>Resource Person <i>Observation:</i> Are students able to listen attentively to information being given by the resource person?</p> <p>Are students able to answer questions asked?</p> <p>Are students able to ask questions based on the new information they are being told?</p> <p>Nature Reserve Sign <i>Product:</i> Are students able to create a sign that identifies a precautionary measure when visiting a natural reserve.</p>	<p>Discussion Have students form groups. Provide students with the statement: Why is it important for governments to establish natural reserves? Ask them to think about natural areas around them that they would like to see preserved. Students will discuss in their groups after which they will share with the class.</p> <p>Resource Person Have students from the agricultural division, National Trust or any informed person speak to students on the importance of protecting natural reserves and some of the dangers they may face if they are not protected.</p> <p>Nature Reserve Sign Have students create a sign which can be placed at the site of a nature reserve. The sign should highlight one or more precautionary measures which should be taken when visiting a nature reserve.</p>

Useful Content Knowledge for the Teacher:

A natural reserve is like a special home for plants, animals, and other living things. It's a place where nature is protected and looked after carefully. Natural reserves are important because they help to keep plants and animals safe, so they can live and grow happily. People make sure not to harm the plants and animals in natural reserves so they can stay healthy and the environment can stay balanced.

Reasons for protecting natural reserves:

1. **Home for Animals:** Natural reserves are like special homes for animals. Just like we have our houses to live in, animals need places to live too. If we don't protect natural reserves, animals might not have a safe place to live, find food, or raise their babies.
2. **Protecting Plants and Trees:** Natural reserves are also home to lots of plants and trees. These plants make the air we breathe clean and provide homes for animals. If we don't protect natural reserves, plants and trees could get cut down or damaged, and that would make it hard for animals to survive.
3. **Saving Endangered Species:** Some animals and plants in natural reserves are endangered, which means there aren't many left in the world. By protecting natural reserves, we can help save these special creatures from disappearing forever.
4. **Keeping Nature Balanced:** Everything in nature is connected, like a big puzzle. If one piece of the puzzle is missing, the whole picture might not work right. Natural reserves help keep this balance in nature by making sure all the animals, plants, and other living things have what they need to survive.
5. **Clean Air and Water:** Plants and trees in natural reserves help clean the air we breathe and the water we drink. If we don't protect these places, pollution and other bad things might make the air and water dirty, which can make people and animals sick.
6. **Learning About Nature:** Natural reserves are like big outdoor classrooms where we can learn about animals, plants, and the environment. By protecting them, we can keep learning new things and understanding how we can take care of our planet better.
7. **Fun and Adventure:** Natural reserves are great places to explore, play, and have fun! Whether it's hiking on trails, spotting animals, or having a picnic, there are so many exciting things to do in natural reserves. By protecting them, we can make sure these special places stay fun for us and future generations.

So, by protecting natural reserves, we're not just helping animals and plants - we're also making sure our planet stays healthy and beautiful for everyone to enjoy!

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

- K-** Identify the sources and status of our island's fresh water
S- Determine the ways that you can help conserve and protect our local water sources
V- Appreciate the importance of protecting our fresh water sources

Focus Questions:

1. Where does your tap water come from?
2. Why is it important to protect our fresh water sources?
3. How do we source water in times of drought?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>Learners will be expected to:</p> <p>4-ST-K-7</p> <p>Identify the sources and status of our island's fresh water.</p>	<p>Observation: Are students able to identify the different sources of fresh water?</p> <p>Conversation: Can students identify and state the location of fresh water sources in their country? Can students tell where tap water comes from?</p> <p>Product: Are students able to present well illustrated or video recorded information on the fresh water sources in their country?</p>	<p>Fresh Water Sources</p> <p>Introduction: Begin the lesson with an experiment.</p> <p>Experiment: Each student will have two glasses of potable fresh water. Teacher will direct students to add salt to one of the glasses. Students will then taste the water from each glass. Teacher would ask: Would you drink salt water on a regular basis? Why? Which of the water would you drink regularly? Would you clean or wash dishes with this water? Where, in the natural environment would you find salt water/ portable(drinkable) water?</p> <p>Following the experiment, the teacher will ask students if they know where their tap water comes from. Ask them if they know what the sources of freshwater are. <i>(refer to Additional Content)</i></p> <p>Show students pictures of different sources of freshwater and ask them to identify each one. Alternatively, students can view a video depicting sources of fresh water. https://youtu.be/i8uRAglvHuU?si=FpZzC5rXU4G7302P</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Create a chart on the board or on chart paper that lists the different sources of freshwater and their characteristics. Distribute notebooks and pencils to students and have them create their own charts of the different sources of fresh water.</p> <p>Map work: Indicating the location of fresh water sources on a map. (Utilise the District map from your portfolio)</p> <p>Whole class Discussion: Discuss the characteristics of fresh water sources in your country, such as size, flow rate, and location. (<i>Questions to consider: Has the flow rate changed over the years? Has the size changed over the years? Where is the water source located? Is there a native name for the water source? Is it protected?</i>)</p> <p>Small Group: Ask students to work in pairs or small groups to research one of the freshwater sources in their country and create a presentation for the class. Give students <u>Guiding Checklist for the Presentation:</u></p> <ol style="list-style-type: none"> 1. Is the fresh water source identified? 2. Does it have a native name? 3. Is the location of the freshwater source identified? 4. What are the uses of this fresh water source? 5. Is this fresh water source protected? 6. Has there been any noticeable changes to that water source over the last decade? <p>Students should be encouraged to utilize I.C.T to develop their presentation. Have students present their research to the class and discuss the importance of each source of fresh water.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p><i>Brochure:(Independent Work)</i> Students utilize the information gathered from the small group presentations and create an information brochure. This information brochure will be titled, “ Fresh water Sources in my Country- Let’s Conserve It, Let’s Protect It”. This brochure should include the map (District map from the portfolio) of their country with the location of the Freshwater sources. Elements of a map should apply.</p>
<p>4-ST-S-7</p> <p>Determine the ways that you can help conserve and protect our local water sources</p>	<p>Observation: Are students able to identify ways they can personally take action to help protect water sources?</p> <p>Conversation: Are students able to share their understanding of the importance of conserving and protecting local water sources?</p> <p>Product: Are students able to collaborate in small groups to produce a poster that promotes water conservation and protection?</p> <p>Are students able to add pointers on conservation and protection of fresh water sources in their country in their brochure?</p>	<p><u>Conserving and Protecting Our Island’s Fresh Water Sources</u></p> <p><i>Introduction</i> Ask students if they know what water conservation means. Brainstorm with students what might happen if we don't take care of our water sources. Explain why it is important to conserve and protect water.</p> <p><u>Reduce water waste:</u> Discuss with the students how they can reduce water waste at home and at school. Explain that turning off the tap when brushing teeth, taking shorter showers, and fixing leaky faucets can save a lot of water. Teacher can demonstrate how to check for leaky faucets and explain how to fix them.</p> <p><u>Class demonstration.</u> Students will be able to a. visualise how much water is collected when brushing their teeth while the pipe is running. b. Estimate how much water they think is used Students should be encouraged to conduct and record observations at home as it relates to the use/misuse of water for about 3 days(or over a weekend) and share them with class. As a class, students may visit a fresh water source near them.</p> <p><u>Do not pollute water sources:</u> Discuss how pollution can affect our water sources. Explain how chemicals, trash, and oil can harm the water and make it unsafe to drink or swim in. Discuss with the students how they can help keep our water sources clean by not littering and properly disposing of chemicals.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Demonstration- teacher adds pollutants to water and asks will engage the students in questions that encourage them to share their understanding, analytical skills and problem-solving skills. For demonstration purposes, teacher may use dye, cooking oil, etc as pollutants. Teacher may ask for example, “Would you drink this water? Why? Would you consider this water safe?”</p> <p><u>Use water wisely:</u> Discuss with the students how they can use water wisely. Explain that washing a car can use a lot of water and suggest using a bucket instead of a hose. Discuss how watering plants in the early morning or late evening can reduce water evaporation. Demonstrate how to check for a running toilet and explain how to fix it.</p> <p>Teacher will chart ideas in a mind map on the board.</p> <p><u>Water Conservation Tips</u></p> <p>Students share their knowledge based on their observations from their home investigation (re: previous lesson) Alternatively, the teacher will give each student a printed handout with water conservation tips.</p> <p>Ask students to read the tips silently, then share with a partner what they learned.</p> <p>As a class, discuss some of the tips and why they are important. Encourage students to share any additional water conservation tips they know.</p> <p>Group Activity</p> <p>Divide students into small groups.</p> <p>Provide each group with a poster board and markers.</p> <p>Ask each group to create a poster that promotes water conservation and protection.</p> <p>Encourage students to use their creativity and come up with their own ideas for the poster.</p> <p>Personal Action Plan</p> <p>Ask each student to think about one thing they can do to help conserve and protect water.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Have each student add a section to their brochure which depicts four annotated illustrations focusing on conservation and protection of fresh water sources in their country.</p>
<p>4-ST-V-7-Appreciate the importance of protecting our fresh water sources</p>	<p>Observation: Are students showing a positive attitude / interest towards the idea that it is important to protect our fresh water sources?</p> <p>Product: Are students able to work collaboratively to organize and execute a schedule of activities aimed at protecting fresh water sources in their area?</p> <p>Are students able to create and execute a promotional campaign to encourage community members to protect their local fresh water sources?</p>	<p><u>TAKING ACTION-PROTECT OUR FRESH WATER SOURCES</u></p> <p>Introduction: Begin by asking students to share their understanding of the importance of protecting our fresh water sources. Students should create a timetable/ schedule of organized activities that they will engage in to develop an appreciation for and be active participants in protecting our fresh water sources. (See Possible Activities)</p> <p>In small groups (or as a whole class), students can create a promotional campaign in collaboration with a local media outlet (if possible), to encourage community members to protect fresh water sources. This can be in the form of a video, a jingle/ song, etc. Upon completion, this should be posted on the school's social media pages, website and shared with the parent body.</p> <p>POSSIBLE ACTIVITIES: These may serve as Work stations/ Learning Stations.</p> <p>Water Filtration Experiment - This experiment will help students understand how water filtration works. Students can use materials like sand, gravel, and cotton to create their water filtration system. They can pour dirty water into the system and observe how clean water comes out of the other end.</p> <p>Water Cycle Bracelet - This activity will help students understand the water cycle and how it works. Students can create a bracelet that represents the different stages of the water cycle, such as evaporation, condensation, and precipitation.</p> <p>Build a Rain Barrel - This activity will help students understand the importance of collecting rainwater and how it can be used to conserve water. Students can build a rain barrel using materials like a plastic drum, spigot, and a screen.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Water Scarcity Simulation - This activity will help students understand the impact of water scarcity on communities. Students can simulate a water scarcity situation in their classroom by rationing water and observing the effects on their daily lives.</p>

Useful Content Knowledge for the Teacher:

Freshwater sources are natural sources of water that have low levels of dissolved salts and other minerals. These sources of water can be found in various forms such as rivers, lakes, and underground aquifers.

Additionally, in countries located in the temperate zone, they can also be found in the form of snow and ice, which can melt and provide freshwater.

Freshwater sources are essential for human life, as we need water to drink, cook, and bathe. They also provide water for agriculture, which is necessary for growing crops and raising livestock.

However, it is important to note that freshwater sources can be affected by pollution and climate change, which can have negative impacts on both human and animal life. It is therefore vital that we take steps to protect and conserve these valuable resources.

Essential Learning Outcome: To understand that our island has important geographic features that make us unique

Grade Level Expectations:

- K-** Explain the impact of human activity on the natural environment
S- Gather information from multiple sources to explain the impact of human activity on the natural environment
V- Appreciate that we can reduce the negative effects of human activity on our natural environment

Focus Questions:

1. How does human activity impact the natural environment?
2. How can we lessen the negative effects of human activity on our environment?

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>Learners will be expected to:</p> <p>4-ST-K-8</p> <p>Explain the impact of human activity on the natural environment</p>	<p>Observation: Can students differentiate between human activities that have a positive impact on the natural environment versus those that negatively impact the natural environment?</p> <p>Conversation: Can students explain how different activities impact the natural environment?</p> <p>Product: Can students create a chart to group human activities as having a Positive or Negative impact on the natural environment?</p>	<p><u>IMPACT OF HUMAN ACTIVITY ON THE NATURAL ENVIRONMENT</u></p> <p>Introduction: Begin the lesson by showing students pictures of different types of environments, and asking them to describe what they see. Ask them to think about what might happen to these environments if people were to start littering, cutting down trees, or building roads.</p> <p>Main Activity: Next, provide examples of different types of human activities that can impact the environment. For each example, ask the students to identify how it might affect the environment and those that are beneficial to the environment. For example, if the example is littering, the students might say that it can harm animals who mistake the litter for food, or that it can pollute the soil and water. As a class, create a chart that lists the different types of human activities and the ways in which they can impact the environment. After each example, ask the students to suggest ways in which they can help to reduce their own impact on the environment.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
<p>4-ST-S-8</p> <p>Gather information from multiple sources to explain the impact of human activity on the natural environment</p>	<p>Observation: Are students able to engage in note taking strategies to aid developing a body of information relevant to the different ways human activity impacts the environment?</p> <p>Conversation: Are students able to discuss/ share with their peers information they gathered that is relevant to the impact of human activity on the natural environment?</p> <p>Product: Can students, as a group, produce a poster highlighting the impact of human activity on the environment?</p>	<p><u>DATA COLLECTION- Impact of Human Activity on the Natural Environment</u></p> <p>Introduction: Begin by asking students if they have ever heard the term "environment." Ask them what they think it means and why it is important to protect it. Encourage them to share their thoughts and ideas.</p> <p>Gathering Information: Provide students with access to books, articles, and websites on human impact on the environment. Ask them to read and take notes on the information they find. Remind them to focus on the impact of human activity on the environment. Provide worksheets for them to organize their notes.</p> <p>Discussion: After students have gathered their information, facilitate a class discussion on what they have learned. Ask students to share their notes and discuss the different ways human activity impacts the environment.</p> <p>Poster Creation: Divide students into small groups and ask them to create a poster that illustrates the impact of human activity on the environment. Encourage them to be creative and use the information they gathered to make their posters informative and engaging.</p> <p>Presentation: Have each group present their poster to the class. Encourage them to explain their poster and the information they gathered.</p> <p><u>Research project:</u> Divide students into groups and assign each group a specific human activity that impacts the environment, such as deforestation or pollution. Ask each group to research their topic using a variety of sources, such as books, websites, and videos. Then, have each group create a presentation explaining their findings and the impact of their assigned human activity on the natural environment.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>Environmental impact scavenger hunt: Create a scavenger hunt where students search for examples of human activity impacting the environment. For example, students can look for litter in their schoolyard or notice how cars contribute to air pollution. After the scavenger hunt, have students share what they found and discuss the impact of human activity on the environment.</p> <p>Eco-friendly invention challenge: Challenge students to create an eco-friendly invention that can help reduce the impact of human activity on the environment. For example, they can design a solar-powered car or a recycling robot. Students can research existing eco-friendly inventions for inspiration and then present their invention to the class.</p>
<p>4-ST-V-8 Appreciate that we can reduce the negative effects of human activity on our natural environment</p>	<p>Observation: Are students able to make connections with what they have learned through discussions and research with what exists in their local environment? :</p> <p>Product: Are students able to ‘act’ on their learning and to develop a schedule, organise and execute activities that help reduce negative effects of human activity on our natural environment?</p>	<p><u>TAKING ACTION</u></p> <p>Introduction: Begin by asking students what they know about the natural environment and what they have observed to be as negative impacts of human activity on the environment. Have students review the negative impacts humans can have on the environment and the solutions students identified to reduce these impacts. Students should create a timetable/ schedule of organized activities that they will engage in to show appreciation and be active participants in reducing negative effects of human activity on the natural environment of their country. POSSIBLE ACTIVITIES: Trash Collection: Organize a trash collection activity in your school or community. This activity can help students understand the impact of littering on the environment and how proper waste disposal can reduce the negative effects of human activity on the natural environment. Planting Trees: Arrange a tree-planting activity in your school or community. This activity can help students</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies:	Inclusive Learning Strategies:
		<p>understand the importance of trees in the environment, how they help reduce greenhouse gases, and how they contribute to the overall health of the planet.</p> <p>Nature Walk: Take students on a nature walk and encourage them to observe the natural environment around them. This activity can help students understand the beauty and complexity of the environment, and how human activity can have negative effects on it.</p> <p>Recycling: Educate students about the importance of recycling and how it can reduce the negative effects of human activity on the environment. You can ask them to create a recycling campaign or organize a recycling drive in your school or community.</p>

Useful Content Knowledge for the Teacher:

Human activity has a significant impact on the natural environment. This means that the things that people do every day can cause changes to the world around us. Some of these changes can be good, but others can be harmful.

Positive Impact of Human Activity on the Natural Environment

1. People can plant trees and flowers, which can help to create habitats for animals and insects.
2. We can also recycle and reduce the amount of waste we produce, which can help to keep our planet clean and healthy.

Negative Impact of Human Activity on the Environment

Some of the things people do can be harmful to the environment. For example,

1. When we cut down trees, it can destroy habitats for animals and insects.
2. When we pollute the air and water with chemicals, it can make it difficult for plants and animals to survive.

It's important to remember that we all have a responsibility to take care of the environment. By making small changes in our daily lives, we can help to keep our planet healthy for generations to come.

Civic Participation

Introduction to Strand: This strand includes communication technology and how they impact our role in society. It also explores some of the factors that led to the development of their nation. This includes major political events that shaped the nation and helped develop the political system they enjoy today. Students learn the elements of their government system, including responsibilities and purposes and how this relates to the roles of local constituency representatives. The unit ends with an examination of what role they each can play in being responsible citizens.

Essential Learning Outcome: To determine that how we communicate with one another shapes our health, safety, and progress

Grade Level Expectations:

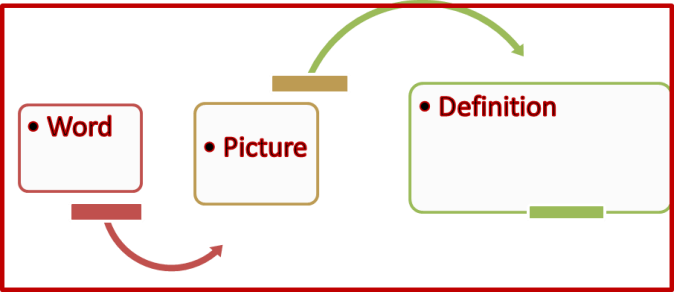
Students would be able to:

1. Identify examples of communication technology in the past and their uses (and uses of communication technology utilized in the past).
2. Describe how communication technology has evolved over time.
3. Appreciate that improvements in technology have significantly impacted how people communicate with each other.

Focus Questions:

1. What changes in communication technologies have influenced our way of life the most.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-CP-K- 1 Identify ways in which communication technology has evolved over time.</p>	<p>Conversation: Are students able to demonstrate that communication technology serves as efficient and effective tools/devices to share information?</p> <p>Product: Are students able to construct a clear definition of the term ‘Communication Technology’ following discussion?</p> <p>Conversation</p> <ul style="list-style-type: none"> • - Are students presenting a variety of communication technologies used nowadays? • Are students listing different communication technologies used long ago? • Are students able to articulate that communication technologies have changed over the years? <p>Product:</p> <p>Students complete an Exit Slip of:</p>	<p>Introduction: Concept Building: (Communication technology)</p> <p>What does communication technology mean?</p> <ul style="list-style-type: none"> • Students work in pairs to create paper cup phones. Students then test their paper cup phones by communicating with each other from different distances in the classroom. • Students engage in a guided discussion on: <ol style="list-style-type: none"> a. The use of paper cups phones (telephone replica) as a means of communication. b. The meaning of the term "communication technology". • Guided questions may include: <ol style="list-style-type: none"> i. <i>Why were we able to use this paper cup phone to communicate?</i> ii. <i>What do you think communication means?</i> iii. <i>Who sent the messages?</i> iv. <i>Who received the messages?</i> v. <i>What other means of communication can be used to send and receive messages?</i> • Teacher guides students to the definition of Communication Technology.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>i. Three ways in which communication technology has evolved over time.</p> <p>ii. Two communication technologies they find most interesting, and why.</p> <p>iii. One drawing of a new communication technology they imagine will be invented and explain how it will work</p>	<p><i>Communication technology is any tool that people use to share information effectively in a simple way.</i></p>  <p>Concept Development / Guided Discussion</p> <ul style="list-style-type: none"> Sam lives with his grandmother. His mommy lives in Canada and his dad sails on a cruise ship. He misses them a lot, but he is happy that he can speak to them every day. Sometimes, they would even show him clothes and toys in the store in Canada and other countries and ask if he likes them. <ol style="list-style-type: none"> How is this possible for him to speak to his parents every day and even see things where they are even though they are so far away? Can you recall a time when you had to use technology to communicate? What was it?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies											
	<p>Demonstration/Video Conferencing: Are students able to make links between ways of communicating in the past and ways of communication now?</p>	<p>3. When your grandparents were children, do you think it was possible for them to communicate the way Sam is doing? Why?</p> <p>4. Students recall another experience where they communicate via distance using modern technology.</p> <ul style="list-style-type: none"> The teacher establishes that the lesson will focus on ways in which communication technology has changed over time. Students brainstorm on ways in which people communicated in ancient times and new ways people communicate nowadays? Students are guided to list communication technologies of ancient times and communication technologies of the present. <table border="1" data-bbox="1163 1097 1864 1390"> <thead> <tr> <th data-bbox="1163 1097 1507 1243">Communication Technologies of the Past</th> <th data-bbox="1507 1097 1864 1243">Communication Technologies of the Present</th> </tr> </thead> <tbody> <tr> <td data-bbox="1163 1243 1507 1276"></td> <td data-bbox="1507 1243 1864 1276"></td> </tr> <tr> <td data-bbox="1163 1276 1507 1308"></td> <td data-bbox="1507 1276 1864 1308"></td> </tr> <tr> <td data-bbox="1163 1308 1507 1341"></td> <td data-bbox="1507 1308 1864 1341"></td> </tr> <tr> <td data-bbox="1163 1341 1507 1373"></td> <td data-bbox="1507 1341 1864 1373"></td> </tr> </tbody> </table>		Communication Technologies of the Past	Communication Technologies of the Present								
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • Teachers and students establish appropriate situations for use of communication technology. <p>Mini Research</p> <ul style="list-style-type: none"> • Students view video or graphic image, or read text on ways in which people communicated in ancient times and new ways people communicate nowadays. • Teacher and students create a list of the ways in which communication technology has evolved over time. • Students and teacher discuss advantages and disadvantages of some communication technologies of the past and of the present. <p>Sequencing Communication Technologies by invention/use:</p> <ul style="list-style-type: none"> • Teacher displays an array of real life examples or pictures of communication technology used in the past and in the present. For example, a letter in an envelope, passing stories by word of mouth by runners or boat, letters carried by ship, flags raised at harbours, fax, email, video conference, cell phone, cell phone video a telegram, smoke signal, a fixed line phone, a smartphone/tablet/computer that can send text messages, emails among other features)

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • Students will attempt to arrange them in order of invention. • Students then answer the following questions in a written reflection to demonstrate their understanding of the evolution of communication technology: <ol style="list-style-type: none"> i. Which of the communication technologies discussed did you find most interesting, and why? ii. Why was this communication technology you chose appropriate for the time it was used? iii. What do you think communication technology will look like in the future? <p>Those students who have difficulty reading and writing may be given the opportunity to share orally or with the use of assistive technology such as speech-to-text software or voice recording devices.</p> <p>Teachers and students discuss traditional and modern careers associated with communication technology?</p>
<p>4-CP- S- 1 Create a timeline of changes in communications technology.</p>	<p>Product- Timeline: Do students accurately reflect the changes in communication technology over time on their timeline?</p>	<p>Timeline:</p> <ul style="list-style-type: none"> • Using the information they learned in HCT-K-6, students will work in groups to create a timeline of key advancements in communication technology, starting from the earliest forms, such as smoke signals and

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>carrier pigeons, to more recent innovations like smartphones and social media platforms, using Bristol board and other materials.</p> <ul style="list-style-type: none"> • Students may use digital tools like online timeline generators or presentation software to build timelines. (E.g. Timeline Read Write Think). Students should include images or replicas. • Teachers should facilitate the activity by reviewing the information students listed on the changes in communication technology. and guiding students on how to organise their timeline.
<p>4-CP-V-1 Appreciate that improvements in technology have significantly impacted how people communicate with each other.</p>	<p>Observation/Product - Dramatisation: are students able to demonstrate how improvements in communication technologies have impacted how we communicate?</p>	<p>Dramatisation/Reflection:</p> <ul style="list-style-type: none"> • The teacher or a student walks into the classroom (dressed as a postman/postmistress) and distributes some letters to the class. The letters were sent by their family members, or friends overseas. The students will reply to their senders/family members/friends and mail them. • After the writing process, the students will answer to questions: • What do you enjoy the most about receiving and sending the letter? • What do you least enjoy about receiving and sending the letter?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • How do you receive and send messages to your friends and family members currently? • What is different about the way you send and receive messages nowadays than the ways they were sent long ago? • Students send a message to a loved one using any mode of communication technology of their choice (letter, email, sms, voice note, video conferencing). They then give reasons for their choices. <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • Students work in groups to create a skit showcasing specific technological advances and their impact on society. For example: <ol style="list-style-type: none"> i. One group act out a scene where they demonstrate the use of smoke signals to send messages during ancient times, followed by a scene showing the use of smartphones in modern times. ii. One group may act out a scene where they demonstrate the use of letters to send messages, followed by a scene showing the use of email in modern times. iii. One group may act out a scene where they demonstrated the use of radio to send messages, followed by a scene showing the use of podcasts in modern times.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • Each group must identify at least two ways in which the communication technology they are showcasing has changed how people communicate. • Students then reflect on each other's presentation. Guided questions could include: <ol style="list-style-type: none"> 1. Which presentation do you think is best and why? 2. Which of the older communication technologies did you find interesting or surprising? 3. Which communication technology do you prefer, and why? • To further demonstrate how communication technology has transformed the way we engage and disseminate information, students should be able to invite their parents to view skits via a virtual platform if feasible.

Additional Resources and Materials:

- [Timeline | Read Write Think](#)
- [Means of Communication video for kids | Communication video for kids](#)
- [Communication](#)
- [The Evolution of Communication](#)
- [Evolution Of Communication](#)
- [Past and Present | Technology Then and Now](#)

Additional Useful Content Knowledge for the Teacher:

- Communication technology refers to the tools and symbols that are used to send and receive messages or information. This includes:
 - i. Telephones
 - ii. Letters
 - iii. Radios
 - iv. Computers
 - v. The internet
 - vi. Speech
 - vii. Signs
 - viii. Sign language

Traditional communication has evolved to include more advanced methods such as telegraphs, telephones, the internet, smartphones and social media platforms.

- Communication technology can be traced back to ancient times, with the use of smoke signals and carrier pigeons. Over time, communication technology has changed.
- Ways in which communication technology has changed.
New devices were invented - for example, the internet, smart phones, learning platforms such as google classroom and MS Teams, FaceBook, Instagram. It is now faster, cheaper and easier to communicate.
- These advancements have greatly improved the speed and efficiency of communication, allowing for instant messaging, video calls, and global connectivity.

Opportunities for Subject Integration:

- **Language Arts:** Journal writing
- **Science and Technology:** Technological devices
- **Arts and Crafts:** Dramatisation

Essential Learning Outcome: To determine that how we communicate with one another shapes our health, safety, and progress

Grade Level Expectations:

Students would be able to:

1. Identify the various forms of transportation past and present.
2. Discuss the challenges faced in local transportation and predict solutions to these issues.
3. Recognise the positive and negative impact of transportation on our economy, environment and health.

Focus Questions:

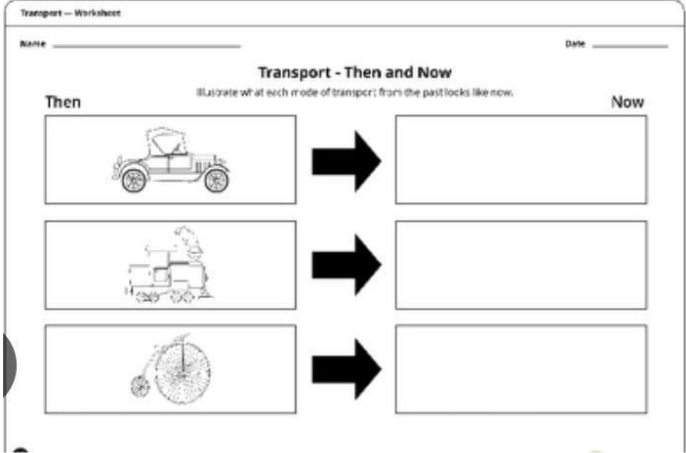
1. How has transportation technology evolved overtime?
2. What are the reasons for the changes in transportation technology?
3. How has transportation technology affected our way of life?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-CP-K-2 Compare current forms of transportation used in our country to those used in the past.</p>		<p>Introduction: Jigsaw Puzzle/Conversation:</p> <ul style="list-style-type: none"> • Students work in pairs to complete a jigsaw puzzle depicting different forms of transportation in a given time period. (E.g. My Puzzles - Transportation - 84519958-vector-illustration-of-cartoon-transportation-vocabulary (jigsawplanet.com)) • Students participate in a class discussion. Guided questions may include: <ol style="list-style-type: none"> i. What are the different forms of transportation shown in the puzzle? ii. Which forms are used in our country today?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation/Conversation - Think/Pair/Share: Are students able to identify different forms of transportation from given clues?</p> <p>Product - Interactive Presentation: Can students create an effective and</p>	<p>1. Which would you like to drive when you get older?</p> <p>2. Do you think this vehicle will still exist in the future when you become old enough to buy one? Why?</p> <p>3. What about the forms that are used now in our country? Did they always exist?</p> <ul style="list-style-type: none"> • Students then predict what they think are the topic and big/main idea of the lesson. • Teacher pulls from students' responses to introduce the lesson's topic and objectives. <p>Think/Pair/Share: (All things transportation)</p> <ul style="list-style-type: none"> • Students work in groups/pairs or as individuals to provide answers to the clues about transportation. <ol style="list-style-type: none"> 1. It travels quickly through the clouds_____ (Suggested answers: aeroplane, jet, helicopter, drones, spaceships and rockets) 2. I use this type of transport to travel to school everyday_____ (Suggested answers: car, jeep, minivan/bus, school bus, motorcycle/scooter, etc...) 3. The song says “the wheels on the _____ go round and round.” (Suggested answers: bus)

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>visually appealing representation of the evolution of transportation in their country using traditional paper-based methods or interactive digital tools?</p>	<p>4. It travels on water _____ (Suggested answers: boat, ship, yacht, jetski, catamaran, canoes)</p> <p>5. Using this type of transport is a way of exercising the body. _____ (Suggested answers: walking, running, cycling)</p> <ul style="list-style-type: none"> • Students view a video on the forms of transportation. (Eg. https://youtu.be/d0ySC2tzlZI?si=cx1qI0n8g3wUIxq6) • Students then take turns sharing their ideas about the different forms of transportation based on the video. <p>Story-telling/Interactive Presentation:</p> <ul style="list-style-type: none"> • Students listen to or read a story/exposition (existing or teacher-created) on the different forms of transportation .The story should be accompanied by a slideshow depicting past and present forms of transportation. • Students create a visual representation of the evolution of transportation in their country. See examples below:

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<div data-bbox="1276 293 1730 691" data-label="Image"> </div> <p data-bbox="1276 716 1730 748">Source: Past (Then), Present (Now)</p> <div data-bbox="1276 760 1703 1320" data-label="Image"> </div> <p data-bbox="1276 1344 1797 1377">Source: Transportation: Past and Present</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>Source: Transportation Now (Worksheet)</p>
<p>4-CP-S-2 Investigate challenges in local transportation and predict possible future solutions to the transportation issues.</p>	<p>Product: Can students collect data on the challenges in local transportation through interviews?</p> <p>Conversation: Can students predict solutions to challenges in local transportation based on data collected and discussion of findings?</p>	<p>Guided Research:</p> <ol style="list-style-type: none"> 1. Students work in small groups to design a simple data collection tool to gather information on transportation challenges faced by their classmates. This will entail: <ol style="list-style-type: none"> a. Conducting interviews with their classmates and recording their responses using paper or a digital device. Teacher should provide students with the questions to ask: <ol style="list-style-type: none"> i. How do you travel to school? ii. What are some of the challenges you face as you travel to school? iii. What do you think can be done to make travelling easier for you?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>b. Presenting their findings: challenges (2-3) and possible solutions (2-3).</p> <ol style="list-style-type: none"> 2. Students then engage in whole class discussion. Guided questions may include: <ol style="list-style-type: none"> i. <i>What are some of the challenges that were identified by the different groups?</i> ii. <i>Which challenges do you experience?</i> iii. <i>What were some of the proposed solutions?</i> iv. <i>Which solution do you like best? Why?</i> v. <i>How do you see the future of transportation in your country?</i> 3. Students and teacher summarise the main challenges and solutions discussed. 4. Teacher also notes other challenges that were not addressed by the groups and encourages students to think about how those could be overcome in the future. 5. Video recordings of group presentations may be uploaded to online classrooms for future reference.
<p>4-CP-V-2 Appreciate that efficient transportation has both positive and negative implications for our economy, environment, and health.</p>	<ul style="list-style-type: none"> • Product-Journal Reflection: Can students represent the information learnt about the positive and negative implications of transportation for our economy, environment and health? 	<p>Guest Speaker/Journal Reflection:</p> <ul style="list-style-type: none"> • Many of the students will know someone that is involved in the transportation of people or goods. invite students to share this and then invite one or more of these individuals such as a local taxi driver, bus driver, truck driver, water ferry or catamaran tour operator or airline pilot, on the challenges and benefits of their mode of transportation.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • The speaker will be required to keep his/her presentation under 5 minutes and to include practical examples as well as visual and/or audio aids to keep students engaged. Ask them to comment on the economy and environmental nature of their form of transportation and to share the challenges they may have with transporting with their mode of transportation? • Students will then ask questions or share their own thoughts on the topic. Teacher works with students beforehand to develop possible questions to ask. • Students will then create a brief journal entry using any mode of their choice (e.g. narrative, poem, video, audio recording, or song) to reflect on the information learnt from the discussion. Guided questions may include: <ol style="list-style-type: none"> i. <i>What did you like most about the talk?</i> ii. <i>What was one thing you learnt that you didn't know before?</i> iii. <i>What is one question you still have?</i> iv. <i>What are two positive/negative impacts of any form of transportation discussed?</i> v. <i>What can you or society do to help reduce the negative effects of transportation?</i> • Students then share their reflections with the whole class to foster further discussion on the topic. The teacher should also use this time to clarify any misconceptions that may arise.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> Students' reflections will be placed on the online classroom portal for future reference by students.
<p>Additional Useful Content Knowledge for the Teacher:</p> <ul style="list-style-type: none"> Transportation refers to the movement of people, goods, or animals from one place to another. There are many different forms of transportation including automobiles, trains, aircraft and ships. In the Caribbean transportation has evolved from traditional forms such as canoes, animals to modern forms like cars, aeroplanes, cruiseship and drones. This evolution has brought about positive impacts. However, this progress has also led to negative impacts. For example: <ol style="list-style-type: none"> Higher levels of air pollution Climate change - change in weather patterns (e.g. regular hurricanes) Health risks (respiratory/breathing problems, allergies) Increased transportation cost (tickets to travel (by bus, plane, or boat) tend to be expensive) Deforestation - cutting down trees. Habitat destruction - destruction of homes. 		
<p>Opportunities for Subject Integration:</p> <ul style="list-style-type: none"> Language Arts: Story telling, reading comprehension, oral expression Science: Movement (transportation) 		

Essential Learning Outcome: To appreciate how our island(s) followed a unique path to nationhood

Grade Level Expectations:

- K-List some of the major events in the political evolution of your country-territory
 S-Show the sequence of political milestones on a timeline from colony to independence/semi-independence
 V-Appreciate the importance of patriotism and the role of national leaders in achieving political change

Focus Questions:

1. What are the main political events that have help to shape a country/territory?
2. What is the role of national leaders in achieving political change?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
<p>Learners will be expected to:</p> <p>4CP-K1 -List some of the major events in the political evolution of your country-territory</p>	<p>Observe</p> <p>Are students able to look at a teacher-created slideshow or video to identify the major political events in the country.</p>	<p>Introduction - Class Discussion:</p> <p>Have students look at a slideshow/video with various political events for example: colonisation, emancipation, statehood, independence, revolution</p> <p>Discussion on the various events that were shown in the slideshow/video.</p> <p><i>Suggested questions</i></p> <p>What were some of the events shown?</p> <p>How did you feel when you viewed the video?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	<p>Conversation</p> <p>Are students able to list the major events in the political evolution in the country?</p> <p>Product</p> <p>Are students able to research and present information on major events in politics in their country?</p>	<p>What brought about the political events of the country?</p> <p>How have they changed the way we live?</p> <p>Do you think that these changes were necessary?</p> <p>Why?</p> <p>Timeline</p> <p>Record some of the political events on a timeline that were most important for the development of the country.</p> <p>Group Work and Oral Presentation</p> <p>Arrange students in small groups and give each group one of the major events in the politics of the country. Each group will do additional research using the internet and teacher supplied material. Each group will create a timeline entry that includes the date conflict or problem issue, persons involved from one or more sides or points of view, milestones reached.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
		<p>Each group will post their timeline entry on the timelines and share it with the class and allow the other groups to ask questions after the presentation.</p> <p>Role Play or T-Chart</p> <p>Based on their timeline entry, guide students to create a T chart on the importance and benefits of their major political event. Students will present as though they are in parliament or before a student body.</p> <p>OR</p> <p>Artwork</p> <p>Provide a variety of art products such as markers, crayons, construction paper, playdough, water paint, scissors, glue, etc</p> <p>Have students design a scroll to document their major events.</p> <p>Display</p> <p>Display students artwork or T-chart</p> <p>Invite other classes to view the scrolls or T-charts.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
		<p>Poetry/Music</p> <p>Have students identify if any musicians have created a benna, calypso soca or social commentary of their event? If so share it.</p>
<p>4CP-S1 - Show the sequence of political milestones on a timeline from colony to independence/semi-independence</p>	<p>Observation</p> <p>Are students able to arrange a set of pictures from colony to independence or semi-independence?</p> <p>Conversation :</p> <p>Are students able to explain the reason for their arrangement?</p> <p>Observation</p> <p>Are students able to appreciate a resource person of political figure in the community explain the importance of patriotism and how</p>	<p>Introduction: Class Discussion</p> <p>After placing the pictures across the timeline, students will discuss what the order of arrangement shows them about the changes that have occurred. What has changed? How is the country better off? Why?</p> <p>Question and Answer</p> <p>Who were the colonies?</p> <p>What happened during the slavery period?</p> <p>How did the slaves got their freedom?</p> <p>Game: Given duplicate pictures students will create the timeline from colony to independence/semi-independence in 2 minutes.</p> <p>Art and Craft</p> <p>Given pictures, bristol board, markers, yarn and glue students will be grouped to create time lime showing the sequence from colony to independence. Work will</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
	he/she made a change in the community and society	be displayed in the school's library after short presentation at general assembly.
<p>4CP-V1</p> <p>Appreciate the importance of patriotism and the role of national leaders in achieving political change</p>	<p>Conversation</p> <p>Are the students able to explain what it means to be patriotic and the roles of national leaders.</p> <p>Product</p> <p>Are students able to identify their national leaders?</p> <p>Are students able write constructively on patriotism and the roles of national leaders?</p>	<p>Introduction Class Discussion</p> <p>Brainstorming information (KWL)</p> <p>After their presentation students will relate what they know about patriotism and the role of national leaders</p> <p>Journal Writing: instead, what about a biography poster that represents an individual who showed patriotism?</p> <p>Cut your poster into a shape that relates to your person; include their full name and copy or draw their picture from sources; place 1-4 other pictures that help describe their acts of patriotism; locate 1-3 quotation that describes their character, eg brave, courageous, etc; put some of the following statements and answer them as if from the first person "I am proud of the following accomplishments I made; when I look back on this event I am sad that...; when people remember me, I want them to say...; if I could have change anything else in my life it would have been..."</p> <p>Create an expository piece on either</p> <p>The Importance of Patriotism</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies:
		The Role of National Leaders in Achieving Political Change

Useful Content Knowledge for the Teacher about the Outcome:

Political events shaped the future of our countries. These events socialize and educate citizens. A political event involves creation of political parties, accomplishments of political parties that shaped the country's future, election processes of the country that caused significant changes to the development, famous speeches and contributions made by candidates during before and after the election process.

Some major political events include: Independence Day, Emancipation Day, Election Day, Naming/Renaming to mark significant accomplishments of politicians, Labour Day, Conflicts that have risen as a result of political influence, creation of political parties.

Essential Learning Outcome: To appreciate how our island(s) followed a unique path to nationhood

Grade Level Expectations:

K-Describe the type of government system in your country

S-Investigate and outline the various purposes and responsibilities of your government

V-Appreciate that the government system and structure in the country is influenced by the history of colonization.

Focus questions:

1. What is the type of system used to govern one's country?
2. What is the main purpose and responsibilities of the government?
3. How has colonization impacted the country's government system and structure?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4CP-K-2 -Describe the type of government system in your country</p>	<p>Product</p> <p>Are students able to identify their government system after a research?</p>	<p>Introduction - Jigsaw:</p> <p>Types of decision making</p> <p>Ask the class to come up with a practical idea which might improve your school in some way, but which might not be popular with all students, for example:</p> <p>No unhealthy food is allowed to be sold by vendors</p> <p>First fifteen minutes of every school day is for reciting homework that they had to memorize</p> <p>Students should have to stop wearing school uniforms.</p> <p>Tell the students that this is an important decision and that there are a number of ways that they could make this</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
	<p>Conversation</p> <p>Are students able to share information gathered about the country's government system?</p> <p>Observation</p> <p>Are students able to present information on their government system?</p> <p>Conversation</p> <p>Are students able to discuss the purposes and responsibilities of the government?</p>	<p>decision. Use the Decision-making table to tell the class about the 4 different decision-making methods they will undertake.</p> <p>Decision-making table</p> <p>Use this decision making table to help your students complete the Explore decision making classroom activity.</p> <table border="1" data-bbox="1184 592 1898 1377"> <thead> <tr> <th data-bbox="1184 592 1413 695">DECISION METHOD</th> <th data-bbox="1413 592 1675 695">INSTRUCTION</th> <th data-bbox="1675 592 1898 695">RESULT</th> </tr> </thead> <tbody> <tr> <td data-bbox="1184 695 1413 932">Autocratic decision</td> <td data-bbox="1413 695 1675 932">Randomly select an autocrat to decide.</td> <td data-bbox="1675 695 1898 932"></td> </tr> <tr> <td data-bbox="1184 932 1413 1190">Executive decision</td> <td data-bbox="1413 932 1675 1190">Determine a small executive – 2 or 3 people – to decide.</td> <td data-bbox="1675 932 1898 1190"></td> </tr> <tr> <td data-bbox="1184 1190 1413 1377">Majority decision</td> <td data-bbox="1413 1190 1675 1377">Consensus decision</td> <td data-bbox="1675 1190 1898 1377">Negotiate until</td> </tr> </tbody> </table>	DECISION METHOD	INSTRUCTION	RESULT	Autocratic decision	Randomly select an autocrat to decide.		Executive decision	Determine a small executive – 2 or 3 people – to decide.		Majority decision	Consensus decision	Negotiate until
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
				<p>the class agrees.</p>
		<p>Ask students to use each of the 4 decision-making methods to decide the outcome. Record the decision made using each method.</p> <p>Tell the class that as a teacher you have a right to veto any decisions that were made. Decide whether you would have vetoed any of these decisions and give your reasons for doing so.</p> <p>Discuss the following questions with your class:</p> <p>Which form of decision-making was most efficient?</p> <p>Was it difficult to reach a consensus? Why? What difference would 60 students or 120 students make to this method?</p> <p>Which form of decision-making was most fair? Least fair?</p> <p>What justification might the vetoer or autocrat have for their roles?</p> <p>Tell the students that their national parliament uses majority rule rather than consensus for making decisions. Discuss the advantages and disadvantages of this method.</p>		

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The teach can then proceed to share some elements of the structure of the government, being careful not to overwhelm the students with detail or to share information that is not relevant for them.</p> <p>Key questions :</p> <ol style="list-style-type: none"> 1. Describe how the government system is set up? 2. Who holds the power in the government? 3. How did our country come to use this type of government system? <p>Poster</p> <p>Students will be given materials to create a poster.</p> <p>Students will design a poster showing the elements researched on the government system used in the country.</p> <p>Introduction: Class Debate</p> <p>After learning about political decision making students will identify the purpose and responsibilities of their government.</p> <p>Students will share their view on the best ways for government to make decisions from those experienced.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The saving of the environment is not the government's responsibility.</p> <p>Whole Class Discussion</p> <p>as part of the classroom discussion, the teacher will give feedback to each point of view to help them understand why the government makes decisions as it does</p> <p>.</p> <p>Video</p> <p>Students will make a video or poster using any platform or app sharing that illustrates their government's purpose and responsibilities.</p> <p>Students can create a slogan or hashtag so that others can participate in this activity.</p>
<p>4 CP-V2 -Appreciate that the government system and structure in the country is influenced by the history of colonization.</p>		<p>Introduction Class Discussion</p> <p>Students will use a cause and effect chart to aid them in developing an understanding of how colonization helped to form our present government system and structure.</p> <p>Students will listen to the history of how colonization played a part in our present government system through readings, recordings, documentaries or videos.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Students will discuss how colonization has influenced our government system and structure. Then students will complete KWL.</p> <p>Poem: Create a poem that expresses the impact of colonization on the type of government that we have today.</p>
<p>4CP-S-2 - Investigate and outline the various purposes and responsibilities of your government</p>	<p>Observation</p> <p>Are students able to make valid points during the debate on the purpose and responsibilities of the government?</p> <p>Product</p> <p>Are students able to state the main purpose and responsibilities of their government?</p> <p>Conversation : Are students able to express understanding of how colonization impacted our structure and government system?</p> <p>Observation</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are students able to appreciate the information gathered about the influence of colonization on the country's government system?</p>	

Useful Content Knowledge for the Teacher about the Outcome:

Government systems: Parliamentary System, Constitutional Monarchy, Republic, Dependent Territory

Structure of government: executive, legislative and judiciary

Purpose and responsibility of government: making and maintain law and order; protecting citizens; providing public services e.g health, education, infrastructure

How government systems affect students lives: school rules, traffic laws, prices, health care

Essential Learning Outcome: To appreciate how our island(s) followed a unique path to nationhood

Grade Level Expectations:

- K-Explain what democracy is and share some examples
- S-Demonstrate ways in which we can actively participate in our democracy
- V-Appreciate the value of democracy for protecting our individual rights and freedom

Focus questions:

1. What is democracy?
2. How can we demonstrate our democracy?
3. What can be done to protect our individual rights and freedom?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4CP-K-3- Explain what democracy is and share some examples</p>	<p>Conversation</p> <p>Are students able to articulate a definition for the term democracy?</p>	<p>Decision Making Role-Play and Discussion</p> <p>Ask students to recall the outcomes of the decision making table and compare majority and consensus to executive and autocratic decisions. What is the difference? Help students see that democracy means that the people have their say in how the government is run and they do this by voting. The two decision making types (majority and consensus) are examples of democracy because the people get to decide. In the other two decision making types (autocratic and executive) the people do not get to decide.</p> <p>Present a scenario to the class: The government is in the process of making a law to ban cycling in all</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4CP- S-3- Demonstrate ways in which we can actively participate in our democracy</p>	<p>Product</p> <p>Are students able to read articles from reputable sources on democracy to arrive at a deeper understanding of democracy and what it entails?</p> <p>Conversation</p> <p>Are students able to discuss examples of democracy at home and school?</p> <p>Conversation</p> <p>Are students able to explain how individuals can demonstrate active participation in the decision making of their country?</p>	<p>communities. Each person in the group shares an example of a democratic action that they might take to ensure they have a voice in influencing the vote on this decision: (Ex. Call in to a radio program, protest in front of the legislature, pen a letter to the parliamentary representative).</p> <p>Now invite students to share what it would look like if they had no say in this matter. What sort of actions by the government would make this undemocratic in which they do not get a voice?</p> <p>Discussion</p> <p>Use guided questions based on these scenarios to help students share other examples of democracy on their own.</p> <p>Record their responses on chart paper.</p> <p>Place students into small groups. Give each group a handout such as what follows to read and discuss among themselves their understanding of what was written about democracy. Use a Plus-Minus-Interesting graphic organizer that compares pluses and minuses and what is interesting to them about democracy.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Product</p> <p>Are students able to demonstrate ways in which they can actively participate in democracy?</p> <p>Conversation</p>	<p>Handout</p> <p>Democracy means that governments are accountable to the people. They can be voted out of power if their decisions are not favored by the people. In democracies, people have rights. Democracies make rules and laws that protect rights and freedoms such as freedom to speech out and the right to worship. People can also protest if they disagree with things the government does as long as they do so without using violence.</p> <p>Democracies can also have disadvantages In many democracies there are lots of people who may not bother to vote or to take actions to question their government’s decisions. Also, because governments know they can be voted out they might make promises they can’t or don’t keep.</p> <p>Using the graphic organizer, have each group record points that show the pluses, minuses of democracy. Then get them to also share what they find interesting about democracy.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4CP-V-3-Appreciate the value of democracy for protecting our individual rights and freedom</p>	<p>Are students able to explain the importance of democracy in protecting their rights and freedom?</p> <p>Product</p> <p>Are students able to differentiate between individual rights or freedom?</p> <p>Product</p> <p>Are students able to collaboratively demonstrate how individual's right and freedom can be protected through democracy?</p>	<p>Group work/Discussion/Oral Presentation</p> <p>Discussion</p> <p>Students are questioned on how democracy can be exhibited at home and school.</p> <p>Suggested questions</p> <p>How can one demonstrate democracy at home or school?</p> <p>Do you think when you are given the opportunity to select a class prefect that you are participating in a democratic system?</p> <p>How does your participation in the democratic system make you feel as a citizen?</p> <p>Journal Writing</p> <p>Have students write their thoughts about the discussion in their journals</p> <p>Video Presentation/Questioning</p> <p>Have students view a short video on the voting process in their country where individuals go out to vote for the leaders of the country.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Here is a good little video about voting and freedoms that is very child friendly.</p> <p>https://www.tvokids.com/school-age/tvok-news-big-picture/videos/tvok-news-what-democracy</p> <p>Question students on the video they viewed.</p> <p>Suggested questions</p> <p>What did they learn about voting?</p> <p>What did they learn about their individual rights and freedoms and the dangers of not having these freedoms?</p> <p>Discussion</p> <p>Students discuss the video and state the observations they have made.</p> <p>Students also can be asked to share how this shows how to be active participants in a democratic system.</p> <p>Engage students in discussion about why democracy is important for protecting, individual's rights and freedom .Encourage the students to think and explain</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>about times when they have had the opportunity to make choices or express their opinions.</p> <p>Also, encourage the students to think about other countries that do not have similar democracy and individuals are not able to demonstrate any level of rights and freedom.</p> <p>Role Play/Group Work</p> <p>Put students into two groups where they form two political parties.</p> <p>Invite each party to identify several issues that they will work to solve for the class if they are elected.</p> <p>Each group will select a leader for the political party.</p> <p>Students will run a mock campaign.</p> <p>Students will then role play an election day scene where students will vote for a political party of their choice.</p> <p>The votes will be counted.</p> <p>The winner of the election will then be announced.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Blog, Tweet or Journal writing</p> <p>Have students write their thoughts about the election process and how they felt each party performed in presenting their campaigns. How did they feel about their ability to actively participate in this democratic system to select the government of their choice to rule their class?</p> <p>Poster or Drawing</p> <p>Provide a variety of art materials such as Bristol board, crayons, markers, construction paper, playdough, water paint, scissors, glue, etc. Have each group create a poster or drawing that illustrates a selected right or freedom and how democracy helps it.</p> <p>Presentation: Gallery Walk</p> <p>Display posters on a wall. Have groups of students view and leave comments, compliments and questions on sticky notes next to each poster.</p>

Essential Learning Outcome: To appreciate how our island(s) followed a unique path to nationhood

Grade Level Expectations:

- K- Identify that there are political constituencies in our country.
- S- Locate the boundaries of the political constituency to which you belong.
- V- Appreciate the importance of these constituencies for ensuring local representation.

Focus questions:

1. What are political constituencies?
2. To which constituency do you belong?
3. Why do we have constituencies?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4CP-K-4--Identify that there are political constituencies in our country.</p>	<p>Conversation: Are students able to name and identify the number of constituencies?</p>	<p>Class Discussion</p> <p>Invite the political representative from the constituency the school is in to meet the class. (If the politician is unavailable, work with the class to email him and ask the following)</p> <p>In preparation for this meeting, invite the students to review some potential questions to ask the politician such as the following:</p> <ol style="list-style-type: none"> 1. What does your job involve? 2. What do you like most about your job? 3. What are the hardest things about your job? 4. What are some of the things you are most concerned about for your constituents? 5. Why did you want to be a politician? 6. What are some of the things you are most proud of accomplishing? 7. When you look back on your job ten years from now, what do you hope to be best remembered for by your constituents?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4CP- V-4 Appreciate the importance of these constituencies for ensuring local representation.</p> <p>4CP- S-4 – Locate the boundaries of the political constituency to which you belong.</p>	<p>Conversation: Are students able to discuss the importance of local representation ?</p> <p>Conversation: Are students able to effectively share on the importance of the representative to the constituency?</p> <p>Product: Are students able to label constituencies</p> <p>Map Work: Are students able to identify the outline of their constituency and locate places surrounding it.</p>	<p>8. Ask the students to also share any concerns they have about things they are worried about in their school or home neighbourhood that they would like to ask the politician to address.</p> <p>Students can also be provided with and discuss posters from the last general election in their country. Eg. (Grenada 2022 National election.</p> <p>https://ndcgrenada.org/candidates/</p> <p>https://www.facebook.com/photo?fbid=322545456729599&set=a.188024453515034</p> <p>Students are then informed about the political parties and who represented the parties during the elections. Students are thus informed about what a constituency is and the teacher can share a map to show them where all the constituencies are in their country. Students are given a map outline of their country divided into the constituencies with labels to be added.</p> <p>Map work: Students are given a regular map of the constituency they belong to. Students also identify and name the villages that boundary their constituency. Pupils list villages bordering their constituency.</p> <p>Discuss the results and the importance of local representation in the decision-making process.</p>

Essential Learning Outcome: To appreciate how our island(s) followed a unique path to nationhood.

Grade Level Expectations:

K-Identify key figures who have made significant contributions to our national development

S-Develop criteria to justify determining who is a national hero/heroine

V-Appreciate the contribution of key figures to our national development

Focus questions:

1. Who do you think is a key figure or a national hero/heroine?
2. How can a person be considered a national hero/heroine or a key figure?
3. Should a country recognise people as national heroes/heroines or key figures?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4CP-K-5 -Identify key figures who have made significant contributions to our national development.</p>	<p>Conversation Are students able to identify and share members of their community whom they admire?</p> <p>Observation Are students able to listen attentively as the teacher explains who is a key figure?</p> <p>Conversation</p>	<p>Introduction</p> <p>Begin the lesson by asking students to think about someone they admire who has made a difference in our country. Allow a few volunteers to share their thoughts.</p> <p>Introduce the topic by explaining that throughout history, there have been many individuals who have made significant contributions to our national development. These individuals are known as key figures.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4CP-S-5-Develop criteria to justify determining who is a national hero/heroine.</p> <p>4CP- V-5-Appreciate the contribution of key figures to our national development</p>	<p>Can students identify and list some individuals from the country whom they think are key figures?</p> <p>Observation and Conversation</p> <p>Are students able to observe a slideshow and subsequently participate in a discussion on the key figures presented?</p> <p>Conversation</p> <p>Can students formulate a definition for the term National Hero/Heroine?</p> <p>Observation</p> <p>Are students able to study the material provided to gain an understanding of the qualities of the national heroes?</p> <p>Product</p> <p>Can students work together to compile a list of criteria for identifying national heroes/heroines?</p> <p>Conversation</p>	<p>Introduction to Key Figures</p> <p>Ask students to suggest some individuals in the country whom they believe are key figures. Then, present a slideshow and hold a discussion on key figures in national development, highlighting examples such as political leaders, social activists, educators, cultural icons and sports personalities. Emphasise their roles and the importance of their contributions. (Anticipate that students may have the misconception that key figures are only political leaders or well-known personalities. Explain that key figures can come from various fields and backgrounds.)</p> <p>Definition of National Hero/Heroine</p> <p>Explain to students that some of these key figures can be recognised by their countries as national heroes or heroines.</p> <p>Allow students to explain in their own words who they think is a national hero. Write their suggestions on the board and assist them in refining the definition, which should resemble the following: A National Hero/Heroine is “a person who is admired and acknowledged for their courage, outstanding achievements, and noble qualities; and is someone who has made significant, positive contributions to the growth and development of society.”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are students able to give reasons why it is important to have criteria for selecting a country's national heroes/heroines?</p> <p>Observation</p> <p>Are students able to distinguish among people who qualify as national heroes/heroines or who don't, after listening to some individual profiles?</p> <p>Product</p> <p>Are students able to select and make a presentation on a person whom they believe fit the criteria for national hero/heroine?</p> <p>Product</p> <p>Can students write a reflection on what they have learned about national heroes/heroines, and how their thoughts have changed, now that they know more about the topic?</p> <p>Observation</p> <p>Are students able to show appreciation for the contribution of key figures by listening attentively to presentations, carefully</p>	<p>(https://culture.bm/events/national-heroes-day/)</p> <p>Investigation and Brainstorming</p> <p>Ask students to explain what makes Superman, Spiderman, or Batman a superhero. Make a list of all the characteristics on chart paper or on the board. Explain to the students that just as these superheroes have some qualities (super powers) which help them to do their jobs, so too a country's national heroes must have some qualities or traits or must have done something very significant to enable him or her to be called a national hero/heroine.</p> <p>Identify the country's national heroes then place students in small groups. Provide each group with biographies, articles, and videos of a national hero. Guide students in studying the material and encourage them to brainstorm and list attributes or qualities that they believe the individual had that made him or her a national hero or heroine.</p> <p>Allow groups to present the qualities they identified.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>observing during visits to various sites, and paying their respect to deceased key figures?</p> <p>Product</p> <p>Are students able to produce creative works in groups that highlight and show appreciation for the key figure selected?</p>	<p>Compiling National Hero Criteria</p> <p>Based on the group discussions and presentations, compile a master list of criteria that students believe are appropriate for identifying national heroes and heroines. (Can be written in a scroll-like shape to add flair and interest.)</p> <p>If the country has a document that lists the criteria for determining who a national hero/heroines should be, students can compare this with the master list created.</p> <p>Class Discussion</p> <p>Discuss the importance of having clear and justifiable criteria for honouring individuals as national heroes/heroines. (Is it necessary for the country to have criteria for selecting national heroes/heroines? Why or why not?)</p> <p>Who Wants to be a National Hero?</p> <p>Using a game-like format, where they raise hands quickly to answer or buzz in, encourage students to determine who qualifies as a national hero/heroine, after various profiles of individuals who may or may not meet the criteria for national hero/heroine status, are read.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Oral presentations</p> <p>Encourage students to select a person from their community who they believe meets the criteria for becoming a national hero/heroine. Allow them to make oral presentations, justifying why the individual should become a national hero/heroine.</p> <p>Reflection</p> <p>Ask students to write a reflection on what they have learned about national heroes/heroines and the criteria used to justify their status. Encourage them to discuss any changes in their own perceptions of what makes someone a national hero/heroine.</p> <p><i>(I used to think that a national hero/heroine was... but now I've learned that...)</i></p> <p>Guest Speakers and Field Trips</p> <p>Arrange for guest speakers, such as local historians, community leaders, descendants of key figures, or key figures themselves to visit the class to share their insights and experiences.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Then, arrange visits to museums or historical sites related to key figures and their contributions.</p> <p>Alternatively, or in addition, a wreath laying ceremony can be organised at the gravesites of deceased key figures of national development.</p> <p>Creative Projects and Presentations</p> <p>Place students in small groups and encourage them to express their appreciation for key figures through creative projects such as artwork, poems, songs, or short stories. Then allow them to present their creations during a school assembly and then at a special gathering, such as during Black History Month, or on National Heroes' Day, Independence Day celebrations etc.</p>

Useful Content Knowledge for the Teacher about the Outcome:

Definition of National Hero - “a person who is admired and acknowledged for their courage, outstanding achievements, and noble qualities; and is someone who has made significant, positive contributions to the growth and development of society.”

<https://culture.bm/events/national-heroes-day/>

Inclusive Resources and Materials:

- St. Vincent and the Grenadines' First National Hero - <https://www.youtube.com/watch?v=MA-7mzq17D4>
- Grenada's National Hero - <https://radiojamaicanewsonline.com/regional/first-national-hero-in-grenada>
- Grenada's Transformative figures - <https://www.youtube.com/watch?v=crD'Tk83kbQQ>
- St. Lucia's National Hero - <https://www.youtube.com/watch?v=O4fsUX3haUA>
- Antigua and Barbuda's National Heroes - <https://www.youtube.com/watch?v=QQQDD6ZTuKI>
- Dominica's First National Hero - <https://www.youtube.com/watch?v=W9QjmYRc3TI>
- St. Kitt's and Nevis' National Heroes - <https://www.gov.kn/national-heroes/#:~:text=The%20National%20Heroes,Excellent%20Simeon%20Daniel%20and%20Dr.>

Essential Learning Outcome: To appreciate how our island(s) followed a unique path to nationhood

Grade Level Expectations:

K - Explain our responsibilities to contribute to the development of the country

S - Display proper respectful behaviour towards others in the country

V - Appreciate that everyone has a responsibility to help develop the country

Focus questions:

1. What is meant by developing the country?
2. Who is responsible for developing the country?
3. In what ways can you contribute to developing the country?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4CP – K-6- Explain our responsibilities to contribute to the development of the country</p>	<p>Observation</p> <p>Do the students show interest in these actions?</p>	<p>Share the following ten actions that children could do to help others and make their community a better place:</p> <ol style="list-style-type: none"> 1. Bake sweets for a fire fighter, police or ambulance worker. 2. Help someone with their homework. 3. Clean up garbage at a nature preserve or in your neighbourhood. 4. Make a drawing and take it to a neighbors' house.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Conversation</p> <p>Do the students see the way that these activities show responsibility for helping and supporting others?</p> <p>Observation</p> <p>Are students able to deduce the lesson topic based on a local calypso?</p> <p>Conversation</p>	<ol style="list-style-type: none"> 5. Make a poster promoting an issue or cause important to you. 6. Visit an older relative in your neighbourhood. 7. Plant a tree or other plant at home or school. 8. Volunteer to help a neighbor with something. 9. Write a thank you note or say thank you to someone who has done something kind. 10. Make a friendly card or drawing for an elderly person. <p>Discuss these with the students and help them see the possibilities of doing these and why each of them would lead to good things. Help them see that these things all lead to making their community a better place where people are helped, supported and cared for. Use this to inspire the students to choose an action to do this week and return to this at the end of the week to discuss. Help them choose an action.</p> <p>Music/Movement</p> <p>Play an excerpt of a local calypso highlighting nation-building to get the students mentally prepared for the lesson. Invite students to pay attention to the lyrics.</p> <p>Let us build a nation together</p> <p>We could make it if we try</p> <p>Watch out my children</p> <p>Grenada belongs to we</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Conversation</p> <p>Are students able to articulate ways they can display respectful behaviour towards others in the country?</p> <p>Observation:</p> <p>Are students able to distinguish between respectful and disrespectful behaviour towards others in the country?</p> <p>Conversation</p> <p>Are students able to discuss examples of respectful and disrespectful behaviour towards others in the country?</p>	<p>Group Work</p> <p>Place students in groups to discuss the actions they have taken and to share how these actions made them and those they helped feel? Help them see that these are examples of the sorts of things they can do to contribute to developing the country.</p> <p>Move from this discussion to the discussion of other things that they might do to develop the country through their future careers. Help them see how these careers serve others and help develop the country.</p> <p>Discuss and emphasize the connection between their behavior in and out of the classroom and their role in contributing to the development of the country.</p> <p>Viewing of Stimuli</p> <p>Have students look at a video on respectful and disrespectful behaviour</p> <p>Discussion</p> <p>Question students on the video</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4CP – V6</p> <p>Appreciate that everyone has a responsibility to help develop the country.</p>	<p>Product:</p> <p>Can students demonstrate an understanding of respectful behaviour towards others in and out of the classroom?</p>	<p>Invite students to share experiences they have had where they have shown respect or when they were disrespected.</p> <p>Role-play or Puppet Show</p> <p>Have students dramatize (with appropriate props) or present a puppet show (finger or string puppets) for different scenarios to display proper respectful behaviour towards others in and out of the classroom. For example, offering a seat to an elderly/pregnant woman, the use of social graces, works of charity in the community, customer service at a restaurant or office)</p> <p>Next Steps in Supporting Others Project</p> <p>Prepare and guide students to work in groups to plan and execute public awareness on nation-building/respectful behaviour towards others in the country:</p> <p><i>Radio/TV Advertisement or Interview</i> to showcase a community or school venture (erecting colour-coded bins, creative recycling exhibition, volunteerism...)</p> <p><i>Poster/ Slogan Competition</i> – this can be a school competition. The group of students can come up with the judging criteria, assist with selecting judges and work out logistics for judging day</p> <p><i>Billboard</i></p> <p><i>Write/ sing a calypso</i></p> <p><i>Post a reel to the school's Facebook page</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Product</p> <p>Are students able to show that they have an important responsibility to help develop the country?</p>	<p>Individual Seatwork: Cloze Procedure Worksheet</p> <p>Use keywords (responsibility, responsible, action, project, resources...) to create a cloze procedure that emphasises that every individual has an important responsibility to help develop the country.</p> <p>Class Collaborative Writing</p> <p>Guide students to create a class pledge or a promise highlighting their responsibility to help develop the country. “We the future leaders of (insert name of country) promise to do our part towards creating a brighter and better future for all”</p>

Useful Content Knowledge for the Teacher about the Outcome:

Development means making a country better in different ways, like improving how people live, learn, and work. It's about making positive changes for everyone in the education, healthcare sectors and the environment. It also involves being a good citizen. That is, displaying respectful and positive behaviour towards others in the country and using the resources wisely.

Economic Decision Making

Introduction to the Strand: This strand helps students see the importance of the natural resources of their island(s) in shaping their way of life. Students learn the types of natural resources and the basic economic activities. They then come to see the physical and economic benefits of land use and move on to explore the blue economy and coastal environment influences on the economy, and the way resources can be renewable and non-renewable.

Essential Learning Outcome: To understand how our natural resources play an important role in shaping our way of life

Grade Level Expectations and/or Focus Questions:



















K-Identify how access to resources of our country have shaped country's settlement location over time

S- Compare past and present settlements using charts and maps, focusing on how resource use, technology, and environmental changes influence these patterns

V- Appreciate that our resources impact where we settle


Focus Question:



1. What are the essential resources that people need to survive?
2. How did natural resources determine where the indigenous people settled?
3. What is urbanization, and how does it impact both the growth of cities and the conservation of natural resources?
4. How have the rural and urban areas evolved over time?
5. To what extent has technology influenced settlement patterns in the Caribbean region?
6. How has technology influenced the way we do commerce today?
7. What factors should be considered when planning future land use?
8. What factors influence human settlement choices in response to environmental changes?
9. What strategies can individuals and communities adopt to address environmental changes?



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
<p>Learners will be expected to:</p> <p>4 EDM- K-1- Identify how access to resources of our country have shaped the country's settlement location over time</p>	<p>Observation: Are students able to define and identify natural resources?</p> <p>Conversation: Are students able to differentiate between man-made and natural resources?</p> <p>Conversation: Can students differentiate between renewable and non-renewable resources?</p> <p>Conversation: Can students differentiate between the terms exhaustible and inexhaustible?</p>	<p>Booklet Making</p> <p>Students create a visually engaging booklet showcasing everyday items made from different natural resources. Each page should feature images depicting products alongside their source materials.</p> <p>Students will then present their booklets to the class and explain which resources are natural or man-made.</p> <p><i>Example:</i></p> <table border="1" data-bbox="1220 683 1860 1008"> <tbody> <tr> <td data-bbox="1220 683 1461 834">  </td> <td data-bbox="1461 683 1661 834">  </td> <td data-bbox="1661 683 1860 834">  </td> </tr> <tr> <td data-bbox="1220 850 1461 1008">  </td> <td data-bbox="1461 850 1661 1008">  </td> <td data-bbox="1661 850 1860 1008">  </td> </tr> </tbody> </table> <p>Picture Walk:</p> <p>Students explore various natural resources through pictures, distinguishing between renewable and non-renewable resources and understanding the concepts of exhaustible and inexhaustible. They engage in group discussions to share observations and conclusions, reinforcing their understanding of the terms and concepts.</p>						
								
								

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Conversation: Are students able to list examples of resources found in their country that influence where and how people choose to live?</p>	<p>Art: Build model settlements. Encourage students to identify and discuss the natural resources from the environment used in their creations, fostering a tactile understanding of settlement patterns.</p> <p>Example - Coastal Areas - Linear Pattern - Due to the proximity to the sea, which facilitates fishing, trade, and tourism.</p> <p>River Valley - Clustered Pattern - These settlements benefit from access to fresh water and fertile soil, making them ideal for agriculture.</p> <p>Mountainous Regions - Scattered and isolated - Settlements in mountainous areas are often spread out due to the rugged terrain</p>
	<p>Conversation: Are students able to explain how access to resources like water, land, or minerals determined where early settlers established communities?</p>	<p>Storytelling: Use a simple narrative to convey historical context and the significance of natural resources in early Caribbean settlements. Discuss what led the early settlers to settle in certain communities/areas.</p> <p><i>Enrichment: Create an animation that will give a visual representation of the different groups of early settlers and the areas in which they settled.</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Example: How the indigenous people settled in the Caribbean (<i>use Social Studies Text: Our Caribbean Community</i>)</p> <hr/> <p>Product: Are students able to describe environmental changes brought on by settlement patterns?</p> <p>Observation: Can students use an Atlas to compare and contrast land patterns based on different economic factors: agriculture, industrial, residential?</p> <p>Creating settlement maps In small groups ask students to create maps (or use atlas maps) or use models previously used to depict the distribution of resources and settlement locations over time. Students will present their maps to the class and discuss the link between the resources and settlement locations.</p> <p>Teacher can use guided questions to curate the discussion or prompt a simulation:</p> <ul style="list-style-type: none"> • Can we differentiate between agriculture, industry and residential purposes on a map? • What types of industry might be found in a certain area? • What would happen if there was an increase in population? <p>Discussion/Conversation: Divide students into groups and assign them guided questions on environmental, economic, cultural impacts to discuss how resource access impacts settlement patterns.</p>

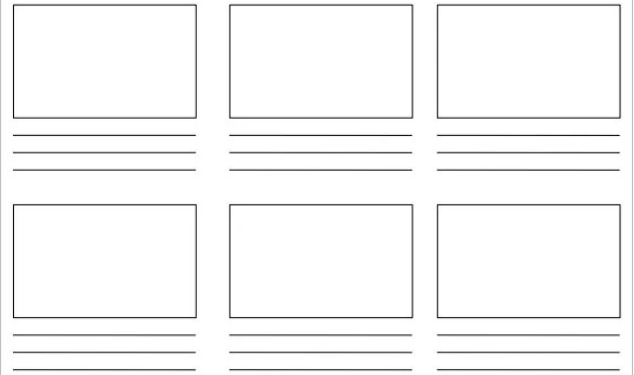
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation: Are students able to describe how people use resources in different settlement locations?</p>	<p>Field Trip: Organise a field trip to a local historical site or nearby village and assist students to observe firsthand the influence of resources on settlement locations. Before going on the trip, create observation sheets to assist students to focus their observations. Further prepare them to be keen observers by reminding them to observe where people live and to jot down things they observe that help explain why they might choose to live there.</p>  <p>Example: + Barana Auté- Dominica</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>Fond Doux Estate - St. Lucia</p>  <p>Fort Charlotte- St Vincent;</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>Nelson's Dockyard- Antigua</p>  <p>Belmont Estate- Grenada;</p> <p>In many sites, it will be possible for students to participate in guided tours and interactive discussions with tour guides to deepen their understanding of local geography and history. Encourage them to ask questions to build their</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>observation skills related to the link between economic activity and settlement location.</p>
<p>4-EDM-S-1 Compare past and present settlements using charts and maps, focusing on how resource use, technology, and environmental changes influence these patterns</p>	<p>Product: Are students able to plot changes between the settlements depicted on older maps and the settlements shown on the map today?</p>	<p>Art and Interpretation:</p> <p>Teachers can present students with before and after photos of a local community or towns, and compare the images of how this place has changed over time. Students can also create a venn diagram to detail the changes which are still present and those which are obsolete.</p> <p>Provide interactive/digital maps (See Examples here) and also use atlas maps or in some cases topographical maps or air photos can be obtained from the local natural resources agencies featuring past and present settlements on their Caribbean island. Allow students to explore the maps digitally or in printed format. Invite students to draw facsimiles of the maps and incorporate colour-coding or symbols to represent different types of resources, technological advancements, and environmental changes over time. Discuss changes between past and present</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>settlements on the maps. Allow students to suggest possible reasons for the changes.</p>
	<p>Conversation: Can students share stories of their family’s experience with changes in settlements over time?</p>	<p>Storytelling: Encourage students to ask their parents or grandparents to share their own stories or family anecdotes about past and present settlements, and to tell of some changes they remember. Encourage them to bring pictures from home that might illustrate these changes.</p> <p>Invite students to sit in a circle and share these family memories. Assist them to highlight the role of resource use, technology, and environmental changes in shaping settlement patterns.</p> <p>Invite a cultural elder to speak to students about the changes technology has caused as related to settlement patterns. “Looking at life before to Now”</p> <p>Ask students to interview elders in their community to find out how changes in technology</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>have changed the way people settle in their country.</p>
	<p>Product: Are students able to interpret any patterns on a storyboard that shows how settlement locations have been influenced by access to resources over time?</p>	<p>Divide students into small groups and provide them with a blank storyboard template. Ask each group to create a storyboard illustrating the evolution of a settlement over time, considering how access to resources has influenced its development. Students can draw pictures or use stickers to represent different stages of settlement growth and resource utilisation.</p> <div data-bbox="1220 797 1850 1230" style="border: 1px solid black; padding: 5px;"> <p>Storyboard template Planning the filming of the promotional film</p>  </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-EDM-V-1 Appreciate that our resources impact where we settle</p>	<p>Product: Can students represent natural resources that were historically important for Caribbean settlers?</p>	<p>Artistic Expression: Create visual artworks depicting Caribbean landscapes, compose songs or poems inspired by their exploration of the importance of resources.</p> <p>Simulations: Student are given simulation or strategy games to assess how resources impact settlement patterns:</p> <p>City-Building Simulation Games:- SimCity or Cities: Skylines</p> <p>Civilization Development Games:- Games like Sid Meier's Civilization</p> <p>Minecraft Education Edition: This version of the popular game Minecraft includes features that allow educators to set up environments where students must use resources wisely to build and sustain communities. Teachers can create challenges that reflect the importance of strategic resource use in settlement decisions.</p>
	<p>Product: Can students explain in writing how technology has changed the way people use resources in the Caribbean compared to in the past?</p>	<p>Perspective Taking through Story Writing Ask students to imagine they are living in the Caribbean during a specific time period in the past and write a short story describing how people used resources at that time. Encourage students to incorporate elements of technology and how it may have impacted resource use in their narratives.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>After writing their stories, students can share them with the class and discuss common themes and differences in resource utilisation between the past and present.</p>
	<p>Product: Can students represent on a poster how the conservation of natural resources would benefit both people and wildlife in the Caribbean?</p>	<p>Poster Making Provide students with art supplies, including paper, markers, and stickers. Ask students to design a poster illustrating the importance of conservation for both people and wildlife in the Caribbean. Encourage students to include images of threatened species, ecosystems, and conservation actions such as recycling and habitat restoration. Students can also add captions or short explanations to describe how conservation benefits both people and wildlife. Display the posters around the classroom or school to raise awareness about conservation efforts in the Caribbean.</p>

Essential Learning Outcome: To understand how our natural resources play an important role in shaping our way of life

Grade Level Expectations:

K-Explain the major economic activities in your country and the importance of each to the economy

S-Chart the types of jobs associated with various industries and predict future needs for workers

V-Appreciate that our economic well-being is dependent on the sustainable use of our resources

Focus Questions:

1. What are the agents of the economy?
2. What are the four (4) main sectors of the economy?
3. What are the jobs associated with the various industries on my island?
4. How does mechanization and digital technology impact the production of goods and services?
5. What are private and public institutions and the roles they play in economic development?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-EDM K-2 Explain the major economic activities in your country and the importance of each to the economy</p>	<p>Product: Are students able to retrieve prior knowledge to apply within the objectives?</p> <p>Can students define these key concepts from grade three?</p>	<p>The teacher should develop a series of activities to help students review and recall prior concepts which will be the foundation for new concept building.</p> <p>Show what you know</p> <p>K-W-L (Traditional Or Online)</p> <p>a. The teacher can present students with word cards of the key terms they covered in grade 3 related</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>to economic decision making such as agriculture, tourism, natural resources, environment, culture, identity, immigration, emigration, migration, infrastructure, population, services,</p> <ul style="list-style-type: none"> a. Students will categorise the key terms into a K-W-L chart. They should move those they want to review first. a. A student who knows the answer can choose to remove a word card from the W section and put it in the K section, then share what they know about it. <ul style="list-style-type: none"> • The teacher circulates and reinforces student understanding and/or clarifies misconceptions. <p>This will also be used as a continuous activity where students continuously add new information after each lesson to the posted show what you know chart.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-EDM K-2 Explain the major economic activities in your country and the importance of each to the economy</p>	<p>Product: Are students able to list and identify major economic activities which take place on the island?</p> <p>Observation Are students able to classify the jobs that people do into 3 groups of economic activities: production, distribution and consumption?</p> <p>Conversation: Are students able to evaluate the correlation between these activities and economic growth?</p>	<p>Concept Attainment</p> <p>Invite students to list all the jobs in their Caribbean country of people they know. Begin with jobs of their immediate family and neighbours and then expand outward to take in all the jobs they have seen people doing.</p> <p>Project:</p> <p>Complete these sentences:</p> <ol style="list-style-type: none"> 1. My mom works in the _____ industry because _____ 2. My dad works in the _____ because _____ 3. My (another Family member) because _____ 4. When I grow up I want to be a _____. So I will be working in the _____ because _____ <p>Learning Extension: Students will ask the adults in their household to assist with this activity. Explain each type of industry to your parent/ older sibling. Ask them for the names and purposes of businesses that you can use to complete this table.</p> <p>Build this list on the board.</p> <p>Place these jobs on cards or papers and get the students in small groups to put them into categories. Without at first naming the categories, invite the</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>students to think of similarities in jobs. Circulate and assist students.</p> <p>Once they have done the first level of categorizations, assist them to see categories such as jobs that are done out doors and indoors, jobs that use natural resources, jobs that serve others, jobs that help others.</p> <p>With jobs categorized introduce the idea that these are jobs that we do to produce goods and services, consume goods and services and distribute goods and services These are all examples of the concept of economic activities.</p> <p>Discuss the way that these jobs help us meet our needs for survival (food, shelter, health care, security, services)</p> <p>Critical Thinking Discussion</p> <p>Create discussion prompts: For example:</p> <p style="text-align: center;">1. Money makes the world go round.</p> <p>The teacher can use guide questions to direct the discussion.</p> <ul style="list-style-type: none"> • What does the saying mean? • Do you agree? Why? Why not? • Is it true? Why? Why not? • Can we live without money?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
		<p>1. Where does the clothing you wear come from?</p> <p>Teacher guides students to the understanding that the things we use have to be produced using natural resources through the skills and talents of others.</p> <p>After modelling scenarios, the teacher asks students to create scenarios for each classification: Students can complete a worksheet by adding their examples.</p> <p>To Differentiate learning for students needing more assistance, the teacher can fill in examples of one from each category and gradually help students complete the others with a suitable scenario that fits.</p>		
Production	Distribution	Consumption		
A gamer creates the Roblox game.	He/ she advertises the game online and puts it online for sale/use	You download it and regularly play the game		
A factory in China creates a washing machine	It is shipped to your island The truck takes it from the	The washing machine at home breaks		



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
			harbour to the store	down. Your mom goes to a store to buy a new one to wash clothes.
		Mrs Martina makes sweet treats and ice pops.	She gets on a bus and comes to your school to sell at recess time.	You purchase an ice pop to eat
		<p>Viewing, discussion and integration of online resources</p> <p>Cash Course: What Is an Economy?</p> <p>Can be used as an introduction or conclusion.</p>		

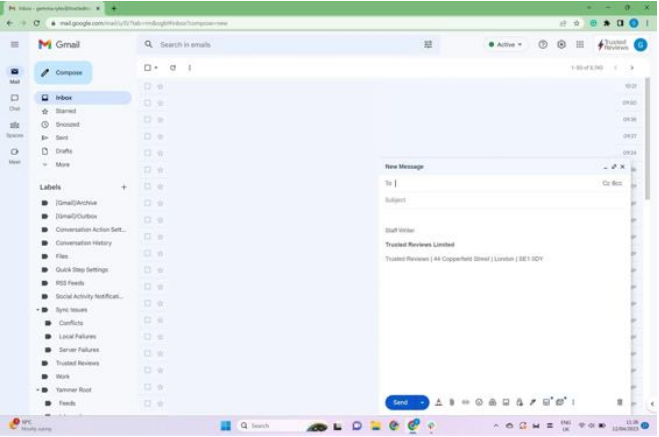

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-EDM- S-2 Chart the types of jobs associated with various industries and predict future needs for workers</p>	<p>Conversation Are students able to identify the three economic agents of family or household, government and businesses private sector?</p> <p>Observation: Are students able to differentiate between private and public institutions?</p>	<p>See sample module in Additional Resources For the Teacher</p> <p>Critical thinking: Categorizing concepts</p> <p>Write the following key concept on the board: Our needs and wants are met by our families, and private and public institutions.</p> <p>Invite students to return to the jobs list from the previous activity and categorize the jobs/economic activities under these three headings of family, private and public sectors.</p> <p>Use the following three prompts:</p> <ol style="list-style-type: none"> 1. How do your parents meet your needs? 2. How do businesses provide the needs and wants of households/ families? 3. How does our government provide the needs and wants of households/ families? <p>Imagine if your parents had to pay for every service they needed...</p> <ul style="list-style-type: none"> • We had to pay the firemen before the firemen took out their hoses to put out the fire.



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> • Your mom or dad had to swipe their bank cards before the police came over to investigate a matter. <p>The teacher draws distinctions between household, business and government.</p> <p>Drawing Conclusion</p> <p>Help students draw conclusions on the importance of having a healthy mixture of economic activities led by both government and private institutions.</p>
	<p>Observation:</p> <p>Can students identify whether the jobs they see in rural or urban areas are more involved in producing, consuming or distributing certain types of goods and services?</p> <p>Observation:</p> <p>Are student able to see that to produce our needs we interact with all three resources: natural, human and capital resources?</p>	<p>Field Trip: Visiting My Island’s Institutions</p> <p>Set up a field trip to a nearby economic activity that employs people producing, consuming or distributing good or services.</p> <p>Virtual tour to compare rural and urban economic activities:</p> <p>A class field trip can also be done virtually using Google Maps. The class can do a virtual tour of a local town/city urban area and compare this with a rural area. The teacher encourages students to identify major businesses in each and share their findings about production, consumption or distribution. What is different about each area?</p> <ul style="list-style-type: none"> • Choose institutions that you are not so familiar with. Choose public institutions and

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>private institutions. (The teacher can give a minimum of two each or a maximum of four each.)</p> <ul style="list-style-type: none"> • Have a family member take you to visit your chosen institutions. • Take a photo/video in front (inside if you are allowed) of that institution. • Be sure to speak about <ul style="list-style-type: none"> • Business location: For example, give the location using streets, landmarks, and or neighbouring business places. • Functions or the services provided by that business place. • Type of industry and sector the business falls under <p>Sample worksheet with sample answers. See Resources for the complete worksheet.</p>
	<p>Observation Can students interpret or create a flowchart to show the linkages among locally based industries?</p> <p>Product: Can Students create a flowchart to show that their needs and wants are satisfied when they interact with all three resources: natural, human and capital resources?</p>	<p>Graphic Organiser example Flowchart</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<pre> graph TD A[Harmony Gardens Herbal Farms Primary Sector: Agriculture Industry grows a wide variety of herbs] --> B[NIBCO Products Secondary Sector: A cottage industry Makes a wide variety of condiments and specialty hot sauces infused with herbs] B --> C[Italia Resturant Secondary & Tertiary Sector: Hospitality Industry Uses the hot sauces and condiments to prepare meals; these meals are served to customers] C --> D[Zèb Kwéyol- House of Herbs Tertiary Sector: Retail Industry A store which specialises in selling products made from local materials] D --> E[First Caribbean International Bank (FCIB) Tertiary Sector: Finance Industry Harmony Gardens Herbal Farms, NIBCO Products, Italia Resturant & Zèb Kwéyol, may save their money at FCIB] </pre>
	<p>Conversation: Can students see that the new technology leads to the development of new jobs?</p> <p>Are students able to identify how automation, AI and the use of technology can potentially affect the workplace in positive and negative ways?</p>	<p>Categorising:</p> <p>Which industry employs the most people?</p> <p>The class will make use of the secondary information in their student Atlas of the Caribbean. The students will be guided to find employment and industry information on islands in the OECS inclusive of Trinidad and Tobago as well as Barbados. This can be done as a group work with students presenting their findings. (See Subject integration; Maths # 1)</p> <p>Picture walk and Discussion</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Display a variety of pictures which depict traditional work practices and technological & automated work practices.</p> <p>Compare and contrast:</p> <p>Have students compare and contrast work then and now. Determine how the needs of workers have changed.</p> <p>Example: Then Manually watering the fields</p> <p>Now Use of irrigation system</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Post office email</p> <p>Use of email</p>  

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p data-bbox="1188 285 1325 354">A Cobbler factory</p> <p data-bbox="1671 285 1835 318">Shoemaking</p>  

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Conversation: Can students suggest ways the future needs of workers can be met?</p>	<p>Students can find their own pictures which show examples of technology in the workplace. These can be uploaded in the virtual classroom or stuck in their books</p> <p>Categorising and classification (See Subject linkages)</p> <p>Provide students with pictures and scenarios and have students categorise these into traditional jobs and digital jobs/quaternary jobs</p> <p>Provide students with premade brochures or information booklets on what a few of the popular digital jobs entail and the skill requirements for these jobs. (See Subject linkages Language Art #5)</p>
<p>4 EDM- V2-Appreciate that our economic well-being is dependent on the sustainable use of our resources</p>	<p>Conversation</p> <p>Are students able to see the ways economic activities can potentially challenge and threaten our way of life ?</p> <p>Can students understand how practice can lead to the sustainable or unsustainable use of our renewable and non-renewable resources?</p>	<p>Values Clarification</p> <p>Invite students to stand up if they agree with each of these statements or remain seated if they disagree.</p> <ol style="list-style-type: none"> 1. We should cut down more trees to have more space for building. 2. Money used to pay people to look after our garbage and waste could be better used elsewhere 3. To produce more food the farmers should use pesticides, weedicides and synthetic fertilisers in their gardens. 4. Having more roads is more important than preserving nature. 5. It is more important to have jobs even if they lead to pollution

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The teacher should ask key questions to generate discussions.</p> <p>As follow up, the teacher can share one or two film clips that illustrate some the challenges with protecting our resources and the impact on our economy such as from these examples.</p> <p>Indian River Secret Bay Dominica</p> <p>Philippines looks to tackle severe water pollution</p> <p>World Recycling Day: Thailand drowning in foreign plastic waste • FRANCE 24 English</p> <p>Marine Pollution Threatens the Caribbean Sea</p> <p>Oil spill in Trinidad & Tobago; 10 miles of coastline affected due to oil spillage WION</p>

Useful Content Knowledge for the Teacher about the Outcome:

The teacher can clip parts of this video to fit parts of the unit or lesson.

[What Is a Traditional Economy Pros and Cons](#)

[My Island Economy: Public and Private Institutions \(Module for purchase\)](#)

Means of production also called means of labour are the materials, tools and other instruments used by workers to make products. This includes machines, tools, materials, plant and equipment, land, raw materials, money, energy, and anything else labour needs to make things.

Difference between Sector and Industry: (This does not need to be specifically taught to the students, but the teacher should be deliberate in the use of the words)

Though they are used interchangeably, there are differences:

Industry: this term refers to a specific group of companies that engage in similar business activities that are different from other groups. For example, banks all perform similar activities and services and compete against each other for customers; So you have the banking industry. Other examples are the agricultural industry, tourism industry and entertainment industry.

Sector: The term sector describes a specific area of the economy that brings together many similar industries. This means that sectors are usually broader categories, such as retail or financial services.

Sectors are typically classified according to their main purpose or output. The most common way to break down sectors is by dividing them into primary, secondary, tertiary and quaternary sectors, which are the four major economic sectors.

Sectors of the Economy (Module for purchase)

The primary sector is sometimes known as the extraction sector – because it involves taking raw materials. These can be renewable resources, such as fish, wool and wind power. Or it can be the use of non-renewable resources, such as oil extraction, and mining for coal. Examples include:

The secondary sector of an economy is the group of industries that transform raw materials into finished products. This includes manufacturing and construction.

The tertiary sector refers to businesses that provide services rather than goods. The most common services are those that cater to people's needs, such as healthcare, education and tourism.

The quaternary sector refers to the intellectual aspect of the economy. This includes knowledge-based activities. This sector is often seen as the engine of economic growth and it's responsible for creating new knowledge and ideas. The quaternary sector includes

various industries, such as information technology, research and development and higher education. This sector is vital for a country's competitiveness in the global economy.

The main difference between the tertiary sector and the quaternary sector is that, although both provide services, the services of quaternary activities are intellectual rather than repetitive activities.

This difference is difficult to establish in the real world but gives a notion of what the sector is about. In this way, jobs such as cashier, hairdresser, taxi driver, or sweeper are easy to classify as labourers from the tertiary sector due to their repetitive actions.

Activities such as academic research, financial analysis, web development, movie directing, writing, or painting are classified easily as jobs from the quaternary sector. However, works like doctors or teachers are difficult to categorise or because it is debatable how focused they are on intellectual research and development.

Inclusive Resources and Materials:

An anticipation guide is a series of statements that students are asked to note their opinion about (e.g., agree/disagree). The idea behind an anticipation guide is for students to think about what they already know, consider what they do not know, and revisit after instruction to evaluate if their opinion has changed and why. Anticipation guides can also generate interest and curiosity about the upcoming lesson.

To create, begin with about 4-5 thought-provoking statements. Make a column on the right with Agree/Disagree options, or place the options below the statement. You can also consider adding space for a Why? response, where students note the rationale for their responses. Students individually complete these and the instructor can then choose whether to have students share responses in pairs, small groups, or as part of a whole class discussion. At the end of the lesson (or a unit), ask students to revisit their responses and adjust responses if necessary. What have they learned that changed their opinion? See an example

<https://www.readingrockets.org/classroom/classroom-strategies/anticipation-guide>

Additional Resources and Materials

[Jobs and their classification: Primary, Secondary & Tertiary sector | Educational Videos for Kids](#)

[Jobs: Primary, secondary and tertiary sectors | LEARNING WITH SARAH | Educational videos for Kids](#)

[Primary Sector : Jobs and their classification | Educational Videos for Kids](#)

[Secondary Sector: Jobs and their classification | Educational Videos for Kids](#)

[The Tertiary Sector : Jobs and their classification | Educational Videos for Kids](#)

https://docs.google.com/document/d/e/2PACX-1vTI8nZ4hz08boOjnjRcBMHo_o8n6ctSerE84339oTQjD2YAzGoc_9F5ofC0r6b6-3-Jap5sM4n_wjSK/pub

[My Island Economy: Sectors of the Economy & My Island Institutions](#)

Opportunities for Subject Integration:

Maths:

1. **Data Processing:** Survey students from grades 3-6 (dependent on school size) to collect data on the jobs their parents do. Classify these jobs into the four economic sectors of the economy. Create a bar graph to display the information.

Research Skills: Reading a thematic map or secondary information in an atlas. The teacher develops a lesson that is linked to the social studies objective. The teacher explicitly teaches the students how to use an atlas to gather data about a country. Students can then work independently, or in peer groups.

Composition letter writing: Have students choose a job they would like to do. Students are guided to use the information provided in the brochure/booklets to write a letter applying for their chosen job/ position.

Debate: Have a mini-debate on the automation of certain industries.

Create small groups of two to three members.

Provide students with various scenarios and have them blindly choose the side of the argument they will speak on.

The teacher will go around the class guiding the proposing and opposing teams. After they have their arguments laid out, they will present.

Comprehension:

[What is Industrial Automation?](#)

After viewing and discussing the video class answers comprehension questions.

Essential Learning Outcome: To understand how our natural resources play an important role in shaping our way of life.

Grade Level Expectations and/or Focus Questions:

Focus Questions:

1. What are some uses of the land?
2. How do a country's natural resources influence its land use patterns?
3. What are some factors which affect land use in a country?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																
<p>Learners will be expected to:</p> <p>4- EDM-K3 - Identify major uses of land and their location, such as residential, industrial, agriculture, industry, tourism</p>	<p>Conversation</p> <p>Are students able to provide real life examples of various land uses?</p>	<p>Viewing and Observing</p> <p>Tell the students that the following video helps them see the 7 main types of land use. Explain that as they watch the video, jot down examples that come to mind of these uses in their island on the following film graphic organiser</p> <table border="0" data-bbox="1123 909 1543 1153"> <thead> <tr> <th data-bbox="1123 909 1312 938">Land Use Types</th> <th data-bbox="1417 909 1543 938">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="1123 938 1312 967">Institutional</td> <td></td> </tr> <tr> <td data-bbox="1123 967 1312 997">Commercial</td> <td></td> </tr> <tr> <td data-bbox="1123 997 1312 1026">Transportation</td> <td></td> </tr> <tr> <td data-bbox="1123 1026 1312 1055">Industrial,</td> <td></td> </tr> <tr> <td data-bbox="1123 1055 1312 1084">Agricultural</td> <td></td> </tr> <tr> <td data-bbox="1123 1084 1312 1114">Parks</td> <td></td> </tr> <tr> <td data-bbox="1123 1114 1312 1143">Residential</td> <td></td> </tr> </tbody> </table> <p>Watch this video and discuss: Types of land use</p> <p>Invite students to share their observations and examples of these seven types in small groups</p>	Land Use Types	Examples	Institutional		Commercial		Transportation		Industrial,		Agricultural		Parks		Residential	
Land Use Types	Examples																	
Institutional																		
Commercial																		
Transportation																		
Industrial,																		
Agricultural																		
Parks																		
Residential																		

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Now facilitate a whole group discussion where students share their examples of these seven different land uses, focusing on diverse geographical regions, such as those surrounding the school environment.</p> <p>Examples:</p> <p>Residential: Single-family homes, apartments, condominiums. Commercial: Offices, retail stores, restaurants, hotels. Industrial: Factories, warehouses, manufacturing plants. Agricultural: Farms, orchards, vineyards, ranches. Recreational: Parks, playgrounds, sports fields, golf courses. Institutional: Schools, hospitals, government buildings. Green Space: Natural reserves, forests, wetlands, undeveloped land.</p>
<p>4-EDM-S3 - Map the location and distribution of various land uses in your country</p>		<p>The teacher facilitates activities where students work in teams to create comprehensive maps of land use. Interactive applications such as SimCity 2000 and Township are included, and the students are asked to develop a map incorporating all land-use types.</p> <p>SimCity BuildIt: Developed by Electronic Arts, SimCity BuildIt allows players to build and manage their virtual city. Players can construct buildings, manage resources, and deal with traffic congestion, pollution, and disasters.</p> <p>Township combines city-building elements with farming simulation elements. Players can build their city while</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		growing crops, raising animals, and trading goods with other players.
<p>4 EDM-V3 - Appreciate that geographic factors influence how land is used</p>	<p>Product:</p> <p>Are students able to draw a map that locates the various land uses and discuss how geographic factors shape these land use patterns?</p> <p>Observation</p> <p>Can students use an Atlas to compare and contrast land patterns based on different economic factors: agriculture, industrial, residential?</p>	<p>Atlas and Google Earth Activity</p> <p>Revisit the google earth activity from EDM 2 in which students examined google earth locations of economic activities. Link this to the above exercise on the 7 land uses.</p> <p>Invite students to use this above information to draw a map that plots examples of the seven land uses.</p> <p>Use the following legend symbols</p> <p>Institutional= Church cross Commercial=\$ sign Transportation=small car Industrial= smoke stack chimney Agricultural/fishing= fruits such as mango or fish Parks=tree Residential= small house</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Help the students speculate as to the reasons that have affected the location of these various land uses such as roads, soil, water</p> <p>Use atlas and have students identify the different land uses and formulate questions about the way the land used based on each land use pattern identified.</p> <p>Exploring Land Use - Atlas Activity</p>

Useful Content Knowledge for the Teacher:

John Udell Michaelis. (1996). Social Studies for Children. Allyn & Bacon.

Ramsawak, R., & Jodha, S. (2024). Modules in Social Studies with SBA Guide (Revised) [Review of Modules in Social Studies with SBA Guide]. Caribbean Education Publishers (2003) Ltd. (Original work published 1982)

**Opportunities for Subject Integration: **

Art:

- Visual Arts: Create artistic representations of different land uses, landscapes, or environmental impacts, fostering creativity and aesthetic appreciation

Science:

- Environmental Science: Explore the ecological impacts of different land uses, such as deforestation, habitat destruction, and pollution.

Essential Learning Outcome: To understand how our natural resources play an important role in shaping our way of life

Grade Level Expectations:

K-Identify the diverse roles the ocean plays in supporting our country and understand the factors that threaten its health and sustainability.

S- Explore jobs and sectors in the blue economy, focusing on their impact on marine environments and how sustainable practices can reduce negative effects.

V-Appreciate how our economic activities impact the ocean which in turn impacts our economy

Focus Questions:

1. What are some ways the ocean helps our country?
2. How do jobs related to the ocean affect marine life?
3. What can harm the ocean's health?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4 EDM-K4 - Identify the diverse roles the ocean plays in supporting our country and understand the factors that threaten its health and sustainability.</p>	<p>Conversation: Can students discuss after preparatory assignments and guided discussions how they believe the ocean is important to our world and what factors make it vulnerable?"</p>	<p>Preparation Assignment: “Flipped Classroom”</p> <p>Task: Assign a short reading or a video about the role of oceans in the global ecosystem and the challenges they face (such as pollution, overfishing, and climate change). Ocean Pollution Facts for Kids #TeamSeas Sea Pollution Ocean Pollution for Kids Plastic Ocean Facts Facts about Ocean Pollution Oceans Ocean Pollution - Children Animation</p> <p>Use a graphic organizer to record their thoughts on the following</p> <p>Our Oceans</p> <p>Examples of how our oceans benefit us</p> <p>Human actions that harm our oceans</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Human actions that sustain our oceans</p> <hr/> <p>Concept Creation: Mind Mapping: Post-Viewing Activity</p> <p>The teacher can invite students to share their individual viewing observations that they have plotted on the graphic organizer.</p> <p>Then the teacher can start with a circle in the middle that says "The Ocean's Importance." Teachers draw lines to new circles like branches on a tree. Each branch will have a circle for different things the ocean gives us. Teacher guide with guided questions.</p> <p>Food -How do our oceans provide us with food? > Fish and seafood -> Importance for people's diets</p> <p>Animals and Plants -How do our oceans sustain a diversity of plants, fish and animals? Different sea creatures like dolphins, turtles, and fish. -> Colorful coral reefs and seaweed</p> <p>Weather - How do oceans help our weather and climate? Helps keep the Earth cool -> Brings rain for plants and drinking water</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Fun and Adventure -how do our oceans provide us with fun and adventure? > Beach holidays and water sports</p> <p>Jobs -> How do our oceans provide us with jobs?</p> <p>Fishermen, scientists studying the sea, and people working on boats</p> <p>Treasures: How do our oceans provide us with other resources and treasures? Shells and pearls/ Underwater minerals and oil</p> <p>Create another map starting with "Ocean Vulnerabilities" and add branches showing things that can harm the ocean, like:</p> <p>Pollution: how do our actions pollute the oceans? Trash like plastic bags and bottles in the water Oil spills from ships</p> <p>Overfishing How can our fishing harm our ocean resources? Catching too many fish, leaving fewer in the sea Using nets that also catch other sea animals</p> <p>Climate Change: how can our actions affect climate change to our oceans? The ocean getting warmer Icebergs melting</p> <p>Habitat Destruction How can our actions destroy marine habitat?s Coral reefs getting damaged Mangroves being cut down</p> <p>Invasive Species: How can our actions encourage invasive species? Non-native plants or animals that harm ocean life</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Noise How can our actions create noise pollution in the ocean? Loud sounds from ships and underwater machines that disturb sea animals.</p> <p>Use these main concept areas to build your concept map and use student responses beside them.</p>
	<p>Observation: Can students identify what impacts from human activities observed threaten the ocean's health?"</p>	<p>Storytelling: Create animation that shows the ocean, its roles and the challenges it faces.</p> <p>Cartoon Strip - Ocean .jpg</p> <p>Cross-Curricular Learning: Interactive Simulations In science:</p> <p>In science class, use the platform PhET Interactive Simulations to engage students with interactive science experiments, such as building a food web or exploring the water cycle, helping them understand ecological relationships and processes. This can also be combined with ocean virtual tours</p> <p>https://www.360virtualtour.co/portfolio/underwater-ocean-coral-reef-virtual-tour/</p> <p>https://gizmos.explorellearning.com/find-gizmos/search-results?q=food+web</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Technology Integration: Use an educational app like "Marine Biology for Kids" where students can interact with different marine species, learn about their habitats, and understand ecological relationships in the ocean. This app could include quizzes and interactive maps to link marine biology with geography.</p> <p>https://www.amnh.org/explore/ology/marine-biology#games</p> <p>Have students create an eco-friendly marine habitat model or a digital story about the life of people in coastal communities.</p>
	<p>Product Can students create a multimedia presentation or digital poster that shows what they have learned about the ocean's importance and the environmental challenges it faces?"</p>	<p>Objective: Students create and perform a TV show skit that explores the importance of the ocean and the environmental challenges it faces.</p> <p>Materials:</p> <p>Props (made from recycled materials or classroom items) Costumes (simple outfits or accessories to represent different roles) Script (prepared by students or developed collaboratively in class)</p> <p>Role Assignment and Script Writing:</p> <p>Divide the class into groups, each responsible for a segment of the show. Possible segments include:</p> <p>A news anchor explaining the role of the ocean in Earth's climate system.</p> <p>A field reporter interviewing a marine biologist about coral bleaching.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>A special feature on overfishing, including a discussion with a local fisherman.</p> <p>A weather report on how ocean conditions affect weather patterns.</p> <p>Tourist and Tour Guide Interaction: A feature with a tour guide showing how they promote sustainable practices to keep Caribbean waters pristine.</p> <p>Prime Minister's Address: "Prime Minister" of a fictional Caribbean country on efforts to protect the ocean and boost the blue economy for national progress.</p> <p>Each group writes a script for their segment, ensuring they accurately convey the information while keeping it engaging.</p>
<p>4 EDM-S4-Explore jobs and sectors in the blue economy, focusing on their impact on marine environments and how sustainable practices can reduce negative effects.</p>	<p>Product: Can students construct a model /presentation to demonstrate their understanding of sustainable practices within the blue economy?</p>	<p>Introduction of Terms: Blue Economy (link with previous knowledge)</p> <p>Video Exploration: Teacher presents a curated selection of videos that illustrate various aspects of the blue economy.. After viewing, engage students in a guided discussion to connect the video content with key concepts of sustainability and economic impact on marine environments.</p> <p>Sustainable Blue Economy, 4th theme of the 2017 #OurOcean conference</p> <p>Ocean Decade Challenge 4: Develop a sustainable and equitable ocean economy</p> <p>Blue Economy</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Storytelling Session: Teacher creates or uses an existing story that revolves around a community or character engaging with the blue economy. The story should highlight the challenges and successes of implementing sustainable practices in ocean-related industries.</p> <p>After the storytelling session, allow students to create a skit/comic strip or stories, where they express their understanding and thoughts on the story's themes. (See Story Example here)</p> <p>“My Sustainable Beach Day” Presentation Students will create a presentation/ model that depicts a day at the beach, designed with sustainable practices that help protect the coastal environment.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Construction paper, markers, crayons • Glue, scissors, magazines for cutting out images • Computer and simple presentation software (like Google Slides) if available <p>Steps:</p> <p>Introduction: Discuss what sustainability means, focusing on simple actions to protect beaches.</p> <p>Design: Students imagine and sketch a beach day that includes sustainable activities like using reusable items, playing eco-friendly games, and participating in a beach clean-up.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Create Presentation: Students use drawings, cut-outs, or digital tools to depict each activity of their beach day, explaining how it helps protect the beach.</p> <p>Present: Each student shares their sustainable beach day with the class, highlighting the importance of each activity.</p> <p>Discuss and Reflect: Conclude with a discussion on what was learned and a reflective writing activity on how students can apply these practices.</p>
	<p>Conversation: Can the student apply insights from multimedia resources to discuss ways to address the negative consequences of our actions affecting the sustainability of the blue economy ?</p>	<p>Video Discussion:</p> <p>Marine Pollution</p> <p>The Adventures of Zack and Molly is a 5-part short video series about the adventures of an unlikely duo in the deep ocean. A learning guide for teachers to accompany the film is available for download at www.ecogig.org/zackandmolly.</p> <p>Part 1: Zack Finds a Roommate Part 2: Zack Visits Molly's World Part 3: Human Impacts in the Deep Ocean Part 4: The Amazing Beggatoa Part 5: To the Bottom of the Ocean and BEYOND!</p> <p>Preview and Predict: Before watching the video, ask students to predict what types of jobs and industries they think are connected to the ocean and what environmental concerns might be associated with these activities. This will engage their prior knowledge and curiosity.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Watch the Videos: Play the video in class, asking students to pay attention to the different jobs and industries mentioned and the environmental impacts highlighted.</p> <p>Teachers uses a powerpoint or Interactive Nearpod with the addition jobs and industries (See List):</p> <p>Discussion: After watching the videos and Presentation, lead a discussion on what students observed. Ask questions like:</p> <p>What jobs or industries related to the ocean were mentioned in the video?</p> <p>How do these industries affect the ocean's health and coastal landscapes?</p> <p>Were there any environmental concerns discussed in the video? How can they be addressed?</p> <p>Research and Explore: Assign students to small groups and have each group research one of the jobs or industries mentioned in the video and slides</p> <p>They can explore the role of this job in the economy, its importance to the ocean's health, and the environmental challenges it faces.</p> <p>Present and Share: Have each group present their findings to the class, either through a short presentation, poster, or digital slideshow.</p> <p>Reflection: Conclude the lesson with a reflective activity where students express their thoughts or write about how human activities impact the ocean and why it's important to work towards sustainable practices in these industries.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation: Can the student accurately document and analyze the impact of human activities on ocean health and reflect on their observations in light of sustainable practices learned?</p>	<p>Cross-Curricular Learning:</p> <p>Students could read stories or watch documentaries about coastal communities, then create</p> <ol style="list-style-type: none"> 1. Art projects 2. Write essays <p>Topic: Reflect on how these communities depend on and affect the ocean.</p> <p>Role-Playing and Simulations: Engage students in role-playing activities where they assume roles of various stakeholders in ocean-dependent industries:</p> <p>Fishermen: Simulate a fishing expedition where students must make decisions on sustainable fishing practices while trying to maintain their livelihood.</p> <p>Tour Operators: Role-play in managing a coastal tour company, balancing tourist satisfaction with the preservation of marine ecosystems.</p> <p>Marine Conservationists: Act out a scenario where students as conservationists advocate for marine protection measures in a community meeting.</p> <p>Policymakers: Engage in a mock legislative session where students as policymakers debate and create laws on ocean resource management and environmental protection.</p> <p>Marine Researchers: Simulate a research expedition to study marine life and the effects of human activities on ocean health, presenting findings to a scientific community.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Coastal Community Leaders: Role-play in leading a community response to coastal erosion and marine pollution, coordinating with various stakeholders to find solutions.</p> <p>Shipping Industry Executives: Manage a shipping company in a role-play, making decisions about routes and practices to minimize environmental impact while remaining profitable.</p> <p>Environmental Advocates: Simulate an advocacy campaign where students raise public awareness about the threats to marine environments and lobby for change.</p> <p>Aquaculture Farmers: Role-play in running an aquaculture farm, facing challenges related to sustainable practices and environmental regulations.</p> <p>Maritime Safety Officers: Conduct a mock safety inspection of a vessel or port facility to ensure compliance with environmental and safety standards</p>
	<p>Product: Can the student synthesize their learning into a project that presents ocean-related jobs, their environmental impacts, and identifies sustainable practices?</p>	<p>Integrative Art and Storytelling Projects: Teacher uses an Interactive Job Exploration Board: Teacher will Create a digital "Ocean Careers" board where students can click on different ocean-related jobs to learn about them through videos, interviews with professionals, and fun facts. This can be a collaborative online activity that allows students to explore at their own pace and share interesting findings with the class.</p> <p>I Want To Be a Marine Biologist - Kids Dream Jobs - Can You Imagine That? Ocean Explorer: Katy Croff Bell Best Job Ever Nat Geo Kids</p> <p>Students create storybooks, paintings, or digital stories that illustrate the interconnectedness of human activities and marine health, encouraging a personal and emotional connection to the subject.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-EDM-V4-Appreciate how our economic activities impact the ocean which in turn impacts our economy</p>	<p>Conversation:</p> <p>Can students discuss their thoughts on how economic activities affect the ocean?</p>	<p>Interactive Multimedia Lesson:</p> <p>Start with a short, animated video that shows various economic activities related to the ocean (like fishing, shipping, and tourism) and their positive and negative impacts on ocean health. Use this as a discussion starter.</p> <p>Blue Economy 101 – Cape Cod Blue Economy Project https://www.youtube.com/watch?v=EgdjHzN9ch8</p> <p>What is the Blue Economy? What does "blue economy" mean, and how is it good for the ocean? Can you think of ways people can make money from the ocean without harming it?</p> <p>Activity: Ocean Role-Play and Solution Stations</p> <p>Introduction (10 minutes): Start with a brief review of what students have learned so far about why oceans are important economically (providing food, jobs, transportation) and what environmental impacts are affecting oceans (pollution, climate change)</p> <p>Role Assignment: Divide the class into small groups and assign each group a role related to the ocean's economy, such as</p> <ol style="list-style-type: none"> 1. Fishermen 2. Marine Biologists 3. Tourism Operators 4. Shipping Company Executives 5. Coastal Developers 6. Environmental Advocates 7. Offshore Oil Rig Workers.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Observation:</p> <p>Can student's show evidence of their understanding of the ocean's economic importance and environmental impact, through real-world scenarios?</p> <p>Product:</p> <p>Can students illustrate the relationship between economic activities and ocean health in their role play?</p>	<p>Scenario Exploration: Give each group a scenario card that describes a specific environmental challenge impacting their role.</p> <ol style="list-style-type: none"> 1. Fishermen: *Fish stocks are low due to overfishing. How can you sustain your livelihood and help recover fish populations? 2. Marine Biologists: Ocean acidification is harming coral reefs. What actions can you propose to address this issue? 3. Tourism Operators: Pollution is impacting tourist beaches. How can you reduce pollution and maintain tourism? 4. Shipping Company Executives: Increased traffic is causing oil spills and wildlife collisions. What improvements can your company make to reduce these incidents? 5. Coastal Developers: Your projects are causing coastal erosion and habitat loss. How can you balance development with environmental preservation? 6. Environmental Advocates: Plastic pollution in the ocean is worsening. What strategies can you develop to reduce plastic waste in marine environments? 7. Offshore Oil Rig Workers: Oil leaks from rigs are contaminating the ocean. What measures can you take to prevent leaks and protect the ocean? <p>Solution Station: Each group discusses their scenario and comes up with creative solutions to mitigate the environmental impact while maintaining their economic benefits. Encourage them to use the craft supplies to create simple props or visual aids that help explain their role and solutions.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Presentation and Discussion: Each group presents their role, the challenges they face, and their proposed solutions to the class. After each presentation, allow other students to ask questions or offer additional ideas.</p> <p>Ask them to think about how these issues might affect their own lives and what actions they can take to help protect the ocean.</p>
	<p>Conversation: Can students collaboratively discuss the effects of human activities on the ocean and its economic impact, and brainstorm solutions to mitigate these issues?</p>	<p>Conservation as a Value: Hands-On Activities Teach and student build a classroom ocean model using recycled materials to teach about pollution and its effects on marine life. (Click here to see description)</p> <p>Students can simulate clean-up operations and discuss how reducing waste can help save ocean habitats.</p> <p>Collaborative Learning:</p> <p>Create final teamwork projects that require students to create solutions or campaigns for sustainable ocean use, combining their knowledge of science, economics, and environmental studies. They could design posters, digital content, or presentations that advocate for responsible economic activities related to the ocean.</p>

Additional Resources and Materials
<p>Educational Resources:</p> <p>Information Sheets: Prepare briefs or fact sheets on each economic activity, detailing its benefits and environmental impacts. Include case studies or examples where applicable.</p> <p>Documentaries and Videos: Provide links or access to documentaries about the ocean, such as those from National Geographic or the BBC's "Blue Planet" series, focusing on human impact.</p> <p>Websites: List reputable websites where students can find additional information, such as NOAA (National Oceanic and Atmospheric Administration), WWF (World Wide Fund for Nature), or the Marine Conservation Society.</p> <p>Creative Materials:</p>

Art Supplies: In addition to basic drawing materials, consider including watercolors, stencils, and stamps that can add visual appeal to the posters.
Graphic Design Software: If available, allow students access to graphic design software like Canva or Adobe Spark for creating digital elements of their posters.

Opportunities for Subject Integration:

Geography	Science	Mathematics	History	Art & Design	Language Art	ICT
Use the curriculum's focus on ocean ecosystems to teach geographical concepts like mapping, landforms, and natural resources. Students can explore the relationship between geographical features and the blue economy, studying how coastal areas and water bodies influence economic activities and environmental sustainability.	Link the curriculum with biological sciences by studying marine life, ecosystems. Students can explore topics like biodiversity, food webs, and the impact of human activities on marine ecosystems, thus understanding the scientific principles that underpin the curriculum's sustainability focus.	Have students analyze data related to ocean economics, such as calculating the economic value of fisheries, tourism, and marine resources. They can also study statistical trends in pollution levels, overfishing, and the effects of conservation efforts on ocean health.	By exploring the history of maritime exploration, trade, and the development of ocean-based economies. Students can investigate how historical maritime activities have shaped current economic practices and environmental challenges in the blue economy.	Encourage students to express their learning creatively through art projects, such as designing posters or digital media that promote ocean conservation, creating artworks inspired by marine life and habitats, or developing eco-friendly product designs that reflect sustainable use of ocean resources.	Have students read and write about topics related to the blue economy, such as literature on sea explorations, human-ocean interactions, and sustainability narratives. They can also develop their communication skills through debates and presentations on ocean conservation topics.	Incorporating lessons on how technology is used in marine research, navigation, and sustainable ocean resource management. Students can engage in projects that use technology to solve real-world problems related to the blue economy.

Elements from Local Culture:

Local Marine Life	Historical Maritime Activities	Local Industries	Traditional Practices	Local Environmental
Include studies of species that are native to the local	Explore the history of the local area's interaction	Study the local ocean-related industries, like	Traditional Practices Discuss traditional	Local Environmental Challenges Examine

<p>region, which students may be familiar with. This can foster a connection between students' everyday experiences and the broader concepts of marine biology and ecosystem health</p>	<p>with the ocean, such as traditional fishing methods, maritime trade, or historical figures in ocean exploration, to provide a historical context to the blue economy.</p>	<p>fishing, shipbuilding, or tourism, to illustrate the practical applications of the blue economy in students' own communities.</p>	<p>practices related to the ocean, such as navigation, conservation methods, or folklore related to the sea, to deepen students' understanding of cultural and environmental interconnections.</p>	<p>environmental issues faced by the local marine areas, such as pollution, habitat destruction, or overfishing, to make the curriculum relevant to the students' own experiences and observations.</p>
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Essential Learning Outcome: To understand how our natural resources play an important role in shaping our way of life

Grade Level Expectations:

K- Explore how environmental issues (eg. climate change, pollution, weather systems) have a negative impact on our economy

S- Categorize the impacts of environmental issues on our economy

V- Appreciate the ways that our country is protecting the coastal and marine environment and determine additional approaches that would enhance this

Focus Questions:

1. What is climate change and how does it impact our economy?
2. How does how we treat our coastal environment affect our economy?
3. How can we contribute to the care and preservation of our environment?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4-EDM-K5- Explore how environmental issues (eg. climate change, pollution, weather systems) have a negative impact on our economy</p>	<p>Product: Can students list the factors of climate change and the four types of pollution?</p> <p>Conversation: Can students identify and explain one way each issue impacts the economy? Can students explain the affects of climate change and extreme weather on the environment, our livelihoods and health?</p> <p>Can students link human activity to global warming and global warming to environmental degradation?</p>	<p>Inclusive Learning Strategies</p> <p>Ongoing Class Centres: Themed Environmental Issues Create class centres that focus on different environmental issues Pollution & Waste Management Coral Reef Degradation Coastal Erosion Extreme Weather: Storms and Hurricanes Volcanic Eruption Deforestation Man-Made Disasters: flooding and droughts</p> <p>After each lesson or for learning extension, students will add information to each station; they can ask questions at the</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>station and other students can respond. The teacher can start the process by putting a trigger question, scenario or picture.</p> <p>Help students link environmental degradation to a decline in human health, economic output, and living standards. Engage students in a discussion about the affects of climate change and extreme weather on the environment, our livelihoods and health. Support students to identify the physical, social, economic and health issues associated with environmental degradation, weather systems and pollution.</p> <p>Drawing Conclusions:</p> <p>The teacher provides students with scenarios or pictures; Students draw conclusions based on these.</p> <p>Picture Mural (Can be done online or traditionally)</p> <p>Create a class picture mural on the different types of pollution.</p> <p>Students go around their neighbourhood and take pictures of the pollution they find. The teacher will guide the students in organising their pictures in a large picture mural on the classroom wall.</p> <p>Graphic Organiser</p> <p>Think Pair Share</p> <p>Example: The teacher can ask a trigger question for each concept being taught (Climate change, Pollution, Extreme Weather Patterns); Students think of a response and share it with a peer.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Video Assisted Learning (VAL)</p> <p>Teachers should play a wide variety of videos to give students a visual to help them comprehend the concepts and extend learning: (See Additional Resources)</p> <p>The teacher employs a range of learning strategies with the use of videos to diagnose and deepen understanding and clarify misconceptions.</p> <p><u>Here are some example examples of learning strategies to choose from</u></p> <p>Before video</p> <ol style="list-style-type: none"> 1. Think Pair Share (activate prior knowledge) 1. Anticipation Guide 1. KWL Chart 1. What's the Purpose (The teacher explicitly tells students the reason for the video and the key areas the class will focus on. For example: “We are looking for...”; “Listen for keywords like...”; “After the video we will...”)

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>During the Video</p> <ol style="list-style-type: none"> 1. Pause and Check <ol style="list-style-type: none"> a. Allow the teacher to explain finer details or new words a. Allow for processing of the information a. Give opportunities for students to ask questions or make related comments a. Keeps class actively as opposed to passively engaged in the content <ol style="list-style-type: none"> 1. Watch- Think- Write <ol style="list-style-type: none"> a. Watch: Students watch the segment. No writing allowed. a. Think: The whole class or table group discusses the segment. No writing allowed. (The time given for this is adjusted depending on the class and content.) a. Write: Students are able to include the new information in their guided notes, and even summarize or pose new questions to address. <p>After Viewing</p> <ol style="list-style-type: none"> 1. Turn and Talk/ buddy Share: <ol style="list-style-type: none"> a. Students can discuss key points in partnerships, using their guided notes as a way to explain the content to each other. <ol style="list-style-type: none"> 1. Learning Event. Using a “Did you know...?” format, or “I was this years old when I learn...format students can briefly share something which interested them or

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>something new they learned with the class or with other classes.</p> <p>1. Concept maps. Students can create concept maps based on prior knowledge and new ideas gleaned from the video segments.</p> <p>Problem solvers. Students use information from the video to answer a question or solve a problem.</p> <p>Video curators. Students find a video clip that explains a specific key point not discussed in the original video presented and share it with the class.</p> <p>Video creators. Using the segment presented as a model, students develop their educational videos or documentaries.</p> <p>Graphic Organizer: Students will use the organiser to display their findings.</p> <p>a. Sample: Human Impact: Defforestation</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Research: Using primary sources of Information</p> <p>Project: Interview a Grandma/ Grandpa</p> <p>(Students should have had lessons on writing interview questions prior)</p> <p>Have students interview an elderly family/community member to find out information on</p> <ul style="list-style-type: none"> • the weather patterns during their youth and the weather patterns now • the changes they have noticed as a result of the changes • Effects of these changes on their livelihood <p>Students should present their findings to the class in the form of an audio or Flipgrid video.</p> <p>Calculate your Carbon Footprint:</p> <p>The teacher guides students to use the app to calculate their carbon footprint</p> <p>Carbon Footprint Calculator for Kids 8 Billion Trees</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>4- EDM-S5-- Categorize the impacts of environmental issues on our economy</p>	<p>Product: Can students identify the impact of environmental issues on our infrastructure, health and productivity, agriculture, tourism and other businesses?</p>	<p>Graphic Organiser:</p> <p>Complete Chart Write two environmental impacts for each category.</p> <table border="1" data-bbox="1247 444 1787 565"> <thead> <tr> <th>Infrastructure</th> <th>Health</th> <th>Agriculture</th> <th>Tourism</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Infrastructure	Health	Agriculture	Tourism								
Infrastructure	Health	Agriculture	Tourism											
	<p>Conversation: Can students predict how sea level rise will affect low-lying land and coastal habitats?</p>	<p>Prediction:</p> <p>Video reflection worksheets Online Quiz- Quiziz</p> <p>Subject integration: Comprehension: Antarctica Ice Sheet is Melting</p> <p>Experiment: Melting ice in a glass. (Science Link)</p> <p>NASA's Earth Minute: Sea Level Rise</p> <p>Sea Level Rise: Causes & Effects Understanding the Impact of Climate Change Letstute</p>												

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>4-EDM-V- 5 Appreciate the ways that our country is protecting the coastal and marine environment and determine additional approaches that would enhance this</p>	<p>Conversation: Are students able to discuss the value of coral reefs to their island habita and economy?</p> <p>Observation: Are students able to identify the positive actions that fishers take to ensure their practices are environmentally sound?</p> <p>Conversation Can students propose measures their communities can take to protect the coastal and marine environment?</p>	<p>Resource Person</p> <p>Invite personnel from the Fisheries Division and a fisherman to speak or ideally visit the fisher at the place where they land their fish or haul in their nets on shore. Many schools in rural are locted near a small harbour where fishers keep their boats dso this ius an ideal opportunity to observe the fisher in action. :</p> <p>Fisherman: measures fishermen take to ensure that they use the resource sustainably and how pollution and extreme weather affect the marine environment and in turn their catch.</p> <p>Personnel: the policies that are in place to protect the coastline and marine environment.</p> <p>Beach Clean-up</p> <p>Class cleans up a section of a beach Or Students can rally other children in their community and form a small group to clean up their beachfront. Students submit photos of the activity.</p> <p>Letter Writing. Write a letter to the village council with measures that can be put in place, to discourage littering and indiscriminate dumping of garbage into the sea.</p>

Useful Content Knowledge for the Teacher about the Outcome:

Key terms:

- Emissions-in the context of climate change, the gasses that cause global warming released by a country

- Industrial Revolution- an economic transition that included the growth of factories and increased burning of fossil fuels
- Greenhouse Gasses- gasses such as carbon dioxide, methane, and others that absorb heat in the atmosphere causing a warming effect
- Renewable Energy- energy derived from sources such as sunlight, wind, and flowing water
- Fossil Fuels- energy sources such as crude oil, coal, or natural gas, that are derived from fossils and other organic matter that were buried under the earth millions of years ago.
- Alternative energy- energy sources that are not fossil fuels. Derived from biofuels, solar, wind, geothermal, tidal, or even nuclear power. These sources release few to no greenhouse gas emissions.

Additional Resources and Materials

[Anticipation Guide | Reading Rockets](#)

<https://www.youtube.com/watch?v=4vUV9mw3ltA&t=206s> What are the effects of Climate Change World 101

[How climate change, rising sea levels are transforming coastlines around the world | ABCNL](#)

[How Earth Would Look If All The Ice Melted | Science Insider](#)

[Economic Impact of Deforestation](#) [CNN Explains: Deforestation](#)

Sample Graphic Organiser: [Human Impact: Deforestation](#)

<https://www.education.com/download/worksheet/176520/human-impact-deforestation.pdf>

Opportunities for Subject Integration:

This topic is linked to Science: Weather & Climate: Global Warming and Pollution

Linked to Comprehension Cause and Effects & Main Idea and Supporting Details & Fact and opinion.

Science Experiment: Sea Level Rise

[Sea Level Rise Experiment](#)

Or

[Student Project: How Melting Ice Causes Sea Level Rise | NASA/JPL Edu](#)

Essential Learning Outcome: To understand how our natural resources play an important role in shaping our way of life

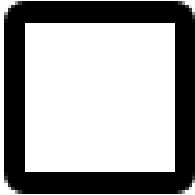
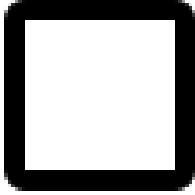
Grade Level Expectations and/or Focus Questions:

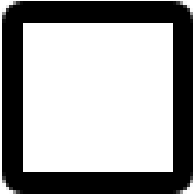
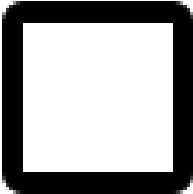
Focus Questions

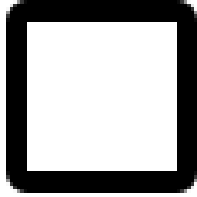
1. What are ways our country can meet the energy needs of its citizens?
2. How is the use of renewable resources beneficial to humans?
3. How does the use of various sources of energy consumption affect the environment?
4. How important is the use of renewable energy to consumers and the environment?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners will be expected to:</p> <p>4- EDM K-6 Describe the ways that our country meets its energy needs for electricity and transportation and explore the use of renewable sources</p>	<p>Observation: Are students able to explain and identify resources in their environment?</p> <p>Can students differentiate between the types of natural resources?</p>	<p>Introduction activity: Pre-Walk about planning Before going on a walk about their community, the teacher introduces the concept of resources and assist the students to define resources.</p> <p>This can be done by listing the following ten items on the board:</p> <p>Sugar, fresh water, salt water, wind, gasoline, gravel, mango or other fruit tree, goat, wind, sun. Help students to see what these all have in common. .i.e. they are all useful things. You might discuss the fact that some are used for electricity, and some were used in the past to help with sugar production eg windmills.</p> <p>During Walk about Explain that you will be doing a walk through the community using their observation skills to identify the things that they see that are resources. They might look for those above or others. Get them to jot down what they see.</p> <p>Post- Walk about discussion and debrief</p> <p>Students can have a discussion which leads to the observation of resource types.</p> <p>Identify the difference between natural resources and "unnatural" products in the environment. Students list resources they saw on their walk.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Ask the students to consider:</p> <ul style="list-style-type: none"> • What are the major resources in the Caribbean and work and some of their by-products? • How do we ensure renewable resources are protected for continued use? • How so we protect non-renewable resource so that they may last longer than expected • Do students understand the terms exhaustible and inexhaustible as it relates to resources? <p>Categorizing Activity</p> <p>Students must categorize the resources they identified earlier Students create a cluster map to show how these resources are different from each other (natural, man-made)</p> <p>IT Research:</p> <p>Students identify the types of natural resources and list details about them. renewable/non-renewable, by-products, uses, misuses, conservation methods.</p> <p>Research is done either on manilla as a chart, or a booklet which must be shared with class. (inclusive of diagrams)</p> <p>Report on resource by products Make a resources products scrapbook. Create a page for each natural resource: plants, trees, water, animals, fossil fuels, metal ore, sand, bauxite, asphalt, minerals. On each page students draw, print stick pictures of products which are derived from this resource.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Conservation activities:</p> <ul style="list-style-type: none">  <ul style="list-style-type: none"> <p>•</p> <p>World Water Use Experiment: Students come up with ways we use water each day and we think through how we can use water in a wise way while watching the water levels rise and fall.</p>  <ul style="list-style-type: none"> <p>•</p> <p>Conservation Red Light/Green Light: Gets students moving while deciding if specific actions are positive or negative for Conservation</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li data-bbox="1234 347 1818 667">  <p>• Craft project: Build a product from cardboard, plastic, paper etc</p> <li data-bbox="1234 834 1717 1125">  <p>• Which resources do they use the most?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>•</p> <p>What are the natural resources that they throw in the trash the most? Students identify the most common garbage people find washed up on the beach, in rivers or parks and challenges them to think of alternative uses for these items</p>
<p>4- EDM-S- 6 Assess the impact of our current energy sources on our local and global economy and environment</p> <p>1. The exploration of resources as a means of renewable energy</p>	<p>Conversation Can students understand the difference between renewable and non-renewable energy as far as impact on the environment and sustainability?</p> <p>Do students understand the global impact of using renewable energy on the environment?</p> <p>Observation:</p> <p>Can students identify which renewable resources are utilized or promoted in their country?</p>	<p>Pre</p> <p>Field trip Visit a geothermal plant, or another renewable energy project and have resource people discuss its benefits and uses or provide students with information about one of these sites.</p> <p>Contrast this with the islands power plant that uses diesel or bunker C</p> <p>Students develop a compare and contrast graphic organizer that can include images. Include categories such as impact on the environment, costs, scale of operation, sustainability</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Create this compare and contrast poster that compares and contrasts different energy sources such as fossil fuels and renewable sources. They should include information on how they impact the economy (costs, jobs) and the environment (pollution, climate change)</p>
<p>EDM V-6-Appreciate the value of renewable sources of energy (such as solar, wind, geothermal and hydroelectric) for our economy</p>	<p>Product:</p> <p>Do student’s posters show that they understand the importance of generating renewable resources for balancing environmental and economic impacts for the country?</p>	<ul style="list-style-type: none"> <p>Renewable Energy Poster Making:</p> <p>Buiding on the information explored in EDM-S-6 above about local renewable and non-renewable resources, students create a poster to illustrate the benefits of one form of renewable resource energy. Information should detail how the source works, its environmental benefits and its economic importance. (impact on the environment, costs, scale of operation, sustainability, impact on the economy). Display these posters in the classroom and on the outside of the classroom so that parents and other students can see their work.</p> <p>Scavenger Hunt:</p> <p>Teacher creates a hunt for students to find renewable energy courses in their community. Ex solar panels on houses, water tanks, solar light panels, turbine light panels. Students can use devices to remove photos or sketches of finding to present to class.</p> <p>Class Discussion</p> <ul style="list-style-type: none"> <p>Using their posters each group prepares to discuss the benefits of renewable energy source with the other members of their class. Students may share why this energy source is a viable option for their island economy in terms of its cost, scale of operation, availability of resources, and renewable/sustainable environmental impact.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> Renewable Energy Infographic In groups students create infographics that explain the benefits of renewable resources to the economy. This infographic should include facts, illustrations, and statistics

Additional Resources and Materials

Power Plant, resource persons

Sample diagram of a infographic



Useful Content Knowledge for the Teacher:

Resources are any materials that man finds useful in his environment.

-any material that is needed and used by people.

Natural (renewable and non-renewable)

Renewable: resources which can be used over and over again.

Non-renewable: resources which can only be used for a limited time, they will run out.

Physical (human, capital and technology)

Preservation: to keep from destruction. Keep the Earth safe by protecting the environment from harmful human activities.

Conservation: (proper use of nature) the care and protection of the Earth so it can remain for future generation by using the resources responsibly

Why is it important to conserve natural resources? *Because we need resources for food, transportation and everything else. If we use them up, we will not have the things we need, or the next generations will not have the things they need.*

» What would happen to the earth if we used more resources than it could make? *We would run out of the things we need to live.*

» How can we conserve natural resources in our daily lives? *Reducing, reusing, recycling, and composting*

Bauxite, copper, soil, petroleum(crude oil), asphalt (tar)

Water, forest wind, Gold, silver, coal volcano (Geothermal), natural gas

Opportunities for Subject Integration:

Arts and Crafts: Use some materials collected to create a new product.

Science: topic Energy. Renewable energy forms can be detailed and their relevance stated.