DEPARTMENT OF EDUCATION

INSTRUCTIONAL GUIDE

Grade 6

DEPARTMENT OF EDUCATION

MATHEMATICS

Grade 6

2010

Scope of Work

Primary School Mathematics

Grade 6

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: NUMBER AND NUMBER SENSE
GRADE: 6

Sub-Goal 1: Demonstrate and apply knowledge and sense of numbers, including numeration, patterns, ratios, and proportions.

Essential Questions

1. Why is it important to know how to read and write numbers through billions?
2. How does a square number differ from the square root of a number? Explain the steps to calculate the square and square root of numbers.
3. What are the different ways a number can be written?
4. How can I compare and order rational numbers?
5. How is comparing numbers essential in everyday life?
6. How is exponential notation useful?
7. What is the difference between LCM and HCF?
8. How is an understanding of positive rational numbers, their representations, and relationships useful in problem solving?

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Read and write numbers through billions (12 digits).	• Numbers are part of the decimal system. This system uses ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 single or collectively. These digits form whole numbers or decimal numbers. • These numbers can be written in standard form, expanded form, or word form. Example: **Standard Form:** 28 964 371 045 **Expanded Form:** 20 000 000 000 + 8 000 000 000 + 900 000 000 + 60 000 000 + 4 000 000 + 300 000 + 70 000 + 1 000 + 000 + 40 + 5 **Word Form:** twenty -eight billion, nine hundred sixty-four million, three hundred seventy- one thousand, forty-five.	• **School Campaign** a. Hold a school wide campaign "How Big is a Million? Collect one million of some small items (**e.g**. one-cent coins or bottle caps). Allow all students to contribute, count and decide where to display one million of selected items. b. Students investigate the question: What size room would be needed to hold one million basketballs? • Have students create game cards with standard forms of numbers on one side and word form on the other side.	• Harcourt Math Bk.5 pgs. 4-7 • Math Advantage Bk. 6 pg. 6	• **Quiz:** Students write numbers through billions. **Example**: a. Write 4 237 824 923 in expanded notation. b. Name the value of 5 in the number 5 678 432 • Students compete to read and write numbers through billions.
2. Compare numbers through billions using the symbols <, >, and = (Continued).	• Comparing numbers means to show how they are alike, or is equal to (=), which is less than <, or greater than >.	• Create place value mittens where numbers and symbols will be placed in the correct positions.	• Harcourt Math Bk.5 pgs. 8 & 9	• Use number lines to compare numbers. • Complete worksheet comparing numbers up to billions.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Compare numbers through billions using the symbols <, >, and =		• Give students flash cards with numbers and symbols. Students create number paths comparing numbers with symbols. Example: 63 = 59 + 4 > 30 3 674 123 900 < 54 985 653 349		
3. Explain orally and in writing the differences between: even and odd numbers, factors and multiples, and square and square root and prime and composite.	• An **even number** is an integer that can be divided exactly into two. • An **odd number** of objects cannot be put into groups of two without an object left over. • A **multiple** is the product of a given whole number and another whole number. • A **square** is the product of a number and it can be expressed with the exponent 2. • The **square root** is one of the two equal factors of a number. A number multiplied by itself equals the original number. • A prime number has only 2 factors: itself and 1. Example: 11= 11 x 1 = (1, 11) • Composite numbers have more than 2 factors. Example: 9 = 3 x 3 ; 1x 3 = (1, 3, 9)	• Use circle games (Venn- diagrams) to categorize types of numbers a. odd number b. even numbers c. multiples of given numbers • Students also find numbers that are common to sets.	• Harcourt Math Bk. 5 pgs. 258 & 259 • Math Advantage Bk. 6 pg. 43	• Teacher presents a list of problems. Students orally respond and explain their answers. Students also indicate if the answer is even, odd, factor, multiples, square, and square roots. • Students create riddles with answers using even, odd, factor, multiples, square, and square roots.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Identify and represent integers on the number line.	• **Integers** are the set of whole numbers, their opposites and 0. Each integer, except 0, has an opposite that is the same distance from 0 but on the opposite side of 0. • **Integers** are classified as either positive or negative. Example: -3, -2, -1, 0, + 1, +2, +3, • **Positive integers** can be written with or without a positive (+) sign: + 6 or 6. • **Negative integers** are written with a negative (-) sign: -6	• Complete number lines with integers and their opposites. • Create thermometers where students show the positive and negatives of given temperatures.	• Harcourt Math pg.384-389 • Math Advantage Bk. 6 pg.466	• **Activity:** Order integers on a number line from least to greatest. **Example:** +1, -2, 0, -3 **Answer -3, -2, 0, 1,** • Complete number line and thermometers with integers.
5. Write numbers as products of prime numbers using exponential notation where appropriate (Continued).	• **Numbers** can be expressed as products of prime numbers using exponential notation/index form. • **A prime number** is a whole number that is greater than 1 whose only factors are 1 and itself. • **Exponential notation or index form** is a number that has a base and an exponent. The exponent shows how many times the number base is used as a factor. Example: $8 = 2 \times 2 \times 2 = 2^3$ $56 = 2 \times 2 \times 2 \times 2 = 2^3 \times 7$	• Create factor trees with a. cut outs of trees b. artificial foliage • Complete factor trees in at least two different ways. The stems have difficult factors.	• Math Advantage Bk. 6 p. 86 • Harcourt Math Bk. 5 pgs. 268-277	• Make models of factor trees. Students explain models to classmates. • Create booklets with factor trees. Students provide the answer key as well.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Write numbers as products of prime numbers using exponential notation where appropriate.	• Two methods of finding prime factorization of a number are: i. dividing by prime numbers ii. using a factor tree.			
6. Use prime factors to find LCM and HCF.	• **Least common** multiple (LCM) is the smallest of the common multiples in a set of multiples. **Example**: 8 and 4 -Multiples of 8= **8**, 16, 24, 32 -Multiples of 4 = 4, **8,** 12, 16 LMC = 8 • **Highest common** factor (HCF) or **Greatest common** factor (GCF) is the largest of the common factors in a set of factors. **Example:** 10 and 25 Factors of 10 = 1, 2, **5**, 10 Factors of 25= 1, **5**, 25 **GCF= 5**	• Use the fraction calculator to identify the HCF of two or more numbers. • Create concentration game cards to show sets of numbers and their a. LCM b. HCF	• Harcourt Math Bk. 5 pgs. 260-267 • Silver Burdette Mathematics Bk. 5 pgs. 206-208	• Who Am I? Students answer questions like the following: a. I am the multiple of 2 and 5. Who am I? b. The factors of 36 are 1, 2, 3, 4, 6,9, 12,18, and 36. The factors of 81 are, 1, 3, 9, 27, and 81. My answer is 9? Who am I? • Students create instructional charts to explain how to use prime factors to find LCM and HCF.

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Sub-Goal 1: Demonstrate and apply knowledge and sense of numbers, including numeration, patterns, ratios, and proportions.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Estimate square roots of non- perfect squares using at least one of the following strategies: • Identify the relationship between the number of digits in a number and the number of digits in its square root. • Deduce that if a number lies between two other numbers then the square root of that number must lie between the square roots of the other two numbers.	• A non perfect square is a number that cannot be expressed as an integer multiplied by itself. • Non- perfect squares do not have square roots that are whole numbers. For example, 7 is not a perfect square. Its square root is 2.65. • To calculate the square root of a non-perfect square: a. place the values of the adjacent perfect squares on a number line. b. Interpolate between the points to estimate to the nearest tenth. **Example √27** **i.** The perfect square on each side of 27 is 25 **(5**) and 36 **(6).** **ii.** Half way on the number line is 30. **iii.** Therefore, **√27 is 5.2**	• Using a hundreds charts, let students highlight the numbers that are not perfect squares. a. Allow them to also write the square roots of these numbers.	• Harcourt Math Bk.5 .pg.258 • Math Advantage Bk. 6 .pg. 428 • http://www.answers.yahoo.com	• Create and solve 5 non-perfect squares.
8. Use HCF to simplify Fractions (Continued).	• Simplifying fractions means to write them in lowest terms. • To simplify fractions using the highest common factor (HCF), divide the numerator and denominator by the HCF.	• Guide students to create and manipulate concentration type game cards with a fractional problems and matching simplified forms. Example 4/8 x 8/16 | 1/2 x 1/2	• Harcourt Math Bk. 5 pgs. 294 & 354 • Math Advantage. Bk.6. pg. 140	• Write fractions in its lowest terms. • Complete journal entries to tell and show how to simplify fractions.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Use HCF to simplify fractions.	**Example**: $\frac{2}{6}$ $\frac{2 \div 2}{6 \div 2} = \frac{1}{3}$			
9. Read, write, and identify decimals through thousandths.	• **Decimals** are numbers that use place value and a decimal point to show tenths, hundredths, thousandths and so on. • The decimal point is referred to as "**and**" in oral identification and word form. Call a decimal according to the last place value. **Example** 2.65 : two and sixty-five hundredths.	• Complete charts to show decimals in standard form, word form, and expanded form.	• McDougal Math pg. 108 • Harcourt Math Bk. 5 pgs. 18-24 • Place Value Board	• Complete Review/Test of Harcourt Math Bk. 5 pg. 28, Nos. 5, 8, 10, 14, 17, 19, 20. • Have students prepare and teach a mini lesson.
10. Compare and order whole numbers, fractions and decimals using <, >, and = symbols.	• Comparing whole numbers, fractions, or decimals mean to show how they are equal to, less than, or greater than. • **Ordering numbers** means to place them in order from least to greatest (ascending) or greatest to least (descending). **Example: Greatest to least** 13.393, 13.309,13.339,13.039 **13.393, 13.339, 13.309, 13.039**	• Let students create a domino type game where they compare whole numbers, fractions, and decimals using the symbols >,<, and =. • Have student create a magnetic board that can be used to compare and order numbered strips.	• Harcourt Math Bk. 5 pg. 24	• Journal Writing: How to compare whole numbers, fractions, and decimals using the symbols >,<, and =. Students also give examples.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
11. Describe orally and in writing equivalent relationship among fractions, decimals, and percent.	• Fractions, decimals, and percents are equivalent (equal) when they name the same amount in different forms. Example ½ = 0.5= 50 %  Fraction Decimal Percent	• Use the hundred wheel/chart to introduce percent as another way to show a fractional part. • Search newspaper for examples of fractions, decimals, and percents. Write the equivalent forms.	• Harcourt Math Bk. 5 pgs. 62 & 279	• Journal Writing: Describe how fractions, percents, and decimals are equivalent. Cite examples
12. Describe and compare two sets of data using ratios and appropriate notation such as a/b, a to b and a: b.	• Ratio is the comparison of two numbers/amounts. Ratios are used to compare a part to a part, a part to the whole, or the whole to a part.	• Provide students with situations. Let them write ratios in three ways. Example: What is the ratio of vowels to consonant in the word PARALLELOGRAM? **Word**: five to eight 5 : 8 **Fraction**: 5/8	• Harcourt Math 5 pg. 540 • www.harcourtschool.com/elab2002	• Students create a booklet with pictures or words that can be used for comparisons. a. Write the ratio in three ways. b. Highlight the condition. For example part to part

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
13. Represent ratios in decimal form.	• Ratio is the comparison of two quantities. Writing ratios as decimals may make it easier to compare ratios. To convert ratios in a. Fractions – convert the fraction to a decimal. b. Short word form or standard - write the ratio as a fraction. Convert the fraction to a decimal number. **Example** **7 out of 10 = 7/10 = 0.7**	• Allow students to create bookmarks with equivalent ratio and decimal forms.	• Harcourt Math Bk. 5 pg. 560 • Math Advantage Bk. 6 pg. 23	• Written quiz.
14. Identify Pi as a special ratio and explain how it can be used to find the circumference of a circle.	• Pi (π) is the ratio of the circumference to the diameter of a circle. • An approximate decimal value of Pi is 3.142 or 22/7.	• Have students find the circumference or diameter of circular object such as cups, mugs, or CDs.	• Harcourt Math 5 pg. 495	• Written quiz: Students identify Pi as a special ratio and explain how it can be used to find the circumference of a circle.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE 6

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationship in data, solve problems and predict results.

Essential Questions

1. How can patterns, relations, and functions be used as tools to best describe and help explain real life situations?

2. What different interpretations can be obtained from a particular pattern or relationship?

3. How can a non-routine problem be solved?

4. How do models, tables, and graphs help to represent, analyze, and extend numerical and geometrical patterns?

5. How do algorithms work in addition, subtraction, division, and multiplication?

6. Why do we use variables?

7. How can algebraic symbols be used to efficiently express mathematical situations?

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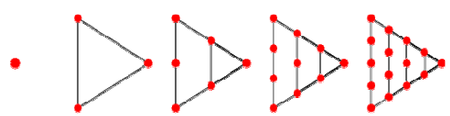
STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE 6

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify and construct patterns relating to rectangular, square, oblong, and triangular numbers.	• Figurate numbers are represented by geometric patterns. Figurate numbers are sequences generated by figures made up of evenly spaced dots. • Oblong, triangular, rectangular, and square numbers are examples of figurate numbers. • **Oblong Numbers**: Any number that is the product of two consecutive integers. The first few oblong numbers are: 0, 2, 6, 12, 20, and 30. • **Triangular numbers** are numbers that create triangles. In other words 1, 3, 6, 10, 15, 21, …They can be calculated by 1, 1+2, 1+2+3, 1+2+3+4, etc. 	• Use product grid or an array to build types of numbers. • Create rectangular, oblong, square, and triangular patterns with varied concrete objects.	• Harcourt Math Bk. 5 pgs. 449 & 270 • Math Advantage Bk. 5 p. 539 • www.**math-magic.com**	• Present students with a variety of numbered patterns. Have them classify the patterns as square, oblong, rectangular, or triangular. Allow students to justify their answers. • Lesson quiz where they complete patterns with and without pictures.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	• **Rectangular numbers** are numbers that create rectangles. Rectangular numbers are: 4, 6, 8, 9, 10, 12, 14, 15, 16, 18, 20, 21, 22, etc. • **Square numbers** are **numbers** that is the **product** of two equal **integers**. For example 9 is a square number because 9 =3x3			
2. Solve non-routine problems where finding a pattern is an appropriate strategy.	• Non-routine problems are problems that require non-traditional algorithms or sums to solve them. • Non-routine problems provide a more highly probable method for discovering the solution to a problem. Building a model, drawing pictures, work backwards are non-routine problem solving strategies.	• Give students task card with a variety of problems. Allow them to work in groups to develop patterns to solve. For example, how many different handshakes would take place between three and four friends?	• www.**mathpentath.org** • **www.purplemath.com**	• Have students create non-routine problems. • Have students create a short video broadcast to show the solutions to specific problems.
3. Use patterns to make computation more efficient (Continued).	• Patterns are used to make computation easier.	• Give students a variety of work cards with pattern starters. Let them complete up to the 'n' pattern set	• Harcourt Math Bk.5 pgs. 204 & 148	• Have students create sets of pattern starters and allow their classmates to complete the patterns.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Use patterns to make computation more efficient.	40 x 9 = 360 400 x 9 = 3 600 4000 x 9 = 36 000 What pattern do you notice?	For Example: 8 ÷ 2 = 4 80 ÷ 20 = 4 800 ÷ 20 = 40 8000 ÷ 20 = ___ 80000 ÷ 20 = ___ • Allow students to teach a mini lesson on the skill.	• Math Advantage Bk.6 pg. 70	• Complete journal entries to explain how patterns make computation easier. • Have students create a quiz.
4. Solve single variable linear equations using pictures and abstraction.	• A variable is a letter or symbol that stands for a number. • A single variable linear equation is an equation that has one variable that represent a number. Example: 5y = 20 y = 4	• Present students with problems and guide them to write and solve equations.	• Harcourt Math Bk.5 pg. 412 • enVision Math Bk. 5. p. 73	• Students will create single variable linear equations with answer key. • Have students design a learning centre with their unique equations and answer keys.

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Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Solve story problems using algebraic equations.	• An algebraic equation is a number sentence that has a number, a variable, and uses the equal sign to show that two amounts are equal. 2 + y = 53	• Present students with stories. Guide them to write and solve equations. **Example** Pete had 13 apples. Tina also had the same number of apples. Together they had 26 apples. How many apples did they have? 13 + y = 26 y = 27- 13 y = 13 • Let students: - Create stories - Write answer keys - Exchange stories and solve problems	• Harcourt Math 5 pg. 72 • Math Advantage Bk.6 pg.298	• Students will write and solve algebraic equations from stories. • Have students create and perform skits based on their stories.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 6

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

Essential Questions

1. How is estimation beneficial in real life situations?
2. How is mental mathematics useful? When is mental mathematics most useful?
3. How are models used to show how fractional parts are combined or separated?
4. Why is the order of operations essential?
5. How are commutative and associative properties different?
6. How are fractions, decimals and percent related?
7. Why is it useful to know how to convert among fractions, decimals, and percent?

SCOPE OF WORK
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STRAND: COMPUTATION AND ESTIMATION
GRADE: 6

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Estimate by several methods including rounding.	• Estimate means to find an answer that is closest to the exact answer. The answer is found by rounding, by **clustering**, or by using compatible numbers. • **Rounding** means to replace a number with one that tells about how many or how much. • **Clustering** is a method of rounding when all the addends are about the same. **Example** 669 + 678 + 699 + 682 = 700 x 4 or 2800 • **Compatible** numbers are pairs of numbers that are easy to compute mentally. **Example**: Compatible numbers for 6 are divisible by 6 such as 12, 18, 24, 30, … 541 ÷ 7 = 490 ÷7 = 70 or 541 ÷ 7 = 560 ÷ 7 = 80	• Guide students to solve problems using rounding, clustering, or using compatible numbers. • Show students sets of numbers. **Example**: 673 → 670 Have students tell which method was used to estimate rounding. Answer: **Rounding**	• Harcourt Math 5 pgs. 34, 48, 50, 56, 186 &187 • http://wiki.answers.com	• Have students create a bulletin board display to show methods for estimating numbers.

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Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	SSESSMENT
2. Apply the divisibility rules for 2, 3, 4, 5, 6, 8, 9,10.	• A number is divisible by another number when the quotient is a whole number and there is a remainder of zero. • Divisibility rules can help you find factors. **Example:** A number is divisible by: a. 2 if the last digit is an even number. b. 3 if the sum of the digits is divisible by 3 c. 4 if the last two digits form a number divisible by 4. d. 5 if the last digit is 0 or 5 e. 6 if the number is divisible by 2 and 3 f. 8 if the last three digits are divisible by 8 g. 9 if the sum of the digits is divisible by 9 h. 10 if the last digit is 0.	• **Divisible Numbers** a. Students work in groups of 2-4. b. Teacher gives students a number to use as a divisor. c. Students roll three to four dice (numbered cubes) then write as many 3-digit or 4-digit numbers that are divisible by the given divisor within 2 minutes.	• http://www.aboutmath.com • http://www.basicmath.com • Harcourt Math Bk. 5. pgs. 258 & 259	• Give students important dates in Bahamian history like 1492 and 1973 where they use the divisibility rules to determine if the number is divisible by 2, 3, 4, 6, 9, or 10. • Give students 3 or 4 digits where they form as many numbers that are divisible by a given divisor. **Example**: Use the digits 8 4 6 0 and make numbers that are divisible by 4 8640; 6048; 8640; 6840; 4608

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Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Apply mental math strategies to addition, subtraction, multiplication, and division (Continued).	• Mental Math strategies do not require paper and pencil for arithmetic calculations • **Addition**: Use addition properties of zero, commutative, or associative. Example 7 + (9 + 6) = (7 + 9) + 6 • **Compensation** is a property where you add an amount to one number and subtract an amount from the other to make a simpler addition. **Example 1:** 58 + 72 = (58+2) + (72-2) This way you get an easy operation, 60 + 70 and can do it mentally. **Example 2:** Change one addend to a multiple of ten and then adjust the other addend to maintain the balance. 426 + 394 (426 + 6) + 394 + 6 = 432 + 400 = 832 • **Multiplication**: Use the identity, distributive, commutative, or associative properties.	• Provide students with opportunities to apply mental math strategies involving the four operations. • **Math Relay** a. Students complete number sentences in 15 seconds. The person with the most points wins the game.	• Math Advantages Bk. 6 pgs. 36, 78 & 79 • Activity booklet of mental Mathematics: Department of Education 2007 • http://www.hbschool.com/glossary/math2 • http://www.bbc.co.uk/skillwise/numbers • http://wiki.answers.com	• Students complete a speed test by applying mental math strategies using the four rules.

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Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Apply mental math strategies to addition, subtraction, multiplication, and division..	i. Move the decimal point when multiplying by whole number powers of ten or decimal powers of tenth. • **Division**: Use the divisibility rules to move the decimal point when dividing by whole number powers of ten or decimal powers of tenth.			
4. Perform calculations using addition, subtraction, multiplication, and division to solve problems.	• Addition, subtraction, multiplication, and division are referred to as the four rules of operations. • Math vocabulary words or phases in word problems determine which of the four rules of operations should be used to solve word problems	• Create an obstacle course setting with a variety of problems. Instruct students to manipulate the course by completing the problems. Time students. • **Game: Pass it On** a. The teacher calls out a number then tosses the ball to a student. b. The first student adds a number to the number given by the teacher, and then tosses the ball. c. The second student gives the sum, and then subtracts a number from it. The ball is tossed to the next student. d. The third student gives the difference and then gives a number to multiply the difference by.	• Harcourt Math 5 pgs. 65A & 65B, 144 & 145 • ball • http://www.lxL.com	• Students match addition, subtraction, multiplication, and division problems with their answers. Additionally, they must provide justification.

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Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
		e. The fourth student gives the product and a number to divide the product by. Then the ball is tossed to the next student. f. The fifth student gives the quotient. He/She starts the game over by stating a number and then tossing the ball to another student. g. Any student who is unable to supply an answer is out of the game. • Guide students to compile a booklet with a variety of unique word problems. Students will highlight vocabulary words/phrases that assist with problem solving.		
5. Multiply and divide given amounts of money (No decimal divisors).	• Multiplication and division are inverse operations. • The rules for multiplying and dividing decimals apply to multiplying and dividing money.	• Allow students to participate in shopping sprees. Set up shopping centre like environment in the classroom. Provide students with list of items they must select. i. Set a time limit.	• Harcourt Math Bk. 5 pgs. 164, 225	• Students solve problems in which they multiply and divide amounts of money.
6. Apply rules of order of operations (Continued).	• Order of operations is a set of rules used to solve an expression with more than one operation. • You must know which operation to do first. Two mnemonics for remembering the orders are: **(a) PEMDAS** i. Perform operations in parenthesis ii. Clear exponents	• Allow student to create unique equations that require the rules of order of operations. • Give students a variety of equations where some are correct and others incorrect. Let students justify why equations are correct or incorrect (Can be done orally or in writing).	• Harcourt Math 5 pg. 88 • Math Advantage 6 pg. 48 • http://www.hbschool.com/elab	• Students solve equations in which they apply the rules of order of operations.

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Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Apply rules of order of operations.	iii. Multiply and divide from left to right iv Add or subtract from left to right **(b) BODMAS** i. bracket first ii.Orders (ie. Powers, square root, etc.) iii. Division and multiplication (left to right) iv. Addition and subtraction (left to right) **Example:** 47 + (3 x 2^2 + 9) 47 + (3 x 4 + 9) 47 + (12 + 9) 47 + 21= 68			
7. Simplify fractions (Continued).	• Simplifying fractions means to divide both the top and bottom of the fraction until you can't go any further (try dividing by 2,3,5,7,... etc). • You can find the common factors for the numerator and the denominator. • Find the greatest common factor (GCF). Divide this numerator and denominator by their GCF . **Example**: $\frac{24}{30}$ 24 = 2, 3, 4, 6, 8, 12… 30 = 2, 3, 5, 6, 10, 15	• Use fraction models to demonstrate how to simplify fractions. • Teacher directs students to create maze games. The path has all fractions in simplest form, which leads to specific goals.	• Harcourt Math Bk. 5 pgs. 294-297, 354 • Math Advantage Bk. 6 pg. 140 • hpp://www.aboutmath.com	• Students explain in their mathematics journals how to simplify a fraction. Students also create and solve two word problems.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 6

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basis operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Simplify fractions.	The common factors are 2, 3, and 6. The GCF is 6. $\frac{24 \div 6}{30 \div 6} = \frac{4}{5}$			
8. Apply rules of addition and subtraction to fractions and mixed numbers without and with regrouping.	• A mixed number is a whole number and fraction combined. • To find mixed numbers, follow these steps. **Step 1**: Find the LCM and then write as equivalent fractions. **Step 2:** Add or subtract the fractions. **Step 3:** Add or subtract the whole numbers. **Step 4:** If you cannot add or subtract the whole numbers regroup and then perform the necessary operation. **Step 5:** Simplify if possible.	• Allow students to use fractional models to illustrate problems with solution. • Give students recipes with fractions of common ingredients. Students find the amount of that item by adding and subtracting to make the ingredient more or less for the required number of persons.	• Harcourt Math Bk.5 pgs. 332 -336 • Math Advantage Bk. 6 pgs. 120-122 • http://www.edhelper.com	• Students use fraction bars to model addition and subtraction of mixed numbers. • Give students a mixed number. Have them write an addition and subtraction number sentence that would result in that mixed number. Answers may vary. **Example:** 3 ½ **Addition sentence** 1 ¼ + 2 ¼ = 3 2/4 = 3 ½ **Subtraction Sentence** 8 7/10 – 5 1/5 = 8 7/10 – 5 2/10 = 3/ 5/10 = 3 ½

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 6

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
9. Apply rules of multiplication to fractions.	• Multiplying fractions: a. Reduce to simplest terms if possible. b. Multiply the numerators c. Multiply the denominators	• **Fraction Bingo** a. The teacher reads a fraction multiplication sentence. b. Students complete the sentence and cover the product on their Bingo cards. c. The first child to cover five boxes horizontally, vertically, or diagonally wins the game. • Provide solutions to word problems. Let student write possible problems.	• Harcourt Math Bk.5 pg. 348 • Math Advantage Bk. 6 pg.136 • http://www.aboutmath.com	• Students solve fraction word problems that require multiplication.
10. Convert from fractions to decimal to percent (include mixed numbers such as 1 ½ =1.5) (Continued).	• Fractions, decimals and percents have equivalent forms to convert: a. Fraction to decimals - divide numerator by denominator b. Fraction to percents - multiply to find equivalent ratios - divide numerator by denominators c. Decimals to percents - multiply by 100 or use place value d. Decimals to fractions - use place value e. Percent to decimals divide by 100	▪ Guide students to create game cards. One-half of the cards will have the conversion form and the other half will state the rules. **Example:** Decimals to fraction use place value % as decimals divide by 100 • Give students advertisement from newspapers that entail fractions, percents, or decimals. Students convert the data from the advertisement to decimals, percents, or fractions.	• Harcourt Math 5 page 560 • Math Advantage Bk. 6 pgs.22, 23, 336, 337 • newspapers	• Students make a flowchart showing the conversion of fractions to decimals to percent. • Students design newspaper advertisements with percents, fractions, and decimals.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 6

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
10. Convert from fractions to decimal to percent (include mixed numbers such as 1 ½ =1.5)	f. Percents to factions - write the percent as ratio (numerator) - with second term (denominator) of 100. Write in simplest form.			
11. Apply rules of addition subtraction, multiplication and division to decimals.	• A decimal number is a number with one or more digits to the right of a decimal point. • To add or subtract decimal numbers, align decimal points in place value position. Add or subtract from right to left. Regroup as needed. • To multiply decimals, multiply the factors as whole numbers. Place the decimal point in the product after finding the total number of decimal places in the factors. Count that many places from the right in the product. • Division of decimals numbers is similar to division of whole numbers. In vertical or column division, place the decimal point in the quotient above the decimal point in the dividend. In horizontal division, place the decimal point in the quotient.	• **Going Grocery Shopping** a. Students visit a grocery store to collect cost of specific items using a pre-designed worksheet. b. At a convenient location, have students perform calculations involving the four operations. • Using maps of The Bahamas, students add, subtract, multiply, and divide distances in decimals.	• Harcourt Math Bk.5 pg. 50 Addition pg. 168 Multiplication pg. 226 Division • Math Advantage Bk. 6 pg. 64 • http://www.lxL.com • maps	• In groups, have students write and dramatize television commercials that demonstrate how to add, subtract, multiply and divide decimals.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 6

Sub-Goal -3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
12.Create and solve problems using fractions and decimals.	• Fractions and decimals represent a part of a group	• Let groups of students a. Create game boards with problems and answer keys b. Exchange games and manipulate.		• Compile a booklet of unique problems and supply an answer key.
13. Explain the relationship among fractions, decimals, and percents.	• Ratios of numbers can be written as percents, fractions, and decimals. • Fractions, decimals, and percents are related in their equivalent states. • Percents greater than 100 are represented as a decimal greater than 1. • A percent is compared to part of a 100. • A decimal represents a number of hundredth.	• Guide students to use models to create a display of equivalent fractions, decimals, and percents. • Using raw scores of quizzes, students explain how the grades become a percent.	• Harcourt Math 5 pg. 560	• Students write in their mathematics journals to explain how fractions, decimals, and percents are related. Additionally, students give examples.
14. Mentally compute the percent of a number.	• Other percentages can be related to 10% as this is an easy amount to calculate. **Example** 10 % of 20 = 2 Using 10 we move the decimal place once in the number 20 to get 2. • Other simple percentages to calculate mentally are 20 %, 25%, and 50%.	• Using the population numbers of the islands of The Bahamas, students calculate percents of these numbers based on national averages. **Example:** If 60 % of Andros' population is under the age of 18, how much is that? • Have students practice using mental math to calculate the percent of various numbers.	• Harcourt Math Bk. 5 pg. 568 • Nodehillmaths.typepad.com/my/2008/calculating-per/html • http://www.youtube.com	• Create brochures explaining how using multiples of 10 make mental math with percent easier.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy.

Essential Questions

1. What is perimeter and how is it measured?
2. How do you find perimeter, area, and volume of geometric figures?
3. Why is it easier to use a geometric formula to solve real-world problems?
4. Why is it important to be able to convert from one unit of measurement to another?
5. How will using the tools and relationships of measures in the metric and customary systems help to estimate or find solutions to real-world problems?
6. What does the acronym SI stand for? How can we use SI to write dates?
7. Why is it important to know how to use the formula D = R X T?
8. How can you use reading and interpreting scales on maps in everyday life?

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>1. Identify if a given situation requires a measure of length, volume, capacity, temperature, or mass.</td>
<td>• Certain situations require specific measuring outcomes. For example:
a. A person's height- measure of length.
b. The amount of water needed to fill a cup-capacity.</td>
<td>• Give groups of students' different measurement topic: length, mass, volume, or capacity. Have students generate examples of situations that use assigned types of measurement.</td>
<td>• Harcourt Math Bk.5 pg. 4</td>
<td>• Have students create and solve story problems in their mathematics journals</td>
</tr>
<tr>
<td>2. Estimate and measure length/distance, volume, capacity mass and temperature in metric units.</td>
<td>• Metric units of length: millimetre, centimetre and metre, kilometre.

• Volume is the amount of space a solid figure occupies. It is measured in cubic units.

• Capacity is the amount a container can hold. Metric units of capacity are millitre, litre, and kilolitre.

• Mass is the amount of matter in an object. Metric limits of mass are milligrams, gram, and kilogram.

• Temperature is the hotness or coldness of a body or environment.</td>
<td>• Allow students to estimate and measure real objects. Then have them show the information on a table.

For Example:
<table>
<tr><th>Object/Item</th><th>Estimation</th><th>Actual Measure</th></tr>
<tr><td>1. A cup of ice.</td><td></td><td></td></tr>
<tr><td>2. distance around a desk or table</td><td></td><td></td></tr>
</table>
</td>
<td>• Harcourt Math 5 pgs. 476, 522, 482</td>
<td>• Quiz
Example:
What would be the most appropriate measure for the volume of a soda can?
i. a. 360mL b. 2 liters c. 50 liters.

• Students write in their mathematics journal explaining how to estimate and measure length/distance, volume, capacity mass and temperature in metric units.</td>
</tr>
</table>

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>3. Solve problems in measurement which require the conversion of units.</td>
<td>
• Some problems require conversion of units. To change smaller units to larger units, divide.

• To change larger units to smaller units, multiply.

• Units
a. 7 days = 1 week
b. 60 seconds = 1 minute
c. 1 month= 28 to 31 days or about 4 weeks
d. 1year = 12 months or 52 weeks or 365 days
1m = 100cm

• Customary Measures
1 quart = 2 pints
1 gallon = 4 quarts
1 foot = 12 inches
</td>
<td>
• Place students in cooperate groups. Each group is given a problem to solve. Students solve problems and report findings to class.

Sample questions
a. The instructions for a science experiment call for 227 milligrams of potassium. What is the difference between this amount and 1 gram?

b. The longest mammal is the blue whale. Its length is 31 meters. How many centimeters is that?

c. David is making punch. He needs 3 cups of orange juice and 6 pints of lemonade. How many fluid ounces of orange juice and how many quarts of lemonade does he need?

d. How many days are in 7 months?
</td>
<td>
• Harcourt Math Bk.5 pg. 476
</td>
<td>
• Create charts to show the rules for converting from one metric unit to another.

<table>
<tr><th>Items</th><th>Items</th></tr>
<tr><td>kilo to hecto multiply by__</td><td>gram to kilo divide by ____</td></tr>
</table>

• Have students create and solve story problems in their mathematics journals
</td>
</tr>
</table>

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Express metric measure using decimal notation.	• Decimal notation is the writing of a number in decimal form. **Example:** 50 cm = 0.5m • Use calculators to change linear units	• The class is divided into two teams to play the game **Metric Decimals**. a. Teacher calls metric measure problems. The group writes decimal notation on a miniature chalk or dry erase board. b. If the answer is correct, the team gets the point. If the team does not get the problem correct, it is referred to the next team. The team with the most points wins the game.	• Harcourt Math Bk.5 pgs. 474-479	• Have students write the decimal notations for numbers given.
5. Describe how other countries measure (time and money). (Continued)	• Some countries measure in ways that are different from ours. For examples in Haiti, money can be written as 10, 00 for $10.00. • Some countries use customary units and others use metric measures.	• Have students examine the ways other countries measure that is different from ours. Create Venn diagrams to compare/ contrast details. • Create a sundial to explore time.	• http://www.eduplace.com	• Create a unit of measure that can be used in a country. Have students explain how they came up with their invention.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Describe how other countries measure (time and money).	• Customary measurements include feet for length, gallons for capacity, and pounds for mass. Some countries that use the metric units are Rome, Germany, and the United States of America. • Metric units include metre for length, liter for capacity and gram for mass. Some countries that use this system are Australia and New Zealand.			
6.Describe and record the date in SI format.	• SI means International System of Units. The units are placed in order starting with the largest first. Example: Year Month Day 1998 2 14	• Allow students to create a directory of dates important to them in SI Format. • Students create a list of countries and occupations that use the SI Format.	• http://www.w3.org • Mathematics in Motion: A Resource Book for Primary Teachers, pg. 118	• Create a timeline of historical dates in SI format. • Complete test items that allow students to a. Select dates in SI format b. Write dates in SI format

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>7. Solve non- routine problems involving measures.</td>
<td>• Non- routine problems are unlike the common types that require a formula or state specific tools to use to solve them. Critical thinking skills are necessary to arrive at a solution.</td>
<td>• Have students work in groups to provide solutions to open ended problems such as:

a. How many cornflakes are in a box?
b. How many students can fill a specific area?</td>
<td>• http://www.teachers.net.qa</td>
<td>• Have students work in pairs to investigate how many different totals they can make choosing two of the numbers: 6, 7, 8, and 9.

a. Allow the pairs some time to work on the problem in whatever way they decide
b. Encourage students to organize their work in a two-way table.
c. Discuss the different ways that they are keeping track of the possible combinations of numbers.

<table>
<tr><th>+</th><th>6</th><th>7</th><th>8</th><th>9</th></tr>
<tr><td>6</td><td></td><td></td><td></td><td></td></tr>
<tr><td>7</td><td></td><td></td><td></td><td></td></tr>
<tr><td>8</td><td></td><td></td><td></td><td></td></tr>
<tr><td>9</td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

e. Teacher asks the following questions.
i. What do you noticed about the table? It is symmetrical about the diagonal
ii. What is the minimum total? (12)
iii. What is the maximum total? (18)
iv. How many different totals are there in the table? (12)</td>
</tr>
</table>

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Apply area and perimeter formulas to triangles and rectangles.	• Perimeter is the distance around a figure. • Formula to find perimeter: **a. Regular Polygons**: Perimeter = sum of the number of sides b. Rectangles : Perimeter = (2 x1ength) + (2 x width) • Area is the number of square units needed to cover a surface. • Formula to find Area: a. Area of square = side x side b. Area of rectangle = length x width c. Area of triangles = ½ x (b x h) **Note:** Include unknown sides in problems.	• Have students measure triangular and rectangular shaped areas. • Find the area and perimeter of your garden at home or at school.	• Harcourt Math Bk. 5 pgs. 492, 406, 500	• Find the area and perimeter of a room in your house. • Quiz: Students use the formula to calculate the area and perimeter of triangular and rectangular figures. .

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 6

Sub-Goal 4: Make and use measurements of objects, quantities, and relationships, and determine acceptable level of accuracy.

<table>
<tr><th>OBJECTIVE</th><th>CONTENT</th><th>ACTIVITIES</th><th>RESOURCES</th><th>ASSESSMENT</th></tr>
<tr>
<td>9. Solve problems using km/hr where students apply r x t = d, and s= d x t formula.</td>
<td>• When people travel somewhere, on a trip, they want to figure out how far it is from the destination and how long it will take to get there.

• The formula rate x time is used to calculate distance traveled.
D = R x T
The formula distance x time is used to calculate the speed.
S= D x T</td>
<td>• Guide students to set up a ramp and race match boxcars. Time the cars and the distance they travel. Compute the rate of travel.</td>
<td>• Math Advantage Bk. 6 pg. 318</td>
<td>• Complete a chart to show outcomes.
<table>
<tr><th>Car</th><th>Time</th><th>Distance</th><th>Rate</th></tr>
<tr><td>A</td><td>7</td><td>4</td><td>?</td></tr>
<tr><td>B</td><td>?</td><td>16</td><td>2</td></tr>
<tr><td>C</td><td>3</td><td>?</td><td>9</td></tr>
</table>
</td>
</tr>
<tr>
<td>10. Read and interpret scales on maps.</td>
<td>• Scale is a ratio between two sets of measurement. On maps, scales are used to convert distances on the earth to distances on paper.

• Scales compare inches or centimetres on a map to miles or kilometres on a real surface. To compare distances on a map with actual distances, use the ratio map actual distance.</td>
<td>• Have students measure and draw to scale (on cm graph paper) their classroom and a room in their house.</td>
<td>• Math Advantage Bk. 6 pg. 390

• Harcourt Math Bk.5 pg. 548</td>
<td>• Have students use scales on maps to:
a. explain what the ratios represents
b. compare scales: draw conclusion about how events could happened.</td>
</tr>
<tr>
<td>11. Estimate and measure area of rectangular and irregular polygons.</td>
<td>• Area is the number of square units needed to fill in a shape.

• Guide the students to find the area.</td>
<td>• Provide students with a variety of irregular shaped polygons. Have students trace outlines of the polygons on grid paper and find the area thereof.</td>
<td>• Harcourt Math Bk.5 pg. 508</td>
<td>• Have students find the area of irregular polygons using grid paper.</td>
</tr>
</table>

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 6

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

Essential Questions

1. How can describing, classifying, and comparing properties of different lines, angles, and certain 2- and 3-dimensional shapes be useful for solving geometric problems in our 3-D world?

2. How can transformations and symmetry be used to investigate and describe geometric situations?

3. How are points, lines, line segments, rays, and angles related?

4. What are some examples of lines and line segments in the real world?

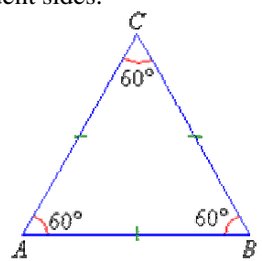
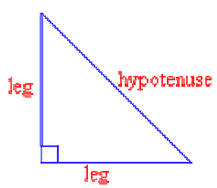
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 6

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify types of quadrilaterals and their properties.	• Quadrilaterals are polygons with four sides and four angles. Some common quadrilaterals and their properties are: a. **Square** :Four congruent sides and four right angles. b. **Rectangles** : Two pairs of congruent sides and four right angles. c. **Parallelograms**: Two pairs of congruent sides and two pairs of parallel sides. d. **Rhombus**: four congruent sides and two pairs of congruent angles. e. **Trapezoid**: exactly one pair of parallel sides.	• Allow students to a. create models of quadrilaterals b. construct figures such as a building with various quadrilaterals.	• Harcourt Math Bk. 5 pg. 450 • Mathematics in Motion: A Resource Book for Primary Teachers, pg. 79 • kwiznet.com • prometheanplanet.com	• Create models of quadrilateral with specific properties. • Complete test items.
2. Classify and name triangles as scalene, isosceles, and equilateral (Continued).	• Triangles can be classified by the length of their sides. • A scalene triangle has no congruent sides. • An isosceles triangle has two sides that are congruent.	• Have students: (a) show examples of triangles by using grid paper. (b) examine flags of various countries and name the triangles on the flags.	• Harcourt Math Bk.5 pg. 446 • aaamath.com • prometheanplanet.com	• Create songs to identify triangles and their properties. • Using a map of The Bahamas, students plot three trips to separate destination that form a triangle. Students identify the triangles that are formed by these trips (plots).

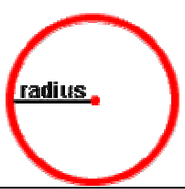
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 6

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Classify and name triangles as scalene, isosceles, and equilateral.	• An equilateral triangle has all congruent sides. 			
3. Classify and name triangles as right, acute, and obtuse (Continued).	• Triangles can be classified by the measures of their angles. • A triangle that has a right angle (90º) is a **right angle triangle**. The hypotenuse is the side opposite the right angle and is the longest side. The other sides are called legs.  • An **acute triangle** has three acute angles. An acute angle is an angle measuring between 0 and 90 degrees (less than 90°).	• Students create an electrical circuit board to match triangles and their properties. • Students classify and name triangles formed by three points in their environment.	• Harcourt Math Bk. 5 pg. 446 • http://www.swego.org • http://promethaeanplanet.com	• Match triangles and their properties. • Create songs and poems about triangles.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 6

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Classify and name triangles as right, acute, and obtuse.	• An **obtuse triangle** has one obtuse angle. An obtuse angle measures between 90 ° and 180 ° degrees.			• Create and highlight parts of a circle. • Write in mathematics journal how to classify the various triangles.
4. Find the lines of symmetry in polygons.	• A polygon has a line symmetry if it can be reflected on a line so that the two parts are congruent.	• Allow students to use grid paper to determine if polygons have line symmetry. a. Fold the figures in half in various ways. b. Highlight lines that prove the figure is symmetrical. **Use miras to justify symmetrical figures.**	• Harcourt Math Bk.5 pg. 438 • linkslearing.org • prometheanplantet.com • mira	• Draw polygons and highlight lines of symmetry. • Have students make a scrapbook showing the lines of symmetry of various polygons.
5. Identify parts of a circle: • Centre • Radius • Diameter • Circumference.	• A circle is a closed plane figure with all points the same distance from the centre point. It has no beginning point and no end point. • The radius is a line segment that connects the centre with a point on the circle. 	• Using a cake, place an M & M at the centre of the cake. a. Use white icing to highlight the circumference. b. Use colored sprinkles (candies) to show the diameter. A row of gummy bears can represent the radius. • In pairs, students create riddles about parts of a circle.	• Harcourt Math Bk. 5 pg. 432 • helpingwithmath.com • prometheanplanet.com • Mathematics in Motion: A Resource Book for Elementary Teachers, pg. 90	• Create a chart highlight parts of a circle. • Write in mathematics journals their favorite part of the circle and explain why they have selected the part.

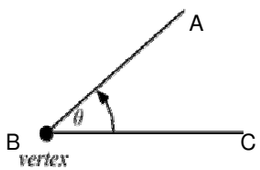
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 6

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
	• The diameter is a chord that passes though the centre of the circle.  • The circumference is the distance around the circle.			
6. Identify motions of transformation as translation, reflection, or rotation.	• Motions, movement, or rigid transformations do not change the size or shape of a figure, only its position. • Slides or translation is the movement of a figure along a straight line. • Flip or reflection is the movement of a figure over a line. • Turn or rotation is the movement of a figure around a vertex or point of rotation.	• Have students use graph paper to show types of transformations. Using graphs paper have students: a. draw coordinate planes b. graph specific points and connect them to form intended figures. c. trace the figure on a sheet of paper and cut it out. d. place the cut out figure on the figure draw on the co-ordinate plane. e. translate, reflect, or rotate the cut out figure.	• Harcourt Math Bk. 5 pg. 452 • Math Advantage Bk.6 pg. 522 • edhelper.com • prometheanplanet.com	• Display examples of transformations using objects. • Participate in a debate: Which transformation is best? .

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 6

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Identify angles through estimation and measurement as acute, obtuse, or right.	• An angle is formed by two rays with the same end point. • Angles can be named by three letters: - a point from each side and the vertex as the middle letter. They can also be named by a single letter, their vertices.  • Angles can be different sizes. a. An acute angle is greater than 0 and less than 90º. b. An obtuse angle is greater than 90º and less than 180º. c. A right angle measures 90º.	• Students create models that can be used to show types of angles. For example: a. Guide students to join two drinking straws by inserting the twister from a sandwich/ bread bag into one of the ends of each straw. This model can be bent to form any angle. b. Have student estimate the setting for specific degree settings and check their estimates by measuring with a protractor.	• Harcourt Math Bk. 5 pg. 422 • Mathematics in Motion: A Resource Book for Primary Teachers, pg. 82	• Make models using toothpicks

SCOPE OF WORK SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 6

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability

Essential Questions

1. Why are graphs important?
2. What are some ways to collect data for graphs?
3. How does the type of data influence the choice of graph?
4. How can the mean, median, mode, and range be used to describe the shape of the data?
5. How can the mean, median, and mode be computed and compared?
6. What is probability?
7. How is the probability of an event determined and described?

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 6

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify the type of graph (s) most suitable for displaying a given set of data.	• A **graph** is a table that displays data. • **Pictographs** display countable data with symbols or pictures. They have a key to show that each picture represents a specific amount. • **Bar graphs** display countable data with horizontal or vertical bars. They allow you to compare facts about groups of data. • **Line graphs** show how data change over time. • **Circle graphs** show how parts of data are related to the whole and to each other. • Compare and contrast types of graphs.	• Have students collect data from local media sources. Students will create displays to show the kinds of graphs used to display the data. • Have students create and manipulate pieces for concentration game. Students will use pictures of graphs, definitions, and specific data to create questions and answers.	• Harcourt Math Bk. pg.112 • Math Advantage Bk. 6 pg. 240 • envision Math Bk. 5 pgs 432-449	• Lesson quiz: Present students with sets of data. Have them tell the most suitable graph to use to display the data. • Have students create a crossword puzzle using names of graphs and their specific characteristics.
2. Collect, organize, graph, and analyze a set of data as the answer to a question or problem (Continued)..	• There are many methods for collecting data. In some cases, it will already be recorded, and you merely need to "find" it. In other cases, you will need to construct a test, survey or other instrument to obtain the information you need. • A survey is a question, or questions, used to gather information called data. • A graph has a title and is always labeled.	• Have students work in groups: a. Survey "n" number of students with the focus question: Which of the following summer activities do you prefer? swimming, camping, watching T.V, bike riding or traveling b. Graph the data c. Create questions and answer keys d. Exchange completed projects among peers to provide answers for other assignments.	• Math Advantage Bk. 6 pg.C52	• Students will create a display of their graphs. • Have students create a booklet to outline procedure and outcomes of data.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 6

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Collect, organize, graph, and analyze a set of data as the answer to a question or problem.		• Have students create a picture puzzle. The pieces will be used to sequence the events of collecting, organizing, graphing, and analyzing data.		
3. Interpret circle graphs	• A **circle graph** is a graph that shows how parts of the data are related to the whole and to each other. Each part is known as a sector.	• Guide students to create circle graphs to show: a. their study schedule b. how they spend a school day. *Students will create questions and answers for the graphs • Have students create a bulletin board display.	• Harcourt Math Bk.5 pgs. 113, 245 • enVisionMath Bk. 5. pgs.446-449	• Write in mathematics journals explaining what circle graphs are and how to interpret them. • Lesson quiz: Have students complete test items by answering questions based on circle graphs.
4. Solve problems involving mean, median, mode and range	• **Mean** is the sum of all the numbers in a set of data divided by the number of addends. **Example**: 95 + 87 + 84 + 61 + 83 = 430 430 ÷5 = 86 • **Median** is the middle number in a set of data that are arranged in order. • **Mode** is the number or numbers that occur most often in a set of data. There may be one mode, more than one mode, or no mode • **Range** is the difference between the greatest and least number in a set of data.	• Guide students to a. use "n" number of persons to measure the following: - Heights - Weights b. Find the mean, median, mode and range of the heights and weights of students in the class. • Create a chant/rap to assist with finding the mean, median, mode and range.	• Harcourt Math Bk. 5 pgs.102, 106, 108 • Math Advantage Bk. 6 pg. 258, C54 • Bright Sparks Bk. 6 pg. 60 • www.promethianboard .com	• Lesson quiz: Students will solve problems to identify mean, median, mode, and range. • Create a chart to display mean, median, mode, and range of a specific set of data.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 6

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Verify the probability of a particular outcome and write it as a fraction or ratio.	• **Probability** is the chance that an event will happen. It compares the number of favourable outcomes and the number of possible outcomes. • Probability of an event = **number of favourable outcomes** / total number of possible outcomes **Example**: Fraction 2/3; ratio = 2 to 3 or 2:3 Reuben writes each letter of his name on a separate piece of paper and puts them in a bag. He chooses one piece of paper from the bag without looking. What is the probability that Rueben will chose the letter B? There is 1 favourable outcome out of 6 possible outcomes, R E U B E N. The outcomes are equally likely. The probability of choosing the letter B is 1/6 or 1 to 6 or 1:6 • A tree diagram is a diagram used to organize outcomes of an experiment.	• Guide students to create spinners with topics that interest them. E.g. Name brand shoes, favorite singers, words, restaurant names. • Allow students to: a. create and solve questions/answer keys b. exchange problems among peers and provide answers • Have students compete under timed conditions to write probability outcomes as fractions and ratios.	• Harcourt Math Bk. 5 pg. • Math Advantage Bk. 6 pg. 272 • enVisionMath Bk. 5. pgs.488-489	• Students create questions, conduct experiments, and record answers. • Create picture booklets to show outcomes.
6. Use probability to make reasonable predictions. - tells what could happen because outcomes are likely to occur.	• A reasonable prediction is one that indicates what could happen based on specific conditions. • Using probability to make reasonable predications must include all possible outcomes.	• Lead students to create a Silly Billy booklet that answers questions such as the following: Rashad says to Billy "The probability of rolling a 6 with a die is 1 to 6.	• Harcourt Math 5 pg.578	• Write an advice column about playing Silly Billy. • Have students provide reports to explain why predications arlogical or illogical.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: PROBABILITY AND STATISTICS
GRADE: 6

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Use probability to make reasonable predictions (Continued). - tells what could happen because outcomes are likely to occur.		• Roll the die. Whenever a 6 comes up, you win and Rashad will pay you $5.00. Whenever a 6 doesn't come up, I win and you pay me $5.00." Billy accepts the challenge. What do you think will happen and why? • Guide students to create a set of task cards with probability scenarios and at least two predictions of outcomes- one reasonable and the other unreasonable.		
7. Describe a fair game	• A fair game is one in which all players have an equal chance to win.	• Allow students to: a. play games and keep scores each time a player wins. At the end of 'n' games, students should justify why the game is fair/unfair. b. create a unique "fair game"	• enVisionMath Bk. 5. pgs.492 & 493	• Create a bookmark that outlines criteria for fair games. • Complete a paragraph to justify why their game is fair.

Problems of the Day

Primary School Mathematics

Grade 6

PROBLEM OF THE DAY: GRADE 6

Instructions: The following can be read aloud or written and discussed with students.

1. Thomas paid $7.00 for 8 conch shells. Small shells cost $0.50 each. Large shells cost $1.50 each. How many of each size did he buy?

   Answer: 5 small and 3 large shells

2. A video titled The Explorer's Guide to The Bahamas is 35 minutes longer than The Explorer's Guide to Mount Alvernia. The combined running time of the videos is 2 hours 11 minutes. How long is each video?

   Answer: Oceans 1 hour 23 min; Rivers, 48 min

3. Karyn paid $27.00 for two books about hurricanes. The hardcover book cost three times as much as the paperback book. How much did each book cost?

   Answer: Paperback, $6.75; hardcover $20.25

4. Ryan bought 27 seashells. He bought twice as many pieces of conch shells as he did sand dollars and 3 times as many pieces of star fish as he did conch shells. How many did he buy?

   Answer: 3 sand dollars, 6 conch shells, and 18 starfish

5. Josie gave 12 conch shells from her collection to Andy. She then received 15 conch shells from Lisa and gave 24 to Sophia. She now has 62 conch shells. How many conch shells did she have originally?

   Answer: 83

6. In the jewellery case, a necklace is displayed to the left of a bracelet and next to a ring. A watch is displayed to the right of the necklace but to the left of the bracelet. List the pieces of jewellery in order, from left to right, as they appear in the case.

Answer: sample answer; ring, necklace, watch, bracelet

7. Lauren received $0.55 in change after buying 3 large Bahamian postcards at a cost of $0.75 each and 4 small Bahamian postcards at a cost of $0.55 each. How much money did she give the clerk?

Answer: $5.50

8. In a display case, six rocks are arranged according to weight. The lightest rock weighs 3.4 oz, and the next rock weighs 4.5 oz. If the samples increase in weight by the same amount, what are the weights of the remaining rocks in the display?

Answer: 5.6 oz, 7.8 oz, 8.9 oz

9. Look at the problem below (part number and part letters) and use the clues to complete the number.
555-abcd

Clue 1: All digits are different
Clue 2: d is the only odd number
Clue 3: a is the only prime number
Clue 4: d = 3
Clue 5: c < 8
Clue 6: c – b = a

Answer: The number is 555-2469

10. Look at the problem below (part number and part letters) and use the clues to complete the number.

    800-jkmn

    Clue 1: All digits are different
    Clue 2: Only m, and n are prime
    Clue 3: Only j, m, and n are odd
    Clue 4: n = 5
    Clue 5: m< n
    Clue 6: j x j = j
    Clue 7: k x k = k

    Answer: The number is 800 – 1035

11. One model plane travels around a loop every 5 minutes. The other plane travels on another loop every 4 minutes. If they begin at the same point at the same time, how much time will pass before they meet at that point again?

    Answer: 20 minutes

12. One airplane leaves Lynden Pindling International Airport for Cat Island every 15 minutes. Another leaves for Inagua every 20 minutes. If service to both Islands start at 9:15 a.m., when will the airplanes leave the airport again at the same time?

    Answer: 10:15 a.m.

13. Suppose the Welcome Center gives a discount coupon to every tenth visitor. Every twelfth visitor gets a free T-shirt. Which will be the first visitor to receive both?

    Answer: 60^{th} visitor

14. Lenny, Mark, and Liza are going to jog along 3 different trails at Goodman's Bay. To complete one lap, Lenny takes 6 minutes, Mark takes 12 minutes, and Liza takes 9 minutes. If they start at the same time, how many minutes will it be before they are together again at the starting point?

    Answer: 36 minutes

15. Which is the more money: 50% of the sum of $150 and $50 or 1.5 times the difference $50 and $150?

Answer: 1.5 times the difference between $50 and $150

16. Would you rather have 10 000 000 ten-dollar bills or 100,000 thousand-dollar bills? Explain

Answer: Either, both quantities equal $100 million

17. An accountant wrote 4.527 billion dollars as 4.526 billion dollars. How much was this small mistake worth in dollars? Write your answer in whole numbers.

Answer: 1 000 000

18. How many numbers less than 1,000 are there that contain only the digits 5 or 6 or both 5 and 6? A digit may be used more than once.

Answer: 14

19. There are two lines of people. One person leaves the shorter line. Eight move from the longer to the shorter line. There are now 10 people in each line. How many started in each line?

Answer: the lines had 18 people and 3 people

20. Ian is going away. He has budgeted $35 each day for food. What is a reasonable amount to budget for total food costs if he goes away for three weeks?

Answer: Sample answer; $800

21. Paul has invited 221 people to a party. All but 33 who people accepted actually attended. Half of the people who attended brought a friend. How many people came?

Answer: 276

22. A number n increases by 29 when it is rounded to the nearest hundred. N decreases by 1 when rounded to nearest ten. If n is between 400 and 500, what is n?

Answer: 471

23. An elevator has a weight capacity of 13 adults. When 9 adults and 10 children get on the elevator it is a full capacity. Using 150lb as the average weight of an adult, estimate the average weight of a child.

Answer: 60lb

24. The sum of five decimals is 25.0. Each decimal is 0.1 greater than the one that precedes it on the number line. What are the decimals?

Answer: 4.8, 4.9, 5.0, 5.1, 5.2

25. Subtracting a number from 30 gives the same result as adding the number to 18. What is the number?

Answer: 6

26. Ben follows a pattern of pushes up each week. From Week 1 to Week 6 he does 0, 20, 10, 30, 30 and 40 push ups. When will he be doing 70 and 80 push ups?

Answer: week 12 and week 14

27. Write +, -, or x in each box:

12 ☐ 6 ☐ 3 =

How many different whole numbers can you express? What are they?

Answer: 9 different numbers

28. What is the greatest number you can make using two different operations and the numbers 25, 40, and 6?

    Answer: 1240

29. A number is doubled and the product is increased by 10. Then 3 is subtracted from the result. The final number is 57. What is the number that was doubled?

    Answer: 25

30. Bus fare to and from school is $1.00 each week. Fifteen students decide to save money by walking. If they make the round trip five days a week, estimate how many weeks it will take them to save $1 500

    Answer: about 20 weeks

31. What is the value of DE?
    ABC
    X DE
    EEE
    ABCE
    ABCE

    Answer: 10

32. The product of 12.5 and another decimal number is greater or equal to 1. What is the least value the other decimal can be?

    Answer: 0.08

33. The difference between two numbers is 4 less than their sum. One number is one less than the other number. What are the two numbers?

    Answer: 2 and 3

34. 4 is how many times as great as the product of 0.2 x 0.2?

Answer: 100

35. Harvey made 24 pounds of tamarind sauce. He wants to fill an equal number of 4 pound jars and 2 pound jars with the tamarind sauce. How many of each size will he need?

Answer: 4 of each size jar

36. A small plant grew 2.5 cm in 100 days. At this rate, about how much will the plant grow in 3 years?

Answer: 27 cm

37. George drove 310 miles on 16 gallons of gas. He has 3 more gallons of gas in his tank. Can he make it 62 miles to the next gas station? Explain using estimation.

Answer: No. He is getting about 20 miles per gallon so 3 x 20 = 60

38. Find the dividend, divisor, and quotient for the 8^{th} problem in the series. (Hint: Carry out the divisions to find the pattern)
2 ÷2; 36÷3; 492÷4; 6,170÷5; 74,070÷6.

Answer: 111 111, 102÷9 = 12 345 678

39. Charlene divided a number by a 2-digit divisor and got a quotient of 99 R 98. What is the divisor? What is the dividend?

Answer: 99; 9,899

40. A broken calculator always gives a quotient which is 10 times the real quotient. How would you need to enter this problem to have the calculator show the correct answer? 3793.62÷46

Answer: 379.362 ÷ 46 or 3,793.62 ÷ 460

41. Each cookie from a 24 –oz box of cookies weighed 0.8 oz. A new box with 10 fewer cookies also weighs 24 oz. How much heavier is a cookie from the new box than a cookie from the first box?

Answer: 0.4 oz heavier

42. If this pattern continues, what will be the letter in the 40^{th} position?

Monday Monday Monday …..

Answer: d

43. If M is not 0 or 1, find the value of M if 3(M + M)= 3(M x M).

Answer: M = 2

44. Tim has 5 more blue ties than half the number of his red ties. He had 3 more yellow ties than one quarter the number of his blue ties. He has 6 red ties. How many ties of each color does he have?

Answer: 6 red, 8 blue, 5 yellow

45. Suppose a person bought an antique chair for $40, sold it for $45, bought it again for $50, and sold it again for $55. How much profit was earned?

Answer: $10

46. Guess and check to find the missing numbers in this data set. The mean of the data set is 105. The mode is 108. (100, 103, ?, 108, ?)

Answer: 107, 108

47. You have 1-lb, 10-lb, and 100-lb cowbells. What is the number of cowbells needed to balance a scale with 185-lb on one side of the balance?

Answer: 8 cowbells

48. The sum of four numbers is 40. If a fifth number is added, the mean of the numbers becomes 12. What is the fifth number?

Answer: 20

49. Jan is walking up a down escalator. For every 6 steps she walks up, the escalator moves down 2 steps. If there are 28 steps between floors, how many steps will Jan climb to reach the next floor?

Answer: 42 steps

50. Choose any number. Subtract 3. Multiply by 4. Divide by 2. Add 6. Divide by 2. Try other numbers. What do you find? Why do you think that is?

Answer: the answer is always the number with which you start

51. One April 15, Kara planted a seed that will grow at a rate of 4 cm every 15 days. What will be the height of her plant on July 4?

Answer: greater than 20 cm. but less than 24 cm.

52. Use four 4s and any operations to make the number 2.

Answer: **sample answer**

$$\frac{(4 \times 4)}{(4 + 4)}$$

53. One half of Karl's father's age added to one third of his mother's age is 31. His father is 38 years old. Karl was born when his mother was 25 years old. How old is Karl?

Answer: 11 years old

54. A fraction is equivalent to 1/2 . Its numerator is a multiple of 5 and its denominator is between 21 and 39. What is the fraction?

Answer: 15/30

55. Find two equivalent fractions, A and B. A's numerator is 3 times B's numerator. A's denominator is 36. B's numerator is 5.

Answer: A= 15/36; B= 5/12

56. The Bahamian Prime Ministers Pindling and Ingraham were elected in the only years between 1789 and 2000 that were divisible by 2, 3, 4, 5, 6, 9, and 10. What are the years? (Hint: Elections occur every 4 years, and the year 2000 is an election year.)

Answer: 1800 and 1980

57. Pat has $25 to buy a pair of kneepads and a pair of elbow pads. Kneepads cost $7.59 each. Elbow pads cost $6.99 each. How much more does she need?

Answer: $4.16

58. Put these numbers in order from least to greatest.

5, 2, 0.5, 0.5, 0.2

Answer: 0.2, 0.5, 0.5, 2, 5

59. What is the smallest number that is divisible by each of the first three prime numbers?

Answer: 30

60. What's the number? It is a multiple of 5. It is a factor of 50. Its tens digit is 3 less that its one's digit**.**

Answer: 25

61. Larry has some flamingoes and rabbits. He counts 16 heads and 42 legs in the barnyard. How many of each animal does he have?

Answer: 5 rabbits and 11 flamingoes

62. Clock A rings every 9 min. clock B rings every 12 min. clock C rings every 20 min. All the clocks rang at noon. When is the next time all 3 will ring at the same time?

Answer: 3 p.m.

63. Nobody knows how old Aunt Helen is but she gave a few hints. She had passed 1/20 of her life before she started school. She spent 3/20 of her life in school; She worked for 1/10 of her life before she got married. She was married for 2/5 of her life. Her husband died after 7/10 of her life.

From reading Uncle Harry's gravestone you find out that she has been a widow for 24 years. How old is Aunt Helen?

Answer: 3/10)*? = 24 and 24/(3/10) = 80. Aunt Helen is 80 years old.

64. An example of five consecutive even numbers is 10, 12, 14, 16, and 18. Find five consecutive even numbers whose sum is 450.

Answer: 86, 88, 90, 92, 94

65. Which of these numbers has the least number of different prime factors? Explain how you know.
360 810 1 000

Answer: 1 000

66. Find the missing denominators so that the sums of these fractions is 1.

1/ ☐ +2/☐ + 3/☐ +4/☐ = 1

Answer: Answers may very. Sample answer: the denominator of each fraction is 10

67. Ty is ordering pizza for a party. Each person will eat 3/8 of a pizza. No slices will be left over. What is the least number of pizzas he should order?

Answer: 3 pizzas

68. A and B are mixed numbers. B is greater than A. When you round each to nearest whole number and add them together, the sum of the rounded numbers is 10. Find the numbers.

Answer: sample number: A = 3 4/5 and B= 5 ¾

69. Wendy received scores 5, 5.9, 5.7 and 6 from four judges. What score did she receive from a fifth judge if her average score was 5.7?

Answer: 5.9

70. The numerator of each of four fractions is 1. Each denominator is a different number. Name the fractions.

Answer: sample answer: 1/12, 1/6**, ¼, ½**

71. Each pair of fractions has a sum of 1. Find the missing denominators.

¾ + 3/ = 1 4/5 + 4/ = 1

5/6 + 5/ = 1 6/7 + 6/ = 1

Answer: 12; 20; 30; 42

72. The sale price of a shirt is the regular price minus 1/5 of the regular price. What fraction of sale price will be equal to the discount received?

Answer: ¼

73. Theo has $1.00 in five cents and ten cents. He has twice as many five cents as ten cents. How many five cents does he have? How many ten cents?

Answer: 5 ten cents and 10 five cents

74. Find a + b. write your answer in simplest form.

1/(1x2) + 1/(2x3) + 1/(3x4) = a
1/(4x5) + 1/(5x6) = b

Answer: 5/6

75. Anne gave 1/3 of her stamps to Mary, 1/5 to Lucy, and her 7 remaining stamps to Leah. How many stamps did Anne give away?

Answer: 15 stamps

76. Find the missing members of this sequence.

41 /6, 2 5/6, 4 ½, 6 1/6, ? ?

Answer: 7 5/6, 9 ½

77. Half of 36 students brought some food to school. Half of those who brought food brought some fruit. How many did not bring fruit?

Answer: 27 students

78. Jeff multiplied a fraction by itself to get product P. He then multiplied P by 18 to get a product of 2. What is the fraction?

Answer: 1/3

79. Alex made two equal groups of pears. He began with a number between 60 and 70 pears. One group was for a pie. He gave away 3/8 of the other group. How many pears did he begin with?

Answer: 64

80. Of A, B, and C, two numbers are fractions and one is a mixed number. If A x B = C>B, and C<A, then which number is the mixed number? Explain.

81. A is a whole number and B is a fraction, where A x B = C and A ÷ B = D. Rank A, B, C, and D from greatest to smallest. Explain using examples.

Answer: D>A>C>B. answer will vary. Check student's examples.

82. The gauge in Ted's tank is one 1/8 Gas cost $1.50 a gallon. The tank holds 18 gallon. What will it cost Ted to fill the tank?
Answer: $23.50

83. Angela is cutting shelves from 14-ft board. Each cut takes her 1 ½ minutes. How many shelves will she make if she spends 9 minutes sawing?

Answer: 7 shelves

84. Jed was on a plane trip. Halfway into his flight, Jed began reading his book. When he stopped reading, the distance remaining in the flight was half the distance flown when he was reading. For what fraction of the trip was Jed reading?

Answer: 1/3

85. Find the value of A,B, C, and D. then complete the addition sentence.

$$\begin{array}{r} A\ BCD \\ +\ C\ ABC \\ \hline 13\ 986 \end{array}$$

Answer: A = 7, B = 2, C = 6 ; D = 0; 13 986

86. When rounded to nearest hundredth, 8/9 is 0.89. find another fraction that has the same digits in both the fraction and the rounded decimal.

Answer: 3/8 = 0.38

87. Which is the pattern used for these numbers? 15, 12, 13, 10, 11, 8, 9

+ 1, − 3 + 3, − 1 − 3, + 1

88. Tanya has 56 marbles. Billy has 24 more than Tanya, and Jerry has 5 more than Billy. How many marbles do they have in all?

Answer: 201

89. Mr. Sands decided to grow a garden so he could make salad. He wants to make it 10.1 m long and 4.2 m wide. However, in order to avoid Bugs Bunny from entering his garden he must make a fence surrounding the garden. He decides to make the fence 11.2 m long and 5.0 m wide. What is the area between the fence and the garden?

Answer: 13.58 m^2

90. If you saved \$2.00 on January 1, \$4.00 on February 1, \$6.00 on March 1, \$8.00 on April 1, and so on, how much money would you save in one year?

Answer: 2 + 4 + 6 + 8 + 10 + 12 + 14 + 14 + 18 + 20 + 22 + 24 = \$156.00

91. Scooby Doo is thinking of two numbers. Their greatest common factor is 6. Their least common multiple is 36. One of the numbers is 12. What is the other number?

Answer: The other number is 18.

92. Melissa made a list of all the whole numbers between 1 to 100. How many times did she write the number 2?

Answer: 19

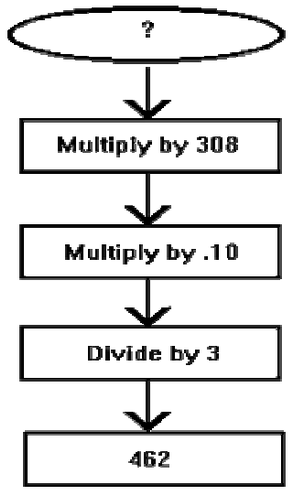
93. Henny passed around a basket of scarlet plums to the girls at her party. Before the party she ate 5 scarlet plums and gave a friend 3. Eight girls arrived at the party. The first girl took a scarlet plum, the second girl took 3 scarlet plums, the third girl took 5 scarlet plums and so on. After the last girl took her scarlet plums, the basket was empty. How many scarlet plums were in the basket at the beginning?

Answer: 72

94. Rob wanted an allowance. His father gave him a choice of getting it on a weekly or on a daily basis. He said he would either pay him \$1.25 a week or pay him in the following manner for a week: On Monday he would give him \$0.01; On Tuesday \$0.02; On Wednesday \$0.04 and on through Sunday. What would you tell Rob to do so he can get more allowance?

Answer: .01+.02+.04+.08+.16+.32+.64 = \$1.27 > \$1.25
Rob should ask for a daily allowance.

95. What is the number you started with?



Answer: (462 * 3) / 0.1 = 13860 - 13860 / 308 = 45

96. Carpet World is having a sale and Mrs. Black is looking for some carpet for her living room. Her living room is 4m by 5m. How much will it cost her to do this at sale price?

CARPET SALE
Regular $9.99 square metre
Now on Sale for 20 percent off

Answer: Area = 4m x 5m = 20 m^2

$9.99/$m^2$ x 20m^2 = $199.80 x .8 = $159.84

97. Mrs. Archer's house had $100m^2$ of living space. Then he added a room that was 4m by 5m. What was the fractional increase of living space? What was the percent of increase in living space?

Answer: 4m * 5m = 20m^2

20m^2/100m^2 = 1/5 = 20 percent

98. The magician said, "The average of seven numbers is 49. If 1 is added to the first number, 2 is added to the second number, 3 is added to the third number and so on up to the seventh number", what is the new average?

Answer: 49 + (1 + 2 + 3+ 4 + 5 + 6 + 7)/7 = 49 + 4 = 53

99. The peel of a banana weighs about 1/8 of the total weight of the banana. If you buy 3 kg of bananas at 1kg for $0.60, about how much are you paying for the banana peel? For the banana itself? Round to the nearest cent.

Answer: $0.23 is spent on the peel.

$1.80 - $0.23 = $1.57 on banana.

100. The number of hours that were left in the day was one-third of the number of hours already passed. How many hours were left in the day?

Answer: 9 hours left = 1/3 (15) 6 hours left = 1/3 (18)
9 is not equal to 5 6 hours = 6 hours

6 hours were left in the day.

DEPARTMENT OF EDUCATION

LANGUAGE ARTS

Grade 6

2019

DEPARTMENT OF EDUCATION
HUMANITIES SECTION

PRIMARY LANGUAGE ARTS SCOPE AND SEQUENCE

September 2010

TABLE OF CONTENTS

HOW TO USE THE DOCUMENT

Teachers should take the time to familiarize themselves with the Scope & Sequence. The Scope & Sequence spans the objectives from pre-school to Grade 7. The following key has been provided so that teachers will know the levels at which their students are expected to be performing: **B- Beginning, D- Developing, P- Proficient, R-Reinforcing and IT – Incidental Teaching**.

The new Primary Language Arts Curriculum has been structured using three sub-goals. Below are a few ideas on how teachers can work through them.

Sub-goal 1 deals with what was traditionally known as **Listening & Speaking** but also has the added components of **Viewing** and **Presenting**. In many instances these objectives can be integrated into some of the other sub-goals or as teachers work with the content related subjects. Individual lessons need not be planned for each objective. For example Listening objective 1.13, Presenting objective 1.57 and Comprehension objective 2.46 in Sub-goal 2, can be combined within a lesson as they are all related to the skill of sequencing and would provide for the teaching of the skill in various contexts. Teaching this way would allow students who are not able to read well, an opportunity to at least understand the skill. As students interact with informational texts, videos and DVDs, the Viewing objectives can be taught.

Sub-goal 2 incorporates the various components of **reading**: ***phonemic awareness, phonics, vocabulary, fluency*** and ***comprehension*** in addition to some of the basic ***literary skills***. The components and literary skills should be integrated into reading lessons and taught in the context of literature. Everyday reading materials should be used. For example, if you are teaching the skill of making predictions, then the weather report from the newspaper could be incorporated into the lesson. *The Literacy Resource Handbook* that was recently published in conjunction with OAS, The College of

The Bahamas and The Ministry of Education and *The Literacy Enhancement series* should be useful aids in the teaching of this sub-goal.

Sub-goal 3 focuses on the teaching of **Writing**. ***Grammar, Spelling*** and ***Handwriting*** are tools to be used to improve students' writing and are not to be taught as ends in themselves. Practice exercises should be provided to reinforce skills taught in Grammar, Spelling and Handwriting; however, the application of these skills should be emphasized in students' writing and where applicable, in their speech as well. When scoring students' writing, pieces should only be scored for what has been taught in the four areas. Develop a checklist. Each week the number of items on the checklist should increase as new skills that have been taught are added. The old items on the checklist should be continually reinforced. By the end of the school year, a sizeable checklist should have been generated. Students should be aware of what is contained in the checklist and should be encouraged to use it to assess their own writing before it is even submitted to the teacher. Students' writing should be marked for **content**, **mechanics** (Grammar and Spelling) and **handwriting/presentation**. The books *Grammar & Writing, Write Source*, *6 + 1 Traits of Writing* and also *Developing Skills in Composition* should be helpful resources to use.

RATIONALE

Because we desire a Bahamas that is capable of competing in an advancing global society, we need Language Arts curricula that will aid cultural transmission while helping to develop responsible, purpose driven, innovative and productive citizens with a passion and appreciation for continual self-development and life-long learning. Additionally, we want to develop independent learners who communicate effectively while exhibiting a sense of respect for the feelings, ideas and beliefs of others.

OVERARCHING GOAL

Students will be able to comprehend and use language as they logically process written, spoken and viewed information while skillfully conveying their thoughts and beliefs in various forms.

SUB-GOALS

1. Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media

2. Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

3. Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions

STANDARDS

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Preschool Students will be able to communicate thoughts, feelings and personal experiences and use a variety of media to relate information

Grade 1 Students will be able to listen to and view a variety of presentations and demonstrations for enjoyment and information, while successfully exchanging experiences, ideas and opinions during oral communication.

Grade 2 Students will be able to view stimuli and listen attentively in order to recall, explain and use basic information to arrive at conclusions.

Grade 3 Students will be able to view stimuli and listen attentively in order to apply the skills necessary for effective oral communication and presentation for a range of audiences.

Grade 4 Students will be able to view and listen to various stimuli and orally present information effectively, using various forms of written and spoken language.

Grade 5 Students will be able to view and listen to an assortment of stimuli in order to analyze materials and orally present information effectively, using various forms of written and spoken language.

Grade 6 Students will be able to view stimuli and listen attentively in order to analyze and synthesize information necessary for effective communication.

Grade 7 Students will be able to listen to and view various forms of media to critically interpret and evaluate information in order to construct original forms of writing.

General Objectives

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Students will be able to:

1. listen for enjoyment and to critically interpret, analyze and synthesize various forms of literature and media.

2. speak fluently using proper verbal and non-verbal expressions and use Standard English and Bahamian Dialect appropriately.

3. view numerous forms of oral and media presentations for information and enjoyment and respond critically.

4. create and execute effective presentations designed to inform, entertain and persuade different audiences.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

General Objective: To listen for enjoyment and to critically interpret, analyze and synthesize various forms of literature

	Objectives **LISTENING:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.1	Display the characteristics of a good listener.	B	D	D	D	P	R	R	R
1.2	Classify familiar sounds in the environment based on type or association (e.g. nature sounds).	B	D	P	R	IT	IT	IT	IT
1.3	Determine the direction and distance of sounds especially when personal safety is involved.	B	D	P	R	R	R	R	R
1.4	Distinguish between various degrees of sounds (loud and soft, high and low, long and short, & fast and slow).	B	D	P	R	IT	IT	IT	IT
1.5	Perform simple oral instructions.	B	D	P	R	IT	IT	IT	IT
1.6	Perform multi-step instructions.	B	B	D	D	P	R	R	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **LISTENING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.7	Distinguish between beginning, middle, and final consonants.		B/D	D	P/R	IT	IT	IT	IT
1.8	Identify short and long vowel sounds in words heard.		B/D	D	P/R	R	IT	IT	IT
1.9	Identify blends and digraphs in words heard.		B/D	D	P	R	R	R	IT
1.10	Identify prefixes and suffixes in words heard.			B	D	P	R	R	R
1.11	Identify words that rhyme.	B	D	D	P	R	IT	IT	IT
1.12	Listen to identify the main idea and supporting details.	B	B	D	D	D	D	P	R
1.13	Listen to identify the sequence of events.	B	D	D	P	R	R	R	R
1.14	Listen to compare and contrast information heard.		B	B/D	D	D	D	P	R
1.15	Listen to identify cause and effect relationships.		B	B/D	D	D	D	P	R
1.16	Draw conclusions based on what they have heard.		B	B/D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **LISTENING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.17	Listen for descriptive details.	B	B	D	D	P	R	R	R
1.18	Identify vocal characteristics (intonations & expressions) and gestures to influence the meaning of oral language.		B	B	D	D	P	R	R
1.19	Write dictated sentences or passages.		B	D	D	P	R	R	R
1.20	Listen to identify persuasive techniques of tone and mood during a presentation				B	D	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To speak fluently, using proper verbal and non-verbal expressions and use Standard English and Bahamian dialect appropriately.

	Objectives **SPEAKING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.21	Communicate personal needs clearly	B	D	P	R	IT	IT	IT	IT
1.22	Communicate clearly personal information (full name, address, date of birth etc.)	B	B	D	P	R	IT	IT	IT
1.23	Give simple oral instructions.	B	D	D	P	R	IT	IT	IT
1.24	Give multi-step oral instructions.		B	D	D	P	R	R	R
1.25	Provide accurate oral directions to specific locations.		B	D	D	P	R	R	R
1.26	Use color, shape, size and position words in sentences.	B	D	D	P	R	R	R	R
1.27	Use correct verb forms in oral sentences.		B	D	D	P	R	R	R
1.28	Use personal pronouns in oral sentences.	B	B	D	P	R	R	R	R
1.29	Use Standard English in oral sentences.	B	B	D	D	P	R	R	R
1.30	Use Bahamian Dialect effectively.		B	D	D	D	P	R	R
1.31	Engage in conversations on a variety of topics.	B	B	D	D	P	R	R	R
1.32	Remain on topic when speaking.	B	B	D	D	P	R	R	R
1.33	Respond to questions in complete sentences.	B	B	D/P	R	IT	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **SPEAKING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.34	Ask relevant questions to clarify information.	B	B	B/D	D	D	P	R	R
1.35	Express opinions based on given topics and information heard.	B	B/D	D	D	P	R	R	R
1.36	Provide examples and facts to explain and support their ideas.			B	B/D	D	D	P	R
1.37	Respond appropriately when speaking with adults (yes ma'am, no sir etc.).	B	D	P	R	IT	IT	IT	IT
1.38	Respond to telephone calls in the appropriate manner.	B	B/D	D	P	R	R	R	R
1.39	Paraphrase a simple spoken message and deliver it accurately.		B	D	P	R	R	R	R
1.40	Retell a story in own words.	B	B/D	D	D	P	R	R	R
1.41	Recount experiences, community and world news in a logical sequence.	B	B/D	D	D	P	R	R	R
1.42	Read aloud (stories, letters, composition and plays) with the appropriate expressions.		B	D	P	R	R	R	R
1.43	Use transition words in speech to make ideas flow.		B	D	D	P	R	R	R
1.44	Use vivid descriptive words when providing oral descriptions.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **SPEAKING**:	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.45	Interpret and express sensory impressions (thoughts and feelings) gained while listening.	B	D	D	D	P	R	R	R
1.46	Speak clearly, audibly and use appropriate volume and pace in different settings.	B	B	D	D	D	P	R	R
1.47	Use speech that is free from articulation errors (proper intonation, stress, rhythm, rate, and volume).			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To create and execute effective presentations designed to inform, entertain and persuade different audiences.

	Objectives **PRESENTING**:	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.48	Communicate clearly using a variety of verbal and non-verbal skills.	B	D	D	P	R	R	R	R
1.49	Use pictures or objects to tell a story.	B	D	D	P	R	R	R	R
1.50	Introduce others giving relevant information.		B	D	P	R	R	R	R
1.51	use vocal characteristics, eye-contact, and gestures when engaged in dramatic activities, making presentations, and participating in choral speaking.	B	D	D	P	R	R	R	R
1.52	Use appropriate greetings, conversational openings and closings.	B	B/D	D	P	R	R	R	R
1.53	Use various synonyms to enhance presentations.			B	D	D	P	R	R
1.54	Use words and phrases that convey strong feelings or images.		B	B/D	D	D	P	R	R
1.55	Use Standard English and Bahamian Dialect appropriately according to the purpose of the speech and audience.		B	D	D	P	R	R	R
1.56	Organize and report the details of an event in sequential order.	B	B	B	D	D	P	R	R
1.57	Deliver oral summaries of articles and books.		B	B/D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **PRESENTING**:	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1.58	Deliver orally, self-designed expository presentations (book reports, research etc.).		B	B/D	D	D	D	D	D
1.59	Use persuasive techniques when presenting.					B	B/D	D	D
1.60	Evaluate a presentation given by a classmate			B	B/D	D	D	P	R
1.61	Distinguish between fiction and non- fiction and fact and opinion.	B	D	D	P	R	R	R	R
1.62	Distinguish between emotional and logical arguments				B	B/D	D	D	D
1.63	Deliver impromptu speeches				B	D	D	D	D
1.64	Explain statistical and graphical information	B	B/D	D	D	P	R	R	R
1.65	Use Standard English and Bahamian Dialect appropriately according to the purpose of the speech and audience.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To view numerous forms of oral and media presentations for information and enjoyment and to respond critically.

	Objectives **VIEWING**:	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
1.65	Use visual clues to extract information.	B	B/D	D	P	R	R	R	R
1.66	Create visual materials to enhance oral presentations	B	D	D	P	R	R	R	R
1.67	Interpret information from maps, charts, diagrams, graphs, and other media forms	B	B/D	D	D	P	R	R	R
1.68	Evaluate the way visual images (e.g. illustrations, and graphics) support meaning.			B	B/D	D	D	P	R
1.69	Compare and contrast print and electronic media					B	D	D	D
1.70	Interpret and express sensory impressions (thoughts and feelings) gained while viewing.	B	D	D	D	P	R	R	R
1.71	Critique persuasive techniques used in the media					B	B/D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

STANDARDS

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

Preschool Students will be able to listen to, understand and respond to a variety of written materials such as stories, poems and informational materials.

Grade 1 Students will be able to read and comprehend grade level appropriate text through the application of phonics and vocabulary skills.

Grade 2 Students will be able to utilize various strategies to assist them with interpreting more narrative text, while responding to them in varying ways.

Grade 3 Students will be able to apply a range of skills and strategies to help them understand and respond to narrative and informational text.

Grade 4 Students will be able to construct meaning, as they comprehend, and respond to various text.

Grade 5 Students will be able to interpret, analyze and respond to print and non-print materials for a variety of purposes.

Grade 6 Students will be able to gather, synthesize and evaluate information they read in a variety of text and media across the curriculum.

Grade 7 Students will be able to extract, analyze, synthesize and evaluate various media forms by using strategic comprehension skills and literary skills.

General Objectives

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

Students will be able to:

1. identify and manipulate the sounds of speech through oral blending and segmenting.

2. read grade level text orally with accuracy, appropriate rate and expression.

3. acquire grade appropriate vocabulary through multiple strategies and use them in relevant context.

4. employ a variety of strategies to comprehend text and audio-visual materials.

5. analyze and respond to text revealing their feelings and thoughts.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

General Objective: To identify and manipulate the sounds of speech through oral blending and segmenting.

	Objectives **PHONEMIC AWARENESS:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.1	Understand that spoken words are composed of sounds which are represented by alphabetic letters.	B/D	P	R	IT	IT	IT	IT	IT
2.2	Segment words into initial, medial, and final sounds.		B	D	P/R	IT	IT	IT	IT
2.3	Produce rhyming words (onsets and rimes).	B	D	P	R	IT	IT	IT	IT
2.4	Name all uppercase and lowercase letter forms.	B	D/P	R	IT	IT	IT	IT	IT
2.5	Identify name and environmental print.	B/D	P	R	IT	IT	IT	IT	IT
2.6	Distinguish letters from words.	B	D/P	R/IT	IT	IT	IT	IT	IT
2.7	Identify letters, words and sentences.	B	D	P/R	IT	IT	IT	IT	IT
2.8	State letter/sound relationships.	B	D	P/R	IT	IT	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **PHONEMIC AWARENESS:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.9	Identify initial, medial and final sounds of spoken words.		D	P	R	IT	IT	IT	IT
2.10	Blend sounds (phonemes) to make words or syllables.		D	D	P/R	IT	IT	IT	IT
2.11	Match oral words to printed words.	B	D	P/R	IT	IT	IT	IT	IT
2.12	Track print: left to right on line, top to bottom on page, front to back of book.	B/D	P	R	IT	IT	IT	IT	IT
2.13	Identify the parts of a book.	B	D	P	R	R	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To identify and manipulate the sounds of speech through oral blending and segmenting.

	Objectives **PHONICS:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
2.14	Apply the alphabetic principle (letter /sound correspondence).	B	B/D	P	R	IT	IT	IT	IT
2.15	Match short and long vowel sounds to appropriate letters.		B/D	P	R	R	IT	IT	IT
2.16	Identify common word patterns e.g. CVC (consonant-vowel-consonant).		B/D	P	R	R	IT	IT	IT
2.17	Blend consonant- vowel sounds to make syllables or words.		B/D	P	R	IT	IT	IT	IT
2.18	Identify initial, medial and final blends.		B	D	P	R	IT	IT	IT
2.19	Associate the correct sounds with initial blends e.g. r blends, l blends, etc.		B	D	P	R	IT	IT	IT
2.20	Identify digraphs in initial, medial and final positions.		B	D	D	P	R	R	IT
2.21	Pronounce diphthongs in initial, medial and final positions.			B	D	P	R	R	IT
2.22	Identify contractions, abbreviations and compound words.		B	D	P	R	R	R	R
2.23	Add inflectional endings (with or without spelling changes).		B	D	P	R	R	R	R
2.24	Identify the base word, prefix, ending or suffix in words.			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To acquire grade appropriate vocabulary through multiple strategies and use them in context.

	Objectives **VOCABULARY:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.25	Provide synonyms for given words.		B	D	D	D	P	R	R
2.26	Provide antonyms for given words.		B	D	D	D	P	R	R
2.27	Differentiate among homonyms, homophones and homographs.			B	D	P	R	R	R
2.28	Examine word parts to determine meanings of new words (prefix, suffix and root).		B	D	P	R	R	R	R
2.29	Apply dictionary and thesaurus skills to determine pronunciations, meanings, alternate word choices parts of speech and origin of words.			B	D	D	P	R	R
2.30	Explain the literal meaning of words.		B	D	D	D	D	P	P
2.31	Utilize words with multiple meanings.		B	D	P	R	R	R	R
2.32	Translate text messages into Standard English.				B	D	D	P	R
2.33	Use context clues to determine the meaning of unfamiliar words (restatement clues, synonyms, antonyms, comparison and contrast within a definition, clues in a series etc.)			B	D	D	D	D	D
2.34	Use knowledge of language to enhance vocabulary (etymology, acronyms and euphemisms)			B	D	D	D	D	D
2.35	Explain the figurative use of words.				B	D	D	D	D
2.36	Use analogies to show relationships					B	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To read grade level text orally with accuracy, appropriate rate and expression.

	Objectives **FLUENCY:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.37	Read aloud in a manner that sounds like natural speech		B	D	P	R	R	R	R
2.38	Identify common phrases in reading.			B	D	P	R	IT	IT
2.39	Use visual clues (punctuation marks, italics etc.) to aid reading.		B	D	D	P	R	R	R
2.40	Read aloud a variety of texts with appropriate pacing, intonation and expression		B	D	P	R	R	R	R
2.41	Increase accuracy, speed and expression		B	D	P	R	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To employ a variety of strategies to comprehend text and audio-visual materials.

	Objectives **COMPREHENSION:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.42	Activate prior knowledge and preview text.	B	D	P	R	R	R	R	R
2.43	Identify elements of a story i.e. character, plot, setting, themes		B	D	D	P	R	R	R
2.44	Use context clues for understanding the meaning of words, phrases, sentences and paragraphs.		B	D	P	R	R	R	R
2.45	Derive the main idea and supporting details.		B	D	P	R	R	R	R
2.46	Tell events in the correct sequence.	B	D	D	D	P	R	R	R
2.47	Distinguish between fiction and non-fiction.	B	D	P	R	R	R	R	R
2.48	Differentiate between fact and opinion.			B	D	P	R	R	R
2.49	Summarize and paraphrase text.			B	D	D	P	R	R
2.50	Compare and contrast events, opinions and facts.		B	D	D	D	D	P	R
2.51	Make analogies (i.e. the comparison of two or more things based upon the similarity of like features).			B	D	P	R	R	R
2.52	Make inferences.		B	D	D	D	D	P	R
2.53	Identify and predict cause and effect		B/D	D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **COMPREHENSION:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.54	Interpret the author's purpose i.e. to inform, entertain, persuade, and express				B/D	D	D	P	R
2.55	Determine author's viewpoint or bias				B	D	D	D	D
2.56	Draw conclusions	B	B	D	D	D	D	P	R
2.57	Evaluate ideas and text.			B	D	D	P	R	R
2.58	Synthesize ideas from different texts and media to determine common themes.				B	D	D	D	P

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To analyze and respond to text revealing their feelings and thoughts

	Objectives **LITERATURE:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
2.59	Appreciate various genres of literature (e.g. fairy tales, myths, legends, biographies, science fiction, nursery rhymes, articles, poetry, mysteries, plays, etc.)	B	D	D	D	D	P	R	R
2.60	Appreciate culturally based stories and text.	B	D	P	R	R	R	R	R
2.61	Explain the difference between realism and fantasy.		D	P	R	R	R	IT	IT
2.62	Identify mood and humour.		B	D	D	D	D	P	R
2.63	Identify forms of figurative language such as metaphors, similes, personification.				B	D	D	P	R
2.64	Respond to reading in various ways e.g through illustrations, oral and written communication	B	D	D	P	R	R	R	R
2.65	Evaluate the appropriateness of the text.			B	D	P	R	R	R

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STANDARDS

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Preschool Students will be able to demonstrate competence in the general skills and strategies of the writing process while using grammatical and mechanical conventions.

Grade 1 Students will be able to compose various types of simple sentences with regard to proper mechanics and reflect this variety in their speech.

Grade 2 Students will be able to write a short paragraph with appropriate details that are arranged in a logical sequence, and convey these ideas orally.

Grade 3 Students will be able to construct more expanded sentences in various writing pieces where their speech also demonstrates such growth.

Grade 4 Students will be able to apply a range of skills and strategies in the writing process to produce writing pieces that reflect proper organization, sentence fluency, voice and other writing traits.

Grade 5 Students will be able to recognize and apply the structures of various forms of writing to their own drafts with emphasis on vivid word choice, engaging voice, and other writing traits.

Grade 6 Students will be able to write clearly and skillfully for a variety of audiences, purposes and context by incorporating the writing traits, various strategies as well as resources that enable them to synthesize and communicate information effectively.

Grade 7 Students will be able to compose well structured compositions for a variety of audiences and purposes by using the writing process to internalize, communicate and evaluate information competently.

General Objectives

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions

Students will be able to:

1. use the writing process to compose coherent, well-organized writing pieces that skillfully incorporate the traits of writing.

2. demonstrate their understanding of special sounds, word parts and types of words to spell and identify words and their meanings.

3. compose varying types of sentences that reflect proper punctuation and form by adhering to grammatical rules.

4. communicate orally by adhering to grammatical rules and the appropriate use of Bahamian dialectal expressions.

5. produce legible and well-formed manuscript or cursive letter forms in their writing.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

General Objective: To use the writing process to compose coherent, well-organized writing pieces that skillfully incorporate the traits of writing.

	Objectives **WRITING:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.1	Describe the steps in the writing process.			B	D	D	D	P	R
3.2	Identify the qualities found in good writing.		B	D	D	P	R	R	R
3.3	Use appropriate language to respond to the writing of an author.		B	D	D	P	R	R	R
3.4	Use a rubric to evaluate writing.		B	D	D	D	P	R	R
3.5	Generate **ideas** for writing by participating in prewriting activities.	B	B/D	D	D	P	R	R	R
3.6	Formulate complete sentences using proper word order and appropriate **word selection.**		B	D	D	P	R	R	R
3.7	Write various paragraphs using topic sentences and supporting details.			B	D	D	D	P	R
3.8	Demonstrate a grasp of sequential order by writing clear directions and instructions.			B	D	P	R	R	R

	Objectives **WRITING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.9	Compose short pieces of writing using simple forms, and **organize** ideas in logical sequence.		B	D	D	P	R	R	R
3.10	Organize and express their thoughts in a logical manner using graphic organizers.		B	D	D	P	R	R	R
3.11	Exercise proficiency in sentence fluency by writing compound sentences and sentences of varying lengths.			B	B/D	D	D	P	R
3.12	Make use of the five senses when writing descriptive paragraphs.		B	D	D	P	R	R	R
3.13	Compose descriptive essays with well-developed paragraphs.				B	D	D	P	R
3.14	Use similes and metaphors to give more vivid details to their descriptive essays.				B	D	D	P	R
3.15	Produce a written conversation/ dialogue using appropriate grammatical rules (quotation marks, commas, etc.)				B	D	D	P	R
3.16	Develop well-sequenced narrative pieces that include characters, setting and plot			B	D	D	P	R	R
3.17	Exhibit evidence of onomatopoeia, and alliteration in their writing.					B	D	D	D
3.18	Exhibit evidence of personification and hyperbole in their writing.					B	D	D	D
3.19	Demonstrate voice in writing pieces by exploring tone, mood and points of view				B	B/D	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **WRITING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.20	Utilize cue words in writing expository-type texts, invitations, newspaper ads, articles etc.			B	D	D	D	P	R
3.21	Utilize persuasive techniques used by various authors.					B	D	D	D
3.22	Use checklists to revise and edit work, focusing on specific conventions.		B	D	D	D	D	D	P
3.23	Write timelines based on stories read			B	D	D	P	R	R
3.24	Identify the purpose and parts of a friendly letter to communicate in writing to pen pals, relatives and friends			B	D	P	R	R	R
3.25	Express an understanding of rhythm and rhyme by writing different types of poetry such as limericks, cinquains, free verse etc.				B	D	D	D	P
3.26	Exercise effective questioning techniques and writing in the third person to produce biographies.				B	B/D	D	P	R
3.27	Produce book and movie reports		B	D	D	P	R	R	R
3.28	Design research questions based on content area subjects			B	B/D	D	D	P	R
3.29	Organize research information in an appropriate format			B	B/D	D	D	P	R
3.30	Compose well-organized written reports based on research findings			B	B/D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To demonstrate their understanding of special sounds, word parts and types of words to spell and identify words and their meanings.

	Objectives **SPELLING:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.31	Employ a study technique for learning spelling words.			B	D	P	P	R	IT
3.32	Divide words into syllables.		B/D	D	P	R	R	R	R
3.33	Spell sight words and high frequency words		B	DP	P	R	R	R	R
3.34	Associate initial, middle and final consonant sounds with the letters they represent		B	D	P	R	R	R	R
3.35	Discriminate between short and long vowel sounds in words		B	D	P	R	R	R	R
3.36	Utilize the letter or combination of letters that make long vowel sounds		B	D	P	R	R	R	R
3.37	Associate sounds with initial and final blends		B	D	P	R	R	R	R
3.38	Apply the sounds of initial, middle and final digraphs to spell simple words		B	D	P	R	R	R	R
3.39	Identify word parts- root words, prefixes and suffixes				B/D	D	P	R	R
3.40	Alphabetize a list of words			B	D/P	R	R	R	R
3.41	Add inflectional endings (with or without spelling changes)		B	D	P	R	R	R	R
3.42	Spell and use words that contain a double consonant		B	D	P	R	R	R	R

	Objectives **SPELLING:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.43	Spell and use words with r-controlled vowel sounds			B	D	P	R	R	R
3.44	Use words containing diphthongs			B	D	P	R	R	R
3.45	Use words containing digraphs			B	D	P	R	R	R
3.46	Use words with silent consonants		B	D	D	P	R	R	R
3.47	Use words with silent ‘e’		B	D	D	P	R	R	R
3.48	Create compound words		B	D	P	R	R	R	R
3.49	Form contractions			B/D	P	R	R	R	R
3.50	Identify and spell homophones			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To compose varying types of sentences that reflect proper punctuation and form by adhering to grammatical rules.

General Objective: To communicate orally by adhering to grammatical rules and the appropriate use of Bahamian dialectal expressions.

	Objectives **GRAMMAR:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.51	Distinguish between sentences and fragments.		B	D	D	P	R	R	R
3.52	Construct telling, asking, exclamatory, and command sentences that are correctly punctuated .		B	D	D	P	R	R	R
3.53	Expand simple sentences into compound, complex and compound complex sentences.			B	D	D	D	P	R
3.54	Correct run on sentences.			B	D	D	D/P	P	R
3.55	Apply capitalization rules (the first word of sentences, proper nouns, pronoun “I”, direct quotations, titles, initials, headings, salutation and the closing of a letter) when writing.		B	D	D	P	R	R	R
3.56	Distinguish between Standard English and dialect expressions.		B	D	D	P	R	R	R
3.57	Utilize Standard English in formal settings to communicate ideas when speaking and writing.		B	D	D	P	R	R	R
3.58	Use naming words for people, animals, things and places when speaking and writing		B	D	P	R	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives **GRAMMAR:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.59	Differentiate between singular and plural nouns.		B	D	P	R	R	R	R
3.60	Form plurals by adding “s” and “es” to singular nouns (with and without spelling changes).		B	D	P	R	R	R	R
3.61	Apply rules for irregular plural forms.			B	D	P	R	R	R
3.62	Use singular and plural possessive nouns correctly.		B	D	P	R	R	R	R
3.63	Differentiate between common and proper nouns.		B	D	P	R	R	R	R
3.64	Use pronouns correctly in oral and written sentences.		B	D	D	P	R	R	R
3.65	Relate pronouns to corresponding nouns within a sentence.			B	D	P	R	R	R
3.66	Use possessive pronouns.		B	D	P	R	R	R	R
3.67	Use action words in written compositions.		B	D	P	R	R	R	R
3.68	Utilize linking verbs.				B	D	D	P	R
3.69	Identify the tense of a verb and apply it appropriately when writing and speaking.		B	D	D	P	R	R	R
3.70	Demonstrate the correct use of subjects and verbs.		B	D	D	P	R	R	R

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	Objectives **GRAMMAR:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.71	Determine the simple subject and simple predicate of a sentence		B	D	P	R	R	R	R
3.72	Ascertain the complete subject and predicate of a sentence.				B	D	D	P	R
3.73	Incorporate sensory adjectives in speech and writing.		B	D	D	D	P	R	R
3.74	Use adjectives to compare nouns and pronouns.		B	D	D	P	R	R	R
3.75	Identify the two words that comprise specific contractions.		B	D	P	R	R	R	R
3.76	Use apostrophes correctly in contractions.		B	D	P	R	R	R	R
3.77	Select appropriate abbreviations.			B	D	P	R	R	R
3.78	Identify adverbs in sentences and passages.				B	D	P	R	R
3.79	Form adverbs by adding the suffix ‘ly’ and use them appropriately when writing and speaking.				B	D	D	P	R
3.80	Use a variety of prepositions		B/D	D	D	P	R	R	R
3.81	Use interjections in sentences.								
3.82	Incorporate transitional words in speech and writing		BD	D	D	P	R	R	R

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	Objectives **GRAMMAR:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.83	Use commas appropriately.			B	D	P	R	R	R
3.84	Use colons and semi colons appropriately in writing.					B	D	D	P
3.85	Utilize negative words correctly.				B	D	D	P	R

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General Objective: To produce legible and well-formed manuscript or cursive letter forms in their writing.

	Objectives **HANDWRITING/PRESENTATION:**	**Preschool**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**
3.86	Write capital and lower case manuscript letters using the *D'Nealian* style of writing	B	B/D	P					
3.87	Space letters and words within sentences appropriately		D	P	R	R	R	R	R
3.88	Write numbers 0-9 correctly	B	D	P	R	R	R	R	R
3.89	Utilize capital manuscript letters to produce labels, captions, signs etc.		B	D	P	R	R	R	R
3.90	Write cursive capital and lower case letters using the D'Nealian style of Writing.			B	D	D	P	R	R
3.91	Use indentation/paragraphing for clear presentation of work.				B	D	D	P	R
3.92	Use a checklist to evaluate handwriting			B	D	D	P	R	R
3.93	Utilize cursive writing in various forms such as on envelopes, invitations etc.				B	D	D	P	R
3.94	Produce their own signature				B	D	P	R	R
3.95	Write Roman Numerals 1 – 100				B	D	P	R	R
3.96	Choose appropriate font when presenting typed reports.					B	D	D	D

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	Objectives **HANDWRITING/PRESENTATION:**	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
3.97	Use numbers and bullets correctly when listing items for computer generated reports.					B	D	D	D
3.98	Select appropriate margins for reports.					B	D	D	D
3.99	Design appropriate covers for reports.					B	D	D	D

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DEPARTMENT OF EDUCATION

RELIGIOUS STUDIES

Grade 6

2012

PRIMARY RELIGIOUS STUDIES CURRICULUM

GRADE SIX

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Describe the spiritual nature of God.	The Bible tells us that God is a Spirit; a living being that does not possess a physical body. The word spirit is commonly associated with the words "breath" and "wind." Like the wind, God can be heard but not seen. He is not confined to space or time and His origin is not known.	During a nature walk students will observe and talk about the movement of the wind. Students recite & do hand movements to the poem, "Who Has Seen The Wind," by Georgina Rossetti. Use a web and discuss reasons why God is a Spirit. Connect to nature walk experience.	Oral responses Presentation of poem Ideas shared in web	Rubric for oral presentation and poems www.poemhunter.com/poem/who-has-seen-th-wind/ Poem – "Who Has Seen The Wind"
• Research scriptures that describe God as a Spirit	In the book of John Chapter 4 verse 24, Jesus in a conversation with the Woman of Samaria, stated that God is a Spirit. In the book of Luke Chapter 24 verse 39 Jesus said that "a spirit has not flesh and bones." II Corinthians 3:17 also states that God is a Spirit. The Bible confirms that God is invisible (I Timothy 1:17) and cannot physically be seen by humans (I John 4:12).	Divide class in groups. Each group will research a scripture that describes God as a Spirit. Discuss and share ideas with the whole class. Scriptures: John 4:24, Luke 24:39, II Corinthians 3:17, I Timothy 1:17 & I John 4:12 Use ideas from the scriptures researched to write a poem about the spiritual nature of God.	Explanation of scriptures Poems, using rubric for poems and songs	*Good News Bible for Children*: John 4:24, Luke 24:39, II Corinthians 3:17, I Timothy 1:17 & I John 4:12 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain how human beings communicate with God	Because God is a Spirit, human beings can only communicate with Him through the power of the Holy Spirit. God's Spirit lives in us and helps us to communicate with Him (Romans 8:26). Human beings communicate with God through prayers, songs, worship and even through silence. (John 4:24 & Jude 20). Communicating with God means speaking and listening to Him.	In small groups, brainstorm ways to communicate with God. Participate in a short worship session, using songs and expressions of praise. Write a prayer to God. Thank Him for being an awesome and powerful God. Practice sitting in silence and reflecting on the greatness of God.	Oral responses Participation in worship Written prayers, using essay rubric	Worship CD – Worship songs for Kids http://www.youtube.com selected worship songs File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine Jesus' teachings in relation to God and people	Jesus was God's only Son sent to earth to redeem man back to Him. While on earth, Jesus taught many lessons through parables and miracles. Jesus taught us that God is a loving and forgiving Father who wants us to love and serve Him. He also taught us to "love our neighbours as ourselves." (Mark 12:30-31)	Create small buzz groups. Give the students assigned stories about Jesus in order for them to examine His basic teachings in relation to God and other people e.g. The Lost Sheep. Each group will share findings. Record Jesus' main teachings in note books	Information shared by groups Notes	*The Children's Bible in 365:* "Stories about God's Love" (p. 326-329) "Stories about Loving Others" (p. 342-345) Note books
• Evaluate the impact of Jesus' teaching on the world	The teachings of Jesus have had a great impact on the world. Today there are approximately 2 billion Christians who believe in and follow the teachings of Jesus Christ. Christianity is the largest religion in the world in terms of number of followers. Christians everywhere spread the message of Jesus by helping to make the world a better place.	Discuss – How has Jesus' teachings changed the world? Use the internet to research information about Christianity today. Record information in notebooks. Sing the song, "We Are One in the Spirit."	Discussion Research	Information about Christianity from the internet http://christianity.about.com Words of song, "We Are One in the Spirit."

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Investigate the lives of leaders who have been influenced by the teachings of Jesus	Many leaders around the world have been influenced by the teachings of Jesus. Famous persons such as Dr. Martin Luther King Jr., Billy Graham and Mother Teresa followed Jesus' teachings. In The Bahamas many leaders follow the teachings of Jesus. Three famous examples are Dr. Myles Munroe, Reverend Bishop Laish Boyd and the Honourable Cynthia "Mother" Pratt.	Use the internet to research and share information about world leaders who have been influenced by Jesus' teachings, examples Dr. Martin Luther King Jr., Billy Graham and Mother Teresa. Write a report on a leader from their community whose life has been influenced by Jesus. Write a testimony to show how Jesus' teachings have impacted their lives.	Research Written reports Written testimonies	Persons in the community Profiles on Dr. Martin Luther King Jr., Billy Graham and Mother Teresa from the internet. www.famouspeople.co.uk /leaders/index.html http://gardenofpraise.com/leaders.htm Biographies of leaders Local newspapers and other sources for information about Bahamian leaders
• Explain how a Christian's everyday life should reflect the teachings of Jesus	A Christian's everyday life should reflect the teachings of Jesus. Christians should: • Live according to the Beatitudes (Matt. 5:3-11) • Be like salt and light. (Matt. 5:13-16) • Help the poor (Matt. 6: 1-4)	Use the book of Matthew to record some of Jesus' teachings. Talk about how Christians should live based on these teachings. Record information in note books. Sing the song, "I am a C-H-R-I-S-T-I-A-N."	Notes	Notebooks Song, "I am a C-H-R-I-S-T-I-A-N."

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Identify the Bible as a collection of various types of writing	The Bible is a collection of sixty-six books, filled with many kinds of language. Bible genres include: Law, History, Wisdom, Poetry, Gospel, Parables, Epistles and Prophecy.	Use the Books of the Bible chart to identify books of law, history etc. Focus on the following: Wisdom, Poetry and Parables. Record notes on the genres found in the Old Testament and the New Testament (internet source)	Identification of genres Notes	Books of the Bible chart http://catholic-resources.org/Bible/Gebres.htm Genres of the Bible Note books
• Distinguish between proverbs, psalms and parables in the Bible	A **proverb** is a well-known saying that states a truth or a profound saying, maxim or oracular utterance requiring interpretation. A **psalm** is a religious song, hymn or prayer. A **parable** is an earthly story with a heavenly meaning. It is also a story that uses typical, everyday situations in order to teach important truths.	Read "The Hymnbook of Israel" and "Proverbs." Discuss information. Record their favourite psalm on a poster and decorate it. Use the *Good News Bible* and record a list of five parables and five proverbs.	Oral responses Posters with psalms, using artwork rubric Lists of proverbs and parables	*The Children's Bible in 365 Stories:* "The Hymnbook of Israel" (pp. 263-264) "Proverbs" (p 265) *Good News Bible for Children*

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 1: Examine the basic beliefs and teaching of Christianity
Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Discover information about the nature of God in selected psalms, proverbs and parables	David and others used psalms to describe and praise the wonderful attributes of God. (e.g. Psalm 27) In Proverbs 16:1-11, we learn the following things about God: He judges our motives, directs our actions, hates those who are proud and requires honesty and fairness. Jesus told parables to teach about God's love for mankind and his power to forgive.	List attributes of God presented in Psalms 23 & 27. Read Proverbs Chapter 16:1-11 and write down information about the nature of God. Share the meaning of selected parables for example, "The Prodigal Son". Group activity - create a psalm, proverb or modern day parable to describe the nature of God. Present to the class.	Created lists Ideas recorded Explanation of parables Parables presented on scrolls. Psalms presented on harp shapes. Proverbs presented on lip shapes.	*Good News Bible for Children*: Psalms 23 & 27 Construction paper with shapes Paper and tissue rolls for scrolls

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Honouring God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain the term "sacrificial giving"	Sacrificial giving is one way to honour God. Everything we have is a gift from God. Therefore, in thanksgiving to God, we give a portion of these gifts to advance His kingdom. These gifts include our time, talents and money.	In groups, compile a list of the many gifts that God has given us. Read about and discuss the term "sacrificial giving." (Use the internet site referenced)	Lists of gifts	http://www.st-ann.org/extrafiles/stewardship_Sacrificial_Giving_Bulletin.pdf What is sacrificial giving? File paper
• Discover ways to use their time, talents and money to honour God	Individuals can use their time, talents and money to honour God. Time can be spent helping those who are sick and less fortunate. Monies can be donated to the less fortunate. Talents can also be used to help others.	Using a 3-column chart students will list ways to honour God with their time, talent and money Select a special charity and collect food items and other gifts for this organization. Dramatize ways in which they can use their time, talents and money to honour God.	Completed chart Drama, using rubric	3-column chart

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Honouring God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the importance of having the right attitude when giving to God and others	Christians need to have the right attitude when they give to God and others. Jesus told a story about a poor widow to emphasize this point. The wealthy came to the temple and gave large sums of money so that everyone could see them giving. A poor widow gave two gold coins, all that she had. Jesus said that she gave more than all the wealthy people. She had the right attitude towards giving.	In small groups, discuss the importance of having the right attitude when giving to God and others. Reads and discuss the story of the widow who honoured God with her money. (Use the puppet of Jesus to share story) Write a newspaper article to relate how the widow honoured God with her money. Write a short poem to relate the message about giving with the right attitude. Complete the puzzle "The Widow's Offering"	Oral responses Discussion Poems, using rubric Puzzles	*The Children's Bible in 365 Stories,*" The Biggest Gift of All" (p. 332-333) Puppet of Jesus *Through the Bible Puzzles for Kids 8-12*, "The Widow's Offering" (p. 123)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Discovering my Identity

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain what it means to be created in the image of God	Genesis Ch. 1:27 states, "So God created man in His own image, in the image of God created He him;" Man is similar to God in the following ways: ▪ Man has intelligence; the ability to reason, create and communicate ▪ Man has a will and the power to choose ▪ Man has emotions (joy, anger etc.) ▪ Man has a spirit nature	Display creation felts and review the story of the creation of man Discuss the scripture, "God created man in His image." Write a paragraph to relate ways in which their image is similar to that of God's. Sing the song "I was Born to Serve the Lord" and discuss the meaning of the song.	Discussion Paragraphs, using essay rubric Ideas suggested	*Good News Bible for Children*: Genesis 1:26-27 http://www.gospelway.com/topics/man/man-image-god.php "Man in the Image of God" Song: 'I Was Born to Serve the Lord'
• Compare man's ability to that of other animals	God created man with unique characteristics that the other animals do not possess. These special characteristics include the ability to dominate, speak, reason, create, love, and make choices. While animals can communicate, they can not speak. They use their instincts and other physical features to survive.	Use a Venn diagram to compare man to other animals In groups, design a poster showing man as a higher being i.e. above all creation. Use pictures from magazines.	Ideas presented in Venn diagram Posters, using rubric	http://www.answersingenesis.org/articles/cm/v4/n1/man-image-of-god "Man the Image of God" Magazines with animals

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Discovering my Identity

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Discover ways in which they can reflect the image of God	In the Bible, God is described as being good, loving, caring, forgiving, righteous and kind. Human beings can reflect the image of God by displaying these same characteristics.	Group discussion: How can we reflect the image of God in our daily lives? Reporter shares. Group Work- newspaper and magazine search for pictures that portray human beings in positive ways e.g. showing love. Produce poster entitled, "Everyday glimpses of God." Journal writing – "I want the world to see God in me."	Ideas presented by the group (Reflecting the image of God). Use rubric for speeches. Group posters – "Everyday glimpses of God." Use poster rubric. Expressions in journals, using journal responses rubric.	Newspapers, magazines, poster paper, markers, etc. Journals

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Serving Others

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the characteristics of a servant leader	In St. Mark Chapter 9 verse 35 Jesus stated, "Whosoever wants to be first must … be the servant of all." A good leader should therefore seek to serve others. A servant leader is one who exhibits humility, cares for others and leads by example. In St. John 13:3-5, Jesus exhibited servant leadership by washing His disciples' feet.	Create a web using the word, "leader". Children brainstorm to find the characteristics of a good leader. Write an acrostic for the word "leader." Use words that describe a servant leader e.g. loving etc. Design book markers that state: "Good Leaders also SERVE!	Oral responses Acrostics Book markers	http://www.allaboutgod.com/servant-leadership.htm "Servant Leadership File paper Materials for book markers: construction paper, colouring pencils, glitter etc.
• Investigate the lives of Old Testament leaders who served with excellence	There are many Old testament leaders who served with excellence. Three such leaders were Moses, Joshua and Deborah. Moses was known for his humility, Joshua for his courage and Deborah for her wisdom. They were successful leaders who found favour with God.	Read stories about Moses, Joshua and Deborah as leaders and discuss how they showed servitude. Write a character sketch on one of the leaders identified above.	Oral reports Character sketches	*The Children's Bible in 365 Stories:* "The Call of Moses" (p. 62) "The New Leader" (p. 91) "Deborah and Barak" (p. 103) Character sketch format

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Serving Others

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore ways in which they could serve as good leaders	Children can serve as good leaders by exhibiting characteristics such as respect, dependability, courtesy, reliability and honesty. They should be examples for their peers. They should also be willing to share their skills and resources with others.	Discuss in small groups ways in which they can serve as good leaders. Use the ideas generated to create a servant wheel. Perform acts of service throughout the week. Use Bibles to locate the following scriptures: Galatians 5:13, John 13:14, Ephesians 6:7, 2 Timothy 1:3, Matthew 20:26 and Colossians 3:17. Read a verse each day and colour in a heart as the verse is read. (Activity sheet) Sing the song, "Make Me a Servant."	Servant wheels and acts of service	*Study Jesus' Teachings*: "Servant Wheel" (p. 191) "Follow the Servant" (pp. 207-210) "Heart of a Servant" (p. 211) Song, "Make Me a Servant."

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Overcoming Obstacles

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the purpose of suffering in a person's life	Suffering is a part of life's experiences. Most people view suffering as something negative. Suffering can however, produce positive characteristics in a person's life. Suffering helps to make individuals stronger and more resilient. They also gain wisdom and develop empathy. Suffering can be an obstacle in a person's life if it causes an individual to lose hope and give up.	In groups, brainstorm reasons why people must suffer. Write ideas down and discuss as a class. Read I Peter 5:9-10. List the benefits of suffering as indicated in verse 10.	Discussion Lists of benefits	http://www.christian-thinktank.com/vincent1.html Implications from Suffering *Good News Bible for Children*: I Peter 5:9-10
• Use biblical examples of persons who endure suffering	Two biblical examples of persons who suffered are Job and Joseph. Job was a righteous man. God allowed Satan to test Job by taking away his children and wealth. Job also endured sickness. Joseph endured great hardship after he was sold into slavery and imprisoned. Both of these individuals were rewarded for their patience and fortitude.	Read the stories of Job and Joseph in the Children's Bible. In pairs talk about how these characters responded to suffering. Write a paragraph about Job or Joseph. Read Job 38:1-11 and complete the puzzle, "Why Me?"	Paragraphs, using essay rubric Puzzles	*The Children's Bible in 365 Stories*: "The Story of Job" (pp. 260-262) "Into the Pit" (pp.44-45) Joseph the Slave" (pp.47-52) "The New Prime Minister" (p. 52) *Through the Bible Puzzles for Kids 8-12*, "Why Me?" (p. 75)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 2: Discover a sense of identity and purpose
Theme: Overcoming Obstacles

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore ways to cope through difficult times in life	Suffering is a difficult experience but individuals must find ways to cope during such times. Here are several ways to cope during difficult times: • Pray to God; ask the Holy Spirit to strengthen and guide you • Talk to your parents, Pastor or counselor • Read the Bible • Listen to songs and poems that bring comfort • Encourage others who may be going through a similar experience	Brainstorm ways to cope during difficult times. Children share experiences about how they coped with death, sickness etc. Create cards or write a poem to encourage others to be strong during a difficult moment in their life. Sing the song, "Be Still and Know That I am God."	Oral responses Cards or poem	Materials for craft project: crayons, paper, glue etc. Song, "Be Still and Know That I am God"

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian Faith
Theme: Celebrating Thanksgiving

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the purpose of Thanksgiving	The history of Thanksgiving dates back to the Pilgrims who came to the United States from England. After experiencing a difficult winter in 1620, they celebrated a bountiful harvest the following year. They celebrated along with the Indians who helped them to survive. Today, Thanksgiving is celebrated as a holiday in the United States. Bahamians also share in this tradition by celebrating Thanksgiving. It is a time to give thanks to God for all his blessings.	Research the purpose of Thanksgiving and discuss information in small groups. Each group will give an oral report. Read and discuss the message of the poem "Thanksgiving" by Ella Wheeler Wilcox. List reasons why individuals should give thanks as suggested in the poem (blessing and troubles).	Oral reports	http://homeschooling.about.com/cs/unitssubjhol/a/thanksday.htm Celebrate Thanksgiving Day www.apples4teacher.com/holidays/thanksgiving/poems-rhymes/ Thanksgiving poems
• Examine signs of ingratitude among persons in our community	Even though Bahamians enjoy the blessings of God, many of them are very ungrateful. Signs of ingratitude include: • Some neighbourhoods are unclean. • Food is often wasted. • Some persons do not share even though they have plenty. • Individuals grumble and complain.	In groups, discuss signs that indicate that Bahamians are ungrateful. Take a short walk in the community to see how the area is kept. Take pictures to display in the class. Talk about this experience. Bring in newspaper articles about how Bahamians keep their communities. Read and discuss articles.	Oral responses Picture display with message	Materials for chart project: crayons, paper, glue etc. Bulletin board, paper, pictures etc. Local newspapers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian Faith
Theme: Celebrating Thanksgiving

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Document reasons why Bahamians should be thankful	Bahamians should be thankful because God has blessed this beautiful country called The Bahamas. Bahamians should be grateful for the following: • A democratic government • A rich Christian heritage • A generally strong economy • A vibrant Tourism Industry • Wonderful natural resources • Close-knit communities	Sing the song, "O Island in the Sun" and list at least 10 reasons why Bahamians should be grateful. Conduct a survey (using persons from school, home and church), to find out why Bahamians should be thankful. Create a graph using the data gained from the survey.	Lists of ideas Graphs	Song, "O Island in the Sun" Questions for the survey
• Propose a plan of action to encourage Bahamians to be more thankful	It is important that steps are taken to encourage Bahamians to be more grateful. Students can play a vital role in this process by using their creativity and powers of persuasion. Initiatives can begin in the schools and extend to the wider community.	Brainstorm ways to spark a "gratitude revolution." Write an ad for the local newspapers encouraging Bahamians to be more thankful. Design posters to encourage persons to 'stamp out' ingratitude. Distribute posters in the community (home, family and close friends).	Oral responses Advertisements Posters, using artwork rubric.	File paper Materials for chart project: crayons, paper, glue etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore Christmas celebrations around the world	**Christmas In Bethlehem** The little town where Jesus is said to have been born is the site of the Church of the Nativity, which is ablaze with flags and decorations every Christmas. On Christmas Eve natives and visitors alike crowd the church's doorways and stand on the roof to watch for the dramatic annual procession. **Christmas in Brazil** In Brazil, Christmas is one of the most important festive days, or "dia de fiestas". It is celebrated on 25th December. The festivities in the country are influenced by ethnic ways. Caroling is quite a popular custom here. Various Christmas carols are sung during Christmas to commemorate the birth of Christ.	Use the Internet to investigate Christmas celebrations around the world. In groups, download pictures from various countries and mount a display entitled, "Christmas around the world." View a DVD about Christmas celebrations in various countries. Discuss information viewed. In groups, write a short skit to portray Christmas celebrations in three countries around the world.	Displays, using a rubric Discussion Skits, using rubric for dramatic skits	http://www.theholidayspot.com/christmas/worldxmas/ Information about Christmas http://www.santas.net/aroundtheworld.htm Items for display: Chart paper, glue, markers etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	Christmas in Australia With all the glitter, tinsel and razzmatazz, Australians consider Christmas a time for remembering the true meaning of Christmas....a time for remembering the birth of Jesus and the spiritual meaning of Christmas. For many, Christmas will begin with families attending a mid-night mass.			
• Compare and contrast Christmas celebrations around the world	Christmas celebrations vary from place to place because of cultural differences. However, there are many common aspects to the celebrations. Caroling, feasting, and gift giving along with prayers and best wishes are a part of Christmas celebrations everywhere.	Use a 3-column chart to compare and contrast Christmas celebrations in three countries. Write a poem highlighting the common aspects of Christmas.	Information in chart Poems, using rubric for songs and poems	3-column chart File paper

SCOPE OFWORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore the message of Christmas	The message of Christmas is wrapped up in Jesus Christ. The Bible states that because God loved the world He gave His only Son, Jesus to redeem mankind back to Him. (John 3:16) When the angels delivered the message of Jesus' birth to the shepherds they brought "good tidings of great joy." (Luke 2:10) Many Christmas carols share a message of peace, love and joy.	Watch the DVD, the Nativity and talk about the message of Christmas. Design a card and write a Christmas message inside. Listen to a variety of Christmas carols and write the message of each one. E.g. "Joy to the World"	Oral responses Cards Lists of songs and messages	*Good News Bible for Children*: John 3:16; Luke 2:10 DVD – The Nativity Materials for card project: crayons, paper, glue etc. Christmas carols

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Describe the festivals of Christmas and Hanukkah	Christmas is a celebration of the birth of Jesus Christ, who is the Son of God, and the Saviour of all people. With the birth of Christ, Christianity essentially began; thus, Christmas also celebrates the beginning of Christianity. Hanukkah is a Jewish holiday celebrated for eight days and nights. It starts on the 25th of the Jewish month of Kislev, which coincides with late November-late December on the secular calendar.	Research the festivals of Christmas and Hanukkah via the internet. Write a paragraph to describe each festival. View the DVD, "Happy Hanukkah" on You tube. Record information about the festival on note paper. Share information with the class.	Paragraphs, using essay rubric Notes and oral responses	http://www.wisegeek.com/**what-is-christmas**.htm http://www.judaism.about.com/od/holidays/a/**hanukkah**.htm http://www.youtube.com DVD – Happy Hanukkah
• Compare and contrast Christmas and Hanukkah	Hanukkah is an eight-day Jewish festival, which commemorates the rededication of the Temple of Jerusalem in 165 BC. Christmas celebrates the birth of Jesus Christ. Hanukkah is called the "Festival of lights," and Jesus is referred to as the Light of the World. Hanukkah is an eight day celebration while Christmas is a twelve day feast. Both celebrations take place around the same time and gift giving is a part of both.	In groups, use a Venn diagram to compare and contrast Christmas and Hanukkah. Pretend to be a Jewish or Christian child. Write and present a monologue on your special festival. Create Christmas and Hanukkah cards.	Information in charts Oral presentations Cards, using artwork rubric	http://blogs.scholastic.com/whats_new/2008/12/compareholiday.html Information about Christmas and Hanukkah. Venn diagram Materials for card: construction paper, glitter, markers etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore ways to create a spirit of unity at Christmas	Christmas is an excellent season for people of all cultures to come together as one. Communities can be transformed if individuals work together. A spirit of unity can be created at Christmas in many ways. Some ways are through caroling in the community, giving gifts to the less unfortunate, feeding the poor and so on.	In groups, create a television show to share ways to create a spirit of unity at Christmas. Create posters using the ideas from the television show to encourage their families, churches and the neighbourhood to be one at Christmas and all year long. Watch the DVD and listen to the song, “A Christmas Song.” Discuss the message of the song - unity.	Presentation of shows and ideas shared. Posters, using rubric. Discussion	Props for television show Microphone Chart paper and materials for posters http://www.youtube.com Song, “A Christmas Song,” by Clay Guthrie

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Choices

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore the concept of peer pressure .	"Peer pressure is the influence of a social group on an individual" (Internet source). This pressure causes individuals to change their attitudes, values or behaviour to conform to the group.	Define and discuss the concept of peer pressure. Watch and discuss videos about peer pressure on the internet. In small groups, children identify some of the pressures that they face everyday. Share them with the class.	Oral responses Discussion Lists of ideas	http://www.answers.com/topic/peer-pressure What is peer pressure?
• Differentiate between positive and negative influences	Influences can be positive and negative. Positive influence is when an individual is inspired to do something worthwhile such as play a team sport. Negative influence is when an individual is persuaded to try something detrimental such as drugs. Children and teens often face negative peer pressure which may cause them to have sex, take drugs, drink alcohol and do other detrimental things.	Students will role-play given scenarios. Their classmates will say whether positive or negative examples of peer pressure are being depicted. Design a cartoon strip which shows an example of positive peer pressure.	Role-play Cartoon strips, using a rubric	*Teen Health*, "Decisions for Healthy Living" (pp.74-76) Materials for cartoon strip: paper, coloured pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Choices

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore Bible stories which relate to following the advice of others .	In the Bible both David and Job received advice from their friends. Jonathan gave David good advice that helped to save his life. Job's friends gave him advice he didn't follow because he knew he had done nothing wrong.	Read the stories of David and Jonathan and Job, in relation to their friendships. Discuss the advice given in both cases by their friends. Complete the puzzle, "Friends Forever."	Oral responses Puzzles	*The Children's Bible in 365 Stories*: "Friends for Life" (p. 143) "Cheering Job Up?" (p. 261) *Through the Bible Puzzles for Kids 8-12*, "Friends Forever" (p. 58)
• Decide to handle peer pressure positively	Individuals, especially children and teens need to learn how to respond to peer pressure. Children and teens should learn how to evaluate situations and make good decision. The advice of friends should be followed if it is positive and beneficial.	Students will repeat an "I will Follow" pledge, promising to follow only the positive advice given by their peers. Create an accordion brochure called 'Peer Issues' to encourage children and teens to choose the positive aspects of peer pressure.	Attitude of students Accordion brochures entitled 'Peer Issues'	Pledge written by the teacher Materials for brochure: crayons, paper, glue etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain why loyalty is an important value.	Loyalty is faithfulness or devotion to a person or cause. Loyalty is an important virtue especially with regards to relationships. Friends and family members should be loyal to each other. This fosters trust and dependability. In the business world, companies depend on customers who are loyal.	Present a scenario and allow children to deduce the meaning of loyalty from it. Pair children and have them brainstorm why loyalty is an important value.	Oral responses	Dictionaries
• Study biblical characters who demonstrated loyalty	Elisha, Daniel and his friends are biblical characters who demonstrated loyalty. Elisha remained loyal to Elijah, until Elijah was taken up into heaven in a chariot. When Daniel and his friends were taken as captives into Babylon, they refused to conform to the Babylonian way of life. They maintained a healthy lifestyle and remained loyal to God.	Read the stories, “”Elijah’s Last Journey” and “Daniel and his friends.” Discuss how the characters showed loyalty. Complete the puzzle “What’s on the Menu?” Draw a map of Elijah’s last journey. Title of the map – “Journey of a Loyal Servant”	Discussion Puzzles Maps	*The Children’s Bible in 365 Stories*: “Elijah’s last Journey” (p. 194) “Daniel and his Friends (p. 232) http://www.mssscrafts.com/oldtestament/***daniel3friends***.*htm* Stories of Daniel and his friends and Elisha Materials for map: paper & pencils *Through the Bible Puzzles for Kids 8-12*, “What’s on the Menu” (p. 87)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore the benefits of loyalty	Being loyal often creates its own rewards, with increases in blessings, security, and respect from others. Friendships become stronger when individuals are loyal. Organizations become stronger when members are loyal. Businesses usually reward customers who are loyal. Clubs, sports teams and other organizations usually honour loyal members or workers.	Interview teachers and support staff members on the school campus about the benefits of loyalty and record their responses. Draw a large tree and list the benefits of loyalty on the leaves.	Information from interview questions. Ideas listed	Interview questions Materials for the tree: construction paper, glue, markers etc.
• Suggest ways to show loyalty to God and others	We can show loyalty to God by worshipping Him, reading His Word, treating others with respect and praying every day. We can show loyalty by being faithful to friends and neighbours. We can show loyalty to our school, clubs and sports teams by being committed and obeying rules.	In groups of threes, students will discuss ways in which they can show loyalty to God and others. One person from each group will report. Students will keep a dairy for one week to record acts of loyalty they performed. Create a Popping Up with Loyalty card.	Ideas shared Diary entries Loyalty cards, using artwork rubric.	*Fold-N-Hold Objects Talks for Kids*, *Ages 6-11*, "Popping Up with…" (pp 44-45) Materials for card project: crayons, paper, glue etc. Diaries made by the students

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain the significance of being humble .	Humility is an important virtue or characteristic. The Bible tells us that many benefits are awarded to the humble. God raises the humble (Job 5:11). God gives grace to the humble (James 4:10). God gives the humble joy (Isaiah 29:19). God forgives and heals the humble (II Chronicles 7:14). The humble shall inherit the earth (Matt. 5:5). Humility keeps us near to God and reminds us that He is in control.	Use the Bible to find scriptures about humility. Discuss the meaning of each scripture. Write scriptures on bumble-bee shapes and display in the class. Read a verse each day and praise God for the blessings of humility.	Interpretation of scripture Display	Bumble-bee cut-outs *Good News Bible for Children:* Job 5:11; James 4:10; Isaiah 29:19; II Chronicles 7:14; Matt. 5:5.
• Describe the characteristics of a humble person	Humble means not being proud or haughty; arrogant nor assertive; not pretentious. A humble person is unassuming but not weak. A humble person is gracious and grateful. He/she gives glory to God and appreciates the help of others.	Role-play situations where persons display humility. Examples: praising and worshiping God, serving others and complimenting others. Students will take a quick quiz to see how humble they are. (Quick-Quiz #7) Create a Want Ad entitled "Looking For The Humble!"	Role-play Quick quizzes Want Ads	http://www.merriam-webster.com/dictionary/humble definition of humble *Quick Quiz Starters*, "Humble-Be's (pp. 30-33 Materials for Ad: Paper, pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain how Jesus demonstrated humility .	Jesus was a perfect example of a humble person. He sought no high position and assumed no titles. He did not strive for worldly greatness, and was content even in the lowest position. Jesus did not contend for His rights. He weeded all vanity from His life. Jesus mingled with the lowly. His manners were gentle and unassuming. He remained true to His humility.	Use the Children's' Bible and list at least six occasions on which Jesus displayed humility e.g. at His baptism. Write a poem or rap about Jesus describing His humility.	Research Poems or raps, using rubric	*The Children's Bible in 365 Stories* File paper
• Discover ways in which persons can display humility	Individuals can display humility in the following ways: • Giving praise and honour to God • Being patient with others • Working with others • Acknowledging their accomplishments without bragging • Giving others credit	In groups, brainstorm ways to show humility. Design a chart listing at least five ways to show humility. Complete the "credit card" activity over a two-week period. Allow students to bow on their knees and to thank God for all He provides.	Charts and ideas listed. Results from "credit card" activity Attitudes of students	Char paper, colouring pencils etc. *Quick Quiz Starters*, "Credit Card" (p. 33)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

<table>
<tr><th>OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED ACTIVITIES</th><th>ASSESSMENT</th><th>RESOURCES</th></tr>
<tr>
<td>• State the definition of the word “integrity”
.</td>
<td>Integrity means firm adherence to a code of moral values; the quality or state of being complete or undivided; an unimpaired condition.

Synonyms: character, decency, goodness, honesty, righteous and virtuous.</td>
<td>Role-play two situations in order to draw out the definition of integrity.

Draw a word web and list synonyms for the word integrity</td>
<td>Drama

Lists of words</td>
<td>http://www.merriam-webster.com/dictionary/integrity
definition of integrity</td>
</tr>
<tr>
<td>• Use biblical examples of persons who displayed integrity</td>
<td>The virtue of integrity was displayed by biblical characters Joseph and Job. Joseph demonstrated integrity by being faithful to God and his master (Genesis 39). Job was honest and upright in all his deeds (Job 1). Both characters were rewarded for their integrity.</td>
<td>Character Attack – After reading the story, compare and contrast Joseph’s character to that of Potiphar’s wife.

CHARACTER ATTACK
<table><tr><td>Joseph</td><td>Potiphar’s Wife</td></tr><tr><td></td><td></td></tr></table>
Write a character sketch on the life of Job. Write about how he showed integrity.</td>
<td>Character attack charts & sketches</td>
<td>The Children’s Bible In 365 Stories:
“Thrown into Prison” (pp. 48-49)
“Troubles for Job” (pp. 260-261)

Character sketch outline</td>
</tr>
</table>

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Demonstrate integrity in various situations	We can display integrity in our lives in the following ways: • Be truthful and honest • Be reliable at all times • Display fairness • Keep your word • Do your best even when no one is aware • Adhere to rules	Role-play various scenarios showing how integrity was displayed Make "Integrity Markers" to give to students or adults who display acts of integrity throughout the week. Use David's psalm (Psalm 101) as an example and write a personalized integrity pledge. (e.g. Mike's Promise)	Role-play Integrity markers Personalized pledges	Materials for markers: paper, coloured pencils etc. File paper http://70030.netministry.com/apps/articles/default.asp?article... Search - Character of integrity

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain why excellence is an important value .	The word excellence means high quality; an excellent virtue. Excellence is an important virtue because it motivates individuals to go beyond a limit or standard. The quest for excellence drives individuals to perform at their best and achieve greatness.	Use a web to brainstorm the word "excellence." Students tell what this word means to them and why it is an important virtue. Research and write famous quotes about excellence e.g. "Excellence is the gradual result of always striving to do better." (Pat Riley)	Oral responses Quotes	http://www.merriam-webster.com/dictionary/excellence definition of excellence Computers Internet
• Study biblical characters who exhibited excellence	Two biblical characters who exhibited the spirit of excellence are Daniel and King Solomon. In Daniel Chapter 6 verse 3 we discover that Daniel performed better than his supervisors because his work was outstanding. King Solomon was a king of excellence. His wisdom surpassed all and his palace was magnificent.	View DVD's about Daniel and King Solomon on You Tube. Discuss how they showed excellence. Write a paragraph about Daniel or King Solomon explaining how they showed excellence. Complete the puzzle, "The Wise King."	Oral responses Paragraphs, using essay rubric Puzzles	*Good News Bible for Children*: Daniel 6:1-3 *The Children's Bible in 365 Stories*, "Solomon's Glory" (pp. 172-173) File paper *Through the Bible Puzzles for Kids 8-12*, "The Wise King (p. 60)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 3: Apply biblical values and principles to everyday living
Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore ways to demonstrate excellence in their daily lives	Students can demonstrate excellence in the following ways: • Attend school every day and be prompt • Do your best on all your assignments • Treat others with respect • Practice until your skills improve • Be neat in appearance Excellence must be practiced daily.	Write a poem about displaying an excellent spirit. In groups, design a poster showing people of excellence and their achievements. Sing the song, "Reach" by Gloria Estefan and discuss the message of the song.	Poems, using rubric Posters, using rubric Ideas shared	File paper Items for poster: chart paper, markers, pictures etc. www.youtube.com Song, "Reach" by Gloria Estefan

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Caring for God's Creation

<table>
<tr><th>OBJECTIVES</th><th>CONTENT</th><th>SUGGESTED ACTIVITIES</th><th>ASSESSMENT</th><th>RESOURCES</th></tr>
<tr>
<td>• Explain the importance of caring for the environment
.</td>
<td>The world we live in is a beautiful place. It is also a fragile place because its resources can be depleted or destroyed. If human beings do not care for the environment in which they live, the earth will not be able to sustain itself for future generations.</td>
<td>Use the creation mural to spark a discussion about the beauty of the earth.

In groups, students will list five reasons why they think it is important to take care of the environment. Class discussion will follow.

Sing the song "All Things Bright and Beautiful."</td>
<td>Discussion

Reasons listed</td>
<td>Creation mural / bulletin board

File paper or index cards

Song, "All Things Bright and Beautiful"</td>
</tr>
<tr>
<td>• Examine the effects of pollution on the environment</td>
<td>Pollution is a major problem all over the world. It makes people, other animals and plants sick or even kills them. Pollution is contamination by a chemical or other agent that harms the environment. The three main types are air, water and land pollution.</td>
<td>Take a nature walk around the school. Record examples of pollutants observed. Use the table below.

Pollution around my school
<table>
<tr><th>Land</th><th>Air</th><th>Water</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
</table>
Research information on the internet about pollution.</td>
<td>Completed tables</td>
<td>Table

http://tiki.oneworld.net/pollution/pollution_home.html/
Information about pollution</td>
</tr>
</table>

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Caring for God's Creation

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore scriptural verses about protecting the earth	God has placed the care of planet earth in man's hand. When he created the world He told Adam to cultivate it and guard it (Genesis 2:15). Mankind is responsible for keeping the earth under control (Genesis 1:28). The earth should have seasons of farming and then rest (Leviticus 25:4). The Bible also states that God cares for the earth (Psalm 65:9-13).	Use the Bible to find scriptures about caring for the earth. Discuss verses. Design a bulletin board showing God's creation and display scripture verses about caring for creation on it.	Interpretation of scripture Bulletin board display	http://www.earthcareonline.org/bibleverses.html Bible verses on creation care *Good News Bible for Children*: Genesis 2:15 Genesis 1:28 Leviticus 25:4 Psalm 65:9-13
• Explore ways to preserve our natural resources	Human beings are responsible for the preservation of our natural resources. We can preserve our resources by: • Recycling bottles, cans, paper etc. • Putting garbage in bins • Keeping the ocean clean • Conserving energy • Protecting the trees and wetlands	Read and discuss information from the "Tiki the Penguin" website – What can you do? Create slogans encouraging care of the environment. Recite a pledge accepting responsibility for the care of the environment.	Ideas discussed Slogans	http://tiki.oneworld.net/pollution/pollution_home.html/ What can you do? Paper or index cards for slogans Teacher-made pledge

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Rights/Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Define the terms work, leisure and wealth .	Work is defined as activity in which one exerts strength or faculties to do or perform something. Leisure is freedom provided by cessation of activities, especially time free from work or duties. Wealth is defined as abundance of valuable possessions or resources.	Define the words work, leisure and wealth using prior knowledge and then the dictionary. Give volunteers a card with instructions related to the terms above, on them. Individuals perform the actions. Children use the clues to guess what is being portrayed.	Oral responses	http://www.merriam-webster.com/dictionary definitions – work, leisure & wealth
• Explore scriptural passages related to work, leisure and wealth	The Bible gives good advice on how to balance work and leisure. God set the pattern for us when He rested from his labour on the 7th day (Genesis 2:2). Jesus made it clear in Mark 7:27 when He said that "the Sabbath was made for man, not man for the Sabbath." The Sabbath was a day set aside for human beings to worship God and to rest from their labour.	Choose a scripture about work, leisure or wealth and write a slogan based on the scripture. Using the illustrated sample provided, create Bible verse pictures about work, leisure and wealth.	Slogans Bible verse pictures	http://www.open**bible**.info/topics/ *Good News Bible for Children* **Scriptures on Work** Genesis 2:15 Exodus 2312 Deuteronomy 5:13 Proverbs 10:4 Proverbs 12:11, 12:24, 22:29 Timothy 5:8

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Rights/Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	With regards to wealth, the Bible states that God "gives us the power to get wealth" (Deuteronomy 8:18). I Timothy 6:10 states, "For the love of money is a source of all kinds of evil."	Bible verse picture 		**Scriptures on Leisure** Genesis 2:2 Mark 6:31 Mark 6:32 Mark 7:27 Hebrews 4:9-11 **Scriptures on Wealth** Deuteronomy 8:18 Samuel 2:7 Chronicles 29:12 Proverbs 3:9 Proverbs 10:4 1 Timothy 6:10 Hebrews 13:5

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Rights/Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain why work is important to individuals and the wider society	Work is very important to individuals and the society. When you work, you contribute to the community making the economy and your community stronger. Having an income affords individuals the opportunity to pay their bills and live comfortably. When you have a job or a career, you have self-respect, dignity, and self-worth.	Listen to and discuss the message of the song, "Work" by Barrington Levy. Discuss – Why is work important to individuals and the society? In groups, produce posters showing the importance of work to individuals and society. Use a variety of pictures.	Oral responses Discussion Posters, using a rubric	Materials for charts: pictures, crayons, paper, glue etc. Index cards www.youtube.com Song, "Work" by Barrington Levy Pictures from magazines
• Identify values people who work should possess	People who work should exhibit high moral standards. They should be honest, dependable and loyal. They should be willing to go above and beyond the call of duty.	Write a poem, which informs the reader of values a worker should possess. Draw a picture of a worker and write values he/she should possess on his/her work tools.	Poems, using rubric Artwork and values listed	File paper Materials for artwork: paper, coloured pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explore parables of love and forgiveness told by Jesus	In Luke Chapter 15, Jesus told three parables about God's love and forgiveness. In the parable of the Lost Sheep, the shepherd left the other sheep and searched until he found the one sheep that was missing. There was a celebration with friends and others. The parable of the Lost Coin also teaches about love. A woman lost a coin. She searched carefully until it was found. She celebrated its discovery with family and friends. In the parable of the Lost Son, we learn about love and forgiveness. The son wasted his inheritance but found forgiveness when he returned home.	Display flash cards with the words: LOVE and FORGIVENESS. Invite the children to tell what these words mean to them. Read the parables of the Lost Sheep, Coin and Sons from The Children's Bible. Talk about what these parables mean. Write a parable of their own to teach either love or forgiveness or both.	Oral responses Meanings of parables Modern day parables, using essay rubric	*The Children's Bible in 365 Stories:* "The Lost Sheep" (p. 326) "The Lost Coin: (p. 327) "The Lost Sons" (pp. 328-329) File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the loving and forgiving nature of God	From the three parables identified in Luke 15, the following conclusions can be drawn about God's love and forgiveness: • God's love and forgiveness extend to all who are lost • God is seeking those who are lost • God forgives those who ask for forgiveness • God rejoices when someone repents. The following scriptures also support these ideas: Luke 19:10; Psalm 86:5 and I John 1:9.	In groups, discuss the nature of God using the parables identified and other scriptures. Talk about God's love and forgiveness. Children cut out a huge cross from the construction paper. On one side they will list five things God's forgiveness does for them and on the next side, list five things their forgiveness can do for others. Make lost and found paper lambs with a message about God's love (Luke 19:10).	Oral responses Forgiveness cross Paper lambs with messages	*Good News Bible for Children*: Luke 19:10 Psalm 86:5 I John 1:9 Construction paper *Fold-N-Hold Object Talks for Kids*, "Lost & Found Lamb" (pp. 6-7) Materials for craft: paper, markers, wiggly eyes, glue etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Apply Jesus' teaching on love and forgiveness to their lives	Jesus' lessons about love and forgiveness should be applied to our daily lives. Jesus is love and if He lives in us we should love others. We should also forgive those who have wronged us. In the Lord's Prayer, Jesus taught us to say, "Forgive us our debts as we forgive our debtors." (Matthew 6:12) According to Matthew 18:21-22, we should forgive persons every time they trespass against us.	Complete the "How Forgiving Are You? Quiz. (score interpretation found on page 29) Write a diary entry telling about a time when they hurt someone or someone hurt them and forgiveness was demonstrated. Read and discuss "7 Ways to Be Forgiving"	Quizzes Diary entries	*Study Jesus' Teachings*, Ages 8-12 "How Forgiving Are You? (p. 12) *What Do You Stand For? For Kids*, "7 Ways to Be Forgiving" (p. 71) Diaries / journals
• Use prayer as a means of seeking God's forgiveness	Prayer is a powerful medium through which we can ask God for forgiveness. God hears us and forgives us, but we must come to Him with a penitent heart.	Write a prayer asking God to forgive them for something that they did wrong. Write it on praying hands, which will be displayed on a bulletin board.	Prayers	File paper Praying hands cut-outs

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the significance of the Lord's Supper	Just before Jesus' death, He ate the Passover Meal, referred to as the Last Supper, with His disciples. He changed the Jewish Passover into a supper with special meaning. Today, Christians continue to commemorate the Lord's Supper in remembrance of Jesus' death and in anticipation of His coming (I Corinthians 11: 23-26). It is referred to as Holy Communion or the Eucharist in some churches.	Read and discuss the story, "The Passover Meal." (Key Q. Why did Jesus institute the Last Supper?") Research and discuss New Testament scriptures about the Lord's Supper. (Acts 20:7; I Corinthians 10:16-21; I Corinthians 11: 17-33) Sing the song, 'Break Thou the Bread of Life." Perform the short skit, 'Toejam Man.' Discuss what the skit was all about.	Discussion Drama & discussion	*The Children's Bible in 365 Stories*, "The Passover Meal" (p. 369) *Good News Bible for Children*: Acts 20:7; I Corinthians 10:16-21; I Corinthians 11: 17-33 *30 New Testament Quick Skits For Kids*, "Toejam Man" (pp. 22-24) Song: "Break Thou the Bread of Life"
• Explain what the symbols used during the Lord's Supper represent	The main symbols used during the Lords' Supper are the bread and the wine. Jesus said that the bread is His body. The wine represents His blood which is poured out for the forgiveness of sin and seals God's covenant. (Matthew 26: 26-29; Mark 14:22-26)	Use a 2-column chart to write notes about the meaning of the bread and the wine. Draw a picture of the Lord's Supper using the pattern in Easter Fun or make models of items used in the Lord's Supper.	Notes recorded in charts Pictures/models	2-column chart Materials for models http://www.thelordssupper.org (Information about the Lord's Supper) *Easter Fun!*, "Last Supper Pattern" (p. 28)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Discover ways in which the Lord's Supper is observed in various Christian churches	The Lords' Supper is observed by Christian churches all around the world. Some churches observe the Lord's Supper every time they meet for worship while others observe it once a week or once a month. In some churches, "feet washing" is practiced after the Supper is completed.	View and discuss communion videos from You Tube. Invite students from the various Christian denominations in the class to share how they observe the Lord's Supper. Complete the puzzle, "Remembering Jesus."	Oral responses Oral responses Puzzles	Videos on the Lord's Supper or communion from You Tube. *Easter Fun!*, "Remembering Jesus" (p. 7)
• Examine the importance of observing the Lord's Supper with the right attitude	It is very important to observe the Lord's Supper with the right attitude. It is a time to sincerely reflect on the death and suffering of Jesus and to prepare our hearts for His coming. It is also a time for self-examination and fellowship. Apostle Paul warned the church at Corinth about dishonouring the Lord's body and blood. (I Corinthians 27-34)	Read I Corinthians 11:27-34. Write words to describe the heart of a person who qualifies to take the Lord's Supper. Write a poem to serve as a reminder of the importance of observing the Lord's Supper with the right attitude.	Lists of words Poems, using rubric	*Good News Bible for Children*: I Corinthians 11:27-34 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the path of suffering Jesus took from Gethsemane to the cross	The path Jesus took to the cross was one of great suffering. In the Garden of Gethsemane Jesus suffered distress and grief. He experienced betrayal. On the road to Golgotha He was mocked, whipped and tortured. His body endured great suffering on the cross. Jesus endured to the very end.	Create stations using pictures from the Easter Timeline bulletin board at various points in the classroom. Walk around the room and talk about how Jesus suffered on His journey to the cross. Complete the activity sheet, "The Path Jesus Took." View and discuss the video, "Via Dolorosa – Passion of the Christ."	Oral responses Activity sheets	Easter Timeline bulletin board set *Easter Fun!*, "The Path Jesus Took," (p. 6) Video – Via Dolorosa – Passion of the Christ (You Tube)
• Explain why Jesus was willing to suffer for mankind	Jesus knew that His journey to the cross would involve great suffering (Luke 9:22). However, He was willing to die for the sins of mankind because He loved us. He also knew that He had to be obedient to His Father – "…Yet not what I want, but what You want" (Matthew 26:39). Jesus knew that His suffering would lead to great victory for all believers.	Pretend to be Scripture Detectives. Read the following scriptures to discovery why Jesus was willing to suffer: Luke 9:22; Matthew 26:39 Write a letter from Jesus (in the first person), stating why He was willing to suffer for mankind. Share letter with the class.	Oral responses Letters, using rubric	*Good News Bible for Children*: Luke 9:22; Matthew 26:39 File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore the celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Justify suffering for one's faith .	Jesus suffered because He had a special mission to accomplish. Christians today must also suffer for their faith. Jesus said that if we follow Him we must "take up our cross every day" (Luke 9:23-24). When Christians suffer, they take part in the sufferings of Jesus Christ (I Peter 4:12-13). Suffering produces faith, patience and endurance in a person's life (James 1:3).	Read and discuss the following scriptures about suffering in the life of a Christian: Luke 9:23-24; I Peter 4:12-13; James 1:3) Read and discuss the story of Stephen, the first Christian Martyr. Write a journal entry on the topic, "The Cross I Must Carry."	Oral responses and discussion Journal entries	*The Children's Bible in 365 Stories*, "Stephen the Fearless" (p. 388) Journals

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore the celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain why Easter is an important festival for Christians	Easter is the most important festival in the Christian year. During this season, Christians remember all that Jesus Christ has suffered for them. It is a time to reflect on the reason why Jesus died and the significance of His death and resurrection.	View and discuss a Power Point presentation entitled, "Why Is Easter Important For Christians?" Create a diorama to portray any part of the Easter festival. Write a short report to accompany the diorama.	Discussion Dioramas with written reports	http://www.topmarks.co.uk/easter/Easter.aspx Easter Facts Lap top computer LCD projector Materials for diorama
• Highlight the main events of the Easter story	The main events in the Easter story are Palm Sunday, The Last Supper, Jesus in the Garden of Gethsemane, Jesus' Arrest and Trial, His Crucifixion and His Resurrection. All of these events took place during Passion Week or Holy Week.	View the DVD of the Easter Story. Discuss the main events and draw a timeline. Divide the class into three groups. Have each group perform one of the following short skits: "The Garden of Gethsemane", "The Death of Jesus" and "He Is Alive." Write an e-mail to a friend describing what happened when the angel came to remove the stone from the tomb's entrance.	Timelines Skits Details in the e-mails	DVD – Easter Story *30 New Testament Quick Skits For Kids*, (pp. 25-32)

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goals 5: Explore the celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Document ways in which Easter is celebrated in various Christian denominations in The Bahamas	In The Bahamas, all Christian denominations celebrate Easter in some significant way. Catholics and Anglicans begin celebrations by having an Ash Wednesday service. On Palm Sunday, many churches celebrate Jesus' Triumphant entry into Jerusalem. Churches are usually decorated with palm branches. Some churches like St. Matthews Anglican Church have Palm Sunday parades. On Good Friday, services are held in most churches. These services are usually solemn and reflective. On Easter Sunday, services are festive as Christians celebrate Jesus' resurrection.	Teacher shows videos of services held in various churches during the Easter season. Students record common practices viewed. Write notes in books. Interview persons from various denominations in The Bahamas to find out how they celebrate Easter. Students produce a booklet entitled, "Easter Celebrations in My Church." Include a variety of pictures, clip art or drawings.	Notes Information from interviews Booklets, using a rubric	DVDs of services from various churches ZNS archives – church services Pictures of activities held in churches Materials for booklet

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore the celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the significance of the symbols associated with Easter	Easter symbols have been around for centuries. They have been passed down from generation to generation. **Easter Lilies**: white blossoms symbolize the purity of Jesus. Lilies, emerging from the earth in the spring, also symbolize new life and the resurrection of Christ. **Easter eggs & baby chicks**: symbolize new life. Eggs have been a symbol of spring since ancient times. An egg also is a symbol of the rock tomb out of which Christ emerged when he arose again. The chick, hatching out of the egg, symbolizes new life or re-birth. **The crucifix** symbolizes the sacrifice Jesus made by allowing himself to be killed. An empty cross reminds Christians of Jesus'	Using a Power Point presentation, display the following symbols: wreath, star, fish, chalice, cross, hot cross bun, lilies, chicks, manger and so forth. Tell what they are and which celebrations they are associated with. E.g. wreath - Christmas Research via the Internet and other means. Complete a group project on the significance of the symbols and their association with Easter. Give oral reports from the group research. Create five (5) Easter symbols using materials found in nature. Write a paragraph about each symbol and display on a cardboard bulletin board.	Discussion Oral reports from research Artwork – displays of symbols and information	**http://**www.annieshomepage.com **/symbols**.html **http://**www.theholidayspot.com ***/easter/easter_symbols****.htm* Teacher-made Power Point presentation Lap top computer LCD projector Materials found in nature Cardboard bulletin boards

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore the celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	victory over death and the new life and hope this victory brings to believers. **The hot cross** buns were first baked in England and served on Good Friday. It has a cross on it to symbolize the body of Jesus broken on the cross. **The cup** symbolizes the new covenant, which is God's agreement to save people through their belief in the death of Jesus as the means of salvation. The wine symbolizes the blood of Jesus, which was shared for the forgiveness of sins. **The candle** represents Jesus as the light of the world. On Good Friday, the light is put out to signify His death and on Easter Sunday it symbolizes life returned to Jesus.	Produce a short Easter television show with a script to perform in front of an audience at lunch time, in a grassy area on the school grounds. Display the symbols of Easter during the performance. This is called an Open Theatre. (Class production)	Easter production and script	File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
	Palm branches- represent when Jesus arrived in Jerusalem on the first Palm Sunday and people waved palm branches to welcome Him. **Pretzels** - A food eaten during Lent. The twisted shaped symbolizes arms crossed in prayer. **The Butterfly** - one of the significant symbols of Easter. Its whole life cycle is meant to symbolize the life of Jesus Christ. The first stage is the caterpillar, which stands for His life on Earth. The second phase is the cocoon stage, portraying the crucifixion and burial of Jesus. The third and final stage is the butterfly, representing His rising from the dead in a glorified body.			

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Respect

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Explain what it means to have respect for authority or leadership .	The word, "respect" means a high or special regard; a relation or reference to a particular thing or situation. To have respect for authority is to honour or to submit to those in leadership positions. Such persons include your parents, principals, teachers, elders, law enforcement agents, prefects etc.	Play the song: RESPECT by Aretha Franklin. Discuss what it means to have respect for authority or leadership. Using the letters in the word 'RESPECT', write seven (7) ways they can show respect for those in authority. Have students use the local newspapers to find stories showing incidences of respect and disrespect for authority. Talk about stories. In groups, role play every day examples of respect and disrespect for authority at school and in the home.	Discussion Ideas in acrostics Discussion Role play	http://www.merriam-webster.com/dictionary/respect Meaning of respect *What Do You Stand For? For Kids*, "7 Ways to Show Respect" (p. 117) (Sample acrostic) CD CD Player Song, "Respect" Local newspapers

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Respect

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Study biblical characters who demonstrated respect for leadership / authority figures	Many biblical characters demonstrated respect for authority. They include David and Paul. David respected King Saul as his leader even though King Saul wanted to kill him. Even when God rejected Saul as king, David still respected him. In the New Testament, Paul sent Onesimus, a runaway slave, back to his owner, Philemon. Paul respected the authority of Philemon.	Read the story 'Hide and Seek' about David and King Saul. Discuss how David displayed respect for King Saul. Read the story, "The Runaway Slave." Discuss – Why did Paul send Onesimus back to Philemon? Select one of the characters discussed (David /Paul) and explain in one paragraph how he showed respect for authority.	Discussion Oral responses Paragraphs, using a rubric	*The Children's Bible in 365 Stories*: "Hide and Seek" (p. 148) "Runaway Slave" (pp. 408-409) File paper
• Demonstrate respect for persons in authority	Individuals should demonstrate respect for persons in authority. Children should demonstrate respect by obeying rules at home and in school. Adults should demonstrate respect by obeying laws in the work place and in the community. All persons should use good manners to demonstrate respect.	Make a respect mobile. Draw pictures showing ways to respect authority and display on mobile. In groups, write a respect pledge. Recite pledge using music and other instruments.	Mobiles Pledges & attitude of students	Materials for mobile: paper plates, yarn, markers etc. File paper *What Do You Stand For? For Kids*, "Make a Respect Mobile" (pp. 117-118) Musical instruments

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Friendship

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Examine the positive and negative aspects of friendship	A friend is someone you care about and like to do things with. Friends can influence each other positively and negatively. **Positive Friendship** - A friend accepts you for who you are, listens, encourages, gives advice, helps with chores, lends money, shares secrets, and simply "is there." Children who have friends are likely to be more self-confident than those without friends. **Negative Friendship** - If children have difficulty making friends they could feel great distress. This may affect their performance in school. Friends may pressure each other to join gangs, steal, smoke, take drugs, drink alcohol, kill, fight, hurt others etc.	Divide class in groups. Give each group a picture of friends who are displaying positive or negative actions. Discuss the pictures and share with the class. Create cards with positive messages to encourage close friendships.	Discussion Cards, using artwork rubric	Pictures Materials for cards: construction paper, markers, glitter, pencils etc.

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Friendship

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Use biblical examples to illustrate the positive and negative aspects of friendship	Shadrach, Meshach and Obednego were three young men who displayed the positive aspects of friendship. They were loyal to God and each other. They stood together for what they believed was right. They also supported each other in a difficult time. In the story of Job, Job's friends did not stand by him when he was in trouble. They refused to believe he was telling the truth and offered no comfort to him.	Read stories, "Four Men in the Fire" and "Cheering Job Up?" Discuss how the friends help or hindered each other in the stories. Write a paragraph about friendship using the biblical illustrations discussed.	Discussion Paragraphs, using essay rubric	*The Children's Bible in 365 Stories*: "Four Men in the Fire" (pp. 237-238) "Cheering Job Up?" (pp.261) File paper
• Form judgments about potential dangers friends should avoid	Friends should be aware of potential dangers they may encounter. They should exercise wisdom and avoid situations that may lead into trouble. They should avoid the following: • Friends that get into trouble often • Staying out late at night • Lying to parents about where they are going • Drugs and alcohol	Teacher shares a number of scenarios involving friendships. Children display warning signs if they sense danger. Create commercials advising friends to avoid the potential dangers of friendship.	Oral responses Commercials	Warning signs (teacher-made) File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 4: Develop an appreciation for living in a community
Theme: Friendship

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Recommend ways to build healthy friendships	Friendship is an important relationship that should be nurtured. Ways to build healthy friendships include: • Spend time together • Be honest, caring, cooperative and respectful • Listen and share feelings • Solve problems respectfully	Read and discuss the following passages: "How Can You Build Strong Relationships?" "Have Fun with Your Friends" "7 Building Blocks for Strong Friendships" Write a list of ten things you and your friends might enjoy. In groups, think about problems friends might have. Act out ways to solve those problems in a respectful manner.	Discussion Lists of suggestions Role play	*What Do You Stand For? For Kids*: "How Can You Build Strong Relationships?" (pp. 93-94) "Have Fun with Your Friends" (p. 98) "7 Building Blocks for Strong Relationships" (p. 101) File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Communicate the story of the coming of the Holy Spirit	Jesus returned to heaven after His death with the promise that He would send a Comforter to His disciples. Fifty days after Jesus' Resurrection, on the Jewish Feast of Pentecost, the Holy Spirit came. The Feast of Pentecost or the Feast of Harvest was celebrated fifty days after Passover. On this special day the disciples were all gathered in Jerusalem, which was crowded with Jews from everywhere. The Holy Spirit came as a great rushing wind from heaven, which filled the room where they were. The disciples were filled with the Holy Spirit and spoke with other tongues or languages. Visitors to Jerusalem understood what the disciples were saying.	Create a semantic web using the word Holy Spirit. Read and discuss the story of the coming of the Holy Spirit. Write a news report to describe the coming of the Holy Spirit at Pentecost. Create a comic strip showing the story of the coming of the Holy Spirit at Pentecost.	Web Discussion Written news reports Comic strips	*The Children's Bible in 365 Stories*, "The Coming of the Holy Spirit" (p. 384) File paper Paper for comic strips

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Investigate ways in which Pentecost is celebrated by churches in The Bahamas	Christian churches celebrate the coming of the Holy Spirit on Pentecost Sunday each year. These services are festive and filled with glorious singing. Songs about the Holy Spirit are sung in some churches. The sermon is usually about the Holy Spirit and the role He plays in the life of a Christian. Pentecost is also referred to as Whitsun. This is why we observe Whit Monday as a holiday.	View DVDs of Pentecost Sunday services. Record notes on similarities and differences between services viewed. Share orally. Students will share their personal experiences about Pentecost Sunday. Research and discuss reasons why Whit Monday is observed as a holiday in The Bahamas.	Oral responses Research	DVDs of services from ZNS archives or from various churches. File paper

SCOPE OF WORK
RELIGIOUS STUDIES
GRADE SIX

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Pentecost/Whitsun

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
• Describe the role of the Holy Spirit in people's lives	The Holy Spirit impacts people's lives everyday. The Holy Spirit plays the following roles: • Special Comforter/Helper (John 14:16; 15:26)) • Revealer of Truth (John 14:17; 15:26 • Teacher (14:26)	Read and discuss the following scriptures about the Holy Spirit: John 14:16-17; John 14:26; John 15:26. Write notes and supporting scriptures in books. Using cut-outs of doves, create a puzzle or word search incorporating words that describe the role of the Holy Spirit in people's lives.	Notes Puzzles or word searches	*Good News Bible for Children*: John 14:16-17; John 14:26; John 15:26 Notebooks Dove cut-outs
• Use various symbols to describe the Holy Spirit	In the Bible, various symbols have been used to describe the Holy Spirit. They are dove (Mark 1:10), fire (Acts 2:3), wind (Acts 2:2), living water or streams (John 7:38-39).	Form four groups. Each group will be given a description of the Holy Spirit to act out or pantomime. Draw symbols that represent the Holy Spirit. Hang from the ceiling of the classroom.	Pantomime Symbols	*Good News Bible for Children*: Mark 1:10; Acts 2:2-3; John 7:38-39 *Bible Message Make-N-Takes*, "Who is the Holy Spirit?" (pp. 60-61) Materials for symbols: construction paper, scissors, glue, string, tapes etc.

DEPARTMENT OF EDUCATION

SCIENCE

Grade 6

2010

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SCIENCE

Grade 6

2010

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: CELL **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Identify and describe parts of the cell and their functions.	The cell is the basic unit of structure and function of all living things. Cells work together to perform basic **life processes** that keep an organism alive (movement), breathing, feeding, reproducing, excreting, (growth). All cells have similar parts. However, plants cells have a cell wall and chloroplasts which contain chlorophyll. These are not present in animal cells. The parts that are common to both plant and animal cells are **nucleus, cell membrane, cytoplasm, and vacuole**. The nucleus controls the activities of the cell. The cell membrane holds the parts of the cell together. It also separates the cell from its surrounding and controls what material enters and leaves the cell. Cytoplasm is a jellylike substance containing many chemicals to keep the cell functioning. The vacuole stores food, waste and water. The cell wall, only found in plants, is a stiff outer layer that protects the cell and gives it shape. Chloroplasts contain chlorophyll that plants need to make food.	1. Observe pictures of magnified cells.	*Harcourt Science* Bk. 6 *Science Horizons* Bk. 5 *Scott Foresman Science* Bk. 5 *Modern Curriculum Press* Level D. www.teachersdomain.org www.wisegeek.com www.cellsalive.com/cells/cell_mode/.htm	I. Create a model of a plant or animal cell using reusable materials.
2. Differentiate between plant and animal cell (microscope).		2a. Observe specimen of animal and plant cells using (a) microscope (b) magnifying glass 2b. Assemble pictures of cells (puzzles).		II. Label a plant and an animal cell.
3. Observe plant and animal cell parts and record their functions.		3a. Make information cards with the parts of the cells and the function of each part. 3b. Short skit with students emphasizing the importance of each cell part.		III. On a teacher-made worksheet, draw a line to match the parts of the cell to their functions.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: FUNGI **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Use specimen or pictures to classify four types of fungi by their traits.	Fungi are plantlike living things that do not contain chlorophyll. Fungi do not move from place to place like plants. Unlike plants, fungi cannot make its own food. To get energy, fungi must take in food. Four types of common fungi are **mushrooms, mold, yeast** and **mildew**. Fungi can be both harmful and helpful. They need moisture and warmth to grow. Mushrooms grow on the ground, on fallen logs and on live trees. Mushrooms growing on live trees are **parasites**. Mushrooms growing on fallen logs act as decomposers. People use some mushrooms as food, but some mushrooms are deadly poison. Mushrooms sold in stores are safe to eat; however, you should not touch or eat wild mushrooms. Mold grows on bread, fruit, or in any damp, warm area. The mold that grows on orange is used to produce the **anti-biotic** called **penicillin**.	1a. Make a chart showing the four types of fungi. 1b. Experiment to show the reaction when yeast and sugar are combined.	*Science Horizons* Bk. 5 *Concepts and Challenges in Life Science II* www.extension.iastate.edu/news/2006/jan/071801.htm www.blurtit.com/q192927.html www.scienceproject.com.au/facts028.html	I a. Label the diagrams that show each kind of fungi. I b. Write a paragraph to compare fungi to plants.
2. Distinguish between harmful and helpful fungi.		2. Examine an edible mushroom. Identify its parts. Place mushrooms on black paper. Cover with glass jar. Leave overnight. (Observe spores)		II. Make a chart showing the four types of fungi. III a. Collect pictures of things made from useful fungi. E.g. pizza, yoghurt, etc. Paste pictures in a folder or on a chart. Make a pamphlet about useful and harmful fungi. b. Research different types of mushroom on the internet.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: FUNGI **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
3. Compare and contrast the growth of fungi to the growth of plants.	Yeast is used to make bread rise. When the yeast uses sugar, carbon dioxide gas is formed. The carbon dioxide makes bread rise. Mildew grows on damp cloth, leather or on plants. Mildew growing on leaves can damage the plant. Some fungi are helpful, but, others are harmful. Helpful fungi break down decaying matter (mushroom). Many products are made with fungi. Fungi help to give cheese its flavor, colour and texture. Some types of fungi cause human diseases that affect the skin. Athlete's foot is caused by a fungus that grows between the toes. Ringworm and shifting clouds are also caused by a fungus. Most fungi have one cell, but mushrooms have many cells. Plants grow from seeds, but fungi grow from **spores**.	3a. Use pictures of each type of fungi. Paste them on a blank sheet of paper. Under each picture write how the fungus is harmful or helpful. 3b. Class: Design experiment for a fungus to grow on bread or orange. Use hand lenses to observe the growth.	www.britannica.com/EBchecked/topic/.../fungus/.../Growth www.workershealth.com.au/facts028.html www.mbgnet.net/bioplants/grow.html	III. Under each picture state how each one is harmful or helpful. Collect pictures of foods made from a fungus.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research and describe traits common to all sponges.	Sponges are marine animals. **Sponges** are **invertebrates**. They usually remain anchored in one place all their lives. Sponges are **filter feeders** (they filter tiny particles of food from the water). A sponge has only two layers of cells. The outer covering of the sponge's body is covered with tiny holes called **pores**. These pores lead to canals which are made up of specialized cells with whip like structures that beat rapidly. This motion helps purified water into canals. Thread like structures remove the tiny pieces of food from the water. The water then flows out through an opening called a **vent**. Sponges have **needle like parts** that give them shape. Different species of sponges have different colors, shapes and sizes. Sponges are found on reefs in The Bahamas. At one time, Bahamian fishermen harvested sponges which were sold to foreign countries where sponges were processed into a variety of household items that could be used for decorations and bathing.	1a. Observe the pores on natural and synthetic sponges. 1b. Experiment to compare the amount of water different types of sponges can hold. 1c. Create a sponge using desired materials.	*Science Horizon* Bk. 5 *Concepts and Challenges in Life Science II* *New Integrated Science for the Caribbean I* www.worldcreatures.com www.earthlife.net/inverts/porifera.html	I. Complete a table by inserting the missing traits of sponges. II. Make a collage of different kinds of sponges on chart paper. or Use a box as a T.V. and paste pictures of sponges on long sheets of paper to roll as they are viewed on the T.V. screen. Use paint to print designs using different sponges on a variety of materials. Etc. paper, cloth.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	At that time the **sponging industry** was the most important economic activity in The Bahamas.			
2. Describe the traits of echinoderms.	**Echinoderms** are marine **invertebrates**. They have external skeletons, a nervous system and are covered with **spines** that stick out from their bodies or hard plates. The spines of echinoderms protect them from predators. The spines break off easily when touched. These spines are actually a part of the animal skin. Echinoderms live only in the ocean. They use tiny gills to get oxygen from the sea water. Examples of echinoderms found in The Bahamas are starfish, sand dollar, sea urchin and sea cucumber. Others include brittle star, sea feather and sea biscuit. **Echinoderms** do not have brains, but they have nerves that enable them to move and feed. Most adult echinoderms appear to have **radial symmetry**, with five arms extending from the centre of their bodies. Sea Urchins and sand dollars do not have arms like the starfish, but they	1. Observe pictures \videos to identify various echinoderms. 2. Play "What Am I?" card game. Write the description of each echinoderm on a card and the name of the echinoderm on another. Half the class will have name card while the other half will have description card. The teacher will begin by calling on a child to begin by reading the information on the card. The child with the matching card must respond. (I'm Looking For"). 1. Sort pictures\ plastic models, cured specimens of invertebrates. 2. Students with animals (starfish, sea urchin) move about through the class to locate their traits which the students who are sitting will have on cards.	*Science Horizons* Bk. 5 *Harcourt Science* Bk. 5 www.starfish.ch/reef/echinoderms.html http://wiki.answers.com/Q/List_traits_of_echinoderms www.answers.yahoo.com>Science&Mathematics>Biology	II a. Name echinoderms and (label) list traits common to all echinoderms. II b. Collect pictures of echinoderms. Design a collage of the pictures on card. Then cut them into pieces to make a puzzle.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	have paired vows of **tube feet** extending symmetrically from the mouth. The mouth is at the centre of the underside of the body. Many echinoderms have powerful jaws and **poison** glands hidden among the spines. These adaptations help them get food and defend themselves.	Field trip on a glass bottom boat or snorkeling trip to view sponges, echinoderms and other animals in their natural habitat.		
3. Research to distinguish between different kinds of worms.	**Worms** are **invertebrates**. Three kinds of worms are **Flat worms, Round Worms** and **Segmented Worms.** **Round Worms** have round tube-like bodies with **two body openings**. At the end, food is taken in and at the other end, waste is passed out. A round worm has a nervous system with a brain and other sense organs. Hook worms are round worms. They are **parasites**. Some round worms live in animals and can pass into humans if they eat meat that is not properly cooked. **Flatworms** have a flattened body, a digestive system and one body opening. Planarians, tapeworms and flukes are flatworms. The planarian is not a common worms.	3a. Observe pictures/specimens of worms with hand lenses. 3b. Create three dimensional models of worms to show their differences.	*Science Horizons* Bk. 5 http://askville.amazon.com/kinds-worms…/AnswerViewer.do? www.allaboutworms.com/types-of-worms	III a. Research information to design information worm cards. III b. Interview a nurse or a veterinarian to find out more information about the effect of parasitic worms on humans and animals. Share the information with the class.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: INVERTEBRATES **STRAND 1: CHARACTERISTICS OF ORGANISMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1, 2 & 3. Examine a variety of invertebrates and classify them as sponges, echinoderms and worms.	They have a triangular-shaped head and eye sports on the head. They regrow parts. If a planarian is cut into two pieces, the head part will grow a tail and the tail part will grow a head. All parasitic worms lay eggs. Tapeworms lay eggs in the **digestive system** of the **host**. If these eggs burrow themselves into tissues in our brains, hearts or kidneys, they will kill us. **Segmented Worms** have bodies in sections. The earth worm and leech are segmented worms. Their bodies are in sections. The leech is a parasite which sucks blood. The earthworm lives in the soil. It makes the soil soft, and also enriches the soil with its waste which comes from the dead leaves that it eats. The names of some sponges are purple vase, Red branching and Venus's-flower-basket.	Provide pictures cards of sponges, echinoderms and worms. Have students place them under the correct heading on a chart and present to the rest of the class justifying their classification choices.	*Science Horizons* Bk. 5 *Harcourt Science* Bk. 6 http://wiki.answers.com/.../why_are_worms_and_sponges_are_alike_and_different www.diveasis.com/reef-guide/sponges.htm www.mysciencesite.com/invertebrates.pdf	I, II & III. Make an invertebrate pamphlet featuring sponges, echinoderms and worms. Visit a library to find out more about the Sponging Industry in The Bahamas. Collect pictures and share the information with the class. Interview a fisherman and record stories of how they caught, cured and sold sponges, starfish and sea urchins.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: CIRCULATORY **STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Identify parts of the Circulatory System.	The main organ of the circulatory system is the **heart**. Its main job is to pump blood to every living cell in the body. The heart is divided into four chambers. The two upper chambers are called **atrium** and the two lower chambers are called **ventricles**. A partition separates the right side of the heart from the left side. This prevents the blood on the left and right chambers from mixing. This is important because the left side of the heart has blood rich in oxygen, but the right side has blood with very little oxygen. Blood is carried around the body in blood vessels called **veins, arteries** and **capillaries.**	1. Make a model of a stethoscope.	*Harcourt Science* Bk. 5 *Modern Curriculum Press* Level D www.smm.org/heart/lessons	I. Label the diagrams of a. the circulatory system b. the heart
2. Discuss and label a simple diagram of a heart.		2. Students make one lap around playground or complete a series of exercises, then use the stethoscope to count the hearts per minute.	*Science Horizon* Bk. 4 www.kidshealth.org>kids>HowtheBodyWorks www.childrensheartinstitute.org/...heartwrk/bloodf/w.htm	II. State the importance of the heart by completing a teacher-made worksheet.
3a. Investigate and describe the function of the heart.		3a. Take your pulse for ten seconds. Multiply that number by six and record how many times your heart beats in a minute.	www.imcpl.org/kids/guides/health/circulatorysytem.html www.accessexcellence.org?AE/AEC/CC/heart_anatomy.html	III. Observe 6 pictures of people performing certain activities. Number each picture from 1-6 according to which activity will make the heart beat fastest.
3b. Research and identify the blood vessels in the circulatory system.		3b. Use a clear tube and a solution of red food coloring and water to show how blood moves in blood vessels (straw)	*Harcourt Science* Bk. 6 www.fi.edu//earn/heart/vessel www.kidskonnect.com/subject_index/31.../337_human_body.html	Have students prepare a comic strip of the 3 kinds of blood vessels. Each of them should argue regarding who is more important.
4. Investigate and identify risk factors to health and how these may affect the circulatory system.	Caring for your Circulatory System. 1. **Exercise** every day to keep your heart strong. Exercise strengthens your heart by making it beat harder, which makes the heart muscles larger and able to push more blood with each "squeeze" or "beat".	4. Make an information card telling how the circulatory system can be kept healthy.	*Harcourt Science* Bk. 1 *Harcourt Science* Bk. 5 *Harcourt Health and Fitness* Bk. 6	IV. Students unscramble key words used. E.g. e_ _ rci_ _ (exercise) In groups have students brainstorm ways to obtain physical activity and healthy foods to eat.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: CIRCULATORY **STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	2. Keep germs out of your blood. Wash cuts with soap and water. 3. Never touch someone else's blood. 4. **Eat healthy** foods to avoid diseases such as hypertension and diabetes. 5. Do not ever smoke. Smoking harrows blood vessels and can cause high blood pressure.		*Harcourt Science* Bk. 6 *Harcourt Science* Bk. 6 *Harcourt Science* Bk. 6 *Harcourt Health and Fitness* Bk. 5 and 6 www.sesameworkshop.org/initiatives/health/healthyhabits	They will then develop and write an individual plan for healthy living and commit to enforcing their plan for a period of one week, recording their activity on a log. IV. Use the internet to find different ways of making a stethoscope. Then make a model to show and explain to your class.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: IMMUNE SYSTEMS **STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research and describe the functions of the Immune System.	Organs, tissues and cells that help the body fight illnesses and diseases make up the Immune System. Diseases are caused by **bacteria** and **viruses** which enter the in large numbers and give off poisons that upset the normal functions of the body. Some bacteria release poisons that injure and kill the cells in our bodies. Viruses **reproduce** inside cells and destroy the cell. Not all illnesses are caused by infection. Some people are born with certain illnesses. Some of these include certain forms of heart disease. White blood cells are the main defenders of the body. When the body is infected (overrun by bacteria and viruses), the number of white blood cells increases. Some white blood cells trap bacteria. When this happens, poisons from the bacteria kill some of the white blood cells. The dead blood cells form a yellow material called "**pus**". Some white bloods cells make chemicals called "**antibodies**".	1a. Make a booklet (4 pages) showing the stages of a virus attacking a live cell. 1b. Design a model showing how white blood cells fight infections. 2. Invite a resource person such as a nurse or a doctor to share more information about the systems of the human body.	*Science Horizons* Bk. 6 *New Integrated Science for the Caribbean I* *Science Horizons* Bk. 5 *Harcourt Science* Bk. 6 *Harcourt Health and Fitness* Bk. 5 and 6 www.essortment.com-Health&Fitness www.thebody.com/content/art1788.html www.ehow.com>...>FamilyHealth>GeneralFamilyHealth	I. Create a card informing your peers about the function of the Immune System. Distribute picture/scenario cards depicting various illnesses or bad health habits to cooperative groups. Have each group identify the problem and describe how the immune system responds.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: IMMUNE SYSTEMS — STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	These chemicals destroy poisons made by bacteria also. **HIV** and **AIDS** are diseases that destroy the Immune System. When Bacteria and viruses produce more than our systems can fight off, we use medicines to help us fight the disease.			
2. Explain how negative habits affect the Immune System.	Medicines help the Immune System to fight diseases. A medicine is a drug-a chemical taken into the body the affects how the body functions. Not all drugs are medicines. The misuse of drugs is called drug abuse. The abuse of drugs harms the body. Two drugs that are abused all over the world are alcohol and nicotine. Alcohol decreases brain cell activity. **Nicotine** is found in **tobacco. Cigarettes, cigars** and snuff are made from tobacco. Nicotine is harmful because it increases the rate of the heartbeat and it affects the respiratory system. The use of **illegal drugs** is increasing among young people in	2a. Create a mural showcasing labels of a variety of over the counter medicines. Discuss the illness each medicine is used to treat. 2b. In groups, deign a chart showing the effects of drinking alcohol and smoking tobacco.	*Science Harcourt* Bk. 6 http://ezinearticles.com/?How...Affects-The-Immune-System&id... www.medicalnewstoday.com/articles/102505.php *Harcourt Health and Fitness* www.personalityresearch.org/papers/beaton.html www.stress.about.com/…/Stress_and_Your_Health_How_Stress_Affects_Your_Immune_System_andMore.htm	II a. List 5 drugs that are abused. b. Design posters to discourage drug abuse. c. Interview 10-20 young people between the ages of 14 and 20 to find out how many of them drink alcoholic beverages and their drink of choice. i. Compare number of male to female drinkers. ii. Make a bar graph to show most popular alcoholic beverage.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: IMMUNE SYSTEMS — STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	The Bahamas and the western world; two illegal drugs that are used very frequently by young people are Cocaine and Marijuana. These are two very dangerous drugs. They affect the Immune System and the Nervous System. They destroy brain cells and reduce the body's ability to fight off diseases.			
3. Identify risk factors to health and how these risks may be reduced.	Abuse of these drugs can weaken the body's defense systems so severely that an attack from and illness or disease may lead to death.	3. Invite the school nurse or other health resource person to speak to students about drugs and the effect on the Immune System and other body systems.	Resource Person *Harcourt Health and Fitness* Bk. 4, 5, 6 www.tampabay.com/news/...habits-keep...immune-system.../1053748	III. Complete questionnaire. Teacher designed based on all the information that is shared. IV. Design a pamphlet that convinces people why it is important to be healthy.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: FROM FLOWER TO FLOWER **STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Observe specimens of flowers to identify the parts of a flower, and explain its function.	Most of the plants that we are familiar with are flowering plants. Another name for flowering plants is angiosperms. All flowering plants produce seeds. The seeds are produced by flowers. Flowers are an adaptation that is important to the success of angiosperms. The main parts of a flower are the sepals, the petals, the pistil and the stamens. The sepals are the green leaves that protect the flower while it is in the bud. Petals are the colourful parts that surround and protect the male and female parts of the flower. The pistil is the female part of the flower and the stamens are the male part of the flower. The female part of the flower produces the fruit and the seeds and the male parts produce pollen.	1a. Pick a variety of flowers and use hand lenses to study each part closely. 1b. Use coloured paper to cut and paste the parts of a flower together on a separate paper. Make labels and paste them near the part named.	*Harcourt Science* Bk. 5 *Science Horizons* Bk. 4 *Science Horizon* Bk. 5 *Modern Curriculum Press Level D* www.naturegrid.org.uk/qca/flowerparts.html www.primaryresources.co.uk/online/pwerpoint/flower.ppt www.saps.plantsci.com.ac.uk/primparts.htm www.blithfieldeducationcentre.co.uk/.../flower_life_cycle.htm	I. Label the picture of a flower to show the four main parts. II. Create a Venn Diagram to explain the function of plant parts.
2. Research and explain the life cycle of a flower. (plant)	Flowers help to ensure that pollen from the male part of the flower gets to the female part of the flower. This process is called pollination. Pollination is the first important step in seed formation.	2. Sequence pictures to show the life cycle of a flower (plant).	www.bbc.co.uk>Home>Science>Livingthings	II. Use numbers under each picture to indicate which stage of development of the flower is shown.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: FROM FLOWER TO FLOWER — STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Seeds have very tiny plants inside them. These grow into new plants and ensure that the group continues to survive. The fruit protects the seeds and provides them with food and minerals to produce a protective coat called the "seed coat". When seeds are mature, the fruit ripens. Animals eat the fruit and scatter the seeds. This allows the seeds to grow into new plants in different places. The changes that occur from the time a seed grows into a new plant until that plant produces seeds, make up the life cycle of a plant.			II. Collect a variety of seeds and sort them in sandwich bags. Paste, tape or staple them on hard card. Beside each bag of seeds, put a picture of the flower or fruit that is produced from the seeds.

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PLANT GROWTH AND RESPONSES — **STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Predict and experiment to discover the needs of plants for growth.	To grow and be healthy every living thing needs certain things from its environment. Plants need **light, water, oxygen, carbon dioxide, minerals, proper temperature** and enough **space** in which to grow. Different plants have different growth patterns. **Trees, vines** and **shrubs** grow differently. A tree is a plant that has one main woody stem or truck. A shrub is usually a middle sized plant that has many stems or trunks. A vine is a plant with a climbing stem that may grow on the sides of a building, fence or a tree. Growth-rate is also different for the different plant types. Some plants grow only during the wet seasons. Others grow all year round. Growth-rate also can be controlled by changes in the environment. Like all living things, plants respond to things in the environment. Plants **respond** to a variety of things (stimuli) such as light, gravity and water.	1. Conduct a class experiment a. Plant without water b. Plant without light c. Plant without air d. Plant with all of the above. Make a table to record the results after one week.	*Science Horizon* Bk. 5 *Harcourt Science* Bk. 6 *Harcourt Science* Bk. 5 *Concepts and Challenges in Life Science II* www.biology-online.org/3/10-growth-patterns www.acessexcellence.org/AE/.../0236.MichaelJDemchik/ www.flipkart.com/growth-patterns...plants.../0931146267-tax3f92quy www.school.discoveryeducation.com/lessonplans/…tropisms www.teachersdomain.org/resource/viewtext_printer---14620	I. Draw a plant and list what it needs for healthy growth.
2. Investigate and compare the growth patterns of different plants.		2. Students work in groups. Each group will be given a picture of a tree, vine or shrub. After discussion among themselves, a reporter from the group will explain whether the picture shows a tree, vine or shrub and support the choice.		II a. Draw, use pictures or cut and paste to show a tree, vine and shrub. II b. Collect and press the leaves of 5 trees, 5 shrubs and 5 vines.
3. Experiment to show how plants respond to their environment.		3. Class experiment: put a small plant under a box. Put a tiny hole in the box to allow a little light to enter the box. Record the results after one week. 4. Make up a rap to describe plants different growth patterns and responses. (Use cowbells or other creative musical instruments when performing.)		III. Write a paragraph to explain what happened in the experiment that was conducted. (Use a picture to enhance the explanation). Conduct the same experiment with a different plant. Compare the results to the experiment that was completed in class.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PLANT GROWTH AND RESPONSES **STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	A plant's response that involves growth is a "**tropism**". Plants bend towards light as they grow. The growth response of a plant to light is called "**phototropism**".			
4. Explore a variety of plants to conclude their adaptive method for survival.	Responses to gravity and water also help plants survive. A stem responds to gravity by growing in the direction opposite to the pull of gravity. When stems grow upward, leaves can get light. Roots respond to gravity by growing in the direction of the pull of gravity. The downward growth of roots helps the roots reach water in the ground. Roots also respond by growing towards the water itself. A plant's response to gravity is called "gravitropism". Plants that live in different environments have different adaptations. Pine trees grow where there is little rainfall. Pine trees have needle like leaves. These leaves have a small surface area. So pine trees do not lose much water through their leaves.	4. Visit The Bahamas Natural Trust/ Family Islands – a similar area with a variety of plants. or Botanical Gardens	www.springerlink.com/index/tx51h75762532307.pdf www.desertusa.com/du_plantsurv.html	IV. Record the names of ten plants and describe how they are adapted for survival. V. Write answers to questions provided by the teacher about the entire unit on plant growth and adaptations.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PLANT GROWTH AND RESPONSES — STRAND 1: STRUCTURE AND FUNCTIONS IN LIVING SYSTEMS

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	The cactus plant has long roots that spread out just below the surface. They can absorb water quickly after it rains. The thick stems of the cactus store the water that is used during the long, dry spells. Some wild plants, like locoweed, produce poisons to prevent animals from eating the leaves. This prevent the growth of young plants. New plants do not grow around that tree. This poison is an adaptation because there are no new plants to compete with the tree for space. Some leaves are covered with wax to prevent water loss.			IV. Walk around the school yard or at home or any appropriate place to find out the adaptive method of at least 10 plants. Record Information.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: BIOMES **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Investigate to define what a biome is.	A **biome** is a large region on the earth that has a certain **climate** and certain kinds of **organisms**. There are six land biomes: **Tropical Rain Forest, Deciduous Forest, Desert**, Grassland, Tundra and Taiga. Tropical Rain Forests are noted for strong sunlight and warm, wet climate which provide ideal growing conditions for a variety of plants and animals. Most plants and animals on earth live in the tropical rain forests. The Bahamas has a climate very similar to that of the tropical rain forests. Many insects, bats, birds and mammals live in the tropical rain forest. The plants in the rain forest are in three layers: **canopy, understory** and **forest floor.** The Deciduous Forest has plants with broad leaves. The plants shed leaves every year and remain off the trees for almost three months during winter. Several **layers** of plants can be found in the Deciduous Forest. They are **canopy, understory, shrub layer** and **forest floor**.	1a. Use a map to locate the biomes on Earth. 1b. Make a graph to show the number of each biome found on the map.	*Science Horizons* Bk. 5 *Harcourt Science* Bk. 5 *Harcourt Science* Bk. 6 www.ucmp.berkeley.edu/exhibits/biomes/index.php www.mbgnet.net/sets/ www.teachersfirst.comlessons/biomes/biomes.html www.enchantedlearning.com/biomes/	I. Make a card to explain what a biome is and name the six land biomes. Describe the climate in each Biome.
2. Research and infer why organisms live in certain biomes.		2a. Choose two animals and two plants from each biome. Write 3 sentences to explain how it survives in its biome. (use pictures) 2b. Make a chart to show the rainfall and temperatures in the desert, tropical rain forest and deciduous forest.		II. Teacher provides pictures/ drawings of the tropical rain forest, deciduous forest and the desert. The students will match picture cards of organisms to the correct biome.
3. Compare and contrast the tropical rain forest to the deciduous forest.		3. Make a Venn diagram to compare similarities and differences between the two forests. 4. Group Work Create "Biome Bottles". Decorate each 5 gallon bottle to depict the animals, plants and climates of each biome. Or Create Dioramas		III. Create two samples: one picture of the tropical rain forest and the other picture of the deciduous forest.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: BIOMES **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	A variety of plants and animals live in the deciduous forest. Some animals are squirrels, deer, rabbits and beavers, foxes, black bears hawks and snakes. The desert biome receives very little rainfall. The rain that does fall evaporates quickly. During the nights, deserts are often very cold. Desert plants are adapted to survive with very little water. The common desert plants, **cacti**, store water in their **thick stems**. Plants such as the creosote bush, have **small, waxy leaves**. Desert animals also have adaptations to prevent water loss. Snakes and lizards have **dry scaly, skin**. Many desert animals hunt at night to avoid the heat.			IV. Keeping warm. Find out whether fat can act as an insulation to keep you warm. You need a bowl of ice water and some vegetable fat. Mold vegetable fat around one of your index fingers. Completely cover the finger with a layer of fat at least 1cm (0.5 in.) thick. Then hold both of your index fingers in ice water. How long does it take for each finger to get cold?

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: ENVIRONMENTAL CHANGES CAUSING ENDANGERMENT OR EXTINCTION **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research and compare the results of natural disasters on the environment.	In ecosystems there is usually stability. However, changes occur constantly. These changes may be sudden or gradual. Storms, such as hurricanes and tornados, as well as forest fires can cause rapid changes to the environment. After a change in the ecosystem, the environment reacts by permitting new additions of plant and animal life. These new additions are called "**succession**". Fires speed up the process of succession. Forest fires occur on most of the islands of The Bahamas during the dry season. Some forest fires burn dead leaves and branches on the forest floor releasing nutrients into the soil. After a fire, grasses sprout and dormant seeds germinate in the rich soil. The bark of pine trees are resistant to fires which enable them to survive forest fires. Small changes in climate, in soil conditions or in plant or animal population can change an ecosystem. This change is gradual over thousands of years.	1. Fold a blank sheet of paper in halves. Label one side "Storms" and the other side label "Forest Fires". List the changes each one of these cause to the environment.	*Harcourt Science* Bk. 5 *Harcourt Science* Bk. 5 *Concepts and Challenges in Life Science II* *Harcourt Science* Bk. 4 www.einews.com/bahamas/newsfeed-Bahamas-natural-disasters www.bahamas.gov.bs/bahamasweb2/... www.fema.gov/kids/dizarea.htm www.esa.int/esaKIDSen/Naturaldisasters.html	I a. Make two posters – One showing an empty lot that was cleared down. The other showing the lot before it was cleared. I b. List the effects on living things in the lot as a result of the change.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: ENVIRONMENTAL CHANGES CAUSING ENDANGERMENT OR EXTINCTION **STRAND 1: ORGANISMS AND THE ENVIRONMENT**

LIFE SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
2. Communicate and summarize the effects of human activities on the environment.	Pollutation also changes the ecosystem. Mass **land clearing, cutting down of hills, filling in of mangroves** and **digging canals** and **marinas** also affect the ecosystems. Human activity contributes greatly to the changes in the environment. Activities such as adding chemical fertilizers to soil, building new roads, homes, schools, shopping centres and burning fossil fuels lead to the **endangerment** and **extinction** of organisms.	2a. Students work in groups to write a short skit that informs about how each human activity affects the environment. 2b. Each group will suggest ways to save the environment.	www.bahamas.gov.bs/BahamasWeb/VisitingTheBahamas.../EndangeredtSpeciest&tEco	II. Visit an area where there was a forest fire. Draw two posters. One showing the area before the fire and the other showing the area after the fire. (Family Island) The students will be given a worksheet with 10 sentences. Six will be facts that will cause harm to the environment. Four will be facts that will help the environment. The students will circle only six sentences to identify the harmful facts.
3. Research and identify animals (organisms) in The Bahamas that are endangered.	Animals such as the **white crown pigeon**, the **iguana**, the **green sea turtle** and the **Bahama Parrot** are **endangered**. Laws are being enforced to prevent the capture of these animals. This way the number of these species can increase to avoid extinction.	3. Play a game "Who Am I?" Student picks a folded piece of paper with the name of one of the animals on the paper. The student will give the class clues so that they can guess which animal it is. (Other endangered or extinct animals may be added in the bag so that the game may last a little longer.)	Resource Person from the National Trust/Family Island-any knowledgeable person or resource books from the National Trust. www.bahamas.gov.bs/BahamasWeb/VisitingTheBahamas www.bnt.bs/download-main.php?mode=download&catid=4...39	III. Students make a booklet with pictures/drawings of the endangered species (white crown pigeon, iguana, green sea turtle and Bahama parrot). Under each picture write where the animal is found (island) and the approximate number of them surviving. Also, how the animal became endangered.

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: EARTH'S LAYERS **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Identify and compare the layers of the earth.	We live on Earth's crust which is about 32 km (20 ml) thick under the surface of the **continents** and about 8 km (5 ml) thick under the **ocean floor**. Earth's outermost layer is the **crust**. The layer directly beneath the crust is the **mantle**. The innermost layer is the **core**. The core has an **inner core** and an **outer core**. The inner core is mainly **iron** and **nickel**. It is extremely hot and metals would usually melt at that extreme heat. But the inner core is solid because of the pressure and weight of the other layers around it. The crust is the thinnest layer of the earth. It is made up of rocks with loose dirt covering the rocks. The mantle is the thickest layer. Some of the upper mantle is melted because of the heat; however, great pressure keeps a part of the mantle solid. Scientists study the crust by drilling to get samples from it. The other layers are studied from materials taken after an earthquake and materials that come to the surface after a volcanic eruption.	1a. Cut an apple/peanut, M & M candies to compare the layers of each one to the layers of the earth. 1b. Construct a model of the earth showing the three layers. (Use desired materials)	*Harcourt Science* Bk. 6 *Science Horizon* Bk. 6 www.science.pppst.com/layers.html www.library.thinkquest.org/28327/…/earth/…/layers_of_earth.html www.enchantedlearning.com/subjects/.../earth/Inside.shtml	I. Draw a picture showing the three layers of the earth. (Use colours) under the picture draw three columns labeled: Crust | Mantle | Core (inner/outer) Then write two facts about each layer under the labels. II. Build Earth layer by layer: Make a model of Earth's interior. Use clay of different colours to show Earth's Layers. Label each layer.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: AIR POLLUTION **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Infer what natural resources are and where they are located.	Natural resources are materials found in the environment that are useful to humans.	1. List 10 things in the class that were made from a natural resource.	*Science Horizons* Bk. 5 www./hup.edu/smarve//seminar/fall-2000/.../crissey.htm *Harcourt Science* Bks. 5 and 6 www.enwikipedia.org/wiki/Renewable_resource www.enwikipedia.org/wiki/Non-renewable_resource www.facts_about_solar_energy.com/renewable_resources.html	I. Collect pictures to cut and paste in a folder to show natural resources in The Bahamas.
2. Classify resources as renewable or nonrenewable.	Natural resources can be grouped as renewable or nonrenewable. Renewable resources can be replaced or used over and over. Soil, air, water, and trees are renewable resources. A nonrenewable resource is a resource that cannot be replaced easily or reused. Fossil fuels, such as oil, coal and natural gas are examples of nonrenewable resources.	2. Make a booklet to show renewable and nonrenewable resources. Explain why they are grouped together.		II. Draw a tree or any kind of plant. Under the picture, write 10 things that trees are used for. Display pictures of the things.
3. Investigate the environment to distinguish between air, land and water pollution,	When natural resources such as, air, soil and water become polluted, they are unsafe for use. Pollution occurs when harmful substances contaminate the air, land or water. The harmful substances are pollutants. Air can be polluted in several ways. The pumping of exhaust fames from motor vehicles and smoke stacks of factories and ships and smoke from cigarettes are common causes of air pollution. When these pollutants mix with water vapour in the air, they produce acid rain. Acid rain can contain a combination of gases and solid particles that produce smog.	3a.Make a poster/draw or cut pictures with activities that show how the air becomes polluted. Have students identify and photograph images of pollution in their community. They will determine the scientific process behind, and the cause and possible effects of, the pollution in their photograph. Then have student groups present their images and their related cause and effects to the rest of the class.	*Science Horizon* Bk. 5 *Harcourt Science* Bks. 5 and 6 www.botany.uwc.ac.za/SCI_ED/grade10/ecology/.../poll.htm www.greenstudentu.com/encyclopedia/pollution www.eduationalimages.com/lit060001.htm www.springerlink.com/index/W7011303824Q7740.pdf	III a. Write an essay. Give three reasons why people should not pollute the air. Explain each reason clearly.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: LAND POLLUTION **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Air can also be polluted by the addition of chlorofluorocarbon (C.F.C.'s). These are gases used in refrigerators, air conditioners and fire extinguishers. They float to the top of the atmosphere and breakdown the ozone layer. This allows harmful radiation from space to enter the atmosphere. The radiation causes humans to develop cancer. Another harmful effect of air pollution is the: "greenhouse effect". This is the trapping of heat in the atmosphere. The land is also being polluted. Garbage from homes and businesses and chemical wastes from industry and farming are being dumped into and on the land. Land pollution can be reduced in a number of ways including the use of specially designed landfills and leak proof cans.	Discuss: - How easy was it to find pollution to photograph? - What do these images tell them about pollution in their community? - What surprised them during the process? - What are the most common causes of pollution in their community? 3b. Class: Decorate a garbage bin encouraging people to use the bin instead of the ground. 3c. Arrange a clean up day at school/classroom. 3d. Make a "no dumping" sign for your school, home or the beach. 3e. Use a dictionary to define biodegradable and non biodegradable. 3f. Take an item that has been used and design it for another use. (e.g. can, bottle, popsicle sticks, phone cards, etc.).		III b. Make a pamphlet encouraging people to keep their surroundings, Clean, Green and Pristine. III c. Class arrange a beach clean up. III d. Write 5 ways that people waste water. Then, write how they can use the water wisely. III e. From a list of 20 items, form two columns Biodegradable/ Non Biodegradable. Put each item in the appropriate group.

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: WATER POLLUTION **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Most of the water on earth is salt water. Both salt water and fresh water are being polluted by a variety of sources including sewage, garbage, chemicals, like motor oil, bleach and other chemicals fishermen use to catch fish. Pollution promotes breeding of vectors and also provides vectors with homes. Some items that pollute the resources are biodegradable, but others are non biodegradable. Conservation is the wise use of natural resources. Resources can be conserved by reducing (use only what is needed), reusing (use things again) and recycling wherever possible.			III a-f. Worksheet containing different kinds of pollution. The students will classify each picture as: Air pollution, Land pollution or Water pollution. Design a garbage bin to encourage students to use it.

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: OIL, COAL AND NATURAL GAS **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
4. Research and compare coal, oil and natural gas.	Coal, oil and natural gas are some of the most important fuels. A fuel is a substance that is burned to release its stored energy. They are also called fossil fuels. Fossil-fuels are made from decayed plants and animals that lived long ago. Coal was formed from the remains of plants. Coal is grouped as either hard or soft. Soft coals were formed most recently. They were under low pressures and low temperatures. Hard coals are the oldest coals and were formed under high temperatures and high pressures. Oil and natural gas formed the same way that coal was formed. However, they were formed from the remains of simple animals and plants. These tiny organisms lived on the earth many millions of years ago. Over time, high pressures and temperatures changed their remains to oil and natural gas. Many common products are made from oil. Gasoline and diesel fuel are both made from oil.	1a. Class discussion of method that were used long ago to light a fire. 1b. Make a poster that shows items made from oil. 1c. Watch video of how oil is taken from the ground.	*Science Horizon* Bk. 5 www.moorlandschool.co.uk/earth/earthresources.htm Resource Person from one of our local dealers of Esso, Texaco or Shell to discuss a. How Gasoline, diesel etc. get to the Bahamas. b. The cost in dollars and time for one shipment to arrive in New Providence. www.32/energy.com 2hoursago www.wikianswers.com/.../How_does_nuclear_power_compare_to_coal_oil_or_natural_gas_in_terms_of_cost_per_kwh www.naturalgas.org/environment/naturalgas.asp	I. Students answer questions about the formation of coal, oil and natural gas. Dramatize "The Importance of the Careful Use of Gasoline and Diesel etc." Cut out magazine pictures for a collage that illustrates the formation of coal, oil and natural gas.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PETROLEUM AND NATURAL GAS **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	One of the main products made from natural gas is methane. Methane is the gas that is burned in most stoves. Coal, oil and natural gas are nonrenewable resources.			
5. Research to compare/explain advantages and disadvantages of fossil fuels.	Petroleum is a liquid that is found underground. It is sometimes called oil. Oil can be as thick and black as tar or as thin as water. Petroleum has a lot of energy. It is turned into different fuels – like gasoline, kerosene and heating oil. Most plastics and ink are made from petroleum. Long ago people did not dig for oil. The oil seeped from under the ground into ponds. It floated on the water. People gathered the oil from the top of the water. The energy in petroleum came from the energy in the plants and animals. It was formed from long ago. That energy came from the sun. Petroleum that is used today was formed millions of years ago. It is a nonrenewable resource. Petroleum has to be drilled from small pockets in rocks.	1a. Watch video which shows how oil is taken from the ground. 1b. Experiment to show how oil floats on water.	www.library.thinkquest.org/20331/types/fossil/advent.html www.alternativeenergysecret.com/fossil-fuels.html www.wiki.answers.com/…/What_are_the_advantages_and_disadvantages_of_fossil_fuels- www.ehow.com>...>Science&Nature>Science	I. Students answer questions about advantages and disadvantages of fossil fuels. II. Research: use the internet or product map to find out which countries have oil as a natural resource. Assign a fossil fuel (coal, oil, natural gas) to cooperative groups. Have each group use research cards to prepare a three minute radio documentary script about the advantages and disadvantages of fossil fuels.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PETROLEUM AND NATURAL GAS **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Oil wells are drilled into the rocks to reach the oil. A lot of oil is also under the oceans. Oil rigs that float are used to get this oil. After the oil is pumped, it is sent to refineries. At the refineries, it is separated into different kinds of fuels. Most of the oil is made into gasoline. Oil is also used to make products such as plastics, paints, medicines and soap. Burning fuels made from oil can pollute the environment. Natural gas is a gaseous fossil fuel consisting mainly of methane. Before a fuel, it must undergo extensive processes to have almost all other materials removed from it except methane. Compressed natural gas is a substitute for gasoline. It environmentally "clean" and it is safer than other motor fuels in the event of an oil spill. Natural gas is lighter than air, so it disperses quickly. Natural gas is also cheaper and is being used more in vehicles.	2. Interview dealers at Esso, Texaco and Shell gas stations to find out how gas prices have risen in 2008. Show this on a table/graph.	http://enwikipedia.org/wiki/naturalgas	

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PREDICTING WEATHER **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research and identify factors of weather.	**Weather** is the condition of the atmosphere at a certain time and place. Weather is predicted for only a few days because weather is always changing. Most weather conditions take place in the **troposphere** (the closest layer of the **atmosphere** to earth). A **meteorologist** is a person who studies the weather. A meteorologist uses certain instruments to predict the weather. These include a wind vane, rain gauge, thermometer, **barometer, anemometer** and **hydrometer**. An anemometer is used to measure wind speed and direction. A barometer measures air pressure. Air pressure is the weight of the air pressing down on the earth. A hydrometer (psychrometer) is used to measure relative humidity. Humidity is the amount of water vapour in the air. The conditions that make up weather and are measured are rain, air, **humidity**, **air pressure**, temperature, wind and water vapour.	1. Watch the weather channel and record for one week the weather conditions in Nassau or your island (or listen to the radio). Factors to record are: rainfall, temperature, air pressure, wind speed and direction and relative humidity. Channel: 37	*Science Horizons* Bk. 5 *Harcourt Science* Bk. 6 *McGraw Hill Science* Bk. 3 www.ecn.ac.uk/Education/factors_affecting_climate.htm World Map Resource Person	I. List the factors of weather on cards to write descriptive sentences.
2. Manipulate/look at pictures of models of weather instruments to identify them and explain how they work.		2a. Make models of some weather instruments. a. anemometer b. barometer c. hydrometer/psychrometer. 2b. Listen to a guest speaker from the Meteorological Office.	www.wiki.answers.com/../what_are_the_factors_affecting_climate_and_weather	II. Match the weather instrument to the factor of weather it measures. Rainfall–rain gauge (precipitation)
3. Explain the difference between weather and climate.		3. Work in groups. Study a map and choose one place. Discuss the types of climate that country would have according to its position on the map. Share with the class.	www.usda.gov/oce/weather/ www.weatherwizkids.com/ www.cybersleuth_kids.com/sleuth/Weather/Weather_Instruments www.hometrainingtools.com/weather-climate/c/21/	III. Research and write five facts that state how Bahamians benefit from the type of climate we experience in The Bahamas.

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PREDICTING WEATHER **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Climate is the average weather conditions year after year. Scientists were able to tell what kind of climate a place had by observing the weather conditions of the area over a long period of time. In The Bahamas, we experience a sub-tropical climate.			IV. Visit the Met. Office to observe how they set up the weather station. Make a poster to show that (competition).

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: WEATHERING AND EROSION **STRAND 2: PROPERTIES AND STRUCTURE OF EARTH**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Observe the environment and visuals to differentiate between weathering and erosion.	**Weathering** is the changing of rocks near the earth's surface through the actions of natural elements such as **wind, rain, heat, wave action, ice** and **snow.** The Earth's surface is constantly changing and breaking down due to the process of weathering and the effects of **erosion**. Weathering breaks rocks into smaller pieces while erosion carries these weathered materials from one place to another. Weathering occurs because of the changes in temperature and exposure to water and air (water, wind, ice and gravity are agents of erosion). Once rock is weathered and eroded, water, wind, ice and gravity deposit weathered material from the rocks to other places. This process is known as **deposition**. Earthquakes cause rapid changes on earth. An **earthquake** is a **vibration** or shaking of Earth's crust. Most earthquakes occur along **faults**. A fault is a break in the crust along which rock moves.	1a. Watch videotape on effects of erosion. 1b. Go on field trips to rocky shore, beach or hills to observe different stages of erosion. 1c. Collect samples of rocks and place them in different solutions. a. Saline b. Bleach c. Plain water d. Sugar water e. Vinegar Make observations after two weeks. Record data on erosion.	*Science Horizon* Bk. 5 *McGraw Hill* Bk. 5 *Harcourt/Brace* Bk. 6 Activity by Emily Miller Fresh Creek Primary Central Andros (1c) *Harcourt Science* Bk. 4 www.scarborough.k12.me.us/high/projects/../erosion.htm	I. Fold a sheet of paper in halves. On one side draw a picture to show erosion and on the other side draw a picture to show weathering. (Group work) A reporter from each group will explain each picture to the class.
2. Research and identify the forces that cause weathering and erosion.		2. Students study pictures and under each picture write the force that is responsible for the weathering. • Use a fan to represent wind and place it near soil to show soil being blown to another area. • Pour water slowly through a straw over soil to show the movement of soil by water.	www.kidsgeo.com/geology_for_kids/0060_weatgerubg_php www.nature.nps.gov/GEOLOGY/usgnps/misc/gweaer.html www.science.nationalgeographic.com/.../weathering-erosion-article.html	II. Locate an area in the environment (home, school) that was weathered or eroded. Sketch a picture of it and explain what caused the weathering or erosion.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

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EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Rock on either side of a fault can move up and down, side to side, or both. Earthquakes are measured on a **Richter Scale** which uses numbers from 1-9. A **volcano** is a mountain that forms when red hot melted rock flows through a crack onto the earth's surface. Melted rock inside Earth is called **magma**. Melted rock that reaches Earth's surface is called **lava**. The lava and gases that erupt from volcanoes are very hot and often destroy everything in their path. Volcanic eruptions also form new crust on continents.			III. Go to your school library with a friend to read about Earthquakes and Volcanic Eruptions. Name the mountains and state the damage it caused. Also, find out the measurement on the Richter Scale of the eruptions.

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: STORMS **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research to compare the traits/characteristics of storms.	A **storm** is an unusual weather **disturbance**. There are many kinds of storms. But all storms have some conditions in common. All storms start when warm, moist air rises. The rising air causes low air pressure at the earth's surface. Other common weather conditions include clouds, and either rain, sleet, hail or snow. Storms also have strong winds and lightning. A **thunderstorm** is a small local weather disturbance which can be identified by tall clouds, heavy rain and thunder and lightning. Most thunderstorms form along the edges of cold fronts. A **hurricane** is large tropical storm that is formed in warm waters. It has very high winds and heavy rainfall. The centre of a hurricane is called the "eye". This area has calm winds. However, the winds around the eye are very powerful. A **tornado** is a small funnel of quickly spinning air. Tornados are formed on land. This is the most dangerous storm which lasts for only a few minutes.	1a. Discuss what damages storms/hurricanes usually do. (Katrina and others) 1b. View video of damages after a hurricane. Have students look at pictures of storm damages. They will describe the damages and then and determine which type of storm caused it.	*McGraw Hill Science* Bk. 3 *Science Horizon* Bk. 5 *Harcourt Science* Bk. 6 www.yokota.af.mil/photos/mediagallery.asp?galleryLD=3107 www.en.wikipedia.org/wiki/storm_(Marvel_Comics) www.answers.yahoo.com/question/index?qid	I. The students will be given a sheet of paper with three information boxes. They must read the clues and decide whether the information in each box are those of a hurricane, tornado or thunderstorm. II. Research to find out how storms are named.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: STORMS **STRAND 2: CHANGES IN EARTH AND SKY**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	The winds are more powerful than the winds of a hurricane. Tornados often form during violent thunderstorms. They are also referred to as cyclones and waterspouts depending on where they form.			III. Research at least five years before to find the names of the worst hurricanes for each year. Use a map to mark the route each one traveled. Students can also describe the damage caused by those hurricanes.
2. Investigate and record safety precautions during a storm.	**Safety Precautions During a Storm:** 1. Remain indoors. Avoid small buildings that are isolated from other buildings. 2. Do not touch electrical outlets, telephones with cords (except for emergencies), faucets or plumbing pipes. 3. If you are out in the open, lie flat. 4. Don't take shelter under a tree. 5. Stay out of water. 6. Secure any loose objects outdoors that can become missiles. 7. Make sure you have medical supplies, canned food, water, flashlights, candles, a radio and batteries. 8. Secure your property especially those that are on the outside.	2. Pretend to be a reporter telling people how to be safe during a storm.	*Science Horizons* Bk. 6 *Harcourt Science* Bk. 5 www.yourradioplace.com/weather/lightening.htm home.howstuffworks.com/home...safety/.../storm_safety_tips.htm www.fema.gov/hazard/winter/wi_before.shtm	II. Make a flyer to inform people how to prepare for a storm. Select magazine pictures, to compile a storm safety booklet.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PLANETS **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Collect data to compare and contrast the surface and atmosphere of the planets.	**Mercury** has hardly any atmosphere at all. Its surface is covered with crater like Earth's moon. It is covered with rocklike dust. The main gases are helium, hydrogen and oxygen. Scientists think that **Venus** has a rocky core and surface. Pictures of its surface show mountains, rolling plains and what may be active volcanoes. There is no water on Venus. The main gases are carbon dioxide and nitrogen. **Mars'** surface is covered with **red dust**. The atmosphere of Mars is thin and consists mainly of carbon dioxide gas. Mars also has volcanoes, canyons, craters and sand dunes. **Jupiter's** well known feature is the Great Red Spot. This is believed to be a swirling storm in the atmosphere. Jupiter is made mainly of hydrogen and helium gases. **Saturn's rings** are thought to be made up of ice. The main gases in **Saturn's** atmosphere are hydrogen, helium and methane. Uranus is the planet that **rotates on its side**. The atmosphere consists of the gases hydrogen, helium and methane.	1a. Draw a table to show the gases each planet's atmosphere is made up of. 1b. Search the internet for a song about the planets. Share it with the class. 1c. Make a model of the Solar System. Students can create their own songs about the planets and share with the class.	*Science Horizon* Bk. 5 *Science Horizon* Bk. 6 *Harcourt Science* Bks. 5 and 6 www.factmonster.com>...>TheSolar System www.msnucleus.org/membership/htmk/k-6/uc/.../ucss5_3a.html www.universetoday.com>guidetospace>thesolarsystem www.kidsastronomy.com/the_planets.htm www.smartconversion.com?..?surface_area_of_planets_and_the_Sun.aspx	I. Match planet clues on cards to each planet. II. Make a model of the Solar System using Styrofoam balls of different sizes or other desired materials. Use a table to compare and contrast the planets.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PLANETS **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
2. Hypothesize which planets are susceptible to life.	**Neptune** is a pale blue planet with an atmosphere of methane, hydrogen and helium. The atmosphere has a Great Dark Spot that is believed to be a huge storm system the size of earth. **Pluto**, which is no longer considered to be a planet, was recorded as being made mostly of frozen gases and the coldest of all the planets. The atmosphere is thin and made of methane. **Earth's** atmosphere consists of about (4/5) four fifths nitrogen gas and the remaining one fifth (1/5) is mostly oxygen gas. Earth is the only planet with that amount of oxygen. Oceans of liquid water cover nearly three quarters of the surface of earth. Clouds of tiny droplets of water or ice crystals hang above Earth's surface. Ice covers the poles. Mountains, valleys and deep canyons are found on Earth. Earth seems to be the only planet that has living things on it.	2. Make up a rap to any desired tune to explain why earth has living things on it. Cut circles and manipulate them to represent the composition of gases in earth's atmosphere.	www.astro.rug.nl/~onderwys/sterllproject97/.../index.html www.columbia.edu/cu/augustine/arch/frear/rutler97.htm	II a. Design a model of planet earth. Let it hang from a hanger (mobile). Use strings to attach at least four living things from the hanger. (Other versions may be made.) II b. Build Earth layer by layer: Make a model of Earth's interior. Use clay of different colours to show Earth's layers. Label each layer.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: EXPLORING THE UNIVERSE AND SURVIVING IN SPACE **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research to identify equipment used to study objects in space.	The study of objects in space is **astronomy**. A scientist who studies objects in space is an **astronomer**. Astronomers use devices, including telescopes to study distant objects in space. A telescope is a device that makes objects that are far away, appear closer. Some telescopes collect more light than the unaided eye can see. A light telescope collects visible light and uses it to form images of distant objects. One of these telescopes is called a **Refracting telescope**. It uses lenses to form objects. Another type of light telescope collects light with a saucer-shaped mirror. This is called a **Reflecting telescope**. Scientists now have a reflecting telescope out in space. It is called the **Hubble Space Telescope**. This telescope is designed to be in orbit around Earth and to send images to Earth from space.	1a. Study picture/video of various telescopes. 1b. Use class telescopes around the school and measure the distance that objects can be seen clearly. 1c. Make a telescope.	*Science Horizon* Bk. 5 *Harcourt Science* Bk. 6 www.en.wikipedia.org/.../United_States_Space_Surveillance_Network www.xml.coverpages.org/gbXML-schema.txt www.rasc.ca/im/education/saskatchewan.pdf	I a. On a sheet of paper each student explains the difference between Reflecting and Refracting telescopes. Exchange papers then check the answers. Discussion with the teacher will follow. Students correct their mistakes after receiving their sheets with their answers. I b. Write the advantages of using the telescope to study objects in space. I c. Research the internet to find out how to build a model telescope.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: EXPLORING THE UNIVERSE AND SURVIVING IN SPACE **STRAND 2: UNIVERSE AND THE SOLAR SYSTEM**

EARTH SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
2. Investigate and identify pictures of vehicles used to explore the universe safely.	Scientists use special crafts to explore space. The crafts are pushed into space by powered rocket engines. Three types of spacecrafts are presently being used. The **space probe** does not carry humans. It gathers data about objects in space and sends that information back to earth to be processed. One of the most useful spacecrafts is the **space shuttle**. A space shuttle is a vehicle composed of giant fuel tank, large rocket (engine) and an obiter. The orbiter can be launched into space and returned to earth. It carries passengers and equipment. A **space station** is a spacecraft in space at all times. This is where scientists live while working in space. The two countries that have done the most work in space are the U.S.A. and Russia. Other countries involved in space exploration are China and a group of European countries.	2. Collect pictures of spacecrafts and paste them in a booklet. Identify each picture. In groups students will design and build a Crew Exploration Vehicle (CEV) that will be a model for future space exploration	*Harcourt Science* Bk. 4 *Science Horizon* Bk. 5 http://www1.nasa.gov/pdf/146851main_Designing_a_CEV_Student.pdf	I & II. Complete a questionnaire about the information that was given about space crafts. I & II. Visit the planetarium at the Adventure Learning Centre. Probe Research. Type the words "Starchild NASA Space Probes" into an internet search engine. Click on the website that ends in "nasa.gov," and read the latest news on space probes. Write a short report on what you find, and read it to the class.

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PHYSICAL PROPERTIES AND CHANGES **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Manipulate objects to identify physical properties. 2a. Predict and experiment to explain physical changes in objects. 2b. Manipulate equipment used to measure physical properties of matter.	All substances have certain characteristics called **properties**. Properties can be **physical** or **chemical**. A physical property is a feature that can be observed or measured without changing the substance or any of the materials it is made of. Physical properties that can be observed are **colour, shape, size, luster** and **texture**. Physical properties that can be measured are **density, heat, length, height, width** and **thickness**. Some physical properties such as melting point, boiling point and colour do not change. When we change the physical properties of a substance, this is called a physical change. Examples of physical changes include sharpening a pencil, grating coconut, cutting paper and melting wax. Although change took place, the properties of each substance remained the same.	1. Describe an object while the remainders of the class guess what the object is. 2a. Work in groups: Each group will be given an object. Together they will decide how to change the object without changing the properties. (i.e. Chalk, popside sticks, orange, paper, cloth, etc.) 2b. Class experiment: heat water to change it to steam, then let the steam go on a plate to be changed back to water.	*Harcourt Science* Bk. 6 *Science Horizons* Bk. 5 *Science In Your World* Bk. 6 www.chem4kids.com/files/matter_intro.html www.emints.org>eThemes www.youtube.com/watch?v=pmHxYE_vDBs www.2.mcdaniel.edu/Graduate/TI/pages/../matterweb.htm	I. Students list 3 physical properties of pictures of six objects. II. Students pop corn then measure the densities of the popped and unpopped corn using a balance. III. Observe the densities of different liquids. Draw and record observations. 1. Measure and pour the same volume of honey, cooking oil and water into a jar. Replace the lid tightly then shake. 2. Observe and record your observations over the next hour or so. 3. What can you conclude about the density of the liquids you used?

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: CHEMICAL PROPERTIES AND CHANGES **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
3. Experiment and record chemical changes in objects and substances.	Chemical properties describe how particles are re-arranged when one substance **reacts with another substance**. When two substances react and a new substance is produced, which is unlike either of the original substances used, a chemical change has taken place. **A new substance is formed during a chemical change**. Some substances react quickly while others react slowly. Combustion (burning) and decomposition (rotting) are types of chemical reactions. Some chemical changes give off energy. E.g. burning coal releases heat and light energy. Some changes require the addition of heat energy. Examples of these are the chemical changes that cause food to spoil or iron to rust. Naturally occurring chemical changes can be harmful. To avoid the effect of naturally occurring chemical changes, we can resort to freezing or drying to preserve food.	3. Teacher conducted experiment: Light a piece of paper using a match to show how the properties of the paper will change. Smoke and ashes will be formed.	*Harcourt Science* Bk. 5 *Science Horizons* Bk. 5 *Science In Your World* Bk. 6 www.chemistryabout.com/od/…/a/chemphyschanges.htm www.chem4kids.com www.lessonplanspage.com/SciecneMDChangeMatterChocolates57.htm www.iit.edu/~smile/cheminde.html www.ccboe.net/../elementary www.acs.org/kids www.teachers.yale.edu/curriculum/search/viewer.php?id+houston_04	III a. Students describe in a short paragraph how a chemical change takes place.
4. Investigate chemicals to identify some that will cause changes in matter.		4. Students experiment: Materials: 20ozs plastic bottle, balloon, baking soda, spoon, funnel, white vinegar. a. Put two spoonfuls of baking soda in the balloon. b. Pour a little vinegar into the bottle. c. Place the mouth of the balloon over the bottle. d. Pour the baking soda from the balloon to the bottle. e. Draw the diagram and explain the results.		IV. Collect labels from chemical items used in the house to clean. E.g. Joy, Ajax, tile cleaner, washing detergents. – Identify which substances contribute to the make-up of each item.
5. Research to distinguish between a physical change and a chemical change.		5. Collect three jars and three nails: pour the same amount of coke, alcohol and salt water in each jar. Place one nail in each jar. Place one nail in each jar. Record the results over a one month period.		Va. Student will complete a worksheet. 10 activities will be on the worksheet. The students will write whether the activities show a physical or a chemical change.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: CHEMICAL PROPERTIES AND CHANGES — STRAND 3: PROPERTIES AND CHANGES IN MATTER

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	Tools can be kept well oiled to prevent rusting. Rusting takes place when chemicals react with oxygen. Substances that prevent corrosion (rusting) are called **antioxidants**.			V b. Class activities: b. Make a fruit salad. c. Bake cup cakes. Explain why the fruit salad is an example of, a physical change, but the cup cakes demonstrate a chemical change.

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: COMPARING AND MEASURING MATTER **STRAND 3: PROPERTIES AND CHANGES IN MATTER**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Experiment to compare and measure matter.	Many physical **properties** can be measured with instruments. Mass is one of those properties. **Mass** is the amount of matter in an object. A golf ball has more mass than a table-tennis ball, but to find the exact mass of each ball, it must be measured with a **balance**. **Density** is a property that is related to mass. Density is the measure of the mass of a certain volume of a substance. Suppose that two substances have the same mass but that one takes up more space. The one that takes up more space has the lower density. The amount of space that matter takes up is called **volume**. Measuring cups and spoons are used to measure volume. Scientists measure volume with a beaker or a **graduate**, a tall cylinder with measuring marks on the side.	1a. Guess which objects will be heavier or lighter. Measure them and record the results. (Use scale) 1b. Measure the volume of objects such as stones, marbles etc. by using a graduate with water. 1c. Collect 10 household items and record the measurement of each one.	*Science Horizon* Bk. 5 *Harcourt Science* Bk. 4 www.cmouston.org/en/cev/1436 www.eduplace.com/math/.../te_1_10_measure_developl.html www.classroom.jc-schools.net/sci-units/matter.htm www.oecta.on.ca/curriculum/matter/grade5/5Intro.pdf	I. Complete a table by filling in the instrument that is used to measure each object on the table. E.g. sugar, Wesson oil, tin of soap, etc. Also, state the units of measurement for each one. Have students collect items used for measurement at home and at school. Then have them make a list of the items and beside each measurement whether it is used as a measure of length, volume, or mass and then indicate the correct unit of measurement. E.g. Milk – volume - Liter

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: MAGNETISM **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Experiment with magnets to locate the poles and the magnetic field.	The force in which magnets are used is the force of magnetism. A magnet is an object that attracts certain material, usually objects made of iron or steel. A magnet has two ends called magnetic poles or just poles. A magnet's pull is strongest at the poles. The north-seeking pole is usually marked N and the south-seeking pole is usually marked S. At times magnets pull toward each other, but at other times they push away from each other. This is a magnetic force caused by magnetic fields. A magnetic field is the space all around a magnet where the force of the magnet can act. Opposite magnetic poles attract (NS). The same magnetic poles repel. (NN/SS)	1a. Students work in with different kinds of magnets to feel the push and pull of the poles. 1b. Use a magnet and iron filings to show the lines formed in the magnetic field. 1c. Experiment: a. Attach a piece of sting (6-8 ins) or cord to a paper clip. b. Anchor the string to the desk with clay. c. Use a magnet to attract the paper clip. d. Pull the magnet away from the paper clip to see how far the magnetic field extends.	*Harcourt Science* Bk. 4 *Science Horizons* Bk. 5 *Science In Our World* www.eskimo.com/~billb/electrom/statbot/.html www.education.jlab.org/qa/electromagnet.html www.image.gsfc.nasagov/poetry/magnetism/magnetism.html www.science.howstuffworks.com>…>PhysicalScience>Physics	I a. Design the lines of a magnetic field on a coloured sheet of paper. I b. Draw bar magnets to show when they will repel and when they will attract. I c. Use a magnet to go around the school to find out which things will be attracted to the magnet. Record observations and make a note of what you expected to be attracted and which things surprised you.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: MOTION AND FORCES **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
2. Manipulate objects to infer the relationships between motion, speed and direction.	Motion is any change of position. To observe motion, an object's position must first be determined. Position is an object's place or location. If an object's position is changing, the object is in motion. If the object is still, it is at rest. One way to describe the motion of an object is its speed. Speed is the measure of the distance an object moves in a given amount of time. A force is a push, pull or lift of an object. A force can start a motion, stop a motion or change direction of a motion. It can also change the speed of motion. If a force pushes an object in the same direction as the object's motion, the speed will increase. If it pushes in the opposite direction, the speed will decrease.	1a. Make a ramp using books. Use small toy cars to go down the ramp. Measure the distances in inches/cm and record results on a graph. 1b. Students go outside to bat balls. They must then explain how the direction and speed of the ball changes. Have students work in pairs to describe the changing motions of a yo-yo using the vocabulary words: force, speed, gravity, and friction. All partners will help each other clarify explanations as they practice. Record on a class chart which students are able to successfully use the vocabulary in their explanation.	*Harcourt Science* Bk. 4 *Science Horizon* Bk. 5 www.physics4kids.com/files/motion_velocity.html www.skwirk.com.au/...motion/motion/motion/direction-and-speed-velocity www.pbs.org/wgbh/nova/teachers/activities/2513_mir.html	I. Students make cards to define: Motion, speed, force, direction, position and rest. II. Write a story that has to do with an object that has to be moved but is difficult to move. Describe different ways that are used to apply force to the object. Make the story lively and humorous. III. Collect small toys (usually given in "Kids Meals" at fast food places e.g. K.F.C.) Display the toys and label each one with the kind of motion it has. Have each student design a poster including diagrams to illustrate the motion of the yo-yo as it falls and moves back up the string. Ask them to identify where the yo-yo moves fastest and slowest with labels and arrows. Ask students to use the vocabulary words in their descriptions.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: SIMPLE ELECTRIC CIRCUIT **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Experiment to explain how a simple circuit works.	A flow of electric charges is called an **electric current**. A wire, a bulb and a battery are needed to make a path in which negative charges could flow. This path is called a **circuit**. The battery is an electric cell which supplies energy to move charges through the circuit. The electric wire is made of metal, mainly copper. This wire is the **conductor** that allows current to pass through it easily. The plastic covering the wire is called an **insulator**. Insulators do not allow current to pass through them easily. A switch is used to turn an electric current off or on. When the switch is on, the path is complete. Then the light bulb comes on. (Closed circuit). When the **switch** is off, the path is broken (open circuit). The light bulb would be off.	1a. Students use wires, bulb, batteries and switch to make a simple circuit. 1b. Explain what each part of the circuit is used for. (bulb, wires, switch, battery)	*Harcourt Science* Bk. 4 *Science Horizons* Bk. 5 www.science.howstuffworks.com>,,,>Energyproduction www.cando.com/uci/lessons99/electricity.html www.hantsfire.gov.uk/circuits www.earthcarecanada.com/EarthCare.../6_simplecircuits.pdf www.electronics.howstuffworks.com>…>SolidStateElectronics	I a. Write the steps in sequence that were carried out to make the light bulb come on. Draw a diagram. I b. Explain how conductors and insulators are different. I c. Make a simple circuit on a wooden board or hard card. Design questions and answers to display how it works.

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CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: FRICTION **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Investigate objects and materials to discover the effects of friction on them.	**Friction** is the force that resists the movement of one object against another when objects touch. Friction enables you to push against the ground and move your body forward. Friction is involved in the most ordinary actions of your daily life. Although friction is needed to produce motion, it is also needed to reduce motion. (I.e. friction between nails and wood will hold the wood together). At times, friction is not useful (too much friction can prevent moving parts on a machine to stop working). It causes wear and tear in clothing, tennis and shoes. The amount of friction can be changed by using different materials.	1. Demonstrate activities on certain materials to find out the affects of friction on them. a. Try to open the door knob with oil on the hands. b. Attempt to slide on the carpet with shoes on. c. Push a heavy book across the desk, then put the book on some round pencils then push the book across the desk again.	*Science Horizon* Bk. 5 *Harcourt Science* Bk. 5 *Science In Your World* Bk.6 www.sciencebuddie5.org/science-fair.../ApMech-p012.shtml www.science.jrank.org/pages/2858/Friction.html	I. Students choose three activities in the classroom or outside. They must state how friction affects these activities. (E.g. teaching writing on the chalk board with chalk; erasing with a rubber for ink versus a rubber for pencil lead.)

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: PULLEYS AND WHEEL AND AXEL **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Research to identify pulleys and wheel and axle. 2. Experiment to conclude how pulleys and wheel and axles make work easier.	**Work** is done on an object when a force moves the object through a distance. People have made some machines to make work easier. A **pulley** is one such machine. It is made up of a rope or chain and a wheel around which the rope fits. When you pull down on one rope end, the wheel turns and the other rope end moves up. A pulley that stays in one place is called a fixed pulley. It is used to raise and lower something lightweight, such as a flag or a small sail. The other kind of pulley is called a moveable pulley. It is free to move up and down. One end of the rope is tied down. The load is hooked to the pulley. Pulling upon the rope makes both the pulley and the load rise. **A wheel and axle** is made up of a large wheel attached to a smaller wheel or rod. A doorknob is part of a wheel and axle. The large, round knob turns the smaller axle. The axle is what pulls in the latch to open the door. Without the large knob, it would be difficult to turn the axle. The small effort force you use to turn the knob becomes a large resulting force put out by the axle.	1. Observe pictures and videos of pulleys and whell and axle. 2. Examine the school's flag and draw a picture to show how it works. Write a short paragraph to explain how it works.	*Harcourt Science* Bk. 4 *Harcourt Science* Bk. 6 Invite a resource person in from B.T.V.I or in the community. *Science Horizon* Bk. 3 www.science.jrank.org/page/4060/Machines-Simple.html www.lessonplanel.com/search?...pulleys%2C+wheel...axle www.owlnet.rice.edu?~elec201/Book/basic_mech.html	I. Use the internet to collect pictures of pulleys and wheel and axle. II. Students learn how to make a simple pulley or wheel and axle. III. List some simple machines in your house. Compare your list with your neighbor's.

CURRICULUM GUIDELINES
GRADE 6
SCOPE OF WORK

TOPIC: CONSERVATION OF ENERGY **STRAND 3: FORCES AND ENERGY**

PHYSICAL SCIENCE

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
1. Investigate and describe ways in which energy can be conserved.	Like matter, energy cannot be created or destroyed. Once we have used up the supply of energy, it cannot be renewed. We must conserve (use wisely) the energy supplies that we have and look to other substances for energy. Some of the areas we might be able to find additional energy include wind power, the energy stored in moving waves of the sea and solar energy. Scientists are exploring ways of utilizing these now. One way to conserve energy in out homes is to turn off lights and other electrical appliances like fans and televisions when they are not in use.	1a. Discuss general practices in the homes regarding lights, fans, T.V., refrigerators and air conditioners. 1b. Watch a video about energy.	50 Things You Can Do To Save The Earth www.enwikipedia.org/wiki/Energy_conservation www.library.thinkquest.org/2745/data/lawcel.htm www.earthcarecanada.com/EarthCare.../EarthCARE_lessons.asp classroom.jc-schools.net/SCI-units/energy.htm www.internet4classrooms.com/skills_2ndscience_tx.htm	I. Students record 10 things they did at home to conserve energy. Divide class into groups with 2 - 4 students. Give the students pictures of items (E.g.: TV, coffee pot, dishwasher, electric clock, hair dryer, phone, refrigerator, toaster, can opener, fan, vacuum cleaner, stereo, computer, VCR, iron, electric blanket, washer/dryer, etc.) that are found in our homes and which use electricity. Students will pretend that there is an energy shortage and they have to pick only twelve items from the above pictures. In their groups they will rank their choices using numbers. Each group discuss their choices and reasons for making those particular choices.

DEPARTMENT OF EDUCATION

SOCIAL STUDIES

Grade 6

2019

Social Studies Benchmarks

Grade 6

HISTORY

- Knows the history of The Bahamas from the Lucayan to the present.
- Understands what life was like for Bahamian families of persons working on the project.
- Knows that the Contract and the Project are one and the same.
- Appreciates the events of Majority Rule and how the events changed in The Bahamas.
- Knows the events that led to the Burma Road Riot.
- Knows that many Bahamian traditions came from Africa.

GEOGRAPHY & ENVIRONMENT

- Knows the location of the International Dateline at 180-degree longitude.
- Knows the major settlement of islands in The Bahamas.
- Knows the difference between political and physical maps.
- Knows all continents and their location.
- Appreciates that the geographical composition of The Bahamas is different from most countries in the world.

CIVICS & GOVERNMENT

- Knows all Governor Generals to present.
- Appreciates the fact that there are different types of leaders around the world.
- Knows the current leaders in all ministries.
- Knows the judicial, legislative and executive branches of government.
- Knows and understand who a citizen of The Bahamas is.
- Understands that the United Nations deal with world conflicts.

ECONOMICS & RESOURCES

- Knows items manufactured in The Bahamas.
- Appreciates the importance of manufacturing in The Bahamas.
- Appreciates special interest tourists.
- Understands how transportation is linked to communication.
- Appreciates humans as a resource.

CULTURE & HERITAGE

- Appreciates the differences in families and how they affect societies.
- Evaluate aspects of The Bahamian culture.
- Understands the different aspects of Bahamian culture.
- Appreciates that all nations have national symbols.
- Appreciates the contribution of Tony McKay, Jackson Burnside, Stanley Burnside and Bahamian tennis and cricket players as nation builders.
- Knows that cricket is the national sport of The Bahamas.
- Appreciates that Junkanoo is a part of the wider world.
- Knows and understands the difference between national and international holidays.
- Appreciates traditional celebrations and the importance of keeping them.
- Knows native bush used for chronic diseases in The Bahamas.

DEPARTMENT OF EDUCATION

HEALTH & FAMILY LIFE EDUCATION

Grade 6

2012

PRIMARY HEALTH AND FAMILY LIFE EDUCATION

CURRICULUM GUIDELINES

GRADE 6

SCOPE OF WORK

Key for Student Activities:
Level 1: Basic
Level 2: Intermediate
Level 3: Advanced

Reference: Health and Family Life Education Regional Framework for Ages 9 – 14, Working Draft Versions 1.1, CARICOM, UNICEF and EDC, 2005

OBJECTIVES FOR GRADE SIX

THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS

SUB GOAL 1 Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

Standard 1.1 Express an awareness of their uniqueness

Objectives 1.1.1 Recognize the value of self- worth, self-esteem and self- respect in decision making (Knowledge)
Appreciate their talents and gifts (Attitude)
Apply decision-making, self- awareness and self-acceptance skills to set realistic goals (Skill)

Standard 1.2: Demonstrate respect for people and all things living

Objectives 1.2.1 Recognize the importance of respecting individual differences (Knowledge)
Appreciate older members of society as valuable contributors of wisdom and experiences (Attitude)
Advocate for acceptance and inclusion people of all ages and circumstance (Skill)

Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)

Objectives 1.3.1 Examine the influence of family, friends, community, media and technology on health decisions (Knowledge)
Appreciate the value of family, friends, community, media and technology to their health and well-being (Attitude)
Apply decision-making and critical thinking skills to process and select health information, products and service (Skill)

Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

Objectives 1.4.1 Recognize the sources of health information, health care products and services in their communities (Knowledge)
Analyze health care products and determine how to make healthful consumer decisions(Knowledge)
Develop good health habits that support wellness (Attitude)
Utilize the various sources of health information in their communities (Skill)

Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

Objectives 1.5.1 Evaluate risky behaviours related to drug use, violence and crime that negatively impact self, family and community (Knowledge)
Appreciate laws and regulations that promote personal health and well-being (Attitude)
Apply decision-making skills to prevent and control risky behaviours (Skill)

OBJECTIVES FOR GRADE SIX

THEME 2: SEXUALITY AND SEXUAL HEALTH

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality

Objectives 2.1.1 Examine the physical, social and emotional changes that occur at puberty (Knowledge)
Accept the physical and emotional changes of human development (Attitude)
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

Standard 2.2: Examine issues that affect their human sexuality

Objectives 2.2.1 Analyze the issues related to their sexual health and well-being (Knowledge)
Accept personal responsibility for their safety (Attitude)
Apply decision-making skills to make healthy lifestyle choices (Skill)

Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

Objectives 2.3.1 Analyze risky behaviours and consequences that may arise through sexual involvement (Knowledge)
Accept personal responsibility for their safety (Attitude)
Apply decision-making and healthy self-management skills to protect their bodies and avoid risky behaviours (Skill)

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity

Standard 3.1 Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

Objective 3.1.1 Explore the influences that affect eating patterns (Knowledge)
Develop positive attitudes about eating healthy foods (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

OBJECTIVES FOR GRADE SIX

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D

Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objective 3.2.1 Analyze personal food choices and their relationship to The Bahamas Dietary Guidelines (Knowledge)
Demonstrate responsibility for improving eating habits (Attitude)
Apply The Bahamas Dietary Guidelines to prepare balanced meals (Skill)

Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

Objective 3.3.1 Recognize the influences that impact body image (Knowledge)
Respect differences in people's body shapes and sizes (Attitude)
Apply decision-making skills to promote a healthy lifestyle (Skill)

THEME 4: MANAGING THE ENVIRONMENT

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

Standard 4.1 Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the importance of the natural environment to our health and well-being (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

STANDARD 1.1: Express an awareness of their uniqueness

OBJECTIVES 1.1.1 Recognize the value of self- worth, self-esteem and self- respect in decision making (Knowledge)
Appreciate their talents and gifts (Attitude)
Apply decision-making, self- awareness and self-acceptance skills to set realistic goals (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
As your body changes, so do feelings, goals and ideas. The way you feel about yourself affects how you make decisions and set goals. **Making Decisions and Setting Goals** It is important to develop a plan of realistic goals now for your future as you grow and develop. Planning for the future will give you an advantage in life. - It will help you build yourself up instead of running yourself down **(building self-esteem)** - It will help you face yourself and your problems with courage, instead of trying to escape by using drugs, or engaging in violence. **(building self-worth)** - It will help you value yourself as a **person (building self-respect)**	**Level 1:** Create a self-portrait puzzle **Levels 2:** Complete a checklist of strengths and limitations **Level 3:** Using the check list (Level 2), identify three persons who have helped/encouraged them improve their strengths and overcome their limitations **Levels 1 – 3:** Discussion on growth and development (physical, emotional and social) Role play scenarios demonstrating positive self-esteem, self-worth and self-respect	Artistic expression Creative writing Inventory checklist Cooperative learning Role play Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

STANDARD 1.1: Express an awareness of their uniqueness

OBJECTIVES 1.1.1 Recognize the value of self- worth, self-esteem and self- respect in decision making (Knowledge)
Appreciate their talents and gifts (Attitude)
Apply decision-making, self- awareness and self-acceptance skills to set realistic goals (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
It is helpful to identify your strengths and limitations (weaknesses). Accepting yourself with all your strengths and limitations, will help you set realistic goals for your future. Taking healthful risks increases your self-respect and boosts self-confidence and self-esteem e.g. learning a new skill, entering a contest performing in front of an audience, etc. An important part of growing and learning is following the directions of other people who are older and wiser.	**<u>Levels 1 – 3:</u>** Set a goal for an area of their life that they would like to achieve e.g. become the class valedictorian, an honour roll student, a member of a track team or band, make new friends, etc. Write an action plan to help them achieve it.	Artistic expression Creative writing Inventory checklist Cooperative learning Role play Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.2: Demonstrate respect for people and all things living.

OBJECTIVES 1.2.1 Recognize the importance of respecting individual differences (Knowledge)
Appreciate older members of society as valuable contributors of wisdom and experiences (Attitude)
Advocate for acceptance and inclusion people of all ages and circumstance (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Aging is a part of the natural cycle of life. **(Review Grade 4, Standard 2.1: *the Human Life Cycle*).** As people age, they may have to adjust to physical limitations (hearing loss, paralysis, blindness), mental dysfunction or social adjustment (loneliness, empty nest). People are worthy of love, care and respect no matter what their age or condition of health. Society can provide support and services for individuals as their physical, mental and emotional abilities decline with age. - Family members can provide support as caregiver, friend, adoption, etc. - Children and teens can find opportunities to become involved in the lives of older adults e.g. volunteering at senior citizens homes or daycare, advocating for enforcement and changes to laws that protect the rights of senior citizens.	**Level 1:** Design a poster to discourage discrimination against older adults. **Level 2:** Discuss ways in which older members of society influence their lives e.g. what they do and how they live. **Level 3:** Collect newspaper and magazine articles about accomplishments of older adults and arrange them on a bulletin board for National Heroes Day (Discovery Day). **Levels 1 – 3:** Compile a list of the programmes and services that are available for older adults in their community e.g. Adopt a Grandparent or Senior Citizen. Encourage students to share the information with older adults or family members who may not be familiar with them.	Brainstorm Research Cooperative learning Artistic expression Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.2: Demonstrate respect for people and all things living.

OBJECTIVES 1.2.1 Recognize the importance of respecting individual differences (Knowledge)
Appreciate older members of society as valuable contributors of wisdom and experiences (Attitude)
Advocate for acceptance and inclusion people of all ages and circumstance (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
- Older adults and children can make valuable contribution to each other's lives. Teens gain knowledge and skills about life and insights into problems; Older people receive mental and social stimulation, help with tasks and a sense of security and purpose.	**Level 1:** Design a poster to discourage discrimination against older adults. **Level 2:** Discuss ways in which older members of society influence their lives e.g. what they do and how they live. **Level 3:** Collect newspaper and magazine articles about accomplishments of older adults and arrange them on a bulletin board for National Heroes Day (Discovery Day). **Levels 1 – 3:** Compile a list of the programmes and services that are available for older adults in their community e.g. Adopt a Grandparent or Senior Citizen. Encourage students to share the information with older adults or family members who may not be familiar with them.	Brainstorm Research Cooperative learning Artistic expression Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.3: Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

OBJECTIVES 1.3.1 Examine the influence of family, friends, community, media and technology on health decisions (Knowledge)
Appreciate the value of family, friends, community, media and technology to their health and well-being (Attitude)
Apply decision-making and critical thinking skills to process and select health information, products and service (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Family relations, friends and the community influence physical, emotional, social and intellectual development and the decisions individuals make about their health and well-being. The media and technological advances also influence the way people live, what they eat and wear and how they spend their resources (time and money). Being aware of technological resources such as nutritional and health care products, exercise buffs, medicines, OTC drugs, etc. can help to improve our overall health and the choices we make. Having knowledge about health information, products and services, can reduce our reliance on tactics used by various types of media.	**Levels 1 – 3**: Brainstorm how the following influence their health decisions: - Family members - Friends (peers) - Media **Level 1:** Compile a list of health products advised in the newspaper, radio, TV and Internet. **Level 2:** Conduct a survey on the availability of health products advertized in the local media. **Level 3:** Research various scientific (hi-tech) resources that impact wellness, e.g. blood pressure instruments, digital scales, thermometers, etc.	Brainstorming Research Cooperative learning Survey Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

OBJECTIVES 1.4.1 Recognize the sources of health information, health-care products and services in their communities (Knowledge)
Analysis health-care products and determine how to make healthful consumer decisions (Knowledge)
Develop good health habits that support wellness (Attitude)
Utilize the various sources of health information in their communities (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Wellness is defined as a state of good health (physical, social, emotional and intellectual development). Practicing healthy habits contribute to wellness and promote a positive self- image. **(Review Grade 5, Standard 1.4*: Health habits that contribute to wellness*)** Products (hair and skin care) and services (doctor visits and dental check ups) are important in maintaining good health. When you decide to buy a health product, you must decide whether it has quality and is right for your needs. Carefully choosing hair and skin care products can help you avoid wasting money. Deciding which health products are best for you can sometimes be difficult. Using the steps **for Making Responsible Decisions** can help you make good choices that are right for your body.	**Level 1:** Compile a list of health-care products that people use for personal health. **Level 2:** Choose health-care products and explain why they choose the products. **Level 3:** Examine the labels of health-care products for quality, purpose, price, etc. **Levels 1 - 3:** Role play scenarios in which students apply steps in making responsible decisions.	Brainstorming on health care products. Research Cooperative learning Artistic expression Field trips to pharmacy or food store. Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

OBJECTIVES 1.4.1 Recognize the sources of health information, health-care products and services in their communities (Knowledge)
Analysis health-care products and determine how to make healthful consumer decisions (Knowledge)
Develop good health habits that support wellness (Attitude)
Utilize the various sources of health information in their communities (Skill)

LIFE SKILLS: **Social**: Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Steps for Making Responsible Decisions Using the SODA Decision Making Model 1. Stop: Stop and state the problem. 2. Options: consider the options of choices and consequences of those choices. 3. Decide: Decide and choose the best solution. 4. Act: Act on your decision. **Choosing Health Care Products:** - Identify your needs - Examine the label to see if the product meets your needs - Compare products to see which offer is better for value - If necessary, get information about the product from consumer groups, parents, or health care professional. - Read the advertisement carefully, to identify any tricks the ad uses to persuade you to buy the product.	**Level 1:** Compile a list of health-care products that people use for personal health. **Level 2:** Choose health-care products and explain why they choose the products. **Level 3:** Examine the labels of health-care products for quality, purpose, price, etc. **Levels 1 - 3:** Role play scenarios in which students apply steps in making responsible decisions.	Brainstorming on health care products. Research Cooperative learning Artistic expression Field trips to pharmacy or food store. Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Self and Interpersonal Relationships**

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.5: Demonstrate the ability to use knowledge, life skills and health-enhancing strategies to address risky behaviours.

OBJECTIVES 1.5.1 Evaluate risky behaviours related to drug use, violence and crime that negatively impact self, family and community (Knowledge)
Appreciate laws and regulations that promote personal health and well-being (Attitude)
Apply decision-making skills to prevent and control risky behaviours (Skill)

LIFE SKILLS: **Social:** Communication, Cooperation and Interpersonal relationships
Cognitive: Decision-making, Problem-solving, Critical thinking and Conflict resolution
Emotional/Coping: Self-awareness, Self-acceptance, Healthy self-management and Coping with emotions

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Drugs, crime and violence are behaviors that negatively impact self, family and the community. (**Review the content on drugs, violence and crime for grades four and five, Standard 1.5).** **Combating Negative Behaviours** - Emphasize Prevention – "The first drug is the worst drug." The object is to avoid the onset of an undesirable circumstance. - Actively participate in positive programmes in school and community. - Practice good family relations and communications - Avoid intimate relationships with persons involved in drug use, crime or violence. - Do not allow peer pressure to lure you to engage in these behaviours. - Inform an adult if you are aware of friends or classmates engaging in risky behaviours.	**Level 1:** Create "Just Say No" cards that list same ways to say no to drugs and how to avoid in engaging in crime and violence. **Level 2:** Role play scenarios demonstrating appropriate and inappropriate behaviors. **Level 3**: Create raps, slogans, and poems on drug prevention, crime and violence. **Levels 1-3**: Students engage in Fun Day, Special assemblies and enrichment activities designed by The Bahamas National Drug Council.	Guest Presenters from The Bahamas National Drug Council, Adolescent Health Unit, Royal Bahamas police Force, etc. Cooperative learning Artistic expression Role play to demonstrate appropriate and inappropriate behaviours. Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005).**

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1 Examine the physical, social and emotional changes that occur at puberty (Knowledge)
Accept the physical and emotional changes of human development (Attitude)
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

LIFE SKILLS: **Social**: Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
In order to understand what sex is all about and how pregnancy occurs, it is important to know the functions of the male and female reproductive systems. **Male Reproductive System** The male sex organ is the **penis.** Behind the penis is the **scrotum,** which is a skin sac that holds the two testicles (also known as testes) that make **sperm** and the male hormone, **testosterone.** Once a young man starts puberty, his body is able to make sperm. From this point on, he is able to get a female pregnant. The sperm are made in the **testes** (testicles). The testes also produce the male hormone, **testosterone**. After sperm are made, they travel through tubes in the **epididymis,** where they mature and are stored. If the sperm are not ejaculated from the body, they will be reabsorbed. During sexual arousal, the sperm travel through the **vas deferens** to the **prostate, where fluid** is added. The fluid plus sperm makes up semen.	**Level 1:** Define vocabulary words from the lesson **Level 2:** List the parts and functions of the male and female reproduction systems **Level 3:** Outline the process leading to pregnancy (conception) **Levels 1 – 3:** (a) Design a bookmark to help students learn more about pregnancy prevention; (b) Create a "How to care for yourself" pamphlet.	Brainstorming Research Oral presentation Creative writing Word search of key terms Guest speaker – nurse or health professional /Etiquette consultant. Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005).**

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1 Examine the physical, social and emotional changes that occur at puberty (Knowledge)
Accept the physical and emotional changes of human development (Attitude)
Practice various preventive measures to protect the body and avoid risky behaviours (Skill)

LIFE SKILLS: **Social**: Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Ejaculation is when this semen comes out of the penis through the **urethra** during sexual activity. Only semen (no urine) is released during ejaculation. When a man becomes aroused, the penis fills with blood and stiffens. This is known as an erection. During puberty, young men begin an erection while they sleep and release semen. This often called a wet dream. The clinical name is Nocturnal Emission. **Female Reproductive System** The female reproductive system contains a uterus, ovaries, fallopian tubes, cervix, Clitoris, labia and vagina. The **ovaries** produce eggs and hormones called **estrogen** and **progesterone**. The **fallopian tubes** are connected to the uterus. The fallopian tubes pick up the eggs produced by the ovaries.	**<u>Levels 1 – 3 cont'd:</u>** Compile a budget on the cost of baby care (include the care of the mother before and after birth, doctor's visits, clothes, food, baby sitting, etc.). Class Debate: (a) Are teens ready to be parents? Why or why not? (b) What solutions do you suggest to reduce the number of teen pregnancies? Review steps for Personal care during puberty **(Grade 5, Standard 2.1)**. Write an essay on your thoughts about the changes your body will go through as you mature.	Brainstorming Research Oral presentation Creative writing Word search of key terms Guest speaker – nurse or health professional /Etiquette consultant. Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

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CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
The **uterus** is a thick muscle and houses the baby before birth. The **cervix** is at the base of the uterus. Its job is to hold the baby inside the uterus until the baby's birth. The clitoris is located in front of the urethral opening and contains sensitive nerve endings. The labia are the skin folds around the urethral and vaginal openings The **vagina** is the tubular opening from the uterus to outside the body through which the baby travels when it is born. The vagina is also where sperm from the penis are deposited during sexual intercourse. At puberty, the ovaries begin to release eggs and menstruation (monthly periods) starts. The uterus builds up its lining with extra blood and tissue to provide protection for a fertilized egg to grow into a healthy baby. If a sperm from the male does not fertilize the egg, it passes through the vagina along with the extra blood and tissue from the uterus as a menstruation period, which usually lasts from 5 to 7 days.	**<u>Levels 1 – 3 cont'd:</u>** Write a list of the persons you can talk with when you have concerns about your body changes. Choose one of those persons that you think is best for this purpose and tell why you choose that person.	Brainstorming Research Oral presentation Creative writing Word search of key terms Guest speaker – nurse or health professional /Etiquette consultant. Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005).**

STANDARD 2.2: Examine issues that affect their sexuality.

OBJECTIVES 2.2.1 Analyze the issues related to their sexual health and well-being (Knowledge)
Accept personal responsibility for their safety (Attitude)
Apply decision-making skills to make healthy lifestyle choices (Skill)

LIFE SKILLS: **Social**: Advocacy, Refusal, Negotiation, Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self- awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
Child Exploitation involves taking advantage of a child. It is a form of abuse and is against the law. **Article 36 of the UN Convention on the Rights of the Child** provides protection from any kind of exploitation to everyone under18 years. Two forms of exploitation are: Pornography and Social Networking. **Pornography** is any visual depiction (photographs, films, videos, pictures, computer generated images or pictures) made or produced to exploit an individual in sexual acts or in a lewd manner. **Impact of Pornography** - Child prostitution - Early exposure to sexual activity - Abnormal views of sex - Little trust for adults - Suicidal behaviors - Loss of focus/withdrawn, low self-esteem and feelings of worthlessness	**Level 1:** Create a slogan, bumper sticker or flyer to demonstrate awareness about exploitation and pornography. **Level 2:** Survey students in the class to find out the amount of time surfing the internet. **Level 3:** Conduct research on the Laws of The Bahamas regarding exploitation and pornography. **Levels 1 – 3:** Define terms related to abuse e.g. incest, rape, molestation, sexual abuse.	Brainstorming Artistic expression Small group presentation Research Guest presenter from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer. Scenarios Tests and quizzes will be given when appropriate. Teacher observation of students' interaction Teacher assessment of students' activities

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Social Media Social Networking: is an online community of people with common interest who use internet applications to help connect friends, business partners, or other individuals to communicate, share information and resources with each other. Social Networking Sites: Twitter, Face book , U-Tube and **My Space** **Impact of Social Networking:** **Positive Impact** The internet can be used for fun, education, research, chat rooms, message boards, email, listening to music, playing games, and watching movies. **Negative Impact** - Socially dysfunctional beings e.g. Individuals are unable to relate to the world beyond their keyboard - Exposure to violence, hate sites, pornography, online predators. - Diminished family values and traditions - Limited physical activity	**<u>Level 1-3 cont'd:</u>** Demonstrate how to properly surf the internet, then have students do the same. Identify the benefits/ advantages and dangers/disadvantages of internet use	Brainstorming Artistic expression Small group presentation Research Guest presenter from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer. Scenarios Tests and quizzes will be given when appropriate. Teacher observation of students' interaction. Teacher assessment of students' activities.

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Rules for On-Line Safety - Talk with an adult or family member to set guidelines for social networking - Do not provide personal information e.g. address, telephone number, pictures, etc. - If you find any information on-line that makes you feel uncomfortable, tell an adult family member right away	**Level 1-3 cont'd:** Demonstrate how to properly surf the internet, then have students do the same. Identify the benefits/ advantages and dangers/disadvantages of internet use	Brainstorming Artistic expression Small group presentation Research Guest presenter from the Department of Social Services, Adolescent Health Services, School Nurse, Lawyer. Scenarios Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Sexuality and Sexual Health**

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS **(Adapted from CARICOM HFLE Regional Standard 4, 2005).**

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1 Analyze risky behaviours and consequences that may arise through sexual involvement (Knowledge)
Accept personal responsibility for their safety (Attitude)
Apply decision-making and healthy self-management skills to protect their bodies and avoid risky behaviours (Skill)

LIFE SKILLS: **Social**: Interpersonal relationships, Cooperation and Negotiation/Refusal
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self- awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Adolescence (the teenage years) is a time of change. The body and the mind are maturing. This is a normal part of growing up. **Risk Behaviours in Adolescents:** Risky behaviours include use of or experimenting with things such as alcohol, smoking, drugs, violence, and sex. **Consequences of Risky Behaviours:** Risky behaviours lead to serious consequences. - Addiction and dependency: Drugs and alcohol can inhibit a person's ability to make good choices and people who normally would not engage in risky activities, end up doing so while under the influence - Promiscuity - Exposure to Sexually Transmitted Infections (STIs) including HIV - Exposure to risk of cancer of the cervix from having sex at an early age - Being pregnant or getting a female pregnant	**Level 1:** List the reasons why students should abstain from risky behaviours. **Level 2:** Make a list of all the things you want to do with your life that are good reasons for refusing to take part in risky behaviours. **Level 3:** Interview a parent or adult family member about what the parent or guardian wants or expects for their child in terms of their future. The students can consider the responses in setting some goals and plans for their own future.	Oral Presentations Artistic Expression Class discussion (risky and safe behaviors Brainstorming (Ways to help children in special homes living with HIV) Guest Presenter Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of studens' activities

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Consequences of Risky Behaviours cont'd: - Accident and injury - Confusing sex with love - Can develop strong attachments to persons who are exploiting (using) them - Can be distracted from pursuing goals e.g. higher education, careers, etc. - Mental illness **Safe/Positive Behviours:** - Being connected with God, your family, school, church and the community helps build your skills and self-confidence. - Develop strong spiritual life/ relationship with God and relationship with parents or positive peers and adults - Be a positive influence on those around you by making good choices - Form friendships with others who share your values and who want the best for you - Engage in wholesome activities —music, sports, dance, drama, computers, and clubs - Identify your special talents and areas of interest and use your family, friends and teachers to help you achieve them	**Levels 1-3:** Discuss and identify the decisions that they make daily which affect their health and well-being.	Oral Presentations Artistic Expression Class discussion (risky and safe behaviors Brainstorming (Ways to help children in special homes living with HIV) Guest Presenter Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as: Type 2 Diabetes, Hypertension and Heart Disease

OBJECTIVES3.1.1 Explore the influences that affect eating patterns (Knowledge)
Develop positive attitudes about eating healthy foods (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
One of the basic human needs is food. Food is important to life. The kind of foods eaten and their nutritional value have direct effect on one's health and well being. Therefore, it is important to eat healthy foods. Food choices are influenced by the following factors: - Location (Where people live) - Cultural patterns and social interaction: (traditions festivals, homecomings, family gatherings,) - Eating habits (bingeing, overeating, hunger) - Accessibility (Income, purchasing power) - Availability (local production, imports) - Advertisements - Food preparation (Fried, baked, jerked, boiled) No one food gives all the nutrients that the body needs to stay healthy, so it is best to eat a variety of different foods everyday. The foods that make up the daily food requirement should be low in fat and high in vitamins, minerals and fiber.	**Level 1:** Identify the factors that influence an individual's food choices. **Level 2:** Trace the changes in values and influences that affect food choices in their family. **Level 3:** Identify foods from different cultures and investigate how these items are prepared. **Levels 1 – 3:** Debate which jobs in the community are most important to food security (production and availability).	Brainstorming Research Nutrient Analysis worksheet Debate Resource (school nurse, Representative from the Department of Public Health Class survey Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

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HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The foods that should be consumed in very small amounts are foods that are high in fat, sugar and sodium (salt) Review Drumming Your Way to Good Health Nutrition Grade 5 *** Dietary tips for children and adolescents** - Eat lots of different foods every day to be healthy. Fruits are healthy and tasty snacks which provide vitamins, minerals and fiber - Don't skip meals, especially breakfast; it can lead to overeating. Skipping breakfast can also cause a lack of concentration for school work. - Drink water daily - Share food with family and friends	**<u>Levels 1-3 cont'd:</u>** Investigate whether the food stores in the community provide a variety of foods that promote healthy choices and meet the needs of individuals (babies/toddlers, school age children, diabetics, etc). ** Complete a Nutrient Analysis worksheet. In the first column, students will record the names of food items provided, in the second column list the nutrients in the food, and in the last column, state how the nutrient is helpful to their bodies.	Research Nutrient Analysis worksheet Debate Resource (school nurse, Representative from the Department of Public Health Class survey Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

*** The Top Ten Dietary tips for Children and Adolescents (Department of Public)**

**** Nutrition Behind the Scene: Basic Nutrition Manual for Primary School Teachers**

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)

GRADE LEVEL: **Six (6)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

OBJECTIVES 3.2.1 Analyze personal food choices and their relationship to The Bahamas Dietary Guidelines (Knowledge)
Demonstrate responsibility for improving eating habits (Attitude)
Apply The Bahamas Dietary Guidelines to prepare balanced meals (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self- awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
* The **Food Dietary Guidelines** is used to help people make food choices and engage in physical activities that promote good health and prevent diseases. **Tips for preparing and consuming healthy foods** - Use the Food Guide Drum to choose healthy foods and eat balanced meals everyday. - Make starchy vegetables, peas and beans part of the diet. - Choose a variety of fruits and vegetables everyday. - Limit the amount of high fat and greasy foods. To help achieve this, extra fat and skin on meat products should be trimmed and low fat cooking methods such as baking, roasting and broiling should be chosen. - Foods eaten should include: the correct serving from the food groups (a serving is the standard amount that is listed for each food and is used to help give advice about how much to eat or to identify how many calories and nutrients are in the food). Explain the nutritional needs of individuals based on age, sex, activity level and state of health.	**Level 1:** Conduct a class survey of students' eating habits i.e. foods and snacks consumed during break and lunch; (b) Use the Food Guide Drum to recommend healthy food choices **Level 2:** Examine a fast-food menu and assess the nutritional value of the choices using the Food Guide Drum. **Level 3:** Using the Food Guide Drum, analyze and evaluate the contents of a meal prepared at home. Propose alternative menus for the family.	Brainstorming Research Self-expression Creative expression Cooperative learning Survey Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

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DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)

GRADE LEVEL: **Six (6)** **THEME:** **Nutrition and Physical Activity**

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

OBJECTIVES 3.3.1 Recognize the influences that impact body image (Knowledge)
Respect differences in people's body shapes and sizes (Attitude)
Apply decision-making skills to promote a healthy lifestyle (Skill)

LIFE SKILLS: **Social**: Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Human beings are made up of different shapes and sizes. Body image includes the way people see themselves as well as the way they believe others view them. During adolescence, children become more concerned about their appearance. (Review puberty in Theme II Sexuality and Sexual Health) **Factors that influence body image** - Self-esteem and self-acceptance: Feeling good about self promotes a positive self-image. - Social pressures: People try to change their appearance to become popular or to look like others - Cultural beliefs and practices: Body size (In some cultures, being fat is unhealthy, whereas people from other cultures believe the opposite), physical appearance, hair, skin colour, etc. - The media often promotes 'the perfect body' in advertisements, magazines, on TV, etc. - The pressure to conform with society's rules and norms can increase a person's health risk	**Level 1:** Identify the factors that influence body image. **Level 2:** Explain the importance of having a positive body image. List some actions to enhance to body image. **Level 3:** Write a letter to a friend or classmate who might be concerned about his/her appearance, advising them of actions to enhance their body image. **Level 1 – 3:** Create their own list of positive message about enhancing body image.	Brainstorming Research Self-expression Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM (GRADES 1 – 6)

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
People who need to change their bodies for health reasons, can use healthy, positive ways to improve themselves **(Review the Benefits of regular physical activity, Grade 5, Standard 3.3)** **Steps to Building a Positive Body Image** - Accept one's self – don't try to look like a model or someone else - Accept others as they are and respect their differences. - Understand that it is normal for your body to change as you grow and develop. - Make the changes you can e.g. being neat and clean always, eating healthy foods, engaging in regular physical activity, reading books and resources enhance your spiritual and intellectual development, develop good friendships, etc.	**Level 1:** Identify the factors that influence body image **Level 2:** Explain the importance of having a positive body image. List some actions to enhance to body image **Level 3:** Write a letter to a friend or classmate who might be concerned about his/her appearance, advising them of actions to enhance their body image **Level 1 – 3:** Create their own list of positive message about enhancing body image	Brainstorming Research Self-expression Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM

GRADE LEVEL: **Six (6)** **THEME:** **Managing the Environment**

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

Standard 4.1: Demonstrate knowledge of the environment and its impact on our health and well-being

OBJECTIVE 4.1.1: Recognize the importance of the natural environment to our health and well-being (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Apply decision-making, advocacy and communication skills to promote environmental protection programmes (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Creative and Critical thinking, Problem-solving and Goal-setting
Emotional/Coping Skills Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
The natural environment is made up of resources that people need to maintain good health. These include: clean water, fresh air, animals, trees, plants, adequate and safe shelter, nutritious food, physical activity and exercise. Clean water is important for drinking, bathing and performing daily chores. Air is essential for life and good health. Animals provide various sources of food, clothing, shelter and companionship. Trees and plants – provide food, homes and shade for people and animals and give off oxygen that helps them breathe. Some resources are renewable – they replace themselves naturally. Some resources are non-renewable – once they are used up they cannot be replaced.	**Level 1:** List the resources in the natural environment that are essential to our health and well-being. **Level 2**: Describe the benefits of the resources in the natural environment to our health and well-being. **Level 3:** Research the various natural resources in The Bahamas (a) their importance, (b) benefits. **Level 1:** Identify renewable and non-renewable resources. **Level 2**: Describe how renewable and non-renewable resources are produced and sustained. **Level 3:** Research policies and laws in The Bahamas that govern / protect natural resources.	Brainstorming Research Vocabulary Guest presenters from environmental health agencies Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

DEPARTMENT OF EDUCATION
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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
Renewable resources: Renewable resources are part of nature and form our eco-systems (living and non-living organisms). Renewable resources include: oxygen, water, forests, plants, fruits, vegetables and animals. These resources are renewable as long as they are monitored, protected and conserved. Renewable resources are endangered by industrial development (agriculture, large scale fishing, mining and manufacture) and growth (population expansion, migration, buildings and road construction). Renewable resources must be used carefully so that they can renew themselves **Non-renewable resources:** A non-renewable resource is a natural resource which cannot be produced, grown or generated; once depleted there is no more available for future needs. Non-renewable resources include: fossil fuel e.g. coal, natural gas and petroleum (crude oil); minerals e.g. copper.	**Levels 1 – 3:** Invite guest presenters form the Department of Environmental Health, The Bahamas National Trust and other environmental agencies to talk about the importance of the environment. Research alternative sources for manufactured products e.g. building supplies, household products, energy (electricity, solar energy, etc.)	Brainstorming Research Vocabulary Guest presenters from environmental health agencies Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities

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Emotional/Coping Skills Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<u>Non-renewable resources cont'd:</u> Natural resources such as coal, petroleum and natural gas take thousands of years to form naturally and cannot be replaced/ reproduced as fast as they are being consumed. **Preservation of renewable and non-renewal resources:** Production of alternative sources for human consumption, industrial development and growth Implementation of policies and laws to protect renewal and non-renewal resources e.g. reduction in overfishing of the ocean, deforestation, etc.	**<u>Levels 1 – 3:</u>** Invite guest presenters form the Department of Environmental Health, The Bahamas National Trust and other environmental agencies to talk about the importance of the environment. Research alternative sources for manufactured products e.g. building supplies, household products, energy (electricity, solar energy, etc.)	Brainstorming Research Vocabulary Guest presenters from environmental health agencies Creative expression Cooperative learning Tests and quizzes will be given when appropriate Teacher observation of students' interaction Teacher assessment of students' activities