
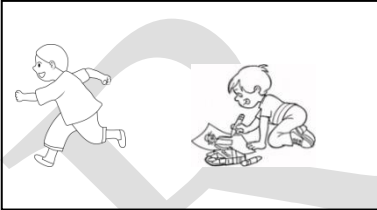


Unit 1 **Theme: Self Identity (SI)** **Topic: All about Me** **Essential Question: Who Am I?**

| Learning Outcomes | Objectives (SI=Self Identity) | Suggested Activities (SI=Self Identity) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|---|--|--|---|---|--|---|
| <p>✚ Recognize that God created everything</p> <p>✚ Appreciate the beauty of God’s creation</p> <p>🌐 Know that everyone has identity in terms of name, sex, address, physical characteristics and nationality</p> <p>✚ Demonstrate an awareness of the various external body parts and their functions</p> <p>👉 Express the correct terminology for body parts and organs as well as functions.</p> | <p>SI. 1 Identify that God made me and is the creator of all things.</p> <p>SI. 2 Describe in their own words the beauty of God’s creation.</p> <p>SI. 3 Describe and state their own traits and characteristics: (Name, physical features, Nationality).</p> <p>SI. 4 Name and state functions of external body parts.</p> <p>SI. 5 Relate methods of acquiring good hygiene and healthy habits</p> <p>SI. 6 Compare and contrast external and internal body parts of the body.</p> <p>SI. 7 Identify internal body parts with their functions.</p> | <p>SI. a View creation story picture of plants and animals God created. State likes and differences.</p> <div data-bbox="792 414 1196 722" style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px;"> <p>Day ____ God made birds. [picture of various birds identified & placed by students]</p> <p>I have _____ just like birds. Birds have _____. I do not.69</p> </div> <p>SI. b Complete an “All about Me” self portrait poster labeling body parts and identifying various traits and characteristics.</p> <div data-bbox="792 917 1182 1193" style="border: 1px solid black; padding: 10px; margin: 10px;">  <p>_____ made me. I am a _____. I am _____ years old. I live in _____.</p> </div> <p>SI. c Create a collage of external body parts to create a model of a human body.</p> <p>SI. d Paste internal organs on associated external body parts. (brain=head)</p> | <p>✚ Sub goal : 1 Examine the basic beliefs and teachings of Christianity Theme: The Nature of God Identify God as creator of all things Conclude that God created man as a special being Describe the beauty of God’s creation (page 1)</p> <p>🌐 Theme: Myself All about me My Country (pg. 2-6)</p> <p>✚ Topic; Human Body Strand 1: Characteristics of Organisms Identify body parts (external)of humans Describe the functions of external body parts (pages 62 & 63)</p> <p>👉 Sub Goal 2: Associate parts of the body (external and internal) with their functions Appreciate the way their body functions Express the correct terminology for body parts and organs Practice good hygiene and healthy habits (page 18 & 19)</p> | <p>Investigation Reflection</p> <p>Observation Communication</p> <p>Advocacy, cooperation, communication, decision-making, critical and creative thinking, self awareness, self acceptance.</p> | <p>Checklist Students should know: God created the world and all in it. That everyone has an identity name, age, gender and nationality. The name and functions of external body parts. Names and functions of specific internal organs. Specific physical features unique to them.</p> <p>Compilation of a body collage. (identifying body parts)</p> <p>Observation</p> <p>All About me booklet/poster</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible The Beginner’s Bible</p> <p>Family Life & Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

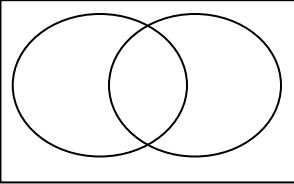
| Unit 1 | Theme: Self Identity (SI) | Topic: I am special | Essential Question: What makes me special? | | | |
|--|--|---|--|---|--|--|
| Learning Outcomes | Objectives (SI=Self Identity) | Suggested Activities (SI=Self Identity) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
| <p> Develop an understanding that each individual is a unique being</p> <p> Learn to accept oneself and others regardless of physical, mental and emotional peculiarities</p> <p> Understand individual differences</p> <p> Appreciate that each individual is a unique being</p> <p> Recognize their special gifts and talents</p> <p> Recognize their likes and dislikes</p> <p> Demonstrate an awareness of the use of the senses to learn and enjoy the world around us</p> <p>Define living things.</p> | <p>SI. 7 Discuss the definition of the word different.</p> <p>SI. 8 Identify differences (physical etc.) between self and others.</p> <p>SI. 9 Describe how or why they are special</p> <p>SI. 10 Conclude that God created man as a special being</p> <p>SI. 11 Define in their own words unique, gifts, talents.</p> <p>SI. 12 Analyze ways that the senses help one in being unique</p> <p>SI. 13 Identify and describe the five sense organs in the human body</p> <p>SI. 14 Relate their personal likes and dislikes.</p> <p>SI. 15 Explain how their five senses help them to identify their likes and dislikes.</p> <p>SI. 16 Discuss ways that they can support people with special needs.</p> | <p>SI. e Sing I Am Special song <i>I am Special</i> <i>I am Special</i> <i>If you look you will see someone very special</i> <i>someone very special because it's me</i> <i>because it's me</i></p> <p>SI. f Design a poster to explain what makes them special</p> <p>SI. g Complete an "I'm special survey"</p>  <p>I can run. I can draw. I am special because I can _____.</p> <p>SI. h Create a five senses book of the things God created that we use our sense to enjoy</p> | <p> Sub Goal1 Standard 1.1 Objectives 1.1.1 Demonstrate knowledge of individual differences Respect and appreciate individual difference Use self-awareness and self acceptance skills to demonstrate appreciation of their uniqueness (page 13)</p> <p> Sub Goal 2: Discover a sense of identity and purpose Theme: Discovering my identity differences Conclude that each individual is a unique being Display their special gifts and talents (page 5)</p> <p> Theme 1: Myself Am I like...? What do I like to do?</p> <p> Topic: Human Body – Sense Organs Strand 1: Characteristics of Organisms Infer and identify the five sense organs in the human body (page 64)</p> | <p>Advocacy, Cooperation Communication</p> <p>Investigation Reflection Analysis</p> <p>Classification Communication Manners</p> | <p>Observation</p> <p>Checklist</p> <p>Students should know: God made each of us special many things make us special ; Define: unique, gifts, talents</p> <p>Completion of survey</p> <p>Evaluation of posters</p> <p>Evaluate Show and Tell using Rubric found in Religious Studies and Science Curriculum)</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life & Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 1

Theme: Self Identity (SI)

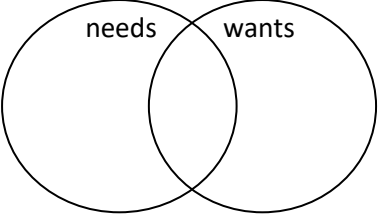
Topic: I am special

Essential Question: What makes me special?

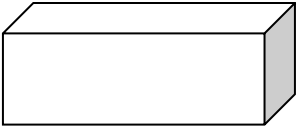
| Learning Outcomes | Objectives (SI=Self Identity) | Suggested Activities (SI=Self Identity) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|-------------------|-------------------------------|---|--|--------|------------------------|--|
| | | <p>SI. i Complete a like and dislike inventory</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">Animals</div> <p>My favorite animal is a _____. I do not like _____.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">Food</div> <p>My favorite food is _____. I do not like _____.</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 5px;">Color</div> <p>My favorite color is _____. I do not like the color _____. I like to _____.</p> <p>I do not like to _____.</p> <p>SI. j Complete a Venn diagram with a classmate to compare and contrast their similarities and differences</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  </div> | <p>Describe the functions of the five sense organs (page 65)</p> <p>Explain how the senses work together to tell us about our surroundings/environment/world (page 66)</p> | | | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

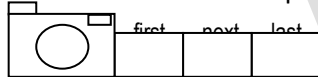
| Unit 1 | Theme: Self Identity (SI) | Topic: Comparing Living and Non-living Things | Essential Question: How am I like or different from other living things? | | | |
|--|---|---|--|---|---|--|
| Learning Outcomes | Objectives (SI=Self Identity) | Suggested Activities (SI=Self Identity) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
| <p>↑ Demonstrate awareness of relationship with other living things</p> <p>↑ Recognize the two groups of living things</p> <p>🏠 Demonstrate respect for people and all living things</p> <p>✚ Know the definition of the word worship</p> <p>✚ Understand that human beings were created to praise and worship God</p> <p>✚ Demonstrate ways to worship God</p> <p>🌐 Understand what it means to belong to a group</p> | <p>SI. 17 Examine similarities and differences of living things</p> <p>SI. 18 Determine that people and other living things belong to a group</p> <p>SI. 19 Determine ways in which respect can be demonstrated to all living things</p> <p>SI. 20 State the definition of the word worship</p> <p>SI. 21 Justify that human beings were created to worship and praise God</p> <p>SI. 22 Give examples of ways to worship God.</p> <p>SI. 23 Identify the various groups that one can be apart of. (church, social, etc.)</p> | <p>SI. l Create a flip chart of living and non- living things</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">I know the difference!</div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px; margin: 5px auto;"> <div style="border: 1px solid black; padding: 2px;">Living Things</div> <div style="border: 1px solid black; padding: 2px;">Non- Living Things</div> </div> <p>SI. m Create a comparison chart of the similarities between: people plants animals</p> <div style="display: flex; justify-content: space-around; margin: 5px auto;"> <div style="border: 1px solid black; width: 40px; height: 40px; border-radius: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; border-radius: 10px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px; border-radius: 10px;"></div> </div> <p>SI. n Compose a short narrative reflecting on an incident or time when they showed respect to other living things</p> <p>SI. o Design a flip book illustrating ways to worship God</p> | <p>↑ Topic: Living and Nonliving Things Strand 1; Characteristics of Organisms</p> <p>Classify living and nonliving things</p> <p>Compare living and nonliving things</p> <p>Identify the two main groups of living things (page 71)</p> <p>🏠 Sub-Goal 1 Standard 1.2 Demonstrate respect for people and all living things</p> <p>Objectives: 1.2.1 Explore similarities and differences between humans and animal</p> <p>Appreciate the role that animals play in the environment</p> <p>Express empathy towards animals and humans and demonstrate humane treatment of them (page 14)</p> <p>✚ Sub-Goal 2 Discover a sense of identity and purpose</p> <p>Theme: Honouring God (page 4)</p> <p>🌐 Theme 1: I am part of a group</p> | <p>Observation</p> <p>Classifying</p> <p>Experimenting</p> <p>Empathy, cooperation, advocacy, decision making, coping with emotions</p> <p>Application</p> <p>Expression</p> <p>Investigation</p> | <p>Oral Responses</p> <p>Checklist</p> <p>Classify living and non living things (draw a picture rubric Religious Studies Curriculum)</p> <p>Observation</p> <p>Evaluate comparison charts</p> <p>End of Unit Test</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 2 **Theme: Needs (Ned.)** **Topic: Our Needs** **Essential Question: What are the basic needs?**

| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|--|--|--|---|--|---|--|
| <p>👆 Know that all living things have needs</p> <p>👆 Explore habits that help people stay healthy</p> <p>🌐 Develop an awareness of their needs</p> <p>🍴 Recognize the relationship between food choices and life style diseases</p> <p>🙏 Understand reasons why individuals should give thanks to God</p> <p>🙏 Recognize Biblical persons who were thankful</p> <p>🙏 Demonstrate ways to express thanks to God</p> | <p>Ned. 1 Identify the basic needs of living things</p> <p>Ned. 2 Categorize the basic needs of people as emotional, spiritual, social or physical</p> <p>Ned. 3 Differentiate between needs and wants</p> <p>Ned. 4 Evaluate foods and activities that are needed to remain healthy</p> <p>Ned. 5 Discuss ways to prevent germs.</p> <p>Ned. 6 Conclude which foods are healthy and which are unhealthy</p> <p>Ned. 7 Examine ways that God supplied the basic needs of living things</p> <p>Ned. 8 Discuss reasons why people should thank God</p> <p>Ned. 9 Summarize the stories of Hannah and the Ten Lepers showing how their needs were met</p> | <p>Ned. a Cut and paste things they need to survive</p> <p>Ned. b Create a Venn diagram of needs and wants</p>  <p>Ned. c Design a food pyramid of healthy living</p> <p>Ned. d Write and develop a healthy breakfast, lunch and dinner menu</p> <p>Ned. e Create a “T-Chart” showing healthy and unhealthy food choices</p> <p>Ned. f Design a poster promoting healthy lifestyles under the theme ‘I’m A Germ Buster’</p> <p>Ned. g Construct “Thankful Hands” with sentences stating reasons to thank God</p> <p>Ned. h Compose a picture book recounting the events of the story of Hannah or the Ten Lepers</p> | <p>👆 Topic: What are living things? Strand 1: Characteristics of Organisms Identify the things living things need to stay alive (pg. 69)</p> <p>👆 Topic: Human Body Strand 1: Characteristics of Organisms Describe habits that help people stay healthy Identify foods that help to keep the body healthy (pg. 68)</p> <p>🌐 Theme 1: Myself My Needs</p> <p>🍴 Sub-Goal 3 Standard 3.1 Recognize the importance of food to the body Develop an appreciation for healthy foods and snacks Use decision-making skills to select healthy food snacks (pages 25-26)</p> <p>🙏 Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving (page 8)</p> | <p>Observation Classification Communication</p> <p>Self awareness, self acceptance , healthy self management, cooperation, refusal and advocacy</p> <p>Investigation Reflection Evaluation Synthesis</p> | <p>Checklist Students should know: what are needs the needs of Living things what are our emotional, social mental and spiritual needs healthy habits healthy foods healthy lifestyle habits</p> <p>Evaluate posters (using rubric from Religious Studies Curriculum)</p> <p>Evaluate a Needs booklet</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 2 Theme: Needs (Ned.) Topic: Needs of living things Essential Question: How does the environment fulfill the needs of living things?

| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|---|--|--|---|---|---|--|
| <p>↑ Recognize environments as sources of food, shelter and protection</p> <p>🌐 Develop tolerance for differences in family patterns</p> <p>➡ Recognize the importance of the family, its role and function</p> <p>✚ Demonstrate an awareness of Jesus as the son of God who came to earth as a baby</p> <p>✚ Understand why Jesus came to earth</p> <p>✚ Recognize ways to show gratitude to God for sending his Son</p> | <p>Ned. 9 Discover the various habitats within the environment</p> <p>Ned. 10 Deduce that the a habitat is a source of food, shelter and protection for plants and animals</p> <p>Ned. 11 Associate various animals with their respective habitats.</p> <p>Ned. 12 Explain the roles, function and the importance of the family</p> <p>Ned. 13 Compare and contrast animal and human families.</p> <p>Ned. 14 Interpret the structure of Jesus' family</p> <p>Ned. 15 Demonstrate ways to show gratitude to God for sending his Son</p> <p>Ned. 16 Discuss the purpose for showing gratitude to God for his Son.</p> | <p>Ned. i Complete an experiment on what plants need to grow. (planting a seed)</p> <p>Ned. j Use virtual pet to observe what animals needs to survive</p> <p>Ned. k Create and label a diorama of the various habitats with its indigenous plants and animals</p>  <p>Ned. l Complete a mobile demonstrating the structure and members of their families</p> <p>Ned. m Complete worksheet on families including the family of Jesus and his purpose for coming to earth</p> | <p>↑ Topic: Living and Nonliving Things Strand 1: Characteristics of Organisms Compare traits of plants and animals (page 72) Identify places where plants and animals live (page 73)</p> <p>🌐 Theme 2 My Family Families</p> <p>➡ Sub-Goal 1 Standard 1.3: Analyze the influences that impact personal development Objectives: 1.3.1 Evaluate family roles and responsibilities Appreciate the role that families play in their overall development Respond positively to the functions and services that family members provide (page 15)</p> <p>✚ Sub goal : 1 Examine the basic beliefs and teachings of Christianity Theme: The Nature of God (page 2)</p> | <p>Prediction Observation Classification Communication</p> <p>Self awareness, self acceptance , healthy self management, cooperation, refusal and advocacy</p> <p>Investigation Reflection Evaluation Synthesis</p> | <p>Evaluate habitat diorama projects. (see Religious Studies curriculum for rubric)</p> <p>Assess family mobile. (see Religious Studies curriculum for rubric)</p> <p>Evaluate posters (using rubric from Religious Studies Curriculum for rubric)</p> <p>Evaluate a Needs booklet (using Writing Rubric see Religious Studies Curriculum)</p> <p>Worksheets End of Topic Test</p> | <p>Religious Studies Curriculum</p> <p>The Children's Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher's Guide</p> |

| Unit 2 | Theme: Needs (Ned.) | Topic: Cultural Needs | Essential Question: How does culture affect my needs? | | | |
|---|---|---|--|---|--|--|
| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
| <p>✚ Understand the importance of Christmas</p> <p>✚ Recognize the details of the events surrounding the birth of Jesus</p> <p>✚ Demonstrate an awareness of ways to share the joy of Christmas with others</p> <p>✚ Understand that body parts and coverings help animals live where they do</p> <p>✚ Understand that plant parts help plants live where they do</p> <p>🍷 Develop an appreciation for the Dietary Guidelines for The Bahamas</p> | Ned. 17 Conclude that Christmas is an important festival | Ned. n Complete a mobile of the events of the Christmas story | <p>✚ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas (page 9)</p> <p>Topic; Living and Nonliving Things Strand 1 Characteristics of Organisms Explain how plant parts help them to live in different places Explain how body parts and coverings help animals live where they do (pages 74 & 75)</p> <p>🍷 Sub-Goal 3 Standard 3.2 Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices Objectives 3.2.1 (page 27)</p> | <p>Investigation Interpretation Reflection Evaluation</p> <p>Prediction Observation Classification Communication</p> <p>Self awareness, self acceptance, healthy self management, cooperation, refusal and advocacy</p> | <p>Assess mobile of the Christmas story events. (see Religious Studies curriculum for rubric)</p> <p>Evaluate posters (using rubric from Religious Studies Curriculum for rubric)</p> <p>Assess the film book (using Report Rubric see Religious Studies Curriculum)</p> <p>Worksheets End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |
| | Ned. 18 Summarize the events of the Christmas story | Ned. o Recreate the Christmas story through Role Play. | | | | |
| | Ned. 19 Illustrate ways that the joy of Christmas is shared with others | Ned. p Create a film book of the ways to share the joy of Christmas with others and write a sentence to explain. | | | | |
| | Ned. 20 Give examples of animals that lived in the place where Jesus was born |  | | | | |
| | Ned. 21 State how body parts and coverings of animals help them live where they do | Ned. q Categorize and sort pictures of animals / plants according to body parts and coverings and where they live | | | | |
| | Ned. 22 Describe how plant parts help plants live where they do | Ned. r Cut pictures, design and create a poster promoting a healthy Christmas meal | | | | |
| | Ned. 23 Classify foods into their specific groups. | | | | | |
| | Ned. 24 Identify the origin of foods in various food groups. | | | | | |
| | Ned. 25 Infer the appropriate amount of food from each food group that the body needs to be healthy | | | | | |

Unit 2 **Theme: Needs (Ned.)** **Topic: Living things help each other** **Essential Question: How do plants and animals meet the needs of people and each other?**

| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|---|---|--|--|--|--|--|
| <p>↑ Know the importance of animals and plants to people</p> <p>↑ Recognize how plants need animals and animals need plants</p> <p>🌐 Develop an awareness of how human beings need each other</p> <p>🌐 Develop respect for various jobs</p> <p>🏠 Develop an appreciation of the environment and its impact on their health and well-being</p> <p>✝️ Understand the importance of caring for the earth God created.</p> <p>✝️ Recognize biblical examples to illustrate caring for the environment.</p> <p>✝️ Demonstrate an understanding of ways to improve their school environment.</p> | Ned. 26 Categorize products of plants and animals | Ned. s Classify products used by people according to their origin | <p>↑ Topic: What are living things</p> <p>Strand 1 Characteristics of Organisms</p> <p>Identify and describe ways people use plants and animals</p> <p>Name animals that are sources of food, clothing and shoes</p> <p>Name plants that people eat</p> <p>Identify animals used as pets and animals that help animals work (pages 69-70)</p> <p>Describe ways plants and animals help each other (page 75)</p> <p>🌐 Theme 2 My family</p> <p>A job for everyone</p> <p>🏠 Sub-Goal 4 Standard 4.1</p> <p>Recognize the environment as a source of food, shelter and protection</p> <p>Appreciate the environment in which they live, work and play (page 29)</p> <p>✝️ Sub-Goal 4</p> <p>Develop an appreciation for living in a community</p> <p>Theme: Caring for God’s creation (page 18)</p> <p>Objectives: 1-3</p> | <p>Observation</p> <p>Classification</p> <p>Inferring</p> <p>Predicting</p> <p>Self awareness, healthy self management, Decision making, problem solving, goal setting, creative and critical thinking, cooperation, communication and advocacy</p> <p>Interpretation</p> <p>Application</p> <p>Evaluation</p> <p>Analysis</p> | <p>Checklist</p> <p>Assess plant and animal use portfolio. (see Religious Studies curriculum for rubric)</p> <p>Evaluate posters (using rubric from Religious Studies Curriculum for rubric)</p> <p>Assess poems (using Report Rubric see Religious Studies Curriculum)</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |
| | Ned. 27 Name and identify plants and animals that are useful to people | Plants Animals | | | | |
| | Ned. 28 Distinguish between items derived from plants and animals and how they are used | Ned. t Develop a portfolio of the various uses of plants and animals | | | | |
| | Ned. 29 Investigate how plants and animals need each other. | Ned. u Create family chain to show how their families help each other | | | | |
| | Ned. 30 Describe ways in which family members need each other | Ned. v Using finger puppets, students will role play how plants and animals need each other | | | | |
| | Ned. 31 Role play various duties of family members | Ned. w Write a poem relating the duties and the importance of the biblical characters who cared for the earth. | | | | |
| | Ned. 32 Discuss ways in which people help each other. | Ned. x Create poster to show ways to improve the school environment. | | | | |
| | Ned. 33 State the importance of caring for the earth God created | | | | | |
| | Ned. 34 Demonstrate ways to improve the school environment. | | | | | |
| | Ned. 35 Compose poems relating how biblical characters cared for the environment. | | | | | |

Unit 3 Theme: Changes Topic: Basic Changes Essential Question: What is change? (Possibly 2 Weeks)

| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|--|---|--|---|--|---|--|
| <p>📌 Demonstrate awareness of the different types of weather.</p> <p>📌 Understand the changes in weather using weather instruments.</p> <p>📌 Recognize clouds and their changes.</p> <p>🌐 Develop an appreciation for rules of the home.</p> <p>🏠 Recognize ways to express their feelings appropriately.</p> <p>📖 Understand the meaning of the word obedient.</p> <p>📖 Recognize Biblical examples of obedience and disobedience</p> <p>📖 Demonstrate an awareness the benefits of being obedient.</p> | <p>Chg. 1 Discuss the meaning of the word change.</p> <p>Chg. 2 Distinguish between the different types of weather conditions using images.</p> <p>Chg. 3 Create models of weather instruments that measure temperature and wind.</p> <p>Chg. 4 Associate specific clouds with specific types of weather.</p> <p>Chg. 5 Explain the changes that produce clouds following an experiment.</p> <p>Chg. 6 Provide a pictorial account of the changes in emotions they experienced within a day.</p> <p>Chg. 7 Using the biblical characters explain the word obedience and their demonstration</p> <p>Chg. 8 Describe the effects of disobedience to God.</p> <p>Chg. 9 Discuss how obedience to God can bring about changes in our lives.</p> <p>Chg. 10 Discuss the importance of obeying rules in the home.</p> | <p>Chg. a Create a weather journal over the period of a week to document the changes in the weather.</p> <p>Chg. b Design and create models of weather instruments.</p> <p>Chg. c Create a cloud journal (Science curriculum pg. 83)</p> <p>Chg. d Experiment :How Clouds are Formed (Science Curriculum pg. 82)</p> <p>Chg. e Develop an emotions flip book documenting the changes in emotions within a day.</p> <p>Chg. f Reorganize the events of the story of Noah and the Ark or Jonah and the Whale.</p> <p>Chg. g Write sentences stating their opinions on being obedient.</p> <p>Chg. h Create a picture book of how obedience/disobedience to God and family can to change our lives.</p> | <p>📌 Topic: Weather and Seasons Strand 1 Properties and Structure of Earth systems Explain the different types of weather. Observe and record weather changes using weather instruments. Observe clouds and their changes. (pages 82-83)</p> <p>🌐Theme 2 My family Rules of the home</p> <p>🏠 Sub-Goal 1 Standard 1.4 Recognize ways to express their feelings appropriately. Demonstrate willingness to share their feelings and respect other people’s feelings. (page 16)</p> <p>📖 Sub-Goal 3 Apply biblical values and principles to everyday living Theme: Growing with values (page 13) Objectives: 1-4</p> | <p>Classification Inferring Predicting Observation Experimenting</p> <p>Self awareness, healthy self management, Decision making, problem solving, goal setting, creative and critical thinking, cooperation, communication and advocacy</p> <p>Interpretation Application Evaluation Analysis</p> | <p>Checklist</p> <p>Assess plant and animal use portfolio. (see Religious Studies curriculum for rubric)</p> <p>Evaluate Experiment</p> <p>Using a rubric based on specific guidelines assess weather instrument designed.</p> <p>Evaluate posters (using rubric from Religious Studies Curriculum for rubric)</p> <p>Assess poems (using Report Rubric see Religious Studies Curriculum)</p> <p>Worksheets End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 3 Theme: Changes Topic: Changes around me Essential Question: What are some changes we see everyday?

| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|---|--|--|---|---|---|--|
| <p>↑ Understand the different seasons.</p> <p>↑ Develop an awareness of weather conditions associated with each season.</p> <p>🌐 Demonstrate an awareness of leisure activities that families participate in.</p> <p>🚫 Recognize helpful and harmful drugs and their effects on the body.</p> <p>✚ Understand the importance of helping others.</p> <p>✚ Recognize persons in the Bible Jesus helped.</p> <p>✚ Demonstrate an awareness of ways that they can help at home and school.</p> <p>✚ Recognize some of Jesus’ helpers.</p> | <p>Chg. 11 Describe the seasons giving specific changes in temperature and weather.</p> | <p>Chg. i Make a four seasons poster, reflecting the weather condition of each season, clothes worn during each season and activities that can be done during each season.</p> | <p>↑ Topic: Weather and Seasons Strand 1 Properties and Structure of Earth systems Name the different seasons. Identify weather conditions associated with each season. (pages 83) 🌐Theme 2 My family Leisure 🚫 Sub-Goal 1 Standard 1.5 Recognize helpful and harmful drugs and their effects on the body. Respect rules regarding the use of medicines and other drugs Use decision making skills to avoid harmful drugs. (page 17)</p> <p>✚ Sub-Goal 3 Apply biblical values and principles to everyday living Theme: Growing with values (page 15-16) Objectives: 1-4</p> | <p>Classification Inferring Predicting Observation</p> <p>Communication, negotiations/Refusal and Advocacy, Decision-making, Critical and Creative thinking, Self-awareness, Self-acceptance, and Healthy self management.</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate posters (using rubric from Religious Studies Curriculum for rubric)</p> <p>Assess poems (using Report Rubric see Religious Studies Curriculum)</p> <p>Assess Rebus sentences</p> <p>Evaluate sentences constructed (using Rubric in Religious studies curriculum)</p> <p>Worksheets</p> <p>End of Topic Review</p> <p>Assess role play. (see Religious Studies curriculum for rubric)</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |
| | <p>Chg. 12 Recommend appropriate family leisure activities with each season.</p> | <p>Chg. j Create a collage showing ways to dress during different seasons.</p> | | | | |
| | <p>Chg. 13 Discuss how changes in seasons can affect them physically (health wise, dress, etc.).</p> | <p>Chg. k Compose a seasonal activity book/poem. (Activities that families can engage in during each season).</p> | | | | |
| | <p>Chg. 14 Conclude that medicines are drugs that can be helpful or harmful to the body.</p> | <p>Chg. l Sort pictures of children’s medicines that are helpful to the body from other drugs/medicines.</p> | | | | |
| | <p>Chg. 15 Modify by way of illustrations rules for taking medicine safely.</p> | <p>Chg. m Design a poster of Rules for taking medicine safely with images.</p> | | | | |
| | <p>Chg. 16 Relate how Jesus’ helping people that were sick changed their lives.</p> | <p>Chg. n Complete rebus passages retelling how Jesus helped to change the lives of the sick.</p> | | | | |
| | <p>Chg. 17 Dramatize ways in which they can be helpful to each other to change their situations.</p> | <p>Chg. o Role play ways to help.</p> | | | | |
| | <p>Chg. 18 Interpret the importance of Jesus’ friends to his life and him bringing change to the world.</p> | <p>Chg. p Construct sentences about three of Jesus’ friends sharing how they helped him.</p> | | | | |

| Unit 3 | Theme: <u>Changes</u> | Topic: <u>Dealing with change</u> | Essential Question: <u>How does change affect us?</u> | | | |
|--|--|--|--|---|---|--|
| Learning Outcomes | Objectives (Ned.=Needs) | Suggested Activities (Ned.=Needs) | Suggested Content | Skills | Assessment/Evaluation | Resources |
| <p>‡ Develop an awareness of human development.</p> <p>‡ Understand physical changes that occur at each stage of development.</p> <p>‡ Recognize the physical abilities of infants, children and adults.</p> <p>👉 Respect and appreciate individual differences.</p> <p>‡ Understand the meaning of the word obstacle.</p> <p>‡ Recognize persons in the Bible who overcame obstacles.</p> <p>‡ Demonstrate an awareness of ways to overcome obstacles they may encounter in life.</p> | <p>Chg. 19 Relate the physical differences between the physical stages of human development.</p> <p>Chg. 20 Infer the change of abilities of infants, children and adults based on their development.</p> <p>Chg. 21 Compare the abilities of an average child with those of children with varied needs and abilities.</p> <p>Chg. 22 Discuss the meaning of the term obstacle in relation to differences in people and abilities.</p> <p>Chg. 23 Organize story details of one biblical character who overcame obstacles.</p> <p>Chg. 24 Give examples of ways one can overcome daily obstacles in a “overcoming giants” journal.</p> | <p>Chg. q Create a mobile reflecting the stages of human development.</p> <p>Chg. r In groups, create poems or riddles of the abilities that we experience throughout the varied stages of development.</p> <p>Chg. s Using a graphic organizer students can demonstrate their understanding of the word obstacle.</p> <p>Chg. t Create a storyboard with pictures and sentences from the story of David and Goliath or Samson to recreate the story.</p> <p>Chg. u Document the ways that obstacles are overcome or change into victories in journal.</p> | <p>‡ Topic: Human Body Strand Characteristics of Organisms Identify the stages in human development. Describe physical changes that occur at each stage of development. Compare physical abilities of infants, children and adults. (pages 67)</p> <p>👉 Sub-Goal 1 Standard 1. Demonstrate knowledge of individual differences. Respect and appreciate individual differences. Use self awareness and acceptance skills to demonstrate appreciation of their uniqueness. (page 13)</p> <p>‡ Sub-Goal 3 Discover a sense of identity and purpose Theme: Overcoming Obstacles (page 7) Objectives: 1-3</p> | <p>Classification Inferring Predicting Observation</p> <p>Communication, negotiations/Refusal and Advocacy, Decision-making, Critical and Creative thinking, Self-awareness, Self-acceptance, and Healthy self management.</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate mobile (using poster or project rubric from Religious Studies Curriculum for rubric)</p> <p>Assess poems (using Report Rubric see Religious Studies Curriculum)</p> <p>Assess graphic organizer</p> <p>Evaluate sentences constructed (using Rubric in Religious studies curriculum)</p> <p>Worksheets</p> <p>End of Topic Review</p> <p>Assess journal entry (see Religious Studies curriculum for rubric)</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

| Unit 4 | Theme: <u>Values</u> | Topic: <u>Identifying Values</u> | Essential Question: <u>What are values/valuables?</u> | | | |
|---|---|--|---|--|---|---|
| Learning Outcomes | Objectives (Val.=Values) | Suggested Activities (Val.=Values) | Suggested Content | Skills | Assessment/Evaluation | Resources |
| <p>↑ Develop an awareness that earth is made up of land, water and air.</p> <p>↑ Understand the differences among bodies of water on earth.</p> <p>✚ Develop an understanding of the definition of the word “respect”.</p> <p>✚ Understand the Golden Rule.</p> <p>✚ Demonstrate respect for themselves and others.</p> <p>🌐 Interpret ways in which they can show respect to others.</p> <p>🏠 Appreciate their uniqueness and special talents.</p> | <p>Val. 1 Define the word “value”.</p> <p>Val. 2 Identify things that we should value. (self, others, earth, etc.)</p> <p>Val. 3 Discuss the earth and its components and their value to our lives.</p> <p>Val. 4 Investigate the various bodies of water found on the earth, and their value to our lives.</p> <p>Val. 5 Give examples of the definition of the word respect.</p> <p>Val. 6 Compare and contrast the definitions of value and respect.</p> <p>Val. 7 Explain the importance of showing respect to the Earth.</p> <p>Val. 8 Create a Golden Rule flip book illustrating the ways we can demonstrate the meaning of the Golden Rule.</p> <p>Val. 9 Dramatize ways in which they can show respect for themselves and others.</p> <p>Val. 10 Conclude that their bodies are special and certain parts should be covered and protected.</p> | <p>Val. a Create a value board, demonstrating the things that one should value or that they value.</p> <p>Val. b Brainstorm the meaning of the word “respect” using a web after reading the story, What Do You Stand For? For Kids “Respect”.</p> <p>Val. c Use a template of the body and label the external parts of the body and put an X card on the parts that should be covered.</p> <p>Val. d Create a model of a salt water or fresh water body of water with labels.</p> <p>Val. e In small groups students create a Graffiti Wall (Poster) depicting ways in which they can demonstrate the Golden Rule.</p> <p>Val. f Participate in role plays of demonstrate respectful and disrespectful behaviour</p> | <p>↑ Topic: Earth Strand Properties and Structure of Earth’s Systems Recognize the earth is made up of land, water and air. Differentiate among bodies of water on earth. (pages 77)</p> <p>🏠 Sub-Goal 2 Standard 2.2.1 Distinguish between appropriate and inappropriate touches. Appreciate their uniqueness and special talents. Practice the principles of “Say No, Go, Tell” in situations where they are touched inappropriately. (page 20)</p> <p>✚ Sub-Goal 5 Develop an appreciation for living in a community Theme: Respect (page 24) Objectives: 1-3</p> <p>🌐 Theme 2 Myself Respect others</p> | <p>Classification Inferring Predicting Observation</p> <p>Communication, Refusal, cooperation and Advocacy, Decision-making, Critical and Creative thinking, Self-awareness, Self-acceptance.</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate mobile (using poster or project rubric from Religious Studies Curriculum for rubric)</p> <p>Assess models of body of water (using Report Rubric see Religious Studies Curriculum)</p> <p>Assess graphic organizer</p> <p>Evaluate sentences constructed (using Rubric in Religious studies curriculum)</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible</p> <p>What Do You Stand For? (pp.107-108)</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 4 Theme: Values Topic: Identifying Values Essential Question: What should we value?

| Learning Outcomes | Objectives (Val.=Values) | Suggested Activities (Val.=Values) | Suggested Content | Skills | Assessment/Evaluation | Resources |
|---|---|---|--|--|--|--|
| <p>↑ Recognize the differences in a variety of landforms.</p> <p>↑ Develop an appreciation of how hills are formed.</p> <p>✚ Develop an awareness of the qualities of a friend.</p> <p>✚ Develop an appreciation for biblical examples of friendship.</p> <p>✚ Recognize ways to show appreciation for their friends.</p> <p>🌐 Understand ways in which they can care for their home.</p> <p>🏠 Become aware of appropriate and inappropriate touches.</p> | <p>Val. 11 Justify why their bodies are important.</p> <p>Val. 12 Relate appropriate and inappropriate touches/interactions with others.</p> <p>Val. 13 Explain the difference between friends and strangers.</p> <p>Val. 14 Identify qualities of a friend.</p> <p>Val. 15 Summarize the friendship of David and Johnathan.</p> <p>Val. 16 Compare and contrast their friendship with that of David and Johnathan's.</p> <p>Val. 17 Give an example of the way that David and Johnathan valued their friendship.</p> <p>Val. 18 Identify ways that they should show value for their home.</p> <p>Val. 19 State reasons why we should value the various landforms.</p> <p>Val. 20 Differentiate landforms using illustrations and models.</p> <p>Val. 21 Predict the components of hills and how they are formed.</p> | <p>Val. g In small groups students create a Graffiti Wall (Poster) depicting ways in which they can demonstrate the Golden Rule.</p> <p>Val. h Label 'no touch' zones on cut outs of boys and girls.</p> <p>Val. i Create a "That's a friend" booklet completing the sentence 'A friend is _____'. Students can be allowed to illustrate their sentences as well.</p> <p>Val. j Write a summary of the story of Johnathan and David's friendship in their own words.</p> <p>Val. k Using the template/cut-out of a home create a poster with a message of valuing ones home.</p> <p>Val. l Create models of landforms, labeling each.</p> | <p>↑ Topic: Earth Strand Properties and Structure of Earth's Systems Compare and contrast a variety of landforms. Investigate how hills are formed. www.edu.pe.ca/southernkings/hillsmc.htm (pages 78)</p> <p>🏠 Sub-Goal 2 Standard 2.2.1 Distinguish between appropriate and inappropriate touches. Appreciate their uniqueness and special talents. Practice the principles of "Say No, Go, Tell" in situations where they are touched inappropriately. (page 21)</p> <p>✚ Sub-Goal 5 Develop an appreciation for living in a community Theme: Friendship (page 25) Objectives: 1-3</p> <p>🌐 Theme: My Family Caring for our home</p> | <p>Classification Inferring Predicting Observation</p> <p>Communication, Refusal, cooperation and Advocacy, Decision-making, Critical and Creative thinking, Self- awareness, Self- acceptance.</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate poster (using poster or project rubric from Religious Studies Curriculum for rubric)</p> <p>Assess models of landforms (using Report Rubric see Religious Studies Curriculum)</p> <p>Assess booklets</p> <p>Assess story summary</p> <p>Evaluate sentences constructed (using Rubric in Religious studies curriculum)</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children's Bible</p> <p>The Beginner's Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher's Guide</p> |

| Unit 4 | Theme: Values | Topic: Sharing Values | Essential Question: Why is it important to pass on values? | | | |
|---|---|---|---|--|--|--|
| Learning Outcomes | Objectives (Val.=Values) | Suggested Activities (Val.=Values) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
| <p>↑ Recognize those things that are referred to as natural resources.</p> <p>↑ Develop an appreciation of how reducing, reusing and recycling can save natural resources.</p> <p>🏠 Understand the environment as a source of food, shelter and protection.</p> <p>✚ Develop an awareness of the importance of sharing.</p> <p>✚ Develop an appreciation for biblical examples of sharing.</p> <p>✚ Recognize ways to share with others.</p> <p>🌐 Understand ways in which they can care of their school.</p> | <p>Val. 22 Define the term natural resources.</p> <p>Val. 23 Differentiate natural resources from other resources.</p> <p>Val. 24 Explain the terms reduce, reuse and recycle in their own words.</p> <p>Val. 25 Design posters to explain the value of natural resources.</p> <p>Val. 26 Discuss the value of environments and how they provide food, shelter and protection.</p> <p>Val. 27 Interpret the meaning of the term sharing.</p> <p>Val. 28 Summarize the story of feeding the five thousand and give evidence of sharing.</p> <p>Val. 29 Illustrate ways to help each other.</p> <p>Val. 30 Give examples of ways that they can care for their school.</p> | <p>Val. m Complete a graphic organizer defining the term natural resources.</p> <p>Val. n Create a diagram classifying natural and man made resources.</p> <p>Val. o Create awareness posters/pamphlets informing the community of valuing our natural resources.</p> <p>Val. p Design replicas of various environments and state what value each brings to people and animals.</p> <p>Val. q Using pictorial representation demonstrate their interpretation of the word sharing.</p> <p>Val. r In their own words summarize the story of feeding the five thousand.</p> <p>Val. s Create a helping flip book illustrating ways to help each other.</p> <p>Val. t Write a poem on showing value for their school by caring for it.</p> | <p>↑ Topic: Earth Strand Properties and Structure of Earth’s Systems List examples of natural resources. Explain how reducing, reusing and recycling can save natural resources (pages 78 & 79)</p> <p>🏠 Sub-Goal 4 Standard 4.1.1 Recognize the environment as a source of food, shelter and protection Appreciate the environment in which they live work and play Demonstrate ways to protect the environment. (page 29)</p> <p>✚ Sub-Goal 5 Develop an appreciation for living in a community Theme: Growing with Values. (page 10) Objectives: 1-3</p> <p>🌐 Theme: My Family Caring for our school</p> | <p>Classification Inferring Predicting Observation</p> <p>Communication, Refusal, cooperation and Advocacy, Decision-making, Critical and Creative thinking, Self-awareness, Self-acceptance.</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate poster/pamphlet (using poster or project rubric from Religious Studies Curriculum for rubric)</p> <p>Assess information given in graphic organizer</p> <p>Assess diagrams</p> <p>Assess story summary</p> <p>Evaluate story constructed (using Rubric in Religious studies curriculum)</p> <p>Assess poem written</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 4 Theme: Values Topic: Affects of values Essential Questions: How do values affect how we treat others?

| Learning Outcomes | Objectives (Val.=Values) | Suggested Activities (Val.=Values) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|--|---|---|---|---|---|--|
| <p>✚ Understand the meaning of the word 'service'.</p> <p>✚ Recognize biblical examples of children who served well.</p> <p>✚ Demonstrate awareness of ways to serve others.</p> <p>🏠 Appreciate the way their bodies function in preventing illnesses.</p> <p>👤 Understand what vectors are and where they live.</p> <p>👤 Develop an understanding of ways to prevent breeding.</p> | <p>Val. 31 Discuss how ways to demonstrate our value for each other by serving.</p> <p>Val. 32 Give examples of ways that biblical children valued others in their service.</p> <p>Val. 33 Identify ways to value others through serving the sick, elderly etc.</p> <p>Val. 34 Relate the definition of germs and how they can affect the body.</p> <p>Val. 35 State the affects of germs and how they affect they body.</p> <p>Val. 36 Compose sentences of how to take care of (value) their environment.</p> <p>Val. 37 Distinguish between the characteristics of vectors and animals.</p> <p>Val. 38 Create an environment in which vectors can breed to bring awareness of what "Not" to do .</p> | <p>Val. u Using charades/pantomime have students demonstrate their understanding of the word service.</p> <p>Val. v Keep a "service log". The "service log" will reflect or state the details of acts of service conducted by the student.</p> <p>Val. w Compare and Contrast using a Venn diagram how they and a biblical character who served others are alike and different.</p> <p>Val. x Complete rebus sentences describing germs and their affects on the body.</p> <p>Val. y Compose a poem on showing value for their environment.</p> <p>Val. z Using shape books have students compose a " Who Am I" story book. In which students give statements about the particular organisms in their own words and end with the question "Who Am I?"</p> <p>Val. aa Create models of environments in which vectors breed as an example of how not to keep their environment.</p> | <p>👤 Topic: Living and Non-Living Things Strand: Characteristics of Organisms Infer what are vectors and where they live. Discuss ways to prevent breeding. (pages 76)</p> <p>🏠 Sub-Goal 2 Standard 2.3.1 Recognize the effects of germs on the body Appreciate the way their bodies function in preventing illnesses Practice various preventative measures to protect the body from harm. (page 22)</p> <p>✚ Sub-Goal 5 Discover a sense of identity and purpose Theme: Serving Others (page 6) Objectives: 1-3 "A Voice in the Night" "Naaman is Healed"</p> | <p>Classification Inferring Predicting Observation</p> <p>Advocacy, Communication, and Cooperation, Decision making, critical and creative thinking, self awareness, and healthy self management</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate journal/log (using rubric from Religious Studies Curriculum for rubric)</p> <p>Asses/evaluate role play/charades. (Their interpretation of service can be observed by their performances)</p> <p>Assess rebus sentences</p> <p>Evaluate poems</p> <p>Assess Venn diagrams using details presented on organisms.</p> <p>Evaluate story constructed (using Rubric in Religious studies curriculum)</p> <p>Assess model created.</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children's Bible</p> <p>The Beginner's Bible "A Voice in the Night" "Naaman is Healed"</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher's Guide</p> |

Unit 5

Theme: Socialization

Topic: Understanding Socialization

Essential Question: What is socialization?

| Learning Outcomes | Objectives (Soc.=Socialization) | Suggested Activities (Soc.=Socialization) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|---|--|---|---|---|--|--|
| <p>✚ Recognize the importance of showing kindness to others.</p> <p>✚ Develop an understanding of scriptural passages that teach about being kind.</p> <p>✚ Demonstrate awareness of ways to show kindness.</p> <p>🌐 Understand the importance of being helpful to visitors and entertaining our visitors.</p> <p>👉 Appreciate the way their bodies functions.</p> <p>👉 Demonstrate an understanding of good hygiene and healthy habits.</p> <p>✚ Appreciate the many ways water can be used.</p> | <p>Soc. 1 Classify acts of kindness during a picture shuffle and discussion.</p> <p>Soc. 2 Explain and recall scriptures that teach of being kind one to another.</p> <p>Soc. 3 Create a scrapbook demonstrating ways to show kindness to others at home, school or in the community.</p> <p>Soc. 4 Interpret ways that one should be kind to their own bodies and its importance.</p> <p>Soc. 5 Relate the importance of providing the body with the appropriate foods and water in order for body parts to function properly.</p> <p>Soc. 6 Illustrate ways in which kindness can be demonstrated to others.</p> <p>Soc. 7 Dramatize ways in which they can be helpful to visitors and entertain visitors.</p> <p>Soc. 8 Interpret the meaning of the word socialize based on the interactions discussed with people and self.</p> <p>Soc. 9 Give examples of ways in which they can socialize with others.</p> | <p>Soc. a In small groups view pictures of different people interacting with each other. Sort pictures into two groups:</p> <p>Acts of Kindness Unkind Acts</p> <p>Soc. b Recite the scripture Ephesians 4:32 and or Galatians 5: 22.</p> <p>Soc. c Design a web demonstrating how kindness can be spread from self to others (home, school, community, visitors).</p> <p>Soc. d Compose pictures to develop a scrapbook reflecting ways to show kindness to others.</p> <p>Soc. e Role- play situations in which they help and entertain visitors.</p> <p>Soc. f Create/complete sentences giving examples of the word socialize.</p> <p>Soc. g Complete a graphic organizer defining the word socialize.</p> <p>Soc. h Create a “How do we socialize booklet” documenting ways in which they socialize with others (pictures and sentences).</p> | <p>✚ Topic: Living and Non-Living Things Strand: Characteristics of Organisms Infer what are vectors and where they live. Discuss ways to prevent breeding. (pages 76)</p> <p>👉 Sub-Goal 2 Standard 2.1.1 Associate parts of the body (external and internal) with their functions Appreciate the way their body functions Express the correct terminology for body parts and organs Practice good hygiene and healthy and habits (page 19)</p> <p>✚ Sub-Goal 3 Apply biblical values and principles to everyday living. Theme: Growing with Values (page 17) Objectives: 1-3 Ephesians 4:32 and Galatians 5: 22.</p> | <p>Classification Inferring Predicting Observation</p> <p>Advocacy, Communication, and Cooperation, Decision making, critical and creative thinking, self awareness, and healthy self management</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate oral presentation of scripture recitation. (using rubric from Religious Studies Curriculum for rubric)</p> <p>Asses/evaluate role play. (Their interpretation of ways to help and entertain visitors)</p> <p>Assess web created to demonstrate how kindness can be shown to others</p> <p>Evaluate scrapbook</p> <p>Evaluate booklet created (using Rubric in Religious studies curriculum)</p> <p>Assess model created.</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Unit 5 Theme: Socialization Topic: Socializing with others Essential Question: How do we socialize with others?

| Learning Outcomes | Objectives (Soc.=Socialization) | Suggested Activities (Soc.=Socialization) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
|--|---|---|---|---|---|--|
| <p>✚ Recognize everyday symbols to explain the concepts of love.</p> <p>✚ Develop an understanding of the Great commandments: love for God and love for neighbour</p> <p>✚ Demonstrate awareness of ways to show love for God and their neighbours.</p> <p>🌐 Appreciate the need to share the work in work about the home.</p> <p>🏠 Recognize the effects of germs in the body.</p> <p>🏠 Practice various preventative measures to protect the body from harm.</p> <p>⬇ Understand pushes and pulls.</p> <p>⬇ Demonstrate an understanding of poles of a magnet.</p> <p>⬇ Develop an understanding of materials that will attract/repel.</p> | <p>Soc. 10 Distinguish symbols to explain the concept of love from other symbols.</p> <p>Soc. 11 Explain the two great commandments during a group discussion.</p> <p>Soc. 12 Create a collage of images and words depicting how we show love to each other.</p> <p>Soc. 13 Relate ways in which they show love in their home.</p> <p>Soc. 14 Demonstrate ways to show love to persons that are ill or sick.</p> <p>Soc. 15 Create a poem/song with illustrations stating safe interactions with persons infected with STI's .</p> <p>Soc. 16 Discuss ways in which showing love to all persons ill or well is important in socialization.</p> <p>Soc. 17 Define the term force.</p> <p>Soc. 18 Describe the effects of push and pull on objects people and things.</p> <p>Soc. 19 Explain the relationship of magnets and other metals.</p> <p>Soc. 20 Demonstrate the relationship of magnets & metals.</p> | <p>Soc. i Color all symbols that represent the concept of love within an I Spy activity.</p> <p>Soc. j Use a template of a heart paste words, pictures and symbols that demonstrate or depict love being shown.</p> <p>Soc. k Create a poster that illustrates ways they show love/help about the home.</p> <p>Soc. l Create a list poem or song how ways to interact with persons infected with STI's.</p> <p>Soc. m Write at least five ways that they can show their love in the home.</p> <p>Soc. n Using a magnet shape book students will write in their own words the definition of force, push, pull, repel and attract.</p> <p>Soc. o During pair interviews students will discuss or share on ways that they can socialize and show love to all persons in their community.</p> <p>Soc. p Experiment with various materials to deduce which materials are attracted to metals.</p> <p>Soc. q Log the results of their experiments with various materials and magnets.</p> | <p>⬇ Topic: Forces and Energy Strand: Forces and Energy Compare pushes and pulls. Observe and identify poles of a magnet. Experiment to find out which objects (materials) a magnet will attract/repel. (pages 88-89)</p> <p>🏠 Sub-Goal 2 Standard 2.3.1 Recognize the effects of germs on the body Appreciate the way their bodies function in preventing illnesses Practice various preventative measures to protect the body from harm. (page 23-24)</p> <p>✚ Sub-Goal 4 Develop an appreciation for living in a community Theme: Rights/Responsibilities (page 20) Objectives: 1-3</p> <p>🌐 Theme 1: Myself Let us share the work</p> | <p>Classification Inferring Predicting Observation</p> <p>Advocacy, Communication, and Cooperation, Decision making, critical and creative thinking, self awareness, and healthy self management</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate journal/log (using rubric from Religious Studies Curriculum for rubric)</p> <p>Asses/evaluate role play/charades. (Their interpretation of service can be observed by their performances)</p> <p>Assess rebus sentences</p> <p>Evaluate poems</p> <p>Assess Venn diagrams using details presented on organisms.</p> <p>Evaluate story constructed (using Rubric in Religious studies curriculum)</p> <p>Assess model created.</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible “A Voice in the Night” “Naaman is Healed”</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

| Unit 5 | Theme: Socialization | Topic: The affects of socialization | Essential Question: What is the impact of socialization? | | | |
|---|--|---|--|--|---|--|
| Learning Outcomes | Objectives (Soc.=Socialization) | Suggested Activities (Soc.=Socialization) | Suggested Content | Skills | Assessment/ Evaluation | Resources |
| <p>✚ Develop an awareness of the importance of following laws and rules.</p> <p>✚ Develop an understanding of the Great commandments: The first five commandments.</p> <p>✚ Recognize rules that should be followed at home and school.</p> <p>🌐 Demonstrate an understanding of the make up of their school.</p> <p>🌐 Demonstrate an appreciation for rules at school.</p> <p>🏠 Appreciate the way their bodies functions.</p> <p>🏠 Demonstrate an understanding of good hygiene and healthy habits.</p> | <p>Soc. 22 Justify the importance of laws and rules after discussing various scenarios.</p> <p>Soc. 23 Relate the need for rules in the home, school and country.</p> <p>Soc. 24 Categorize rules specific to home, school and country.</p> <p>Soc. 25 Formulate at least one rule for the school that they think is necessary.</p> <p>Soc. 26 Identify persons in the home, school an community who uphold the rules/laws.</p> <p>Soc. 27 Infer the purpose that God gave the ten commandments.</p> <p>Soc. 28 Assemble the first five commandments (paraphrased) using word cards.</p> <p>Soc. 29 Discuss the rules for healthy living as stated in the Dietary Guidelines.</p> <p>Soc. 30 Construct a pictorial representation of the guidelines, with sentences to explain the importance of each food group.</p> | <p>Soc. q Create posters stating the importance of laws and rules to the home v</p> <p>Soc. r Make a collage illustrating ways we respect laws and rules at home, school and society. (Eg. Stopping at red lights, wearing school uniform, making the bed)</p> <p>Soc. s Complete a rule sort. Read rules. Cut out rules and paste in specific groups: school, home or country.</p> <p>Soc. t Develop an authentic school rule that can improve their school environment.</p> <p>Soc. u Engage in a debate about the ten commandments and the purpose for which they were given.</p> <p>Soc. v Create a Commandment scroll, sequencing the first five commandments.</p> <p>Soc. w Design a dietary pyramid indicating daily intake of specific food groups.</p> | <p>🏠 Sub-Goal 2 Standard 2.3.1 Recognize the effects of germs on the body Appreciate the way their bodies function in preventing illnesses Practice various preventative measures to protect the body from harm. (page 22)</p> <p>✚ Sub-Goal 4 Develop an appreciation for living in a community Theme: Rights/Responsibilities (page 19) Objectives: 1-3</p> <p>🌐 Theme 3: My School People who work in our school School Rules</p> | <p>Advocacy, Communication, and Cooperation, Decision making, critical and creative thinking, self awareness, and healthy self management</p> <p>Reflection Empathy Interpretation Application</p> | <p>Evaluate journal/log (using rubric from Religious Studies Curriculum for rubric)</p> <p>Asses/evaluate role play/charades. (Their interpretation of service can be observed by their performances)</p> <p>Assess rebus sentences</p> <p>Evaluate poems</p> <p>Assess Venn diagrams using details presented on organisms.</p> <p>Evaluate story constructed (using Rubric in Religious studies curriculum)</p> <p>Assess model created.</p> <p>Worksheets</p> <p>End of Topic Review</p> | <p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>The Beginner’s Bible</p> <p>Family Life and Health Curriculum</p> <p>Science Curriculum</p> <p>Primary Social Studies and Tourism Education for The Bahamas Teacher’s Guide</p> |

Additional Topics to be covered from each curriculum:**Science**

- ‡ Changes in the sky (pg.85)
- ‡ Properties and Changes in Matter (pg. 86-87)2

Religious Studies

- ‡ Easter Story Pg. 21 -23
- ‡ Pentecost Pg. 26

Social Studies

- 🌐 Going to School (pg. 32)
- 🌐 What is our school like? (pg.36)
- 🌐 The name of our school (pg.39)
- 🌐 Activities at school (pg. 40)
- 🌐 My house (pg. 23)

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