

Grade 3 Revised Interdisciplinary Units

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>👤 Understand the physical characteristics of living organisms.</p> <p>👤 Appreciate their personal qualities.</p> <p>👤 Understand the importance of knowing one's self.</p> <p>🌐 Examine the name, position and population of their island and that of others in The Bahamas.</p> <p>🌐 Appreciate traditions recognized in our country brought by slaves from Africa.</p> <p>🌐 Understand the impact of Arawaks in reference to food and crops.</p> <p>👤 Express an awareness of their uniqueness</p>	<p>SI. 1 Classify organisms according to their characteristics.</p> <p>SI. 2 Identify specific characteristics of living organisms (physical traits, personal qualities)</p> <p>SI. 3 Discuss and identify personal qualities, physical traits and values.</p> <p>SI. 4 Identify and explain personal traits that make them unique. (eg. socially, physically, spiritually.)</p> <p>SI. 5 Identify and distinguish their island from others in the archipelago.</p> <p>SI. 6 Classify various groups of early settlers.</p> <p>SI. 7 Deduce the traits that make them Bahamian. (language, food, culture, etc.)</p> <p>SI. 8 Compare and contrast contributions made by early settlers.</p>	<p>SI. a Play "Who am I?" game based on characteristics of living organisms (traits, personal qualities).</p> <p>SI. b Construct various time lines depicting early Settlers to present, the creation story, stages of development.</p> <p>SI. c Use Venn diagram to compare and contrast contributions made by early settlers.</p> <p>SI. d Develop graphs to show the difference of the populations of the islands of The Bahamas.</p> <p>SI. e Research the history of the island : the origin of its name; special crops; family names specific to the island; groups of people indigenous to the island; special places on your island</p>	<p>👤 Vertebrates: -Define the term vertebrates. - Classify vertebrates according to their characteristics. -Describe the traits common to vertebrates. Pg. 62-63</p> <p>👤 Sub-Goal 2: Discover a sense of identity and purpose Theme: Discovering Identity Objectives: i & ii Pg.66</p> <p>🌐 Theme 1: Population of my island -Finding out about my island -The Lucayans -Spanish Settlers -People from Africa</p> <p>👤 Sub Goal 1: Standard 1.1 Pg. 54</p>	<p>👤 Observation, Classifying, Communication</p> <p>👤 Investigation, Interpretation, Reflection, Evaluation</p> <p>👤 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, critical and creative thinking; self awareness, self acceptance, healthy self management</p>	<p>Teacher observation making Anecdotal Notes or Labels or sticky notes. Questioning Kinesthetic Assessments- play games Graphic Organizers* Discussions* • Four Corners*</p> <p><i>* see appendix</i></p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum • Junka & Noo Communication Station

Unit 1 Theme: Self Identity Topic: All About Me Essential Question: Who Am I?

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>👉 Understand the physical characteristics of living organisms.</p> <p>👉 Develop an awareness of vectors that are vertebrates.</p> <p>👉 Develop an appreciation for their personal strengths and weaknesses.</p> <p>👉 Understand the differences between select biblical characters</p> <p>🌐 Develop an appreciation of things and activities that represent Bahamian Culture.</p> <p>🌐 Appreciate different groups and cultures within the community.</p> <p>🌐 Understand the origin of surnames of persons and their connection with English Settlers (Eleutheran Adventurers & Loyalists)</p> <p>👉 Appreciate their uniqueness and develop confidence and pride in their abilities and talents.</p>	<p>SI. 9 Differentiate between various groups of organisms according to their characteristics.</p> <p>SI. 10 Compare and contrast specific characteristics of living organisms (people & animals).</p> <p>SI. 11 Describe specific differences (physical, personal traits) of others and given biblical characters.</p> <p>SI. 12 Discuss personal strengths and weaknesses.</p> <p>SI. 13 Classify various groups of early settlers.</p> <p>SI. 14 Compare and contrast contributions made by early settlers.</p> <p>SI. 15 Identify and make a list of surnames of the English Settlers who came to The Bahamas.</p> <p>SI. 16 Prepare a graph representing the various groups of persons living within their communities.</p> <p>SI. 17 Identify and discuss personal strengths and weaknesses.</p>	<p>SI. f Play “Who am I?” game based on characteristics of living organisms (traits, personal qualities).</p> <p>SI. g Create a family tree and link surnames to early settlers.</p> <p>SI. h Construct various time lines depicting early Settlers to present, the creation story, stages of development.</p> <p>SI. i Use Venn diagram to compare and contrast contributions made by early settlers.</p> <p>SI. j Design a self biography poster to show ones uniqueness.</p> <p>SI. k Write a poem, song or rap defining their uniqueness.</p> <p>SI. l Research the history of the island : the origin of its name; special crops; family names specific to the island; groups of people indigenous to the island; special places on your island.</p>	<p>👉 Vertebrates: -Identify and describe vectors that are vertebrates. - Compare mammals to birds. - Compare reptiles, fish and amphibians. Pg. 63-66</p> <p>👉 Sub Goal 2: Discover a sense of identity and purpose Theme: Discovering my Identity Objectives: i & ii (Story of Mary & Martha) Pg. 67</p> <p>🌐Theme 1: People who live on my island. --The Early Bahamians -Our Bahamian Way of Life</p> <p>👉 Sub-Goal 1 Theme: Self & Interpersonal Relationships Objective: 1.1.1 Pg.54</p>	<p>👉 Observation, Classifying, Communication</p> <p>👉 Investigation, Interpretation, Reflection, Evaluation</p> <p>👉 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, problem solving, conflict resolution, critical and creative thinking; self awareness, self acceptance</p>	<ul style="list-style-type: none"> • Teacher observation making Anecdotal Notes or Labels or sticky notes. • Questioning • Kinesthetic Assessments- play games • Graphic Organizers* • Discussions* • Four Corners* <p>* see appendix</p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum • Junka & Noo Communication Station

Unit 1

Theme: Self Identity

Topic: I am Special

Essential Question: What Makes Me Special?

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>📌 Develop an understanding of the body parts of fish and their functions.</p> <p>📌 Demonstrate an awareness of how body parts of vertebrates help them survive.</p> <p>✚ Understand some of the challenges individuals might face in life.</p> <p>✚ Develop an appreciation for biblical examples of persons who overcame challenges.</p> <p>✚ Demonstrate an awareness of positive ways to handle life's challenges</p> <p>🌐 Demonstrate an awareness and appreciation for our National Symbols.</p> <p>🌐 Demonstrate an awareness that The Bahamas is a family of islands.</p> <p>🌐 Recognize and utilize cardinal points to demonstrate the location of the Islands of The Bahamas.</p>	<p>SI. 18 Explore and discuss the body parts of a fish and the functions of each part.</p> <p>SI. 19 Differentiate between the ways that the body parts of vertebrate help them to survive.</p> <p>SI. 20 Define the word obstacles.</p> <p>SI. 21 Compare biblical characters and everyday people who would have overcome challenges.</p> <p>SI. 22 Identify ways in which life's challenges can be handled</p> <p>SI. 23 Distinguish the National symbols from other symbols.</p> <p>SI. 24 Locate settlements and main district of our own island.</p> <p>SI. 25 Differentiate own island from other islands by size, position and shape.</p> <p>SI. 26 Reorganize a map displaying the major islands of The Bahamas and state their position using cardinal points.</p>	<p>SI. m Create a comparison chart of the different animal groups.</p> <p>SI. n Design a symbol to depict one's uniqueness, island and family.</p> <p>SI. o Role-play an official ceremony such as Governor General or Prime Minister's visit to school.</p> <p>SI. p Play "Where am I located? Game using cardinal points and relations to other family islands (I live in the Central Bahamas, my island is south of Abaco and east of Andros. Where am I located?</p> <p>SI. q Using island cut outs displayed in no particular arrangement, have students reorganize islands to reflect their cardinal positions based on The Map of The Bahamas.</p> <p>SI. r Use Map to locate and name the bodies of water that separate The Bahamas, Florida and Cuba</p>	<p>📌 Topic: Vertebrates Observe and describe body parts of fish and their functions.</p> <p>- Infer how body parts of vertebrates help them survive.</p> <p>Pg. 66 -71</p> <p>✚ Sub Goal1: Discover a sense of identity and purpose</p> <p>Theme: Overcoming Obstacles</p> <p>Objective: i, ii, & iii</p> <p>Pg. 70-71</p> <p>🌐 Theme 1: People who live on my island</p> <p>The National Symbols of our Nation</p> <p>🌐 Theme 2: Looking at life on the islands</p> <p>-Where is the island?</p> <p>-A family of islands</p>	<p>📌 Observation, Classifying, Communication</p> <p>✚ Investigation, Interpretation, Reflection, Evaluation</p>	<ul style="list-style-type: none"> • Use Rubrics for poems, songs, raps, and self-biography poster. • Kinesthetic assessment- role playing • Visual Representations • Use Graphic Organizers* • Observations • As I See It* <p><i>* see appendix</i></p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum

Unit 1

Theme: Self Identity

Topic: I am Special

Essential Question: What Makes Me Special?

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>🌿 Develop an awareness of the ecosystem of the grouper.</p> <p>🌿 Develop an awareness of the protection of the grouper and its threats.</p> <p>✝️ Recognize the need to have respect for people's opinions and beliefs.</p> <p>🌐 Develop an appreciation for the various islands in terms of plants and /or animals.</p> <p>🌐 Demonstrate an awareness of the settlements of particular islands, their positions and locations.</p> <p>🏠 Demonstrate respect for people and all living things.</p>	<p>Sl. 27 Describe the coral reef ecosystem and relate the organisms within that environment.</p> <p>Sl. 28 Discover the ways in which the grouper is protected.</p> <p>Sl. 29 Explain the types of fishing indigenous to Bimini, the types of fish and seasons for these events.</p> <p>Sl. 30 Defend the need for fishermen, locals and visitors to respect the needs of the grouper as that of people.</p> <p>Sl. 31 Relate ways in which one can demonstrate respect to others, their opinions and beliefs.</p> <p>Sl. 32 Locate settlements on the island of Bimini and discuss their positions using cardinal points and their peculiarities (as far as possible).</p>	<p>Sl. s Create a diorama of a coral reef the home of the grouper.</p> <p>Sl. t Role-play an official ceremony such as Governor General or Prime Minister's visit to school.</p> <p>Sl. u Debate the need for Bahamians and visitors alike to respect the rights of the grouper.</p> <p>Sl. v Create posters to highlight the need for persons in the community to respect the opinions & beliefs of others.</p> <p>Sl. w Using a map of the island of Bimini highlight the location of the major settlements of the island.</p>	<p>🌿 Topic: Ecosystems Observe a coral reef ecosystem to identify the home of the grouper. - Research information on the grouper to explain why they are endangered. - Investigate to infer what threats affect the grouper. Pg. 81</p> <p>✝️ Sub Goal 3: Develop an appreciation for living in a community Theme: Respect Objective: i,ii & iii Pg. 99-100</p> <p>🌐 Theme 1: Looking at life on the islands - Bimini: Legends and game fishing</p> <p>🏠 Sub Goal 1: Theme: Self & Interpersonal Relationships Standard 1.2 Objective: 1.2.1</p>	<p>🌿 Observation, Classifying, Communication</p> <p>✝️ Investigation, Interpretation, Reflection, Evaluation</p> <p>🏠 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, problem solving, conflict resolution, critical and creative thinking; self awareness, self acceptance</p>	<ul style="list-style-type: none"> • Use Rubrics for poems, songs, raps, and self-biography poster. • Kinesthetic assessment- role playing • Visual Representations • Use Graphic Organizers* • Observations • As I See It* <p><i>* see appendix</i></p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Recognize the role and responsibility of the Island Administrator.</p> <p>🌐 Develop an appreciation for the various islands in terms of activities, industry and cultural practice.</p> <p>✝️ Recognize God as being holy and worthy of adoration.</p> <p>✝️ Develop an appreciation for scriptures that describe the holy nature of God.</p> <p>✝️ Explore ways in which Christians show reverence to God.</p> <p>🌿 Develop an appreciation for the ecosystems within their island communities.</p> <p>Explore rocky and sandy shores to identify and classify living and non-living organisms.</p>	<p>SI. 33 Identify and explain the role of the Island Administrator on own island (or a specific island).</p> <p>SI. 34 Compare the culture of the communities on the island of Abaco with that of Bimini.</p> <p>SI. 35 Examine the impact of Christianity within the island community of Abaco. (churches, celebrations, traditions etc.)</p> <p>SI. 36 Discover ways within own island community that God is recognized as holy and how He is revered.</p> <p>SI. 37 Describe the ecosystems within their community and school community.</p> <p>SI. 38 Compare and contrast the ecosystems found on the island of Abaco with those found on the island of Bimini.</p>	<p>SI. x Role-play various ways in which Bahamians reverence God.</p> <p>SI. y Create a time line of past and present Island Commissioners/ Administrators depicting their roles, responsibilities and outstanding accomplishment.</p> <p>SI. z Conduct interviews/research to identify the impact of Christianity on the island of Abaco.</p> <p>SI. aa Research what the Bahamian way of life is on your island report findings in the form of a talk show. (cooperative learning).</p> <p>SI. bb Create a Venn diagram to show the similarities and differences of the ecosystems on Bimini and Abaco.</p>	<p>🌐 Theme 1: Looking at life on the islands - Abaco Theme 1: People who live on my island -The Family Island Administrator</p> <p>✝️ Sub Goal 1: Examine the basic beliefs and teachings in Christianity Objectives: i, ii, & iii Pg. 58-59</p> <p>🌿 Topic: Ecosystems Investigate living and nonliving things in a garden ecosystem. Objective: 1 Pg. 79 -Investigate the rocky and sandy shores to identify living and non-living parts. -Observe and classify plants and animals of rocky and sandy shores, using hand lens. -Make models of rocky and sandy shore ecosystems. - Compare a vegetable garden and garden/farm. Compare rocky and sandy shores. Pg.81</p>	<p>✝️ Investigation, Interpretation, Reflection, Evaluation</p> <p>🌿 Observation, Classifying, Communication, Investigation</p>	<ul style="list-style-type: none"> • Kinesthetic assessment- role playing, hosting a cultural day • Practice and Oral Presentations * • Self/ Peer Evaluations-Use a T Chart* • Constructive Quizzes* • As I See It* • Think Pair Share • 3-2-1* <p>* see appendix</p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Understand the basic needs of all living things .</p> <p>🌐 Recognize the importance of growing our own food.</p> <p>🌐 Develop an appreciation for the various types of crops grown in Eleuthera and how they are processed.</p> <p>‡ Demonstrate an awareness of earth’s natural resources and their uses.</p> <p>‡ Recognize the importance of natural resources to the survival of people.</p> <p>‡ Recognize reasons why individuals should give thanks to God.</p> <p>‡ Develop an appreciation for scripture verses that relate to giving thanks to God.</p> <p>‡ Understand how expressions of thanksgiving are utilized in worship</p>	<p>Ned. 1 Define and describe the basic needs of all living things.</p> <p>Ned. 2 Illustrate the ways in which natural resources are used and their sources in the environment.</p> <p>Ned. 3 Create a collage of the island of Eleuthera inclusive of crops, historical places, industry etc.</p> <p>Ned. 4 Compare and contrast the crops harvested by Eleutheran farmers with those during the time of the Arawaks.</p> <p>Ned. 5 Determine reasons for thanksgiving following a role play/movie presentation.</p> <p>Ned. 6 Interpret the messages within scriptures that relate to giving thanks to God.</p> <p>Ned. 7 Give examples of ways that we can give thanks to God for providing our basic needs.</p>	<p>Ned. a Design a basic needs mobile of living things.</p> <p>Ned. b Make a Pepper pot, an Arawak dish or another ‘one pot meal’ using the food crops eaten during the time of the Arawaks and now grown by Eleutheran farmers.</p> <p>Ned. c Create posters/pictures depicting natural resources and their sources in the environment.</p> <p>Ned. d Design and create a collage of the island of Eleuthera depicting the crops etc. of the island.</p> <p>Ned. e Debate the importance of giving thanks to God.</p> <p>Ned. f Review and rewrite scriptures to reflect their comprehension of the message of giving thanks.</p> <p>Ned. g Write a letter to a friend stating the ways that one can give expressions of thanks to God for the basic needs that are met and through which means they are met.</p>	<p>Religious Studies ‡ Sub Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving Objective: i, & ii Gratitude Attitude (DVD) Pg. 72-73</p> <p>Science ‡ Topic: Natural Resources -Investigate to identify earth’s natural resources and their uses. -Communicate the importance of natural resources to the survival or people. Pg. 83-84</p> <p>Social Studies 🌐 Theme 3: Our Basic Needs Topic: Growing our own food -Theme 2: Looking at life on the islands Topic: Eleuthera</p>	<p>‡ Investigation, Interpretation, Reflection, Evaluation, Expression</p> <p>‡ Observation, Classifying, Communication</p>	<ul style="list-style-type: none"> Complete a chart to show how body parts of each animal help them survive. (See. Pg. 69 in Science Curriculum) Graphic Organizer-Budget form (to see how students set up and record their budget) Kinesthetic assessment-simulating <p><i>* see appendix</i></p>	<ul style="list-style-type: none"> Science Curriculum Social Studies Curriculum Religious Education Curriculum Family Life and Health Curriculum

Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>† Exhibit an awareness of the sources of air, water and land pollution.</p> <p>† Develop an appreciation for the Health Resources available within the community.</p> <p>🏠 Demonstrate knowledge of ways in which the community influences their lives</p> <p>🌐 Recognize the importance of water to our existence, and the necessity to conserve it.</p> <p>🌐 Develop an appreciation for the various natural resources and industry found on the island of Grand Bahama.</p> <p>✚ Demonstrate an awareness of the term “servicing others”</p> <p>✚ Recognize biblical examples of persons who served well.</p> <p>✚ Understand the importance of people’s attitude towards servicing others.</p>	<p>Ned. 8 Research possible sources of pollution on their island/community.</p> <p>Ned. 9 Investigate the various sources of pure drinking water within the island or community.</p> <p>Ned. 10 Analyze water taken from two-three sources to identify its purity.</p> <p>Ned. 11 Produce a map of the island of Grand Bahama indicating where natural resources can be found. (fresh water, farms etc.)</p> <p>Ned. 12 Interpret to what extent the oil refinery and other industry affect the environment of Grand Bahama.</p> <p>Ned. 13 Explain at least three ways in which natural resources can enhance the community and meet its needs.</p> <p>Ned. 14 Define and explain the term service.</p> <p>Ned. 15 Compare and contrast the need for Health Resources in the community with that of Natural</p>	<p>Ned. h Conduct a research project to identify the types of pollution affecting their island/community as well as the sources of those forms of pollution.</p> <p>Ned. i Conduct a survey to assess the locations of natural fresh water reservoirs, or water distribution/purification centres on the island or in the community.</p> <p>Ned. j Create a map (or 3D map) to indicate the sections of the island in which natural resources can be found. (fresh water, farms etc.) These resources will be indicated with pictorial representation.</p> <p>Ned. k Produce a report explaining how at least three natural resources have enhanced their community and meet the needs of the residents of the community. (HFLE Content)</p> <p>Ned. l In an expository essay have students explain why health resources are just as important as natural resources to a community or</p>	<p>† Science Topic: Earth Materials -Investigate the sources of air, water, and land pollution. Pg. 84</p> <p>Family Life & Health 🏠 Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.3 Objective: 1.3.1</p> <p>Social Studies 🌐 Theme 3: Our Basic Needs Topic: Everyone Needs Water -Theme 2: Looking at life on the islands Topic: Grand Bahama</p> <p>Religious Studies ✚ Sub Goal 2: Discover a sense of identity and purpose Theme: Servicing Others Objective: i, ii, iii & iv Pg. 68 & 69</p>	<p>† Observation, Classifying, Communication, Interpretation</p> <p>🏠 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, problem solving, conflict resolution, critical and creative thinking; self awareness, self acceptance</p> <p>✚ Investigation, Empathy, Reflection, Application, Expression</p>	<ul style="list-style-type: none"> • Research Project Rubric (see Science or Religious Studies Curriculum Documents) • Rubric to evaluate the model of a map and the materials used (see Science or Religious Studies Curriculum Documents) • Writing Rubric to assess Report and Essay (see Science or Religious Studies Curriculum Documents) • End of Topic Review/ Activity Sheet (Developed based on the theme and not individual subject area content.) <p><i>* see appendix for additional assessment options</i></p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum

	<p>resources.</p> <p>Ned. 16 Demonstrate ways in which biblical characters served each other and those in the community.</p> <p>Ned. 17 Relate the importance of attitudes in relation to service.</p>	<p>not; providing evidence to justify their position.</p> <p>Ned. m Create acrostics about the word serve reflecting ways in which one can serve others.</p>				
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Learning Outcomes	Objectives	Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>↓ Recognize ways to prevent pollution.</p> <p>↓ Understand the role of students as environmental stewards.</p> <p>↓ Develop an awareness of the ways to care for earth's resources.</p> <p>🏠 Demonstrate knowledge of ways in which the community influences their lives</p> <p>🌐 Develop an appreciation for the unique structure of the island of Exuma and its history.</p> <p>🌐 Demonstrate an awareness of the protection of specific natural resources on this island.</p> <p>🌐 Recognize the importance of clothes to wear and a place to live.</p> <p>✝️ Develop an appreciation for scripture verses that relate to giving thanks to God.</p>	<p>Ned. 18 Create poems or songs bringing awareness to the ways in which we can care for our community.</p> <p>Ned. 19 Formulate a campaign as a group to encourage fellow students to join in the mission to take care of the earth.</p> <p>Ned. 20 Discuss the location, structure and names of settlements on the island of Exuma.</p> <p>Ned. 21 Justify the need for a National Park on the island of Exuma.</p> <p>Ned. 22 Explain the natural resources present on the island of Exuma as well as those found in the protected area.</p> <p>Ned. 23 Describe how clothes can be created and acquired in a community.</p> <p>Ned. 24 Assess homes within the community to identify the material from which the homes were built.</p> <p>Ned. 25 Justify the decision that homes should be built from cement blocks rather than wood.</p>	<p>Ned. n Compose poems or songs to bring awareness.</p> <p>Ned. o Establish a campaign in groups to encourage more children to be servants of change.</p> <p>Ned. p Using the map of the island of Exuma discuss/ debate the structure of the island as well as settlements.</p> <p>Ned. q Visit the Bahamas National Trust or local national parks (Clifton Heritage).</p> <p>Ned. r Invite various guest speakers to speak about preserving our natural resources.</p> <p>Ned. s Create a collage of materials that can be used to create clothes and their sources.</p> <p>Ned. t Create a montage of the community and identify people or places to attain clothing.</p> <p>Ned. u Write a letter to the Island Administrator or Member of Parliament explaining/persuading them to finalize the decision by law that homes should be made from blocks and not wood, based on its affects on the natural resources of the island.</p>	<p>↓ Topic: Earth Materials -Communicate the role of students as environmental stewards.</p> <p>- Investigate to discover ways to prevent pollution</p> <p>-Research ways to explain how to care for earth's resources.</p> <p>Family Life & Health 🏠 Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.3 Objective: 1.3.1</p> <p>Social Studies 🌐 Theme 3: Our Basic Needs Topic: The clothes we wear -A Place to Live -Theme 2: Looking at life on the islands Topic: Exuma</p> <p>Religious Studies ✝️ Sub Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving Objective: i, & ii Gratitude Attitude (DVD) Pg. 72</p>	<p>↓ Observation, Classifying, Communication, Interpretation</p> <p>🏠 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, problem solving, conflict resolution, critical and creative thinking; self awareness, self acceptance</p> <p>✝️ Investigation, Synthesis, Reflection, Application, Expression</p>	<ul style="list-style-type: none"> Poem/Song Rubric (see Science or Religious Studies Curriculum Documents) Rubric to evaluate the model of a map and the materials used (see Science or Religious Studies Curriculum Documents) Writing Rubric to assess Report and Essay (see Science or Religious Studies Curriculum Documents) End of Topic Review/ Activity Sheet (Developed based on the theme and not individual subject area content.) <p><i>* see appendix for additional assessment options</i></p>	<ul style="list-style-type: none"> Science Curriculum Social Studies Curriculum Religious Education Curriculum Family Life and Health Curriculum

Learning Outcomes	Content Matrix/ Objectives	Procedures/ Suggested Activities	Suggested Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Recognize the importance of water to our existence.</p> <p>🌐 Understand the process known as the water cycle.</p> <p>🌐 Develop an appreciation for the various industry, crops and resources acquired on the island of Andros.</p> <p>‡ Demonstrate an awareness of the water cycle and its relationship to weather and climate.</p> <p>‡ Understand graphic representation of the various types of weather.</p> <p>‡ Develop an appreciation for the development and difference in the types of clouds.</p> <p>✚ Understand the significance of Jesus' birth.</p> <p>✚ Develop an awareness of how Jesus was honoured as a king in the Christmas story.</p> <p>✚ Understand the ways in which honour is shown to Jesus.</p>	<p>Ned. 26 Examine the industry, crops and resources of Andros and how they supply the needs of other islands.</p> <p>Ned. 27 Conduct an experiment to conclude the stages of the water cycle.</p> <p>Ned. 28 Justify the importance of water with the use of examples its uses.</p> <p>Ned. 29 Explain conditions of weather that are natural components of the water cycle using pictorial representations.</p> <p>Ned. 30 Compare the weather conditions during the Christmas season with those during Independence celebrations.</p> <p>Ned. 31 Deduce the significance of Jesus' birth following a discussion of the story details.</p> <p>Ned. 32 Give examples of ways that Jesus was honoured as a king in the Christmas story.</p> <p>Ned. 33 Demonstrate ways in</p>	<p>Ned. h Conduct an experiment demonstrating the cycle of water.</p> <p>Ned. i Write a persuasive letter to your Family Island Administrator/Member of Parliament stating the importance conserving water and of having fresh, clean water supply in your community</p> <p>Ned. j Design and create a model of a natural water cycle using weather symbols where necessary.</p> <p>Ned. k Discuss the significance of Jesus' birth during a Panel Discussion. (Panel Discussion- selected students will serve/act as experts of religion and will share what their views on Jesus' birth and its significance as well as the need he met.</p> <p>Ned. l Using the tri-fold strategy</p>	<p>Science</p> <p>‡ Topic Explain the water cycle and its relationship to weather and climate. - Interpret diagrams to explain changes that occur at each phase of the water cycle. (Pg. 87)</p> <p>Social Studies</p> <p>🌐 Theme 3: Our Basic Needs Topic: everybody Needs Water -Theme 2: Looking at life on the islands Topic: Andros</p> <p>Religious Studies</p> <p>✚ Sub Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas Objective: i, & ii The Nativity Story (DVD) Pg. 74 Pg. 75: Objective 1</p>	<p>‡ Observation, Classifying, Communication, Interpretation</p> <p>✚ Investigation, Synthesis, Reflection, Application, Expression</p>	<ul style="list-style-type: none"> • Compile a report on the experiment undertaken in groups. (see Religious Studies Curriculum for Rubric) • Writing Rubric to assess Report and Essay (see Science or Religious Studies Curriculum Documents) • Rubric for Oral Presentation • Essay Rubric for evaluation of tri-fold report. • Rubric for story timeline. <p><i>* see appendix for additional assessment</i></p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum

	<p>which people can give honour to Jesus.</p>	<p>students will illustrate and explain the various climate conditions and the weather experienced along with a celebration held during that specific time. State the difference between Christmas time and Independence time.</p> <p>Ned. m Create a story timeline of the ways in which hounour was shown to Jesus as a king in the Christmas story.</p>				
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Learning Outcomes	Objectives	Suggested Activities	Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Appreciate the changes that have taken place within the island community over the years.</p> <p>🌐 Develop an appreciation for the various industries, crops and resources acquired on the island of Long Island.</p> <p>🌱 Demonstrate an awareness of the parts of a plant.</p> <p>🌱 Demonstrate an understanding of the parts of the plant and the functions of each.</p> <p>🏠 Demonstrate knowledge of ways in which the community influences their lives</p> <p>🕊 Understand the importance of giving to others.</p> <p>🕊 Recognize the value of a gift.</p> <p>🕊 Understand the significance of the gifts given to baby Jesus.</p> <p>🕊 Recognize ways in which a difference can be made by giving .</p>	<p>Chg. 1 Define the word “change”, providing examples and evidence of the concept.</p> <p>Chg. 2 Classify the various types of change discussed (social, emotional, physical, spiritual etc.)</p> <p>Chg. 3 Explain the process through which giving to others can bring about change in their lives.</p> <p>Chg. 4 Discuss the significance of the gifts given to baby Jesus.</p> <p>Chg. 5 Predict the changes negative interactions in the community, school and family can have on ones personality and view of self.</p> <p>Chg. 6 Differentiate between plants and trees around the school compound</p> <p>Chg. 7 Examine the parts of a plant to identify the function of each part.</p> <p>Chg. 8 Summarize the various uses of plants on the island of Long Island, specifying the part of the plant used in each.</p> <p>Chg. 9 Analyze pictures of various communities to identify the changes that took place over time.</p> <p>Chg. 10 Compare the communities of present day Long Island with that of the past. (traditions, occupations, homes etc.)</p>	<p>Chg. a Look at before and after pictures of islands.</p> <p>Chg. b Interview elders in community about past lifestyle experiences compared to today.</p> <p>Chg. c Create a poem/commercial sharing the importance of giving and the true value of gifts.</p> <p>Chg. d Explain the changes observed during the experiment and various activities on plants and plant parts. (pg. 76)</p> <p>Chg. e Create a plant pop-up book with a expository story about the functions of each plant part.</p> <p>Chg. f Create a poem describing a change experienced in their life.</p> <p>Chg. g Design and create a collage of Long Island featuring events or aspects of the island in the past and present.</p>	<p>Social Studies</p> <p>🌐 Theme 1: People Who Live on My Island Topic: How did my island look long ago? Pg.2 -Change on my island pg.23 -Theme 2: Looking at life on the islands Topic: Long Island</p> <p>Family Life & Health</p> <p>🏠 Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.3 Objective: 1.3.1 Pg.56</p> <p>Science</p> <p>🌱 Topic: Plant Parts & Functions -Observe plants to identify parts using hand lens. - Experiment with plant parts and describe their functions. (Pg. 75)</p> <p>Religious Studies</p> <p>🕊 Sub Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas Objective: i, & ii II Cor.9:7 Pg. 76</p>	<p>🌱 Observation, Classifying, Communication, Interpretation</p> <p>🏠 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, problem solving, conflict resolution, critical and creative thinking; self awareness, self acceptance</p> <p>🕊 Investigation, Synthesis, Reflection, Application, Expression</p>	<ul style="list-style-type: none"> • Use graphic organizer (comparison chart) • Questionnaire • Learning Logs • Visual Representations <p><i>* see appendix</i></p>	<ul style="list-style-type: none"> • Science Curriculum • Social Studies Curriculum • Religious Education Curriculum • Family Life and Health Curriculum

Learning Outcomes	Objectives	Suggested Activities	Suggested Instructional Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Understand the importance of change in various modes of transportation.</p> <p>🌐 Develop an appreciation for the various industry, crops and resources acquired on the island of Abaco.</p> <p>📌 Understand the parts and functions of seeds.</p> <p>📌 Demonstrate an understanding of the growth patterns of seeds.</p> <p>📌 Demonstrate knowledge of helpful and harmful drugs and their effects on the body.</p> <p>📌 Develop an awareness of rules regarding the use of medicine and other drugs.</p> <p>✝️ Recognize Jesus as the Son of God</p> <p>✝️ Develop an understanding of the purpose Jesus came to earth.</p> <p>✝️ Develop an awareness of Old Testament scriptures that predicted the coming of Jesus.</p> <p>✝️ Understand ways to walk in obedience as Jesus did.</p>	<p>Chg. 11 Evaluate various modes of change as positive or negative.</p> <p>Chg. 12 Discuss the changes in transportation to identify the most efficient (energy/time/cost) forms (past and present forms of transportation).</p> <p>Chg. 13 Explained the levels of change entailed in creating a boat from various trees.</p> <p>Chg. 14 Justify the use of trees in the making of boats rather than metal or steel during a class debate.</p> <p>Chg. 15 Identify the parts of the seed and explain the role of each.</p> <p>Chg. 16 Explain the changes observed in seed to plant.</p> <p>Chg. 17 Relate the conditions necessary for plant growth following an experiment.</p> <p>Chg. 18 Identify substances referred to as drugs.</p> <p>Chg. 19 Classify drugs as harmful and helpful drugs.</p> <p>Chg. 20 Compare and contrast the effects of harmful and helpful drugs on the body.</p> <p>Chg. 21 Compare the digestion of food with the digestion of drugs.</p> <p>Chg. 22 Formulate possible alternatives to the use of manufactured or organic drugs (helpful or harmful) that affect the body.</p>	<p>Chg. h Categorize pictures of transportation, island location, and states of matter as past and present.</p> <p>Chg. i Discuss effects of change in lifestyles such as food, crime, transportation modes, morals, in present time.</p> <p>Chg. j Compile a model of a seed labeling its parts and functions.</p> <p>Chg. k Conduct experiments to deduce the best conditions for seed growth to plant.</p> <p>Chg. l Research information on the various harmful and helpful drugs and their effects on the body.</p> <p>Chg. m Conduct research to identify different alternatives for the use of drugs in an effort to prevent adverse changes to the body.(e.g use of organic medicine rather than industrial medication)</p>	<p>📌 Topic: Digestive System -Investigate to describe the function of seed parts. -Experiment with seeds to describe its growth patterns. Pg. 76</p> <p>Family Life & Health 📌 Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.5 Objective: 1.5.1 Pg.59</p> <p>Social Studies 🌐 Theme 3: Our Basic Needs Topic: The clothes we wear -A Place to Live -Theme 2: Looking at life on the islands Topic: Abaco</p> <p>Religious Studies ✝️ Sub Goal 1: examine the basic beliefs and teachings of Christianity Theme: The Nature of God Objective: I - IV Pg. 60-61</p>	<p>📌 Observation, Classifying, Communication, Interpretation</p> <p>📌 Communication, Interpersonal skills (for developing healthy relationships) cooperation; decision making, problem solving, conflict resolution, critical and creative thinking; self awareness, self acceptance</p> <p>✝️ Investigation, Application, Reflection, Expression</p>	<ul style="list-style-type: none"> • Discussions • Experiments • Projects • Think-Pair-Share My Partner's Thoughts* • As I See It* • Four Corners* <p>* see appendix</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>

Learning Outcomes	Objectives	Suggested Activities	Suggested Instructional Content	Skills	Assessment/Evaluation	Resources
<p>✚ Explore the reasons conflicts arise.</p> <p>✚ Understand the process of resolving conflicts.</p> <p>✚ Demonstrate an awareness of biblical examples conflict resolution</p> <p>✚ Recognize solutions to everyday problems and conflicts.</p> <p>✚ Recognize the function and parts of the digestive system.</p> <p>✚ Explore the process through which food is broken down.</p> <p>✚ Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness</p>	<p>Chg. 23 Explain the changes experienced by food in the body.</p> <p>Chg. 24 Identify the parts of the digestive system and the function of each.</p> <p>Chg. 25 Sequence the steps of digestion.</p> <p>Chg. 26 Compare the digestion of food with digestion of drugs (medicine).</p> <p>Chg. 27 Analyze ways in which the body is affected by helpful or harmful drugs.</p> <p>Chg. 28 Discuss how changes and other factors can lead to conflicts.</p> <p>Chg. 29 Model the appropriate way to resolve a conflict (various scenarios) using the steps to conflict resolution.</p> <p>Chg. 30 Infer ways in which biblical characters solved conflicts with evidence to justify.</p> <p>Chg. 31 Construct a conflict resolution plan for an everyday problem and/or conflict chosen by the students.</p> <p>Chg. 32 Discuss various forms of conflicts and possible ways to resolve and or prevent them.</p>	<p>Chg. n Experiment to identify the stages of digestion.</p> <p>Chg. o Design a 3D model of the parts of the digestive system.</p> <p>Chg. p Compile a flow chart to show the steps of conflict resolution.</p> <p>Chg. q “Actions speak louder than words”: A dramatization by students of various scenarios by students demonstrating the steps of solving conflicts.</p> <p>Chg. r Rewrite the story of Lot and Abraham to reflect different steps that could have been taken to resolve the conflict.</p> <p>Chg. s Create a picture book showing how to solve conflicts in varied situations.</p>	<p>Family Life & Health ✚ Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.4 Objective: 1.4.1 Pg.57-58</p> <p>✚ Topic: Digestive System - Observe visuals or models to identify the parts of the digestive system. - Experiment to communicate how food is broken down. - Investigate to explain the functions of the digestive system. - Communicate the role of students as environmental stewards. Pg. 72</p> <p>Religious Studies ✚ Sub Goal 3: Apply biblical values and principles to everyday living Theme: Choices Objective: I - IV Pg. 78 -79 Story of Lot and Abraham</p>	<p>✚ Communication, Interpersonal skills (for developing healthy relationships) Cooperation, Decision making, conflict resolution, crtical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>✚ Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies ✚ Interpretation, Reflection, Empathy</p>	<ul style="list-style-type: none"> • Use of graphic organizers (Venn Diagram, flow charts) • Letter writing rubric • Role play • Questionnaires • Appointment Clocks* • Self/ Peer Assessments • Four Corners* <p>* see appendix</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>















Learning Outcomes	Objectives	Suggested Activities	Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Develop an appreciation for the ways in which modern forms of communication have bridged our family of islands.</p> <p>🌐 Develop an appreciation for the various industry, crops and resources acquired on the island of Inagua.</p> <p>📌 Recognize the states of matter of solids, liquids and gases.</p> <p>📌 Develop an awareness of the change of matter from one state to the other.</p> <p>📌 Demonstrate knowledge of the physical properties of matter, forms and properties of matter.</p> <p>🔑 Demonstrate an awareness of the Beatitudes.</p> <p>🔑 Develop an understanding of the importance of implementing the Beatitudes.</p> <p>🔑 Recognize the effects of their behaviour in family and group settings.</p> <p>🔑 Appreciate the application of Beatitudes in everyday situations.</p>	<p>Chg. 33 Classify objects as solid, liquid or gas.</p> <p>Chg. 34 Examine the changes of water under various conditions.</p> <p>Chg. 35 Differentiate assorted forms of matter based on physical properties.</p> <p>Chg. 36 Compare the creation of salt to the changes experienced by water.</p> <p>Chg. 37 Summarize the making of salt in their own words</p> <p>Chg. 38 Outline the main components of the island of Inagua using pictorial representation.</p> <p>Chg. 39 Suggest ways that persons on Inagua communicate with persons on other islands differently from in the past.</p> <p>Chg. 40 Relate the Beatitudes in sequence.</p> <p>Chg. 41 Demonstrate ways in which they can apply the Beatitudes to daily life.</p> <p>Chg. 42 Discuss the importance of living by the Beatitudes.</p> <p>Explain the changes that can occur in relationships as a result of their behaviour/attitude.</p>	<p>Chg. t Create a Venn diagram to compare types of communication used in the past and now.</p> <p>Chg. u Experiment to identify the possible states of matter that can be experienced by water.</p> <p>Chg. v Design matter mobiles demonstrating examples of substances in each state of matter.</p> <p>Chg. w Compile a flow chart to show the changes in water under various conditions.</p>	<p>Social Studies</p> <p>🌐 Theme 3: Our Basic Needs</p> <p>Topic: Getting News</p> <p>-A Place to Live</p> <p>-Theme 2: Looking at life on the islands</p> <p>Topic: Inagua</p> <p>📌 Topic: Matter</p> <p>- Experiment with manipulatives to identify matter as solids, liquids and gases.</p> <p>-Investigate concrete models to compare some characteristics of solids, liquids and gasses.</p> <p>-Classify models into solids, liquids and gasses.</p> <p>Pg. 92, 93, 94</p> <p>Religious Studies</p> <p>🔑 Sub Goal 4: Develop an appreciation for living in a community</p> <p>Theme: Rights/Responsibilities</p> <p>Objective: I - IV</p> <p>Pg. 90-91</p> <p>The Beatitudes</p>	<p>📌 Observation, Communication, Experimenting, Interpreting, Predicting, Inferring</p> <p>Religious Studies</p> <p>🔑 Interpretation, Reflection, Empathy, Analysis</p>	<ul style="list-style-type: none"> • Use of graphic organizers (Venn Diagram, flow charts) • Letter writing rubric • Role play • Questionnaires • Appointment Clocks* • Self/ Peer Assessments • Four Corners* <p>* see appendix</p>	<p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>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>

Learning Outcomes	Objectives	Procedures/ Suggested Activities	Suggested Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Develop an awareness of money and its importance in meeting our needs.</p> <p>🌐 Recognize the necessity of a budget for the expenditure of a specified amount.</p> <p>👉 Develop an appreciation for the characteristics of human sexuality.</p> <p>👉 Appreciate their uniqueness and they way their bodies function.</p> <p>✚ Demonstrate an awareness of the concept of self-esteem.</p> <p>✚ Recognize factors that influence a person's self esteem.</p> <p>✚ Appreciate scriptural verses that help to build self-esteem.</p> <p>👉 Develop an appreciation for the sources of energy.</p> <p>👉 Demonstrate an understanding of the formation of fossil fuels.</p>	<p>Val.1 Explain the term self-esteem.</p> <p>Val.2 Discover the factors that influence ones self esteem positive or negative.</p> <p>Val.3 Summarize a scripture verse about self esteem .</p> <p>Val.4 Give examples of ways that ones sexuality can affect their self esteem.</p> <p>Val.5 Justify their value of self providing examples of a person, beliefs, and behaviours.</p> <p>Val.6 Compare and contrast the definitions of value and self esteem.</p> <p>Val.7 Identify ways in which one can demonstrate value for themselves and others.</p> <p>Val.8 Discuss the value of money for every day living.</p> <p>Val.9 Prepare a budget of a set amount for a week on typical expenditures.</p> <p>Val.10 Classify various denominations of money based on their value.</p> <p>Val.11 Interpret the value of energy to Bahamians.</p> <p>Val.12 Discuss the various sources of energy.</p> <p>Val.13 Identity ways in which those sources of energy are important.</p> <p>Val.14 Explain fossil fuels and how they are formed.</p>	<p>Val. a Create an overlay model of themselves using various materials. The model on the inside would have those thoughts, beliefs and behaviours that they would have been taught that affect their self-esteem. The outside would reflect the way that the student sees him or herself in terms of physical appearance (gender, sexuality etc.)</p> <p>Val. b Design a pamphlet promoting positive influences of self esteem, encouraging others to value themselves.</p> <p>Val. c Document the results a week's budget and relate to classmates the evidence to support or refrain from budgeting.</p> <p>Val. d Complete a money sorting activity.</p> <p>Val. e Complete a Venn Diagram comparing value and self esteem.</p> <p>Val. f Compose a song, rap or poem about the value of energy and its sources.</p>	<p>Value: the regard that something is held to deserve; the importance, worth, or usefulness of something.</p> <p>-principles or standards of behaviour; one's judgement of what is important in life.</p> <p>Family Life & Health</p> <p>👉 Theme: Sexuality & Sexual Health</p> <p>Sub Goal: 2</p> <p>Standard 2.1</p> <p>Objective: 2.2.1</p> <p>Pg. 60</p> <p>Social Studies</p> <p>🌐 Theme 3: Our Basic Needs</p> <p>Topic: Money</p> <p>-A Place to Live</p> <p>👉 Topic: Matter</p> <p>-Investigate to discover the sources of energy</p> <p>Research information to define fuels.</p> <p>Investigate to discover how fossil fuels are formed.</p> <p>Interpret information on the uses of energy from fossil fuels.</p> <p>Pg. 97</p> <p>Religious Studies</p> <p>✚ Sub Goal 3: Apply biblical values and principles to everyday living</p> <p>Theme: Growing with Values</p> <p>Objective: I - IV</p> <p>Pg. 84-85</p>	<p>👉 Communication, Interpersonal skills (for developing healthy relationships) Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>👉 Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies</p> <p>✚ Interpretation, Reflection, Empathy</p>	<ul style="list-style-type: none"> • Brochure/ pamphlet rubric • Oral presentations • Self value inventory and checklist • Summary writing • Observations • Self/ Peer Assessment • Laundry Day* • Four Corners* • Appointment Clocks* <p>* see appendix</p>	<p>Religious Studies Curriculum</p> <p>The Children's Bible</p> <p>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>

Learning Outcomes	Content Matrix/ Objectives	Procedures/ Suggested Activities	Suggested Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>‡ Demonstrate an awareness of the different forms of energy.</p> <p>‡ Understand the various forms of energy and their characteristics.</p> <p>‡ Demonstrate an awareness of the concept of self-control.</p> <p>‡ Recognize strategies that could develop self control.</p> <p>‡ Appreciate biblical characters who exhibited self control</p> <p>🌐 Recognize the necessity of a rules and laws in our school and country</p> <p>‡ Understand the importance of food to the body</p> <p>‡ Develop an appreciation for healthy food and snacks.</p>	<p>Val.16 Identify rules in school and laws of the country.</p> <p>Val.17 Discuss the importance of laws and rules.</p> <p>Val.18 Deduce the importance of having self control after listening to a bible story.</p> <p>Val.19 Explain the meaning of the term self control with examples to justify the definition.</p> <p>Val.20 Relate the need of exhibiting self control in all aspects of ones life including what is eaten.</p> <p>Val.21 Evaluate the food items garnered from classmates as healthy or unhealthy choices.</p> <p>Val.22 Propose to parents healthy food alternatives highlighting the importance of food on the body.</p> <p>Val.23 Compare the energy obtained from food with that found in the atmosphere.</p> <p>Val.24 Experiment to discover the characteristics of the different forms of energy.</p> <p>Val.25 Give examples of transferable energy.</p>	<p>Val. g Role-play various scenarios where students demonstrate concepts related to values.</p> <p>Val. h Categorize various actions to determine whether they exhibit positive or negative values through puppetry.</p> <p>Val. i Design posters to show ways to care for the earth's resources.</p> <p>Val. j Show different ways to care for the earth through infomercials, blogs, websites, and newspaper ads.</p>	<p>Family Life & Health ‡ Theme: Sexuality & Sexual Health Sub Goal: 2 Standard 2.1 Objective: 2.2.1 Pg. 60</p> <p>Social Studies 🌐Theme 3: Our Basic Needs Topic: Why do we have laws?</p> <p>‡ Topic: Matter -Investigate to discover the sources of energy Research information to define fuels. Investigate to discover how fossil fuels are formed. Interpret information on the uses of energy from fossil fuels. Pg. 97</p> <p>Religious Studies ‡ Sub Goal 3: Apply biblical values and principles to everyday living Theme: Growing with Values Objective: I - IV Pg. 84-85</p>	<p>‡ Communication, Interpersonal skills (for developing healthy relationships) Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>‡ Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies ‡ Interpretation, Reflection, Empathy, Investigation</p>	<ul style="list-style-type: none"> • Kinesthetic Assessments* • Visual Representations (drawings) • Use of different forms of media to present information • Exit/ Admit Slips* • Practice Presentations* • Peer/ Self Assessments <p>* see appendix</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>

Learning Outcomes	Content Matrix/ Objectives	Procedures/ Suggested Activities	Suggested Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>🌐 Develop an appreciation for the various industry, crops and resources acquired on the island of Acklins.</p> <p>✚ Demonstrate an understanding of the term “faithful”.</p> <p>✚ Recognize practical ways to demonstrate faithfulness.</p> <p>✚ Develop an appreciation for biblical characters who exhibited faithfulness</p> <p>🍷 Recognize the importance of proper nutrition on good health.</p> <p>🍷 Know that appropriate exercises and food help to develop a healthy lifestyle.</p> <p>🍷 Develop an awareness of the seven main food groups, and explain the nutrients found in each group.</p> <p>🍷 Develop an appreciation for dietary guidelines as an outline for healthy eating.</p>	<p>Val.26 Investigate the use of dietary guidelines for healthy eating.</p> <p>Val.27 Deduce through a series of experiments which foods or exercises develop healthy lifestyles.</p> <p>Val.28 Create food group drum indicating the nutrients attained from each of the seven main groups.</p> <p>Val.29 Explain the need for persons to remain committed to exercise and healthy eating.</p> <p>Val.30 Paraphrase the definition of the word “faithful”.</p> <p>Val.31 Arrange activities to reflect practical ways to demonstrate faithfulness.</p> <p>Val.32 Summarize the stories of biblical characters who demonstrated faithfulness to God.</p> <p>Val.33 Compare and contrast faithfulness to God and faithfulness to traditions.</p> <p>Val.34 Give examples of ways that Acklins islanders remained faithful to their traditions and beliefs.</p>	<p>Val. k Use graphic organizers (web) to display a list of values that are important.</p> <p>Val. l Write personal narratives or biographies, explaining how values help to shape who we are.</p> <p>Val. m Create comic strips to portray values.</p> <p>Val. n Invite church leaders to speak about the importance of values.</p> <p>Val. o Compose/ Sing songs about values.</p>	<p>Family Life & Health 🍷 Theme: Sexuality & Sexual Health Sub Goal: 2 Standard 2.1 Objective: 2.2.1 Pg. 60</p> <p>Social Studies 🌐 Theme 2: Looking at life on the islands Topic: Acklins and its cascarilla</p> <p>🍷 Topic: Digestive System - 🍷 Infer how proper nutrition is related to good health. 🍷 Investigate appropriate exercises and food to develop a healthy lifestyle.</p> <p>🍷 Identify the seven main food groups, and explain the nutrients found in each group.</p> <p>Pg. 73</p> <p>Religious Studies ✚ Sub Goal 3: Apply biblical values and principles to everyday living Theme: Growing with Values Objective: I - IV Pg. 84-85</p>	<p>🍷 Communication, Interpersonal skills (for developing healthy relationships) Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>🍷 Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies ✚ Interpretation, Reflection, Empathy</p>	<p>Writing personal narratives rubrics Visual Representations (drawing) Graphic organizers Summarizing Learning/ Response Logs*</p> <p>* see appendix</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>

Learning Outcomes	Content Matrix/ Objectives	Procedures/ Suggested Activities	Suggested Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>‡ Recognize examples of conservation</p> <p>‡ Develop an appreciation for the conservation of energy.</p> <p>🌐 Recognize the importance of water to our existence.</p> <p>‡ Recognize the benefits of true friendship.</p> <p>‡ Develop an appreciation for their friends.</p> <p>‡ Develop an appreciation for biblical examples of friendship.</p> <p>‡ Develop an appreciation for exercise and sleep as important components of physical fitness.</p>	<p>Val.35 State the definition of the word “conserve”.</p> <p>Val.36 Give examples of conservation with support of its value to human survival.</p> <p>Val.37 Discuss and differentiate the value of people and resources.</p> <p>Val.38 Propose ways in which one can value their health and body .</p> <p>Val.39 Examine the role of friendship in various scenarios.</p> <p>Val.40 Evaluate the impact of friendship based on biblical example</p>	<p>Val. p Research values in different cultures.</p> <p>Val. q Use a graphic organizer to compare and contrast values of The Bahamas to other countries or cultures.</p> <p>Val. r Have a forum whereby students are able to share their predictions of the role of values in the next ten years.</p> <p>Val. s Debate the values of one culture with another culture.</p> <p>Val. t Research information about the various religions in our society and write about the impact it as on our society.</p>	<p>Family Life & Health 🏠 Theme: Sexuality & Sexual Health Sub Goal: 2 Standard 2.1 Objective: 2.2.1 Pg. 60</p> <p>Social Studies 🌐 Theme 3: Our Basic Needs Topic: Water</p> <p>‡ Topic: Matter -Analyze and share ways to conserve energy. -Investigate and interpret pictures to identify conservation. Pg. 101- 102</p> <p>Religious Studies ‡ Sub Goal 3: Develop an appreciation for living in a community Theme: Friendship Objective: I - IV Pg. 101-102</p>	<p>🏠 Communication, Interpersonal skills (for developing healthy relationships) Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>‡ Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies ‡ Interpretation, Reflection, Empathy</p>	<ul style="list-style-type: none"> • Research • Graphic Organizers • Four Corners* • 3-2-1* • Laundry Day* • Kinesthetic Assessments • Think Pair Share* • Constructive Quizzes <p><i>* see appendix</i></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>

Learning Outcomes	Objectives	Suggested Activities	Suggested Instructional Content	Skills	Assessment/ Evaluation	Resources
<p> Understand the roles of persons in their community.</p> <p> Demonstrate an understanding of being united.</p> <p> Develop an appreciation for scriptures related to unity.</p> <p> Recognize the effects of unity in relationships.</p> <p> Appreciate living and non-living things in a garden ecosystem.</p> <p> Demonstrate an awareness of the difference between vegetable and flower gardens.</p> <p> Develop an appreciation for leisure activities of families.</p>	<p>Soc.1 Explain the term socialization and provide examples to support the explanation.</p> <p>Soc.2 Analyze the socialization of living and non-living things in a garden ecosystem.</p> <p>Soc.3 Design a garden ecosystem to reflect a vegetable or flower garden.</p> <p>Soc.4 Discuss the leisure activities that families can part-take in within a community.</p> <p>Soc.5 Compare and contrast the socialization in a community and an ecosystem.</p> <p>Soc.6 Justify the need for unity within communities.</p> <p>Soc.7 Relate scriptures that support unity between mankind.</p>	<p>Soc. a Organize the class discussion as a radio talk show, discussing what is socialization and its impact on ones development.</p> <p>Soc. b Examine newspaper articles to find out about socialization in today's society.</p> <p>Soc. c Listen to radio talk shows and have an in class discussion on what is being discussed.</p> <p>Soc. d Go on nature walks around the school and categorize findings as living and nonliving things in a garden ecosystem.</p> <p>Soc. e Create individual or group models or real gardens.</p>	<p>Socialization definition. Learning the customs, attitudes, and values of a social group, community, or culture.</p> <p> Topic: Matter</p> <ul style="list-style-type: none"> - Investigate living and nonliving things in a garden ecosystem. - Observe a variety of model gardens (visuals) or real to identify types of gardens. (Vegetable, flower). - Experiment with seeds to create a containerized vegetable garden. - Use ruler to measure the growth of seedlings. <p>Religious Studies</p> <p> Sub Goal 3: Apply biblical values and principals to everyday living</p> <p>Theme: Growing with Values</p> <p>Objective: I - III</p> <p>Pg. 80-81</p> <p>Social Studies</p> <p> Theme 3: People who live on my island</p> <p>Topic: Enjoying yourselves</p> <p>Family Life & Health</p> <p> Theme: Sexuality & Sexual Health</p> <p>Sub Goal: 1</p> <p>Standard 1.3</p> <p>Objective: 1.3.1</p> <p>Pg. 56</p>	<p> Communication, Interpersonal skills (for developing healthy relationships)</p> <p>Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p> Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies</p> <p> Interpretation, Reflection, Empathy</p>	<ul style="list-style-type: none"> • Kinesthetic Assessments • Practice Presentations* • Four Corners* • As I See It* • Observations* • Exit/ Admit Slips* • Learning/ Response Logs* <p style="text-align: center;">* see appendix</p>	<p>Religious Studies Curriculum</p> <p>The Children's Bible</p> <p>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>

Learning Outcomes	Content Matrix/ Objectives	Procedures/ Suggested Activities	Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>✚ Recognize the characteristics of love.</p> <p>✚ Develop an understanding of the signs of impatience, anger and jealousy among individuals.</p> <p>✚ Understand ways they put their love for others in action.</p> <p>✚ Understand the Earth’s position in relation to the sun and its movement.</p> <p>✚ Recognize abuse as any form of ill treatment against an individual or animal.</p>	<p>Soc.8 Describe ways in which we demonstrate our love for others and self.</p> <p>Soc.9 Illustrate signs of impatience, anger and jealousy that one can exhibit.</p> <p>Soc.10 List ways that love for other can be put in action.</p> <p>Soc.11 Differentiate actions as either abusive, ill treatment or loving against people or animals.</p> <p>Soc.12 Recommend ways that abuse or ill treatment can be prevented.</p> <p>Soc.13 Discuss ways to show love to the earth/ environment.</p> <p>Soc.14 Outline the position of the earth and its movement around the sun.</p> <p>Soc.15 Summarize the terms revolve, revolution and other terms related to the Earth’s orbit in their own words.</p>	<p>Soc. f Create a group story, “The Warning Bells”. This story will be one to bring awareness (persuasive/expository) to the signs of inappropriate behaviour.</p> <p>Soc. g Use a graphic organizer to depict the characteristics of love.</p> <p>Soc. h Create a collage of activities, behaviours, words or phrases that will reduce or stop abuse or ill treatment.</p> <p>Soc. i Simulate various actions of abusive, ill treatment and loving behaviors that can be demonstrated when interacting with others.</p> <p>Soc. j Design posters or create poems on how humanity can show love to the Earth.</p> <p>Soc. k Conduct an experiment to deduce the movement of the Earth around the Sun.</p>	<p>✚ Topic: Earth Materials Universe and the Solar System</p> <p>- Experiment with models to demonstrate Earth’s position in relation to the sun.</p> <p>Experiment to describe the motion of the earth around the sun.</p> <p>Experiment to explain the terms orbit, revolve and rotate.</p> <p>Religious Studies ✚ Sub Goal 4: Demonstrate an appreciation for living in a community Theme: Love and/or Forgiveness Objective: I - IV Pg. 92-93</p> <p>Social Studies 🌐Theme 3: People who live on my island Topic: Enjoying yourselves</p> <p>Family Life & Health ✚ Theme: Sexuality & Sexual Health Sub Goal: 2 Standard 202 Objective: 2.2.1 Pg. 56</p>	<p>✚ Communication, Interpersonal skills (for developing healthy relationships) Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>✚ Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies ✚ Interpretation, Reflection, Empathy</p>	<ul style="list-style-type: none"> • Visual Representations • Laundry Day* • Four Corners* • Constructive Quizzes* • Appointment Clocks* • Observations • Graphic Organizers • Peer/ Self Assessments • 3-2-1* • Discussions* • Questioning* • Pamphlet/ Brochure rubrics <p>* see appendix</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>

Learning Outcomes	Objectives	Suggested Activities	Instructional Content	Skills	Assessment/ Evaluation	Resources
<p>† Demonstrate an awareness of how seasons come about.</p> <p>† Understand the visual representation of each season.</p> <p>‡ Recognize the importance of caring for strangers.</p> <p>‡ Demonstrate an awareness of scriptural passages related to caring for strangers.</p> <p>‡ Demonstrate knowledge of the causes, effects and treatment of STIs, HIV an AIDS</p> <p>‡ Understand general causes and prevention of communicable diseases.</p>	<p>Soc.16 Conduct interviews with persons in the community to find out ways to support/treat strangers.</p> <p>Soc.17 Debate the importance of caring for strangers with scriptural reference.</p> <p>Soc.18 List ways possible benefits and disadvantages of strangers in our community.</p> <p>Soc.19 Define the word disease.</p> <p>Soc.20 Differentiate between communicable and non communicable diseases.</p> <p>Soc.21 Analyze possible methods of disease prevention.</p> <p>Soc.22 Associate/Diagram typically and discuss ways to prevent them.</p> <p>Soc.23 Classify visual representation of seasons.</p> <p>Soc.24 Summarize the process by which seasons are formed.</p> <p>Soc.25 Role Play the rotation of the Earth to bring about seasons.</p>	<p>Soc. l Conduct interviews with residents within the community to identify ways that we should treat strangers (American, Haitian, Jamaican, Chinese, Cuban etc.)</p> <p>Soc. m Participate in a class debate, “Entertain Strangers”.</p> <p>Soc. n Complete a venn diagram based on diseases, either communicable or non communicable.</p> <p>Soc. o Create pictorial representations (chart, poster) of communicable diseases and the seasons in which they are spread most.</p> <p>Soc. p Conduct an experiment to verify the rotation of the earth around the sun and the creation of seasons.</p>	<p>† Topic: Earth Materials Universe and the Solar System</p> <p>-Interpret visuals to show various seasons.</p> <p>-Investigate to discover what causes seasons.</p> <p>Religious Studies</p> <p>‡ Sub Goal 4: Demonstrate an appreciation for living in a community</p> <p>Theme: Caring for God’s creation</p> <p>Objective: I - IV</p> <p>Pg. 85-89</p> <p>Social Studies</p> <p>🌐Theme 3: People who live on my island</p> <p>Topic: Enjoying yourselves</p> <p>Family Life & Health</p> <p>‡ Theme: Sexuality & Sexual Health</p> <p>Sub Goal: 2</p> <p>Standard 2.3</p> <p>Objective: 2.3.1</p> <p>Pg. 63-64</p>	<p>‡ Communication, Interpersonal skills (for developing healthy relationships)</p> <p>Cooperation, Decision making, conflict resolution, critical and creative thinking, self awareness, self acceptance, healthy self management</p> <p>† Observation, Communication, Experimenting, Predicting, Inferring</p> <p>Religious Studies</p> <p>‡ Interpretation, Reflection, Empathy</p>	<ul style="list-style-type: none"> • Kinesthetic Assessments • Discussions • Practice Presentations • Individual Whiteboards • Graphic Organizers • Observations • Questioning • As I See It* • Laundry Day* • Think Pair Share* • Exit/ Admit Slips* <p><i>* see appendix</i></p>	<p>Religious Studies Curriculum</p> <p>The Children’s Bible</p> <p>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>

Additional Topics to be covered from each curriculum:

Science

- ‡ Demonstrate knowledge of the length, volume and mass of objects. Pg. 94
- ‡ Understand the metric table and the metric units used to identify length, mass and volume. Pg. 95 -96
- ‡ Magnets Pg. 100 – 101

Religious Studies

- ‡ Easter Story Pg. 94 -98
- ‡ Pentecost Pg. 103-104
- ‡ The Old Testament Pg. 62-63
- ‡ Obedience to God's Word Pg. 64-65