

Social Studies / Career and Citizenship

Social Studies is a vital component of our educational curriculum. This subject is designed to raise awareness among students about their islands and the broader Caribbean region. It places special emphasis on key aspects such as history, topography, and social events that occur within the Caribbean region. It forms our base to comply with the school's responsibility to teach our students about democracy and citizenship.

Here are key components and objectives of our Social Studies curriculum:

1. **Understanding the Environment**
Social Studies helps students gain a deeper understanding of the environment in which they live. This includes knowledge about the geography, culture, and history of their islands and the wider Caribbean region.
2. **Exploring Way of Life and Customs**
The subject delves into the way of life, customs, and social attributes of the people in the region. This exploration fosters an appreciation for cultural diversity and the unique traditions that define the Caribbean.
3. **Key Concepts**
Social Studies introduces students to essential concepts such as identity, development, interaction, interdependence, cooperation, government, responsibility, conflict, and freedom of choice. These concepts form the foundation for understanding societal dynamics.
4. **Community, Country, and Island**
Social Studies explains human behavior within the context of the community, country, and island. It encourages students to critically analyze and engage with their surroundings and society.
5. **Broadening Knowledge**
The subject serves as a means to broaden students' knowledge of the Caribbean region, including its diverse population composed of Amerindians, Africans, East Indians, Chinese, Middle Eastern, and European descent.
6. **Conceptual Approach**
Using a concept-based approach, students can analyze and understand their past and the roles they play in their communities. This approach encourages active involvement in learning and critical thinking.
7. **Promoting Active Participation**
Success in Social Studies education is measured by the extent to which students become actively involved in the subject matter. It encourages students to recognize the exciting roles they can play in their country's development and future.

In summary, our Social Studies curriculum aims to provide students with a comprehensive understanding of their environment, culture, and history within the Caribbean context. It fosters a sense of identity, promotes active citizenship, and prepares students to play meaningful roles in their communities and their country's development.

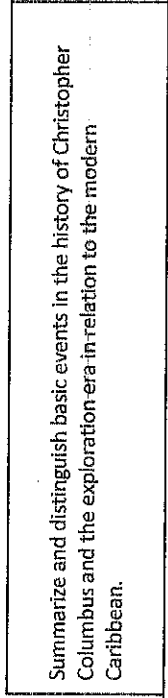
Social Studies

Map and society overview

| | Form 1 | Form 2 |
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| General objectives | <p>Students will / are able to:</p> <ol style="list-style-type: none"> 1) Construct research-based items. 2) Relate phenomenon in time and space. 3) Apply resources to analyze data. 4) Judge and support proper behavior within their society. 5) Evaluate world events on a micro and macro level. 6) Analyze cause and effect by choices made. 7) Actively participate in class & groups. 8) Create effective oral presentations. 9) Paraphrase and summarize texts. 10) Apply care for themselves, others and the environment. 11) Compose and analyze meaningful questions on social phenomena. 12) Explain characteristics of historical era's and civilizations. 13) Construct timely views on the environment and world around them. 14) Explain and critique the roles of government and politics. 15) Apply main principals of lessons within an individual context. | <p>The importance and function of society.</p> <p>Definitions of family - including functions, changing relationships, the family tree.</p> <p>Sex education - puberty, sexually transmitted diseases, pregnancy.</p> <p>Parenting unit - types of parenting and childraising - includes child development timeline.</p> <p>Social, cognitive and emotional development - including feral children.</p> <p>Carry out a sociological research project on a present day phenomenon.</p> <p>Citizenship - basic rules and regulations.</p> <p>Elections - locally and the Netherlands.</p> <p>Use the atlas as an information source.</p> <p>Basic map reading.</p> <p>Determine latitude and longitude.</p> <p>The history of Christopher Columbus.</p> <p>Learns Saba's history and environment and changes that have taken place over the past 200 years.</p> |
| Social studies | <p>Identify and analyze adaptations in the animal kingdom.</p> <p>Identify and judge the question "who am I" in relation to a larger societal context.</p> <p>Distinguish and evaluate individual and personality strengths, weaknesses and uniqueness.</p> <p>Compare and contrast similarities, differences and changes in culture and religion in the Caribbean and other parts of world.</p> <p>Describe and evaluate the contemporary image of the Caribbean and the Netherlands, Europe and the world, and identify developments in each environment.</p> <p>Describe and interpret basic sociological issues and the changing demographics within the Caribbean Islands.</p> | |
| Geography | <p>Locate and label the Caribbean Islands on a map.</p> <p>Contrast and compare languages, religions, and populations of different Caribbean nations.</p> | |
| History | <p>Interpret and analyze basic historical evidence of the following periods:</p> <ul style="list-style-type: none"> - Early Man - Hunters, gatherers and farmers - Ancient civilizations (Aztecs, Incas, The Mayans). <p>Recognize and consider basic historical evidence of the colonial era within the Caribbean Islands.</p> | |



Summarize and distinguish basic events in the history of Christopher Columbus and the exploration era in relation to the modern Caribbean.



Social studies academic stream overview

| | Overall objectives | Form 3AC – Strategic Objectives | Form 4AC – Strategic Objectives | Form 5AC – Strategic Objectives |
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| Family | <p>Students will / are able to:</p> <p>Exploring: explore topics related to social studies, and formulate questions to guide their research.</p> <p>Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.</p> <p>Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry.</p> | <p>Social Groups & Different types of family make up - nucleus, single, same sex, friending etc. Families across the globe - similarities and differences.</p> <p>Explain and use correctly concepts and terms associated with 'family'.</p> <p>Describe the functions of the family.</p> <p>Compare different family types and unions in the Caribbean.</p> <p>Assess various theoretical perspectives on the development of family and parent-child relationships.</p> <p>Analyze the impact of major social and economic changes on the historical evolution of family.</p> <p>Explain the roles and responsibilities of adult and sibling members of a Caribbean family.</p> <p>Explain the causes and effects of the changes in the roles of family members in Caribbean society vs. Europe and the US.</p> <p>Generation gap - Dating and divorce and how attitudes have changed over time.</p> <p>Exploring: explore topics related to families in the Caribbean, and formulate</p> | | |

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| | <p>locate and select information relevant to their investigations from a variety of primary sources.</p> <p>Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and evaluate their research, inquiry, and communication skills.</p> <p>Demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills.</p> <p>Assess, record,</p> | <p>questions to guide research.</p> <p>Identify key concepts.</p> <p>Analyze the impact of violence and abuse on family relationships.</p> <p>Demonstrate an understanding of factors that can lead to neglect or physical, sexual, or emotional abuse.</p> <p>Use terms relating to families For example: Application - Family tree - be able to draw out family tree going back 4 generations.</p> <p>Parenting: Describe factors that assist in the preparation for parenthood.</p> <p>Examine the characteristics of effective parenting.</p> | | |
| <p>Current affairs</p> | | <p>Up to date information on Social Issue on news in Europe, US, Caribbean (project on various news articles comparing how they report a single event).</p> | <p>Tie into topics being learned: Power of social media. The Dutch election. The US election. The Curacao election.</p> <p>Describe the impact on human interactions of various changes that are taking place in society.</p> | <p>Current Events - tie into topics being learned.</p> <p>Describe the impact on human interactions of various changes that are taking place in society.</p> <p>Integration & Regional Trade - CARICOM (tie in with Business)</p> <p>Outline the major stages in integration - developed countries vs. undeveloped Outline the objectives of organizations such as CARICOM.</p> <p>Outline factors that promote & hinder regional integration.</p> |

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| | <p>analyze, and synthesize information gathered through research and inquiry via CXC SBA.</p> <p>Communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>Identify key concepts (e.g., through discussion, brainstorming, use of visual organizers) related to their selected topics for SBA.</p> <p>Create appropriate research plans (SBA) to investigate their selected topics.</p> | | | <p>Analyze benefits of regional integration.</p> <p>Examine the roles of citizens and government in the integration process.</p> <p>Explain how technological advances (e.g. in manufacturing, agriculture, recycling) lead to cultural adaptations.</p> <p>Explain how mass media can help promote regional integration.</p> <p>Pollution (tie in with Geog)</p> <p>Globalization (tie in with Business)</p> |
| <p>Cultures</p> | | <p>What is culture?</p> <p>Cultures in the Caribbean Indigenous, African American, European, English, US & Canada, Spanish, South American.</p> <p>Account for the cultural diversity of the Caribbean region.</p> <p>Caribbean values vs. Western Values. Analyze the significance of recent demographic trends relating to the lives of individuals in the Caribbean vs. Western.</p> <p>Assess the impact of current social trends, issues, and challenges on individual development.</p> <p>Dutch Culture Features of culture and groups.</p> | | |

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| | <p>Analyze and interpret research information.</p> <p>Demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills.</p> <p>Demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development.</p> | <p>Cultures in the Netherlands.</p> <p>Multicultural society in the Netherlands.</p> <p>Clashes between cultures in Europe.</p> <p>History of Dutch and multiculturalism.</p> <p>Rights under government.</p> <p>Multiculturalism – pros & cons.</p> <p>Women's Rights - the changing landscape</p> <p>Historical review.</p> <p>What we take for granted.</p> <p>The 1960's.</p> <p>Women's rights in the Islamic culture.</p> <p>Women in the Western World today.</p> <p>Women in China.</p> <p>Identify the rights of the individual in human interactions as outlined in a variety of laws and policies around the world – compare.</p> <p>Identify the roles women have in various cultures.</p> <p>Role of women in a changing society - yesteryear vs. today in Western culture.</p> <p>Role of women in Eastern cultures.</p> <p>Describe variations in cultural customs and traditions that affect how women are treated in various cultures:</p> <p>a) Prostitution in certain areas of the world</p> <p>b) Salem witch trials.</p> <p>Domestic violence.</p> | | |
| <p>Gender</p> | | | | |

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| | | <p>Explain the relationship between rights and responsibilities.</p> <p>Describe how rights are allocated among individuals, groups, families, and communities.</p> <p>Assess reasons for laws to protect the family in social situations – legal separation, divorce, domestic violence, childcare.</p> <p>Gender Changes in Society How can men understand the new role of women in society.</p> <p>The new role of men in society. The changing face of Education and business.</p> <p>Explain how various societal factors (e.g., media, peers, socio-economic status, technology, environmental conditions, values, culture, religion, family) extend or limit individual rights and responsibilities.</p> <p>Demonstrate an understanding of various dynamics and challenges that can affect relationships.</p> <p>Assess research on sex-based similarities and differences as well as gender-based similarities and differences.</p> | | |
| <p>The parliamentary system</p> | | | <p>The Parliamentary System: Basic Overview The Kingdom of the Netherlands, The Westminster Model, Prime minister and</p> | |

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| | | <p>Differentiate among the types of government systems in the US, Holland and Commonwealth (Inc. Caribbean).</p> <p>Evaluate the functions of Government.</p> <p>Explain relationship between citizens and governments.</p> <p>Identify the essentials of good government.</p> <p>Explain the relationship between rights and responsibilities.</p> <p>Describe ways in which government policies and initiatives by non-governmental organizations at the local and global levels can function as protective factors that reduce the impact of threats to human development at different stages of the lifespan.</p> <p>Compare and evaluate various strategies for responding to infringements on individual rights (e.g., direct confrontation, complaints to people in positions of authority, official complaints etc.).</p> <p>Differentiate among the types of government systems – Holland, US, and Commonwealth (Inc. Caribbean).</p> | |
| <p>Commu- nication</p> | | <p>History (Print, Radio, TV) New forms of communication - Internet, flyer use, Social Media intro to SBA topics of Social Studies.</p> | |

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| | | | <p>Identify the components of verbal communication.</p> <p>Describe the three basic styles of communication.</p> <p>Describe the various forms of communication used in the Caribbean (Commonwealth), Europe and US.</p> <p>Explain how forms of communication are influenced by geographic, socio-cultural and technological factors.</p> <p>Describe factors responsible for the breakdown in communication.</p> <p>How do different forms of media affect time that families and friends spend together?" "How can technology be used to increase student engagement? What are some of the risks of increased use of technology in school?"</p> | |
| <p>Institutions</p> <p>Human & Physical resources;</p> <p>The changing face of populations across the world</p> | | | <p>Evaluate the functions of institutions in society.</p> <p>Birth Rates, Census, Population and Depopulation, Immigration, Life expectancy, Demography of Caribbean, Gender Distribution - Caribbean vs. other parts of the world (China).</p> <p>Demonstrate an understanding of demographic trends related to the lives of individuals and of the impact of social issues and challenges on individual development.</p> | <p>The changing face of Education Healthcare.</p> <p>Birth control - across the world Western world vs. Caribbean vs. South Africa etc.</p> <p>Effects of rises and falls in population - Short and long term.</p> <p>Formulate strategies for dealing with contemporary social issues that influence the Caribbean vs. other societies (Europe, US).</p> |

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| | | | <p>Explain and use correctly concepts and terms associated with human and physical resources.</p> <p>Explain the need for developing human resources.</p> <p>Factors that contribute to the development of human resources.</p> <p>Natural resources in the Caribbean – identify what and where they are in the Caribbean.</p> <p>Explain practices in place for successful sustainable development and the effects on the environment.</p> <p>Describe the major challenges facing the Caribbean.</p> | <p>Describe the structure and characteristics of a population.</p> <p>Factors influencing population change.</p> <p>Outline population statistics of Caribbean.</p> <p>Causes and consequences of Migration on a global scale.</p> <p>Describe threats to healthy development and their impact at various stages of life.</p> <p>Describe various psychological, social, material, or cultural conditions that are used to explain social change.</p> <p>Explain various means of creating social change (e.g., direct action, protest, advocacy, community organization, revolution, political activism).</p> <p>Explain the impact of social change on individuals in the Caribbean and on Caribbean society.</p> |
| <p>Employment and labour</p> | | | | <p>Supply and Demand: Realistic view of employment in the area you live.</p> <p>Finding and keeping a job.</p> <p>Explore a variety of topics related to personal life management (e.g., careers, consumer rights, rights of employees and employers, economic trends, investment options, credit-card options, financial services) to identify topics for research and inquiry.</p> |

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| | | | | <p>Factors that influence employment.</p> <p>Factors and procedures to be considered in choosing a career, being self-employed.</p> |
| <p>Trade and business</p> | | | <p>Development in the Caribbean (Geog and Business tie in)</p> <p>Differing Economic Systems (tie in with Business)</p> <p>Consumerism (tie in with Business)</p> <p>Define and use major terms and concepts associated with consumer affairs.</p> <p>Differentiate among categories of consumers.</p> <p>Assess factors that influence consumer demands.</p> <p>Explain modern technology and consumer relationships.</p> <p>Evaluate the role of government and their agencies and consumer affairs.</p> <p>Describe how consumers can protect themselves.</p> <p>Evaluate retail-shopping opportunities available within their community as sources of basic products and services.</p> <p>Describe strategies for making responsible consumer decisions when living independently.</p> | |

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| | | <p>Explain factors that affect the use of money as a resource</p> <p>Identify internal and external factors that influence spending decisions (e.g., personal preferences, convenience, cultural values, status-related motives, advertising, product cost and availability, environmental impact, considerations related to labor and exploitation issues).</p> <p>Money Management (tie in with Business)</p> <p>Demonstrate the use of effective money management strategies.</p> <p>Explain reasons and benefits of saving.</p> <p>Outline benefits of credit unions and their relationship with consumers.</p> |
| | | <p>Tourism (tie in with Business & Geog).</p> <p>Create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods.</p> <p>Define and correctly use terms associated with tourism.</p> <p>Differentiate between the types of tourism products available in the Caribbean.</p> <p>Explain factors that influence tourism – both from a host and supply perspective.</p> <p>Analyze the contribution of tourism in the</p> |
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| <p>Tourism</p> | | |

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| | | | | <p>Caribbean.</p> <p>Assess the impact of the tourism industry on the physical environment of the Caribbean and socio-cultural environment.</p> <p>Evaluate government policies that influence and effect tourism.</p> <p>Outline challenges facing the tourism industry in the Caribbean.</p> <p>Understand communication and technology and their influence on the tourism industry.</p> <p>Understand and describe how tourism can affect regional integration.</p> |
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MBO Social studies / Citizenship overview

| | Form 3V | Form 4V | Form 5V |
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| Citizenship dimension | <p>Students will / are able to:</p> <p>Identify local political parties.</p> <p>Organize a debate with local party representatives.</p> <p>Develop elevator pitches for the main political parties.</p> <p>Discuss, question and argue for/against political standpoints with local politicians.</p> <p>Understand how political decision making is taking place on Saba and think of ways how they could influence those.</p> <p>Identify how the local media influences public opinion.</p> <p>Identify how the regional newspaper/media represent Saba.</p> | <p>Identify local decision making processes and one's own possible role in it.</p> <p>Identify the influence of social media on local decision making.</p> <p>Identify who makes decisions at local and national level, how they affect our lives and how we can influence those (chapter 1 module Welfare state).</p> <p>Identify how the regional and national newspapers/media represent Saba and the Dutch Caribbean.</p> | <p>Distinguish mainstream political organizations in The Netherlands and the world.</p> <p>Investigate, identify and present their political preferences using online and paper information (including 'stemwijzer') and argue what their choices mean for their own personal lives, lives of others, the island, nation and world.</p> <p>Present alternatives for their political choices with pros and cons.</p> <p>Identify the influence of social media on national and global (political) decisions and how the community perceives global issues.</p> |
| Socio-cultural dimension | <p>Explain what culture is (Chapter 1 module Dutch society).</p> <p>Identify basic cultural differences between Saba, Caribbean and Dutch mainland culture.</p> <p>Distil main cultural habits in mainstream Netherlands, based on 'The undutchables' and chapter 2 module Dutch society.</p> <p>Identify tensions and opinions on issues of intercultural diversity in Dutch society, after watching 'Shouf shouf habibi' (chapter 3 module Dutch society).</p> | <p>Understand and address cultural diversity at local level.</p> <p>Identify cultures and subcultures on Saba.</p> <p>Identify cultural diversity between social classes, how this influences choices people make and what possible alternative behavior could be, based on watching the movie 'The best exotic marigold hotel'.</p> <p>Identify local tensions on Saba and nationally.</p> <p>Respect opinions of different groups and each</p> | <p>Make lifestyle choices, and appreciate choices that other people make.</p> <p>Comment on lifestyle choices people make, for example after watching the movie 'hasta la vista baby'.</p> <p>Understand tensions and issues in society based on socio-cultural differences, and appreciate people that try to overcome such differences, for example after watching the movie 'Intouchables'.</p> |

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| <p>Economic dimension</p> | <p>Identify the role of local and national government on the labour market.</p> <p>Investigate of possibilities for employment within their own field of interest both locally and off Saba.</p> <p>Compare the Netherlands with a non-welfare state: what is their opinion, what are (dis)advantages (Chapter 2. module Welfare state).</p> <p>Construct an imaginary state, in which they decide at what level benefits will be provided, why and why not, including consequences of these choices.</p> | <p>other.</p> <p>Identify diversity in jobs at the local labor market.</p> <p>Identify possibilities for work on Saba, also exploring different industries for Saba in the future.</p> <p>Make basic consumer choices.</p> <p>Identify value for products and services, understanding its values.</p> | <p>Be in charge of own personal financial situation.</p> <p>Make financial choices based on given situations.</p> <p>Compare social ladders (chapter 3 module Welfare).</p> |
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Integrated Science

Science education is a cornerstone of our curriculum, and it is rooted in the principle that science is an experimental subject. We aim to explore the natural world, life, and the environment through scientific investigation. Our science program integrates aspects of biology, chemistry, and physics to provide students with a comprehensive understanding of the world around them.

The Integrated Science curriculum incorporates a wide range of generic and subject-specific competencies to prepare students for lifelong learning and active participation in society. Here's a summary of the competencies mentioned:

Physics, Chemistry, and Biology

Biology

- Levels of Organization

Biology delves into the various levels of organization in life, starting from the molecular level and progressing through cellular, organismal, and ecological levels.

- Interactions

Students gain an understanding of the complex interactions that occur within and between organisms and between organisms and their environment.

- Environmental Responsibility

Our biology curriculum places a strong emphasis on the recognition of human influence on the environment. It encourages students to understand their responsibility to conserve, protect, maintain, and enhance the quality of the biological environment for future generations.

Chemistry

- Properties and Interactions

Chemistry focuses on the physical and chemical properties of substances and how matter and energy interact. This knowledge is applied to address societal concerns and challenges.

- Sustainability

Our chemistry program acknowledges the importance of addressing environmental issues such as energy depletion, environmental pollution, and sustainable development. It emphasizes the role of chemistry in finding solutions to these critical problems.

Physics

- Understanding the Physical Universe

Physics explores the fundamental laws, models, principles, and theories that explain the physical behavior of the universe.

- Technology and Advancement

Physics is regarded as a foundational scientific discipline because it underlies technological advancements. Students gain knowledge of how physical principles are applied in the development and production of machines and devices that drive technological progress in society.

Overall, our science education is designed to foster curiosity, critical thinking, and a deep appreciation for the natural world. It empowers students with the knowledge and skills needed to contribute to the responsible and sustainable development of society while recognizing the interconnectedness of biology, chemistry, and physics in our world.

Science lower grade overview

| Form 1 | | Form 2 |
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| <p>Introduction to science</p> | <p>Students will / are able to...</p> <p>Introduction to science</p> <ul style="list-style-type: none"> - Science in Everyday life - Appreciate the processes involved in studying science - Discuss how science and technology affect everyday life. <p>Working like a scientist</p> <ul style="list-style-type: none"> - Identify the steps involved in scientific inquiry - Demonstrate practically that scientific methods involve working in a systematic way. <p>Safety precautions in exploring the environment</p> <ul style="list-style-type: none"> - Demonstrate a willingness to practise safe procedures, in order to take care of self and others - Apply special procedures to be taken when using equipment and material to find out about the environment. <p>Using our senses to explore the environment</p> <ul style="list-style-type: none"> - Understand how the senses can be used to explore the environment - Describe the value of the sense organs to human and other animals. <p>Using instruments and equipment to extend the use of our senses</p> <ul style="list-style-type: none"> - Recognize the limitation of the human senses, and the importance of instruments to extended our powers of observations and measurement - Discuss the importance of measurement. | <p>Water and living things</p> <ul style="list-style-type: none"> - Water as a major component of plants and animals - Understand that major components of the structure of plants and animals in water - Appreciate the importance of water to living things - Develop a positive attitude to the use of water in everyday life. <p>Water as a habitat</p> <ul style="list-style-type: none"> - State the properties of water that makes it a suitable home for a variety of plants and animals. <p>Living things need water</p> <ul style="list-style-type: none"> - Understand that the nature of water as a fluid makes it a suitable medium for transporting substance through the bodies of living things. |
| <p>Matter</p> | <p>Grouping things:</p> <p>Why group things</p> <ul style="list-style-type: none"> - Realize that the same objects can be grouped in different ways depending on the purpose - Appreciate that grouping is an economical way of organizing objects. | <p>Units of matter</p> <p>The particulate nature of matter</p> <ul style="list-style-type: none"> - Understand that all things are made up of very small particles combined in different ways. <p>The basic unit of living things – the cell</p> <ul style="list-style-type: none"> - identify cells as the fundamental basic unit of living things |

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| | <p>Grouping things into living and non living</p> <ul style="list-style-type: none"> - Understand that all living things have a set of characteristics that are unique, which are used to distinguish them from non-living things - Discuss the need to show concern for the care and preservation of living and non-living things in our environment. <p>Grouping living things into plants and animals</p> <ul style="list-style-type: none"> - Identify the wide variety of things - Explain the differences between plants and animals - Recognize the need for concern for plants and animals in the environment. <p>Grouping plants</p> <ul style="list-style-type: none"> - Discuss the wide variety of plants - Give examples of different types of plants. <p>Grouping animals</p> <ul style="list-style-type: none"> - Discuss the wide variety of animals - Give examples of different types of animals - Differentiate between plants and animals. <p>Grouping non-living things into solids, liquids and gases</p> <ul style="list-style-type: none"> - Understand that matter can be solid, liquid or gas - Appreciate that the same substance can be a solid, liquid or a gas depending on the temperature - Appreciate that the stages in the water cycle demonstrates changes in the state of water. | <p>- Discuss the main differences between living and non-living things as it relates to the basic unit.</p> <p>Body systems</p> <p>Understand that cells, tissues, organs and systems form an integrated hierarchical pattern in plants and animal.</p> |
| <p>Energy and living systems</p> | <p>Living systems and how they reproduce:</p> <p>Cross structure and function of flowering plants</p> <ul style="list-style-type: none"> - Appreciate that all flowering plants have similar basic features. <p>Structure and function of floral parts</p> <ul style="list-style-type: none"> - Describe the function of the different parts of the flower. <p>Sexual reproduction in flowering plants</p> | <p>Energy flow through living things:</p> <p>How plants use radiant energy to make food</p> <ul style="list-style-type: none"> - Understand that plants use radiant energy in making food containing chemical energy. <p>Food energy chains and web</p> <ul style="list-style-type: none"> - Know that plants are the only organisms that can use the sun's energy directly (to make food). |

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| <p>- Discuss the importance of reproduction in plants</p> <p>- Explain the importance of flowers in flowering plants</p> <p>- Appreciate the importance of discontinuing the indiscriminate destruction of young fruits.</p> <p>Reproduction without seeds</p> <p>- Recognize that plants can reproduce without seed</p> <p>- Appreciate that plants need care at all stages of their growth.</p> <p>Seed structure and germination</p> <p>- Demonstrate an understanding of how plants result from the germination of seeds.</p> <p>Sexual maturity and reproduction in humans</p> <p>- Appreciate the significance of the changes that occur during growth, especially during adolescence</p> <p>- Discuss the structure and functions of the reproductive systems</p> <p>- Outline that the characteristics that make an organism unique are determined by the make-up of the male gamete and the female gamete from parents.</p> | <p>Food intake, digestion and absorption in animals</p> <p>- Understand that the food that animals eat goes through a number of processes before reaching the cells and the energy from the food is utilized by the cells.</p> <p>Energy release through respiration</p> <p>- Understand that respiration is the process by which the cell obtains energy from food.</p> <p>- Appreciate that energy is lost as it flows through any system.</p> |
| <p>Health</p> <p>Healthy living:</p> <p>Sexual transmitted diseases</p> <p>- Appreciate the contribution of responsible sexual behavior to health and happiness.</p> <p>Drug use and abuse</p> <p>- Discuss the proper use of drugs.</p> <p>- List the harmful effect of some drugs on the body and mind</p> | <p>Keeping healthy: Food and health</p> <p>- Aware of the importance of a balanced diet.</p> <p>Cleanliness, exercise, rest and health</p> <p>- Understand the importance of cleanliness, exercise and rest in maintaining good health.</p> <p>Safety and health</p> <p>- Understand simple first-aid measures and have a working knowledge of each procedure.</p> |
| <p>Energy</p> <p>Energy and life</p> <p>- Forms of energy and conservation</p> <p>- Identify some of the different forms of energy.</p> <p>- Discuss the conversion from one form of energy to another</p> <p>- Appreciate the world's dependence on various forms of</p> | <p>Energy in the home</p> <p>- Heat transfer</p> <p>- Understand that heat is transferred in one or more ways, and this is used by a number of appliances in the home.</p> |

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| <p>The universe, earth, and resources</p> | <ul style="list-style-type: none"> - energy. - Recognize the law on conservation of energy. - The sun as the ultimate source of energy - Recognize the sun as the ultimate source of energy on earth - Fuels and their uses in the home, community, industry and nation - Explain that fuels release energy when they burn - Energy conservation in the home and community - Understand the need to conserve energy in the home. | <ul style="list-style-type: none"> - Investigating static electricity - Develop an awareness of the presence of static electricity - Demonstrate an understanding of static electricity - Electricity in the home - Understand that electricity is the main energy source for most homes in Saba and worldwide. - Electricity, electronics and magnetism - Discuss the applications of electronics in everyday life - Understand qualitatively the effects of magnets - Appreciate the use of electro magnets - Safe use of heat and electricity. - - Appreciate that the energy conversions from electricity, for many appliances, produce heat as a product or by-product - Understand the potential hazards when working with electricity - Understand that using appliances require knowledge of safety precautions that must always be practised. |
| <p>The universe and the earth's resources: Our place in the universe</p> <ul style="list-style-type: none"> - Appreciate the vastness of the universe. <p>Earth and the solar system</p> <ul style="list-style-type: none"> - Describe the solar system - Identify the earth's position in the solar system and explain its implications for life on earth. | <p>The Resources:</p> <p>Sources of water</p> <ul style="list-style-type: none"> - Know that water comes from a number of sources, above and below ground. <p>Use of water and air</p> <ul style="list-style-type: none"> - Demonstrate an awareness of the: <ol style="list-style-type: none"> 1. Use of water as a solvent 2. Use of water and air as a source of energy 3. Use of water in the agricultural industry. <p>Gases in the air</p> <ul style="list-style-type: none"> - Understand that the component gases of air can be utilized for a variety of purposes - Understand the components of air are constantly being replenished in a cycle. <p>Water and air pollution</p> <ul style="list-style-type: none"> - Understand that man's activities can lead to pollution of water and air. | |

| | Form 3 | Form 4 | Form 5 |
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| Living organisms in the environment | <p>Students will/are able to...</p> <p>Group living organisms according to similarities and differences: color, shaped, number of extremities etc.</p> <p>Identify the terms producers, consumers etc. Construct simple food chains and webs. Herbivores, carnivores, omnivores, habitats etc.</p> <p>Discuss the role of decomposers. Explain energy flow in an ecosystem.</p> | <p>Group living organisms according to similarities and differences: dichotomy etc.</p> <p>Construct simple food pyramids: pyramid of numbers, biomass etc. Mutualism and symbiosis in different ecosystems around the world.</p> <p>Discuss the role of decomposers in different cycles: Carbon, nitrogen, oxygen cycles.</p> | |
| | <p>Cells</p> <p>Discuss the cell basic structure: States the differences between plant and animal cell.</p> <p>Discuss the function of the different basic cell structures.</p> <p>Identify different unicellular and multicellular organisms.</p> <p>Microscope</p> <p>Examine the proper use and care of microscopes..</p> <p>Nutrition and digestion</p> <p>Compare heterotrophic and autotrophic organisms: nutrition in plants, general photosynthesis, leave structure, plant anatomy.</p> <p>Discuss the digestive system parts. Describe the function of teeth in digestion.</p> <p>Perform simple food tests (sugar, starch,</p> | <p>Cell structure</p> <p>Describe the cell structure and the function of the different organelles</p> <p>Examine cell organisation in tissues, organs and organisms.</p> <p>Discuss cell specialisation in multi cellular organisms; division of labour.</p> <p>Transportation</p> <p>Perform experiments with diffusion and osmosis.</p> <p>Evaluate the consequences for active/passive transportation through organisms.</p> <p>Photosynthesis and nutrition</p> <p>Describe advanced photosynthesis processes (light and dark chains, chlorophyll).</p> <p>Perform Practical conditions experiments: starch identification, Carbon dioxide production.</p> | <p>Discuss coordination in Man. Describe the mechanism of receptors and effectors.</p> <p>Explain the importance of stimuli response in the survival of organisms.</p> <p>Describe the human nervous system.</p> <p>Discuss the functions of the main regions of the brain.</p> <p>Distinguish between cranial and spinal reflex. Coordinated reflexes.</p> <p>Design practical activity investigating changes in pupil size in response to changes in light intensity, using mirrors and the knee jerk reflex.</p> <p>Describe the human endocrine system.</p> <p>Analyze responses in plants.</p> |
| Life processes | | | |

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| <p>proteins, fat etc.).</p> <p>Respiration Differentiate between respiration and breathing.</p> <p>State the difference between aerobic and anaerobic respiration.</p> <p>Perform investigations to find out the products of respiration.</p> <p>Accurately label and identify parts of human respiratory system and their functions.</p> <p>Construct model of the human ventilation system.</p> <p>Research Common diseases affecting the lungs. (Research activity).</p> <p>Circulation Discuss the importance of Blood and the circulatory system.</p> <p>Examine the structure and function of blood, blood vessels, the heart and blood system. Blood flow through the heart and its circulation around the body.</p> <p>Research disorders of the blood system. (Research activity)</p> <p>Excretion Discuss elimination of waste substance from the body.</p> <p>Identify organs of excretion.</p> | <p>Examine the importance and properties of enzymes.</p> <p>Plan and design practical activities investigating the effect of temperature and pH on activity of enzymes.</p> <p>Compare the digestive processes in the different organism.</p> <p>Explain the concept absorption.</p> <p>Explain the importance of balanced diet in humans. The nutrients that are important, Nutritional deficiency diseases.</p> <p>Describe digestion in other animals. Appreciate the importance of minerals in plant nutrition.</p> <p>Respiration Explain respiration at the cell level. Discuss the process of aerobic respiration and the function of ATP in energy transfer.</p> <p>Analyze the chemical processes involved in aerobic and anaerobic respiration.</p> <p>Perform simple and controlled investigations comparing rate of respiring yeast in un boiled and boiled water.</p> <p>Appreciate the importance of breathing in humans and gaseous exchange in flowering plants and other organisms.</p> <p>Perform practical activities investigating the effects plants and animals have on the carbon</p> | <p>Practical activity: Perform Controlled investigations to find out the response of stems and roots of seedlings to light and gravity Explain the concept of Homeostasis; discuss Feedback mechanisms.</p> |
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| | <p>Understand the human excretory system and its functions.</p> <p>Discuss dialysis and kidney transplant.</p> <p>Reproduction Describe the structure and function of the reproductive system in humans.</p> <p>Describe the physical characteristics of puberty.</p> <p>Explain menstruation and examine the reasons for the menstrual cycle.</p> <p>Discuss the flower structure and functions of the various parts.</p> <p>Perform practical activity to identify the various parts of flowers.</p> <p>Describe pollination and the types. List agents of pollination and their advantages. Describe the process of fertilization and the development of seeds/fruits.</p> <p>Movement Evaluate the function of the skeleton. Practical activity; Examine a skeleton.</p> <p>Describe the arrangement of bones in the skeleton.</p> <p>Discuss movement and coordination.</p> <p>Discuss common injuries and diseases of the skeleton and muscles. (Research activity)</p> <p>Detecting the environment</p> | <p>dioxide concentration of water.</p> <p>Explain the Mechanism of breathing.</p> <p>Perform Practical activity investigating how breathing rate changes with exercise.</p> <p>Examine the effects of cigarette smoking. (Research activity)</p> <p>Circulation Discuss transport systems in multicellular organisms.</p> <p>Describe the blood vascular system in humans.</p> <p>Discuss blood groups, blood clotting the heart and heartbeat, circulation.</p> <p>Perform Practical activity to examine the internal and external features of fresh or preserved specimens of mammalian hearts.</p> <p>Describe the lymphatic system and its functions.</p> <p>Understand the transport systems in flowering plants.</p> <p>Explain Movement of water and mineral salts through flowering plants.</p> <p>Design Practical activity to observe transpiration stream when small herbaceous plant are placed in colored water.</p> <p>Describe control of water loss by stomata.</p> <p>Discuss conditions affecting the rate of</p> | |
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| | <p>transpiration and the importance of transpiration.</p> <p>Plan and design practical activities investigating conditions affecting transpiration rate.</p> <p>Digestion and excretion Understand food storage in living organism and its importance.</p> <p>Identify sites of food storage and their products.</p> <p>Perform practical activity to carry out food test.</p> <p>Understand excretion and osmoregulation:</p> <p>Appreciate the importance of excretion in living organisms.</p> <p>State the excretory products of plants and animals.</p> <p>Examine the excretory mechanisms in plants and excretory organs in animals.</p> <p>Practical to activity: Identify and label simple diagrams of the urinary system.</p> <p>Explain the function of the kidney as it relates to excretion.</p> <p>Describe the function of the kidney as it relates to osmoregulation.</p> <p>Describe the role of ADH in osmoregulation.</p> | <p>Discuss the parts of the mammalian eye and their function.</p> <p>Explain the principle involved in seeing objects.</p> <p>Describe the structure of the ear and their functions.</p> <p>Describe the structure and function of other sense organs: Olfactory organs, the areas of the tongue that detect chemicals.</p> <p>Discuss the function of the human skin.</p> <p>Perform simple practical activities to investigate receptors and their response to certain stimuli.</p> |
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| | | <p>Reproduction Define Sexual and Asexual reproduction: Compare sexual and asexual reproduction</p> <p>Discuss the structure and function of the reproductive system in humans.</p> <p>Practical activity: label and annotate given diagrams</p> <p>Explain production of ova and sperms.</p> <p>Describe the menstrual cycle, copulation and birth.</p> <p>Discuss the effects of pregnancy on the menstrual cycle.</p> <p>Discuss the advantages and disadvantages of various methods of birth control. (Research activity)</p> <p>Describe reproduction in flowering plants: Structure of wind and insect pollinated flowers relating these to their functions in pollination.</p> <p>Practical activity: Draw, label and annotate local specimens.</p> <p>Describe the fertilization process in flowering plants.</p> <p>Describe fruit and seed structure in relation to structure of the flower in a dicotyledonous plant.</p> <p>Describe the process of germination.</p> | |
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| | <p>Practical activity: investigating conditions necessary for germination.</p> <p>Draw label and annotate the external and internal structures of a seed.</p> <p>Discuss fruit structure and adaptation for seed dispersal.</p> <p>Practical activity: draw examples of fruits and seeds to show adaptations for dispersal.</p> <p>Describe growth movements in plants and movement in animals.</p> <p>Practical activity on germination. Conduct simple exercises to investigate patterns of growth.</p> <p>Movement Relate the structure of the skeleton and its functions in humans.</p> <p>Practical activity: examining a skeleton and investigating bone structure.</p> <p>Describe the relationship between bones and muscles of a limb. Explain the behavior of antagonistic muscles.</p> <p>Practical activity: Using model arm to investigate the action of biceps muscles. Types of joints, action at moveable joints.</p> <p>Distinguishing between cervical, thoracic and lumbar vertebrae.</p> <p>Practical activity: examine and make drawings of mammalian vertebrae.</p> | |
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| | | <p>Discuss the importance locomotion in animals.</p> <p>Discuss sensitivity and coordination: Responses of invertebrates (taxes).</p> <p>Practical activity: Investigate the response of invertebrates to variation in light intensities, temperature and moisture.</p> <p>Human receptors Relate The structure of the human eye to its functions as a sense organ</p> <p>Practical activity: examine dissected eye of mammal.</p> <p>Practical activity: Investigate changes in pupil size in response to changes in light intensity Blind spot.</p> <p>Discuss eye defects and their corrections.</p> <p>Practical activity: Location and direction of sound.</p> <p>Describe the structure and function of the tongue and nose as a sense organ.</p> <p>Perform practical activity to investigate sensitivity to taste and to examine the function of the human skin in temperature regulation.</p> <p>Practical activity: Sensitivity to touch and temperature.</p> | |
| <p>Continuity and variation</p> | | | <p>Cell division: Discuss the process and role of mitosis in growth.</p> |

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| | | <p>Describe the role of mitosis in asexual division.</p> <p>Outline the process of meiosis.</p> <p>Practical activity: Construct models.</p> <p>State importance of halving of chromosome number in the formation of gametes.</p> <p>Appreciate the role of gametes in the transmission of inheritable genetic characteristics.</p> <p>Differentiate between continuous and discontinuous variation.</p> <p>Practical activity: Carry out survey on appropriate characteristics for example observes and record the range of variation in particular feature of any kind of organism.</p> <p>Explain the functions of chromosomes and genes.</p> <p>Practical activity: 'Breeding' beads</p> <p>Meaning of important terms: Gene, allele, dominant, recessive, incomplete dominance, genotype, phenotype.</p> <p>Use of genetic diagrams to explain the inheritance of single pair of characteristics. Predicting the results of genetic crosses involving one pair of alleles.</p> <p>Explain the mechanism of sex determinations in humans.</p> <p>Discuss the impact of environmental factors on genetically identical organisms.</p> <p>Appreciate the importance of genetic variation.</p> |
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| | | | <p>Describe natural selection and evolution.</p> <p>Evaluate the theory of evolution by natural selection.</p> <p>Critique the evidence for evolution by natural selection.</p> <p>Discuss the formation of new species by isolation.</p> <p>Discuss artificial selection.</p> <p>Describe genetic engineering.</p> |
| <p>Disease and its impact on humans</p> | | | <p>Outline major groups of diseases, which occur in living organisms.</p> <p>Discuss diseases caused by pathogens.</p> <p>Describe the spread of Pathogenic diseases.</p> <p>Examine the body's defences against pathogenic diseases.</p> <p>Discuss immunity against diseases caused by bacteria and viruses (Natural and Artificial immunity).</p> <p>Discuss sexually transmitted diseases STD's and social implications of AIDS.</p> <p>Describe vectors and the spread of Pathogenic diseases.</p> <p>Practical activity: collect eggs and larvae of mosquitoes and houseflies.</p> <p>Make observations and drawings of metamorphosis.</p> |

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| <p>Practical activity: Display and interpret incidence of these diseases in the territory.</p> <p>Discuss deficiency diseases, Physiological and Hereditary diseases their treatment and control.</p> <p>Discuss the social and economic implications of disease in plants and animals.</p> <p>Practical activity: Display and interpret statistical data for local examples.</p> <p>Discuss Drug use and abuse.</p> <p>Describe the physiological, social and economic effects of drug abuse.</p> | | | |
| <p>Examine the importance of the physical environment to living organisms.</p> <p>Discuss the components of soil and their importance to living organisms. List the different types of soil</p> <p>Outline soil improvement methods Evaluate the importance of organic and inorganic fertilizers.</p> <p>Describe the effect of Soil erosion and outline soil conservation methods Practical activity: investigate different soils- constituents, air, water-holding capacity, humus.</p> <p>Studying ecosystems. Practical activity: Use quadrats to integrate the distribution of species in a particular habitat:</p> | | | <p>Environment and human activities</p> |

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| | <p>Estimate the density of a particular species.</p> <p>Describe Mapping in the ecosystem. Identify Sampling methods used to study the organisms present in ecosystems.</p> <p>Explain how organisms are collected in the ecosystem. Discuss Measuring abiotic factors.</p> <p>Discuss The growth of populations: Describe the factors affecting the growth of natural populations.</p> <p>Practical activity; research projects information, data collection and analysis</p> <p>Discuss the specific effects of Man's population growth.</p> <p>Outline the possible consequences of man's population growth.</p> <p>Discuss conservation and restoration of the environment.</p> <p>Describe energy and mineral resources and their limits.</p> <p>State the importance and difficulties encountered in recycling manufactured materials.</p> <p>Outline the negative impact of human activity on the environment.</p> <p>Practical activity; Research projects information, data collection and analysis. The implications of pollution of marine and</p> | | |
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Chemistry academic stream overview

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| Principles of Chemistry | <p>Students will / are able to...</p> <p>States of matter Give definition of matter. State evidence in support of particulate nature of matter. Explain the difference between the three states of matter in terms of energy & arrangement of particles. Understand melting, boiling, evaporation, condensation freezing and sublimation.</p> <p>Atoms and the periodic table Give the atomic symbols of the common elements 1 to 20. Describe the structure of an atom. Give the position of protons, electrons and neutrons in the atom giving the relative charge and mass. Define the terms atomic number and mass number. Interpret and represent atoms in nuclear notation. Represent the electronic configuration of the 1st 20 elements. Explain the effect that the nucleus and electrons have on physical & chemical properties of an element. Define the terms valence and inner electrons. Explain how elements are arranged in the periodic table and the difference between groups and periods.</p> <p>Structure and bonding Explain why atoms form bonds. Name the three main types of chemical</p> | <p>Mole concept Define the terms mole and molar mass. Give Avogadro's number. Perform calculations involving moles, masses and number of particles. Explain the terms percentage composition. Empirical and molecular formula and determine each of a compound. State Avogadro's Law and define molar volume. Explain what is meant by stp and rtp. Perform calculations involving moles and volumes. Apply the mole concept to balance equations using masses and volumes. Explain the terms concentration and standard solution. Explain the difference between molar concentration, mass concentration and calculate the concentration of a solution. Perform acid-base titrations. Perform calculations based on the results from acid-base & redox titrations.</p> <p>Physical and Chemical properties of materials Describe the physical and chemical properties of metals and non-metals. Compare the physical of metals and non-metals. Describe the reactions of various metals and non-metals with oxygen water and dilute acids stating the products formed by these reactions.</p> | <p>Demonstrate an awareness that matter is made up of particles.</p> <p>Be familiar with the concept of the atom as the basic building block of matter.</p> <p>Demonstrate an understanding of the mole as the unit for comparison of amounts of matter.</p> <p>Be aware of the different forces of attraction that exist between particles.</p> <p>Demonstrate an understanding that different types of mixtures can be separated based on the properties of the components.</p> <p>Appreciate that matter can be classified based on physical or chemical properties.</p> <p>Understand that the rate at which a chemical reaction proceeds is dependent on a number of physical factors.</p> <p>Appreciate that energy changes occur during the course of a chemical reaction.</p> |

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| | <p>bonds. Describe the formation of ionic and covalent bonds.</p> <p>Represent ionic and covalent bonding using shell diagrams and chemical equations. Explain metallic bonding.</p> <p>Mixtures and separation Describe the properties of an element, a compound and a mixture. Explain the difference between an element, a compound and a mixture giving examples of each. Explain the difference between heterogeneous and homogeneous mixtures. Explain the terms solvent, solute and solution. Distinguish among solutions, suspensions & colloids giving examples of each. Describe the processes and types of mixtures separated by filtration, evaporation simple distillation, fractional distillation, a separating funnel & chromatography. Explain the terms filtrate, distillate and residue. Explain the difference between distillation and evaporation as separation methods.</p> | <p>Discuss the reactivity of metals explaining the reactivity base on reactions of metals and their salts. Explain how the position of a metal in the electrochemical series affects its extraction process with reference to iron and aluminium. Explain the term allatropie. Explain the reducing and oxidising properties of non-metals. Describe the laboratory preparations of oxygen, carbon dioxide and ammonia. Describe the industrial preparation of ammonia, chlorine and sulphuric acid. Relate the properties of metal & non-metal to their uses. Explain the alloy and why metal alloys are used instead of metals. Explain the importance of metals, non-metals and their compounds to living systems and the environment.</p> <p>Periodicity of elements Describe how elements are arranged on the periodic table. Explain periodicity (Identify trends in group II & VII).</p> <p>Explain how the properties of elements change across a period from metallic to non-metallic. Explain similarities and differences between the elements in period 3. Predict properties of unknown elements based on group trends.</p> <p>Acids, bases and salts Define acid anhydride base alkali salt acidic basic amphoteric and neutral oxidex. Relate acidity and alkalinity to pH scale. Discuss the strength of acids and alkalis on the basis of their completeness of ionization.</p> | |
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| | <p>Investigate the reactions of non-oxidizing acids with: metals, carbonates hydrogen carbonates and bases.</p> <p>Investigate the reaction of bases with ammonium salts.</p> <p>Identify an appropriate methods of salt preparation based on the solubility of the salt.</p> <p>Distinguish between acid salts and normal salts.</p> <p>Investigate neutralization reaction reactions using indicators & temperature changes.</p> <p>Oxidation-Reduction reaction</p> <p>Define oxidation and reduction.</p> <p>Identify compounds being oxidised and reduced in simple redox reactions.</p> <p>Define the terms oxidation number and state.</p> <p>Identify redox reactions using oxidation state.</p> <p>Identify compounds being oxidised and reduced in simple redox reactions using a change in oxidation state.</p> <p>Distinguish between oxidising and reducing agents giving eg. of compounds which can act as both.</p> <p>Describe tests for oxidising and reducing agents.</p> <p>Electrochemistry</p> <p>Relate the reactivity of a metal to its relative position in an electrochemical series.</p> <p>Explain the relationship between reactivity, reducing ability and the position of metals in an electrochemical series.</p> <p>Determine if simple displacement reactions will occur between metals based on their relative in an electrochemical series.</p> <p>Determine if a metal will release hydrogen gas in a reaction with an acid.</p> <p>Define the terms electrolyte and insulator and</p> | |
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| | <p>Identify electrolyte. Describe investigations leading to classification of substances as conductors or non-conductors. Distinguish between metallic and electrolytic conduction. Define the terms electrolysis, electrode, cathode, anode, cation and anion. Identify ions present in electrolytes and predict the electrode to which an ion will drift. Explain the preferential discharge of ions. Define Faraday constant. Calculate the masses and volumes of substances liberated during electrolysis. Explain the terms electroplating and anodising. Describe industrial applications of electrolysis.</p> <p>Rates of reaction Define rate of reaction. Identify the factors, which affect the rate of reaction. Predict the effect of factors on rates of reaction from data presented. Interpret graphical diagrammatic presentation of data obtained in studying rates of reaction.</p> <p>Energy and Energetics Define the terms exothermic and endothermic reactions giving examples of both. Explain what is meant by enthalpy change and draw energy profile diagrams. Explain the terms heat of neutralization, heat of solution and specific heat capacity. Explain why the heat of neutralization for reactions between a strong acid and a strong alkali is always the same. Describe experiment to determine the heat of neutralization and heat of solution.</p> | |
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| <p>Inorganic Chemistry</p> | | <p>Characteristics of metals and non-metals Describe the physical and chemical properties of metals. Describe the reactions of metallic oxides, hydroxides, nitrates and carbonates.</p> <p>Extraction of metals Describe the extraction of aluminum and iron.</p> <p>Reactivity of metals Discuss the reactivity of metals. Deduce the order of reactivity of metals based on experimental results or data supplied.</p> | <p>Demonstrate an understanding of the features, which characterizes metals and non-metals.</p> <p>Demonstrate an understanding of the relationship between the method of extraction of metals and its reactivity.</p> <p>Be familiar with the methods of preparation and collection of metals and their compounds.</p> <p>Develop or determine an order of reactivity of the metals.</p> <p>Appreciate the relationship between metals and non-metals and their uses.</p> <p>Appreciate the need to conserve materials</p> <p>Understand the characteristics by which specific metals and non-metals can be identified.</p> <p>Appreciate that: metals, non-metals and their compounds impact on living systems.</p> |
| <p>Organic Chemistry</p> | <p>What are organic compounds? Explain what organic chemistry is. Give examples of organic compound. Illustrate various molecular structures using modules.</p> | <p>Introduction to organic compounds Recall that carbon form branched and unbranched chains and ring compounds. Illustrate that carbon atoms can form single and double bonds. Write formulae to represent organic compounds. List the general characteristics of homologous series. Write general and molecular formulae for members of a given homologous series. Deduce the homologous series given fully displayed formulae of compounds. Explain the function of chemical. Give stem names for carbon compounds and</p> | <p>Relate bonding properties of carbon to simple organic compounds.</p> <p>Recognize the patterns of reactions of the various homologous series of carbon compounds.</p> <p>Describe some of the processes involved in the formation of carbon compounds from natural sources and relate the properties of the compounds to their uses.</p> <p>Recognize the general pattern involved in the nature and formation of polymers.</p> |

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| | | <p>alkyl groups. Write fully displayed structures and names of branched and unbranched alkanes and unbranched alkenes, alcohols, and alkanolic acid. Define structural isomerism. Write the fully displayed structures of isomers given their molecular formulae.</p> <p>Reaction of carbon compounds Describe the reactions of alkanes and alkenes. Relate the characteristic reactions of alkanes and Alkenes to their structures. Distinguish between alkanes and alkenes. Relate the properties of hydrocarbons to their uses. Identify alcohols, acids and esters by their functional groups. Relate the properties of alcohols, acids and to their functional groups. Describe the reactions of ethanol. Describe the fermentation process by which ethanol is produced from carbohydrates. Describe the reactions of ethanoic acid. Explain hydrolysis of esters including saponification. Compare soapy and soapless detergents. Define polymers. Distinguish between addition and condensation as reactions in the formation of polymers. State at least one use of each of the following types of polymers.</p> <p>Sources of carbon compounds Identify natural gas and petroleum as natural sources of hydrocarbons. List the main uses of at least three of fractions obtained from the fractional distillation of</p> | |
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| <p>Chemistry in Society</p> | | <p>petroleum. Describe cracking of petroleum fractions. See CXC Chemistry curriculum for objectives. (Intermediate goals depend on the year of examination as prescribed by CXC).</p> | <p>Understand the part chemistry plays in food preparation.</p> <p>Understand the part chemistry plays in food preservation.</p> <p>Appreciate the impact that man' activity have on the environment and emphasize the responsibility to use Chemistry only for the good of society.</p> <p>Demonstrate an understanding of the role of chemicals used as cleaning agent in the home.</p> <p>Be familiar with the composition of certain materials and develop the ability to make reasoned choices concerning their uses.</p> <p>Demonstrate an understanding of the components, processes and problems involved in healthy plant growth.</p> |
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Physics academic stream overview

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| Physical Measurements and units | <p>Students will / are able to...</p> <p>Demonstrate an understanding of the fundamental quantities and units.</p> <p>Recall Prefixes used in measurement.</p> <p>Write numbers in scientific notation.</p> <p>Understand the concept of basic and derived units.</p> <p>Appreciate the use of scales in measurement.</p> <p>Demonstrate an understanding of the limitations of scales</p> <p>Construct a simple pendulum.</p> <p>Understand the concept of area, volume, mass and density</p> | <p>Plot graphs to illustrate relationship between variables</p> <p>Determine the density of various objects experimentally.</p> | <p>Recognize the need for an internationally agreed system of units.</p> <p>Appreciate that every measurement of a quantity is an attempt to determine its true value and that failure to obtain this arises from limitations on the part of the experimenter and the apparatus used.</p> <p>Recognize the importance of a graphical presentation of data in physics.</p> |
| Mechanics | <p>Statics; Demonstrate an understanding of forces and moments of forces.</p> <p>Deformations. Investigate the relationship between extensions and force for both springs and elastic bands.</p> <p>Vectors. Distinguish between scalars and vectors and give examples of each. Use scale diagrams to find the resultant of two vectors.</p> | <p>Dynamics Apply displacement, time and velocitytime graphs.</p> <p>Aristotle's argument for law of motion Discuss Aristotle's arguments in support of his "law of motion", that is, $v \propto t^2$.</p> <p>Newton's laws of motion State Newton's three laws of motion. Use Newton's laws to explain dynamic systems. Momentum</p> | <p>Be familiar with the various effects of forces and the ways in which these effects may be transmitted.</p> <p>Appreciate the need to take account of not only magnitudes but also direction when dealing with certain physical quantities.</p> <p>Be familiar with simple (kinematic) methods of analysing motion.</p> <p>Appreciate the universal applicability of the laws of dynamics and the conservation of momentum.</p> |

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| <p>Thermal Physics and Kinetic Theory</p> | <p>Calculate the resultant of vectors, which are parallel, anti-parallel and perpendicular. Explain that a single vector is equivalent to two other vectors at right angles.</p> <p>Galileo's contribution to physics Discuss how the methodology employed by Galileo contributed to the development of Physics. Demonstrate an understanding of motion in a straight line.</p> | <p>Define linear momentum. Describe situations that demonstrate the law of conservation of linear momentum.</p> <p>Energy Discuss different forms of energy. Define energy. Describe the energy transformation(s) in a given situation. Discuss the use of energy from alternative sources, and its importance to the Caribbean. Discuss the law of conservation of energy. Explain potential energy and Kinetic energy Calculate the change in gravitational potential energy. Calculate kinetic energies.</p> <p>Power Define power and apply definition. Calculate efficiency in given situations. Discuss the use of and different types of simple machines.</p> <p>Hydrostatics; pressure and Archimedes' principle Apply Archimedes' principle to predict whether a body would float or sink in a given fluid.</p> <p>Gas laws Relate graphs of pressure or volume against temperature to the establishment of the Kelvin temperature scale. Apply the gas laws. Give qualitative explanations of the gas laws in terms of the Kinetic theory. Explain brownian motion.</p> <p>Nature of heat Discuss the role of Joule's experiments in</p> | <p>Understand the significance of the concept of energy.</p> <p>Be aware of the applications of hydrostatics to everyday life.</p> |
| | <p>Temperature Differentiate between the caloric and kinetic theories of heat as they existed in the eighteenth century. Identify physical properties which vary with temperature and may be used as the basis for measuring temperature.</p> <p>Thermal expansion. Explain observations of the effects of thermal expansion.</p> | | <p>Understand that the supply of thermal energy to a body may produce changes in temperature, pressure and physical properties of a body and relate those changes to the particular nature of the materials of the body.</p> <p>Be familiar with the development of the theory of heat.</p> <p>Have a conceptual understanding of thermal quantities and the relationship between them</p> |

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| | <p>Discuss and evaluate the transfer of thermal energy.</p> | <p>establishing the principle of conservation of energy.</p> <p>Thermal measurement (specific and latent heat) Distinguish between specific heat capacity, 'c' and heat capacity 'C'. Discuss the different phases of matter.</p> | <p>and relate these concepts to the kinetic theory of matter.</p> <p>Understand the various modes of thermal energy transfer.</p> |
| <p>Waves and Light</p> | | <p>Types of waves and wave parameters Differentiate between types of waves. Apply speed, frequency, wavelength, period and amplitude. Represent transverse and longitudinal waves in displacement position and displacement-time graphs. Differential among the different wave phenomena (reflection, refraction and diffraction). Explain the concept of superposition.</p> <p>Sound waves (production and propagation) Describe how sound is produced and propagated in a medium. Relate the terms 'pitch' and 'loudness' to wave parameters.</p> <p>Speed of sound and audio frequencies Apply the speed of sound to practical situations. Cite evidence that sound waves reflect, refract, diffract and interfere. Describe the use of ultrasound.</p> <p>Electromagnetic waves State the properties of e.m. waves. Differentiate between types of e.m. waves in terms of their wavelengths. Identify a source and use of each type of e.m. wave.</p> | <p>Appreciate that wave motion is a means of transferring energy.</p> <p>Understand that there are certain features common to the character and behavior of all waves.</p> <p>Be familiar with the way in which sounds are produced and propagated.</p> <p>Be familiar with the properties of electromagnetic spectrum.</p> <p>Be familiar with the historical development of the theory of light.</p> <p>Appreciate how a ray treatment facilitates the understanding of reflection and refraction of light waves.</p> <p>Be familiar with the ways in which physicist have utilized the knowledge of reflection and refraction to design simple optical instruments.</p> |

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| | | <p>Light waves Compare the rival theories of light held by scientists. Conduct a Young's double slit experiment to show that light is a wave.</p> | |
| <p>Electricity and Magnetism</p> | <p>Draw simple circuit diagrams. Explain what current is. Discuss the flow of electricity as the flow of electrons. Calculate quantity of charge using the formula; $Q=It$.</p> | | <p>Have a qualitative understanding of electrostatic phenomena. Be familiar with the ways in which electricity is conducted. Have a conceptual understanding of electrical quantities and the relationship between them. Have a good working knowledge of electrical circuits and components. Be aware of applications of electronics in everyday life. Have a qualitative understanding of simple phenomena associated with magnets. Have a working knowledge of electromagnetic phenomena. Have an appreciation of the development of atomic theory and the concept of the nucleus. Have an understanding of how the elements differ in atomic structure. Be familiar with the phenomenon of radioactivity. Know that a change in the nucleus mass is associated with the release of energy.</p> |
| <p>Physics of the atom</p> | | | |

Caribbean History

Our approach to Caribbean History is comprehensive and insightful, aiming to provide students with a holistic understanding of the subject and its relevance to their lives. Here are the key elements of our curriculum's philosophy on history education:

- 1. Contextualization of Humanity**
The curriculum recognizes the importance of placing humanity within the context of historical events. This approach helps students appreciate the significance of human actions and contributions throughout history.
- 2. Understanding Historical Themes**
The curriculum engages students with various historical themes, ensuring that they gain a comprehensive view of the past. This includes political, social, cultural, and conflict-related themes.
- 3. Interpretation and Analysis**
Students are encouraged to interpret historical events critically and analyze their causes and consequences. This approach fosters critical thinking skills and the ability to assess multiple perspectives and sources.
- 4. Taking Positions**
History education encourages students to develop informed viewpoints and take positions on historical events and issues. It promotes active engagement with the material, leading to discussions and debates.
- 5. Presentation and Communication**
Students are prompted to present their interpretations and positions, enhancing their communication and collaboration skills. This enables them to articulate their historical understanding effectively.
- 6. Linking Past, Present, and Future**
The curriculum emphasizes the connections between past events, current developments, and future possibilities. It encourages students to consider how historical knowledge informs decision-making and shapes the future.

Our curriculum recognizes that history is not just about memorizing facts but about understanding the broader context and implications of historical events. By engaging with historical themes, interpreting events critically, and fostering effective communication, students gain a comprehensive historical perspective that equips them with critical thinking skills and the ability to connect the past, present, and future.

Furthermore, our curriculum's thematic approach to studying Caribbean History aligns with the skills of a historian, including raising questions, formulating hypotheses, gathering evidence, interpreting information, making judgments, drawing conclusions, and reporting findings. These skills have practical applications in various fields and contribute to students' development as critical thinkers and leaders in civil society and the public and private sectors.

Our curriculum aims to prepare students not only academically but also as informed and engaged citizens with a deep understanding of their Caribbean identity and heritage. This approach fosters a well-rounded education that emphasizes critical thinking, research, and the ability to make informed decisions based on historical knowledge.

History academic stream overview

| General objectives Students will / are able to: | Form 3 | Form 4 | Form 5 |
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| <p>Assessment - Objectives:</p> <ul style="list-style-type: none"> Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner. Demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgments of: Use key concepts such as causation, consequence, continuity, change and significance within an historical context. Explain the relationships between key features and characteristics of the periods studied. Analyze and evaluate a range of appropriate source material with discrimination. Analyze and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways. <p>Performance – Objectives:</p> <ul style="list-style-type: none"> Recall, select and deploy accurate, relevant and detailed historical knowledge appropriately Show evidence of understanding through analysis and explanation reach appropriate judgments about key concepts Show evidence of understanding through analysis and explanation and reach appropriate judgments about the relationships between key features/characteristics of the historical period Communicate clearly and fluently, using appropriate language and structure, using standard conventions of spelling, punctuation and grammar. Analyze and evaluate source material in its historical | <p>World History</p> <p>The Protestant Reformation Martin Luther John Calvin.</p> <p>The Tutor era and the spread of the Protestant Church Henry VIII The six Wives of Henry VIII Lady Jane Grey Bloody Mary Queen Elizabeth 1st Mary Queen of Scots The end of the Tutor & brief intro into the Stuarts.</p> <p>The Roman Empire The kings of Rome Roman life and Traditions The spread of the Roman Empire Egypt and the Pharaohs Cleopatra Julius Caesar and Marc Anthony The Emperors of Rome Augustus Tiberius Caligula Claudius Nero The end of the Roman Empire.</p> | <p>Caribbean History</p> <p>The first Americans The Spanish Spain, English, French and Dutch colonies The French Empire The British Empire The Spanish Empire The West India Interest The rise of the Caribbean based on sugar Slave Trade 18th Century Plantation Life African Culture Resistance and Revolt - Haiti Emancipation: Abolition of slave Trade Churches and the slaves The end of British, French, Dutch and Spanish slavery</p> | <p>Adjusting to Emancipation: Years of freedom Changing plantations Crown colony Government Challenges to Colonialism.</p> <p>Diversifying Economy Poverty and class differences 1900-1945 Employment The labor movement in the Caribbean (to 1938) The Caribbean and World War II.</p> <p>Independence and Integration Self Government Independence Challenges - The English, French, Dutch and Spanish Caribbean.</p> <p>The USA in the Caribbean US in the 19th century Caribbean Civil war and the effects on the Caribbean 1900-39 Post WWII Cuba The USA and English speaking Caribbean.</p> <p>Multiculturalism in the</p> |

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| <p>context with a degree of discrimination</p> <ul style="list-style-type: none"> • Use the sources appropriately to support arguments • Show an understanding of, and comment on, how in relation to the historical context, aspects of the past have been interpreted and represented in different ways. <p>Communication:</p> <ul style="list-style-type: none"> • Take part in a group discussion. • Make a formal presentation using an image or other support material. <p>Key Skills Development:</p> <ul style="list-style-type: none"> • Read and synthesize information. • Write different types of documents, each one giving different information about complex subjects. <p>Information and Communication Technology:</p> <ul style="list-style-type: none"> • Search for information, using different sources, and multiple search criteria in at least one case. • Present combined information such as text with image, text with number, image with number. <p>Improving own learning & performance</p> <ul style="list-style-type: none"> • Set targets using information from appropriate people and plan how these will be met. • Take responsibility for your learning, using your plan to help meet targets and improve your performance. • Review progress and establish evidence of your achievements. <p>Problem Solving</p> <ul style="list-style-type: none"> • Explore a problem and identify different ways of tackling it. • Plan and implement at least one way of solving the problem. • Check if the problem has been solved and review your | <p>The battle of Hastings The Bayeux Tapestry.</p> <p>World War I – brief overview</p> <p>World War II Hitler The rise of the Nazi party in Germany Hitler and his ambition The perfect race The spread of Germany throughout Europe The attacks on Holland & England Anne Frank - Concentration camps Japan & Italy Pearl Harbor D Day The end of the War.</p> | <p>Migration of slaves</p> <p>Intro to SBA Writing and discussion of topics (3 SBA's required)</p> <p>Practice tests for CXC Examinations</p> | <p>Caribbean</p> <p>Religion on the Caribbean</p> <p>SBA Completion of 3 projects (dates TBD)</p> <p>Preparing to write the CXC examinations</p> |
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| <p>approach to problem solving.</p> <p>Working with others</p> <ul style="list-style-type: none">• Plan work with others.• Seek to develop co-operation and check progress towards your agreed objectives.• Review work with others and agree ways of improving collaborative work in the future. | | |
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Geography

Our curriculum's approach to Geography is also comprehensive and aligns with the subject's key principles and goals. Here are the key elements of our curriculum's philosophy on Geography education:

1. **Understanding Spatial Expression**

Geography is seen as a subject that helps students understand spatial expression, both in terms of human and natural systems and their interrelationships. This understanding extends to the issues arising from human exploitation of natural resources and the management of those resources for sustainability.

2. **Map Reading Skills**

The curriculum emphasizes the importance of map reading skills, which are essential for studying Geography. These skills enable individuals to establish locations, orientations, and to read landscapes, facilitating their ability to assess the forces that have shaped them.

3. **Preparation for a Range of Fields**

Geography education is seen as valuable preparation for various career fields, including environmental planning and management, international relations, and geographical information systems. It equips students with skills that contribute to meaningful travel experiences and leisure activities.

4. **Relevance to Caribbean Students**

While Geography is a global subject, our curriculum acknowledges its particular relevance to Caribbean students. It focuses on areas of study that are pertinent to the Caribbean region, allowing students to connect their learning to their local context.

5. **Field Studies**

The curriculum incorporates Field Studies to bridge the gap between theoretical knowledge and real-world applications. Field Studies provide students with opportunities to observe, experience, reflect on, and draw conclusions about the intricate interdependence and interrelationships that make up human and natural systems.

6. **Development of Responsible Decision-Makers**

Geography education aims to develop students who can make informed and rational decisions and act responsibly in their interactions with human and natural systems. This perspective highlights the practical and real-world applications of Geography knowledge.

In summary, the curriculum recognizes Geography as a subject that goes beyond map reading and location identification. It emphasizes the understanding of spatial relationships, the importance of map reading skills, and the relevance of Geography to various career paths. Field Studies are integrated to provide practical experiences and insights, and the curriculum aims to produce responsible decision-makers who understand the interconnections between human and natural systems. This approach aligns with the goals of Geography education and prepares students for a wide range of opportunities and challenges in the modern world.

Geography academic stream overview

| General objectives Students will / are able to: | Form 3 | Form 4 | Form 5 |
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| <ul style="list-style-type: none"> • Use the methods and tools of geographic inquiry to locate, gather, evaluate, and organize information. • Analyze and interpret data gathered through research and investigation, using a variety of methods and geotechnologies. • Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques. • Analyze local, regional, and global issues related to physical geography. | <p>Mapping: Review of latitude and longitude</p> <ul style="list-style-type: none"> • Locate places using 4 & 6 figure grid references • Calculate time and place around the world • Use scale to measure distance • Give direction in terms of compass bearing – 16 points • Read and interpret conventional symbols including pie charts • Reduce and enlarge maps • Draw and interpret cross & sketch sessions • Calculate gradients using ratios • Describe geographic terminology • Describe landforms through reading gradient lines • Explain relationship among the various patterns of relief • Draw diagrams to illustrate geographical features • Locate territories of the Caribbean • Interpret various forms of geographic data in various formats. • Explain the importance of stewardship and sustainability as guiding principles for human use of the physical environment. <p>The Earth and it's parts Crust, magma, etc.</p> <ul style="list-style-type: none"> • Define crustal plates. • Explain the physical processes that | <p>Hydrology Rain action Causes of river flooding and it's effects Underground water features Pollution of water - both surface and underground The oceans Ocean features Coastal features Coral - Coral islands.</p> <ul style="list-style-type: none"> • Describe the water cycle • Describe water flow when it reaches the earth's surface • Describe river and wave processes • Explain the formation of river valleys, river channels and coastal landforms • Describe and understand various drainage patterns. • Explain the reasons for the global patterns of continents and oceans, landforms, climate, soils and vegetation. • Explain the importance of water to global systems. <p>Limestone - what is it and how can we recognize it Benefits of limestone Limestone and agriculture</p> <ul style="list-style-type: none"> • Describe the characteristics of limestone • Explain the processes operating in limestone landscapes and the | <p>Review of previous year Due dates for SBA's given.</p> <p>Industry Farming (tie in with Social studies and business) Forestry (tie in with Social studies and business) Fishing (tie in with Social studies and business).</p> <ul style="list-style-type: none"> • Compare the diverse human systems and cultural realms of the Caribbean. • Analyze the political, economic, and social factors that contribute to disparities in economic development. • Analyze the causes and effects of human-environment interactions in various ecological zones. • Evaluate the environmental and economic consequences for the Caribbean of natural hazards and climatic variations. • Analyze the causes and consequences of climate change. • Analyze how changes in natural systems are caused by natural phenomena explain themes and concepts related to regional geography, including region, pattern, movement and interaction. • Explain how human uses of the |

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| <p>create landforms, climate, soils, and vegetation.</p> <ul style="list-style-type: none"> • Explain how the earth provides both a habitat for life and a resource for society. • Explain major theories of the origin and internal structure of the earth. • Analyze the sources and nature of energy flows through the lithosphere, atmosphere, hydrosphere, and biosphere. • Evaluate the impact of natural systems on people and their activities. • Evaluate the impact of human life on the environment. <p>Plate tectonics Worldview and Pangea period comparison.</p> <ul style="list-style-type: none"> • Name and locate plates around the globe • Distinguish among convergent, divergent and transform plate margins. <p>Natural Disasters: How are earthquakes measured Famous earthquakes.</p> <p>Tsunami - What causes them Predictors Famous and recent tsunamis.</p> <p>Volcanoes - What are they Formation Location around world Volcanic islands - Caribbean, Hawaii</p> | <p>formation of Karst landforms in the Caribbean</p> <ul style="list-style-type: none"> • Describe the types and location of coral reefs found within the Caribbean • Understand the conditions necessary for successful coral reef formation • Explain wave types and processes • Describe landforms created by wave processes. <p>Soil Soil Formation Soil Erosion Soil Conservation Importance of soil Types of soil.</p> <p>Farming and Agriculture Shift Farming Crop Irrigation Peasant farming Plantation Farming Wheat Farming - Canada Arable crops in the Caribbean - Sugar cane, cocoa, coffee, nutmeg, bananas, citrus etc. Commercial farming.</p> <p>Weather & Climate Measuring the elements Prediction Factors that affect temperature Weather and direct link to economy Caribbean climate Tornadoes, hurricanes, droughts, monsoons.</p> | <p>earth, especially uses involving technology, cause changes over time in natural systems.</p> <p>Extractive industries in the Caribbean (tie in with Social studies and business)</p> <p>Oil Bauxite Petroleum Natural Gas Asphalt Other natural resources.</p> <p>Manufacturing industries in the Caribbean (tie in with Social studies and business).</p> <p>Environmental pollution Chemical spills Oil spills Protection of our coasts Saba's Eco System and dangers to it.</p> <p>The Caribbean Tourist industry (link to Social Studies)</p> <ul style="list-style-type: none"> • Evaluate the influence of human systems on patterns of travel and tourism and, conversely, the influence of travel and tourism on human systems. • Explain the social, environmental, cultural, economic, and political effects of travel and tourism on various destination regions. • Analyze how factors such as movements of people and regional characteristics influence travel and tourism patterns. • Explain the characteristics of the |
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| <p>Features of Volcanoes</p> <p>Famous volcanoes around the world</p> <p>Current active/dormant/extinct volcanoes</p> <p>Pompeii (tie in with Roman History).</p> <ul style="list-style-type: none"> • Explain the formation and distribution of volcanoes, earthquakes and fold mountains • Explain the formation of extrusive and intrusive volcanic features and how these landforms can change over time. <p>Other natural disasters or rare occurrences (Hot springs etc.).</p> <p>Folding and Faulting</p> <p>How mountain formations are formed</p> <p>Various types of fold and fault lines and what they mean.</p> <p>Weathering & Erosion (Physical, Chemical, Biotic)</p> <p>Differences between the two</p> <p>How they work together</p> <p>Examples of various weathering</p> <p>View of weathering and Erosion around Saba and the world.</p> <ul style="list-style-type: none"> • Define denudation, weathering, mass wasting and erosion • Explain the process of weathering • Define weathering types (Physical, Chemical & Biotic) • Understand and explain mass wasting • Understand and describe soil creep, landslides and the conditions in play that influence | <ul style="list-style-type: none"> • Explain the differences between weather and climate • Describe and explain Caribbean weather systems and the weather associated with them • Understand and describe the components of an eco-system • Locate areas in the Caribbean where certain weather systems are dominant • Explain how relief produces variation in the climate of the Caribbean • Understand and explain the importance of climate and vegetation of soil. • Describe and compare the natural characteristics of the equatorial, mid-latitude, and Polar Regions. • Introduction to CXC and SBA <p>SBA topics selected</p> | <ul style="list-style-type: none"> • travel and tourism industry from a geographic perspective. • Evaluate the effectiveness of programs and initiatives designed to manage and protect the resources on which tourism is based. <p>Migration in the Caribbean (link to History and Social Studies)</p> <ul style="list-style-type: none"> • Describe the pattern and consequences of international migration and it's affects on the Caribbean. • Analyze the linkages between population shifts and changes in physical and human environments in the Caribbean. <p>Urbanization : World wide and Caribbean (link to Social Studies)</p> <ul style="list-style-type: none"> • Define urbanization • Understand and give reasons for urbanization in the Caribbean and across the globe • Describe benefits and problems associated with urbanization • Describe how urbanization can be controlled. • Analyze the problem of underdevelopment in the Caribbean and explain the difficulties in alleviating it. <p>Cities and their function (link to Social Studies)</p> <p>Population and Distribution (link to</p> | |
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| | <p>their occurrence.</p> | | <p>Social Studies) <ul style="list-style-type: none"> • Explain the factors influencing distribution of population and population density in various countries • Compare factors affecting growth of population – Caribbean vs. developed country. <p>Transport</p> <p>Trade (Link to Social Studies)</p> <p>Map Reading - intense review and CXC prep work book completion</p> <p>CXC Exam reviews</p> <p>SBA Completion</p> </p> |
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Principals of Business

"Principles of Business" is a fundamental subject within our educational curriculum that aims to equip students with essential knowledge and skills related to financial literacy, entrepreneurship, and business management. This subject is designed to provide students with a solid foundation in understanding how businesses operate and the key principles that drive their success. Here are key aspects of our Principles of Business curriculum:

1. **Financial Literacy**

Our curriculum places a strong emphasis on financial literacy, which is the ability to understand and manage money effectively. Students learn about various aspects of personal finance, including earning income, budgeting, saving, investing, and philanthropy. They gain the skills and knowledge needed to make informed financial decisions throughout their lives.

2. **Entrepreneurship**

Principles of Business explores the entrepreneurial aspects of business activities. Students learn about the qualities and skills needed to start and run a successful business. They also have the opportunity to develop entrepreneurial ideas and understand the steps involved in launching a business venture.

3. **Managerial Skills**

The curriculum covers managerial skills essential for effective business operations. Students learn about planning, organizing, leading, and controlling in a business context. They explore the roles and responsibilities of managers and how they contribute to the success of an organization.

4. **Business Ethics and Social Responsibility**

Principles of Business fosters an awareness of business ethics and social responsibility. Students gain an understanding of the ethical considerations that guide business decisions and actions. They also learn about the importance of businesses contributing positively to society and the environment.

5. **Theoretical and Practical Aspects**

The curriculum combines theoretical and practical aspects of business activities. Students study business concepts, theories, and models, and they also engage in practical exercises, case studies, and projects to apply their knowledge in real-world scenarios.

In summary, our Principles of Business curriculum is designed to prepare students for the complexities of the business world by providing them with financial literacy skills, an understanding of entrepreneurship, and knowledge of business management principles. This subject equips students with the knowledge and skills needed to make informed career and lifestyle choices, whether they choose to pursue a career in business or any other field. Additionally, it instills a sense of business ethics and social responsibility, emphasizing the importance of ethical and socially responsible business practices in today's society.

Principles of Business overview

| | Form 2 | Form 3a | Form 4a | Form 5a |
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| | Students will/are able to... | | | |
| History of money and business | Explore how the development of humans and 'civilization' has influenced the evolution of trading money and business. | Review the transition of business activity from barter to the use of exchange instruments. | | Describe past and present day methods for performing business transactions. (CXC) |
| Financial psychology | Explain how their 'financial psychology' relates to the achievement of their financial and lifestyle goals. Students will explore through this in-depth look at how their personality goals, dreams and emotions can affect their attitude toward finances. | Review how meeting a coincidence of wants drives the development of businesses. | | Apply their own 'Financial Psychology' and discern between 'Wants vs. Needs' and how this affects business. In addition students will develop a basic understanding of the entrepreneurial personality.(CXC) |
| Personal banking | Discover the various ways to protect their money and employ the use of banks, credit unions and other saving institutions. Students will participate in lessons that will help them with the skills needed to open checking and saving accounts, write checks, use a debit card and learn how to keep an accurate record of spending and savings. | | | Identify the various financial institutions available to the general public and the services that these institutions offer. In addition students will know how to apply this knowledge to the concept of Business Finance and Banking. (CXC) |
| Credit and debt | Explore the areas of credit and debt and how the use of credit cards and loans can impact their personal finances. | | | Recognize different types of personal debt and apply this knowledge to business debt. (CXC) |

| | Form 2 | Form 3a | Form 4a | Form 5a |
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| Accounts and budgeting | Develop a basic understanding of the basic cost of living/budget necessary to maintain their current lifestyle. The items covered here will require assistance from an adult member of their household who will provide them with the necessary information to complete this task. (This will be a continuing project to be completed at the end of the year) | | | Apply skills developed in making personal budgets towards developing budgeting for a potential or existing business venture. (Paper 1 – Business Plan, CXC) |
| The Functions of a Business and Introduction to the Business Plan | | Review the concepts of the evolution of barter, trade and business. Students will explore the basic motive of a business, the key stakeholders and the key business functions. In addition, students will be introduced to the beginning concepts of business planning. | | Apply skills developed in Functions of a Business for a potential or existing business venture. (Paper 1 – Business Plan, CXC) |
| Social Accounting and International Trade | | Develop an understanding of the concepts of a standard of living, growth and development, national income and international trade. In addition students will apply this to local business operations and to a Business Plan. | | |
| The role of Government in an economy | | Explore the roles that government plays with the public and the functions that regulate and protect consumers and businesses. In addition, students will apply local rules and regulations to a Business Plan. | | Apply this knowledge to their Business Plan Project. (CXC). |

| Form 2 | Form 3a | Form 4a | Form 5a |
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| Establishing a Business - Entrepreneurship | Explore the advantages and disadvantages of being an entrepreneur, identify market conditions, and look at how competitive advantages are created and how to apply all of this to their Business Plan. | | Apply this knowledge to their Business Plan Project. (CXC). |
| Legal Aspects of a Business | Develop an understanding of the importance of the legal operation of businesses, contracts, the factors involved in forming and terminating contracts, and the need for documentation and insurance in the operation of a business. | | Apply this knowledge to their Business Plan Project. (CXC). |
| Business Structures | Explore the different types of private and public business organizations, be able to distinguish different economic systems, understand the role of stakeholders involved in businesses and explore the risks and rewards of specific business structures. | | Apply this knowledge to their Business Plan Project. (CXC). |
| Internal Organizational Environment | Discover the importance of creating an organizational chart, explore the tasks of managing the relationships among employees and evaluate the benefits of management information systems (MIS). | | Apply this knowledge to their Business Plan Project. (CXC). |
| Marketing | | Investigate the practices, strategies and philosophies used by businesses to evaluate the feasibility of their products and/or services and how businesses will use these tools to market their products and/or services. | Apply this knowledge to their Business Plan Project. (CXC). Note: Only one concept is required: Marketing, Finance or Production. |

| Form 2 | Form 3a | Form 4a | Form 5a |
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| Finance | | Explore the various financial institutions that serve the public and businesses and the numerous financial services offered by these institutions. In addition, students will discover methods used by businesses to run and or finance business operations. | Apply some of this knowledge to their Business Plan Project. (CXC). Note: Only one concept is required: Marketing, Finance or Production but an initial overview of finance is still required. |
| Production | | Develop a basic understanding of the factors of production and how it is related in creating a product or service. In addition, students will be introduced to the industries developed from the natural resources in the Caribbean and how to appreciate the major economic problems in the region as they relate to productivity. | Apply this knowledge to their Business Plan Project. (CXC). Note: Only one concept is required: Marketing, Finance or Production |
| Regional and Global Business Environment | | | Identify the major economic groups or associations in the world and their contribution to businesses. In addition, students will apply this to their Business Plan Project (CXC). |
| Social accounting and international trade | | | Explore the factors that define a country's standard of living and develop an appreciation for the need for economic growth and how internal trade affects their economy and that of the entire world. |

Principals of Accounts

"Principles of Accounts" is an integral part of our educational curriculum, offering students an introduction to the fundamental principles and techniques employed by accountants to measure, process, evaluate, and communicate financial information about a business's financial status and performance. This subject equips students with essential skills for managing both personal and business financial activities.

Here are key components of our Principles of Accounts curriculum:

1. **Foundational Accounting Principles**
Students are introduced to the core principles and concepts of accounting, including the accounting equation, double-entry bookkeeping, and the basic principles of recording financial transactions.
2. **Financial Measurement**
Principles of Accounts covers the techniques and methodologies used to measure and record financial data accurately. Students learn how to maintain financial records and journals, preparing them for future accounting responsibilities.
3. **Financial Analysis**
The curriculum delves into financial analysis techniques, enabling students to evaluate a business's financial health and performance. This includes assessing financial statements, ratios, and other key financial indicators.
4. **Financial Communication**
Students learn how to effectively communicate financial information through financial statements, reports, and presentations. Clear and accurate communication is essential for informed decision-making.
5. **Personal Finance Management**
Principles of Accounts extends beyond business finance to encompass personal finance management. Students gain valuable skills for managing their personal finances, budgeting, and making informed financial decisions.
6. **Practical Application**
The curriculum incorporates practical exercises and real-world case studies, allowing students to apply their accounting knowledge to practical scenarios. This hands-on approach helps students develop problem-solving skills and gain confidence in their abilities.
7. **Preparation for Future Roles**
Whether students intend to pursue a career in accounting or not, Principles of Accounts equips them with financial literacy skills that are valuable in various professions and everyday life.

In summary, our Principles of Accounts curriculum provides students with a strong foundation in accounting principles, financial measurement, analysis, and communication. It extends its reach to

personal finance management, ensuring that students are not only prepared for future careers but also equipped to make sound financial decisions in their personal lives. This subject fosters financial literacy and practical skills that are invaluable for success in today's financial landscape.

Principles of accounts overview

| | Form 2 | Form 3a | Form 4a | Form 5a |
|--------------------------------------|--|--|---------|--|
| | Students will/are able to: | | | |
| History of money and business | Explore how the development of humans and 'civilization' has influenced the evolution of trading money and business. | Review the transition of business activity from barter to the use of exchange instruments. | | |
| Financial psychology | Develop an understanding of how their 'financial psychology' relates to the achievement of their financial and lifestyle goals. Explore through in-depth through looking at how their personality goals, dreams and emotions can affect their attitude toward finances. | Review how meeting a coincidence of wants drives the development of businesses. | | |
| Personal banking | Discover the various ways to protect their money and employ the use of banks, credit unions and other saving institutions. Open checking and saving accounts, write checks, use a debit card and keep an accurate record of spending and savings. | | | Identify the various financial institutions available to the general public and the services that these institutions offer. Apply this knowledge to the concept of Business Finance and Accounting. (CXC) |
| Credit and debt | Explore the areas of credit and debt and how the use of credit cards and loans can impact their personal finances. | | | Recognize different types of personal debt and apply this knowledge to Business Finance and Accounting. (CXC) Apply skills developed in making personal budgets towards developing budgeting for a potential or existing business venture. Business Finance and Accounting. (CXC) |
| Accounts and budgeting | Develop basic understanding of the basic cost of living/budget necessary to maintain their current lifestyle. Discuss the items covered with an adult member of their household | | | |

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|---|--|--|---|--|-----------------------------------|
| | | | <p>Identify the components of the equation.</p> <p>Interpret the accounting equation.</p> <p>Analyze the business transactions using the accounting equation.</p> <p>Prepare a basic balance sheet.</p> <p>Understand the double entry rules for assets, liabilities, capital, revenue and expense accounts.</p> <p>Demonstrate ledger account preparation.</p> | | |
| Introduction to the Ledger Accounts | | | <p>How to properly identify and classify source documents.</p> <p>How to properly post cash and credit transactions and apply discounts.</p> <p>Utilize sales and purchase journals.</p> <p>Post sales returns and purchase returns in the returns journal.</p> <p>Understand the significance of cashbooks, petty cash books and when to post in the general journals.</p> | | |
| Books of Original Entry | | | <p>Post transactions from journals to ledgers.</p> <p>Validate and balance all the accounts.</p> <p>Prepare a trial balance.</p> | | |
| Day Books, Ledgers and the Trail Balance | | | | | |
| Preparation of | | | | | Define and explain the purpose of |

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| <p>Unadjusted Financial Statements for a Sole Trader</p> | | | <p>financial statements for a sole trader business.</p> <p>Identify the users of this information.</p> <p>Calculate profit and losses. Prepare simple balance sheets. Calculate and explain the importance of working capital.</p> <p>Explain capital and revenue expenditures.</p> | |
| <p>End of Year Adjustments</p> | | | <p>Demonstrate knowledge of how to adjust accounts.</p> <p>Understand the concepts of matching/accrual realization.</p> <p>Perform necessary journal entries.</p> <p>Understand the impact of financial statements on a business.</p> | |
| <p>Inventory (Stock) Valuation</p> | | | <p>Understand the three methods of inventory values (FIFO, LIFO and AVCO) and how each of these stock valuation methods impacts a business's profit statement.</p> <p>Identify financial ratios.</p> | |
| <p>Introduction to Ratio Analysis</p> | | | <p>Explain the usefulness of each ratio; Classify ratios as liquidity or profitability.</p> <p>Assess the performance and financial position of a firm.</p> <p>Prepare simple reports based on ratios.</p> | |

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| <p>Control Systems: Errors and Suspense Accounts</p> | | | <p>Understand the effects of errors on financial statements.</p> <p>How to properly utilize control tools such as trial balance, control accounts and reconciliation statements and how to use the general journal to correct errors.</p> <p>Explain the purpose of control accounts.</p> | |
| <p>Control Systems: Control Accounts</p> | | | <p>Construct sales ledger and purchases ledger accounts.</p> <p>Interpret the balances of the sales ledger control account and the purchases ledger control account.</p> <p>How to calculate net profit from a list of assets and liabilities.</p> | |
| <p>Implement Records</p> | | | <p>Prepare a Trading Profit and Loss account using cashbook and account balance.</p> <p>Make adjustments to cash expenses.</p> <p>Prepare a statement of affairs.</p> | |
| <p>Bank Reconciliation Statements</p> | | | | <p>Account for differences between cashbook and bank statement balances.</p> <p>Adjust the cashbook balance.</p> <p>Construct a bank reconciliation statement using the adjusted cashbook balance.</p> |
| <p>Partnership Accounting</p> | | | | <p>Define a partnership form of business and state its features,</p> |

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| | | | | <p>advantages, disadvantages and the necessity of a partnership agreement.</p> <p>Prepare the journal entries to record the formation of a partnership.</p> <p>Prepare and explain the significance of partners' current accounts.</p> <p>Prepare final reports for a partnership.</p> |
| | | | | <p>Identify the features of limited liability companies.</p> <p>Identify the features of public and private companies.</p> |
| | | | | <p>Prepare journal entries to record the issue of shares and debentures.</p> <p>Prepare accounting records for limited liability companies.</p> |
| | | | | <p>Identify the essential features of a co-operative and the types of co-operatives.</p> <p>Describe methods of raising capital for a co-operative.</p> |
| | | | | <p>Record capital loans in the General Journal and Ledger Accounts.</p> <p>Prepare trading profit and loss (income statement) and</p> |
| Accounting for Corporations | | | | |
| Accounting for Co-operative Societies | | | | |

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| | | | | <p>appropriation accounts to show surplus/loss distribution.</p> <p>Prepare a balance sheet for a co-operative.</p> |
| Accounting for Non-Profit Organizations | | | | <p>Define a non-profit form of business organization and identify types of non-trading and non-profit organizations.</p> <p>Outline the difference in accounting procedures for trading and non-trading (non-profit) organizations.</p> <p>Prepare and explain the purpose of a receipts and payments account.</p> <p>Prepare and explain the significance of an income and expenditure account.</p> <p>Prepare a balance sheet.</p> |
| Manufacturing Accounts | | | | <p>Distinguish between direct and indirect costs.</p> <p>Prepare manufacturing accounts.</p> <p>Calculate the unit cost of items purchased.</p> <p>Prepare trading and profit and loss account.</p> |
| Payroll Accounting | | | | <p>Prepare the balance sheet.</p> <p>Calculate employees' gross earnings.</p> <p>Make and record deductions in the</p> |

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| | | | | | calculation of net pay. Prepare time sheets/cards. Prepare payroll documents from time sheets/cards. Make accounting entries to record payroll liabilities. |
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| | Form 2 | Form 3a | Form 4a | Form 5a |
|---|--|---|---------|--|
| <p>Accounts and budgeting</p> | <p>Develop a basic understanding of the basic cost of living/budget necessary to maintain their current lifestyle. The items covered here will require assistance from an adult member of their household who will provide them with the necessary information to complete this task. (This will be a continuing project to be completed at the end of the year)</p> | | | <p>Apply skills developed in making personal budgets towards developing budgeting for a potential or existing business venture. Business Finance and Accounting. (CXC)</p> |
| <p>History of Accounting</p> | | <p>Review the transition of business activity from barter to the use of financial exchange instruments and follow the path of accounting from ancient to current methods of record keeping.</p> | | |
| <p>Introduction to Accounting 'The Lemonade Stand'</p> | | <p>Enter the world of accounting by exploring the workings of an actual business and be introduced to the basic concepts, terms and procedures.</p> | | |

Financial Literacy overview

| | | Form 2 | Form 3V |
|--------------------------------------|--|---|--|
| | | Students will/are able to... | |
| History of money and business | | Explore how the development of humans and 'civilization' has influenced the evolution of trading money and business. | |
| Financial psychology | | Develop an understanding of how their 'financial psychology' relates to the achievement of their financial and lifestyle goals. Students will explore through this in-depth look at how their personality goals, dreams and emotions can affect their attitude toward finances. | Continue to revisit this issue in the related topics of Income, Skill Growth, and Social Enterprise/Entrepreneur. |
| Personal banking | | Discover the various ways to protect their money and employ the use of banks, credit unions and other saving institutions. Students will participate in lessons that will help them with the skills needed to open checking and saving accounts, write checks, use a debit card and learn how to keep an accurate record of spending and savings. | Revisit the area of personal banking and finance and how to apply those skills to owning or running their own business. |
| Credit and debt | | Explore the areas of credit and debt and how the use of credit cards and loans can impact their personal finances. | Revisit the areas of credit and debt in the sections of Income, Long-term Planning, Investing and Social Enterprise/Entrepreneur and the effects that their previous use of credit can have on these issues. |
| Accounts and budgeting | | Develop a basic understanding of the basic cost of living/budget necessary to maintain their current lifestyle. The items covered here will require assistance from an adult member of their household who will provide them with the necessary information to complete this task. (This will be a continuing project to be completed at the end of the year) | Revisit the subject of a basic personal budget and expand their knowledge on this topic in the areas of Income, Long-term Planning, Investing and Social Enterprise/Entrepreneurship. Students will expand the basic budget and learn how to apply the concepts to a potential business project. (This is a continuing project and is to be completed at the end of the year) |
| Income | | | Investigate the various types of ways to generate an income. Students will participate in lessons that help them understand the skills needed to get hired, move up within a company, transition to other careers and/or start their own business. |
| Skill Growth | | | Develop a basic understanding of the importance of becoming a life-long learner to further their potential careers and increase their lifetime income. Students will develop a proficiency in developing skills through continued education, identifying dreams and goals (revisit the Financial Psychology section covered in the previous year), and explore ways to stand out in the marketplace to attain desired careers. |

| | Form 2 | Form 3V |
|---|--------|--|
| Business Relations/ Networking | | Gain an understanding of networking and business relations. Through this understanding students will identify the importance of networking to build business relationships, contacts and potential job opportunities. Students will learn how networking goes beyond meeting people and they will learn that it is a relationship based on trust and mutual respect. |
| Social Enterprise / Entrepreneurship | | Gain an understanding of an entrepreneurial lifestyle and mind set. Students will identify what a social entrepreneur is and the skills entrepreneurs must possess as well as instructions on how to become an entrepreneur that focuses on benefiting society. |
| Long-term Planning (Optional) | | Gain an understanding of the importance of long-term planning. Students will revisit the areas of budget and income and will learn the importance of cash flow, personal financial plans, wills and trusts. Exploration of money, lifestyle choices and relationships will help participants proactively prepare for their financial future |
| Risk Management and Insurance (Optional) | | Develop an understanding of insurance and risk management. Within this instruction participants will learn about the various types of insurance; medical, car, homeowner's, and renter's insurance and they will gain an understanding of why it is necessary to purchase insurance. |
| Investing (Optional) | | Gain a basic understanding of what investing is. Within these lessons they will learn about a variety of investment strategies and techniques to increase long-term financial security. |

Spanish

The Spanish language program within our curriculum is designed to provide students with a comprehensive understanding of not only the language itself but also the rich history, culture, cuisine, and music of Spanish-speaking countries. This holistic approach to Spanish education aims to develop strong communicators proficient in listening, speaking, writing, and reading.

Here are key elements of our Spanish language curriculum:

- 1. Language Proficiency**
Our curriculum places a strong emphasis on developing language proficiency in all four main language skills: listening, speaking, writing, and reading. Students are encouraged to become confident communicators in both written and spoken Spanish.
- 2. Cultural Exploration**
In addition to language, students explore the cultural aspects of Spanish-speaking countries. This includes delving into the history, traditions, cuisine, and music that make each country unique. This cultural enrichment enhances students' appreciation for Spanish-speaking cultures.
- 3. Engaging Learning Activities**
To make learning Spanish enjoyable and interactive, our curriculum incorporates various fun activities. These activities may include role-playing, skits, presentations, poster creation, projects, and occasional field trips. These experiences provide real-world context for language learning.
- 4. Multimedia Resources**
We use a wide range of multimedia resources to enhance learning, including CDs, DVDs, charts, posters, and labels. These resources offer diverse learning experiences and facilitate visual and auditory language acquisition.
- 5. Games and Interactive Exercises**
Our curriculum incorporates games and interactive exercises to make learning Spanish engaging and dynamic. These may include Spanish Bingo, Jeopardy, Scrabble, Adivina Quién (Guess Who), "Simón dice" (Simon says), matching games, and charades. These activities reinforce language skills in an enjoyable way.

In summary, our Spanish language curriculum not only focuses on language proficiency but also immerses students in the vibrant world of Spanish-speaking cultures. By combining language learning with cultural exploration and engaging activities, we aim to create a well-rounded educational experience that prepares students to communicate effectively in Spanish and appreciate the diversity and richness of Spanish-speaking countries.

Spanish academic stream overview

| Target level | Form 1 ERK A1 | Form 2 ERK A2 | Form 3 ERK A2-B1 | Form 4 CXC Spanish General Level B1 | Form 5 CXC Spanish General Level B1 |
|----------------|--|---|---|--|---|
| Reading | <p>Students are able to...</p> <p>Identify the main ideas in simple informative and persuasive texts about own environment.</p> <p>Select specific information from simple informative texts or dialogues.</p> | <p>Recognize informative and persuasive texts about personal and extended environment.</p> <p>Identify the relations within sentences and between paragraphs of text (porque, pero).</p> | <p>Recognize and explain more complex informative and persuasive texts on a wider variety of subjects.</p> <p>Express more complex relations within sentences and between paragraphs of text (linking words such as: sin embargo, por eso).</p> <p>Interpret advisory signs and notices, road signs and advertisements.</p> | <p>Apply reading strategies to understand more complex informative and persuasive texts and instructions.</p> <p>Recognize and understand more complex informative and persuasive texts.</p> <p>Identify more complex relations within sentences and between paragraphs of texts.</p> <p>Identify the source of the text (newspaper article, magazine article, fragments of book, advertisements).</p> | <p>Further develop the skills needed to meet the CXC examination requirements.</p> <p>Further extend the skills to comprehend relevant informative and persuasive texts.</p> |
| Writing | <p>Produce short informative text about themselves in their own environment (self, family, school).</p> <p>Fill out simple forms.</p> | <p>Produce short personal informative text about daily life (i.e. hobbies and leisure activities, sports, daily routine, public services).</p> <p>Describe past activities.</p> <p>Fill out simple forms.</p> | <p>Produce personal, short fictional and informative text.</p> <p>Produce an informal letter, using correct forms of address and expressions commonly used in letters. (Querido, escribeme pronto, etc).</p> <p>Create a simple report.</p> | <p>Respond in writing to directed situations.</p> <p>Compose informal letters and compositions of 130-150 words.</p> <p>Create contextual announcements and fill in contextual dialogues using 80-100 words.</p> | <p>Produce written responses to directed situations.</p> <p>Compose informal letters and compositions of 130-150 words.</p> <p>Create contextual announcements and fill in contextual dialogues using 80-100 words.</p> |

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| <p>Speaking</p> | <p>Introduce themselves to others.</p> <p>Use conventional polite questions (asking permission, greetings, salutations, etc.).</p> <p>Exchange basic information about themselves, their family, their immediate environment and school life.</p> <p>Recognize, distinguish and use the correct Pronunciation of the following: vowel sounds, b and v, ll and y, cc, t and d, j and h, ce and ci, za, zo and zu, accent and tilde, ñ, r and rr, ga, gue, gui, go and gu.</p> | <p>Understand and produce information orally about their hobbies and leisure activities, sports, discuss their daily routine, public services.</p> <p>Describe past activities.</p> | <p>Express a summary or conclusion.</p> <p>Narrate an event in the past.</p> <p>Give explanations, make suggestions, give advice, express an obligation, state an intention, identify a problem, suggest and state a course of action, express a summary or conclusion.</p> | <p>Answer reading comprehension questions based on longer more complex texts.</p> | <p>Produce written responses to reading comprehension questions using the kinds of texts that were introduced in Form 4.</p> |
| | | | <p>Understand and produce information orally about a wider range of topics. (i.e. school, outdoor activities, the future, actions in the past, travel, continuous actions in the past)</p> <p>Converse by telephone (Aló, número equivocado), communicate in a hotel, talk about emergencies, celebrations, express simple wishes or desires for one self, make a promise.</p> <p>Produce short presentations on everyday topics.</p> <p>Perform advanced general conversation.</p> | <p>Perform research and produce more extended presentations. (i.e. famous Hispanic persons, historical events, holidays and celebrations, etc.)</p> <p>Respond orally to various situations or instructions.</p> <p>Read more complex passages aloud, using correct pronunciation.</p> <p>Understand and produce advanced general conversation on the topics home and family, daily routine, school and career, sports and recreation, shopping and travel.</p> | <p>Respond orally to various situations or instructions.</p> <p>Read more complex passages aloud, using correct pronunciation.</p> <p>Understand and produce advanced general conversation on the topics home and family, daily routine, school and career, sports and recreation, shopping and travel.</p> |

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| <p>Listening</p> | <p>Identify the main idea of a conversation.</p> <p>Identify relevant information in informative texts and announcements.</p> <p>Distinguish numbers.</p> | <p>Identify relevant information in a conversation on more difficult topics.</p> <p>Identify the main ideas in informative texts, reports, announcements and instructions.</p> | <p>Distinguish the main points in spoken everyday language (using more complicated dialogues).</p> | <p>Identify the main points from spoken language (using multiple pictures, incomplete statements and questions, public announcements or reports, longer more complex passages with questions).</p> <p>Apply strategies to obtain relevant information from spoken language. (Who, what, when, where, why etc.).</p> <p>Make inferences and draw conclusions from spoken language.</p> | <p>Identify the main points from spoken language (using multiple pictures, incomplete statements and questions, public announcements or reports, longer more complex passages with questions).</p> <p>Apply strategies to obtain relevant information from spoken language. (Who, what, when, where, why etc.).</p> <p>Make inferences and draw conclusions from spoken language.</p> |
| <p>Culture</p> | <p>Identify Spanish speaking countries and capitals.</p> <p>Identify currency and flags of Spanish speaking countries.</p> <p>Identify Hispanic holidays and celebrations (Los Quinceaños, El Día de los Muertos, La Navidad).</p> <p>Identify nationalities of Spanish speaking countries and the Caribbean region.</p> <p>Recognize famous Hispanic persons.</p> | <p>Recognize and give examples of Latin music and singers, Latin foods, more Hispanic holidays such as La Semana Santa and Cinco de mayo, more Hispanic places of interest and interesting facts, such as La República Dominicana and Puerto Rico-El Yunque, La Bahía Fosforescente.</p> | <p>Identify more countries and nationalities.</p> <p>Identify more festivals and celebrations.</p> <p>Identify cultural aspects of Spanish speaking countries, such as Mayans, Aztecs, Incas, etc, Venezuela, Simón Bolívar, Mexico, famous Hispanic persons, more origins and nationalities, Cuba, Spain, etc.</p> | <p>Identify more Caribbean countries and nationalities, more holidays and celebrations and more famous Hispanics.</p> | <p>Identify more cultural aspects of Spanish speaking countries, such as Hispanic countries and nationalities, Latin music, Latin foods, famous Hispanic persons, holidays and celebrations.</p> |

| Grammar | 1 | 2 | 3 | 4 | 5 |
|---------|--|--|--|--|---|
| | <p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <ul style="list-style-type: none"> Personal and possessive pronouns. Making negative statements. Question words. Gender of nouns. Adjectives and opposites of adjectives. Noun adjective agreement. Sentence and question structure (simple sentences). Definite and indefinite articles. Making nouns and adjectives plural. Prepositions. Polite and familiar forms of speech. Telling time. Hay vs. es vs. son Ser vs. Estar Present tense regular AR/ER/IR verbs. Irregular verbs: tener, ir, querer + infinitive Idioms with tener gustar Simple future tense (ir + a + infinitive). a + el = al de + el = del “y becomes e”. | <p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <ul style="list-style-type: none"> Saber vs. Conocer. Pedir vs. Preguntar. Present tense irregular verbs: ver, venir, salir, hacer. Present tense stem-changing and radical-changing verbs: querer, poder, jugar, sentir, pensar, preferir. Tocar vs. jugar Present tense stem changing verbs: comenzar, empezar, almorzar, perder, volver, entender, sonar. More expressions with tener: tener que, tener ganas de Present tense irregular verbs: traer, poner, dar, decir. Giving instructions to others (familiar commands-tú form and polite commands-Usted and Ustedes form) Demonstrative adjectives and pronouns. Present continuous tense. Express likes and preferences-gustar, preferir. | <p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <ul style="list-style-type: none"> Complex sentences. Adverbs. More adjectives (position, agreement, comparisons). Irregular Pretérito. El Imperfecto. Comparisons of inequality. Comparisons of equality. Absolute superlative (-ísimo) Negative familiar and polite commands. Compound words. More ser vs. estar. Darse cuenta vs. Realizar. Future tense. Proverbs. pero vs. sino. por vs. para. Present perfect tense and past participle. Irregular past participles. More pronouns (subject, reflexive, indirect object and direct object pronouns) Position of object pronouns. More interrogatives. Negative words. | <p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <ul style="list-style-type: none"> Qualifying adjectives and adverbs. More present tense, Pretérito, Imperfect tense and past perfect tense and Future tense. Conditional tense. All Commands (positive and negative) Present and past subjunctive. More Pronouns (subject, reflexive, indirect object and direct object pronouns) Position of object pronouns. Prepositional pronouns. Diminutives and Augmentatives. Ordinal numbers. Relative pronouns. | <p>Apply all previously learned grammar in both written and spoken Spanish.</p> |

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| <p>Vocabulary</p> | <p>Understand and produce, both written and spoken Spanish, using the following vocabulary: Cognates, greetings, self descriptions (address, age, origin, birthday, etc.) family, school, parts of the house, free time, sports, close environment, professions, body parts, numbers 1-1000, days, months, holidays, colors, time, weather, seasons, landscapes, places, clothing, food and drinks, etc.</p> | <p>Reflexive verbs. Present continuous tense of reflexive verbs. Giving instructions using reflexive verbs. Direct and indirect object pronouns. Word order. Possessive adjectives and pronouns. Making simple comparisons. Future tense. More cognates. Irregular verbs: dar, salir vs. dejar, probar vs. tratar. Past tense-el Pretérito Tiempo vs. hora vs. vez.</p> | <p>Understand and produce, both written and spoken Spanish, using the following vocabulary: Extended family, more sports, musical instruments, comparative size, furniture, housing, school subjects, modes of transport, plants and animals, more fruits, vegetables and foods, kitchen utensils, household chores, more clothing, numbers 1000- 10000, travel related vocabulary, ordinal numbers, etc.</p> | <p>Understand and produce, both written and spoken Spanish, using the following vocabulary: Travel, shopping, restaurant, more foods, animals and sounds, body injuries, health issues, numbers 1-1,000,000, emotions, etc.</p> | <p>Understand and produce both written and spoken Spanish using more extended vocabulary pertaining to everyday situations and studying and living abroad.</p> |
| <p>Understand and produce, both written and spoken Spanish, using the following vocabulary: Travel, shopping, restaurant, more foods, animals and sounds, body injuries, health issues, numbers 1-1,000,000, emotions, etc.</p> | <p>Understand and produce, both written and spoken Spanish using more extended vocabulary pertaining to everyday situations, and studying and living abroad.</p> | <p>Understand and produce both written and spoken Spanish using more extended vocabulary pertaining to everyday situations and studying and living abroad.</p> | <p>Understand and produce both written and spoken Spanish using more extended vocabulary pertaining to everyday situations and studying and living abroad.</p> | <p>Understand and produce both written and spoken Spanish using more extended vocabulary pertaining to everyday situations and studying and living abroad.</p> | |

Creative and performing Arts / Visual Arts

Our approach to Creative and Performing Arts, as well as Visual Arts, is comprehensive and fosters a well-rounded education that nurtures creativity, self-expression, and skill development. Here are some key takeaways from our approach:

1. **Drama**

The curriculum for Drama at Loretto emphasizes the development of drama skills from an early age, with opportunities for students to engage in various forms of dramatic expression, from play and storytelling to physical theater and puppetry. The presence of a state-of-the-art theater facility allows for rehearsals and performances, and students are exposed to contemporary theater and musicals.

2. **Dance**

The SCS offers a diverse range of dance styles, allowing students of all ages to explore traditional genres like Highland and Ballet as well as contemporary forms like Hip-Hop. The school hosts whole-school dance shows, providing ample opportunities for students to showcase their dance skills.

3. **Music**

The school encourages music education for all students, starting from the Junior School level. A team of visiting music teachers and in-house specialists supports students in learning musical instruments. At the Senior School level, specialist teachers and dedicated music facilities provide advanced music education. Students can join various musical groups and ensembles, and the school hosts concerts, recitals, and performances.

4. **Creative Arts**

Students receive comprehensive grounding in the fundamentals of art, with a focus on observational drawing and an understanding of their own artistic practice. The curriculum covers various art forms, including ceramics, photography, and textiles. The presence of specialist teachers and dedicated art studios from Junior School to Senior School ensures that students have the resources and guidance they need to explore and develop their artistic talents.

5. **Visual Arts**

The visual arts program encompasses theoretical and practical activities in art, craft, and design. It empowers students with skills and knowledge for creative self-expression, fosters creativity, and offers a wide range of options, including drawing, graphic design, ceramics, and more. This program is designed to prepare students for further study, enhance vocational skills, and contribute to their aesthetic, physical, and spiritual development.

6. **Cultural and Arts Integration**

The CKV program integrates cultural and artistic experiences into the curriculum, allowing students to explore various aspects of culture and the arts. The program's structure includes orientation, exploration of the cultural environment, project selection, research, cultural

activities, arts portfolio compilation, and presentations. This approach encourages active participation in cultural experiences and the development of creative projects.

Overall, our approach to Creative and Performing Arts and Visual Arts provides students with a well-rounded education that fosters creativity, skill development, and an appreciation for various forms of artistic expression. It also offers opportunities for students to showcase their talents and engage with the broader arts and culture community.

The Curriculum "Creative and Performing Arts for the lower forms is currently being developed.

Visual artsoverview

| | Form 1 | Form 2 | Form 3 | Form 4 | Form 5 |
|--------------------|---|--|---|--|--|
| | Students are able to... | | | | |
| Aesthetics | Identify elements of art and principals of design and use these within their own work. | Understand how to critique a work of art (Form & Content) and reflect on their own artwork. | Acquire a vocabulary of art terms and use them within their own writing and way they discuss art works. | Make choices for a themed portfolio and express this in writing and discussion. | Use constructive criticism as a purposeful tool for artistic growth and use it within their reflective journal. Produce a journal including supportive theoretical and visual material using knowledge of layout and design techniques. |
| Art periods | Develop knowledge of modern art (Minimalism, Op art, etc.) and create their own artwork based on one of these art periods. | Identify and discuss 19 th century artwork (Impressionism, Cubism, Futurism, Surrealism etc). | Present artwork based on local artists and understands the impact art has on a community. | Use basic knowledge of art periods throughout time and develop cultural awareness. Use research methods property without plagiarizing. | Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks. |
| Drawing | Use techniques in line drawing and shading to express their ideas. | Use a variety of pencils to draw using observations from life. Understand different types of perspective and drawing styles. | Understand the proportions of the human face and figure and express this through drawing. | Use a variety of drawing tools (charcoal, conté, etc.) to incorporate into mixed media. | Inspired by past experiences in drawing is now able to make drawings which have appealing compositions and content. |
| Painting | Demonstrate controlled use of a paintbrush in order to produce the desired brushstrokes for the artwork. Use and maintain tools and equipment to | Understand and apply color theory and painting styles to their own work. Develop color-mixing skills and techniques. | Incorporate in their own work similar painting techniques seen in major art movements. | Use a variety of paint and other mediums to create a mixed media artwork from their imagination. | Create works of art that include symbolism, personal experiences, or philosophical views for an audience. |

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| | facilitate the creative process. | Write an essay on screen-printing after visiting the Saba artisan foundation and experience demonstrations on this process. | Create their own dry point project after learning about lithography, etching and important print makers in these techniques throughout time. | Create their own monotype prints using subtractive and additive techniques after participating in a demonstration and discussion on this topic. | Use the printmaking technique of their choice or combination of techniques in order to express their own ideas and imagery. |
| Printmaking | Create their own block prints in several editions after acquiring knowledge of the techniques, processes and history of block printing. | Have knowledge of techniques in ceramics and can apply these in their own work. | Research and present 3D artwork from different cultures and time periods. | Experience creating 3D work by using a variety of materials and processes (Soldering, welding, carving, molding etc.) | Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in three-dimensional artworks. |
| 3D | Demonstrate basic techniques in papermache for maskmaking, sculptures etc. and are capable of applying a suitable surface treatment to the 3D artwork. | | | | Analyze challenges and identify solutions for three-dimensional structural problems. |
| Caribbean art & culture | Experience and develop knowledge of Pre-Colombian artwork from Saba and the surrounding islands. | Identify the architectural styles of Caribbean houses and structures. | Learn about and design their own masks, costumes and artistic expressions of carnival celebrations within the Caribbean region. | Acquire knowledge of artefacts, monuments and major time periods from Pre-Colonial Saba and other BES islands. | Understand cultural change and the importance of art & design in the evolution of a multi-cultural society, and how that is still visible in nowadays society. |
| Creative thinking | Create a simple new element with a given technique. Make an elementary story using images. | Signify the meaning of a visual element like a symbol, a color or an image in general. Express simple thoughts and feelings in images. | Understand that various artists who are real people may see and express a similar subject in different ways. Apply the different style- | Feed their own style, imagination, creativity and perspective on the world by searching for inspiration in life and art and experiment with elements found in their | Identify major Caribbean artists and have experienced interviews with local artists. Build their own path of self-expression and if necessary are not afraid to return on their steps and to look for another creative way to realize their artwork. This also |

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|---------------------------|---|---|--|--|---|
| Talent development | Answer questions about their experiences when meeting basic artistic techniques. | Evaluate their work and express possible preferences or talents. | <p>elements and techniques that are offered in a creative way to make an original artwork.</p> <p>Learn to master techniques and styles through observation, asking questions and experimenting.</p> <p>Learn from each other's work by observing and comparing the results and realize that this goes beyond the art-class.</p> | <p>search for (artistic) identity.</p> <p>Choose the talents that they want to develop further.</p> <p>Repeatedly practise their skills by testing out various processes to obtain a certain result.</p> | <p>consists overcoming the obstacles they might stumble upon.</p> <p>Become independent learners that can question a source or image to assemble the information they need.</p> |
| Working together | <p>Listen to each other and the teacher while Participating in small groups on a guided project.</p> <p>Support the class by handing out the works and the materials and clean up when asked.</p> | <p>Help others when possible by explaining or showing their own work as an example.</p> <p>Support the group by cleaning up the common materials when others are still finishing their works.</p> | <p>Divide the different given tasks in a small or larger group.</p> <p>Choose a subtheme or a direction in a bigger subject as a group.</p> | <p>Regarding the individual SBA-exam:</p> <p>Learn from each other's research and work methods.</p> <p>Support and motivate each other.</p> <p>Give honest appreciations to one another.</p> <p>Choose a subject for a group project together.</p> <p>Identify and assign the different tasks in a group work.</p> <p>Cooperate actively by sharing ideas and by thinking in the benefit of the group.</p> <p>Contribute their talents and their support to the project.</p> | |

Personal Life Management Skills / CVQ Community Hosting Services

The Personal Life Management Skills (PLMS) program is an important component of our curriculum, aimed at equipping students with essential life skills and knowledge for personal and community well-being. This program is structured to cater to different forms and stages of education.

The overview of the PLMS program:

1. Forms 1, 2, and 3

During these early stages of education, students receive instruction in personal life management skills. The curriculum covers a wide range of topics related to family care and problem-solving within the home, family, and community. The goal is to empower students to enhance the quality of life for themselves and those around them. This stage of PLMS lays the foundation for more advanced skills in later forms.

2. Forms 4 and 5

In these higher forms, students have the opportunity to choose a specialized track, such as Community Hosting Services. This choice allows them to focus on specific areas of personal life management that align with their interests and career goals.

The PLMS program encompasses several key areas:

- Management Students learn organizational and managerial skills, which are essential for running a household and effectively managing resources.

- Textiles and Clothing This component of PLMS covers topics related to textiles, clothing care, and basic sewing skills. Students gain practical knowledge about fabric, garment construction, and clothing maintenance.

- Food and Nutrition Students receive education in nutrition and food preparation. They learn about balanced diets, meal planning, and the importance of making healthy food choices.

- Health Education The program includes health education, which covers various aspects of physical and mental health. Students are educated about maintaining a healthy lifestyle and understanding health-related issues.

- Human Relations: Human relations instruction focuses on interpersonal skills, communication, and building positive relationships with family members and the community.

Overall, the PLMS program aims to develop students' fundamental life skills, enabling them to navigate various life situations with confidence and competence. It emphasizes the importance of family care, problem-solving, and community well-being. By offering practical knowledge and fostering personal development, PLMS contributes to students' overall growth and preparedness for life beyond the classroom.

The Curriculum outline for the lower forms is available on request.

The Curriculum CVQ Community Hosting Services outline available on request

valuable for entry-level employment and further education in the construction field.

- Technical Drawing

Another choice subject in forms 4 and 5 is Technical Drawing, which focuses on the development of skills in planning and designing through technical drawing and drafting. This subject is essential for careers in architecture, engineering, and related fields.

In summary, our technical science program and specialized subjects prepare students for careers in the construction and technical industries. These programs provide a strong foundation of knowledge and practical skills, enabling students to enter the workforce or pursue higher education in these fields. Additionally, by fostering problem-solving abilities and raising awareness of career opportunities, we empower students to make informed choices about their future in these industries.

For the Academic year 2023-2024 the curriculum for lower forms Technical Science is under review.

The Curriculum CVQ General Construction outline available on request

Technical sciences overview

| | Form 1 | Form 2 |
|---------------------------|---|--|
| | <i>Students are able to...</i> | |
| Safety Health and Welfare | Apply general health and safety procedures Handle appropriate health and safety equipment, gear and accessories. | Carry out First Aid Arrange a safe and healthy working environment Provide accident reports. |
| Hand Tools and Bench Work | Arrange planning and laying out Carry out cutting and shaping with hand tools. | Apply joint construction Work with fasteners and fastenings Carry out maintenance of common hand tools. |
| Machine Operations | Use appropriately: The circular saw Band saw Jointer Thickness planer. | Use appropriately: Jig/ scroll saw Mortiser Wood turning lathe Drilling machine Grinder Portable electric power tools. |
| Finishes | Recognize, describe and apply types of finishes. | Prepare finishes Apply finishes. |
| Furniture Construction | Use materials Carry out ironmongery. | Carry out basic cabinet making Construct household furniture. |

| Core modules | Form 3 <i>Students are able to...</i> | Form 4 and 5 |
|--------------------------------------|--|--|
| Hammering activities | Assemble products and components Assist during performance of carpentry work. | Perform interior building tasks Make windows and doors close properly Perform woodwork preparation Protect wood against pests Assemble products and components. |
| Painting activities | Prepare work for painting Prepare ground Assist during paintwork. | Prepare work for painting Prepare ground Apply various painting systems. |
| Block laying and concrete activities | Mix masonry material Apply plaster/stucco Perform repairs to masonry components Assist in performing masonry and concrete activities. | Mix masonry material Apply plaster/stucco Perform repairs to masonry components. |
| Installation work | | Analyse faults in electricity network Pull data cables Assist in clearing blockage in water supply and drainage Assemble components Set and adjust after installation Service air conditioning units Connect computers to existing network Perform electrical work under supervision. |
| Tile work | | Remove loose or damaged tiles Prepare surface for tiling Use adhesive to secure floor and wall tiles Repair damaged tiles. |

| | | |
|---|--|--|
| Preparation and finalization activities safely (housekeeping) | | <p>Check tools, materials, equipment and machines</p> <p>Prepare the work area</p> <p>Clean the work area at the end of the day</p> <p>Work according to safety procedures and measurements.</p> |
| Combustion Engine | | <p>Perform maintenance to internal combustion engines</p> <p>Protect engine against the influence of salt, water and maintain the engine after salt exposure.</p> |
| Welding activities | | <p>Perform welding in different positions.</p> |

Career and Guidance

The School Guidance Curriculum described here is a proactive and preventative approach to education that aims to foster academic, career, and personal/life skills development in students from Form 1 through Form 5. It focuses on ensuring that all students have the opportunity to achieve success in school and beyond. The curriculum is organized into three key areas: academic development, career development, and personal/life skills development, with specific outcomes for each area:

Academic Development

- Outcome A: Students will develop the attitude, knowledge, and skills necessary for effective learning both in school and throughout their lives.
- Outcome B: Students will be prepared for transitions from one educational level to the next.
- Outcome C: Students will understand how academic knowledge relates to the world of work, as well as to their lives at home and in the community.

Career Development

- Outcome A: Students will gain self-awareness and self-understanding in preparation for career planning and entering the world of work.
- Outcome B: Students will acquire the skills needed to explore various career options and make informed career decisions.
- Outcome C: Students will utilize career planning skills to support their career development and work toward achieving their career goals with success and satisfaction.

Personal/Life Skills Development

- Outcome A: Students will develop the attitude, knowledge, and interpersonal skills necessary to understand and respect themselves and others.
- Outcome B: Students will develop decision-making skills, set goals, and take appropriate actions to achieve those goals.
- Outcome C: Students will cultivate personal responsibility and acquire basic life skills necessary for daily living.

This comprehensive curriculum is designed to address the holistic development of students, encompassing not only their academic growth but also their readiness for the workforce and the development of essential life skills. By providing structured lessons and activities, the curriculum seeks to ensure that all students, regardless of their individual circumstances, have the opportunity to thrive academically and personally. It emphasizes the importance of proactive guidance and support throughout a student's educational journey. *The Curriculum outline available on request. The curriculum for PLMS has been updated in the academic year 2022-2023 by an external party based upon the request of the Saba Comprehensive School.*

Saban History

The Saban history curriculum, as outlined, is designed to provide students in Grade 4-5-6 and Form 1-2 with a comprehensive understanding of the history and culture of Saba, a Dutch Caribbean island. The curriculum is based on the development of the "Saba Canon," a collection of historical and cultural topics specific to Saba's heritage. Here are some key points about the Saban history curriculum:

1. **Origin of the Saba Canon**

The Saba Canon is inspired by the Dutch Canon, which was developed in 2006 for educational purposes in the Netherlands. The Dutch Canon consists of fifty "windows" or topics that cover a wide range of subjects, from ancient megalithic tombs to more recent immigration patterns. The Saba Canon aims to serve a similar educational purpose but focuses specifically on Saba's history and culture.

2. **Educational Purpose**

The primary goal of the Saban history curriculum is to educate young children, students, and adults about their own culture and heritage. It seeks to instill a sense of pride and awareness about Saba's unique history and traditions. The curriculum is designed to help students connect with their cultural identity.

3. **Grade Levels**

The curriculum is intended for students in Grade 4-5-6 and Form 1-2, covering a range of ages and academic levels. This ensures that a broad spectrum of students can benefit from learning about Saba's history.

4. **Collaborative Effort**

The development of the Saba Canon and curriculum is described as an island-wide collaboration. This suggests that various stakeholders, including educators, historians, and community members, are working together to create a comprehensive and inclusive curriculum.

5. **Content and Lessons**

The curriculum is organized into 30 lessons for Grade 6, Form 1, and Form 2. These lessons will cover different topics related to Saba's history and culture. The curriculum provides flexibility for teachers to adjust the program as needed.

6. **Learning Levels**

The curriculum mentions using Bloom's Taxonomy as a guideline to teach students different levels of learning and knowledge skills. Bloom's Taxonomy is a framework for categorizing educational objectives into cognitive domains, ranging from lower-order thinking skills (remembering and understanding) to higher-order thinking skills (applying, analyzing, evaluating, and creating).

Overall, the Saban history curriculum is to educate students about their island's unique history and culture. It aims to promote a sense of cultural identity and pride among students while providing flexibility for teachers to adapt the program to their specific classroom needs. The *Curriculum outline available on request*