



Saba Comprehensive School

5 year curriculum overview 7 February 2014

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The SCS curriculum

What is a curriculum?

A curriculum is a plan for learning. It is an overview of what we decided our students should learn during the time they are with us and what knowledge, skills and attitudes we want them to attain.

Curriculum documents

The curriculum consists of three separate documents:

1. The educational framework
2. The 5-year curriculum overview per subject
3. The form and trimester breakdown per subject.

The educational framework

The educational framework contains our principles and vision on education. It shows what subjects we teach, what generic skills and competences we find important, and what guidance and support we feel we should provide.

The 5-year curriculum overview per subject

Per subject we decided what content (knowledge, skills and attitudes) is taught in what year. The 5-year overview is a rough allocation of content over the forms. This overview shows that content becomes gradually more difficult and prevents us for too much overlap within and between subjects. We did the breakdown for both academic and vocational streams. For the vocational subjects, the course plans are the respective curricula. These are not part of this document.

The form and trimester breakdown

A more detailed breakdown for each subject and stream per form will be made in the academic year 2013-2014. The detailed breakdown is a practical translation of our principles and vision on education and the content.

Why do we need a curriculum?

A curriculum guides us on what we need to do in class. It is also a tool for accountability on the content of education.

Our vision		
We provide access to a broad and balanced curriculum that will build on what a student already knows, understands, and can do. The curriculum consists of knowledge, skills and attitudes, and is flexible in order to support students in reaching their maximal potential.		
<p style="text-align: center;">Our teaching</p> <p>Our teaching encourages inquiry, creativity and positive learning attitudes, and promotes high self-esteem. Instruction is of high quality, and collaborative group work is supporting inquiry, problem solving and critical thinking. Our teachers set attainable expectations, are flexible and support learning as coaches.</p>		<p style="text-align: center;">Our goals</p> <p>We want our students to become:</p> <ul style="list-style-type: none"> • Self-confident with high self-esteem • Successful learners • To secure gainful employment, continue post-secondary studies, or to pursue a combination of both • Productive citizens and meaningful participants to the Saban, Caribbean and global community • Good citizens, nationally conscious Fully functional: responsibly, politically, economically, spiritually and socially in a democratic society • Critical and reflective thinkers • Problem solvers.
<p style="text-align: center;">Our learning activities</p> <p>Our learning activities prolong cooperative and active learning. We offer a diverse pallet of learning opportunities in which students are challenged to achieve their maximal potential, both academically and socially. The variety of learning activities supports individual learning styles. Engaging and real-life learning activities stimulate critical thinking and problem solving.</p>		<p style="text-align: center;">Our program (content)</p> <p>We offer a rigorous education program, preparing our students for continuing education or the world of work. Therefore, our curriculum is relevant, cohesive and consistent, offering a rigorous academic program and thorough vocational training programs. Both programs offer broad knowledge, a variety of skills and strong attitudes. Additional alternative content and a skills training program, including ITC, is preparing our students for life on the island, in the region and in the world.</p>
<p style="text-align: center;">Our learning environment</p> <p>Our learning environment is not limited to our school building. Learning takes place in and around the school. We offer a safe, pleasurable and engaging environment, which promotes novelty, critical thinking, inquiry, curiosity and creativity. Everybody in school feels appreciated and valued and work together as a collaborative learning community. We work with inviting and modern learning materials, including ITC, and support different learning styles.</p>	<p style="text-align: center;">Our support network</p> <p>Our support network supports the students in order to develop as individuals and learners. Professional care staff and teachers pay personal attention to students that are in need for help.</p>	<p style="text-align: center;">Our assessment</p> <p>Our assessment strategies are varied and are of good standard. We seek to assess in relation to students' ability. We evaluate in order to support student learning (formative evaluation), and to measure performance (summative evaluation).</p>
<p style="text-align: center;">Our principles</p> <p>We aim to provide students with a dynamic and meaningful educational experience, preparing them for the challenges of the 21st century in the local, regional and global community. We do so by offering a well-developed curriculum, including modern technology. We value diversity and individuality, and students' work based on their abilities. We offer equal opportunities to all through differentiating our education towards personal needs.</p>		

English

Description

English is a world language. It is a first language in many countries, and a second or third language in many others, each with differences in culture. The four main language skills - reading, writing, speaking and listening- are emphasized in order to make our students strong communicators in a global perspective. We also distinguish between Standard English and local dialect.

Exam

Academic: CXC.

Vocational: Level tests and portfolio.

Remarks

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Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	5	5	5	5	5
Vocational stream			3	4	4

English academic stream overview

	FORM 1	FORM 2	FORM 3A	FORM 4A	FORM 5A
Target level ¹	A2-B1	B1	B2	C1	C1
	By the end of each school year, students are able to ...				
Reading and literature	<p>Summarize short, simple texts.</p> <p>Identify specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and interpret short simple personal letters.</p> <p>Appreciate and analyze short simple poetry and prose.</p>	<p>Interpret and analyze texts that consist mainly of high frequency everyday language.</p> <p>Understand the description of events, feelings and wishes in personal letters.</p> <p>Appreciate and analyze a variety of simple prose and poetry.</p>	<p>Read a variety of articles and reports, some of which concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.</p> <p>Read narrative, descriptive, expository, persuasive texts and graphic representations.</p> <p>Interpret, analyze and appreciate contemporary literary prose.</p>	<p>Understand and interpret long and complex factual and literary texts (such as newspaper articles, journals, magazine articles and letters), appreciating distinctions of style.</p> <p>Explain textual cues and their connections and analyze structures and styles and register.</p> <p>Draw valid conclusions and inferences from information presented.</p> <p>Differentiate between denotative and connotative language in text.</p>	<p>Understand and interpret long and complex factual and literary texts (such as newspaper articles, journals, magazine articles and letters), appreciating distinctions of style.</p> <p>Explain textual cues and their connections and analyze structures and styles and register.</p> <p>Draw valid conclusions and inferences from information presented.</p> <p>Differentiate between denotative and connotative language in text.</p>

¹ According to the Common European Framework of Reference (CEFR)

Writing	Write simple notes, diary entries and messages relating to matters in areas of immediate environment and needs.	Write simple connected text (exposition or diary entry) on topics, which are familiar or of personal interest.	Write clear, detailed text (such as an informative essay) on a wide range of subjects related to own interests.	Express themselves in clear, well-structured text, expressing points of view at some length (in e.g. a persuasive essay or letter).	Write clear, smoothly flowing text in an appropriate style.
	Write personal letters describing experiences and impressions.	Write and respond to personal letters describing experiences and impressions.	Write an (expository) essay or report, passing on information or giving reasons in support of or against a particular point of view or issue.	Write about complex subjects in a letter to the editor, an essay, or a report, underlining what they consider to be salient issues.	Write summaries and reviews of professional or literary works.
	Write a brochure or advertisement.	Write short formal letters of inquiry and complaint.	Write letters highlighting the personal significance of events and experiences.	Select style, appropriate to the reader in mind, e.g. concise writing.	Write a synthesis essay on literature (450 – 500 words).
	Write a narrative paragraph with a prompt.	Respond to question prompts.	Write formal letters of complaint, invitation, thanks, apology and letters to the editor.	Write a narrative or a story with a clear plot.	
	Write a short (auto) biography.	Write a persuasive advertisement	Write simple reports (350 – 400 words).	Plan, organize and write a synthesis essay on a topic of interest (450 – 500 words).	
	Write an expository paragraph (200 words).	Write a short narrative with a clear beginning and end.			
	Write a short dialogue (300 words).				

Spoken interaction	<p>Interact in most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Produce and participate in skits (role-playing) in a group.</p>	<p>Interact in most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Evaluate and incorporate feedback from peers and teachers about skits.</p>	<p>Interact with a degree of fluency and spontaneity with members of community.</p> <p>Participate actively in discussion in familiar contexts, accounting for and sustaining own views.</p> <p>Participate in a mock parliament concerning social issues.</p>	<p>Express themselves fluently and spontaneously with confidence.</p> <p>Use language flexibly and effectively for social and professional purposes.</p> <p>Formulate ideas and opinions with precision and relate their contribution skillfully to those of other speakers, for instance in a debate.</p>	<p>Take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>Express themselves fluently and convey finer shades of meaning precisely. When problems arise, can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
Spoken production	<p>Use a series of adverbial and adjectival phrases and sentences to describe in simple terms own family and other people, living conditions, educational background and present or most recent job.</p> <p>Can hold a monologue (3 mins) on a topic of choice.</p> <p>Recite a poem or prose.</p> <p>Narrate a story or relate the plot of a book or film and express own reactions and opinion.</p>	<p>Use transitional phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.</p> <p>Briefly give reasons and explanations for opinions and plans.</p> <p>Narrate a story or relate the plot of a book or film and express own reactions and opinion.</p> <p>Hold a brief presentation about social issues (4 mins).</p>	<p>Present clear, detailed descriptions on a wide range of subjects related to their field of interest.</p> <p>Explain and defend a viewpoint on a topical issue giving the advantages and disadvantage of various options.</p>	<p>Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>

Listening	<p>Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).</p> <p>Interpret and incorporate feedback from teachers and peers to improve themselves.</p>	<p>Distinguish the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>Identify the main point of many radio or TV programs on current affairs or topics of personal interest when the delivery is relatively slow and clear.</p>	<p>Interpret and paraphrase extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>Interpret most TV news and current affairs programs.</p> <p>Interpret the majority of films in standard English.</p>	<p>Understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.</p> <p>Understand TV programs and films without too much effort.</p>	<p>Understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.</p> <p>Understand TV programs and films without too much effort.</p>
Literature	<p>Vocab on A2-B1 level². Selection of units 5 – 35; 42 – 54; 59 – 73.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Tenses: <ul style="list-style-type: none"> o Present simple o Present continuous o Past simple (ir)regular o Past continuous - Quantifiers - Parts of speech - double negatives - punctuation: .,?!AaBb - Mechanics of writing: conjunctions - Sentence structures. 	<p>Vocab on B1 level Selection of units 36 – 41; 55 – 58; 69 – 100.</p> <p>Grammar Review</p> <ul style="list-style-type: none"> - Tenses: <ul style="list-style-type: none"> o Present perfect (cont.) o Past perfect (cont.) o Simple future o Future continuous o Future perfect (cont.) - Parts of speech - conditionals - punctuation: .,?!A';"- - linking words. 	<p>3 contemporary books (1 Caribbean literature, 1 free literature, 1 free of choice) Variety of genres</p>	<p>4 books (1 classic American, 1 classic English, 1 classic Caribbean, 1 contemporary)</p>	<p>3 books</p>

² Material for forms 1 and 2: *English Vocabulary in Use – pre-intermediate & intermediate* by Cambridge University Press, third edition (2012).

Grammar + vocabulary	<ul style="list-style-type: none"> • Theme: (meta-) cognitive study skills. • Main ideas: Paragraph-level. 	<ul style="list-style-type: none"> • Theme: reading is fun • Metacognitive Reading Skills (sciences, history etc). • Main ideas vs supporting ideas: multi-paragraph-level. <p>Text structures newspaper articles.</p>	<p>Vocab on B2 level³ Selection of units 5 – 78;</p> <p>Grammar - Tenses cumulative - Modals - Gerunds - linking words. Mechanics of writing.</p>	<p>Vocab on C1 level. Selection of units 79 – 100;</p> <p>Grammar - tenses cumulative - all grammar recap.</p>	<p>Vocab when needed.</p> <p>Grammar when needed.</p>
Other	<p>Summarize short, simple texts.</p> <p>Identify specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and interpret short simple personal letters.</p> <p>Appreciate and analyze short simple poetry and prose.</p>	<p>Interpret and analyze texts that consist mainly of high frequency everyday language.</p> <p>Understand the description of events, feelings and wishes in personal letters.</p> <p>Appreciate and analyze a variety of simple prose and poetry.</p>	<p>Theme: Rights and Responsibility.</p>	<p>Theme: professionalism.</p>	<p>Exam preparation.</p>

³ Material for forms 3 and 4: *English Vocabulary in Use – upper-intermediate* by Cambridge University Press, third edition (2012).

English vocational stream overview

	FORM 1	FORM 2	FORM 3V	FORM 4V	FORM 5V
Target level ⁴	A2-B1	B1	B1 - B2	B2	B2
	By the end of each school year, students are able to ...				
Reading	Summarize short, simple texts. Identify specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and interpret short simple personal letters. Appreciate and analyze short simple poetry and prose.	Interpret and analyze texts that consist mainly of high frequency everyday language. Understand the description of events, feelings and wishes in personal letters. Appreciate and analyze a variety of simple prose and poetry.	Interpret and analyze texts that consist mainly of high frequency everyday language. Understand the description of events, feelings and wishes in personal and formal letters. Follow more complex written instructions. Recognize text structures.	Interpret and analyze long and complex factual texts (such as newspaper articles, journals, magazine articles and letters). Explain textual cues and their connections.	Interpret and analyze long and complex factual texts (such as newspaper articles, journals, magazine articles and letters), appreciating distinctions of style. Explain and analyze textual cues and their connections and analyze structures and style and register.

⁴ According to the Common European Framework of Reference (CEFR)

<p style="text-align: center;">Writing</p>	<p>Write simple notes, diary entries and messages relating to matters in areas of immediate environment and needs.</p> <p>Write personal letters describing experiences and impressions.</p> <p>Write a brochure or advertisement.</p> <p>Write a narrative paragraph with a prompt.</p> <p>Write a short (auto) biography.</p> <p>Write an expository paragraph.</p> <p>(200 words)</p>	<p>Write simple connected text (exposition or diary entry) on topics that are familiar, or of personal interest.</p> <p>Write and respond to personal letters describing experiences and impressions.</p> <p>Write short formal letters of inquiry and complaint.</p> <p>Respond to question prompts.</p> <p>Write a persuasive advertisement</p> <p>Write a short narrative with a clear beginning and end.</p> <p>Write a short dialogue.</p> <p>(300 words)</p>	<p>Write clear, detailed text on a wide range of subjects related to own interests.</p> <p>Write a simple report, passing on information or giving reasons in support of or against a particular point of view or action.</p> <p>Write letters highlighting the personal significance of events and experiences.</p> <p>Write formal letters of complaint and apology.</p> <p>Write a meeting agenda.</p> <p>Create a persuasive advertisement.</p> <p>(350 words)</p>	<p>Express themselves in clear, well-structured text, on subjects related to own interests, such as an (auto-) biography.</p> <p>Write a complete employment letter and resumé and a report.</p> <p>Adequately incorporate and compare various sources of information in a reflective job training report.</p> <p>(400 words)</p>	<p>Can express themselves in clear, well-structured text, expressing points of view with appropriate supporting details.</p> <p>Write about complex subjects in a (employment) letter or a report, highlighting what they consider to be salient issues.</p> <p>Select style appropriate to the reader in mind.</p> <p>(450 words)</p>
<p style="text-align: center;">Spoken interaction</p>	<p>Interact in most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Produce and participate in skits (role-playing) in a group.</p>	<p>Interact in most situations likely to arise while travelling in an area where the language is spoken.</p> <p>Spontaneously participate in conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Evaluate and incorporate feedback from peers and teachers about skits.</p>	<p>Interact with a degree of fluency and spontaneity with members of the community.</p> <p>Participate actively in discussion in familiar contexts, accounting for and sustaining own views.</p>	<p>Interact with a degree of fluency and spontaneity with members of the community.</p> <p>Participate actively in discussion in familiar contexts, accounting for and sustaining own views.</p> <p>Politely and effectively give simple instructions.</p>	<p>Interact with a degree of fluency and spontaneity with members of the community.</p> <p>Participate actively in discussion in familiar contexts, accounting for and sustaining own views.</p> <p>Politely and effectively give instructions.</p>

Spoken production	Use a series of adverbial and adjectival phrases and sentences to describe in simple terms own family and other people, living conditions, educational background and present or most recent job. Can hold a monologue (3 mins) on a topic of choice. Recite a poem or prose. Narrate a story or relate the plot of a book or film and express own reactions and opinion.	Use transitional phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and express own reactions and opinion. Hold a brief presentation about social issues (4 mins).	Present clear, detailed descriptions on a wide range of subjects related to their field of interest. Explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.	Present clear, detailed descriptions on a wide range of subjects related to their field of interest in for instance a presentation. Explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.	Present clear, detailed descriptions on a wide range of subjects related to their field of interest in a presentation. Explain a viewpoint on a topical issue giving the advantages and disadvantage of various options.
Listening	Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). Interpret and incorporate feedback from teachers and peers to improve themselves.	Distinguish the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Identify the main point of many radio or TV programs on current affairs or topics of personal interest when the delivery is relatively slow and clear.	Understand short speech and follow simple lines of argument provided the topic is reasonably familiar. Understand the main idea of news and current affairs programs. Understand the majority of recordings and films in standard dialect.	Interpret longer speech and follow somewhat complex lines of argument provided the topic is reasonably familiar. Understand most news and current affairs programs. Easily understand TV programs and films and recordings.	Interpret longer speech and follow somewhat complex lines of argument provided the topic is reasonably familiar. Understand most news and current affairs programs. Easily understand TV programs and films and recordings.

Grammar + vocabulary	<p>Vocab on A2-B1 level⁵. Selection of units 5 – 35; 42 – 54; 59 – 73.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Tenses: <ul style="list-style-type: none"> o Present simple o Present continuous o Past simple (ir)regular o Past continuous - Quantifiers - Parts of speech - Double negatives - Punctuation: .,?!AaBb - Mechanics of writing: conjunctions - Sentence structures. 	<p>Vocab on B1 level Selection of units 36 – 41; 55 – 58; 69 – 100.</p> <p>Grammar</p> <p>Review</p> <ul style="list-style-type: none"> - Tenses: <ul style="list-style-type: none"> o Present perfect (cont.) o Past perfect (cont.) o Simple future o Future continuous o Future perfect (cont.) - Parts of speech - Conditionals - Punctuation: .,?!A';"- - Linking words. 	<p>Vocab on B1 level</p> <p>Grammar</p> <ul style="list-style-type: none"> - Tenses cumulative - Modals - Linking words 	<p>Vocab on B1 level.</p> <p>Grammar</p> <ul style="list-style-type: none"> - Tenses cumulative - All grammar recap. 	<p>Vocab when needed.</p> <p>Grammar when needed.</p>
Other	<ul style="list-style-type: none"> • Theme: (meta-) cognitive study skills • Main ideas: Paragraph-level. 	<ul style="list-style-type: none"> • Theme: reading is fun • Metacognitive Reading Skills (sciences, history etc) • Main ideas vs supporting ideas: multi-paragraph-level • Text structures newspaper articles. 	<ul style="list-style-type: none"> • Theme: risk-taking. 	<ul style="list-style-type: none"> • Theme: professionalism and etiquette. 	<ul style="list-style-type: none"> • Exam preparation and projects.

⁵ Material for forms 1 and 2: *English Vocabulary in Use – pre-intermediate & intermediate* by Cambridge University Press, third edition (2012).

English B overview

	Form 1	Form 2	Form 3	Form 4 and 5
	Students are able to...			
Poetry	<p>Read various forms of poetry at a simple level for appreciation, understanding and enjoyment (e.g. Limerick, haiku).</p> <p>Identify and interpret poetic devices/figurative language used in poetry. Simile, metaphors, personification.</p> <p>Create poems to highlight specific themes of student's choice.</p> <p>Identify the use of imagery to enhance meaning in poetry. Identify the mood, theme, and structure of a poem, prose, and skit.</p> <p>Distinguish specific themes of poetry/prose.</p> <p>Analyze and answer questions on specific</p>	<p>Read various forms of poetry on a somewhat complex level of interpretation, appreciation and enjoyment.</p> <p>Identify and examine poetic devices / figurative language and how they are used in a poem. Alliteration and associative use in poetry.</p> <p>Identify and examine the use of imagery to comment on its effectiveness in poems.</p> <p>Identify the mood, theme, and structure of a poem and comment on their effectiveness.</p> <p>Distinguish specific themes of poetry/prose.</p> <p>Analyze and answer questions on specific poems.</p>	<p>Read various forms of slightly more complex poetry for interpretation, appreciation and enjoyment.</p> <p>Compare/contrast poetic devices / figurative language, and imagery and how it enhances meaning in poems. Oxymoron, rhythm, rhyming scheme (internal and end rhyme).</p> <p>Analyze mood, theme, voice in poetry, and create poetry.</p> <p>Evaluate the basic elements of poetry (e.g. literal meaning, tone, rhythm, rhyme).</p> <p>Critique the poet's craft / style.</p> <p>Analyze and answer questions on poems.</p>	<p>Respond to and write West Indian and non West Indian poetry. Make critical judgment on values, feelings, concepts, expressed by the writer / poet and relate these to real life situations.</p> <p>Describe and analyze details (i.e. to break down and select relevant information) to support their judgments; and draw information from various texts in order to answer a particular question.</p> <p>Have an elementary awareness of the writer's craft (i.e. technique in the shaping of language and presentation of human character and behavior). Respond to opinion from the poetic genre by presenting argument based on relevance to the work.</p> <p>Write thoughtful, analytical answers; Recognize and distinguish between qualities of feelings and moral assumptions as presented in specific texts.</p> <p>Grasp concepts and values and understand how these are manifested in literature.</p>

	poems.			
Prose	<p>Read various types of simple short stories, prose and fiction for appreciation, enjoyment, interpretation and understanding.</p> <p>Identify, understand, interpret and appreciate the writer's use of imagery and other figurative devices to enhance meaning.</p> <p>Identify the basic elements of the short story (plot, character, theme, setting, resolution, climax, conflict).</p> <p>Distinguish between main and subordinate characters.</p> <p>Analyze and answer questions on specific stories and literary texts.</p>	<p>Read various types of somewhat complex short stories, prose and prose fiction for appreciation, enjoyment and interpretation.</p> <p>Identify, understand, interpret and appreciate the writer's use of imagery and other figurative devices to enhance meaning.</p> <p>Identify and examine elements of the short story (plot, character, theme, setting, resolution, climax, conflict).</p> <p>Distinguish between main and subordinate characters.</p> <p>Analyze and answer questions on characters in specific stories and literary texts.</p>	<p>Read various types of slightly more complex short stories, prose and prose fiction for appreciation, enjoyment and interpretation (alliteration, assonance, sarcasm, irony, onomatopoeia).</p> <p>Identify, understand, interpret and appreciate the writer's use of imagery and other figurative devices to enhance meaning.</p> <p>Identify, compare and contrast the basic elements of short stories (plot, character, theme, setting, resolution, climax, conflict).</p> <p>Distinguish between main and subordinate characters.</p> <p>Perform a critical analysis of stories. Answer questions on specific stories and novels.</p>	<p>Respond to Indian and non- West Indian novels and extracts from short stories to make critical judgment on values, feelings, concepts, expressed in this genre and relate these to real life situations.</p> <p>Describe and analyze details (i.e. to break down and select relevant information) to support their judgments; and draw information from various texts in order to answer a particular question.</p> <p>Have an elementary awareness of the writer's/ author's craft (i.e. technique in the shaping of language and presentation of human character and behavior).</p> <p>Respond to opinion from the poetic genre by presenting argument based on relevance to the work.</p> <p>Write thoughtful, analytical answers; Recognize and distinguish between qualities of feelings and moral assumptions as presented in specific texts.</p> <p>Grasp concepts and values and understand how these are manifested in literature.</p>

			Compare and contrast stories and literary texts.	
Drama	<p>Identify, interpret, explain and appreciate the literary genre drama.</p> <p>Identify the basic elements of a play (scene, act, stage, direction).</p> <p>Read and dramatize monologues, skits and short plays.</p> <p>Interpret and explain the role of monologue in life.</p> <p>Create skits based on a chosen issue or situation in society.</p> <p>Identify technical terms in drama, production or play (e.g. stage management, setting, lighting, playwright, stage, stage directions, director, script...).</p> <p>Analyze a short extract from a play.</p>	<p>Identify, interpret, explain and appreciate the literary genre drama.</p> <p>Identify the basic elements of a play (act, scene, stage, direction, props, etc.).</p> <p>Read, interpret and explain the role of monologues, skits and short plays, read and act out.</p> <p>Create skits based on a chosen issue, or situation.</p> <p>Identify some technical terms in drama (e.g. playwright, stage, stage direction, director, script...).</p> <p>Analyze and interpret a short extract from a play.</p> <p>Answer questions on a specific play.</p> <p>Identify parts of a</p>	<p>Identify, interpret, explain and appreciate the literary genre drama.</p> <p>Identify, elements of a play. Read and dramatize monologues, skits and short stories and comment on them.</p> <p>Create and comment on skits based on a chosen issue or situation in society.</p> <p>Identify technical terms in drama (e.g. playwright, stage, stage direction, director, script...).</p> <p>Read and analyze a specific Shakespearean and one Modern Play. Answer questions on specific plays.</p> <p>Identify basic parts of a stage (e. g .USC: upstage center).</p> <p>Answer questions on more complex specific</p>	<p>Respond to Shakespearean and modern plays (West Indianan and non West Indianan) to make critical judgement on values, feelings, concepts, expressed in this genre and relate these to real life situations.</p> <p>Describe and analyze details (i.e. to break down and select relevant information) to support their judgements; and draw information from various texts in order to answer a particular question.</p> <p>Have an elementary awareness of the writer's/ author's craft (i.e. technique in the shaping of language and presentation of human character and behavior).</p> <p>Respond to opinion from the dramatic genre by presenting argument based on relevance to the work.</p> <p>Write thoughtful analytical answers; Recognize and distinguish between qualities of feelings and moral assumptions as presented in specific texts.</p> <p>Grasp concepts and values and understand how these are manifested in literature.</p>

	<p>Answer questions on a specific play. Identify basic parts of a stage (e. g .USC: upstage center).</p>	<p>stage and use in a production (e. g .USC: upstage center) and use it in production of skits.</p> <p>Answer questions on a somewhat complex specific play. Identify basic parts of a stage (e. g .USC: upstage center).</p>	<p>play. Identify basic parts of a stage (e. g .USC: upstage center).</p>	
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Dutch

Description

Dutch receives a lot of attention in our school. Some of our students will continue their studies in the Netherlands, and therefore need to comprehend Dutch. We look into language and culture of the Netherlands and the Dutch Caribbean. The four main language skills – listening, speaking, writing and reading – get a lot of attention, in order to make our students strong communicators, in both writing and speaking.

Exam

Academic: Cambridge.

Vocational: Level tests and portfolio.

Remarks

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Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	5	5	5	5	5
Vocational stream			5	4	4

Dutch academic stream overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Target level	ERK A1	ERK A2	ERK A2-B1	CAM Core A2 <i>CAM Extended B1</i>	CAM Core A2 <i>CAM Extended B1</i>
	Students are able to...				
Reading	<p>Identify the main idea in simple informative texts about own environment.</p> <p>Select specific information from simple informative texts, e.g. announcements, brochures and advertisements.</p>	<p>Recognize informative texts about personal and extended environment.</p> <p>Identify the relation within sentences and between paragraphs (omdat, want, maar, en, ook).</p>	<p>Recognize and explain texts on a wider variety of topics.</p> <p>Apply reading strategies to understand informative texts and instructions.</p>	<p>Apply reading strategies.</p> <p>Recognize and understand informative and persuasive texts.</p> <p>Identify relations within sentences and between paragraphs in more complex texts.</p> <p>Select relevant information from tables and graphics.</p> <p>Recognize chronological and logical relations in texts.</p> <p>Identify the objectives of texts from a wider range of sources.</p> <p>Make inferences from information in texts.</p>	<p>Further develop the skills needed to meet the requirements of the CAM exams.</p> <p>Further extend the skills to comprehend relevant information and texts.</p>
Writing	Produce personal short informative texts about themselves, their own environment (self, family,	Produce short personal and informative text about daily life.	Compose informative and personal text (personal letter, postcard, announcement, memo).	Compose informative, more complex personal and formal letters/ memos.	Further develop the skills needed to meet the CAM requirements for writing.

	school).	Produce simple personal letters and cards. Fill out simple forms with personal data.	Understand and be able to fill in application forms, be able to make reservations, to fill out orders forms and registration forms.		
Speaking	Introduce themselves to others. Use conventional polite questions. Exchange simple information about personal daily matters.	Speak about a wider range of subjects. Respond orally in various situations. Respond to and carry out oral instructions.	Prepare and give a short presentation on topics of personal, general or educational interest. Perform structured role plays.	Prepare and give extended presentations on typical Dutch artists, historical events, buildings, celebrations, festivities, etc. (3+ minutes). Perform more elaborate structured role plays (following the relevant conventions). Engage in advanced general conversation on a wider variety of topics.	Engage in advanced general conversation on a wider variety of topics. Engage in conversation reacting spontaneously to feed back given.
Listening	Identify the main idea in a conversation. Identify relevant information in informative text and announcements.	Identify relevant information in a conversation on more difficult topics. Identify the main idea in informative text and announcements. Arrange information from instructions.	Apply strategies to attain information from spoken language. Identify main points from details.	Apply strategies to attain information from spoken language. Identify main points from details. Infer/draw conclusions from spoken language. Provide reasons for opinions (why etc.).	Apply strategies to attain information from spoken language. Identify main points from details. Infer/draw conclusions from ideas and identify relationships between ideas within the material. Demonstrate general and specific understanding of longer and more complex material.

					Exams preparation.
Literature	<p>Short stories.</p> <p>Experience fun in reading.</p> <p>Explain the meaning of the title.</p> <p>Identify main character, other characters, location, time, place in history, message of the story.</p>	<p>Short stories. 1 book.</p> <p>Experience fun in reading.</p> <p>Explain the meaning of the title.</p> <p>Identify main character, other characters, location, time, place in history, message of the story. Identify types of stories.</p>	<p>Short stories. 2 books.</p> <p>Experience fun in reading.</p> <p>Explain the meaning of the title.</p> <p>Identify main character, other characters, location, time, place in history, message of the story.</p> <p>Identify types of stories. Compare main characters between the books.</p>	<p>3 books (more complex chronology).</p> <p>Experience fun in reading.</p> <p>Explain the meaning of the title.</p> <p>Identify main character, other characters, location, time, place in history, message of the story.</p> <p>Identify types of stories. Compare main characters etc. between the books.</p>	<p>1 book.</p> <p>Analyze the story on characters etc.</p>
<p>Grammar</p> <p>Students are able to understand and apply the use of:</p>	<p>Nouns and diminutives, ordinals, numerals. Singular and plural nouns. Verbs 'hebben' and 'zijn'. Personal and possessive pronouns. Negatives. Cardinals Question words. Adjectives. Auxiliaries(to have, to be) Subject, Finite Verb, Predicate (onderwerp, persoonsvorm, wwgezegde) Sentence and question structure (simple sentences). Present tense.</p>	<p>Adjectives. Comparison. Personal pronouns. Inversion. Ordinals. Auxiliaries e.g. 'kunnen', 'mogen'. Demonstrative pronouns. Use of Dutch 'er'. Compound sentences. Present tense. Present perfect</p>	<p>Complex sentences ('dat', 'of'). 'om te + infinitief'. Dreams and wishes ('ik zou...', 'omdat'). Active form. Compound words. Adjectives (2). Separable verbs. Present tense. Present perfect. Simple past tense. Past perfect tense.</p>	<p>Passive form. Inversion. 'er'. Word order. Present tense. Present perfect. Simple past tense. Past perfect tense.</p>	<p>To apply learned grammar in speaking and writing.</p>

	Present perfect.				
Vocabulary	Self description (age, birthday etc.) Family, school, free time, sports, close environment, greetings, telling time	Extended family, comparative size, furniture, housing, means of transport, labels, holidays.	Looking for..., types of persons (sportief, huiselijk,) culture, making reservations, purchasing tickets, money transactions, interviews, telephone conversations, work, weather, typical Dutch expressions	Extended vocab pertaining to every day situations. Studying and living abroad.	Extended vocab pertaining to every day situations.

Dutch vocational stream overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Target level	ERK A1	ERK A2	ERK A2	ERK A2-B1	ERK A2-B1
	Students are able to...				
Reading	<p>Identify the main idea in simple informative texts about own environment.</p> <p>Select specific information from simple informative texts, e.g. announcements, brochures and advertisements.</p>	<p>Recognize informative texts about personal and extended environment</p> <p>Identify the relation within sentences and between paragraphs (omdat, want, maar, en, ook).</p>	<p>Apply reading strategies to understand informative texts and instructions within the context of vocational profiles.</p> <p>State the main topic and main idea of texts.</p> <p>Answer questions on the main information in texts.</p>	<p>Apply reading strategies to understand more complex informative text and instructions within the context of the vocational profiles.</p> <p>Select relevant information from tables and graphics.</p> <p>Recognize chronological and logical relations in texts.</p>	<p>Apply reading strategies to comprehend the main idea in different types of texts at a more complex level.</p> <p>Draw conclusions from more complex texts.</p> <p>Be able to substantiate one's point of view on information from texts.</p>
Writing	<p>Produce personal short informative texts about themselves, their own environment (self, family, school).</p>	<p>Produce short personal and informative text about daily life.</p> <p>Produce simple personal letters and cards.</p> <p>Fill out simple forms with personal data.</p>	<p>Compose informative and personal text (personal letter, postcard, announcement, memo).</p> <p>Understand and be able to fill in application forms, be able to make reservations, to fill out orders forms and registration forms.</p>	<p>Write short formal e-mails.</p> <p>Produce simple reports on incidents.</p> <p>Fill out forms on incidents, application forms and short complaints.</p> <p>Request information on placed orders.</p> <p>Produce any other simple text in the profile area.</p>	<p>Produce more complex texts on a wide variety of topics within the vocational profile as stated in form 4.</p>
Speaking	<p>Introduce themselves to others.</p> <p>Use conventional polite</p>	<p>Speak about a wider range of subjects.</p> <p>Respond orally in various</p>	<p>Respond orally to various situations or instructions.</p> <p>Produce simple</p>	<p>Produce presentations and reports on more complex topics related to field of work.</p>	<p>Prepare and give a presentation on a topic from Profile area.</p>

	<p>questions.</p> <p>Exchange simple information about personal daily matters.</p>	<p>situations.</p> <p>Respond to and carry out oral instructions.</p>	<p>descriptions and reports on topics.</p> <p>Related to field of work.</p> <p>Perform structured role plays (following stated conventions: politeness, expressing gratitude, greetings, messaging, requesting, making an apology in person or via telephone).</p>	<p>Interact and communicate with customers (e.g. reaction to complaints, requests, placing of orders).</p> <p>Participate in consultations and meetings on the job.</p> <p>Substantiate one's point of view in meetings.</p>	<p>Respond to questions to topic presentation.</p> <p>Substantiate one's point of view on information/ statement(s) related to presented topic (Profile area).</p>
Listening	<p>Identify the main idea in a conversation.</p> <p>Identify relevant information in informative texts and announcements.</p>	<p>Identify relevant information in a conversation on more difficult topics.</p> <p>Identify the main idea in texts, announcements and from instructions.</p>	<p>Distinguish main points in spoken everyday language.</p> <p>Apply strategies relevant to obtain information from spoken language.</p> <p>Identify main points from details.</p>	<p>Distinguish spoken language in more complicated situations.</p> <p>Apply strategies to obtain relevant information from spoken language.</p>	<p>Identify the main points from a wider range of sources (letter, text etc.)</p> <p>Apply strategies to distinguish main points from details.</p> <p>Infer/draw conclusions from different sources (i.e. a telephone conversation).</p>
Literature	<p>Short stories</p> <p>Experience fun in reading. Explain the meaning of the title.</p> <p>Identify main character, other characters, location, time, place in history, message of the story.</p>	<p>Short stories</p> <p>Experience fun in reading. Explain the meaning of the title.</p> <p>Identify main character, other characters, location, time, place in history, message of the story.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

		Identify types of stories.			
Grammar and Spelling	<p>Nouns and diminutives, ordinals, numerals. Singular and plural nouns. Verbs 'hebben' and 'zijn'. Personal and possessive pronouns. Negatives. Cardinals Question words. Adjectives. Auxiliaries(to have, to be) Subject, Finite Verb, Predicate (onderwerp, persoonsvorm, wwgezegde) Sentence and question structure (simple sentences).</p> <p>Present tense. Present perfect.</p>	<p>Adjectives. Comparison. Personal pronouns. Inversion. Ordinals. Auxiliaries e.g. 'kunnen', 'mogen'. Demonstrative pronouns. Use of Dutch 'er'. Compound sentences. Present tense. Present perfect</p>	<p>Apply basic grammar and spelling rules. Compound words. Present tense. Present perfect tense. Simple past tense.</p>	Apply basic and more complex grammar and spelling rules.	Apply basic and more complex grammar and spelling rules.
Vocabulary	Use vocabulary pertaining to close environment (e.g. family, school, free time, sports).	Use vocabulary related to close environment, (extended family, comparative size, furniture, housing, means of transport, labels, holiday).	Learn and apply vocabulary related to profile area(s).	Apply extended vocabulary related to profile area(s).	Apply extended vocabulary pertaining to profile area(s).

Mathematics

Description

Mathematics is a problem-solving tool. Every citizen needs basic computational skills (addition, subtraction, multiplication and division). We teach our students to use these mentally to solve everyday problems. They also should recognize the importance of accuracy in computation as the foundation for deductions and decisions based on the results. We provide them with a choice of mathematical techniques to be applied in a variety of situations. They need to use mathematics in many forms of decision-making: shopping, paying bills, budgeting and for the achievement of personal goals: critically evaluating advertisements, taxation, investing, commercial activities, banking, working with and using current technologies, measurements and understanding data in the media.

Exam

Academic: CXC.

Vocational: Level tests and portfolio.

Remarks

- The CXC syllabus taught in form 4 and 5 contains exams objectives that are summarized in this document. Please refer to the CXC syllabus for a detailed overview.
- MBO math curriculum follows the 2F level of the MBO outline.

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	5	5	5	5	5
Vocational stream			3	2	2

Mathematics academic overview

	Form 1	Form 2	Form 3	Form 4	Form 5
	Students will/are able to...				
Computation	Use four basic operations to solve problems involving fractions, decimals and whole numbers. -BEDMAS.	Use four basic operations to solve problems involving integers and mixed fractions.	Use four basic operations to solve problems involving complex integers, including negative fractions.	Evaluate fractions and whole numbers in mix operations involving the four basic operations.	Demonstrate an understanding of place value. Demonstrate computational skills. Be aware of the importance of accuracy in computation. Appreciate the need for numeracy in everyday life. Demonstrate the ability to make estimates fit for purpose.
Number Theory	<p>Compare and order fractions and recognize equivalent fractions.</p> <p>Describe decimals as fractions and vice versa.</p> <p>Recognize sequences and number patterns.</p> <p>Express a quantity as a percentage of a whole number and of another quantity.</p>	<p>Extend the number line to include negative numbers.</p> <p>Recognize and apply negative numbers appropriately.</p> <p>Compare and order integers and rational numbers.</p> <p>Estimate the results of computations with decimals, fractions and percentages.</p> <p>Understand the concept of fractions as ratios.</p>	<p>Interrelate fractions, decimals and percentage.</p> <p>Understand significant figures as a means of approximation and the need for standard form.</p> <p>Recognize exponents as repeated multiplication.</p> <p>Apply the exponential laws in simplifying algebraic expressions.</p> <p>Compare two quantities as a ratio.</p> <p>Solve problems that involve ratio and proportion.</p>	<p>Distinguish among sets of numbers.</p> <p>Generate a term of a sequence given a rule.</p> <p>Derive an appropriate rule given the terms of a sequence.</p> <p>Solve problems involving concepts in number theory.</p>	<p>Understand and appreciate the decimal numeration system.</p> <p>Appreciate the development of different - numeration systems.</p> <p>Demonstrate the ability to use rational approximations of real numbers.</p> <p>Demonstrate the ability to use number properties to solve problems.</p> <p>Develop the ability to use patterns, trends and investigative skills.</p>

Consumer Arithmetic	<p>Use knowledge of unit price to determine “best buy”.</p> <p>Distinguish between and calculate profit and loss. Calculate profit and loss per cent.</p>	<p>Understand the concept of interest and calculate interest on loans and deposits.</p> <p>Explain and calculate commissions and taxes.</p> <p>Evaluate the calculations involved in determining utility bills.</p>	<p>Illustrate the advantages and disadvantages of hire purchase.</p> <p>Understand foreign exchange rate and convert between currencies.</p>	<p>Calculate discount, sales tax, profit or loss, interest.</p> <p>Solve problems involving profit and loss, simple and compound interest, and hire purchase.</p>	<p>Develop the ability to perform the calculations required in normal business transactions, and in computing their own budgets.</p> <p>Appreciate the need for both accuracy and speed in calculations.</p> <p>Appreciate the advantages and disadvantages of different ways of investing money.</p> <p>Appreciate the business arithmetic is indispensable in everyday life.</p> <p>Demonstrate the ability to use concepts in consumer arithmetic to describe, model and solve real-world problems.</p>
Sets	<p>Apply the language of sets.</p> <p>Understand and use basic set notation.</p> <p>Create simple Venn diagrams.</p>	<p>Use Venn diagrams to illustrate data.</p> <p>Construct Venn diagrams to represent relationships among sets.</p>	<p>Describe basic relationships between sets using set notation.</p> <p>Obtain information from Venn diagrams.</p> <p>Illustrate information from Venn diagrams (2 or more sets).</p> <p>Construct Venn diagrams to solve real world problems.</p>	<p>Describe relationships among sets using set notation and symbols.</p> <p>Solve problems in Number Theory, Algebra and Geometry using concepts in Set Theory.</p>	<p>Demonstrate the ability to communicate using set language and concepts.</p> <p>Demonstrate the ability to reason logically.</p> <p>Appreciate the importance and utility of sets in analysing and solving real-world problems.</p>

<p>Measurement</p>	<p>Demonstrate an understanding of the basic quantities of measurement.</p> <p>Recall the units of measurement for the basic quantities.</p> <p>Calculate area and perimeter of regular and irregular shapes.</p> <p>Understand volume as space occupied.</p>	<p>Discover the formula for the area of triangles, parallelograms and trapezoids.</p> <p>Investigate the relationship between the diameter and the circumference of a circle.</p> <p>Investigate the relationship between the radius and the area of a circle.</p> <p>Use formulas to solve problems involving perimeter and area.</p> <p>Find the volume of prisms and cylinders.</p> <p>Convert between units in the metric system.</p>	<p>Calculate area, perimeter and volume of shapes, including composite shapes.</p> <p>Calculate the volume of pyramids, spheres and cones.</p> <p>Determine the surface area of solids.</p> <p>Solve problems involving area, perimeter, volume and surface area.</p>	<p>Calculate the area of sector, the length of arc, the length of a chord and the area of a segment, of a circle.</p> <p>Solve problems involving time, distance and speed.</p> <p>Use maps and scale drawings to determine distances and areas.</p> <p>Solve problems involving measurements.</p>	<p>Understand that the attributes of an object can be quantified using measurement.</p> <p>Appreciate that all measurements are approximate and that the relative accuracy of a measurement is dependent on the measuring instrument and the -measurement process.</p> <p>Demonstrate the ability to use concepts in measurement to model and solve real world problems.</p>
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<p>Statistics</p>	<p>Differentiate between types of data.</p> <p>Collect and record different types of data in a suitable format.</p> <p>Use simple diagrams to represent data (pictograph, bar chart, and pie chart).</p> <p>Understand the concept of probability and expectation.</p>	<p>Organize and evaluate simple data.</p> <p>Construct appropriate graphs to represent data (including line graphs).</p> <p>Discuss the idea of an average as a representative value and the appropriate use of mean, median and mode.</p> <p>Find the three measures of central tendency from raw data.</p> <p>Design simple experiments to demonstrate basic probability.</p>	<p>Represent data graphically (using histogram or other).</p> <p>Calculate the measures of central tendency of ungrouped data.</p> <p>Use the measures of central tendency to describe and interpret information.</p> <p>Discuss when grouping data is appropriate and interpret grouped data given graphically.</p> <p>Discuss the meaning of probability.</p> <p>Design and carry out experiments to determine probability.</p> <p>Describe probability as a fraction or percentage.</p>	<p>Represent grouped data using a cumulative frequency table, histogram and frequency polygons.</p> <p>Determine class features for a given set of data.</p> <p>Calculate measures of central tendency for grouped data.</p> <p>Determine when it is most appropriate to use the mean, median and mode as the average for a set of data.</p> <p>Draw cumulative frequency curve.</p> <p>Determine the measures of spread for raw, ungrouped and grouped data.</p> <p>Identify the sample space for sample experiment.</p> <p>Determine theoretical probabilities of events.</p>	<p>Appreciate the advantages and disadvantages of the various ways of presenting and representing data.</p> <p>Appreciate the necessity for taking precautions in collecting, analyzing and interpreting statistical data and making inferences.</p> <p>Demonstrate the ability to use concepts in statistics and probability to describe, model and solve real-world problems.</p>
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<p>Algebra</p>	<p>Distinguish between variables, terms, expressions, equations and operations.</p> <p>Show methods and rules in flow diagrams.</p> <p>Translate phrases describing simple mathematical relationships into algebraic expressions.</p> <p>Evaluate algebraic expressions by substituting natural numbers for variables.</p> <p>Connect between evaluating algebraic expressions and determining the term in a pattern using the general term.</p> <p>Solve one-step equations by inspection, flow diagrams or guess and check.</p>	<p>Translate statements describing mathematical relationships into algebraic expressions and equations.</p> <p>Evaluate algebraic expressions using substitution with fractions and integers.</p> <p>Connect between solving equations and determining the term number in a pattern, using the general term.</p> <p>Demonstrate an understanding of like and unlike terms.</p> <p>Simplify expressions by adding and subtracting like terms.</p> <p>Solve one-variable equations using a balance model.</p> <p>Write equations to illustrate real-life situations.</p>	<p>Expand and simplify expressions involving one or two variables.</p> <p>Solve first-degree equations.</p> <p>Transpose formulas.</p> <p>Factorize simple algebraic expressions.</p> <p>Discuss the concept of inequalities.</p> <p>Solve simple inequations using number line and algebra.</p> <p>Solve problems that can be modelled with first-degree equations and inequalities.</p>	<p>Perform the four basic operations with algebraic expressions.</p> <p>Apply the distributive law to factorize or expand algebraic expressions.</p> <p>Solve simultaneous linear equations with two variables.</p> <p>Solve quadratic equations.</p> <p>Solve problems involving direct and inverse variation.</p>	<p>Appreciate the use of algebra as a language and a form of communication.</p> <p>Appreciate the role of symbols and algebraic techniques in solving problems in mathematics and related fields.</p> <p>Demonstrate the ability to reason with abstract entities.</p>
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<p>Relations, Functions and Graphs</p>	<p>Plot points using all four quadrants of the Cartesian coordinate plane.</p> <p>Connect points to form patterns.</p>	<p>Draw a mapping of a given relationship.</p> <p>Write a mapping as a set of ordered pairs.</p> <p>Plot the ordered pairs of a mapping as a graph.</p> <p>Determine the slope of a straight line by counting rise and run.</p> <p>Identify the intercepts as points of intersection with the axes.</p>	<p>Construct tables for given mappings.</p> <p>Identify one-to-one mappings and the rule of a mapping.</p> <p>Identify properties of the slope of lines and line segments.</p> <p>Calculate slope.</p> <p>Determine the equation of a line in slope-intercept form.</p> <p>Determine values of a linear relationship by using a table of values, by using the equation of the line, and by interpolating or extrapolating from the graph of the relation.</p> <p>Construct table of values, graphs, and equations to represent realistic situations.</p> <p>Graph lines by hand.</p> <p>Understand point of intersection graphically.</p>	<p>Draw a graph to represent a linear inequality in two variables.</p> <p>Use linear programming techniques to solve problems involving two variables.</p> <p>Derive composite functions.</p> <p>State the relationship between function and its inverse.</p> <p>Draw and interpret graphs of a quadratic function to determine the domain, maximum and minimum value, intercepts, and the equation of the axis of symmetry.</p> <p>Draw and interpret distance-time graphs and speed-time graphs.</p>	<p>Appreciate the importance of relations in Mathematics.</p> <p>Appreciate that many mathematical relations may be represented in symbolic form, tabular or pictorial form.</p> <p>Appreciate the usefulness of concepts in relations, functions and graphs to solve real-world problems.</p>
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<p>Geometry and Trigonometry</p>	<p>Distinguish between rays, lines, line segments and points using correct notation.</p> <p>Sort and classify plane shapes by geometric properties related to symmetry, angles and sides.</p> <p>Identify and understand the concepts of center, radius, chord, segment, sector, and arc of a circle.</p> <p>Distinguish between and compare similar and congruent shapes.</p> <p>Create and analyze designs involving translations, reflections, and simple rotations of plane shapes.</p> <p>Identify the type of angle by observation and given its size in degrees.</p> <p>Estimate the size of an angle. Use a protractor to</p>	<p>Differentiate between the types of triangles.</p> <p>Construct a circle, given its radius, using a pair of compasses.</p> <p>Investigate the angle relationships of intersecting lines, for parallel lines and transversals and the sum of the angles of a triangle.</p> <p>Solve angle relationship problems involving triangles, intersecting lines, and parallel lines and transversals.</p> <p>Determine the relationship between the number of faces, edges and vertices of solids.</p> <p>Graph the image of ordered pairs on the Cartesian coordinate plane after applying a transformation to the original points.</p>	<p>Identify quadrilaterals by geometric properties of symmetry, diagonals, and bisection.</p> <p>Describe the properties and relationships of the interior and exterior angles of triangles, quadrilaterals and other polygons.</p> <p>Solve for unknown angles in given diagrams and problems.</p> <p>Construct triangles, angles and bisectors using geometric tools.</p> <p>Develop the Pythagorean relationship through investigation.</p> <p>Solve problems involving right triangles using the Pythagorean relationship.</p> <p>Graph the image of plane shapes on the Cartesian coordinate plane after applying a transformation to the</p>	<p>Solve geometric problems using properties of: lines, angles, and polygons; circles; congruent triangles; similar figures; faces, edges and vertices of solids; classes of solids.</p> <p>Represent translations in the plane using vectors.</p> <p>Describe a transformation given an object and its image.</p> <p>Use trigonometric ratios in the solution of right-angled triangles.</p> <p>Use the sine and cosine rules in the solution of problems involving triangles.</p> <p>Solve practical problems involving heights and distances in three-dimensional situations.</p>	<p>Appreciate the notion of space as a set of points with subsets of that set (space) having properties related to other mathematical systems.</p> <p>Understand the properties and relationship among geometrical objects.</p> <p>Understand the properties of transformations.</p> <p>Demonstrate the ability to use geometrical concepts to model and solve real world problems.</p> <p>Appreciate the power of trigonometrical methods in solving authentic problems.</p>
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	<p>measure an angle</p> <p>Draw an angle of any given size using a protractor.</p> <p>Describe straight, parallel and perpendicular lines.</p> <p>Construct parallel, perpendicular and intersecting lines using a geometric tools.</p>		original points		
Vectors and Matrices				<p>Explain concepts associated with vectors.</p> <p>Combine vectors.</p> <p>Perform addition, subtraction, multiplication and scalar multiplication of matrices.</p> <p>Evaluate the determinant of a 2 x 2 matrix.</p>	<p>Demonstrate the ability to use vector notation and concepts to model and solve real-world problems.</p> <p>Develop awareness of the existence of certain mathematical objects, such as matrices, that do not satisfy the same rules of operation as the real number system.</p> <p>Demonstrate how matrices can be used to represent certain types of linear transformation in the plane.</p>

Mathematics vocational overview

Form 1 and Form 2 – see Academic overview

	Form 3	Form 4	Form 5
	Students will / are able to:		
Numbers	<p>Understand the relation greater than/smaller than.</p> <p>Represent, compare and order decimals to hundredths and fractions.</p> <p>Convert fractions into decimals.</p> <p>Identify and compare integers found in real-life contexts.</p> <p>Represent and order integers.</p> <p>Evaluate expressions that involve whole numbers, fractions and decimals using order of operations.</p> <p>Calculate perfect squares and roots of perfect squares.</p> <p>Express a quantity as a percentage of another quantity.</p>	<p>Express repeated multiplication using exponential notation.</p> <p>Convert between decimals, fractions and per cent.</p> <p>Estimate, and verify using a calculator, the positive square roots of whole numbers.</p> <p>Evaluate expressions that involve integers and fractions that contain brackets and exponents, using order of operations.</p> <p>Solve problems involving per cents.</p> <p>Solve multi-step problems arising from real-life contexts and involving integers, fractions and decimals.</p>	<p>Demonstrate the ability to communicate mathematical statements using correct notation.</p> <p>Demonstrate an understanding of place value.</p> <p>Demonstrate computational skills.</p> <p>Understand and appreciate the decimal numeration systems.</p> <p>Demonstrate the ability to use number properties to solve problems.</p>
Ratios and Proportions	<p>Demonstrate an understanding of rate as a comparison, or ratio, of two measurements with different units.</p> <p>Solve problems involving the calculation of unit rates.</p> <p>Understand the use of ratio and scale.</p>	<p>Divide a quantity in a given ratio.</p> <p>Identify and describe real-life situations involving two quantities that are directly proportional.</p> <p>Solve problems involving rate.</p> <p>Solve for an unknown value in simple proportions.</p>	<p>Demonstrate an understanding of proportional relationships using ratio and rate.</p> <p>Solve problems using proportional reasoning in a variety of meaningful contexts.</p>

		Solve problems involving simple proportions.	
Measurement and Geometry	<p>Discuss and apply units of measurement to real-life situations.</p> <p>Understand the relationship between units of time.</p> <p>Solve problems that require conversion between metric units of measurement.</p> <p>Perform conversion between the imperial and metric units of measurement.</p> <p>Use formulas to calculate perimeter and area, including composite shapes.</p> <p>Find the volume of prisms and cylinders.</p> <p>Calculate the surface area of prisms and cylinders.</p> <p>Solve problems that involve perimeter, area, volume and surface area.</p>	<p>Read and interpret different types of scales.</p> <p>Choose appropriate units of measurement for the given context.</p> <p>Identify and classify solids.</p> <p>Use formulas to calculate perimeter and area of more complex composite shapes.</p> <p>Calculate the volume and surface area of pyramids, cones and spheres.</p> <p>Solve problems involving real-life applications of perimeter, area, volume, and surface area.</p> <p>Interpret simple working-drawings.</p>	<p>Understand that the attributes of an object can be quantified using measurement.</p> <p>Determine the relationships among units and measurable attributes.</p> <p>Demonstrate the ability to use concepts in measurement to model and solve real-world problems.</p> <p>Understand the properties and relationships among geometrical shapes.</p> <p>Demonstrate the ability to draw conclusions from presentations and descriptions of objects and their places in space.</p>
Relations	<p>Model real-life relationships involving constant rates through investigation using tables of values and graphs.</p> <p>Model real-life relationships involving constant rates using algebraic equations with variables to represent the changing quantities in the relationship.</p> <p>Graph relationships using table of values.</p> <p>Create and interpret simple tables and graphs.</p> <p>Solve problems using information provided in tables and graphs.</p>	<p>Describe the course of a graph.</p> <p>Critically interpret diagrams and graphs.</p> <p>Recognize possible misleading information.</p> <p>Identify the intercepts as points of intersection with the axes.</p> <p>Translate statements describing relationships into algebraic expressions and equations.</p> <p>Describe trends and patterns from a graph.</p> <p>Draw conclusions about the course of a graph</p>	<p>Demonstrate an understanding of the characteristics of linear and exponential relations.</p> <p>Connect various representations of a linear relation.</p> <p>Represent linear growing patterns using graphs, algebraic expressions, and equations.</p> <p>Determine the relationship between the form of an equation and the shape of its graph with respect to linearity and non-linearity.</p> <p>Demonstrate an ability to read, interpret, and</p>

		from a linear equation. Represent linear patterns graphically. Evaluate linear equations by substitution.	draw conclusions from tables and graphs. Solve problems involving linear relations.
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Information technology

Description

Information Technology (IT) has evolved over the past five decade in response to the need for more efficient techniques to manage the significantly increased volume and sophistication of the knowledge reservoir of mankind. In a world characterised by technological innovation and computerized responses to situations in the work place and in the wider society, technology becomes and integral aspect in the development of students.

Exam

Academic stream: CXC.

Vocational: Level tests and portfolio.

Remarks

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	2	2	3	3	3
Vocational stream			2	2	2

IT overview

	Form 1	Form 2	Form 3	Form 4	Form 5
	Students are able to...				
General Care and Protection of the Computer System	<p>Explain what computer ergonomic is.</p> <p>State safety procedures to follow when using a computer lab.</p>	<p>Display health and safety ergonomic when using a computer lab.</p>	<p>Describe ways of caring for computers and peripheral in the working environment.</p>	<p>Discuss health and safety factors associated with computer usage.</p>	<p>Develop an awareness of the general care and physical protection of the computer system.</p>
Hardware Components of a Computer System	<p>Identify basis input and output devices.</p> <p>Differentiate among the components and devices.</p>	<p>Explain the use of various input devices.</p> <p>Explain the use of various output devices.</p>	<p>List various types of storage media and their practical application.</p>	<p>Clarify and categories components of a computer system into hardware.</p>	<p>Develop an understanding of the Hardware component of a computer system.</p>
Software Components of a Computer System	<p>Explain what is computer software.</p> <p>State examples of computer software.</p>		<p>Distinguish between operating system software and application software.</p>	<p>Identify various types of application software.</p> <p>Explain the purpose of various application software.</p> <p>Determine the appropriate software to be use when performing a specific task.</p>	<p>Develop an understating of the Software component of a computer system.</p>
Careers in the Field of Information Technology	<p>Explain concept concepts associated with the internet and intranet.</p>	<p>Use and explain terms associated with data communication.</p> <p>Describe measures to secure data and maintain integrity.</p>	<p>Assess the impact of Information Technology on jobs skills and career.</p> <p>Outline ways by which data can be misused.</p>	<p>Outline reasons for collection, storage and sharing of information.</p> <p>Discuss current technological trends.</p> <p>Describe the roles of various personnel in computer-related professions.</p>	<p>Develop an awareness of the use of computers and the careers in the field of Information Technology.</p>

<p style="text-align: center;">Productivity Tools- (Microsoft Word)</p>	<p>Create a letter using the formatting features of microsoft word.</p> <p>Delete and insert characters, word, lines, sentences and paragraph to create documents.</p> <p>Insert images into a document.</p> <p>Perform saving and retrieving document operations.</p> <p>Perform block operation to select texts in order to make changes to document.</p>	<p>Modifying word documents using the features of MS Word.</p> <p>Copy and move selection of texts.</p> <p>Delete and insert characters, word, lines, sentences and paragraph to create documents.</p> <p>Insert researched contents from the internet to create a word document.</p> <p>Apply bold, italics, underline, uppercase, highlights and justifications to modify documents.</p>	<p>Use column features to create documents.</p> <p>Create a two-column document.</p> <p>Create a three-column newsletter.</p> <p>Use drop case feature to enhance the presentation of newsletter.</p> <p>Delete and insert characters, word, lines, sentences and paragraph to create documents.</p>	<p>Use appropriate features of a word-processing package in the presentation of documents.</p> <p>Use mail-merge facilities in the creation of letters.</p> <p>Insert page number, page breaks, text alignment, margins, tabs and page length to complete documents.</p> <p>Print documents to create portfolios.</p>	<p>Use appropriate header and footer, endnotes and footnotes to correctly create formal documents.</p> <p>Develop a hands-on experience in the use of Word-processing features offered through Microsoft Word.</p> <p>Apply password protection to documents.</p> <p>Retrieve, save, track changes and create backup copy of documents.</p>
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<p style="text-align: center;">Productivity Tools- (Spreadsheet)</p>	<p>Tell what a spreadsheet is.</p> <p>Differentiate among; row, column, cell, cell address and data type.</p> <p>Correctly open a spreadsheet program.</p> <p>Enter data in a spreadsheet.</p> <p>Use the basic computations; addition, subtraction, multiplication and division to calculate cell values in a spreadsheet.</p> <p>Save a spreadsheet with an appropriate name within an appropriate location.</p> <p>Retrieve a saved spreadsheet from a location.</p>	<p>Tell waht a spreadsheet is.</p> <p>Differentiate among; row, column, cell, cell address and data type.</p> <p>Correctly open a spreadsheet program.</p> <p>Enter data in a spreadsheet.</p> <p>Use the basic computations; addition, subtraction, multiplication and division to calculate cell values in a spreadsheet.</p>	<p>Retrieve a saved spreadsheet.</p> <p>Enter data in a spreadsheet.</p> <p>Use advanced feature (if, count, filter) to modify a spreadsheet.</p> <p>Create charts to illustrate data from a spreadsheet.</p> <p>Modify cells in a given spreadsheet.</p> <p>Explain how to insert rows, columns.</p>		<p>Develop a hands-on experience in the use of Spreadsheet features offered through Microsoft Excel.</p> <p>Develop a hands-on experience in the use of database features offered through Microsoft Database Management.</p>
<p>Productivity Tools- (Power Point Presentation)</p>	<p>Tell whats is a powerpoint presentation.</p> <p>Explain the uses of a powerpoint presentation.</p> <p>Create a new powerpoint presentation.</p> <p>Use the features of design, animation and transition to create a powerpoint.</p>	<p>Tell whats is a powerpoint presentation.</p> <p>Explain the uses of a powerpoint presentation.</p>	<p>Research and identify other presentation software.</p> <p>Export a powerpoint presentation to other web tool presentation (example PREZI).</p>		

Physical education

Description

Physical education is more than sports and its rules. It is also an important way of improving health, relieve stress and shake of lethargy. In addition, it is a means for social bonding, a feeling of accomplishment and finding inner potential.

Exam

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Remarks

Swimming, outdoor sports and inter-island competition are currently not done. Arrangements should be made for these components of the curriculum in coming academic year.

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	2	2	2	2	2
Vocational stream			2	2	2

Physical education overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Volleyball	Introduction of volleyball <ul style="list-style-type: none"> ▪ Self-esteem ▪ Working independently Muscle protection: Stretching	The upper-hand The under-hand <ul style="list-style-type: none"> ▪ Cooperation ▪ Acceptance The long functions	The upper-hand The under-hand The serve <ul style="list-style-type: none"> ▪ Competitive Muscle maintenance	Smash Understanding Heart functions	Play volleyball Sportsmanship Weight control
Basketball	Introduction Basketball Working together Strive	The passes Set shot Defence: man to man Tolerance	Lay-up Dribble Jump shot	Defence: Zone	Play Basketball Fair play
Gymnastics	The trampoline The hand stand The card wheel Control	The short mat: Jump roll Hand stand roll Dialogue	The back roll The Ramp Concentration	The long mat Safety Faith in others	Perform a gymnastic Routine Diligence
Tennis	The back-hand The fore-hand Perseverance	The serve Dealing with a loss	The smash Dealing with a win	The volley Respect: Opponent Team mate	Play tennis Respect: Referee Bystanders
Badminton	The serve	The front-court	The back-court	The placement	Play badminton
Athletics	Techniques to improve sprinting and running	The cooper test	Skip-step-jump	High jump Long jump	Athletics
Aerobics with music	Basic Salza steps	Basic Merengue steps	Basic Bachata steps	Aerobics	Performing
Soccer	Passing/stopping Dribbling Game at their level	Shooting Moves (Zidane etc.) Game at their level	Heading Stopping the ball with other parts of the body Game at their level		Soccer
Swimming	<i>Free style Swimming posture Legs</i>	<i>Arms</i>	<i>Legs and arms</i>	<i>Breathing Distance</i>	<i>Free style</i>
Outdoor sports					
Inter island competetion					

Italic areas cannot be met at present, but are envisaged for the future.

Man and society / Social studies

Description

Social science is taught in forms 1 and 2. It is geared towards helping the child in making him/her aware of the things found in their islands and the surrounding Caribbean region. Special emphasis is placed on the history, topography and social events that take place in the wider Caribbean region.

'Social Studies' is the study about man in his environment. It is about his way of life, customs and social attributes. This subject introduces students to a number of key concepts, like: identity, development, interaction, interdependence, co-operation, government, responsibility, conflict, and freedom of choice. The subject also explains human behavior relating to the community, country, and island. It helps to broaden students' knowledge. The real success of Social Studies education is the extent to which students become actively involved in the subject. Through Social Studies the students will learn more about the Caribbean region and the people who make up its population- The Amerindians, Africans, East Indians, Chinese, Middle Eastern, and European descent. By using the concept approach, you will be able to analyze and understand more about your past and also about the part each individual plays in the community. After the student has looked at society in this way he/she will realize what an exciting role each individual plays in the country's development and future.

MBO social studies/citizenship is based on the qualifications for career and citizenship. The career part is covered during coaching.

Exam

Academic stream: CXC.

Vocational: Level tests and portfolio.

Remarks

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Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	2	2	3	3	3
Vocational stream			2	2	2

Man and society overview

	General objectives	Form 1	Form 2
	Students will / are able to:		
Social studies	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.	Identify and analyze adaptations in the animal kingdom. Identify and judge the question "who am I" in relation to a larger societal context. Distinguish and evaluate individual and personality strengths, weaknesses and uniqueness. Compare and contrast similarities, differences and changes in culture and religion in the Caribbean and other parts of world. Describe and evaluate the contemporary image of the Caribbean and the Netherlands, Europe and the world, and identify developments in each environment. Describe and interpret basic sociological issues and the changing demographics within the Caribbean Islands.	The importance and function of society. Definitions of family - including functions, changing relationships, the family tree. Sex education - puberty, sexually transmitted diseases, pregnancy. Parenting unit - types of parenting and childraising - includes child development timeline. Social, cognitive and emotional development - including feral children. Carry out a sociological research project on a present day phenomenon. Citizenship - basic rules and regulations. Elections - locally and the Netherlands.
Geography	13) Construct timely views on the environment and world around them. 14) Explain and critique the roles of government and politics.	Locate and label the Caribbean Islands on a map. Contrast and compare languages, religions, and populations of different Caribbean nations.	Use the atlas as an information source. Basic map reading. Determine latitude and longitude.
History	15) Apply main principals of lessons within an individual context.	Interpret and analyze basic historical evidence of the following periods: - Early Man - Hunters, gatherers and farmers - Ancient civilizations (Aztecs, Incas, The Mayans). Recognize and consider basic historical evidence of the colonial era within the Caribbean Islands.	The history of Christopher Columbus. Learns Saba's history and environment and changes that have taken place over the past 200 years.

	Summarize and distinguish basic events in the history of Christopher Columbus and the exploration era in relation to the modern Caribbean.	
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Social studies academic stream overview

	Overall objectives	Form 3AC – Strategic Objectives	Form 4AC – Strategic Objectives	Form 5AC – Strategic Objectives
	Students will / are able to:			
Family	<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>		

	<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 reflect on and evaluate their research, inquiry, and communication skills.</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>		
Current affairs	<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>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.</p> <p>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>

	<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>
Cultures		<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 demo-graphic 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>		

	<p>Analyze and interpret research information.</p> <p>Demonstrate an understanding of the general research</p>	<p>Cultures in the Netherlands.</p> <p>Multicultural society in the Netherlands. Clashes between cultures in Europe.</p> <p>History of Dutch and multiculturalism. Rights under government.</p> <p>Multiculturalism – pros & cons.</p>		
Gender	<p>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>Women’s Rights - the changing landscape Historical review. What we take for granted. The 1960's. Women’s rights in the Islamic culture. Women in the Western World today. 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: a) Prostitution in certain areas of the world b) Salem witch trials.</p> <p>Domestic violence.</p>		

		<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>		
The parliamentary system			The Parliamentary System: Basic Overview The Kingdom of the Netherlands, The Westminster Model, Prime minister and	

			<p>Cabinet, Lower House, Upper House, Bills to Law, Reading of bills, Various government functions, Elections - how they work (past the post etc.), Types of Government: Dictator, democratic, totalitarian.</p> <p>Describe the structure of government.</p> <p>Demonstrate an understanding of how the various parliamentary systems work across the world (US, Canada, Caribbean, Dutch etc.).</p> <p>Be able to compare and contrast them.</p> <p>Demonstrate an understanding of the extent of individual rights and responsibilities within the wider community.</p> <p>Demonstrate an understanding of the nature of individual rights and responsibilities in human interactions.</p> <p>Why is legislation important in governing human interactions: Describe the electoral processes and systems used to elect Government in Holland, US and Commonwealth (Inc. Caribbean).</p> <p>Describe how political parties prepare for elections.</p> <p>Outline the factors that influence the outcomes of elections.</p> <p>Describe the factors that influence voter participation in elections.</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>	
Communication			<p>History (Print, Radio, TV)</p> <p>New forms of communication - Internet, flyer use, Social Media</p> <p>Intro to SBA topics of Social Studies.</p>	

			<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>	
Institutions			Evaluate the functions of Institutions in society.	The changing face of Education Healthcare.
Human & Physical resources; The changing face of populations across the world			<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>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>

			<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>
Employment and labour				<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>

				<p>Factors that influence employment.</p> <p>Factors and procedures to be considered in choosing a career, being self-employed.</p>
Trade and business				<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>

				<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>
Tourism				<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>

				<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
	Students will / are able to:		
Citizenship dimension	<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 Saban, 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>

<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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Science lower grade overview

	Form 1	Form 2
	Students will / are able to...	
Introduction to science	<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.
Matter	<p>Grouping things: 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

	<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. 	<ul style="list-style-type: none"> - Discuss the main differences between living and non-living things as it relates to the basic unit. <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 radian 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).

	<ul style="list-style-type: none"> - Discuss the importance of reproduction in plants - Explain the importance of flowers in flowering plants - Appreciate the importance of discontinuing the indiscriminate destruction of young fruits. <p>Reproduction without seeds</p> <ul style="list-style-type: none"> - Recognize that plants can reproduce without seed - Appreciate that plants need care at all stages of their growth. <p>Seed structure and germination</p> <ul style="list-style-type: none"> - Demonstrate an understanding of how plants result from the germination of seeds. <p>Sexual maturity and reproduction in humans</p> <ul style="list-style-type: none"> - Appreciate the significance of the changes that occur during growth, especially during adolescence - Discuss the structure and functions of the reproductive systems - 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>Food intake, digestion and absorption in animals</p> <ul style="list-style-type: none"> - 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>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>
Health	<p>Healthy living:</p> <p>Sexual transmitted diseases</p> <ul style="list-style-type: none"> - Appreciate the contribution of responsible sexual behavior to health and happiness. <p>Drug use and abuse</p> <ul style="list-style-type: none"> - Discuss the proper use of drugs. - List the harmful effect of some drugs on the body and mind 	<p>Keeping healthy:</p> <p>Food and health</p> <p>Aware of the importance of a balanced diet.</p> <p>Cleanliness, exercise, rest and health</p> <ul style="list-style-type: none"> - Understand the importance of cleanliness, exercise and rest in maintaining good health. <p>Safety and health</p> <ul style="list-style-type: none"> - Understand simple first-aid measures and have a working knowledge of each procedure.
Energy	<p>Energy and life</p> <ul style="list-style-type: none"> - Forms of energy and conservation - Identify some of the different forms of energy. - Discuss the conversion from one form of energy to another - Appreciate the world's dependence on various forms of 	<p>Energy in the home</p> <ul style="list-style-type: none"> - Heat transfer <p>Understand that heat is transferred in one or more ways, and this is used by a number of appliances in the home.</p>

	<p>energy.</p> <ul style="list-style-type: none"> - 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, earth, and resources</p>	<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: 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.

Biology academic stream overview

	Form 3	Form 4	Form 5
	Students will/are able to...		
Living organisms in the environment	<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>	
Life processes	<p>Cells Discuss the cell basic structure: States the differences between plant and animal cell. Discuss the function of the different basic cell structures.</p> <p>Identify different unicellular and multicellular organisms.</p> <p>Microscope Examine the proper use and care of microscopes..</p> <p>Nutrition and digestion 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 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 Perform experiments with diffusion and osmosis.</p> <p>Evaluate the consequences for active/passive transportation through organisms.</p> <p>Photosynthesis and nutrition 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>

	<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 processed 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>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>	<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>	
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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>	
Continuity and variation			<p>Cell division: Discuss the process and role of mitosis in growth.</p>

			<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 Meaning of important terms: Gene, allele, dominant, recessive, incomplete dominance, genotype, phenotype. 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. Discuss the impact of environmental factors on genetically identical organisms. 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>
Disease and its impact on humans			<p>Outline major groups of diseases, which occur in living organisms.</p> <p>Discuss diseases caused by pathogens. 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>

			<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>
Environment and human activities			<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>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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			wetland environments.
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Chemistry academic stream overview

	Form 3	Form 4	Form 5
	Students will / are able to...		
Principles of Chemistry	<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>

	<p>bonds. Describe the formation of ionic and covalent bonds. 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 compounds and a mixture giving examples of each. Explain the difference between heterogeneous and heterogeneous 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 netals 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 allotrope. 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). 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 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 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>

		<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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		petroleum. Describe cracking of petroleum fractions.	
Chemistry in Society		See CXC Chemistry curriculum for objectives. (Intermediate goals depend on the year of examination as prescribed by CXC).	<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>

Physics academic stream overview

	Form 3	Form 4	Form 5
	Students will / are able to...		
Physical Measurements and units	<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, $v \propto F$.</p> <p>Newton's laws of motion State Newton's three laws of motion. Use Newton's laws to explain dynamic systems.</p> <p>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>

	<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>Understand the significance of the concept of energy.</p> <p>Be aware of the applications of hydrostatics to everyday life.</p>
Thermal Physics and Kinetic Theory	<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>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 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>

	Discuss and evaluate the transfer of thermal energy.	<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>
Waves and Light		<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. Differentiate 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>

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

History

Description

History puts man in the perspective of historical events. The place of man in history is important for understanding the past, present and the future. Students become engaged with the themes of history and learn how to interpret the events, take a position towards events and present these to each other.

Exam

Academic stream: CXC.

Remarks

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream			3	3	3
Vocational stream					

History academic stream overview

General objectives	Form 3	Form 4	Form 5
Students will / are able to:			
<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 Scotts 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</p> <p>The Spanish</p> <p>Spain, English, French and Dutch colonies</p> <p>The French Empire</p> <p>The British Empire</p> <p>The Spanish Empire</p> <p>The West India Interest</p> <p>The rise of the Caribbean based on sugar</p> <p>Slave Trade</p> <p>18th Century Plantation Life</p> <p>African Culture</p> <p>Resistance and Revolt - Haiti</p> <p>Emancipation: Abolition of slave Trade</p> <p>Churches and the slaves</p> <p>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>

<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 has 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 CXE 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

Description

Geography lends itself to the interrelationship between human and physical geography and on the relevance of geography to problems of economic and social development resource use and conservation. It encourages students to learn from the interpretation for maps, statistical tables, photographs and diagrams. The study of geography prepares an individual not only for the career in fields such as environmental planning, and management, international relations and geographical information systems, but also help to develop skills that contribute to more meaningful and enjoyable travel and related leisure activities.

Geographic Foundations: Space and Systems. When geographers study the earth's surface, they work with spatial measurements such as elevation, distance, area, direction, and scale, as well as with complex ideas such as place, region, distribution, and pattern. Geography also includes the study of physical, economic, cultural, and political systems. By learning about the structure, evolution, and interaction of these systems, students gain insight into the interconnectedness of the physical and human worlds.

Human-Environment Interactions: People are an integral part of the natural environment. The natural environment affects people's lives in many fundamental ways, and people in turn affect the environment through their policies and activities. A similar relationship exists between people and their urban, cultural, and economic environments. Students need to understand these relationships in order to analyze the human consequences of natural events and the effects of human decisions on the environment.

Global Connections. Geography requires that students assume a global perspective on events and processes in any part of the world. Geographers study the special characteristics of different parts of the world and the connections between them. They consider issues that affect local communities and those that affect the whole world. Since the world's economies are becoming increasingly interconnected, and the flow of people, products, money, information, and ideas around the world is accelerating, a global perspective is particularly important for today's students.

Understanding and Managing Change: As the world undergoes continual change, students need many different kinds of knowledge and skills to be successful. Geographers use both local and global perspectives to identify trends, analyze the factors that cause change, and forecast the effects of change in the relationships between the earth's natural and human systems. These kinds of knowledge and skills are invaluable in problem solving and planning.

Exam

Academic stream: CXC.

Remarks

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream			3	3	3

Geography academic stream overview

General objectives	Form 3	Form 4	Form 5
Students will / are able to:			
<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

	<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) 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 Famous volcanoes around the world Current active/dormant/extinct volcanoes 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 How mountain formations are formed Various types of fold and fault lines and what they mean.</p> <p>Weathering & Erosion (Physical, Chemical, Biotic) Differences between the two How they work together Examples of various weathering 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. • <p>Introduction to CXC and SBA</p> <p>SBA topics selected</p>	<p>travel and tourism industry from a geographic perspective.</p> <ul style="list-style-type: none"> • 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)</p> <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>
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Financial literacy and Principles of business

Description

Financial literacy is the ability to understand how money works in the world: how someone manages to earn or make it, how that person manages it, how he/she invests it (turn it into more) and how that person donates it to help others. More specifically, it refers to the set of skills and knowledge that allows an individual to make informed and effective financial decisions and apply those skills when making career and lifestyle choices.

Principles of Business focuses on the theoretical and practical aspects of business activities. It provides a framework for students to explore entrepreneurial and managerial skills needed in a successful business and creates an awareness of business ethics and social responsibility.

Exam

Academic stream: CXC.

Vocational: Level tests and portfolio.

Remarks

The subject 'principles of business' is covered by 'Financial literacy' in forms 2 and 3 vocational, and 'principles of business' in forms 3, 4 and 5 academic.

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream		2	3	3	3
Vocational stream			1		

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.

Principles of Business 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.		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
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
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
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.

Principles of accounts

Description

Principles of Accounting is a course that provides an introduction to the principles and techniques that accountants employ in the measuring, processing, evaluating and communicating information about the financial status and performance of a business. Students will develop fundamental skills in the management of personal and business financial activities.

Exam

Academic: CXC.

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream			3	3	3
Vocational stream					

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	<p>Develop an understanding of how their 'financial psychology' relates to the achievement of their financial and lifestyle goals.</p> <p>Explore through in-depth through looking at how their personality goals, dreams and emotions can affect their attitude toward finances.</p>	Review how meeting a coincidence of wants drives the development of businesses.		
Personal banking	<p>Discover the various ways to protect their money and employ the use of banks, credit unions and other saving institutions.</p> <p>Open checking and saving accounts, write checks, use a debit card and keep an accurate record of spending and savings.</p>			<p>Identify the various financial institutions available to the general public and the services that these institutions offer.</p> <p>Apply this knowledge to the concept of Business Finance and Accounting. (CXC)</p>
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)
Accounts and budgeting	<p>Develop basic understanding of the basic cost of living/budget necessary to maintain their current lifestyle.</p> <p>Discuss the items covered with an adult member of their household</p>			Apply skills developed in making personal budgets towards developing budgeting for a potential or existing business venture. Business Finance and Accounting. (CXC)

	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).			
History of Accounting		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.		
Introduction to Accounting 'The Lemonade Stand'		Explore the workings of an actual business, be introduced and work with the basic concepts, terms and procedures.		
Basics in Accounting		Discuss the need for financial accounting. Identify careers in accounting. Identify users of accounting information. Identify the fundamentals in accounting. Describe the accounting process.		
Basic Features and Records		Outline the distinguishing features of various types of business transactions. Identify the main financial statements prepared by various business organizations. Assess the role and impact of technology in accounting.		
Accounting for a Business		Define the accounting equation.		

		<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>		
Introduction to the Ledger Accounts		<p>Understand the double entry rules for assets, liabilities, capital, revenue and expense accounts.</p> <p>Demonstrate ledger account preparation.</p>		
Books of Original Entry		<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>		
Day Books, Ledgers and the Trail Balance		<p>Post transactions from journals to ledgers.</p> <p>Validate and balance all the accounts.</p> <p>Prepare a trial balance.</p>		
Preparation of			Define and explain the purpose of	

<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>Introduction to Ratio Analysis</p>			<p>Identify financial ratios.</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>	

Control Systems: Errors and Suspense Accounts			<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>	
Control Systems: Control Accounts			<p>Explain the purpose of 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>	
Implement Records			<p>How to calculate net profit from a list of assets and liabilities.</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>	
Bank Reconciliation Statements				<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>
Partnership Accounting				<p>Define a partnership form of business and state its features,</p>

				<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>
Accounting for Corporations				<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>
Accounting for Co-operative Societies				<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>

				<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> <p>Prepare the balance sheet.</p>
Payroll Accounting				<p>Calculate employees' gross earnings.</p> <p>Make and record deductions in the</p>

				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
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. Business Finance and Accounting. (CXC)
History of Accounting		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.		
Introduction to Accounting ‘The Lemonade Stand’		Enter the world of accounting by exploring the workings of an actual business and be introduced to the basic concepts, terms and procedures.		

Spanish

Description

Spanish is one of the world languages. It is spoken in many countries as the first language, and as second or third language in many others. Aside from the language, we look into the history, culture, food and music of different Spanish speaking countries. The four main language skills – listening, speaking, writing and reading – get a lot of attention, in order to make our students strong communicators, in both writing and speaking.

We will do so by using various fun activities such as role-playing, skits, presentations, making posters, doing projects, and going on field trips at times. We use CD's, DVD's, charts, posters and displaying labels to enhance learning. But we also use games, such as Spanish Bingo, Jeopardy, Scrabble, Adivina Quién, "Simón dice," matching games and charades.

Exam

Academic stream: CXC.

Vocational: Level tests and portfolio.

Remarks

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Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	3	3	3	3	3
Vocational stream			2	2	2

Spanish academic stream overview

	Form 1	Form 2	Form 3	Form 4	Form 5
Target level	ERK A1	ERK A2	ERK A2-B1	CXC Spanish General Level B1	CXC Spanish General Level B1
	Students are able to...				
Reading	<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 CSEC 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>

			<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>
Speaking	<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>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>

<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. 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. Identify more festivals and celebrations.</p> <p>Identify cultural aspects of Spanish speaking countries, such as Mayans, Aztecs, Incas, etc, Venezuela, Simon Bolivar, 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>

	1	2	3	4	5
Grammar	<p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <p>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>	<p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <p>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>	<p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <p>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>	<p>Recognize, distinguish and use the following grammatical terms, in both written and spoken Spanish:</p> <p>Qualifying adjectives and adverbs. More present tense, Preterite, Imperfect, Present 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>	<p>Apply all previously learned grammar in both written and spoken Spanish.</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>			
Vocabulary	<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>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 more extended vocabulary pertaining to everyday situations and studying and living abroad.</p>

Spanish vocational stream overview

Form 1 and Form 2 – see Academic overview

	Form 3	Form 4	Form 5
	Students will / are able to...		
Listening	<p>Identify sounds and demonstrate some understanding of basic vocabulary by giving brief answers to simple questions.</p> <p>Recognize familiar words and basic phrases concerning self and family when people speak slowly.</p>	<p>Use visual and verbal clues to understand simple oral messages in dialogues.</p> <p>Understand basic phrases about shopping, local area and employment.</p>	<p>Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).</p> <p>Catch the main point in short, clear, simple messages and announcements.</p>
Reading	<p>Read simple materials aloud to develop standard pronunciation.</p> <p>Use visual cues and context to determine meaning of messages in print and other media.</p> <p>Understand familiar names, words, and simple sentences.</p>	<p>Read short, simple texts for comprehension, consolidation of oral skills, and expansion of vocabulary.</p>	<p>Read very short, simple texts.</p> <p>Find specific, predictable information in simple everyday material such as advertisements, brochures, menus and timetables.</p> <p>Understand short, simple personal letters.</p>
Speaking	<p>Use standard pronunciation for words and in phrases and sentences.</p> <p>Express likes and dislikes in brief, rehearsed conversations and dialogues.</p>	<p>Use basic vocabulary and language structures to ask and answer simple questions in areas of immediate need or on very familiar topics.</p> <p>Apply knowledge of cultural</p>	<p>Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>Handle very short social exchanges, even though can't usually understand enough to keep the conversation going.</p> <p>Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent job.</p>

	Use simple phrases and sentences to describe where I live and people I know.	aspects by using oral language conventions appropriately.	
Writing	Write complete but simple sentences. Write answers to simple questions.	Write a short, simple postcard. Use resources to communicate more effectively in their writing.	Write short, simple notes and messages relating to matters in areas of immediate need. Write a very simple personal letter, for example thanking someone for something.
Topic and Language Functions	<p>Introductions and Greetings</p> <ul style="list-style-type: none"> • Introducing oneself and others (name, nationality, and age) • Greeting and saying goodbye • Asking and responding to basic questions • Asking and stating one's profession and phone number. <p>Family</p> <ul style="list-style-type: none"> • Asking and stating one's marital status • Describing your family • Saying where things are • Asking for and giving the time. 	<p>Work</p> <ul style="list-style-type: none"> • Expressing daily routines • Talking about working hours and places. <p>House and Accommodation</p> <ul style="list-style-type: none"> • Describing parts of a house and/or hotel • Making bookings. 	<p>Eating</p> <ul style="list-style-type: none"> • Ordering food/drinks • Asking about and expressing likes and dislikes • Giving and following basic instructions. <p>The Neighborhood</p> <ul style="list-style-type: none"> • Asking for and giving directions • Asking for favors and giving orders.
Language Structures	<p>Introductions and Greetings</p> <ul style="list-style-type: none"> • Alphabet • Spelling • Gender of the nationalities and 	<p>Work</p> <ul style="list-style-type: none"> • Reflexive verbs • More irregular verbs in the Present Tense • Prepositions of time 	<p>Eating</p> <ul style="list-style-type: none"> • The verb gustar • Imperative mood: regular forms. <p>The Neighbourhood</p> <ul style="list-style-type: none"> • Imperative mood: irregular forms.

	<p>professions</p> <ul style="list-style-type: none"> • Regular verbs in the Present Tense • Irregular verbs in the Present Tense: <i>ser, tener, estar</i> • Question words • Cardinal numbers 1-20. <p>Family</p> <ul style="list-style-type: none"> • Plural of nouns • Possessive adjectives • Prepositions of place • Demonstratives • Time expressions • Cardinal numbers 21-5000. 	<p>House and Accommodation</p> <ul style="list-style-type: none"> • The difference between <i>hay</i> and <i>está</i> • Ordinal numbers (1st to 10th) • Colors • Definite and indefinite articles. 	<ul style="list-style-type: none"> • <i>Puede(s)</i> + infinitive • The verbs <i>ser</i> and <i>estar</i> • Adjectives to describe places or activities.
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Visual arts

Description

The visual arts program, namely art, craft and design, offers theoretical and practical activities to students in order to create for both utilitarian and aesthetic purposes. The program is designed to help the students to acquire the specific skills that are the building blocks, which will enable them to express themselves creatively. It also provides students with a basis for further study and enhances leisure time pursuits, vocational skills and also foster aesthetic, physical and spiritual development.

The program is organized as a set of ten options: Drawing, Imaginative Composition, Graphic Design, Printmaking, Three-dimensional Design, Fiber Arts, Surface Decoration (textiles), Ceramics, Leather Craft and Decorative Craft.

Exam

Academic stream: CXC.

Vocational: Level tests and portfolio.

Remarks

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream	2	2	3	3	3
Vocational stream			2	2	2

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 properly 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 communicating with an audience.

	facilitate the creative process.				
Printmaking	Create their own block prints in several editions after acquiring knowledge of the techniques, processes and history of block printing.	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.
3D	Demonstrate basic techniques in papermache for maskmaking, sculptures etc. and are capable of applying a suitable surface treatment to the 3D artwork.	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. 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. Identify major Caribbean artists and have experienced interviews with local artists.
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	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

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

CKV

Description

CKV (Culturele en Kunstzinnige Vorming) is taught in forms 3 and 4 in both the vocational and academic streams.

In practice, this means that the program consists of 4 projects during the course, that touch different aspects of CKV, and that the projects could be customized to opportunities that arise. If, for example, an exhibition or artist would visit the island, any of the 4 projects could be built around such opportunities.

For CKV, the structure provided by SLO (the Netherlands Institute for Curriculum Development) is followed, which consists of the following 7 steps:

1. Orientation on the terms and aspects arts and culture.
2. Exploration of the cultural environment (including possibilities arising).
3. Choice of projects possible.
4. Do research.
5. Do a cultural activity (either by oneself or visiting one).
6. Compilation of arts portfolio and reflect on activities.
7. Do a presentation.

Remarks

The Ministry of Education, Culture and Science has provided SCS with the freedom to adjust the CKV program in order to work within the limited possibilities for the provision of CKV on the island.

Exam

The students are assessed through their portfolio. A rubric is needed for both streams to assess learning outcomes, for example <http://www.zimmerworks.com/rubric.htm>.

Streams and forms

	Form 1	Form 2	Form 3	Form 4	Form 5
Academic stream			1-2	1-2	
Vocational stream			1-2	1-2	

Although 1 to 2 hours per form per year is allocated, the CKV projects are scheduled in blocks around each academic year.

Curriculum overview

	Form 3	Form 4
CKV	2 arts projects per year, following the 7-steps model. Students provide proof of their performance in the CKV portfolio.	2 arts projects per year, following the 7-steps model. Students provide proof of their performance in the CKV portfolio.

The 7 steps of CKV

1. Orientation on the terms and aspects arts and culture

During this step, students explore the terms 'arts' and 'culture' and formulate definitions for these. Teachers choose an approach to let students think and talk about this with one another. Experiences of teachers show us that there are as many definitions as there are students. The definitions are the starting point for the cultural and arts activities of the students.

2. Exploration of the cultural environment

During the exploration of the artistic and cultural environment, including the possibilities that arise (when an exhibition or artist visits the island), students investigate cultural activities, institutes and artistic people in their surroundings and abroad. Goal is to get an impression on the different possibilities locally and abroad.

3. Choice of projects possible

The next step is that students make a selection for a project, or decide on one themselves. They can choose out of visual arts (carving, painting, architecture, design, cinematography, applied arts, heritage, etc.), dance, music and theatre (but within the possibilities of Saba). During this phase, students collect information on activities, websites, virtual museums, online performances, movies etc., and explore the discipline of their choice of discipline.

4. Do research

Students have a thorough understanding of the discipline of their choice and elaborate on the specific activity. By selecting relevant information, they orient themselves on the project activities. They explore what others' opinions are on a movie, literature, poetry, visual art, musical piece, etc. But they also explore how well they perform on practical skills (if needed for the project activities) and master themselves in the skills that could be improved.

5. Do a cultural activity

Students perform their activity (for example: watch a movie and reflect on it, make a collage on an arts movement, perform a poetry performance) either individually, in groups or as a class. Experiencing arts should be the central piece during this phase.

6. Compilation of arts portfolio and reflect on activities

The arts portfolio is a reflection of the students' preparations, engagement and experience with the arts activities. All information that the students collected (pictures, reviews, articles, etc.) and produced (visual arts productions, poetry, Oscar nominations, etc.) could be made part of the arts portfolio. The students reflect on their activities and articulate their opinion, experience, and the value they attribute to the experience. This includes describing the form, content, function and historical backgrounds of the activity, arts movement, movie, etc. The portfolio grows over time and reflects the individual growth of the student in the arts field. Please note that the majority of the time should go into working in the projects, not in establishing the portfolio.

7 Do a presentation

CKV could be wrapped up with a presentation. This is not prescribed, but could be a nice way to finish the CKV course. The presentation could be in a class performance or exhibition, or an 'arts fair'. This could be the end goal for students for CKV.

Care and hospitality (MBO)

Description

In form 1 and 2 students receive care. In form 3, 4 and 5 students can choose hospitality.

Care (also called home economics) promotes skills for better living. It covers all aspects of family life. In the care lessons, students learn how to solve problems in the home, family and community, in order to improve the quality of people's lives. Students become aware of the type of goods and services essential to their well-being. We help students to develop basic life skills, that enable them to respond to situations in life with confidence and competence.

Care covers the following areas: management, textiles, clothing, food, nutrition, health education and human relations.

The hospitality curriculum is covered in the course plans for Hospitality Employee CN, differentiations 'Back of the House' and 'Service'. Please refer to these documents.

Exam

Portfolio and qualification.

Care Form 1 and 2 overview

For form 3 to 5 refer to the care manual.

	Form 1
	<i>Students are able to...</i>
Introduction to Home Economics	Define the term 'home economics' List and describe areas of home economics Differentiate careers in the field of home economics.
Introduction to clothing	Explain reasons for wearing clothes e.g. protection, self-expression, status, group identity, ceremonies and decoration State factors to consider when selecting clothing List guidelines for selecting clothing.
Sewing Equipment and Tool	Define the term sewing equipment and tools Categorize and differentiate between sewing equipment and tools. Demonstrate the use of the various sewing equipment and tools (measuring, marking, cutting, sewing and finishing).
Stitches	Define the term 'stitches' List the type of stitches (a) Temporary stitches (b) Permanent stitches Describe and identify types of stitches and give examples of each type listed Discuss guidelines for working stitches Construct article/articles to demonstrate the types of stitches.
Fibres	Define the term 'fibres' Classify fibres from the sources they are obtained (plants, animals, minerals) Distinguish between manufactured or man-made chemical substance State the classification of fibres (natural, man-made) Distinguish fibre types using the following test: microscopic, visual, burning.
Cotton	Summarize the history of cotton Explain the processing of cotton or the manufacturing process Describe properties of cotton fibres Select brand names of cotton fabric Outline the uses of cotton fabric (use picture to show uses).
Fabric construction	Differentiate between the methods of fabric construction Define the term 'weaving' Illustrate the various types of weaves.
Nutrition	Explain the term 'Nutrition' Identify signs of good nutrition Define various terminologies associated with nutrition, e.g. (malnutrition, over-nutrition, under-nutrition, starvation) Compare diseases associated with poor nutrition.
Food	Define the term 'food' Identify the Caribbean Food Groups and list foods that are associated with each group Prepare simple sandwiches and shakes.
Food nutrients	Define the term 'food nutrients' Identify types of nutrients Differentiate the functions of nutrients Select rich sources of food nutrients.

Hygiene	Define 'the terms hygiene', 'personal hygiene' and 'kitchen hygiene' Examine the importance of hygiene and safety for food preparation and service Demonstrate personal hygiene and kitchen hygiene rules during food preparation and service.
Cooking	Describe what 'cooking' is State reasons for cooking foods List and describe various methods of cooking foods State the classification of the various methods of cooking.
Baking	Describe what 'baking' is Choose suitable foods for baking Adhere to and apply the rules for baking Outline advantage and disadvantages of baking.
Boiling	Describe what 'boiling' is Select suitable foods for boiling Adhere to and apply the rules for boiling Discuss the advantages and disadvantages of boiling.
Kitchen equipment	Identify and categorize the various equipment and tools used in the preparation and service of food State the uses of the various equipment and tools Discuss the care and cleaning of equipment and tools Explain the storage of equipment and tools.
Breakfast	Define 'breakfast' List and evaluate the components of a good breakfast Categorize the types of breakfast menus Prepare simple breakfast items Prioritize rules for writing menus.

	Form 2
	<i>Students are able to...</i>
Meal planning	State points to consider when planning meals Define term associated with meal planning e.g. brunch, lunch, dinner, supper Identify and describe meal course (e.g.) one course, two course, three course Preparing simple meals.
Nutrients	List the types of nutrients (water, protein, carbohydrates, minerals, vitamins, fats) State the chemical composition of the different types of nutrients Discuss the functions of the various food nutrients List the various groups of the mineral elements and vitamins Identify rich sources of the various sources Investigate and explain the effect of heat on various food nutrients Discuss the requirements for the various food nutrients Identify the deficiency diseases that are associated with the various nutrients.
Fish	Classify the various types of fish Identify the various cuts of meats State points to consider when choosing the various categories of fish. Critique the nutritive value of fish. Select and different methods to prepare and cook fish. Recommend methods for storing fish. Compare methods of preserving fish Prepare fish dishes

Fruits	<p>Define the term 'fruits'</p> <p>Identify different kinds of fruits</p> <p>Classify fruits</p> <p>Point out the value of fruits in the diet</p> <p>Consider the guidelines for choosing fruits</p> <p>Relate ways of preserving fruits</p> <p>Discuss the storage of fruits.</p>
Vegetables	<p>Describe what are 'vegetables'</p> <p>Distinguish the classification of vegetables</p> <p>Compare the nutritive value of vegetables</p> <p>Consider the guidelines to use when choosing vegetables</p> <p>Differentiate methods of preserving vegetables</p> <p>Choose suitable methods to store vegetables</p> <p>Prepare vegetable dishes.</p>
Cakes	<p>Define what are 'cakes'</p> <p>Identify various types of cakes</p> <p>Consider the main ingredients used in cake making</p> <p>Choose the various methods of cake making</p> <p>Create different types of cakes</p> <p>Create simple cake decoration ideas.</p>
Table setting	<p>Define the term 'table setting' and 'cover'</p> <p>Point out items required to set a cover.</p> <p>Create a lay out of a dining table for breakfast, lunch and dinner menu.</p>
Cereals	<p>Describe what are 'cereals'</p> <p>Classify types of cereals</p> <p>Identify various cereal products</p> <p>Compare the nutritional value of various cereal products</p> <p>Use cereals to prepare dishes or items</p> <p>Discuss how to store cereals.</p>

Technical science and general construction (MBO)

Description

In form 1 and 2 students receive technical science. In form 3, 4 and 5 students can choose general construction.

Technical science helps students acquire knowledge skills and attitudes needed for employment at entry level and as pre requisites for further education and training in the woods and construction industries. We help students to acquire practical experience that will enable them to develop skills in the use of tools, materials and processes associated with the construction industry. We also help students develop skills in planning and designing through appropriate problem solving activities. We allow students to develop awareness in career opportunities in the construction industry.

Exam

Portfolio and qualification.

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	Form 4 and 5
	<i>Students are able to...</i>	
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>

PRO

Description

PRO education offers partly theoretical, but mainly practical education. PRO fosters personal development, practical life skills, and preparation for the world of work. From form 3 onwards, students can choose an area of practice, and will spend significant time in the workplace.

Exam

Portfolio.

Remarks

The PRO curriculum will be worked upon towards the beginning of next school year.

PRO overview

	Form 1	Form 2	Form 3	Form 4	Form 5
	Students will / are able to...				
English	Introduce yourself My family, my house, my hobby Dolch sight words Practical vocabulary Use of dictionary Correcting simple texts Reading comprehension Grammar Practical use of English, see overview	Extended vocabulary Informal letter to friends Job training experiences Writing simple stories Correcting simple texts Reading comprehension Practical use of English, see overview	Job application forms Extended vocabulary Writing stories Correcting extended texts Reading comprehension Practical use of English, see overview	Writing a resume Formal letters (job application, complaint) Job experiences Journal keeping Correcting extended texts Practical use of English, see overview	Writing a resume Formal letters (job application, complaint) Job experiences Journal keeping Correcting extended texts Practical use of English, see overview
Dutch	Practical use of Dutch, see overview of themes	Practical use of Dutch, see overview of themes	Practical use of Dutch, see overview of themes	Practical use of Dutch, see overview of themes	Practical use of Dutch, see overview of themes
Basic maths	Additions Subtractions Basic money	Multiplications Divisions Fractions	Measurements Area and parameter Budgeting	Depending on chosen area of study	Depending on chosen area of study
Food prep	Safety and hygiene Food pyramid Cleaning Measurements Recipes Equipment Appetizers	Measurements Table setting Napkin folding Lunch Dinner Dessert	Adapted MBO program	Adapted MBO program	Adapted MBO program

	Breakfasts				
Housekeeping	Cleaning chemicals and equipment Cleaning methods Laundry procedure Types of fabric Textile care Stain removal Types of beds Making beds	Laundry continued Bed making continued Napkin folding Types of flooring Floor care and methods of cleaning	Adapted MBO program	Adapted MBO program	Adapted MBO program

Curriculum English for PrO department SCS

PrO English Language Curriculum					
	Form 1	Form 2	Form 3	Form 4	Form 5
	Students are able to:				
Vocabulary & Spelling	Locate a word in the dictionary Recognize vocabulary in a situation or text Label pictures with the correct vocabulary Select pictures of vocabulary Define a word Match a word with its definition Apply the word to a situation Choose the correct word for a given situation Produce a sentence using the word Distinguish which words best fit a situation Alphabetize vocabulary Compose a story using new vocabulary Create a vocabulary book Judge why the vocabulary is important Consider when the vocabulary is important.				
Reading	Recognize reading as an active, constructive process <ul style="list-style-type: none"> ▪ Read for pleasure ▪ Read critically ▪ Read to find meaning and interpret Describe the author's purpose and/or intentions Recognize patterns of organization and structures Recognize various literacy uses of language Recognize the contribution of literature to cultures and societies Identify the main idea in a text Recall supporting facts and details Arrange events in sequential order Follow written directions Describe the setting of a story Interpret meanings within appropriate contexts Determine the meaning of words in a variety of texts Explain points of view Defend points of view Interpret persuasive techniques Rewrite text Demonstrate an open-minded attitude toward new and unfamiliar work Organize the parts of the text Generalize given information Solve problems from the text Analyze information in a variety of written texts Make inferences about characters' feelings and emotions Make inferences about situations and/or information Distinguish between fact and opinion Distinguish between fact and fantasy Infer meaning about what was read				

	<p>Compare character, ideas, etc. from the text</p> <p>Construct the parts of a text to see them in a new way</p> <p>Compose a new text based on information from the original text</p> <p>Create a new beginning, middle, and/or ending to a story</p> <p>Design a brochure/booklet with information from a text</p> <p>Predict probably future actions and outcomes</p> <p>Relate what was read to</p> <ul style="list-style-type: none"> ▪ Personal experience ▪ Information from other texts ▪ Information about the world <p>Summarize a variety of written texts</p> <p>Summarize what was read from a given passage/text</p> <p>Critique a text</p> <p>Consider different outcomes and/or aspects of the text</p> <p>Make recommendation</p> <p>Perceive relationships</p> <p>Weigh cause and effect</p> <p>Make judgments about what was read</p> <p>Justify a decision, information, an opinion, etc.</p> <p>Defend his/her understanding of the text.</p>
Writing	<p>Creative Writing:</p> <p>Describe the unique characteristics of poetry, fiction, plays and non-fiction</p> <p>Recognize the value of the writing process</p> <p>Recall the parts of writing- beginning, middle and end</p> <p>Follow appropriate pre-writing strategies</p> <p>Distinguish between literary devices</p> <p>Explain the unique characteristic of poetry, fiction, plays, and nonfiction</p> <p>Provide examples in his/her writing</p> <p>Apply literary devices</p> <p>Apply appropriate conventions to a variety of writing genres</p> <p>Organize thoughts through writing</p> <p>Explore connections between language use, theme and meaning</p> <p>Explore ideas through writing</p> <p>Compose texts from various points of view</p> <p>Experiment with a variety of writing genres</p> <p>Develop ideas into draft form</p> <p>Revise by adding, deleting, rearranging, or expressing the idea in a different way</p> <p>Edit, proofread, and present writing.</p> <hr/> <p>Letter Writing:</p> <p>Recall the parts of informal and formal letters</p> <p>Explain how letters differ</p> <p>Organize the parts of letter writing correctly</p> <p>Prepare a written letter using technology to type and spell check</p> <p>Analyze a written letter</p> <p>Create an informal and formal letter</p> <p>Review and present his/her letter(s)</p> <p>Relate what has been learned to its importance in their daily lives.</p>

Punctuation & Grammar	Explain the importance of punctuation in writing Name the common punctuation marks Punctuate simple sentences correctly Correct sentences with punctuation errors Write grammatically correct sentences Correct sentences with grammatical errors.
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Curriculum Dutch for PrO department SCS

Please note that:

The PrO department at SCS was started in August 2010. Currently, PrO students experience two terms of Dutch a week. The group consists of students from year 1 to 3. Some students have their internships, and will only have 1 term a week. PrO education in the current context involves individual programming. The PrO curriculum, therefore, is a building-block system, likely covering the following themes.

Themes:

1. Begroeten en afscheid nemen
2. Kennismaking : Ik heet ..., Ik kom uit ... Ik woon in/op ... Ik spreek
3. Schoolleven / Op school.
4. Hoeveel? Tellen, Getallen.
5. Hoeveel kost ...? (Standaardzinnen).
6. Dagen van de week en maanden.
7. Vrije Tijd: Wat doe je in jouw vrije tijd? Mogelijkheden:
8. Feestdagen en wensen (Standaardzinnen).
9. De tijd: Hoe laat is 't?
10. Telefoon gebruik: Goedemorgen, U spreekt met ... (Standaardzinnen).
11. Telefoonnummer vragen en geven; telefoonnummer opschrijven.
12. Wie heeft gebeld? Korte memo schrijven: datum, wie, boodschap.
13. Wanneer ben jij jarig? Ik ben jarig op ... / Mijn verjaardag is op ...(Standaardzinnen).
14. Wenskaarten.
15. Korte uitnodiging schrijven / afslaan / zich verontschuldigen (Standaardzinnen).
16. Formulier Persoonlijke gegevens invullen.
17. De weg vragen (met reacties)(standaardzinnen); De weg wijzen (met reacties)(standaardzinnen).
18. Sport: Welke sport doe jij?
19. Beroepen: Praktische beroepen.
20. Op stage: Waar? Wat doe je?

Curriculum Mathematics for PrO department SCS

PraktijkOnderwijs- Mathematics Curriculum					
Units:	Form 1	Form 2	Form 3	Form 4	Form 5
	Students are able to:				
Addition	Recognize situations that require subtraction Recognize and solve word problems involving addition of small whole numbers Find the sum of two or more whole numbers Solve practical problems using addition Apply the use of subtraction to real life situations Add any two whole numbers.				
Subtraction	Recognize situations that require subtraction Subtract whole numbers, providing the first is greater than/equal to the second Check a subtraction problem by addition Solve word problems involving subtraction Apply the use of subtraction to real life situations Subtract any two whole numbers.				
Money	Differentiate between the units of the US currency (eg. a penny, dime, \$5.00 bill, etc.) Recognize situations when using money where addition is required Recognize situations when using money where subtraction is required Recognize situations when using money where multiplication is required Demonstrate the use of addition, subtraction and multiplication Solve word problems requiring the use of money Apply knowledge of money to real life situations Dramatize real life situations where the use of money is required.				
Multiplication	Use multiplication as a shortcut for addition Show multiplication facts as arrays Use multiplication to figure out combinations Multiply by zero Multiply by one Recognize and use the identity for multiplication State the 100 multiplication facts from memory Solve word problems involving multiplication of small whole numbers Multiply any two whole numbers Solve word problems involving multiplication.				
Division	Recognize situations that require division State the ninety basic division facts from memory Solve simple word problems involving division Use multiplication to check division Divide any whole number by any other Solve word problems involving division.				

Fractions	<p>Use fractions in comparing two quantities</p> <p>Use fractions in expressing division</p> <p>Use fractions in measurement</p> <p>Recognize and use fractions with a denominator of 1</p> <p>Express fractions in higher or lower terms</p> <p>Reduce fractions to lowest terms</p> <p>Recognize and use fractions equal to 1</p> <p>Add two or more fractions with the same denominator</p> <p>Change a mixed number to an improper fraction</p> <p>Change an improper fraction to a mixed number</p> <p>Find a common denominator of two or more fractions</p> <p>Find the least common denominator of two or more fractions</p> <p>Add two or more fractions with different denominators</p> <p>Indicate the larger of two fractions</p> <p>Subtract fractions</p> <p>Subtract mixed numbers</p> <p>Subtract a fraction or mixed number from a whole number.</p>
Measurements	<p>Identify the common metric units of measurement for length and mass/weight</p> <p>State the equivalences for US customary units of length</p> <p>Convert between units of length in the US customary system</p> <p>Solve practical problems with units of length</p> <p>Demonstrate measuring in metric and US customary system units.</p>
Area & Perimeter	<p>Find the perimeter of irregular polygons</p> <p>Use formulas to find the perimeter of rectangles and equilateral polygons</p> <p>Find the length or width of a rectangle when the perimeter and the measure of one side is given</p> <p>Use a formula to find the circumference of a circle and the length of a semicircle</p> <p>Find the diameter or radius of a circle when the circumference is given</p> <p>Use area formulas to find the number of square units in rectangles, parallelograms, triangles, and circles</p> <p>Solve practical problems involving area and perimeter.</p>
Budgeting	<p>Define budget</p> <p>Define income and expenses</p> <p>Give examples of effective and ineffective budgeting behavior</p> <p>Identify principles of effective budgeting</p> <p>Create a budget</p> <p>Explain how it can support good financial decision making</p> <p>Discuss the importance of saving</p> <p>Discuss the importance of good money management</p> <p>Apply addition, subtraction, multiplication and division to manage the budget.</p>