

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

AREA OF STUDY OUTCOMES

Pupils should:

EL4.a. Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks). EL4.b. Use speech for self-fulfillment and aesthetic satisfaction. EL4.c. Use body language to compliment speech. EL2.a. Respond sensitively and appropriately to auditory and visual stimuli. EL3.a. Produce written work that demonstrates proper mechanics and proficiency in the conventions of writing. EL3.b. Produce written work that demonstrates effective English usage and grammar. EL3.c. Demonstrate the ability to write for a full range of purposes. EL.3.d. Produce written work for self-fulfillment and aesthetic satisfaction. EL1.a. Use context clues and cues effectively to communicate when reading orally. EL1.b. Demonstrate fluency through appropriately applying word identification strategies. EL1.c. Select material for recreational reading based on personal preference. EL1.d. Apply functional reading skills (including comprehension skills) in the selection, reading, and interpretation of texts.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a. Recognize an issue or a problem. CP1.b. Examine information related to the problem/issue. CP1.c. Suggest ways of dealing with the problem/issues. SP1.a. Recognize the values associated with choices. SP1.b. Choose between alternatives based on values. SP1.c. Take action based on principled choice. SP2.a. Take part in-group activities. SP2.b. Express their opinions and feelings in a socially acceptable way. SP1.c. Identify feelings. SP1.d. Respond to the feelings of others. SP1.e. Lead and follow where appropriate. SP1.g. Help to create consensus. SP2.h. Accept major decisions. SP.3.a. Assess their needs/interests. SP3.b. Assess progress in relation to achievement of goals and adjust strategies as necessary.

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Suggested Time: 4 Weeks</p> <p>SKILLS</p> <p>SPEAKING: Select "content" you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Speaking) they need to work on or develop next.</p>	<p>SPEAKING Teacher engages students in Oral discussion of environmental issues – pollution of our land and water; destruction of the rain forest; endangering vulnerable species of wildlife waste-disposal etc.</p> <p>Teacher models appropriate pronunciation, enunciation and effective use of voice (breath-control, projection etc.)</p> <p>Teacher facilitates classes and provides opportunities for students to identify and use elements of vocabulary etc. selected from the Division Scheme for Standard VI</p> <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Oral description of daily life experiences concerning the environment - Oral reports (news, magazines, research) - Role play: immediate matters related to school and/or community - Interviewing different personnel related to environment e.g. Audubon Society, Belize Zoo, Sanctuary - Debates – regarding issues on the environment - Group discussion on matters related to the theme - Guest speakers – introduction of guest speakers, asking questions, etc. 	<p>Make a record of Students' performance using anecdotal notes on:</p> <ul style="list-style-type: none"> - Students' participation in structured discussion sessions in large and small groups - Students' performance in spontaneous sharing of ideas/opinions – coherence, clarity, relevance and appropriateness of responses - Comfort/discomfort in verbal interaction in student-teacher and student – student exchanges <p>Peer evaluation Student self-evaluation</p> <p>Other activities for evaluation could include:</p> <ul style="list-style-type: none"> - Reciting of poems - Prepare presentation individually or as part of group work <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>LISTENING AND VIEWING: Select "content" you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Listening and Viewing) they need to work on or develop next.</p>	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> • LISTENING: Encourage supportive and sensitive listening by asking questions in response to oral sharing by the teacher and/or students. <ul style="list-style-type: none"> - Provide <i>focus</i> questions for stories, poems or plays – e.g. students are provided with a question(s) before the reading of a poem that will require them to participate in a discussion about thoughts, feelings etc. angry, in pain, happy etc. – that they were able to identify. (These should be based on the language elements being taught, however, other elements may arise naturally – be prepared for the "Teachable Moment". All material used does not have to be related to the Theme. [Caution – be careful not to plan a lesson with fixed views about correct and wrong answers where <i>creative writing</i> is concerned – if a child can provide some support for his/her feelings following the reading of a piece, reward the effort. Where children identify feelings that seem to be <i>totally foreign</i> to the content of the piece, you may need to talk to the child afterwards about his/her feelings. • VIEWING: Use pictures, posters and other visual stimuli: <ul style="list-style-type: none"> - To concretize oral discussions in which students use language elements being taught 	<ul style="list-style-type: none"> • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (listening to someone reading, a tape recording, a talk, music etc) and student responses (e.g. non response from student when something "humorous" is being shared) - Responsiveness to questions/discussions following sharing of aural material (music, reading of stories, explanations, etc) • Graded record of: <ul style="list-style-type: none"> - Structured assignments – "written" product, oral response or a physical activity (e.g. appropriate "behavior" after being given directions) in response to aural stimulus • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (watching a video, responding to a picture, poster, collage, object) and student response (e.g. non response from student when visual stimulus should evoke some "overt" response); responsiveness to questions, in discussions following sharing of visual material (pictures, posters, videos, visual performance etc.)

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> - As stimuli for writing exercises – encourage creative interpretation of what is seen; - use open ended questioning that will encourage creative responses – e.g. perform plays, skits, read aloud stories, poems, students’ work and from “selected” texts and students’ choices – use material related to the environment (as much as possible); - Listen to audiotapes and use as stimulus for creative writing – sounds of the sea, wind etc. <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Listen to guest speaker - Respond to questions on oral sharing by teacher or student - Provide focus question for material being read e.g. poems, stories, facilitate responses to same. - Interpretation - Student listens and identifies words, orally or in writing, words, which they felt, were effectively or ineffectively used. - Use pictures of the environment and/or other visual stimuli for critiquing - Field trips - News reports - Stimuli from Videos, TV, radio, etc. of the environment <p>NB: Not all material used has to be related to the theme.</p> <ul style="list-style-type: none"> - Use open-ended questions. 	<ul style="list-style-type: none"> • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, or oral response, or a physical activity = teacher takes a sheet of paper, folds it once in half, then once diagonally, then again in half, student requested to repeat sequence) <p>Evaluation may include</p> <ul style="list-style-type: none"> - Questioning (responsiveness to question in discussion) oral or written - Response to information, poems, tape recordings, videos, reports - Relating ideas/opinions - Making suggestions <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>WRITING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Writing) they need to work on or develop next.</p>	<p>WRITING</p> <ul style="list-style-type: none"> • WRITING: Facilitate the writing of: <ul style="list-style-type: none"> - Paragraphs, stories, poems, etc. using various stimuli (I) visual – e.g. (posters/pictures/objects etc.), (ii) aural – e.g. music (singing, instrumental, etc. responding to mood), write creative stories about the environment and man-made problems, e.g. write plays, skits in which man’s behavior creates problems for a community; - write letters to the editor of local newspaper suggesting action the community can take to keep our environment safe. - Use the “writing Process” (Illustrations may be added to written work to enhance the “regional” focus this Unit can take) (iii) grammar and conventions – ensure appropriate use through written assignments following oral sharing, incorporate these in paragraphs, stories, poems, descriptions, etc. – individual and group assignments. Vocabulary-building, spelling tests/games - Display work produced by students on classroom walls etc. as it is completed - Help students to organize a celebration at the end of the Unit – write invitations, play simple games written as part of unit activities <p>The following are other suggested activities</p> <ul style="list-style-type: none"> - Writing research (environment) - Making recommendations/suggestions on issues related to pollution e.g. Ministry of Tourism 	<ul style="list-style-type: none"> • Graded record of work produced by students using: <ol style="list-style-type: none"> I. Written assignments – cloze exercises, fill in blanks, sentences, paragraphs, stories, poems etc. II. Description – adjectives, adverbs, opposites, similes, connecting words III. Vocabulary work – appropriate use of new words encountered over duration of Unit; spelling tests IV. Sequencing – directions, “how-to”, etc. V. Punctuation and conventions – capitals, periods, commas, exclamation marks, paragraph indentation etc. • Portfolios- collection of students’ work completed over the duration of the Unit- booklets compiled • Student’s self-evaluation and peer evaluation <p>Other activities for evaluation include:</p> <ul style="list-style-type: none"> - Students proficiency in making suggestions or recommendations - Summarizing - Portfolio - Questioning (written) - Written reports/presentations - Drama, poems, skits (written and presented)

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>WRITING</p> <ul style="list-style-type: none">- Letters<ul style="list-style-type: none">a) Invitations to guest speakersb) Thank you lettersc) Friendly letters- Paragraph/composition, descriptive, narrative, expository- Summaries of reports, news,- Writing poems, dramas, posters, advertisements, logos- Comprehension (written)- Sentence structure (making) sentence with correct punctuation and using new words found in reading passage.	<p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>READING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Reading) they need to work on or develop next.</p>	<p>READING</p> <ul style="list-style-type: none"> • READING – ORAL: Teacher models appropriate reading of various forms using stories, poems and other literature to: <ul style="list-style-type: none"> - Reinforce appropriate speech patterns, rhythm and flow in reading - Build sensitivity to sounds – mood, tone etc. as they relate to elements being taught – description, inflection of voice based on punctuation e.g. exclamation, question etc. Teacher facilitates individual, choral and unison reading, reading of plays, poems, stories, passages etc. This includes material used as “content” for the Unit as well as work produced by the students. • READING – CRITICAL: Use stories, poems, plays and other literature for sharing of understanding, following directions, giving opinions, making associations to personal experiences, elicit emotive responses such as enjoyment, empathy, sympathy, displeasure etc. Facilitate oral and written responses to material students read so that they will: <ul style="list-style-type: none"> - Develop critical thinking skills, and understand language elements they are learning; - Participate in discussions in small and large groups after reading a selection; - Be able to work independently; - Make group presentations 	<ul style="list-style-type: none"> • Anecdotal notes to record students’ performance in: <ul style="list-style-type: none"> - Impromptu reading of various forms of literature highlighting descriptions – stories, poems, passages – both provided by teacher, from students texts and written by students • Graded performance of structured assignments-reading of “practiced” pieces of literature – selections from poems, stories, passages, plays etc: • Student self – and peer – assessments • Class performance for school/parents and/or community • Graded work (written or oral) derived from comprehension exercises such as main ideas in stories, poems, plays, passages; sensitivity to what is read – contribution to discussion related to assigned reading Student self – and peer – evaluation

AREA OF STUDY:

UNIT/THEME: THE ENVIRONMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>READING</p> <ul style="list-style-type: none"> - Participate in class debate(s) on issues raised through reading and discussion during the unit <p>• READING – SILENT</p> <ul style="list-style-type: none"> - Facilitate the development of positive reading habits by providing time for students to read in “interest” areas. Allow students to participate in deciding how this time will be evaluated to ensure that it is used productively: List books by author + a synopsis of material covered. Do not make this activity become a “chore” for students <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Read reports: on wildlife, ecosystem, water sheds, rainforests, flora & fauna, pollution, sanctuaries, conservation, industries - Drama: plays (reading) - Comprehension: stories, magazine articles - Group work – e.g. discuss a passage provided - Individual work: answer related questions - Oral reading – read aloud stories, poems, newspaper articles - Silent Reading – stories, poems, pamphlets etc. 	<p>Anecdotal note on:</p> <ul style="list-style-type: none"> - Students’ “attitude” towards reading; ability to settle down and remain focused for more and more extended periods – start with 15 minutes if this is being done for the first time - Oral and/or “written” sharing of material read, whether through “ facts”, “feelings’ or something tangible produced. <p>-</p> <p>Other activities for evaluation may include:</p> <ul style="list-style-type: none"> - Questioning: oral/written - Pictures – respond to visuals - Presentation of written reports - Oral reports - Individual reading <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>SS2.c. Understand how natural resources influence the settlement and development of Belize.</p> <p>SS5.b. Understand other cultures of the world in relation to the Belizean culture</p> <p>ST8.a. Understand the interrelationship and dependence that exist within the environment.</p> <p>M4.a. Make and apply reasonable approximation by observing and/or using factual data based on meaningful references.</p> <p>M5.a. Collect, analyze and interpret data and predict probable outcomes.</p> <p>H1.a. Understand how healthy living contributes to a positive self-concept.</p> <p>H2.a. Understand ways to effectively maintain and improve the environment, and how the state of the environment affects human's well-being.</p> <p>H3.a. Recognize measures taken and resources employed to control the spread of common diseases including STDs and AIDS.</p> <p>WT1.a. Identify a simple problem/need.</p> <p>WT3.b. Understand some of the processes within Belize's industrial sectors.</p>	<ul style="list-style-type: none">- Newspaper, magazines, posters, charts, pictures, brochures, pamphlets, maps- Film strips/projector- Videos, audio tapes- Guest speakers/resource personnel- Examples of letters, stories, poems, passages and other literature which reflects theme and other elements of language- Books (<i>The Belizean Environment and Me</i>, Anna Dominguez Hoare)- Field trips: Baboon Sanctuary, Belize Zoo, Museum- <i>Geography of Belize</i> (Text)

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

AREA OF STUDY OUTCOMES

Pupils should:

EL4.a. Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks). EL4.b. Use speech for self-fulfillment and aesthetic satisfaction. EL4.c. Use body language to compliment speech. EL2.a. Respond sensitively and appropriately to auditory and visual stimuli. EL3.a. Produce written work that demonstrates proper mechanics and proficiency in the conventions of writing. EL3.b. Produce written work that demonstrates effective English usage and grammar. EL3.c. Demonstrate the ability to write for a full range of purposes. EL3.d. Produce written work for self-fulfillment and aesthetic satisfaction. EL1.a. Use context clues and cues effectively to communicate when reading orally. EL1.b. Demonstrate fluency through appropriately applying word identification strategies. EL1.c. Select material for recreational reading based on personal preference. EL1.d. Apply functional reading skills (including comprehension skills) in the selection, reading, and interpretation of texts.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a. Recognize an issue or a problem. CP1.b. Examine information related to the problem/issue. CP1.c. Suggest ways of dealing with the problem/issues. SP1.a. Recognize the values associated with choices. SP1.b. Choose between alternatives based on values. SP1.c. Take action based on principled choice. SP2.a. Take part in-group activities. SP2.b. Express their opinions and feelings in a socially acceptable way. SP1.c. Identify feelings. SP1.d. Respond to the feelings of others. SP1.e. Lead and follow where appropriate. SP1.g. Help to create consensus. SP2.h. Accept major decisions. SP3.a. Assess their needs/interests. SP3.b. Assess progress in relation to achievement of goals and adjust strategies as necessary

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Suggested Time: 4 Weeks</p> <p>SKILLS</p> <p>SPEAKING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Speaking) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciation for creation - Respect - Manners 	<p>SPEAKING Teacher engages students in oral discussion of what they know about, or research, on the planets, and galaxies and the position of earth; explore man’s efforts to find out the secrets of the universe, their thoughts about what may be “out there”. Teacher models appropriate pronunciation, enunciation and effective use of voice (breath control, projection etc.)</p> <p>Teacher facilitates classes and provides opportunities for students to identify and use elements of vocabulary etc. selected from the Division Scheme for Standard VI</p> <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Oral presentation after research on the universe - Discussion on relevant issues - Story telling - Oral descriptions of celestial bodies - Picture discussion - Responding to video/TV shows related to the theme - Interviewing – (resource personnel) - Role playing 	<p>Make a record of Students’ performance using anecdotal notes on:</p> <ul style="list-style-type: none"> - Students’ participation in structured discussion/ sessions in large and small groups - Students’ performance in spontaneous sharing of ideas/opinions – coherence, clarity, relevance and appropriateness of responses - Comfort/discomfort in verbal interaction in student – teacher and student – student exchanges <p>Peer evaluation Student self-evaluation</p> <p>Other activities for evaluation could include:</p> <ul style="list-style-type: none"> - Voice projection when speaking: <ul style="list-style-type: none"> a) Volume b) Stress - Proper enunciation - Use of body gestures - Oral response to picture discussion - Oral interviewing <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>LISTENING AND VIEWING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Listening and Viewing) they need to work on or develop next.</p> <p>Attitude and values:</p> <ul style="list-style-type: none"> - Appreciation, - Respect - wonder of creation 	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> • LISTENING: Encourage supportive and sensitive listening by asking questions in response to oral sharing by the teacher and/or students. <ul style="list-style-type: none"> - Provide <i>focus</i> questions for stories, poems or plays – e.g. students are provided with a question(s) before the reading of a poem that will require them to participate in a discussion about the thoughts, feelings etc. beauty, wonder, awe, happiness, etc. – that they were able to identify. (These should be based on the language elements being taught, however, other elements may arise naturally – be prepared for the “Teachable Moment” All material used does not have to be related to the Theme. [Caution – be careful not to plan a lesson with fixed views about correct and wrong answers where <i>creative writing</i> is concerned – if a child can provide some support for his/her feelings following the reading of a piece, reward the effort. Where children identify feelings that seem to be <i>totally foreign</i> to the content of the piece, you may need to talk to the child afterwards about his/her feelings. • VIEWING: Use pictures, posters and other visual stimuli: <ul style="list-style-type: none"> - To concretize oral discussions in which students use language elements being taught 	<ul style="list-style-type: none"> • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (listening to someone reading, a tape recording, a talk, music etc) and student responses (e.g. non-response from student when something “humorous” is being shared) - Responsiveness to questions, in discussions following sharing of aural material (music, reading of stories, explanations, etc) • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, or oral response, or a physical activity (e.g. appropriate “behavior” after being given directions) in response to aural stimulus • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (watching a video, responding to a picture, poster, collage, object) and student response (e.g. non response from student when visual stimulus should evoke some “overt” response); - responsiveness to questions, in discussions following sharing of visual material (pictures, posters, videos, visual performance)

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> • VIEWING: Use pictures, posters and other visual stimuli: <ul style="list-style-type: none"> - As stimuli for writing exercises – encourage creative interpretation of what is seen; - use open ended questioning that will encourage creative responses – e.g. perform plays, skits, read aloud stories poems students’ work and from “selected” texts and students’ choices about the space; - Listen to audiotapes of sounds from space and watch videos about space. <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Picture of Planets, the Solar System, Galaxies, etc - Videos/movies - Observation of heavenly bodies - View and listen to weather reports - Listen to poems, stories, songs, excerpts, etc. - Listen to news reports - Listen to stories on Greek mythology 	<ul style="list-style-type: none"> • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, or oral response, or a physical activity = teacher takes a sheet of paper, folds it once in half, then once diagonally, then again in half, student requested to repeat sequence) <p>Evaluation may include</p> <ul style="list-style-type: none"> - Viewing pictures - Interpreting - Oral questioning - Sequencing <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>WRITING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Writing) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Respect - Gratitude - Appreciation 	<p>WRITING</p> <ul style="list-style-type: none"> • WRITING: Facilitate the writing of: <ul style="list-style-type: none"> - Paragraphs, stories, poems, etc. using various stimuli (I) visual – e.g. (posters/pictures/objects etc.), (ii) aural – e.g. music (singing, instrumental, etc. responding to mood), write creative stories about space and what they imagine is “out there”, write poems, write plays, skits about visitors from other planets to earth, write letters to “space people” telling them about life on earth etc. - Use the “writing Process” (Illustrations may be added to written work to enhance appreciation of space) (iii) grammar and conventions – ensure appropriate use through written assignments following oral sharing, incorporate these in paragraphs, stories, poems, directions, etc. – individual and group assignments. Vocabulary building-spelling tests/games - Display work produced by students’ on classroom walls etc. as it is completed - Help students to organize a celebration at the end of the Unit – write invitations, play simple games written as part of unit activities <p>The following are other suggested activities</p> <ul style="list-style-type: none"> - Write reports - Write dialogues - Write research papers 	<ul style="list-style-type: none"> • Graded record of work produced by students using: <ol style="list-style-type: none"> I. Written assignments – close exercises, fill in blanks, sentences, paragraphs, stories, poems etc. II. Description – adjectives, adverbs, opposites, similes, connecting words III. Vocabulary work – appropriate use of new words encountered over duration of Unit; spelling tests IV. Sequencing – directions, “How-to” V. Punctuation and conventions – capitals, periods, commas, exclamation marks, paragraph indentation etc. • Portfolios – collection of students’ work completed over the duration of the Unit – booklets compiled. • Student’s self-evaluation and peer evaluation <p>Other activities for evaluation include:</p> <ul style="list-style-type: none"> - Punctuation - Format – letter/dialogue - Written work –(poems, songs, composition, letters etc.) - Spelling <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>WRITING</p> <ul style="list-style-type: none">- Write summaries- Write compositions- Write presentations- Write letters of invitation and "Thank You" to Resource persons- Write stories- Dictation	

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>READING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Reading) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciation for God’s creation 	<p>READING</p> <ul style="list-style-type: none"> • READING – ORAL: Teacher models appropriate reading of various forms of writing using stories, poems and other literature to: <ul style="list-style-type: none"> - Reinforce appropriate speech patterns, rhythm and flow in reading - Build sensitivity to sounds – mood, tone etc. as they relate to elements being taught – description, inflection of voice based on punctuation e.g. exclamation, question etc. Teacher facilitates individual, choral and unison reading, reading of plays, poems, stories, passages etc. This includes material used as “content” for the Unit as well as work produced by the students. • READING – CRITICAL: Use stories, poems, plays and other literature for sharing of understanding, following directions, giving opinions, making associations to personal experiences, elicit emotive responses such as enjoyment, empathy, sympathy, displeasure etc. Facilitate oral and written responses to material students read so that they will: <ul style="list-style-type: none"> - Develop critical thinking skills, and understand language elements they are learning; - Participate in discussions in small and large groups after reading a selection; - Be able to work independently; - Make group presentations 	<ul style="list-style-type: none"> • Anecdotal notes to record students’ performance in: <ul style="list-style-type: none"> - Impromptu reading of various forms of literature highlighting descriptions – stories, poems, passages – both provided by teacher, from students texts, and written by students • Graded performance of structured assignments-reading of “practiced” pieces of literature – selections from poems, stories, passages, plays etc: • Student self – and peer – assessments • Class performance for school/parents and/or community • Graded work (written or oral) derived from comprehension exercises such as main ideas in stories, poems, plays, passages; sensitivity to what is read – contribution to discussion related to assigned reading Student self – and peer – evaluation

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>READING</p> <ul style="list-style-type: none"> - Participate in class debate(s) on issues raised through reading and discussion during the Unit. <p>• READING – SILENT</p> <ul style="list-style-type: none"> - Facilitate the development of positive reading habits by providing time for students to read in “interest” areas. Allow students to participate in deciding how this time will be evaluated to ensure that it is used productively: List books by author + a synopsis of material conversed. Do not make this activity become a “chore” for students <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Read books, magazine etc (on planets, celestial bodies, etc.) - Read reports (silent/oral) - Comprehension passages - Read research on the universe - Read brochures/pamphlets/ (universe) - Read summaries - Read facts/opinions - Recreational reading 	<p>Anecdotal notes on:</p> <ul style="list-style-type: none"> - Students’ “attitude” towards reading; ability to settle down and remain focused for more and more extended periods – start with 15 minutes if this being done for the first time - Oral and/or “written” sharing of material read, whether through “ facts”, “feelings’ or something tangible produced. <p>Other activities for evaluation include:</p> <ul style="list-style-type: none"> - Oral reading of extracts and research work - Responding to oral/written questions following reading exercises - Interpretation and comprehension of material read - Identify context clues and theme sentences <p>NOTE: What is assessed will be determined by the skills/elements the teacher select for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>M4.a. Make and apply reasonable approximations by observing and/or using factual data based on meaningful references</p> <p>M5.a. Collect, analyse and interpret data and predict probable outcomes</p> <p>WT1.a. Identify a simple problem/need</p> <p>WT2.a. Understand the role of different forms of communication devices in industry and commerce</p> <p>ST2.a. Achieve a deeper understanding of the revolution of the earth and moon and other celestial bodies in the universe</p> <p>ST4.a. Understand the organisation and characteristics of the earth's spheres</p> <p>ST5.a. Understand how particle theory relates to changes in different materials and substances</p> <p>ST8.a. Understand the interrelationship and dependence that exist within the environment</p> <p>H2.a. Understand ways to effectively maintain and improve the environment, and how the state of the environment affects human well-being</p> <p>SS4.a. Understand climatic variation across different regions of the world and how this relates to natural vegetation</p> <p>M3.a. Measure, estimate, express and compute distance, weight, time, capacity and temperature and apply to practical situations</p> <p>M1.a. Understand place value in numbers up to ten digits</p> <p>M1.c. Understand quantity in numbers 0 – 999999</p> <p>M4.b. Predict the likely occurrence of an event, through logical reasoning, based on trends</p> <p>M5.b. Apply the concept of “sets” to practical situations</p> <p>SS2.a. Understand the relationship between the location of Belize and its climate and weather conditions</p> <p>SS4.c. Understand how the distribution of natural resources across the world affects human activity and settlement</p> <p>WT3.a. Understand the elements which contribute to the effectiveness of the work people do</p> <p>ST6.a. Understand the effects of forces on matter in relation to mass, speed, and direction</p>	<ul style="list-style-type: none"> - Stories/fiction and non-fiction - computer - Books - Reports - Pictures - Tape recorder - Resource personnel - TV - Video - Text-books - Magazines - Story books - Short passages - Poems/songs - Encyclopedia - Text books (related to Universe) - Media - Brochures

AREA OF STUDY:

UNIT/THEME: THE UNIVERSE

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>SL1.a. Interpret and respond appropriately to messages conveyed through visual images and tone of voice</p> <p>SL4.a. Interpret simple forms, notes, messages, and follow instructions and directions</p> <p>SL4.b. Demonstrate the ability to read using correct pronunciation, intonation and stress</p> <p>SL4.d. Discriminate between facts and fiction</p> <p>ST5.b. Understand the properties and transformation of some forms of energy</p>	

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

AREA OF STUDY OUTCOMES

Pupils should:

EL4.a. Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks). EL4.b. Use speech for self-fulfillment and aesthetic satisfaction. EL4.c. Use body language to compliment speech. EL2.a. Respond sensitively and appropriately to auditory and visual stimuli. EL3.a. Produce written work that demonstrates proper mechanics and proficiency in the conventions of writing. EL3.b. Produce written work that demonstrates effective English usage and grammar. EL3.c. Demonstrate the ability to write for a full range of purposes. EL.3.d. Produce written work for self-fulfillment and aesthetic satisfaction. EL1.a. Use context clues and cues effectively to communicate when reading orally. EL1.b. Demonstrate fluency through appropriately applying word identification strategies. EL1.c. Select material for recreational reading based on personal preference. EL1.d. Apply functional reading skills (including comprehension skills) in the selection, reading, and interpretation of texts.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a. Recognize an issue or a problem. CP1.b. Examine information related to the problem/issue. CP1.c. Suggest ways of dealing with the problem/issues. SP1.a. Recognize the values associated with choices. SP1.b. Choose between alternatives based on values. SP1.c. Take action based on principled choice. SP2.a. Take part in-group activities. SP2.b. Express their opinions and feelings in a socially acceptable way. SP1.c. Identify feelings. SP1.d. Respond to the feelings of others. SP1.e. Lead and follow where appropriate. SP1.g. Help to create consensus. SP2.h. Accept major decisions. SP.3.a. Assess their needs/interests. SP3.b. Assess progress in relation to achievement of goals and adjust strategies as necessary

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Suggested Time: 4 Weeks</p> <p>SKILLS</p> <p>SPEAKING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Speaking) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - appreciate and manage ones resources effectively 	<p>SPEAKING Teacher engages students in Oral discussion of issues related to the economy – where various goods are produced and their contribution to the Belizean Economy. What Belize imports and exports, how various sectors of the society participates in economic activity; the value of money and the issue of cost determined by supply and demand.</p> <p>Teacher models appropriate pronunciation, enunciation and effective use of voice (breath control, projection etc.)</p> <p>Teacher facilitates classes and provides opportunities for students to identify and use elements of vocabulary etc. selected from the Division Scheme for Standard VI</p> <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Oral presentation after research on selected topics on the economy - Discussion on relevant issues - Apply and oral discussion of home situation in relation to budgeting - Discussing charts/graphs related to issues of the economy - Respond to issues of the economy such as deficits/surplus - Interviewing – (resource personnel) - Role playing 	<p>Make a record of Students’ performance using anecdotal notes on:</p> <ul style="list-style-type: none"> - Students’ participation in structured discussion sessions in large and small groups - Students’ performance in spontaneous sharing of ideas/opinions – coherence, clarity, relevance and appropriateness of responses - Comfort/discomfort in verbal interaction in student – teacher and student – student exchanges <p>Peer evaluation Student self-evaluation</p> <p>Other activities for evaluation could include:</p> <ul style="list-style-type: none"> - Voice projection - Proper enunciation <ul style="list-style-type: none"> a) Volume b) Stress c) Intonation - Use of body gestures - Response to discussion of graphs - Oral interviews <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>LISTENING AND VIEWING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Listening and Viewing) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Awareness - Patriotism - Respect 	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> • LISTENING: Encourage supportive and sensitive listening by asking questions in response to oral sharing by the teacher and/or students. <ul style="list-style-type: none"> - Provide <i>focus</i> questions for stories, poems or plays – e.g. students are provided with a question(s) before the reading of a poem that will require them to participate in a discussion about the thoughts, feelings etc. worry, anger, pleasure, pain, etc. – that they were able to identify. (These should be based on the language elements being taught, however, other elements may arise naturally – be prepared for the “Teachable Moment” All material used does not have to be related to the Theme. [Caution – be careful not to plan a lesson with fixed views about correct and wrong answers where <i>creative writing</i> is concerned – if a child can provide some support for his/her feelings following the reading of a piece, reward the effort. Where children identify feelings that seem to be <i>totally foreign</i> to the content of the piece, you may need to talk to the child afterwards about his/her feelings. • VIEWING: Use pictures, posters and other visual stimuli: <ul style="list-style-type: none"> - To concretize oral discussions in which students use language elements being taught 	<ul style="list-style-type: none"> • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (listening to someone reading, a tape recording, a talk, music etc) and student responses (e.g. non response from student when something “humorous” is being shared) - Responsiveness to questions, in discussions following sharing of aural material (music, reading of stories, factual pieces, explanations, etc) • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, of oral response or a physical activity (e.g. appropriate “behavior” after being given directions) in response to aural stimulus • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (watching a video, responding to a picture, poster, collage, object) and student response (e.g. non-response from student when visual stimulus should evoke some “overt” response); responsiveness to questions, in discussions following sharing of visual material (pictures, posters, videos, visual performance)

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> - As stimuli for writing exercises – encourage creative interpretation of what is seen; use open ended questioning that will encourage creative responses – e.g. write reports to send to local newspapers about one of our major agricultural or marine industries; discuss in the article how this industry contributes to the Belize economy. Invite business persons to talk about selected industries. <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Picture of industries; people at work - Observation of “on-the-spot” workers - Listening to reports on industries - Listening to histories of the introduction of industry in Belize – from small home based operations to the larger industries in existence to day – e.g. From “Bee- keeping”, “Jam-making” to Honey exportation and Citrus Processing, - Real-life stories - Listening to financial reports (budget) - Brochures on industries (tourism/ eco-tourism) - Interpretation of Graphs, financial statistics - Listening to resource personnel - Viewing of documentaries on industries and contribution to economy 	<ul style="list-style-type: none"> • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, or oral response, or a physical activity = teacher takes a sheet of paper, folds it once in half, then once diagonally, then again in half, student requested to repeat sequence) <p>Evaluation may include:</p> <ul style="list-style-type: none"> - Questioning (oral) - Comprehension - Reporting <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>WRITING: Select “content” you will teach during this Unit from the Standard VI Section of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of language (Writing) they need to work on or develop next.</p> <p>Attitude and values:</p> <ul style="list-style-type: none"> - Develop awareness of and appreciation for our natural resources through understanding of their contribution to the economic growth and development of the country 	<p>WRITING</p> <ul style="list-style-type: none"> • WRITING: Facilitate the writing of: <ul style="list-style-type: none"> - Paragraphs, stories, poems, etc. using various stimuli (I) visual – e.g. (posters/pictures/objects etc.), (ii) aural – e.g. music (singing, instrumental, etc. responding to mood); Write letters of invitation to guest speakers to talk about selected area of Belize’s industrial or service sector and write a comprehensive report. - Use the “writing prizes” (Illustrations may be added to written work to enhance the “cultural” focus of this Unit) (iii) grammar and conventions – ensure appropriate use through written assignments following oral sharing, incorporate these in paragraphs, stories, poems, directions, etc. – individual and group assignments. - Vocabulary building-spelling tests/games - Display work produced by students’ on classroom walls etc. as it is completed - Help students to organize a celebration at the end of the Unit – write invitations, prepare simple foods made from recipes written as part of unit activities, play simple games written as part of unit activities <p>The following are other suggested activities</p> <ul style="list-style-type: none"> - Write reports/statistics - Write research papers - Write presentations 	<ul style="list-style-type: none"> • Grade record of work produced by students using: <ol style="list-style-type: none"> I. Written assignments – cloze exercises, fill in blanks, sentences, paragraphs, stories, poems etc. using: II. Description – adjectives, adverbs, opposites, similes, connecting words III. Vocabulary work – appropriate use of new words encountered over duration of Unit; spelling tests IV. Sequencing – recipes, directions, “how-to” VI. Punctuation and conventions – capitals, periods, commas, exclamation marks, paragraphs indentation etc. • Portfolios – collection of students’ work completed over the duration of the Unit – e.g. booklets compiled, charts/graphs of data analysed • Student’s self-evaluation and peer evaluation <p>Other activities for evaluation include:</p> <ul style="list-style-type: none"> - Organisation of reports, - Tone used for factual writing - Specialized words, abbreviations etc. - Format for letters of request for information etc. - Compilation of data - Spelling - Vocabulary <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>WRITING</p> <ul style="list-style-type: none">- Write compositions- Write dialogues- Write summaries- Write letters of invitation and thank you to head of government department- Dictation- Write poems	

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>READING: Select “content” you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Reading) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate reading as a form of gathering information 	<p>READING</p> <ul style="list-style-type: none"> • READING – ORAL: Teacher models appropriate reading of various forms using stories, poems and other literature to: <ul style="list-style-type: none"> - Reinforce appropriate speech patterns, rhythm and flow in reading - Build sensitivity to sounds – mood, tone etc. as they relate to elements being taught – description, inflection of voice based on punctuation e.g. exclamation, question etc. Teacher facilitates individual, choral and unison reading, reading of plays, poems, stories, passages etc. This includes material used as “content” for the Unit as well as work produced by the students. • READING – CRITICAL: Use stories, poems, plays and other literature for sharing of understanding, following directions, giving opinions, making associations to personal experiences, elicit emotive responses such as enjoyment, empathy, sympathy, displeasure etc. Facilitate oral and written responses to material students read so that they will: <ul style="list-style-type: none"> - Develop critical thinking skills, and understand language elements they are learning; - Participate in discussions in small and large groups after reading a selection; - Be able to work independently; - Make group presentations 	<ul style="list-style-type: none"> • Anecdotal notes to record students’ performance in: <ul style="list-style-type: none"> - Impromptu reading of various forms of literature highlighting descriptions – stories, poems, passages – both provided by teacher, from students texts and written by students • Graded performance on structured assignments-reading of “practiced” piece of literature-selections from poems, stories, passages, play etc. • Student self – and peer – assessments • Class performance for school/parents and/or community • Graded work (written or oral) derived from comprehension exercises such as main ideas in stories, poems, plays, passages; sensitivity to what is read – contribution to discussion related to assigned reading • Student self – and peer – evaluation

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>READING</p> <ul style="list-style-type: none"> - Participate in class debate(s) on issues raised through reading and discussion during the unit. <p>• READING – SILENT</p> <ul style="list-style-type: none"> - Facilitate the development of positive reading habits by providing time for students to read in “interest” areas. Allow students to participate in deciding how this time will be evaluated to ensure that it is used productively: List books by author + a synopsis of material conversed. Do not make this activity become a “chore” for students. <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Reading: newspaper reports magazines, books (economy based) - Reading and interpreting data and statistics in economy - Solve word problems dealing with economy - Reading research (written) - Oral/silent reading on economy - Recreational reading 	<p>Anecdotal note on:</p> <ul style="list-style-type: none"> - Students’ “attitude” towards reading; ability to settle down and remain focused for more and more extended periods – start with 15 minutes if this being done for the first time - Oral and/or “written” sharing of material read, whether through “ facts”, “feelings’ or something tangible produced. <p>Other activity for evaluation include:</p> <ul style="list-style-type: none"> - Comprehension questioning - Data analysis - Reporting on written reports and research <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>H1.d. Understand the consequences of dangerous situations and unsafe practices, and how to respond to those consequences. (make responsible choices).</p> <p>H2.a. Understand ways to effectively maintain and improve the environment, and how the state of the environment affects human well-being.</p> <p>SS1.a. Understand how the social-economic-political conditions existing in pre-European times influenced later developments in Belize.</p> <p>SS1.b. Understand the social-political-economic transformation of Belize from a slave society to a "free" society.</p> <p>SS1.c. Understand the transformation of Belize from a colony to an independent nation.</p> <p>SS2.c. Understand how natural resources influence the settlement and development of Belize.</p> <p>SS4.c. Understand how the distribution of natural resources across the world affects human activity and settlement.</p> <p>WT3.a. Understand the elements which contribute to the effectiveness of the work people do.</p> <p>WT3.b. Understand some of the processes within Belize's industrial sectors.</p> <p>WT4.a. Identify an area of need</p> <p>WT4.b. Prepare a business plan</p> <p>WT4.c. Identify sources of financing</p> <p>WT4.d. Activate the plan</p> <p>WT4.e. Evaluate the business</p> <p>M1.a. Understand place value in numbers up to ten digits</p> <p>M3.a. Measure, estimate, express and compute distance, weight, time, capacity and temperature and apply to practical situations</p> <p>M3.b. Use and convert money based on its relative value and its use in financial transaction</p>	<ul style="list-style-type: none">- Graphs- Reports- Resource personnel- Budget (sample)- Pictures- Work places- Brochures- Videos- Statistics/data (Abstract)- Newspapers- Magazines (Belize Today)- Text books- Report (central Bank)- Financial Institution (bank etc)- Government of Belize (Gazette)- Belize Tourism Board

AREA OF STUDY:

UNIT/THEME: THE ECONOMY

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>M4.a. Make and apply reasonable approximation by observing and/or using factual data based on meaningful references</p> <p>M5.a. Collect, analyse and interpret data and predict probable outcomes</p> <p>WT5.a. Understand how industrial sectors contribute to the wealth of the nation</p> <p>WT5.b. Understand how regional and global trading links affect the capacity of Belize to create wealth.</p> <p>H4.a. Participate in physical activity for sport, leisure and health.</p> <p>SS2.b. Understand how the different natural landscape feature and natural resources relate to human activity</p> <p>SS3.b. Understand the process used by the government of Belize in conducting the business of the people</p> <p>M1.c. Understand quantity in numbers 0-999999</p> <p>WT1.c. Construct a simple devices to meet a need/solve a problem.</p> <p>WT2.a. Understand the role of different forms of communication devices on industry and commerce</p> <p>ST6.b. Understand how the force created by combining simple machines can accomplish a common task</p> <p>M1.b. Understand the consecutive sequence and position of numbers 1-99999</p> <p>M3.c. Apply algebraic expressions to solve problems</p> <p>M4.b. Predict the likely occurrence of an event, through logical reasoning, based on trends</p>	

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

AREA OF STUDY OUTCOMES

Pupils should:

EL4.a. Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks). EL4.b. Use speech for self-fulfillment and aesthetic satisfaction. EL4.c. Use body language to compliment speech. EL2.a. Respond sensitively and appropriately to auditory and visual stimuli. EL3.a. Produce written work that demonstrates proper mechanics and proficiency in the conventions of writing. EL3.b. Produce written work that demonstrates effective English usage and grammar. EL3.c. Demonstrate the ability to write for a full range of purposes. EL3.d. Produce written work for self-fulfillment and aesthetic satisfaction. EL1.a. Use context clues and cues effectively to communicate when reading orally. EL1.b. Demonstrate fluency through appropriately applying word identification strategies. EL1.c. Select material for recreational reading based on personal preference. EL1.d. Apply functional reading skills (including comprehension skills) in the selection, reading, and interpretation of texts.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a. Recognize an issue or a problem. CP1.b. Examine information related to the problem/issue. CP1.c. Suggest ways of dealing with the problem/issues. SP1.a. Recognize the values associated with choices. SP1.b. Choose between alternatives based on values. SP1.c. Take action based on principled choice. SP2.a. Take part in-group activities. SP2.b. Express their opinions and feelings in a socially acceptable way. SP1.c. Identify feelings. SP1.d. Respond to the feelings of others. SP1.e. Lead and follow where appropriate. SP1.g. Help to create consensus. SP2.h. Accept major decisions. SP3.a. Assess their needs/interests. SP3.b. Assess progress in relation to achievement of goals and adjust strategies as necessary

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Suggested Time: 4 Weeks</p> <p>SKILLS</p> <p>SPEAKING: Select "content" you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Speaking) they need to work on or develop next.</p>	<p>SPEAKING Teacher engages students in Oral discussion of Belize's tourist attraction – wildlife such as the manatee, the scarlet macaw, the rain forest and barrier reef. They may explore advantages and disadvantages.</p> <p>Teacher models appropriate pronunciation, enunciation and effective use of voice (breath control, projection etc.)</p> <p>Teacher facilitates classes and provides opportunities for students to identify and use elements of vocabulary etc. selected from the Division Scheme for Standard VI</p> <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Express opinion from silent Reading (main ideas, etc.) - Debate topics on various aspects of the theme - Dialogues based on the destruction and/or conservation - Oral discussion on theme 	<p>Make a record of Students' performance using anecdotal notes on:</p> <ul style="list-style-type: none"> - Students' participation in structured discussion sessions in large and small groups - Students' performance in spontaneous sharing of ideas/opinions – coherence, clarity, relevance and appropriateness of responses - Comfort/discomfort in verbal interaction in student-teacher and student-student exchanges. - Peer evaluation - Student self-evaluation <p>Other activities for evaluation could include:</p> <ul style="list-style-type: none"> - Effective pronunciation in delivery during debates. - Voice projection <ul style="list-style-type: none"> a) Intonation b) Enunciation c) Clarity d) Eye movement/contact e) Body language <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>LISTENING AND VIEWING: Select "content" you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Listening and Viewing) they need to work on or develop next.</p>	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> • LISTENING: Encourage supportive and sensitive listening by asking questions in response to oral sharing by the teacher and/or students. <ul style="list-style-type: none"> - Provide <i>focus</i> questions for stories, poems or plays – e.g. students are provided with a question(s) before the reading of a poem that will require them to participate in a discussion about the thoughts, feelings etc. angry, in pain, happy etc. – that they were able to identify. (These should be based on the language elements being taught, however, other elements may arise naturally – be prepared for the "Teachable Moment" All material used does not have to be related to the Theme. [Caution – be careful not to plan a lesson with fixed views about correct and wrong answers where <i>creative writing</i> is concerned – if a child can provide some support for his/her feelings following the reading of a piece, reward the effort. Where children identify feelings that seem to be <i>totally foreign</i> to the content of the piece, you may need to talk to the child afterwards about his/her feelings. • VIEWING: Use pictures, posters and other visual stimuli: <ul style="list-style-type: none"> - To concretize oral discussions in which students use language elements being taught 	<ul style="list-style-type: none"> • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (listening to someone reading, a tape recording, a talk, music etc) and student responses (e.g. non response from student when something "humorous" is being shared) - Responsiveness to questions, in discussions following sharing of aural material (music, reading of stories, explanations, etc) • Graded record of: <ul style="list-style-type: none"> - Structured assignments – "written" product, of oral response or a physical activity (e.g. appropriate "behavior" after being given directions) in response to aural stimulus • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (watching a video, responding to a picture, poster, collage, object) and student response (e.g. non response from student when visual stimulus should evoke some "overt" response); responsiveness to questions, in discussions following sharing of visual material (pictures, posters, videos, visual performance)

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> - As stimuli for writing exercises – encourage creative interpretation of what is seen; use open ended questioning that will encourage creative responses – e.g. collect pictures, posters, “realia” of our natural and wildlife – birds, animals, flora and fauna, make a collage or scrapbook. - View videotapes used to promote Belize as a tourist resort; invite guest speakers; visit the Belize Zoo etc. <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Video presentation - Guest speaker presentation - Group work/research presentation - Display of poster related to theme <p>NOTE: Teacher can use other activities as the case arises. There may be a need for vocabulary development that may occur through these activities</p>	<ul style="list-style-type: none"> • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, or oral response, or a physical activity = teacher takes a sheet of paper, folds it once in half, then once diagonally, then again in half, student requested to repeat sequence) <p>Evaluation may include</p> <ul style="list-style-type: none"> - Responsiveness to questions, in discussions, following, sharing of aural material (reading of stories, pictures etc.) - Structured assignment written product. <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>WRITING: Select “content” you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Writing) they need to work on or develop next.</p>	<p>WRITING</p> <ul style="list-style-type: none"> • WRITING: Facilitate the writing of: <ul style="list-style-type: none"> - Paragraphs, stories, poems, etc. using various stimuli (I) visual – e.g. (posters/pictures/objects etc.), (ii) aural– e.g. music (singing, instrumental, etc. responding to mood), create a map of Belize, write advertisements promoting the Beauty of Belize; write a letter of invitation to a friend outside Belize inviting him/her to Belize (persuasive) extolling Belize’s beauty; write an article for a local newspaper about preserving our country. - Use the “writing prizes” (Illustrations may be added to written work to enhance the “cultural” focus of this Unit) (iii) grammar and conventions – ensure appropriate use through written assignments following oral sharing, incorporate these in paragraphs, stories, poems, directions, recipes etc. – individual and group assignments. Vocabulary building-spelling tests/games - Display work produced by students’ on classroom walls etc. as it is completed - Help students to organize a celebration at the end of the Unit – write invitations, prepare simple foods made from recipes written as part of unit activities, play simple games written as part of unit activities <p>The following are suggested activities</p> <ul style="list-style-type: none"> - Create a data chart preservation or destruction of Barrier Reef and Reserve Areas 	<ul style="list-style-type: none"> • Grade record of work produced by students using: <ol style="list-style-type: none"> I. Written assignments – cloze exercises, fill in blanks, sentences, paragraphs, stories, poems etc. using: II. Description – adjectives, adverbs, opposites, similes, connecting words III. Vocabulary work – appropriate use of new words encountered over duration of Unit; spelling tests IV. Sequencing – recipes, directions, “how-to” VII. Punctuation and conventions – capitals, periods, commas, exclamation marks, paragraphs indentation etc. • Portfolios – collection of students’ work completed over the duration of the Unit – booklets compiled. • Student’s self-evaluation and peer evaluation <p>Other activities for evaluation include:</p> <ul style="list-style-type: none"> - Short reports - Summaries - Written dialogues - Journal entries - Poetry/essays competition - Interview questionnaire, type of questions, level of questions - Booklets entries of information, pictures, etc. - Riddles, sentences structures - Use of prepositions or appropriate clues - Complete puzzles - Spelling on words related to theme

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>WRITING</p> <ul style="list-style-type: none">- Create posters/competition- Report/summary from video presentation- Letter writing to specific organizations - Government/private- Story writing on animals and plants living in the Barrier Reef- Writing of Poems/Songs on the Conservation of different species- Write questions for guest speakers- Prepare questionnaires for field trips- Participate in essay competition	<p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/action used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>READING: Select “content” you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Reading) they need to work on or develop next.</p>	<p>READING</p> <ul style="list-style-type: none"> • READING – ORAL: Teacher models appropriate reading of various forms using stories, poems and other literature to: <ul style="list-style-type: none"> - Reinforce appropriate speech patterns, rhythm and flow in reading - Build sensitivity to sounds – mood, tone etc. as they relate to elements being taught – description, inflection of voice based on punctuation e.g. exclamation, question etc. Teacher facilitates individual, choral and unison reading, reading of plays, poems, stories, passages etc. This includes material used as “content” for the Unit as well as work produced by the students. • READING – CRITICAL: Use stories, poems, plays and other literature for sharing of understanding, following directions, giving opinions, making associations to personal experiences, elicit emotive responses such as enjoyment, empathy, sympathy, displeasure etc. Facilitate oral and written responses to material students read so that they will: <ul style="list-style-type: none"> - Develop critical thinking skills, and understand language elements they are learning; - Participate in discussions in small and large groups after reading a selection; - Be able to work independently; - Make group presentations 	<ul style="list-style-type: none"> • Anecdotal notes to record students’ performance in: <ul style="list-style-type: none"> - Impromptu reading of various forms of literature highlighting descriptions – stories, poems, passages – both provided by teacher, from students texts and written by students • Graded performance on structured assignments-reading of “practiced” pieces of literature – selections from poems, stories, passages, plays etc: • Student self – and peer – assessments • Class performance for school/parents and/or community • Graded work (written or oral) derived from comprehension exercises such as main ideas in stories, poems, plays, passages; sensitivity to what is read – contribution to discussion related to assigned reading Student self – and peer – evaluation

AREA OF STUDY:

UNIT/THEME: ECO/TOURISM

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>READING</p> <ul style="list-style-type: none"> - Participate in class debate(s) on issues raised, through reading and discussion, during the unit. • READING – SILENT - Facilitate the development of positive reading habits by providing time for students to read in “interest” areas. Allow students to participate in deciding how this time will be evaluated to ensure that it is used productively: List books by author + a synopsis of material conversed. Do not make this activity become a “chore” for students. <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Read report on the Barrier Reef in Belize/Australia, - Wildlife of animals/birds etc - Water shed management, - Flora and Fauna (mangroves, rain forest) - Read brochures on Manatee, etc. - Group research on the benefits of our Barrier Reef, etc. - Brain-storm marine life - Comprehension - use articles, magazines etc - Read local and foreign books - Silent Reading on related theme 	<p>Anecdotal note on:</p> <ul style="list-style-type: none"> - Students’ “attitude” towards reading; ability to settle down and remain focused for more and more extended periods – start with 15 minutes if this being done for the first time - Oral and/or “written” sharing of material read, whether through “ facts”, “feelings’ or something tangible produced. <p>Other activity for evaluation include:</p> <ul style="list-style-type: none"> - Question oral and/or written - Presentations of written report looking at: <ul style="list-style-type: none"> ➤ Good voice quality and acceptable rate ➤ Clearly and distinctly ➤ Correct pronunciation ➤ Correct English ➤ Intonation ➤ Voice projection ➤ Eye movement/contact ➤ Enunciation <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: ECHO/TOURISM

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>H1.d. Understand the consequences of Dangerous situations and unsafe practice, and how to respond to those consequences. (make responsible choices). ST8.a. Understand the interrelationships and dependence that exist within the environment WT5.a. Understand how industrial sectors contribute to the wealth of the nation H2.a. Understand ways to effectively maintain and improve the environment, and how the state of the environment affects human well-being SS2.a. Understand the relationship between the location of Belize and its climate and weather SS2.b. Understand how the different natural landscape features and natural resources related to human activity SS2.c. Understand how natural resources influence the settlement and development of Belize SS4.a. Understand climatic variation across different regions of the world and how this relates to natural vegetation WT3.a. Understand the elements which contribute to the effectiveness of the work people do. M5.a. Collect, analyse and interpret data and predict probable outcomes</p>	<ul style="list-style-type: none"> - Books - Newspaper - Magazines - Newsletter from (UCB) - Brochure - Pictures - Speakers - Video - Posters - Field trips - Games - Riddles - Flip charts - Booklets

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

AREA OF STUDY OUTCOMES

Pupils should:

EL4.a. Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks). EL4.b. Use speech for self-fulfillment and aesthetic satisfaction. EL4.c. Use body language to compliment speech. EL2.a. Respond sensitively and appropriately to auditory and visual stimuli. EL3.a. Produce written work that demonstrates proper mechanics and proficiency in the conventions of writing. EL3.b. Produce written work that demonstrates effective English usage and grammar. EL3.c. Demonstrate the ability to write for a full range of purposes. EL3.d. Produce written work for self-fulfillment and aesthetic satisfaction. EL1.a. Use context clues and cues effectively to communicate when reading orally. EL1.b. Demonstrate fluency through appropriately applying word identification strategies. EL1.c. Select material for recreational reading based on personal preference. EL1.d. Apply functional reading skills (including comprehension skills) in the selection, reading, and interpretation of texts.

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1.a. Recognize an issue or a problem. CP1.b. Examine information related to the problem/issue. CP1.c. Suggest ways of dealing with the problem/issues. SP1.a. Recognize the values associated with choices. SP1.b. Choose between alternatives based on values. SP1.c. Take action based on principled choice. SP2.a. Take part in-group activities. SP2.b. Express their opinions and feelings in a socially acceptable way. SP1.c. Identify feelings. SP1.d. Respond to the feelings of others. SP1.e. Lead and follow where appropriate. SP1.g. Help to create consensus. SP2.h. Accept major decisions. SP3.a. Assess their needs/interests. SP3.b. Assess progress in relation to achievement of goals and adjust strategies as necessary

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Suggested Time: 4 weeks</p> <p>SKILLS</p> <p>SPEAKING: Select "content" you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Speaking) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate their constitutional rights - Accept the Belizean form of Government - Express their feelings towards Government 	<p>SPEAKING Teacher engages student in Oral discussion of what Government is and the services it provides; reasons for government; Belize's system of Government its history and how it has evolved; mock "House Debates"; the relationship between Government and "Politics"; voting and elections; etc.</p> <p>Teacher models appropriate pronunciation, enunciation and effective use of voice (breath control, projection etc.)</p> <p>Teacher facilitates classes and provides opportunities for students to identify and use elements of vocabulary etc. selected from the Division Scheme for Standard VI</p> <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Oral presentation of factual information on Government structure *note section on writing - Oral presentation on functions of Government - Skit presentations on elections, parliamentary procedures, etc. - Delivery of canvassing speech - Silent reading of articles referring to Government (magazines, books, newspaper) - Sharing reading of articles on topics relevant to Government 	<p>Make a record of Students' performance using anecdotal notes on:</p> <ul style="list-style-type: none"> - Students' participation in structured discussion sessions in large and small groups - Students' performance in spontaneous sharing of ideas/opinions – coherence, clarity, relevance and appropriateness of responses - Comfort/discomfort in verbal interaction in student – teacher and student – student exchanges. - Peer evaluation - Student self-evaluation <p>Other activities for evaluation could include:</p> <ul style="list-style-type: none"> - Listen for: <ul style="list-style-type: none"> a) Intonation b) Pronunciation c) Enunciation d) Articulation e) Voice projection - Look at facial expression & posture - Sentence structure - Subject verb agreement <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>LISTENING AND VIEWING: Select “content” you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Listening and Viewing) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate their constitutional rights - Accept the Belizean form of Government - Express their feelings towards Government 	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> • LISTENING: Encourage supportive and sensitive listening by asking questions in response to oral sharing by the teacher and/or students. <ul style="list-style-type: none"> - Provide <i>focus</i> questions for stories, poems or plays – e.g. students are provided with a question(s) before the reading of a poem that will require them to participate in a discussion about the thoughts, feelings etc. angry, in pain, happy etc. – that they were able to identify. (These should be based on the language elements being taught, however, other elements may arise naturally – be prepared for the “Teachable Moment” All material used does not have to be related to the Theme. [Caution – be careful not to plan a lesson with fixed views about correct and wrong answers where <i>creative writing</i> is concerned – if a child can provide some support for his/her feelings following the reading of a piece, reward the effort. Where children identify feelings that seem to be <i>totally foreign</i> to the content of the piece, you may need to talk to the child afterwards about his/her feelings. • VIEWING: Use pictures, posters and other visual stimuli: <ul style="list-style-type: none"> - To concretize oral discussions in which students use language elements being taught 	<ul style="list-style-type: none"> • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (listening to someone reading, a tape recording, a talk, music etc) and student responses (e.g. non response from student when something “humorous” is being shared) - Responsiveness to questions, in discussions following sharing of aural material (music, reading of stories, explanations, etc) • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, of oral response or a physical activity (e.g. appropriate “behavior” after being given directions) in response to aural stimulus • Anecdotal notes on: <ul style="list-style-type: none"> - Correspondence between stimulus (watching a video, responding to a picture, poster, collage, object) and student response (e.g. non response from student when visual stimulus should evoke some “overt” response);responsiveness to questions, in discussions following sharing of visual material (pictures, posters, videos, visual performance)

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>LISTENING AND VIEWING</p> <ul style="list-style-type: none"> - As stimuli for writing exercises – encourage creative interpretation of what is seen; use open ended questioning that will encourage creative responses – e.g. Listen to reports on the sitting of the House of Assembly that is broadcast weekly. Listen to election speeches. Conduct mock elections with students appealing to student "voters"; visit a House sitting etc. <p>The following are suggested activities:</p> <ul style="list-style-type: none"> - Dialogues - Guest speaker – Ministers, Senators, Political Officers, Mayor, P.S. - Report or presentations - Canvassing speech - Magazine – excerpts referring to Government - Stories 	<ul style="list-style-type: none"> • Graded record of: <ul style="list-style-type: none"> - Structured assignments – “written” product, or oral response, or a physical activity = teacher takes a sheet of paper, folds it once in half, then once diagonally, then again in half, student requested to repeat sequence) <p>Evaluation may include</p> <ul style="list-style-type: none"> - Observe courteous listening (e.g. paying attention etc) - Questions <ul style="list-style-type: none"> a) Main ideas b) Detail - Paraphrasing in sequence - Identifying devices of persuasion - Identifying & differentiating between fact and opinion <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>WRITING: Select “content” you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Writing) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate their constitutional rights - Accept the Belizean form of Government - Express their feelings towards Government 	<p>WRITING</p> <ul style="list-style-type: none"> • WRITING: Facilitate the writing of: <ul style="list-style-type: none"> - Paragraphs, stories, poems, etc. using various stimuli (I) visual – e.g. (posters/pictures/objects etc.), (ii) aural– e.g. music (singing, instrumental, etc. responding to mood), Prepare ballot sheets for a mock election (this activity works well when the unit is done during as election period), prepare campaign fliers, write a campaign speech and a victory speech; prepare notes for a debate with an opponent etc. - Use the “writing prizes” (Illustrations may be added to written work to enhance the “cultural” focus of this Unit) (iii) grammar and conventions – ensure appropriate use through written assignments following oral sharing, incorporate these in paragraphs, stories, poems, directions, recipes etc. – individual and group assignments. Vocabulary building-spelling tests/games - Display work produced by students’ on classroom walls etc. as it is completed - Help students to organize a celebration at the end of the Unit – write invitations, prepare simple foods made from recipes written as part of unit activities, play simple games written as part of unit activities <p>The following are suggested activities</p> <ul style="list-style-type: none"> - Comprehension – factual passages of the Belizean Government makeup 	<ul style="list-style-type: none"> • Grade record of work produced by students using: <ol style="list-style-type: none"> I. Written assignments – cloze exercises, fill in blanks, sentences, paragraphs, stories, poems etc. using: II. Description – adjectives, adverbs, opposites, similes, connecting words III. Vocabulary work – appropriate use of new words encountered over duration of Unit; spelling tests IV. Sequencing – recipes, directions, “how-to” V. Punctuation and conventions – capitals, periods, commas, exclamation marks, paragraphs indentation etc. • Portfolios – collection of students’ work completed over the duration of the Unit – booklets compiled. • Student’s self-evaluation and peer evaluation <p>Other activities for evaluation include:</p> <ul style="list-style-type: none"> - Question written - Organization, punctuation facts, spelling - Parts of letters, organization, punctuation, spelling - Organization, punctuation spelling - Legible writing - Paragraphing - Organization, punctuation, spelling <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>WRITING</p> <ul style="list-style-type: none">- Write factual paragraph about function of Government- Letter writing<ul style="list-style-type: none">a) Congratulatory noteb) Applicationc) Letter of complaintd) Invitation- Group work<ul style="list-style-type: none">a) Mock electionsb) Parliamentary procedurec) Mock sitting of House of Representative <p>Write a canvassing speech</p>	

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>SKILLS</p> <p>READING: Select “content” you will teach during this Unit from the Standard VI Selection of the Division Scheme. The skills you select will be determined by the readiness of your students, and what you identify as skills/elements of languages (Reading) they need to work on or develop next.</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate their constitutional rights - Accept the Belizean form of Government - Express their feelings towards Government 	<p>READING</p> <ul style="list-style-type: none"> • READING – ORAL: Teacher models appropriate reading of various forms using stories, poems and other literature to: <ul style="list-style-type: none"> - Reinforce appropriate speech patterns, rhythm and flow in reading - Build sensitivity to sounds – mood, tone etc. as they relate to elements being taught – description, inflection of voice based on punctuation e.g. exclamation, question etc. Teacher facilitates individual, choral and unison reading, reading of plays, poems, stories, passages etc. This includes material used as “content” for the Unit as well as work produced by the students. • READING – CRITICAL: Use stories, poems, plays and other literature for sharing of understanding, following directions, giving opinions, making associations to personal experiences, elicit emotive responses such as enjoyment, empathy, sympathy, displeasure etc. Facilitate oral and written responses to material students read so that they will: <ul style="list-style-type: none"> - Develop critical thinking skills, and understand language elements they are learning; - Participate in discussions in small and large groups after reading a selection; - Be able to work independently; - Make group presentations 	<ul style="list-style-type: none"> • Anecdotal notes to record students’ performance in: <ul style="list-style-type: none"> - Impromptu reading of various forms of literature highlighting descriptions – stories, poems, passages – both provided by teacher, from students texts and written by students • Graded performance on structured assignments -reading of “practiced” piece of literature- selections from poems, stories, passages, play etc. • Student self – and peer – assessments • Class performance for school/parents and/or community • Graded work (written or oral) derived from comprehension exercises such as main ideas in stories, poems, plays, passages; sensitivity to what is read – contribution to discussion related to assigned reading Student self – and peer – evaluation

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<p>READING</p> <ul style="list-style-type: none"> - Participate in class debate(s) on issues raised through reading and discussion during the unit. <p>• READING – SILENT</p> <ul style="list-style-type: none"> - Facilitate the development of positive reading habits by providing time for students to read in “interest” areas. Allow students to participate in deciding how this time will be evaluated to ensure that it is used productively: List books by author + a synopsis of material conversed. Do not make this activity become a “chore” for students <p>The following are other suggested activities:</p> <ul style="list-style-type: none"> - Oral reporting - Relives canvassing speech - Silent reading – magazine excerpts - Oral reading – magazine excerpts - Vocabulary word relevant to theme – context clues - Reading of articles & writing of summaries - Comprehension – facts, main idea - Oral reading - dialogue 	<p>Anecdotal note on:</p> <ul style="list-style-type: none"> - Students’ “attitude” towards reading; ability to settle down and remain focused for more and more extended periods – start with 15 minutes if this being done for the first time - Oral and/or “written” sharing of material read, whether through “ facts”, “feelings’ or something tangible produced. <p>Other activity for evaluation include:</p> <ul style="list-style-type: none"> - Personal reaction as to what was said - Identify cause and effects & main idea - Word attack skills - Summarizing - Identify correct poster and congruent body languages with speech <p>NOTE: What is assessed will be determined by the skills/elements the teacher selects for the students to learn and the strategies/activities used in individual lessons.</p>

AREA OF STUDY:

UNIT/THEME: GOVERNMENT

CLASS: STANDARD VI

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
<p>SS1.a. Understand how the social-economic-political conditions existing in pre-European times influenced later developments in Belize</p> <p>SS1.c. Understand the transformation of Belize from a colony to an independent nation</p> <p>SS3.a. Understand the major features of central and local government in Belize</p> <p>SS3.b. Understand the process used by the government of Belize in conducting the business of the people.</p>	<ul style="list-style-type: none">- How we are Governed- Constitution of Belize- Social Studies for the Caribbean & gazette- Human Resources – minister, Senator, political offices, mayor P.S. etc.- Magazines- Newspaper