

February 2025



# OHPC GRADE 6 SOCIAL STUDIES

*THE CARIBBEAN IN THE WORLD*

## Historical and Cultural Thinking

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### Introduction to Strand

This strand explores how the diversity of the world's population is its strength. Particular attention will be placed on understanding the powerful role of slavery in shaping Caribbean society and how slavery was and remains a global issue. Students will also examine the origins and contributions of East Indian peoples to the Caribbean economy and society. They will also examine how regional and international in and out migration has shaped and continues to shape Caribbean society. The rich cultural mosaic of the Eastern Caribbean contributes to a common sport, culture and music activities that foster regional interactions.

### Strand (Topic): Historical and Cultural Thinking: Slavery in the Caribbean

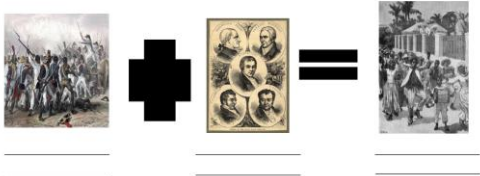

### Essential Learning Outcome: To understand the diversity of the world's population is its strength


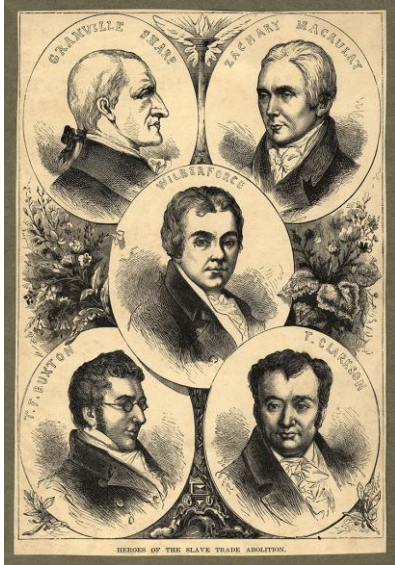
### Grade Level Expectations: Students would be able to:



1. Identify the different groups that worked to end slavery.
2. Understand the major milestones in the struggle for emancipation.
3. Appreciate the contributions of the different groups that worked to end slavery.

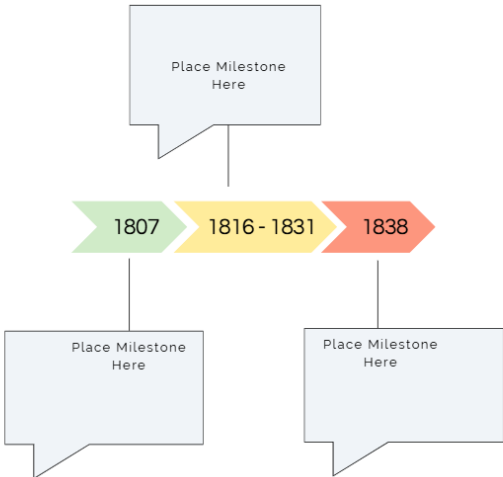
### Focus Question:


1. How did slavery come to an end?


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Learners are expected to:</p> <p><b>6-HCT-K-1-</b> Identify the groups that worked to end slavery.</p>	<p><b>Pre -Assessment: Research - Are students able to define the following terms after independent research?</b></p> <ol style="list-style-type: none"> <li>1. Emancipation</li> <li>2. Abolition</li> <li>3. Abolitionists</li> </ol> <p>Students then present findings with the aid of concept maps.</p> <p><b>Concept Mapping:</b></p> <ul style="list-style-type: none"> <li>• Students match the descriptions with the images below.</li> </ul> <p>Match the images with the descriptions below.</p> <p>a) Work of the enslaved Africans b) Work of European Abolitionists c) Emancipation</p> <div data-bbox="695 1003 1171 1177">  </div>	<p><b>Introduction: Picture/ Video inferencing &amp; Guided discussion</b></p> <ul style="list-style-type: none"> <li>• Students are shown pictures of newly freed Africans on Emancipation Day.</li> </ul> <div data-bbox="1398 488 1797 1019">  </div> <ul style="list-style-type: none"> <li>• Students discuss what they observe. Guided questions may include: <ul style="list-style-type: none"> <li>○ What are the people in the picture doing?</li> <li>○ How many groups of persons do you observe in the picture?</li> <li>○ Who are these people?</li> <li>○ Why do they seem to be in different moods?</li> </ul> </li> <li>• Students engage in a whole class discussion on Emancipation Day and its significance.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product: Mapwork:</b>            Can students identify on a map the location of the groups that worked to abolish slavery?</p> <hr/> <p><b>Let's Travel Around The World!</b></p> 	<p><b>Story mapping: How Emancipation Came About</b></p> <ul style="list-style-type: none"> <li>Teacher with the use of images explains that emancipation resulted from the efforts of different groups, namely, enslaved Africans and European abolitionist groups. See the example below.</li> </ul> <p><b>Image 1: European Abolitionists</b></p>  <p>Source: <a href="#">10 Key Figures in the Abolition of Slavery in the UK   History Hit</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Image 2: Enslaved Africans</b></p>  <ul style="list-style-type: none"> <li>On a blank map, students identify the location of groups that worked to abolish slavery. See example below.</li> </ul> <p><b>Let's Travel Around The World!</b></p>  <p><b>Dramatization/ Panel Discussion / Talk Show:</b></p> <ul style="list-style-type: none"> <li>Students are placed into two teams: <ul style="list-style-type: none"> <li>Enslaved Africans</li> <li>European Abolitionists</li> </ul> </li> <li>Each team will research how their group contributed to the end of slavery</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>Using a talk show format, the groups will present information about their actions to help end slavery.</li> </ul>
<b>6-HCT-S-1</b> – Build a timeline of major milestones in the struggle for emancipation	<p><b>Timeline:</b> Can students sequence the selected major milestones in the struggle for emancipation?</p> <p>The teacher should use an appropriate rubric to assess students' timelines.</p> <div data-bbox="667 717 1209 1282" data-label="Diagram"> <p style="text-align: center;"><b>TIMELINE</b></p> <p style="text-align: center;">Sequence the selected major milestones in the struggle for emancipation.</p>  </div>	<p><b>Gaming:</b></p> <ul style="list-style-type: none"> <li>Students are given cue cards of major milestones leading up to emancipation.</li> <li>Students view and discuss the information provided on the back of the card.</li> <li>Students play <a href="https://wordwall.net/resource/77106070">https://wordwall.net/resource/77106070</a></li> <li>Students then use the information to create a timeline of the major milestones in the struggle for emancipation.</li> </ul> <p><b>Enrichment Activity: Real Time Reactions</b></p> <ul style="list-style-type: none"> <li>Students read short news article on ‘Modern Day Slavery’. (This is to heighten students’ awareness that unfortunately slavery still exist but in different forms.) See example below:</li> </ul> <p>Source: <a href="https://www.bbc.com/news/health-55848484">Modern slavery victim wins payout 'as others die waiting' (bbc.com)</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p> <b>BBC</b>        Home News Sport Business Innovation Culture Travel Earth Video Live  <b>Slavery victim wins payout as 'others die waiting'</b>        5 August 2024     </p> <p>       Police said the vulnerable man was held captive in "truly shocking" conditions for decades.        A vulnerable man kept as a slave for almost 26 years has won a "record payout" after his family sued the government for denying him adequate compensation.        The man, known only as Victim A, waited so long for compensation that his captors, who beat him, fed him on scraps and forced him to lay driveways for little or no pay, have been released from prison.     </p>
<b>6-HCT-V-1</b> -Value the contribution of the enslaved people in resisting slavery and achieving emancipation.	<p><b>Creative Expression:</b> Are students able to create items that reflect their appreciation of the contributions of enslaved Africans in resisting slavery and emancipation?</p> <p>Teachers use appropriate rubrics to assess students' items.</p>	<p><b>Brainstorming/Discussion:</b></p> <ul style="list-style-type: none"> <li>Students imagine they were an enslaved African forced to work on a sugar plantation in the West Indies.</li> <li>Then give examples of ways in which they would have resisted enslavement.</li> <li>Students discuss the different actions.</li> <li>Teacher documents students' responses on the board, then identifies those actions that were applicable.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Scenario/Discussion:</b></p>  <ul style="list-style-type: none"> <li>Students listen to /read the following scenario: It is 1st August in the Caribbean. Azah and her parents are on their way to Freedom Town for the annual Emancipation Day celebrations. Azah, who is not interested in going, questions her parents about why they are attending the activities. Her parents explained that celebrating Emancipation Day is very important because it reminds us that our ancestors fought to gain freedom and to ensure that future generations would not be enslaved again.</li> <li>Students and teacher discuss:             <ol style="list-style-type: none"> <li>Should Azah be going to the celebrations with her parents? Why/Why not?</li> <li>Have you ever been to Emancipation Day celebrations in your country?</li> <li>How is Emancipation Day celebrated in your country?</li> </ol> </li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>Teacher emphasizes the importance of how the enslaved people contributed to their own freedom.</li> </ul> <p><b>Creative Expression: Emancipation Day Celebrations</b></p> <ul style="list-style-type: none"> <li>Students pretend it is 1st August, Emancipation Day.</li> <li>Students then create any of the following to highlight the contributions of the enslaved Africans in achieving their own emancipation: <ul style="list-style-type: none"> <li>Song</li> <li>Dance</li> <li>Drama</li> <li>Art/Drawing</li> </ul> </li> <li>Based on students' presentations, the teacher reinforces the contributions of the enslaved Africans in gaining their freedom.</li> <li>See examples below:</li> </ul> <div data-bbox="1230 857 1719 1284"> <p><b>Song:</b> <b>"Rise Up, Break Free"</b></p> <p><i>Rise Up, Break Free Celebrate the strength and bravery Of those who fought for freedom. They stood united, Refusing to be oppressed, Paving the way for future generations To live in a world free from the chains of slavery. Let us not forget their sacrifices And honour their legacy By continuing to fight for justice and equality.</i></p> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Poem:</b> <b>"Legacy of Liberation"</b></p> <p><i>In the face of oppression, they stood tall Their courage and bravery, breaking down every wall Their legacy lives on, a reminder of our past Their fight for freedom, a powerful example that last Let us remember their strength and their might And continue the battle for what is right.</i></p>

**Strand (Topic): Historical and Cultural Thinking: East Indian Caribbean Cultures**

**Essential Learning Outcome: To understand the diversity of the world's population is its strength**

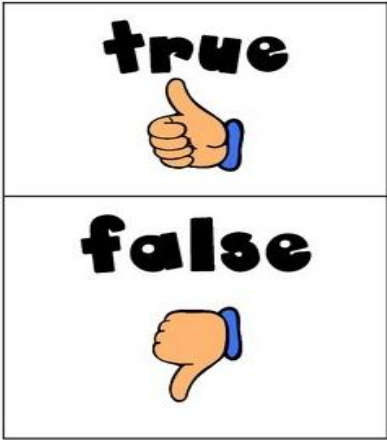
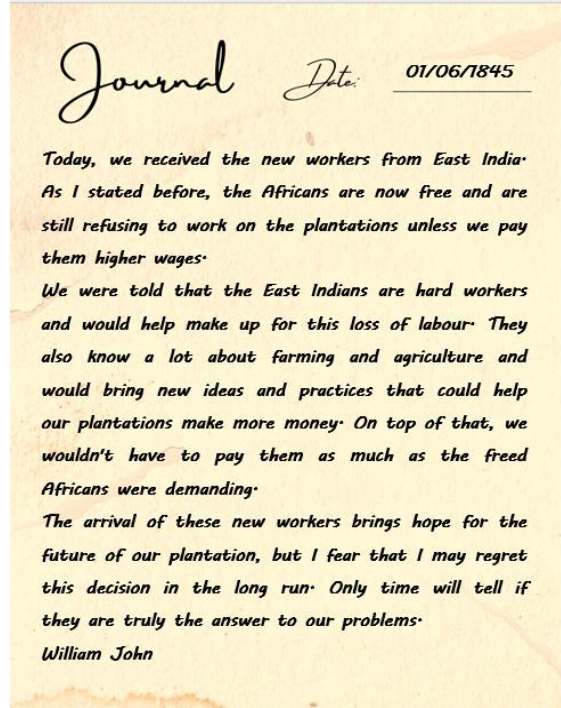
**Grade Level Expectations:** Students would be able to:

1. Identify the reasons for the migration of East Indians to the Caribbean.
2. Understand the journey taken by East Indian Indentured Servants to the Caribbean.
3. Discuss the impact of East Indian culture on Caribbean society.

**Focus Questions:**



1. Why were East Indians brought to the Caribbean?
2. How have East Indians influenced Caribbean culture?



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6-HCT-K-2-</b> Explain why East Indians were brought to the Caribbean.</p>	<p><b>Product:</b> Using information provided, can students identify the reasons why East Indians were brought to the Caribbean? See activity below.</p> <p><b>Raise Your Card - True/False:</b></p> <ul style="list-style-type: none"> <li>● Students read aloud or listen to the passage 'Mr. John's Journal Entry'.</li> <li>● Students respond to the questions by raising their cards based on their view. Students give reasons for their answers.</li> </ul> <ol style="list-style-type: none"> <li>1. <i>The new group of workers that arrived at Mr. John's plantation were Indentured Servants from India. <b>True/False</b></i></li> </ol>	<p><b>Introduction- Guided Discussion:</b></p> <ul style="list-style-type: none"> <li>● As a class, students read aloud or listen to a passage (fictional, primary or secondary source) about the reasons behind the recruitment of East Indian indentured servants. For example:</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>2. <i>Africans who had been working on the plantation all went back to Africa? <b>True/False</b></i></p> <p>3. <i>Mr. John was worried about the new workers coming to his plantation to solve his problems.</i></p> <p>4. <i>Mr John had good reason to be worried about his new workers. <b>True/False</b></i></p> <div data-bbox="615 526 999 963">  </div> <ul style="list-style-type: none"> <li>The teacher records students' performance.</li> </ul> <p><b>Product- Journal Entry</b> - Do students' journal entries demonstrate an understanding of the reasons why East Indians were brought to the Caribbean? See activity below.</p> <p><b>Journal:</b></p> <ul style="list-style-type: none"> <li>Students explain at least two reasons why East Indians were brought to the Caribbean using a mode of their choice</li> </ul>	<div data-bbox="1297 302 1854 1006">  </div> <ul style="list-style-type: none"> <li>Students respond to questions orally based on the text. For example:           <ol style="list-style-type: none"> <li><i>Who were the new group of workers that arrived at Mr. John's plantation?</i></li> <li><i>What did they come to the plantation to do?</i></li> <li><i>What happened to the Africans who had been working on the plantation?</i></li> <li><i>Mr. John is worried about his decision to bring in the new group of workers and wonders if they will truly solve the plantation's problems. Do you think he should be worried? Why or why not?</i></li> <li><i>What are your thoughts about the new workers?</i></li> </ol> </li> </ul>





Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>(text, audio recording, video, art drawing etc.)</p> <ul style="list-style-type: none"> <li>Teacher uses a rubric to assess how well students understand the topic.</li> </ul> <p><b>Product: Peer Assessment - Flashcards and Quizzes:</b></p> <ul style="list-style-type: none"> <li>Students create digital flashcards or quizzes on platforms like Quizlet or hardcopies. Students will review and test their knowledge.</li> <li>Do students' questions and responses accurately reflect an understanding of the reasons why indentured workers were brought to the Caribbean?</li> </ul>	<ul style="list-style-type: none"> <li>The teacher records on the board correct students' responses on the reasons why East Indians were brought to the Caribbean using a spider web or other form of mapping/brainstorming tool.</li> </ul> <div data-bbox="1268 456 1892 938" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>The teacher provides a summary of the most important points that were discussed.</li> <li>Students record the graphic organiser in their notebooks.</li> </ul> <p><b>Research Challenge/Guided Discussion:</b></p> <ul style="list-style-type: none"> <li>Students work in pairs to research the term 'indentured servants' using an online search engine, textbook, or other resource provided.</li> <li>Students then share their findings with the class.</li> <li>The teacher explains that:             <ul style="list-style-type: none"> <li>Indentured servants were individuals who agreed to work for a specified period of time in exchange for</li> </ul> </li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>benefits such as: passage to a new country, food, shelter, and wages.</p> <ul style="list-style-type: none"> <li>○ The East Indians who were brought to the Caribbean came as indentured servants.</li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <p><b>Introduction: Scripted Press Conference/Dialogue</b></p> <ul style="list-style-type: none"> <li>● Dressed in a scarf, jewellery, or other accessories to represent Indian attire, the teacher appears as an old Indian Indentured servant.</li> <li>● Students take on the role of reporters/interviewers and engage with the teacher by asking questions from numbered index cards distributed beforehand. The teacher responds in character. See the example script below.</li> </ul> <p><i>Student 1: Who are you?</i>  <i>Teacher: I am an indentured servant.</i>  <i>Student 2: Huh? Indentured, what now?</i>  <i>Teacher: Indentured servant.</i>  <i>Student 3: Can you explain who or what an indentured servant is?</i>  <i>Teacher: Indentured servants were people who agreed to work for a set time in exchange for benefits like passage to a new country, food, shelter, and wages.</i>  <i>Student 4: Which country are you from then?</i>  <i>Teacher: Can you guess where I am from?</i>  <i>Student 5: Is it India?</i>  <i>Teacher: Yes, I am from India.</i></p> <ul style="list-style-type: none"> <li>● Teacher explains that the East Indians were brought to the Caribbean to work as indentured servants.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>6-HCT-S-2-</b> Chart the route taken by East Indian Indentured Servants from their homeland to the Caribbean.</p>	<p><b>Product:</b> Can students accurately chart the route taken by East Indian Indentured Servants from their homeland to the Caribbean? See activities below.</p> <p><i>Map Work-</i></p> <ul style="list-style-type: none"> <li>Students work in pairs to chart the sea route taken by East Indian Indentured Servants from their homeland to the Caribbean on a physical or digital map (See Scribble Maps).</li> <li>Arrows can be used to indicate the direction of travel, and key locations at the start and end of the route. For example:</li> </ul> 	<p><b>Mapwork:</b></p> <ul style="list-style-type: none"> <li>Students are presented with a world map with labels marking the starting point in India and the final destination in the Caribbean. For example:</li> </ul>  <ul style="list-style-type: none"> <li>Using arrows to show the direction of travel, students map out one potential route that indentured servants might have taken to travel from India to the Caribbean. See example below.</li> <li>Students volunteer to share their map showing the possible route and the reason behind their choice with the class.</li> <li>The teacher points out the correct route taken by East Indian indentured servants.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		
<p><b>6-HCT-V-2-</b> Appreciate the influences that East Indians have on Caribbean culture.</p>	<p><b>Product:</b> Do students' presentations identify at least three significant contributions of East Indian culture in the Caribbean?</p> <p>Are students able to explain how East Indians have positively influenced the culture of the region?</p> <p>The teacher uses an appropriate rubric to assess the students' understanding and creativity in their presentations.</p>	<p><b>Guided Research/ Visual Presentation:</b></p> <ul style="list-style-type: none"> <li>● Students (individually or in groups) use a search engine by inputting phrases, such as "East Indian Culture in the Caribbean" to find 3 - 4 pictures that depict the cultural influences of East Indians. Students who do not have a device may bring pictures.</li> <li>● Students are guided by the teacher to select the relevant images.</li> <li>● Students then create a collage or slideshow to share with the class the images they have found. Images should depict traditional Indian clothing, food, musical styles and religious practices. For example:</li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Enrichment Activity</b></p> <ul style="list-style-type: none"> <li>● <b>Interview a Community Member:</b> Students interview someone from the local community who practices Hinduism or Islam. They can ask questions about traditions, festivals, and beliefs. Students can then share their findings in a written report or a short video presentation.</li> <li>● <b>Storytelling:</b> Imagine that you are an East Indian who practices Hinduism. Write a story about a religious celebration or ritual that you take part in.</li> </ul>	<div>     </div> <p><i>The images in this set were sourced from the icon feature in Microsoft Word.</i></p> <ul style="list-style-type: none"> <li>● Students discuss the ways in which each image depicts East Indian culture that influences Caribbean culture.</li> <li>● Students compile a list of the ways in which East Indian culture influences the Caribbean.</li> </ul> <p><b>Creating I like Statements</b></p> <ul style="list-style-type: none"> <li>● Students state three things they like about Indian culture practiced in the Caribbean.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>- I like Diwali because of the lights</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>- I like chutney music because I love to dance.</li> <li>- I like the sari because of the colourful fabric.</li> <li>- I like roti because it is spicy.</li> </ul> <p style="text-align: center;"><b><u>OR</u></b></p> <p><b>Group Investigation/Class Discussion:</b></p> <ul style="list-style-type: none"> <li>• Students are divided into small groups.</li> <li>• Each group spins a wheel to select a specific aspect of East Indian culture in the Caribbean. (See <a href="#">Picker Wheel - Spin the Wheel to Decide a Random Choice</a> or <a href="#">Wheel Spinner</a>)</li> </ul> <div data-bbox="1360 732 1822 1214" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• Groups find pictures (and/or videos) and information related to their chosen topic. Groups may use a search engine by inputting phrases, such as "Indian cultural festivals"</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>in the Caribbean" or "Indian clothing in the Caribbean" to find specific images and facts.</p> <ul style="list-style-type: none"> <li>Groups present their findings to the class in the form of a collage, slideshow, or any other visual medium of their choice.</li> <li>The teacher facilitates a whole class discussion on East Indian culture and its impact on the region's culture.</li> </ul>

#### Additional Resources and Materials:

**Videos:** (Display excerpts or snippets of videos, rather than the whole films where possible, to save time and engage students visually.)

1. [\(13\) The History Of Indian Arrival Day - YouTube](#)
2. [Indentured The Journey from India to Trinidad \(youtube.com\)](#)

#### Additional Useful Content Knowledge for the Teacher:

- East Indians were brought to the Caribbean from India as indentured servants to work on sugar plantations after the enslavement of Blacks ended.
- These East Indians were called indentured servants because they worked on contract for a set time before being freed.
- The route was a long sea voyage across the Indian Ocean, around the coast of Africa, and finally to various Caribbean islands such as Trinidad, Guyana, Jamaica, St. Lucia, St. Vincent and Grenada.
- The East Indians brought their own traditions that are still present and have been copied by other ethnic groups in the Caribbean.
- Today, Indian cultural influences can be seen in various aspects of Caribbean life:
  1. Religion - Hinduism, Islam
  2. Festivals - Diwali/Divali, Eid-ul-Fitr
  3. Foods - Roti, doubles, rice
  4. Music - Chutney
  5. Language - channa,

**Opportunities for Subject Integration:**

- **Language Arts:**
  - **Writing** - Journaling, narrative writing
  - **Vocabulary** - indentured servant, contract, channa, cultural influence
  - **Communication** - oral presentations.
- **Science and Technology:** Students use digital tools to research and create collages and journals.
- **Arts and Crafts:** Students create collages.

**Strand (Topic): Historical and Cultural Thinking: Arts and Sports in the Caribbean**

**Essential Learning Outcome: To understand the diversity of the world's population is its strength**

**Grade Level Expectations:**














Learners would be able to:



1. Describe the common sport, culture and music activities that foster regional interactions
2. Investigate how local sport, culture or music figures have influence beyond their home state
3. Appreciate the value of arts and sports for shaping regional identity and pride

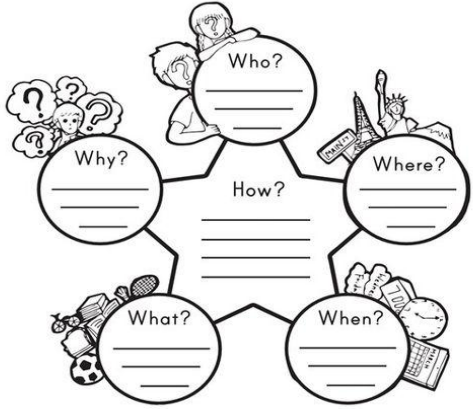

**Focus Questions:**

1. How do common sports, culture and music activities foster regional interactions?
2. Why is regional interaction important?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6-HCT-K-3-</b>Describe common sport, culture and music activities that foster regional interactions.</p>	<p><b>Conversation:</b> Based on the focus question, are students able to give reasons why it is important for Caribbean people to work together?</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>● Students listen to the song “One Caribbean Nation” by Grantley Ipa Constance <b>OR</b> "Caribbean Man” by Black Stalin</li> <li>● <a href="https://youtu.be/5FsRNw2E3sk?si=49o-RdVwZ5tauasj">https://youtu.be/5FsRNw2E3sk?si=49o-RdVwZ5tauasj</a></li> <li>● <a href="https://www.youtube.com/watch?v=ItA4vTaLMk0">https://www.youtube.com/watch?v=ItA4vTaLMk0</a> One Caribbean - Chozenn</li> <li>● <a href="https://www.youtube.com/watch?v=4xRXfVw86T0">https://www.youtube.com/watch?v=4xRXfVw86T0</a> One Caribbean Family - Macke Conscious</li> </ul>

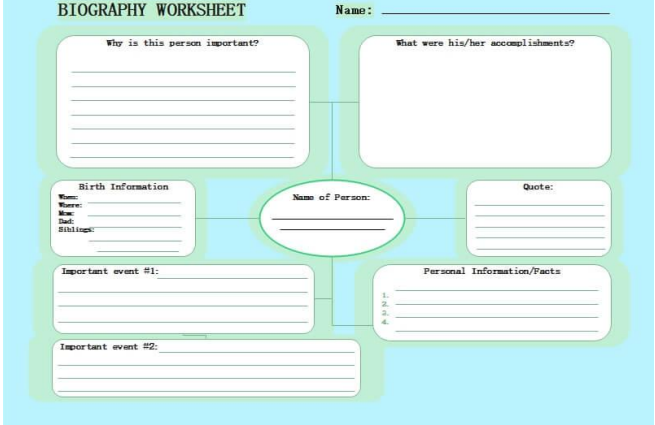
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
	<p><b>Conversation:</b> After conducting research, can students describe the common sport, culture and music activities that foster regional interactions?</p> <p><b>Product: Annual Calendar of Activities</b></p>  <p>Are students able to create a flip annual calendar with the activities that foster regional interactions?</p>	<ul style="list-style-type: none"> <li>Students respond to the <b>focus question</b>: “<i>Why is it important for Caribbean countries to work together?</i>” This should create interest for the topic.</li> <li>They then share their responses orally to the class.</li> </ul> <p><b>Graphic Organizer - Describe Activities that Foster Regional Interactions</b></p> <ul style="list-style-type: none"> <li>Students work in small groups to complete the graphic organizer to show different areas of regional interaction. For example, Cricket. (See sample graphic organizer below).</li> <li>Students answer the questions to guide the completion of the graphic organizer.</li> </ul> <table border="1"> <thead> <tr> <th>5 W's 1 H</th><th>Questions</th><th>Suggested Responses</th></tr> </thead> <tbody> <tr> <td>WHO </td><td>Identify Caribbean islands that work together?</td><td>Cricketers in the Caribbean</td></tr> <tr> <td>WHY </td><td>Why do they work together?</td><td>unity, to win competitions, fun</td></tr> <tr> <td>WHEN </td><td>When do they work together?</td><td>T20 games, world cup, ICC, One Day Int</td></tr> <tr> <td>WHAT </td><td>What are some ways they work</td><td>Practice, travel, compete</td></tr> </tbody> </table>	5 W's 1 H	Questions	Suggested Responses	WHO 	Identify Caribbean islands that work together?	Cricketers in the Caribbean	WHY 	Why do they work together?	unity, to win competitions, fun	WHEN 	When do they work together?	T20 games, world cup, ICC, One Day Int	WHAT 	What are some ways they work	Practice, travel, compete
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
			together?	
		WHERE 	Where do they work together?	Various parts of the world where competitions are held
		HOW 	How do they work together?	Good communication/interaction, being fair to each other, developing bonds
		OR		


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p style="text-align: right;">Name _____</p> <h3 style="text-align: center;">The 5 W's &amp; 1 H</h3> <p style="text-align: center;">When you create a story, the 5 W's and 1 H are helpful questions to get you started!</p>  <p>Graphic Organizers Worksheets</p> <p><a href="http://www.allkidsnetwork.com">www.allkidsnetwork.com</a> © Copyright AllKidsNetwork.com</p>  <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>Each group will present their findings on the common sport, culture and music activities that foster regional integrations in a mode of their choice E.g. PowerPoint, infographics, song etc.</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>Students and teacher discuss the various activities that foster regional interactions.</li> <li>Teacher gives students information about those activities that were not mentioned during the discussion.</li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Enhancement Activity: Research</b></p> <ul style="list-style-type: none"> <li>In groups/individuals, students research the following common activities that foster regional interactions: <ul style="list-style-type: none"> <li>Sport</li> <li>Culture</li> <li>Music</li> </ul> </li> <li>Each group researches ONE activity. For example, group one will research common sport activities.</li> </ul> <p><b>Create A Calendar:</b></p> <ul style="list-style-type: none"> <li>Students create an annual calendar with the activities that foster regional interactions by conducting appropriate research.</li> </ul>
<p><b>6-HCT-S-3-</b> Investigate local sport, culture or music figures that have influence beyond their home state</p>	<p><b>Product: Research</b></p> <p>Small groups select one influential figure of their choice to conduct a research. This can be an internet search or an interview.</p> <p>Sample Interview Prompt/Research Guide</p> <ol style="list-style-type: none"> <li>Name</li> <li>Birthdate</li> <li>Address</li> <li>Family background (parents' name etc.)</li> <li>Schooling</li> <li>Why did you choose this field</li> <li>Accomplishments</li> </ol>	<p><b>In Class Research:</b></p> <ul style="list-style-type: none"> <li>Students select one local figure from a list of names given by the teacher.</li> <li>Students conduct research to gather information about the influential figure they selected.</li> <li>Students use the graphic organizer below to prepare a short report highlighting the following; a short autobiography and two ways the person they selected has represented their country.</li> <li>Students are selected randomly to share their reports orally with the class.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Students present information to the teacher for review. Any mode of presentation is acceptable. E.g. PowerPoint presentation, song, poem</p> <p>Students edit their research based on feedback from teacher</p> <p>Students publish information on the school's website/Facebook, poster etc.</p>	 <p><a href="https://www.edrawmax.com/article/biography-graphic-organizer-examples.html">https://www.edrawmax.com/article/biography-graphic-organizer-examples.html</a></p>

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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<b>6-HCT-V-3-</b> Appreciate the value of arts and sports for shaping regional identity and pride.	<p><b>Culminating Activity</b></p> <p>Students present a token to influential community members and explain how they impacted their community.</p> <p>After the Community Engagement Activity, students complete an exit form.</p> 	<p><b>Community Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Students with the help of the teacher prepare an afternoon of activities (Arts e.g. dance, music: Sports e.g. cricket, football, basketball)</li> <li>Students create invitations and distribute them to members of the community including influential persons.</li> <li>Students present their icon through song, dance or sports. E.g. Skinny Fabulous- Soca (students perform a song by this artiste).</li> <li>The influential figures are given the opportunity to perform or share aspects of their lives.</li> <li>Students create</li> </ul>

**Additional Resources and Materials:**

**Videos:** (Display excerpts or snippets of videos, rather than the whole films where possible, to save time and engage students visually.)

**Additional Useful Content Knowledge for the Teacher:**

Common sports, culture and music activities that foster regional integration include:

Sport: West Indies Cricket, ICC Tournament, CARIFTA Games, CONCACAF

Culture: Carnival, Carifesta, Regional Beauty Pageant, Easter Regatta

Music: Soca Monarch, Jazz Festivals

**Strand (Topic): Historical and Cultural Thinking: Migration**


**Essential Learning Outcome: To understand the diversity of the world's population is its strength**



**Grade Level Expectations:** Students would be able to:

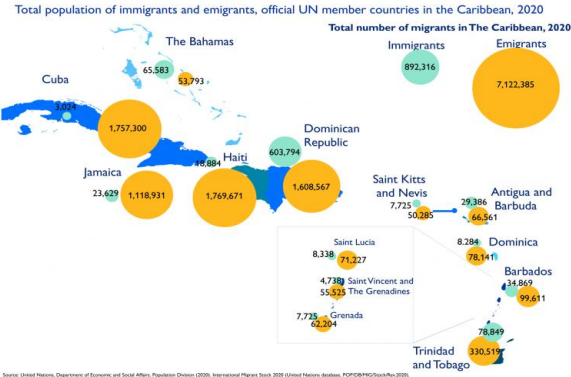

1. Outline countries where people from the Eastern Caribbean have migrated.
2. Identify the countries where the people of the Caribbean migrate to.
3. Develop an appreciation for reasons why people migrate from their country and its impact on them and their home country.

**Focus Questions:**

1. Why did Caribbean people migrate to different countries?
2. How did migration impact the lives of the people of the Caribbean?


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6-HCT-K-4-</b> Identify places where people from the Eastern Caribbean have migrated to.</p>	<p><b>Observation:</b> Are students able to analyse images depicting migration in the Caribbean, and provide oral descriptions?</p> <p><b>Conversation:</b> Can students express (orally or written) where people from the Eastern Caribbean have migrated, and why they have migrated?</p>	<p><b>Introduction: Image Analysis</b></p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<div data-bbox="541 310 1163 854" data-label="Image">  </div> <p data-bbox="527 902 1207 964">Retrieved from: <a href="https://www.amazon.com/Interactive-Childrens-Educational-Nursery-Nature/dp/B073RCQCTV">https://www.amazon.com/Interactive-Childrens-Educational-Nursery-Nature/dp/B073RCQCTV</a></p> <p data-bbox="527 1024 1119 1088"><b>Product: Making generalizations and drawing conclusions</b></p> <p data-bbox="527 1117 1228 1180">Can students use the bar graph to draw conclusions and write statements on the following:</p> <p data-bbox="527 1209 1157 1273">I. The three most popular places that Caribbean people migrated to.</p> <p data-bbox="527 1302 1161 1365">II. The two least common places that Caribbean people migrated to.</p>	<p data-bbox="1339 293 1934 357">Retrieved from <a href="https://www.alamy.com/stock-photo/caribbean-airlines.html?sortBy=relevant">https://www.alamy.com/stock-photo/caribbean-airlines.html?sortBy=relevant</a></p> <ul data-bbox="1291 386 1948 524" style="list-style-type: none"> <li>● Students will examine a photo of persons boarding an aeroplane or ship.</li> <li>● They will then describe briefly what they think is happening in the picture.</li> </ul> <div data-bbox="1247 542 1856 976" data-label="Image">  </div> <p data-bbox="1241 980 1969 1083">Retrieved from: <a href="https://quizizz.com/admin/quiz/5d7807abaf17a0001c6ab549/immigration">https://quizizz.com/admin/quiz/5d7807abaf17a0001c6ab549/immigration</a></p> <p data-bbox="1339 1110 1583 1136"><b>Guided Discussion:</b></p> <ul data-bbox="1291 1166 1923 1385" style="list-style-type: none"> <li>● Students discuss:             <ol style="list-style-type: none"> <li>1. <i>Do you know anyone who has left your country and travelled within and outside of the Caribbean to live?</i></li> <li>2. <i>To which countries did the people of the Caribbean travel?</i></li> <li>3. <i>Why do you think Caribbean people travelled to different countries in the Caribbean, and outside of the Caribbean?</i></li> </ol> </li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Conversation:</b> Can students explain the concept of migration and related concepts?</p>  <p>Retrieved from <a href="https://www.migrationdataportal.org/infographic/total-number-immigrants-and-emigrants-caribbean-2020">https://www.migrationdataportal.org/infographic/total-number-immigrants-and-emigrants-caribbean-2020</a></p>	<p><b>Six Corners Game</b></p> <ul style="list-style-type: none"> <li>Students may move to different parts of the classroom labelled as popular countries to which Caribbean people migrated. Some countries may be Barbados, Trinidad and Tobago, British Virgin Islands, USA, Canada and the United Kingdom.</li> </ul> <p><b>Survey and Bar Graph</b></p> <ul style="list-style-type: none"> <li>Students carry out a survey of different places where their family and friends have migrated to.</li> <li>Students represent the information on a bar graph or tally chart.</li> </ul>  <p>Retrieved from <a href="https://www.shutterstock.com/image-vector/stickman-illustration-featuring-family-working-on-566638300">https://www.shutterstock.com/image-vector/stickman-illustration-featuring-family-working-on-566638300</a></p>
<p><b>6-HCT-S-4</b> – Locate where people of the Caribbean migrate.</p>	<p><b>Product/Observation:</b> With the use of handmade or digital stickers, can students identify the places where the people of the Caribbean migrate, on a blank map of the Caribbean/world map?</p>	<p><b>Map work: Locating Places</b></p> <ul style="list-style-type: none"> <li>Using the Atlas, students locate the places where Caribbean people migrated to.</li> </ul>


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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>4. I have the Caribbean's only drive-in volcano. I am famous for my two Piton Mountains. Which country am I?</p> <p>5. I am the only country that celebrates Nine Mornings and have a chain of islands called the Grenadines. Which country am I?</p> <p>Students will be awarded points for placing the stickers in the correct location.</p>  <p>Retrieved from <a href="https://medium.com/@rishhsoni/crm-data-migration-definition-and-process-35f6500a9c16">https://medium.com/@rishhsoni/crm-data-migration-definition-and-process-35f6500a9c16</a></p> <ul style="list-style-type: none"> <li>Students are encouraged to visit the immigration department in their country to obtain information.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Students may visit the immigration website for their country.</li> </ul> <p><b>OR</b></p>

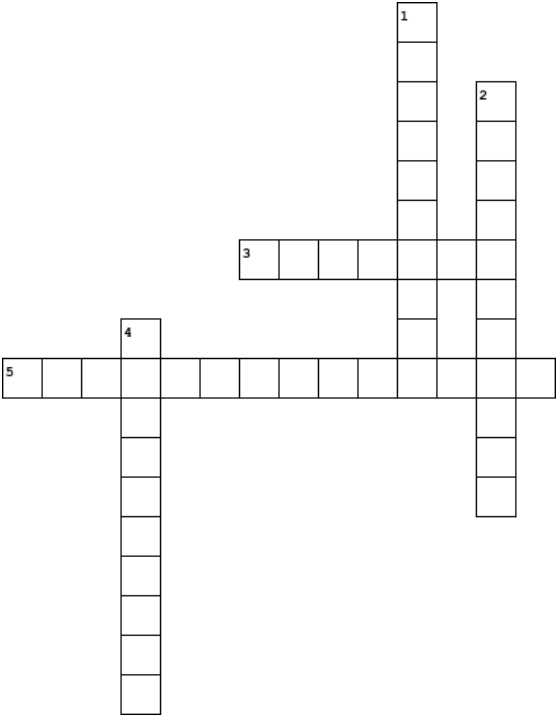
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>The teacher can invite personnel from the local Immigration Department to conduct a presentation on immigration in the Caribbean/their country.</li> <li>Students prepare questions to ask the personnel/representatives from the immigration department.</li> </ul> <p><b>Creating Mock Passports</b></p> <p>Students create mock passports to be used in role play.</p>
<p><b>6-HCT-V-4</b> – Appreciate reasons why people migrate from their country and its impact on them and their home country.</p>	<p><b>Product:</b> By using a table indicated by the teacher, can students differentiate between push factors and pull factors?</p>	<p><b>Guided Discussion:</b></p> <ul style="list-style-type: none"> <li>To focus on the reasons why people migrate, students then view a related video for example <a href="https://www.youtube.com/watch?v=8OfmRQIi4BE">https://www.youtube.com/watch?v=8OfmRQIi4BE</a></li> <li>Students then discuss questions presented by the teacher for example.               <ol style="list-style-type: none"> <li>What is migration?</li> <li>Why do people migrate?</li> <li>Who are immigrants?</li> <li>Explain two advantages and two disadvantages of migration.</li> </ol> </li> <li>Students are given relevant feedback.</li> </ul> <p><b>Written exercise:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to the following concepts:               <ol style="list-style-type: none"> <li>Pull factors of migration</li> <li>Push factors of migration</li> </ol> </li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies								
	<p><b>Product</b></p> <p>Can students accurately answer questions from a case study on migration?</p>	<div><div><p><b>PUSH</b></p></div><div><p><b>PULL</b></p></div></div> <p>Retrieved from <a href="https://melbourneurbanisation.weebly.com/push-and-pull-factors.html">https://melbourneurbanisation.weebly.com/push-and-pull-factors.html</a></p> <p>Students will then view a video for example, <a href="https://www.youtube.com/watch?v=J7yXCQS6lfY">https://www.youtube.com/watch?v=J7yXCQS6lfY</a>, and complete the table with push or pull factors in the Caribbean.</p> <table><tr><th>Push factors of migration</th><th>Pull factors of migration</th></tr><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr></table>	Push factors of migration	Pull factors of migration	1.		2.		3.	
Push factors of migration	Pull factors of migration									
1.										
2.										
3.										

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Story/Scenario/Case Study</b></p> <ul style="list-style-type: none"> <li>Students are presented with a case study, for example,</li> </ul> <p><b>Case Study: Migration of a Caribbean Family</b></p>  <p><i>Jerry Anderson, a post master at the Global Village Post Office in St. Vincent and the Grenadines, lived happily with his wife Jenny, a nurse, and their two young children, Joey and Joanne. As the postal service started to decline, Mr Anderson started to think of how he and his family might be affected.</i></p> <p><i>“What if I lose my job?” he thought.</i></p> <p><i>Jenny, he said to her as they were relaxing, we have to think about our future. Things are changing.</i></p> <p><i>One day, his friend Freddie called. “Hey man! You should come to the US man. I have a job for you”.</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product/Conversation</b></p> <p>Are students able to create and express gratitude to those overseas who have, and is still making contributions to them, and their country?</p>  <p>Retrieved from <a href="#">Perfect Thank You Notes: Heartfelt And Handwritten : NPR</a></p> <p><b>Product: Journaling</b></p> <p>Do students' note / journal reflect</p> <p><b>Product: Interview</b></p> <p>Students will create an interview schedule of 5-7 questions and then conduct an interview with someone who migrated to find out</p> <ul style="list-style-type: none"> <li>- Two reasons why they migrated</li> <li>- Two ways in which their life changed</li> <li>- One thing you missed about their home country</li> </ul>	<p><i>The entire family was excited. He thought of his mother and friends, but he made the tough decision to take his family for a chance at a brighter future.</i></p> <p><i>When they arrived they found that adapting to a new culture, finding a comfortable home, finding a job with a good salary and being homesick were not so easy.</i></p> <p><i>Eventually, a year later, Mr. Anderson got a permanent job that allowed the family to access better healthcare, education, and living conditions. The children benefited from a better school environment. As time went by, the children developed an understanding of different views in a new country and different cultures. The family made new friends and engaged in community activities, enhancing their social life.</i></p> <p><i>Fortunately, they keep in touch almost every day with relatives back home and send barrels and money. During the holidays they return home to see friends and relatives.</i></p> <ol style="list-style-type: none"> <li>1. <i>Why did the Anderson family migrate? Is this reason a push or pull factor for migration?</i></li> <li>2. <i>What are two challenges the family faced after migrating?</i></li> <li>3. <i>What are two good things that migration brought to this family?</i></li> <li>4. <i>What advice will you give to one of your classmates who may be migrating, and why?</i></li> </ol> <p><b>Oral questioning/Discussion: Impact of Migration</b></p> <p>Students discuss the following which will be placed on the board by the teacher.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																				
	<ul style="list-style-type: none"><li>- What will you say to persons who intend to migrate, or have migrated?</li></ul>	<ul style="list-style-type: none"><li>● How is our country affected when people migrate to other countries?</li><li>● How are other countries affected when people migrate to them?</li></ul> <p><b>Journaling/ Note Taking:</b></p> <ul style="list-style-type: none"><li>● Students list ways (3 positive and 3 negative) in which home countries are affected when people leave and ways in which the receiving countries are affected. (3 positive and 3 negative)</li></ul> <p><u><b>Effects of Migration</b></u></p> <table><tr><th colspan="2">On country that persons leave</th><th colspan="2">On country that receives the migrants</th></tr><tr><th>Positive</th><th>Negative</th><th>Positive</th><th>Negative</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Students complete a crossword puzzle with clues to highlight the impact of migration on countries</p>	On country that persons leave		On country that receives the migrants		Positive	Negative	Positive	Negative												
On country that persons leave		On country that receives the migrants																				
Positive	Negative	Positive	Negative																			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p style="text-align: center;"><b>Impact of Migration</b></p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies	
		<p><b>Across</b></p> <p><b>3</b> Changes in the  . daily activities</p> <p><b>5</b> countries can  . become  overcrowded</p>	<p><b>Down</b></p> <p><b>1</b> children who  . often disobey  rules</p> <p><b>2</b> when families  . end in divorce</p> <p><b>4</b> educated or  . skilled people  move away</p>

**Additional Resources and Materials:**

**Videos:** (Display excerpts or snippets of videos, rather than the whole film where possible, to save time and engage students visually.)

<https://www.youtube.com/watch?v=LC2Egw1Yfjc>

**Additional Useful Content Knowledge for the Teacher:**

Migration is the movement of people from one place of residence to another place to live.



People from the Caribbean have migrated to:

- Other parts of the Caribbean region
- Europe (e.g. Britain, Spain, France, Italy, Germany, Netherlands, Ireland, Portugal)
- New Zealand
- Asia (China, India, Japan, Taiwan, Thailand, Russia)
- Canada
- North America and South America
- Africa (Nigeria, South Africa, West Africa)

### **Reasons for Migration**

People in the Caribbean migrate for many reasons. The reasons for people migrating can be placed in two categories:

1. Push factors- these are factors that may occur in your country that push or force you to migrate.
2. Pull factors- these factors pull or attract you to migrate to another country.

#### **Push factors**

- conflicts/wars/disasters (environmental migration)
- Poverty/famine
- Loss of jobs (economic migration)
- Lack of educational opportunities
- Unstable political situation
- Discrimination
- Poor living conditions

#### **Pull factors**

- More resources
- Better job opportunities (economic migration)
- Better educational opportunities
- Better weather conditions
- Better standard of living
- Better health care conditions

### **The Impact of migration**

People migrating to other countries can result in the following:

- Brain Drain- this is when educated or skilled people in a country move away
- Broken up families- separated families may end in divorce
- Delinquent children- children left in care of others may disobey rules or get involved in illegal activities
- Overcrowded in countries- larger countries may become overpopulated
- Changes in culture- the culture of countries may change over time.

**Opportunities for Subject Integration:**

- **Language Arts:** writing poems, songs, and comprehension passage, complete a mock immigration form
- **Science and Technology:**
- **Mathematics:** calculating the number of immigrants who have migrated, calculating the number of countries where Caribbean people have migrated, graphs
- **Arts and Crafts:** creating labels and stickers, create a mock passport

## Spatial Thinking

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### Introduction to the Strand:

In this strand students will appreciate that the Caribbean has a diverse geography that poses challenges and opportunities. This includes an examination of the continents and major water bodies of the world and the climatic regions of the world and how other regions are alike or different from our region and the increasing significance of the extreme climatic conditions of these regions, Student will examine how this has led to significant adaptations in the use of technology for securing food, shelter, clothing, and transportation.

### Strand (Topic): Spatial Thinking: Human Adaptation and Lifestyle in Diverse Climatic Regions

**Essential Learning Outcome: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities**

### Grade Level Expectations:


1. Name the continents and major water bodies of the world
2. Using a map or globe, locate the continents and major water bodies of the world in relation to the Caribbean region.
3. Recognize that continents are made up of different countries.

### Focus Questions:


1. What features are seen on Earth from space?
2. Why is the Earth called the Blue Planet?
3. Why are continents divided into countries?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to :</b></p> <p><b>6- ST-K-1</b>-Name the continents and major water bodies of the world</p> <p><b>6-ST-S-1</b>- Locate the continents and major water bodies of the world on a map or globe</p>	<p><b><u>Activity 1:</u></b></p> <p><b>Conversation:</b> Can students describe the features of Earth?</p> <p><b>Observation:</b> Have students discovered that Earth is covered with more water than land?</p> <p><b>Product:</b> Have students presented a better representation of the Earth? Is the description accurate?</p> <p><b><u>Activity 2:</u></b></p> <p><b>Conversation:</b> Can students name the continents? Can students describe the different continents?</p> <p><b>Observation:</b> Can students correctly label the world map with the names of the continents?</p> <p><b>Product:</b> Have students paste the landmasses correctly to create a map?</p>	<p><b>Introduction:</b> Put students in groups of 4s. Provide students with blank paper. Give instructions: If you are floating in space, looking down on Earth, draw what you think you will see. After 5 minutes asks students to present their picture. Do not give feedback about the illustration. Students view a video <a href="https://www.youtube.com/watch?v=d-VqMGfmUMQ">https://www.youtube.com/watch?v=d-VqMGfmUMQ</a> Asks: How does your illustration compare to the video you just watched? What are the features of your illustration that are similar/different from the information presented in the video? (Earth is spherical, there are water bodies and large landmasses) Activity 1: Use an inflatable globe. Ask: What two main features do we see on the globe? (Water and land). Send the globe to a student. Student identifies where her fingers are touching (water and water, water and land) This activity shows that more often students will touch water as Earth is made up of more water than land. Students discover that Earth is made of 70% water and 30% land. Revisit the illustration presented in the introduction and make the necessary changes to reflect the best representation of the planet. Write a short description of the illustration.</p> <p>Activity 2: <b><i>Calling All Continents</i></b>: Teacher directs the class to the landmasses and asks, “Do you know what these large landmasses are called?” (continents) Establish a definition for the term continent. Students watch a second video: <a href="https://www.youtube.com/watch?v=ZPYVCyC5m2U">https://www.youtube.com/watch?v=ZPYVCyC5m2U</a> (stop the video after continents)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b><u>Activity 3:</u></b></p> <p><b>Conversation:</b> Can students name the five oceans? Can students describe the location of the different ocean?</p> <p><b>Observation:</b> Can students correctly label the world map with the names of the ocean?</p>	<p>On an unlabelled map, students write in the names of the continents. Discussion continues on a description of the continents as well as their location on the map. Students should conclude that North and South America are joint together and located in the western hemisphere whilst Asia, Africa and Europe are joint together in the eastern hemisphere. Students recognize that Australia is an island continent found in the southern continent with Antarctica which is a frozen continent.</p> <div data-bbox="1310 646 1812 938" data-label="Image"> </div> <p>TASK: Cut out the outlines of the continents and paste them correctly to create a map. Label the continents.</p> <div data-bbox="1266 1084 1560 1393" data-label="Image"> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Activity 4:</b></p> <p><b>Conversation:</b> Can students describe the location of the Caribbean in relation to neighbouring oceans and continents?</p> <p><b>Observation:</b> Are students able to identify the location of the Caribbean Region on a world map?</p>	<p>Activity Three: <b><i>Calling All Ocean:</i></b> Now that we have learnt about the continents, what other feature on Earth do you think we need to learn about? (water bodies, specifically the oceans) Students continue watching the video <a href="https://www.youtube.com/watch?v=ZPYVCyC5m2U">https://www.youtube.com/watch?v=ZPYVCyC5m2U</a></p> <p>Students establish a definition for the term: Ocean. Students name the oceans. On the map above, students identify the location of the oceans.</p>  <p>ceans. smallest to largest</p> <p>use the mnemonics:</p> <p><b>A</b>unt - Arctic  <b>S</b>ally - Southern  <b>I</b>s - Indian  <b>A</b> - Atlantic  <b>P</b>rincess - Pacific</p> <p><b>Review:</b> Students learn the song  Song: <u>Continents and Oceans</u>  Tune: <u>London Bridge</u>  There are seven continents  Continents, continents  There are seven continents,  On the earth.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>North and South American, Africa, Asia Europe and Antarctica Don't forget Australia! There are also five oceans, Five oceans, five oceans There are also five oceans On the earth. Indian, Atlantic, Arctic, Pacific. Then there is the Southern Ocean. That makes five!</p> <p>Activity 4: Students will refer to the map above again and identify the location of the Caribbean Region. Students will circle the group of islands. Students will describe the location of the Caribbean in relation to the neighbouring continents and oceans.</p> <p><b>TASK:</b> Students will play "Continents and Oceans" game. Game cards include names of either "continent" (North America, South America, Asia, Africa, Australia, Antarctica, and Europe) or "ocean" (Indian, Atlantic, Pacific, and Arctic, Southern) as well as the Caribbean Region. Students will have the opportunity to choose a card and locate either feature on a blank map, as well as tell the class whether the name is a continent or ocean, The virtual blank map will be projected on the board. Students will take turns picking cards. Teacher will observe and make notes for student understanding.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>OR</p> <p>Create a 3D model to represent the Earth, continents and oceans. Label each continent and ocean. Use a push pin to identify the location of the Caribbean Region.</p>
<p><b>6-ST-V-1</b> - Recognize that continents are made up of different countries.</p>	<p><b>Activity 1:</b></p> <p><b>Conversation:</b> Are students able to identify countries in each continent?</p> <p>Have students understood the importance of dividing the continents into countries?</p> <p><b>Observation:</b> Is the information presented in the table correct?</p> <p><b>Product:</b> Can students match countries to the correct continent?</p>	<p>Introduction:</p> <p>Teacher reads out a riddle: 1. I am a superpower with the Eiffel Tower. Some people refer to me as the fashion capital of the world. Bonjour et bienvenue. Who am I? (France)</p> <p>2. I am home to the world's highest waterfall, the Angels Falls. My people speak Spanish. (Venezuela)</p> <p>Ask: What are France and Venezuela? (countries) Use probing questions to generate the answer.</p> <p>In which continents are these countries found?</p> <p>Activity 1: Teacher projects this map</p>  <p>The map is a world map with continents color-coded: North America (green), South America (yellow), Europe (blue), Africa (orange), Asia (red), Australia (purple), and Antarctica (white). Countries are labeled with their names. The map includes a scale bar (0 to 2000 km) and a compass rose. The title 'World Map' is in the top right corner.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies														
		<p>Students will study the map and identify countries e.g. Canada is located in North America.</p> <p>Ask: What other countries make up North America? (US, Alaska Mexico)</p> <p>Ask: How can you recognise these countries? (boundaries, imaginary lines that separate regions)</p> <p>Let us define the term country (A country is a distinct territory with defined borders, boundaries, people and government).</p> <p>Students will work in groups of fours.</p> <p>Students draw a table in their notebook. Each group will be given a copy of the map above. Students will write in the names of countries found in each continent.</p> <table><tr><td>N. Am</td><td>S. Am</td><td>Africa</td><td>Europe</td><td>Asia</td><td>Australia</td><td>Antarctica</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>After ten minutes, students share their findings. Discussion of Australia and Antarctica (no countries)</p> <p>Students discuss why they think continents are divided into countries (easier to locate places, experience diversity)</p> <p><b>TASK:</b></p> <p>Use the map in Activity 1. Teacher calls out the names of various countries e.g. Spain and students write in the notebook. Word Spain on the appropriate continent. Repeat this exercise. Teacher observes students’ responses.</p>	N. Am	S. Am	Africa	Europe	Asia	Australia	Antarctica							
N. Am	S. Am	Africa	Europe	Asia	Australia	Antarctica										

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>OR</p> <p>Present a worksheet activity where students match continents to corresponding countries.</p>

**Strand (Topic): Spatial Thinking: Climatic Regions**

**Essential Learning Outcome: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities**

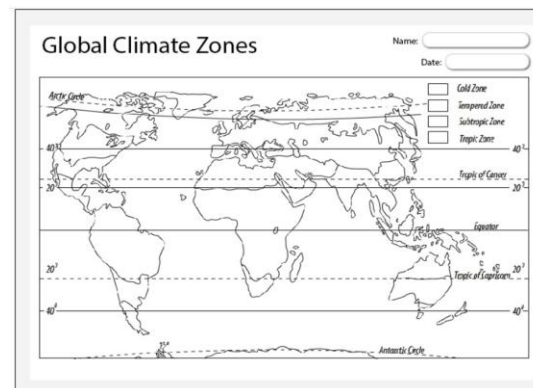
**Grade Level Expectations:**

1. Identify the climatic regions of the world (tropical/torrid, temperate and polar/frigid) and describe their physical characteristics (e.g. deserts, tundra, forests, mountains, plains)
2. Illustrate how other regions are alike or different from our region
3. Appreciate that all regions of the world have unique natural features

**Focus Questions:**

1. What are the global climatic zones?
2. How are climatic zones unique
3. What physical features are unique to the various climatic zones?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6-ST-K-2</b> – Identify the climatic regions of the world (tropical/torrid, temperate and polar/frigid) and describe their physical characteristics (e.g. deserts, tundra, forests, mountains, plains )</p>	<p><b>Conversation</b></p> <p>Are students able to state what are climatic zones and the number of global climatic zones which exist?</p> <p>Are students able to name the climatic zone?</p> <p>Are students able to distinguish one climatic zone from another?</p> <p><b>Map It</b></p> <p><b>Observation</b></p>	<p><b>Introduction</b></p> <p>Students will watch the video on the climatic zones.  <a href="https://www.youtube.com/watch?v=5tC8OOxOFEk">https://www.youtube.com/watch?v=5tC8OOxOFEk</a>  OR  <a href="https://www.youtube.com/watch?v=n6vxHea1Epk&amp;t=8s">https://www.youtube.com/watch?v=n6vxHea1Epk&amp;t=8s</a></p> <p>Students will have a discussion on the climatic zones.  Ask probing questions such as:</p> <ol style="list-style-type: none"> <li>1. What is a climatic zone?</li> <li>2. How many climatic zones are there?</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are students able to accurately label the various climatic zones?</p> <p><b><u>Research</u></b>  <b><u>Observation</u></b>            Are students working cooperatively in groups?            Are students able to grade their peers' presentation using the grading rubric?            Are students able to do self and peer assessment using the group participation grading rubric?</p> <p><b><u>Product</u></b>            Are students able to produce a visual aid for their oral presentation?            Are students' visual aid creative? (utilize the presentation grading rubric)            Are students able to give an oral presentation to their class on their climatic zone?</p>	<p>3. What separates one climatic zone from another            4. What are the names of the climatic zones?</p> <p><b><u>Map It</u></b>            Students will on the map provided in google slides or powerpoint complete an activity where they are to identify the various climatic zones. (drag and drop activity) (See additional resources). Alternatively, students will be given a blank map and they are to, using different colours, colour and label the different climatic zones.</p> <div data-bbox="1211 675 1740 1060" data-label="Image">  </div> <p><b><u>Research</u></b>            In mixed ability groups the students will dip for a climatic zone. In their groups using the guide given students are to prepare a presentation on the climatic zone that they got.</p> <p><b><u>Guidelines for Presentation</u></b></p> <ol style="list-style-type: none"> <li>1. Must have a visual aid</li> <li>2. Visual aid must be creative.</li> <li>3. Must include two countries in that climatic region.</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
		<ol style="list-style-type: none"> <li>Description of the physical characteristics of the climatic zone e.g. plains, mountains, tundra, rainforest and deciduous forest.</li> <li>Must have a mime that demonstrates the temperature in their climatic region/zone</li> </ol> <p>Students will present to their class on their climatic region. The other groups will grade the presenting group's presentation using an oral grading rubric. Students will grade their group members' participation using a group participation rubric.</p>						
<p><b>6-ST-S-2-</b> Illustrate how other regions are alike or different from our region</p>	<p><b><u>Same or Different</u></b></p> <p><b><i>Observation</i></b> Are students able to accurately identify their region on their map?</p> <p><b><i>Conversation</i></b> Are students able to state the climatic zone that their region is located? Are students able to state that countries within the same climatic zone may be different (hot/wet v hot/dry in the tropics?) Are students able to identify similarities and differences between their climatic zone and countries outside their climatic zones? Are students able to describe the climate of their country?</p> <p><b><i>Observation</i></b> Are students able to create a table with the three main climatic regions/zones? Are students able to identify their country and other countries on an atlas and google earth and classify it in the correct climatic zone?</p>	<p><b><u>Same or Different?</u></b> Students will on the map from the Map It activity locate their region in the world. Students will examine their map and discuss the location of their region in the world and they are to describe the characteristics of the climate of their region. Probing questions such as:</p> <ol style="list-style-type: none"> <li>In what climatic zone is your region located?</li> <li>Who are your county's neighbours?</li> <li>How are the countries in your climatic zone similar or different (hot/wet v hot/dry in the tropics?)</li> <li>How are the countries outside of your climatic zone similar or different (warm/cool temperate and polar regions).</li> </ol> <p>Have students create a table with the main climatic regions (see example).</p> <table border="1"> <tr> <td>Tropical/Torrid</td><td>Temperate</td><td>Polar/Frigid</td></tr> <tr> <td></td><td></td><td></td></tr> </table>	Tropical/Torrid	Temperate	Polar/Frigid			
Tropical/Torrid	Temperate	Polar/Frigid						

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product</b></p> <p>Are students able to create a Venn diagram to illustrate the similarities and differences between their country and a country from a temperate or polar region?</p> <p>Are students creative in their production (use a creativity grading rubric)?</p>	<p>Using an atlas or google earth have the students identify their country and insert the name of their country under the correct heading in the table.</p> <p>Students will be given balloons with the names of countries in them.</p> <p>Students will pop the balloons and classify the countries given in the table based on the climatic zone/ region that they fall in (atlas or google earth to be used to classify countries)</p> <p>Students will create a Venn diagram/ presentation board/video/PowerPoint illustrating the similarities and differences between their country and a country from either the temperate or polar region. Students are to be as creative as possible with their creation (pictures could be used to illustrate the climates in the Venn diagram).</p>
<p><b>6-ST-V-2</b> –Appreciate that all regions of the world have unique natural features</p>	<p><b>Uniqueness</b></p> <p><b>Conversation</b></p> <p>Are students able to indicate that they are looking at natural physical features?</p> <p>Are students able to note that the images are from different climatic regions and the ecosystems (rainforest, deserts, tundra, and coral reef) in each of these will be different?</p> <p><b>Observation</b></p> <p>Are students able to accurately classify the images?</p> <p>Are students working cooperatively in groups (use group participation rubric)/ checklist?</p> <p>Are students able to self and peer assess?</p>	<p><b>Uniqueness</b></p> <p>The students will look at a series of flash cards with physical features such as rain forests, tundra, deserts, snow-capped mountains, Great barrier reef, Aurora Borealis.</p> <p>Students will discuss what images they are observing. Probing questions such as :</p> <ol style="list-style-type: none"> <li>1. What is illustrated in the images?</li> <li>2. Are all the images from the same climatic region/zones?</li> <li>3. Why do you believe they are or are not?</li> <li>4. Do you think that there are differences in the type of ecosystems (rainforest, deserts, tundra, and coral reefs) that exist in the various climatic zones?</li> <li>5. Why do you think so or do not think so?</li> </ol> <p>+</p> <p>Students will classify the natural feature images in the climatic zone they are most likely to be found. This will be done by a drag and drop activity / cut and paste activity.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product</b></p> <p>Are students able to create a piece that highlights that each climatic zone is different and has unique physical features?</p>	<p>Students will, in mixed ability groups, create a poem/ song illustrating that there are varying natural features that can be found in certain regions of the world.</p> <p>Students will peer assess their group members.</p>

#### Additional Resources and Materials

Tips for effective group work in the classroom: <https://youtu.be/pzr5x2cLljg?si=GpyzJs7Pf81IEM7X>

#### Useful Content Knowledge for the Teacher

Adaptation means anticipating the adverse effects of climate change and taking appropriate action to prevent or minimize the damage they can cause, or taking advantage of opportunities that may arise. Mitigation means making the impacts of climate change less severe by preventing or reducing the emission of greenhouse gases (GHG) into the atmosphere.

**Strand (Topic): Spatial Thinking: Adaptation and Lifestyle in Diverse Climatic Regions**

**Essential Learning Outcome: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities**

**Grade Level Expectations:**

1. Describe how people in the various regions live (housing, clothing, agriculture, social life, transportation)
2. Analyse the advantages and disadvantages of living in the various regions of the world
3. Appreciate that the major regions each have unique features that help determine how people live there

**Focus Questions:**

1. How do people adapt their housing, clothing, agriculture, social life and transportation to suit the specific climatic conditions of the regions in which they live?
2. What are the advantages and disadvantages of living in different climatic regions and how do the unique features of these regions influence the lives and cultural practices of their inhabitants?



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6- ST-K-3-</b>Describe how people in the various regions live (housing, clothing, agriculture, social life, transportation)</p>	<p><b><u>Activity 1: Virtual Exploration and Presentation of Climatic Zones</u></b>  <b>Conversation:</b>            How do the types of houses in the Arctic differ from those in the Rainforest, and what are the reasons for these differences?</p> <p>Why do people in desert regions wear loose and light-coloured clothing, and how does this differ from the clothing choices in temperate zones?</p> <p>What type of housing do people typically live in in the Arctic region, and how does it help them adapt to the climate?</p> <p>How do people in the Rainforest region use their clothing to protect themselves from the environment?</p> <p>What are some common agricultural practices in the Desert region, and how do they help people survive in such a harsh environment?            How do people in the Temperate region use transportation, and what are some benefits of this mode of transportation?</p> <p><b>Observation:</b>            Are students able to identify and describe the main differences in housing, clothing, and</p>	<p><b><u>Activity 1: Virtual Exploration and Presentation of Climatic Zones</u></b></p> <p>Students will describe how people in various climatic regions live, focusing on housing, clothing, agriculture, social life, and transportation.</p> <p><b><u>Introduction (Whole Class Activity)</u></b>            1. Virtual Field Trip:            Begin with a virtual field trip using YouTube videos to explore different climatic regions (e.g., Arctic, Desert, Rainforest, and Temperate zones). Show videos that highlight how people live, their housing, clothing, agriculture, social life, and transportation in each region.            2. Discussion: Engage students in a discussion about their observations from the videos. Use questions like, "What kind of houses do people live in?" and "What type of clothing do they wear and why?"</p> <p><b><u>Development (Small Group Activity)</u></b>            1. Research and Presentation: Divide the class into small groups, each assigned a different climatic region. Using Edpuzzle, Neopod, and Quizizz, groups will research their assigned region.            2. Presentation Creation: Groups will create a digital presentation (Google Slides or PowerPoint) describing how people live in their assigned climatic region. Encourage inclusion of images, facts, and short video clips. <i>(Students may also use a Bristol board to create presentation charts.)</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>agriculture between the different climatic regions?</p> <p>Are students able to explain how people in each region adapt to their environment and how these adaptations impact their daily lives?</p> <p><b>Product:</b> Are the digital presentations (Google Slides or PowerPoint) well-organized and visually appealing, effectively communicating how people live in the assigned climatic region?</p> <p>Do the presentations include relevant images, facts, and short video clips that support the students' descriptions of housing, clothing, agriculture, social life, and transportation in the region?</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- Computers/tablets with internet access</li> <li>- YouTube</li> <li>- Edpuzzle</li> <li>- Neopod</li> <li>- Quizizz</li> <li>- Google Slides/PowerPoint</li> </ul> <p><b>Conclusion (Individual Activity)</b> 1. Reflection Essay: Each student writes a short essay reflecting on what they learned about the various climatic regions and how people adapt to live in those environments.</p>
	<p><b>Conversation:</b> What specific climatic features of their assigned region are the students discussing, and how do these features influence their design decisions?</p> <p>How are the students articulating the effectiveness of their model during the presentation? Are they using relevant terminology and concepts related to the climatic conditions they researched?</p> <p><b>Observation:</b> Are the students actively collaborating and dividing tasks among group members while constructing their model house?</p>	<p><b><u>Activity 2: STEM House Design Challenge</u></b></p> <p>Students will design and test a model house suitable for a specific climatic region.</p> <p><b>Introduction (Whole Class Activity)</b> 1. Lesson on Climatic Zones: Briefly teach/ review with students, the different climatic zones and how they affect human life. Use interactive tools like Factile Jeopardy to review key concepts.</p> <p><b>Development (Small Group Activity)</b> 1. STEM Challenge: In small groups, students will design and build a model house that can withstand the conditions</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>How are the students interacting with the testing materials (fan, spray bottle) during the model testing phase? Are they methodically testing their models and adjusting based on observations?</p> <p><b>Product:</b> How well does the final model house demonstrate an understanding of the climatic zone it was designed for, considering the materials and construction techniques used?</p> <p>Does the design report each student produces clearly explain the design process, choice of materials, and how the model addresses the environmental challenges of the assigned climatic region?</p>	<p>of a specific climatic zone. Provide materials such as cardboard, plastic, fabric, and other craft supplies.</p> <p>2. Testing and Presentation: Groups will test their models (e.g., using a fan for wind, water spray for rain) and present their designs to the class, explaining how their house is suited to the climatic conditions of their assigned region.</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>- Cardboard, plastic, fabric, craft supplies</li> <li>- Fan, spray bottle (for testing)</li> <li>- Computers/tablets for research</li> </ul> <p><b>Conclusion (Individual Activity)</b> 1. Design Report: Each student writes a report on their group's model, detailing the design process, materials used, and how their model addresses the challenges of living in their assigned climatic region.</p>
<p><b>6-ST-S-3</b>-Analyze the advantages and disadvantages of living in the various regions of the world</p>	<p><b><u>Activity 1: Landmark Mapping Project</u></b></p> <p><b>Conversation:</b> Can you explain how your sustainable city design addresses the specific environmental challenges of your assigned climatic region? What renewable energy sources did you incorporate into your city design, and why are they suitable for the climatic region you were assigned?</p>	<p><b><u>Activity 1: Sustainable City Design Challenge</u></b></p> <p><b>Introduction</b> In this activity, students will design a sustainable city that is tailored to the unique characteristics of a specific climatic region.</p> <p><b>Development (Whole Class Activity):</b> Begin by showing students a video or presentation (<a href="https://www.canva.com/design/DAGJ7uXITWE/na693IWY1dMiUyxzJyaUMw/view?utm_content=DAGJ7uXITWE&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=editor">https://www.canva.com/design/DAGJ7uXITWE/na693IWY1dMiUyxzJyaUMw/view?utm_content=DAGJ7uXITWE&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=editor</a>) on sustainable city design principles,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation:</b> Are the students actively collaborating and discussing the climatic challenges and sustainable solutions within their groups? Do the students use the online research tools effectively to gather relevant information about their assigned region?</p> <p><b>Product:</b> Did the students create a detailed and visually appealing design of their sustainable city that includes key elements such as renewable energy, water management, and green spaces? Are the students' presentations comprehensive, well-organized, and do they clearly explain how their design addresses the unique characteristics of their assigned climatic region?</p>	<p>such as renewable energy, water management, and green spaces.</p> <p><b>Small Group Activity:</b> Divide the class into small groups and assign each group a different climatic region (e.g., tropical, temperate, polar). Using online resources and educational platforms like Quizlet or Boom Cards, have the groups research the specific climate, natural resources, and environmental challenges of their assigned region. <b>Individual Task:</b> Provide students with a design challenge to create a sustainable city that is tailored to the unique characteristics of their assigned region. Encourage them to use their research and the sustainable design principles they learned about earlier. Students can use online tools like Peardeck or Facile Jeopardy to present their designs.</p> <p><b>Conclusion</b> Have each group present their sustainable city design to the class, explaining how it addresses the advantages and disadvantages of living in their assigned region. Facilitate a discussion on the similarities and differences between the various designs and how they can be applied in the real world. <b>Materials</b> Video or presentation on sustainable city design principles Quizlet or Boom Cards for group research Online design tools (e.g., Peardeck, Facile Jeopardy) Design materials (e.g., paper, pencils, craft supplies)</p>
6-ST-V-3-Appreciate that the major regions each have unique features that help determine how people live there	<p><b><u>Activity 1: Economic Impact Analysis</u></b></p> <p><b>Observation:</b></p>	<p><b><u>Activity 1: Economic Impact Analysis</u></b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>How does the landmark your group researched contribute to the local economy in terms of tourism revenue and job creation?</p> <p>What are the key differences in economic impact between the landmark your group researched and another landmark presented by a different group?</p> <p><b>Conversation:</b></p> <p>Are the students effectively collaborating and discussing the economic data related to their assigned landmark within their groups?</p> <p>Do the students utilize the provided data and resources to analyse and draw conclusions about the economic impact of their landmark?</p> <p><b>Product:</b></p> <p>Did the students create a comprehensive analysis of the economic impact of their assigned landmark, including well-organized graphs, charts, and tables?</p> <p>Are the students' presentations clear and detailed, effectively communicating their findings and demonstrating a strong understanding of the economic importance of their landmark?</p>	<p>Students will analyse the economic impact of familiar landmarks in the Caribbean region using data analysis and critical thinking skills.</p> <p>Preparation:</p> <ul style="list-style-type: none"> <li>- Gather information and statistics about the economic contributions of familiar landmarks in the Caribbean, such as tourism revenue, job creation, and infrastructure development.</li> <li>- Create worksheets or digital presentations with graphs, charts, and tables to visualize the economic data.</li> <li>- Provide access to online learning apps like Quizlet or Kahoot for interactive quizzes.</li> </ul> <p>Activity Steps:</p> <ol style="list-style-type: none"> <li>Begin with a read-aloud of an article or case study about the economic importance of landmarks in the Caribbean region, highlighting their role in driving tourism, supporting local businesses, and creating employment opportunities.</li> <li>Divide students into small groups and assign each group a different landmark to research its economic impact.</li> <li>Instruct students to analyse the data provided and answer questions related to the landmark's contribution to the local economy.</li> <li>Facilitate a class discussion where groups present their findings and discuss the similarities and differences in the economic impact of different landmarks.</li> <li>Use online learning apps like Kahoot or Quizlet to review key concepts and reinforce learning outcomes through an interactive quiz.</li> </ol>

**Strand (Topic): Spatial Thinking: Extreme Climatic Conditions**

**Essential Learning Outcomes: To appreciate that the Caribbean has a diverse geography that poses challenges and opportunities**

**Grade Level Expectations:**

1. Describe the extreme climatic conditions of these regions and explain how they are managed- (e.g. snow, windstorms, tsunamis)
2. Analyse the impact of extreme climatic conditions on people and their environment
3. Appreciate that extreme climatic conditions have led to significant adaptations in the use of technology for securing food, shelter, clothing, and transportation.

**Focus Question:**

1. How do severe climatic conditions impact the lives of people?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6-ST-K-4-</b>Describe the extreme climatic conditions of these regions and explain how they are managed- (e.g. snow, windstorms, tsunamis).</p>	<p><b>Weather News Report Conversation:</b></p> <p>Are students able to identify answer questions based on the information provided in the</p>	<p><b>Weather News Report</b></p> <p>The lesson will begin with students listening to a weather news report to introduce the concept of extreme climatic conditions. <a href="https://youtu.be/bZexrDWDWu4?si=F1DCsf1CA_RkMuL_o">https://youtu.be/bZexrDWDWu4?si=F1DCsf1CA_RkMuL_o</a></p> <p>After listening to the news report, students will be asked the following questions:</p> <ol style="list-style-type: none"> <li>1. What two extreme weather conditions were mentioned in the news report?</li> <li>2. What countries would be experiencing these extreme weather conditions?</li> <li>3. What climatic regions are these extreme weather conditions expected to occur.</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Climatic Regions and Extreme Weather Conditions</b>  <b>Conversation:</b>            Are students able to identify the extreme weather conditions?            Are students able to describe the extreme climatic conditions?            Are students able to identify the extreme weather conditions based on the climatic region?</p> <p><b>Creating a Table</b>  <b>Product</b>            Are students able to correctly complete a table highlighting the extreme climatic conditions for each climatic region?</p>	<p><b>Climatic Regions and Extreme Climatic Conditions</b>            Students will then engage in a discussion to understand that based on the climatic region, different extreme climatic conditions can be experienced. The teacher will ask students the following questions:            1. Do you believe we will experience a snowstorm in the Caribbean? Why or why not?            2. Do you think that people from Antarctica can experience a heatwave? Why or why not?            Students will then view a series of short videos describing each of the extreme climatic condition. After viewing the video, students will be questioned to describe the climatic condition and to state which climatic region would most likely experience these severe climatic conditions. Students will be encouraged to justify and provide reasoning for their responses.</p> <p>Hurricanes:  <a href="https://youtu.be/wSXvcveNSTQ?si=jaPnTKvNsx67ttAK">https://youtu.be/wSXvcveNSTQ?si=jaPnTKvNsx67ttAK</a>            Tsunamis:  <a href="https://youtu.be/foxww-tMoNg?si=1zuLcAuyhyUAX5xW">https://youtu.be/foxww-tMoNg?si=1zuLcAuyhyUAX5xW</a>            Blizzard:  <a href="https://youtu.be/BpBtRmTmbqQ?si=Wf-pULoZx0Z0sgVy">https://youtu.be/BpBtRmTmbqQ?si=Wf-pULoZx0Z0sgVy</a>            Heatwave:  <a href="https://youtu.be/OT_og-OCdXw?si=E5Ay-tf3BhHFPRqq">https://youtu.be/OT_og-OCdXw?si=E5Ay-tf3BhHFPRqq</a>            Flooding:  <a href="https://youtu.be/EeVu-6dAF-o?si=yL5CRRHPTzAhBMOM">https://youtu.be/EeVu-6dAF-o?si=yL5CRRHPTzAhBMOM</a></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies															
		<p>Drought:</p> <p><b>Creating a Table</b> Students will then create a table highlighting the climatic region and the extreme climatic condition associated with each.</p> <table border="1"> <thead> <tr> <th>Tropical Region</th><th>Temperate Region</th><th>Polar Region</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>	Tropical Region	Temperate Region	Polar Region												
Tropical Region	Temperate Region	Polar Region															
	<p><b>Writing a Weather News Report</b> <i>Product:</i> Are students able to write a weather report correctly describing the climatic condition and the climatic region in which it was experienced?</p>	<p><b>Writing a Weather News Report</b> Having learnt about the extreme climatic conditions, students will select one of them and write a weather report. In the report, students must include the following:</p> <ol style="list-style-type: none"> <li>1. Description of the climatic condition</li> <li>2. The climatic region in which it is experienced.</li> <li>3. The continent and country it was experienced.</li> </ol>															
	<p><b>Managing Extreme Climatic Conditions (Group Work)</b> <i>Observation:</i> Are students able to collaboratively work in their respective groups?</p> <p><i>Conversation:</i> Are students able to discuss ways climatic conditions can be managed?</p> <p><b>Research</b></p> <p><i>Observation:</i></p>	<p><b>Managing Extreme Climatic Conditions (Group Work)</b> Place students in mixed ability groups. Each group will be assigned an extreme climatic condition. Students will be given a scenario to which they must discuss how this climatic condition can be managed.</p> <p><b>Research</b></p> <p>In the same groups, students will engage in the jig saw method to research how the different climatic conditions can be managed. Students will use the jigsaw method to complete this activity. Each student in a group becomes an expert on a different part of the topic and then teaches it to their group members. Assign each student a specific extreme climatic</p>															



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Are students able to carry out research to retrieve relevant information in relation to managing extreme climatic conditions?</p> <p><b>Developing Survival Guide/ Kit Product</b></p> <p>Are students able to create a survival guide which highlights important ways one can manage the selected severe climatic condition?</p>	<p>condition (e.g., hurricanes, tsunamis, snowstorms, and heatwaves). They will research their topic and then share their knowledge with their group, so everyone learns about all the conditions.</p> <p><b>Developing Survival Guide/ Kit</b></p> <p>Based on the information obtained from the research, students will create a survival guide for managing one of the extreme climatic conditions. Students can create their survival guide in the following suggested ways:</p> <ul style="list-style-type: none"> <li>- A brochure</li> <li>- A video informational</li> <li>- A comic book</li> <li>- A poster</li> <li>- A song</li> </ul> <p>Depending on the selected activity, students work can be shared on the school's social media platforms or distributed to students and community members.</p> <p>Students can also be given the opportunity to put together a survival kit for their selected climatic condition.</p>
<p><b>6-ST-S-4-</b> Analyse the impact of extreme climatic conditions on people and their environment</p>	<p><b>Analysing Case Studies</b></p> <p><b>Observation:</b></p> <p>Are students able to work collaboratively in groups to analyse the case study on the impact of severe climatic conditions?</p> <p>Are students able to identify the impact of severe weather conditions on people and the environment based on the information provided in the case study?</p> <p>Are students able to report to the class their analysis of the case studies?</p>	<p><b>Analysing Case Studies</b></p> <p>Students in their same groups will engage in analysing case studies to identify the impact of extreme climatic condition people and the environment. Each group will be given a different case study. After they have analysed, students will write a short report on the impact of extreme climatic conditions which will be presented to the class.</p> <p><b>Examples of Case Studies</b></p> <p><b>Heatwaves</b></p> <p>In the summer of 2023, the town of Castries, St. Lucia along with much of the Caribbean islands experienced an extreme</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>heatwave with temperatures soaring above 40°C (104°F). This intense heat caused a range of problems for both people and the environment. Many residents, like Mr. Thompson, suffered from heat exhaustion and needed to rest in cool places and stay hydrated. Vulnerable populations, including the elderly, faced significant health risks, prompting extra care and monitoring. The heatwave also led to power outages due to the high demand for air conditioning, and schools adjusted their schedules or closed early to protect students and staff. Water shortages from WASCO became a concern as many communities leading to restrictions on water usage. The environment also suffered; nearby forests experienced wildfires, and local farmers saw their crops wilt and die, affecting food supplies and livelihoods. Rivers had reduced water levels, impacting fish and other aquatic life, while plants in parks and gardens turned brown and died. In response, laws were enforced for the usage of water for different activities. Families took measures to stay cool, such as closing curtains and using fans, and everyone made sure to stay hydrated.</p> <p><b>Blizzard/Snowstorm</b></p> <p>In the winter of 2023, the town of Frostville experienced an intense blizzard, bringing heavy snowfall, icy winds, and plummeting temperatures. This severe snowstorm caused significant disruptions and challenges for both residents and the environment. Many people struggled with the cold, and incidents of frostbite and hypothermia increased, especially among those without adequate heating. The elderly and those with pre-existing health conditions were particularly at risk, requiring extra care and attention. Daily life was severely disrupted as schools and businesses closed, and transportation came to a halt due to snow-covered roads and railways. Power outages occurred frequently as heavy snow and ice weighed</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>down power lines and trees, leaving many homes without electricity and heating. The blizzard also led to water supply issues as frozen pipes burst, causing water shortages and damage to property.</p> <p>The environment in Frostville was also heavily impacted. Wildlife faced food and shelter shortages, and many animals struggled to survive the extreme cold. Local farmers had to take special measures to protect their livestock from the harsh conditions, often moving animals indoors and providing extra feed and bedding. The blizzard also caused damage to forests and landscapes as the weight of the snow broke branches and uprooted trees.</p> <p><b>Tsunamis</b></p> <p>In 2023, the coastal town of Seaview experienced a devastating tsunami triggered by a powerful underwater earthquake. This massive wave struck with little warning, causing widespread destruction and significant challenges for both the residents and the environment. Many homes and buildings were swept away by the force of the water, leaving countless people homeless and in need of urgent assistance. The immediate impact included injuries and fatalities, with many people suffering from trauma and shock. The local hospital was overwhelmed with patients needing medical attention for cuts, fractures, and other injuries sustained during the tsunami. Daily life was severely disrupted as infrastructure was destroyed. Roads, bridges, and public utilities like electricity and water supply systems were heavily damaged, making it difficult for emergency services to reach affected areas. Schools and businesses were forced to close, and communication networks were down, isolating communities and complicating rescue efforts. The tsunami also led to severe contamination of freshwater supplies, as saltwater and debris polluted rivers and groundwater sources,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		creating a dire need for clean drinking water. The environment in Seaview was profoundly affected. Coastal ecosystems, including coral reefs and mangroves, were damaged or destroyed, affecting marine life and local fisheries. Agricultural land was inundated with saltwater, making it difficult to grow crops and affecting food supply for the region. Wildlife habitats were also disrupted, displacing animals and leading to an imbalance in the ecosystem.
	<b>Discussing the Impact of Severe Climatic Conditions</b> <b>Conversation:</b> Are students able to identify and discuss the impact of severe climatic conditions?	<b>Discussing the Impact of Severe Climatic Conditions</b> Students will engage in a whole class discussion with probes from the teacher. Example: Are the impacts of the climatic conditions reversible? Can they be prevented? Can they be minimized? Are they practices that can be followed to minimize the impact of these severe climatic conditions? Students will share their viewpoints with the class.
	<b>Interactive Simulation Game</b> Observation: Are students able to correctly navigate through the simulation game?  Are students able to apply their knowledge on extreme weather conditions to complete the game?	<b>Interactive Simulation Game</b> <a href="https://www.nationalgeographic.org/interactive/extreme-weather/">Extreme Weather (nationalgeographic.org)</a> Students will use this digital tool which allows them to navigate through severe weather and make decisions based on a given scenario.
<b>6-ST-V-4</b> -Appreciate that extreme climatic conditions have led to significant adaptations in the use of technology for securing food, shelter, clothing, and transportation	<b>Problem Solving Approach</b> <b>Observation</b> Are students able to work collaboratively to identify possible solutions to severe climatic conditions?	<b>Problem Solving Approach</b> Using the information learnt on severe climatic conditions and its impact, students will work in groups to brainstorm, design, and build a model of a solution to mitigate or adapt to this condition.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product</b></p> <p>Are students able to create a model or solutions which can adapt to or mitigate the impact of severe climatic conditions?</p>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li><b>Introduction and Research</b> <ul style="list-style-type: none"> <li>Begin with a discussion to review the different severe climatic conditions (e.g., heatwaves, blizzards, tsunamis, hurricanes).</li> <li>Assign each group a different climatic condition to research. Groups should focus on understanding the problems caused by their assigned condition.</li> </ul> </li> <li><b>Problem Identification</b> <p>Each group will present the problems caused by their climatic condition. For example:</p> <ul style="list-style-type: none"> <li><b>Heatwaves:</b> Health risks, water shortages, power outages.</li> <li><b>Blizzards:</b> Transportation issues, power outages, frostbite.</li> <li><b>Tsunamis:</b> Flooding, destruction of buildings, loss of life.</li> <li><b>Hurricanes:</b> Wind damage, flooding, power outages.</li> <li>Discuss and list potential solutions for these problems.</li> </ul> </li> <li><b>Brainstorming Solutions</b> <ul style="list-style-type: none"> <li>Each group will brainstorm potential solutions to mitigate or adapt to their assigned climatic condition. Encourage creative thinking and multiple ideas.</li> <li>Have each group select one solution to focus on. For instance: <ul style="list-style-type: none"> <li>Designing a cooling shelter for heatwaves.</li> <li>Creating an emergency kit for blizzards.</li> <li>Building a tsunami evacuation route.</li> </ul> </li> </ul> </li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>Reinforcing buildings to withstand hurricanes.</li> </ul> <p>4. <b>Design and Planning</b></p> <ul style="list-style-type: none"> <li>Groups will sketch their solution on graph paper, including measurements and materials needed.</li> <li>They will create a step-by-step plan to build their model.</li> </ul> <p>5. <b>Building the Model</b></p> <ul style="list-style-type: none"> <li>Students will use the materials provided to build a model of their solution.</li> <li>Encourage them to test and modify their designs as they build.</li> </ul> <p>6. <b>Presentation and Evaluation</b></p> <ul style="list-style-type: none"> <li>Each group will present their model to the class, explaining how it addresses the problems caused by the climatic condition.</li> <li>The class can ask questions and provide feedback.</li> <li>Optionally, models can be tested in a simulated environment (e.g., using fans for wind, water for flooding).</li> </ul> <p>7. <b>Reflection and Discussion</b></p> <ul style="list-style-type: none"> <li>Discuss what students learned from the activity.</li> <li>Encourage students to think about how they can use these skills in future projects.</li> </ul>

## Civic Participation

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**Introduction to the Strand:** In this strand students will explore the ways that the Eastern Caribbean is connected to and participates in many international organizations. Students will also develop their capacity to interpret, understand, analyze and use social media as part of their connections with the wider world. They will examine the benefits and challenges of international participation especially as it relates to addressing the social issues facing the region.. They will see the importance of these organizations for creating a safe and prosperous society and recognize that global interdependence for the Eastern Caribbean is important.

**Strand (Topic): Civic Participation: Our National Identities**

**Essential Learning Outcome: To appreciate that complex global problems require international cooperation to make choices for the future**

**Grade Level Expectations:**

1. Demonstrate understanding of factors which influence our national identity
2. Research an aspect of our national identity to show how it is influenced
3. Appreciate the diverse ways that citizens demonstrate pride for their national identity

**Focus Questions:**

1. What is the national identity?
2. What key elements contribute to the national identity of a country?
3. How can citizens demonstrate pride for their national identity?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6 CP -K-1-</b> Demonstrate understanding of factors which influence our national identity</p> <p><b>6 CP -S-1-</b> Research an aspect of our national identity to show how it is influenced</p> <p><b>6- CP -V-1-</b> Appreciate the diverse ways that citizens demonstrate pride for their national identity</p>	<p><b>Conversation:</b> are students able to identify the national symbols that form our national identity from the video?</p> <p>Observation: Can students identify the national symbols that form our national identity?</p> <p>Observation: Are students able to give appropriate answers for each task?</p> <p><b>Product:</b> Are students able to make oral presentations?</p> <p><b>Observation:</b> Were students able to get appropriate pictures for their collage?</p> <p><b>Observation:</b> Are students able to research the aspects of their national identity</p>	<p><b>Introduction:</b></p> <p>Students stand and sing the first stanza of the National Anthem. Afterwards ask:</p> <ul style="list-style-type: none"> <li>• How do you feel singing the anthem?</li> <li>• Why do you think we have a national anthem?</li> <li>• Why do people stand at attention when signing the national anthem?</li> </ul> <p>write on the board important concepts from the discussion e.g. national pride, national identity, respect, identity, unity</p> <p>The teacher tells students the lesson will focus on National Identity. The class brainstorms the meaning of national identity. The definition is written on the board or a sentence strip.</p> <p>Class discussion-think pair share:</p> <p>In pairs, students discuss: <i>What other things make up our national identity?</i></p> <p>As pairs share their ideas, record on the board. Using a table guide students to group their responses under the following heading: national symbols, culture, language,</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation:</b> Can students create the poster individually to show correct information?</p> <p><b>Conversation:</b> Are students able to interact with the resource person and ask questions about national pride?</p> <p><b>Observation:</b> Are students able to discuss what makes them proud to be a part of their country?</p> <p><b>Product:</b> Are students able to provide the necessary information for sharing?</p> <p><b>Observation:</b> Are students able to write paragraphs, and create a jingle or poem expressing themselves about national pride?</p>	<p>history, anthem, geography. (assist students with any element that was missed)</p> <p><b>Discovery learning:</b> Group students then give the group a heading:</p> <p>Symbol</p> <p>History</p> <p>Culture</p> <p>Geography</p> <p>Language</p> <p>Religion</p> <p>political systems</p> <p>Each group will be given a task to research. Students will PowerPoint, poster, brochure and role-play</p> <p>:</p> <p><b>Culture:</b> Name the festivals of their country that reflect our cultural diversity.</p> <p><b>National Symbols:</b> name the national symbol and explain what aspect of our national identity they represent.</p> <p><b>Language:</b> What is the origin of the language(s) of the country and how do they form your national identity?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>History:</b> Share stories of freedom fighters and their impact on our national identity</p> <p><b>Geography:</b> Discuss how the diverse landscapes influence identities.</p> <p>Current Events: Name sportsmen and women who showcase national unity.</p> <p><b>Globalization:</b> Does globalization impact our national identity?</p> <p><b>Political Systems:</b> What is the role of the Prime Minister in shaping our identity?</p> <p>Oral Presentation: The group will present their work.</p> <p>Each student shared one new thing they learned about national identity and how it relates to their life.</p> <p><b>Game: Truth or Lie.</b> Statements are read about national identity and students say whether it is a truth or a lie.</p> <p>E.g. National identity is about one aspect of culture.</p> <p>Heroes who fought for the freedom of a country helped to form a country's national identity.</p> <p><b>Exit ticket:</b> students write down one new thing they learned about national identity and one question they still have.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Creative Writing:</b> Students write an essay on The Importance of National Identity</p> <p><b>Individual project:</b> Students will create a poster or a digital presentation about their assigned national symbol.</p> <p>They must include:</p> <p>A visual representation of the symbol.</p> <p>A brief history of the symbol.</p> <p>Explanation of how it influences national identity.</p> <p><b>Resource person and discussion:</b> The teacher invites a prominent person from the community to discuss how he/she contributed to the island, and what it is to be a proud citizen of the country. How as citizens we can show our national pride. Students are encouraged to ask questions.</p> <p>Class Discussion-think pair share</p> <p>Question: "What makes you proud to be a citizen of your country?"</p> <p>Students turn and talk with a partner for 2-3 minutes to share their thoughts.</p> <p>Discuss the concept of <b>national identity</b> and its importance in connecting individuals to their country.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Introduce various expressions of national pride, providing examples such as:</p> <p>Celebrating national holidays (e.g., Independence Day)</p> <p>Displaying national flags or symbols</p> <p>Participation in cultural festivals or community events.</p> <p>Each group will share one example with the class, and we will create a collective list on the board.</p> <p><b>Creative Writing:</b> Write a short paragraph about a national pride event they would like to attend and explain why.</p> <p>Create a jingle or a poem about expressing national pride.</p> <p><b>Gallery Walk:</b> Showcase work on social media, or during Black History Month or any school activity that relates to the national identity.</p> <p><b>Conclusion:</b></p> <p>The teacher summarises the lesson by reviewing the key elements of national identity.</p> <p>The teacher reinforces that national identity is a shared sense of pride and belonging that unites the people of a country.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		The teacher encourages students to respect and uphold the values of their national identity

### Additional Resources and Materials

Lab top, construction paper, markers, hard copy/electronic pictures of national bird, tree and flower, real national symbols.

PowerPoint tutorial for children: <https://youtu.be/cfhnW3bd064?si=gmcqk993Yge3k01Q>

Poster of national symbols

[National Identity \(youtube.com\)](https://www.youtube.com/watch?v=cfhnW3bd064)

### Useful Content Knowledge for the Teacher:

National identity is shaped by various factors, including:

1. **Cultural Heritage:** Shared history, language, traditions, and customs bind individuals and create a sense of belonging. Common historical experiences or myths play a key role in solidifying national identity.
2. **Geography:** A country's physical location and landscape can influence how people view themselves, especially in terms of resources, climate, and relationships with neighbouring nations.
3. **Political Systems and Governance:** National identity is reinforced through political structures, such as democratic participation, legal systems, and national symbols like flags, anthems, and monuments, which embody collective values and ideals.
4. **Globalization:** Increasing interconnectedness and the influence of foreign cultures can sometimes challenge national identity, making people reassess their cultural values.
5. **Historical Context:** The impact of historical events (e.g., colonization, independence) on national identity.

These elements form the fabric of national identity, influencing how individuals and groups see their place within their nation.

**Opportunities for Subject Integration:**

Language arts: Writing poem, song

Science: Natural features,

Art and craft: collage

**Strand (Topic): Civic Participation: International Organizations**

**Essential Learning Outcome: To appreciate that complex global problems require international cooperation to make choices for the future**

**Grade Level Expectations:**

1. Recognize that their country belongs to different international organisations
2. Examine the different international organizations to which their country belongs
3. Appreciate that cooperation is necessary for a country's Development

**Focus Questions:**

1. What is an international organisation?
2. How is the country connected to the different international organizations?
3. How can students appreciate the importance of international relations to their country's development?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6 CP-K-2</b> Recognize that their country belongs to different international organisations.</p>	<p><b>Conversation:</b> Are students able to identify regional and international countries on the world map?</p> <p><b>Product:</b> Are students through research and use of previous knowledge derive a definition of the term International Organisation?</p>	<p><b>Introduction:</b> Students use the world map displayed in the Social Studies corner to identify countries that are regional and international.</p> <p><b>Class discussion:</b> Students will engage in a tiered lesson which would aid in the identification of the different international organisations that their country is connected to while developing an understanding of the term international organization.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>6- CP- S-2</b> - Examine the different international organizations to which their country belongs</p> <p><b>6- CP- V-2</b> - Appreciate that cooperation is necessary for a country's development</p>	<p><b>Conversation:</b> Are students able to identify the different international organizations that their country is affiliated with?</p> <p><b>Observation:</b> Are students able to recognize international organisations aligned to the country after tiered activity.</p> <p><b>Product:</b> Are students able to make an oral presentation based on the information researched about the international organisations linked to the country?</p> <p><b>Conversation:</b> Are students able to differentiate between the different international organizations and how they support their country?</p> <p><b>Product:</b> Are groups able to complete the choice board displaying the activities to differentiate between the international organizations and their contributions to the country?</p>	<p>The teacher will create a common experience for all students using a PowerPoint presentation (created by the teacher) or an AI or platform (Magic School) that will aid students in gathering information to meet the objective.</p> <p>The teacher will then group students based on skill level. Next, have students begin working on each tier.</p> <p>Tier 1: Research the definition and structure of international organisations using articles, videos, and a member of an international organisation if possible.</p> <p>(International organization structure has over 30 members from all over the world, share a common goal)</p> <p>Tier 2: Sort the international organisations using cards with the international organization names and logo linked to the country from the PowerPoint Presentation. or AI or platform.</p> <p>Tier 3: Students create a song or poem which can be used to recognize international organisations associated with the country.</p> <p><b>Game:</b> The teacher plays a game of tic-tac-toe to assess if students can identify the international organisations coupled with the</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation:</b> Are students able to complete the different tasks chosen by them using the choice board?</p> <p><b>Observation:</b> Are students able to discuss the importance of cooperation after completing the choice board?</p> <p><b>Conversation:</b> are students able to discuss the link between passing the bucket of water and cooperation and working together to achieve a common goal?</p> <p><b>Observation:</b> are students able successfully complete and fit the puzzle together.</p> <p><b>Product:</b> Are students able to use knowledge acquired to create a brochure on one of the international organizations that support the country?</p>	<p>country. Students will have to orally name the international organisation selected by the teacher. The teacher uses cards with the international organisation logo and name, if the students correctly identify the international organization students make a mark on the tic-tac-toe board, if they incorrectly identify the international organisation they miss a turn.</p> <p>The teacher can have students use the products they created in tier 3.</p> <p><b>Internet Research and Group discussion and Oral Presentation</b></p> <p>Find out how the international organizations differ and how they support the country.</p> <p>a. Similar</p> <p>b. Different</p> <p><i>How are they similar?</i></p> <p><i>How are they different?</i></p> <p><i>What support is given to the country by the international organization?</i></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
		<p>Teacher creates a choice board for groups to comprehend and critically assess the difference between the distinct international organizations and how they support the country.</p> <p><b>Choice Board: International Organizations Supporting St. Kitts and Nevis</b></p> <table><tr><th>Assignment Title</th><th>Description</th></tr><tr><td>Create a Piece of Art</td><td>Draw or paint a picture that represents how P the World Bank help St. Kitts and Nevis.</td></tr><tr><td>Write a Short Essay</td><td>Write a short essay explaining the roles of PA the World Bank in your own words.</td></tr><tr><td>Matching Game</td><td>Create a matching game with terms and defini related to PAHO and the World Bank.</td></tr><tr><td>Article Summary</td><td>Read a short article about these organizations summary of what you learned.</td></tr><tr><td>Video Presentation</td><td>Make a short video explaining how PAHO an World Bank support St. Kitts and Nevis.</td></tr></table>	Assignment Title	Description	Create a Piece of Art	Draw or paint a picture that represents how P the World Bank help St. Kitts and Nevis.	Write a Short Essay	Write a short essay explaining the roles of PA the World Bank in your own words.	Matching Game	Create a matching game with terms and defini related to PAHO and the World Bank.	Article Summary	Read a short article about these organizations summary of what you learned.	Video Presentation	Make a short video explaining how PAHO an World Bank support St. Kitts and Nevis.
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies	
		Crossword Puzzle	Design a crossword puzzle using key terms related to PAHO and the World Bank.
		Group Discussion	Organize a discussion with classmates about the impact of these organizations on your country.
		Infographic Creation	Create an infographic that shows the benefits of PAHO and the World Bank for St. Kitts and Nevis.
		Role-Play Activity	Act out a scenario where you explain the work of PAHO and the World Bank to a friend.
		<p>The teacher can use exit tickets or think -pair-share to assess students' understanding of the expectations.</p> <p><b>Working together game: passing water to out a fire</b></p> <p>Teacher presents a scenario that there is fire at one end of the room.</p> <p>Students stand in circle around a class and pass a bucket of water. The goal is to successfully pass the water to out the fire. the teacher ask the students the following questions:</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>What will happen if the bucket drops and all the water spills?</i></p> <p><i>What will happen if each person successfully passes the bucket?</i></p> <p><i>What will happen if someone is unable to pass the bucket?</i></p> <p><i>What would you do if someone is unable to carry the bucket?</i></p> <p>After the game teacher explains that every time the bucket is passed represents people or countries working together towards achieving its goals e.g. countries working together through the WHO to improve health and UNICEF to improve the lives of children across the world.</p> <p>If the bucket drops or someone refuses to pass it on represents what happens when there is no togetherness or cooperation.</p> <p><b>Puzzle activity:</b> Students are placed in groups and presented with a large puzzle piece of their country. Each group selects an international organisation from a bag. Through discussion and internet research, the group will write about how the organisation helps the country. When groups are finished the pieces are fitted together to show the island and how the international organisations work together with it towards its development.</p> <p>Mini-project: The students research and create brochures that showcase international organizations and how they cooperate to</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>contribute to the development of the country. The presentation should be creative, and colourful and include the national flag of the island and logos of the organisation.</p> <p><b>Conclusion:</b> the teacher emphasises that international cooperation is important to a country's development, just like putting together a puzzle and passing the bucket to out the fire.</p> <p>Emphasised that international organisations work together with other countries to make sure they develop and succeed</p>

### Additional Resources and Materials

Laptop, construction paper, markers, hard copy/electronic pictures of national bird, tree and flower, real national symbols.

PowerPoints Presentation Here are some resources you can use to help students with their assignments related to international organizations, specifically PAHO (Pan American Health Organization) and the World Bank:

### Online Resources

#### 1. PAHO Official Website

- Link: [PAHO Website](#)
- Description: Provides comprehensive information about PAHO's mission, initiatives, and resources related to health in the Americas.

#### 2. World Bank Official Website

- Link: [World Bank Website](#)

- Description: Offers insights into the World Bank's projects, research, and resources that support development in various countries, including St. Kitts and Nevis.

### 3. UNESCO - International Organizations Overview

Link: [UNESCO](#)

- Description: Provides information on various international organizations and their role in global development and education.

### 4. Article Database (e.g., JSTOR, Google Scholar)

- Link: [Google Scholar](#)

- Description: Access scholarly articles related to the impact of international organizations on health and development.

### 5. UNICEF

### 6. IMF

### 7. Books and Articles

#### **Books on International Organizations**

- Look for books in your school library that cover international organizations, global health, or economic development topics. Titles may include "The Role of the World Bank in Health" or "International Health Organizations."

#### **News Articles**

- Use reputable news websites (e.g., BBC, CNN, The Guardian) to find recent articles discussing PAHO and the World Bank's work in the Caribbean.

### 8. Multimedia Resources

- YouTube

Search for videos that explain PAHO and the World Bank's functions and their impact on countries. Some educational channels may have concise content suitable for 6th graders.

- Podcasts  
Look for podcasts that discuss health and development topics, featuring episodes on PAHO and the World Bank.
- 9. Creative Tools
  - Canva  
Link: [Canva](#)  
Description: A user-friendly design tool that students can use to create infographics, posters, and other visual presentations.
  - Quizlet  
Link: [Quizlet](#)  
Description: Students can create flashcards and games to help reinforce their understanding of key terms and concepts related to PAHO and the World Bank.

### Discussion and Collaboration

#### 10. Classroom Forums (Google Classroom, Edmodo)

Create a space where students can ask questions, share resources, and discuss their findings with their classmates.

#### 11. Group Work Guidelines

Provide students with guidelines on how to effectively collaborate in groups for their discussion or role-play activities.

By integrating these resources, you can support students' understanding and help them complete their assignments effectively.

### Opportunities for Subject Integration:

Language arts: Writing poem, song

Science: Natural features, special features of bird, tree and flower

Art and craft: collage

**Strand (Topic): Civic Participation: Social Issues**

**Essential Learning Outcome: To appreciate that complex global problems require international cooperation to make choices for the future**

**Grade Level Expectations:**

1. Identify the major social issues in the Eastern Caribbean and the nearby world.
2. Examine why these issues occur, how they can be solved, how they affect us in the Eastern Caribbean
3. Appreciate that people have differing views on how to address social issues

**Focus questions:**

1. What are the major social issues currently affecting the Eastern Caribbean, and how do they impact our daily lives?
2. Why do these social issues occur, and what can be done to address them both locally and globally?
3. How can different perspectives on social issues lead to a deeper understanding of the best ways to solve them?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6-CP-K-3</b>-Identify the major social issues in the Eastern Caribbean and the nearby world.</p> <p><b>6-CP-S-3</b>-Examine why these issues occur, how they can be solved, how they affect us in the Eastern Caribbean</p>	<p><b>Observation:</b> Can students recognize and list major social issues?</p> <p><b>Conversation:</b> Can students explain which issue they think is most important and why?</p> <p><b>Product:</b> Students create a poster on one social issue.</p> <p><b>Observation:</b> Are students able to make connections between causes and effects of social issues?</p>	<p><b>Pair Work:</b> Arrange students in small groups to observe different media (pictures, newspaper clipping, and news video clipping) that depict social issues present on a social issue (e.g., climate change, poverty, migration).</p> <p>OR</p> <p><b>Social Issues Gallery Walk:</b> Create stations around the classroom, each representing a different social issue (e.g., climate change, inequality). Students rotate and discuss each issue in small groups, recording their observations.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<b>Conversation:</b> Can students articulate the root causes of these issues and propose solutions?	
<b>6-CP-V-3-</b> Appreciate that people have differing views on how to address social issues.	<p><b>Product:</b> Are students able to write and perform a short drama that illustrates the cause, effects, and solutions to a chosen issue.</p> <p><b>Observation:</b> Do students acknowledge that there are different viewpoints on solutions?</p> <p><b>Conversation:</b> Are students able to facilitate debates or panel discussions where students share their opinions on how to address various social issues?</p> <p><b>Product:</b> Can students create a blog post or video expressing their personal views on a social issue and responding to differing perspectives.</p>	<p><b>Whole Class:</b> Initiate a discussion by having the groups share their observations on the social issues that confront the Eastern Caribbean. Provide more information for discussion using a PowerPoint presentation on social issues in the Eastern Caribbean.</p> <p><b>Individual Project: Interactive Infographics:</b> Students create infographics illustrating key statistics and information about social issues in the Caribbean.</p> <p><b>Role-play: News Report Simulation:</b> Students work in pairs or small groups to research a current social issue and then simulate a live news report, role-playing as journalists and field reporters.</p> <p><b>Group Work (Socio drama): Role-play:</b> Place students in small groups to write short skits to dramatize scenarios of social issues and their solutions. Each group presents a different issue and possible resolution to the class.</p> <p><b>Whole Class: Problem-Solution Mapping:</b> Guide the class to create a large mind map on chart paper, starting with a social issue in the center and branching out into causes, effects, and possible solutions.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Group Case Study Analysis:</b> Present real-world case studies of social issues (e.g., natural disasters, economic inequality) in the Eastern Caribbean. Students work in groups to analyze the causes and brainstorm solutions, then present their findings to the class.</p> <p><b>Opinion Poll Project:</b> Students design a survey or opinion poll about a social issue and conduct interviews with classmates, teachers, or community members to gather differing perspectives. Afterward, they analyze and present the results to the class.</p> <p><b>Class Debate:</b> Host a classroom debate on a specific social issue, with students divided into teams representing different viewpoints.</p> <p>Alternatively, students can create blogs or video diaries discussing the issues and possible solutions, while addressing opposing views.</p>

**Strand (Topic): Civic Participation: International Cooperation**

**Essential Learning Outcome: To appreciate that complex global problems require international cooperation to make choices for the future**

**Grade Level Expectations:**

1. Discuss how different international organizations work to address social issues (WHO,FAO,IOM,UNICEF)
2. Categorize the advantages and disadvantages of being a member of an international organization
3. Appreciate the ways in which citizens of the Eastern Caribbean cooperate to do things for the country

**Focus questions:**

1. How can different organizations work to address social issues (WHO, FAO,IOM, UNICEF)
2. What are the advantages and disadvantages of being a member of an international organization?
3. How can citizens of the Eastern Caribbean cooperate to do things for the country?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to :</i></p> <p><b>6-CP-K-4</b>-Discuss how different international organizations work to address social issues (WHO,FAO,IOM,UNICEF)</p> <p><b>6-CP-S-4</b> S-Categorize the advantages and disadvantages of</p>	<p><b>Product</b></p> <p>Are students able to write what meaning of the acronym for (WHO, FAO, IOM &amp; UNICEF)?</p> <p><b>Conversation</b></p> <p>Are students able to discuss how different organizations work to address social issues?</p>	<p><b>Introduction: Review, Discussion &amp; Group work/Presentation</b></p> <p><b>Review Game</b></p> <p>Write the acronyms WHO, FAO, IOM &amp; UNICEF on flashcards. Give students the opportunity to write what each of the acronym means on their books. Allow students to check the answers. Give prizes to the students who completed the activity first with the most correct answers.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>being a member of an international organization</p> <p><b>6-CP-V-4</b> -Appreciate the ways in which citizens of the Eastern Caribbean cooperate to do things for the country.</p>	<p><b>Conversation</b></p> <p>Are students able to analyze real-world examples to understand how international organizations function?</p> <p><b>Product</b></p> <p>Are students able to create a T chart to identify and write the advantages and disadvantages of being a members of an international organization?</p> <p><b>Product</b></p> <p>Are students able to debate the various perspectives on the advantages and disadvantages of being a member of an international organization?</p> <p><b>Product</b></p> <p>Are students' able work in groups to demonstrate ways in which citizens of the Eastern Caribbean can cooperate to do things for the country?</p>	<p><b>Group work/Discussion/Oral Presentation</b></p> <p>In a box place the various acronyms and allow students to select one. Then allow students to join the groups based on the international organization they selected. Each group will then use their tablets, handouts or resource books to research on the international organization they selected. The groups will hold discussion on how the various organizations work to address social issues based on their research.</p> <p><b>Oral Presentation</b></p> <p>After the research the groups will select one member who will then present the information on how the organizations address social issues.</p> <p>At the end of each group presentation other members of the groups can pose questions about the organizations presented.</p> <p><b>Case study/Group work/Discussion</b></p> <p>Place students into small groups and assign students case studies of real events, such as: WHO's role during the COVID-19 pandemic or FAO's work in addressing world hunger. Students will analyze ,discuss and present how being a member of an international organization helped or hindered a country's response to the issue, focusing on both the pros and cons</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product</b></p> <p>Are students able to write a piece to show appreciation to the ways in which citizens of the Eastern Caribbean work together to do things for the various countries?</p>	<p><b>Chart Creation/Individual Seat Work</b></p> <p>Provide students with a worksheet that has a T-chart labeled “Advantages” on one side and “Disadvantages” on the other. Have students research to fill out both sides with examples from different international organizations. Then, each student can present one advantage and one disadvantage of their findings to the class.</p> <p><b>Debate</b></p> <p>Split the class into two groups. One group will argue for the benefits of joining international organizations (e.g., access to resources, Collaboration &amp; partnership cooperation), while the other will argue the downsides (e.g., loss of sovereignty, financial obligations). Students can use real-world examples to support their arguments.</p> <p><b>Journal Writing</b></p> <p>Have students write their thoughts about the debate and what they have learnt.</p> <p><b>Group Project</b></p> <p>Divide students into small groups, each representing a different country in the Eastern Caribbean (e.g., Grenada, St. Lucia, St. Vincent, Barbados, etc.).</p> <p>Assign each group a key area that will need cooperation (e.g., disaster preparedness, education, regional sports, trade, culture, and tourism).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Students will research how their assigned country cooperates with other Eastern Caribbean nations in that area.</p> <p>Each group creates a presentation (using posters, slides, or a short skit) to show how their country contributes to regional cooperation, emphasizing the benefits.</p> <p>Example: Students could focus on how Caribbean countries help each other after hurricanes or how they participate in regional events like CARICOM or the OECS (Organization of Eastern Caribbean States).</p> <p><b>Creative Writing</b></p> <p>Have students write a <b>letter of gratitude</b> to a fictional or real citizen from another Eastern Caribbean country, thanking them for their contributions to regional efforts.</p> <p>Topics could include providing aid after a natural disaster, participating, in cultural exchanges, or competing in regional sporting events like the Windward Islands Cricket Tournament.</p> <p>Students must express how the actions of these citizens help strengthen relationships between Caribbean nations.</p> <p>Example: A letter from a Grenadian student to a St. Lucian farmer who helped supply food after a hurricane, or a letter to a Vincentian athlete who inspired unity during a regional sporting event.</p>

**Additional Resources and Materials**

Laptop, Bluetooth speaker, tablets, chart paper, easel, musical instruments, local poems, patriotic songs, copy paper, construction paper, crayons, acrylic paint, markers, glue, scissors

**Opportunities for Subject Integration:**

Language - students will get the opportunity to view, speak, listen, read and write

Mathematics and Science - Students will get the opportunity to investigate, record information and report findings

Art work - Students will get the opportunity to express themselves creatively through music/movement, poetry and art/craft

**Strand (Topic): Civic Participation: The Electoral Process and Democratic Rights**

**Essential Learning Outcomes: To appreciate that complex global problems require international cooperation to make choices for the future**

**Grade Level Expectations:**

1. Examine the role of citizens in the electoral process.
2. Discuss the importance of participating in the electoral process as part of peoples' democratic rights.
3. Value the importance of respecting persons democratic rights

**Focus questions:**


1. Why is it important for citizens to vote in an election?
2. Why is it important for citizens to educate themselves before participating in the electoral process?
3. How does voting protect people's democratic rights?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6-CP-K-5-</b> Examine the role of citizens in the electoral process.</p> <p><b>6-CP-S-5-</b> Discuss the importance of participating in the electoral process as part of peoples' democratic rights.</p> <p><b>6-CP-V-5-</b> Value the importance of respecting person's democratic rights.</p>	<p><b>Conversation</b></p> <p>Are students able to highlight how their vote influenced the outcome of the class vote?</p> <p><b>Observation</b></p> <p>Can students listen attentively and demonstrate an awareness of the term citizen participation?</p>	<p><b>Introduction</b></p> <p>Begin the lesson by asking students, "What if you had the power to choose what happens in our classroom? Would you participate?" Engage them in a quick class vote on a fun topic, such as which reward they can have for meeting expectations for the week. Once the vote is completed, discuss how their decisions influenced the outcome.</p> <p><b>Discussion</b></p> <p>Introduce the topic of citizen participation in the electoral process, explaining that just like their vote shaped what</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Conversation</b></p> <p>Are students able to identify different ways in which citizens participate in the electoral process?</p> <p>Can they articulate the importance of each role?</p> <p><b>Product</b></p> <p>Can students create a visual presentation depicting the role of citizens in the electoral process?</p> <p><b>Observation</b></p> <p>Are students able to attend carefully as the registration officer explains and demonstrates some of the activities involved in the electoral process?</p> <p><b>Product</b></p> <p>After demonstration and explanation, are students able to participate in a mock election where they may play various roles that citizens play during the electoral process?</p> <p><b>Conversation</b></p> <p>Can students explain the results of only a few people being permitted to vote?</p>	<p>happens in the classroom, citizens' votes shape what happens in the country. Highlight that voting is a key role of citizens in a democracy.</p> <p><b>Brainstorming and Discussion</b></p> <p>Ask students to brainstorm different ways citizens participate in the electoral process (registering to vote, voting, campaigning, discussing issues, attending rallies). Then, lead a class discussion on the importance of each role.</p> <p>Ask, "How does each action help make sure the election is fair and reflects what people want?"</p> <p><b>Visual Presentations</b></p> <p>Encourage students to create slideshows, videos or infographics that illustrate the role of citizens in the electoral process.</p> <p><b>Field Trip</b></p> <p>Visit a nearby constituency office, where students will learn about its role of serving the citizens in the electoral process. The registration officer can explain and demonstrate the process of registering as a voter, finding one's name on the voters' list, ensuring which polling division an individual belongs to, etc.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation</b></p> <p>Are students able to listen carefully as the teacher explains the concept of democratic rights?</p> <p><b>Conversation</b></p> <p>Can students justify who should be allowed to vote and who should not?</p> <p><b>Product</b></p> <p>Are students able to create a poster depicting the importance of participating in the electoral process?</p> <p><b>Product</b></p> <p>Can students reflect in writing on the importance of voting as part of their democratic rights?</p> <p><b>Conversation</b></p> <p>After looking at the video or slideshow, are students able to share their opinions respecting others' democratic rights?</p> <p><b>Observation</b></p>	<p><b>Mock Election</b></p> <p>Organize a mock election in class where students assume various roles such as candidates, voters, election officials, and campaigners, etc. Allow students to go through the process of registering to vote, attending rallies and listening to campaigns, and finally, voting for their preferred candidates.</p> <p><b>Discussion</b></p> <p>Ask students to think about how they were able to vote for a particular option during the introduction. Have them share their thoughts on what would happen if only a few people were allowed to share their opinions.</p> <p>Then, introduce the topic of democratic rights, emphasizing that in a democracy, everyone has the right to participate, especially through voting in elections. Explain how voting is the primary way citizens express their opinions in a democracy.</p> <p>(Briefly present picture below to highlight other democratic rights and responsibilities.)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																				
	<p>Are students able to engage with the guest speaker as he or she shares on respecting others’ democratic rights?</p> <p><b>Product</b></p> <p>Can students produce a creative presentation to express their understanding of the importance of respecting people’s democratic rights?</p>	<div></div> <table><tr><th>Rights</th><th>Responsibilities</th></tr><tr><td>Freedom to express yourself.</td><td>Support and defend the Constitution.</td></tr><tr><td>Freedom to worship as you wish.</td><td>Stay informed of the issues affecting your community.</td></tr><tr><td>Right to a prompt, fair trial by jury.</td><td>Participate in the democratic process.</td></tr><tr><td>Right to vote in elections for public officials.</td><td>Respect and obey laws.</td></tr><tr><td>Right to apply for federal employment.</td><td>Respect the rights, beliefs, and opinions of others.</td></tr><tr><td>Right to run for elected office.</td><td>Participate in your local community.</td></tr><tr><td>Freedom to pursue 'life, liberty, and the pursuit of happiness.'</td><td>Pay income and other taxes honestly, and on time.</td></tr><tr><td></td><td>Serve on a jury when called upon</td></tr><tr><td></td><td>Defend the country if the need should arise.</td></tr></table> <p><b>Who Should Vote?</b></p> <p>Present students with scenarios where different groups of people are allowed or not allowed to vote (e.g., adults vs. children, rich vs. poor, men vs. women, prisoners vs. free citizens). Ask them if everyone should have the right to vote, and why or why not.</p> <p>Explain that in a democracy, voting is a right for all adult citizens, regardless of who they are. It is not a privilege for only a few but a fundamental right of all.</p> <p><b>Poster Making</b></p> <p>Divide the class into pairs or small groups. Ask each group to come up with reasons why participating in the electoral process (through voting or other means) is important. Have each group share their reasons, by creating a poster.</p>	Rights	Responsibilities	Freedom to express yourself.	Support and defend the Constitution.	Freedom to worship as you wish.	Stay informed of the issues affecting your community.	Right to a prompt, fair trial by jury.	Participate in the democratic process.	Right to vote in elections for public officials.	Respect and obey laws.	Right to apply for federal employment.	Respect the rights, beliefs, and opinions of others.	Right to run for elected office.	Participate in your local community.	Freedom to pursue 'life, liberty, and the pursuit of happiness.'	Pay income and other taxes honestly, and on time.		Serve on a jury when called upon		Defend the country if the need should arise.
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Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Reflection</b></p> <p>Ask students to write a short reflection on why they believe voting is an important part of democratic rights. Encourage them to think about how their voice can make a difference in future elections.</p> <p><b>Video/Slideshow and Discussion</b></p> <p>Present a video or slideshow of various citizens from different backgrounds exercising their democratic rights (voting, campaigning, running for elections etc.).</p> <p>Lead a class discussion on what might happen if people did not respect each other's democratic rights. Use prompts such as:</p> <p>"What if only certain people were allowed to vote?"</p> <p>"What if people didn't accept the results of an election?"</p> <p><b>Guest Speaker</b></p> <p>Invite a local politician, community leader, or election officer to speak about how respecting others' democratic rights ensures fair and peaceful elections.</p> <p><b>Creative Presentations</b></p> <p>In small groups, students will create artwork, songs (extempo), poems, or skits that express their understanding</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		of the importance of respecting other people's democratic rights. These can be displayed in the classroom or performed for the school.

**Useful Content Knowledge for the Teacher about the Outcome:**

- The Voting Process - <https://education.nationalgeographic.org/resource/resource-library-voting-process/>
- Voting for Kids – Why Voting is Important - <https://youtu.be/GrG7zBUDiqQ?si=JXNl6D8agiI9UG2d>
- Antigua and Barbuda Voting Process - <https://www.youtube.com/watch?v=XNQFkyZFH7o>
- The Voting Process- Grenada - <https://www.youtube.com/watch?v=c7m1hPJgys0>
- Electoral Process – St. Vincent - <https://www.youtube.com/watch?v=2Xa2zleBdVY>
- St. Lucia Elections - <https://www.youtube.com/watch?v=kWyy6UICMII>

**Additional Resources and Materials**

- Wordwall game on Voting - <https://wordwall.net/resource/11012634/social/voting>
- Wordwall game on The Democratic Process - <https://wordwall.net/resource/21169305/the-democratic-process>

**Strand (Topic): Civic Participation: Media and Society**

**Essential Learning Outcome: To appreciate that complex global problems require international cooperation to make choices for the future.**

**Grade Level Expectations:**

1. Explain the role of the media in shaping our views of local and international events
2. Compare and analyze media sources from various countries to determine differing points of view about important events and issues
3. Appreciate that as global citizens we have a responsibility to verify the accuracy of media we consume and to engage responsibly in its use

**Focus Questions**

1. What are the different types of media organisations?
2. What is the role of the media?
3. Do all media organisations cover news in the same way?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6-CP-K-6-</b> Explain the role of the media in shaping our views of local and international events</p>	<p><b>Observation</b></p> <p>Can students look at video and identify media and sources of media?</p> <p><b>Conversation:</b> Are students able to discuss the different roles of the media?</p>	<p><b>Introduction- Class Discussion</b></p> <p>Students observe on Media</p> <p><a href="https://youtu.be/t0gSdcUHoMk?si=oFbXpoG7gtbD8Yur">https://youtu.be/t0gSdcUHoMk?si=oFbXpoG7gtbD8Yur</a></p> <p>Students discuss the video and identify what is media, different media sources, and the roles or functions of the media.</p> <p>Students are placed into small groups to discuss the role of media and give examples of each and how each type of</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product:</b> Are students able to articulate how the media influence our views on what is taking place in the world</p>	<p>media will influence our views on what is taking place in the world.</p> <ul style="list-style-type: none"> <li>• Information: Tells us what’s happening.</li> <li>• Education: Helps us learn.</li> <li>• Entertainment: Makes us have fun.</li> <li>• Persuasion: Tries to convince us of something.</li> <li>• Connecting People: Keeps us connected with others.</li> </ul> <p>Each group will share their class on their discussion.</p>
<p><b>6-CP-S-6-</b> Compare and analyze media sources from various countries to determine differing points of view about important events and issues</p>	<p><b>Observation:</b> Are students able to observe and identify differences in the reporting</p> <p><b>Conversation:</b> Are students able to discuss the reasons for media bias and how it affects our point of view?</p> <p><b>Product:</b> Are students able to articulate to the whole class how media bias affects our point of view?</p>	<p>Students observe video on an event from 2 different media sources and discuss how each media source portrays the issue, focusing on differences in tone, language, and emphasis.</p> <p>Students discuss why they think there are differences in the reporting and the term “Media Bias”</p> <p>Students are grouped to discuss these reasons for media bias</p> <ul style="list-style-type: none"> <li>• Different Opinions</li> <li>• Who Owns the Media</li> <li>• Target Audience</li> <li>• What Sells</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>• Mistakes or Lack of Information</li> <li>• Cultural Perspectives</li> </ul> <p>Groups share with the class what was discussed in their groups.</p>
<p><b>6-CP-V-6-</b> Appreciate that as global citizens we have a responsibility to verify the accuracy of the media we consume and to engage responsibly in its use</p>	<p><b>Observation:</b></p> <p>Are students able to view videos and point out what makes them fake?</p> <p><b>Conversation:</b></p> <p>Are students able to discuss and come up with ways they can verify a news article?</p> <p><b>Product:</b></p> <p>Are the students able to create the checklist and the video?</p>	<p>Students look at examples of fake news or misleading media stories and discuss how they can be identified as fake or misleading</p> <p>Students discuss and list ways or things that can be done to verify the accuracy of the news. Such as fact-checking, recognizing reliable sources, and avoiding misinformation.</p> <p>Students will create a checklist that can be used by others to become responsible media consumers</p> <p>Students can create a video to encourage others to be responsible media consumers.</p>



## Economic Decision Making

### Introduction to the Strand:

This strand explores the regional and international movement of goods, people, and services and how this shapes Caribbean society. Students will examine their consumer rights and how knowing these rights empowers individuals to handle challenges effectively. Students will also compare some major industries of the world with those in their country with special attention to the central role and benefits of tourism for their country and region, and evaluate the opportunities and challenges that tourism presents. Students will also learn the importance of making responsible decisions as consumers for shaping our economic and social well-being. They will assess the importance of maintaining good relations with the wider world

### Strand (Topic): Economic Decision Making: Consumer Rights and Responsibilities

**Essential Learning Outcome:** Recognize that regional and international movement of goods, people, and services shapes Caribbean society

### Grade Level Expectations:

1. Know that as consumers we have rights and responsibilities
2. Plan and develop budgets to guide our consumption
3. Appreciate the value of making responsible decisions as consumers for shaping our economic and social well-being

### Focus Questions:

1. What are the basic rights of consumers?
2. What is the difference between consumer rights and responsibilities?
3. How can governments and organisations protect consumer rights?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6-EDM-K- 1-</b> Know that as consumers we have rights and responsibilities</p>	<p><b>Product</b></p> <p>Can students define consumer rights?</p> <p>Can students define consumer responsibility?</p> <p>Can students use their knowledge and experiences to define key terms and phrases relating to consumer rights and protection?</p> <p>Can students list, discuss and give practical examples of consumer rights</p>	<p><b>Conversation and Discussion</b></p> <p>Have students share stories about issues they or a family member may have encountered with a product they have bought.</p> <p>The general progression of this activity will be based on students' experience.</p> <p>For example, the discussion may lead to the following:</p> <ol style="list-style-type: none"> <li>1. What was done with the defective product?</li> <li>2. Impact the defective product or unsatisfactory service had on the effective running of the household.</li> <li>3. How they or their parents resolved the issues.</li> </ol> <p>The teacher takes the opportunity during this discussion to review key terms. (see key terms list)</p> <ul style="list-style-type: none"> <li>• The teacher uses the students' stories to introduce consumer rights and responsibilities.</li> <li>• Or the teacher uses students' stories, thoughts and ideas to compile a list of consumer rights rules.</li> </ul> <p>Anticipation Guides <b>Do You Know Your Consumer Rights?</b></p> <ol style="list-style-type: none"> <li>1. Provide students with scenarios to test their knowledge and correct misconceptions about consumer rights and responsibilities.</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ol style="list-style-type: none"> <li>2. Provide students with 4 slips of different coloured paper.</li> <li>3. Assign a colour to each word. Students will write the word in bold print on the appropriate paper. For Example</li> <li>4. The teacher tells the students to listen and read the statement and to decide if they agree or not/ if they are true or false. Hold up the appropriate card to show your choice. Then turn to your partner and discuss your reasoning. (Or the teacher may call a few students per prompt to discuss their reasoning.)</li> <li>5. The teacher corrects misconceptions and praises correct reasons.</li> <li>6. Suggested prompts for Do You Know Your Consumer Rights? <ol style="list-style-type: none"> <li>a. Do you know there are rules and laws that protect consumers? Do you know some rules that protect consumers?</li> <li>b. My family have a right to choose goods and services</li> </ol> </li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>c. You must be able to read and understand the label, especially the ingredients.</li> <li>d. You can return faulty items.</li> <li>e. You can return items if you change your mind.</li> <li>f. You must bring the receipt if you want to return an item.</li> <li>g. Customers must have value for their money.</li> <li>h. You should receive the good or service that is described in the advertisement and the labelling</li> <li>i. You must only buy items at the sale price listed.</li> <li>j. Customers must find out about the product they are buying.</li> <li>k. Your family has a right to complain when they get faulty goods and bad service.</li> <li>l. The seller must replace faulty goods or refund your money.</li> </ul> <p>Case scenarios Critical Thinking</p> <p>For example: Sativa New Pencil Case at <a href="https://www.oppia.org/explore/-XptUZSHPKAV">https://www.oppia.org/explore/-XptUZSHPKAV</a></p> <p>Videos <a href="#">Consumer Rights and Protection</a></p> <p>Small group work/ partner work</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Provide with scenarios. Have them analyse the event and determine the consumer rights highlighted.</p> <p>Presentation Know Your Consumer Rights</p> <p>Have students work in mixed-ability small groups. They are to list four things people should know about their consumer rights. They should include a practical example for each right. Groups present their list and examples.</p> <p>Critical Thinking Prompts</p> <ol style="list-style-type: none"> <li>1. Why should customers read the labels and ingredients of goods?</li> <li>2. Why is it important for consumers to return expired food items?</li> <li>3. Why should consumers complain about faulty goods or bad service?</li> <li>4. Why is it important to know the warranty on products purchased?</li> </ol> <p>Traditional or online Worksheets/ Online games such as Quiziz</p> <p>The teacher creates worksheets or online games to check students' understanding.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	Can students list, discuss and give practical examples of consumer responsibilities?	<p>The teacher may choose from these activities.</p> <p><b>Discussions and Critical Thinking</b></p> <p><b>What are the responsibilities of consumers?</b></p> <p>The suggested activity for this question can be modified in many ways.</p> <p><b>1. Classroom Centres</b></p> <p>The teacher creates classroom centres each with a consumer right. She/he prepares cards with consumer responsibility for each right.</p> <p>Students stick the consumer responsibility cards on the correct chart.</p> <p>The teacher allows students to switch cards if they don't agree with the placement. The student is to provide the reasoning for the correction.</p> <p>The teacher corrects any misconceptions.</p> <p>Example:</p> <p><b>2. Mixed Ability Groups Game</b></p> <p>For this activity, the groups and the consumer responsibility cards are colour-coded.</p> <p>a. There should be 4 students per group.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>b. The teacher can have the students choose colours. All the students who got green will form a group. Or the teacher may assign colours to the children to ensure the formation of the mixed ability groups.</p> <p>c. The students who chose the colour green will only get green cards or cards written in green.</p> <p>d. They will <b>discuss</b> under which <b>Consumer RIGHT</b> cards should be placed and quickly stick them in the correct area or chart. The group that finishes first and gets 80 per cent plus correct, wins something. The group that took the time to discuss and gets 80 per cent plus correct, wins something more valuable. Every group that gets 80 per cent plus correct, gets a reward. All groups must be given time to complete the activity.</p> <p><b>Other Activities</b></p> <p>3. <b>Around the World</b></p> <p>4. <b>Online Drag and Drop Worksheets</b></p> <p>5. <b>Match These Worksheets</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Can students identify the role of government and other affiliated organisations in ensuring the protection of consumer rights?</p> <p>Can students identify the resources that are available to consumers to ensure their rights are respected?</p>	<p><b>Research: Using Primary and Secondary Sources of Information</b></p> <p>The teacher can guide students to research the following questions. This may be done as an assignment or as classwork where the teacher directs and guides students to go online to find the information. ( See Subject Integration)</p> <p>Questions:</p> <p>Does [insert country here] have Consumer Rights legislation?</p> <p>Is there a Consumer Rights organisation?</p> <p>Are consumers educated about their rights and responsibilities?</p> <p><b>Resource Person</b></p> <p>The teacher may bring in a resource person from an affiliated organisation to talk to the class about consumer rights and responsibilities.</p> <p>The teacher may bring in a resource person from a business place to talk to the class about the measures in place to solve consumer issues with a product or service.</p> <p>After the talk students are to complete exit tickets. There are a variety of creative exit tickets the teacher can use to assess what students learnt and if the objectives of the lessons were met. (See Additional Resources and Materials below)</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
6-EDM-S-1-Plan and develop budgets to guide our consumption	<p>Can students explain the kinds of information found on receipts and utility bills?</p> <p>Can students explain what a budget is?</p> <p>Can students explain what a budget is used for?</p>	<p><b>Flipped Lesson</b></p> <p>Since Budgeting was encountered in Grades 3 or 4 teachers should provide students with a Module on the unit. Students should be encouraged to read through the unit and complete activities outlined in the module before active teaching. Activities may be viewing a video (see Additional Materials) or an interactive worksheet.</p> <p><b>Review Viewing and Discussion</b></p> <p><a href="#">Budgeting for Kids</a></p> <p><a href="#">Budgeting for Kids!</a></p> <p>The teacher reviews what a budget is and the key terms that go along with that.</p> <p>Key terms: needs, wants budget, income, expenses, salary, savings, debt, interests, debit cards, credit cards Bank accounts: Saving and checking account, financial statement</p> <p><b>Discovery Learning</b></p> <p>Students bring a receipt and a utility bill for the lesson. The class explores the receipt and utility bill.</p>






Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Worksheets or Exit Tickets.</b></p> <p>Use worksheets or exit tickets to ascertain how much students learned.</p>
	<p>Can students plan and create a budget?</p> <p>Synthesising:</p> <p>After learning how to create a budget and making a savings plan are students able to put this into practice?</p> <p>Can students execute a budget?</p> <p>Can pupils explain how budgeting can help people avoid getting into debt?</p>	<p><b>Synthesis</b></p> <p>Provide students with a case scenario (linked to comprehension) of a family's income and expenditure. Guide students to create a budget for the family.</p> <p><b>Project: Money Sense</b></p> <p>This project involves the parents' complete involvement.</p> <p>Send a letter home describing the role parents are to play in such a project.</p> <p>General points of the project:</p> <p>Students are to keep a portfolio of expenses and savings for a particular family outing.</p> <p>Students are to find out how much money their parent intends to spend on the outing. Students are to creatively section their portfolios into the following main sections. More can be added if the students see fit. Students are to add realia such as ticket stubs, bands, receipts and pictures to the sections.</p> <p>Students will answer about three questions to complete the portfolio.</p> <p>Example Sections:</p> <p><b>Budget:</b> Amount of Money to be spent _____</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Mode of payment: Cash _____ Debit/ credit cards: _____ Mixed _____</p> <p><b>Savings:</b> Amount of Money saved/ We returned with _____</p> <p><b>Travel:</b> My Estimated Cost _____ My Parent's Estimated Cost: _____</p> <p>Actual Cost: _____</p> <p><b>Food:</b> My Estimated Cost _____ My Parent's Estimated Cost: _____</p> <p>Actual Cost: _____</p> <p><b>Entertainment:</b> My Estimated Cost _____ My Parent's Estimated Cost: _____</p> <p>Actual Cost: _____</p> <p><b>Sample Questions:</b></p> <ol style="list-style-type: none"> <li>1. Was your family able to use only the money budgeted for? If not by how much did they overspend?</li> <li>2. How did budgeting that particular sum of cash help your family?</li> <li>3. If money was saved/left over from the outing what will it be used for?</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>6-EDM-V-1</b>-Appreciate the value of making responsible decisions as consumers for shaping our economic and social well-being</p>	<p>Can students identify practices that demonstrate consumers applying their rights?</p> <p>Can students differentiate between consumer rights and consumer responsibilities?</p>	<p><b>What is the difference between consumer rights and consumer responsibility?</b></p> <p><b>Discussion</b></p> <p>The teacher may use prior case scenarios such as Sativa's New Pencil Case at <a href="https://www.oppia.org/explore/-XptUZSHPKAV">https://www.oppia.org/explore/-XptUZSHPKAV</a></p> <p>Identify the rights Sativa utilised and the way she went about doing so.</p> <p>The teacher expressly notes that Sativa was entitled to complain* to seek redress. She went about it in a particular way. The way she did it is an example of consumer responsibility.</p> <p>The class lists the steps in which she sought redress for her issue.</p> <ol style="list-style-type: none"> <li>1. She identified the issue</li> <li>2. She informed herself of her rights and the measures in place to redress.</li> <li>3. She and her mom came up with a potential solution</li> <li>4. She clearly explained her issue.</li> <li>5. She negotiated with the clerk to solve her issue.</li> </ol> <p><b>Role Play</b></p> <p>Students can piggyback on the scenarios given by their teacher in Strand EDM-K1 or create their own.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ol style="list-style-type: none"> <li>1. Students role-play a scenario where they complain about a product.</li> <li>2. Students role-play a scenario where they make good shopping choices.</li> <li>3. Students can create a scenario based on prompts given by the teacher. For e.g.               <ol style="list-style-type: none"> <li>a. The app you paid for is not working or requires a code which you did not get.</li> <li>b. You bought a game mod or skin and realise you have one like it already</li> <li>c. Your mom paid for Amazon Prime, or Netflix but you get limited movies and TV show choices.</li> <li>d. Amazon keeps charging your mom's/ dad's card for a subscription which was cancelled.</li> <li>e. You tell the hairdresser/barber which hairstyle/ haircut you want but get something completely different.</li> <li>f. You do not like the hairstyle/haircut you get? Or the hairdresser/barber is rough or combs your hair too tight.</li> </ol> </li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>WHAT ILS IS THIS?</b></p> <p>This could be an in-class activity or an assignment.</p> <p>Create Did You Know cards or brochures to inform people about their rights as consumers.</p> <p>Or</p> <p>Create Shorts in Flip-grid to educate people about their rights and responsibilities.</p> <p><b>Field Trip</b></p> <p>Take the class to an area in town where they hand out their information cards or brochures to passersby. Encourage the students to explain the point of the activity to anyone willing to listen.</p> <p>Summative: Worksheets/ Quiz and Tests</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>For example:</p> <div>  <p>What are your rights when it comes to returning faulty goods?</p> <hr/> <hr/> </div> <div>  <p>What rights do you have if an item you go to buy has been advertised at the wrong price?</p> <hr/> <hr/> </div> <div>  <p>What rights do you have if a company goes out of business?</p> <hr/> <hr/> </div> <div>  <p>What rights do you have if something you order doesn't arrive?</p> <hr/> <hr/> </div> <div>  <p>What rights do you have if organisers cancel an event, such as a concert or a sporting event that you have tickets for?</p> <hr/> <hr/> </div>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	Can students identify the cause and effect of practices that impact consumer rights and responsibilities?	<p>Discussion</p> <p>The class discusses some practices that potentially affect consumers. Students are encouraged to give practical examples where possible of such practices as well as the effects they could have.</p> <p>Unfair sales practices</p> <ul style="list-style-type: none"> <li>• Make a false or misleading claim about products, services, and prices.</li> <li>• Use false or misleading descriptions.</li> <li>• Use aggressive tactics to influence you.</li> <li>• Present reviews as genuine without checking they are not fake.</li> </ul> <p>Use of inferior materials</p> <p>Exit Tickets</p>

**Useful Content Knowledge for the Teacher about the Outcome:**

**CONSUMER RIGHTS:**

**THE RIGHT TO SAFETY:** Be protected against products, manufacturing processes, and services that are a threat to consumer health, life or property.

**THE RIGHT TO BE INFORMED:** Be able to obtain the information needed to make an informed choice and be protected against dishonest or misleading advertising, labelling or marketing practices.



**THE RIGHT TO BE HEARD:** Be represented in decision-making to ensure that consumer interests are considered. Be able to tell business and consumer protection organisations of unsatisfactory products and services.

**THE RIGHT TO CHOOSE:** Be able to choose from a range of good quality products and services that meet consumer needs at fair and competitive prices.

**THE RIGHT TO SATISFACTION OF ESSENTIAL NEEDS AND SERVICES:** Have access to essential goods and services: appropriate food, clothing, housing, health care, education, public utilities, water, and hygiene. To be treated respectfully and courteously.

**THE RIGHT TO REDRESS:** Be able to have problems resolved; seek justice against exploitation or unfair practices. Receive fair settlement for substantiated complaints involving compensation for misrepresentation, defective goods, or unsatisfactory services.

**THE RIGHT TO CONSUMER EDUCATION:** Have access to the knowledge and skills necessary to be informed and to confidently choose goods and services, while being aware of consumer rights and responsibilities.

**THE RIGHT TO A HEALTHY ENVIRONMENT:** To live and work in an environment that does not threaten the well-being of current and future generations.

### CONSUMER RESPONSIBILITIES

**CRITICAL AWARENESS:** Be informed to better understand the products and services the consumer is using and to question their quality.

**ACTION:** Defend himself or herself when the consumer's cause is honest and just. The consumer must assert himself or herself and take action to ensure that he or she obtains a fair deal.

**SOCIAL RESPONSIBILITY:** Be aware of how his or her behaviour can affect others, especially the disadvantaged, at the local, national, or international level.

**ENVIRONMENTAL RESPONSIBILITY:** Be sensitive to the potential effects of his or her consumption on the environment by limiting, in particular, the waste of natural resources and pollution.

**SOLIDARITY:** Join forces with other consumers to generate enough strength and influence to promote the interests of all.

(<https://www.opc.gouv.qc.ca/en/teacher-zone/list-activities/activities/consumer-rights-responsibilities/>)

**Consumer Rights** were developed and instituted to ensure consumers' fair treatment and that they had the information they needed to make informed decisions about the products and services which they buy.

**Consumer awareness** is the process of making an individual or consumers aware of their rights and responsibilities when purchasing goods and services. Awareness is essential for all customers so that they make the right decision and the right choice about the products and services being sold.

Review Key Vocabulary introduced in Grade 3:

Definitions

**Consumer:** Consumers are people who buy or use goods and services to satisfy their wants.

Traditionally we physically purchase goods and services.

E-commerce is becoming mainstream. More consumers purchase goods and services online. Example On-line tutor and On-line doctors. We can pay bills, do banking and buy and sell products online via Amazon, Dominica Online, and We Buy Black.

**Producer:** A producer is a person, company or country that makes, grows or supplies goods and provides services for sale.

Producers work in various sectors of the economy. They make or grow goods.

For example: A farmer grows ground provisions and vegetables. A seamstress makes clothes.

A **good** is something that is tangible. It is grown or made for our use. For example, food, vehicles, toys, clothes, books, furniture.

Some producers own the land, tools, machinery and the building. They employ other people to work for them. They are called **employers**. The people who work in the business are called **employees**.

Some producers are self-employed. They may own a business or work for themselves.

Other producers provide a service. For example A doctor diagnoses our ailments and may prescribe medication.

A calypsonian creates songs to entertain us.

A **service** is intangible. It is something someone does for you. For example, a haircut or hairstyle, a bus/plane ride, a dental check-up, or garbage collection.

**Income:** Earnings (money) from work or investment.

**Salary:** The money paid for employee services.

**Expenditure:** the amount of money spent for goods and services.

**Budget:** A plan for making and spending money

**Saving:** Not spending your money straight away, but putting it away so you can spend it later.

New definitions:

**Consumer rights** are a set of laws that entitle consumers to be protected from fraud, unsafe products and harmful practices.

A consumer is anyone who buys and uses goods, services, or products to satisfy their personal needs, wants, or preferences.

Consumers are important in the economic system as they drive demand for goods and services. They influence the production, distribution, and pricing of goods and services.

**Scams:**

**Manufacturer:**

**Warranty:**

#### **Additional Resources and Materials**

[Budgeting for Kids!](#)

[30 Exit Ticket Ideas and Examples That Give Immediate Feedback](#)

**Strand (Topic): Economic Decision Making: Tourism**

**Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society**

**Grade Level Expectations and/or Focus Questions:**

1. State the benefits derived from tourism for our country
2. Critically assess the opportunities and challenges that tourism faces in our country
3. Appreciate that there are positive and negative effects of tourism on our country

**Focus Questions:**

1. What are some ways that tourism helps economic growth?
2. How can tourism bring both positive and negative changes to our community?
3. How can communities benefit from tourism without losing their identity or traditions?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6-EDM-K-2-</b> state the benefits derived from tourism for our country</p>	<p>Can students define the term tourism?</p> <p>Are students able to differentiation among the different types of tourists</p> <p>Does tourism lead to increased revenue and employment in various sectors of the economy such as tourism?</p>	<ul style="list-style-type: none"> <li>• <b>Field Trips</b> Visit the tourism office or a cruise ship and meet with crew and learn about the benefits of tourist visits to a country.</li> <li>• <b>Concept Map</b> Create a visual map that links the economic, social, and environmental benefits of tourism in their country.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Can students understand the relationship between tourism and economic developments such as infrastructure development and taxations?</p> <p>Can students make a distinction of how tourism can influence their culture??</p> <p>Are students able to differentiate among the different currencies used internationally?</p>	<ul style="list-style-type: none"> <li>• <b>Role-playing</b> -role-play scenarios where tourism affects different stakeholders, such as hotel owners, local farmers, or taxi drivers.</li> <li>Students can depict different tourists and act out scenes and have classmates guess the tourist they represent.</li> </ul>
<b>6-EDM-S-2-</b> Critically assess the opportunities and challenges that tourism faces in our country	<p>What are some positive benefits of tourism for a country?</p> <p>Are there disadvantages associated with regional and international tourism?</p> <p>Can students identify some environmental impacts of tourism on a country?</p> <p>How do countries maintain their cultural identity with the movement of tourists to and from a country?</p>	<ul style="list-style-type: none"> <li>• <b>Differentiated Instruction</b> Use videos to showcase tourism benefits and challenges in your country.</li> <li>• <b>Think-Research-Share</b> Students research individually on tourism challenges and opportunities, then discuss their ideas with a partner the pair then present a PowerPoint or a discussion on the information gathered. Questions: <ol style="list-style-type: none"> <li>1. What do you think is the biggest challenge facing tourism in our country?</li> <li>2. Do you believe tourists have a negative or positive impact on your culture?</li> <li>3. What are some benefits to tourism?</li> </ol> </li> <li>• <b>Collaborative Group Work</b></li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Students analyse different aspects of tourism. Each group could explore a specific challenge or opportunity and share findings with the class.</p> <p><b>Examples:</b> 1. Sustainable tourism</p> <p>2. The impact of tourism on employment</p> <p>3. Environmental challenges of tourism.</p> <ul style="list-style-type: none"> <li>• <b>Student Interviews</b></li> </ul> <p>Students develop questions to guide them learn about tourism and its challenges and country opportunities.</p>
<p><b>6-EDM-V-2-</b> Appreciate that there are positive and negative effects of tourism on our country</p>	<p>What are the economic benefits of tourism for the Caribbean region</p> <p>Do some islands benefit more than through tourism?</p> <p>Can students highlight the measures taken by the Government to protect natural and cultural sites visited by tourists?</p> <p>In what ways does global competition affect the Caribbean tourism industry?</p>	<ul style="list-style-type: none"> <li>• <b>Debate</b></li> </ul> <p>Organise a debate where students argue for or against the positive or negative impact of tourism</p> <ul style="list-style-type: none"> <li>• <b>Student Interviews</b></li> </ul> <p>Students interview different tourism stakeholders, such as local residents, business owners, tourists, and discuss how tourism may impact them both positively and negatively.</p> <ul style="list-style-type: none"> <li>• <b>Concept Mapping or Mind Maps</b></li> </ul> <p>Students organise flow charts or diagrams to show the positive and negative impacts of tourism on a country and its environment.</p> <ul style="list-style-type: none"> <li>• <b>Poster creation</b></li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>In groups of 3-4 students create a poster, brochure or cartoon to showcase the positive and negative impacts of tourism on their individual country.</p> <p>Interactive Games:</p> <p>( Quizzes &amp; Kahoot)Use online platforms or in-class games to quiz students on key concepts. Include questions on tourism's advantages and disadvantages.</p>

**Additional Useful Content Knowledge for the Teacher:**

Games or Quizzes

Tools like Kahoot, Quizizz, or board games to test students' knowledge in a fun, low-pressure who may struggle with traditional written assessments and makes learning enjoyable for all.

**Strand (Topic): Economic Decision Making: Sustainable Community Development**

**Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society**

**Grade Level Expectations and/or Focus Questions:**

1. Recognize the importance of good relations with the wider world
2. Investigate the negative consequences of poor international relations with other countries
3. Appreciate the importance of maintaining positive relations with others in the world

**Focus Questions:**

1. How do positive international relations benefit countries and individuals?
2. What are the consequences of poor relations between countries?
3. How can countries work together to solve global issues?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p>6-EDM-K-3-Recognize the importance of good relations with the wider world</p>	<p><b>Observation:</b></p> <p>Can students understand global relationships by simulating diplomatic scenarios?</p>	<p><b>World Cultures Day</b></p> <p><b>Objective:</b> To expose students to global traditions and foster an appreciation for diverse perspectives.</p> <p><b>Steps:</b></p> <p>(Have the following videos playing on repeat during the exhibition set up or played before the presentation)</p> <ol style="list-style-type: none"> <li>1. <a href="#">What is cultural diversity?   Language Insight</a></li> <li>2. <a href="#">Cultural diversity in communication</a></li> </ol>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>3. <a href="#">International Culture</a></p> <p>1. Arrange a "World Cultures Day" where students bring or prepare artifacts, food samples, or attire from different cultures.</p> <p>2. Allow each student or group to share their item with the class, explaining its significance and cultural background.</p> <p>3. Facilitate discussions to help students connect similarities and differences among cultures.</p> <p>4. Encourage students to ask questions and explore how they relate to these cultures.</p> <p><b>Materials:</b> Culturally diverse items, video content, guest speakers (if available).</p>
	<p><b>Product:</b></p> <p>Can students demonstrate teamwork, research skills and share stories reflecting different cultural perspectives</p>	<p><b>Cultural Storytelling Circle</b></p> <p><b>Objective:</b> To encourage students to connect to global perspectives by sharing stories that reflect cultural values.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Steps: 1. Arrange students in a circle to create a supportive environment.</p> <p>2. Provide each student with a prompt related to global perspectives (e.g., "Share a story about a family tradition" or "Describe a time when you learned something from another culture").</p> <p>Or Teacher provide stories of global perspectives.</p> <p>3. Allow students to take turns telling their stories, encouraging active listening and respectful feedback from classmates.</p> <p>4. Discuss the commonalities and differences in the stories shared, emphasizing cultural appreciation.</p>
	<p><b><u>Observation:</u></b></p> <p><u>Can students engage respectfully in discussions about global relationships, showing appreciation for diverse perspectives?</u></p>	<p><b><u>Guest Speakers from Different Cultures</u></b></p> <p><b><u>Objective:</u></b> To expose students to firsthand perspectives from individuals of different backgrounds.</p> <p><u>Steps:</u></p> <p><u>1. Arrange for a guest speaker from a different culture to connect with students virtually or face to Face.</u></p> <p><u>2. Prepare students with background knowledge and questions in advance.</u></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><u>3. Facilitate the session, encouraging students to ask questions and interact respectfully with the speaker.</u></p> <p><u>4. After the session, have students discuss their key takeaways and reflect on how this new perspective broadens their understanding of global relations.</u></p> <p><b><u>Guiding Questions:</u></b></p> <p><b><u>Pre-Session Preparation:</u></b></p> <ol style="list-style-type: none"> <li><u>1. What do you already know about this culture, and what would you like to learn more about?</u></li> <li><u>2. What are some aspects of life (e.g., family, school, celebrations) that you think might be different in the guest speaker's culture?</u></li> <li><u>3. Why is it important to learn about and respect different cultures?</u></li> </ol> <p><b><u>During the Session:</u></b></p> <ol style="list-style-type: none"> <li><u>1. Can you describe a typical day in your country or culture?</u></li> <li><u>2. What are some of the traditions, holidays, or festivals celebrated in your culture? What do they mean to you?</u></li> <li><u>3. How does your culture view things like family, education, or community?</u></li> <li><u>4. What do you think are some common misconceptions people have about your culture?</u></li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>5. <u>How do you think learning about other cultures can help us in our own lives?</u></p> <p>6. <u>What are some similarities you've noticed between your culture and ours?</u></p> <p><b><u>Post-Session Reflection:</u></b></p> <p>1. <u>What is one new thing you learned about the guest speaker's culture that surprised or interested you?</u></p> <p>2. <u>How did this session change or expand your understanding of global relations?</u></p> <p>3. <u>What similarities and differences did you notice between the guest's culture and your own?</u></p> <p>4. <u>Why do you think it's important to learn about and appreciate different cultural perspectives?</u></p> <p>5. <u>How can this new understanding influence the way you interact with people from different backgrounds?</u></p>
	<p><b>Product:</b></p> <p>How to effectively connect students to current global events and develop critical thinking skills?</p>	<p><b>Group Portfolio on International News</b></p> <p><b>Steps:</b> 1. Encourage students to watch International news</p> <p>2. In a portfolio, students analyze and share their perspectives on the issues.</p> <p>3. Encourage students to consider the cultural and international impact of the event and relate it to their own lives.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation:</b></p> <p>Can students explore the geographical and cultural diversity of the world through an interactive experience?</p>	<p><b>Digital Global Map Exploration</b></p> <p>Steps: 1. Introduce students to an interactive digital map (e.g., Google Earth).</p> <p>2. Assign each student a country or region to explore and learn about its culture, language, and notable landmarks.</p> <p>3. Have students create a presentation summarizing what they learned.</p> <p>4. Facilitate a group discussion where students share their findings, encouraging questions and comments from peers.</p>
	<p><b>Product:</b></p> <p>Can students reflect on their growth in empathy, humanitarian awareness, and commitment to global peace?</p>	<p><b>Country Research Projects with a Focus on Peace Efforts</b></p> <p>Steps: 1. Assign each student a country to research, focusing specifically on its peace and humanitarian contributions.</p> <p>2. Guide students to explore famous peace figures, treaties, or initiatives linked to that country.</p> <p>3. Students create a presentation using tools like PowerPoint, emphasizing the importance of the selected peace efforts.</p> <p>4. Host a "Peace Fair" where students present to peers, promoting peer-to-peer learning on global peace values.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<b>6-EDM-S-3-</b> Investigate the negative consequences of poor international relations with other countries	<p><b>Product:</b></p> <p>Can students gain an understanding of the impact of poor international relations by analyzing real-world conflicts?</p>	<p>Case Study Exploration</p> <p>Steps: 1. Provide students with a digital case study on a real-world international conflict (e.g., trade sanctions, environmental disputes).  <a href="#">History of Israel-Palestine Conflict</a>  <a href="#">The history of the Cuban Missile Crisis - Matthew A. Jordan</a></p> <p>2. Guide students to analyze the causes, key players, and impacts on each country involved.</p> <p>3. Facilitate a class discussion on lessons that can be learned from these conflicts.</p>
	<p><b>Conversation:</b></p> <p>Can students use critical thinking and have the ability to articulate arguments on poor international relations?</p>	<p><b>Structured Debate Activity</b></p> <p><b>Steps:</b> 1. Assign students into two groups, each representing different sides of a conflict scenario.</p> <p>2. Provide background resources on the conflict and assign each group to argue the economic, social, and environmental impacts of the situation.</p> <p>3. Facilitate a respectful debate, ensuring students provide evidence for their arguments and listen to counterpoints.</p> <p><b>Scenario:</b>  A country has decided to impose strict trade sanctions on a neighboring nation due to political disagreements. This neighboring nation heavily relies on exports to the sanctioning country for its economic stability. As a result, both countries are experiencing economic strain: the sanctioned country faces rising unemployment and shortages of essential goods, while the sanctioning country sees</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>increased prices on imported goods and strained diplomatic relations with its allies.</p> <p><b>Debate Topic:</b>  <i>“Should countries impose trade sanctions even if they harm both the sanctioning nation and the sanctioned nation’s economy and society?”</i></p> <p><b>Group Assignments:</b></p> <ul style="list-style-type: none"> <li>• <b>Group 1: Pro-Sanctions</b> – Argue that trade sanctions are a necessary measure to promote justice, political stability, or human rights, despite economic and social impacts.</li> <li>• <b>Group 2: Anti-Sanctions</b> – Argue that sanctions should not be imposed because they harm citizens, create economic hardship, and can escalate tensions without necessarily achieving intended political goals.</li> </ul> <p><b>Key Debate Focus Areas:</b></p> <ol style="list-style-type: none"> <li>1. <b>Economic Impact</b> – Discuss how sanctions affect job markets, prices, and overall economic health in both countries.</li> <li>2. <b>Social Impact</b> – Consider the effects on citizens, including access to essential goods, healthcare, and quality of life.</li> <li>3. <b>Environmental Impact</b> – Examine any potential environmental impacts, such as increased pollution if supply chains change or shift to less eco-friendly practices in response to the sanctions.</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product:</b></p> <p>Can students express their personal reflections on the global impacts of poor international relations?</p>	<p><b>Reflection Journaling</b></p> <p>Steps:</p> <p>1. Assign students a reflection journal to respond to prompts on how international conflicts affect global citizens.</p> <p>Step 1: Reflection Journal Prompts</p> <ol style="list-style-type: none"> <li><b>Economic Impact (Money and Jobs):</b> <ul style="list-style-type: none"> <li><i>How do you think conflicts between countries affect people's jobs and money?</i></li> <li><i>If a country relies on trading with others, what might happen to prices or the availability of products during a conflict?</i></li> </ul> </li> <li><b>Social Impact (People's Lives):</b> <ul style="list-style-type: none"> <li><i>How could people's daily lives be affected if their country has a conflict with another?</i></li> <li><i>Think about food, medicine, school, and safety – how might these things change?</i></li> <li><i>What do you think happens when people have to leave their country because of conflict?</i></li> </ul> </li> <li><b>Environmental Impact (Nature and Resources):</b> <ul style="list-style-type: none"> <li><i>How might conflict harm nature, like plants, animals, or natural resources?</i></li> <li><i>What happens if countries cannot work together on big environmental problems, like pollution or climate change?</i></li> </ul> </li> <li><b>Global Ripple Effects (Effects on Other Countries):</b></li> </ol>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>○ <i>If two countries are in conflict, how might other countries be affected too?</i></li> <li>○ <i>How do organizations like the United Nations try to help in these situations, and why is it important?</i></li> </ul> <p><b>5. Personal Connection (Your Thoughts):</b></p> <ul style="list-style-type: none"> <li>○ <i>Why do you think it's important to learn about conflicts in other parts of the world?</i></li> <li>○ <i>What can people do to try to prevent conflicts and work together?</i></li> </ul> <p>2. Guide students to write about the potential impact on economies, societies, and the environment.</p> <p>Step 2: Guidance for Reflection Writing</p> <ul style="list-style-type: none"> <li>• <b>Encourage Simple Examples:</b> Remind students to use simple examples, like the effect on jobs, school, and access to things they need.</li> <li>• <b>Add Personal Connections:</b> Ask them to think about how they would feel if their school or town was affected by a similar issue and write about it.</li> <li>• <b>Use Clear Sections:</b> Suggest that students organize their thoughts by writing one paragraph for each prompt, keeping it focused and clear.</li> </ul> <p>3. Conclude with a group sharing session, allowing students to discuss their reflections and understand different perspectives.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Group Sharing Session Guide</p> <ol style="list-style-type: none"> <li><b>Discussion Starter:</b> Start with a simple question: <ul style="list-style-type: none"> <li><i>What part of your journal entry did you find most interesting to write about?</i></li> </ul> </li> <li><b>Comparing Ideas:</b> Encourage students to share the examples they wrote about, asking: <ul style="list-style-type: none"> <li><i>What examples did others write about that you hadn't thought of?</i></li> </ul> </li> <li><b>Building Empathy:</b> Guide students to listen and respond with questions like: <ul style="list-style-type: none"> <li><i>How would you feel if you or your family were affected by a conflict?</i></li> <li><i>Why do you think it's important for different countries to work together to prevent conflicts?</i></li> </ul> </li> <li><b>Final Reflection:</b> End with a question that emphasizes teamwork and peace: <ul style="list-style-type: none"> <li><i>What are some ways people can work together to keep peace between countries?</i></li> </ul> </li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Product</b></p> <p>Can students' research and show presentation skills by mapping out recent conflicts and their consequences?</p>	<p><b>Interactive Map Activity</b></p> <p>Steps: 1. Assign each student or group a recent international conflict and provide them with digital tools like Google Maps to map the location and affected areas.</p> <p>2. Students research the conflict's causes and effects, labeling significant regions and providing brief descriptions on the map.</p> <p>3. Host a presentation session where each group presents their findings and discusses the broader impact of the conflict.</p>
	<p><b>Observation:</b></p> <p>Can students' understand diplomacy as a means of resolving international conflicts?</p>	<p><b>Diplomacy Simulation</b></p> <p>Steps:</p> <p>1. Set up a simulation where students role-play as representatives from different countries in a mock international summit.</p> <p>2. Each "country" has a specific interest in the conflict and must negotiate a solution that benefits all parties involved.</p> <p>3. After the simulation, students reflect on the challenges of diplomacy and the importance of peaceful negotiations.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation:</b></p> <p>Evaluate teamwork and collaboration skills in group activities related to international relations projects.</p>	<p><b>Collaborative Research Project on International Relations</b></p> <p>Steps: 1. Divide students into groups and assign each a different international issue with negative relations (e.g., trade embargoes, environmental disputes).</p> <p><b>Trade Embargoes on Goods from Country A to Country B</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> The United States' trade embargo on Cuba, which has restricted trade between the two countries for decades, affecting Cuba's economy and access to certain goods.</li> </ul> <p><b>Environmental Disputes Over Deforestation</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> The Amazon rainforest dispute, where countries are concerned about Brazil's deforestation practices and their impact on climate change, biodiversity, and indigenous communities.</li> </ul> <p><b>Water Rights Disputes Between Neighboring Countries</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> The Nile River dispute between Egypt and Ethiopia, where both countries depend on the Nile for water but disagree on how the water should be used and shared.</li> </ul> <p><b>Fishing Rights Conflicts in International Waters</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> The South China Sea dispute, where countries like China, Vietnam, and the Philippines disagree over fishing rights and territory, impacting local fishing industries and marine life.</li> </ul> <p><b>Border Disputes and Migration Issues</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li><i>Example:</i> The border dispute between India and Pakistan in the Kashmir region, which has led to ongoing tension and migration issues for people living in the area.</li> </ul> <p><b>Sanctions on Oil Exports Due to Political Tensions</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> Sanctions on Iran's oil exports by countries like the United States, which impacts Iran's economy and the global oil market, leading to higher prices in some regions.</li> </ul> <p><b>Disagreements Over Climate Change Responsibilities</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> Tensions between developed countries (like the United States and European nations) and developing countries (like India and China) on who should bear more responsibility and costs for reducing greenhouse gas emissions.</li> </ul> <p><b>Territorial Disputes Over Islands or Maritime Areas</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> The dispute between Japan and China over the Senkaku/Diaoyu Islands in the East China Sea, which has caused tension over ownership and resource rights.</li> </ul> <p><b>Conflict Over Nuclear Weapons Development</b></p> <ul style="list-style-type: none"> <li><i>Example:</i> Tensions between North Korea and other countries (such as the United States and South Korea) due to North Korea's nuclear weapons program, leading to international sanctions and security concerns.</li> </ul> <p><b>Disputes Over Refugee Policies and Immigration</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li><i>Example:</i> European Union countries facing disagreements on how to handle refugees from Syria and other conflict zones, leading to strain on resources and differing policies.</li> </ul> <p>2. Groups research their topic and create a shared presentation on the impact of the issue.</p> <p>3. Students present their findings to the class, followed by a Q&amp;A session where peers engage with the material.</p>
<b>6-EDM-V-3</b> -Appreciate the importance of maintaining positive relations with others in the world	<p><b>Product:</b></p> <p>Can students reflect on the value of positive international relations and their personal role in promoting them?</p>	<p><b>Class Pen Pal Program with Cultural Exchange</b></p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Set up a pen pal exchange program through a secure platform or partner school, preferably within the OECS</li> <li>2. Guide students in writing letters about their culture and asking questions about their pen pal's experiences.</li> <li>3. Facilitate reflection sessions where students discuss what they learned about global understanding and respect.</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p><b>Observation:</b></p> <p>Can students collaborate and respect diverse perspectives when exploring different cultures?</p>	<p><b>Collaborative Research on Global Cultural Practices</b></p> <p><b>Steps:</b></p> <p>1. Assign students into groups to research cultural practices in different countries:</p> <p><b>Japan:</b></p> <ul style="list-style-type: none"> <li>• <b>Hanami</b> (Cherry Blossom Viewing): Celebrating the blooming of cherry blossoms with outdoor gatherings and picnics.</li> <li>• <b>Tea Ceremony:</b> A traditional ritual focused on the preparation and presentation of matcha tea.</li> </ul> <p><b>India:</b></p> <ul style="list-style-type: none"> <li>• <b>Diwali</b> (Festival of Lights): A major Hindu festival symbolizing the victory of light over darkness.</li> <li>• <b>Holi</b> (Festival of Colors): Celebrated by throwing colored powder and water to mark the arrival of spring.</li> </ul> <p><b>Mexico:</b></p> <ul style="list-style-type: none"> <li>• <b>Día de los Muertos</b> (Day of the Dead): A celebration to honor and remember deceased loved ones, featuring vibrant altars and parades.</li> <li>• <b>Quinceañera:</b> A coming-of-age celebration for a girl's 15th birthday.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Brazil:</b></p> <ul style="list-style-type: none"> <li>• <b>Carnival:</b> A famous festival marked by street parades, elaborate costumes, music, and dancing.</li> <li>• <b>Capoeira:</b> A Brazilian martial art combining dance, acrobatics, and music.</li> </ul> <p><b>China:</b></p> <ul style="list-style-type: none"> <li>• <b>Chinese New Year:</b> The Lunar New Year celebration includes dragon dances, fireworks, and family feasts.</li> <li>• <b>Qixi Festival</b> (Chinese Valentine’s Day): Celebrates the ancient love story of two mythical lovers.</li> </ul> <p><b>France:</b></p> <ul style="list-style-type: none"> <li>• <b>Bastille Day:</b> A national holiday on July 14 with parades, fireworks, and celebrations of French heritage.</li> <li>• <b>Beaujolais Nouveau Day:</b> Celebrating the first wine of the season with tastings and festivities.</li> </ul> <p><b>Ghana:</b></p> <ul style="list-style-type: none"> <li>• <b>Homowo Festival:</b> Celebrates the harvest with feasting and traditional dances.</li> <li>• <b>Naming Ceremonies:</b> Celebrations to officially name newborns, deeply rooted in Ghanaian culture.</li> </ul> <p><b>Australia:</b></p> <ul style="list-style-type: none"> <li>• <b>ANZAC Day:</b> A day of remembrance for Australian and New Zealand soldiers, featuring dawn services and parades.</li> </ul>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>• <b>Dreamtime Stories:</b> Aboriginal storytelling that conveys cultural beliefs and the origins of the world.</li> </ul> <p><b>Italy:</b></p> <ul style="list-style-type: none"> <li>• <b>La Befana:</b> A holiday tradition where an old woman delivers gifts to children on Epiphany Eve.</li> <li>• <b>Ferragosto:</b> A public holiday celebrated in August with feasts, fireworks, and festivals.</li> </ul> <p><b>Nigeria:</b></p> <ul style="list-style-type: none"> <li>• <b>Egungun Festival:</b> Honors ancestors with colorful masquerades and dances.</li> <li>• <b>New Yam Festival:</b> Celebrates the yam harvest season, a staple crop in Nigerian culture.</li> </ul> <p><b>South Korea:</b></p> <ul style="list-style-type: none"> <li>• <b>Chuseok:</b> A major harvest festival where families gather to give thanks and honor ancestors.</li> <li>• <b>Seollal</b> (Korean Lunar New Year): Celebrated with traditional games, food, and ancestral rites.</li> </ul> <p><b>United States:</b></p> <ul style="list-style-type: none"> <li>• <b>Thanksgiving:</b> A holiday for giving thanks, celebrated with family gatherings and meals.</li> <li>• <b>Independence Day</b> (4th of July): Celebrated with fireworks, parades, and patriotic displays.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><b>Spain:</b></p> <ul style="list-style-type: none"> <li>• <b>La Tomatina:</b> A massive tomato-throwing festival held annually in Buñol.</li> <li>• <b>Semana Santa</b> (Holy Week): A week of religious processions leading up to Easter.</li> </ul> <p><b>South Africa:</b></p> <ul style="list-style-type: none"> <li>• <b>Heritage Day:</b> Encourages South Africans to celebrate their diverse cultural heritage.</li> <li>• <b>Ubuntu Philosophy:</b> The practice of community and compassion, often summarized as "I am because we are."</li> </ul> <p><b>Russia:</b></p> <ul style="list-style-type: none"> <li>• <b>Maslenitsa</b> (Butter Week): A festival celebrating the end of winter with pancake feasts and folk performances.</li> <li>• <b>Victory Day:</b> Celebrates the victory over Nazi Germany with parades and patriotic songs.</li> </ul> <p><b>Thailand:</b></p> <ul style="list-style-type: none"> <li>• <b>Songkran</b> (Thai New Year): Celebrated with water fights, symbolizing washing away the past year's misfortunes.</li> <li>• <b>Loy Krathong:</b> A festival where people release floating lanterns on rivers as a symbol of letting go.</li> </ul> <p><b>Ethiopia:</b></p> <ul style="list-style-type: none"> <li>• <b>Timkat:</b> A celebration of the Epiphany, involving processions and reenactments of Jesus's baptism.</li> </ul>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<ul style="list-style-type: none"> <li>• <b>Enkutatash</b> (New Year): Celebrated with music, dancing, and family gatherings.</li> </ul> <p><b>Scotland:</b></p> <ul style="list-style-type: none"> <li>• <b>Hogmanay</b> (New Year's Eve): A celebration with bonfires, fireworks, and traditional songs.</li> <li>• <b>Highland Games:</b> A festival featuring traditional Scottish athletic events, music, and dance.</li> </ul> <p><b>Morocco:</b></p> <ul style="list-style-type: none"> <li>• <b>Ramadan:</b> Observed with fasting, prayer, and nightly iftar meals during the holy month.</li> <li>• <b>Fantasia:</b> A traditional horse performance showcasing equestrian skills in regional festivals.</li> </ul> <p><b>Nepal:</b></p> <ul style="list-style-type: none"> <li>• <b>Dashain:</b> A major Hindu festival celebrating the victory of good over evil, observed with rituals and family gatherings.</li> <li>• <b>Tihar</b> (Festival of Lights): Similar to Diwali, honoring animals and celebrating with lights and decorations.</li> </ul> <p>2. Guide groups to present their findings using a digital presentation tool (e.g., PowerPoint, Google Slides).</p> <p>3. Encourage discussions that allow students to share thoughts on the value of respecting different cultures.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies							
	<p><b>Conversation:</b></p> <p>Can students provide constructive feedback on each other's understanding and presentation of global perspectives?</p>	<p><b>Digital Cultural Fair</b></p> <p>Steps:</p> <p>1. Organize a “Cultural Fair” where students create digital displays of chosen cultures, incorporating images, facts, and videos.</p> <p>2. Students explore each other's displays and comment on what they learned.</p> <p>3. Wrap up with a reflection discussion on the importance of positive relations in understanding and appreciating cultural diversity.</p>							
		<p><b>Interactive Global Map Activity</b></p> <p>Steps: 1. Use an interactive digital map tool (e.g., Google Earth) to let students explore different countries.</p> <p>2. Assign students to research and present on a notable person or peace initiative from their chosen country.</p> <p>3. Discuss the significance of these contributions to global relations and understanding.</p> <table><tr><th>Country</th><th>Notable Person</th></tr><tr><td>South Africa</td><td>Nelson Mandela</td></tr><tr><td>India</td><td>Mahatma Gandhi</td></tr></table>		Country	Notable Person	South Africa	Nelson Mandela	India	Mahatma Gandhi
Country	Notable Person								
South Africa	Nelson Mandela								
India	Mahatma Gandhi								

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
		<b>United States</b>	Martin Luther King Jr.	Civil R
		<b>Pakistan</b>	Malala Yousafzai	Malala
		<b>Myanmar</b>	Aung San Suu Kyi	Nation
		<b>Tibet/China</b>	Dalai Lama	Tibeta
		<b>Northern Ireland</b>	John Hume	Good
		<b>Kenya</b>	Wangari Maathai	Green
		<b>Norway</b>	Fridtjof Nansen	Nanse
		<b>Germany</b>	Angela Merkel	Refuge crisis
		<b>Liberia</b>	Leymah Gbowee	Wome
		<b>Poland</b>	Lech Wałęsa	Solida

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
		<b>Argentina</b>	Adolfo Pérez Esquivel	Nonvi
		<b>United Kingdom</b>	Mother Teresa (born in Albania, worked primarily in India)	Missio
		<b>Japan</b>	Sadako Sasaki (symbol for Hiroshima Peace)	Hirosh Ceram
		<b>Brazil</b>	Chico Mendes	Enviro
		<b>El Salvador</b>	Óscar Romero	Advoc
		<b>Israel/Palestine</b>	Yitzhak Rabin and Yasser Arafat	Oslo I
		<b>Rwanda</b>	Paul Rusesabagina	Effort Genoc
		<b>Ethiopia</b>	Abiy Ahmed	Ethiop
		<b>Costa Rica</b>	Óscar Arias Sánchez	Centra

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
		Bangladesh	Muhammad Yunus	Micro
		France	Simone Veil	Europ advoc
		Russia	Mikhail Gorbachev	Policie
		Canada	Lester B. Pearson	United
		Turkey	Mustafa Kemal Atatürk	Establ
		South Korea	Kim Dae-jung	Sunsh
		Philippines	Corazon Aquino	Peace
		Peru	Rigoberta Menchú	Indige
		Colombia	Juan Manuel Santos	Peace

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
		Sweden	Raoul Wallenberg	Rescu
		Jordan	Queen Rania	Advoc
		Australia	Eddie Mabo	Native
		Mexico	Alfonso García Robles	Treaty
		Belgium	Audrey Hepburn (UNICEF Goodwill Ambassador)	Huma
		Italy	Gino Strada	Found zones)
		China	Liu Xiaobo	Demo
		Yemen	Tawakkol Karman	Wome



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies		
		Iraq	Nadia Murad	Activi
		Malawi	William Kamkwamba	Innov
	<p><b>Product:</b></p> <p>Can students reflect on their growth in appreciating diverse cultures and the importance of positive global relations?</p>	<p><b>Guest Speaker on Global Collaboration</b></p> <p>Steps: 1. Arrange for a guest speaker involved in international work (e.g., a humanitarian or cultural ambassador) to speak with students.</p> <p>2. Prepare students with a background on the speaker's work and culture.</p> <p>3. Facilitate a Q&amp;A session where students can ask questions and interact with the speaker.</p> <p>4. Conclude with a reflection on what students learned about global collaboration and respect.</p>		
	<p><b>Observation:</b></p> <p>Can students engage, respect, and understand during discussions on positive global relations.</p>	<p><b>Role-Play Scenario on Diplomacy and Collaboration</b></p> <p><b>(Suggested Scenarios: <a href="#">Role-Play Scenario on Diplomacy and Collaboration</a>)</b></p> <p>Steps: 1. Create role-play scenarios that encourage students to collaborate and resolve issues diplomatically.</p> <p>2. Assign each student a role (e.g., delegate from a country), with a specific cultural background to consider.</p> <p>3. Guide students through the scenario, encouraging them to negotiate and collaborate while respecting cultural differences.</p>		

## Additional Resources and Materials

### Digital Resources

1. UNICEF's Voices of Youth: Articles, videos, and activities that provide a youth-focused perspective on global issues and encourage empathy and awareness of diverse cultural challenges.
2. Peace Corps WorldWise Schools: Free lesson plans, videos, and stories from Peace Corps Volunteers around the world, which help students connect with real-life cultural experiences and peacebuilding efforts.
3. Global Citizen: Resources and articles on current global issues, such as climate change, poverty, and equality, which help students understand international collaboration efforts.
4. TED-Ed Talks on Cultural Understanding: Short, engaging videos on topics such as empathy, diplomacy, and cultural exchange, with accompanying discussion questions and activities.
5. National Geographic Kids: Interactive maps, videos, and articles on world cultures and geography, which provide

### Books and Printed Materials

1. "I Am Malala" by Malala Yousafzai: An inspiring autobiography that provides insights into cultural challenges and the importance of education, which can spark discussions on global rights and equality.
2. "The Breadwinner" by Deborah Ellis: A story set in Afghanistan that helps students understand cultural differences and resilience, encouraging empathy and awareness of global issues.
3. Atlases and World Culture Books: Physical or digital world atlases and books on world cultures to help students explore countries, cultural practices, and important historical events.
4. "We Are All Born Free: The Universal Declaration of Human Rights in Pictures": A beautifully illustrated book that introduces students to human rights in an accessible way, fostering discussions on equality and peace.

### Multimedia and Interactive Tools

1. Google Earth and Virtual Reality Tours: Interactive exploration tools to virtually tour landmarks and culturally significant sites around the world, which provide a sense of place and visual connection to the topic.
2. Documentaries and Educational Films: Examples include *"He Named Me Malala"* (Malala Yousafzai's story), *"Living on One Dollar"* (about poverty in Guatemala), and *"13th"* (on systemic injustice), which can provide powerful insights into social and cultural issues globally.
3. UN and UNESCO Websites: Resources and information on peace initiatives, global heritage sites, and cultural preservation projects that can be integrated into classroom discussions and activities.

engaging visuals and facts about countries and traditions.		
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**Strand (Topic): Economic Decision Making: Resources**

**Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society**

**Grade Level Expectations and/or Focus Questions:**

1. Classify major resources in the world (renewable/non-renewable) and compare with their country's resources
2. Analyse reasons why some countries have limited resources
3. Determine ways to utilise the world's resources better/fairly



**Focus Questions:**


1. What types of resources are most common in our country?
2. Why do some countries have more resources than others?
3. What can we do to protect resources for future generations?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>Learners are expected to:</b></p> <p><b>6-EDM-K-4</b> - Classify major resources in the world and compare with their country's resources</p>	<ul style="list-style-type: none"> <li>Can students differentiate between the two types of resources?</li> <li>Are students able to identify examples of renewable and non-renewable resources?</li> </ul>	<p><b>Online Worksheets on Natural Resources</b></p> <p><a href="https://www.liveworksheets.com/w/en/social-studies/916840">https://www.liveworksheets.com/w/en/social-studies/916840</a></p> <p><a href="https://www.liveworksheets.com/w/en/science/135114">https://www.liveworksheets.com/w/en/science/135114</a></p> <p><b>Differentiated Instruction:</b></p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>Why can renewable resources be used over and over again, while non-renewable resources cannot?</li> <li>How long does it take for non-renewable resources to be replenished?</li> <li>Can students identify significant resources in their country and say what products these resources are used to produce?</li> <li>Are students able to identify resources in the Caribbean and the World and discuss how they are used?</li> <li>Why is it important to use renewable resources instead of non-renewable ones?</li> <li>How can we reduce our reliance on non-renewable resources?</li> </ul>	<p>Use Visual aids by using charts, diagrams, or interactive models to depict the different resources in the country.</p> <p><b>Discussion and Critical thinking</b></p> <p>What are the different resources found in your country and the world?</p> <p>What is the difference between renewable and non-renewable resources?</p> <p>Why is it important to use more renewable resources than non-renewable resources?</p> <p>Class discusses the different types of resources and classifies them.</p> <p><b>Individual research</b></p> <ol style="list-style-type: none"> <li>Find out about a resource in your country and say how it creates jobs.</li> <li>Gives ways it helps benefit the economy</li> <li>Students ask and answer questions based on the resource they research.</li> <li>Trace a resource from the raw material to the finishing product.</li> </ol> <p>Complete the table:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies			
		Renewable resource	Non-renewable resource	countries with resource	Uses and by products
		water		Dominica	
			petroleum	Trinidad	
<b>6-EDM-S-4</b> - Analyse reasons why some countries have limited resources	<ul style="list-style-type: none"> <li>• Can students differentiate between resources found in their country to those found in other countries?</li> <li>• Can students explain why some countries have more resources than others</li> <li>• Are students able to explain how the industry of a country is by the resources found there?</li> <li>• How might having limited resources affect a country's economy?</li> <li>• How might limited resources influence a country's trade with other nations?</li> <li>• How could limited resources affect people's access to food, water, and energy?</li> </ul>	<p><b>Collaborative learning</b></p> <p>Students work in groups to research a Caribbean country and present information about resources found there.</p> <p>Students can find out:</p> <ul style="list-style-type: none"> <li>• Resource name, renewable or non-renewable</li> <li>• Industry, products and by-products</li> <li>• How it benefits a country's economy</li> <li>• Imports and exports of resources</li> </ul> <p><b>Hands on Activities</b></p> <p>Use physical models (e.g., maps, resource charts) or digital tools (e.g., Google Earth) to help students visualize resources and how they affect factors such as access to food, water etc.</p> <p>Show how trade is affected due to limited resources of some countries.</p> <p><b>Case Studies:</b></p>			

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>• What might happen to communities if resources become too expensive or unavailable?</li> <li>• How might limited resources lead to overuse or damage to the environment?</li> <li>• What problems could arise if a country must import most of its resources?</li> <li>• What are some examples of renewable resources we can use instead of non-renewable ones?</li> <li>• How is energy from the sun (solar power) different from energy from fossil fuels like coal?</li> <li>• Why do renewable resources last longer than non-renewable ones?</li> </ul>	<p>Present case studies of countries with limited resources (e.g., Haiti, Barbados)</p> <p>Analyze real-world examples on the complexity of issues faced in the country such as threat of scarcity on the country's economy, the overuse or damage to the environment.</p> <p><b>Class Debate</b></p> <p>Students can be separated into two groups to discuss:</p> <div style="text-align: center;">  </div> <p>•</p> <p>The importance of using renewable resources vs non-renewable resources.</p> <div style="text-align: center;">  </div> <p>•</p> <p>Limited resources can affect people's access to food, water, and energy?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		 <p>•</p> <p>Limited resources affect a country's economy.</p> <p><b>Project-Based Learning (PBL):</b></p> <p>Select a form of renewable resource ( Solar, hydro, geothermal, turbine, tidal, biomass)</p> <p>State the benefits of using these resources</p> <p>What are the challenges faced by countries to implement the use of these resources?</p> <p>How is the energy from the resource selected different from fossil fuel energy?</p> <p>How can we protect the resource selected?</p> <p>What would be the economic impacts of transitioning to renewable energy for businesses and households in different regions?</p> <p>What role can renewable energy play in achieving net-zero emissions for future generations?</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><b>6-EDM-V-4</b> - Determine ways to utilize the world's resources better/fairly</p>	<ul style="list-style-type: none"> <li>• What happens when people cut down too many trees or use too much water in a country with few resources?</li> <li>• How do renewable resources help protect the environment compared to non-renewable ones?</li> <li>• Why is it important to switch to renewable resources for future generations?</li> <li>• What are some examples of how people in our community already use renewable resources?</li> <li>• What do the words "preservation" and "conservation" mean?</li> <li>• How are preservation and conservation similar, and how are they different?</li> <li>• Can you think of an example of preservation and an example of conservation in the environment?</li> <li>• Which approach, preservation or conservation, focuses on keeping nature in its natural state without any human use?</li> <li>• What are some ways humans conserve resources like water, forests, or wildlife?</li> </ul>	<p><b>Online Worksheets on Renewable resources</b></p> <p><a href="https://www.liveworksheets.com/w/en/science/1697345">https://www.liveworksheets.com/w/en/science/1697345</a></p> <p><b>Individual or Group Activity</b></p> <p>a. Define the following:</p> <ol style="list-style-type: none"> <li>1) Conservation</li> <li>2) Preservation</li> </ol> <p>b. What are the natural resources that you throw in the trash the most?</p> <p>b. Which resources do you use the most?</p> <p>b. Why is it important to conserve natural resources? Because we need resources for food, transportation and everything else. If we use them up, we will not have the things we need, or the next generations will not have the things they need.</p> <p>E) What would happen to the earth if we used more resources than it could make? We would run out of the things we need to live.</p> <p>f) How can we conserve natural resources in our daily lives? Reducing, reusing, recycling, and composting.</p> <p><b>Conservation Initiative program</b></p> <p>Choose a resource: ( Forest, Petroleum, Water, Soil)</p> <p>a) State some of its uses and its benefits.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<ul style="list-style-type: none"> <li>• How do conservation efforts allow people to use resources while protecting them for the future?</li> <li>• How does conservation help balance human needs with protecting the environment?</li> </ul>	<p>b) Discuss some ways humans can overuse this resource</p> <p>c) Explain ways conservation efforts can allow people to use</p> <p>d) Resources while protecting them for the future?</p> <p>e) How can you balance human needs while protecting the environment and this resource?</p> <p><b>Resource Clean-up Campaign</b></p> <p>Select a park, beach, garden, pond, wetland and partner with a local organization to do a clean-up campaign. To help reduce pollution and environmental damage.</p> <p><b>Collaborative Learning:</b></p> <p>Students do class research on resource conservation where students design posters or flyers and present solutions to environmental challenges.</p> <p><b>Reflection and Action:</b></p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on their own use of resources and think about ways they can adopt more sustainable practices in their daily lives</li> <li>• Have students create action plans or campaigns to promote sustainability at school or in their community.</li> </ul>

**Additional Useful Content Knowledge for the Teacher: )**

Natural resources content notes: <https://www.liveworksheets.com/w/en/science/753679>

**Renewable Resources:**

1. Solar energy - Energy from the sun; abundant and sustainable.
2. Wind energy - Power generated by wind; increasingly used in wind farms.
3. Hydropower - Energy derived from water flow; widely used globally.
4. Geothermal energy - Heat energy from the Earth's core; sustainable in regions with volcanic activity.
5. Biomass - Organic materials used as fuel (wood, crop waste, etc.); renewable but can be controversial depending on use.
6. Tidal energy - Energy from tidal movements in oceans; still developing in many places.

**Non-renewable Resources:**

1. Fossil fuels - Oil, coal, and natural gas; used globally but finite in supply.
2. Minerals - Metals like iron, copper, and gold; important for manufacturing but limited in quantity.
3. Nuclear fuels - Uranium; used in nuclear energy production but comes with environmental concerns.
4. Phosphates - Essential for fertilizers but limited and non-renewable.

**Comparing with Country's Resources:**

To compare global resources with your country's resources, consider:

- Local availability of renewable energy sources like solar, wind, or hydroelectric.
- Dependence on non-renewable resources such as fossil fuels or minerals.
- Sustainability efforts within your country to move towards renewable energy sources or resource conservation.

**Opportunities for Subject Integration:**

Resource passages can be used to teach Comprehension: (Fact and Opinions, Main Idea, Cause and Effect)

Science lesson on Conservation and Preservation of resources in Ecosystems

**Strand (Topic): Economic Decision Making: Economic Sectors and Employment**

**Essential Learning Outcome: Recognize that regional and international movement of goods, people, and services shapes Caribbean society**

**Grade Level Expectations:**

1. Identify the different types of economic activities in the world in which people are employed
2. Compare some major industries of the world with those in their country
3. Appreciate how the Caribbean contributes to world economic activities and vice versa

**Focus Questions:**

1. What are the major industries associated with the various sectors in developed, developing and underdeveloped countries?
2. What are the jobs associated with the various industries?
3. Compare some major world industries with those of our countries

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p><i>Learners are expected to:</i></p> <p><b>6-EDM-K-5-</b> -Identify the different types of economic activities in the world in which people are employed</p>	<p><b>Product</b></p> <p>Are students able to retrieve prior knowledge to apply within the objectives?</p>	<p>The teacher should develop a series of activities to help students review and recall prior concepts which will be the foundation for new concept building.</p> <p>Intro Activities:</p> <ol style="list-style-type: none"> <li>1. Worksheet: Match these: <ul style="list-style-type: none"> <li>• match key terms vocabulary with meaning</li> <li>• match scenarios with key terms</li> </ul> </li> <li>2. K-W-L ( Traditional Or Online)</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>a. The teacher can present students with word cards of all the key terms they should have covered in the previous grade.</p> <p>b. Students will categorise the key terms into a K-W-L chart. They should move those they want to review first.</p> <p>c. A student who knows the answer can choose to remove a word card from the W section and put it in the K section, then share what they know about it.</p> <p>d. To help reinforce student knowledge, the teacher should create resources (class chart, worksheets, mini-games) based on his/her summative assessment of the K-W-L activity.</p>
	<p>Key Terms:</p> <p>Primary, Secondary, Tertiary, quaternary and quinary sectors of the economy</p> <p>Are students able to categorise jobs/ careers based on sector: the primary, secondary, tertiary, quaternary and quinary sectors?</p>	<p><b>Conversation and Discussion</b></p> <p>Have students share career-related information about family members who reside abroad.</p> <p>Question Prompts:</p> <ol style="list-style-type: none"> <li>1. Do you have a family who resides overseas?</li> <li>2. What job do they do?</li> <li>3. Which sector of the economy are they employed?</li> </ol> <p>The teacher draws conclusion that...</p> <p>Viewing and Discussion</p> <p>Class views the following video; and discusses the content. This video can be used to launch other student-centered activities such as those below.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><a href="#">5 Economic Sectors - Primary, Secondary, Tertiary, Quaternary, &amp; Quinary</a></p> <p>Compare and Contrast:</p> <p>Have students compare and contrast the quaternary and quinary Sectors.</p> <p>Graphic Organisers</p> <p>Create Graphic organisers for the different sectors of the economy</p>
	<p>Can students identify major industries associated with the various developed, developing and underdeveloped?</p> <p>Can students identify the major natural resources of selected countries?</p>	<p>Traditional or online Worksheets/ Online games such as Quiziz</p> <p>The teacher creates worksheets or online games to check students' understanding.</p> <p><b>For example :</b></p> <p>The teacher provides students with traditional or online worksheets to categorise selected international countries as developed (MDCs), developing and underdeveloped (LDCs) countries.</p> <p><b>Using Secondary Sources of Information: The Atlas</b></p> <p>The teacher guides students to use the atlas to find out the main industries and exports of selected international nations such as Russia, China, Kenya, South Africa; The UAE, India, Botswana, Britain, America, France</p> <p>Create a table to list major industries and exports of Caribbean nations:</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Lesser Antilles e.g. Dominica, St. Lucia, Barbados, Grenada, St. Vincent, Trinidad, St. Martin</p> <p>Greater Antilles</p> <p>The Bahamas</p> <p>Central America (Mexico, Belize, Panama)</p> <p>Mainland Territories (Venezuela, Columbia, Guyana, Brazil)</p> <p>Public Speaking/Presenting</p>
	Can students analyse the role natural and man-made resources play in a country's GDP?	<p>Critical Thinking</p> <p>Teachers ask questions to trigger critical thinking skills. The teacher corrects any misconceptions.</p> <p>Or the teacher may use</p> <p>Anticipation Guides</p> <ol style="list-style-type: none"> <li>1. Provide students with scenarios to test their knowledge and correct misconceptions about</li> <li>2. Provide students with 4 slips of different coloured paper.</li> <li>3. Assign a colour to each word. Students will write the word in bold print on the appropriate paper. For Example</li> <li>4. The teacher tells the students to listen, read the statement, and decide if they agree or not/are true or false. Hold up the appropriate card to show your choice. Then turn to your partner and discuss your reasoning. (Or the teacher may call a few students per prompt to discuss their reasoning.)</li> </ol>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		5. The teacher corrects misconceptions and praises correct reasons.
<b>6-EDM-S-5</b> -Compare some major industries of the world with those in their country	<p>Can students compare the major industries of larger nations with those of their country's industries?</p> <p>Industries</p> <p>Agricultural industries</p> <p>Forestry: Dominica, Guyana</p> <p>Extractive industry</p> <p>Crude oil: Trinidad and UAE</p> <p>Health Industries:</p> <p>Cuba and Canada</p> <p>Clothing and textile: Haiti and India</p> <p>Information technology:</p> <p>Financial Industry: America and Barbados</p>	<p><b>Compare and contrast</b></p> <p>The teacher can provide students with the necessary information (from YouTube videos/text extracts) to compare and contrast industries of larger nations with their country's industry.</p> <p><b>Discovery Learning</b></p> <p><b>Worksheets or Exit Tickets.</b></p> <p>Use worksheets or exit tickets to ascertain how much students learned.</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies						
6-EDM-V-5- Appreciate how the Caribbean contributes to world economic activities and vice versa	Can students recall the key terms covered in previous grades to build on learning?	Introduce and explicitly define key terms such as:						
	Can students identify the importance of international trade?	Explore concepts of trade; global trade, interdependence, GDP, trade surplus, trade deficit, brain drain, supply chain, circular economy						
	Can students identify countries with which the region does the most trading?	<b>Discovery Learning</b>						
	Can students identify the positive and negative impacts of trade?	Have students identify some items in their home to determine where they came from.						
		For example appliances, food products, clothing, cleaning supplies						
		Have them create a table and fill in the information						
		<table><tr><td>Product</td><td>Made in</td></tr><tr><td>Rice</td><td>Guyana</td></tr><tr><td>TV</td><td>China</td></tr></table>	Product	Made in	Rice	Guyana	TV	China
	Product	Made in						
	Rice	Guyana						
	TV	China						
	Drawing Conclusion							
	<a href="#">Trade and Interdependence Among Countries for Kids</a>							
	Have students draw conclusions on the importance of trading with other countries.							
	<b>Worksheets or Exit Tickets.</b>							
	Summative: Worksheets/ Quiz and Tests							

**Additional Resources and Materials**

[Difference between Developed and Developing Countries \(Developed vs Developing Countries\)](#)

[The Importance of the Fishery Industry for Global Food Security and Economic Development \(3 Minutes\)](#)

[30 Exit Ticket Ideas and Examples That Give Immediate Feedback](#)