

**NAPARIMA GIRLS' HIGH SCHOOL
FORM 2 COURSE OUTLINES
TERM II 2019/2020**

Language

- Comprehension
- Grammar and Vocabulary
- Letter Writing – Letter of Request
- Newspaper-Feature Article etc.
- Advertisements
- Conditional Tenses
- Punctuation – dash, hyphen,
- Oracy

Literature

Drama- A MIDSUMMER NIGHT'S DREAM Act 3

Poetry - Literature for the Caribbean 2

1. Travelling through the Dark
2. The Pond
3. Life's Scars
4. Those Winter Sundays

Prose (Short Stories) Literature for the Caribbean 2

1. An Honest Thief
2. Horace's Luck

Integrated Science

- Circulatory system - blood vessels , heart , blood and pulse rate .
- Reproductive system and related diseases - male and female structure and function , fertilization and implantation, menstrual cycle.

Information and Communication Technology

- Video Editing
- Communication using Technological Tools
 - SMS
- Computer Specifications
- Jobs in IT
- Computational Thinking

Technology Education

WK	TOPIC
1	New challenge given & Problem definition/Submission pf portfolios for last challenge
2	Evidence of Research-1
3	Evidence of Research-2
4	Possible Solutions and Comparisons
5	Creation of Product-1 (Process marked-CWK2)
6	Development Plan
7	Presentation of Product –EOT marked
8	Testing
9	Evaluation

Geography

1. Soils

- a. Components of Soil
- b. Soil Profile
- c. Types of Soil Erosion
- d. Methods of Soil Conservation

2. Industrial Location: Secondary Industries

- a. Factors affecting the location of industries
- b. Recap of Secondary Industries
- c. Characteristics of the Bauxite Industry in Jamaica and the environmental hazards facing the Bauxite Industry.
- d. Problems facing the industries e.g. pollution.

Social Studies/History

History:

- Ø Methods used to break the Spanish Monopoly.
- Ø British French and Dutch Settlement.
- Ø Tropical crops: reasons for cultivating certain crops, perishable crops, luxury crops.
- Ø European migration: to North America and the Caribbean, life in the tropical region.
- Ø White Indentured servants: origins of servants, types of indentured servants, skills of servants.
- Ø The English capture of Jamaica.
- Ø Buccaneers: life within the Caribbean.
- Ø The settlement of Belize.
- Ø The Last of the Kalinagos: development of tobacco trade, interaction between Europeans and Kalinagos, genocide, conflict between Barbadians and Antiguans.
- Ø The Plantation system: Sugar revolution, merchants and planters.

Ø Government: companies and patents, Proprietary system of government, Old Representative System

Ø The West India Interest: Trade-Dutch, England and France, Navigation Acts-England, the wars between 1652-1654, 1665-1667, 1672-1674.

Ø The Trans-Atlantic Slave Trade.

Ø The Plantation: the physical layout, coffee, cocoa, cotton, logwood and mahogany.

Ø The Plantation: the social structure.

Spanish

COMMUNICATIVE GOALS

Students will be able to:

1. Ask /State one's opinions of the different subjects.
2. Ask/state reasons for one's personal preferences of school subjects.
3. Provide information about one's school timetable.
4. Identify key areas and personnel in the school
5. Enquire and provide information about one's indoor and outdoor hobbies and Interests.
6. State what activities one does/doesn't do. (The Present tense of regular ar/er/ir verbs)
7. Ask and state preferences about school/subjects and hobbies
8. Give negative information in specific contexts.

French

COMMUNICATIVE GOALS

At the end of this term, students will be able to:

- Ø To use prepositions appropriately to state where people/things are located
- Ø To state places of interest in your town/neighbourhood
- Ø To state what there is/isn't in your area using 'il y a' or 'il n'y a pas de'
- Ø To use the verb 'aller' appropriately in the present tense
- Ø To state the time using the 12-hour and 24-hour clocks in French
- Ø To identify and use vocabulary related to one's daily routine
- Ø To identify some reflexive verbs in French
- Ø To identify/use vocabulary related to one's school subjects
- Ø To enquire and give information about one's school timetable
- Ø To use the verb 'faire' (present tense) appropriately in French
- Ø To give one's opinion about different school subjects
- Ø To ask questions about different things using 'quel'
- Ø To review possessive adjectives 'my' and 'your' in French
- Ø To identify/use possessive adjectives to say 'his/her/its' in French
- Ø To identify/use possessive adjectives to say 'our/your(polite form)/their' in French
- Ø To identify cultural traditions related to the French-speaking country 'Sénégal' in French
- Ø To read and understand information based on a French school
- Ø To identify vocabulary related to food and drink in France
- Ø To use the partitive article appropriately to say 'some' in French
- Ø To use the verbs 'manger' and 'prendre' appropriately in the Present tense in French
- Ø To identify vocabulary related to fruits and vegetables in French
- Ø To identify/discuss typical practices of a healthy lifestyle

Mathematics

- **NUMBER SYSTEMS**

- o Laws in arithmetic: closure, identity element and inverse operator
- o Number patterns

- **MAPPINGS, ORDERED PAIRS**

- o Relations, mappings and functions
- o Ordered pairs

- **SIMPLIFYING ALGEBRAIC EXPRESSIONS (2), FACTORISATION**

- o Removing brackets
- o Expanding algebraic expressions
- o Laws of indices
- o LCM and HCF
- o Algebraic fractions
- o Factorisation

- **STANDARD FORM**

- **SETS (2)**

- **THE CARTESIAN PLANE**

- o Cartesian plane
- o Coordinates
- o Graphs

Visual Arts

*Monochromatic Painting

*Traditional Carnival Character, life size cardboard cutout, or mixed media piece based on the same theme

*Research- History of Carnival/ Peter Minshall/

2 Mixed Media artists

* Still Life Drawing, Pen and Pencil

Dance

Students will be given the History of the **Burroquite** in order to be able to understand what part this Traditional **TOPIC: Burroquite** (Carnival History and Movements of the **Burroquite**)

Carnival Character played in our Carnival. They also will appreciate the costuming and movement of the **Burroquite** in order to create movements and speak about this very funny and stylish character.

Drama

- *Use of Masks in Drama*
- *Genres in Drama*
- *Trinidad and Tobago's Traditional Carnival: History and Characters (Theory and Practical)*
- *Costume, Props and Makeup*
- *Set Design*
- *Review and Assessment*

Music

Recorder

1. Piece: Brown Girl in the ring (*practical classes*)

Pan

1. Piece: There's a brown girl in the ring (*practical classes*)
2. Scales: C major & G major; A minor and E minor (*practical classes*)

Music history

1. Renaissance period (*use of interactive videos and note taking*)

Theory

1. Flats, sharps and natural signs
2. Whole steps, half steps and enharmonic notes
3. Ear training
4. Carnival genres and calypso project.