

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>4. Identify some goods that St. Lucia export to other countries.</p> <p>5. Identify and classify some goods frequently imported into St.Lucia.</p> <p>6. Explain why St. Lucia must import some goods.</p> <p>7. Suggest the benefits of buying local goods.</p>	<p>Students to make and classify a list of goods found in their home as locally produces / imported.</p> <p>Scrap book of labels of goods St. Lucia export to other countries.</p> <p>Scrap book of labels of goods imported into St. Lucia</p> <p>Role play to illustrate why St. Lucia must import goods. Teacher made check list to assess whether student highlight reasons why we must import goods.</p> <p>Let students design posters with slogans on buying locally produce goods. Peer assessment of posters and slogans.</p> <p>Write letters to the periodical 'Top Class' urging St. Lucians to purchase locally produced goods</p>

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<p>Earning a Living Workers and Occupation</p>	<p>8. Explain why workers and children should save money.</p> <p>9. List some benefits that both children and adults can gain from being a member of a cooperative business venture, a credit union or school cooperative.</p> <p>10. Explain and demonstrate procedures involved in joining a school cooperative and those associated with crediting withdrawal transactions in the cooperative.</p> <p>11. Explain briefly how contributing to a social security Plan (NIC) is of benefit to the worker and the country as a whole.</p> <p>12. State the main functions of Trade Unions.</p> <p>13. List the Trade Unions in St. Lucia and the main groups associated with</p>	<p>citing the benefits to be derived from doing so. Use a teacher designed rubric to assess benefits outlined in letter.</p> <p>Development of interview questions for a resource person from a banking institution.</p> <p>Students allowed to write a paragraph on 'Why I should save money' assess paragraph for various reasons.</p> <p>Design of fliers to encourage students to join school cooperatives. Teacher made checklists are required for assessment.</p> <p>Summarize NIC advertisements</p>

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<p>People who work in tourism</p> <p>Information Collection</p> <p>Transportation and communication past and present</p> <p>Workers in transportation and communication</p>	<p>each.</p> <p>14. Explain the importance of tourism to St. Lucia.</p> <p>15. Collect information on various economic activities and practices in St. Lucia.</p> <p>16. Use a variety of methods to show this information.</p> <p>17. Interpret information making generalization about the economic activity and practices in St. Lucia.</p> <p>18. Compare the different forms of transportation and of communication used within the country with those of the past.</p> <p>19. Identify workers in communication and transportation.</p>	<p>Role play to illustrate the importance of the NIC.</p> <p>Compile a scrap book on Trade Unions in St. Lucia.</p> <p>Oral Quiz</p> <p>Students' presentation of data using various means of representing data.</p> <p>Students make oral statements / generalizations about economic activities and practices as it pertains to St. Lucia.</p>

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<p>New forms of communication New forms of transportation</p>	<p>20. Predict some of the possible consequences of changes in transportation and communication.</p>	<p>Scrap book / project showing forms of transportation used past and present.</p> <p>Use of Venn diagram to identify similarities and differences in the forms of transportation present and past.</p> <p>Class group exhibition of pictures of various forms of transportation and communication.</p> <p>Teachers need to design rubrics and mark schemes to assess the assessments activities outlined in this section.</p>