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MINISTRY OF EDUCATION

CURRICULUM PLANNING AND DEVELOPMENT DIVISION

GUIDELINES FOR CURRICULUM IMPLEMENTATION: PRIMARY SCHOOLS

September – December 2020

Guidelines for Curriculum Implementation: Primary Schools
September 1st to December 31st 2020

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Introduction

On March 11th, 2020, the World Health Organisation (WHO) declared COVID-19 as a pandemic due to its impact on the global population. In Trinidad and Tobago, the first case of COVID-19 was confirmed on March 12th, 2020. On March 16th, 2020, via an announcement by the Prime Minister of the Republic of Trinidad and Tobago, all schools were closed. During the period of closure, many teachers engaged in ongoing instruction for students via the use of technology, including online and social media platforms. It is recognized that those commendable attempts were met with varying degrees of success and challenges.

This document is meant to provide support by putting forward general and subject-specific guidelines to assist practitioners with curriculum implementation for Term One of the academic year 2020 to 2021. It presents useful information to adapt, augment or expand existing practices to fulfil the requirements of the curriculum. It also takes into consideration the variation in school contexts that currently exists.

For ease of use, this document is divided into four sections as indicated below:

Section 1

[1.1 General guidelines for implementation of the curriculum](#)

[1.2 General Strategies for Determining Skills Gaps in Student Learning](#)

[1.3 Subject Specific Diagnostic Strategies](#)

Section 2

[2.1 Guidelines for Implementation of Curriculum using suggested Online/Distance Learning Approaches](#)

Section 3

[3.1 Cross-curricula Integration](#)

[3.2 Sample Integrated Unit: Health and Well-being \(Infants I & II\)](#)

Section 4

[4.1 General Suggestions for Offline Teaching](#)

Section 5

[5.1 Suggested timetable adaptations for using online/distance learning approaches](#)

Section 6 -

[6.1 Synchronous Online Teaching Observation Checklist](#)

[6.2 Clinical Supervision](#)

Section 1

1.1 General guidelines for implementation of the curriculum

1. Gaps in students' learning should be determined and an attempt should be made to address these. This is necessary to establish baselines, to plan for instruction and to address learning outcomes, skills and competencies that were not achieved in Term 3 but are required for Term 1 of the next class level.
2. An online approach to curriculum implementation is to be utilised. This can be done both synchronously, and asynchronously using platforms provided by The Ministry of Education that includes the School Learning Management System (SLMS) and Office 365 applications such as Microsoft Teams, Class Notebook and One Note. Other platforms are the Big Blue Button, Google classroom and Zoom. Social media can include the use of WhatsApp and Short Message Service (SMS). Communication can also take place via email and phone calls as required.

[Online platforms provided and/or supported by the Ministry of Education](#)

3. Differentiated Instruction should be used to facilitate teaching and learning to include recognition of diverse learners and variation in teaching and assessment strategies (individual and group work, project-based approaches). Given the unpredictable Covid-19 context, strategic modification of the content, processes, products and learning environment, will allow for increased opportunities to ensure that all students' learning needs are embraced. Students may also be assigned to virtual classes based on achievement levels with the attendance consideration for class size and the requisite skill sets of teachers.
4. Appropriate adjustments should be made to the timetable to facilitate changes in the delivery of the curriculum. A timetable should be developed to communicate the delivery of online synchronous lessons, by teachers. Teachers can do team teaching and lessons developed by a teacher in one class level can be used for all students in a class level. In that way, teachers can share and lessen their workload. Remediation or enhancement lessons may be facilitated by allowing students access to lessons suited to their achievement level. Guidelines for screen time as provided by the World Health Organisation (WHO) must be considered in terms of managing the sessions assigned to the subject.
[\(https://apps.who.int/iris/bitstream/handle/10665/325147/WHO-NMH-PND-2019.4-eng.pdf?sequence=1&isAllowed=y\)](https://apps.who.int/iris/bitstream/handle/10665/325147/WHO-NMH-PND-2019.4-eng.pdf?sequence=1&isAllowed=y)
5. Suitable cross-curricular linkages should be developed where possible, to maximise the use of available time and resources for curriculum implementation and to enforce key concepts.

6. Monitoring for the quality of online instruction can be done by using a checklist, one is provided. The conduct of Clinical Supervision should be modified to support online approaches to teaching and learning. Modified documents are provided as well.
7. Formative assessment practices including the use of projects, portfolios and journals are recommended.
8. Alternative means should be considered to mitigate against challenges to online learning.

1.2 Subject Specific Diagnostic Strategies

Agricultural Science
<ol style="list-style-type: none"> 1. Communicate with the previous teacher of your class. Collect any information he/she may have on your new students' performance in agricultural science 2. Develop online KWL (Know, Want to Know, Learned) Charts 3. Use online Cooperative Learning Groups (CLGs) so that students can do collaborative work such as projects, presentations and portfolios. For example, they can grow different plants and share their experiences in their groups. 4. Engage students in virtual/online discussions focusing on their gardening experiences during the lockdown period. Use these experiences to inform planning practical activities at home such as container gardening, food preparation, food preservation, ecological literacy and environmental stewardship
English Language Arts/Reading
<p>Step One- Meet/Consult with the previous teacher of your class. Collect any information he/she may have on your new students' performance in literacy areas (end of term test results, other literacy assessment information, etc.).</p> <p>Step Two- Assess students' reading and writing strengths and needs with literacy assessment instruments (see link below). More than one assessment may be needed. It is recommended that a quick screening test be done first, followed by the use of diagnostic assessments.</p> <p>Step Three (Reading) - Use the results (baseline data) to group students based on reading levels, common mistakes recorded, or missing skills observed. (Suggested Groupings: Independent level, instructional and frustrated level). Research has shown that teacher consistency is a key factor in helping weak readers to improve.</p> <ul style="list-style-type: none"> • Independent level- the level at which a child can read and understand a text on his/her own with ease and confidence.

- Instructional level- the level at which a child needs the support of a teacher. This is the level where the student is introduced to a lot of new vocabulary.
- Frustrated level-the level at which the child is unable to read without adequate word recognition and comprehension. The material is too hard for the reader!

Step Three (Writing) – Identify the common mistakes or missing skills observed. Engage students in the use of the writing process and use teacher modelling, guided writing, and independent writing to improve student writing skills.

[Appendix 1: Reading Intervention](#)

Health and Family Life Education

KWL Chart Guidelines (KWL - What I Know, What I Want to Know, What I Learned)

1. Place students in cooperative groups.
2. Brainstorm aloud with students.
3. Identify what they know about the topic.
4. Ask students to draw the KWL Chart in their notebook.
5. Under column K, tell students to write their responses.
6. Record and sort students' responses.
7. Teach the topics that students need to know.

Scenarios Guidelines

1. Create and read a scenario.
2. Ask students questions about the scenario.
3. Record students' responses.
4. Teach the topics that students need to know.

Quiz Guidelines

1. Identify the objectives of the lesson you intend to test.
2. Construct questions for the quiz.
3. Administer the quiz to students.
4. Record results.
5. Identify students' weak areas.
6. Teach the topics that students need to know.

Mathematics

1. Conduct an online survey test. A survey test can be an end of year test, term test or weekly test that spans the content/skills/outcomes that were addressed during instruction. A survey test can be conducted formally using a pencil or paper test or informally by observation of students' work during Mathematics instruction.
2. Use the results of the survey test to develop a diagnostic test to determine further, the specific content area and skills in which students' misconceptions are recurring. The content area or skills will be aligned to specific outcomes so these can be noted for each student.
3. Develop more than one items (2 or 3) for each outcome that will address the hierarchy of skills pertaining to each outcome.

<p>4. Conduct item analysis and error analysis at each stage of assessment to provide specific details on content/skills in which remediation is required.</p> <p>5. Use the data analysis to plan remediation interventions.</p>
Physical Education
<p>Diagnosis strategies are not applicable.</p> <p>Implementation of the Primary Physical Education Curriculum is predominantly characterised by the performance of practical skills: Movement skills, Locomotor skills, Manipulative Skills and Gymnastic skills using a 'Face to Face' Learning Approach.</p> <p>In this present environment of online learning, physical distancing, high infection risks and Ministry of Health safety protocols re COVID 19, Physical Education and the practical related curriculum content has not been advised for 'Face to Face' implementation. In the present context, diagnoses for Physical Education is not theoretically sound and therefore not presently applicable.</p>
Science
<p>A quick assessment may be conducted by utilising quizzes or past classroom tests from the previous levels or national test of years prior. Item analyses as well as skills checklists may be used to identify core concepts and skills for remediation.</p> <ul style="list-style-type: none"> • Determination of gaps in required experimental skills: This can be determined by having students: <ul style="list-style-type: none"> • engage in simulated practical activities • view videos of practical activities • perform simple hands-on practical activities at home • conduct observational investigations using stimulus material such as photographs and authentic data. <p>Experimental skills to be acquired are</p> <ul style="list-style-type: none"> ○ Conducting experiments: selecting observations relevant to the experimental aims, manipulate instruments properly to measure quantities effectively. ○ Reporting on experiments: Presenting findings, interpreting data, making inferences, and drawing conclusions. ○ Planning experiments: Identifying the problem, proposing workable methods, implementing a selected method, discussing findings. <ul style="list-style-type: none"> • Determination of gaps in understanding of concepts: Content outcomes across the seven levels provided for in the following table can be used to guide teachers in determine what concepts needs re-visiting and determining what next to be taught. Suitable online methodologies can be utilised. <p>Appendix 2: Primary Science Content Outcomes across all levels.</p>
Social Studies & Values, Character and Citizenship Education
<p>1. Conversations with previous class teacher to determine the content covered and specific student needs.</p> <p>2. Students list all the key words on topics learnt before</p> <p>3. Expose students to real life issues/scenarios and question them on possible course of actions</p>


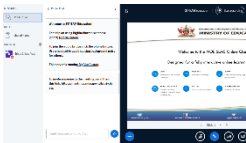



4. Use of Word Sorts where words and phrases from content covered previously are placed together 5. Create a mind map of previous knowledge 6. Use of a teacher developed quiz
Spanish
Oral questioning strategies can be used at all levels to review content and to check for knowledge and retention.
Visual and Performing Arts (VAPA)
MUSIC <ul style="list-style-type: none"> • Online activities e.g. Listening and responding by clicking an appropriate response, colouring/highlighting • Worksheets involving Fill-in-the-blanks, Multiple choice and open response • Music education computer games • Quizzes • E-journal • E-portfolio • Create/compose written and performance (record and upload) • Sing, play instruments, record and upload

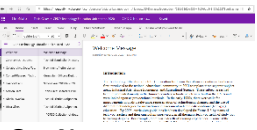



1.3 Online and Distance Learning

The instruction may take place on an online platform. Online learning can take place asynchronously or synchronously. Synchronous learning takes place when the teacher can communicate face-to-face, online real time communication with students and teacher usually from different locations. Asynchronous learning does not require the teacher and the students to be online at the same time (e.g. If videos of classroom instruction are pre-recorded and uploaded, the students can view on demand and can be self-paced).

Distance learning may not necessarily be online. Teachers can prepare packages of hard copy materials including content information for study and assessment materials such as project assignments and worksheets. These packages can be handed to students in face-to-face sessions or provided to them through established collection procedures.

Online platforms/tools provided and/or supported by the Ministry of Education

No	Distance Learning Tools	Description	Links to website
1	School Learning Management System (SLMS) 	Ministry of Education's School Learning Management System designed to conduct and manage online learning. Instruction video: https://web.microsoftstream.com/video/61bc615d-3bd3-4986-9f37-6be1fbe0c59c	https://learn.moe.gov.tt/
2	MOE SLMS Online Classroom 	Virtual meetings can be facilitated through the MOE's meeting platform. Teachers and students can also engage in classroom activities online. Instructional video: https://web.microsoftstream.com/video/07aacbde-4aaf-4d9b-88a3-2678ddbe4032	https://meetmoe.moe.gov.tt/b/
3	Edmodo.com 	The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues and parents.	https://www.edmodo.sg/
4	Zoom 	Zoom is the leader in modern enterprise video communications with an easy and reliable cloud platform for video and audio conferencing, chat and webinars across mobile, desktop, and room systems.	https://zoom.us/
5	Office 365: Teams 	Microsoft <i>Teams</i> is the hub for <i>team</i> collaboration in Office 365 that integrates the people, content, and tools your <i>team</i> needs to be more engaged and effective.	Microsoft Teams can be accessed on Office 365 using the Ministry of Education's email address.

No	Distance Learning Tools	Description	Links to website
6	Office 365:  OneNote	OneNote Class Notebooks have a personal workspace for every student, a content library for handouts, and a collaboration space for lessons and creative activities.	OneNote Class Notebooks can be accessed on Office 365 using the Ministry of Education's email address.
7	Google Classroom 	Google Classroom helps students and teachers organise assignments, facilitates collaboration and fosters better communication.	https://classroom.google.com/h
8	 Global Learning Platform	Teacher and student resources can be found on this platform. Teachers can create a classroom on this platform and use the area for online instruction. Parents can join the class as well	https://live.notesmaster.com
9	WhatsApp 	This can be used to send/receive messages between teachers and students.	WhatsApp can be accessed using smartphones.
10	Email	This can be used to send/receive messages/lessons between teachers and students.	Email can be accessed using computers and cell phones.
11.	Phone -Text messages	Send/Receive messages between teachers and students.	Text message can be accessed using cell phones.

Note:

When using content from textbooks and online resources, plagiarism and copyright infringements should be avoided. To avoid plagiarism issues, all materials used should be referenced. To avoid copyright infringements arising from the use of online resources, check the Creative Commons License or choose Open Educational Resources (OERs).

Conditions of use: Remix and Share



1.4 General Suggestions for Online Teaching

The following are examples of different suggestions for online teaching that can be used for all subjects in the implementation of the curriculum in this new mode of teaching that will be effective from September 2020. This will incorporate different modes of delivery of the content. All lessons should include learning and assessment activities.

Online (Synchronous – teaching done where students and teacher are online at the same time, real-time, but not necessarily at the same location)

- All teachers are given Office 365 accounts. Teachers can teach in real-time online through the use of Microsoft Teams, the SLMS or any other MOE recommended platform. These times should be scheduled, and students informed so they can be online the same time as the teacher.
- Other tools/platforms that allow for video conferencing can be used to deliver content in real-time. It must be noted however, that the School Learning Management System (SLMS) is recommended but teachers can use tools that they are knowledgeable with.

Online (Asynchronous – teacher and student can be online at different times or content delivered on demand)

- Teachers can search for appropriate content online (videos, websites, tutorials, etcetera, that is aligned with the curriculum that is being taught. These can be sent to students and appropriate related assessments given. Some examples are listed below.
- Teachers can record a lesson using Microsoft Teams or other tool and upload it for students to view on demand.
- Since all teachers are given Office 365 accounts, teachers can create a folder in One Drive for all their classes and then create sub-folders for the respective students. This can contain lessons and learning activities that the students can access at any time, or, as the teacher instructs.
- Audio lessons can be developed for some topics and emailed, or sent via WhatsApp, for students to listen to.
- Videos using Power Point can be done and sent or uploaded for the students to view on demand.
- Teachers can guide students to the pre-recorded lessons broadcasted on TTT. These can also be accessed on the SLMS.

Online/Offline Instruction

A combination of online and offline instruction can be used to limit the screen time of students. This can facilitate student access to recommended instructional time per subject. Examples of how this form of teaching can take place are as follows:

- Teachers email or WhatsApp or store in folder, worksheets for students to download, print and complete.
- Teachers can communicate online a portion of a textbook to be read and students to complete an assignment from the textbook.
- Teachers send messages to students to complete sections in workbooks where available.

Assessment Requirements (<https://www.weareteachers.com/online-assessments/>)

Before you decide the best tool to implement for the assessment, you need to consider what exactly you need to include. Factors to consider are:

- How old are the students and how advanced should the application be?
- Will you require free-response answers?
- Will you require multiple-choice type questions?
- Do you want an assessment tool that grades automatically?
- Is it necessary to upload multimedia as part of the question?
- Do you want students to print the test and then scan/upload their answer?

Online Assessment Tips (<https://www.weareteachers.com/online-assessments/>)

When it comes to creating and distributing the tests, there are some tips to help make the assessment more successful.

- Keep in mind the age of the students. The younger they are, the simpler, it should be to manipulate.
- Consider multiple choice over free response as is applicable.
- Add images or video to both engage the student and add another frame of reference to the words.
- Allow students to take the test offline if they do/do not have access to technology.
- Give the student a longer time to take the test in case of issues with technology or internet.
- If you truly need to time the test, ensure that the students have ample notice and perhaps give a sample test so they can practice on the platform and ask any questions ahead of time.
- If you are allowing free responses that are automatically graded, make sure to input variations of the answer. Incorporate misspellings etcetera.

75 digital tools and apps teachers can use to support formative assessment in the classroom (<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>)

Section 2

2.1 Guidelines for Implementation of Curriculum using suggested online approaches

This section provides specific guidelines for implementation of the curriculum, using the online learning approaches recommended for each subject area. Content for each subject area has been aligned to the online learning approaches for the first term of the academic year 2020 to 2021. The content is arranged by class levels. A link is provided for each class level.

[INFANT ONE TERM ONE](#)

[INFANT TWO TERM ONE](#)

[STANDARD ONE TERM ONE](#)

[STANDARD TWO TERM ONE](#)

[STANDARD THREE TERM ONE](#)

[STANDARD FOUR TERM ONE](#)

[STANDARD FIVE TERM ONE](#)

Agricultural Science

Sessions can be done virtually/synchronously via online platforms such as zoom and google classroom. The teacher can also record the process and make it available for asynchronous downloads. Secondly, online resources can be used to facilitate student research that can be supported at home by parents. Online platforms also allow students to explore how agriculture is practised around the world. Thirdly, flipped classroom activities allows students to taking learning beyond the classroom, doing activities at home such as growing their own vegetables and producing meals with their families. This promotes a more holistic implementation of the agricultural science curriculum and creates a link between the curriculum and the students' daily lives. When using this template, students will not only learn how to grow and care for their crops and animals but will also utilise their core skills in literacy, numeracy in a practical manner while developing responsibility and demonstrating respect for themselves, others and the natural world.

[Appendix 3: Sample Activity for Agricultural Science Infants 1](#)

English Language Arts

The English Language Arts Primary Guideline document outlines the core content and skills to be developed and reinforced to allow students' ease of learning. The document focuses specifically on Grammar in Context, Creative Writing and the five elements of reading that is, Phonemic Awareness (Infants to Standard One), Phonics, Vocabulary, Fluency and Comprehension. If learning gaps are identified and remedied, students will be able to progress and have access to the full curriculum. Although the components are presented separately, it is recommended that there be integration across the Language content and across Content Areas to facilitate the development of concepts and ensure reinforcement and enrichment. It is also necessary to outline and schedule the ways in which the content will be disseminated online using a combination of instructional activities, learner participation and opportunities for student collaboration. The document includes suggested online learning tools and listings of the available MOE SLMS activities that can be used for explicit whole class instruction, small groups in rotation, peers in rotation and independent work.

Health and Family Life Education

Teachers are required to infuse the Health and Family Life Education Primary Curriculum content and skills with other subject areas in the Primary Curriculum or teach it as a stand-alone subject if time permits. An online approach can be suitably used delivery of content whether as stand-alone or infused with other subject areas.

Mathematics

Conceptual understanding in Mathematics is developed through students' active engagement using appropriate concrete and pictorial resources. Virtual manipulatives can replace concrete resources in facilitating the development of mathematical understanding. The focus on problem solving, communication, representation and critical thinking should pervade all mathematical activities in which students are engaged inclusive of those in the online mode of delivery. The guidelines provided for Mathematics outline the content in a hierarchical manner with suggestions of online supporting materials such as video tutorials, worksheets, and interactive sites. This document is to supplement the Mathematics curriculum, in which detailed elaborations are provided for the outcomes listed. The School Learning Management System is recommended for online support of Mathematics. Additionally, a list of online tools/sites are provided in the link.

[Appendix 4: Online Tools for Primary Mathematics](#)

Physical Education

Physical Education remains a formal area of study characterized by performance of skills and performance standards, which denote levels of success. Effective curriculum implementation in Physical Education emphasizes teacher management of learning through face-to-face instruction and feedback. The recommended approach for the implementation of Physical Education is predominantly a 'Face to Face' Learning Approach for content area/topics: Movement and Fundamental Motor Skills. This Approach enables teacher-focused supervision of students to ensure safety considerations are observed and provision of feedback so that proper techniques in skill learning are developed.

While the Face to Face Approach remains the dominant mode of delivery of subject content, for this purpose, it is recommended that the Online Learning Approach is used for implementation of the theoretical aspects of the curriculum. This Approach allows for outcomes of curriculum content, namely Healthy Habits and Safe Practices to be achieved in the absence of direct instruction, supervision and feedback from the class teacher. The Online Learning Approach further enables the learner to engage in content which is relevant at this time without the compromise to the students' health and well-being.

Science

Online teaching and learning for Science can be very effective. Concepts can be taught and reinforced using a gamut of available online resources in the way of videos, reading material, worksheets etcetera. To encourage students to make predictions and inferences, simple hands-on activities at home can be done, in addition to observational investigations using stimulus material such as photographs and authentic data. For online teaching, interaction and feedback are essential and these can take place via chat forums. Group work is also possible for small groups. The concepts may be introduced, reviewed, or reinforced using pre-classroom assignments from worksheets, textbooks, or web resources as well as online or distance learning activities. Examples of use of these instructional strategies are provided for your guidance. Formative assessment activities that were posted on the SLMS are also referenced. Do visit this site for further resources: <https://learn.moe.gov.tt/course/index.php?categoryid=204>

Social Studies

In light of the current demands on the teacher for delivery of Social Studies in an online setting and the need to ensure that the goals of Social Studies education are addressed, it is imperative that the online learning environment enable students to:

- ask questions, gather information, and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions
- understand why some people participate in social actions
- reflect on and evaluate the understandings they have developed.

Spanish

The exploratory approach used for the implementation of Spanish at the primary level lends itself to varying blended learning approaches. The content contained within the Primary School Curriculum can either be completed in conjunction with other subjects or as stand-alone topics. All content marked as (LMS) can be found on the SLMS of the Ministry of Education and can be used in any mode of instruction, including online and distance learning. The materials are set up primarily for ease of use by students at all levels and with some additional support for students at the Infants levels I and II.

Values, Character and Citizenship Education

VCCE facilitates the development of the traditional values and basic characteristics of trustworthiness, respect, responsibility, fairness, caring and citizenship. These attributes should not only be taught but are required as part of the whole learning environment whether it be at school within the physical classroom environment or in an online setting.

Teachers are advised that teaching and learning VCCE in an online environment should incorporate the T.R.A.M. approach:

- **TEACH** - Tell children that their character counts — that their success and happiness will depend on who they are inside, not what they have or how they look.
- **REINFORCE** - Instill the six pillars of character by rewarding good behaviour (usually, praise is enough) and by discouraging all instances of bad behaviour by imposing fair, consistent consequences that prove you are serious.
- **ADVOCATE** - Continuously encourage children to live up to the Six Pillars of Character in all their thoughts and actions. Do not be neutral about the importance of character or casual about improper conduct. Be clear and uncompromising that you want and expect students to be trustworthy, respectful, responsible, fair, caring, and good citizens.
- **MODEL** - Be careful and self-conscious about setting a good example in everything you say and do. Everything you do and do not do, sends a message about your values. Be sure your messages reinforce your lessons about doing the right thing even when it is hard to do so.

Visual and Performing Arts (VAPA)

The Visual and Performing Arts (VAPA) comprises the four disciplines of Visual Arts, Music, Drama, and Dance. This document presents a 21st century approach to expressions of ideas, feelings, and experiences in images, sound, language, gestures and movement offered by these areas which were previously explored primarily through face to face interaction. This marks a systematic change to the educational approach, utilising synchronous and asynchronous videos and classroom interaction in addition to use of online educational resources to present, explore and evaluate the teaching and learning in each area. Within this scope students can perform and upload understanding of movement concepts in Dance, role-play and other performances in both

Drama and Music, and works created in Visual Arts, while interacting with teachers and peers in the virtual classroom and documenting their process in online journals and portfolios.

[Appendix 5: Sample VAPA lesson for online learning](#)

INFANT ONE TERM ONE

INFANT ONE - AGRICULTURAL SCIENCE

Agricultural Science

INFANT ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Plants and animals that are associated with agriculture.	Identify plants and animals that are associated with agriculture.	Blippi Farm Tour Farm Animals and Vegetables for Kids: https://youtu.be/Dgg4H6JsP5A I Want To Be A Farmer - Kids Dream Job - Can You Imagine https://youtu.be/7FDVRQ98O7c	<ul style="list-style-type: none"> • Poster • Song • Menus • PowerPoint presentations • Preparing a meal and having lunch together • Create a check list for proper hygiene before meals
Personal hygiene before eating meals	Value the need for proper personal hygiene before eating meals	Personal Hygiene for Kids: Best Habits & Tips to Keep Your Child Healthy https://parenting.firstcry.com/articles/personal-hygiene-for-kids-best-habits-tips-to-keep-your-child-healthy/ Health and Safety - Basic Introduction to Food Hygiene https://www.youtube.com/watch?v=pLJ703rOTq4	

INFANT ONE - ENGLISH LANGUAGE ARTS

English Language Arts

INFANT ONE

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing.	Language Structure The Verb to be: - “I am’(I’m) + Parts of speech or phrase - “You are’ (singular)+ Parts of Speech or phrase - “He/ She/ It is ’(singular) (He/She/It’s,) + Parts of Speech or phrase	Language Structure https://www.youtube.com/watch?v=DTxMD3r-dLA	Informal Emergent Literacy Assessment Forms of assessment to be used: Formative; paper and pencil, poster, song, presentations, performance, portfolio, journal etc. Skills and application Worksheets
ELA Creative Writing Skill - Connect to Grammar	What is a sentence? --Use of a capital letter. - Number of words -The words make sense. Teacher Modelling) Use of Writing Process- (brainstorming, drafting) -Shared Writing (LEA) -Sentence Writing-Informative Class Journal (Writing/Drawing)	Capitalisation https://www.youtube.com/watch?v=MwUjGtdTxVo Writing Process https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=nBQ8dU0KPtg https://www.youtube.com/watch?v=M2H29fRVqf8 https://www.youtube.com/watch?v=5Y_fxQ_52pk https://www.youtube.com/watch?v=GJMQWNd1TT8 https://www.youtube.com/watch?v=HLcjb0t6SRI https://www.youtube.com/watch?v=SNs9zZm9jzg https://www.youtube.com/watch?v=D_f-e4OhHU8	Informal Emergent Literacy Assessment Forms of assessment to be used: Formative: paper and pencil, poster, song, presentations, performance, portfolio, journal etc. Sentence creation activity Match the picture to the words that make sense (sentence). Capital letter worksheet
Phonemic Awareness	Identify same and different sounds (environmental) Identify spoken words that rhyme Skills	SLMS Listing Phonological Awareness PPT-Bret’s Birthday Phonological Awareness- Bret’s Birthday- Audio Recording	Elkonin boxes Find Your Buddy game Blending and Segmenting activities

INFANT ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	Isolate and pronounce in two and three phoneme spoken words 1. beginning sound, 2. ending sound, 3. middle sound Blend -onset and rimes to pronounce words - two and three phonemes to pronounce words (VC, CV, CVC, VCC, CVVC) Segment spoken words into -onset and rimes - two and three phonemes (VC, CV, CVC, VCC, CVVC)		Skills and application worksheets Formative assessment
Phonics	Letter sequence Skills- 2 and 3 phonemes blending 2, 3, 4 and 5 phonemes blending Dictation of CVC words (written) Word Families	https://www.youtube.com/watch?v=TvcgVRULaWw https://www.arcademics.com/games/kitten-hop https://www.arcademics.com/games/kitten-hop SLMS Listing Phonics-Word family-'in', 'it', 'ip'-The Trip Poem Phonics-Poem-The Trip-Word Family- Short 'I' Phonics- A visit to Gran	Dictation of letters taught Dictation of CVC words and Word Families Alphabet knowledge worksheets Skills and application worksheets
Vocabulary	Content Decodable words/first words from reader/ familiar and subject- specific vocabulary/ tricky words/high frequency words Context Clues: picture, background/familiar and definition	https://sesamestreetincommunities.org/topics/language/?activity=building-language-skills-spy https://sesamestreetincommunities.org/topics/language/?activity=word-flashcards SLMS Listing Vocabulary-Match the pictures Vocabulary-Sight Words Vocabulary B-Related writing activity & sight word letter formation	Picture –word match Circle high frequency words Skills and application worksheets

INFANT ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
		Vocabulary-Word meaning using picture clues Vocabulary-Bret's Birthday Vocabulary 1- A visit to Gran Vocabulary 2- A visit to Gran	
Fluency Skills Elements of fluency (accuracy, rate phrasing and expression)	Teacher Modelling (echo reading) rhymes Letter sound and word fluency/captions/ Introductory Readers	https://www.pbslearningmedia.org/resource/sesame-interactive-rhyme-time/rhyme-time-sesame-street/ https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/ https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_cntr-0 SLMS Listing Fluency- 'at' words Reading Passage- 'at'- 'The Bat, The Rat and The Cat Reading passage-short 'i' family-The Trip Poem Fluency -Bret's Birthday Fluency- A visit to Gran Reading Passage-What can I do with Pip?	Oral reading. Individual oral reading must be done daily. Students to be rostered
Comprehension	Oral comprehension Relationship between picture and story Literal questions- Who? When? Where? Why? What? and How? Text structure: - Description and Sequencing (Non-fiction)	SLMS Listing Comprehension-The Bat, The Rat and The Cat Comprehension-Bret's Birthday Comprehension- A visit to Gran	Formative Assessment Picture Comprehension worksheet Skills and application worksheets

INFANT ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	-Explicit Main Idea-Picture and illustrations (Fiction and Non-Fiction) -Story structure- (beginning, middle, end) Re-tell events sequentially -Text features: Title, Author Pictures, and Illustrations		
Penmanship Connect with the teaching of Phonics	Writing/Readiness Skills Skills -Tracing lines, patterns, letters, words (names). sentences - Grasp of the writing tool: Line awareness Directionality		Tracing worksheets Dictation to test writing (formative; weekly)

INFANT ONE – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Life Education

LEVEL ONE: INFANT ONE & INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> • Nurture positive feelings about oneself. • Develop positive identity. 	<p>Sesame Street: Believe in Yourself Song https://www.youtube.com/watch?v=5mw5E6gYpB8</p> <p>Sesame Street: What Makes You Special? https://www.youtube.com/watch?v=LrPm7BasRBo</p>	<ul style="list-style-type: none"> • Students write two sentences about what makes them special.
THEME: Eating and Fitness	<ul style="list-style-type: none"> • Discuss good health/ fitness. • Explain the relationship between physical activity, healthy eating and personal well-being. 	<p>Learning Activity (SLMS): Choosing Nutritious Foods and Snacks. https://learn.moe.gov.tt/pluginfile.php/310000/mod_resource/content/2/Choosing%20Nutritious%20Foods%20and%20Snacks.pdf</p> <p>Sesame Street: Exercise with Grover https://www.youtube.com/watch?v=afP5yWoVs6s</p> <p>The healthy eating song video: https://www.youtube.com/watch?v=-JldSBUQB34</p>	<ul style="list-style-type: none"> • Choose pictures to assemble healthy meals and snacks.

INFANT ONE – HEALTH AND FAMILY LIFE EDUCATION

THEME: Sexuality and Sexual Health	<ul style="list-style-type: none"> • Recognise the characteristics that differentiate male and female (body parts). • Analyse maleness and femaleness through examination of their likes and dislikes. • Appreciate oneself. Establish: “I like being male/female.” • Differentiate between male and female beings in all species. 	Gender https://www.youtube.com/watch?v=cXKeH35hjIY	<ul style="list-style-type: none"> • Class discussions on being male and female.
THEME: Managing the environment	<ul style="list-style-type: none"> • Examine the relationships within ecosystems. • Examine the relationship between self and the environment. • Discuss ways of caring for the environment 	The Ecosystem: https://www.youtube.com/watch?v=qr_U1P7XwhI How to take care of the environment? https://www.youtube.com/watch?v=X2YgM1Zw4_E	<ul style="list-style-type: none"> • Write one sentence about caring for the environment.

INFANT ONE – MATHEMATICS

Mathematics INFANT ONE

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Pre-Number	<ul style="list-style-type: none"> Develop pre-number skills (classification and matching) Rote count to 20 in ascending and descending order 	https://www.youtube.com/watch?v=Zg5AAxgf9gg https://www.k5learning.com/worksheets/kindergarten/sorting-objects-a.pdf https://www.k5learning.com/worksheets/kindergarten/sort-by-color.pdf https://www.k5learning.com/worksheets/kindergarten/sort-by-size.pdf https://www.k5learning.com/worksheets/kindergarten/sort-by-shape.pdf	<ul style="list-style-type: none"> Observation Checklist Demonstration (classifying) Online worksheets Creation of a song for rote counting
NUMBER Number Concepts	<ul style="list-style-type: none"> Understand the concept of numbers 1-10 Count objects to demonstrate one to-one correspondence (up to 10) Count objects in different arrangements to demonstrate conservation of number Match the number names and numerals to the quantities they represent up to 10 Sequence number names and numerals Read and write number names and numerals Compare groups of objects and order numbers 	https://learn.moe.gov.tt/mod/url/view.php?id=6292 https://www.youtube.com/watch?v=FFwO_DWZh3E https://www.math-only-math.com/count-the-numbers-and-match.html https://www.youtube.com/watch?v=L1LDBbdQxl8 https://www.mathworksheets4kids.com/number-names/charts/1to10-theme-1.pdf https://www.math-only-math.com/numbers-and-their-names.html https://www.k5learning.com/worksheets/kindergarten-sequencing-numbers-least-to-greatest-10-1.pdf https://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopMath_Order.htm	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Online quiz

INFANT ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Explore the value of coins and bills (1¢, 5¢, 10¢, \$1, \$5, \$10) and their equivalence • Use the language of money in role-playing situations involving the exchange of goods for money (exact value of the coins and bills) 		
NUMBER Addition	<ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally or pictorially (using concrete materials, whole number and money, no symbol) • Combine two groups of objects to model addition (count the amount in each group and the sum) • Solve problems involving addition using concrete and pictorial representations in vertical and horizontal arrangements • Describe what happens to a group after addition is performed • Record addition using pictorial representations/drawings, numerals and/or words e.g. 3 add 2 equal 5 	<p>https://www.youtube.com/watch?v=WRb5iK5fZD0</p> <p>https://www.youtube.com/watch?v=hrj4wsq3U8M (teacher and student resource, no symbol)</p> <p>https://www.youtube.com/watch?v=THBa5--uaOM (teacher and student resource, symbol: + is introduced, teacher to determine student readiness for introduction of symbol)</p> <p>https://www.youtube.com/watch?v=2wR4rJM_M_s (teacher resource)</p>	<ul style="list-style-type: none"> • Online test • Worksheet • Journal Writing • Observation Checklist
NUMBER Mental Mathematics	<ul style="list-style-type: none"> • Solve problems using mental strategies such as: <ul style="list-style-type: none"> ○ Addition facts ○ Add-one as it relates to forward counting 		<ul style="list-style-type: none"> • Worksheet • Observation Checklist • Online Quiz

INFANT ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
GEOMETRY Solids and Plane Shapes	<ul style="list-style-type: none"> Identify solids (using informal names for cuboid, cube, sphere, cylinder, and cone) and plane shapes (squares, triangles, rectangles and circles, using formal names) in the surroundings Match solids and plane shapes with familiar objects in the surroundings Match word names to solids and plane shapes Construct models using solids and/or plane shapes 	https://www.youtube.com/watch?v=OEbRDtCAFdU https://www.moe.gov.tt/places/ (Integration)	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio
MEASUREMENT Length	<ul style="list-style-type: none"> Investigate the lengths of objects Use comparison vocabulary to compare two objects (direct comparison) in relation to length 	https://learn.moe.gov.tt/mod/url/view.php?id=6301 https://www.youtube.com/watch?v=aLsmFbW8ikU https://www.youtube.com/watch?v=F-FVrxWx88g https://www.youtube.com/watch?v=TNC-1n-8PB8 https://www.youtube.com/watch?v=KrpSjTLTD3k https://www.mathworksheets4kids.com/long-short/reptiles1.pdf https://i0.wp.com/medinakids.com/old/alphabet/worksheets/opposite/opposites--fat-and-thin-worksheet2.png https://www.mathworksheets4kids.com/tall-short/recognize1.pdf	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing

INFANT ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
		https://www.moe.gov.tt/things-around-me-revised/ (Integration)	
MEASUREMENT Time	<ul style="list-style-type: none"> Describe times of the day (e.g. night-time, daytime, lunchtime) and related activities (e.g. eating breakfast, going to sleep) using appropriate vocabulary 	https://www.youtube.com/watch?v=nfnAap8094M https://www.moe.gov.tt/health-and-wellbeing-revised/ (integration)	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing
STATISTICS Object Charts	<ul style="list-style-type: none"> Classify objects into groups and sub-groups using different criteria Collect and classify data about objects, self and others to make decisions Construct and interpret object charts based on real-life problems or situations Make informed decisions based on data analysed 	https://www.youtube.com/watch?v=FpHk3bFdRNk https://www.youtube.com/watch?v=akCffk5ELy4 https://www.youtube.com/watch?v=382t1nqfyNk	<ul style="list-style-type: none"> Observation Checklist Journal Writing

INFANT ONE - PHYSICAL EDUCATION

Physical Education

INFANT ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: <ul style="list-style-type: none"> • Drinking Water • Eating Breakfast • Washing face and hands 	Drink water and eat breakfast regularly to be healthy Wash face and hands after physical activity	Design short lessons guided by: <ul style="list-style-type: none"> • Lessons and activities similar to those on the MoE SLMS • YouTube links 	Recording number of glasses of water consumed Counting up to 20 when washing hands
Safe Practices: <ul style="list-style-type: none"> • Safe Places for Play 	Identify safe areas for play	Using the following as a reference <ul style="list-style-type: none"> • https://www.shapeamerica.org/ • https://www.pecentral.org/ • https://openphysed.org/ 	<ul style="list-style-type: none"> • Picture story of safe place • Matching activity

INFANT ONE - SCIENCE

Science

INFANT ONE

OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>1a. Demonstrate an understanding of the position of the observable body parts and their significance.</p> <p>1b. Appreciate that certain characteristic are common to human beings</p>	<p>Online quiz (assistance may be needed): https://agendaweb.org/vocabulary/body-exercises.html</p> <p>Videos: https://www.youtube.com/watch?v=q4NIEG_ygiM</p>	<p>Learning Activity (SLMS): https://learn.moe.gov.tt/pluginfile.php/326095/mod_resource/content/1/Infant%201%20Individual%20and%20Groups%20Parts%20of%20the%20body.pdf</p>
<p>2a. Recognize that food is important to sustain life.</p> <p>2b. Appreciate that not all food may be healthy for our bodies</p>	<p>You tube videos: https://www.YouTube.com/watch?v=mMHVEFWNLMc https://www.YouTube.com/watch?v=vcum9A3KAJc https://youtu.be/fE8lezHs19s https://youtu.be/GaLvxVnn8Yg</p>	<p>Learning Activity (SLMS): : Food as a source of Energy https://learn.moe.gov.tt/pluginfile.php/326094/mod_resource/content/1/Infant%201%20Individual%20and%20Groups%20Food%20as%20a%20source%20of%20energy.pdf</p>
<p>3. Understand the importance of personal hygiene</p>	<p>Sing – a-long: https://www.YouTube.com/watch?v=gm_jm0DcNQk</p> <p>Watch video on personal hygiene: https://www.YouTube.com/watch?v=jEy0Ltlm3nU https://www.YouTube.com/watch?v=-CIYtf7Oky4 https://www.YouTube.com/watch?v=8QnunFtuth8</p>	<p>Learning Activity (SLMS): https://learn.moe.gov.tt/pluginfile.php/13689/mod_resource/content/1/2-Keeping-the-Body-Clean-Washing-Hands.pdf</p>

INFANT ONE - SOCIAL STUDIES

Social Studies

INFANT ONE- *Term One Themes: Myself, My Family, My Friends; Celebrations and Health and Well Being*

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Myself and Others	Develop self-awareness Examine relationships among family members	Myself and Others Online Activity https://learn.moe.gov.tt/pluginfile.php/344350/mod_resource/content/0/Myself%20and%20Others.pdf	Practice Activity found in the Myself and Others Online Activity https://learn.moe.gov.tt/pluginfile.php/344350/mod_resource/content/0/Myself%20and%20Others.pdf
Places: Home, School, Community	Develop appreciation for their home, school and community	Teaching Kids to be Thankful You Tube Video https://www.youtube.com/watch?v=dw0VVCV0gKgl	Gratitude Resources for the classroom (engage students in modified activities from This You Tube Video) https://www.youtube.com/watch?v=rg3Jxf0SVEg
Celebrations	Develop appreciation for the various celebrations and observances occurring in their country	Power Point to support and Independence Day Lesson https://learn.moe.gov.tt/pluginfile.php/13653/mod_resource/content/1/ppt-to-support-independence-lesson.pdf Independence Day Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344658/mod_resource/content/0/Independence%20Day%20-%20Infants%201%2025th%20June%2C%202020.pdf Republic Day Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344657/mod_resource/content/0/Republic%20Day%20-%20Infants%2025th%20June%2C%202020.pdf	Online Work Sheet with a picture of our National Flag for students to colour
Health and Well Being	Value the importance of personal hygiene	Health and Well Being Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344672/mod_resource/content/0/infant%201%20personal%20hygiene-health.pdf	Online worksheet for students to circle habits that contribute to good personal hygiene

INFANT ONE - SPANISH

Spanish

INFANT ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
People: Myself, My Family, My Friends	1.1.1. Say <i>hello</i> and <i>goodbye</i> in Spanish. 1.1.2. Give examples of different ways of greeting others.	E.g. Video/ Audio demo of target language structures (e.g. LMS Power point on the topic Greetings – Infants I) https://learn.moe.gov.tt/mod/resource/view.php?id=5707 https://learn.moe.gov.tt/mod/resource/view.php?id=6960 https://learn.moe.gov.tt/mod/url/view.php?id=7943	Embedded oral practice
People: Myself, My Family, My Friends	2.1.1. Introduce themselves to others in Spanish.	E.g. Video/ Audio demo of target language structures (e.g. LMS Topic Introducing myself)	Embedded oral practice
People: Myself, My Family, My Friends	3.1.1. Name family members in Spanish.	E.g. Video/ Audio demo of target language structures (e.g. LMS Topic Mi familia – Infants I) https://learn.moe.gov.tt/mod/resource/view.php?id=8489 https://learn.moe.gov.tt/mod/url/view.php?id=6435	Embedded oral practice
People: Myself, My Family, My Friends	4.1.1. Identify self in Spanish as boy or girl.	E.g. Video/ Audio demo of target language structures (e.g. LMS Topic Niño y niña - Infants I) https://learn.moe.gov.tt/mod/resource/view.php?id=8229	Embedded oral practice
People: Myself, My Family, My Friends	5.1.1. Say ‘ <i>good morning</i> ’ and ‘ <i>good afternoon</i> ’ in Spanish.	E.g. Video/ Audio demo of target language structures (e.g. LMS Topic Greetings 2)	Embedded oral practice

INFANT ONE - VALUES, CHARACTER AND CITIZENSHIP EDUCATION

Values, Character and Citizenship Education

INFANT ONE- *Term One Themes: Myself, My Family, My Friends; Celebrations and Health and Well Being*

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Concept of Respect	Demonstrate understanding of the term “respect”	You Tube Video https://www.youtube.com/watch?v=GOzrAK4gOSo	Online Performance Type Assessment such as a student recording of a definition of the term respect
Self-respect; Respect for Others	Demonstrate respect for self and others	You Tube Video https://www.youtube.com/watch?v=tblo9qztEn0	Online Worksheet with pictures for students to circle diagrams that depict respect for self and others
Care for self and others- 1) Health & Safety 2) Compassion	Demonstrate a basic understanding of the term “Caring”	Online Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/348740/mod_resource/content/0/Care%20for%20Others%2013th%20July%202020.pdf	Online Worksheet with pictures for students to circle diagrams that depict caring.

INFANT ONE - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Dance

INFANT ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
BODY AWARENESS	Demonstrate what the body can do through body actions involving 3 whole body and parts of the body	https://www.youtube.com/watch?v=qNtGwCWPHVs https://www.youtube.com/watch?v=h4eueDYPTIg	Move the whole body and any two combinations of the following parts: legs/ arms/ feet/ hands/ shoulders/ elbows.
BODY SHAPES	Mirror forms and structures from their immediate environment	https://www.youtube.com/watch?v=0B6Ge0FzHG0	Isolate parts of the body to create 3 shapes of different sizes which mirror forms and structures in their immediate environment e.g. ball, box, chair
SPATIAL AWARENESS	Work efficiently in personal and general space and move at different levels		Demonstrate 2 appropriate ways to travel observing physical distancing. Show personal and general space. Move at 3 different levels – high, medium and low

Visual and Performing Arts: Drama

INFANT ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Space & Levels Mime & Hand Gestures Stories Soundscapes Ring Games Role-play	<ol style="list-style-type: none"> 1. Manipulate bodies in the exploration of personal space 2. Communicate using mime and hand gestures. 3. Present stories using simple gestures, actions and voice inflections. 4. Combine various sounds to produce a simple soundscape. 5. Combine movements to create simple actions in the performance of ring games. 6. Imitate everyday actions through posture, voice and hand gestures. 	https://learn.moe.gov.tt/course/index.php?categoryid=200	Performance, oral questions, observations, checklist

INFANT ONE - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Music

INFANT ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1.1.1 Demonstrate an awareness of rhythm	Maintain a steady beat using body percussion and non-tuned percussion.	https://www.youtube.com/watch?v=W85mbxvL2KQ	Embedded in lesson
1.1.1 Demonstrate an awareness of rhythm	Maintain a steady beat to accompany simple songs and chants.	https://www.youtube.com/watch?v=y6fhn4PZ_yM	Embedded in lesson
Pitch: 2.1.1 Demonstrate an awareness of pitch accuracy.	Imitate melodic phrases.	https://learn.moe.gov.tt/mod/resource/view.php?id=5901	Embedded in activity
Pitch: 2.1.1 Demonstrate an awareness of pitch accuracy.	Sing simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions	https://www.youtube.com/watch?v=71hqRT9U0wg	Embedded in lesson
3.1.1 Recognize that different types of music evoke different types of responses.	Demonstrate joy when participating in singing activities.	https://www.youtube.com/watch?v=dUXk8Nc5qQ8	Embedded in lesson
3.1.1 Recognize that different types of music evoke different types of responses.	Move imaginatively and creatively in two different ways to musical excerpts in varied meters (times) and tempi (speeds).	https://www.youtube.com/watch?v=7JvkWXB_Y2eY	Embedded in lesson
4.1.1 Recognize sounds from the environment.	Identify and classify sounds from the environment into the following families, giving reasons for their choices: machines, animals, and people.	https://learn.moe.gov.tt/mod/resource/view.php?id=5081	Embedded in activity
4.1.1 Recognize sounds from the environment.	Identify and classify sounds from the environment into the following families, giving reasons for their choices: weather, animals, and musical instruments.	https://learn.moe.gov.tt/mod/resource/view.php?id=5082	Embedded in activity
4.1.1 Recognize sounds from the environment.	Discriminate between high/low sounds in their environment.	https://learn.moe.gov.tt/mod/resource/view.php?id=7017	Embedded in activity
4.1.1 Recognize sounds from the environment.	Discriminate between high/low sounds in their environment.	https://learn.moe.gov.tt/mod/resource/view.php?id=7017	Embedded in activity

INFANT ONE - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Visual Arts

INFANT ONE

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1) TEXTURE 1.1.1 Recognise texture in a variety of materials.	1) a. Recognize texture in a variety of materials. b. Manipulate materials of different textures to create a collage.	https://learn.moe.gov.tt/course/view.php?id=364	Performance: Student can identify at least three (3) textures from touch
2) COLOUR 2.1.1 Become aware of colour in the environment.	2) Produce handprints of self, family and friends using various colours.	https://learn.moe.gov.tt/course/view.php?id=364	Paper & Pencil: Student can name at least three (3) colours

INFANT TWO TERM ONE

INFANT TWO - AGRICULTURAL SCIENCE

Agricultural Science

INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Main steps in growing plants	Identify the main steps in growing plants	How Does A Seed Become A Plant? https://www.youtube.com/watch?v=tkFPyue5X3Q Gardening for Beginners: 10 Easy Steps to Sowing Seeds https://dengarden.com/gardening/How-to-Sow-Seeds	Continuous Assessment Strategies: <ul style="list-style-type: none"> • Growing plants in soil or containers • Poster or presentation on things plants need to grow • Creating a poster on proper food handling practices
Handling and preparation of plant produce	Value the importance of the proper handling and preparation of plant produce (Bridging)	Harvesting & Handling Vegetables from a Garden https://agrillifeextension.tamu.edu/library/gardening/harvesting-handling-vegetables-garden/	

INFANT TWO - ENGLISH LANGUAGE ARTS

English Language Arts

INFANT TWO

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS /SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: -Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing -Connect all content to Creative Writing	Review, telling and asking sentences. Language Structure 1. Verb 'to be' present tense+ Parts of speech or phrase - 1 st , 2 nd and 3 rd person singular and plural 2. Verb 'to be' past tense + Parts of speech or phrase -1 st , 2 nd and 3 rd person singular and plural 3. Verb -to have + Parts of speech or phrase - 1 st , 2 nd and 3 rd person singular and plural= Parts of speech Nouns -Naming Words Persons, Animals, Places and Things - Nouns-One /More than One Add (s, es) Adjectives - colour and size Pronouns Capitalization: Names of Persons, Days of the Week, Months of the Year Sentences: -Punctuation: Full Stop	Language Structure https://www.youtube.com/watch?v=DTxMD3r-dLA SLMS Listing Capital Letters	Diagnostic Reading Comprehension and Writing assessment (group assessment)- Infants Two) Forms of assessment to be used: paper and pencil, performance, portfolio, journal etc. Skills and application worksheets
ELA Creative Writing Use of writing Process- -brainstorming -drafting -revising, -editing,	Review What is a sentence? - number of words, the words make sense, use of a capital letter, use of an end punctuation. Support with pictures Sentence / Non sentence Arranging words in order to make a sentence. Recall the events of a story	Capitalisation https://www.youtube.com/watch?v=MwUjGtdTxVo Questions https://www.youtube.com/watch?v=Wwfhpm1xjF8 Writing Process https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=nBQ8dU0KPtg	Informal Emergent Literacy Assessment Forms of assessment to be used: paper and pencil, Poster, Song, presentations,

INFANT TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS /SLMS ACTIVITIES	ASSESSMENT
-publishing	<p>Content</p> <p>Sentence Writing –</p> <ol style="list-style-type: none"> 1. asking sentences with the naming words given. 2. (2-3 sentences) <p>-Use of a picture (s)</p> <p>Graphic organizer</p> <p>Use of the writing process- brainstorming and drafting to create sentences, revising, editing, publishing Shared Writing (LEA)</p>	<p>https://www.youtube.com/watch?v=M2H29fRVqf8</p> <p>https://www.youtube.com/watch?v=5Y_fxQ_52pk</p> <p>https://www.youtube.com/watch?v=GJMQWNd1TT8</p> <p>https://www.youtube.com/watch?v=HLcjb0t6SRI</p> <p>https://www.youtube.com/watch?v=SNs9zZm9jzg</p> <p>https://www.youtube.com/watch?v=D_f-e4OhHU8</p> <p>SLMS Listing</p> <p>Writing-On the farm</p> <p>Writing-Making pizza</p>	<p>performance, portfolio, journal etc.</p> <p>Sentence creation activity</p> <p>Capital letter worksheet</p> <p>Punctuation worksheets</p>
Phonemic Awareness	<p>Skills</p> <p>Identify</p> <ul style="list-style-type: none"> -spoken words that rhyme - syllables in spoken words <p>Produce spoken words that rhyme</p> <p>Isolate and pronounce in three and four phoneme spoken words</p> <ul style="list-style-type: none"> -the beginning sound, the ending sound, the middle sound <p>Blend</p> <p>syllables orally</p> <ul style="list-style-type: none"> onset and rimes to pronounce one and two syllable words three and four phonemes to pronounce words (VCC, CVC, CVVC, CVCC, CCVC) <p>Segment spoken words</p> <ul style="list-style-type: none"> -containing three and four phonemes (VCC, CVC, CVVC, CVCC, CCVC) - one and two syllable words into onset and rimes 	<p>SLMS</p> <p>Phonemic Awareness-Carl on the farm 'ar' words</p> <p>Mp4</p>	<p>Formative Assessment</p> <p>Elkonin boxes</p> <p>Find Your Buddy game</p> <p>Blending and Segmenting activities</p> <p>Skills and application worksheets</p>
Phonics	<p>Review letter sounds correspondences</p> <p>and Word Families</p>	<p>https://www.youtube.com/watch?v=TvcgVRULaWw</p> <p>https://www.arcademics.com/games/kitten-hop</p>	<p>Formative assessment</p> <p>Dictation of letters taught</p>

INFANT TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS /SLMS ACTIVITIES	ASSESSMENT
	<p>Short vowel sounds</p> <p>Long vowel sounds (silent e)</p> <p>Word Families</p> <p>Inflectional endings – s, –es , -ing and -ed</p> <p>Beginning Consonant blends e.g. -r-,l-and –s- blends</p> <p>Contractions – I’m</p> <p>Ending consonant blends</p>	<p>https://www.arcademics.com/games/kitten-hop</p> <p>SLMS Listing</p> <p>Phonics- ‘r’ controlled words-Carl lives on a farm</p> <p>Phonics- ‘r’ blend words-Brenda and Prem</p> <p>Inflectional Endings</p> <p>Inflectional endings-Let's make a Salad- Adding 's' to verbs</p>	<p>Dictation of CVC words and Word Families</p> <p>Alphabet knowledge worksheets</p> <p>Skill building and application worksheets</p>
Vocabulary	<p>Review and bridge gaps as required</p> <p>Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject- specific vocabulary</p> <p>Synonyms</p> <p>Root Words</p> <p>Antonyms</p> <p>Context clues:</p> <p>- Picture, definition clues, word structure clues, background/familiar</p> <p>Stories/ poems /graphics read: -</p> <p>Infer the contextual meanings of words or texts from figurative language and factual texts</p>	<p>https://sesamestreetincommunities.org/topics/language/?activity=building-language-skills-spy</p> <p>https://sesamestreetincommunities.org/topics/language/?activity=word-flashcards</p> <p>https://www.youtube.com/watch?v=b7AkNKZsV-4</p> <p>https://www.youtube.com/watch?v=7OwX6tjOztY</p> <p>https://www.youtube.com/watch?v=hFFW9zKJ5os</p> <p>SLMS Listing</p> <p>Vocabulary-Context Clues- Carl lives on a farm</p> <p>Vocabulary-Context Clues-Nate and Jade at the zoo</p>	<p>Formative assessment</p> <p>Picture –word match</p> <p>Circle high frequency words</p> <p>Skills and application worksheets</p>

INFANT TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS /SLMS ACTIVITIES	ASSESSMENT
Fluency Elements of fluency (accuracy, rate phrasing and expression)	Letter sound fluency/ Letter sound and word fluency/captions Teacher Modelling (echo reading) rhymes Introductory Readers	https://www.pbslearningmedia.org/resource/sesame-interactive-rhyme-time/rhyme-time-sesame-street/ https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/ https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_cntr-0 SLMS Listing Fluency-‘r’ controlled words-Carl lives on a farm Reading passage-‘r’ controlled words-Carl lives on a farm Reading Fluency- ‘r’ blend words- Brenda and Prem Reading Passage- ‘r’ blend words-Brenda and Prem are friends Reading Passage-Let’s make a salad	Oral reading of reading book Individual oral reading must be done daily. Students to be rostered
Comprehension	Review of comprehension skills and bridge gaps as required Following directions and instructions Answering literal questions - use of pictures and short text - Who? Where?, When? Why? What? How? Re-tell events sequentially Content Answering literal questions - use of pictures and short text -When? Why? What? How? Main idea pictures (Fiction and non-fiction) Explicit Main idea - short texts (fiction)	SLMS Listing Comprehension-Carl lives on a farm Comprehension 2-Identifying Details-Brenda and Prem Comprehension 1-Brenda and Prem are friends Comprehension-Sequencing-Making pizza Comprehension-Identifying details -Let’s make a salad Comprehension-Making Pizza Comprehension-Nate and Jade at the zoo	Formative assessment Picture/Short Text Comprehension worksheet Skills and application worksheets

INFANT TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS /SLMS ACTIVITIES	ASSESSMENT
	<p>Compare and contrast characters (Fiction and poems) Text Structure -Sequencing details- Non-Fiction (retell events sequentially) - Description (Non-fiction)</p> <p>Story element -Characters (Fiction and poems) describe simple physical features of literary characters - Setting description (Fiction) - Setting (Poems) Text features - Title and author and Title Page, Headings and Subheadings</p>		
<p>Penmanship -Connect with the teaching of Phonics</p>	<p>-Sentence Writing - legibility and neat presentation - appropriate letter formation demonstrating correct strokes Skills - -Tracing lines, patterns, letters, words (names). sentences - Grasp of the writing tool: Line awareness Directionality</p>		<p>Tracing worksheets Dictation to test writing (formative; weekly)</p> <p>Alphabetical Order Worksheets</p>

INFANT TWO – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Life Education

LEVEL ONE: INFANT ONE & TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> Nurture positive feelings about oneself. Develop positive identity. 	<p>Sesame Street: Believe in Yourself Song https://www.youtube.com/watch?v=5mw5E6gYpB8</p> <p>Sesame Street: What Makes You Special? https://www.youtube.com/watch?v=LrPm7BasRBo</p>	<ul style="list-style-type: none"> Students write two sentences about what makes them special.
THEME: Eating and Fitness	<ul style="list-style-type: none"> Discuss good health/ fitness. Explain the relationship between physical activity, healthy eating and personal well-being. 	<p>Learning Activity (SLMS): Choosing Nutritious Foods and Snacks. https://learn.moe.gov.tt/pluginfile.php/310000/mod_resource/content/2/Choosing%20Nutritious%20Foods%20and%20Snacks.pdf</p> <p>Sesame Street: Exercise with Grover https://www.youtube.com/watch?v=afP5yWoVs6s</p> <p>The healthy eating song video: https://www.youtube.com/watch?v=-JldSBUQB34</p>	<ul style="list-style-type: none"> Choose pictures to assemble healthy meals and snacks.

INFANT TWO – HEALTH AND FAMILY LIFE EDUCATION

<p style="text-align: center;">THEME: Sexuality and Sexual Health</p>	<ul style="list-style-type: none"> • Recognise the characteristics that differentiate male and female (body parts). • Analyse maleness and femaleness through examination of their likes and dislikes. • Appreciate oneself. Establish: “I like being male/female.” • Differentiate between male and female beings in all species. 	<p>Gender https://www.youtube.com/watch?v=cXKeH35hjlY</p>	<ul style="list-style-type: none"> • Class discussions on being male and female.
<p style="text-align: center;">THEME: Managing the environment</p>	<ul style="list-style-type: none"> • Examine the relationships within ecosystems. • Examine the relationship between self and the environment. • Discuss ways of caring for the environment 	<p>The Ecosystem: https://www.youtube.com/watch?v=qr_U1P7XwhI</p> <p>How to take care of the environment? https://www.youtube.com/watch?v=X2YgM1Zw4_E</p>	<ul style="list-style-type: none"> • Write one sentence about caring for the environment.

INFANT TWO – MATHEMATICS

Mathematics INFANT TWO

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Number Concepts	<ul style="list-style-type: none"> Count to or from 100 in ascending and descending order (rote count) Understand the concept of numbers 0-20 (Explain the meaning of zero (none, no one, empty, nothing) after solving related subtraction problems e.g. There are 5 birds on a tree. They all flew away. How many are left?) Count objects to demonstrate one-to-one correspondence (up to 20) Count objects in different arrangements to demonstrate conservation of number Match the number names and numerals to the quantities they represent up to 20 Sequence number names and numerals Read and write number names and numerals Compare groups of objects and order numbers to 20 Explore the value of coins and bills (up to 25¢, up to \$20) e.g. 25 cents is worth more than 5 cents (use the idea of purchase of items priced at 5 cents and how many can be bought) Use the language of money in role-playing situations involving the exchange of goods for money (exact value of the coins and bills, one item and receive change) State the equivalence of coins and bills up to 25 cents and 20 dollars 	https://www.youtube.com/watch?v=bGetqbgDVaA https://www.youtube.com/watch?v=bGetqbgDVaA https://www.youtube.com/watch?v=ZlsyWhfvvVg https://www.youtube.com/watch?v=usBczo02DYo https://www.math-only-math.com/numbers-and-counting-up-to-20.html https://www.mathworksheets4kids.com/number-names/charts/1to20-theme-1.pdf https://www.youtube.com/watch?v=-V8X6_aLEdg https://www.youtube.com/watch?v=nsScVF6Jo6A	<ul style="list-style-type: none"> Observation Checklist Online Worksheet E-Journal Writing Online test
NUMBER	<ul style="list-style-type: none"> Recognize the arrangement of dots / objects in standard spatial arrangements of numbers up to 10 (subitize) 	https://www.moe.gov.tt/core-skills-4/	<ul style="list-style-type: none"> Online Worksheet Journal Writing

INFANT TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Number Patterns	<ul style="list-style-type: none"> • Distinguish between repeating patterns and non-repeating patterns in a given set by identifying the part that repeats or errors • Explore patterns using repetitions of 2 to 4 elements • Describe a given repeating pattern containing two to four elements in its core • Determine the pattern rule and extend the repeating pattern using concrete materials, pictorial representation or symbols • Name a repeating pattern containing two to four elements in its core (name as 'number' pattern e.g. 'two' pattern) • Identify the missing element(s) in a given repeating pattern • Create number patterns using repetition of elements 	https://www.youtube.com/watch?v=yMHS_YX5Y4M	<ul style="list-style-type: none"> • E- Portfolio
NUMBER Addition	<ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) involving 2 addends with a sum less than or equal to 20 and using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern • Solve problems presented in horizontal and vertical arrangements • Record addition pictorially and symbolically using number sentences (words and symbols). E.g. 13 plus 2 is 15; 13 add 2 is equal to 15; 13 add 2 equals 15; $13 + 2 = 15$ • Describe what happens to a group after addition • Use the count on strategy to solve addition problems 	https://learn.moe.gov.tt/mod/url/view.php?id=6339 https://www.youtube.com/watch?v=AaxrqDuw1Xk https://www.youtube.com/watch?v=uQiUTF078Jk https://www.k5learning.com/worksheets/math/grade-1-adding-2-numbers-sum-under-20-a.pdf https://www.youtube.com/watch?v=luw31Y66eyU https://www.youtube.com/watch?v=PUY072JHE4g	<ul style="list-style-type: none"> • Online test • Worksheet • Journal Writing • Observation Checklist • Rubric • Portfolio

INFANT TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
		https://www.k5learning.com/worksheets/kindergarten-adding-pictures-sums-to-20-1.pdf https://www.k5learning.com/free-preschool-kindergarten-worksheets/addition/addition-vertical-sums-to-20	
NUMBER Subtraction	<ul style="list-style-type: none"> • Solve one-step real-life subtraction problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) with minuend less than or equal to 20 and using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern • Solve problems involving subtraction represented in vertical and horizontal arrangements • Record subtraction pictorially and symbolically using number sentences (words and symbols) e.g. 15 take away 2 equals 13, $15 - 2 = 13$ • Describe what happens to a group after subtraction from • Use the count back and count on strategies to solve subtraction problems 	https://learn.moe.gov.tt/mod/url/view.php?id=6342 https://learn.moe.gov.tt/mod/url/view.php?id=6343 https://www.k5learning.com/worksheets/math/grade-1-subtraction-up-to-20-no-regrouping-a.pdf https://www.k5learning.com/worksheets/kindergarten-subtraction-1-digit-from-20-no-borrow-v1.pdf https://www.youtube.com/watch?v=0bxECUpuDaw https://www.youtube.com/watch?v=4Fh4KOxsdos	<ul style="list-style-type: none"> • Paper and pencil test • Worksheet • Journal Writing • Observation Checklist • Rubric • Portfolio
NUMBER Mental Mathematics	<ul style="list-style-type: none"> • Develop strategies to solve problems mentally: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ Add-zero and subtract-zero facts ○ Count on / count back 		<ul style="list-style-type: none"> • Paper and pencil test • Worksheet • Observation Checklist • Quiz • Presentation

INFANT TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Investigate connections between addition facts (with sum less than or equal to 20) and the corresponding subtraction facts (minuend less than or equal to 20) Associate addition and subtraction to forward and backward counting 		
GEOMETRY Solids and Plane Shapes	<ul style="list-style-type: none"> Construct models using solids and plane shapes and describe composition of model Describe solids and plane shapes using appropriate vocabulary related to geometric attributes (e.g. size, shape, position) (concrete) Classify solids and plane shapes and give reasons for classification (concrete) Identify solids using formal names 	https://learn.moe.gov.tt/mod/resource/view.php?id=6197 (Integration) https://www.moe.gov.tt/core-skills-4/ (Constructing models using solids) https://www.moe.gov.tt/mapping-your-immediate-worlds-revised-2/ (Integration) https://www.moe.gov.tt/the-built-community/ (Integration) https://www.moe.gov.tt/core-skills-4/ (describing solids)	<ul style="list-style-type: none"> Observation Checklist Journal Writing Presentation
GEOMETRY Geometrical Patterns	<ul style="list-style-type: none"> Distinguish between repeating and non-repeating patterns in a given set involving solids or plane shapes by identifying the part that repeats and errors Explore patterns using plane shapes and solids Explore patterns using repetitions of 2-4 elements (name as 'number' pattern e.g. 'two' pattern) Describe the pattern and identify the pattern rule in repeating pattern Use pattern rule to extend repeating patterns Create repeating patterns using solids or plane shapes (concrete and pictorial) Describe a repeating pattern as a 'number' pattern, e.g. $O, \square, O, \square, O, \square$ is a 'two' pattern; $\square, O, \Delta, \square, O, \Delta, \square, O, \Delta$ is a 'three' pattern 	https://www.moe.gov.tt/core-skills-4/ (Integration)	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio

INFANT TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
MEASUREMENT Length	<ul style="list-style-type: none"> Compare and order the lengths of three or more objects using direct comparison and explain reasoning, using appropriate vocabulary e.g. longer/shorter Create repeating patterns using objects of various lengths 	https://www.youtube.com/watch?v=2EUOuzrEPmQ https://www.k5learning.com/worksheets/math/grade-1-measurement-longer-shorter-a.pdf https://www.k5learning.com/worksheets/math/grade-1-measurement-taller-shorter-a.pdf https://www.k5learning.com/worksheets/math/grade-1-measurement-longest-shortest-a.pdf	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing
MEASUREMENT Weight/Mass	<ul style="list-style-type: none"> Compare objects according to mass/weight using an equal arm balance and appropriate vocabulary Discuss observations of the equal arm balance when objects are placed in the pans 	https://learn.moe.gov.tt/mod/url/view.php?id=6344 https://learn.moe.gov.tt/mod/url/view.php?id=6346 https://www.moe.gov.tt/food/ (Integration)	<ul style="list-style-type: none"> Observation Checklist Journal Writing Performance task
MEASUREMENT Time	<ul style="list-style-type: none"> Use appropriate vocabulary when describing activities or events associated with time Sequence activities according to: <ul style="list-style-type: none"> Time of occurrence Chronological order e.g. daily schedule, preparing to come to school Interpret calendars 	https://www.youtube.com/watch?v=HrYdAfeqmDM https://www.mathworksheets4kids.com/calendar/reading/month-easy1.pdf	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Paper and pencil test
STATISTICS Picture Charts	<ul style="list-style-type: none"> Collect and classify data to make decisions based on a real-life situation or problem Identify features of picture charts 	https://learn.moe.gov.tt/mod/resource/view.php?id=7145 https://www.moe.gov.tt/1-myself-my-family-my-friends-revised/ (Integration) https://learn.moe.gov.tt/mod/resource/view.php?id=810	<ul style="list-style-type: none"> Observation Checklist Journal Writing Worksheet Presentation Paper and pencil test

INFANT TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Construct picture charts (with and without grid, vertical and horizontal arrangements) based on real-life problems or situations • Interpret picture charts based on a real-life problem or situation • Make informed decisions based on data analysed • Communicate findings and decisions using appropriate vocabulary 	(Integration) https://learn.moe.gov.tt/mod/resource/view.php?id=9227 https://learn.moe.gov.tt/mod/url/view.php?id=6370 https://learn.moe.gov.tt/mod/resource/view.php?id=6198 (Integration) https://www.moe.gov.tt/core-skills-4/	

INFANT TWO - PHYSICAL EDUCATION

Physical Education

INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: <ul style="list-style-type: none"> • Drinking Water • Eating Breakfast • Washing hands and face 	Drink water and eat breakfast regularly to be healthy. Wash hands and face after physical activity	Design short lessons guided by: <ul style="list-style-type: none"> • Lessons and activities similar to those on the SLMS • YouTube links Using the following as a reference https://www.shapeamerica.org/ https://www.pecentral.org/ https://openphysed.org/	Recording number of glasses of water consumed Counting up to 20 when washing hands
Safe Practices: <ul style="list-style-type: none"> • Safe Places for Play 	Identify safe places to play and perform physical activity		<ul style="list-style-type: none"> • Picture story of safe place • Matching activity

INFANT TWO - SCIENCE

Science

INFANT TWO

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Appreciate that not all food may be healthy for our bodies (Bridging)</p> <p>Recognize that not all items prepared for eating are healthy.</p>	<p>Video: https://www.YouTube.com/watch?v=mMHVEFWNLMc https://www.YouTube.com/watch?v=vcum9A3KAJc</p>	<p>Learning Activity (SLMS): Food as a source of energy. https://learn.moe.gov.tt/pluginfile.php/326094/mod_resource/content/1/Infant%201%20Individual%20and%20Groups%20Food%20as%20a%20source%20of%20energy.pdf</p>
<p>Observe their environment using the senses –seeing, touching, hearing and smelling. (Bridging)</p> <p>Appreciate differences between living and non-living things.</p>	<p>You Tube video: Differences between Living and Non-living things: https://www.YouTube.com/watch?v=cPiNTkCmmv0 https://www.YouTube.com/watch?v=BEz7RPvQCAI Song: https://www.YouTube.com/watch?v=2AD36hlwp-4</p>	<p>Learning Activity (SLMS): Living and Non-living things https://learn.moe.gov.tt/pluginfile.php/326099/mod_resource/content/1/Infant%202-%20IG%20-%20Living%20%20things%20.pdf</p>
<p>Convey information by means of oral or written descriptions or Pictures (Bridging)</p> <p>Understand the changes that take place when seedlings grow.</p>	<p>Growth of a seedling https://www.YouTube.com/watch?v=8N6liX7JAL4</p>	<p>Learning Activity (SLMS): Growth of a Seedling https://learn.moe.gov.tt/pluginfile.php/326098/mod_resource/content/1/Infant%202%20-%20IG%20-Growth%20%20of%20a%20seedling.pdf</p>
<p>Appreciate that certain characteristic are common to human beings (Bridging)</p> <p>Demonstrate an understanding that animals are similar and different.</p>	<p>Song: Head, thorax and abdomen https://www.YouTube.com/watch?v=TW4S4ZnV020 Videos: https://www.YouTube.com/watch?v=lxH7NBbL9JY https://www.YouTube.com/watch?v=dkjFa9uoGEk</p>	<p>Learning activity External coverings: https://learn.moe.gov.tt/pluginfile.php/326104/mod_resource/content/1/Infant%202%20Individual%20and%20Groups%20Animal%20Classification%20Coverings.pdf</p>

INFANT TWO – SOCIAL STUDIES

Social Studies

INFANT TWO- Term One Themes: Mapping My Immediate Worlds and Transportation: How I Get Around

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Mapping your immediate world	Create and interpret maps for direction and location	<p>How to Make a Map You Tube Video https://www.youtube.com/watch?v=DSnVCV4uGGQ</p> <p>Online Integrated Learning Unit on Mapping your Immediate World https://www.moe.gov.tt/mapping-your-immediate-worlds-revised-2/</p> <p>Online Integrated Learning Unit on The Built Community https://www.moe.gov.tt/the-built-community/</p>	Create a Map of their immediate environment
Transportation: Getting Around	<p>Develop an understanding of the need to be safe at all times (Bridging- Infant One Content: Learn, Play, Work)</p> <p>Know and safely use different forms of transport</p>	<p>Different Types of Transportation You Tube Video https://www.youtube.com/watch?v=Qgw1cTXYSTk</p> <p>Road Safety You Tube Video https://www.youtube.com/watch?v= NeEF1fwT4k</p>	Circle in an online worksheet different types of Transportation
Celebrate: This Is A Good Place to Be: A Celebration In Song, Dance, Drama And Art	Demonstrate a sense of loyalty and national pride	<p>Independence Day Online Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344658/mod_resource/content/0/Independence%20Day%20-%20Infants%201%2025th%20June%2C%202020.pdf</p> <p>Republic Day Online Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344657/mod_resource/content/0/Republic%20Day%20-%20Infants%2025th%20June%2C%202020.pdf</p>	Collect pictures from online sources that show National Pride

INFANT TWO – SPANISH

Spanish
INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Mapping: My Immediate Worlds	1.1.1. State where they live in Spanish.	Video/ Audio demo of target language structures (e.g. LMS Power-point on the topic Where I live)	Embedded oral practice
Transportation: How I Get Around	2.1.1. Identify modes of transport in Spanish	Video/ Audio demo of target language structures (e.g. LMS Topic Transport – Infants II) https://learn.moe.gov.tt/mod/resource/view.php?id=5760	Embedded oral practice

INFANT TWO - VALUES, CHARACTER AND CITIZENSHIP EDUCATION

Values, Character and Citizenship Education

INFANT TWO- Term One Themes: Mapping My Immediate Worlds and Transportation: How I Get Around

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Building trust through honesty	Give simple justifications for acting honestly and dependably (Bridging- Infant One Content: Building trust through honesty) Demonstrate honest behaviours and encourage others to act honestly and dependably in the classroom and on the playground (Bridging- Infant One Content: Building Relationships of Trust) Demonstrate a basic understanding of the terms “honesty” and “loyalty”. Give simple justifications for behaving trustworthily.	Reasons for Honesty You Tube Video https://www.youtube.com/watch?v=qVV6 Building Trust Through Honesty You Tube Video https://www.youtube.com/watch?v=mKnDICbnN3o	Use of an Online Journal; Online Worksheets;
Acting fairly/Fairness in social interaction	Demonstrate a basic understanding of “fairness” Give simple justifications for behaving fairly.	Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344980/mod_resource/content/0/Infant%201-Fairness.pdf Understanding Fairness You Tube Video https://www.youtube.com/watch?v=AqPeMprcEDw Fairness You Tube Video https://www.youtube.com/watch?v=rGm5Hnq6Ff4 Online Poem “What does it mean to be fair” on the SLMS https://learn.moe.gov.tt/pluginfile.php/13613/mod_resource/content/1/What-Does-It-Mean-To-Be-Fair.pdf	Online Worksheets
Respond in a respectful manner to conflict	Demonstrate basic understanding of the ways in which respect for self and others can be displayed during conflicts and other interactions.	Helping Kids Respond to Conflict situations You tube Video https://www.youtube.com/watch?v=tw_nQ4x19Eo	Online Worksheets
Respect: Personal Space and Public Space	Demonstrate basic understanding of the ways in which respect for self and others can be displayed during conflicts and other Interactions. Behave respectfully during interactions.	Respect for Personal and Public Space You Tube Video https://www.youtube.com/watch?v=tblo9qztEn0	Online Worksheets

INFANT TWO - VISUAL AND PERFORMING ARTS: DRAMA

Visual and Performing Arts: Drama
INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Facial Expressions & Hand Gestures</p> <p>Story Creation</p> <p>Role-play</p> <p>Portfolio</p> <p>Tableaux</p> <p>Body</p>	<ol style="list-style-type: none"> 1. Use facial expressions and hand gestures to communicate feelings 2. Create a story and depict scenarios from the story. 3. Role-play the varied effects of consuming healthy and unhealthy foods. 4. Create and present a simple portfolio. 5. Create tableaux by manipulating whole body, levels and shapes. 6. Manipulate the body to depict various modes of transportation. <p><i>Bridging Outcomes:</i></p> <p><i>1. Manipulate Bodies in the Exploration of Personal Space</i> (Topic 5- Tableaux Topic 6- Body)</p> <p><i>2. Communicate Using Mime and Hand Gestures</i> (Topics 1- Facial Expressions and Hand Gestures)</p> <p><i>3. Present Stories Using Simple Gestures, Actions and Voice Inflections.</i> (Topics 1- Facial Expressions and Hand Gestures & Topic 2- Story Creation)</p> <p><i>6. Imitate Everyday Actions through Posture, Voice and Hand Gestures</i> (Topics 1- Facial Expressions and Hand Gestures Topic 2- Story Creation Topic 3- Role-play Healthy Foods)</p> <p>STAND ALONE TOPICS FROM PREVIOUS ACADEMIC YEAR</p> <p><u>Topic: Soundscapes</u></p>	<p>https://learn.moe.gov.tt/course/index.php?categoryid=200</p>	<p>Performance, oral questions, observations, checklist, portfolio</p>

INFANT TWO - VISUAL AND PERFORMING ARTS: DRAMA

	<p>4. Combine Various Sounds to Produce a Simple Soundscape <u>Topic: Ring Games</u></p> <p>5. Combine Movements to Create Simple Actions in the Performance of Ring Games</p>		
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Visual and Performing Arts: Dance

INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>STRAND/TOPIC</p> <p>DEVELOPMENT OF DANCE VOCABULARY</p>	Move entire body in general and personal space and use appropriate words to describe space and dynamic elements	<p>Learning with delight Infants 1&2 Dance</p> <p>Video to be uploaded to MOE SLMS</p>	<p>Move entire body in general and personal space (e.g. run, hop, walk)</p> <p>Use appropriate words to describe space and dynamic qualities (e.g. forward, backward, lightly, freely)</p>
USE OF MOVEMENT TO EXPRESS IDEAS, STORIES	Demonstrate movements that illustrate ideas, feelings or stories	<p>https://www.youtube.com/watch?v=RgAcQKieE4U (the teacher must reinforce physical distancing)</p>	Put movements together to create a dance sequence that illustrates a story

INFANT TWO - VISUAL AND PERFORMING ARTS: MUSIC

Visual and Performing Arts: Music

INFANT TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1.1.1 Demonstrate an understanding of rhythm.	Maintain a steady pulse/beat using body percussion and un-tuned percussion with increased accuracy (95-100%)	https://www.youtube.com/watch?v=OkJ_ScH5IH4	Embedded in lesson
1.1.1 Demonstrate an understanding of rhythm.	Accurately play simple rhythmic patterns by rote, on un-tuned percussion instruments to accompany simple songs and chants.	https://www.youtube.com/watch?v=aXZWgOf2ISA	Embedded in lesson
2.1.1 Recognize instruments and their sounds.	Name a combination of string, wind and percussion instruments by sight and sound	https://learn.moe.gov.tt/mod/url/view.php?id=7924	Embedded in activity
2.1.1 Recognize instruments and their sounds.	Match instruments by sight and sound to their corresponding string, wind and percussion families	https://learn.moe.gov.tt/mod/resource/view.php?id=5084	Embedded in activity
4.1.1 Recognize the importance of pitch accuracy and a pleasing tone when singing.	Sing simple folk/traditional/ action songs by rote independently and in groups, with increased pitch accuracy (>85%) and a pleasing tone.	https://www.youtube.com/watch?v=w6YbSxMhsQQ	Embedded in lesson
7.1.1 Understand the Musical concepts Of duration (time) and tempo (speed).	Listen to short musical excerpts and use body movements to indicate the following: long/short sounds	https://www.youtube.com/watch?v=PNWrrLxtfxs	Embedded in activity

INFANT TWO - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Visual Arts

INFANT TWO

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1) 3-D FIGURES 1.1.1 Understand the concept of simple 3-dimensional forms/figures.	1) Produce hand puppets representing familiar persons	https://learn.moe.gov.tt/course/view.php?id=365	Performance: Produce hand puppets of other family members
2) PATTERNS 2.1.1 Recognise that designs can be repeated to create patterns.	2) Create patterns.	https://learn.moe.gov.tt/course/view.php?id=365	Performance: Create patterns using fruits and vegetables
3) TEXTURE 3.1.1 Recognise texture in a variety of materials.	3) Create a collage using varied materials and pictures	https://learn.moe.gov.tt/course/view.php?id=365	Performance: Create a textured collage

STANDARD ONE TERM ONE

STANDARD ONE - AGRICULTURAL SCIENCE

Agricultural Science

STANDARD ONE

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Roles of our ancestors in agriculture.	Identify the roles of our ancestors in agriculture.	Caribbean Agriculture: http://lifeofplant.blogspot.com/2011/10/caribbean-agriculture.html	<ul style="list-style-type: none"> • Project method • Creating a journal on common agricultural folklore in your community/country and interviewing persons in the community and home about agricultural folklore
Agricultural folklore practices of our ancestors	Investigate the agricultural folklore practices of our ancestors (Bridging)	Common garden superstitions from around the world: https://gardentherapy.ca/garden-superstitions/ Planting for Corpus Christi: https://www.youtube.com/watch?v=eAbAlZrICnI	

STANDARD ONE - ENGLISH LANGUAGE ARTS

English Language Arts

STANDARD ONE

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: -Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing -Connect all content to Creative Writing	Review and bridge gaps as required Parts of Speech: Nouns - Concept and function – Number (Singular(one) Plural (more than one) Forming plurals Adding ‘s’ and ‘es’ Statements and questions Language Structures Verbs - 1. “to be” Present and Past Tense- singular and plural (Contracted forms as well) 2. “to do” - singular and plural 3. “to have” Present tense – singular and plural (Contracted form as well) Content Parts of Speech-Nouns 1.Nouns Identification of types of nouns Proper and Common nouns. 2.Collective nouns 3.Possessive Nouns (Singular) Singular Nouns ending without an “s” at the end, add ‘s e.g. Girl’s Singular nouns with an “s” at the end, add (’) alone. E.g. Thomas’ 4.Gender of Nouns	Parts of Speech https://www.dkfindout.com/us/language-arts/ https://www.youtube.com/watch?v=2BS4qadQL1I&list=PLW5VMo7U1tBI2H5iDDm27a4GnB04zPu6r&index=14 SLMS Listing Punctuation Contractions Plural form with nouns ending in ‘y’ and ‘f’ Possessive Apostrophe	Diagnostic Reading Comprehension and Writing assessment (group assessment) Formative and Summative Oral questioning and answering in complete sentences. Sort nouns according to the plural forming rule Use of a plural forming song/ rhyme/ chant, Games, Riddles, Sentence Writing Oral presentations paper and pencil tasks, portfolio work, journal Skill building worksheets Skill application worksheets Games

STANDARD ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Concept of Gender</p> <p>Types of gender: Masculine and Feminine</p> <p>Changing gender of nouns</p> <p>5.Number</p> <p>1.Add “s” –at the end of most nouns</p> <p>2. Terms related to music add “s” calypso, piano, cello, radio, etc.</p> <p>3.Add “es” – at the end of nouns which end with the letters (x, s, ss, ch, sh, z, o)</p> <p>4. Nouns ending in ‘y’</p> <ul style="list-style-type: none"> - Nouns ending with a consonant before the y- Change the “y” to an “i” then add “es” - Nouns ending with a vowel before the y- The ending “y” remains unchanged and just add “s”. <p>5 Nouns ending in ‘f’ and “fe</p> <p>Nouns ending with “f” or “fe” , change the “f” or “fe” to a “v” and then add “es”.</p> <p>6.Nouns with internal changes (Vowels) e.g. man- men</p> <p>7. Nouns- No change eg. sheep-sheep</p> <p>Parts of Speech-Verbs</p> <p>Concept-</p> <p>1.Telling (Verb “to be”: am, is, are, was, and were).</p> <p>2. Action Verbs (sing, go, do, buy, etc.)</p> <p>3. Verb can be made up of one or more words.</p> <p>Helping verbs: am, is, are, was, were, will, shall, etc.</p> <p>Main Verbs: buy, eat, drink, dig, etc.</p>		

STANDARD ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
ELA Creative Writing Writing process Brainstorming Drafting Revising Editing Publishing Teacher Modelling, Guided Writing and Independent Writing	Use of capital letters (title of poems, first word on each line, Proper nouns -People, etc.) Elements of a paragraph (Analysis) Indent Main Sentence Supporting Details/sentences Concluding Sentence Exclamatory Sentences (end with an exclamation mark (!)) Use of commas in sentences-words in a series Writing Application Factual Paragraphs (Informative) Paragraph writing including prompts related to the theme being studied Simple Instructions and Directions Paragraphs-Independent Writing. Journal Writing	Writing Process https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=nBQ8dUOKPtg https://www.youtube.com/watch?v=M2H29fRVqf8 https://www.youtube.com/watch?v=5Y_fxQ_52pk https://www.youtube.com/watch?v=GJMQWNd1TT8 https://www.youtube.com/watch?v=HLcjb0t6SRI https://www.youtube.com/watch?v=SNs9zM9jzg https://www.youtube.com/watch?v=D_f-e4OhHU8 Capitalisation https://www.youtube.com/watch?v=MwUjGtdTxVo Questions https://www.youtube.com/watch?v=Wwfhpm1xjF8 SLMS Listing Writing for Lower Primary PPT	Diagnostic Writing assessment(group) Formative Assessment Oral presentations paper and pencil tasks, portfolio work, journal Skill building and application worksheets Games Self-correcting activities (e.g. building a letter, sentence, with the use of cards or technology) Peer assessment with a class generated rubric Graphic organisers (paragraphs) Use of a checklist
Phonemic Awareness	Review and bridge gaps as required Identify spoken words that rhyme Identify syllables in spoken words Produce spoken words that rhyme Isolate and pronounce in three and four phoneme spoken words -the beginning sound, the ending sound, the middle sound		Formative Assessment Elkonin boxes Find Your Buddy game Phoneme deletion, substitution, addition activities

STANDARD ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Blend</p> <ul style="list-style-type: none"> - syllables orally -onset and rimes to pronounce one and two syllable words -three and four phonemes to pronounce words (VCC, CVC, CVVC, CVCC, CCVC) <p>Segment spoken words</p> <ul style="list-style-type: none"> - containing three and four phonemes (VCC, CVC, CVVC, CVCC, CCVC) - one and two syllable words into onset and rimes 		
Phonics	<p>Review and bridge gaps as required</p> <p>Vowel</p> <ul style="list-style-type: none"> – All short sounds – All long sounds (silent e) <p>Consonant blends (beginning and ending)</p> <p>Word Families/ Phonograms</p> <p>Content</p> <p>Contractions –</p> <ul style="list-style-type: none"> -l'm, -'s', - n't <p>Different pronunciations of y</p> <p>Syllabication with</p> <ul style="list-style-type: none"> - Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCCV, VCV <p>Diphthongs</p>	<p>https://www.youtube.com/watch?v=TvcgVRULaWw</p> <p>https://www.arcademics.com/games/kitten-hop</p> <p>SLMS Listing</p> <p>Structural Analysis-Prefix</p> <p>Vowel Diphthongs -oi, oy, ou, ow</p> <p>Structural Analysis-Inflectional Endings-'s' and 'es</p> <p>Phonics-silent 'e'</p> <p>Phonics-Final consonant blends-The Coconut Tree</p>	<p>Diagnostic</p> <p>Oral Reading Assessment, Writing Assessment</p> <p>Formative Assessment- Oral tasks</p> <p>Paper and pencil activities-e.g. Dictation</p> <p>Skill building worksheets and application worksheets</p> <p>Games-e.g. Consonant Blend snake and ladder</p> <p>Self-correcting activities (e.g. use of cards or technology)</p>

STANDARD ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	Alternative spellings of vowels Hard and soft <c> and <g>		
Vocabulary	<p>Review and bridge gaps as required Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject-specific vocabulary</p> <p>Context clues: - Picture, definition clues, word structure clues, background /familiar</p> <p>Content Synonyms Root Words Antonyms</p> <p>Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts</p>	<p>Vocabulary Building https://sesamestreetincommunities.org/topics/language/?activity=building-language-skills-spy https://sesamestreetincommunities.org/topics/language/?activity=word-flashcards Homophones https://www.youtube.com/watch?v=b7AkNKZsV-4 https://www.youtube.com/watch?v=7OwX6tjOztY Synonyms https://www.youtube.com/watch?v=hFFW9zKJ5os SLMS Listing Comprehension & Vocabulary-Butterflies and Bees Vocabulary-Sight Words Vocabulary- Antonyms Vocabulary-Synonyms-My Country Vocabulary-Sight words Vocabulary-Context Clues- The Coconut Tree</p>	<p>Diagnostic Oral Reading Assessment, Writing Assessment</p> <p>Formative Assessment Oral tasks Paper and pencil activities</p> <p>Skill building and application worksheets</p> <p>Games-e.g. Sight word BINGO, Synonym Dominoes</p> <p>Self-correcting activities (e.g. use of cards or technology)</p>
Fluency Elements of fluency (accuracy, rate phrasing and expression)	<p>Content Letter sound fluency/ Letter sounds and words fluency/ captions) rhymes</p> <p>Teacher Modelling (echo reading) rhymes</p> <p>Text Readers/ Level Appropriate reading material 60 to 100 words correct per minute (WCPM)</p>	<p>https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/ https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_cntr-0</p>	<p>Formative assessment Oral reading tasks (individual and group) Skill building worksheets (e.g. Chunking and pronunciation activities) Games Self- correcting activities (e.g. recordings with audio)</p>

STANDARD ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
		SLMS Listing Reading passage -Butterflies and Bees Reading Passage- What a Bird Thought Poem Reading Passage-How to be safe during an Earthquake Reading Fluency Passage -My Country Reading Passage-The Dry Season Reading Fluency Passage-The Coconut Tree	
Comprehension	Review and bridge gaps as required Following directions and instructions Re-tell events sequentially Main idea pictures (Fiction and non-fiction) Story structure- (beginning, middle, end) Answering literal questions- 1. use of pictures - Who? Where? 2. use of pictures and short text - When? Why? What? How? Content Main idea pictures (Fiction and non-fiction) Explicit Main idea - short texts (fiction) Compare and contrast characters (Fiction and poems) Text Structure -Sequencing details Non-Fiction (retell events sequentially) - Description (Non-fiction) Story element -Characters (Fiction and poems) describe simple physical features of literary characters - Setting description (Fiction) - Setting (Poems)	https://www.youtube.com/watch?v=JmkgAWAGtbE https://www.youtube.com/watch?v=BR0p0ZlvUxk https://www.youtube.com/watch?v=98l2gZh-2X0 SLMS Listing Comprehension & Vocabulary-Butterflies and Bees Comprehension-Literal and Inferential Questions Comprehension-Interpreting Graphs Comprehension-Sequencing & Vocabulary- Rhyming Words-Poem-What a bird thought Comprehension- My Country-Answering Literal & Inferential Questions Comprehension-Interpreting a bar graph Comprehension-Infer Meaning-The Dry Season Comprehension-Extracting details & Vocabulary Context Clues- The Dry Season Comprehension-Visual Literacy-Interpreting Graphics-How to survive during an earthquake The Coconut Tree Video Comprehension-Literal and Inferential Questions- The Coconut Tree Comprehension-Extracting Details-The Coconut Tree	Diagnostic Oral reading assessment, Reading Comprehension (group) Assessment Forms of assessment to be used: Oral tasks (individual and group) Skill building and application worksheets Games Self-correcting activities (use of cards, use of technology)

STANDARD ONE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	Text features Headings, Subheadings, Title, Author and Title Page		
Penmanship -Connect with the teaching of Phonics	Content -Sentence Writing - legibility and neat presentation - appropriate letter formation demonstrating correct strokes		Formative assessment Writing tasks (individual and group) e.g. Dictation Skill building and application worksheets Games, Self-correcting activities (use of cards,)

STANDARD ONE – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Life Education

LEVEL TWO: STANDARDS ONE, TWO AND THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> • Use self-awareness skills to identify personal qualities. • Identify rights and responsibilities of self and others. • Accept suggestions for improvement of self. 	What is character? https://www.youtube.com/watch?v=G1YeaOh4gHQ	<ul style="list-style-type: none"> • Worksheet on rights and responsibilities.
THEME: Eating and Fitness	<ul style="list-style-type: none"> • Define physical fitness. • Examine the importance of regular physical activity to enhance health. 	Sesame Street: Exercise with Grover https://www.youtube.com/watch?v=afP5yWoVs6s	<ul style="list-style-type: none"> • A physical activity log- detailing activities pursued, regularity and duration.
THEME: Sexuality and Sexual Health	<ul style="list-style-type: none"> • Appreciate the physical differences in males and females. • Appreciate and be comfortable with oneself as a sexual being. • Develop an understanding and respect for the opposite sex. 	Gender https://www.youtube.com/watch?v=cXKeH35hjIY	<ul style="list-style-type: none"> • Discuss scenario or experiences where students interact with each other.
THEME: Managing the environment	<ul style="list-style-type: none"> • Define an ecosystem. • Recognise the linkages within the ecosystem as it relates to one's health/ well-being and survival 	The ecosystem: https://www.youtube.com/watch?v=qr_U1P7XwhI How to take care of the environment? https://www.youtube.com/watch?v=X2YgM1Zw4_E	<ul style="list-style-type: none"> • Create labels for recycling bins. • Create a picture frame using recycled paper

STANDARD ONE – MATHEMATICS

Mathematics

STANDARD ONE

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Number Concepts	Outcomes: <ul style="list-style-type: none"> • Rote count to 1000 in ascending and descending order • Understand the concept of numbers to 100 • Count objects to demonstrate one to-one correspondence (up to 100) • Count objects in different arrangements to demonstrate conservation of number • Match the number names and numerals to the quantities they represent up to 100 • Sequence number names and numerals • Insert missing numbers on a number line, number chart and number sequence • Read and write number names and numerals • Explore the value of coins and bills (up to \$100) and their equivalence (practical activities) • Write specified amounts of money using the notation for dollars and cents 	https://learn.moe.gov.tt/mod/url/view.php?id=6497 (skip counting) https://learn.moe.gov.tt/mod/url/view.php?id=6498 (skip counting) https://numberock.com/lessons/skip-counting-by-10/ (skip counting in tens) https://www.bbc.co.uk/bitesize/clips/z3cmpv4 (counting in pairs) https://www.bbc.co.uk/bitesize/articles/z2xfxbk (counting to 100) https://www.aaamath.com/g14c_nx1.htm (counting to 100) https://mrnussbaum.com/what-number-am-i-version-1-online https://uk.ixl.com/math/year-2 (counting) https://mrnussbaum.com/the-amazing-number-chart-online (counting) http://eduplace.com/kids/hmm/practice/2/ep2_01.html (counting) http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.shtml&filename=1cc_pri_m&title=Counters&grade=2 (counting) http://eduplace.com/kids/hmm/practice/1/ep1_04.html (counting, skip counting) https://learn.moe.gov.tt/mod/url/view.php?id=6500 (counting, reading and writing numbers) https://learn.moe.gov.tt/mod/url/view.php?id=6491 (numerical order) https://learn.moe.gov.tt/mod/url/view.php?id=6499 (numeral and number name) https://learn.moe.gov.tt/mod/url/view.php?id=6501 (numeral and number name) https://learn.moe.gov.tt/mod/url/view.php?id=6506 (numeral and number name)	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Paper and pencil test

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
		https://www.internet4classrooms.com/skills_1st_math_new.htm (number and operations) https://www.commoncoresheets.com/SortedByGrade.php (number and operations in base ten) https://www.abcya.com/ (number games) https://learn.moe.gov.tt/mod/resource/view.php?id=7335 (worksheet: skip counting, numerical order) https://learn.moe.gov.tt/mod/url/view.php?id=6496 (ascending and descending order) https://learn.moe.gov.tt/mod/url/view.php?id=6494 (descending/decreasing order) https://learn.moe.gov.tt/mod/resource/view.php?id=7044 (worksheet: money-equivalence, notation, problems) https://www.moe.gov.tt/entrepreneurship-work-leisure-revised/ (integration- buying and selling, let's count) (teacher resource) https://educators.brainpop.com/bp-jr-topic/dollars-and-cents/ (money-use ideas) (teacher resource)	
NUMBER Number Patterns	<ul style="list-style-type: none"> • Distinguish between repeating patterns and non-repeating patterns in a given set by identifying the part that repeats or errors • Explore patterns using repetitions of 3-5 elements • Describe a given repeating pattern containing three to five elements in its core • Determine the pattern rule and extend the repeating pattern using concrete materials, pictorial representation or symbols 	https://learn.moe.gov.tt/mod/resource/view.php?id=5079 (integration - idea can be used to create a repeating pattern, replacing tempo with a number) (teacher resource) https://educators.brainpop.com/lesson-plan/patterns-activities-for-kids/?bp-jr-topic=patterns (teacher resource)	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Portfolio

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Name a repeating pattern containing three to five elements in its core Create repeating number patterns and explain the pattern rule 		
NUMBER Addition and Subtraction	<ul style="list-style-type: none"> Solve one-step and two-step real-life problems involving addition and subtraction presented orally, pictorially and symbolically (using concrete materials, whole number and money) and using a variety of problem solving strategies such as, use a model, act it out, draw a picture, look for a pattern, work backwards and guess and check Perform addition up to 3 addends within 99 (vertical and horizontal arrangements, no algorithm) Perform subtraction within 99 (vertical and horizontal arrangements, no algorithm) Check answers to addition and subtraction problems by using the reverse operation Use the language of money in role playing situations involving the exchange of goods for money (one item, more than one item, 	https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zkgjpg8 (addition) https://www.mathplayground.com/ASB_Canoe_Puppies.html (addition) https://www.mathplayground.com/tb_addition/index.html (addition) https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/ (addition) http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.shtml&filename=connectingcubes&title=Connecting%20Cubes&grade=2 (addition) https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-math-strategies-for-adding-within-100/v/example-exercises-on-ways-to-add-two-digit-numbers?modal=1 (addition) http://eduplace.com/kids/hmm/practice/2/ep2_04.html (addition) https://mrnussbaum.com/fun-addition-games-from-computermice (addition game) http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.shtml&filename=nmb_l_p_rim&title=Number%20Line&grade=2 (addition and subtraction using the number line) https://www.mathlearningcenter.org/resources/apps/number-line (addition and subtraction using the number line) http://eduplace.com/kids/hmm/practice/2/ep2_05.html (subtraction)	<ul style="list-style-type: none"> Paper and pencil test Worksheet Journal Writing Observation Checklist Rubric Portfolio

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<p>without and with change, limited to dollars only or cents only)</p> <ul style="list-style-type: none"> • Create number stories 	<p>https://mrnussbaum.com/fun-subtraction-games-from-computermice (subtraction game)</p> <p>https://www.mathplayground.com/superhero_subtraction.html (subtraction)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6514 (addition and subtraction)</p> <p>https://uk.ixl.com/math/year-2 (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/bt/1/1_02-1q.html (addition and subtraction brain teaser)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6519 (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_01.html (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_08.html (addition and subtraction)</p> <p>https://apps.mathlearningcenter.org/number-frames/ (addition and subtraction)</p> <p>https://www.abcya.com/ (addition and subtraction games)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7951 (worksheet: addition and subtraction)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php (number and operations in base ten)</p> <p>https://www.mathplayground.com/wpdatabase/wpindex.html (addition and subtraction problems)</p> <p>https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction)</p> <p>https://www.internet4classrooms.com/skills_1st_math_new.htm (number and operations)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2oa1 (addition and subtraction worksheets)</p> <p>https://educators.brainpop.com/lesson-plan/choosing-operation-activities-kids/?bp-jr-topic=choosing-an-operation (addition and subtraction-use ideas) (teacher resource)</p> <p>https://jr.brainpop.com/math/mathstrategies/solvingwordproblems/ (word problems-use ideas) (teacher resource)</p>	

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Mental Mathematics	<ul style="list-style-type: none"> Use a variety of mental math strategies and recording strategies to solve problems involving addition and subtraction including: <ul style="list-style-type: none"> The commutative property for addition The associative property for addition Add-two/subtract-two Double facts Ten facts (combining numbers that add to 10 e.g. $6 + 8 + 2$; group 8 and 2 first) Related addition and subtraction facts, e.g. $15 + 3 = 18$, so $18 - 15 = 3$; $5 - 2 = 3$, so $50 - 20$ is 30 Thinking of addition e.g. make ten Counting on and back Skip counting 	https://www.bbc.co.uk/bitesize/articles/zyd28hv (number bonds to 10) https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zvv86v4 (addition using number bonds) https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction mental strategies) https://www.commoncoresheets.com/SortedByGrade.php?Sorted=20a2 (add and subtract using mental strategies) http://eduplace.com/kids/hmm/practice/1/ep1_02.html (addition and subtraction facts) http://eduplace.com/kids/hmm/practice/2/ep2_01.html (addition and subtraction facts)	<ul style="list-style-type: none"> Paper and pencil test Worksheet Observation Checklist Quiz Presentation
GEOMETRY Solids and Plane Shapes	<ul style="list-style-type: none"> Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, cone, sphere and pyramid – with a focus on naming the different types of pyramids) Describe and compare solids and plane shapes in concrete and pictorial forms using formal language 	https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape (solid shapes) https://numberock.com/lessons/3-d-shapes/ (solids-some content not applicable) https://educators.brainpop.com/bp-jr-topic/solid-shapes/ (solids) (teacher resource) https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsiqty (solid shapes-use some ideas) http://eduplace.com/kids/hmm/practice/1/ep1_03.html (solids and plane shapes) https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/zjjkpg8 (solids and plane shapes) https://uk.ixl.com/math/year-2 (shapes and solids) https://learn.moe.gov.tt/mod/url/view.php?id=6297 (plane shapes) https://jr.brainpop.com/math/geometry/planesshapes/ (plane shapes) https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn (plane shapes-use some ideas)	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
		https://www.mathplayground.com/geoboard.html (draw shapes) https://uk.ixl.com/math/year-2 (shapes and solids) https://www.moe.gov.tt/my-country-the-past/ (integration-constructing a village) (teacher resource)	
GEOMETRY Geometrical Patterns	<ul style="list-style-type: none"> • Distinguish between repeating and non-repeating patterns in a given set involving solids or plane shapes by identifying the part that repeats or error • Explore patterns using plane shapes and solids • Describe a given repeating pattern containing three to five elements in its core • Determine the pattern rule and extend the repeating pattern using concrete materials or pictorial representations • Insert the missing elements in given patterns (concrete or pictorial) and explain reasoning • Name a repeating pattern containing three to five elements in its core • Create patterns using solids or plane shapes (repeating – 3 to 5 elements) 	https://www.bbc.co.uk/bitesize/articles/z338bqt (patterns) http://eduplace.com/kids/hmm/practice/1/ep1_03.html (patterns) https://www.mathplayground.com/pattern-blocks.html (create patterns) https://apps.mathlearningcenter.org/number-frames/ (create patterns) https://apps.mathlearningcenter.org/pattern-shapes/ (create patterns) https://educators.brainpop.com/bp-jr-topic/patterns/ (patterns) (teacher resource)	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Portfolio
MEASUREMENT Length	<ul style="list-style-type: none"> • Measure, record, compare and order length, using non-standard units • Explore activities to explain that the size of the unit used in measuring relates to the number of units used 	https://learn.moe.gov.tt/mod/url/view.php?id=6520 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6521 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6523 (non-standard units)	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Presentation • Performance task

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Explain why one non-standard unit may be a better choice for measuring than the other 	https://www.bbc.co.uk/bitesize/articles/zbwc92p (non-standard units) http://eduplace.com/kids/hmm/practice/1/ep1_07.html (non-standard units) http://eduplace.com/kids/hmm/practice/templates/rules.jsp?ID=hmm07_ep/gr2/1701&GRADE=2&UNIT=7&CHAPTER=17&LESSON=1&UNIT_TITLE=Measurement&CHAPTER_TITLE=Length (non-standard units) https://learn.moe.gov.tt/mod/resource/view.php?id=8591 (worksheet: non-standard units) https://uk.ixl.com/math/year-2 (measurement) https://www.moe.gov.tt/my-country-the-past/ (integration-constructing a village) (teacher resource) https://educators.brainpop.com/bp-jr-topic/nonstandard-measurement/ (non-standard measure) (teacher resource)	
MEASUREMENT Time	<ul style="list-style-type: none"> Measure, record, compare and order duration of activities (time) using non-standard units Explore activities to explain that the size of the unit used in measuring relates to the number of units used Explain why one non-standard unit may be a better choice for measuring than the other 	https://www.teacherspayteachers.com/Product/Measuring-Time-using-Non-Standard-Units-4848388 (non-standard units - use ideas) https://mrsfeere.wordpress.com/2016/05/26/measuring-time-with-non-standard-unit/ (non-standard units - use ideas)	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Presentation
MEASUREMENT Capacity	<ul style="list-style-type: none"> Understand the concept of capacity <ul style="list-style-type: none"> Sort objects into “can put things into” (containers) and “cannot put things into” and explain reasons Explore containers by filling and emptying and describe using the language associated with capacity (e.g. 	https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm (empty to full) https://www.youtube.com/watch?v=mHK3D2Y_YU4 (capacity) https://uk.ixl.com/math/year-2 (measurement) https://www.youtube.com/watch?v=TkXxn0bJ4r0 (capacity-use ideas) http://eduplace.com/kids/hmm/practice/1/ep1_07.html (capacity)	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Presentation

STANDARD ONE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<p>empty/full, nearly full) so as to develop the concept of capacity</p> <ul style="list-style-type: none"> ○ Describe capacity as the measure of the amount a container can hold ● Compare the capacity of two containers by filling and emptying (using materials such as water and sand) into each other (or by filling and emptying into a larger container and marking each level) and give reasons using appropriate language 		
STATISTICS Pictographs	<ul style="list-style-type: none"> ● Collect and classify data to make decisions based on a real-life situation or problem ● Identify features of pictographs ● Construct pictographs using appropriate symbolic representations ● Interpret data from pictographs based on a real-life problem or situation ● Make informed decisions based on data analysed ● Justify decisions made using data collected in writing and/or oral presentations 	<p> https://learn.moe.gov.tt/mod/url/view.php?id=6527 https://uk.ixl.com/math/year-2/interpret-pictograms (interpret pictographs) https://uk.ixl.com/math/year-2 (pictographs) http://eduplace.com/kids/hmm/practice/1/ep1_01.html (pictographs) http://eduplace.com/kids/hmm/practice/templates/rules.jsp?ID=hmm07_ep/gr2/0402&GRADE=2&UNIT=1&CHAPTER=4&LESSON=2&UNIT_TITLE=Number%20Concepts,%20Addition,%20Subtraction,%20and%20Graphing&CHAPTER_TITLE=Data,%20Graphing,%20and%20Probability (pictographs) https://educators.brainpop.com/bp-jr-topic/pictographs/ (pictographs) (teacher resource) https://learn.moe.gov.tt/mod/resource/view.php?id=5875 (integration - idea from Agricultural Science can be used to create pictographs) (teacher resource) https://learn.moe.gov.tt/mod/resource/view.php?id=5754 (integration - Spanish names can be reinforced in appropriate pictograph) (teacher resource) https://www.moe.gov.tt/entrepreneurship-work-leisure-revised/ (integration-creating a pictograph) (teacher resource) </p>	<ul style="list-style-type: none"> ● Observation Checklist ● Journal Writing ● Worksheet ● Presentation ● Paper and pencil test

STANDARD ONE – PHYSICAL EDUCATION

Physical Education

STANDARD 1

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: <ul style="list-style-type: none"> Personal Hygiene 	Washing hands and face after physical activity (Bridging)	Design short lessons guided my: <ul style="list-style-type: none"> Lessons and activities similar to those on the MoE SLMS YouTube links 	Questioning
Safe Practices: <ul style="list-style-type: none"> Attire 	Suitable attire for physical activity.	Using the following as a references https://www.shapeamerica.org/ https://www.pecentral.org/ https://openphysed.org/	Questioning

STANDARD ONE - SCIENCE

Science

STANDARD ONE

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Describe procedures in a sequential order. (Bridging) Discriminate amongst traditional methods of separation	You Tube video: https://www.YouTube.com/watch?v=dGtV6ZDipEI	Learning Activity (SLMS): Methods of Separating Mixtures: https://learn.moe.gov.tt/pluginfile.php/326082/mod_resource/content/1/Std%201%20-%20FF-%20Methods%20of%20separating%20mixtures.pdf
Demonstrate an understanding that animals are similar and different. (Bridging) Classify animals as vertebrates or invertebrates.	You Tube video: https://www.YouTube.com/watch?v=WVsUkVTjZyg	Learning Activity (SLMS): https://learn.moe.gov.tt/pluginfile.php/326074/mod_resource/content/2/Std%201%20-%20IG%20-%20Vertebrates%20and%20Invertebrates_%202.pdf
Convey information orally or by drawing of consequences. Construct information using simple flow charts. (Bridging) Demonstrate an understanding of the relationships within ecosystems.	You Tube video: https://www.YouTube.com/watch?v=bJETOQ49Yjc https://www.YouTube.com/watch?v=hLq2datPo5M https://www.YouTube.com/watch?v=iBuBqWbi1JQ	Learning Activity (SLMS): Feeding relationships within an ecosystem https://learn.moe.gov.tt/pluginfile.php/326079/mod_resource/content/1/Std%201-%20SI%20-%20Food%20Chain%20lesson.pdf
Communicating information by means of written descriptions or pictures in tabulated format. (Bridging) Appreciate the work of local scientists.	You Tube video: Local Scientist https://www.YouTube.com/watch?v=4F8GCyOpsbU https://www.YouTube.com/watch?v=rIPRKToz2nc	Learning Activity (SLMS): Local Scientists. https://learn.moe.gov.tt/pluginfile.php/326075/mod_resource/content/1/Std%201%20-%20IG-Local%20Scientists.pdf

STANDARD ONE - SOCIAL STUDIES

Social Studies

STANDARD ONE- Term One Theme- The Past, The People

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
My Country: The Past	<p>Make suitable food choices that positively influence their health and well- being (Bridging- Infant Two Content: Food: The Things I Eat)</p> <p>Understand the reasons for the choice of the type of food eaten daily (Bridging- Infant Two Content: Food: The Things I Eat)</p> <p>Become aware of the history of the indigenous people</p> <p>Know that the indigenous people contributed in many ways to the culture of Trinidad and Tobago</p>	<p>Healthy Eating You Tube Video https://www.youtube.com/watch?v=mMHVEFWNLMc</p> <p>The Food Pyramid You Tube Video https://www.youtube.com/watch?v=0KbA8pFW3tg</p> <p>Online Integrated Learning Unit My Country, My Culture https://www.moe.gov.tt/my-country-the-culture-2/</p> <p>Online Integrated Learning Unit My Country, the Past https://www.moe.gov.tt/my-country-the-past/</p>	Online Worksheets
My Country: The People What Unites the People	<p>Know the significance of the national emblems</p> <p>Understand the significance and importance of religious and national festivals</p>	<p>National Symbols https://www.nalis.gov.tt/Resources/Subject-Guide/National-Symbols#tabposition_25662</p> <p>The National Flag https://www.nalis.gov.tt/Resources/Subject-Guide/National-Flag#tabposition_28441</p> <p>Independence Day https://www.nalis.gov.tt/Resources/Subject-Guide/Independence-Day</p> <p>Republic Day https://www.aspiringmindstandt.com/republic-day</p>	Online Worksheets

STADARD ONE - SPANISH

Spanish

STANDARD ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
The Past, The People	2.1.2. Use appropriate Spanish titles to address adults. [Disposition: 2.2.4. Show respect for adults.]	Video/ Audio demo of target language structures (e.g. LMS video on the topic Addressing adults in Spanish – Standard 1) https://learn.moe.gov.tt/mod/resource/view.php?id=5436 https://learn.moe.gov.tt/mod/url/view.php?id=6920	Embedded oral practice
The Past, The people	3.1.1. Say what day of the week it is in Spanish. (LMS)	Video/ Audio demo of target language structures (e.g. LMS video on the topic Days of the week – Standard 1) https://learn.moe.gov.tt/mod/resource/view.php?id=5762	Embedded oral practice

STANDARD ONE - VALUES, CHARACTER AND CITIZENSHIP EDUCATION

Values, Character and Citizenship Education

STANDARD ONE- Term One Theme- The Past, The People

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Trustworthiness: Building a good reputation	Demonstrate a basic understanding of the following terms: good reputation, “community spirit” and dependability	Online Power Point Presentations: Trustworthiness- Good Reputation/Good Manners https://learn.moe.gov.tt/pluginfile.php/321398/mod_resource/content/2/Trustworthiness.pdf Trustworthiness- Dependability https://learn.moe.gov.tt/pluginfile.php/321419/mod_resource/content/1/Trustworthiness-Dependability.pdf Dependability You Tube Video https://www.youtube.com/watch?v=mKnDICbnN3o	Copy and Paste pictures in an online word document that define terms
Respect for Authority	Demonstrate basic understanding of the terms “person in authority” and tolerance.	Definition for Respect You Tube Video https://www.youtube.com/watch?v=GOzrAK4gOSo	Online worksheet to create a list of persons who are in authority
Citizenship: Rights vs. Responsibilities	Demonstrate a basic understanding of good citizenship	Online Lesson Plan- Citizenship Being Involved https://learn.moe.gov.tt/pluginfile.php/321375/mod_resource/content/2/Standard%201-Citizenship.pdf	Copy and paste pictures in an online word document that show aspects of good citizenship

STANDARD ONE - VISUAL AND PERFORMING ARTS: DRAMA

Visual and Performing Arts: Drama
STANDARD ONE

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Levels Mime & Hand Gestures Communicating with Hands & Voice Soundscapes Ring Games Role-play	<ol style="list-style-type: none">1. Demonstrate an understanding of levels.2. Communicate using mime and hand gestures.3. Communicate using hands and voice.4. Combine various sounds to produce a simple soundscape.5. Combine movements to create simple actions in the performance of ring games.6. Role-play through the imitation of everyday actions using posture, voice and hand gestures <p><i>Bridging Outcomes:</i></p> <p><i>1. Use Facial Expressions and Hand Gestures to Communicate Feelings</i> (Topic 2- Mime and Hand Gestures)</p> <p><i>3. Role-play the Varied Effects of Consuming Healthy and Unhealthy Foods</i> (Topic 6- Role-play)</p> <p><i>5. Create Tableaux by Manipulating Whole Body, Levels and Shapes</i> (Topic 1- Levels)</p> <p><i>6. Manipulate the Body to Depict Various Modes of Transportation</i> (Topic 1- Levels)</p> <p>STAND ALONE TOPICS FROM PREVIOUS ACADEMIC YEAR</p> <p><u>Topic: Story Creation</u></p> <p>2. Create a story and Depict Scenarios from the Story</p> <p><u>Topic: Portfolio</u></p> <p>4. Create and Present a Simple Portfolio</p>	https://learn.moe.gov.tt/course/index.php?categoryid=200	Performance, oral questions, observations, checklist, portfolio, student self-assessment, journal

STANDARD ONE - VISUAL AND PERFORMING ARTS: MUSIC

Visual and Performing Arts: Music

STANDARD ONE

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1.1.1 Demonstrate an awareness of rhythm.	Imitate short, simple rhythmic phrases using body percussion and un-tuned percussion instruments.	https://learn.moe.gov.tt/mod/resource/view.php?id=5080 https://www.youtube.com/watch?v=cqX3aFFSOxQ	Embedded in activity
1.1.1 Demonstrate an awareness of rhythm.	Imitate simple melodic phrases by rote using their singing voices	https://www.youtube.com/watch?v=WSe-M3EFIEA	Embedded in lesson
2.1.1 Demonstrate an awareness of pitch accuracy.	Sing a simple action/folk	https://www.youtube.com/watch?v=NwT5oX_mqS0	Embedded in lesson
3.1.1 Recognize that different types of music evoke different types of responses	Move imaginatively and creatively in two different ways to two slow/fast musical excerpts in varied meters.	https://learn.moe.gov.tt/mod/resource/view.php?id=5079	Embedded in activity
4.1.1 Develop rhythmic composition skills.	Create simple rhythms.	https://learn.moe.gov.tt/mod/resource/view.php?id=6278	Embedded in activity

STANDARD ONE - VISUAL AND PERFORMING ARTS: VISUAL ARTS & DANCE

Visual and Performing Arts: Visual Arts

STANDARD ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1) 3-D OBJECTS 1.1.1 Recognise the 3-dimensional nature of form in objects.	1) Use paper clay to make an object	https://learn.moe.gov.tt/course/view.php?id=367	Performance: Create a paper bowl
2) 3-D FIGURES 2.1.1 Understand the concept of 3-dimensional figures.	2) Create hand puppets	https://learn.moe.gov.tt/course/view.php?id=367	Performance: Produce hand puppets showing ethnicity
3) COMMUNICATION 4.1.1 Understand that lines and shapes can be used to communicate messages.	3) Make and present a simple poster	https://learn.moe.gov.tt/course/view.php?id=367	Performance: Create a thank you poster

Visual and Performing Arts: Dance

STANDARD ONE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
STRAND/TOPIC TECHNIQUE AND STYLE	Create traditional folk and contemporary dance sequences (B)	https://www.youtube.com/watch?v=wz_3f_5Vnpl&list=TLPQMTgwODlwMjAf6U-4lF7x6Q&index=5	Use appropriate technique and style to create movement sequences which utilize directions, spatial formations, with traditional folk and contemporary steps

STANDARD TWO TERM ONE

STANDARD TWO - AGRICULTURAL SCIENCE

Agricultural Science
STANDARD TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Growing plants using an appropriate agricultural technology, for example: controlled environment/ protected agriculture, hydroponics, Self-Watering Grow Box (SWGB)	Explain the main steps in growing plants using an appropriate agricultural technology, for example: controlled environment/ protected agriculture, hydroponics, Self-Watering Grow Box (SWGB)	Hydroponics for Kids: https://thehydroponicsplanet.com/hydroponics-for-kids-a-complete-guide-for-parents/ Who Needs Dirt? https://www.youtube.com/watch?v=eCSlrk0GTs How does a greenhouse work: https://www.youtube.com/watch?v=JtTDx8_dlsE	Continuous Assessment Strategies: Monitor growth of plants using journals, drawings and pictures

STANDARD TWO - ENGLISH LANGUAGE ARTS

English Language Arts

STANDARD TWO

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: -Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing -Connect all content to Creative Writing	Review and bridge gaps as required Language Structures 1. The Verb “to be” Present Tense- singular and plural (Contracted forms as well) 2.The Verb “to be” Past tense –singular and plural (Contracted forms as well) 3. The Verb “to do” - singular and plural 4. The Verb “to have” Present tense – singular and plural (Contracted form as well) Parts of Speech-Nouns Types of nouns 1. Proper and Common nouns. 2.Collective nouns 3. Abstract Nouns 4. Possessive Nouns (singular and plural) 5.Gender of Nouns Concept of Gender Types of gender: Masculine and Feminine Changing gender of nouns Nouns – Number (Singular(one) Plural (more than one) Forming plurals Adding ‘s’ and ‘es’ a. Add “s” –at the end of most nouns b. Terms related to music add “s” calypso, piano, cello, radio, etc.	Parts of Speech https://www.dkfindout.com/us/language-arts/ https://www.youtube.com/watch?v=2BS4qadQL1I&list=PLW5VMo7U1tBI2H5iDDm27a4GnB04zPu6r&index=14 SLMS Listing Verb Tense-Simple present tense and past tense Nouns-Gender Classification Collective Nouns Nouns-Number	Diagnostic Writing assessment (group) Oral presentations paper and pencil tasks, portfolio work, journal Skill building and application worksheets Games Self-correcting activities

STANDARD TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>c. Add “es” – at the end of nouns which end with the letters (x, s, ss, ch, sh, z, o)</p> <p>d. Nouns ending in ‘y’</p> <p>e. Nouns ending in ‘f’ and “fe</p> <p>f. Nouns with internal changes (Vowels) e.g. man- men</p> <p>g. Nouns- No change eg.. sheep-sheep</p> <p>Parts of Speech-Verbs</p> <p>1.Telling (Verb “to be”:</p> <p>2.Action Verbs Parts of</p> <p>3. Verb can be made up of one or more words.</p> <p>Helping verbs am, is, are, was, were, will, shall, etc.</p> <p>Main Verbs: buy, eat, drink, dig, etc.</p> <p>Alphabetical order- first and second letter</p> <p>Parts of Speech-Verbs</p> <p>1. Concept- Verbs can show the time an action takes place.</p> <p>Present and Simple Present Tense</p> <p>Past Tense</p> <p>Future Tense</p> <p>Verb endings: s</p>		
<p>ELA Creative Writing</p> <p>Writing process</p> <p>Brainstorming</p> <p>Drafting</p>	<p>Use of capital letters (title of poems, first word on each line, Proper nouns-People, etc.)</p> <p>Elements of a paragraph (Analysis)</p> <p>Indent</p> <p>Main Sentence</p>	<p>Writing Process</p> <p>https://www.youtube.com/watch?v=t313vsatKMY</p> <p>https://teachingwithoutfrills.com/</p> <p>https://www.youtube.com/watch?v=nBQ8dU0KPtg</p> <p>https://www.youtube.com/watch?v=M2H29fRVqf8</p> <p>https://www.youtube.com/watch?v=5Y_fxQ_52pk</p>	<p>Diagnostic</p> <p>Writing assessment (group)</p> <p>Formative assessment</p> <p>Oral presentations</p> <p>paper and pencil tasks,</p> <p>portfolio work, journal</p>

STANDARD TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Revising Editing Publishing Teacher Modelling Guided Writing Independent Writing	Supporting Details/sentences Concluding Sentence Writing Application Factual Paragraphs (Informative) Paragraph writing including prompts related topic) Letter writing including address and envelope) Related to the theme being studied Simple Instructions and Directions Paragraphs Exclamatory Sentences (end with an exclamation mark (!) Use of commas in sentences-words in a series Journal Writing	https://www.youtube.com/watch?v=GJMQWNd1T8 https://www.youtube.com/watch?v=HLcjb0t6SRl https://www.youtube.com/watch?v=SNs9zM9jzg https://www.youtube.com/watch?v=D_f-e4OhHU8 SLMS Listing Writing physical descriptions Describing Emotions-Writing about your feelings	Skill building and application worksheets Games Self-correcting activities (e.g. building a letter, sentence, with the use of cards or technology) Peer assessment with a class generated rubric
Phonics	Review and bridge gaps as required Vowel – All short sounds – All long sounds (silent e) Consonant blends (beginning and ending) Word Families/Phonograms Content Contractions – -l'm, 's, - n't , -'re	Phonics-Silent 'e' Structural Analysis- Syllables VCCV Structural Analysis-Contractions Reading-Syllabication Phonics- 'ed'-I took my doggy for a walk Structural Analysis-Suffix-'ly'-I took my doggy for a walk Phonics- 'r' controlled vowels-The San Fernando Hill Phonics- Silent Letters 'c' & 'k'-The San Fernando Hill	Diagnostic Oral Reading Assessment, Writing Assessment Formative assessment Oral tasks Paper and pencil activities- e.g. Dictation Skill building and application worksheets

STANDARD TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Different pronunciations of y</p> <p>Diphthongs</p> <p>Syllabication with</p> <ul style="list-style-type: none"> - Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCCV, VCV <p>Hard and soft <c> and <g></p>	<p>Structural Analysis-Syllables (VCV) Pattern-The San Fernando Hill</p> <p>Structural Analysis-Save the Turtles-Syllabication</p> <p>Phonics-Vowel Digraphs-Save the Turtles</p> <p>Structural Analysis-Contractions-Super Mom</p> <p>Phonics-Hard and Soft 'c' and 'g'-Super Mom</p> <p>Structural Analysis-Syllabication-Daddy fell into a pond</p>	<p>Games-e.g. Consonant Blend snake and ladder</p> <p>Self-correcting activities (e.g. use of cards or technology)</p>
Vocabulary	<p>Review and bridge gaps as required</p> <p>Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject- specific vocabulary</p> <p>Context clues:</p> <ul style="list-style-type: none"> - Synonym clues, surrounding words/ Sentences, word structure clues definition clues, background /familiar <p>Homophones</p> <p>Synonyms and Antonyms</p> <p>Content</p> <p>Root Words and Inflectional endings</p> <p>Compound Words</p> <p>Determine the contextual meaning of words and phrases in factual text</p>	<p>SLMS Listing</p> <p>Structural Analysis-Root words and Inflectional Endings</p> <p>Vocabulary-Use of Context Clues</p> <p>Vocabulary-Synonyms-Orlando</p> <p>Structural Analysis-Compound Words-The San Fernando Hill</p> <p>Vocabulary-Homophones-The San Fernando Hill</p> <p>Vocabulary 2-Context Clue-Definition-Save the Turtles!</p> <p>Vocabulary-Super Mom</p> <p>Exploring Non-Fiction Text-Context Clues</p>	<p>Diagnostic</p> <p>Oral Reading Assessment, Writing Assessment</p> <p>Formative assessment</p> <p>Oral tasks</p> <p>Paper and pencil activities</p> <p>Skill building and application worksheets</p> <p>Games-e.g. Sight word BINGO, Synonym Dominoes</p> <p>Self-correcting activities (e.g. use of cards or technology)</p>

STANDARD TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Use of thesaurus</p> <p>Prefixes- quad-, multi-, semi –, re-, over-, micro-</p> <p>Suffixes – -y, -ment, -ly,</p>		
<p align="center">Fluency</p> <p>Elements of fluency (accuracy, rate phrasing and expression)</p>	<p>Review and bridge gaps as required</p> <p>Letter sound fluency/</p> <p>Letter sounds and words fluency/ captions) rhymes</p> <p>Content</p> <p>Teacher Modelling (echo reading)</p> <p>Text Readers -100 -112 words correct per minute (WCPM)</p>	<p>https://www.uniteforliteracy.com/</p> <p>https://www.storyplace.org/</p> <p>https://www.storylineonline.net/library/</p> <p>https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw</p> <p>https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_cntr-0</p> <p>SLMS Listing</p> <p>Reading Fluency Passage-Water</p> <p>Reading passage 2-Orlando</p> <p>Reading Fluency Poem-I took my doggy for a walk</p> <p>Reading Passage PPT-The San Fernando Hill</p> <p>Reading Fluency Passage-The San Fernando Hill</p> <p>Reading Fluency Passage-Save the turtles</p> <p>Oral Reading Fluency Passage- The San Fernando Hill Mp4</p> <p>Oral Reading Fluency Passage- Video-Save the Turtles! Mp4</p> <p>Reading Passage- Poem-Super Mom</p> <p>Oral Reading Fluency- Poem-Daddy fell into the pond</p>	<p>Oral reading tasks (individual and group)</p> <p>Skill building worksheets (e.g. Chunking and pronunciation activities)</p> <p>Games</p> <p>Self- correcting activities (e.g. recordings with audio)</p>
Comprehension	Review of comprehension skills and bridge gaps as required	SLMS Listing	Diagnostic

STANDARD TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Following directions and instructions</p> <p>Answering literal questions- 5 Ws and H (literary, non-fiction and graphic texts)</p> <p>Identify Main Idea and supporting details (Fiction and poems)</p> <p>Compare and contrast characters (Fiction and poems)</p> <p>Story Elements (Fiction and poems)</p> <ul style="list-style-type: none"> - Characters (Major and minor) description and action - Setting-description and time - Problem, action and resolution <p>Content</p> <p>Poetry- Rhyme, rhyme patterns and Stanza</p> <p>Story structure – Introduction, rising action, climax, falling action and conclusion</p> <p>Text features</p> <ul style="list-style-type: none"> - Title page, Headings, Sub-headings, Table of Contents, Guide words <p>Infer meaning in context using figurative language (Personification)</p> <p>Fiction and poems</p> <p>Text structure-</p> <ul style="list-style-type: none"> -Description (Non- fiction) - Sequencing – (Non-fiction) 	<p>Comprehension-Main Idea and Supporting Details</p> <p>Comprehension-Answering Questions-I took my doggy for a walk</p> <p>Comprehension-Text Features-Graphs-The San Fernando Hill</p> <p>Poem- The life of a seed- Understand the Elements of Poetry</p> <p>Comprehension-Literal and Inferential Questions-Super Mom</p> <p>Poem Comprehension-Daddy fell into the pond</p>	<p>Oral reading assessment, Reading Comprehension (group) Assessment</p> <p>Formative Assessment Oral tasks (individual and group)</p> <p>Skill building and application worksheets</p> <p>Games</p> <p>Self-correcting activities (use of cards, use of technology)</p>

STANDARD TWO - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<ul style="list-style-type: none">- Cause and effect—explicitly stated (Fiction)- Cause and effect- explicitly stated (Non-Fiction)- Problem and solution (Non- Fiction)		
Penmanship - Connect with the teaching of Phonics	Content <ul style="list-style-type: none">-Sentence Writing- legibility and neat presentation- appropriate letter formation demonstrating correct strokes		Assess using any form of written work produced by student.

STANDARD TWO – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Life Education

LEVEL TWO: STANDARDS ONE, TWO AND THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> • Use self-awareness skills to identify personal qualities. • Identify rights and responsibilities of self and others. • Accept suggestions for improvement of self. 	What is character? https://www.youtube.com/watch?v=G1YeaOh4gHQ	<ul style="list-style-type: none"> • Worksheet on rights and responsibilities.
THEME: Eating and Fitness	<ul style="list-style-type: none"> • Define physical fitness. • Examine the importance of regular physical activity to enhance health. 	Sesame Street: Exercise with Grover https://www.youtube.com/watch?v=afP5yWoVs6s	<ul style="list-style-type: none"> • A physical activity log- detailing activities pursued, regularity and duration.
THEME: Sexuality and Sexual Health	<ul style="list-style-type: none"> • Appreciate the physical differences in males and females. • Appreciate and be comfortable with oneself as a sexual being. • Develop an understanding and respect for the opposite sex. 	Gender https://www.youtube.com/watch?v=cXKeH35hjlY	<ul style="list-style-type: none"> • Discuss scenario or experiences where students interact with each other.
THEME: Managing the environment	<ul style="list-style-type: none"> • Define an ecosystem. • Recognise the linkages within the ecosystem as it relates to one's health/ well-being and survival. 	The ecosystem: https://www.youtube.com/watch?v=qr_U1P7XwhI How to take care of the environment? https://www.youtube.com/watch?v=X2YgM1Zw4_E	<ul style="list-style-type: none"> • Create labels for recycling bins. • Create a picture frame using recycled paper.

STANDARD TWO – MATHEMATICS

Mathematics

STANDARD TWO

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Number Concepts	<ul style="list-style-type: none"> Count forward (count on) and backward (count back) by ones within 1 000 from any given number Skip count in ascending and descending order within a specified amount Count the number of objects in a set up to 1 000 using one-to-one correspondence together with skip counting (up to 1 000 and using materials such as base ten manipulatives) Match the number names and numerals to the quantities they represent up to 1 000 (concrete and pictorial representations of base ten materials) Sequence number names and numerals to 1 000 Demonstrate an understanding of money notations (dollars only and cents only) and the value of coins and bills 	https://learn.moe.gov.tt/mod/url/view.php?id=6567 https://learn.moe.gov.tt/mod/url/view.php?id=6568 https://learn.moe.gov.tt/mod/url/view.php?id=6569 https://learn.moe.gov.tt/mod/resource/view.php?id=7337	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Paper and pencil test
NUMBER Place Value and Rounding	<ul style="list-style-type: none"> Count a specified number of objects, and use them to form groups of 100s, 10s and 1s Explain the importance of grouping in tens and hundreds Describe a specified number in various ways using language associated with place value e.g. 245 as two 100s, four 10s and five 1s; two hundred and forty-five, 245 ones; 24 tens and 5 ones Show using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of 'hundreds', 'tens' and 'ones', and record as such, e.g. 245=2 hundreds and 4 tens and 5 ones Write the numeral to match objects grouped in hundreds, tens and ones (concretely and pictorially) 	https://learn.moe.gov.tt/mod/url/view.php?id=6570 https://learn.moe.gov.tt/mod/url/view.php?id=6572 https://learn.moe.gov.tt/mod/url/view.php?id=6594 https://learn.moe.gov.tt/mod/resource/view.php?id=7560	<ul style="list-style-type: none"> Observation checklist Worksheet Performance Task Journal Writing

STANDARD TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Record the amounts shown in pictorial representations of base ten materials both in terms of place value and as a numeral Round numbers to the nearest 'ten' or 'hundred' (using a number line and the rule) 		
NUMBER Number Patterns	<ul style="list-style-type: none"> Describe number patterns on a number line and hundred chart. e.g. add 10: 13, 23, 33, 43... Describe and extend simple patterns that increase or decrease e.g. 1,2,3,4...; 15,14,13,12 ...; 2,4,6,8 ...; 5,10,15,20...; 90,80,70,60....using the pattern rule (to 1 000) Recognise when an error occurs in a pattern and explain what is wrong Insert the missing elements in a given pattern and explain the reasoning 	https://learn.moe.gov.tt/mod/url/view.php?id=6595 https://learn.moe.gov.tt/mod/url/view.php?id=6596 https://learn.moe.gov.tt/mod/url/view.php?id=6597	<ul style="list-style-type: none"> Worksheet Journal Writing Portfolio
NUMBER Number Relationships	<ul style="list-style-type: none"> Count objects in sets to demonstrate equality and inequality of sets Determine whether a given number sentence is true or false Insert the = or \neq symbols in number sentences e.g. $3 \times 4 \square 4 \times 5$ 	https://www.youtube.com/watch?v=rLZbniMGAVA	<ul style="list-style-type: none"> Worksheet Journal Writing
NUMBER Addition	<ul style="list-style-type: none"> Develop the algorithm for addition Perform addition (up to 3 addends) using the algorithm (up to 999) Solve one-step and two-step real-life addition problems (including bills up to \$100, dollars only and cents only) 	https://www.youtube.com/watch?v=PpvFxOlwfbU https://learn.moe.gov.tt/mod/resource/view.php?id=8189	<ul style="list-style-type: none"> Worksheet Observation Checklist Paper and pencil test Rubric Journal Writing
NUMBER Subtraction	<ul style="list-style-type: none"> Develop the algorithm for subtraction Perform subtraction using the algorithm 	https://www.youtube.com/watch?v=EWGcKfkIj-w https://www.youtube.com/watch?v=Jq996N5wSyw https://learn.moe.gov.tt/mod/resource/view.php?id=8189	<ul style="list-style-type: none"> Worksheet Observation Checklist

STANDARD TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Solve one-step and two-step real-life subtraction problems (including bills up to \$100, dollars only and cents only, with and without change) 		<ul style="list-style-type: none"> • Paper and pencil test • Rubric • Journal Writing
NUMBER Multiplication	<ul style="list-style-type: none"> • Develop an understanding of multiplication • Solve one-step real-life problems involving repeated addition • Multiply a one-digit number by a one-digit number using multipliers up to 5 	https://learn.moe.gov.tt/mod/resource/view.php?id=8563	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Performance Task • Journal Writing
NUMBER Division	<ul style="list-style-type: none"> • Develop an understanding of division • Solve one-step real-life problems involving sharing and grouping • Divide a one-digit number by a one-digit number (without remainder) 		<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Performance Task • Journal Writing
NUMBER Mental Mathematics	<ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies to solve problems involving the four operations including: <ul style="list-style-type: none"> ○ The commutative property for addition ○ The associative property for addition ○ Add-two/subtract-two ○ Double facts ○ Near double facts ○ Compatible numbers within ten ○ Count on and back, skip counting 		<ul style="list-style-type: none"> • Paper and pencil test • Worksheet • Observation Checklist • Quiz • Presentation
NUMBER Fractions	<ul style="list-style-type: none"> • Differentiate between wholes and parts of wholes • Differentiate between equal and unequal parts of a whole • Explore and describe relationships between wholes and parts (equal and unequal) • Explore the relationship between concrete (area model) and pictorial representations of fractions up to tenths 	https://learn.moe.gov.tt/mod/resource/view.php?id=7046 https://www.youtube.com/watch?v=0A3VfV0oIBo	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Portfolio

STANDARD TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Name and record fractions using words Connect words/number names to models 		
GEOMETRY Solids and Plane Shapes	<ul style="list-style-type: none"> Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, pyramid, cone, sphere and triangular-based prism – with a focus on the triangular-based prism) Identify and name the triangular-based prism concretely and in pictorial representations (in different orientations) 	https://learn.moe.gov.tt/mod/resource/view.php?id=7091	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio
GEOMETRY Geometrical Patterns	<ul style="list-style-type: none"> Describe a given pattern (repeating, increasing or decreasing), determine the pattern rule and extend the pattern using concrete materials or pictorial representation 	https://learn.moe.gov.tt/mod/resource/view.php?id=7896	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio
MEASUREMENT Length	<ul style="list-style-type: none"> Use non-standard units for measuring length Explain the need for and the importance of a standard unit of measure for length Demonstrate the appropriate use of the measuring instrument for length (ruler) Measure lengths and distances using standard units (metre) and record as metres only Approximate the length of objects to the nearest metre Compare and order the lengths of objects and lines in different orientations and distances and explain reasoning using appropriate vocabulary (ascending and descending order, concrete representations) 	https://www.youtube.com/watch?v=1fag0bfQVaQ https://www.youtube.com/watch?v=3U_5X0yMv9U	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Presentation Performance Task
MEASUREMENT Time	<ul style="list-style-type: none"> Describe the features of the analog clock and digital clocks and the function of the parts Explain the meaning of the movement of the hands on an analog clock (hour, minutes and seconds) 	https://learn.moe.gov.tt/mod/url/view.php?id=6598 https://learn.moe.gov.tt/mod/url/view.php?id=6599	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing

STANDARD TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Tell and record time on digital and analog clocks to the hour, half past the hour, quarter past the hour and quarter to the hour • Compare the related times on the analog and digital clock • Match times displayed on analog and digital clocks 		
MEASUREMENT Capacity	<ul style="list-style-type: none"> • Use non-standard units for measuring capacity 	https://www.youtube.com/watch?v= X8rkdvSMRw	<ul style="list-style-type: none"> • Observation Checklist • Performance Task • Worksheet • Journal Writing
MEASUREMENT Area	<ul style="list-style-type: none"> • Explore flat surfaces by touching, colouring, covering and describing using the language associated with area (so as to develop the concept of area) • Compare and order the area of surfaces using direct comparison • Describe area as a measure of the amount of surface • Measure, record, compare and order area of surfaces using non-standard units 	https://learn.moe.gov.tt/mod/url/view.php?id=6600	<ul style="list-style-type: none"> • Observation Checklist • Performance Task • Worksheet • Journal Writing
STATISTICS Tally Charts and Block Graphs	<ul style="list-style-type: none"> • Formulate a problem to be investigated • Collect and classify data to make decisions based on a real-life situation or problem • Construct tally charts using appropriate symbolic representations • Determine the features of block graphs either through transformation of a pictograph to a block graph or by identifying features from presented (and interpreted) block graphs 	https://learn.moe.gov.tt/mod/url/view.php?id=6601 https://learn.moe.gov.tt/mod/url/view.php?id=6602	<ul style="list-style-type: none"> • Observation Checklist • Journal Writing • Worksheet • Presentation • Paper and pencil test

STANDARD TWO – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none">• Use the frequency counts from tally charts to determine the appropriate scale factor to be used in the construction of block graphs and justify choice of scale factor• Construct block graphs (vertical or horizontal arrangements) on grid paper based on information collected and using different scale factors (scale factor 1: 1)• Interpret data from tally charts and block graphs based on a real-life problem or situation		

STANDARD TWO - PHYSICAL EDUCATION

Physical Education

STANDARD TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: <ul style="list-style-type: none">• Benefits of eating healthy and drinking water• Explain personal hygiene	Discuss the benefits of drinking water eating breakfast regularly.	Design short lessons guided by: <ul style="list-style-type: none">• Lessons and activities similar to those on the MoE SLMS• YouTube links Using the following as a reference https://www.shapeamerica.org/ https://www.pecentral.org/ https://openphysed.org/	Word search activity Keep a journal reflecting daily personal hygiene activities Teacher made activity log
Safe Practices: <ul style="list-style-type: none">• Attire	Discuss the importance of suitable attire when participating in physical activities.		

STANDARD TWO - SCIENCE

Science

STANDARD TWO

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Carry out procedures systematically. (Bridging)</p> <p>Distinguish between soil types based on rate of flow of water.</p> <ul style="list-style-type: none"> • Measure the volume of water using a beaker and a measuring cylinder. • Make inferences about the nature of the substances from observation • Present information in tabulated format • Take precautions to improve accuracy. 	<p>You Tube video:</p> <p>https://www.YouTube.com/watch?v=uS7zfeK4OTQ</p> <p>Worksheet:</p> <p>https://za.pinterest.com/pin/376472850092905161/</p>	<p>Learning Activity (SLMS):</p> <p>https://learn.moe.gov.tt/pluginfile.php/249950/mod_resource/content/1/STD%20%20-%20Form%20and%20Function%20-%20Movement%20of%20Water%20Through%20Soils.pdf</p>
<p>Convey information by means of oral presentations or visual display. (Bridging)</p> <p>Assess the importance of minerals.</p>	<p>Online courseware:</p> <p>https://courses.lumenlearning.com/suny-earthscience/chapter/mining-and-mineral-use/</p>	<p>Learning Activity (SLMS):</p> <p>The importance of minerals:</p> <p>https://learn.moe.gov.tt/pluginfile.php/249947/mod_resource/content/1/STD%20%20-%20Form%20and%20Function%20-%20Importance%20of%20Minerals.docx.pdf</p>
<p>Classify animals as vertebrates or invertebrates (Bridging)</p> <p>Associate each class of vertebrates with at least two distinguishing characteristics.</p>	<p>Learning Activity (SLMS): Classes of vertebrates:</p> <p>https://learn.moe.gov.tt/pluginfile.php/327996/mod_resource/content/1/STD%20%20-%20Individual%20and%20Groups%20-%20Classes%20of%20vertebrates.pdf</p>	<p>Learning Activity (SLMS):</p> <p>https://learn.moe.gov.tt/pluginfile.php/328212/mod_resource/content/1/STD%20%20-%20Individual%20and%20Groups%20-%20Classes%20of%20vertebrates%20-%20Revision%20.pdf</p>

STANDARD TWO - SCIENCE

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	Game: https://www.brainpop.com/games/sortifyvertebrates/?topic_id=	
Record observations using scientific drawings. (Bridging) Discuss some of the conditions necessary for plant growth.	You Tube video: https://www.YouTube.com/watch?v=qkIEjgynmYY	Learning Activity: Plant growth: https://learn.moe.gov.tt/pluginfile.php/328000/mod_resource/content/1/STD%20%20-%20Systems%20and%20Interaction%20-%20Plant%20Growth.pdf

STANDARD TWO - SOCIAL STUDIES

Social Studies

STANDARD TWO- Term One Theme: Land

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
My Country: The Environment of Trinidad and Tobago Land	<p>Become aware of natural disasters, the need for safety procedures to deal with these occurrences and the local agencies responsible for disaster preparedness and Management (Bridging- Standard One Content: My Country: The Culture(s) Developing a Culture of Safety)</p> <p>Develop basic map skills</p> <p>Develop an appreciation for the physical environment of Trinidad and Tobago</p> <p>Develop an awareness of the built environment of Trinidad and Tobago</p> <p>Understand that land use is influenced by individuals' needs as well as by the law</p> <p>Recognize that pollution negatively affects the environment and should not be allowed</p>	<p>Hurricane Facts for Kids You Tube Video https://www.youtube.com/watch?v=2kLwbb0ggFU</p> <p>Online Integrated Learning Unit on Land https://learn.moe.gov.tt/course/view.php?id=153</p> <p>Online Learning Activity for Pollution https://learn.moe.gov.tt/pluginfile.php/302540/mod_resource/content/1/Primary%20Social%20Studies%20Standard%20%20Pollution%2027-4-2020.pdf</p> <p>Learn about Pollution You Tube Video https://www.youtube.com/watch?v=OqHp03RRTDs</p> <p>Causes of Air Pollution You Tube video https://www.youtube.com/watch?v=fephtrPt6wk</p>	<p>Online Learning Activity for Pollution https://learn.moe.gov.tt/pluginfile.php/302540/mod_resource/content/1/Primary%20Social%20Studies%20Standard%20%20Pollution%2027-4-2020.pdf</p>

STANDARD TWO - SPANISH

Spanish

STANDARD TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Land	1.1.1. Identify the language of origin of place names in Trinidad and Tobago.	Video/ Audio demo of target language structures	Embedded oral practice
Land	1.1.2. Recognize signs written in Spanish. (Abierto and Cerrado)	Video/ Audio demo of target language structures (e.g. LMS video on the topic Open and Closed in Spanish – Standard 1)* https://learn.moe.gov.tt/mod/resource/view.php?id=6918 https://learn.moe.gov.tt/mod/url/view.php?id=6919	Embedded Oral Practice
Land	1.1.3. State the four cardinal points in Spanish. (LMS)	Video/ Audio demo of target language structures (e.g. LMS PowerPoint on the topic Cardinal Points – Standard 2) https://learn.moe.gov.tt/mod/resource/view.php?id=6376 https://learn.moe.gov.tt/mod/url/view.php?id=8720 https://learn.moe.gov.tt/mod/url/view.php?id=8721	Embedded oral practice

*Topic appears at Standard 1 level

STANDARD TWO – VISUAL AND PERFORMING ARTS: DRAMA

Values Character and Citizenship Education

STANDARD TWO- *Term One Theme: Land*

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Respect for law and order	<p>Demonstrate self-respect and respect for others (Bridging - Standard One Content: Respect for the National Emblems)</p> <p>Give simple justification for respecting peers and Adults. (Bridging- Standard One Content: Respect for cultural and religious diversity)</p> <p>Demonstrate basic understanding of the terms “person in authority” and Tolerance. (Bridging - Standard One Content: Respect for cultural and religious diversity)</p> <p>Give simple justifications for respectful exchanges between persons</p>	<p>Definition of Respect You tube Video https://www.youtube.com/watch?v=GOzrAK4gOSo</p> <p>You Tube Video on Cultures of the World for Kids https://www.youtube.com/watch?v=RwSYrsjTiW4</p> <p>The Meaning of Authority You Tube Video https://www.youtube.com/watch?v=vXOxsaxVLZU</p> <p>Online Power Point Presentation on Respect https://learn.moe.gov.tt/pluginfile.php/302287/mod_resource/content/1/VCCE-Standard%202-Respect.pdf</p>	Teacher presents online clips on exchanges between persons and ask if they demonstrate respect or disrespect
Respect for property	Demonstrate a basic understanding of the terms: property, sustainability and “respect for the environment”.	Respecting Property You Tube Video https://www.youtube.com/watch?v=m9_S4Fnab7Q	Online worksheets
Respect for the environment	Display respect for self, others and the environment	Respect for Naure You Tube Video https://www.youtube.com/watch?v=Sa_txlOBfNY	List on an online worksheet ways one can show respect for self, others and the environment
Caring for the Environment	Demonstrate basic understanding of “caring”. Give simple justification for caring for the land. Care for the land, air and water	Taking Care of Earth You Tube Video https://www.youtube.com/watch?v=U9bCWWtUiHg	Collection of photos from online sources to show the effects of not caring for the land

STANDARD TWO – VISUAL AND PERFORMING ARTS: DRAMA

Visual and Performing Arts: Drama

STANDARD TWO

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Stage Areas Tableaux Local Folklore	<ol style="list-style-type: none"> 1. Locate the four main areas of a stage. 2. a. Create group tableaux depicting land features. b. Work effectively as a team player. 3. Role-play folk characters using voice, body movement and costume. <p><i>Bridging Outcomes:</i></p> <p><i>1. Demonstrate an Understanding of Levels</i> (Topic 2- Tableaux)</p> <p><i>2. Communicate Using Mime and Hand Gestures</i> (Topic 3- Local Folklore)</p> <p><i>3. Communicate Using Hands and Voice</i> (Topic 3- Local Folklore)</p> <p><i>6. Role-play through Imitation of Everyday Actions Using Posture, Voice and Hand Gestures</i> (Topic 3- Local Folklore)</p> <p>STAND ALONE TOPICS FROM PREVIOUS ACADEMIC YEAR</p> <p><u>Topic: Soundscapes</u></p> <p>4. Combine Various Sounds to Produce a Simple Soundscape</p> <p><u>Topic: Ring Games</u></p> <p>5. Combine Movements to Create Simple Action in the Performance of Ring Games</p>	https://learn.moe.gov.tt/course/index.php?categoryid=200	Performance, oral questions, observations, checklist, portfolio, student self- assessment, journal, presentation

STANDARD TWO – VISUAL AND PERFORMING ARTS: MUSIC & DANCE

Visual and Performing Arts: Music

STANDARD TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1.1.1 Recognize the importance of tone and tempo as they relate to good singing.	Sing folk, traditional and nation building songs	https://learn.moe.gov.tt/mod/resource/view.php?id=5239	Embedded in the activity
2.1.1 Recognize ostinati as repeated patterns.	Play two ostinati (repeated patterns)	https://www.youtube.com/watch?v=puNsYcbTETI	Embedded in the lesson
3.1.1 Recognize contour in music.	Depict the melodic contour (shape) of familiar songs/excerpts.	https://learn.moe.gov.tt/mod/resource/view.php?id=5662	Embedded in the lesson
3.1.1 Recognize contour in music.	Depict the melodic contour (shape) of familiar songs/excerpts.	https://learn.moe.gov.tt/mod/resource/view.php?id=6279	Embedded in the lesson

Visual and Performing Arts: Dance

STANDARD TWO

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
BODY SHAPES RELATED TO THE ENVIRONMENT	Carve shapes with their bodies in personal and general space at various levels Use carved shapes to create forms found in the environment	https://www.youtube.com/watch?v=EpNE7g6QguE&t=120s	Use 3-4 shapes (e.g. narrow, ball, wide) at high medium and low levels to create environmental forms that represent land features

STANDARD TWO - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Visual Arts
STANDARD TWO

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1) ELEMENTS 1.1.1 Understand the concept of space, texture and form through construction activities	1) Create and paint a relief model using papier maché or clay.	https://learn.moe.gov.tt/course/view.php?id=356	Performance: Create a model/replica of Trinidad and Tobago
2) POSTER MAKING 2.1.1 Become aware of the elements of layout and design in poster making.	2) Create a poster using the elements of layout and design.	https://learn.moe.gov.tt/course/view.php?id=356	Performance: Create a health awareness poster
3) ELEMENTS 3.1.1 Understand the concept of size, space, form and colour through construction activities.	3) Make models and costumes to depict the resources of Trinidad and Tobago.	https://learn.moe.gov.tt/course/view.php?id=356	Performance: Create costumes

STANDARD THREE TERM ONE

STANDARD THREE - AGRICULTURAL SCIENCE

Agricultural Science

STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Growing plants using an appropriate agricultural technology, for example: controlled environment/protected agriculture, hydroponics, Self-Watering Grow Box (SWGB)	Explain the main steps in growing plants using an appropriate agricultural technology, for example: controlled environment/protected agriculture, hydroponics, Self-Watering Grow Box (SWGB)	<p>Hydroponics for Kids: https://thehydroponicsplanet.com/hydroponics-for-kids-a-complete-guide-for-parents/</p> <p>Who Needs Dirt? https://www.youtube.com/watch?v=eCSlrk0GTs</p> <p>How does a greenhouse work: https://www.youtube.com/watch?v=JtTDx8_dlsE</p> <p>Growing guides for vegetables in Trinidad and Tobago: https://agriculture.gov.tt/focus_areas/growing-harvesting/</p>	Continuous Assessment Strategies: Monitor growth of plants using journals, drawings and pictures

STANDARD THREE - ENGLISH LANGUAGE ARTS

English Language Arts

STANDARD THREE

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: -Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing -Connect all content to Creative Writing	Content: Review Parts of Speech -Nouns, Types of nouns (common, proper, collective and abstract) Singular and plural nouns (regular and irregular forms) Gender of Nouns Changing gender of nouns -Verbs, Types of verbs, Verbal forms (including contractions) a) Simple Present, Past, Future, Present Continuous Tense, Past Perfect Tense, b) Use Modals: can, may, should, would, could, might. c) Participle-past and present. d) Regular and irregular. -Adjectives: comparative and superlative degree. -Pronouns: Personal, Possessive Reflexive and Relative Pronoun. -Adverbs: comparative and superlative forms. Punctuation marks in sentences:	Parts of Speech https://www.dkfindout.com/us/language-arts/ https://www.youtube.com/watch?v=2BS4gadQL1I&list=PLW5VMo7U1tBI2H5iDDm27a4GnB04zPu6r&index=14 Other Grammar https://www.ereadingworksheets.com/languageartsworksheets/ https://www.youtube.com/watch?v=yGGNKTe_N7o SLMS Listing Personal pronouns-subject and object Relative pronouns Tense-Present and Past Subject Verb Agreement with Collective Nouns	Diagnostic Oral questioning and answering in complete sentences Sort nouns according to the plural forming rule. Use of a plural forming song/ rhyme/ chant, Games, Riddles, Sentence Writing Contextualise assessments: Paper and pencil: Use Cloze sentences and Cloze paragraphs 1. Use paragraphs with the original form of the adjective and adverbs 2. Apply capitalization and punctuation rules in context. 3. Punctuation practice, as in commas in apposition, practice at sentence level first. Subject Verb Agreement: Oral Presentation on an assigned topic. Two short paragraphs sufficient for this activity.

STANDARD THREE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses.</p> <p>-Prepositions in context.</p> <p>-Conjunctions to combine ideas and sentences.</p> <p>Alphabetical order- first and second letter</p> <p>Subject Verb Agreement</p> <p>Capitalisation in sentences for:</p> <ul style="list-style-type: none"> •first word in a quotation •title of books, chapters, poems •title of proper names •important words in headlines, subject heading etc. 		
<p>ELA Creative Writing</p> <p>Writing process</p> <p>Brainstorming</p> <p>Drafting</p> <p>Revising</p> <p>Editing</p> <p>Publishing</p>	<p>Content</p> <p>Elements of a paragraph (Analysis)</p> <p>Indent</p> <p>Use of capital letters (title of poems, first word on each line, Proper nouns-People, etc.)</p> <p>Main Sentence</p> <p>Supporting Details/sentences</p> <p>Concluding Sentence</p> <p>Writing Application</p> <p>Factual Paragraphs (Informative)</p>	<p>Writing Process</p> <p>https://www.youtube.com/watch?v=t313vsatKMY</p> <p>https://teachingwithoutfrills.com/</p> <p>https://www.youtube.com/watch?v=nBQ8dU0KPtg</p> <p>https://www.youtube.com/watch?v=M2H29fRVqf8</p> <p>https://www.youtube.com/watch?v=5Y_fxQ_52pk</p> <p>https://www.youtube.com/watch?v=GJMQWNd1TT8</p> <p>https://www.youtube.com/watch?v=HLcjb0t6SRI</p> <p>https://www.youtube.com/watch?v=SNs9zM9jzg</p> <p>https://www.youtube.com/watch?v=D_f-e4OhHU8</p>	<p>Paper and pencil:</p> <p>Assess students' Graphic organisers (paragraphs)</p> <ul style="list-style-type: none"> •For example: fill in a word web – topic at centre details surrounding. Check that points match. <p>Use of a checklist</p> <p>Use of a rubric</p> <p>Writing process chart/ cards</p> <p>Formative assessment</p>

STANDARD THREE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
<p>Teacher Modelling</p> <p>Guided Writing</p> <p>Independent Writing</p>	<p>Simple Instructions and Directions Paragraphs</p> <p>Narrative Writing - beginning middle and end plot structure, character development, setting, and sensory descriptive words and include simile, simple metaphor and personification devices.</p> <p>Simple report writing</p> <p>Express thoughts and feelings in a reflective piece.</p>		<p>Oral assessment:</p> <p>Students read Introduction and two paragraphs of their own story – send on voice note/WhatsApp/email etc. or read to class while teacher assesses.</p> <p>Use rubric to assess specific areas: setting, character development etc.</p>
Phonics	<p>Review and bridge gaps as required</p> <p>-Vowel</p> <p>– All short sounds</p> <p>– All long sounds (silent e)</p> <p>Consonant blends (beginning and ending)</p> <p>Word Families/ Phonograms</p> <p>Syllabication with</p> <p>- Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants). VCCV, VCV</p> <p>Content-</p> <p>Alternative spellings of vowels</p> <p>Vowel Digraphs</p> <p>Diphthongs</p> <p>Consonant Digraphs - shy, ch, th</p>	<p>SLMS Listing</p> <p>Phonogram-‘eigh’</p> <p>Structural Analysis-Prefixes-‘im’ & ‘in’</p> <p>Phonics-The Diphthongs -‘au’ & ‘aw’</p> <p>Reading-Syllabication-VCCV word pattern</p> <p>Reading-Syllabication- ‘...day at the beach.’</p> <p>Phonics-The Inflectional Ending-‘ed’</p> <p>Structural Analysis-Suffix- ‘ly’</p> <p>Syllabication-Wetlands-Crossword Puzzle</p> <p>Reading Phonics-Consonant digraph-'ch' and 'sh’</p>	<p>Assess in context:</p> <ul style="list-style-type: none"> •Use cloze paragraphs •Rebus stories for those who need it. •Example: Silent e – change words in a short paragraph (six sentences) by adding silent e. •Oral reading assessment – read text with target phonetic element. <p>Paper and pencil:</p> <ul style="list-style-type: none"> •Write and recite a poem on any of the phonic elements being explored. Use rhyme. <p>Peer assessment with a class-generated rubric.</p> <p>Dictation/Spelling: at least twice weekly</p>
Vocabulary	Review and bridge gaps as required	<p>Synonyms</p> <p>https://www.youtube.com/watch?v=pD9KWtpHDDY</p>	<p>Forms of assessment to be used:</p> <p>Oral tasks</p>

STANDARD THREE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject- specific vocabulary</p> <p>Root Words and Inflectional endings Compound Words</p> <p>Content Context clues: - Synonym clues, Antonym clues, surrounding words/ Sentences, Background /Familiar. Words in apposition Synonyms and Antonyms Use of dictionary and thesaurus</p> <p>Determine the contextual meaning of words and phrases in factual text Prefixes and Suffixes Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts</p> <p>Homophones</p> <p>Multiple meaning words</p>	<p>Antonyms https://www.youtube.com/watch?v=F5XJuH57tf0 Synonyms and Antonyms https://www.youtube.com/watch?v=bBWm3-mxL1U Prefixes https://www.youtube.com/watch?v=w7oGNyHX81I Suffixes https://www.youtube.com/watch?v=635oQTY61J8 SLMS Listing Vocabulary-Cloze Exercise Vocabulary-Words in Context Structural Analysis-Morphemes Reading Vocabulary-Synonyms Reading Vocabulary-word puzzle-The Waters Around Us Reading Vocabulary- Prefixes Reading Vocabulary-Homophones Reading Vocabulary-Suffixes-'less' and 'ful' Reading Vocabulary -Homophones May 26th Vocabulary-Antonym Bingo Game PPT -Reading Vocabulary-Bingo Game Cards - Reading Vocabulary-Bingo Game Answers</p>	<p>Paper and pencil activities Skill building worksheets Skill application worksheets Self-correcting activities (e.g. use of cards or technology)</p> <p>Assess in context: for example: Replace words in a paragraph with its synonym or antonym State meaning of words in context. For example– students identify the context clue that helped in gaining meaning – assess orally or in writing.</p>
Fluency Elements of fluency	<p>Review and bridge gaps as required Letter sound fluency/ Letter sounds and words fluency/ captions) rhymes</p> <p>Content</p>	<p>https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/</p>	<p>Skill building worksheets</p> <p>Self-correcting activities (e.g. use of cards or technology)</p>

STANDARD THREE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
(accuracy, rate phrasing and expression)	Teacher Modelling (echo reading) rhymes, Text Readers 112 -133 words correct per minute (WCPM)	https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_cntr-0 SLMS Listing Reading passage 2-Grandfather Reading Fluency-Wind Reading Fluency Passage-Don't Throw it in the Ocean. Reading Fluency Passage - Wetlands Reading Fluency Passage-The Twins Reading Passage- Unmatched Reading Passage-The National Trust of Trinidad and Tobago	Oral reading assessment of a familiar and unfamiliar passage. Start from lowest word count and increase.
Comprehension	Review and bridge gaps as required Following directions and instructions Story structure- (beginning, middle, end) Re-tell events sequentially Text features - Title page, Headings, Sub-headings, Table of Contents, Guide words Identify Main Idea and supporting details (Fiction and poems) Compare and contrast characters (Fiction and poems) Content	https://www.youtube.com/watch?v=JmkgAWAGtbE https://www.youtube.com/watch?v=BR0p0ZlvUxk https://www.youtube.com/watch?v=98l2gZh-2X0 https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dml_cntr-1 https://www.ixl.com/ela/grade-3 https://www.ixl.com/ela/grade-4 https://www.youtube.com/watch?v=JmkgAWAGtbE https://www.youtube.com/watch?v=BR0p0ZlvUxk https://www.youtube.com/watch?v=98l2gZh-2X0 Figurative Language	Formative assessment Oral tasks Paper and pencil activities Skill building and application worksheets Self-correcting activities (e.g. use of cards or technology) Student portfolio Sequencing: Jumbled sentences and paragraphs. Put sentences and paragraphs in the correct order: Use

STANDARD THREE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Differentiate between literal and inferential and evaluative questions (literary, non-fiction and graphic texts)</p> <p>Story structure – Introduction, rising action, climax, falling action and conclusion</p> <p>Story Elements (Fiction and poems) - Characters (Major and minor)- traits and actions- Setting-description and time - Problem, action and resolution - Plot Identify Main Idea and supporting details (Fiction and Poems) Theme (Fiction and poems)</p> <p>Poetry- Rhyme patterns, rhythm and stanza Literary device- Imagery Story structure – Introduction, rising action, climax, falling action and conclusion</p> <p>Infer meaning in context using figurative language (Personification) Fiction and poems</p> <p>Text structure- - Description, Sequencing – (Non-fiction), Cause and effect– explicitly stated (Fiction), Cause and effect- explicitly stated (Non-Fiction), Problem and solution (Non- Fiction)</p>	<p>https://www.ereadingworksheets.com/figurative-language/figurative-language-activities/ Point of View https://www.ereadingworksheets.com/point-of-view/ SLMS Listing Reading Comprehension-The Sun Reading-Comprehension-Fact and Opinion-Grandfather Comprehension-Grandad’s Garden Salad Reading-Comprehension-Wind Comprehension-Reading Comprehension-Don't Throw it in the Water and Poem-No More Water Reading Comprehension-Wetlands PPT Reading Comprehension-Wetlands-Swamps in Trinidad Passage Reading Comprehension 2- Wetlands Reading Comprehension-Narrative Elements-The Littlest Dragon Reading Comprehension-The Twins and Poem-Sun and Moon Reading Comprehension –Recipe-The Twins Reading Comprehension Lesson 1 Reading Comprehension Lesson 2</p>	<p>variety of paper and pencil and sentence strips.</p> <p>From a short story/fiction/poem identify: Main idea, supporting details Main characters The problem The resolution</p> <p>Locate rhyme patterns</p> <p>Locate literary devices and meaning. Identify clues to meaning</p> <p>State mood – identify clues in the text</p> <p>Identify cause and effect scenarios in text.</p>

STANDARD THREE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILL	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	Details from stimulus that suggest feelings or appeal to the senses (Poems) Mood in literary texts - Stories and Poems		
Penmanship	Content -Sentence Writing - legibility and neat presentation - appropriate letter formation demonstrating correct strokes		Assess using any form of written work produced by student.

STANDARD THREE – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Life Education

LEVEL TWO: STANDARDS ONE, TWO AND THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> • Use self-awareness skills to identify personal qualities. • Identify rights and responsibilities of self and others. • Accept suggestions for improvement of self. 	What is character? https://www.youtube.com/watch?v=G1YeaOh4gHQ	<ul style="list-style-type: none"> • Worksheet on rights and responsibilities.
THEME: Eating and Fitness	<ul style="list-style-type: none"> • Define physical fitness. • Examine the importance of regular physical activity to enhance health. 	Sesame Street: Exercise with Grover https://www.youtube.com/watch?v=afP5yWoVs6s	<ul style="list-style-type: none"> • A physical activity log- detailing activities pursued, regularity and duration.
THEME: Sexuality and Sexual Health	<ul style="list-style-type: none"> • Appreciate the physical differences in males and females. • Appreciate and be comfortable with oneself as a sexual being. • Develop an understanding and respect for the opposite sex. 	Gender https://www.youtube.com/watch?v=cXKeH35hjlY	<ul style="list-style-type: none"> • Discuss scenario or experiences where students interact with each other.
THEME: Managing the environment	<ul style="list-style-type: none"> • Define an ecosystem. • Recognise the linkages within the ecosystem as it relates to one's health/ well-being and survival. 	The ecosystem: https://www.youtube.com/watch?v=qr_U1P7XwhI How to take care of the environment? https://www.youtube.com/watch?v=X2YgM1Zw4_E	<ul style="list-style-type: none"> • Create labels for recycling bins. • Create a picture frame using recycled paper.

STANDARD THREE – MATHEMATICS

Mathematics

STANDARD THREE

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Number Concepts	<ul style="list-style-type: none"> • Skip count in ascending and descending order within a specified amount • Understand the concept of numbers up to 10 000 • Count the number of objects in a set using one-to-one correspondence together with skip counting, using base ten materials • Match the number names and numerals to the quantities they represent up to 10 000 • Sequence number names and numerals to 10 000 • Read and write number names and numerals to 10 000 	https://learn.moe.gov.tt/mod/resource/view.php?id=7445 https://learn.moe.gov.tt/mod/url/view.php?id=6655	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Paper and pencil test
NUMBER Place Value and Rounding	<ul style="list-style-type: none"> • Develop an understanding of place value to 999 (concretely, pictorially and symbolically) • Show, using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of thousands, ‘hundreds’ ‘tens’ and ‘ones’ and record as such, e.g. 1 245 = 1 thousand, 2 hundreds, 4 tens and 5 ones • Describe a specified number in various ways using language associated with place value e.g. 6 245 as six 1 000s, two 100s, four 10s and five 1s; six thousands, two hundred, forty and five; 6 245 ones; 624 tens and 5 ones etc., and explain with reasons • Explain and write the place value and value represented by each digit in a numeral up to four-digit numbers • Write numbers using the expanded notation form 	https://learn.moe.gov.tt/mod/resource/view.php?id=7561 https://learn.moe.gov.tt/mod/url/view.php?id=6651 https://learn.moe.gov.tt/mod/url/view.php?id=6652 https://learn.moe.gov.tt/mod/url/view.php?id=6653 https://learn.moe.gov.tt/mod/url/view.php?id=6654	<ul style="list-style-type: none"> • Observation checklist • Worksheet • Performance task • Journal writing

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Convert expanded notation into numerals • Write the largest and smallest number given any four digits • Use the symbols for more than or less than to show the relationship between two numbers • Compare and order numerals up to 9 999 (in ascending or descending order) • Round numbers to the nearest tens, hundreds or thousands 		
NUMBER Number Patterns	<ul style="list-style-type: none"> • Describe and extend whole number patterns involving the four operations e.g. 1, 6, 11, 16... by using the pattern rule • Explore, describe and record patterns for: <ul style="list-style-type: none"> ○ Compatible numbers within 1 000 • Recognise when an error occurs in a pattern and explain what is wrong • Insert missing elements in number patterns and explain reasoning • Create number patterns and state the pattern rule 	https://learn.moe.gov.tt/mod/resource/view.php?id=7952 https://learn.moe.gov.tt/mod/url/view.php?id=6656 https://learn.moe.gov.tt/mod/url/view.php?id=6657	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Portfolio
NUMBER Number Relationships	<ul style="list-style-type: none"> • Calculate the unknown in number sentences involving addition and subtraction of whole numbers and involving one unknown 		<ul style="list-style-type: none"> • Worksheet • Journal Writing
NUMBER Whole Number (Operations): Addition and Subtraction	<ul style="list-style-type: none"> • Solve one-step and multi-step addition and subtraction problems involving whole numbers and money (including bills, best buy, profit and loss, using dollars only and cents only) by: <ul style="list-style-type: none"> ○ Using a variety of problem solving strategies such as: use a model, act it out, draw a picture, look for a 	https://learn.moe.gov.tt/mod/resource/view.php?id=8190 https://learn.moe.gov.tt/mod/url/view.php?id=6658	<ul style="list-style-type: none"> • Worksheet • Paper and pencil test • Rubric • Journal Writing

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<p>pattern, guess and check, work backwards, logical reasoning, make a table or chart, make an organized list and try a simpler form of the problem</p> <ul style="list-style-type: none"> ○ Using the algorithm ○ Using mathematical games ○ Creating number sentences with one unknown ○ Using estimation skills to check solutions to problems ○ Using the reverse operation to check answers ○ Recording solutions to problems using drawings, numerals, symbols and words <ul style="list-style-type: none"> ● Demonstrate an understanding of the relationship between addition and subtraction ● Solve a variety of word problems using problem solving strategies including mental strategies ● Solve problems involving addition (up to 4-digit numbers with sum less than 10 000) and up to 4 addends and subtraction (with minuend up to 4 digits) ● Explain or demonstrate how an answer was obtained when solving problems ● Create number stories involving addition and subtraction and using appropriate language 		
NUMBER Whole Number (Operations): Multiplication and Division	<ul style="list-style-type: none"> ● Develop and use the algorithm for multiplication and division of whole numbers ● Solve real life problems (concrete, pictorial and symbolic modes, including money) involving multiplication (up to 2-digit by 2-digit numbers) and division (up to 4-digit divided by 1-digit) 	https://learn.moe.gov.tt/mod/resource/view.php?id=8566 https://learn.moe.gov.tt/mod/url/view.php?id=6658 https://learn.moe.gov.tt/mod/url/view.php?id=9277	<ul style="list-style-type: none"> ● Worksheet ● Paper and pencil test ● Rubric ● Journal Writing

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Solve one-step and multi-step multiplication and division problems (including problems involving the unitary method) involving whole numbers and money (including bills, best buy, profit and loss, rate (weekly, hourly, daily, monthly, yearly and by the minute - using dollars only and cents only) by: <ul style="list-style-type: none"> ○ Using a variety of problem solving strategies such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning, make a table or chart, make an organized list and try a simpler form of the problem ○ Using the algorithm ○ Using mathematical games ○ Using estimation skills to check solutions to problems ○ Using the reverse operation to check answers ○ Recording solutions to problems using drawings, numerals, symbols and words • Solve a variety of word problems using problem solving strategies including mental strategies • Demonstrate an understanding of the relationship between multiplication and division • Create number stories involving multiplication and division and using appropriate language 		
NUMBER Mental Mathematics	<ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies to solve problems involving the four operations including: <ul style="list-style-type: none"> ○ Compatible numbers within 1 000 ○ Decomposition method 		<ul style="list-style-type: none"> • Quiz • Worksheet • Observation Checklist • Paper and pencil test

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> ○ Equal addend method • Solve problems using mental math strategies and explain the mental process used to arrive at an answer 		
NUMBER Fractions	<ul style="list-style-type: none"> • Explore fractions using area model • Name and record fractions using words and symbols • Connect word/number names to models and symbolic representations • Recognise and generate equivalent fractions using the area model representation • Describe the pattern observed in equivalent relationships and state the pattern rule • Create equivalent fractions using the rule • Reduce a fraction to its lowest equivalent form • Compare and order proper fractions with unlike denominators using equivalent forms • Model addition and subtraction of fractions involving the same denominator using concrete and pictorial representations, record symbolically and explain pattern observed • Develop and use the algorithm for solving problems involving the addition and subtraction of fractions involving the same denominator (including solving problems mentally) 	https://learn.moe.gov.tt/mod/resource/view.php?id=7092 https://learn.moe.gov.tt/mod/url/view.php?id=6688	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Portfolio
GEOMETRY Solids	<ul style="list-style-type: none"> • Compare and classify solids according to their properties (cube, cuboid, cylinder, pyramid, cone and triangular-based prism) and give reasons for classification • Examine and describe the properties of regular and irregular solids 	https://learn.moe.gov.tt/mod/resource/view.php?id=7093 https://learn.moe.gov.tt/mod/url/view.php?id=6689	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Portfolio

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Differentiate between regular and irregular solids 		
GEOMETRY Plane Shapes	<ul style="list-style-type: none"> Compare and classify polygons according to one or more common attributes including students' own criteria and explain reasons for classification Examine and describe the properties of regular and irregular polygons Differentiate between regular and irregular polygons (triangles, quadrilaterals, pentagons, hexagons, octagons) 	https://learn.moe.gov.tt/mod/resource/view.php?id=7093 https://learn.moe.gov.tt/mod/url/view.php?id=6689	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio
MEASUREMENT Length	<ul style="list-style-type: none"> Explain the need for and the importance of a larger or longer standard unit of measure for length State the relationship between the kilometre and the metre Select and use the most appropriate standard unit for measuring various lengths/distances Convert kilometres to metres and vice versa Convert metres to centimetres and vice versa Approximate distances to the nearest kilometre or metre Estimate lengths in centimetres and metres and verify lengths by measuring Explain the reasonableness of estimations Solve computational problems and real-life problems involving length, number and money 	https://www.youtube.com/watch?v=hJ69615AHRs&list=RDCMUcp1IKaxGFEy-TZ0mrW-oqXA&index=1	<ul style="list-style-type: none"> Observation Checklist Worksheet Performance Task Journal Writing
LENGTH Mass/Weight	<ul style="list-style-type: none"> Recognise the need for a unit smaller than the kilogram to measure mass/weight Measure the mass/weight of objects in grams Measure and compare the masses/weights of objects in kilograms and grams using a set of scales 	https://learn.moe.gov.tt/mod/url/view.php?id=6690	<ul style="list-style-type: none"> Observation Checklist Performance Task Journal Writing

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • State the relationship between the kilogram and gram and select and use the most appropriate standard unit for measuring mass/weight • Convert units of measure (grams to kilograms, kilograms to grams) • Solve real-life problems involving mass/weight, number and money 		
MEASUREMENT Time	<ul style="list-style-type: none"> • Read and tell time in five-minute intervals on analog and digital clocks • Match times shown on digital and analog clocks and record the time • State the time after given intervals on analog and digital clocks • Read and record time using the a.m. and p.m. notation and justify the need for such records • Solve problems involving time 	https://learn.moe.gov.tt/mod/url/view.php?id=6691 https://learn.moe.gov.tt/mod/url/view.php?id=6692	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing
MEASUREMENT Capacity	<ul style="list-style-type: none"> • Explain the need for and the importance of a smaller standard unit of measure for capacity • Measure the capacity of containers using sub-units and multiple units of the litre and justify choice of unit • Measure the capacity of containers using the litre and the millilitre • State the relationship between the litre and millilitre and convert from one to the other • Approximate measure of capacity to the nearest litre • Solve problems involving capacity, number and money 	https://www.youtube.com/watch?v=qP7qubT1O-w	<ul style="list-style-type: none"> • Observation Checklist • Performance Task • Worksheet • Journal Writing
MEASUREMENT Area	<ul style="list-style-type: none"> • Explain the need for and the importance of a standard unit of measure for area 	https://www.youtube.com/watch?v=83i8AT2ESx0	<ul style="list-style-type: none"> • Observation Checklist • Performance Task

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Measure area using standard units (cm^2) and record measure • Compare and order area of surfaces and explain reasoning using appropriate vocabulary • Approximate the area of surfaces to the nearest square centimetre • Calculate area of plane shapes drawn on a grid with unit squares • Draw different shapes on grids that have the same area • Solve problems involving area, number and money 		<ul style="list-style-type: none"> • Worksheet • Journal Writing
STATISTICS Tally Charts and Bar Graphs	<ul style="list-style-type: none"> • Formulate a problem to be investigated • Collect and classify data to make decisions based on a real-life situation or problem • Construct tally charts using appropriate symbolic representations • Determine the features of bar graphs either through transformation of a block graph to a bar graph or by identifying features from presented (and interpreted) bar graphs • Choose an appropriate scale factor in the construction of the bar graph • Calculate the amounts to be represented on the bar graph using the scale factor • Construct bar graphs (vertical or horizontal arrangements) on grid paper based on information collected and using different scale factors (scale factor 1: 1) 	https://learn.moe.gov.tt/mod/url/view.php?id=6696	<ul style="list-style-type: none"> • Observation Checklist • Journal Writing • Worksheet • Presentation • Paper and pencil test

STANDARD THREE – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none">• Interpret and analyse the data so as to make decisions about a real-life situation or problem• Participate in decision-making to solve problems• Communicate findings and justify decisions made using appropriate vocabulary		

STANDARD THREE - PHYSICAL EDUCATION

Physical Education
STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: <ul style="list-style-type: none">• The health benefits of regular physical activity• Monitor the intake of water, fruits vegetables	<ul style="list-style-type: none">• Describe how the body responds to physical activity ·• Employ healthy habits as part of their daily life	Design short lessons guided by: <ul style="list-style-type: none">• Lessons and activities similar to those on the MoE SLMS• YouTube links Using the following as a reference https://www.shapeamerica.org/ https://www.pecentral.org/ https://openphysed.org/	<ul style="list-style-type: none">• Online quiz• Questionnaires• Bar charts and graph analysis• Journal writing
Safe Practices: <ul style="list-style-type: none">• Attire	Characteristics of attire re: suitable for physical activity		<ul style="list-style-type: none">• Matching activities• Written descriptors

STANDARD THREE - SCIENCE

Science

STANDARD THREE

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Effectively communicate information in appropriate formats (Bridging) Understand the delicate nature of aquatic habitats: Differentiate amongst aquatic habitats	Students view You Tube videos on Ecosystems https://www.YouTube.com/watch?v=cqvcT7Whzig https://www.YouTube.com/watch?v=RdiBtE0mAXg https://www.YouTube.com/watch?v=kL-9TB4qAho Reading passage/research: https://www.encyclopedia.com/environment/energy-government-and-defense-magazines/aquatic-ecosystems	Learning Activity (SLMS): Wetlands: https://learn.moe.gov.tt/pluginfile.php/323208/mod_resource/content/1/Wetlands.pdf
Understand that interdependency exists among plants and animals: Explain how natural factors affect aquatic environments.	Worksheets: https://www.biologycorner.com/worksheets/pred_preym.html https://www.biologycorner.com/worksheets/examining_stages_succession.html Videos: https://www.youtube.com/watch?v=kL-9TB4qAho https://www.youtube.com/watch?v=dUdd83_pzdE https://www.YouTube.com/watch?v=XkAuz6hDzSw	Learning Activity: Effects of Natural Factors on Aquatic Environments: https://learn.moe.gov.tt/pluginfile.php/323205/mod_resource/content/1/Aquatic%20habitats%20-%20natural%20factors.pdf
Construction of food chains (Bridging) Understand that interdependency exists among plants and animals: Construct food webs to illustrate the feeding relationships among common animals in ○ terrestrial habitats and aquatic habitats		Worksheets: http://www.clearwater.org/wp-content/uploads/2009/12/Lesson-Packet-3-Understanding-Food-Webs.pdf https://www.biologycorner.com/worksheets/food_web_label.html https://drive.google.com/file/d/0Bx72aSXCBO09dGZZNUZJNjduTmc/view
Extract appropriate information from various media. (Bridging)	Videos: https://www.YouTube.com/watch?v=Vtb3l8VzIfg	Worksheet:

STANDARD THREE - SCIENCE

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Effectively communicate information in appropriate formats (Bridging)</p> <p>Understand the delicate nature of aquatic habitats: Differentiate amongst aquatic habitats</p>	<p>Students view You Tube videos on Ecosystems https://www.You Tube.com/watch?v=cqvcT7Whzig https://www.You Tube.com/watch?v=RdiBtE0mAXg https://www.You Tube.com/watch?v=kL-9TB4qAho</p> <p>Reading passage/research: https://www.encyclopedia.com/environment/energy-government-and-defense-magazines/aquatic-ecosystems</p>	<p>Learning Activity (SLMS): Wetlands: https://learn.moe.gov.tt/pluginfile.php/323208/mod_resource/content/1/Wetlands.pdf</p>
<p>Understand the delicate nature of aquatic Habitats: Predict the impact of:</p> <ul style="list-style-type: none"> ○ introduction of non-native species ○ loss of native species. 	<p>https://www.You Tube.com/watch?v=OlcVPxcc420</p> <p>Reading passages: https://www.nwf.org/Educational-Resources/Wildlife-Guide/Threats-to-Wildlife/Invasive-Species https://www.You Tube.com/watch?v=teMYSibOr4Q</p>	<p>https://www.biologycorner.com/worksheets/art icles/zebra mussels.html</p>
<p>Understand the delicate nature of aquatic habitats: How human activities affect aquatic environments.</p> <ul style="list-style-type: none"> ○ pollution ○ over exploitation, indiscriminate use of resources ○ introduction of non-native species 	<p>Reading passages: https://www.nationalgeographic.com/environment/freshwater/aquatic-ecosystems/ https://eschooltoday.com/pollution/water-pollution/what-is-water-pollution.html https://eschooltoday.com/overfishing/overfishing-information-for-children.html</p> <p>Guided by teacher on predictions to be made, students investigate using the simulation: https://www.learner.org/wp-content/interactive/envsci/ecology/food_web_1.html</p>	<p>Learning Activity: Effect of Human Activities on the Environment: https://learn.moe.gov.tt/pluginfile.php/323192/mod_resource/content/2/Aquatic%20habitats.p df</p>
<p>Understand that mixtures can be separated into their components. (Bridging)</p> <p>Understand that the solute and solvent can be separated from solutions (Parental guidance absolutely necessary)</p> <ul style="list-style-type: none"> • Manipulate, use and label the parts of a thermometer 	<p>Video https://www.youtube.com/watch?v=KjAD69cl3wk https://www.thespruceeats.com/rock-candy-521016 https://www.youtube.com/watch?v=zNnytH2NsDo&t=1s https://www.You Tube.com/watch?v=K2CH1cUkMgs</p> <p>Instruction sheet https://sciencebob.com/make-your-own-rock-candy/</p>	<p>Learning Activity: Separation of a solute from a solution https://learn.moe.gov.tt/pluginfile.php/323181/mod_resource/content/1/Solutes.pdf</p> <p>Learning Activity: How to use a laboratory thermometer: https://learn.moe.gov.tt/pluginfile.php/323191/mod_resource/content/1/Thermometer.pdf</p>

STANDARD THREE - SCIENCE

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Effectively communicate information in appropriate formats (Bridging)</p> <p>Understand the delicate nature of aquatic habitats: Differentiate amongst aquatic habitats</p>	<p>Students view You Tube videos on Ecosystems https://www.YouTube.com/watch?v=cqvcT7Whzig https://www.YouTube.com/watch?v=RdiBtE0mAXg https://www.YouTube.com/watch?v=kL-9TB4qAho</p> <p>Reading passage/research: https://www.encyclopedia.com/environment/energy-government-and-defense-magazines/aquatic-ecosystems</p>	<p>Learning Activity (SLMS): Wetlands: https://learn.moe.gov.tt/pluginfile.php/323208/mod_resource/content/1/Wetlands.pdf</p>
<ul style="list-style-type: none"> Explain that temperature and surface area facilitate the separation of mixtures. <p>For teacher: https://www.learner.org/series/essential-science-for-teachers-physical-science/heat-and-temperature/</p>	<p>Simulations: https://www.mathsisfun.com/measure/thermometer.html</p>	

STANDARD THREE - SOCIAL STUDIES

Social Studies

STANDARD THREE- Term One Theme: Waters that link and Divide Us

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Oceans That Link and Divide Us	<p>Know that our resources contribute to the wealth of our country (Bridging- Standard Two Content: The Economy)</p> <p>Recognize the location of Trinidad and Tobago in relation to Caribbean territories</p> <p>Develop an understanding of the importance of the surrounding water bodies to the people of the Caribbean</p>	<p>Human Capital and Natural Resources You Tube Video https://www.youtube.com/watch?v=b8uJQP08yq0</p> <p>Trinidad and Tobago Geography https://www.youtube.com/watch?v=72KxM8LLPBo</p>	<p>Online Worksheet with a map of Trinidad for children to highlight where our resources can be found</p> <p>Circle the location of Trinidad and Tobago in a map of the world and a map of the Caribbean</p> <p>Describe the location of Trinidad and Tobago</p>

STANDARD THREE - SPANISH

Spanish

STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Waters that Link and Divide Us	1.1.1. Name in Spanish the bodies of water that surround Trinidad and Tobago. (SLMS)	Video/ Audio demo of target language structures (e.g. LMS PowerPoint on the topic Bodies of Water – Standard 3) https://learn.moe.gov.tt/mod/resource/view.php?id=6378	Embedded oral practice

STANDARD THREE - VALUES, CHARACTER AND CITIZENSHIP EDUCATION

Values, Character and Citizenship Education
STANDARD THREE- *Term One Theme: Waters that link and Divide Us*

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Becoming a Caring Caribbean Citizen	Demonstrate growing awareness of the importance of oceans and of the need to care for them. Develop interest in welfare of persons beyond our shores	Activity on ways we can show care for oceans and its resources https://learn.moe.gov.tt/pluginfile.php/65636/mod_resource/content/2/Standard%203%20-%20Care%20for%20the%20Oceans.pdf	Activity on ways we can show care for oceans and its resources https://learn.moe.gov.tt/pluginfile.php/65636/mod_resource/content/2/Standard%203%20-%20Care%20for%20the%20Oceans.pdf

STANDARD THREE - VISUAL AND PERFORMING ARTS: DRAMA

Visual and Performing Arts: Drama

STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Flashback/ Flash forward Improvisation- Sacred & Secular Festivals Festivals- Similarities & Differences Caribbean Festival Presentations	<ol style="list-style-type: none"> 1. Create a scenario based on the theme Oceans, incorporating the techniques of flashback and flash forward. 2. Present improvised scenes based on sacred and secular festivals. 3. Create scenarios in small groups that show similarities and differences in festivals of Trinidad and Tobago. 4. Create presentations based on festivals from other Caribbean countries. <p><i>Bridging Outcomes:</i></p> <p><i>1. Locate the Four Main Areas of a Stage</i> (Topic 1- Flash forward/ Flashback Topic 2- Improvisation)</p> <p><i>2b. Work Effectively as a Team Player</i> (Topic 2- Improvisation Topic 3- Festivals- Similarities & Differences Topic 4- Presentations)</p> <p>STAND ALONE TOPICS FROM PREVIOUS ACADEMIC YEAR</p> <p><u>Topic: Tableaux</u> 2. Create Group Tableaux Depicting Land Features</p> <p><u>Topic: Local Folklore</u> 3. Role-play Folk Characters Using Body, Movement and Costume</p>	https://learn.moe.gov.tt/course/index.php?categoryid=200	<i>Performance, oral questions, observations, checklist, portfolio, student self-assessment, journal, presentation</i>

STANDARD THREE - VISUAL AND PERFORMING ARTS: MUSIC & DANCE

Visual and Performing Arts: Music

STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
2.1.1 Recognize the importance of proper diction as it relates to good singing.	Sing folk, traditional and nation building songs independently and in groups with proper diction	https://learn.moe.gov.tt/mod/resource/view.php?id=5239	Embedded into the activity
3.1.1 Become aware of meter in music.	Differentiate between simple, duple, triple and quadruple meters	https://learn.moe.gov.tt/mod/resource/view.php?id=5660	Embedded into the activity

Visual and Performing Arts: Dance

STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
RHYTHM AND DYNAMICS	Using a wide range of accompaniment to stimulate movement ideas and move appropriately to musical selections of various tempi	https://www.youtube.com/watch?v=9Gu1nbgAVMY	Create a one-minute dance using 6 movements which incorporate fast slow and moderate tempi

STANDARD THREE - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Visual Arts

STANDARD THREE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1) 3-D OBJECTS 1.1.1 Recognise that a combination of materials can be used to create 3-dimensional objects	1) Construct a model of a car using the assemblage or constructional method of sculpting	https://learn.moe.gov.tt/course/view.php?id=368	Performance: Create a model car using recycled materials
2) 3-D OBJECTS 1.1.1 Recognise that a combination of materials can be used to create 3-dimensional objects	2) Construct a desk organizer	https://learn.moe.gov.tt/course/view.php?id=368	Performance: Create a desk organizer using recycled materials
3) TEXTILES 2.1.1 Understand that the elements and principles of design can be used in creating textiles	3) Use paint on fabric to create replicas of flags of Caribbean countries	https://learn.moe.gov.tt/course/view.php?id=368	Performance: Create miniature flags of some Caribbean countries

STANDARD FOUR TERM ONE

STANDARD FOUR - AGRICULTURAL SCIENCE

Agricultural Science

STANDARD FOUR

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Food security	Analyze the importance of food security as a pillar of regional development.	<p>What is food security: http://www.fao.org/fileadmin/templates/faoitally/documents/pdf/pdf_Food_Security_Cocept_Note.pdf</p> <p>What is food security: https://www.youtube.com/watch?v=8c5ZN7BseNA</p>	Continuous Assessment Strategies: Create presentation on Trinidad and Tobago's food import bill

STANDARD FOUR - ENGLISH LANGUAGE ARTS

English Language Arts

STANDARD FOUR

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: -Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing -Connect all content to Creative Writing	Review and bridge gaps as required Parts of Speech -Nouns, Types of nouns Singular and plural nouns (regular and irregular forms) -Verbs, Types of verbs, Verbal forms (including contractions) Regular and irregular Use Modals: can, may, should, would, could, might. Participle-past and present. -Adjectives: comparative and superlative degree. -Pronouns: Personal, Possessive Reflexive and Relative Pronoun. Content Adverbs: comparative and superlative forms. Prepositions in context. Conjunctions to combine ideas and sentences. Capitalisation in sentences for: •first word in a quotation •title of books, chapters, poems •title of proper names •important words in headlines, subject heading etc. Alphabetical order- first and second letter Punctuation marks in sentences: - apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses.	Grammar https://www.ereadingworksheets.com/languageartsworksheets/ https://www.youtube.com/watch?v=yGGNKTe_N7o SLMS Listing Inflectional endings-‘er’ & ‘est’	Diagnostic Formative assessment Oral questioning and answering in complete sentences (use wait time) Sort nouns according to the plural forming rule Use of a plural forming song/ rhyme/ chant, Use songs, rhymes, riddles, and sentence writing (THIS CAN BE USED FOR ALL GRAMMAR ACTIVITIES) Sort verbs according to types. Complete cloze passages with the correct verb forms Use comparative adjectives in context. Fill in the blank activities. Identify the error in a piece of writing Parts of speech in context. Use passages (fiction and nonfiction) Cloze passages Punctuation worksheets Identify incorrect use of punctuation marks Subject-Verb agreement worksheets Cloze passages Correct errors in a given passage N.B.

STANDARD FOUR - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Subject Verb Agreement Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word.</p> <p>Some personal pronouns agree with the singular verb while others agree with the plural form.</p> <p>Expressions such as: most of, many of, a lot of, a little of, much, some, all of, and some of, can take either a singular or plural verb. When the subject is countable the verb is plural, when the subject is uncountable it takes a singular verb.</p>		<p>Assessment should reflect work covered for the academic year</p>
<p>ELA Creative Writing</p> <p>Writing process Brainstorming Drafting Revising Editing Publishing</p> <p>Teacher Modelling Guided Writing Independent Writing</p>	<p>Content Use of capital letters (title of poems, first word on each line, Proper nouns-People, etc.)</p> <p>Elements of a paragraph (Analysis) Indent Main Sentence Supporting Details/sentences Concluding Sentence</p> <p>Writing Application Factual Paragraphs (Informative)</p> <p>Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices.</p> <p>Simple report writing.</p>	<p>Writing Process https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=nBQ8dU0KPtg https://www.youtube.com/watch?v=M2H29fRVqf8 https://www.youtube.com/watch?v=5Y_fxQ_52pk https://www.youtube.com/watch?v=GJMQWNd1TT8 https://www.youtube.com/watch?v=HLCjb0t6SRI https://www.youtube.com/watch?v=SNs9zZm9jzg https://www.youtube.com/watch?v=D_f-e4OhHU8 https://www.youtube.com/watch?v=lcD6ijirN2g https://www.ereadingworksheets.com/genre/ https://www.youtube.com/watch?v=yMDNvbEFksM https://www.youtube.com/watch?v=iDGwrS7WuC4</p>	<p>Graphic organisers (paragraphs) Use of a checklist Use of a rubric Writing process chart/ cards Paragraph sorting – put the sentences within a paragraph in the correct order Identifying main idea and supporting details worksheets Various types of writing activities: - Narrative Instructions/directions Report N.B. Assessments to be used should reflect work covered for the academic year</p>

STANDARD FOUR - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>instructions and directions</p> <p>Express thoughts and feelings in a reflective piece. (</p>		
Phonics	<p>Review and bridge gaps as required (Applicable across all learning modes)</p> <p>-Vowel</p> <p>– All short sounds</p> <p>– All long sounds (silent e)</p> <p>Consonant blends (beginning and ending)</p> <p>Word Families/Phonograms</p> <p>Syllabication with</p> <p>- Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCCV, VCV</p> <p>Content</p> <p>Vowel Digraphs</p> <p>Alternative spellings of vowels</p> <p>Consonant Digraphs - sh, ch,th,th,</p> <p>Diphthongs</p>	<p>SLMS Listing</p> <p>Phonics- 'ough' sounds</p> <p>The 'OUGH' Sound PPT</p> <p>Inflectional endings- 'er' & 'est'</p> <p>Structural Analysis-Inflectional Endings-Part 1</p> <p>Structural Analysis-Inflectional Endings-Part 2</p> <p>Structural Analysis-Inflectional Endings-'ed' and 'ing'</p> <p>Structural Analysis-Syllabication</p> <p>Spelling-Adding suffixes to words ending with a silent 'e'</p>	<p>Vowel review activities: - Bingo games, the sounds are represented in words on the Bingo cards</p> <p>Identify the vowels and consonants in print</p> <p>Magazines/newspapers</p> <p>/posters/brochures</p> <p>Syllabication activities</p> <p>Syllable dominoes game</p> <p>Vowel digraphs worksheets</p> <p>Identify digraphs in various print media</p> <p>Consonant digraphs</p> <p>Worksheets</p>
Vocabulary	<p>Review and bridge gaps as required</p> <p>Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject- specific vocabulary</p> <p>Context clues:</p> <p>- Words in series, Synonym clues, Antonym clues, surrounding words/</p>	<p>Synonyms</p> <p>https://www.youtube.com/watch?v=pD9KWtpHDDY</p> <p>Antonyms</p> <p>https://www.youtube.com/watch?v=F5XJuH57tf0</p> <p>Synonyms and Antonyms</p> <p>https://www.youtube.com/watch?v=bBWm3-mxL1U</p> <p>Prefixes</p> <p>https://www.youtube.com/watch?v=w7oGNyHX81I</p> <p>Suffixes</p>	<p>Vocabulary in context</p> <p>Reading texts as well as content area texts to be used</p> <p>Use graphic organisers</p> <p>Cloze passages</p> <p>Match words with definitions worksheets</p> <p>Replace words with</p>

STANDARD FOUR - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Sentences, definition clues, Background /Familiar, Words in apposition</p> <p>Use of dictionary and thesaurus</p> <p>Synonyms and Antonyms</p> <p>Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts</p> <p>Root Words and Inflectional endings</p> <p>Compound Words</p> <p>Content</p> <p>Determine the contextual meaning of words and phrases in factual text</p> <p>Prefixes and Suffixes</p> <p>Homographs and Homophones</p> <p>Multiple meaning words</p> <p>Interpret figurative language – simile, metaphor, personification</p>	<p>https://www.youtube.com/watch?v=635oQTY61J8</p> <p>SLMS Listing</p> <p>Context Clues-Part 1</p> <p>Structural Analysis-Compound Words</p> <p>Context Clues Part 2</p> <p>Structural Analysis- Affixes</p> <p>Vocabulary-Antonyms</p> <p>Context Clues 3.1</p> <p>Vocabulary -Government-Crossword Puzzle</p> <p>Vocabulary 2-Cross Curricular</p> <p>Homonyms PPT</p> <p>Prefixes 2</p>	<p>an antonym/synonym</p> <p>Use context clues to figure out meaning of new words</p> <p>Prefixes and suffixes worksheets</p> <p>Fill in the blank with the correct prefix/suffix</p> <p>Activities which use vocabulary in context</p>
<p>Fluency</p> <p>Elements of fluency (accuracy, rate phrasing and expression)</p>	<p>Review and bridge gaps as required</p> <p>Letter sound fluency/ Letter sounds and words fluency/ captions) rhymes</p> <p>Content</p> <p>Teacher Modelling (echo reading) rhymes</p> <p>Text Readers</p> <p>146 words correct per minute (WCPM)</p>	<p>https://www.uniteforliteracy.com/</p> <p>https://www.storyplace.org/</p> <p>https://www.storylineonline.net/library/</p> <p>https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dml_cntr-1</p> <p>SLMS Listing</p>	<p>Individual oral reading</p> <p>Note errors made</p> <p>This should be done weekly. Roster students to maximize time</p>

STANDARD FOUR - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
		Reading Passage-The Giraffe Reading passage- Joy on the Horizon Reading Passage-The Beach House Reading Passage-Ants Reading -Poem-Good Morning Dear Student Reading passage-The Emperor Valley Zoo Reading passage-It takes a Village Reading passage-The Fastest Land Animal	Reading Fluency assessment
Comprehension	<p>Review and bridge gaps as required Following directions and instructions Differentiate between literal and inferential questions (literary, non-fiction and graphic texts) Answering evaluative questions Identify Main Idea and supporting details (Fiction and poems)</p> <p>Story Elements (Fiction and poems) - Characters (Major and minor)- traits and actions- Setting- description and time - Problem, action and resolution - Plot Identify Main Idea and supporting details (Fiction and Poems) -Theme (Fiction and poems) - Setting description; Compare and contrast</p> <p>Poetry - Rhyme patterns, rhythm and stanza – Language use (Alliteration and Onomatopoeia) Story structure – Introduction, rising action, climax, falling action and conclusion</p>	https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dml_cntr-1 https://www.ixl.com/ela/grade-3 https://www.ixl.com/ela/grade-4 https://www.youtube.com/watch?v=JmkgAWAGtbE https://www.youtube.com/watch?v=BR0p0ZlvUxk https://www.youtube.com/watch?v=98l2gZh-2X0 Figurative Language https://www.ereadingworksheets.com/figurative-language/figurative-language-activities/ Point of View https://www.ereadingworksheets.com/point-of-view/ SLMS Listing Comprehension-The Beach House Comprehension-Sequencing-The Beach House Comprehension- Poem- Baking Bread Comprehension-Making Inferences-Dashing through the...What??? Comprehension-Mary’s Baking Exploring Poetry-Let’s journey with Poetry-you and me!	Oral questioning Fiction, Non-fiction and Poetry passages to be used Written assessment with both literal and inferential questions Use various forms of print media (posters, magazines, brochures, advertisements etc.) Assessment should be both formative and summative Text features work sheets Identify the various features of a text Identify different figures of speech in print Identify the cue words for the different text structures Example – first/last/then

STANDARD FOUR - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Identify words/details that appeal to the senses (Fiction and poems)</p> <p>Content</p> <p>Literary element (poems and stories)</p> <ul style="list-style-type: none"> - Imagery - Theme (comparing themes) - Plot - Style <p>Text features</p> <ul style="list-style-type: none"> - Headings, Sub-headings, Table of Contents, Guide words, Illustrations and captions <p>Infer meaning in context using figurative language (Personification) Fiction and poems</p> <p>Text structure-</p> <ul style="list-style-type: none"> - Description, Sequencing – (Non-fiction). Cause and effect– explicitly stated (Fiction), Cause and effect- explicitly stated (Non-Fiction), Problem and solution (Non- Fiction) <p>Literary device</p> <ul style="list-style-type: none"> - Imagery - Tone (Fiction and poems) <p>Mood in literary texts</p> <ul style="list-style-type: none"> - Stories and Poems <p>Make judgments about the behaviour of characters</p> <p>Evaluate texts</p>	<p>Comprehension -Poster-Phone Found</p> <p>Comprehension-The Emperor Valley Zoo</p> <p>Comprehension-Poem- Good Morning Dear Student</p> <p>Comprehension-Compare and Contrast</p> <p>Comprehension-Making Inferences-Comprehension Strategies</p> <p>Reading Comprehension- Narrative Versus Expository</p> <p>Let's Discover Poetry-You and Me! - Hints for Interpreting Poetry for SEA ELA</p>	<p>indicate sequencing</p> <p>Assessment should be both formative and summative</p>

STANDARD FOUR - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	Express preferences and support their views by reference to texts		
Penmanship	Content -Sentence Writing - legibility and neat presentation - appropriate letter formation demonstrating correct strokes		Writing activities Journals Use the Penmanship Handbook Weekly activities

STANDARD FOUR – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Education

LEVEL THREE: STANDARD FOUR AND FIVE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> Identify personal needs. Prioritise personal needs. Recognise and seek intervention to satisfy needs. 	Needs and Wants https://www.youtube.com/watch?v=RJJgUAhXxqw	<ul style="list-style-type: none"> List personal needs in order of priority.
THEME: Eating and Fitness	<ul style="list-style-type: none"> Identify and work to develop components of health-related fitness – flexibility, cardio-vascular endurance, muscular strength, muscular endurance Set fitness goals Select appropriate activities to improve fitness. 	Benefits of Exercise https://www.youtube.com/watch?v=cBRmIfW867g	<ul style="list-style-type: none"> Create a fitness plan.
THEME: Sexuality and Sexual Health	<ul style="list-style-type: none"> Be aware of gender inequity. Display equal treatment towards both sexes. 	Gender Equality https://www.youtube.com/watch?v=kXRLvne4fas Gender Equality Explained by Children https://www.youtube.com/watch?v=hLr2GNRnmXM	<ul style="list-style-type: none"> Age appropriate scenarios on issues related to gender equality.
THEME: Managing the environment	<ul style="list-style-type: none"> Explain ways in which one can care for the environment. Identify sustainable practices necessary for a healthy environment. 	Taking Care of the Earth https://www.youtube.com/watch?v=U9bCWwtUiHg	<ul style="list-style-type: none"> Identify and create items for recycling.

STANDARD FOUR – MATHEMATICS

Mathematics

STANDARD FOUR

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Number Concepts, Place Value and Rounding	<ul style="list-style-type: none"> Recognize, represent, model, compare, and order numbers up to 1 000 000 with reference to place value State the value of each digit in a numeral Demonstrate an understanding of different types of numbers Develop an understanding of rounding to thousands 	https://www.khanacademy.org/math/cc-fourth-grade-math/imp-place-value-and-rounding-2 https://www.youtube.com/watch?v=s_y9AHZDLZA https://www.youtube.com/watch?v=T60FBiCsJho https://www.youtube.com/watch?v=VyYwYPNhZVM https://www.mathsisfun.com/rounding-numbers.html https://www.k5learning.com/free-math-worksheets/fifth-grade-5/place-value-rounding https://www.youtube.com/watch?v=fB4_5GJwEHI https://www.youtube.com/watch?v=iK0y39rjBgQ&t=3s	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Paper and pencil test https://learn.moe.gov.tt/pluginfile.php/338680/mod_resource/content/2/29%2005%2020%20S4%20T1%20NUMBER%20Number%20Concepts.pdf
NUMBER Number Patterns	<ul style="list-style-type: none"> Recognize and explore number patterns up to 1 000 Describe repeating, increasing or decreasing patterns with fractions and whole numbers Use a pattern rule to determine missing elements for a given pattern and to extend or predict subsequent elements in patterns Develop an understanding of different types of numbers by exploring their patterns Create repeating, increasing and decreasing number patterns and explain the pattern rule Solve problems involving the use of patterns 	https://www.youtube.com/watch?v=FwdYiHsrGrMUc https://www.youtube.com/watch?v=JcNCfb0c8nc https://www.youtube.com/watch?v=d71o1OEN0u4 https://www.khanacademy.org/math/k-8-grades/cc-fourth-grade-math/imp-factors-multiples-and-patterns	<ul style="list-style-type: none"> Observation Checklist Worksheet Journal Writing Portfolio Paper and pencil test

STANDARD FOUR – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Number Relationships	<ul style="list-style-type: none"> • Calculate the unknown in number sentences involving the four operations and explain the procedures used • Solve problems involving number sentences with one unknown 	https://www.youtube.com/watch?v=ciQCZto9vWo https://www.youtube.com/watch?v=Mvm0y1Qr_JQ	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Paper and pencil test • Presentation
NUMBER Whole Number (Operations)	<ul style="list-style-type: none"> • Create and solve problems using whole numbers involving the four operations • Solve one-step and multi-step problems involving whole numbers (including money transactions, bills, best buy, profit and loss) using the four operations and a variety of strategies • Solve real-world problems involving direct proportion • Demonstrate an understanding of algorithms, mental strategies and estimation strategies • Use the inverse operations to check the solutions to problems • Determine the approximate solution to a problem that does not requires an exact answer 		<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Portfolio • Rubric • Presentation
NUMBER Fractions	<ul style="list-style-type: none"> • Add a fraction to a whole number • Subtract a fraction from a whole number • Add and subtract fractions involving the same denominator and one denominator a multiple of the other • Develop and use the algorithms for solving problems involving the addition and subtraction of fractions • Solve real-life problems involving fractions and using the algorithms developed • Solve one-step and multi-step problems involving fractions using a variety of strategies 	https://www.youtube.com/watch?v=PKY8cbq-qoY https://www.youtube.com/watch?v=BArqkejVKnc https://www.youtube.com/watch?v=BArqkejVKnc https://www.youtube.com/watch?v=eBuUCeNGYpY https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-add-sub-frac-word-probs/e/adding-and-subtracting-fractions-with-like-denominators-word-problems	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Presentation
Geometry	<ul style="list-style-type: none"> • Demonstrate an understanding of angles 	https://www.youtube.com/watch?v=O3V2AdwoBBU	<ul style="list-style-type: none"> • Observation Checklist

STANDARD FOUR – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Angles	<ul style="list-style-type: none"> • Recognize an angle as an amount of turn (whole turn, three quarter turn, half turn, and quarter turn) • Describe the right angle as a quarter turn • Investigate angles (right angle, angles greater than and smaller than right angles) in regular and irregular polygons and faces of solid • Draw shapes with angles of various sizes • Investigate angles (right angle, angles greater than and smaller than right angles) in regular and irregular polygons and faces of solids • Draw shapes with angles of various sizes 	https://www.youtube.com/watch?v=X9w3WvP9nQ8 https://www.mathsisfun.com/rightangle.html https://www.youtube.com/watch?v=hfbttTYOOw	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Performance Task • Quiz • Presentation
Measurement Linear	<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between standard units and their subparts to solve practical problems involving linear measures • Demonstrate appropriate techniques when measuring • Identify the millimeter as a unit for measuring length • Measure lengths in millimeter • Measure lengths using combinations of millimeters, centimetres and metres • Convert linear measures expressed as mm, cm and m • State the meaning of the prefixes used in measurement • Draw plane shapes given the perimeter • Construct or draw two or more rectangles for a given perimeter in a problem-solving context • Measure and record the perimeter of a given irregular shape, and explain the strategy used • Solve problems involving linear measure 	https://www.youtube.com/watch?v=ZFL1IUNWUZQ&t=4s https://www.youtube.com/watch?v=VIQaUo-rkEA https://www.khanacademy.org/math/cc-fifth-grade-math/imp-measurement-and-data-3/imp-unit-conversion/a/metric-units-of-mass-review	<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Paper and pencil test • Performance Task • Presentation

STANDARD FOUR – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Measurement Mass/Weight	<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between standard units and their subparts to solve problems involving mass/weight • Measure mass/weight in kilograms and grams • Convert measures of mass/weight involving grams and kilograms • Solve computational and real-life problems involving grams and kilograms 	https://www.youtube.com/watch?v=ZFL1IUNWUZQ&t=4s https://www.youtube.com/watch?v=VIQaUo-rkEA https://www.khanacademy.org/math/cc-fifth-grade-math/imp-measurement-and-data-3/imp-unit-conversion/a/metric-units-of-mass-review	<ul style="list-style-type: none"> • Worksheet • Paper and pencil test • Performance Task
Measurement Time	<ul style="list-style-type: none"> • Describe time as “minutes to” or “minutes after or past” the hour and tell time to the minute • Match times shown on standard digital clocks, 24 hour digital clocks and analog clocks to the minute, and record time • Calculate the duration of events using starting and finishing times (elapsed time) • Solve problems in real-life situations involving time 		<ul style="list-style-type: none"> • Observation Checklist • Worksheet • Journal Writing • Paper and pencil test • Quiz
Measurement Area	<ul style="list-style-type: none"> • Calculate the areas of compound shapes that may be dissected into rectangles and squares • Draw different shapes of a given area on grids • Solve problems involving area 		<ul style="list-style-type: none"> • Worksheet • Paper and pencil test • Presentation
Statistics	<ul style="list-style-type: none"> • Interpret data from tables, charts and graphs • Apply findings from analysis of data to solve problems • Determine the mode for a given set of data and explain its importance in data analysis • Communicate findings and decisions made using appropriate vocabulary associated with statistics 	https://www.youtube.com/watch?v=nGDYjEJCHUM https://www.youtube.com/watch?v=OmLI6pkvV-I https://www.twinkl.co.uk/resource/t2-m-1388-new-interpreting-bar-charts-activity-sheets	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Portfolio • Presentation

STANDARD FOUR – MATHEMATICS

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none">• Evaluate decisions made based on analysis of data represented in tables, charts and graphs		

STANDARD FOUR - PHYSICAL EDUCATION

Physical Education
STANDARD FOUR

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: <ul style="list-style-type: none">• Benefits of physical activities	Explain the benefits of participation in different physical activities.	Design short lessons guided by: <ul style="list-style-type: none">• Lessons and activities similar to those on the MoE SLMS• YouTube links Using the following as a reference https://www.shapeamerica.org/ https://www.pecentral.org/ https://openphysed.org/	Compare and contrast activities
Safe Practices: <ul style="list-style-type: none">• Conflict resolution strategies	Discuss strategies which can resolve conflict that may arise during physical activity		Matching activities

STANDARD FOUR - SCIENCE

Science

STANDARD FOUR

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Construct an operational definition (Bridging)</p> <p>Distinguish between weather and climate.</p>	<p>Selected references from: https://courses.lumenlearning.com/suny-earthscience/chapter/weather-processes-and-systems/</p> <p>https://courses.lumenlearning.com/suny-earthscience/chapter/climate-and-weather/ (materials may be printed to facilitate access) research questions to guide students as the read and watch video:</p> <p>https://www.YouTube.com/watch?v=YbAWny7FV3w</p>	<p>Learning Activity: Climate and Weather:</p> <p>https://learn.moe.gov.tt/pluginfile.php/328400/mod_resource/content/2/Standard%204%20SI%20Climate%20and%20Weather.pdf</p> <p>Weather crossword: https://spaceplace.nasa.gov/weather-words/en/</p>
<p>Outline steps to prepare for extreme weather conditions:</p>	<p>Reading materials or video selected from:</p> <p>https://www.YouTube.com/watch?v=yrOYxLt9SCI</p> <p>https://archive.epa.gov/climatechange/kids/solutions/prepare/weather.html</p> <p>https://www.YouTube.com/watch?v=QVZExLO0MWA</p> <p>http://kidsahead.com/subjects</p> <p>https://spaceplace.nasa.gov/hurricanes/en/</p>	<p>Learning Activity; Preparing for extreme weather:</p> <p>https://learn.moe.gov.tt/pluginfile.php/328406/mod_resource/content/1/Standard%204%20SI%20Steps%20to%20prepare%20for%20extreme%20weather%20conditions.pdf</p>
<p>Share their views CONFIDENTLY via multiple methods (Bridging)</p> <p>Assess uses of renewable and non-renewable energy</p>	<p>Videos:</p> <p>https://www.youtube.com/watch?v=Vztjbm6HA58</p> <p>https://www.youtube.com/watch?v=Vh8XVksn1Y</p> <p>https://www.youtube.com/watch?time_continue=10&v=oJAbATJCugs&feature=emb_logo</p> <p>Site:</p> <p>https://www.eia.gov/kids/energy-sources/</p>	<p>Learning Activity: The Greenhouse Effect:</p> <p>https://learn.moe.gov.tt/pluginfile.php/328421/mod_resource/content/1/Std%204%20Greenhouse%20Effect.pdf</p> <p>https://learn.moe.gov.tt/pluginfile.php/328427/mod_resource/content/1/Standard%204%20CS%20Greenhouse%20and%20Enhanced%20Greenhouse%20Effect.pdf</p>
<p>Measure temperature using a thermometer</p>	<p>Videos:</p> <p>https://www.youtube.com/watch?v=Mnroipc87Ug</p>	<p>Learning Activity Conduction of Heat</p>

STANDARD FOUR - SCIENCE

OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
<p>Make inferences from data (Bridging)</p> <p>Defend the choice of materials based on their properties (e.g. conduction of heat).</p>	<p>https://www.youtube.com/watch?v=DUF1UGQLQh8</p> <p>https://www.youtube.com/watch?v=ubsA7UscAc</p>	<p>https://learn.moe.gov.tt/pluginfile.php/328506/mod_resource/content/1/Standard%204%20Lesson%20Primary%20Science%20-%20Properties%20of%20materials_heat.pdf</p>

STANDARD FOUR - SOCIAL STUDIES

Social Studies

STANDARD FOUR- Term One Theme: Media and Information

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Media and Information	<p>Develop an understanding of the effects of migration and immigration on the social and cultural life of Trinidad and Tobago. (Bridging - Standard Three Content: In An Interdependent World; In Term One, Standard Four, the teacher may examine how media and information may be a reason for migration. In Terms two and three other aspects of the content can be explored</p> <p>Ascertain that the mass media are the channels for information-sharing in any society and that what is reported affects one's choices and dispositions</p> <p>Understand that ICT influences how one thinks and behaves and that one should exercise caution when using it.</p>	<p>Why do People Migrate You Tube Video https://www.youtube.com/watch?v=54xM8VlgP7s</p> <p>What is the Media You Tube Video https://www.youtube.com/watch?v=GI89D1ObYoc</p> <p>Information and Communication Technology for Education You Tube Video resource for teachers https://www.youtube.com/watch?v=tXs5O1yGlg4</p>	<p>Complete an online concept map for the reasons for migration</p> <p>Teacher presents a scenario of improper usage of ICT and have students write about their possible response to the situation.</p>

STANDARD FOUR - SPANISH

Spanish

STANDARD FOUR

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Waters that Link and Divide Us	1.1.1. Name in Spanish the bodies of water that surround Trinidad and Tobago. (LMS)	Video/ Audio demo of target language structures (e.g. LMS PowerPoint on the topic Bodies of Water– Standard 3) https://learn.moe.gov.tt/mod/resource/view.php?id=6378	Embedded oral practice
Media and Information	Content 1.1.1 Outline ways in which Hispanic culture is being infused in contemporary Trinidad and Tobago. Disposition1.2.1. Appreciate cultural diversity within Trinidad and Tobago. Disposition1.2.2. Have a sense of identity. Disposition 1.2.3. Be open-minded to the culture of others.	E.g. Students research Primary sources of Spanish influence in T&T culture giving three examples of each. Online Discussion to follow presentations on how each has enriched our lives and which each student most appreciates. NALIS online Resources	Oral questioning in online/WhatsApp session with teacher.
Media and Information	2.1.1. Express, in Spanish, likes and dislikes of selected aspects of the Hispanic culture.	Video/ Audio demo of target language structures (e.g. LMS PowerPoint on the topic Likes and Dislikes – Standard 4) https://learn.moe.gov.tt/mod/resource/view.php?id=6382	Embedded oral practice
Media and Information	3.1.1. Name basic forms of media in Spanish. (LMS) 3.1.2. State in Spanish how they use different forms of media.	Video/ Audio demo of target language structures (e.g. LMS PowerPoint on the topic Forms of Media – Standard 4) https://learn.moe.gov.tt/mod/resource/view.php?id=6381	Embedded oral practice

STANDARD FOUR - VALUES, CHARACTER AND CITIZENSHIP EDUCATION

Values, Character and Citizenship Education

STANDARD FOUR- Term One Theme: Media and Information

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Trustworthiness: Communication & Trust	Demonstrate an understanding of the ways in which effective communication helps to maintain trust within relationships Demonstrate Deepening understanding of loyalty and moral courage (Bridging- Standard Three Content: Trustworthiness: Prioritizing Loyalty)	Trustworthiness You Tube Video https://www.youtube.com/watch?v=qWxk2QFbIEE Loyalty and Friendship Story You Tube Video https://www.youtube.com/watch?v=GxvcpZCDKcw	Create a story about loyalty and share online
Acceptable Disclosure	Act with integrity and discretion Demonstrate Deepening understanding of loyalty and moral courage (Bridging- Standard Three Content: Trustworthiness: Prioritizing Loyalty)	What is Integrity for Kids You Tube Video https://www.youtube.com/watch?v=O5oZ-P1yH7M	Online Worksheets
Respect for the right to privacy	Demonstrate an understanding of the “right to privacy” and what it entails. Demonstrate Deepening understanding of loyalty and moral courage (Bridging- Standard Three Content: Trustworthiness: Prioritizing Loyalty)	Teaching Laws, Rights and Responsibilities to Kids You Tube Video https://www.youtube.com/watch?v=TyP09S0UEzA	Online Worksheets
Respect for self and others	Demonstrate deepening understanding of respect for self and others.	Respect for Self and Others You Tube Video https://www.youtube.com/watch?v=fp9dTTIQLPY	Online Worksheets
Caring: Considerate Use of Media	Demonstrate understanding of the ways in which the media can be used with due consideration for others.	What is the Media You Tube Video https://www.youtube.com/watch?v=GI89D1ObYoc	Develop an online concept map

STANDARD FOUR - VISUAL AND PERFORMING ARTS: DANCE & MUSIC

Visual and Performing Arts: Dance

STANDARD FOUR: Dance

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Dance Production Elements	Identify features that are integral to a dance production. Review and critique dance performances	https://www.youtube.com/watch?v=ZUGFQ8OUMgs	View one or two dance productions and identify at least three features e.g. costuming, type of space, number of dancers, lighting, and accompaniment. Critique the performance making at least three supporting statements

Visual and Performing Arts: Music

STANDARD FOUR

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
2.1.1 Recognize form (structure) in music.	Identify the form (structure) of musical excerpts as being call and response	https://www.youtube.com/watch?v=-ClJOVp5Pg https://www.youtube.com/watch?v=PmjuKRvdEM8	Embedded in the lesson
4.1.1 Recognize how correct breathing and expression contribute to good singing.	Sing nation building songs and songs from other Caribbean islands	https://learn.moe.gov.tt/mod/resource/view.php?id=5661	Embedded in the activity

STANDARD FOUR - VISUAL AND PERFORMING ARTS: DRAMA

Visual and Performing Arts: Drama

STANDARD FOUR

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Portfolio Elements of Production Sculptures & Mirroring	<ol style="list-style-type: none"> 1. Develop a scenario based on articles, advertisements and pictures collected in their drama portfolio. 2. Investigate the elements of a production. 3. a. Create a sculpted piece. b. Mirror movements. <p><i>Bridging Outcomes:</i></p> <p><i>2. Present Improvised Scenes Based on Sacred and Secular Festivals</i> (Topic 1- Portfolio)</p> <p><i>3. Create Scenarios in Small Groups that Show Similarities and Differences in Festivals of Trinidad and Tobago</i> (Topic 1- Portfolio)</p> <p><i>4. Create Presentations Based on Festivals from Other Caribbean Countries</i> (Topic 1- Portfolio).</p> <p>STAND ALONE TOPICS FROM PREVIOUS ACADEMIC YEAR <u>Topic: Flashback/ Flash forward</u></p> <ol style="list-style-type: none"> 1. Create a Scenario Based on the Theme Oceans, Incorporating the Techniques of Flashback and Flash forward 	https://learn.moe.gov.tt/course/index.php?categoryid=200	Performance, oral questions, observations, checklist, portfolio, student self-assessment, journal, presentation

STANDARD FOUR - VISUAL AND PERFORMING ARTS: VISUAL ARTS

Visual and Performing Arts: Visual Arts

STANDARD FOUR

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1) ELEMENTS IN 3-D OBJECTS 1.1.1 Become aware of the variation of line, shape, texture, colour and tone in 3-dimensional work.	1. Produce models of different media items	https://learn.moe.gov.tt/course/view.php?id=374	Performance: Create a mini water dispenser
2) PRINCIPLES IN 3-D WORK 2.1.1 Understand that balance, repetition, contrast, pattern and rhythm can be used in creating 3- dimensional work.	2. Construct mobiles using models created	https://learn.moe.gov.tt/course/view.php?id=374	Performance: Create a mobile
3) COMMUNICATION 3.1.1 Understand that drawings and diagrams can be used to solve design problems and to clarify and develop ideas.	3. Create a Narrative Drawing, cartoon or comic strip	https://learn.moe.gov.tt/course/view.php?id=374	Performance: Create a communication piece

STANDARD FIVE TERM ONE

STANDARD FIVE - AGRICULTURAL SCIENCE

Agricultural Science
STANDARD FIVE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Local issues affecting agriculture at the national and/or international level	Analyze how local issues affecting agriculture at the national and/or international level	Climate, Agriculture and the Challenges Ahead: https://www.youtube.com/watch?v=G0K9sD0vGus Sustainable Development of Agriculture in the Caribbean: https://sustainabledevelopment.un.org/content/documents/5404379cafan2.pdf	Project method: Presentation on local issues affecting agriculture poster or presentation on the importance of caring for your community and the world

STANDARD FIVE - ENGLISH LANGUAGE ARTS

English Language Arts

STANDARD FIVE

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Grammar Skills: -Apply the use of the grammatical structures in speaking, listening, reading, writing and viewing -Connect all content to Creative Writing	Review and bridge gaps as required Parts of Speech -Nouns, Types of nouns (common, proper, collective and abstract) Singular and plural nouns (regular and irregular forms) -Verbs, Types of verbs, Verbal forms (including contractions) Regular and irregular Use Modals: can, may, should, would, could, might. Participle-past and present. -Adjectives: comparative and superlative degree. -Pronouns: Personal, Possessive Reflexive and Relative Pronoun. Capitalisation in sentences for: •first word in a quotation •title of books, chapters, poems •title of proper names •important words in headlines, subject heading etc. Content -Adverbs: comparative and superlative forms. -Prepositions in context.	Grammar https://www.ereadingworksheets.com/languageartsworksheets/ https://www.youtube.com/watch?v=yGGNKTe_N7o SLMS Listing 16 presentations/lessons on ELA Section 1- Spelling, Punctuation and Grammar Punctuation and Capitalisation-An Overview Subject and Verb Agreement Fixing Run-on Sentences Spelling-Adding 'ing' words	Oral questioning and answering in complete sentences (use wait time) Sort nouns according to the plural forming rule Use of a plural forming song/ rhyme/ chant, Games, Riddles, Sentence Writing Sort verbs according to types. Complete cloze passages with the correct verb forms Use comparative adjectives in context. Fill in the blank activities. Identify the error in a piece of writing Parts of speech in context. Use passages (fiction and nonfiction) Cloze passages Punctuation worksheets Identify incorrect use of punctuation marks Subject-Verb agreement worksheets Cloze passages Correct errors in a given passage

STANDARD FIVE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>-Conjunctions to combine ideas and sentences.</p> <p>Alphabetical order- first and second letter</p> <p>Punctuation marks in sentences: - apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses.</p> <p>Subject Verb Agreement</p> <p>Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word.</p> <p>Forms of the verb ‘to be’ take the number of the subject.</p> <p>Sums of money, measurements, fractional parts take the singular verb.</p> <p>A collective noun which is singular in meaning is followed by a singular verb.</p> <p>Some personal pronouns agree with the singular verb while others agree with the plural form.</p> <p>Expressions such as: most of, many of, a lot of, a little of, much, some, all of, and some of, can take either a singular or plural verb. When the subject is countable</p>		Use both Formative and summative assessment

STANDARD FIVE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	the verb is plural, when the subject is uncountable it takes a singular verb.		
ELA Creative Writing Writing process Brainstorming Drafting Revising Editing Publishing Techer Modelling Guided Writing Independent Writing	Content Use of capital letters (title of poems, first word on each line, Proper nouns-People, etc.) Elements of a paragraph (Analysis) Indent Main Sentence Supporting Details/sentences Concluding Sentence Writing Application Factual Paragraphs (Informative) Narrative Writing - plot structure, character development, setting, and sensory descriptive words and include simile, simple metaphor and personification devices. Simple Instructions and Directions Paragraphs Simple report writing. instructions and directions Express thoughts and feelings in a reflective piece.	Writing Process https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=nBQ8dU0KPtg https://www.youtube.com/watch?v=M2H29fRVqf8 https://www.youtube.com/watch?v=5Y_fxQ_52pk https://www.youtube.com/watch?v=GJMQWNd1TT8 https://www.youtube.com/watch?v=HLcjb0t6SRl https://www.youtube.com/watch?v=SNs9zM9jzg https://www.youtube.com/watch?v=D_f-e4OhHU8 https://www.youtube.com/watch?v=lcD6ijirN2g https://www.ereadingworksheets.com/genre/ https://www.youtube.com/watch?v=yMDNvbEFksM https://www.youtube.com/watch?v=iDGwrS7WuC4 SLMS Listing Imagery in Narrative Writing Structuring the plot in a story Distinguishing Reports from Stories Let's revise a story! Descriptive Language in Narrative Writing Creative ways to introduce Stories Character Development in Stories Report Writing Distinguishing Reports from Stories The Language of Reports	Graphic organisers (paragraphs) Use of a checklist Use of a rubric Writing process chart/ cards Paragraph sorting – put the sentences within a paragraph in the correct order Identifying main idea and supporting details worksheets Various types of writing activities: - Narrative Instructions/directions Simple Report N.B. Assessment should reflect work covered for the academic year

STANDARD FIVE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
Phonics	Review and bridge gaps as required Vowel – All short sounds – All long sounds (silent e) Consonant blends (beginning and ending) Word Families/Phonograms Vowel Digraphs Consonant Digraphs sh, ch,th,th, Diphthongs Syllabication with - Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCC, VCV		Vowel review activities: - Bingo games where the sounds are represented in words on the Bingo cards Identify the vowels and consonants in print Magazines/newspapers/posters/brochures Consonant blends and word families’ worksheets. Identify in text Consonant digraphs worksheets Identify digraphs in print Syllabication activities Syllable dominoes game Use both formative and summative assessments
Vocabulary	Review and bridge gaps as required Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject-specific vocabulary Context clues: - Words in series, Synonym clues, Antonym clues, surrounding words/ sentences, definition clues,	Synonyms https://www.youtube.com/watch?v=pD9KWtpHDDY Antonyms https://www.youtube.com/watch?v=F5XJuH57tf0 Synonyms and Antonyms https://www.youtube.com/watch?v=bBWm3-mxL1U Prefixes https://www.youtube.com/watch?v=w7oGNyHX81I	Familiar vocabulary and high frequency words Cloze passages Match words with definitions worksheets

STANDARD FIVE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Background /Familiar, Words in apposition, factual language (use of dictionary), Word meaning – descriptive language</p> <p>Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts</p> <p>Use of dictionary and thesaurus</p> <p>Root Words and Inflectional endings</p> <p>Determine the contextual meaning of words and phrases in factual text</p> <p>Compound Words</p> <p>Synonyms and Antonyms</p> <p>Prefixes and Suffixes</p> <p>Homographs and Homophones</p> <p>Multiple meaning words</p> <p>Interpret figurative language – simile, metaphor, personification</p>	<p>Suffixes https://www.youtube.com/watch?v=635oQTY61J8 SLMS Listing Context clues:</p>	<p>Replace words with an antonym/synonym</p> <p>Use context clues to figure out meaning of new words</p> <p>Cloze passage homophones worksheet</p> <p>Prefixes and suffixes worksheets Fill in the blank with the correct prefix/suffix</p> <p>Use both formative and summative assessment</p>
<p>Fluency Elements of fluency (accuracy, rate phrasing and expression)</p>	<p>Review and bridge gaps as required Letter sound fluency/ Letter sounds and words fluency/ captions) rhymes Content Text Readers/ Level Appropriate reading material 133 – 146 words correct per minute (WCPM)</p>	<p> https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/ https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dml_cntr-1 </p>	<p>Individual oral reading Note errors made</p> <p>This should be done weekly. Roster students to maximize time</p>

STANDARD FIVE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
			Oral Reading Fluency assessment should be done at the end of the term
Comprehension	<p>Review and bridge gaps as required Following directions and instructions</p> <p>Differentiate between literal and inferential questions (literary, non-fiction and graphic texts) Answering evaluative questions</p> <p>Poetry – Language use (Alliteration and Onomatopoeia) - Rhyme patterns, rhythm and stanza</p> <p>Story Elements (Fiction and poems) -Characters (Fiction and poems) describe simple physical features of literary characters -Compare and contrast characters (Fiction and poems) - Characters (Major and minor)- traits and actions- Setting-description and time - Problem, action and resolution - Plot Identify Main Idea and supporting details (Fiction and Poems) - Story element- Theme (Fiction and poems) - Setting description; Compare and contrast</p> <p>Content Literary element (poems and stories) - Imagery, Theme (comparing themes), Plot, Style</p>	<p>https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dml_cntr-1 https://www.ixl.com/ela/grade-3 https://www.ixl.com/ela/grade-4 https://www.youtube.com/watch?v=JmkgAWAGtbE https://www.youtube.com/watch?v=BR0p0ZlvUxk https://www.youtube.com/watch?v=98l2gZh-2X0</p> <p>Figurative Language https://www.ereadingworksheets.com/figurative-language/figurative-language-activities/</p> <p>Point of View https://www.ereadingworksheets.com/point-of-view/</p> <p>SLMS Listing Analysing Non-Fiction Text Internal Text Structure Exploring a story extract</p> <p>Poems Colour on the Move (with audio) Colour on the Move (video only) The Flea The Fireflies Dance Good Morning Dear Students The Wind Clouds A Sudden Storm</p>	<p>Graphic pieces for oral and written comprehension</p> <p>Oral questioning Fiction, Non-fiction and Poetry passages to be used Written assessment with both literal and inferential questions</p> <p>Use various forms of print media (posters, magazines, brochures, advertisements etc.)</p> <p>Assessment should be both formative and summative</p> <p>Text structure work sheets</p> <p>Identify the various features of a text</p> <p>Identify different figures of speech in print</p> <p>Identify the cue words for the different text structures Example – first/last/then indicate sequencing</p>

STANDARD FIVE - ENGLISH LANGUAGE ARTS

CONTENT AREA	CONTENT/SKILLS	SUGGESTED ONLINE LEARNING TOOLS/SLMS ACTIVITIES	ASSESSMENT
	<p>Story structure – Introduction, rising action, climax, falling action and conclusion</p> <p>Text features</p> <ul style="list-style-type: none"> - Headings, Sub-headings, Table of Contents, Guide words, Illustrations and captions, Index, Glossary and Bibliography <p>Infer meaning in context using figurative language (Personification) Fiction and poems</p> <p>Text structure-</p> <ul style="list-style-type: none"> - Description, Sequencing – (Non-fiction), Cause and effect–explicitly stated (Fiction) , Cause and effect- explicitly stated (Non-Fiction), Problem and solution (Non- Fiction) <p>Literary device</p> <ul style="list-style-type: none"> - Imagery, Tone (Fiction and poems) <p>Identify words/details that appeal to the senses (Fiction and poems)</p> <p>Mood and tone in literary texts</p> <ul style="list-style-type: none"> - Stories and Poems <p>Draw conclusion about characters, setting and events</p> <p>Make judgments about the behaviour of characters</p> <p>Evaluate texts</p> <p>Writer’s and reader’s points of view</p> <p>Express preferences and support their views by reference to texts</p>	<p>My Dad’s a Secret Agent</p> <p>The Crocodile’s Toothache</p> <p>Reflection on Wrecked Kites</p> <p>Friends</p> <p>Jealousy</p> <p>Graphic Organisers</p> <p>Web Page- Book Adventure</p> <p>Poster- The Mask</p> <p>Comic Book Cover- ‘Action Comics’</p> <p>Invitation-Birthday Party- ‘Operation Sleepover’</p> <p>Poster- Producing Potato Chips</p> <p>Cricket Ticket</p> <p>Flow Chart- The Process of Chocolate Making</p> <p>Diagram- Understanding Hydroponics & Flow Chart- The Connected Food Chain</p> <p>Map-Family Fun Park</p> <p>Graduation Invitation & Diagram- The Water Treatment Process</p> <p>Poster- Lost Dog</p> <p>The Benefits of Kale</p>	<p>Assessment should be both formative and summative</p>

STANDARD FIVE – HEALTH AND FAMILY LIFE EDUCATION

Health and Family Life Education

LEVEL THREE: STANDARD FOUR AND FIVE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
THEME: Self and Interpersonal Relationship	<ul style="list-style-type: none"> • Identify personal needs. • Prioritise personal needs. • Recognise and seek intervention to satisfy needs. 	<p>Needs and Wants</p> <p>https://www.youtube.com/watch?v=RJJgUAhXxqw</p>	<ul style="list-style-type: none"> • List personal needs in order of priority.
THEME: Eating and Fitness	<ul style="list-style-type: none"> • Identify and work to develop components of health-related fitness – flexibility, cardio-vascular endurance, muscular strength, muscular endurance • Set fitness goals • Select appropriate activities to improve fitness. 	<p>Benefits of Exercise</p> <p>https://www.youtube.com/watch?v=cBRmIfW867g</p>	<ul style="list-style-type: none"> • Create a fitness plan.
THEME: Sexuality and Sexual Health	<ul style="list-style-type: none"> • Be aware of gender inequity. • Display equal treatment towards both sexes. 	<p>Gender Equality</p> <p>https://www.youtube.com/watch?v=kXRLvne4fas</p> <p>Gender Equality Explained by Children</p> <p>https://www.youtube.com/watch?v=hLr2GNRnmXM</p>	<ul style="list-style-type: none"> • Age appropriate scenarios on issues related to gender equality.
THEME: Managing the environment	<ul style="list-style-type: none"> • Explain ways in which one can care for the environment. • Identify sustainable practices necessary for a healthy environment. 	<p>Taking Care of the Earth</p> <p>https://www.youtube.com/watch?v=U9bCWWtUiHg</p>	<ul style="list-style-type: none"> • Identify and create items for recycling.

STANDARD FIVE – MATHEMATICS

Mathematics STANDARD FIVE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
NUMBER Whole Number	<ul style="list-style-type: none"> • Create and solve problems using whole numbers involving the four operations • Solve one-step and multi-step problems involving whole numbers (including money transactions, bills, best buy, profit and loss) using the four operations and a variety of strategies • Solve real-world problems involving direct proportion • Demonstrate an understanding of algorithms, mental strategies and estimation strategies • Use estimation strategies (front-end rounding, compensation and compatible numbers) to check and justify answers in problem solving contexts and to determine the reasonableness of answers • Use the inverse operations to check the solutions to problems • Determine the approximate solution to a problem that does not requires an exact answer 	https://www.youtube.com/watch?v=HAhg0uXn9GA https://www.onlinemathlearning.com/grade-4.html#Multiplication https://www.mathplayground.com/grade_4_games.html https://www.youtube.com/watch?v=eIUolhfupuA https://www.youtube.com/watch?v=tnclVXID8-8 https://www.youtube.com/watch?v=HdU_rf7eMTI https://www.k5learning.com/free-math-worksheets/fourth-grade-4/mental-multiplication https://www.mathsisfun.com/multiplication-tips-tricks.html https://www.mathsisfun.com/associative-commutative-distributive.html https://www.youtube.com/watch?v=I0JyMFDNyiM	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Portfolio • Rubric • Presentation
NUMBER Fractions	<ul style="list-style-type: none"> • Develop and apply procedures to add and subtract fractions and mixed numbers to solve problems • Solve problems involving addition and subtraction of fractions including mixed numbers • Develop and apply procedures to multiply a fraction by a whole number and multiply fractions and mixed numbers and to solve problems • Solve problems involving the multiplication of a fraction by a whole number, fraction by fraction and mixed numbers 	https://www.youtube.com/watch?v=kMPhdAXIM8k https://www.youtube.com/watch?v=KofyGPXoCzQ https://www.youtube.com/watch?v=ZRHvs5S_Z0A https://www.youtube.com/watch?v=-5RSmRGduFo https://www.youtube.com/watch?v=KE2NsR6I7xY	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Quiz • Presentation

STANDARD FIVE – MATHEMATICS

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> • Develop and apply procedures to divide whole numbers by fractions, fractions by whole numbers, and fractions to solve problems • Solve problems involving the division of: a whole number by a fraction, a fraction by a whole number, and a fraction by a fraction • Solve one-step and multi-step problems involving fractions (including money) using the four operations and a variety of strategies • Use estimation strategies to check and justify answers in problem solving contexts and to determine the reasonableness of answers 		
NUMBER Decimals	<ul style="list-style-type: none"> • Solve real-world problems involving the addition and subtraction of decimals to hundredths using the algorithm • Develop and apply the procedures to multiply decimals by whole numbers and decimals (limited to tenths by tenths) and to divide a decimal by a whole number (up to hundredths) to solve problems • Solve one-step and multi-step problems involving decimals (including money) using the four operations and a variety of strategies • Use estimation strategies to check and justify answers in problem solving contexts and to determine the reasonableness of answers 	https://www.youtube.com/watch?v=tsOibhsgYoQ https://www.youtube.com/watch?v=44RVduSirzY https://www.youtube.com/watch?v=Sah_q6YkF5o	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Quiz • Presentation
NUMBER Percent	<ul style="list-style-type: none"> • Develop an understanding of percent concretely, pictorially and symbolically • Demonstrate an understanding of the relationships between fractions and percents • Calculate the percent of a quantity 	https://www.youtube.com/watch?v=Lvr2YsxG10o https://www.mathsisfun.com/percentage.html https://www.youtube.com/watch?v=FaDtge_vkbg https://www.youtube.com/watch?v=ICNZE8E48TA https://www.youtube.com/watch?v=-Xt4UDk7Kzw	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Quiz • Presentation

STANDARD FIVE – MATHEMATICS

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<ul style="list-style-type: none"> Express a quantity as a percentage of another Relate percents to fractions (halves, quarters, fifths and tenths) and decimals Compare and order fractions, percents and decimals Solve problems involving fractions, decimals and percents 	https://www.youtube.com/watch?v=DhcM-oe1ZyQ https://www.youtube.com/watch?v=PZDg0_djUtE https://www.youtube.com/watch?v=rR95Cbcjzus	
NUMBER Problem Solving	<ul style="list-style-type: none"> Create and solve one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, percents and money (including profit and loss, discount, savings, salaries, wages, loans, simple interest, VAT) using algorithms, mental strategies, and other problem solving strategies Solve problems involving unequal sharing Use estimation strategies to check and justify answers in problem solving contexts and to determine the reasonableness of answers 	https://www.youtube.com/watch?v=wtrA3hpzY_A https://www.youtube.com/watch?v=5-52CG2Bkws https://www.youtube.com/watch?v=vXSbgGjjVnk https://www.youtube.com/watch?v=LQljuPsy_RE&list=PLndjMwSH7MSXqoRs4aFEtDcJlhlj3UXtN https://www.youtube.com/watch?v=GFysDV7wLFQ	<ul style="list-style-type: none"> Worksheet Journal Writing Paper and pencil test Performance Task Portfolio Rubric Presentation
GEOMETRY Solids and Plane Shapes	<ul style="list-style-type: none"> Describe solids in terms of their properties Explore angles in solids Explore and describe cross-sections of solids, base and height Explore angles in plane shapes Identify types of quadrilaterals Classify and compare quadrilaterals according to their attributes (angles, sides, perpendicular and parallel) Solve problems involving solids and plane shapes 	https://www.youtube.com/watch?v=zI3rUMrRLF8 https://www.youtube.com/watch?v=3nLpD6bE4fE&t=186s https://www.youtube.com/watch?v=ISOQbzhMMrU https://www.youtube.com/watch?v=3-CxG85wwEs https://www.youtube.com/watch?v=e5TNRU_t-fM https://www.youtube.com/watch?v=hID_j3AtxGs https://www.youtube.com/watch?v=0OW2bU0So-4 https://www.youtube.com/watch?v=5CeBlu260Rw	<ul style="list-style-type: none"> Worksheet Journal Writing Paper and pencil test Performance Task Portfolio Quiz Presentation
MEASUREMENT Linear: Perimeter	<ul style="list-style-type: none"> Develop and use proficiently the formulae to calculate the perimeter of squares and rectangles in problem- solving 	https://www.youtube.com/watch?v=g4rkij_PNWg https://www.mathsisfun.com/definitions/perimeter.html	<ul style="list-style-type: none"> Worksheet Journal Writing Paper and pencil test

STANDARD FIVE – MATHEMATICS

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
MEASUREMENT Mass/Weight	<ul style="list-style-type: none"> • Apply algebraic reasoning to calculate unknown values involving mass/weight • Solve problems involving mass/weight 	https://www.youtube.com/watch?v=4HnyNMhkBs0 https://www.youtube.com/watch?v=xK6j5BnVIdo https://www.youtube.com/watch?v=G0UoVYbsl50 https://www.youtube.com/watch?v=vbX83p0xJ9c	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Presentation
MEASUREMENT Time	<ul style="list-style-type: none"> • Solve problems involving time 	https://www.youtube.com/watch?v=UhMM68fq9FA https://www.youtube.com/watch?v=7PkpCDrDVHs	<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Performance Task
STATISTICS	<ul style="list-style-type: none"> • Interpret data from tables, charts and graphs • Apply findings from analysis of data to solve problems • Determine the mode for a given set of data and explain its importance in data analysis • Communicate findings and decisions by writing a report using language associated with statistics • Evaluate decisions made based on analysis of data represented in tables, charts and graphs • Develop the concept of mean/average • Solve problems involving mean/average 		<ul style="list-style-type: none"> • Worksheet • Journal Writing • Paper and pencil test • Performance Task • Portfolio • Presentation

STANDARD FIVE - PHYSICAL EDUCATION

Physical Education

STANDARD 5

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Healthy Habits: Identify benefits resulting from participation in different forms of physical activity • Team Spirit	Foster positive team spirit, sportsmanship and competition Maintain healthy habits through physical activities	Design short lessons guided by: • YouTube links Using the following as a reference https://www.shapeamerica.org/ https://www.pecentral.org/ https://openphysed.org/	Activity sheet
Safe Practices: • Attire	Characteristics of attire re: suitable for physical activity		Activity sheet

STANDARD FIVE - SCIENCE

Science

STANDARD 5

LEARNING OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Justify the use of energy efficient devices and practices to conserve electrical energy.	https://bosscontrols.com/energy-efficient-devices/ https://www.powershop.com.au/23-gadgets-improve-energy-efficiency/	Students conduct an audit of their home and produce a tally chart of the numbers of each of the listed energy efficient devices: <ul style="list-style-type: none"> ○ energy star products; ○ energy efficient gadgets; ○ fluorescent lighting and Light Emitting Diodes.
Construct contextually relevant operational definitions of the term “energy efficient”.	https://energypedia.info/wiki/Basic_Energy_Services - Energy_Sources#Energy_Use_and_Efficiency https://www.eia.gov/energyexplained/use-of-energy/efficiency-and-conservation.php https://www.ovoenergy.com/guides/energy-guides/what-is-energy-efficiency.html	Students post their definitions and peers vote on the quality of the definition utilising rubric developed by consensus: <ul style="list-style-type: none"> ○ Contains key related terms ○ Uses simpler related terms ○ Clear and accurate statement ○ Makes sense
Propose alternative methods instead for <ul style="list-style-type: none"> ○ washing and ○ drying clothes 	https://www.greenamerica.org/green-living/ditch-your-dryer https://www.moneycrashers.com/save-money-laundry-costs/ https://www.apartmenttherapy.com/5-tips-on-living-life-without-136785 https://www.thespruce.com/frugal-laundry-tips-to-save-money-2146478 In online groups, students identify for one of the tasks (washing or drying clothes), the actions that may result in a wasting of energy (include resources like water and detergent, which uses energy for it to be produced). Each group then brainstorm possible alternatives to reduce the energy wasted and record using concept map (flow chart, KWL etc). After choosing one alternative to be explored, each group proposes an alternative method for the chosen improvement to washing or drying of clothes.	Teacher or Peers assess students’ processes and methods using rubrics for: <ul style="list-style-type: none"> ○ Concept map from brainstorming: https://classroomaid.wordpress.com/technology-resources/collaboration/ ○ Effectiveness of alternative or innovation proposed

STANDARD FIVE - SCIENCE

LEARNING OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
	<p>Ideas to discuss:</p> <ul style="list-style-type: none"> ○ Waterless washing ○ Alternative energy-powered washing ○ Recycling water for washing ○ Alternative ways to heat for drying apart from electricity. ○ Innovative ways to hang out clothes ○ Alternative to electricity-powered methods to speed up drying of clothes ○ Natural detergents alternatives: plant extracts ○ Suds-free or Reduced-suds detergents. 	
<p>Propose alternative methods instead of</p> <ul style="list-style-type: none"> ○ using artificial lighting; ○ using air-conditioning. 	<p>https://www.You Tube.com/watch?v=eO1GoPbXubg https://www.You Tube.com/watch?v=SwiaaqKdtjw</p> <p>Teacher gives students challenges for alternatives to using artificial light and air-conditioning: Students propose:</p> <ul style="list-style-type: none"> ○ The design of a room (placement of windows, color of walls, design of doors) that makes the most of natural sunlight ○ Students present their ideas which are either assessed by peers or teachers. 	<p>Use observational checklist or rubric with rating or scoring scale to assess products:</p> <ul style="list-style-type: none"> ○ Identify specific problem to challenge to be addressed ○ Statement of problem. ○ Suitability of possible solutions ○ Justification for solution selected ○ Assessment of usefulness and limitations of solution

STANDARD FIVE - SOCIAL STUDIES

Social Studies

STANDARD FIVE- Term One Theme: Global Citizenship

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Diversity and My Global Citizenship: Pulling It All Together	<p>Develop an understanding of the political history of Trinidad and Tobago and how it contributed to the political system today (Bridging - Standard Four Content: Building a Nation: Making Choices)</p> <p>Develop a sense of national pride by recognising the significance of the national awards (Bridging - Standard Four Content: Building a Nation: Making Choices)</p> <p>Recognize the constitution as the law of the land that protects the freedom and independence of citizens (Bridging - Standard Four Content: Building a Nation: Making Choices)</p> <p>Understand that valid sources of information are necessary for making informed decisions</p>	<p>History of Trinidad and Tobago You Tube Video https://www.youtube.com/watch?v=svTM6glOcc&feature=youtu.be</p> <p>National Awards Online Resource https://otp.tt/trinidad-and-tobago/national-awards/ https://www.nalis.gov.tt/Resources/Subject-Guide/National-Awards</p> <p>Research Strategies Online Resource https://learn.moe.gov.tt/mod/url/view.php?id=6315</p>	Online Worksheets and Project Work

STANDARD FIVE - SPANISH

Spanish
STANDARD 5

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Global Citizenship	1.1.1. State their nationality and that of others in Spanish. 1.2.1. Feel a sense of belonging to their country. 1.2.2. Develop a sense of identity.	E.g. Students are encouraged to research and explore what it means to be Trinbagonian, and which are the aspects of our country with which they most identify. They compose three simple sentences in Spanish stating their nationality, something that they like and something of which there is more in our land. Eg. <i>Soy trinitaria, me gusta la música soca, Hay mucha comida en mi país.</i> Note: This is to be done orally.	Oral practice
	1.1.2. Recognize flags of selected Spanish-speaking countries.	E.g. Students search online for and identify specified flags and quiz each other on which flag belongs to each country	Oral questioning in online/WhatsApp session with teacher.

STANDARD FIVE - VALUES, CHARACTER AND CITIZENSHIP EDUCATION

Values, Character and Citizenship Education

STANDARD FIVE- *Term One Theme: Global Citizenship*

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Trust and International Relations	Demonstrate an understanding of: <ul style="list-style-type: none"> Building and maintaining a good reputation and Ways in which healthy relationships can be built and maintained. 	Health Relationships You Tube Video https://www.youtube.com/watch?v=TRWT-5OENds	Online Worksheets
Trustworthiness: Building a good reputation	Demonstrate an understanding of: <ul style="list-style-type: none"> Building and maintaining a good reputation and Ways in which healthy relationships can be built and maintained. 	Keeping a Good Reputation You Tube Video <u>to be adapted by the teacher</u> https://www.youtube.com/watch?v=EFOJU4KrEa0	Online Worksheets
Fairness: Social Justice and Social Responsibility	Demonstrate an understanding of Impartiality. (Bridging - Standard Four Content: Fairness: Impartiality in decision-making) Demonstrate understanding of social justice and social responsibility	Social Responsibility You Tube Video https://www.youtube.com/watch?v=T2jwHiOSUBM	Online Worksheets

STANDARD FIVE - VISUAL AND PERFORMING ARTS: DANCE & DRAMA

Visual and Performing Arts: Dance

STANDARD FIVE: Dance

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Cultural Heritage of Trinidad & Tobago	Create and present dances to highlight the cultural heritage of Trinidad and Tobago, using appropriate musical accompaniment	https://www.youtube.com/watch?v=zeHO2GVC https://www.youtube.com/watch?v=vFcAk-k92Ks	Execute at least 4-6 steps specific to dances from seasonal festivals/ celebrations e.g. Carnival, Indian Arrival Day, Christmas, with appropriate musical accompaniment. Arrange movements by incorporating the elements of space and dynamics

Visual and Performing Arts: Drama

STANDARD FIVE

TOPIC/ CONTENT AREA	OUTCOMES (Bridging outcomes are indicated)	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
Showcase T&T to the World Presentation	1. Create scenarios that showcase Trinidad and Tobago to the world. 2. In groups, create a presentation that documents the production process using the best pieces of research material gathered in a journal or portfolio <i>Bridging Outcomes:</i> <i>1. Develop a Scenario Based on Articles, Advertisements and Pictures Collected in their Drama Portfolio</i> (Topic 1- Showcase T&T to the World) <i>2. Investigate the Elements of Production</i> (Topic 1- Showcase T&T to the World) <i>3a. Create a Sculpted Piece</i> <i>b. Mirror Movements</i> (Topic 1- Showcase T&T to the World)	https://learn.moe.gov.tt/course/index.php?categoryid=200	Performance, oral questions, observations, checklist, portfolio, student self-assessment, journal, presentation

STANDARD FIVE - VISUAL AND PERFORMING ARTS: MUSIC & VISUAL ARTS

Visual and Performing Arts: Music

STANDARD FIVE

TOPIC/ CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
1.1.1 Understand how expression and correct breathing technique contribute to good singing.	Sing nation building songs and other songs from the Caribbean regions and around the world	https://learn.moe.gov.tt/mod/resource/view.php?id=5239	Embedded into the activity

Visual and Performing Arts: Visual Arts

STANDARD FIVE: Visual Arts

TOPIC/CONTENT AREA	OUTCOMES	SUGGESTED ONLINE LEARNING TOOLS	ASSESSMENT
2.1.1. Document the production process by creating a journal/ portfolio to showcase Trinidad and Tobago to the world	To complete an art journal introducing Trinidad & Tobago to the world	https://artjournalist.com/how-to-start-an-art-journal/	Sharing journal snippets with class online

Section 3

3.1 Cross-curricula Integration

Cross- curricula integration can be achieved in an online environment. *“In the context of primary education in Trinidad and Tobago an integrated, thematic curriculum brings a significant shift to teaching and learning and translates educators into a new paradigm”* (Primary School Curriculum Teacher’s Guide, Ministry of Education, Republic of Trinidad and Tobago, 2013, p3). In 2020 we face another paradigm shift with the challenge of implementation of the full curriculum with reduced face to face instruction. The integrated approach is of great significance and value in achieving instructional goals under our current circumstances. Reference is made once again to the *Instructional Toolkit* which provides detailed contextualized and coherently organized learning units and plans which are linked to real life situations, to encourage distance learning in which students are now engaged in learning in an environment outside of the classroom.

Teachers are encouraged to use the *Instructional Toolkit* with the outlined themes provided. Teachers also have the option to develop their own learning units and plans. Considering the pandemic, the paradigm shifts to a focus on maintaining physical, mental, and emotional health and well-being among all citizens. Our primary students need to be reminded constantly of their personal responsibility for their health and well-being as well as that responsibility to the health and well-being of others.

A sample integrated unit based on Health and Well-being is provided for implementation at the Infants level. The content selected here is based mainly on Term One outcomes outlined in the specific subject documents. There is also an alignment to the online approach which will support teachers with implementation. It is recommended that learning units under the theme Health and Well-being theme be developed and implemented at all levels.

3.2 Sample Integrated Unit: Health and Well-being (Infants I & II)

SAMPLE Integrated Learning Unit	
Class: Infants	Theme: Health and Well Being
Estimated frame: 3-4 weeks	
Context: Health and Well Being has various dimensions. The term is characteristic of a state of complete physical, mental, and social well-being. Health is not merely the absence of disease. Students need to develop awareness of the dimensions of Health and Well Being and the impact of such dimensions as it relates to appropriate lifestyle choices and practices. Students need to develop healthy habits such as eating the right foods, including physical activity in their daily routines, and practicing proper hygiene. Altogether, these choices will empower students' nurturing of healthy lifestyles. The onset of the Covid-19 pandemic, has underpinned the focus on children's health and well-being. Responsibility for self and others are now critical factors in sustaining our nation's health and well-being.	

OUTCOMES	ACTIVITIES	ASSESSMENT
A. <u>Making Healthy Eating Choices</u>		
Science: <ul style="list-style-type: none"> Recognize that food is important to sustain life. Appreciate that not all food may be healthy for our bodies Recognize that not all items prepared for eating are healthy. 	Video 1. https://www.youtube.com/watch?v=mMHVEFWNLMc 2. https://www.youtube.com/watch?v=vcum9A3KAJc Learning Activity (SLMS): Food as a source of energy https://learn.moe.gov.tt/pluginfile.php/326094/mod_resource/content/1/Infant%20Individual%20and%20Groups%20Food%20as%20a%20source%20of%20energy.pdf	Students will develop a Scrap Book entitled: "My life story as a... (name of a fruit, vegetable, legume etc.)" Each chapter will be done after each lesson and will have pictures with captions of:

OUTCOMES	ACTIVITIES	ASSESSMENT
Agricultural Science: <ul style="list-style-type: none"> Cultivate a plant from a seed 	<p>Lessons and practical activities on growing plants Appendix 4: Agricultural Science: Integrated Unit Activity Setting up a container garden https://agriculture.gov.tt/wp-content/uploads/2017/11/container-planting.pdf (SLMS) Flipped Classroom: (Appendix 4)</p> <ol style="list-style-type: none"> Planting seeds or seedlings at home for a specific meal, for example, a 'pizza' garden in which crops such as tomato, basil and sweet peppers are planted. Collecting seeds from home to germinate 	<ol style="list-style-type: none"> Grow a plant (food item) Create a recipe of a meal or snack using produce harvested from the garden or favorite food item. Use pictures/drawings to show each stage (wash, slice/cube, stewed/fried/raw etc.). Identify unhealthy snacks (use of preservatives, fried etc.) made from food item. Create a poem or song about food item Color, draw and trace pictures of food items Identify illnesses related to insufficient consumption of food item. Create a picture chart using drawing or prints of fruits or vegetables. Create posters using a combination of drawing/paintings and
English Language Arts: <ul style="list-style-type: none"> Identify new vocabulary in different contexts Produce drawing, painting and writing in response to stories and rhymes Compose simple factual and descriptive sentences 	<ol style="list-style-type: none"> Explore the meaning of subject specific vocabulary in context Draw or paint pieces after listening to or reading stories or poems about making healthy eating choices Write simple sentences based on making healthy eating choices 	
Mathematics: <ul style="list-style-type: none"> Construct picture charts and pictographs (with and without grid, vertical and horizontal arrangements) based on real-life problems or situations Interpret picture charts and pictographs based on a real-life problem or situation 	<p>https://learn.moe.gov.tt/pluginfile.php/349845/mod_resource/content/1/22%2005%2020%20%2012%20T1%20Statistics-%20Creating%20the%20Picture%20Chart.pdf (SLMS)</p>	
Physical Education:	<ol style="list-style-type: none"> Drink water after physical activity Eat breakfast everyday 	

OUTCOMES	ACTIVITIES	ASSESSMENT
<ul style="list-style-type: none"> Engage in practices that promote healthy choices. Recognize the importance of drinking water after physical activity. 		<p>the sentences that were developed.</p> <p>9. Collect and stick pictures of advertisement of healthy foods/snacks</p>
Health and Family Life Education: <ul style="list-style-type: none"> Explore factors that influence dietary choices. Make healthy food choices. 	<ol style="list-style-type: none"> Create a poster showing the various factors that influence dietary choices. Choosing Nutritious Foods and Snacks https://learn.moe.gov.tt/pluginfile.php/310000/mod_resource/content/2/Choosing%20Nutritious%20Foods%20and%20Snacks.pdf 	<p>Note:</p> <ul style="list-style-type: none"> Products may be photographed and emailed or sent via WhatsApp Presentations with displays can be done online
Spanish: <ul style="list-style-type: none"> Recall the names for selected foods in Spanish 	Embedded oral practice in LMS learning material	
Visual and Performing Arts: Drama: <ul style="list-style-type: none"> Role-play the varied effects of consuming healthy and unhealthy foods. Music: <ul style="list-style-type: none"> Compose new lyrics for short, simple familiar melodies Sing independently and in groups. 	<p><i>Drama:</i> Role-play the varied effects of consuming healthy and unhealthy foods</p> <p><i>Music:</i> Change lyrics of familiar rhymes or songs to include content on food groups and healthy choices. Perform composition pieces, record and upload to class platform.</p> <p><i>Dance:</i> Create a dance to show a healthy and unhealthy body</p>	

OUTCOMES	ACTIVITIES	ASSESSMENT
<p>Dance:</p> <ul style="list-style-type: none"> • Demonstrate what the whole body and parts of the body can do <p>Visual Arts:</p> <ul style="list-style-type: none"> • Become aware of patterns in their surroundings 	<p>https://www.youtube.com/watch?v=qNtGwCWPHVs https://www.youtube.com/watch?v=h4eueDYPTlg</p> <p><i>Visual Arts:</i> Use and create patterns with fruits and vegetables to reinforce healthy foods.</p> <p>Reinforcement Activity- will be found on the SLMS Primary Curriculum Division for Infant One</p> <p>NALIS recommended resources are also available for reinforcement on SLMS Primary Curriculum Division for Infant One</p>	
B. Daily Engagement in Physical Activity		
<p>Science:</p> <ul style="list-style-type: none"> • Differentiate between a push and a pull • Understand the effects of forces; push and pull 	<p>Learning Activity: (SLMS) https://learn.moe.gov.tt/pluginfile.php/326093/mod_resource/content/1/Infant%20one_Systems%20and%20Interactions_Forces.pdf Push and Pull game: https://www.scottle.edu.au/ec/viewing/L700/index.html Lesson: http://367491416201388513.weebly.com/push-or-pull.html</p>	<p>1. Students will stage a show/production: A choreographed piece using various movements to demonstrate selections from:</p> <ul style="list-style-type: none"> ▪ growth of plant, ▪ food preparation and consumption, ▪ a series of movements to show forces (pushes and pulls)
<p>Physical Education:</p> <ul style="list-style-type: none"> • Engage in physical activities that are beneficial to good health. 	<p>Balance and transfer weight on body parts</p> <p>Learning Activity: (SLMS) https://learn.moe.gov.tt/course/view.php?id=406</p>	

OUTCOMES	ACTIVITIES	ASSESSMENT
<ul style="list-style-type: none"> Recognize the importance of drinking water after physical activity. 		<ul style="list-style-type: none"> repetitions of movements by counting in English and Spanish.
Health and Family Life Education: Physical Fitness <ul style="list-style-type: none"> Note that physical activity and healthy eating are good for personal well-being. Explore how sleeping (rest) and eating promote health and fitness. Engage in moderate to vigorous activity in and out of school. 	<p>Watch the videos and assist students in completing the activity below.</p> <p>Sesame Street: Exercise with Grover https://www.youtube.com/watch?v=afP5yWoVs6s</p> <p>Active and Healthy Lifestyles https://www.youtube.com/watch?v=YOmC5Tyk-nU</p> <ol style="list-style-type: none"> Ask students to create a journal to record their daily exercise routine. 	<ol style="list-style-type: none"> Students will create posters using a combination of drawing/paintings and the sentences that were developed to use as introductions for each segment of the show/production or as back drop or program or flyers.
English Language Arts: <ul style="list-style-type: none"> Identify new vocabulary in different contexts. Produce drawing, painting, and writing in response to stories and rhymes. Compose simple factual and descriptive sentences. 	<ol style="list-style-type: none"> Explore the meaning of subject specific vocabulary in context. Draw or paint pieces after listening to or reading stories or poems about movement Write simple sentences about movement 	Presentations may be videotaped or live and posted on WhatsApp or Microsoft teams
Mathematics:	<ol style="list-style-type: none"> Count sequentially up to 10 or 20 when performing activities Count sequentially up to 20 while washing hands 	

OUTCOMES	ACTIVITIES	ASSESSMENT
<ul style="list-style-type: none">• Rote count to 20 in ascending and descending order	https://www.youtube.com/watch?v=FFwO_DWZh3E	
Visual and Performing Arts: Drama: <ul style="list-style-type: none">• Role-play simple practices towards healthy habits. Music: <ul style="list-style-type: none">• Create actions to accompany songs from class repertoire. Include action songs.• Maintain a steady pulse Dance: <ul style="list-style-type: none">• Use of movements in personal and general space. Visual Arts: <ul style="list-style-type: none">• Understand that lines and flat shapes can be used to represent familiar letters and figures	Drama Role-play the varied effects of practicing proper & improper hygiene. Music -Perform action songs and include action when singing other songs -Washing hands rhythmically, keeping a steady pulse (practice at home) Dance Create a hand washing dance showing proper hand washing techniques https://www.youtube.com/watch?v=RgAcQKieE4U Visual Arts Use of pencils and crayons in development of fine motors skills Reinforcement Activity- will be found on the SLMS Primary Curriculum Division for Infant One	
C. Personal Responsibility: Safety, Hygiene, and Social Interactions		
Science: <ul style="list-style-type: none">• Understand the importance of personal hygiene.	Sing – a-long: https://www.youtube.com/watch?v=gm_jm0DcNQk Watch video on personal hygiene:	Students will develop a portfolio of products as follows:

OUTCOMES	ACTIVITIES	ASSESSMENT
	https://www.youtube.com/watch?v=jEy0Ltlm3nU Learning Activity (SLMS): Keeping-the-Body-Clean-Washing-Hands. https://learn.moe.gov.tt/pluginfile.php/13689/mod_resource/content/1/2-Keeping-the-Body-Clean-Washing-Hands.pdf	<ul style="list-style-type: none"> Personal Hygiene Journal: provide clues or starters to guide behaviour Trace words corresponding to pictures of hygiene practices. Sequencing pictures/drawing/paintings with short phrases of proper hand washing steps.
Physical Education: <ul style="list-style-type: none"> Recognize some safety practices associated with physical activities Display an understanding of the concept of personal space. 	<p>Discussion about the importance of maintaining personal space during physical activity.</p>	<ul style="list-style-type: none"> A gardening safety and hygiene poster Draw pictures of appropriate clothing for participating in physical activity Create posters using a combination of drawing/paintings and the sentences that illustrate caring for others. Collect pictures illustrating proper
Health and Family Life Education: <ul style="list-style-type: none"> Examine practices to keep the body clean. Practise skills to prevent and control the spread of diseases. 	<p>Below is a learning activity on the School Learning Management System (SLMS). Read the slides with students and assist them in completing the activities.</p> <p>Good Grooming https://learn.moe.gov.tt/pluginfile.php/261260/mod_resource/content/4/Good Grooming.pdf</p> <p>Watch the video below and ask students to sing along. Sesame Street: Washy Wash Song /How to Wash Your Hands https://www.youtube.com/watch?v=yQn0z6xa8II</p> <p>Assist students in completing the activities below. 1. Let students demonstrate proper hand washing. 2. Ask students to create a chart to record the number of times they wash their hands daily.</p>	<ul style="list-style-type: none"> A gardening safety and hygiene poster Draw pictures of appropriate clothing for participating in physical activity Create posters using a combination of drawing/paintings and the sentences that illustrate caring for others. Collect pictures illustrating proper

OUTCOMES	ACTIVITIES	ASSESSMENT
Social Studies: <ul style="list-style-type: none"> • Value the importance of personal hygiene • Develop an understanding of the need to be safe at all times. 	<ol style="list-style-type: none"> 1. Online Power Point Presentation on Health and Well Being https://learn.moe.gov.tt/pluginfile.php/344672/mod_resource/content/0/infant%201%20personal%20hygiene-health.pdf 2. Basic Introduction to Food Hygiene (for Teachers) You Tube Video https://www.youtube.com/watch?v=pLJ703rOTq4 3. Road Safety You Tube Video https://www.youtube.com/watch?v=NeEF1fwT4k 	<p>coughing and sneezing etiquette</p> <ul style="list-style-type: none"> ▪ Collect pictures showing safe places to play <p>Products may be emailed or shared on WhatsApp or via Microsoft teams</p>
Values, Character and Citizenship Education: <ul style="list-style-type: none"> • Demonstrate a basic understanding of the term “caring” • Care for themselves and others 	<ol style="list-style-type: none"> 1. Have students make cards/write notes of appreciation and encouragement to someone in the school or community for example teachers, the principal, cafeteria workers, office staff, bus drivers, local fire fighters, police or health care workers: https://templates.office.com/en-gb/cards 2. Online Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/348740/mod_resource/content/0/Care%20for%20Others%2013th%20July%202020.pdf 3. You Tube Video on Being Kind to Each Other https://www.youtube.com/watch?v=dtV1_WSe78 	
English Language Arts: <ul style="list-style-type: none"> • Identify new vocabulary in different contexts. 	<ul style="list-style-type: none"> • Explore the meaning of subject specific vocabulary in context. • Draw or paint pieces after listening to or reading stories or poems about personal safety and hygiene • Write simple sentences about personal safety and hygiene 	

OUTCOMES	ACTIVITIES	ASSESSMENT
<ul style="list-style-type: none"> • Produce drawing, painting and writing in response to stories and rhymes. • Compose simple factual and descriptive sentences. 		
<p>Visual and Performing Arts:</p> <p>Drama:</p> <ul style="list-style-type: none"> • Become aware of facial expressions and hand gestures in communicating feelings <p>Music:</p> <ul style="list-style-type: none"> • Collaborate in groups to present compositions. • Sing independently and in groups <p>Dance:</p> <ul style="list-style-type: none"> • Move entire body in general and personal space and use appropriate words to describe space and dynamic elements <p>Visual Arts:</p> <ul style="list-style-type: none"> • Understand the concept of simple 3-dimensional forms / figures 	<p><i>Drama:</i> Demonstrate empathy to those being reintegrated into society after a bout of illness https://www.youtube.com/watch?v=0B6Ge0FzHG0</p> <p><i>Music:</i> Work with family members to compose, perform, record and upload music activities. Practise safety when performing, including movements, show respect for each other and tolerance of others' suggestions.</p> <p><i>Dance:</i> Use the entire body to express feelings of fear or confidence</p> <p><i>Visual Arts:</i> Develop, accept, and show appreciations of peers' work in an e-display setting</p>	

Section 4

4.1 General Suggestions for Offline Teaching

Scenarios were considered for those students that face certain challenges.

- Lack of internet connectivity
- Lack of electricity
- Lack of devices
- Learning environments

Alternative instruction are recommended in the table below and can take place through the use of:-

- Television
- Radio
- Print media
- Packages that can contain instruction on flash drives/paper
- Alternative locations/arrangements provided

Scenarios (based on students' circumstances both at primary and secondary schools)	Possible Solutions 1	Possible Solutions 2	Possible Solutions 3
Scenario 1: Lack of electricity	<ul style="list-style-type: none"> • Creation of printed resource packages. • Use of “drop off centres” (e.g. District Offices, Community Centres, religious establishments) for collection of printed resource packages. 	<ul style="list-style-type: none"> • Principals can engage with relevant stakeholders who can volunteer with the dissemination of packages (e.g. PTA members, leaders, business personnel, community stakeholders etc.) 	<ul style="list-style-type: none"> • Use of SMS (text messages) for announcements/ notifications
Scenario 2: Has access to devices but lacks internet connectivity	<ul style="list-style-type: none"> • Use offline apps and the APTUS device to load content in areas where connectivity is a problem. • Design lessons that incorporate pedagogically sound learning activities that do not require ICT equipment (e.g. Observing, solving puzzles, collecting and analysing data, building, journaling etc.) • Use textbooks and workbooks to assign work for students 	<ul style="list-style-type: none"> • Negotiate with internet providers to provide free data on a phone provided or on students' phones • Store content on flash drives and distribute to students for use. This content can be downloaded from the SLMS or the lessons from the Notesmaster platform can be modified if necessary, to develop into a student resource. 	<ul style="list-style-type: none"> • Find out from stakeholders, what technology might exist to provide internet service to a community centre in a remote area. • Allow students to give an email address for a responsible adult to whom the resource package will be emailed and parents/ guardians/ independent learners where they can download at their convenience and later use. • Load lessons on to external drives for uploading to devices (e.g. flash drives and CDs)

Scenarios (based on students' circumstances both at primary and secondary schools)	Possible Solutions 1	Possible Solutions 2	Possible Solutions 3
Scenario 3: Lack of access to devices (laptop/ desktop/ tablet/ smartphone) but has electricity	<ul style="list-style-type: none"> • Refer to solutions for scenario 1 • Provide the option for students / parents to commute to Community Centres with devices to access Internet. 	<ul style="list-style-type: none"> • Solicit the assistance of stakeholders to provide refurbished computers/ smartphones to these students. • Collaborate with NGOs, stakeholders to donate devices to households 	<ul style="list-style-type: none"> • Prepare packages for students to deliver to them. • Provide students with a schedule of radio broadcasts to listen. • Provide students with a schedule of lessons to be broadcasted on TTT or any other television station. • Engage stakeholders to donate TVs, radios
Scenario 4: Has access to a phone but not a 'smart phone'	<ul style="list-style-type: none"> • Apply same solutions as scenario 1 and scenario 2 in addition to using SMS for announcements notifications. 	<ul style="list-style-type: none"> • Prepare packages for students and send a SMS notification to collect at designated locations. 	<ul style="list-style-type: none"> • Send students a SMS notification with work assignment from a textbook/workbook
Scenario 5: Access to one device with insufficient devices per children per household	<ul style="list-style-type: none"> • Collaborate with parents to set up flexible scheduling (e.g. flexible deadlines for completion of assignments, providing a weekly schedule but with flexible dates of completion of activities) 	<ul style="list-style-type: none"> • Record lessons so students can assess at flexible times 	<ul style="list-style-type: none"> • Investigate ways to provide devices (Smartphone, tablet or laptop) to these homes.
Scenario 6: Students who require remediation who have parental support	<ul style="list-style-type: none"> • Prepare packages to supplement students' learning. • See solutions to previous scenarios 	<ul style="list-style-type: none"> • Collaborate with SSSD to liaise with those students and homes to provide additional support 	<ul style="list-style-type: none"> • Allow students to join another online class in their schools where instruction addresses their gaps in learning.

Scenarios (based on students' circumstances both at primary and secondary schools)	Possible Solutions 1	Possible Solutions 2	Possible Solutions 3
Scenario 7: Students with functionally literate parents	<ul style="list-style-type: none"> • Send voice notes via WhatsApp indicating the week's assignments to parents if they have smart phones with data, 	<ul style="list-style-type: none"> • Encourage peer support groups (via telephone/social media etc.) for both parent and students separately. 	
Scenario 8: Households that are under quarantine	<ul style="list-style-type: none"> • Arrange to have materials mailed (either electronically or via TTPost) to the household. 	<ul style="list-style-type: none"> • Communicate via What's App/Text messages 	
Scenario 9: Students who live in unsafe environments (without internet access and/or devices)	<ul style="list-style-type: none"> • Arrange for instructional packages to be picked up at designated locations (e.g. community centres). 	<ul style="list-style-type: none"> • Seek partnership with community /police youth clubs/PTA 	<ul style="list-style-type: none"> • Ask students to provide the phone contact of a responsible adult who can be sent an SMS notification with work assignment from a textbook/workbook for the student.
Scenario 10: Students who are challenged not motivated to learn.	<ul style="list-style-type: none"> • Engage students in hands on and performance-based activities. 	<ul style="list-style-type: none"> • Provide incentives for leaning for example implement a system of rewards and recognition, competitions etc. • Arrange for virtual competitions that are aligned to curriculum content to engage students. 	<ul style="list-style-type: none"> • Differentiate instruction to ensure that they are engaged. • Place students in peer groups to support one another.

Section 5

5.1 Suggested timetable adaptations for online learning

The duration of face to face classes in the primary school is usually as follows by levels:

- Infants I & II: 15 – 20 minutes
- Juniors (Standards 1,2 & 3): 25 -30 minutes
- Seniors (Standards 4 & 5): 35 – 40 minutes

The following are suggestions for constructing the timetable for online teaching: -

- Use block time-tabling where applicable.
- Observe the screen time exposure recommended for the various age groups and allocate blocks accordingly. Screen time for students must be considered: <https://apps.who.int/iris/bitstream/handle/10665/325147/WHO-NMH-PND-2019.4-eng.pdf?sequence=1&isAllowed=y> . It is recommended that screen time be between fifteen to thirty (15 - 30 minutes) in total per subject dependent on level
- Use Breaks for Stretch/ Snack/ Bathroom
- Place student in subject classes according to achievement level
- Assign the same teacher who was previously assigned where possible to the classes for academic year 2020 to 2021.
- Take into consideration classes that will be conducted online synchronously and ensure that there are no clashes amongst teachers teaching the same class.
- Allow team teaching across classes in one standard level.
- Indicate in timetable what classes are synchronous and asynchronous.
- Ensure that teachers either email or upload learning activities to compensate for loss teaching time for each subject because of the online mode of delivery.
- Ensure that all teachers get to meet their classes online real-time for at least one time per week.
- Share timetable with not only teachers but students and possibly parents.
- Schedule department meetings once per cycle. Sessions can be shortened on the schedule to facilitate such. The same will apply for monthly staff meetings.
- Schedule a sessions on the first day for students so that the teacher can sensitize them to the online platform that will be used.

PROPOSED TIMETABLE GUIDES- 10 Day Cycle

Minimum of 4 sessions per day for 1st year- STD 2-of 45 - minute sessions

	9:00- 9:45	9:45 - 10:00	10:00 - 10:45	10:45- 11:45	11:45- 12:30	12:30- 12:45	12:45- 1:30	1:30- 1:45	1:45- 2:30
DAY 1		BREAK		LUNCH		BREAK		BREAK	
DAY 2									
DAY 3									
DAY 4									
DAY 5									
DAY 6									
DAY 7									
DAY 8									
DAY 9									
DAY 10									

- Integrated learning unit to be scheduled every day from- 1:45- 2:30

Recommendation for 10 day cycle time table	
Subjects	No. of Sessions
ELA (Reading)	4
ELA (Creative Writing)	2
ELA (Oral Literacy)	2
ELA (Literacy Appreciation)	2
ELA (Media)	2
Mathematics	10
Science	3
Social Sciences	3
Agricultural Science	1
Spanish	1
Physical Education	3
VAPA	4
V.C.C.E	2
GUIDANCE Officer	1

PRIMARY- Minimum of 3 sessions per day for Standards 3 - Standard 5 of 1 hour sessions

	9:00-10:00	10:00-10:15	10:15-11:15	11:15-12:15	12:15-1:15	1:15- 1:30	1:30-2:30
DAY 1		BREAK		LUNCH		BREAK	
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							
DAY 8							
DAY 9							
DAY 10							

- Integrated learning unit to be scheduled everyday from 1:30- 2:30

Recommendation for 10 day cycle time table	
Subjects	No. of Sessions
ELA (Reading)	2
ELA (Creative Writing)	2
ELA (Oral Literacy)	2
ELA (Literacy Appreciation)	2
ELA (Media)	2
Mathematics	10
Science	2
Social Sciences	2
Physical Education	2
VAPA	2
V.C.C.E	1
Guidance Officer	1

- Spanish and HFLE will be done as part of the Integrated Unit

Section 6 - Monitoring

6.1 Synchronous Online Teaching Observation Checklist

A class checklist is provided to be used for observation of the teacher delivering a lesson in an online environment

Synchronous Online Teaching Observation Checklist

Teacher:

Class:

Subject:

CRITERIA	Emerging	Functional	Proficient	Expert
CLASS ORGANIZATION				
Lesson plan	<input type="checkbox"/> No evidence of Lesson Planning is observed	<input type="checkbox"/> Teacher demonstrates clear signs of planning and organization, and follows a logical flow.	<input type="checkbox"/> Teacher includes student interaction with peers, content, and teacher.	<input type="checkbox"/> Teacher includes instruction, formative assessment and reflection.
Communication of clear learning goals	<input type="checkbox"/> Learning goals/outcomes are not communicated or is inappropriate/unrealistic for the lesson.	<input type="checkbox"/> Teacher clearly identifies realistic learning goals for the class session.	<input type="checkbox"/> Teacher clearly connects the learning goals for the class session to the course learning objectives.	<input type="checkbox"/> Teacher clearly identifies the learning goals for each instructional activity, and connects them to the learning objectives.
Time management: Start and end of class	<input type="checkbox"/> More than 10 minutes late	<input type="checkbox"/> 6 – 10 minutes late	<input type="checkbox"/> 0 - 5 minutes late	<input type="checkbox"/> On time
Planned sections of the class.	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Barely adequate	<input type="checkbox"/> Adequate	<input type="checkbox"/> Adequate and well structured
Time spent on non-instructional activities.	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Barely adequate with little guidance	<input type="checkbox"/> Adequate with some guidance	<input type="checkbox"/> Adequate and well structured
Screen time (uses a combination of on and off screen activities)	<input type="checkbox"/> Non-compliant with guidelines	<input type="checkbox"/> Barely compliant with guidelines	<input type="checkbox"/> Compliant with guidelines but struggles to manage both on and	<input type="checkbox"/> Compliant with guidelines and rotations are well managed

CRITERIA	Emerging	Functional	Proficient	Expert
			offline rotations	
TECHNOLOGY				
Preparation of relevant technology (including software, sound, camera, lighting, and background)	<input type="checkbox"/> No evidence of preparation	<input type="checkbox"/> Some preparation is evident	<input type="checkbox"/> Adequately addresses technology issues as they arise	<input type="checkbox"/> Competently addresses technology issues as they arise
Relevance of technology	<input type="checkbox"/> Not appropriate	<input type="checkbox"/> Some technologies selected are relevant	<input type="checkbox"/> Selected technologies are relevant	<input type="checkbox"/> Selected technologies are relevant and well integrated into lesson
LEARNING ENVIRONMENT				
Classroom management	<input type="checkbox"/> Teacher ignores disruptive student behaviours.	<input type="checkbox"/> Teacher treats all students equitably and fosters positive behaviours.	<input type="checkbox"/> Teacher has established behavioural norms/rules (mute off, raised hands, use of chats) that foster a positive and inclusive environment	<input type="checkbox"/> Teacher uses practices that increase students' motivation and foster a growth mind-set
Communication	<input type="checkbox"/> Teacher displays a negative attitude in tone, expression or language	<input type="checkbox"/> Teacher volume, pace, and diction allow observer to follow the class session	<input type="checkbox"/> Teacher avoids distracting mannerisms or speech patterns, such as filler words	<input type="checkbox"/> Teacher is engaging, responsive, and constructive in both tone and content of their speech
Presentation	<input type="checkbox"/> Teacher does not use, or uses inappropriate, visual support for presentation and/or examples/illustrations.	<input type="checkbox"/> Teacher provides visual support for verbal presentation and uses concrete examples/illustrations to clarify content.	<input type="checkbox"/> Teacher cites sources for content discussed.	<input type="checkbox"/> Teacher follows accessibility best practices by verbally describing and/or captioning any images used in presentation.
INSTRUCTIONAL CONTENT				
Knowledge of subject	<input type="checkbox"/> Teacher does not appear to understand subject content.	<input type="checkbox"/> Teacher demonstrates some knowledge in subject content	<input type="checkbox"/> Teacher shows high level of competency in the subject content	<input type="checkbox"/> Teacher answers questions confidently, clearly, and simply.
Formative assessment/feedback	<input type="checkbox"/> Teacher provides little or no feedback	<input type="checkbox"/> Teacher provides some constructive and	<input type="checkbox"/> Teacher provides comprehensive feedback	<input type="checkbox"/> Teacher provides comprehensive feedback

CRITERIA	Emerging	Functional	Proficient	Expert		
		encouraging feedback	that encourages students.	that will assist students in improving their performance and encourages reflection on lesson content.		
STUDENT ENGAGEMENT						
Appropriate content or knowledge	<input type="checkbox"/> Content is too easy or difficult for student knowledge level.	<input type="checkbox"/> Content is aligned with the curriculum and objectives of the lesson.	<input type="checkbox"/> Teacher engages students in higher-order thinking skills for part of the class time.	<input type="checkbox"/> Teacher spends the majority of class time leading students in higher-order thinking activities.		
Active learning	<input type="checkbox"/> Teacher uses no active-learning exercises.	<input type="checkbox"/> Class contains at least one active-learning exercise to apply content.	<input type="checkbox"/> Teacher uses active learning exercise for less than 50% of the class	<input type="checkbox"/> Where appropriate, teacher encourages student use of technology to facilitate active learning.		
SUMMARY (List the rating for each of the criteria observed)	Criteria	Rating	Criteria	Rating	Criteria	Rating
	Lesson plan		Screen time		Presentation	
	Communication of goals		Preparation of technology		Subject knowledge	
	Time management (punctuality)		Relevance of technology		Feedback	
	Time management (teacher on task)		Classroom management		Appropriate content	
	Time Management (students on task)		Communication Skills		Active learning	
Comments						

Submitted by:

Date:

6.2 Clinical Supervision

The Ministry initiated a project to standardize the approach used for implementing Clinical Supervision (CS) and institutionalizing same to provide ongoing support and contextually informed professional development at all primary (2017). Standardised instruments were developed to be used as the standard for each of the three phases with eleven areas of focus prescribed for the actual observation. The areas are:-

- Assessment
- Classroom Management
- Closure
- Communication
- Instructional Strategies
- Planning and Preparation
- Set Induction and Lesson Introduction
- Student Participation
- Use of Resources
- Use of Technology for Online Teaching
- Time Management for Online Teaching
- Post Observation Conference Template
- Pre-Observation Conference Template

An app was created as well and placed on the MOE website for reporting by schools.

The instruments have been updated to be able to be used in an online environment and can be accessed at https://moegovtt-my.sharepoint.com/:f:/g/personal/dcd_moe_gov_tt/EhKaQZmNUVVPnZcNa50JVUoB393hm-z0PTVCBDTS1-Hihg?e=Hih8e2.

A phased approach is recommended for the implementation of the equivalent for online instruction, termed E-supervision.

Phase	Activity
Phase 1 (on re-opening of schools)	Distribute the updated instruments, video tutorial and guidelines developed to support online instruction so both Department Heads (HoD) and teacher to be re-familiarized with the process and areas of focus.
Phase 2 (one month from re-opening of schools)	Train HoDs and Principals of both primary and secondary schools on adapted instruments for online instruction.
Phase 3 (in tandem with HOD training to mid- term 1)	School-based training of teachers by HoDs with support of CPDD.
Phase 4: (mid-term 1 to end of Term 1)	Implementation of Pre- and post- conferencing, components of Clinical Supervision with at least one teacher per level (primary schools) or subject (secondary schools) based on online class checks being conducted since school re-open.
Phase 5: Term 2 and onward	Full implementation of CS process with at least one teacher per level (primary schools) or subject (secondary schools) monthly, based on online class checks.

APPENDICES

Appendix 1: Reading Intervention

Suggested Structure for the reading intervention session

Two lesson structures have been listed below for the teacher to consider: Both options can be used by the teacher to conduct the intervention session.

Mini Lesson - Focus on one reading skill

1. Teacher introduces the skill (5 mins.)
2. Teacher guides and students' practice (10 mins)
3. Student does independent work with the skill learnt (10 mins)
4. Assessment (5 mins)

Integrated Lesson - Many reading skills are addressed

1. Phonics/ Structural Analysis/Vocabulary (10 mins)
2. Oral Reading (Fluency) -5 mins
3. Comprehension- 15mins

Monitoring Instrument

Teachers should monitor students' progress regularly (bi-weekly) and document their progress in the learning of the missing skills and their movement toward meeting the target goals. Checklists such as the one shown below should be used to monitor students' performance. Students should be allowed to self-monitor their individual progress as well (weekly).

Sample Monitoring Instrument

P-Progressing NP- Not Progressing

Student Name:								
Reading Skill Phonics	P	NP	Reading Skill Structural Analysis	P	NP	Reading Skill Oral Reading Fluency	P	NP
Letters of the alphabet			Root words			Phonics Passage 1		
Vowels			Inflectional endings			LEA Passage 2		
Vowels –short sound, etc.			Compound words			Poem		
Consonants						Adapted Passage 3, etc.		

Appendix 2: Primary Science Content Outcomes across all levels.

Strand	Infant 1	Infant 2	Std 1	Std 2	Std 3	Std 4	Std 5
Individuals and Groups	Assess the importance of the observable parts of the body	Distinguish between living and non-living things Differentiate among animals according to observable characteristics	Distinguish between vertebrate and invertebrate Discuss the importance of the work of local scientists.	Categorize vertebrates into classes.	Examine distinguishing features in animals and plants that allow for variation and adaptation.		
	Understand the need for food as a source of energy for survival	Record the changes in growth of a seedling				Examine the biological changes that take place in plants and animals (give birth to live young)	
	Value the need for personal hygiene as a means of achieving/	Distinguish healthy foods from non-healthy foods					Justify the need for eating healthy foods (balanced and natural).

Strand	Infant 1	Infant 2	Std 1	Std 2	Std 3	Std 4	Std 5
	maintaining good health	<p>based on Caribbean food groups</p> <p>Discuss the consequences of eating unhealthy foods</p>					
Form and Function		Distinguish among solids based their physical properties	Investigate traditional methods such as sieving and handpicking to separate mixtures of solids	<p>Differentiate among the three states of matter (properties and processes involved)</p> <p>Investigate substances that dissolve in water</p> <p>Investigate the separation of solids from mixtures using filtration and magnetism</p>	Investigate the separation of soluble solids from solutions		

Strand	Infant 1	Infant 2	Std 1	Std 2	Std 3	Std 4	Std 5
	Examine the functions of everyday structures		Evaluate the usefulness of objects/structures (strong, light, attractive) based on the materials used to make them.	Investigate the movement of water through various soil types Assess the importance of minerals.	Examine the external parts of the flower	Investigate the properties of materials including ability to transmit sound and light as well as absorbency, strength, conduction of heat and electricity Investigate the factors that affect the stability of simple structures	
	Discriminate from among objects, those that can be used as simple machines		Differentiate among various types of simple machines as levers, pulleys, wheel and axel)				Justify the use of various of technologies in everyday life
Systems and Interaction	Categorise habitats based	Compare aquatic and terrestrial habitats based	Investigate relationships that exist within		Justify the need to protect aquatic habitats		

Strand	Infant 1	Infant 2	Std 1	Std 2	Std 3	Std 4	Std 5
	on their components	on their components	ecosystems (food chains)		including wetlands Justify the inter-dependence that exists among plants and animals including food webs		
	Distinguish between types of forces as either pull or push	Demonstrate the effects of forces that cause objects to: move, come to rest, move faster, change direction	Examine the use of forces including twists and turns.				
			Assess the importance of the daily cycle. Compare the wet and dry seasons based on activities that	Demonstrate that plants need light and water for growth. Justify the importance of the water cycle in making water		Differentiate between weather and climate	

Strand	Infant 1	Infant 2	Std 1	Std 2	Std 3	Std 4	Std 5
			take place in each	available for life processes			
Conservation and Sustainability	Assess the importance of energy as light, sound, or heat for domestic purposes	Explain that energy is converted to other forms in devices (bulb, radio, water heater, television, whistling kettle) Justify the importance of scientists.	<p>valueate how wind had been used as a source of energy</p> <p>Create models of traditional devices that use wind (paper airplanes, coconut leaf flute, pawpaw stem flute)</p>	Examine the use of fossil fuels such as petroleum and natural gas	Examine the uses of solar energy as an alternative to fossil fuels.	Differentiate between renewable and non-renewable sources of energy	Justify the use of energy efficient devices and practices to conserve electrical energy
	Differentiate among types of litter such as plastic, paper, cans, glass			Justify the need to conserve potable water	Evaluate the effects of pollution on land, in air and in water	Investigate the greenhouse effect and its link to global warming	<p>Justify the need to reduce the effects of global warming</p> <p>Appraise strategies used for conserving and sustaining the environment</p>

Appendix 3: Sample Activity for Agricultural Science Infants 1

Level: Infants 1

Primary School Curriculum of Trinidad and Tobago

Subject: Agricultural Science

Specific objective:

1.1.1 Identify plants associated with agriculture.

1.2.1 Classify plants into those that are eaten and those that are not eaten.

WHAT IS AGRICULTURE?

Agriculture is the growing of plants and taking care of animals to get food and other products.

Online Resource:

Blippi Farm Tour | Farm Animals and Vegetables for Kids: <https://youtu.be/Dqq4H6JsP5A>

A FARMER

A farmer is the person who grow plants and takes care of animals so that we may have food to eat.







Source: <https://depositphotos.com/vector-images/cartoon-farmer.html>

Figure one: A Farmer on a Farm

PLANTS WE EAT AND PLANTS WE DO NOT EAT

Some farmers grow plants. Some plants we eat and some plants we do not eat.

SOME PLANTS WE EAT

	L _{ETTUCE}
	T _{OMATO}
	S _{TRING} B _{EANS}
	P _{OTATO}

SOME PLANTS WE DO NOT EAT



C_{ROTON}



L_{AWN} **G**_{RASS}



H_{IBISCUS}



O_{RCHID}

STUDENT SELF ASSESSMENT

DRAG AND DROP THE PLANTS BELOW IN THE CORRECT PLACE IN THE TABLE



PLANTS WE EAT	PLANTS WE DO NOT EAT

IN THE BOX BELOW, DRAW THE PLANT YOU LIKE TO EAT THE MOST

Level: Infants 1

Primary School Curriculum of Trinidad and Tobago

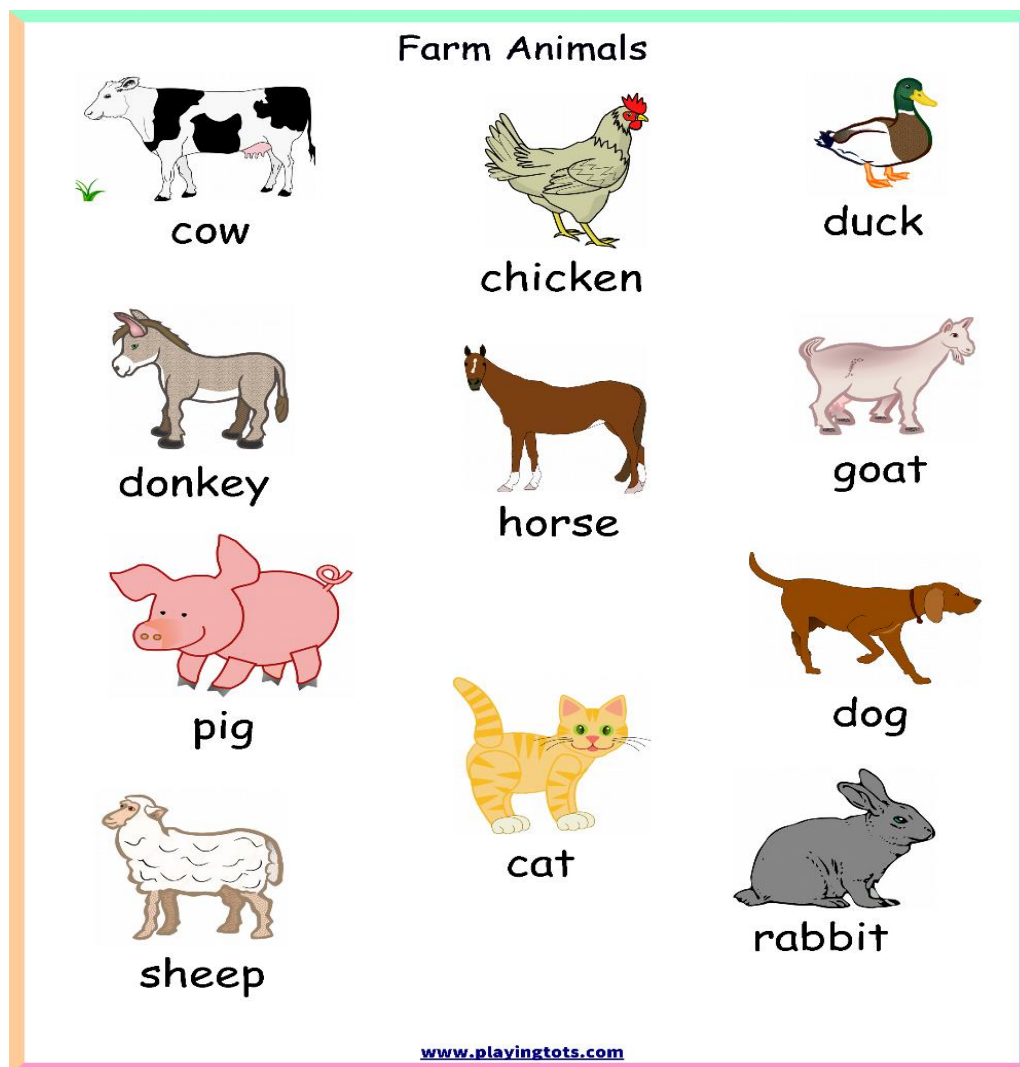
Subject: Agricultural Science

Specific objective:

2.1.1 Identify animals that are associated with agriculture.

2.2.1 Classify animals into those that are eaten and those that are not eaten.

FARM ANIMALS: There are many animals that are found on a farm. Some of these animals can be seen in figure 1 below:



Source: <https://www.pinterest.com/pin/313633561551388194/>

ANIMALS WE EAT AND ANIMALS WE DO NOT EAT

Some animals we eat and some animals we do not eat

ANIMALS WE EAT	ANIMALS WE DO NOT EAT
COW	CAT
CHICKEN	DONKEY
DUCK	HORSE
GOAT	DOG
PIG	
SHEEP	
RABBIT	

STUDENT SELF ASSESSMENT

Refer to picture and figure 1:

USING A GREEN CRAYON, **CIRCLE THE ANIMALS WE EAT** AND USING A RED CRAYON, CIRCLE **THE ANIMALS WE DO NOT EAT**

Source: <https://www.pinterest.com/pin/313633561551388194/>

End of Lesson Two

Appendix 4: Agricultural Science: Integrated Unit Activity

Topic: Growing a plant from a seed.

At the end of the lesson you should be able to:

- Learn about seeds.
- Learn about germination.

Content

A seed has a new plant inside of it. The new plant found inside the seed is called an **embryo**. The seed has food for the embryo to help it to grow.

The embryo stays asleep in the seed and is protected by the **seed coat** until it is ready to grow. When a new plant begins to grow from a seed, the process is called **germination**. Most seeds just need some **water** and **warmth** for germination to take place.

Let's Explore at Home

Activity: Collecting seeds from our home to germinate

Things to Collect:

1. Seeds from your kitchen or from around your house.
2. Soil
3. Water
4. Container
5. Record sheet

Activity

1. Collect seeds from your kitchen or from around your house. These can be seeds such as: red bean, channa, dried peas, sunflower seeds. Let an adult help you collect the seeds to plant.
2. Plant your seeds in soil, either in the ground or in a container. Let an adult help you prepare the container for planting.

Steps in making a planter from a container:

- Cut a water bottle in half
 - Makes holes at the bottom for the water to drain through.
 - Place a small amount of fine gravel or small pebbles at the bottom of the container.
 - Fill container with soil.
3. Water seeds once a day and observe what happens.
 4. After your seeds germinate, record what you see every week for four (4) weeks.

Record Sheet

WEEK	Number of leaves	Drawing of my plant
ONE		
TWO		
THREE		
FOUR		

Appendix 5: Online Tools For Primary Mathematics

NO	WEBSITE	LINKS	LEVEL
1.	AAA Math	http://www.aaamath.com/	All levels
2.	ABCya Math Games	https://www.abcya.com/	K-6
3.	Adapted Mind	https://www.adaptedmind.com/ https://www.youtube.com/channel/UCMMkOy1OtB1OkjB6PNTk9Sw/videos	All levels (K-6)
4.	AplusMath	http://www.aplusmath.com/	All levels
5.	BBC Bite size	http://www.bbc.co.uk/schools/gcsebitesize/maths/	All levels
6.	Brain POP Jr	https://jr.brainpop.com/free-stuff/	K-3
7.	Braining camp	https://www.brainingcamp.com/ https://www.youtube.com/user/Brainingcamp/videos	All levels
8.	Common Core Worksheets	https://www.commoncoresheets.com/	K - 8
9.	Coolmath4kids	http://www.coolmath4kids.com/	All levels
10.	Coolmath4teachers	http://www.coolmath4teachers.com/	All levels
11.	edHelper	http://edhelper.com/	All levels
12.	Education Place	http://eduplace.com/kids/hmm/	K – 6
13.	Education World	http://www.educationworld.com/a_lesson/archives/math_practice_4_you.shtml	All levels
14.	Education.com	http://www.education.com/worksheets/math/	All levels
15.	eManipulatives	http://www.eduplace.com/kids/mw//manip/mn_4.html	Grade 4
16.	Funbrain	http://www.funbrain.com/brain/MathBrain/MathBrain.html	All levels
17.	GCF Global	http://www.gcflearnfree.org/math	All levels

18.	Interactive Sites for Education	http://interactivesites.weebly.com/addition.html	All levels
19.	Internet 4 Classrooms	https://www.internet4classrooms.com/	PreK to Grade 12
20.	IXL Maths	https://uk.ixl.com/	Reception to Year 12
21.	Khan Academy	https://www.khanacademy.org/ https://www.khanacademy.org/khan-for-educators/khan-kids-page https://www.youtube.com/user/khanacademy	All levels
22.	KidsMathGames	http://www.kidsmathgamesonline.com/	All levels
23.	Math is fun	https://www.mathsisfun.com/ https://www.youtube.com/user/MathematicsFun/videos	All levels
24.	Math Playground	https://www.mathplayground.com/	All levels
25.	Math.com	http://www.math.com/	All levels
26.	Mathispower4u	http://mathispower4u.yolasite.com/	Grades 3/4
27.	Mathwire.com	http://www.mathwire.com/archives/enrichment.html	All levels
28.	National Library of Virtual Manipulatives	http://nlvm.usu.edu/en/nav/vlibrary.html	All levels
29.	NCTM Illuminations	https://illuminations.nctm.org/ https://www.youtube.com/c/illuminations/videos	All levels
30.	NRICH	https://nrich.maths.org/ https://www.youtube.com/user/nrichmaths/videos	All levels
31.	Numberock (Math Music Videos)	https://numberock.com/	All levels
32.	PBS Learning Media	http://www.mathwire.com/archives/enrichment.html	All levels
33.	PBS Math Club	https://www.pbslearningmedia.org/subjects/mathematics/ https://www.youtube.com/user/PBSMathClub/videos	All levels
34.	Pennacool.com	http://www.pennacool.com/	All levels

35.	School Express	http://www.schoolexpress.com/funtime/math_generator/	All levels
36.	Sheppard Software	http://www.sheppardsoftware.com/math.htm	All levels
37.	SoftSchools.com	http://www.softschools.com/math/	All levels
38.	Teacherled.com	http://www.teacherled.com/	All levels
39.	Thatquiz	http://www.thatquiz.org/	All levels
40.	The Math Learning Center	https://www.mathlearningcenter.org/resources/apps	All levels
41.	XP Math	http://www.xpmath.com/	All levels
42.	XtraMath	http://xtramath.org/	All levels
43.	Zoo Whiz	http://www.zoowhiz.com/	All levels

Appendix 6: Sample VAPA lesson for online learning

Subject:	Visual and Performing Arts – Drama
Level:	Primary -Standard One
Topic:	Healthy Habits
Length of Lesson:	35mins

Specific Objectives (*at the end of this less, students will be able to*):

Define the phrase ‘healthy habits’.

Demonstrate two examples of healthy habits in their everyday lives.

Use their bodies and voices to effectively communicate a story.

Resources:

Computer with audio and video capabilities

Internet Access

Drama Notebook, Writing Instruments

N.B. This lesson will be led by the teacher on a video conferencing platform such as ZOOM.

Set Induction

SONG: Teacher: Every day we do simple things that ensure we stay healthy and safe. Can you give some activities which you do that keeps you healthy and safe? We are going to sing a simple song, called ‘*This is the way*’. When an activity is called, use your body to show how you do the activity. Add the other activities you came up with to the song. Ready? Let’s sing and act!

‘This is the way we wash our hands, wash our hands, wash our hands...This is the way we wash our hands Early in the morning.

This is the way we brush our teeth, Brush our teeth, Brush our teeth... This is the way we brush our teeth early in the morning.

This is the way we wash our fruits, wash our fruits, Wash our fruits... This is the way we wash our fruits Early in the morning.

(Now you give one) This is the way we ---- --- --- This is the way we --- Early in the morning 3 (How about giving another?) This is the way we ---- --- --- This is the way we --- Early in the morning.

Activity 2: Healthy Habits in our lives

- a. Make a list of any four (4) healthy habits that you practice in your daily routine.
- b. Let us share (the teacher will call on various students who will be allowed to share with the class).
- c. An image will be shared on the screen demonstrating various healthy habits with local and cultural relevance.

Activity 3: Who am I?

Get yourself a partner if you can. If you do not have one you may have to pretend that there is someone there alongside you to role-play. Let one person be the doctor and the other the patient.

- a. Situation: The patient has come to the doctor because they have not been good at constantly practicing healthy habits and is not feeling well. You can choose one of the habits that we listed before or an entirely new one.
- b. Task: The doctor must ask the patient questions and give advice for the patient to recover and keep themselves well in future. Sit and have a chat with your partner about, who will play the role of the doctor and patient, what is the patient's issue or complaint and what will the doctor do or say to help the patient get better. After planning you may want to do a little practice.

Activity 4: Performance Assessment

Using a mobile device or computer video recording, make a one (1) minute video clip of a doctor advising persons to practice a specific healthy habit. Use your doctor's voice and actions! Students will have five minutes to practice but will submit their video recordings post-lesson to an online collaborative file. These videos will be shown in class for peer critique.

Closure:

Questioning: (1) Name any two healthy habits you have learnt today.

(2) How will healthy habits make a difference in your life?

Appendix 7: List of Useful Science Sites

<http://sciencenetlinks.com/>

<https://serc.carleton.edu/index.html>

<https://www.discoveryeducation.com/solutions/science-techbook/>

<https://phet.colorado.edu/>

<https://www.sciencebuddies.org/>

<https://classroom-aid.com/educational-resources/science/learning-games-science/>

<https://www.howstuffworks.com/>

Appendix 8: Dance Diagnostic Checklist

DANCE DIAGNOSTIC CHECKLIST

INFANTS 1 & 2

Teacher can use a video or voice recording or live observation (using a webcam) of student participating in activities for assessment

BODY & SPATIAL AWARENESS	
Student is aware of what the body can do through moving the whole body and parts of the body	<ul style="list-style-type: none"> ○ Very aware ○ Generally aware ○ Somewhat aware ○ Unaware ○ Does not actively participate in activity
Student can explore body shapes through cues from the teacher	<ul style="list-style-type: none"> ○ Outstanding ○ Satisfactory ○ Fair ○ In progress ○ Does not actively participate in activity
Student has an awareness of general and personal space	<ul style="list-style-type: none"> ○ Very aware ○ Generally aware ○ Somewhat aware ○ Unaware ○ Does not actively participate in activity
Student can move confidently at low, medium and high levels	<ul style="list-style-type: none"> ○ Using 3 levels ○ Using 2 levels ○ Using 1 level ○ Does not actively participate in activity
Student can move safely in space, and is aware of social distancing while working with others	<ul style="list-style-type: none"> ○ Very aware ○ Generally aware ○ Somewhat aware ○ Unaware ○ Does not actively participate in activity
LOCOMOTION AND NON-LOCOMOTION	
Student can demonstrate movements that travel and movements that stay in place	<ul style="list-style-type: none"> ○ Outstanding ○ Satisfactory ○ Fair ○ In progress

	<ul style="list-style-type: none"> ○ Does not actively participate in activity
PULSE AND METER	
Student has an awareness of pulse (a strong regular beat) and meter (rhythmic pattern)	<ul style="list-style-type: none"> ○ Very aware ○ Generally aware ○ Somewhat aware ○ Unaware ○ Does not actively participate in activity
USE MOVEMENT TO EXPRESS IDEAS/THEMES	
Student can use their own movements to express ideas	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
Student can work well in group activities	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity

STANDARDS 1 & 2

Teacher can use a video or live observation (using a webcam) of students participating in activities

DYNAMICS	
Student is aware of effort qualities in executing movements	<ul style="list-style-type: none"> ○ Very aware ○ Generally aware ○ Somewhat aware ○ Unaware ○ Does not actively participate in activity
Student has an awareness of how feelings can be expressed through movement	<ul style="list-style-type: none"> ○ Very aware ○ Generally aware ○ Somewhat aware ○ Unaware ○ Does not actively participate in activity
Student understands and demonstrates correct technique when executing movements	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely

	<ul style="list-style-type: none"> ○ Does not actively participate in activity
USE OF MOVEMENT TO EXPRESS IDEAS AND THEMES	
Student can relate body shapes to shapes in the environment	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
Student can use the body to express ideas from a story	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
Student can use stimuli to express ideas	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
Student can work well in group activities (adhering to physical distancing instructions)	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity

STANDARD 3

Teacher can use a video or voice recording or live observation (using a webcam) of student participating in activities

RHYTHM AND DYNAMICS	
Student can use a range of rhythm and tempi to create dance sequences	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
HERITAGE	
Student can use movements from folk characters to create dance sequences	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity

USE OF TECHNOLOGY	
Student can demonstrate an understanding of the process involved in making a simple dance video	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity

STANDARDS 4 & 5

Teacher can use student oral responses in online classroom space or videoed feedback for assessment of activities and also voice recording or live observation

ELEMENTS OF A DANCE PRODUCTION	
Student has an understanding of and can identify the elements of a dance production	<ul style="list-style-type: none"> ○ Outstanding ○ Satisfactory ○ Fair ○ In progress ○ Does not actively participate in activity
Student can use movements to make comments on their thoughts and feelings, including social issues	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
Student can understand and practice the protocols involved in a dance production – preparation, teamwork, presentation	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity
CULTURAL HERITAGE	
Student can demonstrate knowledge of the cultural heritage of Trinidad and Tobago through creating and presenting dances using steps from the cultural forms	<ul style="list-style-type: none"> ○ Outstanding ○ Satisfactory ○ Fair ○ In progress ○ Does not actively participate in activity
JOURNAL EXERCISES	
Student can understand and demonstrate the process of journaling using varied media	<ul style="list-style-type: none"> ○ Always ○ Sometimes ○ Rarely ○ Does not actively participate in activity

Appendix 9: Drama Diagnostic Checklist

Infants 2

SPACE AND LEVELS	
<i>Teacher can use a video of student participating in lesson for assessment</i>	
Student can move efficiently in personal space using levels (high, medium, low)	<input type="checkbox"/> Using three levels <input type="checkbox"/> Using two levels <input type="checkbox"/> Using one level <input type="checkbox"/> Student does not actively participate in activity
Student is aware of self in and while moving in space	<input type="checkbox"/> Very aware <input type="checkbox"/> Generally aware <input type="checkbox"/> Somewhat aware <input type="checkbox"/> Unaware <input type="checkbox"/> Student does not actively participate in activity
Student moves confidently in space	<input type="checkbox"/> Very confidently <input type="checkbox"/> Confidently <input type="checkbox"/> Lacking confidence <input type="checkbox"/> Student does not actively participate in activity
MIME AND HAND GESTURES	
<i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can express themselves creatively using body language	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use hand gestures to communicate with peers	<input type="checkbox"/> Four gestures <input type="checkbox"/> Three gestures <input type="checkbox"/> Two gestures <input type="checkbox"/> One gesture <input type="checkbox"/> Student does not actively participate in activity
COMMUNICATING WITH HANDS AND VOICE	
<i>Teacher can use a video or voice recording or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can use voice inflections to effectively present a short story	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use hand gestures to effectively present a short story	<input type="checkbox"/> 6-8 gestures <input type="checkbox"/> 3-5 gestures <input type="checkbox"/> 2 gestures <input type="checkbox"/> 1 gesture

	<input type="checkbox"/> Student does not actively participate in activity
SOUNDSCAPE <i>Teacher can use a video or voice recording or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student chooses appropriate sounds for soundscape	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student uses voice appropriately to create soundscape	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student chooses appropriate un-tuned percussive instruments to add to soundscape	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student can produce a one-minute soundscape based on a given theme	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
APPRECIATION <i>Teacher can use student oral responses in online classroom space or videoed feedback for assessment</i>	
Student shows appreciation for the work of others	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
RING GAMES <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can use body actions, while singing, in performance of ring games	<input type="checkbox"/> Three or more actions <input type="checkbox"/> Two actions <input type="checkbox"/> One action <input type="checkbox"/> Student performs no action but sings <input type="checkbox"/> Student does not actively participate in activity (neither sings nor does any action)
ROLE-PLAY <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can imitate using posture	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory

	<input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can imitate everyday actions using voice	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can imitate everyday actions using hand gestures	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity

Standard One

FACIAL EXPRESSIONS AND HAND GESTURES <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student chooses appropriate facial expressions	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student chooses appropriate hand gestures to communicate feelings	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can role-play familial relationships	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
STORY CREATION <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can work well with others	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
ROLE-PLAY (Healthy Foods)	

<i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student shows an understanding of the effects of consuming healthy/unhealthy foods	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
PORTFOLIO <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student shows appreciation for others' personalities	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student can create a portfolio of 1-2 pages	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
TABLEAUX <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can create a still picture with their body	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
BODY <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student use their body to represent mode of transportation	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity