Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION
Curriculum Planning and Development Division

Guidelines for Curriculum Implementation for September to December 2020 for Secondary Schools

August 26th 2020

Guidelines for Curriculum Implementation for September to December 2020

Secondary Schools

Contents

Introduction

On March 11th, 2020, the World Health Organisation (WHO) declared COVID-19 to be 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 several challenges.

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

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

Section 1

1.1 General Guidelines for Curriculum Implementation

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 form/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/tools provided and/or supported by the Ministry of Education (MOE)

3. Differentiated Instruction should be used to facilitate teaching and learning to include recognition of diverse learners and variation in teaching and assessment strategies (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. Students should be exposed to the equivalent time of instruction online and offline for the recommended number of periods per subject. A timetable should be done for online instruction that is being done synchronously to avoid students experiencing any clashes in subjects and being online for too long periods at any one time. A sample template is provided.
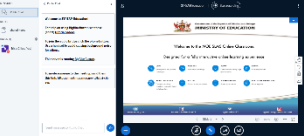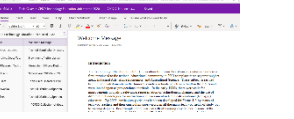
5. Suitable cross-curricular linkages should be developed where possible, to maximise the use of available time and resources for curriculum implementation and to enforce key concepts.

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. Assessments conducted should be formative instead of summative. School-Based Assessments (SBAs) and portfolio marks can be used for assessment purposes.

8. Alternative means should be considered to mitigate against challenges to online learning.

Table 1: Online platforms/tools provided and/or supported by the Ministry of Education

No	Online Platforms/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 Teams is the hub for team collaboration in Office 365 that integrates the people, content, and tools your team needs to be more engaged and effective.	Microsoft Teams can be accessed on Office 365 using the Ministry of Education's email address.
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

No	Online Platforms/Tools	Description	Links to website
8		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.

1.2 Strategies for Determining Gaps in Student Learning

This can be done in the following ways:

- Conduct diagnostic testing - this is to be done for each subject. Some examples listed below of each subject area, all of which can be done via any of the online platforms approved by the MOE.

Suggested Strategies for Determining Gaps in Student Learning
(Please follow link to specific subject areas)

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1

English Language Arts	1. **Writing**
	  • From two paragraphs of student writing can be detected errors of concord, spelling, grammar and organisation of content. Students email their written paragraphs to the teacher.
	  (STARS Schools can use the writing rubric from the 2019 assessment package)
	2. **Literary Appreciation (Text specific)**
	  • Simple Quiz of literary text used during previous term (Poetry, Prose, Drama) will indicate students' knowledge gaps. Teacher creates quiz for online assessment. Quiz can be true or false, completion of statements or fill in the blank/s among others
	  • Brief written description of character/setting/ theme will indicate language/literature gaps. Teacher emails question and receives students' responses
	3. **Reading**
	  • Oral reading of a paragraph of students' language or literature text will indicate fluency and comprehension gaps. Use an online platform supported by the Ministry of Education to conduct this activity
	  • To determine specific core reading skills gaps, STARS Schools can use the Fry's Readability assessments from the 2019 Reading Assessment package. This activity can be facilitated through online platforms supported by the Ministry of Education

Mathematics	1. **Conceptual understanding:**
	  • *Selected Response* filling-in a correct answer based on the correct understanding of a concept
	  • *Performance Assessment* engaging in a class discussion or presenting an oral explanation of a concept
	  • *Extended Written Response* solving a mathematics problem while explaining the concepts being used

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1

	• *Personal Communication* recording an accurate understanding of concepts in a journal
	2. **Procedural fluency:**
	  • *Selected Response* filling-in a correct answer based on the use of a correct process (or algorithm)
	  • *Performance Assessment* carrying out the steps in a process (or algorithm) using a correct sequence
	  • *Extended Written Response* describing a mathematical process correctly
	  • *Personal Communication* providing a correct sequence of responses during an interview
	3. **Strategic competence:**
	  • *Selected Response* filling-in a correct answer based on the use of a correct strategy
	  • *Performance Assessment* solving a problem correctly using an appropriate strategy
	  • *Extended Written Response* explaining the strategy used in producing a correct response
	  • *Personal Communication* responding correctly to novel problems during class discussion
	4. **Adaptive reasoning:**
	  • *Performance Assessment* creating a logical model based on accurate conjectures
	  • *Extended Written Response* explaining a logical solution based on accurate conjectures
	  • *Personal Communication* justifying a solution using logical assumptions

Information and Communication Technology (ICT)	1. **Practical**
	  • Assign a practical assessment to determine skills gaps for the practical elements of the curriculum. This can be done and either uploaded to a one drive folder and shared with teacher.
	2. **Theory**
	  • Multiple-choice questions can be used.
	Online assessments can be utilised for both practical and theory.

Physical Education	**Suggested activities to determine gaps pertaining to the theoretical content/concepts in the curriculum:**
	1. **The Body Systems**
	  • Worksheets, presentations, online quizzes (online), and creation/design of models
	2. **Healthy Lifestyles Practices**
	  • Checklist, rating scale self-assessment, observation sheet, case studies responses, analysis of scenarios, rubrics etcetera
	3. **Sport Skills (Sport History):**

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1
	- Time charts, quizzes, matching information, biographical essays, worksheets, virtual group assignment **4. Responsible Behaviour** - Case studies, rating scales self-assessment, observation sheets and checklist, roleplay, analysis of scenarios (videos), rating scale self-assessment **5. Safety Practices** - Checklist, rating scale self-assessment, observation sheet, case studies responses, analysis of scenarios, rubrics etcetera
Integrated Science	**1. Determination of gaps in required experimental skills and the preparation of a Laboratory Report:** - This can be determined by having students: - engage in simulated practical activities - view videos of practical activities - perform simple hands-on practical activities at home (with any necessary adult supervision) - conduct observational investigations using stimulus material such as photographs and authentic data. Experimental skills per level: **Form 1:** - Observation, Recording and Reporting, Manipulation and Measurement and Drawing. Students are to prepare Laboratory Reports. **Form 2:** - Observation, Recording and Reporting, Manipulation and Measurement and Analysis and Interpretation and Drawing. Students are to prepare Laboratory Reports. **Form 3:** - Observation, Recording and Reporting, Manipulation and Measurement and Analysis and Interpretation and Drawing and a basic understanding of Planning and Design. Students are to prepare Laboratory Reports. - Teachers should design and use suitable rubrics to determine gaps in experimental skills and in the preparation of a Laboratory Report **2. Determination of gaps in understanding of concepts:** - This can be determined by the use of the following online test/quiz question types: - Multiple choice, structured (including questions based on experimental skills)/short answer, essay-type questions, true-false, matching, fill-in-the-blanks etcetera. - For each type of test/quiz, suitable rubrics must be designed and used to determine gaps in understanding of concepts. **3. Data analysis:**

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1
	• Analysis of test scores can be done to determine gaps for each student, groups of students, concepts, and skills, to allow the teacher to plan for bridging of gaps identified.
Social Sciences-Social Studies	**1. Concepts Content and Skills: Forms 1-3:** • Video and audio conferencing using appropriate platforms • Online quizzes • Assessment of content from e portfolios • Online Map reading - location of places • Online Interpretation of tables, charts and graphs • Analysis of photographs audios and videos • Worksheets-Students take picture of completed worksheets and submit online • Completion of short paragraphs online
Social Sciences - Geography	**1. Map skills** • Use of the online atlas to engage in practical activities • Worksheets where the students demonstrate understanding of skills **2. Geographic Landforms and Human Interactions** • Use of worksheets to name and locate physical and human features • Use of short response questions • Analysis of photographs • The creation and interpretation of geographic illustrations.
Social Sciences-History	**1. Chronology** • Creation of online timelines **2. Historical knowledge (facts, terms, concepts, events)** • Use of online multiple-choice questions, short answer questions • Matching of terms and definitions online **3. Historical skills (thinking, communication, analysis etcetera.)** • Stimulus and questions (image, text) • Completion of short paragraphs (Forms 2, 3) using guided questions and submission online
Health and Family Life Education (HFLE)	**1. Concepts and content** • Online Quizzes, (portfolios), completion of sentences, **2. Life skills** • Online Interpretation of table and charts • Analysis of photographs, audios and videos • Worksheets-Students take pictures of completed worksheets and submit online
Social Sciences-Religious Education	**1. Religious Literacy (facts, concepts, specialist vocabulary)** • Research and analysis, discussions, sharing of ideas/thoughts through reflections; virtual tours, MCQ, short answer questions

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1

	2. **Life skills (decision making, problem solving, living one's faith**)
	  • Conflict resolution using scenarios and/or stimulus questions re bullying, peer pressure, courage, mentorship, dangers of prejudice and stereotypes
	  • MCQ, worksheets, virtual group assignments e.g. creation of an anti-bullying leaflet

Spanish	**A Modern Language comprises four skills which should be individually and jointly developed and assessed in each student. Basis diagnosis of the levels of student skills include:**
	1. **Listening**
	  • Multiple Choice – students select correct response from options presented after listening to single sentences or short readings.
	2. **Speaking**
	  • Oral questioning on selected topics
	3. **Reading**
	  • Multiple choice – reading comprehension that focus on use of grammar and vocabulary within functional language structures.
	4. **Writing**
	  • Students complete a simple (directed) paragraph or similar writing activity on a selected topic.

Technology Education	• Students asked to identify real life problems or challenges in their immediate environment and critically think of possible solutions to those problems and submit online • They will be assessed by their online responses to questions and discussion on the IDEATE Models, Safety, Portfolio development and Teamwork • Students attempt short activity from the SLMS, presenting their process and solution through video

VAPA - Dance	1. **Dance Terminology**
	  • Online oral questioning on Movement Concepts. Students can also physicalise their understanding of the concepts in the online classroom space (using a webcam).
	  • Online Quizzes- Multiple choice on terms used in Dance (symmetry, locomotion, general space etc.)
	2. **Cultural Heritage**
	  • Video clips can be sent with specific traditional dances/ cultural forms
	  • Online demonstration of steps from cultural forms
	  • Online quizzes with short answers based on pictures, video clips
	  • Essays can be emailed about cultural forms
	3. **Choreography – Compositional Structures and Choreographic Devices**

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1
	- Online quizzes with short answers, multiple choice on terms and their meaning. - Students can upload movement sequences using choreographic devices and giving an explanation of the devices selected **4. Health and Safety** - Online quizzes with short answers and multiple-choice questions on the prevention and treatment of dance injuries. Students can upload examples of nutritious meals for dance **5. Critiquing** - Online discussions with students, after viewing videotaped performances so that critical analyses can be carried out **6. Reflective writing** - Use of e-journals to self and peer critique
VAPA - Drama	**1. Terms & Terminology** (Dramatisation of Text) - Online quizzes- Multiple choice on terms, role and function of crew **2. Characterisation and Character Development** - Online quizzes with short answers, with use of pictures, excerpts and other stimuli, for comprehension/ interpretation of text exercise and characterisation and character development. - Online quizzes with descriptive/ essay type answers - Creation of character sketches *(drawn into outlines of human forms and/or written in short paragraphs etcetera.).* Sketches can be uploaded to chosen online platform (MOE SLMS Online Classroom, Edmodo, Google Classroom, Office 365 etcetera.) or photographed and emailed or sent via WhatsApp or multimedia text messaging. **3. Production Process** - Chronology- creation of process timelines for productions using online platforms *(from first production meet to postmortem),* design *(costume, lights, sound, set, props etcetera.)* and rehearsal processes *(audition-reading-blocking-detailed work-rehearsal-runs- paper technical- technical-full runs- dress rehearsal- performance).* **4. Staging** - Critiquing- students can be provided with videoed productions *(live productions maybe unavailable)* to practice critical analysis of creative ideas/ decisions, although ideally, students should use their own work for this item. Oral feedback can be given using online classroom spaces, upload of student videos or sent as voice notes using WhatsApp etcetera. Written feedback can be uploaded to chosen online platform and/or emailed. **5. Reflective writing**

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1
	• Use of e-journals for self/ peer critique with guiding questions
VAPA - Music	**1. Music Terminology** • Online quizzes, fill-in-the-blanks, worksheets, multiple choice and games for definitions, terms and music names – rhythm, texture, melody, instrument names etcetera. **2. Listening and Appraising** • Compose, perform and post video recording of short pieces demonstrating various elements of music • Listen to recorded music and complete online worksheets • E-Journal their music learning experiences/create online portfolio • Online discussions with peers/class after viewing recorded work • Online quizzes and worksheets **3. Creating** • Compose and perform own work using technology e.g. musescore, Bandlab etc. • Video record and post original performance work to online platform or send via email, WhatsApp etcetera. **4. Performing** • Develop, rehearse and perform given repertoire individually and post work. E-journal and/or discuss process in online classroom spaces.
VAPA- Visual Arts	**1. Form Two** **Topic/ Strand: Elements of Art & Design** **Drawing / Exercise Worksheet:** • Create an online worksheet to ascertain understanding of elements of design-line, shape, colour, texture etcetera. **2. Form Three** **Topic/ Strand: Textiles** **Worksheet:** • Describe tie dye, resist methods, tools and materials using feedback which can be given using online classroom spaces, upload of student videos or sent as voice notes using WhatsApp etcetera. Written feedback can be uploaded to chosen online platform and/or emailed. **Topic/ Strand: Leather Craft** **Drawing / Exercise Worksheet:** • Use online worksheet to define key terms; Sources of leather; Drawing and description of leather works seen in community. Class discussions can also be used using appropriate online classroom spaces. **Topic/ Strand: Fibre Arts** **Practical:**

Subject Area	Guidelines for Forms 1-3: Using Any Suitable Online Methodology Listed in Table 1
	• Demonstrate basic weaving skills using paper for flat work by upload of student videos. **Topic/ Strand: Ceramics** **Drawing / Exercise Worksheet**: • Use online worksheets to describe characteristics of clay. Identify tools and materials for pottery. Do drawings/capture photos of clay objects made in Trinidad & Tobago. **Topic/ Strand: Sculpture** **Review / Class Discussion**: • Describe additive and subtractive methods utilised in creating sculpture using online classroom spaces.

1.3 Online Learning

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

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 for Creative Commons License or for open educational resources.

http://www.oercommons.org/courses/guide-to-blended-learning/view
Conditions of use: Remix and Share

1.4 General Suggestions for Online Teaching

The following are examples 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 MOE recommends the use of its SLMS platform because it is secure and has a zero-rating or its other platforms/tools since they are free for all teachers.

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 assessment given. Some examples are listed below.
- Teacher 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.

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-

- 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.

Assessments

Assessments can be administered in various ways. Some examples are listed below.

- Teacher develops an assessment for the content and shares via email or upload to a location for the students to access. The students complete the assessment which is emailed to the teacher for marking and feedback.
- An online assessment can be administered and then marked by the student or by the computer. This will allow immediate feedback to students.
- An assessment can be pre-recorded and emailed or uploaded to the class folder for student access or sent via WhatsApp. Students complete and return the assessment the same way it was sent.
- An assessment can be typed and emailed or uploaded for the students to access or sent via WhatsApp. Students complete and return the assessment the same way it was sent.
- Use can be made of online quizzes/assessments from online platforms.
- Use can be made of online forums, blogs etcetera as forms of assessment.
- Assessment instructions can be given in audio format and emailed or sent via WhatsApp for students.
- A OneDrive folder can be created for all classes and sub-folders for all students. Completed assignments can be uploaded by the students for the teacher to mark. The use of OneNote or Class Notebook can be used as well and this can be incorporated into Microsoft Teams.

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 and tricks 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.
- 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 not have access to technology.
- Allow 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 test 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/) (Appendix I)

Section 2

2.1 Content/Skills/Outcomes Necessary for Term 1 for Successive Form Levels (Forms 1 to 3)

Each curriculum document for the Lower Secondary Level has been reviewed and the core content/skills/outcomes for each subject area identified. In all subjects, italics indicate pre-requisite content (content that should be covered before moving on with the respective content/skills/outcomes for that subject).

English Language Arts

Form 1 Term 1					
Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context *Italics indicate students' prior knowledge.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
Listening/Speaking Etiquette Pronunciation Aesthetic/ Appreciative Listening Efferent Listening: Listening for details	*Main Idea* Organisational Patterns *Vocabulary in Context* Barriers to comprehension	Literary Genres (Prose, Poetry and Drama) Literary Element: -*Character* -*Point of View*	Informal Letters *Descriptions (Factual)* *Descriptions (Character)* Exposition: Directions and Instructions	Types of Media Social Media Visual Representation: Graphic Organisers Visual Interpretation:	*Clauses* *Sentence Types* *Coordinating Conjunctions* *Parts of Speech* *Pronouns: Subject and Object* *Transitive and Intransitive verbs*

<table>
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Italics indicate students' prior knowledge.</td></tr>
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<td></td>
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<td>Reflective Writing</td>
<td>Procedural Pictorial Texts</td>
<td>Transitional words and phrases
Subject and Verb Agreement
Punctuation Marks

Spelling (suffixes, prefixes, morphemes, spelling patterns)</td>
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Form 2 Term 1					
Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context. *Italics - Form 1 Term 3 content brought forward.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
Pronunciation Language Register *Critical Listening: Fact and Opinion* Efferent Listening: Main idea	*Critical Reading* *Inference* Main Idea *Fact and Opinion* Sequencing *Barriers to Comprehension* *Vocabulary in context*	Literary Elements: *Character development* *Point of View* *Plot Structure* Theme Conflict	Stories *Persuasion-Opinions* *Summary: News* Headlines Formal letter	Digital Stories *Headlines & Captions* Visual Representation: Elements of Design *Visual Interpretation:*	*Parts of Speech* *Subject and Verb Agreement* Subject and pronoun agreement *Complex sentences* *Compound sentences* Coordinating Conjunctions

Form 2 Term 1					
Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context. *Italics - Form 1 Term 3 content brought forward.*					
Interviewing skills	*Summary Skills*			*Analysing Visual Text* Research Skills *Media Literacy: Social Media*	Transitional words and phrases *Punctuation Marks Spelling (suffixes, prefixes,* morphemes, spelling patterns, technical words)

Form 3 Term 1					
Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context. *Italics - Form 2 Term 3 content brought forward.*					
LISTENING & SPEAKING	**READING**	**LITERARY APPRECIATION**	**WRITING**	**MEDIA LITERACY**	**RELATED GRAMMAR & SPELLING**
Pronunciation Critical and Discriminative Listening: Literary genres Critical Listening: Persuasion	*Author's Purpose Author's Point of View Critical Reading* Inference *Fallacies: Hasty Generalizations and Faulty Reasoning Vocabulary in Context Summary Skills*	Literary Elements: *Character-Role* Setting/ Atmosphere *Theme Conflict Point of View*	*Argumentative Writing: Speeches* Persuasive Writing: Advertisements and Essays Expository Writing: Proposal *Reflective Writing*	*Creating Comic Strips Visual Interpretation: Caricature* Stereotyping Advertisements *Detecting Bias Social Media Research Skills*	*Parts of Speech* Verbs (imperative and indicative mood) Pronouns (antecedent) Participle and Infinitive *Phrases and clauses Compound and complex sentences Subject and verb agreement* Transitional words & phrases

Form 3 Term 1				
Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context. **Italics - Form 2 Term 3 content brought forward.**				
				Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages) *Punctuation* (colon, semicolon, comma, dash, parentheses and brackets)

Mathematics

Level	Topic	
Form 1 Term 1	Topic: 1.1.1 Whole Numbers Topic: 1.3.1 Statistics (1) **Topic: 1.4.1 Solids and Plane Shapes** **Topic: 1.6.1 Introducing Algebra** **Topic: 1.2.1 Sets (1)** Topic: 1.5.2 Linear Measure Topic: 1.5.3 Perimeter Topic: 1.5.4 Area	
Form 2 Term 1	Topic: 1.1.4 Decimals Topic: 1.1.5 Percentages **Topic: 1.6.6 Algebraic Equations** Topic: 1.1.6 Consumer Arithmetic Topic: 2.1.1 Integers **Topic: 2.1.2 Laws and Properties of Numbers** **Topic: 2.6.1 Substitution** Topic: 2.6.2 Simplification of Algebraic Expressions **Topic: 2.6.3 Solution of Linear Equations** **Topic: 2.2.2 Relations, Mappings and Functions**	*Highlighted content from Form One Term Three should be implemented <u>at the beginning of</u> Form Two Term One.*
Form 3 Term 1	Topic: 2.4.3 Angles, Triangles and Parallel lines **Topic: 2.4.4 Geometric Drawings and Constructions** Topic: 2.3.2 Data Displays Topic: 3.5.1 Area and Perimeter of Compound Shapes Involving Parts of the Circle Topic: 3.5.2 Surface Area and Volume of Prisms and Pyramids **Topic: 3.5.3 Scales and Scalar Measurement** Topic: 3.4.1 Congruency Topic: 3.4.2 Similarity **Topic: 3.4.3 Right-Angled Triangles and Pythagoras Theorem** **Topic: 3.4.5 Construction**	*Highlighted content from Form Two Term Three should be implemented <u>at the beginning of</u> Form Three Term One.*

Information and Communication Technology (ICT)

Form 1 Term 1
Health and safety Ergonomics, Health Hazards **Computer Fundamentals and Careers in ICT** Definitions of Information Technology (IT), Information and Communication Technology (ICT) and Computer Science Components of a computer system Functions of computers, Computer care, Types of computers Types of Software Keyboarding **Word Processing** Creation of a word processing document Basic file operations Common formatting tools and editing features. **Ethics in Technology** Netiquette Cyberbullying **Internet and Web 2.0 tools** Introduction to the Internet Internet browsing Hyperlinks, World Wide Web Search Engines Internet Information Sources

Form 1 Term 1
Presentation
Creation of a simple presentation Manipulating a presentation
Saving/Printing a presentation

Form 2 Term 1
{what is in italics should have been covered in Form 1 and needs to be covered}
Word Processing
Creation of a word processing document Basic file operations
Common formatting tools and editing features.
Page formatting
Tables
Inserting images
Editing images
Templates
Images, Review document
Video Creation
Source files, Videos, Storyboards
Internet and Web 2.0 Tools
Introduction to the Internet
Internet browsing
Hyperlinks,
World Wide Web
Search Engines
Internet Information Sources
Representation and Evaluation of information, Copyright, Plagiarism, Piracy
Programming Concepts and Computational Thinking

Form 2 Term 1
{what is in italics should have been covered in Form 1 and needs to be covered}

Representation, Organisation and Analysis of information

Presentation

Creation of a simple slideshow
Formatting
Working with images
Animation
Working with Graphics
Multimedia
Hyperlinks

Form 3 Term 1
{what is in italics should have been covered in Form 1 or 2 and needs to be covered}

Internet and Web 2.0 tools

Viruses

Spam; malware: viruses, worms, Trojan horses, spyware, ransomware, adware.

Computer crime (cybercrime): fraud and financial crimes, identity theft

Cyber terrorism, cyber extortion

Programming Concepts and Computational Thinking

Representation and Analysis of data
Organisation of data
Problem Solving
Problem definition
Evaluation and design of solution to real-world problems
Algorithm Development – Narrative, Flowcharts

Physical Education

Level	Topic / Theme	Learning Outcomes
Form One Term 1 (Theory)	**1.0 Body Systems** - Skeletal System	1.1.1 Acquire basic knowledge of the systems of the human body. 1.1.2 Understand the functions, structure, and workings of the skeletal system. 1.1.3 Demonstrate knowledge of the effects of physical activity on the skeletal system.
	2.0 Healthy Lifestyle Practices	1.2.1 Demonstrate an understanding of the relationship between wellness and lifestyle. 1.2.2 Practice habits that contribute to wellness. 1.2.3 Apply habits and practices to maintain a healthy lifestyle.
	3.0 Movement/Gymnastic Activities	1.3.1 Develop a personal philosophy of Physical Education.
	4.0 Sports Skills	1.4.1 Understand and appreciate the history of netball. 1.4.5 Understand and appreciate the history of football. 1.4.9 Understand and appreciate the history of cricket. 1.4.13 Understand and appreciate the history of track and field/ Olympic Games.
	5.0 Responsible behaviour	1.5.1 Readily follow rules, instructions, and procedures, and stay on task. 1.5.4 Show respect for others (peers, group leader, teacher and individual differences).
	6.0 Safety practices	1.6.1 Appreciate the importance of rules to ensure safety in physical activities.

Level	Topic / Theme	Learning Outcomes
Form Two Term 1 (Theory)	**1.0 Body Systems**	**1.1.4 Understand the functions, structure, and workings of the muscular system.** **1.1.5 Demonstrate knowledge of the effects of physical activity on the muscular system.** **1.1.6 Show the interrelatedness of the skeletal and muscular systems.** 2.1.1 Understand the functions, structure and workings of the circulatory system (structure: heart, blood & blood vessels, workings: pulse & blood pressure). 2.1.2 Demonstrate the knowledge of the effects of physical activity on the circulatory system.
	2.0 Healthy Lifestyle Practices	**1.2.6 Maintain the minimum standard of basic fitness tests.** 2.2.2 Recognise the fitness needs of different physical activities. 2.2.1 Apply nutritional principles and weight management practices to attain health goals (nutritional principles: variety, balance & moderation, weight management: diet & eating habits, physical activities & exercise).
	4.0 Sport Skills **- Netball**	2.4.2 Know the areas of the netball court and playing positions.
	- Swimming	2.4.25 Understand basic water safety rules.
	- Cricket	2.4.11 Apply cricket rules and strategies relating to batting, bowling and fielding.
	- Orienteering	**2**.4.29 Understand basic orienteering skills (types of maps, scale interpretation). 2.4.30 Understand safety measures/rules during outdoor activities.
	5.0 Responsible Behaviour	**1.5.4 Show respect for others (peers, group leader, teacher and individual differences).** 2.5.1 Maintain control and stay on task (self-discipline: commitment, participation & cooperation).
	6.0 Safety practices	**1.6.3 Practice safety measures for the prevention of injuries (Types & Prevention: soft & hard tissues).** 2.6.1 Apply safety rules in relation to specific activity settings. 2.6.2 Develop the habit of warming-up and cooling-down before and after physical activities. 2.6.3 Use protective gears as required.

Legend: *__Italics__ – Topics/ Content from Form 2 Term 3*

Level	Topic / Theme	Learning Outcomes
Form Three Term 1 (Theory)	**1.0 Body Systems - Digestive System**	a) Understand the functions, structure, and workings of the digestive system. b) Demonstrate knowledge of the effects of physical activity on the digestive system.
	2.0 Healthy Lifestyle Practices **- *Nutritional principles***	***2.2.1 Apply nutritional principles and weight management practices to attain health goals (nutritional principles: variety, balance & moderation), (weight management: diet & eating habits, physical activities & exercise).*** ***1.2.2 Practice habits that contribute to wellness***
	- Cardiovascular health	a) Appreciate the importance of maintaining good cardiovascular health. b) Recognise major cardiovascular diseases. c) Apply various measures to protect against cardiovascular diseases.
	- Drugs: definition, types, effects on the body)	a) Definition and classification of drugs. b) Recognise the different types of drugs and frequently used drugs. c) Demonstrate an understanding of the effects of drugs on the human body and sport performance. d) Explain the effects of smoking and alcohol abuse to the body. ***1.2.3 Apply habits and practices to maintain a healthy lifestyle.***
	1.0 Sport Skills **- Hockey**	***2.4.21 Understand and appreciate the history of hockey.*** ***3.4.4 Demonstrate an understanding of basic goal keeping skills.*** ***3.4.5 Know the different areas and parts of the hockey field and the playing positions.***
	- Volleyball	3.4.1 Know the different areas of the volleyball court. 3.4.3 Explain various officiating roles in volleyball (scorer, umpire).
	5.0 Responsible Behaviour	*Self - discipline* *Respect (peers, group leaders, teachers, individual differences.* ***2.5.1 Maintain control and stay on task (Self – discipline: commitment, participation, cooperation).*** 3.5.2 Apply effective teamwork skills to achieve collective goals (conflict resolution; leadership skills; goal setting).

Integrated Science

It is the expectation that for students' promotion into a higher form level, the following outcomes of the curriculum document for Forms 1 to 3 should have been realised.

General Outcomes

1. Understand the nature of Science.
2. Stimulate students' curiosity and creativity.
3. Investigate scientific issues and communicate their findings.
4. Demonstrate the ability to make appropriate and informed choices using their knowledge of the role of Science in addressing the complex social issues.
5. Use technology as a tool to research, organise, evaluate and communicate information.
6. Work effectively in diverse teams.

Skills and Competencies:

7. 1.1.2 Demonstrate the use of the scientific method. Practical skills to be acquired: Manipulation and measurement, Observation, Recording and Reporting, Analysis and Interpretation, Drawing, Planning and Design
8. 1.1.3 Recognise a scientific report as a means of communicating information from scientific investigations the correct procedure for the write-up of a practical activity
9. 1.2.2 Demonstrate the correct procedures for use of common measuring instruments.
10. 1.3.1 Demonstrate safe practices when conducting investigations

Level	Topic	Learning Outcomes
Form 1 Term 1	• Science and Scientific Processes	1.1.1 Differentiate between Science and technology. 1.1.2 Demonstrate the use of the scientific method 1.1.3 Recognize a scientific report as a means of communicating information from scientific investigations.
	• Scientific Measurement and International System (SI) of units	1.2.1 Discuss the importance of the International System (SI) of units
	• Safety in Science	1.3.1 Demonstrate safe practices when conducting investigations

Level	Topic	Learning Outcomes
		1.2.2 Demonstrate the correct procedures for use of common measuring instruments.
	• Characteristics of Living Things	1.4.1 Describe the characteristics of living things
	• Classify Life According to Cellular Structure	1.5.1 Compare plant and animal cells according to their structure and function.
	• Levels of Organization in Living Things	1.6.1 Recognize the relationships between specialized cells, tissues, organs and organ systems
	• Properties of Matter	1.8.1 Differentiate among the three states of matter 1.8.2 Relate the properties of matter to the arrangement of particles
	• Atoms, Elements and Compounds	1.9.3 Illustrate the atomic structure of elements of atomic numbers 1-10 1.10.1 Distinguish among elements, molecules, and compounds
	• Pressure	1.11.3 Explain the term pressure
	• Forms of Energy	1.12.1 Distinguish amongst various forms of energy

Level	Topic	Learning Outcomes
Form 2 Term 1	• Diet and Health	2.1.1 Recognize the importance of a balanced diet 2.1.4 Relate one's diet to weight gain and loss
	• Human Body Systems	2.1.2 Outline the basic structure of the human digestive system 2.1.3 Explain how humans obtain nutrients from food
	• Physical and Chemical Processes	2.4.1 Distinguish between physical and chemical changes 2.4.2 Distinguish between physical and chemical properties
	• Separating Mixtures	2.4.3 Distinguish between types of mixtures (homogenous and heterogeneous)
	• Motion	2.6.1 Investigate motion of a body 2.6.2 Apply Newton's laws to explain motion of solid objects
	• Forces	2.6.3 Discuss factors that affect the moment of a force 2.6.4 Discuss factors that affect the stability of objects

Level	Topic	Learning Outcomes
Form 3 Term 1	• Human Body Systems	3.1.1 Outline the structure human male and female reproductive systems 3.1.2 State the functions of the main parts of the human male and female reproductive systems 3.2.1 Explain the transmission of HIV infection and other communicable sexually transmitted diseases 3.2.2 List strategies for protecting oneself against HIV infection
	• Electricity	3.4.1 Distinguish between electrical insulators and conductors. 3.4.2 Construct simple circuits 3.4.3 Represent simple circuits using diagrams 3.5.1 Demonstrate the effects of magnetic forces.
	• Chemical Bonding	3.7.1 Explain the formation of ions 3.7.2 Describe the formation of simple molecules and compounds through ionic and covalent bonding

Social Sciences: Social Studies

Form 2	Theme	Topic	Sub-Topic
Critical Topics from Form 1 Term 3 to be implemented before the start of Form 2 Term 1	Caribbean Integration and Global Links	The Caribbean Region-Our part of the World The Commonwealth Caribbean	• Location of the Caribbean vis-a vis the continents • Terms and concepts • Countries of the Commonwealth Caribbean -social, economic, political and physical characteristics
	Our Environment (to be integrated with Geography and HFLE)	Physical Resources and our Environment	• Location • Use and consequences including pollution • Care for the environment
Topics for Form 2 Term 1	Economic Growth and Development	Financial Responsibility Wages/Salary Employers Employees/Workers Work Ethics Managing Income Earned	• Definition of key terms -Need, want, saving, precautionary, transactionary, speculative Definition of key terms/concepts: • employment • unemployment • underemployment • self-employment • Importance of planning a budget • Benefits of planning for the future. • Ways in which individuals and families can control spending.

Form 3	Theme	Topic	Sub-Topic
Critical Topics from Form 2	How We Govern Ourselves	Introduction to Government	• Key Terms/Concepts • Characteristics of a democracy

Form 3	Theme	Topic	Sub-Topic
Terms 2/ 3 to be implemented before the start of Form 3 Term 1		Non-confrontational Ways to bring about changes in government	• Reasons for Government • Composition of government in Trinidad and Tobago
			• Systems of government in the Caribbean: - Crown colony - Constitutional - Monarchy - Republicanism
		Composition and Functions of Government in Trinidad and Tobago	• Systems of Government in Trinidad and Tobago • Electoral systems Governance in Tobago Functions of the Tobago House of Assembly
		Electoral Systems	• Definition of terms and concepts. • Steps in preparing for an election • Factors influencing political choice
		Humanitarian Law- Promoting Respect for Humanity	• Definition of Key Term/Concepts • How Rule of Law protects the rights of others and promotes respect for humanity. • Functions of Agencies • Ways an individual can show respect for others
Topics for Form 3 Term 1	Economic Growth and Development	Impact of Communication Technology on Globalization	• Definition of Key Terms/ Concepts: - Communication - Communication Technology - Information and Communication Technology (ICT) • The role of transportation as a catalyst towards economic development Consumer choices due to: - online shopping - importation of cheaper goods
		Global Distribution of goods	- competition between local and foreign goods

Social Sciences: Geography

<table>
<tr><td colspan="4" align="center">Form 2</td></tr>
<tr><td>Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.</td><td align="center">Theme</td><td align="center">Topics</td><td align="center">Sub-Topics</td></tr>
<tr><td rowspan="4">Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.</td><td rowspan="4">The World Around Us</td><td>Locating Places</td><td>Locate places using lines of latitude and longitude.</td></tr>
<tr><td>Caribbean Region</td><td>Name and locate Caribbean territories and their capitals, seas and oceans on a map of the Caribbean
Identify and locate Trinidad and Tobago using lines of latitude and longitude.</td></tr>
<tr><td>Building Map Skills</td><td>Conventional Signs
Map Scale
Cardinal Points
Four-figure grid reference</td></tr>
<tr><td>Topics for Form 2 Term 1</td><td>The Geography of Trinidad and Tobago</td><td>The Physical Environment</td></tr>
</table>

Social Sciences: Geography

Form 2			
Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.	**Theme**	**Topics**	**Sub-Topics**
Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.	The World Around Us	Locating Places	• Locate places using lines of latitude and longitude.
		Caribbean Region	• Name and locate Caribbean territories and their capitals, seas and oceans on a map of the Caribbean • Identify and locate Trinidad and Tobago using lines of latitude and longitude.
		Building Map Skills	• Conventional Signs • Map Scale • Cardinal Points • Four-figure grid reference
Topics for Form 2 Term 1	The Geography of Trinidad and Tobago	The Physical Environment	• Name and locate major landforms in Trinidad and Tobago
			• Describe the natural vegetation of Trinidad and Tobago • Locate areas where these vegetation types are found. • Appreciate the value of the natural vegetation of Trinidad and Tobago.

Form 3			
Critical topics from Form 2 Terms 1-3 that must be covered before the implementation of Form 3 Term 1.	**Theme**	**Topics**	**Sub-Topics**
	The Geography of Trinidad and Tobago	The Physical Environment	• Name and locate major landforms in Trinidad and Tobago • Through field observation, make a well labelled sketch of a landform in your area.
		The Human Environment	• Identify and locate examples of human land-use in Trinidad and Tobago.
		Research Skills	• Primary and secondary sources of data gathering. • Cite sources of information
Form 3 Term 1	The Physical Earth and Human Interactions	Earth's Structure	• The internal layers of the earth • Location of major crustal plates inclusive of the Caribbean and neighbouring plates. • Features formed at crustal plate margins/boundaries. • Explanation of the relationship between plate boundaries, earthquakes, rock types, volcanoes, fold mountains and tsunamis • Rock types

Social Sciences: History

<table>
<tr><td colspan="4" align="center">Form 2</td></tr>
<tr><td>Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.</td><td align="center">Theme</td><td align="center">Topics</td><td align="center">Sub-Topics</td></tr>
<tr><td rowspan="3"></td><td rowspan="3">My History</td><td>Historical Concepts</td><td>• Historical Concepts
 o cause and effect
 o comparison and contrast</td></tr>
<tr><td>Historical Terms</td><td>• Historical Terms
 o Social, economic, political</td></tr>
<tr><td>Early Trinidad to the end of the 18thcentury</td><td>• Effect of Spanish colonisation
• The coming of the British to Trinidad and the contribution of Lord Harris</td></tr>
<tr><td rowspan="4">Topics for Form 2 Term 1</td><td rowspan="4">My Community</td><td>Sources of historical data</td><td>• Terms and concepts</td></tr>
<tr><td>Origins and significance of historical sites and landmarks</td><td>• Origins and significance of historical sites and landmarks</td></tr>
<tr><td rowspan="3">History of My Community- Social Development</td><td>• The influence of European colonisation on the development of the community.</td></tr>
<tr><td>• The influence of slavery on the development of my community.</td></tr>
<tr><td>• The influence of indentureship on the development of my community</td></tr>
</table>

Form 3			
	Theme	**Topics**	**Sub-Topics**
Critical topics from Form 2 Terms 1-3 that must be covered before the implementation of Form 3 Term 1.	My Community	Key historical events (economic, political and social) to the middle of the 20th Century	• The impact on the society (social, economic) of European colonisation, slavery, indentureship.
			• Economic changes-introduction of the cocoa, coconut and oil industries.
			• The settlement in Trinidad of freed African-American soldiers (The Merikins)
			• US presence in Trinidad during World War 11.
Topics for Form 3 Term 1	History of My Country	Early History of Trinidad and Tobago- The Indigenous Peoples and the European	• The Indigenous Peoples Tobago 1492-1800(migration, settlement, resistance and conflict).
			• Comparison of the experiences of the Indigenous Peoples of Trinidad and Tobago.
			• Location of settlements of the Indigenous Peoples in Tobago.
			• European presence in Tobago.

Health and Family Life Education (HFLE)

<table>
<tr><td colspan="4" align="center">Form 2</td></tr>
<tr><td></td><td align="center">Theme</td><td align="center">Topics</td><td align="center">Sub-topic</td></tr>
<tr>
<td rowspan="4">Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.</td>
<td>Sexuality and Sexual Health</td>
<td>Reproductive Health</td>
<td>Terms and concepts
STIs types, transmission and prevention.</td>
</tr>
<tr>
<td>Managing the Environment</td>
<td>Caring for our Environment</td>
<td>Main threats to health and safety in their school, community and environment.
Protection from environment-based threats.
Environmental advocacy skills.</td>
</tr>
<tr>
<td>Eating and Fitness</td>
<td>Personal wellness I: Rest and Relaxation</td>
<td>Rest and relaxation activities.
Importance of rest and relaxation activities for personal wellbeing
Teenaged lifestyles.</td>
</tr>
<tr>
<td>Self and Interpersonal Relationship</td>
<td>Financial Management</td>
<td>Key Terms/Concept:
Becoming financially responsible.
Life goals and ambition.
Positive attitude/outlook
Job satisfaction.
Budgeting and balancing needs and wants</td>
</tr>
<tr>
<td>Topics for Form 2 Term 1</td>
<td>Sexuality and Sexual Health</td>
<td>Social dynamics of friendship and relationships</td>
<td>Social dynamics associated with friendship and relationships.
Managing relationships.</td>
</tr>
</table>

Form 2			
	Managing the Environment	Caring for our Environment	• Importance of air to Humans. • Sources of air pollutants. • Effect of air pollution on personal health, family and the economy. • Advocacy skills
	Eating and Fitness	Understanding Our Eating Habits	• Factors that influence our eating habits. • Types and sources of food.
	Self and Interpersonal Relationship	Value and Value System	• Definition and importance of values. • Universal values. • Major sources of values. • Relationship between values and behaviour.

Form 3			
	Theme	**Topics**	**Sub-topic**
Critical topics from Form 1 Terms 1-3 that must be covered before the implementation of Form 2 Term 1.	Sexuality and Sexual Health	Personal Responsibility for Sexual Health	• Optimal reproductive health. • Attaining and maintaining optimal reproductive health. • Accessing reliable sources of information with respect to sexual reproductive health.
	Eating and Fitness	Health Providers and you	• Various health providers for different health needs. • Making wise choices for health providers • The importance of training in first aid.
	Managing the environment	Road Safety	• Reading and interpreting road signs. • The importance of proper road signage in keeping person's safe.

Form 3			
	Self and Interpersonal Relationship	Financial Management- Spending and Saving	• Various choices people make about spending money. • Factors that influence spending. • Saving and spending.
Topics for Form 3 Term 1	Sexuality and Sexual Health	Individual protection and safety	• Sexual harassment. • Resisting sexual harassment. • Sources of appropriate information and assistance in dealing with sexual harassment
	Self and Interpersonal Relationship	Career Planning I	• Short-term and long-term goals related to career. • Planning. • Goal setting. • Working conditions of different occupations. • Subject clusters for different job types.
	Eating and Fitness	Risks to health and wellness	• Substance abuse. • Effects on health and well. • Prevention and consequences.
	Managing the Environment	Sustainable use of resources	• Types of natural resources. • Pillars of sustainability. • Environmental policies in Trinidad and Tobago including conventions and legislation • Threats to sustainability of resources. • The role of the media. • Strategies for environmental sustainability

Social Sciences: Religious Education

Level	Theme	Topic	Sub-Topic
Critical Topics from Form 1 Term 2 to be implemented before the start of Form 2 Term 3	Beliefs and Concepts	World Religions, Faith Traditions, Belief Systems	• Introduction to World Religions, Faith Traditions and Belief Systems • Places of Worship • Symbols • Religion and the Arts
Form 2	**Theme**	**Topic**	**Sub-Topic**
Topics for Form 2 Term 3 to be implemented before Form 3 Term 1	Similarities and Differences	Personal Identity	• Human Existence • Exploring Values and Virtues • My 'Place' •
Form 3	**Theme**	**Topic**	• **Sub-Topic**
Topics from Form 3 Terms 1	Living in Harmony	Ethics and Relationships	• Prejudice and Stereotypes • Conflict Resolution

Spanish

FORM 1	
Themes **(Term 1)**	**Subtopics** **(Term 1)**
1. Let's Speak Spanish	1.1 Greet others 1.2 Say goodbye 1.6 Ask someone his/her name 1.7 State their names 1.8 Respond to simple classroom instructions
2. The Spanish Influence in T&T	Nil
3. The Spanish Sound system	3.1 Reproduce, in speech, the authentic sounds of the Spanish vowel system in context 3.2 Reproduce, in speech, the authentic sounds of Spanish consonants in context 3.3 Distinguish consonants/sounds that are different from English
4. The Spanish-speaking world	Nil
5. Socializing	5.1 Greet people 5.2 Demonstrate appreciation for the Spanish customs used for greeting others 5.4 Introduce people 5.5 Welcome people 5.10 Address persons using familiar and polite registers
6. Personal Identification	6.1 Identify themselves by name 6.4 Ask someone his/her age 6.5 State their age 6.6 Ask someone his/her address 6.7 State their address 6.8 Ask someone his/her email address 6.9 State their email address 6.10 Enquire of someone his/her (cell) phone number 6.11 State their (cell) phone number.

Form 2		
Critical Subtopics/ Grammar **(Form 1, Term Three)**	**Theme** **(Term 1)**	**Subtopics** **(Term 1)**
Critical Subtopics *10.1 Ask someone about what they like to do* *10.2 Express their own likes and dislikes* *10.3 Ask why* *10.4 State why they like or do not like an activity* ***Topic 10.0 can be merged with Topic 22.0 Things I Like to Do*** *11.6 Enquire and state to whom object(s) belong(s)* *11.8 State how often they do tasks at school* *12.9 Respond to simple classroom instructions* **Grammar** *Regular AR, ER and IR Verbs; Irregular verbs, SER, ESTAR, TENER; reflexive verb llevarse; adjectival agreement; Numbers 1-100*	**14. My World**	14.1 Ask about family members/friends/pets 14.2 Describe family members/friends /pets
Grammar *Reflexive verbs, Reflexive Pronouns, Date and Time; Times of the day, routine activities in the home, Interrogatives.*	**15. My Daily Life**	15.1 Ask someone about his/her morning routine 15.2 Provide information about their own morning routine 15.3 Ask about the morning routine of others 15.4 Talk about the morning routine of others 15.5 Ask someone about what time he/she conducts routine activities 15.6 Provide information about their evening routine 15.7 Ask and provide information about the evening routine of others

Form 2		
Critical Subtopics/ Grammar (Form 1, Term Three)	**Theme (Term 1)**	**Subtopics (Term 1)**
Grammar *Irregular verb ESTAR, Use of Gustar, Preferir adjectival agreement, expressing a simple opinion; Locations in the neighbourhood, a suitable range of adjectives to describe locations*	**16. My Neighbourhood**	16.1 State where they live 16.2 Describe where they live
Grammar *Regular, Irregular and Reflexive verbs related to household chores, expressions with household chores.*	**17. My Home Life**	17.1 Ask someone about his/her chores 17.2 Talk about chores they do habitually
	18. Family Trips and Errands	18.1 Ask about the habitual weekend activities of others 18.2 Identify habitual family outings and excursions

Form 3		
Critical Subtopics/Grammar for Bridging (Form 2, Term Three)	**Themes (Term 1)**	**Subtopics (Term 1)**
Grammar *Verbs ir and viajar with accompanying prepositions a Contraction a+el=al Directions Singular polite commands with directions Modes of transport, including by plane and train Numbers 0-1,000,000*	**26. Getting Around**	26.2 Ask for and give directions 26.3 Provide simple directions to a specific place 26.4 Use polite commands when giving directions 26.5 Ask and provide information about how one travels abroad. 26.6 Ask and state distances from one point to another 26.7 Extend social courtesies when travelling 26.8 Demonstrate an appreciation for modes of transport used in other countries

Form 3		
Critical Subtopics/Grammar for Bridging (Form 2, Term Three)	**Themes (Term 1)**	**Subtopics (Term 1)**
Grammar *Ir +a* *Verb costar* *Places of touristic interest* *Prices* *Dates and times* *Countries of the region and North America and others of interest*	**27. Preparing to See the World Out there**	27.1 State their travel destination 27.2 Enquire and identify places/ activities of interest at their travel destination 27.4 Ask information about flights, airlines, and ticket prices 27.5 Ask and provide information about dates and times of departures, arrivals 27.6 Reserve a room at a hotel

Technology Education

All Technology Education activities and skills can be implemented face-to-face or remotely. It is also recommended that teachers ensure that students can do all the general skills as outlined in the tables below.

Form 1 Term 1
Description: Teachers are encouraged to focus on developing the following Key Skills for Form 1 students as outlined in the Technology Education Curriculum. Information can be obtained from the Technology Education Textbook accessible online from School Learning Management System under CPDD secondary section (website: https://learn.moe.gov.tt/).
1) Introduction to Technology Education
2) Components and Subcomponents of Technology Education
3) Introduction of 21st Century Skills
4) Tenets of the problem-solving approach as outlined by the IDEATE Model
5) Key Skills in Technology Education (Teamwork, Safety, Presentation, Drawing and Sketching)

Form 2 Term 1				
Description: Teachers are encouraged to continue the implementation of Technology Education activities as outlined in the Curriculum Guide and Teachers' Guide. Activities can be sourced from Curriculum Guide and Teachers' Guide accessible from (website: https://moe.gov.tt) and in the School Learning Management System under CPDD secondary section (website: https://learn.moe.gov.tt/)				
General Skills to be reviewed	**Sample Biological Technologies Activities**	**Sample Engineering Technologies Activities**	**Sample Entrepreneurship Activities**	**Sample Human Ecology Activities**
1) IDEATE Model	Treat me Nice	Simple Robotic Arms	Knowing your Entrepreneurial Mind set	Fabric Design
2) Presentation skills	Crystal Clear	The Lifting Device	Moving Idea to Business Plan	More Room in the Inn
3) Portfolio Development	Health Check-up	Furniture Construction	Marketing your design	Breakfast on the go
4) Safety	Home Grown	Cycle of Presentation	Digital Money	Healthy Eating

Form 3 Term 1
Description: *Teachers are encouraged to implement Technology Education activities as outlined in **NCSE Technology Education** Past Papers. Activities can also be sourced from Curriculum Guide and Teachers' Guide accessible from (website: https://moe.gov.tt) and in the School Learning Management System under CPDD secondary section (website: https://learn.moe.gov.tt/)*
General Skills to be reviewed
1) Presentation skills
2) Portfolio Development
3) Safety

Visual and Performing Arts (VAPA) Dance

(Content brought forward from Term 3 2019-2020 italicized)

Form Level	Term 1
Form 1	• **Body themes** Locomotor and axial movements Warm up Body awareness • **Space themes** Personal and general space Size of movements • **Dynamics** Quick and slow movements • **Relationships** Movements in twos, threes, groups • **Heritage** Foreign Folk Dances Beryl Mc Burnie • **Health and Safety** Safe dance practice Appropriate studio behaviour
Form 2	Body themes *Exploration of range of motion – Joints* *Whole body exploration* • **Structured warm-up** • **Breathing techniques** • **Dance positions in turnout and parallel** Space themes *Floor pathways* • **Curved and straight shapes and pathways** Dynamics

Form Level	Term 1
	Acceleration / Deceleration • **Strong and light qualities** • **Even and uneven rhythm** • **Percussive and fluid energy** Relationships *Mirroring and Copying* • **Creation of a tableau** • **Compositional structures- AB, ABA** Heritage • **Joropo, Bongo** • **Parang music and movement** • **Astor Johnson**
Form 3	• **Body, space themes, dynamics, relationships, heritage** • **Utilisation of themes studied** • **Motif and theme development** • **Compositional structures using topical ideas** **Identification, prevention and treatment of dance injuries** **Careers in Dance** **Space Themes** *Laban's effort qualities (4)* **Relationships** *Performance of dances in twos, threes and groups* **Heritage** *Tobago Jig* *Kollatum* **Health and Safety** *Healthy eating habits*

VAPA Drama

Form Level	Term 1
Form 1	Terms and terminology Safety in Drama Local games Theatre spaces - Blocking-stage positions - Body warm-up - Movement in the space - Movement and stillness - Development of trust Voice warm-up - Breathing techniques - Voice projection - Soundscapes The Reflective Journal
Form 2	*Dramatisation of text (suggested text, 'The Master of Carnival by R. Amoroso)* *Text analysis- Literature/ Drama text* *Audition and casting* *Responsibilities of crew* *Character analysis and development* *Rehearsal* *Process/ Schedule* *Stage setting* *Blocking the play* *Staging the play* *Reflection- self & peer critique* Festivals of Trinidad and Tobago Traditional Carnival Characters Formal and informal theatre spaces in Trinidad and Tobago

Form Level	Term 1
	Features of theatre spaces Character development- motivation, nonverbal expressions Masks Costume
Form 3	*Integrated Arts Project (suggested core- Republic Day/ World Children's Day/ Divali/ Christmas/ Parang)* Technical Theatre -Set design and construction -Props -Costume design and construction -Lighting design and operation -Sound effects -Stage management -Front of house

VAPA - Music

Form Level	Term 1

Form 1	**Rhythm**: definition
	    • **Rhythmic Patterns**: identify, create and perform simple rhythmic patterns using semibreves, minims, crotchets
	      • **Beat**: definition, demonstrate the beat
	    • **Meter/Time Signature**: read, write and perform simple rhythmic patterns in 2/4, 3/4, 4/4
	Duple, triple, quadruple meter
	Tempo: definition; slow, medium and fast tempi
	Duration: use of sound and silence in music; *rests*; identify note symbols
	Melody: definition of pitch; Treble and Bass clefs; the stave; names of notes; *accidentals*
	Texture: unison
	Dynamics: changes in loud and soft
	Timbre*: identify names of instruments, how made and played*
	Form*: identify sections in music- verse and chorus*
	Performance: *perform C major scale on melodic instrument; play a piece as individual/ensemble*
	Sing simple melodies using appropriate vocal techniques
	Music Appreciation: demonstrate an appreciation for
	-our national songs
	-parang
	Identify associated artistes

Form 2	**Rhythm**
	    •Rhythmic Patterns:
	identify simple patterns using crotchets quavers and semi quavers
	
	    • Beat
	    • Meter/Time Signature Tempo**:** words and symbols that indicate gradual changes in tempo
	Duration: note and rest symbols up to semiquavers
	Melody: identify and sing Sargam e.g. Sa, Re, Ga etcetera
	SOLFA names of scale degrees

Form Level	Term 1
	Texture: homophonic **Dynamics:** words and symbols that indicate gradual changes in dynamics **Timbre:** instruments of the symphony orchestra **Form:** binary form **Performance:** play D major scale and arpeggio **Music Appreciation:** research and listen to national songs, parang, chutney and soca

Form 3	Rhythm
	   • Rhythmic Patterns: triplets
	   • Beat
	   • Meter/Time Signature: compound time 6/8, 9/8, 12/8
	Tempo
	Duration
	 Melody: technical names of scale degrees; minor scales
	 Texture: homophonic and polyphonic music
	Dynamics: analyse and perform music with dynamic variety
	Harmony: define; understand harmony in homophony
	Timbre: ethnographic classification of instruments e.g. Chordophone etcetera.
	Form: ternary
	Performance
	Music Appreciation

VAPA – Visual Arts

Form Level	Term 1
Form 1	Art History and Appreciation Elements of Art and Design Drawing Colour Design – • Photography
Form 2	Art History and Appreciation Principles of Art and Design Drawing Colour Design – • Photography *Colour Design –* • *Textile Design* *3- Dimensional Studies* • *Leather Craft* • *Fibre Arts*
Form 3	Art History and Appreciation Drawing Colour Design – • Photography *3- Dimensional Studies* • *Leather Craft* • *Fibre Arts* • *Sculpture*

Section 3

3.1 Subject Examples of Online Learning: Using Material found on the SLMS (Forms 1 to 3)

The Ministry of Education is in the process of populating its School Learning Management System (SLMS) with teaching and learning resources that are accessible to all persons. The creation of an account is necessary to access the SLMS and all stakeholders are encouraged to do so.

Note:

- A tutorial on the SLMS can be accessed

  via: https://web.microsoftstream.com/channel/b2de92db-373a-4fee-9e7d-5af0ea480b88

- The links to the SLMS posted in the tables below, will take the user to the log in page. In order to access the resources on these links:

  o   Create an account for the SLMS if you do not already have one

  o   Log in to your account

  o   Copy the relevant link from the table

  o   Paste the link in the address bar and click enter

English Language Arts

Form 1 Term 1		
Topic/Objective/Learning Outcome ELA Skills (Examples)	**Examples**	**SLMS/OER Link**
Informal Letters/Emails	Students view video (links provided). Students write an email to a friend about enjoyable activities engaged in, during Coved-19 school closure.	https://www.youtube.com/watch?v=MqS_bbq1RzQ https://www.youtube.com/watch?v=nPc9LI2Yq9A https://learnenglish.britishcouncil.org/business-english/english-for-emails/unit-4-starting-and-finishing-emails
Descriptions (Character)	Students complete activity (link provided) to develop their knowledge of character traits. Students write a description of a character from a literature text being studied or an exciting book of their choice.	https://learn.moe.gov.tt/pluginfile.php/299455/mod_resource/content/1/Character%20trait.pdf
Reflective Writing	Students view video and read tips (links provided). Students write a reflection on their strategies for continued education in the face of school closure/Students reflect on how Covid-19 is impacting on their peer group activities.	https://whatedsaid.wordpress.com/2011/06/11/10-ways-to-encourage-student-reflection-2/ https://www.youtube.com/watch?v=Qt-G7xbDSlA
Research literary elements-Character and Plot	Students view videos specific to Plot and Character. Students recall aspects of plot and character from literature texts and popular shows.	https://www.youtube.com/watch?v=S4IwhMjKhFM https://www.youtube.com/watch?v=5M31nSU0b1A
Create graphic organisers & pictorial texts	Students view videos and then select and use or develop suitable graphic organisers	https://www.youtube.com/watch?v=-vA-ZPjknjw

Form 1 Term 1		
Topic/Objective/Learning Outcome ELA Skills (Examples)	**Examples**	**SLMS/OER Link**
	to record story details from one of their literature texts.	https://www.youtube.com/watch?v=mNFk9AQhKAA

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Stories	Students respond to the activity at link provided. Follow up activity: Students write a story in which the main character experiences an earthquake and the after effects. Be sure to include descriptive details about what the character does, feels and how the experience ends.	https://learn.moe.gov.tt/pluginfile.php/300948/mod_resource/content/1/Character%20Development.pdf
Persuasion- Opinions	Students review tips provided at link, then write opinion essays on how schools can best support students' continued education during the Covid-19 pandemic/write essays on three benefits of learning independently from home.	https://www.cristinacabal.com/?p=9047
Summary: News Headlines	Students view video (link provided). Students create topical news headlines using three different modes: newspapers, magazines and/or online articles. Students create new headlines on different scenarios including 'end of Covid-19'	https://www.khanacademy.org/ela/cc-4th-reading-vocab/x5ea2e43787f7791b:cc-4th-growth-mindset/x5ea2e43787f7791b:close-reading/v/what-is-a-summary-reading-nonfiction-khan-academy
Research Point of View	Students watch the video on point of view and make relevant notes. Then, select two pieces of writing or books read and identify the points of view discovered. Students assume the role of fictional	https://www.youtube.com/watch?v=acURl_KBiRI

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
	characters and write a point of view different from those characters.	
Developing grammar skills	Students complete grammar activity sheets at links provided and refer to responses provided to self-check their work. Students complete grammar activities from sites selected by their teacher.	https://learn.moe.gov.tt/mod/resource/view.php?id=2505 learnenglishteens.britishcouncil.org/grammar/beginner-grammar

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Argumentative Writing: Speeches	Students use the guidelines provided at the link to write speeches on matters of strong interest to them.	https://writingcenter.unc.edu/tips-and-tools/speeches/
Advertisements and Essays	Students examine the techniques presented in the videos. Students create advertisements using techniques learned. Students justify techniques selected and used in their creations.	https://www.youtube.com/watch?v=5DAsbxr-iA0 https://learnenglish.britishcouncil.org/skills/writing/upper-intermediate-b2/an-advert
Create comic strips and caricatures	Students visit the links and create comic strips on matters of local interest to them or create comic strips that illustrate the plot of a literature text used during their Form Two experience.	http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html https://www.makebeliefscomix.com/

Mathematics

<table>
<tr><td colspan="3" align="center">Form One Term One</td></tr>
<tr><td align="center">Topic and Learning Outcomes</td><td align="center">Examples</td><td align="center">SLMS/OER Link</td></tr>
<tr>
<td>

1.1.1 Whole Numbers
1.1.1.1   explain the historical development of the denary system
1.1.1.2   sequence the number names and numerals up to 999 999 999
1.1.1.3   state the place value of each digit in a numeral up to 999 999 999
1.1.1.4   round numbers to the nearest tens, hundreds, thousands and up to millions
1.1.1.5   estimate a given quantity of items using 100 as a benchmark (using 'mental grouping') and verify by counting
1.1.1.6   differentiate between or among (a) rectangular, triangular and square numbers, (b) factors and multiples of numbers, (c) odd and even numbers, (d)

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Teacher
- Divides the topic into a sequence of lessons which focus on the individual or grouped learning outcomes
- Organises and sequence content into a suite of learning activities for students
- Conducts the lessons using an online forum (synchronously/asynchronously)
- Engages students using both learning activities and formative assessment
- Provides feedback using an online forum for group discussion

Suggested activities for online engagement

☐ Students review the teacher's notes
☐ Students review online news article (literature) provided by the teacher
☐ Students listen to a podcast provided the teacher
☐ Students view a video provided by the teacher
☐ Students view PowerPoint Presentation (with hyperlinks)

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History
https://www.youtube.com/watch?v=cZH0YnFpjwU
Number names and place value
https://www.youtube.com/watch?v=eLRMI2ZX5Qw
Rounding to the nearest 10
https://www.youtube.com/watch?v=w2M5CzTFYfI
https://www.youtube.com/watch?v=3jBfLaLrk6I
Rounding to the nearest 100
https://www.youtube.com/watch?v=_qzs1zozTBo
https://www.youtube.com/watch?v=19yOv4P2ccw
https://www.youtube.com/watch?v=_H64VpzpxR4
Rounding to the nearest 10 and 100
https://www.youtube.com/watch?v=jvp0mtr1kFM
Rounding to the nearest 1000
https://www.youtube.com/watch?v=Hixy7TX-Nwo
Rounding to the nearest 10, 100 and 1000

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</tr>
</table>

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
prime and composite numbers, and (e) square numbers and their square roots 1.1.1.7 calculate the Lowest Common Multiple (LCM) and Highest Common Factor (HCF) of a set of numbers 1.1.1.8 solve problems involving whole numbers (write answers to a specified degree of accuracy)	☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=Gg-GD5QfbB4 Estimation by rounding https://www.youtube.com/watch?v=CZuYBGBClG0 https://www.youtube.com/watch?v=de2aad2y03g Triangular and Square Numbers https://www.youtube.com/watch?v=twi2fLanvp0 https://www.youtube.com/watch?v=BYHIXrwe5U8 Triangle Square and Rectangle Numbers https://www.youtube.com/watch?v=50YUslKfTEo Factors https://www.youtube.com/watch?v=vcn2ruTOwFo https://www.youtube.com/watch?v=KcKOM7Degu0 Factors and Multiples https://www.youtube.com/watch?v=5xe-6GPR_qQ Reasoning with Factors https://www.youtube.com/watch?v=S7CLLRHe8ik Odd an Even Numbers https://www.youtube.com/watch?v=SFRTTUtAjg4 Prime Numbers

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
		https://www.youtube.com/watch?v=mISt B5X4U8M Prime and Composite Numbers https://www.youtube.com/watch?v=3h4U K62Qrbo https://www.youtube.com/watch?v=jpMY fW9XziU https://www.youtube.com/watch?v=41eV MYPCWTQ Prime Factorisation https://www.youtube.com/watch?v=ZKK DTfHcsG0 Square Numbers https://www.youtube.com/watch?v=PDyy vPdi1tI https://www.youtube.com/watch?v=TLT NLcEn7w0 https://www.youtube.com/watch?v=- zUmvpkhvW8 Square Roots https://www.youtube.com/watch?v=mbc3 _e5lWw0 https://www.youtube.com/watch?v=ROIf bUQrSY4 Lowest (Least) Common Multiple https://www.youtube.com/watch?v=znmP fDfsir8 Highest (Greatest) Common Factor https://www.youtube.com/watch?v=jFd- 6EPfnec

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
1.3.1 Statistics (1) 1.3.1.1 formulate a problem to be investigated or formulate questions that can be addressed via statistical data 1.3.1.2 collect discrete data to address the problem 1.3.1.3 tally ungrouped discrete data into a frequency table 1.3.1.4 construct pictographs and block graphs, to represent data collected (using appropriate scale factors) 1.3.1.5 interpret pictographs and block graphs 1.3.1.6 draw conclusions from pictographs and block graphs 1.3.1.7 find the mode for data taken from frequency table	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript	Introduction to Statistics https://www.youtube.com/watch?v=OjzfQDFf7Uk https://www.youtube.com/watch?v=h8EYEJ32oQ8 https://www.youtube.com/watch?v=SGG1JbD3ojk&t=107s Discrete Data https://www.youtube.com/watch?v=g30cI4Kbhb4 https://www.youtube.com/watch?v=7bsNWq2A5gI https://www.youtube.com/watch?v=dwFsRZv4oHA https://www.youtube.com/watch?v=5rUVYWfZOb8 https://www.youtube.com/watch?v=_yAQb8gWBpU Tally https://www.youtube.com/watch?v=_xXJSDxRZP4 https://www.youtube.com/watch?v=mukk8Zaettg https://www.youtube.com/watch?v=R6m8OQAQzPk Pictographs https://www.youtube.com/watch?v=fNpvOwM6K5c https://www.youtube.com/watch?v=qrVvpYt3Vl0&list=PL1C68557896CFABA8

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=IjcLW7Y7Ndk Block Graph https://www.youtube.com/watch?v=T0A2c5Y_NNY https://www.youtube.com/watch?v=4sMtOfNa5H8 Frequency Table and Mode https://www.youtube.com/watch?v=IxqpbaN3FSY https://www.youtube.com/watch?v=lyRbCwDDnJo&list=PL0o_zxa4K1BVsziIRdfv4Hl4UIqDZhXWV&index=8 Mean, Median and Mode https://www.youtube.com/watch?v=B1HEzNTGeZ4
1.4.1 Solids and Plane Shapes 1.4.1.1 classify the different solids according to their properties 1.4.1.2 draw the net of a solid 1.4.1.3 create a solid using its net 1.4.1.4 classify polygons according to their properties 1.4.1.5 create patterns involving the tessellation of plane shapes	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks)	Plane Shapes (2-D) https://www.youtube.com/watch?v=k6G-MBQQ_co https://www.youtube.com/watch?v=MyPag8h-m5E https://www.youtube.com/watch?v=mLeNaZcy-hE https://www.youtube.com/watch?v=yiREqzDsMP8 https://www.youtube.com/watch?v=IaoZhhx_I9s

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
1.4.1.6 solve problems involving solids and plane shapes	☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=k5etrWdIY6o https://www.youtube.com/watch?v=KLhf81NZJV0 https://www.youtube.com/watch?v=qz9kIgbGZ3U https://www.youtube.com/watch?v=XjeFvFUWPOk https://www.youtube.com/watch?v=XF-geNjYU68 Solids (3-D) https://www.youtube.com/watch?v=Cn3QiGlklRI https://www.youtube.com/watch?v=Cn3QiGlklRI&list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&index=1
1.5.2 Linear Measure 1.5.2.1 measure length using appropriate units and using	**Suggested activities for online engagement**	Linear Measure https://www.youtube.com/watch?v=I3kQJ

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
different instruments (e.g. rulers, measuring tape, trundle wheel) 1.5.2.2 convert linear measure from one unit to the other (using the different units of measure - millimetres, centimetres, metres, kilometres) 1.5.2.3 solve problems involving length	☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet	vR7ZIg&list=PLafpPv7yifMCmuKRNLq FbvQrS8Bl-mUxK&index=11 https://www.youtube.com/watch?v=cKbm vLv-FRo&list=PLafpPv7yifMCmuKRNLqFbv QrS8Bl-mUxK&index=10 https://www.youtube.com/watch?v=ZNX-a-5jGeM https://www.youtube.com/watch?v=cKbm vLv-FRo https://www.youtube.com/watch?v=dNcJ 4-JVN5M https://www.youtube.com/watch?v=cKbm vLv-FRo&list=PLafpPv7yifMCmuKRNLqFbv QrS8Bl-mUxK&index=9
1.5.3 Perimeter 1.5.3.1 identify perimeter of plane shapes 1.5.3.2 calculate the perimeter of plane shapes 1.5.3.3 solve problems involving perimeter (write answers to a specified degree of accuracy)	☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics	Perimeter https://www.youtube.com/watch?v=xCdx URXMdFY https://www.youtube.com/watch?v=LoaB d-sPzkU https://www.youtube.com/watch?v=LoaB d-sPzkU&list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&start_radio=1 https://www.youtube.com/watch?v=_e7j6 rE7_Pg https://www.youtube.com/watch?v=kqqm JiJez6o https://www.youtube.com/watch?v=KgR2 5y5ag-w

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=WlGuG_VZl5c https://www.youtube.com/watch?v=vWXMDIazHjA
1.5.4 Area 1.5.4.1 explain the concept of area 1.5.4.2 identify the unit for area 1.5.4.3 measure surface area 1.5.4.4 calculate the area of triangles, squares and rectangles		Measuring Area https://www.youtube.com/watch?v=YA7ZrKcbteA https://www.youtube.com/watch?v=oL9iF9Se6lc https://www.youtube.com/watch?v=MamrTJ7V_Vg Calculating Area https://www.youtube.com/watch?v=ukPjc3Oyad4&list=PLXSlB4yMaoJtAhnoQ3s8QXRvtx86B9rD-&index=3 https://www.youtube.com/watch?v=xCdxURXMdFY https://www.youtube.com/watch?v=LoaBd-sPzkU https://www.youtube.com/watch?v=LoaBd-sPzkU&list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&start_radio=1 https://www.youtube.com/watch?v=_e7j6rE7_Pg https://www.youtube.com/watch?v=kqqmJiJez6o https://www.youtube.com/watch?v=vWXMDIazHjA https://www.youtube.com/watch?v=7S1MLJOG-5A&t=2s

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
Form Two Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
1.1.4 Decimals 1.1.4.1 - represent decimals (up to thousandths) concretely on a place value mat, pictorially and symbolically 1.1.4.2 - match number names to decimal fractions and quantities 1.1.4.3 - state the place value and value of digits in decimal fractions 1.1.4.4 - compare and order decimal fractions in ascending and descending order 1.1.4.5 - apply the 'rounding rule' to round decimal fractions to the nearest whole number, tenth or hundredth position of numbers 1.1.4.6 - express a decimal fraction in rational form ab, (where a and b are whole numbers and b $\neq$ 0) 1.1.4.7 - convert fractions to decimals	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a ***synchronous*** online discussion ☐ Students engage in an ***asynchronous*** online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud	Place Value https://www.youtube.com/watch?v=T5Qf0qSSJFI Decimal Place Value https://www.youtube.com/watch?v=KG6ILNOiMgM https://www.youtube.com/watch?v=x-Dqe5U1TXA https://www.youtube.com/watch?v=BItpeFXC4vA Decimal Word Names https://www.youtube.com/watch?v=AuD2TX-90Cc Comparing decimals https://www.youtube.com/watch?v=lR_kUUPL8YY Fractions and Decimals https://www.youtube.com/watch?v=do_IbHId2Os https://www.youtube.com/watch?v=Mst8iZjIpFE https://www.youtube.com/watch?v=do_IbHId2Os&t=57s https://www.youtube.com/watch?v=Mst8iZjIpFE&t=4s https://www.youtube.com/watch?v=Tceuvg9vjyc&t=190s

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
1.1.4.8 - identify (a) terminating, (b) non-terminating and (c) recurring decimals 1.1.4.9 - solve problems involving decimals (add, subtract, multiply, divide)	☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=_jcW-ZgpRbM&t=263s Rounding https://www.youtube.com/watch?v=fd-E18EqSVk https://www.youtube.com/watch?v=LGRoPAPMZhA https://www.youtube.com/watch?v=IcmAxkEImtI https://www.youtube.com/watch?v=LGRoPAPMZhA&t=57s

1.1.5 Percentages
  1.1.5.1 convert among fractions, decimals and percent
  1.1.5.2 compare and order fractions, decimals and percent
  1.1.5.3 solve problems involving percent
	Suggested activities for online engagement
	
	☐ Students review the teacher's notes
	☐ Students review online news article (literature) provided by the teacher
	☐ Students listen to a podcast provided the teacher
	☐ Students view a video provided by the teacher
	☐ Students view PowerPoint Presentation (with hyperlinks)
	☐ Students engage in a *synchronous* online discussion
	☐ Students engage in an *asynchronous* online discussion
		Fractions
		https://www.youtube.com/watch?v=CA9XLJpQp3c
		https://www.youtube.com/watch?v=AtBUQH8Tkqc
		https://www.youtube.com/watch?v=17IgK9b6P2M
		https://www.youtube.com/watch?v=KNdUJQ_qd4U
		https://www.youtube.com/watch?v=qDc_-GTipBk
		https://www.youtube.com/watch?v=3xwDryouw6o
		Fractions and Decimals
		https://www.youtube.com/watch?v=Mst8iZjIpFE

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=do_IbHId2Os&t=57s https://www.youtube.com/watch?v=Mst8iZjIpFE&t=4s https://www.youtube.com/watch?v=Tceuvg9vjyc&t=190s https://www.youtube.com/watch?v=_jcW-ZgpRbM&t=263s Per cents and Fractions https://www.youtube.com/watch?v=kmVfZ9o-2gg&t=31s https://www.youtube.com/watch?v=rR95Cbcjzus&t=34s Percentages https://www.youtube.com/watch?v=JeVSmq1Nrpw Finding a Percent https://www.youtube.com/watch?v=rR95Cbcjzus Per cents and Fractions https://www.youtube.com/watch?v=kmVfZ9o-2gg https://www.youtube.com/watch?v=Uf-Rl1e2I4Q&t=155s https://www.youtube.com/watch?v=HxEQxS0QSwg&t=12s Per cents https://www.youtube.com/watch?v=Uf-Rl1e2I4Q

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
		https://www.youtube.com/watch?v=HxEQxS0QSwg https://www.youtube.com/watch?v=Uf-Rl1e2I4Q&t=136s
2.1.1 Integers 2.1.1.1 differentiate between natural numbers, whole numbers, and integers 2.1.1.2 order integers 2.1.1.3 perform the four basic operations on integers 2.1.1.4 recognize situations in everyday life where integers are used 2.1.1.5 solve simple problems involving integers	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation	Integers https://www.youtube.com/watch?v=BeQzNT7f7NY&t=12s https://www.youtube.com/watch?v=BMwcz49bIE4 https://www.youtube.com/watch?v=eYvq9bBox_g https://www.youtube.com/watch?v=sMm2cT7BvJ4 https://www.youtube.com/watch?v=TlZVPfvTLXA https://www.youtube.com/watch?v=pc4r1Z2PwWo Negative Numbers https://www.youtube.com/watch?v=Hlal9ME2Aig Addition https://www.youtube.com/watch?v=sF0aM0iUuvA https://www.youtube.com/watch?v=j3ty_c9Fulg https://www.youtube.com/watch?v=NrVvu7cM8_o https://www.youtube.com/watch?v=W254ewkkMck

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=C38B33ZywWs https://www.youtube.com/watch?v=NQSN00zL5gg https://www.youtube.com/watch?v=xBJuf6Yvm3I Multiplication https://www.youtube.com/watch?v=LSkIVcvj7QE https://www.youtube.com/watch?v=rK4sXm_MPWo https://www.youtube.com/watch?v=d8lP5tR2R3Q https://www.youtube.com/watch?v=9CxWFKfDvxQ Division https://www.youtube.com/watch?v=rX2jIPqFwUk https://www.youtube.com/watch?v=bQ-KR3clFgs https://www.youtube.com/watch?v=rX2jIPqFwUk&list=RDCMUCS3wWlfGUijnRIf745lRl2A&index=1 https://www.youtube.com/watch?v=EcW-b-DrFWg
2.1.2 Laws and Properties of Numbers 2.1.2.1 apply the commutative, associative and distributive laws	**Suggested activities for online engagement** ☐ Students review the teacher's notes	Commutative Property https://www.youtube.com/watch?v=HwSszh3L358 https://www.youtube.com/watch?v=UeG_EYd-0xw

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
2.1.2.2 explain the concept of (a) closure, (b) the identity element, and (c) and inverse operator 2.1.2.3 express a value (a) to a given number of significant figures, (b) using standard form, and (c) in scientific notation 2.1.2.4 compute estimates in relevant problem situations using appropriate approximation techniques 2.1.2.5 perform the four basic operations on numbers expressed in index form, having positive indices only 2.1.2.6 solve simple problems using mental computation	☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a ***synchronous*** online discussion ☐ Students engage in an ***asynchronous*** online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics	https://www.youtube.com/watch?v=ENKH97PYssg Distributive Property https://www.youtube.com/watch?v=VZ0jG3W53nE https://www.youtube.com/watch?v=v-6MShC82ow https://www.youtube.com/watch?v=gl_-E6iVAg4 https://www.youtube.com/watch?v=gl_-E6iVAg4 https://www.youtube.com/watch?v=ios3QL9t9LQ https://www.youtube.com/watch?v=67jn5Zv-myg Associative Property https://www.youtube.com/watch?v=oTKVXJ7TcbA https://www.youtube.com/watch?v=5RzDVNob0-0 Closure https://www.youtube.com/watch?v=BXg3cAbmDjM https://www.youtube.com/watch?v=M3JfVIsyfVo Identity Element https://www.youtube.com/watch?v=uXTRmzXlorI https://www.youtube.com/watch?v=6nZp2QGeQ9k

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=_86K0yQ8BQY Inverse Operation https://www.youtube.com/watch?v=bjVn4WGmNis https://www.youtube.com/watch?v=XMwnJUprid8 Significant Figures https://www.youtube.com/watch?v=eCJ76hz7jPM https://www.youtube.com/watch?v=eMl2z3ezlrQ https://www.youtube.com/watch?v=l2yuDvwYq5g https://www.youtube.com/watch?v=Sno64ghj7nA https://www.youtube.com/watch?v=eXepPX6kQ3o https://www.youtube.com/watch?v=ZtLme1qcB30 https://www.youtube.com/watch?v=BmeImtwhfj8 https://www.youtube.com/watch?v=9WFxkxFXb20 Standard Form https://www.youtube.com/watch?v=1NUucINq-OA https://www.youtube.com/watch?v=a84x4KDbbnU

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
		https://www.youtube.com/watch?v=eLRMI2ZX5Qw https://www.youtube.com/watch?v=wd4cRAoBOiE Scientific Notation https://www.youtube.com/watch?v=trdbaV4TaAo https://www.youtube.com/watch?v=0Dd-y_apbRw https://www.youtube.com/watch?v=i6lfVUp5RW8 https://www.youtube.com/watch?v=xxAFh-qHPPA https://www.youtube.com/watch?v=497oIjqRPco https://www.youtube.com/watch?v=bXkewQ7WEdI https://www.youtube.com/watch?v=Q_klLmTSyyw https://www.youtube.com/watch?v=UADVIDjdaVg https://www.youtube.com/watch?v=p0zVNTko7z4 Indices https://www.youtube.com/watch?v=mfMAbap5Rms Laws of Indices https://www.youtube.com/watch?v=g5ZGDNxJwxA

Form One Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
		https://www.youtube.com/watch?v=BUJKEDqGp1U https://www.youtube.com/watch?v=BUJKEDqGp1U&t=47s https://www.youtube.com/watch?v=Vm9eMbkRteo&t=67s https://www.youtube.com/watch?v=Vm9eMbkRteo

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
2.4.3 Angles, Triangles and Parallel lines 2.4.3.1 identify the exterior angle of a polygon 2.4.3.2 calculate the size of an exterior angle given the size of the interior angle 2.4.3.3 use the relationship between the exterior angle of a triangle and the opposite interior angles to solve problems 2.4.3.4 classify the angles formed when parallel lines are cut by a transversal 2.4.3.5 use the angle relationships involving parallel lines cut by a transversal and angles	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually	Angles https://www.geogebra.org/search/angles https://www.youtube.com/watch?v=DGKwdHMiqCg&list=PLUPEBWbAHUsxuIbsAS--B6cobarm2bty2&index=2 https://www.youtube.com/watch?v=DGKwdHMiqCg&t=59s https://www.youtube.com/watch?v=_n3KZR1DSEo&t=65s https://www.youtube.com/watch?v=FehnQ_2SgsM&list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&index=4 Triangles https://www.geogebra.org/search/triangles https://www.youtube.com/watch?v=mLeNaZcy-

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
of triangles to solve problems	☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	hE&list=PLUPEBWbAHUsxuIbsAS--B6cobarm2bty2&index=5 Parallel Lines https://www.geogebra.org/search/parallel%20lines https://www.youtube.com/watch?v=A09rmiT89MA https://www.youtube.com/watch?v=aq_XL6FrmGs https://www.youtube.com/watch?v=V0xounKGEXs
2.4.4 Geometric Drawings and Constructions 2.4.4.1 construct a line segment using ruler and a pair of compasses 2.4.4.2 bisect a line segment	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher	Constructing Angles / Bisecting Angles (ruler and compasses) https://www.geogebra.org/search/compasses https://www.youtube.com/watch?v=YkuC5P6i6lQ

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
2.4.4.3 use a pair of compasses and a straight edge to bisect an angle 2.4.4.4 create designs of simple plane shapes and patterns in 2D related to architecture and landscaping, using bisection of line segments and angles 2.4.4.5 draw angles using a protractor 2.4.4.6 use ruler and a pair of compasses only to construct standard angles, which are multiples of 30° 2.4.4.7 construct an angle of equal size to a given angle using a pair of compasses	☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric	https://www.youtube.com/watch?v=wDJrOWMeYOc Triangle Construction https://www.youtube.com/watch?v=HUEGofdY60E&list=RDCMUCS3wWlfGUijnRIf745lRl2A&index=2 https://www.youtube.com/watch?v=NzcTKGxwCCE https://www.youtube.com/watch?v=JmwRBPtLbhc https://www.youtube.com/watch?v=Pi5fOkupINg Using Protractors https://www.geogebra.org/search/protractor https://www.youtube.com/watch?v=NzcTKGxwCCE&t=111s

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students share journal entries of their online/distance learning experience with the Teacher	
2.3.2 Data Displays 2.3.2.1 describe ungrouped frequency distribution 2.3.2.2 differentiate between discrete and continuous data 2.3.2.3 construct statistical charts (a) pie charts, (b) bar charts, (c) histograms, and (d) line graphs 2.3.2.4 identify appropriate means of representation for the different types of data 2.3.2.5 interpret information from pie charts, bar charts, histograms and line graphs 2.3.2.6 use line graphs to define relationships and draw conclusions	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation	Discrete and Continuous Data https://www.youtube.com/watch?v=g30cI4Kbhb4 https://www.youtube.com/watch?v=7bsNWq2A5gI https://www.youtube.com/watch?v=dwFsRZv4oHA https://www.youtube.com/watch?v=5rUVYWfZOb8 https://www.youtube.com/watch?v=_yAQb8gWBpU Pie Charts https://www.youtube.com/watch?v=SKh-lxVTCl8 Bar Graphs https://www.youtube.com/watch?v=wFy1YIcZ9iU Histograms https://www.youtube.com/watch?v=YcKpb3cGv0o https://www.youtube.com/watch?v=AndS0RLdxtk Line Graphs https://www.youtube.com/watch?v=l61owCcnrPI

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=y7Wb9AjbRjo Types of Graphs https://www.youtube.com/watch?v=yrTB5JSQPqY https://www.youtube.com/watch?v=JsEwJD1mYpU https://www.youtube.com/watch?v=-9QdQCdE9nc https://www.youtube.com/watch?v=-9QdQCdE9nc&list=RDCMUCE_WiQFez8FZcICpbwblyyg&start_radio=1&t=15 **Critical Thinking** https://www.youtube.com/watch?v=sxYrzzy3cq8 https://www.youtube.com/watch?v=E91bGT9BjYk
3.5.1 Area and Perimeter of Compound Shapes Involving Parts of the Circle 3.5.1.1 interpret formulae related to the circle to determine (a) length of an arc of a circle and (b) area of a sector of a circle 3.5.1.2 apply formulae related to the circle to (a) calculate the length of an arc of a circle and (b) calculate the area of a sector of a circle	**Suggested activities for online engagement** ☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks)	Pi https://www.youtube.com/watch?v=cC0fZ_lkFpQ https://www.youtube.com/watch?v=9a5vHXsUvUw Area and Circumference of Circle https://www.youtube.com/watch?v=O-cawByg2aA https://www.youtube.com/watch?v=zHkAEbkuqLg Circle https://www.youtube.com/watch?v=tCrDyJsSFok

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
3.5.1.3 apply formulae to determine measures of compound shapes involving parts of the circle to calculate (a) perimeter of a compound shape and (b) area of a compound shape	☐ Students engage in a ***synchronous*** online discussion ☐ Students engage in an ***asynchronous*** online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics ☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=lDKjX5ouoic https://www.youtube.com/watch?v=tCrDyJsSFok https://www.youtube.com/watch?v=KthkSYGTDRU https://www.youtube.com/watch?v=Bxxl_cujLbY https://www.youtube.com/watch?v=jyLRpr2P0MQ&t=8s Length of an arc https://www.youtube.com/watch?v=tVcasOt55Lc Area of Compound (Irregular) Shapes https://www.youtube.com/watch?v=JTg8gyQ37pM https://www.youtube.com/watch?v=_e7j6rE7_Pg https://www.youtube.com/watch?v=yw2cYaPb-Go https://www.youtube.com/watch?v=loAA3TCNAvU https://www.youtube.com/watch?v=qS4stB9LfJA
3.5.2 Surface Area and Volume of Prisms and Pyramids	**Suggested activities for online engagement**	Surface Area

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
3.5.2.1 calculate surface area of (a) prisms (cube, cuboid, triangular prism), and (b) pyramids (cone included) 3.5.2.2 calculate volume of (a) prisms and (b) pyramids 3.5.2.3 solve problems involving (a) surface area and (b) volume	☐ Students review the teacher's notes ☐ Students review online news article (literature) provided by the teacher ☐ Students listen to a podcast provided the teacher ☐ Students view a video provided by the teacher ☐ Students view PowerPoint Presentation (with hyperlinks) ☐ Students engage in a *synchronous* online discussion ☐ Students engage in an *asynchronous* online discussion ☐ Students work individually ☐ Students work in groups ☐ Students complete workbook exercise/online activity sheet ☐ Students compete in mental mathematics games ☐ Students create a podcast/video/PPT for presentation ☐ Students write a report describing how the topic connects to real-life and conduct a read-aloud ☐ Students prepare a vocabulary list from the video transcript ☐ Students prepare a glossary on the topic/subtopic ☐ Students present a mini lesson on a set of subtopics	https://www.youtube.com/watch?v=mtMNvnm71Z0&list=PLyNKTd2ugSr9u9uYGi-BWuEdFSM-lxNYb&index=2 https://www.youtube.com/watch?v=1iSBNSYhvIU&list=PLyNKTd2ugSr9u9uYGi-BWuEdFSM-lxNYb&index=14 https://www.youtube.com/watch?v=W3pZS5boXA0 Volume https://www.youtube.com/watch?v=qJwecTgce6c https://www.youtube.com/watch?v=P72Jfnr66Ac https://www.youtube.com/watch?v=dgaQqhF8N7k Cylinder https://www.youtube.com/watch?v=6epyKmNgLl8 https://www.youtube.com/watch?v=gL3HxBQyeg0&t=71s https://www.youtube.com/watch?v=LdztqPczYiI https://www.youtube.com/watch?v=aEpkAtf2L54 Prism https://www.youtube.com/watch?v=EJTPGyWqhqc https://www.youtube.com/watch?v=gL3HxBQyeg0&t=71s Pyramid

Form Three Term One		
Topic and Learning Outcomes	**Examples**	**SLMS/OER Link**
	☐ Students collaborate and create a basic fact booklet on the topic and conduct peer review using a rubric ☐ Students share journal entries of their online/distance learning experience with the Teacher	https://www.youtube.com/watch?v=2g6QuOizzac https://www.youtube.com/watch?v=MeWoIcQNqRA https://www.youtube.com/watch?v=hC6zx9WAiC4&t=156s Composite Shapes (Problem Solving) https://www.youtube.com/watch?v=Q9vYvyvDzI8
3.4.3 Right-Angled Triangles and Pythagoras Theorem 3.4.3.1 demonstrate understanding of Pythagoras theorem 3.4.3.2 apply Pythagoras theorem to determine lengths of sides in the right-angled triangle 3.4.3.3 model real world situations using Pythagoras theorem, in order to solve problems	**Same as above**	Triangles and Pythagoras Theorem https://www.youtube.com/watch?v=WqhlG3Vakw8 https://www.geogebra.org/search/pythagoras https://www.youtube.com/watch?v=AA6RfgP-AHU https://www.youtube.com/watch?v=JU8Z5MrZY7c https://www.youtube.com/watch?v=YompsDlEdtc

Information and Communication Technology (ICT)

Form 1 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Link**
Health and Safety		
Ergonomics, Health Hazards	Students can be directed to the SLMS to learn about health hazards and do an online assessment	https://learn.moe.gov.tt/course/view.php?id=355
Computer Fundamentals and Careers in ICT		
Definitions of Information Technology (IT), Information and Communication Technology (ICT) and Computer Science	Students can be asked to research the meaning of the words, write a definition for each and send to the teacher.	
Components of a computer system Functions of computers, Computer care,	Students can be directed to the SMLS and to other websites to learn about Input and Output devices. Lesson on the SMLS provides an assessment as well.	https://learn.moe.gov.tt/course/view.php?id=355
Types of computers	Students explore different types of computer systems on the page using the link and comparisons made according to the type. List the specifications and functions of each type.	https://en.wikiversity.org/wiki/Introduction_to_Computers/Computer_types
Types of Software	Students can be directed to go through the PowerPoint lesson on Types of Computer Software and complete the assessment. This is found on the SLMS.	https://learn.moe.gov.tt/course/view.php?id=355

Form 1 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Link**
Keyboarding	Students can be sent the link to learn keyboarding online with a free tutorial that also assesses their skills in this area. Students should complete the evaluation at the end of each lesson and keep a personal record of their keyboarding speed. Rapid Typing is the program that the MOE has stored on its laptops and on the SLMS.	https://rapidtyping.com/ https://www.typingclub.com/ https://learn.moe.gov.tt/course/view.php?id=340
Word Processing		
Creation of a word processing document	Students can be directed to Online videos on You Tube and other websites to learn how to use MS Word. Teacher can then an assignment to test knowledge and skills. An example of a video is provided.	https://www.youtube.com/watch?v=Cw6a3b5QoAs
Basic file operations	Students can view the video and then be asked to complete an assessment to practice the basic file operations.	https://www.youtube.com/watch?v=DEoZlEm8CkE
Common formatting tools and editing features.	Students can be sent the link for the wiki page. They can be instructed to click on links at the top of the page to view the videos then to follow the instructions to complete the activity afterwards.	https://en.wikiversity.org/wiki/Computer_Skills/Basic/Word_Processing
Ethics in Technology		
Netiquette	Students can be directed to the SLMS to view the video in the PowerPoint presentation and answer the questions on netiquette that follows.	https://learn.moe.gov.tt/course/view.php?id=355

Form 1 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Link**
Cyberbullying	Students can be asked to view the video by clicking on the link and then identify how many times and all the ways cyberbullying took place.	https://www.youtube.com/watch?v=iMWNFQizGqw
Internet and Web 2.0 tools		
Introduction to the Internet	Students can view the video in the link and then sent a work sheet that has questions on the internet.	https://www.youtube.com/watch?v=GZH47dhqLgM
Internet browsing	Students can view the video in the link and then asked questions on the video.	https://www.youtube.com/watch?v=QzohDuGk4mM
Hyperlinks	Students are asked to read the information on the webpage and then be given a worksheet to state a place where hyperlinks are found and the purpose of the hyperlinks.	https://techterms.com/definition/hyperlink
World Wide Web	Students can view the video in the link and asked questions on the video	https://www.youtube.com/watch?v=J8hzJxb0rpc
Search Engines	Students can watch the video and to write a paragraph on how search engines work and submit it by email or upload to a one drive folder.	https://www.youtube.com/watch?v=LVV_93mBfSU
Internet Information Sources	Students view the video on how to evaluate information online, then come up with a list of criteria for evaluating information sources. Give the students a list of three (3) websites and ask the students to use their criteria and evaluate them.	https://www.youtube.com/watch?v=S7OsAULzv0U
Presentation		

Form 1 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Link**
Creation of a simple presentation Manipulating a presentation Saving/Printing a presentation	Students can be directed to the page on the link and instructed to follow the instructions in creating a simple PowerPoint presentation. Complete the instructions up to "Save your presentation" Students watch the video on the second or third link and then can print their PowerPoint using one of the methods demonstrated.	https://support.microsoft.com/en-us/office/basic-tasks-for-creating-a-powerpoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36 https://www.youtube.com/watch?v=Q8hJvppObGQ https://www.youtube.com/watch?v=fzuHplbKD9A

Form 2 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Links**
Word Processing		
Creation of a word processing document Basic file operations	Allow students to view the video then give them a practical assignment to do to ensure that students develop the skills to perform the tasks using MS Word.	https://www.youtube.com/watch?v=S-nHYzK-BVg
Common formatting tools and editing features.		
Page formatting		
Tables		
Inserting images		
Editing images		
Templates	Send students a link to the video in You Tube. Ask them to view and then create a template of their choice.	https://www.youtube.com/watch?v=3tbtRCIyszg

Form 2 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Links**
Images	Send students the link for the You Tube video and then instruct them to use the template created from the last lesson and insert a graphic/image into it.	https://www.youtube.com/watch?v=wmy74ja6Foo
Review document	Send students a document that requires to be reviewed for spelling and grammar. Instruct them to view the video and then review the document.	https://www.youtube.com/watch?v=h20EBvn1UCY
Video Creation		
Source files	Students are sent the link to view the video in preparation for the next lesson.	https://www.youtube.com/watch?v=hvgxn8v--8Q
Storyboards	Students can be asked to view the video and create a storyboard in preparation to create a video.	https://www.youtube.com/watch?v=dnlQN_L5HC0
Videos	Students can be asked to create a source files by using a camera, camera phone, video camera, camcorder after viewing a video how to do so.	https://www.youtube.com/watch?v=am7kaAerVCQ
Internet and Web 2.0 Tools		
Introduction to the Internet	Students can be provided with the link to view the You Tube video and then sent a work sheet that has questions on the internet.	https://www.youtube.com/watch?v=GZH47dhqLgM
Internet browsing	Students can be provided with the link to view the You Tube video and then asked questions on the video.	https://www.youtube.com/watch?v=QzohDuGk4mM
Hyperlinks,	Students are asked to read the information on the webpage and then be given a worksheet to state a place where hyperlinks are found and the purpose of the hyperlinks.	https://techterms.com/definition/hyperlink
World Wide Web	Students can be provided with the link to view the You Tube video and then asked questions on the video	https://www.youtube.com/watch?v=J8hzJxb0rpc

Form 2 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Links**
Search Engines	Students can watch the video and to write a paragraph on how search engines work and submit it by email or upload to a one drive folder.	https://www.youtube.com/watch?v=LVV_93mBfSU
Internet Information Sources	Students view the video on how to evaluate information online, then come up with a list of criteria for evaluating information sources. Give the students a list of three (3) websites and ask the students to use their criteria and evaluate them.	https://www.youtube.com/watch?v=S7OsAULzv0U
Representation and Evaluation of information, Copyright, Plagiarism, Piracy	Students can be directed to the SLMS to view the video in the PowerPoint presentation and answer the questions on copyright and fair use	https://learn.moe.gov.tt/course/view.php?id=355
Programming Concepts and Computational Thinking		
Representation and Organisation of Data	Students can be asked to view the You Tube video in the link and to identify the different ways data can be represented and organized.	https://www.youtube.com/watch?v=aETnrd5ivJ4
Analysis of Data	Students can be asked to view the You Tube video in the link and to identify the steps involved in analysed data.	https://www.youtube.com/watch?v=lV1s5NQWN_A
Presentation		
Creation of a simple slideshow	Students can be directed to the page on the link and instructed to follow the instructions in creating a simple PowerPoint presentation. Complete the instructions up to "Save your presentation" Students watch the video on the second or third link and then can print their PowerPoint using one of the methods demonstrated.	https://support.microsoft.com/en-us/office/basic-tasks-for-creating-a-powerpoint-presentation-efbbc1cd-c5f1-4264-b48e-c8a7b0334e36 https://www.youtube.com/watch?v=Q8hJvppObGQ https://www.youtube.com/watch?v=fzuHplbKD9A

Form 2 Term 1		
Module/ Topic	**Examples**	**SMLS/Other Web Links**
Formatting	Students can be use their PowerPoint presentation created and asked to format it after viewing the You Tube video in the link.	https://www.youtube.com/watch?v=oH2mRvGKIUc
Working with images	Students can use their basic PowerPoint presentation created and after formatting it and add images after viewing the You Tube video.	https://www.youtube.com/watch?v=c_qIuCPXrQk
Animation	Students can use their PowerPoint presentation created and add animation to it after viewing the video.	https://www.youtube.com/watch?v=kw_udjD2xwo
Working with Graphics	Students can use their PowerPoint presentation created and add graphics to it after viewing the video.	https://www.youtube.com/watch?v=V0xyOk6DC8c
Multimedia	Students can keep using the PowerPoint presentation created and modify it to incorporate multimedia after viewing the video.	https://www.youtube.com/watch?v=8xaMalJfOhY
Hyperlinks	Students can keep using the PowerPoint presentation created and insert three different hyperlinks (e.g. one to an email, one to another place in the document and one to another file, one to a website) after viewing the video.	https://www.youtube.com/watch?v=bYkUuaA63vc

Form 3 Term 1		
Module/ Topic	**Examples**	**SMLS/OER Link**
Internet and Web 2.0 Tools		
Spam; malware: viruses, worms, Trojan horses, spyware, ransomware, adware.	Students can be directed to the SLMS to view the lesson on Power Point and to complete the assessment.	https://learn.moe.gov.tt/course/view.php?id=362

Form 3 Term 1		
Module/ Topic	**Examples**	**SMLS/OER Link**
Computer crime (cybercrime): fraud and financial crimes, identity theft	Students can be asked to view the video on YouTube and then write a definition for cybercrime and lists the different cybercrime mentioned and explain or give an example of each.	https://www.youtube.com/watch?v=dRKMlG0KTkY
Cyber terrorism, cyberextortion	Give students a web quest to do (with list of websites) and ask them to write a definition of both terms and compare the two. Link is provided for a site on how to create a web quest.	https://webquest.org/index-create.php
Programming Concepts and Computational Thinking		
Representation and Organisation of Data	Students can be asked to view the You Tube video in the link and to identify the different ways data can be represented and organized.	https://www.youtube.com/watch?v=aETnrd5ivJ4
Analysis of Data	Students can be asked to view the You Tube video in the link and to identify the steps involved in analysed data.	https://www.youtube.com/watch?v=lV1s5NQWN_A
Problem Solving	Students can be directed to the SLMS to complete the Lesson on Steps in Problem Solving and do the assessment.	https://learn.moe.gov.tt/course/view.php?id=440
Problem definition	Students can be sent a short case study to read and define the problem that exists	
Evaluation and design of solution to real-world problems	Students can be sent a problem to find solutions for and then asked to determine the best solution and justify his/her choice.	
Algorithm Development – Narrative, Flowcharts	Students can be directed to the SLMS to complete the Lesson on Flowcharts and do the assessment.	https://learn.moe.gov.tt/course/view.php?id=362

Physical Education

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic: **Body Systems** Sub Topic: An overview of body systems. The skeletal system: functions, structure – major bones, joints, connective tissues, workings, effects of physical activity. *Topic: 1.1.1, 1.1.2, 1.1.3*	**Topic: 1.1.2 Skeletal System - Bones** • Teacher presentation, PowerPoint presentation, models, graphics **Online Synchronous** • Interactive activities (discussions, presentations) **Breakout Rooms (Zoom /Teams)** • Collaborative activities **Assessment** • Label diagrams, matching activities, quiz, crosswords	
Topic: Movement/ Gymnastic Activities Sub Topic: Brief history of Physical Education. *Topic: 1.3.1*	**Topic: 1.3.1 History of Ancient Olympic** • Research activities, use of OER videos, PowerPoint presentation **Online Synchronous** • Interactive activities (discussions, presentations) **Breakout Rooms (Zoom /Teams)** • Brainstorming activities **Assessment** • Online quiz, observation, model of Olympic Stadium	https://learn.moe.gov.tt/pluginfile.php/352042/mod_folder/content/0/Activity%203%20History%20of%20Physical%20Education%20Reviewed%20Final.ppsx?forcedownload=1
Topic: Sport Skills Sub Topic: Brief history of netball, football, cricket, track & field/Olympic Games.	**Topic: 1.4.5 Brief History of Football** • Research activities, use of OER videos. PowerPoint presentation **Online Synchronous**	https://learn.moe.gov.tt/pluginfile.php/352089/mod_folder/content/0/Activity%203%20Form%201%20History%20of%20foo

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic: 1.4.1, 1.4.5, 1.4.9., 1.4.13	- Interactive activities (discussions, presentations) **Breakout Rooms (Zoom /Teams)** • Brainstorming activities **Assessment** • Discussion, time chart, biographical essay on hero (Dwight Yorke)	tball%20%281%29%20Final%20%281%29.ppsx?forcedownload=1
Topic: Healthy Lifestyle Practices: Sub Topic: Meaning of wellness, dimensions of wellness: physical, emotional, behaviours that affect wellness: physical activity, diet, stress, heredity, etc. habits and practices for maintaining healthy lifestyles. *(Topic: 1.2.1, 1.2.2 and 1.2.3)*	**Topic: 1.2.1 Dimensions of Wellness** • Teacher presentation, PowerPoint presentation, case study **Online Synchronous** • Interactive activities (discussions, presentations) **Breakout Rooms (Zoom /Teams)** • Collaborative activities **Assessment** • Checklists and rating scales	https://learn.moe.gov.tt/pluginfile.php/352045/mod_folder/content/0/Dimensions%20of%20Wellness%201%20Final%201.ppsx?forcedownload=1
Topic: Responsible Behaviour Sub-Topic: - Respect for others - Procedures/rules: uniform, attendance, change rooms, classroom, playing areas, equipment, practical activities. *(Topic 1.5.1, 1.5.4)*	**Topic: 1.5.4 Respect for others** • Case study, scenarios, OER videos, PowerPoints **Online Synchronous** - Interactive activities (role play, presentations, peer work, problem solving) **Assessment** • Case study, pledges, checklist	https://learn.moe.gov.tt/pluginfile.php/352090/mod_folder/content/0/Activity%202%20Form%202%20Respect%20in%20Physical%20Education%20Final%20Final%201.ppsx?forcedownload=1

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic: Safety Practices Sub Topic: Safety rules: equipment, environment, playing areas, - protective gear. *(Topic: 1.6.1)*	**Topic: 1.6.1 Safety Rules** • Scenarios, OER videos, PowerPoints presentation **Online Synchronous** - Interactive and collaborative activities **Assessment** • Design a safety slogan/poster • Safety rules development •	https://learn.moe.gov.tt/pluginfile.php/352090/mod_folder/content/0/Safety%20Rules%20%20Final%201.ppsx?forcedownload=1

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic: Body Systems Sub Topics: - ***The muscular system*** - ***Muscular/skeletal systems interrelatedness*** - Circulatory system *Topic: 1.1.4, 1.1.5, 1.1.6, 2.1.1, 2.1.2*	Topic 2.1.1 Circulatory System - Evaluation • Research activities, use of OER videos, PowerPoint presentation **Online Synchronous** • Individual activity, discussions, review of lessons **Assessment** • Written questions, worksheet, quiz	https://learn.moe.gov.tt/pluginfile.php/339182/mod_folder/content/0/Circulatory%20%20System%20Structured%20Questions.pdf?forcedownload=1
Topic: Healthy Lifestyle Practices Sub Topic: - ***Assessment of fitness levels*** - Fitness needs in major sports - Nutritional principles, weight management, stress management *Topic: 1.2.6, 2.2.1, 2.2.2*	*Topic 1.2.6 Assessment of fitness levels* • Research activities, use of OER videos, PowerPoint presentation **Online Synchronous** • Interactive activities - discussions, presentations **Assessment**	https://learn.moe.gov.tt/pluginfile.php/320428/mod_folder/content/0/Activity%205%20Fitness%20Testing%20-%20Sport-Related%20Fitness%20Components.ppsx?forcedownload=1

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
	• Questioning, fitness labs	
Topic: Sport Skills Sub Topic: Netball – areas of the court Swimming – water safety rules Outdoor Education – safety rules in orienteering, hiking, camping Cricket – dismissals, signals *Topic: 2.4.2, 2.4.25, 2.4.29, 2.4.30, 2.4.11*	**Topic 2.4.2 Netball – Areas of the Court** • Research activities, use of OER videos, PowerPoint presentation **Online Synchronous** • Interactive activities - discussions, presentations, explanation **Assessment** • Draw and label a netball court with dimensions	https://learn.moe.gov.tt/pluginfile.php/339181/mod_folder/content/0/Netball%20Court%20Areas%20%28Inshan%29.ppsx?forcedownload=1
Topic: Responsible Behaviour Sub Topic: - ***Respect for others*** - Self- discipline/ commitment, cooperation, participation *Topic: 1.5.4, 2.5.1*	*Topic: 1.5.4 Respect for others* • Case study, scenarios, OER videos, PowerPoints **Online Synchronous** - Interactive activities (roleplay, presentations, peer work, problem solving) **Assessment** • Case study, pledges, checklist	https://learn.moe.gov.tt/pluginfile.php/352090/mod_folder/content/0/Activity%202%20Form%202%20Respect%20in%20Physical%20Education%20Final%20Final%201.ppsx?forcedownload=1
Topic: Safety Practices - ***Types and prevention of injuries*** - Safety rules and practices - Implications of warm up and cool down *Topic: 1.6.3, 2.6.1, 2.6.2*	*Topic: 1.6.3 Prevention of Injuries* • Scenarios, OER videos, PowerPoints **Online Synchronous** - Interactive activities (roleplay, brainstorming, discussions, problem solving) **Assessment** • Safety posters, safety rules, case studies and checklist	https://learn.moe.gov.tt/pluginfile.php/322247/mod_folder/content/0/Activity%204%20Prevention%20of%20Sport%20Injuries%20Finals.ppsx?forcedownload=1

Legend: **_Italics_** – _Topics/ Content from Form 2 Term 3_

<table>
<tr><td colspan="3" align="center">Form 3 Term 1</td></tr>
<tr><td align="center">Topic/Objective/Learning Outcome</td><td align="center">Examples</td><td align="center">SLMS/OER Link</td></tr>
<tr>
<td>Topic: Body Systems
Sub Topic: Digestive system: functions, structure, working and effects of physical activity.</td>
<td>Topic: Digestive System – Component
Research, PowerPoint presentation, models, graphics
Online Synchronous
Interactive activities (discussions, presentations)
Breakout Rooms (Zoom /Teams)
Collaborative activities
Assessment
Label diagrams, quiz</td>
<td>https://learn.moe.gov.tt/pluginfile.php/332488/mod_folder/content/0/Activity%201.%20The%20Body%20Systems%20-%20Components%20of%20the%20Digestive%20System.ppsx?forcedownload=1</td>
</tr>
<tr>
<td>Topic: Healthy Lifestyle Practices
Sub Topic:
**Nutritional principles, weight management, stress management**
Drugs - definition, types, effects of smoking and alcohol, frequently abused drugs.
Cardiovascular health/diseases major forms and protection against cardiovascular disease
Topic: 2.2.1</td>
<td>_**Topic: Drugs- Effects of Alcohol on the Human Body**_
Research, case study, scenarios, OER videos, PowerPoints
Online Synchronous
Interactive activities (roleplay, presentations, peer work, problem solving)
Assessment
Quiz, discussion</td>
<td>https://learn.moe.gov.tt/pluginfile.php/332489/mod_folder/content/0/Activity%203.%20Physical%20Fitness%20-%20Effects%20of%20Alcohol%20on%20the%20Human%20Body%20Final.ppsx?forcedownload=1</td>
</tr>
</table>

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic: Sport Skills Sub Topic: - Hockey: *history,* basic goalkeeping and areas of the field. - Volleyball: areas of the court, scoring and rules of the game. - Orienteering: Types of maps, scale interpretation, compass features, routes *Topic: 2.4.21, 3.4.4, 3.4.5, 3.4.1, 3.4.3*	**Topic 3.4.4 Hockey – Goalkeeping** • Research activities, use of OER videos, PowerPoint presentation **Online Synchronous** • Interactive activities - discussions, presentations, explanations **Assessment** • Quiz, worksheet, discussion	https://learn.moe.gov.tt/pluginfile.php/332499/mod_folder/content/0/Activity%201.%20Sports%20Skills%20-%20Hockey%20-%20Goal%20Keeping%20in%20Hockey.ppsx?forcedownload=1
Topic: Responsible Behaviour Sub Topic: - *Self - discipline* - Teamwork - Leadership skills, conflict resolution, goal setting, and environmental awareness *Topic: 2.5.1, 3.5.1, 3.5.2*	**Topic 3.5.2 Teamwork** • Case study, scenarios, OER videos, PowerPoints **Online Synchronous** - Interactive activities (roleplay, peer work, presentations, problem solving) **Assessment** • Scenarios, checklist, problem solving activities, group work	https://learn.moe.gov.tt/pluginfile.php/352149/mod_folder/content/0/Activity%201%20Social%20and%20Personal%20behaviour%20Final%20Final%201.ppsx?forcedownload=1
Topic: Safety Practices Sub Topic: Strategies for emergency situations and management of injuries. Topic: 3.6.1, 3.6.2	*Topic: 1.6.3 Strategies for Emergency Situation* • Scenarios, OER videos, PowerPoints **Online Synchronous** - Interactive activities (roleplay, brainstorming, discussions) **Assessment** • Scenarios, problem solving, slogan	https://learn.moe.gov.tt/pluginfile.php/352150/mod_folder/content/0/Management%20of%20Injuries%20.ppsx?forcedownload=1

Integrated Science

<table>
<tr><th colspan="3">Form 1 Term 1</th></tr>
<tr><th>Topic/Objective/Learning Outcome</th><th>Examples</th><th>SLMS/OER Link</th></tr>
<tr>
<td>Objective: 1.3.1
Demonstrate safe practices when conducting investigations:</td>
<td>Teacher shares a video (must be an OER) with students on laboratory safety via WhatsApp, Google Classroom or the MOE SLMS. Students view the video and prepare a list of safe practices to follow when conducting laboratory investigations</td>
<td>https://www.youtube.com/watch?v=tsAHt0FiwNM</td>
</tr>
<tr>
<td>Objective 1.1.3
Recognize a scientific report as a means of communicating information from scientific investigations.</td>
<td>Students view link.
Teacher then provides headings for lab report in arbitrary order. Students arrange headings for lab report in correct order and teacher gives feedback.
Teacher then provides list of information, in arbitrary order, to be placed under each heading. Students arrange information under appropriate heading and submit for feedback.</td>
<td>https://learn.moe.gov.tt/pluginfile.php/322136/mod_resource/content/1/Writing%20Reports.pdf</td>
</tr>
<tr>
<td>Objective 1.5.1
Compare plant and animal cells according to their structure and function.</td>
<td>Students use link for information on cells. Teacher provide a template which students use to complete comparison of cells.</td>
<td>https://learn.moe.gov.tt/pluginfile.php/322129/mod_resource/content/1/Cells.pdf</td>
</tr>
<tr>
<td>Objective: 1.8.1
Differentiate among the three states of matter:</td>
<td>Students view video clip on (must be an OER) states of matter
Assignment – students prepare a table showing the difference in each of the three main states of matter and</td>
<td>Video on 'States of Matter':
https://www.khanacademy.org/science/chemistry/states-of-matter-and-intermolecular-forces/states-of-matter/v/states-of-matter</td>
</tr>
</table>

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
	draw diagrams to show arrangement of particles in solids, liquids and gases.	
Objective: 1.9.1 Describe the structure of the atom	Students view videos on: 1. Elements and atoms 2. Atomic mass https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/elements-and-atoms?modal=1 https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/average-atomic-mass?modal=1 Students proceed to the related link on the SLMS and complete the Learning Activity on 'Atomic Structure'	https://learn.moe.gov.tt/pluginfile.php/322131/mod_resource/content/1/Atomic%20Structure.pdf
Objective 1.12.1 Distinguish amongst various forms of energy	Students review knowledge content and key points on different forms of energy and conversion into other forms presented in PPT slides 2 to 5. Students then proceed to complete Activities 1, 2 and Assessment in slides 6 to 9. Students check for correct answers for Activities and Assessment at end of PPT in slides 10 to 12.	https://learn.moe.gov.tt/pluginfile.php/322127/mod_resource/content/1/forms%20of%20energy.pdf

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Objective: 2.1.1 Recognise the importance of a balanced diet.	Students view video clip of balanced diets (must be an OER). Students are directed to the MOE SLMS to complete the Learning Activity on 'Diet and Health':	https://learn.moe.gov.tt/pluginfile. php/325029/mod_resource/content /1/Form%202%20Biology%20Die t%20and%20Health.pdf
Objective 2.4.1 Distinguish between physical and chemical changes	Students view video on physical and chemical changes: https://www.youtube.com/watch?v=4ZGULLWEy1c Students proceed to the related link on the SLMS and complete the Learning Activity on 'Physical and Chemical Changes'	https://learn.moe.gov.tt/pluginfile. php/325031/mod_resource/content /1/Form%202%20Chemistry%20P hysical%20and%20Chemical%20c hanges.pdf
Objective 2.4.3 Distinguish between types of mixtures (homogenous and heterogeneous)	Students view video on 'Suspensions, Colloids and Solutions': https://www.khanacademy.org/science/chemistry/states- of-matter-and-intermolecular-forces/mixtures-and- solutions/v/suspensions-colloids-and-solutions Students proceed to the related link on the SLMS and complete the Learning Activity on 'Types of Mixtures'	https://learn.moe.gov.tt/pluginfile. php/325033/mod_resource/content /1/Form%202%20Chemistry%20T ypes%20of%20mixtures.pdf
Objective: 2.6.1 Investigate motion of a body **Objective: 2.6.2** Apply Newton's laws to explain motion of solid objects	Students review knowledge content and key points on Newton's Laws of Motion including inertia, momentum, and examples of application of the 3 laws of motion from PPT slides 2 to 9. Students then proceed to complete Activities i, ii, iii that follow each example and Assessment. Students check for correct answers for Activities and Assessment completed at end of PPT in slides 12 to 14.	https://learn.moe.gov.tt/pluginfile. php/322128/mod_resource/content /1/Newton%3Bs%20Laws.pdf

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Objective: 2.6.3 Discuss factors that affect the moment of a force	Students review knowledge content and key points on Moment of a Force including definition of the moment of a force, application of turning effect, principle of moments, calculating moments, and worked examples presented in PPT slides 2 to 8. Students then proceed to complete Activities 1, 2 and an Assessment in slides 9 to 13. Students check for correct answers for Activities and Assessment completed at end of PPT in slides 14 to 16.	https://learn.moe.gov.tt/pluginfile.php/325014/mod_resource/content/1/Moment%20of%20a%20Force.pdf
Objective: 2.6.4 Discuss factors that affect the stability of objects	Students review knowledge content and key points on Centre of Gravity and Stability of Objects including definition/s of centre of gravity, stability, stable, unstable, and neutral equilibrium and refer to diagrams for each type of stable condition presented in PPT slides 1 to 3. Students then proceed to complete Activities 1, 2 and an Assessment in slides 4 to 5. Students check for correct answers for Activities and Assessment completed at end of PPT in slides 6.	https://learn.moe.gov.tt/pluginfile.php/325012/mod_resource/content/1/Stability.pdf

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Objective 3.1.1 Outline the structure human male and female reproductive systems	The teacher directs the students to the presentation titled 'The Reproductive System' on the SLMS. The student reviews slides 2 to 4 and 7 and completes the activities and assessment.	https://learn.moe.gov.tt/pluginfile.php/323272/mod_resource/content/1/Reproduction.pdf

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
	The teacher can also create blank worksheets that can be forwarded to the students as a form of assessment in addition to the assessment on the Learning Activity 'The Reproductive System'	
Objective 3.2.1 Explain the transmission of HIV infection and other communicable sexually transmitted diseases	The teacher directs the students to the presentation titled 'Communicable Diseases of the Reproductive System' on the SLMS. Using any online methodology, there should be discussion between the teacher and students on Sexually Transmitted Diseases (STDs) and Human Immunodeficiency Virus (HIV). Students complete the assessments in the presentation.	https://learn.moe.gov.tt/pluginfile.php/323259/mod_resource/content/1/Communicable%20Diseases.pdf
Objective 3.7.1 Explain the formation of ions	Students view video on 'Introduction to Ions': https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-compounds/v/introduction-to-ions Students proceed to the related link on the SLMS and complete the Learning Activity on 'Electronic Configuration'	https://learn.moe.gov.tt/pluginfile.php/323284/mod_resource/content/1/Electronic%20configuration.pdf
Objective 3.7.2 Describe the formation of simple molecules and compounds through ionic and covalent bonding	Students view videos on: 1. Ionic Bonds 2. Covalent bonds https://www.khanacademy.org/science/biology/chemistry--of-life/chemical-bonds-and-reactions/v/ionic-bonds https://www.khanacademy.org/science/biology/chemistry--of-life/chemical-bonds-and-reactions/v/covalent-bonds	https://learn.moe.gov.tt/pluginfile.php/323283/mod_resource/content/1/Covalent%20bonding.pdf

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
	Students proceed to the related link on the SLMS and complete the Learning Activity on 'Covalent Bonding'	
Objective: 3.5.1 Demonstrate the effects of magnetic forces.	Students review knowledge content and key points on Effects of Magnetic Forces including definition of magnetic and non-magnetic materials, explanations of magnetic fields, polarity of bar magnets (North and South poles), direction and drawing of field lines present in different arrangements of bar magnets presented in PPT slides 2 to 6. Students then proceed to complete Activities 1, 2 and an Assessment in slides 7 to 9. Students check for correct answers of Activities and Assessment completed at end of PPT in slide 10.	https://learn.moe.gov.tt/pluginfile. php/323257/mod_resource/content /1/Magnetic%20force.pdf
Objective 3.5.2 Describe the magnetic effect of current.	Students review knowledge content and key points on Magnetic Effects of Current, including construction of an electromagnetic, its advantages and disadvantages, experimental activity exploring factors that impact on the strength of an electromagnetic by variation of current, number of turns and type of material used for core is presented in PPT slides 4 to 7. Students then proceed to answer questions i, ii and iii based on data presented in tables 1, 2 and 3 of slides 5 to 7 and an Assessment in slides 8 to 9. Students check for correct answers of Activities and Assessment completed at end of PPT in slide 10.	https://learn.moe.gov.tt/pluginfile. php/323258/mod_resource/content /2/Magnetic%20effect%20of%20c urrent.pdf

Social Sciences: Social Studies

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
1.3.2.4 describe the civic responsibilities of citizens of Trinidad and Tobago		https://learn.moe.gov.tt/course/view.php?id=624
The Commonwealth Caribbean 1.5.2.1 define and explain relevant terms and concept 1.5.2.2 identify countries of the Commonwealth Caribbean	Students engage in PowerPoint presentation and follow instructions to sing along with the given national song and complete quiz.	https://learn.moe.gov.tt/course/view.php?id=624

Form 2 Term 1		
Systems of Government 2.3.1.7 describe the systems of government in Trinidad and Tobago from Crown Colony to Republicanism	Students view PowerPoint presentation and video, then complete exercises with missing words. Additional videos are given for viewing in students' own time to enhance learning.	https://learn.moe.gov.tt/pluginfile.php/343350/mod_resource/content/0/Form%202%20Systems%20of%20Government%20copy.pdf https://www.youtube.com/watch?v=JOdXod9BpZ4 https://learn.moe.gov.tt/mod/url/view.php?id=8179

Form 3 Term 1		
Topic: Global Distribution of Goods 3.2.4.3 discuss the choices consumers have in purchasing goods	Students access learning activity via SLMS and engage in lesson. Other links are provided within the class activity.	https://learn.moe.gov.tt/pluginfile.php/314872/mod_resource/content/1/Social%20Studies%20Form%203%20Economic%20Growth%20and%20Development%20Global%20Distribution%20of%20Goods%209-4-2020.pdf
Choosing a career: Making the right choice 2.2.1.1 define relevant terms and concepts- work ethics, appraisal		https://learn.moe.gov.tt/pluginfile.php/335321/mod_resource/content/1/Social%20Studies%20Form%203%20Work%20and%20Work%20Ethics.pdf
3.1.1.3 explore the types of jobs that are available in Trinidad and Tobago.	Students can peruse "The Dictionary of Occupations in Trinidad and Tobago" for the exercise online.	https://www.moe.gov.tt/publications/

Social Sciences: Geography

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
World Geography 1.1.1.14 explain the purpose latitude and longitude lines. 1.1.1.15 locate places and give locations of places using lines of latitude and longitude 1.1.1.16 appreciate work of inventors of latitude and longitude lines	Interactive Globes and SLMS activities may be used to introduce and develop main concepts during online lecture session using Google Classroom, Microsoft Teams or any other platform. SLMS activities and other resources should be used to promote engagement with the content. Ensure content and resources are available for use offline.	*SLMS Activities* • Characteristics of Lines of Latitude and Longitude • Location of places using Lines of Latitude and Longitude • Using degrees and minutes to locate places *Links* What is a Map? https://www.kiddle.co/s.php?q=what+is+a+map+key#gsc.tab=0&gsc.q=what%20is%20a%20map%20key&gsc.page=1 Map Reading (includes Lines of Latitude and Longitude https://kids.britannica.com/kids/article/latitude-and-longitude/353366

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Features and Landforms 2.2.1.1 describe major physical landforms listed 2.2.1.2 name and locate major landforms in Trinidad and Tobago on a map	Features and landforms may be researched individually or as group project using the atlas, websites and other resources identified by the teacher. Feedback should be provided by the teacher.	*SLMS Activities* • The Physical Environment: Features and Landforms • The Physical Geography of Trinidad and Tobago

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
2.2.1.3 use internet resources to find examples of natural landforms in other countries		

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Population Distribution and Density 2.2.3.2 distinguish between population distribution and population density 2.2.3.3 analyse reasons for distribution of population in Trinidad and Tobago 2.2.3.4 calculate the population densities of Trinidad and Tobago and other Caribbean countries **Please Note:** This topic is a critical topic from Form 2 Term One and must be delivered before the implementation of Form 3 Term 1 objectives.	Concepts can be developed during live online sessions (tape-recorded for offline use) through the use of Google Map imagery and other interactive software. There should be opportunities provided for demonstration of the calculation of population density.	*SLMS Activities* • Population Distribution and Density (1) • Population Distribution and Density (2)

Social Sciences: History

Form 1 Term 1		
Topic/Objective/ Learning Outcome	**Examples**	**SLMS/OER Link**
Form 1: My Personal History -Comparison and contrast of the lives of individuals across generations -My History-Tracing one's family history	Interest in one's family history is a growing area of interest. Family history can be explored using interviews and sharing of experiences. These can then be documented using a family tree. This can assist in developing students' identity.	https://learn.moe.gov.tt/pluginfile.php/314 926/mod_resource/content/2/Form%201% 20History- Comparison%20of%20Past%20and%20Pr esent%20Generations.pdf

Form 2 Term 2		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Form 2-My Community -Origins and significance of historical sites and landmarks	Using primary and secondary sources, virtual museums the origins and significance of historical sites and landmarks can be explored. Digital storytelling can be used to present the information and understandings It is important to make the connections between the historical sites and landmarks and historical events in Trinidad and Tobago.	Historical sites and landmarks: https://learn.moe.gov.tt/pluginfile.php/315 545/mod_resource/content/3/Historical%2 0Sites%20and%20Landmarks.pdf

Form 3 Term 3		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Form 3-History of my country -Locate the settlement of the Indigenous Peoples in Tobago -Compare the economic and political experiences of the History of Trinidad and Tobago -Present using various media their understanding of the social, economic and political development of Tobago -Compare the experiences of the Indigenous Peoples of Trinidad and Tobago -Explore European presence in Tobago	The differences in the early development of the history of Tobago and Trinidad is explored through the use of group work, timelines and maps. Students' experiences of their visits to historical places in Tobago can be used to enhance their understandings. Students can construct a table illustrating historical place of interest and its associated historical event and European power.	https://learn.moe.gov.tt/pluginfile.php/315645/mod_resource/content/2/The%20impact%20on%20Tobago%20of%20the%20European%20presence.pdf https://www.youtube.com/watch?v=6BroxhqHfzk (history of Tobago)

Health and Family Life Education (HFLE)

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Self and Interpersonal Relationships **Topic** **Self- Image** • Explain the term self-concept. • Understand the factors that influence self- image. • Make choices to build positive self-image. • Define the term self-esteem.	Students can engage in self-reflection using journal writing to build self-awareness. Students can also develop a profile using video and text as a way to introduce themselves to each other identifying strengths and weaknesses. The importance of physical health can be explored by the emphasis on the importance of diet and exercise. Students can post and share their path to physical health showing engagement in exercise and meal plans	https://vimeo.com/229141316/c3d01d2e17 (impact of self-esteem on teenagers) https://www.youtube.com/watch?v=M6H0w03GJrQ (self-esteem and building self-esteem)

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Theme Self and Interpersonal Relationships **Topic:** Values and value system • Understand and explain the term, 'values. • Demonstrate how decisions are related to personal values.	Working in groups of five, students discuss the term values. Students then research universal values and explore how decisions are related to their personal values. Students present their findings on a chart. The teacher provides feedback.	https://www.youtube.com/watch?v=G8dUXc8GhoU

Topic/Objective/Learning Outcome	Examples	SLMS/OER Link
• Explain how individuals develop and maintain their value system.		

<table>
<tr><td colspan="3" align="center">Form 3 Term 1</td></tr>
<tr><td align="center">Topic/Objective/Learning Outcome</td><td align="center">Examples</td><td align="center">SLMS/OER Link</td></tr>
<tr>
<td>Theme Self and Interpersonal Relationships

Topic Career planning I
• Define short-term and long-term goals related to career.
• Identify realistic and unrealistic goals, find choices and make decisions.
• Explore the concept of goal setting as a source of inspiration and motivation in life and work.</td>
<td>Students discuss short-term and long-term goals related to careers. In groups, students make a list of realistic and unrealistic goals. Students write a paragraph about their career goals. The teacher provides feedback.</td>
<td>https://www.youtube.com/watch?v=Uo0KjdDJr1c
(job interview)</td>
</tr>
<tr>
<td>Theme
Eating and Fitness
Topic
Risks to health and wellness
Theme
Managing the Environment
Topic Sustainable use of resources</td>
<td></td>
<td>https://learn.moe.gov.tt/course/view.php?id=478</td>
</tr>
</table>

Social Sciences: Religious Education

Religious Education Form 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**

Beliefs and Concepts: World Religions, Faith Traditions, Belief Systems
  – Introduction to World Religions, Faith Traditions and Belief Systems
  – Places of Worship
  – Symbols
  – Religion and the Arts
	Students can explore the lesson, follow the instructions and complete the activities. Other links are provided within the lessons.
	
	The activities are designed to encourage students to engage in research. E.g. goggle maps and YouTube
		https://learn.moe.gov.tt/course/view.php?id=552

Religious Education Form 2		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**

Similarities and Differences: Personal Identity
  – Human Existence
  – Exploring Values and Virtues
  – My 'Place'
	Students can explore the lesson, follow the instructions and complete the activities. Other links are provided within the lessons.
	
	The activities are designed to allow students to engage personal practice with daily living within community.
		https://learn.moe.gov.tt/course/view.php?id=552

Religious Education Form 3		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**

Living in Harmony: Ethics and Relationships
   – Prejudice and Stereotypes
   – Conflict Resolution
	Students can explore the lesson, follow the instructions and complete the activities. Other links are provided within the lessons.
	
	Activities are designed to encourage critical thinking and problem solving for the greater good of humanity.
		https://learn.moe.gov.tt/course/view.php?id=552

Spanish

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic 1.0 Let's Speak Spanish 1.1 Greet others 1.2 Say goodbye 1.3 Address persons 1.4 Express thanks 1.5 Ask politely 1.6 Ask someone his/her name 1.7 State their names 1.8 Respond to simple classroom instructions 1.9 Recite the Spanish alphabet 1.10 Spell their names using the Spanish alphabet	Students are grouped in pairs and threes for study and skill practice- speaking and listening. Students review material to be learnt, engage in individual practice and connect with their partner or group for oral Q&A practice or repetition and comment. Students take turns to greet, ask and answer names, and thank and respond. *E.g. Hola, me llamo Carla. Como te llamas? Siéntate por favor.*	https://learn.moe.gov.tt/course/view.php?id=429 (Alphabet) https://learn.moe.gov.tt/course/view.php?id=429 (Alphabet with animals) https://www.youtube.com/watch?v=gWXjHzqr9I8 (Spanish Courtesy words 1) https://www.youtube.com/watch?v=kGYk2ka5IT0&t=16s (Spanish Courtesy words 2)
Topic 2.0 The Spanish influence in Trinidad and Tobago 2.1 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in names of places 2.2 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in names of people 2.3 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in food 2.4 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in music	Students research Spanish places names nationally and create a map of names with meanings. Additionally, they identify 5 Spanish names, persons or places in their community and practice pronunciation of these. They orally present these https://sta.uwi.edu/stan/article14.asp to their class or group.	https://learn.moe.gov.tt/mod/url/view.php?id=8715 (Places names in T&T) https://www.nalis.gov.tt/Resources/Subject-Guide/Towns-and-Villages/Towns-and-Villages-J-R#tabposition_26424 (Towns and villages J-R 1) https://www.nalis.gov.tt/Resources/Subject-Guide/Towns-and-Villages/Towns-and-Villages-J-R#tabposition_26427 (Towns and Villages J-R 2) https://www.nalis.gov.tt/Resources/Subject-Guide/Towns-and-Villages/Towns-and-Villages-S-Z

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
2.5 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in Christmas traditions		https://sta.uwi.edu/stan/article14.asp (Spanish heritage in T&T) https://www.nalis.gov.tt/Resources/Subject-Guide/Parang (Parang in T&T)
Topic 3.0 The Spanish Sound System 3.1 Reproduce, in speech, the authentic sounds of the Spanish vowel system in context 3.2 Reproduce, in speech, the authentic sounds of Spanish consonants in context 3.3 Distinguish consonants/sounds that are different from English	Students learn the Spanish sound system with the assistance of audio from links or textbook. They read rhymes and trabalenguas, record and share with teacher and friends. Teacher comments and assists with erroneous pronunciation.	https://learn.moe.gov.tt/course/view.php?id=429 (Alphabet) https://learn.moe.gov.tt/course/view.php?id=429 (Alphabet with animals)
Topic 4: The Spanish Speaking World 4.1 Identify the Spanish-speaking countries of the world 4.2 Identify the capitals of Spain and the Spanish-speaking countries of the Caribbean and Latin America	Students are grouped and assigned a country. They research basic information on the country including, capital, flag, size, population, famous places, and national dish. The group prepares a presentation in English which is shared with the class.	https://learn.moe.gov.tt/course/view.php?id=429 (Los paises hispanohablantes) https://learn.moe.gov.tt/course/view.php?id=429 (Spanish speaking countries: Capitals and Flags) https://learn.moe.gov.tt/course/view.php?id=429 (Spanish-speaking countries and their capitals) https://learn.moe.gov.tt/mod/url/view.php?id=8490 (Learn Spanish Speaking countries and their capitals with Basho and Friends-Los Paises Hispanohablantes)

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
(Topic 14.0 My World (Family/Friends/Pets)) 14.1 Ask about family members/friends/pets 14.2 Describe family members/friends /pets 14.3 Talk about how they get along with others 15.1 Ask someone about his/her morning routine 15.2 Provide information about his/her own morning routine 15.3 Ask about the morning routine of others 15.4 Talk about the morning routine of others 15.5 Ask someone about what time he/she conducts routine activities 15.6 Provide information about their evening routine 15.7 Ask and provide information about the evening routine of others	1. Students create a journal of their daily activities for a seven-day week, text and audio. Entries must state what activity they are doing at what time of the day. 2, Each student creates a video album of members of their family, including pets. They describe each person, say a bit about the person's routine and express how they get along with the person. *E.g. Mi papa es muy trabajador. Se levanta temprano y sale de la casa las cinco para ir al trabajo. Regresa a las siete de la noche. Me llevo bien con mi padre. Me cuida bien.*	https://learn.moe.gov.tt/course/view.php?id=429 (Adjectives in Spanish) https://learn.moe.gov.tt/course/view.php?id=429 (Family Members) https://learn.moe.gov.tt/course/view.php?id=429 (Home, Family and Friends activities) https://learn.moe.gov.tt/course/view.php?id=429 (Description of persons Parts 1,2&3) https://learn.moe.gov.tt/course/view.php?id=429 (Cómo es tu personalidad)

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
(Topic 15.0 My Daily Life) 15.1 Ask someone about his/her morning routine 15.2 Provide information about their own morning routine 15.3 Ask about the morning routine of others 15.4 Talk about the morning routine of others 15.5 Ask someone about what time he/she conducts routine activities 15.6 Provide information about their evening routine 15.7 Ask and provide information about the evening routine of others	Students may be paired for this activity. Each student creates a schedule of their daily activities with the time and the activity done. They share with their partner, and have a conversation in which they ask and answer about what the other does and what they do over the course of a weekday. *E.g. Normalemente, me levalto a las cinco de la mañana, me ducho, me cepillo, me visto y voy a la escuela en autobus. Desayuno a la escuela. ¿Qué haces tú por la mañana?*	https://learn.moe.gov.tt/course/view.php?id=429 (Qué hora es) https://learn.moe.gov.tt/course/view.php?id=429 (Qué hora es activities) https://www.youtube.com/watch?v=ie7L4hvoLCQ (La rutina diaria)
(Topic 16.0 My neighbourhood) 16.1 State where they live 16.2 Describe where they live 16.3 Identify places in their neighbourhood 16.4 Ask and state how they feel about their neighbourhood	Students are grouped and work together to design a virtual neighbourhood where they would like to live, with buildings and facilities of their choice. They each choose a location for their home and create a short paragraph describing their home and their neighbor from their perspective. They share orally and in writing. *E.g. Yo vivo en una casa pequeña en la Calle Marcano. Cerca de mi casa*	https://learn.moe.gov.tt/course/view.php?id=429 (Likes and dislikes) https://www.youtube.com/watch?v=obrtAomwjZI (My neighbourhood)

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
	hey un parquet, un supermercado y una piscina. Me gusta mi barrio.	
(Topic 17.0 My Home Life (Chores/Family Home Routine)) 17.1 Ask someone about his/her chores 17.2 Talk about chores they do habitually 17.3 Identify household chores done by other family members	Students work in pairs to prepare a list of common household chores. Then take turns to ask and answer each other about who does which chore in their homes. *E.g. Qu: ¿ Quién lava los platos en tu casa? Ans: Mi hermana menor lava los platos.*	https://www.youtube.com/watch?v=ir8mrxJ5NdY (Household chores) https://www.youtube.com/watch?v=Sk2Vo5vHRjM (Chores in Spanish)
(Topic 18.0 Family Trips and Errands) 18.1 Ask about the habitual weekend activities of others 18.2 Identify habitual family outings and excursions 18.3 Appreciate the Spanish custom of la bendición	Students converse in pairs about their weekend activities, taking turns to ask and answer where they usually go on weekends. *e.g. Usualmente, el fin de semana, mi familia va a la playa y a la iglesia. Algunas veces vamos al cine. ¿Y tú? ¿Adónde va tu familia?*	https://learn.moe.gov.tt/course/view.php?id=752 (Tiempo Libre) https://www.youtube.com/watch?v=Sk2Vo5vHRjM (Going to places)

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Topic 26.0 Getting Around 26.1 Identify means of getting around from place to place 26.2 Ask for and give directions 26.3 Provide simple directions to a specific place	Students work together to create a virtual map of a town with streets and named buildings. They take turns to give each other directions from one point to another. Alternatively, the teacher can give a start point and a destination and pairs take	https://www.youtube.com/watch?v=Dpqe2nLLseY (Los medios de transporte) https://www.youtube.com/watch?v=oDXJZ66kKP4 (Directions)

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
26.4 Use polite commands when giving directions 26.5 Ask and provide information about how one travels abroad. 26.6 Ask and state distances from one point to another 26.7 Extend social courtesies when travelling 26.8 Demonstrate an appreciation for modes of transport used in other countries	turns to give directions and compete to see who reaches the destination first. *E.g. Dobla la izquierda al hotel, y va recto en la calle mayor. La zapateria está enfrente de la panadería.*	
Topic 27.0 Preparing to See the World Out There 27.1 State their travel destination 27.2 Enquire and identify places/ activities of interest at their travel destination 27.3 Explore places of interest in various Spanish speaking countries 27.4 Ask information about flights, airlines, and ticket prices 27.5 Ask and provide information about dates and times of departures, arrivals 27.6 Reserve a room at a hotel	Students work in groups to create Spanish brochures for visits to different locations in Latin America and the Caribbean. Thee create short dialogues with persons making enquiries about destinations and others providing responses.	https://www.youtube.com/watch?v=IDrhUh-mq7E (Travel language) https://www.youtube.com/watch?v=yE7pAcPyD3c (Visita Trinidad y Tobago)

Technology Education

<table>
<tr><th colspan="3">Form 1 Term 1</th></tr>
<tr><th>Topic/Objective/Learning Outcome</th><th>Examples</th><th>SLMS/OER Link</th></tr>
<tr>
<td>Introduction to Technology Education
• Technology Defined
• Technology Education Defined
The IDEATE Model
• Identification of real-life problems
• Defining and Contextualizing problems
• Exploring a range of possible solutions
• Criterion based selection process
• Modeling and prototyping
• Evaluation processes

Development of Foundation (Key) Skills in Technology Education
• Safety Practices
• Teamwork
• Research</td>
<td>Online- Asynchronous
Use of teacher made videos
Power points-Voice Overs (VOs)
Pictures and Graphics

Online-Synchronous
Interactive activities
Surveys
Quizzes
Polls</td>
<td>Suggested activities can be found on:
https://learn.moe.gov.tt/course/view.php?id=387</td>
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<tr><th>Topic/Objective/Learning Outcome</th><th>Examples</th><th>SLMS/OER Link</th></tr>
<tr>
<td>Development of Foundational (Key) Skills in Technology Education
• Safety Practices
• Presentation
• Drawing and Sketching</td>
<td>Online- Asynchronous
Use of teacher videos
Power points-VOs
Pictures and Graphics</td>
<td>Suggested activities can be found on:

https://learn.moe.gov.tt/course/view.php?id=390</td>
</tr>
</table>

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Introduction of an Activity Sheet, selected from one of the four components • Demonstrate an understanding of problem and specifications of solution • Employ research techniques as it relates to the identified problem and possible solutions • Brainstorming techniques • Selection of chosen solution (group) • Development of innovative solution *(individually- adaptation only due to online activity)* • Testing of product • Evaluation of product Creation of e-Portfolio • Compilation of the student's record of the problem-solving process • Use the template – Adapted by student	**Online-Synchronous** Interactive activities Surveys Quizzes Polls **Breakout rooms (Zoom /Teams)** • Brainstorming activities • Selection of chosen solution	

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Introduction of an Activity Sheet, selected from one of the four components (Past paper) • Demonstrate an understanding of the problem and specifications of the solution • Employ research techniques as it relates to the identified problem and possible solutions • Use brainstorming techniques • Selection of chosen solution (group) • Development of innovative solution *(individually- adaptation only due to online activity)* Manipulation of simple tools Combination of different materials • Test finished product • Evaluate product and process Creation of e-Portfolio • Compilation of the student's record of the problem-solving process • Portfolio development in alignment with NSCE Examination requirements	**Online- Asynchronous** Use of teacher videos Power points-VOs Pictures and Graphics **Online-Synchronous** Interactive activities Surveys Quizzes Polls **Breakout rooms (Zoom /Teams)** • Brainstorming activities • Selection of chosen solution **Presentation of products** • Student videos of development process • Student videos/pictures of completed product uploaded	Suggested activities can be found on: https://learn.moe.gov.tt/course/view.php?id=391

VAPA: Dance

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Safe Dance Practice: 1.1.3 Distinguish between locomotor and axial movements 1.1.9 Demonstrate the difference between Personal and General Space. Foreign Folk Dances	*Brief (face to face via Zoom platform) discussion on 'What is Dance' and 'Why do We Dance'. *Students are directed to view SLMS presentation on 'The Elements of Dance' (*Presentation can be split into various lessons if teacher requires*) *Students are instructed to complete the activities within the presentation, notate/record and present on the platform being used by the teacher. *Next session class will be divided so the teacher can expand on use of these by guiding movement and body placement.*	https://learn.moe.gov.tt/mod/resource/view.php?id=7492
Pioneers in Dance 1.1.24 Beryl Mc Burnie Jean Coggin-Simmons French and African Influences in Carnival Bhangra	*Face to Face (via Zoom) discussion on the Dance pioneers of Trinidad and Tobago and their contribution to Dance. *Students are directed to view SLMS presentation on 'Heritage...Beryl Mc Burnie' *Students are instructed to complete the activity in the presentation and present their responses on the platform being used by the teacher.	https://learn.moe.gov.tt/mod/resource/view.php?id=7527

Form 2 Term 1		
Topic/Objective/Learning Outcome		
Healthy eating habits 1.2.30 Identify what constitutes a proper diet for dancers	* Face to Face discussion on Healthy Eating Habits for a dancer. *Students will be directed to peruse slides 22-27 of the presentation 'Identification, Prevention and Treatment of dance Injuries' found on the SLMS website. *Students will be required to form groups of **three** *via WhatsApp or Zoom) to work on the activity in the presentation. Presentations MUST be uploaded to the indicated platform and presented at next class.	Still to be uploaded
Dance positions in Turnout and Parallel Breathing Techniques Percussive and fluid energy *Compositional Structures - AB, ABA* **1.2.18** Use the introductory compositional structures of AB, ABA in movement sequences	*Face to Face (via Zoom) discussion on the topic and its uses in creating Dances. *Students will be directed to the SLMS website to view the presentation on 'Compositional Structures'. *Students will be guided to notate their AB and ABA structure to confirm their understanding.	https://learn.moe.gov.tt/mod/resource/view.php?id=8365

Form 2 Term 1		
Topic/Objective/Learning Outcome		
Astor Johnson Julia Edwards Tobago Jig, Kollatum, Joropo, Bongo, Sailor Mas, Jab Molassie	*Students will also be guided to record and present their AB and ABA structures. *These will both be presented on the preferred platform for the teacher.* *Teachers give a brief introduction of who is Astor Johnson and show excerpts of his works via shared screen. *Students will be directed to peruse the presentation on 'Heritage Astor Johnson' located on the SLMS website, and complete the activity within it. *Students will be required to present a synopsis on Astor Johnson and briefly explain their understanding of one of his dances.	https://learn.moe.gov.tt/mod/resource/view.php?id=7498

Form 3 Term 1		
Topic/Objective/Learning Outcome		
Prevention, Identification and Treatment of Dance Injuries	Students will be directed to peruse the presentation 'Identification, Prevention and Treatment of dance Injuries' found on the SLMS website. *Students will be required to complete all the activities within. These MUST be uploaded to the indicated platform and presented at next class.	Still to be uploaded

Healthy eating habits – Nutritious meals for dancers	From the presentation 'Identification.......Dance Injuries' on the SLMS website, students identify particular foods and the benefits they will have for nurturing a dancer.	Still to be uploaded
Research classical dance styles- Kathak, Ballet, Orrisi, Bele, Limbo, Quadrille, Ghadka, Kalinda, Jharoo	Display appropriate research techniques to identify the origin, steps, costuming, music, ritual/mood of **ONE** of the following Classical Dance Styles and **ONE** of the Folk Forms **Classical Dance Styles** Ballet, Classical Indian (Kathak, Orissi, Bharata Natyam) **Folk Forms** Bele, Limbo, Quadrille, Jharoo, Ghadka/Kalinda 1. Present group (5) lecture/demonstrations based on the Dance style and Folk form researched 2. Present and upload their compositions to the preferred platform. Engage in peer review	Links to be provided
Careers in Dance		

VAPA: Drama

2.1.17. Understand the nuances of diaphragmatic breathing techniques for voice control. (pg. 78)

[Topic reference numbers taken from NCSE VAPA Curriculum *Guide* https://www.moe.gov.tt/secondary-3/]

<table>
<tr><td colspan="3" align="center">Form 1 Term 1</td></tr>
<tr><td align="center">Topic/Objective/Learning Outcome</td><td align="center">Examples</td><td align="center">SLMS/OER Link</td></tr>
<tr>
<td>-Terms & terminology
2.1.1. Define terms- theatre, warm-up, cool down
2.1.2. Explain the concepts of performance tools- mind, body, voice, space (pg. 76)

-Body Warm-up
2.1.9 Understand the value of body warm up activities. (pg. 77)
2.1.10 Participate in body warm-up activities. (pg. 77)

-Safety in Drama
2.1.3. List and demonstrate safety practices in Drama activities- respect for personal and general/ public space, respect for medical issues, and differently abled. (pg. 76)

-Local Ring-games
2.1.4. Compile a list and describe local ring-games (pg. 76)
2.1.5. Apply knowledge of local ring games to group playing of games. (pg. 76)</td>
<td>-Students will view videoed examples of warm up, cool down
-Teacher will facilitate warm up and cool down exercises for synchronous and/or asynchronous participation by students
-Students will research and create a list of safety practices in Drama activities
-Students to conduct research on local ring games and how they are played
-Students to use individuals at home to demonstrate playing
-Students to make presentations on local games and social values

-Students to create and maintain a journal (ejournals can be explored)
-Students to present ideas on peer work
-Students to view video/ PowerPoint slides on types of theatres.</td>
<td>https://www.ket.org/education/resources/drama-glossary/

https://youtu.be/VjSlwttQ9KQ
https://youtu.be/VYyNNf4Gdx8</td>
</tr>
</table>

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
2.1.6. Make connections with content and methodology of local ring-games to develop awareness of social values (pg. 76-77) **-Reflection- Journals** 2.1.7. Use the analytical process to record reflections in journals- to reflect on and analyse their work and the work of others. (pg. 77) **-Theatre Spaces** 2.1.8. Draw simple labelled diagrams and describe Theatre spaces- proscenium, thrust, arena, traverse. (pg. 77) **-Trust** 2.1.11. Practice trust- building activities with peers. (pg. 78) 2.1.12. Develop trust through Drama activities. (pg. 78) **-Movement- variations** 2.1.13. Show variety in modes of movement using pace, levels, rhythm, directions, pathways. (pg. 78) **-Movement and Stillness** 2.1.14. Understand that drama can be created using the contrast between *movement* and *stillness*. (pg. 78)	-Students to view videoed trust exercises. -Teacher to facilitate/ demonstrate partnered trust exercises for synchronous and/or asynchronous participation by students *(using a partner available at home)* -Teacher to facilitate a movement exercise for synchronous and/or asynchronous participation by students -Students will view clips demonstrating drama created by movement and stillness. -Teacher to facilitate vocal warm up for synchronous and/or asynchronous participation by students -Students to participate in vocal warm up -Students to view videos of safe breathing techniques - Students to reflect on the value of listening in drama work -Teacher to facilitate projection exercises for synchronous and/or asynchronous participation by students -Teacher to facilitate an exploration of soundscapes for synchronous and/or asynchronous participation by students *(at home collaborations can be explored)* -Teacher will facilitate a body position exercise for synchronous and/or asynchronous participation by students -Students to view video on body positions	

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
-**Control of Body Movements** 2.1.16. Apply control of body movements using body shapes. (pg. 78) -**Safe Breathing Techniques** 2.1.17. Understand the nuances of diaphragmatic breathing techniques for voice control. (pg. 78) 2.1.19. Practice safe breathing techniques in preparation for voice and body activities. (pg. 78.) -**Voice *Warm-up* Exercises** 2.1.20. Understand the value of voice warm-up exercises. (pg. 79) 2.1.21. Practice safe voice warm-up exercises. (pg. 79) -**Listening Skills** 2.1.21. Understand and appreciate the value of listening in drama work for development of focus, concentration (pg. 79). -**Voice- Projection Skills** 2.1.22. Use the voice with effective projection. (pg. 79) -**Soundscapes**	-Teacher to facilitate group reflection on activities	https://youtu.be/y7EEMS9VPY8 https://youtu.be/Tc-_hoG4nec https://youtu.be/x4J487QtUIM

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
2.1.23. Collaborate with group members to compose sound effects using voice and body sounds. (pg. 79) **-Blocking- Body Positions** 2.1.24. Demonstrate an understanding of body positions on stage in relation to audience- profile, quarter-turns, full-front, full-back. (pg. 79) -**Oral Reflection** 2.1.30. Reflect on drama activities orally in large group sessions. (pg. 80)		

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Dramatisation of text • *Text analysis- Literature/ Drama text* • *Audition and casting* • *Responsibilities of crew* • *Character analysis and development* • *Rehearsal* • *Process/ Schedule* • *Stage setting* • *Blocking the play* • *Staging the play* • *Reflection- self & peer critique*		https://learn.moe.gov.tt/mod/resource/view.php?id=6282 https://learn.moe.gov.tt/mod/resource/view.php?id=5746 https://learn.moe.gov.tt/mod/resource/view.php?id=5744 https://learn.moe.gov.tt/mod/resource/view.php?id=5744 https://learn.moe.gov.tt/mod/resource/view.php?id=6281 https://learn.moe.gov.tt/mod/resource/view.php?id=6280

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
-**Festivals of Trinidad and Tobago** 2.2.1. Demonstrate an understanding of the range and value of festivals in the social landscape of Trinidad and Tobago (pg. 87) -**Character Development- *Motivation*** 2.2.2. Understand the value of *motivation* in character development. (pg. 87) -**Traditional Carnival Characters** 2.2.4. Demonstrate an understanding of Traditional Carnival Characters of Trinidad & Tobago (pg. 87-88) -**Greek, Medieval and Elizabethan Theatre** 2.2.5. Demonstrate an understanding of Greek, Medieval and Elizabethan theatre (pg. 87) -**Formal and Informal Theatre Spaces in Trinidad and Tobago** 2.2.6. Identify formal theatre spaces in Trinidad & Tobago 2.2.7. Identify examples of informal theatre spaces in Trinidad & Tobago 2.2.8. Relate features of Greek, Medieval and Elizabethan theatre spaces to theatre spaces in Trinidad & Tobago (pg. 88)	- Students to research various festivals -Students to present research using chosen online platform/ presentation method -Teacher to expound on *motivation,* its role and purpose - Students to research/ present research (using chosen online platform/ presentation method) on Traditional Carnival Characters - Students to research/ present research (using chosen online platform/ presentation method) on Greek, Medieval and Elizabethan Theatre. -Students to research theatres of Trinidad and Tobago -Teacher to facilitate an exploration of theatre spaces in Trinidad and Tobago -Teacher to facilitate character development exercises - Students to participate in character development exercises/ create videos demonstrating an understanding of non-verbal expressions. -Students to research the historical use of masks in theatre - Students to create a curated video of masks constructed.	

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
-Character Development- Nonverbal Expressions 2.2.9. Develop character using non-verbal expressions- gait, mannerisms, control, tension. (pg. 88) -**Masks** 2.2.10. Conceptualise and construct masks. (pg. 88) -**Costume Design** 2.2.11. Demonstrate an understanding of basic costume design. (pg. 88-89) **-Character Development- tone, texture, articulation and cultural speech patterns** 2.2.12. Develop character applying tone, texture, articulation and cultural speech patterns. (pg. 89) **-Models of Theatre Spaces** 2.2.13. Build model of a type of theatre space. (pg. 89) -**Genres in Drama** 2.2.14. Demonstrate an understanding of drama genres- comedy, tragedy, melodrama, farce. (pg. 90)	- Students to research the role of costume design and designer. -Students to design a costume, create an online portfolio and present work (using chosen online platform/ presentation method of delivery) -Students to create video of a reader's theatre performance (*solo performance or use of available persons at home*) demonstrating and understanding of tone, texture, articulation and cultural speech patterns. - Students to create a curated video of theatre space constructed. -Teacher to facilitate exploration of historical/ global genres (*use of video clips encouraged)* -Students to research/ present linkages of local drama with Greek theatre, Medieval passion plays, Elizabethan Theatre, African theatre, Sanskrit theatre, Japanese theatre. -Students to research videoed movie/ play excerpts demonstrating the conventions of flashforward and flashback for presentation. -Students to participate in group discussions facilitated or moderated by teacher *(oral and/or using an online platform)*	https://learn.moe.gov.tt/mod/resource/view.php?id=7131

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
-Link Genres of Drama in Trinidad & Tobago to Historical/ Global Genres 2.2.15. Link genres of drama in Trinidad & Tobago with Greek theatre, Medieval passion plays, Elizabethan Theatre, African theatre, Sanskrit theatre, Japanese theatre. (pg. 90) **- Flashback and Flashforward** 2.2.16. Define and describe flashback and flashforward as aspects of style in a story. (pg. 90) **-Elements of a Play** 2.2.17. Understand the elements of a play. (pg. 90) 2.2.18. Know that there is a range of scripted plays available. (pg. 90)	-Teacher to present the components of a play, the elements of a story, elements of storytelling and concept mapping - Students to create stories and/ or concepts - Students to complete online quiz	

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Integrated Arts Project **Technical Theatre** **-Set design and construction** 2.3.3. Design and construct set for a prepared dramatic production (pg. 93) **-Props** 2.3.4. Identify and select appropriate props for a dramatic production (pg. 93)	-Students to research and present the role and function of a given member of the production team *(oral and/or using an online platform)* -Teacher to facilitate online interaction by experts/practitioners *(where possible)*	

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
-Costume design and construction 2.3.5. Design and construct costume for a dramatic production (pg. 93) **-Lighting design and operation** 2.3.6. Design and operate lighting design/ effects for a dramatic production (pg. 93) **-Sound effects** 2.3.7. Create sound effects for a dramatic production (pg. 93) **-Stage management** 2.3.8. Develop a prompt book (pg. 93) **-Front of house**	-Teacher to guide student creation of an online performance -Students to work in groups *(using online services)* to create designs/ performances -Students to discuss designs for set, props, costume, lighting, sound -Students to create online documentation of process and designs *(journal/ portfolio/ prompt book)* - Students to provide feedback on peer work *(oral and/or using an online platform and/ or journal)*	

VAPA: Music

[Refer to NCSE VAPA Curriculum Guide https://www.moe.gov.tt/secondary-3/]

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Students will be able to: Rhythm 3.1.2 identify simple rhythmic patterns using semibreves, minims, crotchets and quavers 3.1.3 compose and perform simple rhythmic patterns using semibreves, minims and crotchets. 3.1.4 read and write simple rhythmic patterns in 2/4, 3/4 & 4/4 meters. 3.1.7 identify and perform strong and weak beats in simple duple, triple and quadruple pieces of music. 3.1.8 demonstrate the beat while performing simple rhythmic patterns. 3.1.11 compose and perform music in simple duple, triple & quadruple meter Melody/ Pitch 3.1.29 sing simple melodies using appropriate vocal techniques e.g. pronunciation, poise and breathing 3.1.30 Identifying parts of the staff 3.1.31 Identify name of notes on the treble and bass clef 3.1.33 perform the	Students will view videos and complete worksheets and games Students listen to various genres of music to clap the beat. Students view videos and follow lesson.	www.musictechteacher.com https://youtu.be/4vZ5mlfZlgk https://youtu.be/cHad-I5AJT0 https://youtu.be/mlZVQbFW0JA https://www.8notes.com/recorder/

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
scales of C & G major on a melodic instrument 3.1.33 perform the scales of C & G major on a melodic instrument (recorder) 3.1.42 Perform pieces on recorder and singing Dynamics 3.1.23 identify dynamic changes that can be large or small 3.1.24 recognize that dynamic changes may occur gradually.	Students view videos and complete worksheets identifying the stave, treble and bass clefs and the various pitches on both staves Students will go to site to learn fingering on recorder and attempt pieces to perform Students will listen to various pieces of music for dynamic changes	https://learn.moe.gov.tt/mod/resource/view.php?id=5327 https://youtu.be/le10tF_3YWg https://youtu.be/PMk-q5LCiAs https://youtu.be/gEI7uYOCQXo www.musictechteacher.com https://images.app.goo.gl/Xjt9hncs3HseNc3X6 https://youtu.be/2jqWRFkChTw https://www.8notes.com/recorder/ https://youtu.be/f96k2siTTpA https://youtu.be/uQkloIQlZ0I

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Students will be able to: Rhythm 3.2.1 identify simple rhythmic patterns using semibreves, minims, crotchets, quavers 3.2.3 read and write simple rhythmic patterns in 2/2, 3/2, 4/2 & 3/8 meters.	Students will view videos, PowerPoints and complete worksheets, games and exercises.	https://youtu.be/rf5rcXhGPps https://youtu.be/yTUXC_O2FI8 www.musictechteacher.com

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
3.2.5 identify and perform strong and weak beats in simple duple, triple and quadruple pieces of music. 3.2.6 demonstrate the beat while performing simple rhythmic patterns. 3.2.13 identify note symbols and their corresponding rests 3.2.14 identify and interpret simple time signatures. 3.2.15 perform pieces using the note symbols and rests stated above. 3.2.8 identifying meters that are simple duple, triple and quadruple Melody/Pitch 3.2.25 sing and perform simple melodies using appropriate vocal techniques 3.2.20 play the scales of D Major on recorder Timbre 3.2.32 Identify instruments according to families	Students will complete worksheets, games and exercises on instruments and view videos Students will listen to and perform simple songs and identify the sections. Students will view videos to learn and perform pieces on chosen melodic instruments and singing.	https://youtu.be/Wk43IDUQmTk www.musictechteacher.com https://learn.moe.gov.tt/mod/resource/view.php?id=5327 https://youtu.be/2jqWRFkChTw https://youtu.be/6pkCQu_ml-0 www.musictechteacher.com

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
Students will be able to: Rhythm	Students will view videos and perform along.	

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
3.3.4 identify and perform strong and weak beats in simple duple, triple and quadruple pieces of music. 3.3.5 demonstrate the beat while performing simple rhythmic patterns. 3.3.9 analyze and perform pieces demonstrating changes in tempo 3.3.10 state the relevant Italian terms 3.3.11 identify note symbols and their corresponding rests that are used in writing rhythmic patterns: semibreve, minim, crotchet and quaver and semi quavers 3.3.12 perform pieces using the note symbols and rest stated above Music Appreciation 2.3.40 Identify the personalities associated with each genre Performance 3.3.37 Perform pieces on melodic instrument of choice	Students view online lessons Students will identify local artistes in different genres of music and view videos or documentaries on same.	

VAPA: Visual Arts

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
• Art History and Appreciation 4.1.1 Define artifacts as found objects. 4.1.2 Recognise the importance of areas such as archaeology and art history. 4.1.3 Understand the function of art in the cave art era. **4.1.4** Produce their interpretation of a cave painting. 4.1.5 Explore the History of Art in Trinidad and Tobago 4.1.6 Discuss the art works of local artists and their influence on Art in Trinidad and Tobago e.g. Michel- Jean Cazabon.	Students can follow the instructions and complete the activities as stated in the link	https://learn.moe.gov.tt/course/view.php?id=388
• **Elements of Art and Design: Line, shape, form, space, colour, value, texture** 4.1.11 Define "lines" 4.1.12 Describe various types of lines 4.1.15 Explore and appreciate the expressive and creative qualities of line 4.1.17 Define "shape" and "form" 4.1.18 Name two- dimensional and three-dimensional shapes 4.1.20 Identify the shapes of objects from their environment	Students can follow the instructions and complete the activities as stated in the link	https://learn.moe.gov.tt/course/view.php?id=388

Form 1 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
4.1.21 Use various shapes and forms to create works of art 4.1.22 Define the terms hue, colour and value 4.1.23 Name primary and secondary colours 4.1.24 Become aware of how primary colours can be mixed to create secondary colours 4.1.25 Manipulate drawing and colour media to create various tones and value scales 4.1.26 Use primary and secondary colours to create a colour wheel 4.1.27 Use a combination of colours and values in creating works of art 4.1.28 Identify different types of texture in their surroundings 4.1.30 Manipulate drawing media to create and simulate textures of various objects in their surroundings.		

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
• Art History and Appreciation **4.2.1** Describe and discuss the characteristics of the Renaissance and Realism Movements	Students can follow the instructions and complete the activities as stated in the link	https://learn.moe.gov.tt/course/view.php?id=781

Form 2 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
4.2.2 Identify artists associated with Renaissance and Realism **4.2.3** Describe and discuss the characteristics of Impressionism & Expressionism **4.2.4** Identify artists associated with Impressionism and Expressionism **4.2.5** Explore the style of each movement		
• **Principles of Art and Design: Contrast, Variation, Emphasis, Movement, Rhythm, Repetition, Balance, Harmony, Unity** **4.2.7** Define and Identify *contrast*, *variation* and *emphasis* as used in works of art **4.2.8** Use contrast, variation and emphasis in their artwork **4.2.10** Define and Identify *movement*, *repetition* and *rhythm* as used in works of art **4.2.11** Depict movement, repetition and rhythm in their artwork **4.2.12** Define and Identify *balance*, *harmony* and *unity* as used in works of art **4.2.13** Use balance, harmony and unity in their artwork **4.2.14** Discuss the use of balance, harmony and unity in their artwork	Students can follow the instructions and complete the activities as stated in the link	https://learn.moe.gov.tt/course/view.php?id=781

Form 3 Term 1		
Topic/Objective/Learning Outcome	**Examples**	**SLMS/OER Link**
• Art History and Appreciation **4.3.1** Discuss the contribution of local artists (past and present) and their artworks. E.g. Contribution of Artist Carlisle Chang in the design of the Coat of Arms. **4.3.2** Develop a sense of appreciation for the contribution of local artist. **4.3.3** Analyze the impact of Caribbean culture on Visual Art and vice versa. **4.3.4** Identify Caribbean artists whose work has been influenced by culture **4.3.5** Describe and discuss the characteristics of Contemporary Art Movements. **4.3.6** Identify artists associated with Contemporary Art Movements		https://learn.moe.gov.tt/course/view.php?id=780
• ***Drawing-Portraiture** **4.3.22** Know and describe the average distances between the parts that make up the human face. **4.3.23** Engage in a study of their faces as well as others using direct observation. **4.3.24** Feel a sense of pride and project their identity when creating self-portraits • ***Colour Design -Photography** **4.3.28** Identify and describe different camera shots **4.3.29** Take photographs using different camera shots **4.3.30** Analyze the emotional value of the various camera shots and its importance **4.3.31** Identify the different types of lighting **4.3.32** Describe the effects of lighting in photography **4.3.33** Capture images in various lighting conditions	Students can follow the instructions and complete the activities as stated in the link	https://learn.moe.gov.tt/course/view.php?id=780 https://learn.moe.gov.tt/course/view.php?id=780

Technical and Vocational Education and Training- TVET (Technical, Business, CVQ) (Forms 4 and 5)

Subject (Example)	Tools for Implementation	Online Methodology	Recommendation
TVET Subjects (Business, Technical, CVQ)	Diagnostic tools	Look at the following to determine gaps • Scheme of Work • Delivery and Assessment Schedule (CVQ) • Record of Work Action Items • Create a Checklist (SBA/CVQ Portfolio) • Utilize Online Multiple Choice/ Structured test/Open book test	Pre-test/post-test on topics that should have been covered in Terms 1 & 2 of the 2019-2020 academic year. Review student portfolios & SBAs
	Theoretical content	Flipped Classroom (blended learning), instructional package, LMS Discussion groups	SBA requirement to guide curriculum implementation. Utilize research skills to fill gaps Encourage cooperative learning groups.
	SBA Development	Online submission and review Worksheets Group work (Virtual/Active) Compress curriculum to fit SBA implementation Online platform/classroom for SBA completion	SBA requirement to guide curriculum implementation

Subject (Example)	Tools for Implementation	Online Methodology	Recommendation
	Assessment and Delivery Schedule	Documentation Teacher Implementation Checklist	• Review assessment and delivery schedule • Group topics into clusters to aid the conduct of the IV and skill development
	Portfolio Development (CVQ)	Online submissions Development of timeline for completion of artifacts	Ensure photos are taken to represent artifacts/projects to prove/evidence of completion and encourage online storage Allocate time for face-to-face interaction with students for CVQ portfolio development
	Continuous Assessment	Online Software – Kahoot, Prezi, etcetera. Games, Worksheets Projects, Websites	To maximize teaching time by eliminating formal summative assessment

3.2 List of Learning Resources Found on the SLMS (Forms 1 to 3)

Subject	Form Level	Topic	Link to Learning Activities
English Language Arts	**1**	• Parts of Speech	**Preposition** https://learn.moe.gov.tt/mod/resource/view.php?id=2509
		• Adjectives	**Comparative & Superlative Adjective** https://learn.moe.gov.tt/pluginfile.php/241248/mod_resource/content/1/FINAL-%20Comparative%20and%20Superlative%20Adjective-%20Form%201.pdf
		• Types of Sentences	**Compound Sentences** https://learn.moe.gov.tt/pluginfile.php/65226/mod_resource/content/1/FINAL-Compound%20Sentences-FORM%201.pdf
		• Fact and Opinion	**Distinguishing between Fact and Opinion** https://learn.moe.gov.tt/pluginfile.php/301472/mod_resource/content/1/Fact%20and%20Opinion.pdf
		• Literary Devices	**Simile, Metaphor and Personification** https://learn.moe.gov.tt/pluginfile.php/299453/mod_resource/content/1/FINAL-Literary%20Devices-%20Simile%2C%20Metaphor%20and%20Personification-FORM%201.pdf
		• Character Traits	**Analysis of Character Trait** https://learn.moe.gov.tt/pluginfile.php/299455/mod_resource/content/1/Character%20trait.pdf
		• Writing Poetry	Expressing Self through Poetry https://learn.moe.gov.tt/pluginfile.php/299440/mod_resource/content/1/Expressing%20self%20through%20poetry.pdf

Subject	Form Level	Topic	Link to Learning Activities
		• Writing Poetry	**Writing Diamante Poems** https://learn.moe.gov.tt/pluginfile.php/317992/mod_resource/content/1/Writing%20Diamante%20Poems.pdf
		• Writing Poetry	**Writing Acrostic Poems** https://learn.moe.gov.tt/pluginfile.php/317993/mod_resource/content/1/Acrostic%20Poems.pdf
	2	• Writing Poetry	**Expressing self through poetry** https://learn.moe.gov.tt/pluginfile.php/299440/mod_resource/content/1/ Expressing%20self%20through%20poetry.pdf
		• Parts of Speech	**Conjunctions** https://learn.moe.gov.tt/mod/resource/view.php?id=2505
		• Character Development	**Character Development-Main Character** https://learn.moe.gov.tt/pluginfile.php/300948/mod_resource/content/1/Character%20Development.pdf
		• Grammar	**Double Negative- (Term 2)** https://learn.moe.gov.tt/pluginfile.php/317948/mod_resource/content/1/Double%20Negative.pdf
		• Literary Devices	**Alliteration, Assonance and Pun** https://learn.moe.gov.tt/pluginfile.php/300967/mod_resource/content/1/Literary%20Appreciation.pdf
		• Literary Elements	**Mood & Tone** https://learn.moe.gov.tt/pluginfile.php/317950/mod_resource/content/1/Mood%20and%20Tone.pdf
	3	• Character Trait	**Identifying Character Traits in a Story** https://learn.moe.gov.tt/pluginfile.php/317861/mod_resource/content/1/Character%20Trait.pdf
		• Narrative Writing	**Identifying Conflict in Stories**

Subject	Form Level	Topic	Link to Learning Activities
			https://learn.moe.gov.tt/pluginfile.php/351551/mod_resource/content/1/Conflict%20in%20Stories-Form%203.pdf
		• Narrative Writing	**Using Direct Speech in Stories- Power Point Presentation** https://learn.moe.gov.tt/course/view.php?id=428#section-1
		• Main Idea in Exposition	**Identifying the Main Idea in an Expository Paragraph** https://learn.moe.gov.tt/pluginfile.php/45897/mod_resource/content/1/Main%20Idea.pdf
		• Literary Device-Symbolism	**Investigating symbolism used in a poem** https://learn.moe.gov.tt/pluginfile.php/317865/mod_resource/content/1/Symbolism.pdf
Mathematics	1	• Number operations and number theory: Decimals • Number operations and number theory: Percentages • Geometry: Transformations • Algebra: Algebraic Equations • Number operations and number theory: Consumer Arithmetic	https://learn.moe.gov.tt/course/view.php?id=665
	2	• Geometry: Angles, Triangles and Parallel Lines	https://learn.moe.gov.tt/course/view.php?id=666

Subject	Form Level	Topic	Link to Learning Activities
		• Geometry: Geometric Drawings and Constructions • Statistics and Probability: Statistical Analysis • Statistics and Probability: Data Displays	
	3	• Algebra: Laws of Indices • Algebra: Simplifying Algebraic Expressions • Algebra: Factorisation of Algebraic Expressions • Algebra: Quadratics • Geometry: Polygon	https://learn.moe.gov.tt/course/view.php?id=667
Information Communication Technology (ICT)	1	• Curriculum and Teachers Guides for Lower School ICT Curriculum • Curriculum Framework for Form 1 ICT • Computers and Health • Green Computing • Input and Output devices • Types of Computer Software • Secondary Storage • Netiquette • Copyright and Fair Use	https://learn.moe.gov.tt/course/view.php?id=355
	2	• Curriculum and Teachers Guides for Lower School ICT Curriculum	https://learn.moe.gov.tt/course/view.php?id=440

Subject	Form Level	Topic	Link to Learning Activities
		• Curriculum Framework for Form 2 ICT • Spreadsheets – Percentages • Relative Cell Referencing • Absolute Cell Referencing • Steps in Problem Solving • Variables • Voice over Internet Protocol	
	3	• Curriculum and Teachers Guides for Lower School ICT Curriculum • Curriculum Framework for Form 3 ICT • Malware • Flowcharts • Arithmetic Operators • Relational Operators • Logical Operators • Types of Programming Constructs • Programming Constructs – Sequential	https://learn.moe.gov.tt/course/view.php?id=362
Physical Education	1	**Healthy Lifestyle Practices** • Definition of Physical Fitness • Health Related Components of Fitness	https://learn.moe.gov.tt/course/view.php?id=482

Subject	Form Level	Topic	Link to Learning Activities
		• Sport Related Components • Fitness Testing – Health Related Components • Fitness Testing – Sport Related Components • Factors Affecting Fitness **Safety Practices** • Definition and Causes of Sport Injuries • Types of Injuries – Soft Tissue • Types of Injuries – Hard Tissue • Prevention of Sport Injuries • Definition of First Aid and Components of First Aid Kit **History of Physical Education** • History of Physical Education 1 • History of Physical Education 2 • History of Physical Education 3 • History of Physical Education 4	

Subject	Form Level	Topic	Link to Learning Activities
		• History of Physical Education 6 **Dimensions of Wellness** • Definition of Wellness 1 • Definition of Wellness 2 • Dimensions of Wellness 1 • Dimensions of Wellness 2 **Safety Practices** • Safety Rules • Respect in Physical Education **Sport Skills** • History of Football	
	2	**Sports Skills** • Netball Court Areas • Netball Playing Positions **Body Systems** • Circulatory System Structured Questions • MCQ Respiratory System • MCQ Circulatory System • Circulatory System MCQ **Healthy Lifestyle Practices** • Healthy Lifestyle Practices Weight Management 1 • Healthy Lifestyle Practices Weight Management 2	https://learn.moe.gov.tt/course/view.php?id=516

Subject	Form Level	Topic	Link to Learning Activities
		• Healthy Lifestyle Practices Weight Management 3 • Healthy Lifestyle Practices Weight Management 4 • Cardio-Respiratory Endurance • Fitness Needs of different physical activities • Healthy Lifestyle Practices Stress Management 1 • Healthy Lifestyle Practices Stress Management 2 • Healthy Lifestyle Practices Stress Management 3 • Healthy Lifestyle Practices Stress Management 4 **Sport Skills** • Sport Skills – Basketball Dribbling • Sport Skills - Basketball • Sport Skills – Volleyball • Sport Skills – Football 1 • Sport Skills – Football 2 • Sport Skills – Football 3 • Sport Skills – Football 4	

Subject	Form Level	Topic	Link to Learning Activities
		• Sport Skills – Football 5 **Safety Practices** • Cool Down • Warm-up	
	3	**The Body Systems** • The Digestive System – Components • The Digestive System – Functions • The Digestive System – The Digestive process • The Nervous System - Components • The Nervous System - Functions • The Nervous System – The Neuron (pdf) • The Nervous System – Transmission of Messages • The Body Systems – Cardiovascular Disease **Healthy Lifestyle Practices** • Physical Fitness – Training Programmes • Physical Fitness – Training Programmes II • Physical Fitness – Effects of Alcohol on the Human Body	https://learn.moe.gov.tt/course/view.php?id=439#section-1

Subject	Form Level	Topic	Link to Learning Activities
		• Physical Fitness – Effects of Smoking on the Human Body • **Sport Skills** • Orienteering Skills (ppt) • The Map Scale and Compass • Sports Skills – Hockey – Goal Keeping in Hockey **Quiz** • Multiple Choice Digestive System • Multiple Choice Nervous System **Personal and Social Behaviour** • Teamwork **Safety Practices** • Management of Injuries	
Integrated Science	1	• Photosynthesis • Living Things • Cells • Movement of Substances in and out of Cells • Properties of Matter • Electricity • Forms of Energy • Newton's Laws of Motion • Pressure • Atomic Structure	https://learn.moe.gov.tt/course/view.php?id=371

Subject	Form Level	Topic	Link to Learning Activities
		• Process of Photosynthesis • Atoms, Elements and Molecules • Compounds and Mixtures • Element Symbols	
	2	• Stability of Objects • Heat and Temperature • Motion of a Body • Types of Heat Transfer • Breathing and Pulse Rate • Heterogenous Mixtures • Solutions • Digestion • Diet and Health • Physical and Chemical Changes • The Respiratory System • The Circulatory System • Separation Techniques • Heat Transfer • Types of Mixtures	https://learn.moe.gov.tt/course/view.php?id=376

Subject	Form Level	Topic	Link to Learning Activities
	3	• Absorption and Dispersion of Light • Effect of Magnetic Forces • Magnetic Effect of Current • Transmission of Light • Acids and Alkali • Excretion • Electronic Configuration • Naming Simple Covalent Compounds • Electricity • Reactions of Acids • Covalent Bonding • Communicable Diseases • HIV Infection	https://learn.moe.gov.tt/course/view.php?id=377
Social Sciences: Social Studies	1	• The Commonwealth Caribbean • Rights, Responsibilities and Freedom • Rights, Responsibilities and Freedom crossword puzzle and Responses	https://learn.moe.gov.tt/course/view.php?id=624
	2	• Tourism • Systems of Government • Built Heritage	https://learn.moe.gov.tt/course/view.php?id=552
	3	• Regional Integration • Economic Growth and Development • Work and Work Ethics	https://learn.moe.gov.tt/course/view.php?id=486

Subject	Form Level	Topic	Link to Learning Activities
Social Sciences: Geography	1	• The Location of the Caribbean Region • Name and locate the Caribbean territories and their capitals. • Elements of a Map • Cardinal Points • Eight Point Compass • Four-figure Grid Reference (1) • Four-figure Grid Reference (2) • Characteristics of Lines of Latitude and Longitude • Location of places using Lines of Latitude and Longitude • Using degrees and minutes to locate places • Use of Google Maps to Locate Places	https://learn.moe.gov.tt/course/view.php?id=624
	2	• The Physical Geography of Trinidad and Tobago • The Physical Environment – Features and Landforms • The Geography of Trinidad and Tobago: The Human Environment	https://learn.moe.gov.tt/course/view.php?id=552

Subject	Form Level	Topic	Link to Learning Activities
		- Use of Google Maps to locate human land-use - Inter-relationship between physical landforms and human land-use - Inter-relationship between the physical and human environment - Describe the main physical factors influencing human land-use - Population Distribution and Density (1) - Population Distribution and Density (2)	
	3	- Weather and Climate - Climatic Zones - Graphs - Interpretation of Weather Charts - Building a Volcano - The Soufriere Hills Volcano, Montserrat - Hurricanes – Part 1 - Hurricanes – Part 2 - Hurricanes – Part 3	https://learn.moe.gov.tt/course/view.php?id=486
Social Sciences: History	1	My History: Using Primary and Secondary Sources	https://learn.moe.gov.tt/course/view.php?id=624

Subject	Form Level	Topic	Link to Learning Activities
		• My History: Comparing Past and Present Generations • My History: The Contributions of Lord Harris • My History: The Independence of Trinidad and Tobago	
	2	• My Community: Economic Development of the Community (The Sugar Industry) • My Community: Historical Sites and Landmarks • My Community: Historical factors influencing the social development of the community • My Community: Influence of inter-island migration • My Community: Land as a symbol of Emancipation.	https://learn.moe.gov.tt/course/view.php?id=552
	3	• My Country: European Presence in Tobago • My Country: Emancipation and Mental Slavery	https://learn.moe.gov.tt/course/view.php?id=486

Subject	Form Level	Topic	Link to Learning Activities
		• My Country: Early challenges to the social order – The 1903 Water Riots • My Country: Elma Francois and Audrey Jeffers • My Country: Independence • My Country: Challenges to the Social Order – The 1970 Black Power Revolution	
Health and Family Life Education (HFLE)	1	• HFLE Journal - Coping with Emotions and Covid 19 • Income • Showing empathy with persons living with HIV • Sexually Transmitted Infections	https://learn.moe.gov.tt/course/view.php?id=480
	2	• Coping with Emotions and Covid-19	https://learn.moe.gov.tt/course/view.php?id=479
	3	• HFLE Journal - Coping with Emotions and Covid 19	https://learn.moe.gov.tt/course/view.php?id=478
Religious Education	1	• Beliefs and Concepts: World Religions, Faith Traditions, Belief Systems	https://learn.moe.gov.tt/course/view.php?id=552

Subject	Form Level	Topic	Link to Learning Activities
		o Introduction to World Religions, Faith Traditions and Belief Systems o Places of Worship o Symbols o Religion and the Arts	
	2	• Similarities and Differences: Personal Identity o Human Existence o Exploring Values and Virtues o My 'Place'	https://learn.moe.gov.tt/course/view.php?id=552
	3	• Living in Harmony: Ethics and Relationships o Prejudice and Stereotypes o Conflict Resolution	https://learn.moe.gov.tt/course/view.php?id=552
Spanish	1	• De dónde eres? • Los Países Hispanohablantes • Los Países Hispanohablantes - Answer sheet • Adjectives in Spanish • Family Members • Home, Family and Friends Flash Cards • Home Family and Friends Scramble	https://learn.moe.gov.tt/course/view.php?id=429

Subject	Form Level	Topic	Link to Learning Activities
		• Home, Family and Friends Scramble-answers • Home and Family Word Search • Home and Family Word Search Answer sheet • Descriptions of persons - Part 1 • Descriptions of persons - Part 2 • Descriptions of Persons - Part 3 • Cómo es tu personalidad • ¿Qué hora es? • Que hora es - activity • Que hora es - answer sheet • Expressing Likes and Dislikes • In the classroom • Answer sheet - In the classroom • Los Colores • Activity Sheets • Prepositions of place	
	2	• Expressing Likes and Dislikes • Sport • Tiempo Libre	https://learn.moe.gov.tt/course/view.php?id=752
	3	• En El Restaurante	https://learn.moe.gov.tt/course/view.php?id=519

Subject	Form Level	Topic	Link to Learning Activities
		• Vamos de compras - Las tiendasFile • Vamos de compras - la moneda	
Technology Education	1	• Engineering Technology – Draw Me • Biological Technology – How Beautiful • Engineering Technology – Keeping it Open • Engineering Technology – The Right Way • Biological Technology – My Video • Food Technology – Healthy Eating • Information and Communication Technology – Like my Game • Materials Technology – Reuse Me • Engineering Technology – Digital Chart	https://learn.moe.gov.tt/course/view.php?id=552
	2	• Engineering Technology – Plan for Home • Biological Technology – My Video • Entrepreneurship Technology -Making Money	https://learn.moe.gov.tt/course/view.php?id=552

Subject	Form Level	Topic	Link to Learning Activities
		- Materials Technology – Reuse Me - Food Technology – Healthy Eating - Information and Communication Technology – Like my Game	
	3	- Biological Technology – Home Grown - Engineering Technology – Plan for Home - Food Technology – Healthy Eating - Information and Communication Technology – Like my Game - Biological Technology – My Video - Materials Technology – Reuse Me - Design/Building Technology - Bored Game - Entrepreneurship Technology – Digital Money - Entrepreneurship Technology – Mind your Business	https://learn.moe.gov.tt/course/view.php?id=552

Subject	Form Level	Topic	Link to Learning Activities
		• Biological Technology – Hand Sanitizer • Biological Technology – Cycle of Presentations	
VAPA: Dance	1	• What is Dance • Elements, Body Awareness • Heritage, Beryl Mc Burnie • Heritage, Beryl Mc Burnie – Answer key	https://learn.moe.gov.tt/course/view.php?id=928
	2	• People Who Came • Tableau • Heritage, Astor Johnson	https://learn.moe.gov.tt/course/view.php?id=929
	3	• Technical Theatre • Three Roles of the Director • The Stage Manager • Stage Body Positions 1 & 2 • Stage Setting -Use of Levels • Use of Properties • Sound Effects	https://learn.moe.gov.tt/course/view.php?id=984
VAPA: Drama	1	• Stage Areas • Auditions & Casting • Creating Playbills • Character Analysis • The Rehearsal Process • Rehearsal Schedule	https://learn.moe.gov.tt/course/view.php?id=378

Subject	Form Level	Topic	Link to Learning Activities
		• Text Analysis • Characterization - Facial Expression • Stage Positions Reinforcement	
	2	• Stage Blocking • Stage Business • Flashback & Flashforward • Fast Forward and Slow Motion • Types of Drama • Costume Design • Costume Design Activity • Local Playwrights	https://learn.moe.gov.tt/course/view.php?id=757
	3	• Classical Dance Styles - Kathak • Stimuli • Compositional Structures	https://learn.moe.gov.tt/course/view.php?id=404
VAPA: Music	1	• Instrument Sounds • The Steel Orchestra	https://learn.moe.gov.tt/course/view.php?id=755
	2	• Folk Songs	https://learn.moe.gov.tt/course/view.php?id=756
	3	• Tempo Activity 1 • Tempo Activity 2 • Tempo Activity 3 • Analysis	https://learn.moe.gov.tt/course/view.php?id=818
VAPA: Visual Arts	1	• Space • Line • Shape • Form	https://learn.moe.gov.tt/course/view.php?id=388

Subject	Form Level	Topic	Link to Learning Activities
		- Colour - Colour 2 - Texture - Value	
	2	- Introduction to colour pencils - Face Mask - Painting from Literature - Textiles - Wall Hanging - Stencil Printing - Papier Mâché - Introduction to Fibre Arts	https://learn.moe.gov.tt/course/view.php?id=781
	3	- Extraction - Tie Dye Method - Extraction – Mask and Spray Method - Chain Stitch - Satin Stitch - Blanket Stitch - Intro to Batik I - Intro to Batik II - Desk Organizer set – Found materials - Sculpture	https://learn.moe.gov.tt/course/view.php?id=780

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 is 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	• Creation of printed resource packages. • Use of "drop off centres" (e.g. District Offices, Community Centres, religious establishments) for collection of printed resource packages.	• Principals can engage with relevant stakeholders who can volunteer with the dissemination of packages (e.g. PTA members, leaders, business personnel, community stakeholders etc.)	• Use of SMS (text messages) for announcements/ notifications
Scenario 2: Has access to devices but lacks internet connectivity	• 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	• 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.	• Find out from stakeholders 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	• Refer to solutions for scenario 1 • Provide the option for students / parents to commute to Community Centres with devices to access Internet.	• Solicit the assistance of stakeholders to provide refurbished computers/ smartphones to these students. • Collaborate with NGOs, stakeholders to donate devices to households	• 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'	• Apply same solutions as scenario 1 and scenario 2 in addition to using SMS for announcements notifications.	• Prepare packages for students and send a SMS notification to collect at designated locations.	• 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	• 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)	• Record lessons so students can assess at flexible times	• Investigate ways to provide devices (Smartphone, tablet or laptop) to these homes.
Scenario 6: Students who require remediation who have parental support	• Prepare packages to supplement students' learning. • See solutions to previous scenarios	• Collaborate with SSSD to liaise with those students and homes to provide additional support	• 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	• Send voice notes via WhatsApp indicating the week's assignments to parents if they have smart phones with data,	• Encourage peer support groups (via telephone/social media etc.) for both parent and students separately.	
Scenario 8: Households that are under quarantine	• Arrange to have materials mailed (either electronically or via TTPost) to the household.	• Communicate via What's App/Text messages	
Scenario 9: Students who live in unsafe environments (without internet access and/or devices)	• Arrange for instructional packages to be picked up at designated locations (e.g. community centres).	• Seek partnership with community /police youth clubs/PTA	• 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.	• Engage students in hands on and performance-based activities.	• 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.	• Differentiate instruction to ensure that they are engaged. • Place students in peer groups to support one another.

Section 5

5.1 Suggestions for Timetables for Online Teaching

The following recommendations are made:

- 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 twenty-five to thirty-five (25 - 35 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 form level.
- Indicate in timetable what classes are synchronous and asynchronous.
- Ensure that teachers either email or upload learning activities to compensate for loss of teaching time for each subject because of the online mode of delivery.
- Ensure that all teachers get to meet their classes online real-time 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 early sessions on the first day as much as possible with the IT teacher or a teacher who can guide students through using portals decided upon. Each teacher can take responsibility to do this as well.

Proposed Timetable Guides- 10 Day Cycle Secondary

- Minimum of 4 sessions per day
- Proposed Timetable Guidelines – Secondary – 1-hour sessions

	8:30-9:30	9:30-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-1:30	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							

Proposed Allocation of Sessions for each subject at Lower School

Forms 1-3	No of Sessions
Mathematics	5
English	5
Social Sciences (2 Social Studies, 1 History, 1 Geography 2 HFLE or 1 HFLE and 1 Religious Education	6
Science	5
Spanish	4
VAPA	4
Tech Ed	3
IT	4
PE	3
Guidance Officer	1

Upper School Form 4-5

Approx. 8 subjects	40 sessions per cycle	4 sessions per subject

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	☐ No evidence of Lesson Planning is observed	☐ Teacher demonstrates clear signs of planning and organization, and follows a logical flow.	☐ Teacher includes student interaction with peers, content, and teacher.	☐ Teacher includes instruction, formative assessment and reflection.
Communication of clear learning goals	☐ Learning goals/outcomes are not communicated or is inappropriate/unrealistic for the lesson.	☐ Teacher clearly identifies realistic learning goals for the class session.	☐ Teacher clearly connects the learning goals for the class session to the course learning objectives.	☐ Teacher clearly identifies the learning goals for each instructional activity, and connects them to the learning objectives.
Time management: Start and end of class	☐ More than 10 minutes late	☐ 6 – 10 minutes late	☐ 0 - 5 minutes late	☐ On time
Planned sections of the class.	☐ Inadequate	☐ Barely adequate	☐ Adequate	☐ Adequate and well structured
Time spent on non-instructional activities.	☐ Inadequate	☐ Barely adequate with little guidance	☐ Adequate with some guidance	☐ Adequate and well structured
Screen time (uses a combination of on and off-screen activities)	☐ Non-compliant with guidelines	☐ Barely compliant with guidelines	☐ Compliant with guidelines but struggles to manage both on and	☐ 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)	☐ No evidence of preparation	☐ Some preparation is evident	☐ Adequately addresses technology issues as they arise	☐ Competently addresses technology issues as they arise
Relevance of technology	☐ Not appropriate	☐ Some technologies selected are relevant	☐ Selected technologies are relevant	☐ Selected technologies are relevant and well-integrated into lesson
LEARNING ENVIRONMENT				
Classroom management	☐ Teacher ignores disruptive student behaviors.	☐ Teacher treats all students equitably and fosters positive behaviors.	☐ Teacher has established behavioral norms/rules (mute off, raised hands, use of chats) that foster a positive and inclusive environment	☐ Teacher uses practices that increase students' motivation and foster a growth mindset
Communication	☐ Teacher displays a negative attitude in tone, expression or language	☐ Teacher volume, pace, and diction allow observer to follow the class session	☐ Teacher avoids distracting mannerisms or speech patterns, such as filler words	☐ Teacher is engaging, responsive, and constructive in both tone and content of their speech
Presentation	☐ Teacher does not use, or uses inappropriate, visual support for presentation and/or examples/illustrations.	☐ Teacher provides visual support for verbal presentation and uses concrete examples/ illustrations to clarify content.	☐ Teacher cites sources for content discussed.	☐ Teacher follows accessibility best practices by verbally describing and/or captioning any images used in presentation.

CRITERIA	Emerging	Functional	Proficient	Expert
INSTRUCTIONAL CONTENT				
Knowledge of subject	☐ Teacher does not appear to understand subject content.	☐ Teacher demonstrates some knowledge in subject content	☐ Teacher shows high level of competency in the subject content	☐ Teacher answers questions confidently, clearly, and simply.
Formative assessment/feedback	☐ Teacher provides little or no feedback	☐ Teacher provides some constructive and encouraging feedback	☐ Teacher provides comprehensive feedback that encourages students.	☐ Teacher provides comprehensive feedback that will assist students in improving their performance and encourages reflection on lesson content.
STUDENT ENGAGEMENT				
Appropriate content or knowledge	☐ Content is too easy or difficult for student knowledge level.	☐ Content is aligned with the curriculum and objectives of the lesson.	☐ Teacher engages students in higher-order thinking skills for part of the class time.	☐ Teacher spends the majority of class time leading students in higher-order thinking activities.
Active learning	☐ Teacher uses no active-learning exercises.	☐ Class contains at least one active-learning exercise to apply content.	☐ Teacher uses active learning exercise for less than 50% of the class	☐ Where appropriate, teacher encourages student use of technology to facilitate active learning.

SUMMARY (List the rating for each of the criteria observed)	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	

CRITERIA	Emerging		Functional		Proficient		Expert	
	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) and secondary schools (2016). 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/Evsm-OMKwkFGpuOQIlTGG_4Bgc425_UQLCbutdzAJQLn6g?e=hSmjyW.

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 Heads of Department (HoD) and teacher can 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 the use of the 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 the 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.

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Appendix I – List of Online Assessment Tools

1. [Animoto](#) Gives students the ability to make a short, 30-second share video of what they learned in a lesson.
2. [Answer Pad](#) Allows teachers to capture data from students using the web or the app. Ideal for the flipped or blended classroom.
3. [AnswerGarden](#) A tool for online brainstorming or polling, educators can use this real-time tool to see student feedback on questions.
4. [AudioNote](#) A combination of a voice recorder and notepad that captures both audio and notes for student collaboration.
5. [Backchannel Chat](#) This site offers a teacher-moderated version of Twitter. An extension of the in-the-moment conversation might be to capture the chat, create a tag cloud, and see what surfaces as a focus of the conversation.
6. [Biblionasium](#) This online, safe, and simple book network allows teachers to view books students have read, create reading challenges, and track progress. Students also can review and recommend books to their peers.
7. [BrainPOP](#) Use videos on countless topics to shape your lesson plan, then rely on BrainPOP quizzes to see what stuck.
8. [Buncee](#) A creation and presentation tool that helps students and teachers visualize, communicate, and engage with classroom concepts and ideas.
9. [Chatzy](#) Use Chatzy to support back channel conversations in a private setting. These live chats make great companions to classroom discussion, provide exit tickets, or keep a discussion going after the class is over.
10. [ClassKick](#) This app allows teachers to post assignments for students, so both the teacher and peers can provide feedback on the assignment. Students can monitor their progress and work.
11. [Coggle](#) A mind-mapping tool designed to understand student thinking.
12. [Conceptboard](#) This software facilitates team collaboration in a visual format, similar to mind mapping, but using visual and textual inputs.
13. [Crowdsignal](#) Quick and easy way to create online polls, quizzes, and questions. Students can use smartphones, tablets, and computers to provide their answers, and information can be culled for reports.

14. Dotstorming A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.

15. EdPuzzle Use video to track student understanding.

16. Educreations Whiteboard A whiteboard app that provides students the tool to share understanding and comprehension.

17. Edulastic Allows teachers to create standards-aligned assessments quickly and get instant feedback from students to adjust learning.

18. Five Card Flickr Designed to foster visual thinking, this tool uses the tag feature from photos in Flickr.

19. Flipgrid This tool lets students use 15-second to 5-minute videos to respond to prompts. Teachers and peers can provide feedback.

20. ForAllRubrics This software is free for all teachers and allows you to import, create, and score rubrics on your tablet or smartphone. You can collect data offline, compute scores automatically, and print or save the rubrics as a PDF or spreadsheet.

21. Formative This online, all-student response system provides teachers the opportunity to assign activities to students, receive the results in real time, and then provide immediate feedback to students.

22. FreeOnlineSurveys Allows teachers to create surveys, quizzes, forms, and polls quickly and easily.

23. Gimkit A handy resource for creating real-time quizzes. It was created by a high school student!

24. Google Forms A Google Drive app that allows you to create documents that students can collaborate on in real time using smartphones, tablets, and laptops.

25. GoSoapBox Free for less than 30 students, this all-student response system works with the Bring Your Own Device (BYOD) model, so no charge for a clicker. One of the most intriguing features for me is the Confusion Meter.

26. iBrainstorm This app allows students to collaborate on projects using a stylus or their finger on screen.

27. IXL Personalize learning and get real-time diagnostic information on what students understand and where they could use more help.

29. [Kahoot!](#) A game-based classroom response system, where teachers can create quizzes using internet content.
30. [Kaizena](#) An online tool for providing students with real-time feedback on their digitally uploaded work. Teachers can highlight or speak to give verbal feedback and attach teacher-created, reusable resources.
31. [Lino](#) A virtual cork board of sticky notes so students can provide questions or comments on their learning. These can be used like exit tickets or during the course of a lesson.
32. [Mentimeter](#) Allows you to use mobile phones or tablets to vote on any question a teacher asks, increasing student engagement.
33. [Micropoll](#) A great tool for quickly creating polls and analyzing responses. Polls can be embedded into websites as well.
34. [Miro](#) Teachers can invite students and collaborate with the whole class in real time.
35. [Naiku](#) Teachers can easily and quickly create quizzes that students can answer using their mobile devices. Great for checking for understanding before and after a lesson.
36. [Nearpod](#) This tool is nice in that you can not only gather evidence of student learning, like an all-student response system, but also create differentiated lessons based on the data you collected.
37. [Obsurvey](#) Create surveys, polls, and questionnaires quickly and easily.
38. [Padlet](#) Provides an essentially blank canvas for students to create and design collaborative projects. Great for brainstorming.
39. [Pear Deck](#) Plan and build interactive presentations that students can participate in via their smart device. It offers unique question types.
40. [Peergrade](#) A platform that allows teachers to create assignments and upload rubrics. Students upload work and are anonymously assigned peer work to review according the rubric.
41. [Piazza](#) A platform that allows teachers to upload lectures, assignments, and homework; pose and respond to student questions; and poll students about class content. This tool is better suited for older students as it mimics post-secondary class instructional formats.
42. [PlayPosit](#) An interactive video and assessment tool that allows teachers to add formative assessment features (pauses and questions) to survey what students know about the topic. Teachers choose from a library of video content from popular sites such as YouTube, Vimeo, and others.
43. [Plickers](#) Allows teachers to collect real-time formative assessment data without the need for student devices. Perfect for the one-device classroom.

44. Poll Everywhere Teachers can create a feedback poll or ask questions. Students respond in various ways, and teachers see the results in real-time. With open-ended questions, you can capture data and spin up tag clouds to aggregate responses.

45. Pollmaker A popular polling tool that has some unique features, such as allowing multiple answers to one question.

46. ProProfs Build and test knowledge with quick quizzes, polls, and surveys.

47. Quia Teachers can create games, quizzes, surveys, and more, and they can also access a database of existing quizzes from other educators.

48. Quick Key Helps teachers with accurate marking, instant grading, and immediate feedback for better student engagement.

49. QuickVoice Recorder Allows you to record classes, discussions, or other project audio files. You can sync your recordings to your computer easily for use in presentations.

50. Quizalize A great tool that allows teachers to easily create quizzes and homework for students. Teachers can then see how the students did and identify areas for improvement.

51. Quizizz Create quizzes to assess learning—and include your students in the quiz-writing process.

52. Quizlet Create flashcards, tests, quizzes, and study games that are engaging and accessible online and via a mobile device.

53. RabbleBrowser An app that allows a leader to facilitate a collaborative browsing experience.

54. Random Name/Word Picker This tool allows the teacher to input a class list and facilitates random name picking. You can also add a list of keywords and use the tool to have the class prompt a student to guess the word by providing definitions.

55. Remind A tool that allows teachers to text students and stay in touch with parents.

56. Seesaw This tool helps teachers improve parent communication and makes formative assessment easy, while students can use the platform to document their learning.

57. ShowMe Interactive Whiteboard Another whiteboard tool that students and teachers can use to check understanding.

58. Socrative Exercises and games that engage students using smartphones, laptops, and tablets.

59. Spark This app from Adobe allows teachers to add graphics and visuals to exit tickets.

60. Spiral A quick tool that gives teachers access to formative assessment feedback.

61. Survey Hero A tool that allows teachers to quickly and easily build questionnaires and surveys.

62. SurveyMonkey Teachers can create and deliver online polls and surveys.

63. SurveyPlanet Another survey creation tool that teachers can use to gauge student learning.

64. Tagxedo A tag cloud generator that allows you to examine student consensus and facilitate dialogue.

65. Triventy A quiz game platform that allows teachers to create quizzes students take in real time. These live quizzes provide teachers with real-time data on student understanding of classroom concepts. Students need individual devices to respond to quiz questions.
66. Typeform A poll creation tool that lets teachers add in graphical elements.
67. Verso Described as a feedback tool, this app allows teachers to set up learning using a URL. Space is provided for directions. Students download the app and input their responses to the assignment. They can then post their comments and respond to the comments of others. The teacher can group responses and check engagement levels.
68. Vocaroo A service that allows users to create audio recordings without the need for software. You can easily embed the recording into slide shows, presentations, or websites. Great for collaborative group work and presentations.
69. VoiceThread Allows you to create and share conversations on documents, diagrams, videos, pictures, or almost anything. This facilitates collaborative student discussion and work.
70. Voxer Consider using this voice recording tool as a way to let students listen and self assess their ideas and assignments. You can send recordings to parents so they can hear how their students are doing, let students chat about their work, or provide feedback to students.
71. Wordables The Word Cloud Guessing Game. This app allows you to elicit evidence of learning or determine background knowledge about a topic. These word clouds are pictures composed of a cloud of smaller words that form a clue to the topic.
72. WordArt This word cloud generator has an added feature that allows the user to make each word an active link to connect to a website you determine.
73. Wordle Generates tag clouds from any entered text to help aggregate responses and facilitate discussion.
74. XMind A mind-mapping software for use on computers and laptops.
75. Yacapaca Allows teachers to create and assign quizzes with ease.
76. Zoho Survey Teachers can create surveys that students can access and take using mobile devices. Teachers can see results in real time.