



Government of the Republic of Trinidad and Tobago

**MINISTRY OF EDUCATION**

# PRIMARY SCHOOL CURRICULUM FOR ACADEMIC YEAR 2020-2021

## Sample Term II topics

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## INTRODUCTION

This document is intended to **focus on providing examples of how the curriculum may be delivered through blended learning.**

The **content** from which the examples are to be developed are selected from **outcomes recommended for term II.**

## BLENDED LEARNING

Blended learning utilises a combination of off-line and online learning approaches to provide instruction for the same students, studying the same content for the same subject.

### **What are some blended learning approaches?**

#### **1. Face-to-Face**

This model is what all teachers are accustomed to that allows students and teachers to share more high-value instructional time. Class time is used for higher-order learning activities such as error analysis, modelling and clarification of misconceptions, while activities to re-inforce what has been taught in class is given as homework.

#### **2. Online and Distance Learning**

This mode of instruction may take place on an online platform but attempts to reach students who cannot be physically present at school.

*Online learning* can take place asynchronously or synchronously.

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

*Distance learning* may not necessarily be online. Teachers can prepare packages of hard copy materials including content information for study and assessment materials such as project assignments and worksheets. These packages can be distributed to students, either face-to-face or using established collection procedures.

### 3. The Flipped Classroom

The flipped classroom reverses the traditional class structure of learning the content or concepts in class and completing homework activities at home. The main goal of the flipped classroom is to relegate the traditional in-class information delivery to pre-class preparation, with the goal to make in-class instruction more interactive. Students in flipped classes complete activities that enable them to grasp concepts and understand content before coming to the classroom. Such online activities can include viewing a video online, reading from textbook or power point presentation. They then come to class to complete activities such as group work, projects or other exercises where the teacher assist students in deepening the learning experience, as they apply concepts learnt.

### 4. Rotation

In this model, **students rotate learning on a fixed schedule or at the discretion of the teacher between learning modalities where it is recommended that least one rotation is on-line. Rotation learning allows** students to receive guidance from a teacher and to a certain extent set the pace of their own learning. It also allows students the opportunity to work at a level that best suits them, while still connecting via face to face with a teacher and other students on a regular basis. It will assist in social distancing and effectively promotes differentiated instruction.

Rotation Based Model can be categorised as follows:



- a. *Station Rotation* - In the rotation station model, students move between learning stations within the classroom space or group of classrooms. The students in the class is divided into smaller groups as they move through the stations and at least one of the stations, learning is done using an online learning modality. The students are also engaged in different types of activities at the varying stations.
- b. *Individual Rotation* - In the individual rotation model, a student rotates through learning modalities on a customized schedule. Each student has a schedule of individualized tasks and rotates accordingly.
- c. *Lab Rotation* -. In the Lab Rotation model, students rotate from in class activities to a computer lab for the online-learning station.

## ASSESSMENT

In most cases, the suggested assessment is incorporated into one or more of the blended learning approaches. However the following subjects identified strategies that may be utilised along with any of the blended learning approaches.

- Spanish  
Simple oral questioning  
Formative Assessment: Teacher observation of student practice at different levels (whole class, group, pair, individual).  
Review and practice are embedded in video activity on SLMS
- Drama - Assessment:  
Frequency of assessment- continuous  
Forms of assessment to be used: participation, performance, soundscapes and e-journals (pictures, recordings voice and/or video and any other artefact).

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# SAMPLE TERM II TOPICS BY SUBJECT

# AGRICULTURAL SCIENCE

## INFANT 1

Learning Outcomes	Suggested Blended Learning Approaches Term 2		
	Face to Face	Online/ Distance Learning	Flipped Classroom
5.1.1 Identify places where animals are reared for food.	<p><i>Teacher refers to video of “Old McDonald Had a Farm” to introduce types of animals reared on a farm to students, then engages students in discussions about places where animals are reared for food.</i></p> <p>Follow link to YouTube video: <a href="https://www.youtube.com/watch?v=_6HzoUcx3eo">https://www.youtube.com/watch?v=_6HzoUcx3eo</a></p> <p><i>Teacher places students in collaborative pairs for “Think –Pair –Share” activity then works with students to produce a KWL chart to focus on the following topic:</i></p> <p>Types of animal farms and their products.</p>	<p><b>READ:</b> (Activity 2): <a href="https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from/food-origins/">https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from/food-origins/</a></p> <p><b>REVIEW:</b> Blippi Farm Tour   Farm Animals and Vegetables for Kids</p> <p><a href="https://www.youtube.com/watch?v=Dqq4H6JsP5A&amp;t=685s">https://www.youtube.com/watch?v=Dqq4H6JsP5A&amp;t=685s</a></p> <p><b>RESPOND:</b> <b>Assessment:</b> <i>1. Teacher uses an online platform to engage students in discussions, guided by the following:</i> Name two places where animals are reared for food</p> <p>Describe two benefits of having animal farms <i>2. Students draw their favourite farm animal and the products they enjoy from this animal</i></p>	<p><b>At home, EXPLORE:</b> Using text, a search engine such as Google Chrome, Flickr or Microsoft Edge, conduct a search for images of relevant pictures of types of animal farms</p> <p>Save a minimum of six (6) photos</p> <p><i>At school: Assessment</i> <i>Create and print a photo collage of the pictures collected that highlights places where animals are reared for food.</i></p>

Learning Outcomes	Suggested Blended Learning Approaches Term 2		
	Face to Face	Online/ Distance Learning	Flipped Classroom
4.1.1 Understand the modes of transportation of food, locally and internationally.	<p><i>Teacher prepares a PowerPoint to illustrate: Modes of transportation of food, locally and internationally.</i></p> <p><i>Teacher places students in collaborative groups and guide students in a 'jig-saw' activity. Each group is given a different mode of transportation to discuss and present to the class.</i></p>	<p><b>READ:</b>  <a href="https://www.actionforhealthykids.org/activity/farm-to-table-a-play-on-farm-to-school-at-home/">https://www.actionforhealthykids.org/activity/farm-to-table-a-play-on-farm-to-school-at-home/</a></p> <p><b>REVIEW:</b>            How Do We Get Our Food? Farming Industry. Science For Kids  <a href="https://www.youtube.com/watch?v=v7HNTGXwQd0">https://www.youtube.com/watch?v=v7HNTGXwQd0</a></p> <p><b>RESPOND:</b>  <i>Assessment 1: Teacher uses an online platform to engage students in discussions, guided by the following:</i>            How does food get from the farm gate to the dinner plate?  <i>Assessment 2: Teacher produces an online quiz on 'Kahoot' to assess students' knowledge relating to the topics covered</i></p>	<p>At home, <b>EXPLORE:</b>            Using text, a search engine such as Google Chrome, Flickr or Microsoft Edge, Sequence pictures in a flow diagram to illustrate the journey from farm to home of: (i) a local food, and (ii) a food produced in a foreign country.</p> <p><i>At school: Assessment</i></p> <p><i>Students create a map showing the journey of their favourite food/ingredients from the farm to their home.</i></p>

# STANDARD 1

Learning Outcomes	Suggested Blended Learning Approaches Term 2		
	Face to Face	Online/ Distance Learning	Flipped Classroom
4.1.1 Describe the agricultural folklore practices of our ancestors.	<p><i>Teacher role plays or invites an elder or farmer (in person or virtually) to speak to students about some common agricultural folklore practices such as:</i></p> <p>Placing a nail in a tree to cause it to produce fruit. Companion gardening (corn and peas) Not picking fruit from trees after 6pm without asking permission from the tree Gardening by the moon (lunar cycles)</p> <p><i>Teacher places students in collaborative groups to discuss one agricultural folklore practice per group and students share their ideas using a KWL chart.</i></p>	<p><b>READ:</b> <a href="https://www.farmersalmanac.com/why-garden-by-the-moon-20824">https://www.farmersalmanac.com/why-garden-by-the-moon-20824</a></p> <p><b>REVIEW:</b> Gardening by the phases of the moon</p> <p><a href="https://www.youtube.com/watch?v=J9A-OvvGEXI">https://www.youtube.com/watch?v=J9A-OvvGEXI</a></p> <p><b>RESPOND:</b> <i>Assessment: Teacher uses an online platform to engage students in discussions, guided by the following:</i> Why do some people garden by the moon?</p>	<p>At home, <b>EXPLORE:</b> Using text, a search engine such as Google Chrome, Flickr or Microsoft Edge, record at least one ancestral folk practice using one form of media</p> <p><i>At school: Assessment</i> <i>Interview an elder in your home or community about an agricultural folklore practice and why was it carried out. Record the interview using one form of media. Use this information to complete the L component of the KWL chart.</i></p>

## STANDARD 2

Learning Outcomes	Suggested Blended Learning Approaches Term 2		
	Face to Face	Online/ Distance Learning	Flipped Classroom
2.1.1 Explain how to rear fishes, employing good environmental practices.	<p><i>Teacher gathers all materials and demonstrates the steps involved in setting up an aquarium while adhering to proper safety measures and good environmental practices. Teacher places students in collaborative groups and provide each group with simulated materials (cardboard cutouts) and allow them to demonstrate the steps involved in setting up an aquarium.</i></p> <p><i>Resource for cut outs:</i>  <a href="https://www.dreamstime.com/illustration/paper-aquarium.html">https://www.dreamstime.com/illustration/paper-aquarium.html</a></p> <p><i>Teacher creates a roster for each group to share responsibilities for the care and maintenance of the fishes and their habitat</i></p>	<p><b>READ:</b>  <a href="https://www.coolkidfacts.com/fish-facts/">https://www.coolkidfacts.com/fish-facts/</a></p> <p><b>REVIEW:</b>          Aquarium Starter Kit Fun with Alanna!</p> <p><a href="https://www.youtube.com/watch?v=fFJrGLrEXA">https://www.youtube.com/watch?v=fFJrGLrEXA</a></p> <p><b>RESPOND:</b>  <i>Assessment 1: Teacher uses an online platform to engage students in discussions, guided by the following:</i>          What are the steps involved in setting up an aquarium?  <i>Assessment 2: Students use drawing software to draw their favourite fish and share their drawings with the class.</i></p>	<p>At home, <b>EXPLORE:</b>          Rear a fish, real or virtual, using good environmental practices.</p> <p><i>At school: Assessment</i>  <i>Create a poster on how to rear fishes showing the steps involved in rearing fishes as well as good environmental practices when rearing fishes.</i></p>

## STANDARD 3

Learning Outcomes	Suggested Blended Learning Approaches		
	Face to Face	Online/ Distance Learning	Flipped Classroom
2.1.1 Explore the use of appropriate agricultural technologies to grow plants.	<p><i>Teacher refers to videos of different types of agricultural technologies used in modern agriculture.</i></p> <p><i>Follow link to YouTube videos:</i></p> <p>6 Main Types of Hydroponic Systems:  <a href="https://www.youtube.com/watch?v=voPAT-RW-mI">https://www.youtube.com/watch?v=voPAT-RW-mI</a>            Controlled agriculture  <a href="https://www.youtube.com/watch?v=8J03YCoysmc">https://www.youtube.com/watch?v=8J03YCoysmc</a></p> <p>Self-watering planters  <a href="https://www.youtube.com/watch?v=maoWthQVo94">https://www.youtube.com/watch?v=maoWthQVo94</a></p>	<p><b>READ:</b>            Hydroponics for Kids: Build a 2 Litre Bottle Garden  <a href="https://www.epicgardening.com/hydroponics-for-kids/">https://www.epicgardening.com/hydroponics-for-kids/</a></p> <p><b>REVIEW:</b>            Soda Bottles: Three Ways to Re-use as Self-Watering Planter  <a href="https://www.youtube.com/watch?v=7qBV C5fRTX0">https://www.youtube.com/watch?v=7qBV C5fRTX0</a></p> <p><b>RESPOND:</b>  <i>Assessment: Teacher uses an online platform to engage students in discussions, guided by the following:</i>            What are the steps involved in creating a soda bottle, self-watering garden?</p>	<p>At home, <b>EXPLORE:</b>            Research the use of a minimum of three selected agricultural technologies - controlled agriculture, SWGB technology and hydroponics – using ICT, links from Web Quest or any other media.</p> <p><i>At school: Assessment</i></p> <p><i>Create a simple wick planting system for growing a plant of your choice using recycled materials. Record the growth of plant using a table, pictures or drawings</i></p>



## STANDARD 4

Learning Outcomes	Suggested Blended Learning Approaches		
	Face to Face	Online/ Distance Learning	Flipped Classroom
2.1.2 Understand how to rear one class of farm animals (for example- poultry, rabbits), employing good environmental practices.	<p><i>Teacher gathers all materials and demonstrates the steps involved in setting up a simple chicken coop or a rabbit hutch while adhering to proper safety measures and good environmental practices.</i></p> <p><b><u>If resources are not available teacher may create a PowerPoint to illustrate the above.</u></b></p> <p><i>Teacher places students in collaborative groups and provide each group with simulated materials (cardboard cutouts) and allow them to demonstrate the steps involved in setting up a simple chicken coop or a rabbit hutch</i></p>	<p><b>READ:</b> A beginner's guide to raising chickens  <a href="https://www.almanac.com/news/home-health/chickens/raising-chickens-101-how-get-started">https://www.almanac.com/news/home-health/chickens/raising-chickens-101-how-get-started</a>            Beginner's Guide to Pet Rabbit Care  <a href="https://www.vetcarepethospital.ca/beginners-guide-to-pet-rabbit-care/">https://www.vetcarepethospital.ca/beginners-guide-to-pet-rabbit-care/</a></p> <p><b>REVIEW:</b> Chickens! Learn about Chickens for Kids  <a href="https://www.youtube.com/watch?v=wYKJkHcaMzE">https://www.youtube.com/watch?v=wYKJkHcaMzE</a>            How I take Care of My Pet Rabbit: Routine and Care  <a href="https://www.youtube.com/watch?v=_Z2J65cGShk">https://www.youtube.com/watch?v=_Z2J65cGShk</a></p> <p><b>RESPOND:</b>  <i>Assessment: Teacher uses an online platform to engage students in discussions, guided by the following topic:</i>  <i>Three things you must do when taking care of rabbits and three things you must do when taking care of chickens</i></p>	<p>At home, <b>EXPLORE:</b> Rear one class of farm animals (for example- poultry, rabbits), real or virtual, using good environmental practices.</p> <p><i>At school: Assessment</i></p> <p><i>Create a how to care for my farm animal guide showing the proper way to care for an animal employing good environmental practices, using one form of media</i></p>

# ENGLISH LANGUAGE ARTS

## INFANT 1

Learning Outcomes Skills/Content	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Infant Year One</b>			
Comprehension Predicting Outcomes- Prior events	Interactive Read Aloud and Picture Walk Teacher Resource <a href="https://www.youtube.com/watch?v=z3rUZsUoLI0&amp;t=2s">https://www.youtube.com/watch?v=z3rUZsUoLI0&amp;t=2s</a> Assessment - Predict what will happen next in a series of images presented.	Students look at and discuss 1.What Happens Next Machine – Sesame Street <a href="https://www.youtube.com/watch?v=cog2a3YeDMM">https://www.youtube.com/watch?v=cog2a3YeDMM</a> 2. Use – Level-appropriate movie trailer, that will be of interest to students	Activities to be done at each learning centre 1. What do you think will happen next? - Picture prompt example <a href="http://clipart-library.com/newhp/30-303967_football-player-png-playing-football-clipart-transparent-png.png">http://clipart-library.com/newhp/30-303967_football-player-png-playing-football-clipart-transparent-png.png</a> 2.Complete the puzzle with the correct image activity
Story element- Characters: Simple physical features of literary characters	Identify physical features of characters using a variety of stories. Story examples <a href="https://www.storylineonline.net/librariy/">https://www.storylineonline.net/librariy/</a>	1.Memory game – match the physical features of literary characters 2.Match the picture to the audio provided- Story audio samples <a href="https://stories.audible.com/discovery-y/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-3">https://stories.audible.com/discovery-y/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-3</a>	Activity to be done at each learning centre 1. Listening activity - Visualizations Draw what you think the character looks like.
Skill- Writing Stories. (Sequencing)	1.Retell known stories 2. Use of graphic organiser	1.Use visuals to create story lines • flow chart	Activities to be done at each learning centre

Learning Outcomes Skills/Content	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Infant Year One</b>			
sentences)	<a href="http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pdf">http://www.readwritethink.org/files/resources/printouts/SequenceEvents.pdf</a> (Teacher Modelling)	<ul style="list-style-type: none"> <li>• story board</li> </ul> <a href="https://www.pbslearningmedia.org/tools/storyboard/">https://www.pbslearningmedia.org/tools/storyboard/</a> (Guided Writing)	1 Find Your Buddy game- <ol style="list-style-type: none"> <li>1.Collection of stories</li> <li>2.Mix up the story parts</li> <li>3.Have students find their buddy</li> </ol> 2. Story graphic organizers (Beginning Middle, End) (Shared Writing)

INFANT 2

Learning Outcomes Skills/Content	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Infant Year 2</b>			
Predicting Outcomes- Pictures and Titles	Interactive Read Aloud and Picture Walk Use of pictures and titles. Front covers of storybooks Teacher Resource <a href="https://www.youtube.com/watch?v=z3rUZsUoLI0&amp;t=2s">https://www.youtube.com/watch?v=z3rUZsUoLI0&amp;t=2s</a> Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> Assessment – Oral Activity /Worksheet Predict what will happen next in a series of images	1.Students look at and discuss What Happens Next Machine – Sesame Street <a href="https://www.youtube.com/watch?v=cog2a3YeDMM">https://www.youtube.com/watch?v=cog2a3YeDMM</a> 2. Make predictions about level- appropriate movie trailer that will be of interest to students 3. Match the picture or title to the audio provided, based on your predictions Story audio samples <a href="https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-3">https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-3</a>	Activities to be done at each learning centre 1. Interactive Read Aloud and Picture Walks What do you think will happen next?  2. Picture prompt example <a href="https://openclipart.org/detail/308232/persian-cat">https://openclipart.org/detail/308232/persian-cat</a> 3.Use of pictures and titles. -Front covers of storybooks to have students make predictions - Select and use pictures from storybooks to predict what happens next.
Text Structure - Compare and contrast Characters- Fiction	Role play – the similarities and differences of characters in stories Identify cue words for the text structure in the stories	Complete the graphic organiser using the details from the story Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a>	Activities to be done at each learning centre 1.Map the characters in the story 2.Use graphic organiser <a href="http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf">http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf</a>

Learning Outcomes Skills/Content	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Infant Year 2</b>			
Skill- Writing Directions. (Sequencing) - First, Next, Last	Create the directions activity- 1. Basic Recipe 2. X Marks the spot challenge using student developed directions (Teacher Modelling)	(Sequencing) How to Make _____. Use pictures to put the method in order. First, Next, Last (Independent Writing)	Activity at each learning centre. Find Your Buddy game 1.Collection of basic recipes 2.Mix up the parts 3.Have students find their buddy to correctly sequence the recipes.(Shared Writing)

# STANDARD 1

Learning Outcomes (Skills/Content)	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Standard One</b>			
Predicting Outcomes- titles and pictures	Interactive Read Aloud and Picture Walk. Use story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> Use of pictures and titles. Front covers of storybooks Picture story sequence 1. Look at the pictures what is the story about? 2. Look at the pictures (leave out the last picture in the sequence) what do you think will happen next?	Students look at and make predictions about - level-appropriate and interesting movie trailer  Teacher Resource <a href="https://www.youtube.com/watch?v=JpWyMPJZYvs">https://www.youtube.com/watch?v=JpWyMPJZYvs</a>	Activities to be done at each learning centre 1. Interactive Read Aloud and Picture Walks What do you think will happen next? – 2. Picture prompt <a href="http://clipart-library.com/clipart/260206.htm">http://clipart-library.com/clipart/260206.htm</a> 3. Use of pictures and titles. 4. Front covers of storybooks. Encourage students to make predictions about their favourite books.
Text structures- Compare and contrast ideas in literary text- Characters and setting	Use Stories (likeness and differences) to identify cue words: Compare: Both, alike, the same, etc. Contrast: however, on the other hand, but Use of graphic organiser <a href="http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf">http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf</a>	Identify cue words for text structure - Use of graphic organiser <a href="http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf">http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf</a> Story examples <a href="https://www.storylineonline.net/lib">https://www.storylineonline.net/lib</a>	Activities to be done at each learning centre 1. Use Stories (likeness and differences) to identify cue words: Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> 2. Complete a cloze passage using

Learning Outcomes (Skills/Content)	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Standard One</b>			
	Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a>	<a href="#">rary/</a>	cue words for the text structure. <a href="https://www.siia.net/archive/neals/2016/filez/442035/688_1732_442035_bb15db61-a8b7-4107-9c9b-2e1988c398fd_82357_4_1.pdf">https://www.siia.net/archive/neals/2016/filez/442035/688_1732_442035_bb15db61-a8b7-4107-9c9b-2e1988c398fd_82357_4_1.pdf</a>
Writing - Elements of a poem	Use a KWL chart to discuss elements of a poem - <a href="http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf">http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf</a> Explore different types of poem <a href="https://www.poetry4kids.com/">https://www.poetry4kids.com/</a> (Teacher Modelling)	Create Elements of a Poem crossword <a href="https://crosswordlabs.com/">https://crosswordlabs.com/</a> Explore different types of poem <a href="https://www.poetry4kids.com/">https://www.poetry4kids.com/</a> (Guided Writing)	Activities to be done at each learning centre (students will) 1.Create an anthology of favourite poems (contribute to the class portfolio) 2.Develop a portfolio of poems developed by students (contribute to the class portfolio) 3.Share writing checklist or rubric to review writing piece. (Shared Writing)

## STANDARD 2

Learning Outcomes Skills/Content	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Standard Two</b>			
Predict outcomes – titles, illustrations, clues in text	Interactive Read aloud to be used Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a>  Short Text Comprehension worksheet	Use level-appropriate movie trailer Share passages for students to predict what will happen next Teacher Resource <a href="https://www.youtube.com/watch?v=JpWyMPJZYvs">https://www.youtube.com/watch?v=JpWyMPJZYvs</a>	Activities to be done at each learning centre 1. Picture Walk/Book Walk to be used for students to make and verify predictions. 2. Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a>
Text structure – Compare and Contrast- Non- Fiction Text	Use samples of non-fiction passage (likeness and differences) to identify cue words: Compare: Both, alike, the same, also etc. Contrast: however, on the other hand, but Use of graphic organiser <a href="http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf">http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf</a>	Identify cue words for the text structure Sample worksheets <a href="https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/">https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/</a>	Activities to be done at each learning centre 1. Identify cue words for the text structure from the text provided 2. Use content area text as sample material 3. Use of graphic organiser <a href="http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf">http://www.readwritethink.org/files/resources/printouts/CompareContrast.pdf</a>
Factual Paragraphs (Informative) Paragraph	Use a KWL chart to discuss elements of an Informative writing piece - <a href="http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf">http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf</a>	Guide students in the process of conducting research Reliable vs Unreliable sources of information	Activities to be done at each learning centre 1. Paragraph sorting – put the sentences within a paragraph in the



Learning Outcomes Skills/Content	Blended Learning Approach		
	Face –to-face	Online	Rotations
<b>Standard Two</b>			
	<u>f</u> Create word search based on the elements <a href="https://thewordsearch.com/maker/">https://thewordsearch.com/maker/</a> (Teacher Modelling)	(Guided Writing)	correct order. 2.Share writing checklist or rubric to review writing piece (Shared Writing)

# STANDARD 3

Learning Outcomes Skills/Content	Blended Learning Approach			
	Face –to-face	Online	Rotations	Flipped Classroom
Standard Three				
Predicting Outcomes –Fiction	Use Anticipation Guide <a href="https://www.readingrockets.org/content/pdfs/anticipation.pdf">https://www.readingrockets.org/content/pdfs/anticipation.pdf</a> Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a>	Use level and interest appropriate movie trailer Share passages for students to predict what will happen next	Activity to be done at each learning centre 1.Use incomplete stories or a missing introduction to a story -ask students to predict how the story would end -ask about cause and effect scenario	Home: Students read teacher-assigned texts (variety of texts) Follow up in class: Small Group Work- Student shares aspects of assigned text while peer predicts possible outcomes and vice versa. Students reflect on the value of predicting outcomes
Text structure – Compare and contrast- Non-Fiction Text	Use sample non-fiction passage (likeness and differences) to identify cue words: Compare: Both, alike, the same, also etc. Contrast: however, on the other hand, but Use of graphic organiser	Identify cue words for the text structure to get through the maze Maze generator <a href="https://worksheets.theteacherscorner.net/make-your-own/maze/">https://worksheets.theteacherscorner.net/make-your-own/maze/</a>	Activity to be done at each learning centre 1.Complete the passage using the cue words provided -Sample passages that can be used to create a cloze passage <a href="https://www.ereadingworksheets.com/text-structure/text-structure-">https://www.ereadingworksheets.com/text-structure/text-structure-</a>	Home: Add three more compare and contrast cue words to the existing list of cue words. Follow up in class: Teacher guides exploration of internal text structure in sample text. Students discuss how

Learning Outcomes Skills/Content	Blended Learning Approach			
	Face –to-face	Online	Rotations	Flipped Classroom
Standard Three				
	<a href="http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf">http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf</a>		<a href="#">worksheets/</a> Cloze passage generator <a href="http://l.georges.online.fr/tols/cloze.html">http://l.georges.online.fr/tols/cloze.html</a>	internal structure facilitate their understanding of content
Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices.	Use Story Map <a href="http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/storymap.pdf">http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/storymap.pdf</a> Use Story Organiser <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson1025/organizer.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson1025/organizer.pdf</a> (Teacher Modelling)	Use Story Elements Organiser <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson1024/story-elements-web.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson1024/story-elements-web.pdf</a> Read Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> (Guided Writing)	Activities to be done at each learning centre 1.Paragraph sorting – put the sentences within a paragraph in the correct order (Shared Writing) Read Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> 2. Share writing checklist or rubric to review writing piece.	Home: Students draft narrative texts using a process approach Follow up in class: Peer review of student writing followed by development of second drafts -Teacher provides feedback Teacher Resource <a href="https://www.youtube.com/watch?v=lcD6ijirN2g">https://www.youtube.com/watch?v=lcD6ijirN2g</a>  Read Story examples <a href="https://www.storylineonline.net/library/">https://www.storylineonline.net/library/</a> (Independent Writing)

## STANDARD 4

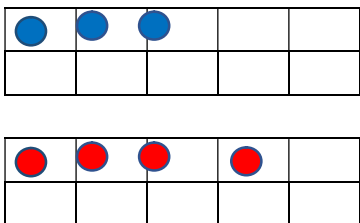
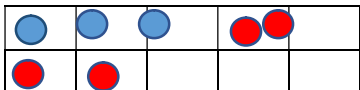

Learning Outcomes Skills/Content	Blended Learning Approach			
	Face –to-face	Online	Rotations	Flipped Classroom
<b>Standard Four</b>				
Predicting Outcomes –Non –Fiction Text	Interactive Read Aloud – preview of Non-Fiction piece 1, Front covers and table of contents of non-fiction books 2. Titles, headers and sections of non-fiction pieces	Use level-appropriate movie trailer of interest to students  Share passages for students to predict what will happen next	Activity to be done at each learning centre 1. Use incomplete non-fiction pieces -ask students to predict what other information will be available or shared next -ask about cause and effect based on the text	Home: Students read teacher-assigned texts (variety of non-fiction texts) Follow up in class: Small Group Work- Student shares aspects of assigned text while peer predicts possible outcomes and vice versa. Students reflect on the value of predicting outcomes Use Anticipation Guide <a href="https://www.readingrockets.org/content/pdfs/anticipationguide_3.pdf">https://www.readingrockets.org/content/pdfs/anticipationguide_3.pdf</a>
Text Structure - Cause and effect- explicitly stated (Non- Fiction Text)	Cause – why something happens. Effect – what happens as a result Use sample non-fiction passage to identify cue	Identify the cue words for the text structure Sample worksheets <a href="https://www.ereading">https://www.ereading</a>	Activity to be done at each learning centre 1. Complete the passage using the cue words provided -Sample passages that can be used to	Home Students read assigned passages with cause and effect structure. Follow up in class:

Learning Outcomes Skills/Content	Blended Learning Approach			
	Face –to-face	Online	Rotations	Flipped Classroom
<b>Standard Four</b>				
	<p>words cue words: such as, because, so, since, which caused, for, due to etc.</p> <p>Use of graphic organiser- Cause and effect</p> <p><a href="http://www.readwritethink.org/files/resources/lesson_images/lesson1035/cause.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson1035/cause.pdf</a></p>	<p><a href="http://worksheets.com/text-structure/text-structure-worksheets/">worksheets.com/text-structure/text-structure-worksheets/</a></p>	<p>create a cloze passage.</p> <p><a href="https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/">https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/</a></p> <p>Cloze passage generator</p> <p><a href="http://l.georges.online.fr/tools/cloze.html">http://l.georges.online.fr/tools/cloze.html</a></p>	<p>Teacher guides exploration of content of assigned passages while students identify cue words and internal structure and make links to their own comprehension</p>
Simple report writing	<p>Use a KWL chart to discuss elements of simple report -</p> <p><a href="http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf">http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf</a></p>	<p>Students look at level appropriate video clip – sport event, school activity (Guided Writing)</p>	<p>Activities to be done at each learning centre</p> <p>1. Paragraph sorting – put the sentences within a report paragraph in the correct order. (Shared Writing)</p> <p>2.Share writing checklist or rubric to review writing piece.</p>	<p>Home</p> <p>Students conduct research on elements of simple report.</p> <p>Follow up in class:</p> <p>Teacher guides discussion of Reliable vs Unreliable sources of information (Independent Writing)</p>

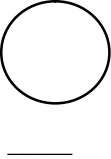
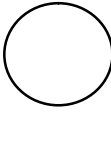
## STANDARD 5

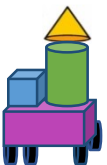
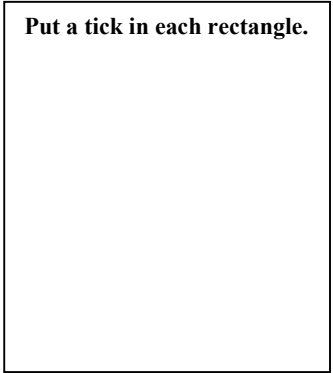
Learning Outcomes Skills/Content	Blended Learning Approach			
	Face –to-face	Online	Rotations	Flipped Classroom
<b>Standard Five</b>				
Predicting Outcomes –Non –Fiction Text	Use Interactive Read Aloud to preview of Non-Fiction piece 1, Front covers and table of contents of non-fiction books 2. Titles, headers and sections of non-fiction pieces	Use level-appropriate documentary clips Text Comprehension worksheet Share passages for students to predict what will happen next	Activity to be done at each learning centre 1. Use incomplete non-fiction pieces -ask students to predict what other information will be available or shared next -ask about cause and effect based on the text	Use Anticipation Guide <a href="https://www.readingrockets.org/content/pdfs/anticipationguide_3.pdf">https://www.readingrockets.org/content/pdfs/anticipationguide_3.pdf</a>
Text Structure - Problem and Solution (Non-Fiction Text)	Identify the cue words for the text structure in selected text - Cue Words: problem, solution, because, cause, since, as a result, in order to, so that Use of graphic organiser- <a href="http://www.readwritetlink.org/files/resources/lesson_images/less">http://www.readwritetlink.org/files/resources/lesson_images/less</a>	Identify the cue words for the text structure to complete the maze.  Maze generator <a href="https://worksheets.theteacherscorner.net/make-your-own/maze/">https://worksheets.theteacherscorner.net/make-your-own/maze/</a>	Activity to be done at each learning centre 1. Complete the passage using the cue words provided -Sample passages that can be used to create a cloze passage <a href="https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/">https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/</a> Cloze passage generator <a href="http://l.georges.online.fr/tool/s/cloze.html">http://l.georges.online.fr/tool/s/cloze.html</a>	Home Students read assigned passages with problem and solution structure. Follow up in class: Teacher guides exploration of content of assigned passages while students identify cue words and internal structure and make links to their own comprehension of the texts.

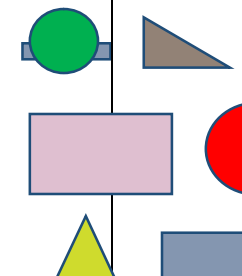
Learning Outcomes Skills/Content	Blended Learning Approach			
	Face –to-face	Online	Rotations	Flipped Classroom
Standard Five				
	<a href="#">on1023/ProblemSolutionOrganizer.pdf</a>			
Writing a poem	<p>Use a KWL chart to discuss elements of a poem -  <a href="http://www.readwritetink.org/files/resources/printouts/KWL%20Chart.pdf">http://www.readwritetink.org/files/resources/printouts/KWL%20Chart.pdf</a>            Review different types of poem.            (Teacher Modelling)</p>	<p>Explore different types of poem  <a href="https://www.poetry4kids.com/">https://www.poetry4kids.com/</a>            Guided writing in the development of a poem based on shared topic.</p>	<p>Activities to be done at each learning centre (students will)            1.Create an anthology of favourite poems. (contribute to the class portfolio)            2. Create a portfolio of poems developed by students (contribute to the class portfolio)            3. Share writing checklist or rubric to review writing piece.(Shared Writing)</p>	<p>Home:            Create an anthology of favourite poems (individual contribution)            Follow up in class:            Develop a class portfolio of student-made poems            Share writing checklist or rubric (Shared Writing)</p>

Outcome	Suggested Blended Learning Approaches		
	Face-to-face	Online	Rotations
Solve problems involving addition using concrete and pictorial representations in vertical and horizontal arrangements	<p>Teacher models addition problems using concrete resources e.g. ten frame and counters (vertical and horizontal arrangements)</p> <p><b>Problem 1:</b> Ron has 3 apples. Sue has 4 apples. Together they have ____ apples.</p>  <p><b>Solution:</b></p>  <p>Draw objects and record addition: 3 and 4 make 7</p>	<p>1) Use video to begin concept of addition as joining /combining groups <a href="https://www.youtube.com/watch?v=PNLSgBmVG9E">https://www.youtube.com/watch?v=PNLSgBmVG9E</a></p> <p>2) Demonstrate addition of two groups <a href="https://www.youtube.com/watch?v=WRb5iK5fZD0">https://www.youtube.com/watch?v=WRb5iK5fZD0</a></p> <p>3) Introduces addition symbol only. Teacher will decide if students are ready for use of symbols <a href="https://www.youtube.com/watch?v=THBa5--uaOM">https://www.youtube.com/watch?v=THBa5--uaOM</a></p>	<p>1) Explore Addition: Provide objects including money (\$1 dollar bills). Students will create number stories (orally) and model using objects.</p> <p>2) Addition Game: <a href="https://www.education.com/game/addition-pizza-1-10/">https://www.education.com/game/addition-pizza-1-10/</a></p> <p>3) Record addition using pictorial representations: View the video and create 2or 3 addition statements from the video using drawings. Write the addition statements. <a href="https://www.youtube.com/watch?v=QJqsgaaxhcs">https://www.youtube.com/watch?v=QJqsgaaxhcs</a></p> <p>4) Worksheet (pictorial): Problem Solving -five items with pictures of two groups of objects with a sum less than or equal to 10. Students will</p> 



























Outcome	Suggested Blended Learning Approaches		
	Face-to-face	Online	Rotations
	<a href="https://www.youtube.com/watch?v=2wR4rJM_M_s">https://www.youtube.com/watch?v=2wR4rJM_M_s</a> <a href="https://www.youtube.com/watch?v=hrj4wsq3U8M">https://www.youtube.com/watch?v=hrj4wsq3U8M</a> (Teacher resources)		<p>complete the addition statements (can be used as assessment) e.g.</p> <div style="display: flex; align-items: center; gap: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">       ____ and        ____ make     </div> </div>

Outcome	Suggested Blended Learning Approaches		
	Face-to-face	Online	Rotations
<ul style="list-style-type: none"> <li>Recognize solids and plane shapes in pictorial representations</li> <li>Build models using solids and plane shapes, and describe compositions/structures</li> </ul>	<p>1) Story: “Mouse Shapes” Use video and accompanying activities to review shapes. Have students respond to questions on the story to talk about shapes e.g. size, colour, position, <a href="https://www.youtube.com/watch?v=xBOcSseaGiY">https://www.youtube.com/watch?v=xBOcSseaGiY</a></p> <p>2) Solids and Plane Shapes: Identifying solid and plane shapes in objects in the environment <a href="https://www.youtube.com/watch?v=cNlthXnbRfU">https://www.youtube.com/watch?v=cNlthXnbRfU</a></p> <p>3) Build models/structures using concrete objects: solid shapes and cut-outs of plane shapes. Describe the structures built orally.</p>  <p>4) Draw models in journals and Write sentences to describe the structures. (Use activity as formative assessment,</p>	<p>1) Reinforcement of Plane and Solid Shapes <a href="https://www.storyplace.org/story/story-shapes">https://www.storyplace.org/story/story-shapes</a></p> <p>2) Songs- Plane and Solid Shapes</p> <p>3) <a href="https://www.youtube.com/watch?v=OEbRDtCAFdU">https://www.youtube.com/watch?v=OEbRDtCAFdU</a> <a href="https://www.youtube.com/watch?v=w6eTDfkvPmo">https://www.youtube.com/watch?v=w6eTDfkvPmo</a> <a href="https://www.youtube.com/watch?v=2cg-Uc556-Q">https://www.youtube.com/watch?v=2cg-Uc556-Q</a></p> <p>4) Song on Solid Shapes – teacher resource, focus on solids and names that students know <a href="https://www.youtube.com/watch?v=CiqzRrTqRA8">https://www.youtube.com/watch?v=CiqzRrTqRA8</a></p> <p>5) Solids <a href="https://www.youtube.com/watch?v=GpNdAf7NOWI">https://www.youtube.com/watch?v=GpNdAf7NOWI</a></p>	<p>Set up different work stations for solids and plane shapes activities:</p> <p>1) <a href="https://uk.ixl.com/math/year-2/name-the-two-dimensional-shape">https://uk.ixl.com/math/year-2/name-the-two-dimensional-shape</a></p> <p>2) <a href="https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape">https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape</a></p> <p>3) <a href="https://www.abcya.com/games/build_a_house">https://www.abcya.com/games/build_a_house</a></p> <p>4) <a href="https://www.abcya.com/games/shapes_geometry_game">https://www.abcya.com/games/shapes_geometry_game</a></p> <p>5) Worksheets e.g. (can be used as assessment)</p> <div data-bbox="1486 958 1816 1328"> <p>Put a tick in each rectangle.</p>  </div>



Outcome	Suggested Blended Learning Approaches		
	Face-to-face	Online	Rotations
	Develop checklist/rubric)		

## STANDARD 1

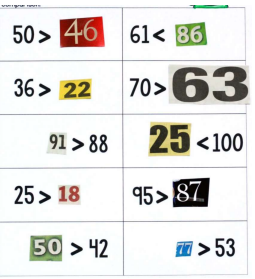
Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:																						
	Face-to-face	Online	Rotations	Flipped Classroom																			
<b>MEASUREMENT</b> Estimate length using non-standard units and verify results	1) Use video for estimation of lengths by pausing before measurement, then playing to verify lengths. <a href="https://www.youtube.com/watch?v=3U_5X0yMv9U">https://www.youtube.com/watch?v=3U_5X0yMv9U</a> (Teacher resource)	Estimating Lengths using non-standard units:  <a href="https://www.youtube.com/watch?v=D4VAoQomR4A">https://www.youtube.com/watch?v=D4VAoQomR4A</a>  <a href="https://www.youtube.com/watch?v=riKk3b8KIZI">https://www.youtube.com/watch?v=riKk3b8KIZI</a>	1) Review: Measuring lengths using nonstandard units <a href="https://www.youtube.com/watch?v=ftB5VU64yGA">https://www.youtube.com/watch?v=ftB5VU64yGA</a>  2) Worksheets: <a href="https://www.easyteacherworksheets.com/pages/pdf/math/measurement/estimatelength/16.html">https://www.easyteacherworksheets.com/pages/pdf/math/measurement/estimatelength/16.html</a> (Teacher resource – use to create worksheets)  • Set up station with 4/5 nonstandard units and worksheet/s with lengths of objects stated using units. Students will match objects in the room to the measures. They can verify the measures after they have completed the worksheet/s.	1) Review of measuring length using non-standard units (Term One) <a href="https://www.youtube.com/watch?v=mTIZ1nFNWmE">https://www.youtube.com/watch?v=mTIZ1nFNWmE</a> Students will be assigned the video tutorial on measuring lengths. The video can be viewed at home or at school before the first lesson on estimating lengths.																			
	<table><tr><th>Object</th><th>Unit</th><th>Estimate</th><th>Measure</th></tr><tr><td></td><td></td><td>_____</td><td>_____</td></tr><tr><td></td><td></td><td>_____</td><td>_____</td></tr><tr><td></td><td></td><td>_____</td><td>_____</td></tr><tr><td></td><td></td><td>_____</td><td>_____</td></tr></table>	Object	Unit	Estimate	Measure			_____	_____			_____	_____			_____	_____			_____	_____		
Object	Unit	Estimate	Measure																				
		_____	_____																				
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		_____	_____																				
		_____	_____																				

## STANDARD 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Online	Rotations	Flipped Classroom
<b>GEOMETRY</b> Plane Shapes and Solids: <ul style="list-style-type: none"> <li>Identify solids using formal names: cube, cuboid, cylinder, cone and sphere (pictorial)</li> <li>Identify and name the triangular-based prism concretely and in pictorial representations (in different orientations)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses concrete manipulatives to introduce solids</li> <li>Teacher engages students in a read-aloud activity to reinforce vocabulary:               <ul style="list-style-type: none"> <li><a href="#">Students read a piece of text based on solids in real-life contexts</a></li> </ul> </li> <li>Students present their home assignments:               <ul style="list-style-type: none"> <li><a href="#">Students explain their understanding of concepts with the aid of pictorial</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students view videos of 3D shapes and complete the graphic organiser provided by the teacher:               <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=3-QwWFkz5hw">https://www.youtube.com/watch?v=3-QwWFkz5hw</a></li> <li><a href="https://www.youtube.com/watch?v=_XJ1A5io8vc">https://www.youtube.com/watch?v=_XJ1A5io8vc</a></li> <li><a href="https://www.youtube.com/watch?v=GpNdAf7NOWI">https://www.youtube.com/watch?v=GpNdAf7NOWI</a></li> </ul> </li> <li>Students make entries in their journals of all new vocabulary related to solids creating a glossary</li> <li>Students access assessments online               <ul style="list-style-type: none"> <li><a href="https://www.2nd-grade-math-salamanders.com/3d-shapes-worksheets.html#Worksh">https://www.2nd-grade-math-salamanders.com/3d-shapes-worksheets.html#Worksh</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students complete a graphic organiser to demonstrate their understanding               <ul style="list-style-type: none"> <li><a href="#">Frayer Model</a> <a href="https://www.cpalms.org/Uploads/resources/43555/Assessment/SummativeAssessment/graphics/frayer.jpg">https://www.cpalms.org/Uploads/resources/43555/Assessment/SummativeAssessment/graphics/frayer.jpg</a></li> <li><a href="#">Concept Map to show relationships</a></li> <li><a href="https://i.pinimg.com/originals/c3/8f/13/c38f136a055ea4fc0545f1f72905b657.jpg">https://i.pinimg.com/originals/c3/8f/13/c38f136a055ea4fc0545f1f72905b657.jpg</a></li> <li><a href="#">KWL Chart to link pre-knowledge to new ideas</a> <a href="https://upload.wikimedia.org/wikipedia/commons/b/b6/KWL_Chart.jpg">https://upload.wikimedia.org/wikipedia/commons/b/b6/KWL_Chart.jpg</a></li> <li><a href="#">Venn Diagram to make comparisons</a> <a href="https://i.pinimg.com/originals/c3/8f/13/c38f136a055ea4fc0545f1f72905b657.jpg">https://i.pinimg.com/originals/c3/8f/13/c38f136a055ea4fc0545f1f72905b657.jpg</a></li> </ul> </li> </ul>	<i>Home assignment:</i> <ul style="list-style-type: none"> <li><a href="#">Students read the literature and/or view the videos/PPTs in the links provided by the teacher</a> <ul style="list-style-type: none"> <li><a href="https://www.slideshare.net/AmyO123/shape-powerpoint-32619461">https://www.slideshare.net/AmyO123/shape-powerpoint-32619461</a></li> <li><a href="https://www.slideshare.net/search/slideshow?searchfrom=header&amp;q=3D+shapes&amp;ud=any&amp;ft=all&amp;lang=**&amp;sort=">https://www.slideshare.net/search/slideshow?searchfrom=header&amp;q=3D+shapes&amp;ud=any&amp;ft=all&amp;lang=**&amp;sort=</a></li> <li><a href="https://www.slideshare.net/inne_kk22/introduction-3d-shapes?qid=26815f24-934a-4870-894d-38210c360f8e&amp;v=&amp;b=&amp;from_search=1">https://www.slideshare.net/inne_kk22/introduction-3d-shapes?qid=26815f24-934a-4870-894d-38210c360f8e&amp;v=&amp;b=&amp;from_search=1</a></li> <li><a href="https://www.youtube.com/watch?v=61lZpLRnXUM">https://www.youtube.com/watch?v=61lZpLRnXUM</a></li> </ul> </li> </ul>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Online	Rotations	Flipped Classroom
<ul style="list-style-type: none"> <li>Describe and compare the triangular-based prism with other solids using appropriate vocabulary related to geometric attributes (concrete and pictorial)</li> <li>Sort solids into appropriate groups to represent same, similar or alike and different, stating reasons for classification</li> </ul>	<p><a href="#">representations</a></p> <ul style="list-style-type: none"> <li>Teacher uses guided discussion to provide feedback and supplement content during the class discussion</li> </ul>	<p><a href="#">eetSection</a></p> <ul style="list-style-type: none"> <li><a href="https://www.onlinemathlearning.com/3d-shapes.html">https://www.onlinemathlearning.com/3d-shapes.html</a></li> <li>Students play Mathematics games online               <ul style="list-style-type: none"> <li><a href="http://www.mathgames.com/skill/2.1-identify-simple-planar-and-solid-shapes">http://www.mathgames.com/skill/2.1-identify-simple-planar-and-solid-shapes</a></li> <li><a href="https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape">https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape</a></li> </ul> </li> </ul>	<p><a href="#">inals/fb/e1/ae/fbe1aebda9b7ef62c46bb103eed5ff3c.jpg</a></p> <ul style="list-style-type: none"> <li><a href="#">Students draw or paste cut-outs to represent pictorial models of solids in their journals</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=2cg-Uc556-Q">https://www.youtube.com/watch?v=2cg-Uc556-Q</a></li> <li><a href="https://www.youtube.com/watch?v=ZnZYK83utu0">https://www.youtube.com/watch?v=ZnZYK83utu0</a></li> <li><a href="#">Teacher provides a graphic organiser for students to complete learning activities and demonstrate their understanding</a></li> </ul> <p><i>Class activity:</i></p> <ul style="list-style-type: none"> <li>Teacher leads classroom instruction using face-to-face approach</li> <li>Teacher showcases exemplars from students' product</li> <li>Teacher provides feedback to address student misconceptions</li> </ul>

## STANDARD 3

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Rotations	Flipped Classroom	Online
<b>NUMBER</b> Place Value and Rounding: <ul style="list-style-type: none"> <li>● Use the symbols for more than or less than to show the relationship between two numbers</li> <li>● Compare and order numerals up to 9 999 (in ascending and descending order)</li> <li>● Round numbers to the nearest tens, hundreds, or thousands</li> </ul>	<ul style="list-style-type: none"> <li>● Create a greater than sign &gt; with popsicle sticks. Show students that the same symbol when reversed will show less than.</li> <li>● Use the symbol for greater than and have students select numbers to place on either side of the symbol. Make it a game.</li> <li>● Give a worksheet with numbers and have students insert the correct sign(greater than or less than).</li> <li>● Create a number line and have students place random numbers along the line.</li> <li>● Order 4-digit numbers based on their position on the number line.</li> <li>● Use the number line to round numbers.</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=tFNoEHnxPvM">https://www.youtube.com/watch?v=tFNoEHnxPvM</a></li> <li>○ <a href="https://www.youtube.com/watch?v=rLZbniMGAV">https://www.youtube.com/watch?v=rLZbniMGAV</a></li> <li>○ <a href="https://www.youtube.com/watch?v=WbQQycLZFu">https://www.youtube.com/watch?v=WbQQycLZFu</a></li> <li>○ <a href="https://www.youtube.com/watch?v=F1O-ohydgmQ">https://www.youtube.com/watch?v=F1O-ohydgmQ</a></li> <li>○ <a href="https://www.youtube.com/watch?v=CMdck80SHnw">https://www.youtube.com/watch?v=CMdck80SHnw</a></li> <li>○ <a href="https://www.youtube.com/watch?v=w2M5CzTFYfl">https://www.youtube.com/watch?v=w2M5CzTFYfl</a></li> <li>○ <a href="https://www.youtube.com/watch?v=19yOv4P2ccw">https://www.youtube.com/watch?v=19yOv4P2ccw</a></li> <li>○ <a href="https://www.youtube.com/watch?v=Cr5FuQ88vXI">https://www.youtube.com/watch?v=Cr5FuQ88vXI</a></li> </ul>	<ul style="list-style-type: none"> <li>● Have a scavenger hunt using a newspaper where students have to cut out numbers and paste them to fit the number sentence.</li> </ul>  <ul style="list-style-type: none"> <li>● Students create charts to illustrate greater than or less than.</li> </ul>	Learning Activity (SLMS): <ul style="list-style-type: none"> <li>○ <a href="https://learn.moe.gov.tt/pluginfile.php/339736/mod_resource/content/1/04%2006%2020%20S3%20T1%20NUMBER%20Place%20Value%20and%20Rounding.pdf">https://learn.moe.gov.tt/pluginfile.php/339736/mod_resource/content/1/04%2006%2020%20S3%20T1%20NUMBER%20Place%20Value%20and%20Rounding.pdf</a></li> <li>○ <a href="https://www.homeschoolmath.net/teaching/pv/rounding.php">https://www.homeschoolmath.net/teaching/pv/rounding.php</a></li> </ul>

## STANDARD 4

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Rotations	Flipped Classroom	Online
<b>NUMBER</b> Whole Number (Operation): <ul style="list-style-type: none"> <li>Solve problems using whole numbers involving the four operations.</li> <li>Demonstrate an understanding of algorithms, mental strategies, and estimation strategies.</li> <li>Develop and apply procedures to solve</li> </ul>	<ul style="list-style-type: none"> <li>Divide students into groups- give each group a problem and have students model the problem using manipulatives.</li> <li>Students present their solutions.</li> <li>Give students a number sentence and have students create problems that would require that number sentence to solve. Assist students with framing their questions/language.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=HAhg0uXn9GA">https://www.youtube.com/watch?v=HAhg0uXn9GA</a></li> <li><a href="https://www.onlinemathlearning.com/grade-4.html#Multiplicationhttps://www.mathplayground.com/grade_4_games.html">https://www.onlinemathlearning.com/grade-4.html#Multiplicationhttps://www.mathplayground.com/grade_4_games.html</a></li> <li><a href="https://www.youtube.com/watch?v=eIUoIhfupuA">https://www.youtube.com/watch?v=eIUoIhfupuA</a></li> <li><a href="https://www.youtube.com/watch?v=tncIVXID8-8">https://www.youtube.com/watch?v=tncIVXID8-8</a></li> <li><a href="https://www.youtube.com/watch?v=HdU_rf7eMTI">https://www.youtube.com/watch?v=HdU_rf7eMTI</a></li> <li><a href="https://www.k5learning.com/free-math-worksheets/fourth-grade-4/mental-multiplication">https://www.k5learning.com/free-math-worksheets/fourth-grade-4/mental-multiplication</a></li> <li><a href="https://www.mathsisfun.com/multiplication-tips-tricks.html">https://www.mathsisfun.com/multiplication-tips-tricks.html</a></li> <li><a href="https://www.mathsisfun.com/associative-">https://www.mathsisfun.com/associative-</a></li> </ul>	<ul style="list-style-type: none"> <li>Create workstations where students are given different problems and they devise a solution.</li> <li>Students move from one workstation to another to solve different problems.</li> <li>If students encounter difficulties, they have to check with the group that previously solved the problem.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://learn.moe.gov.tt/pluginfile.php/343846/mod_resource/content/2/25%2006%202020%20S4%20T1%20%20Whole%20Number%20%20Operations.pdf">https://learn.moe.gov.tt/pluginfile.php/343846/mod_resource/content/2/25%2006%202020%20S4%20T1%20%20Whole%20Number%20%20Operations.pdf</a></li> <li><a href="https://learn.moe.gov.tt/pluginfile.php/345578/mod_resource/content/1/S4%20T1%20NUMBER%20Multiplication%20and%20Division.pdf">https://learn.moe.gov.tt/pluginfile.php/345578/mod_resource/content/1/S4%20T1%20NUMBER%20Multiplication%20and%20Division.pdf</a></li> <li><a href="https://helpingwithmath.com/word-problem-worksheets/">https://helpingwithmath.com/word-problem-worksheets/</a></li> <li><a href="https://www.dadsworksheets.com/worksheets/money-word-problems-multiplication-and-division.html">https://www.dadsworksheets.com/worksheets/money-word-problems-multiplication-and-division.html</a></li> <li><a href="https://www.dadsworksheets.com/worksheets/">https://www.dadsworksheets.com/worksheets/</a></li> </ul>



Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Rotations	Flipped Classroom	Online
<p>problems</p> <p>Use estimation strategies (frontend rounding, compensation, and compatible numbers) to check and justify answers in problem-solving contexts and to determine the strategies</p>		<p><a href="#">commutative-distributive.html</a></p> <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=l0JyMFDNyjM">https://www.youtube.com/watch?v=l0JyMFDNyjM</a></li> <li>○ <a href="https://www.youtube.com/watch?v=igpVebLCD8k">https://www.youtube.com/watch?v=igpVebLCD8k</a></li> <li>○ <a href="https://www.youtube.com/watch?v=eFpRWIyTDqQ">https://www.youtube.com/watch?v=eFpRWIyTDqQ</a></li> </ul>		<p><a href="#">word-problems-mixed-multiplication-and-division-word-problems.html</a></p>

## STANDARD 5

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Rotations	Flipped Classroom	Online
<b>MEASUREMENT</b> Capacity and Volume: <ul style="list-style-type: none"> <li>Develop and use proficiently, the formula to calculate the volume of cubes and cuboids in problem-solving.</li> <li>Solve problems involving volume and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Give students a cuboid which they are to fill with 1cm cubed cubes. Allow students to come up with the formula for volume by counting the number of cubes that fill the cuboid and by measuring the edges. Let them look for a relationship.</li> <li>Use Math Link cubes to create solids of various volumes (regular solids first then irregular solids)</li> <li>Drawing of stacked cubes and students will find the volume.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=RxkRIIAucMk&amp;t=134s">https://www.youtube.com/watch?v=RxkRIIAucMk&amp;t=134s</a></li> <li><a href="https://www.youtube.com/watch?v=u1nWI2b0fT4&amp;list=RDQMr0MEfnAEsDQ&amp;start_radio=1">https://www.youtube.com/watch?v=u1nWI2b0fT4&amp;list=RDQMr0MEfnAEsDQ&amp;start_radio=1</a></li> <li><a href="https://www.youtube.com/watch?v=ePLNHx4ZnXo">https://www.youtube.com/watch?v=ePLNHx4ZnXo</a></li> </ul>	<ul style="list-style-type: none"> <li>Give students a cuboid and some 1cm cubed cubes. Allow them to stack these cubes along each of the edges. Measure the edges. Is there a relationship between the number of cubes and the length of an edge? Allow them to fill the cuboid with the cubes. Deduce a relationship between the dimensions and the volume</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.math-only-math.com/worksheet-on-volume-of-a-cube-and-cuboid.html">https://www.math-only-math.com/worksheet-on-volume-of-a-cube-and-cuboid.html</a></li> <li><a href="https://www.tes.com/teaching-resource/volume-of-cuboids-differentiated-worksheet-with-solutions-12031363">https://www.tes.com/teaching-resource/volume-of-cuboids-differentiated-worksheet-with-solutions-12031363</a></li> </ul>

## PHYSICAL EDUCATION

### INFANT 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Demonstrate movement concepts and skills.</p> <ul style="list-style-type: none"> <li>- Shapes</li> </ul>	<p><b>Teacher Presentation</b> Students play a game of “Simon Says.”</p> <ul style="list-style-type: none"> <li>- Shake your leg</li> <li>- Get wide as a house.</li> <li>- Narrow as an arrow</li> <li>- Stand tall like a pencil</li> <li>- Jump in the air and make a shape</li> <li>- Squeeze into a tiny shape</li> <li>- Wave your hands</li> <li>- Grow from a tiny into a large shape</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Create a sequence of movement making three (3) body shapes</li> <li>- Oral questioning</li> <li>- Name four shapes the body can make</li> <li>- Observation of level of participation</li> </ul>	<p>Watch the YouTube video on “Parts of the Body Song” using the link: <a href="https://www.youtube.com/watch?v=BwHMMZQGFoM">https://www.youtube.com/watch?v=BwHMMZQGFoM</a></p> <p>With parental assistance, open the activity sheet on “Parts of the Body”. Click on each body part and repeat the name.</p>	<p><b>Station Rotation</b></p> <ol style="list-style-type: none"> <li>1. Exhibition lab- Look at the large diagram of the body (either on a screen/projection). Complete the puzzle by building your own “human body”</li> <li>2. Mimic poses of different shapes using body position cards</li> <li>3. In pairs, one person moves and forms a shape the other person mirrors their movements.</li> </ol>	<p><b>At home</b> Student work with a parent to make different body shapes. e.g. twisted, narrow, wide, curled, etc.</p> <p><b>At school:</b> Identify the different parts of the body and describe what the parts can do. Such as make shapes, move, balance, etc.</p>

## INFANT 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Demonstrate basic locomotor skills  - Jumping	<p><b>Teacher Presentation</b> Teacher leads the class in a game of “In the river, on the bank.” Students perform jumping action accordingly by taking off with both feet.</p> <p>Discuss to elicit technical points re: legs, arms, knees action when jump.</p> <p><b>Assessment</b> Demonstration of the jumping technique Oral questioning on arm and leg action Observation of students’ level of participation</p>	<p>With assistance from a parent, listen to the read aloud story “Jump by Scott Fischer” on YouTube: <a href="https://www.youtube.com/watch?v=YCj907_IYWc">https://www.youtube.com/watch?v=YCj907_IYWc</a></p> <p>Under the supervision of an adult perform the actions of each animal as he/she tries to escape.</p>	<p><b>Station Rotation</b>  <b>1.</b> Shape Maze - students jump to each cut out shape taped to the floor and perform an action such as a wiggle, twirl, hop freely or on cue.  <b>2.</b> Lily Pad Jump - count from 1-10 (forward and backward)  <b>3.</b> Listen and watch the story of “Jump by Scott Fisher” projected on the wall. Perform the actions of each animal as he/she tries to escape.  <a href="https://www.youtube.com/watch?v=YCj907_IYWc">https://www.youtube.com/watch?v=YCj907_IYWc</a></p>	<p><b>At home</b> With assistance from a parent, listen to “Let’s play and Jump story” on YouTube: <a href="https://www.youtube.com/watch?v=AinuZ4kXUZs">https://www.youtube.com/watch?v=AinuZ4kXUZs</a></p> <p>Do the following actions:            1. Jump over the puddle            2. Jump over the log            3. Jump over the pebbles</p> <p><b>At school</b> Participate in discussion with teacher the correct arm, leg and body position for jumping</p>

# STANDARD 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Apply movement concepts and principles in the development of motor skills</p> <ul style="list-style-type: none"> <li>- Shapes</li> </ul>	<p><b>Face to face</b> Create a story on the “Growth of a Flower.”</p> <p>Students start with a tucked shape for the seed, narrow shape as the plant grows, wide shape as the flower blooms and a twisted shape as the wind blows on the flower.</p> <p><b>Assessment</b> Perform a series 3 creative movements changing the shape of the body. Observation of students’ level of participation Oral Questioning</p>	<p>With the assistance of a parent, click on the link to the lesson “Shapes &amp; Sizes”</p> <p>Each picture depicts what the body can do. The body can make wide shapes, narrow shapes, twisted shapes, curved shapes.</p> <p>Record shapes that the body can make and review with family members.</p>	<p><b>Station Rotation</b> 1. Listen to the song “My Jack in the box” and start from a tucked position: <a href="https://www.youtube.com/watch?v=RAPNO58xqvA">https://www.youtube.com/watch?v=RAPNO58xqvA</a></p> <ul style="list-style-type: none"> <li>- Up, up up! - narrow shape</li> <li>- Round, round, round – wide shape</li> <li>- Flop, flop, flop – back to a tucked position</li> </ul> <p>2. Mimic poses of different movements using “Your Shape - Different Size” cards.</p> <p>3. In groups of 4, create a sequence of shapes while stationary taking a picture frame.</p>	<p><b>At home:</b> Under parental supervision watch the video on YouTube “Body Balancers Activity” <a href="https://www.youtube.com/watch?v=njEjNR6Lifs">https://www.youtube.com/watch?v=njEjNR6Lifs</a></p> <p>Perform the different body shapes in a safe space.</p> <p><b>At school:</b> Create your own body balancers activity of 3 to 4 movements incorporating body shapes and balance.</p> <p>Present your activity to the class.</p>

## STANDARD 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Apply manipulative skills in simple game situations</p> <ul style="list-style-type: none"> <li>- Underhand throw</li> </ul>	<p><b>Student Presentation</b> Demonstration of underarm throw in a game “Fill the hoop/ bucket.” Teacher and peers observe, ask questions and provide feedback.</p> <p><b>Skill Acquisition</b> Students engage in progressive practice: 1. Approach, arm action and follow through; 2. Stationary, moving, increasing distance, height/level, etc.</p> <p><b>Assessment - Gaming</b> Throws to hit varying targets at short and medium distance to accumulate points.</p>	<p>Research the technical steps for executing in the underhand throw. Look at the short video on YouTube: <a href="https://www.youtube.com/watch?v=wA0VSE7m1TA">https://www.youtube.com/watch?v=wA0VSE7m1TA</a></p> <p>Students record the steps used to make an underhand throw in their journal.</p> <p>Engage in practice by at home by making phantom throws at targets.</p>	<p><b>Station Rotation</b> 1. Partner stands on ‘X’. Thrower lobs the bean bag underarm to land at feet of partner. Continue till all 5 bean bags are thrown. 2. Thrower lobs bean bags into hoops from close distance, progressively trying from further away. 3. In groups of 4, students play participate in a game of Potato Relay using underhand throw.</p>	<p><b>Flipped Classroom</b> <b>At home:</b> View the lesson on “Throwing for accuracy” on YouTube: <a href="https://www.youtube.com/watch?v=tHRvquNKf1Q">https://www.youtube.com/watch?v=tHRvquNKf1Q</a></p> <p>Practice underarm throws using crumpled paper which must land in a bin or bucket. Increase the distance progressively.</p> <p><b>At school:</b> Demonstrate and discuss the technical points required to execute an underarm throw.</p>

## STANDARD 3

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Apply fundamental movement skills using a variety of movement concepts and sequences.</p> <p>- Shapes</p>	<p><b>Student Presentation</b> Perform a creative sequence of movement in groups of 4, varying shape of the body on given cue.</p> <p><b>Assessment</b> In groups, perform a series (4-5) of creative movements changing the shape and level of the body. Observation of students’ level of participation In groups, solve four (4) movement problems at different stations.</p>	<p>Look at the YouTube video based on a dance lesson in a primary school at:  <a href="https://www.youtube.com/watch?v=EpNE7g6QguE">https://www.youtube.com/watch?v=EpNE7g6QguE</a></p> <p>Identify the various movements done by the students and the shapes they made with their bodies.</p> <p>Create and perform your own movement sequence using shapes to express an emotion - anger, fear, happiness, sadness, etc.</p>	<p><b>Station Rotation</b></p> <ol style="list-style-type: none"> <li>1. Using cue cards, maintain stillness on different bases of support and form body shapes.</li> <li>2. Along a mat, move from one (1) end to the other changing shapes and level.</li> <li>3. In pairs, try the game ‘ABC Soup’ while stationary. Make different letters while on different bases of support.</li> <li>3. In groups of 4, dance to “Shake it Off” as it is projected. When the music stops, freeze and form a shape picture on different bases of support.</li> </ol>	<p><b>At home</b> Select with the assistance of a parent, appropriate music to accompany your performance. Incorporate different shapes and levels as you transfer weight from 1 body part to another.</p> <p><b>At school</b> Demonstrate your movement sequence developed at home. Varying force of the movements which can be heavy, light etc.</p>

# STANDARD 4

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Demonstrate simple combinations of motor skills in Lead-up and Modified Games.</p> <ul style="list-style-type: none"> <li>- Track and Field: Basic Throwing Technique</li> </ul>	<p><b>Gaming</b> Pupils participate in the following throwing games in groups of four (4):</p> <ol style="list-style-type: none"> <li>Follow the ball</li> <li>Hit the target</li> <li>Throwing hoops around flagpole</li> <li>Ball over the cord/net</li> <li>Throwing and sprinting</li> </ol> <p>see IAAF Official Guide to Teaching Athletics <a href="https://fpsaablog.files.wordpress.com/2017/08/iaaf-run-jump-throw1.pdf">https://fpsaablog.files.wordpress.com/2017/08/iaaf-run-jump-throw1.pdf</a></p> <p><b>Assessment-</b> - Complete a throwing circuit with emphasis on accuracy and time for completion.</p>	<p>Watch YouTube video at the following link: <a href="https://www.youtube.com/watch?v=67EicFom90E">https://www.youtube.com/watch?v=67EicFom90E</a></p> <p>Observe the different throwing events which form part of the Kids' Athletics Programme.</p>	<p><b>Station Rotation</b></p> <ol style="list-style-type: none"> <li>Whipping action - forward and backward overhead throws (beach ball), standing put</li> <li>Sling action – light and heavier weights</li> <li>Backward sling action - two handed backward overhead throw, squat extension throws (beach ball)</li> </ol> <p>As recommended in IAAF Guide to Teaching Athletics <a href="https://fpsaablog.files.wordpress.com/2017/08/iaaf-run-jump-throw1.pdf">https://fpsaablog.files.wordpress.com/2017/08/iaaf-run-jump-throw1.pdf</a> pg. 155 - 159</p>	<p><b>At home</b> Watch the following YouTube videos to observe throwing actions: <a href="https://www.youtube.com/watch?v=ayDMt_8KajY">https://www.youtube.com/watch?v=ayDMt_8KajY</a> <a href="https://www.youtube.com/watch?v=vLWbV77vBBo">https://www.youtube.com/watch?v=vLWbV77vBBo</a> <a href="https://www.youtube.com/watch?v=Vue_3381rA8">https://www.youtube.com/watch?v=Vue_3381rA8</a></p> <p>Practice throwing actions making phantom throws. Write journal entry re: throwing events seen.</p> <p><b>At school:</b> Discuss and demonstrate the actions associated with the shot, discus and javelin throws.</p>



## STANDARD 5

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Demonstrate simple combinations of motor skills in Lead-up and Modified Games</p> <ul style="list-style-type: none"> <li>- Basic striking technique in football</li> </ul>	<p><b>Student Presentation</b> Demonstration of striking technique. Teacher/peer observation, questioning and feedback.</p> <p>Video presentation - sequential approach at: <a href="https://www.youtube.com/watch?v=V506VuFVXdI">https://www.youtube.com/watch?v=V506VuFVXdI</a></p> <p><b>Skill Acquisition</b> Students engage in progressive practice: 1. Approach, body action, contact. follow through; 2. Stationary, moving, increasing distance, etc.</p> <p><b>Game Situation –</b> Small sided shooting game called Free Shots (use a rating scale).</p>	<p>Watch the YouTube video at the following link: <a href="https://www.youtube.com/watch?v=z8SOyW5Z6V0">https://www.youtube.com/watch?v=z8SOyW5Z6V0</a></p> <p>Respond to question posed by teachers related to the following aspects of shooting:</p> <p>a) technique – technical points b) common errors c) attitude towards practice</p>	<p><b>Station Rotation</b> 1. Wall Strike -shoot at target placed on a wall 6 metres away. 2. Stand and Shoot – shoot footballs 8 metres away from a hockey size goal 3. Shooting Cones – shoot ball to knock down cones placed eight metres away (1 point for each cone knocked down) 4. Dribble Shoot – dribble ball 5 metres and shoot 8 metres from hockey size goal (straight, zig zag, free)</p>	<p><b>At home</b> Watch the video below and identify the steps and technical points involve in striking a ball.</p> <p>Draw pictures to depict the technical steps involved in executing the low drive.</p> <p><b>At school</b> a) State the technical points required for accurate striking/kicking. b) Describe the approach, recommended leg, arm action and body position for striking a football.</p>

# SCIENCE

## INFANT 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
4.1.1 #4: Recognize that everyday structures perform various functions. (Strand: Form and Function)	<p>Discuss the selection of structures that are best suited for a given purpose. Students name structures in classroom and at home which can support an intended mass. They discuss reasons for the selection of these structures e.g. the structures are stable and strong. Teacher displays pictures of other structures and students comment on suitability for supporting an object.</p> <p><a href="http://www.msdevitosclass.com/strong-and-">http://www.msdevitosclass.com/strong-and-</a></p>	<p>Students view video such as:</p> <p><a href="https://www.youtube.com/watch?v=ErmhTr0A9pw">https://www.youtube.com/watch?v=ErmhTr0A9pw</a></p> <p><a href="https://www.youtube.com/watch?v=kWsXIIqVy_Q">https://www.youtube.com/watch?v=kWsXIIqVy_Q</a></p> <p>Also, pictures:</p> <p><a href="https://www.google.com/search?rlz=1C1CHBF_enTT910TT911&amp;source=univ&amp;tbm=isch&amp;q=stability+and+strength+of+home+structures+for+kids&amp;sa=X&amp;ved=2ahUKEwj5t8nkxPDrAhUlzlkKHYiGB4AQsAR6BAgKEAE">https://www.google.com/search?rlz=1C1CHBF_enTT910TT911&amp;source=univ&amp;tbm=isch&amp;q=stability+and+strength+of+home+structures+for+kids&amp;sa=X&amp;ved=2ahUKEwj5t8nkxPDrAhUlzlkKHYiGB4AQsAR6BAgKEAE</a></p>	<p>Select the structures that are best suited for a given purpose e.g. stable and strong to support the intended mass. Different materials are used to cover 500 ml plastic beakers. 4, 25 cent coins are placed on each cover. With the help of a background drum beat for rhythm, the student count to a maximum of 10, to determine how long the material covering the beaker supports the coins. Rotations can use materials such as paper, plastic wrap, plastic saucer etc to cover the beaker. Students move singly from one rotation to the next.</p> <p><b>Station 1:</b> Teacher station:</p> <p><a href="https://www.youtube.com/watch?v=kWsXIIqVy_Q">https://www.youtube.com/watch?v=kWsXIIqVy_Q</a></p> <p>Teacher explains the activity</p>	<p><b>At home:</b> Students name different vessels in the home and examine the suitability of a vessel to hold its contents e.g. spoon, bowl, bird nest, etc.</p> <p><b>At school:</b> Teacher use worksheet for students to match vessel to suitable contents. Pictures can be viewed:</p> <p><a href="http://www.communityplaythings.com/resources/articles/2016/containers">http://www.communityplaythings.com/resources/articles/2016/containers</a></p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<a href="stable-structures.html">stable-structures.html</a>		<b>Station 2:</b> Paper (group station) <b>Station 2:</b> Plastic wrap (group station) <b>Station 3:</b> Plastic saucer (group station)	

INFANT 2

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
6.1.1 #6 Understand the effects of forces; push and pull (Strand: Systems and Interaction)	<p>Present several situations using pictures.</p> <ol style="list-style-type: none"> <li>1. Flying a kite</li> <li>2. Closing a car door</li> <li>3. Opening a car door</li> <li>4. Moving a heavy basket</li> </ol> <p>Through a question and answer session develop the concept.</p>	<p>Assessment:</p> <p><a href="https://learn.moe.gov.tt/pluginfile.php/326102/mod_resource/content/1/Infant%20two_Systems%20and%20Interactions_Effect%20of%20forces.pdf">https://learn.moe.gov.tt/pluginfile.php/326102/mod_resource/content/1/Infant%20two_Systems%20and%20Interactions_Effect%20of%20forces.pdf</a></p>	<p>Materials: a piece of rope, a bat, a tennis ball, and a football</p> <p>Create instructions for each station where student work in pairs.</p> <p><b>Station 1:</b> Teacher station <a href="https://youtu.be/mEg5GOVpUIE">https://youtu.be/mEg5GOVpUIE</a></p> <p>Teacher explains the activity</p> <p><b>Station 2:</b> provide a rope to play tug-of- war.</p> <p><b>Station 3:</b> provide a bat and ball to bowl or bat.</p> <p><b>Station 4:</b> provide a football for the students to kick.</p> <p>Students use observational checklist to identify whether the force applied is a push or a pull.</p>	<p><b>At home:</b></p> <p>Students view the video with guided instructions from teacher to complete activity <a href="https://youtu.be/mEg5GOVpUIE">https://youtu.be/mEg5GOVpUIE</a></p> <p><b>At school:</b></p> <p>Class discussion after students submit responses to clarify any misconceptions and small group activities to demonstrate forces: push and pull</p>

## STANDARD 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
6.1.1 #6. Evaluate the effects of forces (Strand: Systems and Interaction)	<p>Teacher shows video to students such as: This is followed by class discussion on the types of forces and use of forces. Examples of twists and turns are listed.</p> <p><a href="https://www.youtube.com/watch?v=94zy9gF40pE">https://www.youtube.com/watch?v=94zy9gF40pE</a></p> <p><a href="https://primaryleap.co.uk/primary-resources/1936/year-6/science/unit-6e-forces-in-action/twist,-push-or-pull">https://primaryleap.co.uk/primary-resources/1936/year-6/science/unit-6e-forces-in-action/twist,-push-or-pull</a></p> <p><a href="https://k8schoollessons.com/forces-and-motion/">https://k8schoollessons.com/forces-and-motion/</a></p>	<p>Student use links below to research the effects of simple twists and turns.</p> <p><a href="https://www.youtube.com/watch?v=rfeVINL7d9U">https://www.youtube.com/watch?v=rfeVINL7d9U</a></p> <p><a href="https://www.youtube.com/watch?v=LDuf7p7Ybik">https://www.youtube.com/watch?v=LDuf7p7Ybik</a></p> <p><b>Assessment at home:</b>  <a href="https://learn.moe.gov.tt/pluginfile.php/326078/mod_resource/content/1/Std%201%20-%20SI-Twist%20and%20turn%20forces.pdf">https://learn.moe.gov.tt/pluginfile.php/326078/mod_resource/content/1/Std%201%20-%20SI-Twist%20and%20turn%20forces.pdf</a></p>	<p>Different stations are set-up, each demonstrating an example of a twist or a turn. Students move singly from one rotation to the next and predict the most plausible outcome in each situation, on whether the example involve a twist or a turn.</p>	<p><b>At home:</b>  <a href="https://learn.moe.gov.tt/pluginfile.php/326078/mod_resource/content/1/Std%201%20-%20SI-Twist%20and%20turn%20forces.pdf">https://learn.moe.gov.tt/pluginfile.php/326078/mod_resource/content/1/Std%201%20-%20SI-Twist%20and%20turn%20forces.pdf</a></p> <p>Students google “Pictures of examples of twists and turns” or use link below:</p> <p><a href="https://www.google.com/search?sa=X&amp;rlz=1C1CHBF_enTT910TT911&amp;source=univ&amp;tbm=isch&amp;q=twist+force+examples&amp;ved=2ahUKEwiHsdDQve7rAhWx2FkKHS_ElBO4Q7A16BAgJEGM&amp;biw=1364&amp;bih=636">https://www.google.com/search?sa=X&amp;rlz=1C1CHBF_enTT910TT911&amp;source=univ&amp;tbm=isch&amp;q=twist+force+examples&amp;ved=2ahUKEwiHsdDQve7rAhWx2FkKHS_ElBO4Q7A16BAgJEGM&amp;biw=1364&amp;bih=636</a></p> <p><b>At school:</b>            Students draw and label diagrams to illustrate the use of twists and turns, from pictures.</p>

## STANDARD 2

Learning Outcome	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
2.1.1 #2. Understand that matter exists in three states (Strand: Form and Function)	<p>Teacher shows videos to students.  <a href="https://youtu.be/julOZ_LHkVk">https://youtu.be/julOZ_LHkVk</a>  <a href="https://youtu.be/gez2rmeCpfE">https://youtu.be/gez2rmeCpfE</a></p> <p>This is followed by a class discussion on what is matter and the main states of matter and their properties.</p>	<p><u><b>Assessment:</b></u>            Students access and complete the worksheet  <a href="https://learn.moe.gov.tt/pluginfile.php/323242/mod_resource/content/2/States%20of%20Matter.pdf">https://learn.moe.gov.tt/pluginfile.php/323242/mod_resource/content/2/States%20of%20Matter.pdf</a></p>	<p><b>Station 1: Teacher station:</b>            Teacher clarifies concepts and explains the activity  <b>Station 2:</b>            Students view video  <a href="https://youtu.be/r93zJ1BmOu4">https://youtu.be/r93zJ1BmOu4</a>  <b>Station 3:</b>            Using information from video            Students create a flow chart to illustrate the processes involved in the inter-conversion by utilizing arrows and word cards (Bristol board, etcetera)  <b>Station 4:</b>            Students view a video showing what happens when dry ice is added to water at room temperature. Students are then required to answer the following questions:  <a href="https://youtu.be/0eIwHmQTkF8">https://youtu.be/0eIwHmQTkF8</a>            1. What state of matter is dry ice?            2. What happen to dry ice when</p>	<p><b>At Home:</b>            Students view videos and prepare summary notes:  <a href="https://youtu.be/julOZ_LHkVk">https://youtu.be/julOZ_LHkVk</a>  <a href="https://youtu.be/gez2rmeCpfE">https://youtu.be/gez2rmeCpfE</a></p> <p><b>At School:</b>            Students (either individually or as a group)</p> <ol style="list-style-type: none"> <li>1. Categorize items that can be found in and around their homes as either solid, liquid or gas.</li> <li>2. List the visible features common to all items which were listed as:               <ol style="list-style-type: none"> <li>a. solid</li> <li>b. liquid</li> <li>c. gas</li> </ol> </li> <li>3. Can any of the solid you listed also exist as a liquid or gas?</li> </ol>

Learning Outcome	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			it is added to the water? 3. State the process involved in the conversion	If your answer is YES, explain why.

### STANDARD 3

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
1.1.1 #1. Understand that some animals go through different stages in growth. (Strand: Individuals and Groups)	Teacher shows video to students such as: This is followed by class discussion on the stages of the metamorphosis process. ○ egg ○ larvae ○ pupa and ○ adult  <a href="https://www.youtube.com/watch?v=Ka3q7bj45x0">https://www.youtube.com/watch?v=Ka3q7bj45x0</a>	Students research life cycles and classify common animals as those that undergo complete metamorphosis: ○ mosquito ○ house fly ○ butterfly and ○ frog.  <a href="https://www.youtube.com/watch?v=V5RSpMQQOpw">https://www.youtube.com/watch?v=V5RSpMQQOpw</a>  <a href="https://www.youtube.com/watch?v=F3ElGMVU6SY">https://www.youtube.com/watch?v=F3ElGMVU6SY</a>  <b>Assessment at home:</b> <a href="https://learn.moe.gov.tt/pluginfile.php/323177/mod_resource/content/1/Life%20Cycles%20frog.pdf">https://learn.moe.gov.tt/pluginfile.php/323177/mod_resource/content/1/Life%20Cycles%20frog.pdf</a>	Teacher list criteria for Biological drawings. Diagrams should: ○ be clear and clean; ○ contain smooth lines; ○ be large (> half page); ○ be properly labelled ○ contain appropriate titles Different stations are set-up, each station demonstrating a labelled diagram of life cycle of a named organism. Students move singly from one rotation to the next and list criteria of Biological drawings, which were not adhered. A checklist can be used for this activity.	<b>At home:</b> Students search for diagrams of life cycles of listed animals and research the concepts:  <b>At school:</b> Students draw and label diagrams to illustrate life cycles of these organisms.  <a href="https://www.epa.gov/mosquitocontrol/mosquito-life-cycle">https://www.epa.gov/mosquitocontrol/mosquito-life-cycle</a>  <a href="https://study.com/academy/lesson/life-cycle-of-a-housefly-lesson-for-kids.html">https://study.com/academy/lesson/life-cycle-of-a-housefly-lesson-for-kids.html</a>



# STANDARD 4

Learning Outcome	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
1.1.1 #1 Understand the changes that take place in plants and animals as they mature (Strand: Individuals and Groups)	<p>Teacher allows class to view video and diagram. Teacher then develop lesson Video on life cycle of human  <a href="https://youtu.be/mYpVP29sTiY">https://youtu.be/mYpVP29sTiY</a></p> <p>Diagram of life cycle of a plant  <a href="http://theseedsite.co.uk/lifecycle.html">http://theseedsite.co.uk/lifecycle.html</a></p>	<p>Assessment: Students access and complete the worksheets  <a href="https://learn.moe.gov.tt/pluginfile.php/328402/mod_resource/content/1/Standard%204%20%20IG%20%20Growth%20in%20plants.pdf">https://learn.moe.gov.tt/pluginfile.php/328402/mod_resource/content/1/Standard%204%20%20IG%20%20Growth%20in%20plants.pdf</a></p> <p><a href="https://learn.moe.gov.tt/pluginfile.php/328403/mod_resource/content/1/Standard%204%20IG%20Growth%20in%20humans%20.pdf">https://learn.moe.gov.tt/pluginfile.php/328403/mod_resource/content/1/Standard%204 IG Growth%20in%20humans%20.pdf</a></p>	<p><b>Station 1: Teacher station:</b> Teacher clarifies concepts and explains the activity</p> <p><b>Station 2:</b> Video on life cycle of human  <a href="https://youtu.be/mYpVP29sTiY">https://youtu.be/mYpVP29sTiY</a></p> <p><b>Station 3:</b> Students view and make notes on a demonstration of the different stages of the life cycle of a plant (can be pictures): seed, adult plant, flowering plant, fruit</p> <p><b>Station 4:</b> Students are to follow the instructions given in the video together with additional instructions from teacher to conduct activity  <a href="https://www.sciencefun.org/kidszone/experiments/blossoming-beans/">https://www.sciencefun.org/kidszone/experiments/blossoming-beans/</a></p>	<p><b>At Home:</b> Students are to follow the instructions given in the video together with additional instructions from teacher to conduct activity  <a href="https://www.sciencefun.org/kidszone/experiments/blossoming-beans/">https://www.sciencefun.org/kidszone/experiments/blossoming-beans/</a> Students submit assignment online</p> <p><b>At school:</b> Teacher discuss students' responses and clarify where necessary.</p>

## STANDARD 5

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
4.1.1 # 4 Appreciate the need for conservation as means of sustaining the environment (Strand: Conservation and Sustainability)	<p>Discuss strategies used in environmental conservation including:</p> <ul style="list-style-type: none"> <li>○ responsible use of resources; <ul style="list-style-type: none"> <li>✓ reduce</li> <li>✓ reuse</li> <li>✓ recycle</li> </ul> </li> <li>○ using natural ways of doing things;</li> <li>○ using alternative transportation; <ul style="list-style-type: none"> <li>✓ cycling</li> <li>✓ walking, carpooling</li> </ul> </li> </ul> <p><a href="https://www.sdcoastkeeper.org/blog/change-your-habits/top-ten-creative-ways-to-teach-kids-about-the-environment">https://www.sdcoastkeeper.org/blog/change-your-habits/top-ten-creative-ways-to-teach-kids-about-the-environment</a></p> <p><a href="https://www.youtube">https://www.youtube</a></p>	<p>Students research and list initiatives used by environmental protection agencies.</p> <p><a href="https://www.youtube.com/watch?v=eIQUOIyE7q0">https://www.youtube.com/watch?v=eIQUOIyE7q0</a></p> <p><a href="https://www.youtube.com/watch?v=IJToF8D9bdU">https://www.youtube.com/watch?v=IJToF8D9bdU</a></p> <p><a href="https://en.unesco.org/greentizens/stories/educational-activities-involve-children-protection-environment">https://en.unesco.org/greentizens/stories/educational-activities-involve-children-protection-environment</a></p> <p>Assessment at home:</p> <p><a href="https://learn.moe.gov.tt/pluginfile.php/328421/mod_resource/content/1/Std%204%20Greenhouse%20Effect.pdf">https://learn.moe.gov.tt/pluginfile.php/328421/mod_resource/content/1/Std%204%20Greenhouse%20Effect.pdf</a></p> <p><a href="https://learn.moe.gov.tt/plugin">https://learn.moe.gov.tt/plugin</a></p>	<p>Different stations are set-up, each station demonstrating data (e.g. table, graph, article etc) which illustrates the impact of Global Warming.</p> <p>Students move singly from one rotation to the next and write short notes on the interpretation of the data.</p> <p><a href="https://www.google.com/search?q=simple+images+of+simple+data+on+global+warming+for+kids&amp;tbm=isch&amp;ved=2ahUKEwj-lqfN6PDrAhUVuFkKHVnTAikQ2-cCegQIABAA&amp;oq=simple+images+of+simple+data+on+global+warming+for+kids&amp;gs_lcp=CgNpbWcQA1Czd1iY3wFg_OQBaABwAHgAgAH6AogB-heSAQgwLjE0LjAuMpgBAKABAaoBC2d3cy13aXotaWlnwAEB&amp;scient=img&amp;ei=lapjX774JpXw5gLZpovIAg&amp;bih=636&amp;biw=136">https://www.google.com/search?q=simple+images+of+simple+data+on+global+warming+for+kids&amp;tbm=isch&amp;ved=2ahUKEwj-lqfN6PDrAhUVuFkKHVnTAikQ2-cCegQIABAA&amp;oq=simple+images+of+simple+data+on+global+warming+for+kids&amp;gs_lcp=CgNpbWcQA1Czd1iY3wFg_OQBaABwAHgAgAH6AogB-heSAQgwLjE0LjAuMpgBAKABAaoBC2d3cy13aXotaWlnwAEB&amp;scient=img&amp;ei=lapjX774JpXw5gLZpovIAg&amp;bih=636&amp;biw=136</a></p>	<p><b>At home:</b></p> <p>Students research and devise personal plans to demonstrate environmental conservation.</p> <p><a href="https://wehavekids.com/parenting/26-ways-your-kids-can-help-protect-the-environment">https://wehavekids.com/parenting/26-ways-your-kids-can-help-protect-the-environment</a></p> <p><a href="https://www.youtube.com/watch?v=vONBU7btYuo">https://www.youtube.com/watch?v=vONBU7btYuo</a></p> <p><b>At school:</b></p> <p>Students design a poster to show their personal plan for environmental conservation</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<a href="https://www.youtube.com/watch?v=BP-yCd2qLxo">.com/watch?v=BP-yCd2qLxo</a>	nfile.php/328427/mod_resource/content/1/Standard%204_CS_Greenhouse%20and%20Enhanced%20Greenhouse%20Effect.pdf	<a href="#">4&amp;rlz=1C1CHBF_enTT910TT911</a>	

## SOCIAL STUDIES

### INFANT 1

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
<b>INFANT ONE</b>				
<b>Places: Home, School, Community</b>  Develop appreciation for their home, school and community.	Define the terms home, school and community  Students state the name and address of their home and school  Class discussion on what can be done to show appreciation for someone and then take it further to look at ways one can show appreciation for their home, school and community	Examine the following links to clarify the terms and concepts and ways on can show appreciation for their home, school and respective communities:  We belong to different communities: <a href="https://www.youtube.com/watch?v=IGC0zxgRNJQ">https://www.youtube.com/watch?v=IGC0zxgRNJQ</a>  Showing Gratitude: <a href="https://www.youtube.com/watch?v=T5Umo80x9og">https://www.youtube.com/watch?v=T5Umo80x9og</a>	Station 1: Students examine a Google map of the school environment by entering a search for the specific location: <a href="https://www.google.com/earth/">https://www.google.com/earth/</a>  Station 2: Students complete worksheets by circling scenarios that depict the display of appreciation for their home, school and community.  Station 3: Students each take turns and state the name and address of their school and their home address.	Create a sketch map of the journey from home to school highlighting three (3) major/important buildings/features

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
INFANT 2				
<b>The Built Community: Places I Go</b>  Understand and appreciate their built community	Class discussion on what are landmarks  Give examples of landmarks in their communities  Discuss and compare the features of towns with villages	Research pictures of famous landmarks around the world: <a href="https://www.youtube.com/watch?v=CJx-FNQ_8wE">https://www.youtube.com/watch?v=CJx-FNQ_8wE</a>  Types of communities: <a href="https://www.youtube.com/watch?v=NR7z9FbUf5k">https://www.youtube.com/watch?v=NR7z9FbUf5k</a>  Features of a town: <a href="https://www.youtube.com/watch?v=EfD2k9beP-4">https://www.youtube.com/watch?v=EfD2k9beP-4</a>	Station 1: Students examine video presentation of the difference between towns and villages  Types of communities <a href="https://www.youtube.com/watch?v=NR7z9FbUf5k">https://www.youtube.com/watch?v=NR7z9FbUf5k</a>  Features of a town <a href="https://www.youtube.com/watch?v=EfD2k9beP-4">https://www.youtube.com/watch?v=EfD2k9beP-4</a>  Station 2: Further development of concepts on the village such as what is a village?; its main features and importance. Use of pictures and models  Station 3: Further development of concepts on the town such	Complete a worksheet on the differences that exist between a town and a village. The worksheet may present examples of the two types of settlements and students will indicate which ones are examples of towns and villages.

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
			<p>as what is a town?; its main features and importance. Use of pictures and models</p> <p>Station 4: Examine and discuss the differences that exist between a town and a village using posters or models</p>	
STANDARD 1				
<p><b>My Country: Leisure &amp; Work</b></p> <p>Know the seasons in Trinidad and Tobago and the activities associated with each type.</p>	<p>Discuss the seasons in Trinidad and Tobago (dry season; wet season)</p> <p>Examine the duration of each season stating the months during which the season is experienced</p> <p>Discuss how weather conditions influence leisure and work activities</p>	<p>Examine the following link which gives details on the seasons experienced in Trinidad and Tobago</p> <p>Brief description of the two seasons in Trinidad and Tobago: <a href="https://www.youtube.com/watch?v=rXYuefS3Ic0">https://www.youtube.com/watch?v=rXYuefS3Ic0</a></p>	<p>Station 1: Examine video presentation of the weather condition during the dry season</p> <p>Conditions during the dry season: <a href="https://www.youtube.com/watch?v=p0YIMzpJUyo">https://www.youtube.com/watch?v=p0YIMzpJUyo</a></p> <p>Station 2: Build concepts associated with the dry season in Trinidad and Tobago such as the months of the year</p>	<p>Create a poster showing the months of the year and highlighting the months in which the different seasons are experienced. Use pictures or drawings to show the weather conditions experienced and the activities one can engage in during the different seasons.</p> <p>Complete the following activity:</p>

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
	Name some examples activities during each season		<p>one can experience this season, the weather conditions and types of activities that can take place</p> <p>Station 3: Build concepts associated with the wet season in Trinidad and Tobago such as the months of the year one can experience this season, the weather conditions and types of activities that can take place</p>	<a href="https://learn.moe.gov.tt/pluginfile.php/325700/mod_resource/content/1/Social%20Studies%20Standard%201%20-The%20Dry%20and%20Wet%20Season%20and%20Weather%2027-4-2020.pdf">https://learn.moe.gov.tt/pluginfile.php/325700/mod_resource/content/1/Social%20Studies%20Standard%201%20-The%20Dry%20and%20Wet%20Season%20and%20Weather%2027-4-2020.pdf</a>
STANDARD 2				
<b>Water</b> Recognize water as a valuable resource.  Identify the sources of water and recognize that water is	Discuss the meaning of the term resource  Clarify concepts and phrases associated with water such as valuable resource, essential to life, conservation  Recognize the importance of water as a	Use the following links to clarify the concepts associated with water  Types of Resources: <a href="https://www.youtube.com/watch?v=b8uJQP08yq0">https://www.youtube.com/watch?v=b8uJQP08yq0</a>  Water Bodies: <a href="https://www.youtube.com/watch?v=bNWuQD7QHBc">https://www.youtube.com/watch?v=bNWuQD7QHBc</a>	Station 1: Video presentation on the importance of water and the need to conserve  Importance of Water: <a href="https://www.youtube.com/watch?v=31F0laJjyy8">https://www.youtube.com/watch?v=31F0laJjyy8</a>  Ten ways to conserve water: <a href="https://www.youtube.com/w">https://www.youtube.com/w</a>	Use of worksheet to research and highlight ways we waste water and propose solutions for each way identified.  Produce a poster to show the importance of water and the need for conservation.

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
<p>essential to life.</p> <p>Understand their role in water conservation.</p>	<p>resource</p> <p>Outline the different uses of water</p> <p>Name the main sources of the water that is used in Trinidad and Tobago (surface water; ground water; salt water)</p> <p>Justify why water must be conserved</p> <p>Discuss ways to conserve water.</p> <p>Identify the government agencies responsible for management and distribution of water in Trinidad and Tobago.</p> <p>Justify why water governance is required (illegal use of water)</p>	<p>Sources of Water: <a href="https://www.youtube.com/watch?v=zbSJJfr9IVM">https://www.youtube.com/watch?v=zbSJJfr9IVM</a></p> <p>Importance of Water: <a href="https://www.youtube.com/watch?v=31F0laJjyy8">https://www.youtube.com/watch?v=31F0laJjyy8</a></p> <p>Ten ways to conserve water: <a href="https://www.youtube.com/watch?v=iLLYX3RbtPQ">https://www.youtube.com/watch?v=iLLYX3RbtPQ</a></p> <p>Ways to conserve water at home: <a href="https://www.youtube.com/watch?v=NH9DR0tYuS8">https://www.youtube.com/watch?v=NH9DR0tYuS8</a></p>	<p><a href="#">atch?v=iLLYX3RbtPQ</a></p> <p>Station 2: Recognize the sources of water in Trinidad and Tobago by using maps and photographs</p> <p>Station 3: Display the different uses of water by means of charts, posters, pictures.</p> <p>Station 4: Develop the need for water conservation and present methods of water conservation</p> <p>Resource for Teachers: <a href="https://learn.eartheasy.com/guides/45-ways-to- conserve-water-in-the-home-and-yard/">https://learn.eartheasy.com/guides/45-ways-to- conserve-water-in-the-home-and-yard/</a></p>	<p>Produce a map to show the main sources of water in Trinidad and Tobago (Navet, Caroni, Hollis, Hillsborough Reservoirs)</p>



LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
	Discuss the role of everyone in water conservation			
STANDARD 3				
<b>Different But The Same</b>  Know the contributions made by our ancestors	Identify our ancestors (Spanish, French, British, Africans, East Indians, Chinese, Middle Easterners)  Describe the contributions of our ancestors to our society (food; religion; dress; music and dance; art/craft; social structure; language; artefacts; historical sites; folklore (beliefs and practices); political influences; education; place names etc.	Use the following links to help develop concepts  Snapshots of the history of Trinidad and Tobago: <a href="https://www.youtube.com/watch?v=svTM6glOcc&amp;feature=youtu.be">https://www.youtube.com/watch?v=svTM6glOcc&amp;feature=youtu.be</a>  African Heritage Religion: <a href="https://natt.gov.tt/sites/default/files/pdfs/Our-African-Heritage.pdf">https://natt.gov.tt/sites/default/files/pdfs/Our-African-Heritage.pdf</a>  African Heritage Food and Craft: <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day#tabposition_247612">https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day#tabposition_247612</a>  Indian Arrival Day and the contributions of the East Indians: <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Indian-Arrival-Day">https://www.nalis.gov.tt/Resources/Subject-Guide/Indian-Arrival-Day</a>	Station 1: African Heritage-Religion: <a href="https://natt.gov.tt/sites/default/files/pdfs/Our-African-Heritage.pdf">https://natt.gov.tt/sites/default/files/pdfs/Our-African-Heritage.pdf</a>  African Heritage Food and Craft: <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day#tabposition_247612">https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day#tabposition_247612</a>  Indian Arrival Day and the contributions of the East Indians: <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Indian-Arrival-Day">https://www.nalis.gov.tt/Resources/Subject-Guide/Indian-Arrival-Day</a>  The Syrian Lebanese People:	Explain in seven-eight sentences the contributions made by our ancestors to our society  State two contributions made by any one of our ancestral groups (Spanish, French, British, Africans, East Indians, Chinese, Middle Easterners)

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
		<p><a href="#">Day</a></p> <p>The Syrian Lebanese People:  <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Syrian-Lebanese">https://www.nalis.gov.tt/Resources/Subject-Guide/Syrian-Lebanese</a></p> <p>The Chinese in Trinidad-resource for Teachers only:  <a href="https://www.youtube.com/watch?v=UPa31Jep5N4">https://www.youtube.com/watch?v=UPa31Jep5N4</a></p>	<p><a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Syrian-Lebanese">https://www.nalis.gov.tt/Resources/Subject-Guide/Syrian-Lebanese</a></p> <p>The Chinese in Trinidad-resource for Teachers only:  <a href="https://www.youtube.com/watch?v=UPa31Jep5N4">https://www.youtube.com/watch?v=UPa31Jep5N4</a></p> <p>Station 2:  Highlight our ancestral heritage. Recognize any form of our ancestral heritage when shown in pictures</p> <p>Station 3:  Show with pictures/displays the contributions made by our ancestors. Students can be asked to bring items for the display. Students use accompanying worksheet to note the various and specific contributions made by each group of ancestors</p>	

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
STANDARD 4				
<b>Understanding Change</b>  Become aware of body changes and how to manage it in a healthy manner.	Identify changes the body experiences as it matures  Describe the additional care that is needed for the body during puberty (hygiene; diet; exercise)  Appreciate the physical differences in males and females  Appreciate that one's body is private and special and should be treated with respect by all	Use the following link to develop concepts  Puberty Changes- Students can look at the following video and answer questions developed by the teacher at the end: <a href="https://www.youtube.com/watch?v=Z9vEuN6mXoc">https://www.youtube.com/watch?v=Z9vEuN6mXoc</a>  Changes during Puberty Part 1: <a href="https://www.youtube.com/watch?v=TIfsGKDoVIQ">https://www.youtube.com/watch?v=TIfsGKDoVIQ</a>  Changes during Puberty Part 2: <a href="https://www.youtube.com/watch?v=J8PyEVacaVA">https://www.youtube.com/watch?v=J8PyEVacaVA</a>  Bodies are private: <a href="https://www.youtube.com/watch?v=pyjyYHaTqDQ">https://www.youtube.com/watch?v=pyjyYHaTqDQ</a>	Station 1: Video presentation of changes in the human body as it matures Puberty Changes- Students can look at the following video and answer questions developed by the teacher at the end: <a href="https://www.youtube.com/watch?v=Z9vEuN6mXoc">https://www.youtube.com/watch?v=Z9vEuN6mXoc</a>  Changes during Puberty Part 1: <a href="https://www.youtube.com/watch?v=TIfsGKDoVIQ">https://www.youtube.com/watch?v=TIfsGKDoVIQ</a>  Changes during Puberty Part 2: <a href="https://www.youtube.com/watch?v=J8PyEVacaVA">https://www.youtube.com/watch?v=J8PyEVacaVA</a>  Station 2: Care for the body during puberty (hygiene, diet and	Students list five (5) changes that take place in the body as it matures  For each of the following: hygiene, diet, exercise explain two (2) ways of taking good care of the body during puberty

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
			<p>exercise)</p> <p>Taking care of your body during Puberty:  <a href="https://www.youtube.com/watch?v=00BYyDr8Xdg">https://www.youtube.com/watch?v=00BYyDr8Xdg</a></p> <p>Station 3:  Highlight the physical differences in males and females by means of pictures, charts, models</p> <p>Station 4:  Develop the need for respect for one's body and ways we can show respect for our own bodies and that of others. Present scenarios to students and have them identify situations of respect/disrespect.</p>	
STANDARD 5				
<b>Diversity and My Global</b>	Identify a social issue, relevant to them, written	Elements of Project work using the following link:	Station 1: Elements of Project work	Produce completed project with all the

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
<b>Citizenship: Pulling It All Together</b>  Understand that valid sources of information are necessary for making informed decisions.  Create a project based on any one of the following themes: • Appreciating Our Cultural Heritage • Improving Our Environment • Celebrating our	as a statement or a problem (completed in Term 1)  Gather information from at least one (1) primary source and one (1) secondary source (completed in Term 1)  Communicate information by writing at least two (2) paragraphs and using at least one (1) illustration (completed in Term 1)  Suggest two (2) solutions that are relevant and practicable to the situation.  Devise an action plan with at least three (3) steps to solve the problem	Resource for Teachers: <a href="https://thebig6.org/">https://thebig6.org/</a>  How to write a research paper for kids Episodes 1-5(note the viewing of these videos must be guided by teachers)  Episode 1 Brainstorming topics: <a href="https://www.youtube.com/watch?v=h5HM8GjQwP8">https://www.youtube.com/watch?v=h5HM8GjQwP8</a>  Episode 2 Making a plan: <a href="https://www.youtube.com/watch?v=3qqyH-YvzXM">https://www.youtube.com/watch?v=3qqyH-YvzXM</a>  Episode 3 Researching: <a href="https://www.youtube.com/watch?v=xqKuTW6EWsg">https://www.youtube.com/watch?v=xqKuTW6EWsg</a>  Episode 4 Writing a draft: <a href="https://www.youtube.com/watch?v=qfuWM897mjI">https://www.youtube.com/watch?v=qfuWM897mjI</a>  Episode 5 Revising:	with emphasis on arriving at solutions to problems identified  Station 2: Identification of solutions and action plans that relate to the social issue identified. Present possible solutions and action plans for feedback from teacher  Station 3: Writing up project. Clarify guidelines on the completed project	relevant parts (the social issue written as a statement or problem; information collected from at least one (1) primary source and one (1) secondary source; two (2) paragraphs on the information collected with at least one (1) illustration; two (2) solutions for the social issue identified and an action plan with at least three (3) steps to solve the problem.

LEARNING OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to- face	Online	Rotations	Flipped Classroom
Nationhood • Exploring Social Issues		<a href="https://www.youtube.com/watch?v=AsmqTJhFb_Y">https://www.youtube.com/watch?v=AsmqTJhFb_Y</a>		

## SPANISH

### INFANTS 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Station Rotation
<p>7.1.2. Identify selected pets in Spanish.  <i>¿Qué animal es?</i>  <i>(el perro, el gato, el pájaro, el pez, la tortuga, el conejo)</i></p>	<p>Content:            7.1.2 Identify selected pets in Spanish.</p> <p>Teacher plays video on pets E.g. Video/ Audio demo of target language structures (e.g. LMS Topic <i>¿Qué animal es?</i>)</p> <p>Students engage in oral practice with abundant and varied repetition            Alternatively, teachers can use pictures of the 6 selected pets</p> <p><b>Activity 2:</b> Students bring pictures or drawings of their pets</p>	<p>Students interact with material presented on the SLMS remotely. Review and practice are embedded in the activity.</p> <p>(Teacher or parent may use simple oral questioning techniques using the question <i>¿Qué animal es?</i> to reinforce learning if desired).            Alternatively, students may interact with the video as many times as they choose to reinforce learning.</p>	<p>Students interact with material presented on the SLMS remotely.</p> <p>In class, the teacher engages in simple oral questioning to have them identify selected animals in Spanish.            Images of the 6 selected pets can be used to elicit student responses as the teacher asks <i>¿Qué animal es?</i></p>	<p>Different stations are set up where students can work with the materials (audio-visual and hands on)</p> <p><b>Station 1:</b> A computer is set up where students view SLMS video on pets and interact with the material presented.            Students complete embedded practice activity.            Link:  <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=10921">https://learn.moe.gov.tt/mod/resource/view.php?id=10921</a></p> <p><b>Station 2:</b>            A station is set up with activity sheets (Drawing, tracing dots/dot-to-dot activity) to create the shape of 6 selected animals. They then say the word name for each animal.</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Station Rotation
	and others identify the animal			<p><b><u>Station 3:</u></b> A station is set up where students can colour the images that they traced or with colouring sheets.</p>



Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online Learning/Distance Learning	Flipped Classroom	Station Rotation
<p>8.1.1. State in Spanish the key persons in their school. 8.2.1. Show respect for others.</p> <p><i>¿Quién es? (el maestro/la maestra, el secretario/la secretaria, el director/la directora, el guardia, el limpiador/la limpiadora, el alumno/la alumna, el amigo/la amiga)</i></p>	<p><b>Activities:</b></p> <p>Teacher initiates discussion on how important all the personnel around the school are, what they do to support the school, and why we respect each of them.</p> <p>Teacher engages students in a video/audio demo of target language structures</p> <p>Students engage in oral practice with abundant and varied repetition (whole class, groups,</p>	<p>Students interact with material presented on the SLMS or any similar online material remotely.</p> <p>SLMS Links:</p> <p>People in my school Part 1:  <a href="https://learn.moe.gov.tt/moodle/resource/view.php?id=11066">https://learn.moe.gov.tt/moodle/resource/view.php?id=11066</a></p> <p>People in my school Part 2:  <a href="https://learn.moe.gov.tt/moodle/resource/view.php?id=11065">https://learn.moe.gov.tt/moodle/resource/view.php?id=11065</a></p> <p>Note: Review and practice are embedded in the</p>	<p>Students interact with material presented on the SLMS or similar source remotely.</p> <p>In the classroom, the teacher engages in simple oral questioning using the question <i>¿Quién es?</i> to have them identify key personnel in their school in Spanish.</p> <p>Students identify key persons present at their school from images or in person.</p>	<p>Different stations are set up where students can work with the materials (audio-visual and hands on)</p> <p><b>Station 1:</b> A computer is set up where students view SLMS video on persons in my school and interact with the material presented. Students complete embedded practice activity.</p> <p><b>Station 2:</b> A station is set up with activity sheets (Drawing, colouring, tracing dots/dot-to-dot activity) to create the shape of 6 selected animals. They then say the word name for each animal.</p> <p><b>Station 3:</b> Listening activity: Students listen to an audio recording with the Spanish word</p>

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online Learning/Distance Learning	Flipped Classroom	Station Rotation
	<p>pairs, individual)</p> <p>Students identify key persons present at their school.</p>	<p>SLMS activity.</p> <p>(Teacher or parent may use simple oral questioning techniques using the question <i>¿Quiénes?</i> to reinforce learning if desired). Alternatively, students may interact with the video as many times as they choose.</p>		<p>names of key personnel at their school. They select the correct picture from a pile and place each one in the order in which it is heard (e.g. If the student hears '<i>la maestra</i>', he/she looks for the picture of the female teacher and places it on the table in the order that it is said).</p>

## STANDARD 1

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online Learning/Distance Learning	Flipped Classroom	Station Rotation
3.1.2. State selected leisure and work activities in Spanish. ( <i>juego, veo la tele, canto, bailo, leo, escribo</i> )	<p><b>Elaboration:</b> Recite and recall the Spanish word names for 5 leisure activities [3.1.2]</p> <p>Teacher engages students in a discussion on what they do at school and at home.</p> <p>Teacher uses PowerPoint presentation on SLMS to review Selected Activities in Spanish  <a href="https://learn.moe.gov.tt/course/view.php?id=653">https://learn.moe.gov.tt/course/view.php?id=653</a></p> <p>Students engage in oral practice with abundant and varied repetition.</p> <p>Teacher holds up pictures</p>	<p>Students interact with PowerPoint presentation on SLMS or similar content on Work and Leisure activities.</p> <p>Note: Review and practice are embedded in the SLMS activity.</p>	<p>Methodology may resemble that of face-to-face.</p> <p>Students interact with PowerPoint presentation on SLMS or similar content on Work and Leisure activities remotely.</p> <p>Teacher engages students in oral practice with repetition of phrases. Students recall and recite the Spanish word names for each leisure activity.</p>	<p>Different stations are set up where students can work with the materials (audio-visual, pair work)</p> <p><b>Station 1:</b> A computer/ Computers may be set up at different stations for students to interact with the material (which may be downloaded from the SLMS or other source for use).</p> <p>Students complete embedded practice activity.</p> <p><b>Station 2:</b> Students work in pairs and take turns randomly holding up pictures of different activities. While one holds up a picture, the other one states the activity depicted. Roles are then reversed.</p> <p><b>Station 3:</b></p>

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online Learning/Distance Learning	Flipped Classroom	Station Rotation
	depicting different activities. Students identify each activity stating “I sing”, “I write”, etc. in Spanish.			Listening activity: A station is set up where students listen to an audio recording of each activity. They then sort pictures depicting each activity in the order in which they are heard.

## STANDARD 2

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Rotation
2.1.1. Identify in Spanish elements of a simplified water cycle. ( <i>el sol, el agua, el océano, el río, la nube, la lluvia, la tierra</i> )	<p>Utilizing support material from the LMS, the teacher guides students through identifying in Spanish elements of a simplified water cycle.</p> <p>SLMS Link: <a href="https://learn.moe.gov.tt/course/view.php?id=414">https://learn.moe.gov.tt/course/view.php?id=414</a></p> <p>Students engage in repetition practice at different levels: Whole class, group, pairs, individual</p> <p>Students use images of different parts of the water cycle and the rest of the</p>	<p>Students interact with material presented on the SLMS or any similar online material (e.g. YouTube) remotely.</p> <p>Note: Practice is built into the SLMS activity.</p> <p>(Teacher or parent may use simple oral questioning techniques to reinforce learning if desired).</p> <p>Alternatively, students may interact with the presentation as many times as they choose to</p>	<p>Students interact with PowerPoint presentation on SLMS or similar content on Work and Leisure activities remotely.</p> <p>In the class, the teacher engages students in oral practice with repetition of phrases.</p> <p>Students recall and recite the Spanish word names for each</p>	<p>Different stations are set up where students can work with the materials (audio-visual, pair work)</p> <p><b><u>Stations 1 &amp; 2:</u></b> A computer/ Computers may be set up at different stations for students to interact with the material on the <u>Water Cycle in Spanish</u> (which may be downloaded from the SLMS for use or the teacher may opt to use another similar source).</p> <p>Students complete embedded practice activity.</p> <p><b><u>Station 3:</u></b> Listening activity: A station is set up where students listen to an audio recording of each activity. They then draw pictures/sketches depicting each element in the order in which they are heard.</p> <p><b><u>Station 4:</u></b> Students work in pairs. They take turns holding</p>

<b>Learning Outcomes</b>	<b>SUGGESTED BLENDED LEARNING APPROACHES</b>			
	<b>Face-to-face</b>	<b>Online/Distance Learning</b>	<b>Flipped Classroom</b>	<b>Rotation</b>
	class orally identify the element in Spanish.	reinforce learning.	element of the water cycle.	up images of the different elements of the water cycle and state each element in Spanish

## STANDARD 3

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Rotation
4.1.1. Describe in Spanish, simple weather conditions related to tropical climate. <i>¿Qué tiempo hace?</i> <i>(Hace sol, Hace calor, Está lloviendo, Hace viento, Está nublado)</i>	<p>Teacher enters class with various items that one might use in different tropical climatic conditions.</p> <p>Utilizing support material from the SLMS, the teacher guides students through describing, in Spanish, simple weather conditions related to tropical climate.</p> <p>Repetition practice: Whole class, group, pairs, individual</p> <p>Teacher uses items (e.g. umbrella, fan, etc.) and students have to say in Spanish what type of weather it is.</p>	<p>Students interact with PowerPoint presentation on SLMS or similar content on Work and Leisure activities.</p> <p>Note: Practice is embedded in the SLMS activity.  <a href="https://learn.moe.gov.tt/course/view.php?id=415">https://learn.moe.gov.tt/course/view.php?id=415</a></p> <p>The teacher engages students by asking the question  <i>¿Qué tiempo hace?</i>            He/she posts different pictures depicting various weather conditions.            Students orally identify each weather condition.</p>	<p>Methodology may resemble that of Online/Distance learning</p> <p>Students interact with PowerPoint presentation on SLMS or similar content on Work and Leisure activities from a remote location.            (Note: Practice is embedded in the SLMS activity.)</p> <p>During class, the teacher engages students by asking the question  <i>¿Qué tiempo hace?</i></p> <p>He/she shows the students different pictures depicting various weather conditions.</p>	<p>Different stations are set up where students can work with the materials (audio-visual, pair work)</p> <p><b><u>Stations 1 &amp; 2:</u></b>            A computer is set up where students view SLMS presentation on weather and interact with the material presented.</p> <p><b><u>Station 3:</u></b>            A station is set up where students work in pairs asking and answering the question  <i>¿Qué tiempo hace?</i>            They use images of various weather conditions (sunny, rainy, etc.) and take turns to ask the question and identify each</p>

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Rotation
	Individual students act out different weather conditions and the class states the weather condition in Spanish.	<i>(hace sol, Está lloviendo, etc.)</i>	Students orally identify each weather condition. <i>(hace sol, Está lloviendo, etc.)</i>	weather condition orally.



## STANDARD 4

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Station Rotation
<p>Content</p> <p>4.1.1. Use ‘<i>There is more...</i>’ to describe various changes to our world. (<i>Hay más polución, tráfico, educación, información</i>)</p> <p>Disposition</p> <p>4.2.1. Be aware of and appreciative of global changes.</p> <p>Disposition</p> <p>4.2.2.</p>	<p>Teacher engages students in discussion on global Changes and on becoming a more caring and responsible citizen.</p> <p>He/she shows students images of different towns/villages. Students state in which town/village there is more pollution, traffic, education, or information.</p> <p>Students are then introduced to these structures in Spanish (<i>Hay más polución, tráfico, educación, información</i>).</p> <p>Students engage in oral practice with abundant and varied repetition (whole class, groups, pairs,</p>	<p>Methodology may resemble that of Face-to-face learning. Teacher prepares PowerPoint presentation or video on “<i>Hay más...</i>” showing different examples of towns/villages, access to information, etc. (This presentation will be made available to the students by the teacher for use online.)</p> <p>In the presentation, students are introduced to the structures in Spanish (<i>Hay más polución, tráfico, educación, información</i>).</p> <p>Students complete an activity where they identify in which picture there is more pollution, information, etc.</p>	<p>Students are guided to research simply expressed common resources of which there is more or less in the world (specifically, more pollution, traffic, education, information)</p> <p>Students express in English their opinions on whether there is more or less of each and discuss in English how we can improve the situation. They then review the structures (<i>Hay más polución, tráfico, educación, información</i>)</p> <p>Note: The teacher may opt to introduce (<i>Hay menos...</i> There is less...)</p>	<p>Different stations are set up where students can work with the materials (audio-visual, tactile)</p> <p><b>Station 1:</b></p> <p>Students watch short video clips on pollution, traffic, education, information. Based on each video clip, they state, in Spanish, <i>Hay más polución, tráfico, educación, información</i> as is depicted in each video clip. Sample video: <a href="https://www.youtube.com/watch?v=aXmfQLC8ju4">https://www.youtube.com/watch?v=aXmfQLC8ju4</a></p> <p><b>Stations 2 -5:</b></p> <p>Students interact with different bits of realia (e.g. newspapers, bits of ‘trash’, images, etc.) and indicate what the items represent at</p>

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online/Distance Learning	Flipped Classroom	Station Rotation
Become a more caring and responsible citizen.	individual)			each station (information, pollution, etc.) E.g. A crumpled up can and empty snack wrapper could be used to elicit the response “ <i>Hay más polución</i> ”

## STANDARD 5

Learning Outcomes	SUGGESTED BLENDED LEARNING APPROACHES			
	Face-to-face	Online Learning	Flipped Classroom	Station Rotation
<p>2.1.1. State in Spanish selected items of clothing that they wear.</p> <p><i>¿Qué llevas? (Llevo uniforme, pantalones, camiseta, camisa, falda, vestido.)</i></p>	<p>Teacher introduces and demonstrates language for items of clothing worn by students. Students engage in oral practice with abundant and varied repetition (whole class, groups, pairs, individual)</p> <p>Students engage in oral practice where the teacher uses images of selected articles of clothing. The students identify each article of clothing.</p> <p>Simple oral questioning</p> <p>Formative Assessment: Observation of student practice at different levels (whole class, group, pair) culminating in students identifying items of clothing worn by each other.</p>	<p>Students watch a video on clothing (E.g. <a href="https://www.youtube.com/watch?v=JKEi-qSdKWc">https://www.youtube.com/watch?v=JKEi-qSdKWc</a>)</p> <p>They answer questions based on the video provided by the teacher.</p>	<p>Students watch a video on clothing (E.g. <a href="https://www.youtube.com/watch?v=JKEi-qSdKWc">https://www.youtube.com/watch?v=JKEi-qSdKWc</a>)</p> <p>They answer questions based on the video posed by the teacher.</p>	<p><b><u>Station 1:</u></b> Students engage in individual or pair work. A computer/ Computers may be set up at different stations for students to interact with the material on the <u>Clothing</u>.</p> <p><b><u>Station 2:</u></b> Students engage in pair work. Station 2 has images of selected items of clothing. They take turns asking and responding to the question <i>¿Qué llevas?</i> based on the image presented to each other.</p>

## VISUAL AND PERFORMING ARTS:

DANCE

DRAMA

MUSIC

VISUAL ARTS

## DANCE

### INFANT ONE

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Mirror forms and structures from their immediate environment	Teacher demonstrates shapes from structures students call out. Students under guidance of students, explore shapes through use of individual parts of the body Present a movement sequence using parts of the body and the whole body to show shapes around the home	<a href="https://www.youtube.com/watch?v=0B6Ge0FzHG0">https://www.youtube.com/watch?v=0B6Ge0FzHG0</a>	1 Look at video and copy shapes 2.Create shapes from structures in their environment	Practice shapes at home with the supervision of an adult and create more shapes from items around the home.

## INFANT 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Demonstrate movements that illustrate ideas, feelings or stories	Teacher can call out ideas, animals, things etc., and allow students to show these through movement using the whole body or parts of the body	<a href="https://www.youtube.com/watch?v=RgAcQKieE4U">https://www.youtube.com/watch?v=RgAcQKieE4U</a> (the teacher must reinforce physical distancing)	1.Pupils look at video of young children exploring ideas through movement 2. Pupils are directed to express their ideas in movement: physical distancing in groups as determined by size of the room	Pupils view video with adult supervision and discuss ideas seen and share their own thoughts.

## STANDARD 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Create traditional folk and contemporary dance sequences	Teacher introduces pupils to simple bele steps and creates a short movement sequence from the steps learnt. Pupils can talk about the bele dance, sing a bele song and demonstrate 3 steps	<a href="https://www.youtube.com/watch?v=wz_3f_5VnpI&amp;list=TLPQMTgwODIwMjAf6U-4lF7x6Q&amp;index=5">https://www.youtube.com/watch?v=wz_3f_5VnpI&amp;list=TLPQMTgwODIwMjAf6U-4lF7x6Q&amp;index=5</a>	1.Pupils look at the video of the Bele Festival 2. Teacher and pupils discuss what they know of the Bele dance 3. Pupils display 2 bele steps in small groups	Pupils look at the video at home with an adult. They can source information on the history of the Bele Dance

## DRAMA

### INFANT 1

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Combine various sounds to produce a simple soundscape.	<p>Teacher guides students in voice warm exercises and vocal exploration exercises.</p> <p>Performance of 1-minute soundscapes using items from immediate surroundings in addition to voice inflections and un-tuned percussive instruments.</p>	<p>Presentation on soundscapes.</p> <p>Facilitation of simple soundscape creation</p>	Collection of simple instruments, form their surroundings, which create sounds.	<p>Learning Activity (SLMS):</p> <p><a href="https://learn.moe.gov.tt/course/view.php?id=834">https://learn.moe.gov.tt/course/view.php?id=834</a></p>

INFANT 2

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Create and present a simple portfolio.	<p>With references to a power point presentation or chart, teacher introduces students to steps in creating a portfolio on an individual who has impacted his/ her life.</p> <p>Students then brainstorm ideas for their portfolio.</p>	<p>Presentation on ‘personalities.’  <a href="https://www.youtube.com/watch?v=GH6DiW-LGEw">https://www.youtube.com/watch?v=GH6DiW-LGEw</a></p> <p><a href="http://www.niherst.gov.tt/scipop/scipop.html">http://www.niherst.gov.tt/scipop/scipop.html</a></p> <p>Presentation of how to put together a simple portfolio.  <a href="https://www.youtube.com/watch?v=dg99FrKJIS0">https://www.youtube.com/watch?v=dg99FrKJIS0</a></p>	<p>Collection of pictures of an individual who has impacted his/ her life.</p> <p>Writing of 2-3 simple sentences on about the individual.</p>	<p>Learning Activity (SLMS):  <a href="https://learn.moe.gov.tt/course/view.php?id=834">https://learn.moe.gov.tt/course/view.php?id=834</a></p>



## STANDARD 1

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Communicate using mime and hand gestures.	<p>Teacher demonstrates relevant mime and gestures which students guess the message being communicated. Students are engaged in participation in physical exercises with a focus on mime and gestures.</p> <p>Performance of 3-5 hand gestures only to communicate with peers using a given scenario.</p>	<p>Presentation on various hand gestures and their meaning <i>(opportunity to look at gestures around the world and meanings)</i></p>		<p>Learning Activity (SLMS):  <a href="https://learn.moe.gov.tt/course/view.php?id=819">https://learn.moe.gov.tt/course/view.php?id=819</a> </p>

## STANDARD 2

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Role-play folk characters using voice, body movement and costume.	<p>Guest artist/teacher demonstrates various Characterization exercises <i>with special focus on the use of voice and body movement</i>, Students follow as each exercise is demonstrated.</p> <p>Performance of folk character before a live audience of peers</p>	<p>Video presentation of folk characters</p> <p>Quiz on folklore characters' attributes, physical appearance, behavioural traits etcetera. <i>(suggested use of pictures)</i></p>	<p>Creation of costume with assistance of adults at home <i>(suggested use of recycled materials)</i></p> <p>Videoed or voice note rehearsal of given folklore character</p>	<p>Learning Activity (SLMS):  <a href="https://learn.moe.gov.tt/course/view.php?id=750">https://learn.moe.gov.tt/course/view.php?id=750</a> </p>

## STANDARD 3

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Create presentations based on festivals from other Caribbean countries.	Referring to video presentation which showcases one festival from one Caribbean country, teacher discusses elements of drama used in the festival	<p>Synchronous or Asynchronous class on countries of the Caribbean</p> <p>Synchronous or Asynchronous class identifying the features of festivals (<i>using a local festival as an example. Focus can be placed on theatrical elements</i>)</p> <p><i>Where possible the teacher can network with a school/ class in another Caribbean territory and students can be paired to do research</i></p>	<p>Research on a given Caribbean festival</p> <p>Documentation of the festival</p> <p>Work in small groups to create presentations based on festivals from other Caribbean countries.</p>	<p>Learning Activity (SLMS):</p> <p><a href="https://learn.moe.gov.tt/pluginfile.php/322208/mod_resource/content/1/Drama%20Standard%203%20Festivals%20across%20the%20Caribbean.pdf">https://learn.moe.gov.tt/pluginfile.php/322208/mod_resource/content/1/Drama%20Standard%203%20Festivals%20across%20the%20Caribbean.pdf</a></p>

## STANDARD 4

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Investigate the elements of a production.	Teacher presents a power point on how to conduct research and provide students a template with examples filled in.	<p>Presentation on the elements of a production/ presentation (e.g. <i>costume, characterization, dance, music and staging</i>).</p> <p>Showing of a recorded presentation or production.</p> <p>Student to state how any three production elements were used in the recorded presentation or production shown by the teacher with a brief explanation of each.</p> <p>Quiz on the elements of production/ presentation.</p>	<p>Research the elements of production.</p> <p>Creation of a plan for the use of three or more elements for an imagined production or presentation (suggested <i>use of an age appropriate story or a story from another subject area or an original short by the student</i>).</p>	<p>Learning Activity (SLMS):  <a href="https://learn.moe.gov.tt/course/view.php?id=805">https://learn.moe.gov.tt/course/view.php?id=805</a> </p>

## STANDARD 5

OUTCOME	Suggested Blended Learning Approaches		
	Face-to-face	Online (Teacher led)	Flipped (Student led)
Create scenarios that showcase Trinidad and Tobago to the world.	Teacher guides students in brainstorming of scenarios which they develop into a 10 min performance. Each performance based on the selected scenarios is done before a live audience of peers which uses at least three (3) elements of production.	<p>Presentation on the elements of production/ presentation (<i>e.g. costume, characterization, dance, music and staging</i>) and a review of stage areas.</p> <p>Upload or sharing of process and/or product for critique by teacher and peers.</p>	<p>Document the production process by creating a journal/ portfolio to showcase Trinidad and Tobago to the world.</p> <p>Work in groups to create one presentation that uses at least three elements of production that showcases Trinidad and Tobago to the world.</p>

## MUSIC

### INFANT 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Maintain a steady beat using body percussion and non-tuned percussion.	Teacher demonstration: Clap, pat, snap, stomp to a steady beat in counts of twos, threes and fours. Play minor percussion instruments to a steady beat of various timing.			

### INFANT 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Name and match instruments by sight and sound.	With reference to pictures or posters teacher engages students in developing a KWL chart to name and match with drawings of instruments	Teacher will ask students to watch video to see instruments and hear their sounds.  Assessment activity: SLMS <a href="https://learn.moe.gov.tt/moodle/resource/view.php?id=5084">https://learn.moe.gov.tt/moodle/resource/view.php?id=5084</a>	Musical instruments placed at different stations in the classroom for children to interact with. Station 1: Percussion Station 2: String Station 3: wind	At home: students make a simple string, wind or percussion instrument, with guidance of parent  At school: the instruments are demonstrated.

## STANDARD 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Create simple rhythms.</p> <p>Collaborate in groups to present compositions.</p>	<p>Teacher can demonstrate:</p> <ul style="list-style-type: none"> <li>- Create rhythms to accompany simple songs.</li> <li>-Perform individually and in groups.</li> </ul>	<p>SLMS activity</p> <p><a href="https://learn.moe.gov.tt/mod/resource/view.php?id=6278">https://learn.moe.gov.tt/mod/resource/view.php?id=6278</a> (view pictures and videos on creating musical instruments)</p>		<p>* Create musical instruments at home from recycled materials (see SLMS activity in online section)</p> <p>*Bring home-made instruments to school and use in creating rhythms (see face to face section)</p>

## STANDARD 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Sing folk, traditional and nation building songs independently and in groups.</p>	<p>Sing individually and in groups. Song: “School Vendor Woman”.</p> <p>Teacher can suggest and perform actions when singing.</p>	<p>Learn lyrics and melody independently:</p> <p><a href="https://learn.moe.gov.tt/mod/resource/view.php?id=5239">https://learn.moe.gov.tt/mod/resource/view.php?id=5239</a></p>		<p>At home receive and learn lyrics and melody of song via email or online platform (see SLSM link in online section).</p> <p>In classroom sing along with others and perform actions</p>

### STANDARD 3

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Differentiate between simple duple, triple and quadruple meter.	Teacher can demonstrate: -Play body percussion and non-melodic percussion instrument in time to duple, triple and quadruple meter	Listen to sound samples of music in different meter:  <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=5660">https://learn.moe.gov.tt/mod/resource/view.php?id=5660</a>		

### STANDARD 4

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Sing nation building songs and songs from other Caribbean islands.	Either guest artist or teacher demonstrates singing of song and students sing-a-long.	Learn the lyrics and melody of the National Anthem:  <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=5661">https://learn.moe.gov.tt/mod/resource/view.php?id=5661</a>		At home receive and learn lyrics and melody of song via email or online platform (see SLSM link in online section).  In classroom sing along with others and perform actions



# STANDARD 5

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Play two-part pieces by rote on melodic instruments in simple meters and compound duple meter using proper technique.	<p>Teacher can present the song to the class aske students to practise and play parts of song given by teacher (what was practised at home – see flipped classroom section).</p> <p>Play along with others putting parts together ensuring melody, rhythm, synchronicity and cues are accurate.</p>	<p>View and listen to song/parts given by teacher to learn.</p> <p>Use apps and programs for musical instruments playing (practise)</p>		<p>At home receive and learn notes and melody of song via email or online platform.</p> <p>Can use apps if available or drawings of instruments with notes placements. Practise locating notes and playing in sequence according to the melody of the song sent by teacher.</p> <p>In classroom practise and play song</p>

## VISUAL ARTS

### INFANT One

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:		
	Face –to-face	Online	Rotations
5a. Construct a model of a familiar building from their environment. 5b. Assess the size of the space their model occupies	Teacher conduct demonstrations of steps to use play dough to make spheres, cubes and simple structures. Students duplicate each step after teacher demonstrates.  Discuss size of objects made- small, large etc.	Learn how to use Play dough to make different objects. <a href="https://www.youtube.com/watch?v=jVY3ouCwedU">https://www.youtube.com/watch?v=jVY3ouCwedU</a>	Station 1: Making spheres by following steps in chart  Station 2: Making cubes and cuboids by following steps from video presentation

### INFANT 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:		
	Face –to-face	Online	Rotations
3. Create a collage using varied materials and pictures.	With reference to video or power point presentation teacher explains the steps to tear and paste a variety of materials and pictures to create a collage of a hero of their choice	SLMS Learning activity <a href="https://learn.moe.gov.tt/pluginfile.php/347384/mod_resource/content/1/Visual%20Arts%20Infant%20Yr%202%20-%20textured%20collage.pdf">https://learn.moe.gov.tt/pluginfile.php/347384/mod_resource/content/1/Visual%20Arts%20Infant%20Yr%202%20-%20textured%20collage.pdf</a>	Station 1: Preparation of paste Station 2: Tearing paper into strips Station 3: Pasting paper in a shape Repeat at stations 2 and 3 to increase number of layers and size of shape. Assessment: Create a paper collage of the gross shape of a national icon/building in Trinidad and Tobago

## STANDARD 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:		
	Face –to-face	Online	Rotations
4. Make and present a simple poster.	Teacher provides samples of posters and discuss the features of each. Students are guided to then create a simple poster consisting of 1-2 lines of text and one illustration to advertise a product that can be sold at school.	SLMS Learning activity <a href="https://learn.moe.gov.tt/pluginfile.php/313413/mod_resource/content/1/Poster%20for%20new%20soap.pdf">https://learn.moe.gov.tt/pluginfile.php/313413/mod_resource/content/1/Poster%20for%20new%20soap.pdf</a>	Station 1: Creating idea for new product  Station 2: Writing 1 line of text for poster  Station 3: Drawing 1 illustration for product  Assessment: Create a poster or flyer advertising a new soap.

## STANDARD 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:		
	Face –to-face	Online	Rotations
2. Create a poster using the elements of layout and design.	Teacher refers to video or picture chart to lead discussion on water conservation. Students are then guided to create a poster based on a current topic such as water conservation or cleanliness using 3-4 appropriate words, a relevant picture/illustration and a suitable border.	SLMS Learning activity <a href="https://learn.moe.gov.tt/pluginfile.php/313534/mod_resource/content/1/Poster%20making.pdf">https://learn.moe.gov.tt/pluginfile.php/313534/mod_resource/content/1/Poster%20making.pdf</a>  Assessment: Students conduct research on water conservation and prepare 2-3 statements with an illustration for each.	Station 1: Creating simple text for poster  Station 2: Drawing 1-2 illustrations for poster  Assessment: Create a poster about keeping your hands clean

### STANDARD 3

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:		
	Face –to-face	Online	Rotations
Construct a model of a boat (or 3-D object) using the assemblage or constructional method of sculpting	<p>Teacher guides students on creating their group: name group, rules and responsibilities. Each group presents the information on their group.</p> <p>Teacher explains the rubric for assessing group work.</p> <p><u>Group Activity:</u> Construct a model of a boat (or 3-D object) by sticking or gluing various sculptural materials including coconut shells, fabric, sticks, paper, straws, string, etc. together</p>	<p>SLMS Learning activity  <a href="https://learn.moe.gov.tt/pluginfile.php/315415/mod_resource/content/1/Desk%20organizer.pdf">https://learn.moe.gov.tt/pluginfile.php/315415/mod_resource/content/1/Desk%20organizer.pdf</a> </p>	<p>Assessment: Construct a desk organizer by sticking or gluing various sculptural materials including coconut shells, fabric, sticks, paper etc</p> <p>Station 1: Organizing suitable materials for desk organizer.</p> <p>Station 2: Gluing materials together</p> <p>Groups: Decorating and / or painting organizers</p>

#### STANDARD 4

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:		
	Face –to-face	Online	Rotations
2. Construct mobiles using models created.	<p>Teacher refers to pictures or models of mobiles to determine the criteria for assessing their construction. Students agree on a rubric to assess their mobiles.</p> <p><u>Group Activity:</u> Construct mobiles to be suspended from the classroom ceiling by using string to attach models to a hanger</p> <p>Assessment: Construct a mobile for a baby boy or girl. Groups assess each other using rubric agreed upon.</p>	<p>SLMS Learning activity  <a href="https://learn.moe.gov.tt/pluginfile.php/317067/mod_resource/content/1/Visual%20Arts%20LM%20Std%204%20mobiles.pdf">https://learn.moe.gov.tt/pluginfile.php/317067/mod_resource/content/1/Visual%20Arts%20LM%20Std%204%20mobiles.pdf</a></p>	<p>Station 1: Create cut-outs for mobiles</p> <p>Station 2: Assemble mobiles</p> <p>Groups: Decorating and / or painting group mobiles and present their products</p>

## VALUES, CHARACTER AND CITIZENSHIP EDUCATION

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<b>INFANT 1</b>				
<b>Understanding Responsibility</b>  Demonstrate a basic understanding of the term “responsibility”  Give simple justifications for behaving responsibly  Act responsibly: i. Fulfil responsibilities. ii. Assume responsibility. iii. Respond responsibly to challenges. iv. Accept consequences of irresponsible action	Use of flash cards:  Define the term “responsibility”  Describe the characteristics of a responsible person  Name and describe responsibilities of persons at home, at school and within the community (Parents and siblings; Principal; teachers; cleaners; security guard(s); Garbage collector; maintenance worker; postman; community police; CEPEP; workers and religious leaders	Develop relevant concepts using the following links:  I'll do it-Taking Responsibility: <a href="https://www.youtube.com/watch?v=YpJKWcI6CL8">https://www.youtube.com/watch?v=YpJKWcI6CL8</a>	Station 1: Video presentation on Responsibility  Being Responsible: <a href="https://www.youtube.com/watch?v=IzEYos5En_k">https://www.youtube.com/watch?v=IzEYos5En_k</a>  Station 2: Completion of worksheets on the characteristics of a responsible person by circling pictures that show responsible behaviour  Station 3: Identification of the responsibilities of different persons in society by matching pictures. For example the garbage collector's responsibility is to take	At home: Collect resources and at school: Create a picture display of people displaying responsible behaviour (for example a child doing household chores, a mother taking care of her baby, a student doing homework etc)

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<p>Know that families and schools have rules</p> <p>Begin to understand that a responsibility can be for an individual or for a group.</p> <p>Begin to understand why they should behave responsibly in all their surroundings</p> <p>Know that sometimes you can be asked to be responsible for a task and at other times you can volunteer</p> <p>Begin to understand that when they do not act responsibly they should not try to blame others but should face the consequences of their</p>		<p>the garbage from out homes; the postman delivers our mail.</p> <p>Station 4: Facing consequences. Students are asked what they can do in given scenarios to build on the idea that they must face the consequences of their actions. Identification of consequences for irresponsible behaviour</p>	

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	actions			
INFANT 2				
<b>Citizenship: Becoming involved</b>  Demonstrate an understanding of behaviours displayed by a good citizen	Refer to chart: Discuss the characteristics of a good citizen  Examine ways in which they can make the school and community better	Develop associated concepts using the following link:  Good citizenship and social skills for kids: <a href="https://www.youtube.com/watch?v=LKCtzuvBZPc">https://www.youtube.com/watch?v=LKCtzuvBZPc</a>	Station 1: Short video presentation on being a good citizen and ways we can make the school and community better  People who are making this world a better place(to be used with teacher's guidance): <a href="https://www.youtube.com/watch?v=540ilXIOPNY">https://www.youtube.com/watch?v=540ilXIOPNY</a>  Station 2: Explore ways we can make the school a better place. Teacher may consider using charts to illicit from students possible responses such as not littering and taking care of school furniture	Prepare a poster (at home) and (at school), complete worksheet on behaviours displayed by good citizens



OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			Station 3: Explore ways we can make the community a better place. Teacher may consider using charts to illicit from students possible responses such a keeping the place clean when you visit	
STANDARD 1				
<b>Fairness:</b> <b>Understanding the need for rules</b>  Give simple justification for the existence of rules  Act fairly and promote fairness	Discuss the importance of rules with reference to samples of rules posted in various contexts.  List some classroom and playground rules  Justify and show respect for rules	Further develop concepts using the following:  Classroom rules for kids: <a href="https://www.youtube.com/watch?v=IJQ7jZKfaEc">https://www.youtube.com/watch?v=IJQ7jZKfaEc</a>  Understanding basic school rules: <a href="https://www.youtube.com/watch?v=RyLzsQKFpB0">https://www.youtube.com/watch?v=RyLzsQKFpB0</a>	Station 1: Video Presentation on the importance of rules  Classroom rules for kids: <a href="https://www.youtube.com/watch?v=IJQ7jZKfaEc">https://www.youtube.com/watch?v=IJQ7jZKfaEc</a>  Understanding basic school rules: <a href="https://www.youtube.com/watch?v=RyLzsQKFpB0">https://www.youtube.com/watch?v=RyLzsQKFpB0</a>  Station 2: Development of rules for the classroom and	Case studies: Write two (2) or three (3) ways in which rules ensure that persons are treated fairly, based on each scenario.  Mock court case at school to explore various scenarios.

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			<p>playground using a brainstorming activity.</p> <p>Station 3: Play a game using a set of rules developed by the class. Practice using the rules to ensure that the rules are not broken</p>	
STANDARD 2				
<p><b>Caring for and Valuing the renewable/non-renewable resources available in the country</b></p> <p>Care for the land, air and water</p>	<p>Concept mapping:</p> <p>Review the term resources and types of resources</p> <p>Discuss and demonstrate ways in which respect and care for the natural environment (land, air and water) can be shown.</p>	<p>Development of concepts using the following:</p> <p>What are Resources/Types of Resources:  <a href="https://www.youtube.com/watch?v=b8uJQP08yq0">https://www.youtube.com/watch?v=b8uJQP08yq0</a></p> <p>How to care for the environment:  <a href="https://www.youtube.com/watch?v=V0lQ3ljjl40">https://www.youtube.com/watch?v=V0lQ3ljjl40</a></p>	<p>Station 1: Short video presentation on caring for the land, air and water</p> <p>Air, water, and land- How to save Earth's Resources:  <a href="https://www.youtube.com/watch?v=071IUxclTBw">https://www.youtube.com/watch?v=071IUxclTBw</a></p> <p>Saving Earth's Resources (viewed with Teacher's guidance):  <a href="https://www.youtube.com/watch?v=IcyM43z0UE8">https://www.youtube.com/watch?v=IcyM43z0UE8</a></p>	<p>Produce a poster to suggest ways we can show care for the land, air and water.</p> <p>Preparation at home and presentation for assessment by peers at school.</p>

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			<p>Station 2: Ways of showing respect for the land using of pictures or a short video</p> <p>Station 2: Ways of showing respect for air using pictures or a short video</p> <p>Station 3: Ways of showing respect for water using pictures or a short video</p>	
STANDARD 3				
<b>Fairness:</b> <b>Suspending Judgement</b>  Act fairly	Case studies: Begin to understand that information should be assessed before judgements are made	Use of the following link on why we must act fairly:  Fairness: <a href="https://www.youtube.com/watch?v=AqPeMprcEDw">https://www.youtube.com/watch?v=AqPeMprcEDw</a>	<p>Station 1: Video Presentation</p> <p>Making judgements:  <a href="https://www.youtube.com/watch?v=w0xNgUQLM9Q">https://www.youtube.com/watch?v=w0xNgUQLM9Q</a></p> <p>Station 2: Role play a court scene. Conduct a mock hearing</p>	<p>Role Play: State two (2) or three (3) possible consequences of failing to assess information before making a judgement</p> <p>Script is prepared at home and presented at school.</p>

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			<p>listening to all sides of the story to make a judgement. Understand from this activity the importance of listening to all the information before making a judgement</p> <p>Station 3: Examine the consequences of failing to assess information before making a judgement</p>	
STANDARD 4				
<b>Responsibility &amp; Change</b>  Demonstrate understanding of ways in which to cope with change.	Guest lecture: Discuss and understand that change is unavoidable	Further develop concept by using the following: Handling Transitions and Change: <a href="https://www.youtube.com/watch?v=AzM5FSlBeYk">https://www.youtube.com/watch?v=AzM5FSlBeYk</a>	Station 1: Video Presentation  Coping with Change (used with Teacher's guidance): <a href="https://www.youtube.com/watch?v=o4yE6BidJCM">https://www.youtube.com/watch?v=o4yE6BidJCM</a>  Handling Transitions and Change: <a href="https://www.youtube.com/watch?v=AzM5FSlBeYk">https://www.youtube.com/watch?v=AzM5FSlBeYk</a>	At home: Student conducts research to identify support groups that may assist with helping persons cope with change  At school: Student prepare brochure to guide persons of a selected age group on how to cope with change. The brochure must outline

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			<p>Station 2: Reflect on adjustment to change. Have students state or write how they feel when they experience a change in their lives. Teacher may present scenarios to help students to think about responses</p> <p>Station 3: Develop ways of coping with change which include: Seeking advice from more experienced persons; Acquiring relevant knowledge and skills; Developing staying calm strategies</p>	three (3) ways in which to cope with change
STANDARD 5				
<b>Care for the global environment</b>  Demonstrate an understanding of the	Use of case studies:  Understand that caring for the environment around them is crucial to their and	View the following:  What you can do right now to save the earth: <a href="https://www.youtube.com/">https://www.youtube.com/</a>	Station 1: Video Presentation  How to save our planet (used with Teacher's	At home: Student researches the topic “Caring for the environment” At school: Student

OUTCOME	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
benefits to be derived from caring for the environment	<p>others’ survival.</p> <p>Recognize that to maintain health and well-being, it is crucial that we take care of the environment.</p>	<a href="https://www.youtube.com/watch?v=gUhxcdzRgLQ">watch?v=gUhxcdzRgLQ</a>	<p>guidance):  <a href="https://www.youtube.com/watch?v=0Puv0Pss33M">https://www.youtube.com/watch?v=0Puv0Pss33M</a></p> <p>Station 2:  Explore ways we can show care for the environment. Divide the environment into specific places such as school, home, and community. Assign students to groups. Each group shall examine one specific place and discuss and present strategies that can be used.</p> <p>Station 3:  Benefits to be derived from showing care for the environment. Using a brainstorming activity create a list of benefits</p>	<p>prepares a poster to illustrate four (4) benefits to be derived from caring for the environment</p>