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Sample Term II topics

Curriculum Planning and Development Division

RCLRC McBean, Couva

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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 subject identified strategies that may be utilised along with any of the blended learning approaches.

DRAMA:

- Frequency of assessment- continuous
- Forms of assessment to be used: participation, performance, presentation, assessment of sound effects, e-journals, observations and checklist. quiz on playwriting and playwrights

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SAMPLE TERM II TOPICS BY SUBJECT

LOWER SECONDARY: FORMS 1-3

ENGLISH LANGUAGE ARTS

FORM 1

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
Listening and Speaking: Efferent Listening: Listening for explicit details in a given message	Students listen to a: -You Tube video/ speech/song/conversation (recorded) -Discussion follows the listening activity for students to articulate details heard. -Students complete a graphic organiser with details from the audio text. -Use of Top Down Listening strategy (refer to ELA Teacher’s Guide- page 75)	Listening activity using one of the following: -You Tube video/ speech/song (recorded) -Discussion follows the listening activity. Student identify details heard. -Students complete a graphic organiser (GO) with details (word document) from the audio text. GOs submitted to teacher via email. -Use of Top Down Listening strategy (refer to TG-page 75)	Not applicable	Home-Students listen independently to one of the following: -You Tube video - speech - song -conversation (recorded) -Students complete a graphic organiser with details from the audio text and submit to teacher via email. -During class, students discuss details from the stimulus and answer questions posed by teacher.
Reading: Reports- Explicit Details- Respond to literal questions.	Students read simple incident report and discuss explicit details. Students respond to literal questions, identify key details and examine language in context.	Teacher projects an incident report which students read independently. -Use of KWL strategy Discussion follows with students providing key details and responding to literal questions -Students complete the KWL chart - Students examine the language of the	Not applicable	Home-Students read report emailed by teacher. Students respond to questions either individually or with a peer. -In class session, teacher and students discuss the report, identify explicit details and respond to literal questions. -Students read and examine online

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
		report and use context clues to determine challenging vocabulary.		newspaper reports and compare/contrast styles of reporting.
Writing: Simple Report-Engage in a process approach when writing simple reports	Students write a simple report, using a process approach to writing. -Use of 5Ws + 1 H to brainstorm ideas -Use of Concept Map to draft ideas -Use of ARMS strategy (refer to ELA Teacher’s Guide--page 43)	Use of samples of various simple reports to analyse features, language use and formal tone. -Write first draft of simple report. - Revise draft using an online checklist. -Email report to teacher. -Use of 5Ws + 1 H to brainstorm ideas. -Use of Concept Map to draft ideas. - Use of ARMS strategy to revise drafts (refer to ELA Teacher’s Guide--page 43)	Not applicable	Home- Students research features of expository writing. -In class-Students discuss their findings as well as analyse sample simple reports. -Students write simple reports when home. -Use of 5Ws + 1 H to brainstorm ideas -Use of Concept Map to draft ideas. - Reports emailed to teacher for feedback.
Literary Appreciation: Literary Element-Setting-describe different types of setting in literary texts.	Students examine various settings (video, photos, illustrations). -They discuss features of settings from various literary texts. -Use of visualization strategy (refer to ELA Teacher’s Guide--page 76)	Students view teacher-selected video/s in advance of the class. -Students discuss the presentation of settings during online class. -Then, students examine extracts of literary texts in which settings are presented and discuss how writers use specific words to create mental images. -Students explore the extracts for types of imagery created. -Use visualization strategy (refer to ELA Teacher’s Guide--page 76)	Not applicable	Home- Students analyse various settings (video, photos, illustrations). They design models of setting from selected Literature text. In class-Students discuss features of settings. Students explain specific features of setting in their created models. Home- Students write reflections on the process of creating models of setting.
Media	Sketch a scene from a	Online discussion of scene/s from	Not	Home-Students select and sketch a

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
Literacy: Create visual representations of a story.	literary text. Students discuss how the sketch helped to build their understanding of the scene.	selected literary text. -Students use digital tools to create the scene as they visualise it. -Students post their sketches and explain how the process helped them to understand the scene. -Students critique scene developed by their peers	applicable	scene from a story of their own creation. -Students create a scene from the story using digital tools In class- Show and Tell-Students discuss their sketches and how the process helped them. Students also discuss the setting/s from their literature text.

FORM 2

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
Reading: Structure- examine internal text structure in content area texts (cause and effect).	Students read texts and examine their internal organization. -Students work in small groups to detect cause and effect patterns in selected content area texts. -Discuss sequencing of ideas, language use, tone, vocabulary (content area vocabulary) and transition	Teacher shares digital sample of content area text that has a cause and effect structure. -Students discuss the pattern and make links between causes and effects. -Students examine language use, tone, transition words and content area technical vocabulary.	Not applicable	In class- Students explore cause and effect organisation in selected textbooks. -Class discussion on importance of internal structure of written texts Home- students examine texts of varied internal arrangements and reflect on their effectiveness.

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
	words.			
Writing: Expository pieces (cause and effect)	<p>Having explored cause and effect arrangement of texts, students draft essays using the cause and effect structure. They engage in a process approach when writing.</p> <ul style="list-style-type: none"> -Use of 5Ws + 1 H to brainstorm ideas -Use of Concept Map to draft ideas -Use of ARMS strategy (refer to ELA Teacher’s Guide--page 43) to develop improved drafts of the essay, until it is ready for publishing. -Use of Writer’s Workshop (refer to ELA Teacher’s Guide--page 81) 	<p>Students use their tablets/laptops to develop essays with cause and effect structure, on topics of interest.</p> <ul style="list-style-type: none"> -Volunteers share their screens and class identifies strengths and limitations and suggest areas for revisions -Students revise drafts and email second draft for peer review. -Third draft of the essay incorporates feedback from peers and final version is emailed to teacher for feedback. -Use of Writer’s Workshop (refer to ELA Teacher’s Guide-page 81) 	Not applicable	<p>In class: Students discuss cause and effect patterns in texts and examine language use, tone, sequencing of ideas, transitional words and vocabulary).</p> <ul style="list-style-type: none"> -Home-Students draft their essays and email to peers for feedback. -Draft 2 of the essay incorporates peer feedback. -In class- Critical analysis of effective essays. -Home-students make final revisions and submit via email to teacher for assessment.
Literary Appreciation: Examine the relationships among	<p>Class discussion on how tone and mood reveal character.</p> <ul style="list-style-type: none"> -Use of poems/stories to determine mood and tone of characters/ poet/ narrator. 	<p>Students listen to jingles and make links to specific moods.</p> <p>Students view teacher-selected video clips to detect characters’ tone of voice and infer mood.</p>	Not applicable	<p>Home-Students research mood and tone. Students examine tone and mood in excerpts of literature texts and reflect on the power of words</p> <p>In Class- Discussion of findings about</p>

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
character, tone of voice and overall mood	<ul style="list-style-type: none"> -Students reflect on the power of words. -Use of Draw what you hear and SIFT strategy (refer to ELA Teacher’s Guide-pages 50 & 67) 	<ul style="list-style-type: none"> Students examine the language of a poem and identify words that convey mood and narrator’s tone. -Students reflect on how language reveals tone and mood. -Use of Draw what you hear and SIFT strategy (refer to ELA Teacher’s Guide-pages 50 & 67) 		<ul style="list-style-type: none"> tone and mood. -Students listen to calypsos, jingles, reading of an extract from a literary text to detect tone and mood. -Students create lists of words that convey particular mood and tone.

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
Level-Form Three				
Reading: Critical Reading- make critical comparisons across texts	Reading of extracts from two different texts. -Use of concept map to record overt ideas and subtle messages. -Discussion to explore critical comparisons between texts (language use, target audience, tone, hidden agendas, use of devices, sub-text of language)	Teacher emails selected posters for students to read in advance of the class. -Students discuss content and agendas (overt/covert) in the posters -During online class, students explore comparisons between texts (language use, target audience, tone, hidden agendas, use of devices, sub-text of language)	Not applicable	Teacher emails two selected texts for students to read in advance of the class. -Students use graphic organisers to compare both texts (language use, target audience, tone, hidden agendas, use of devices, sub-text of language) In class- Students present their comparisons, class critiques their presentations and offers feedback for improvement of their skills of analysis.
Writing: Creative Writing- Poetry- engage in a process approach	Students and teacher explore the purpose/s for writing poems (self-expression, using language as a vehicle to express views on	In advance of class, teacher sends link to video on poetic elements. Students in online class, discuss the elements evident in the video.	Not applicable	In Class- Teacher and students discuss writing poems (purpose, benefit, elements of a poem) and

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
Level-Form Three				
when writing poems	<p>issues)</p> <p>-Students and teacher review the elements of poetry e.g. rhyme and rhythm, mood, tone, literary devices and language use.</p> <p>-Students assigned to write a poem.</p> <p>-<i>Session Two</i>- Students work in small groups of 3 or 4, share their poems for peer feedback. Then, students revise their poems.</p> <p>-<i>Session Three</i>-Students read their poems to the class and submit to the teacher for further feedback and revision as required.</p>	<p>-Teacher shares her screen with a selected poem. Students detect specific elements in the poem. Students also infer reasons for the poet’s choice of theme. Class critiques the poem by examining rhyme and rhythm, mood, tone, literary devices, language use.</p> <p>-Class is given guidelines and assigned to write poems of their own, on themes of interest to them.</p> <p>-<i>Session Two</i>- Students share their screen and elicit peer feedback on poetic elements and strengths of their poems. They then individually revise their poems.</p> <p>-<i>Session Three</i>-Students share their revised poem. Poem is emailed to teacher for critical feedback and support.</p>		<p>analyse a sample poem. This poem can be sourced online, or from a set literary text.</p> <p>-Home-Students write their own poems. on themes of interest to them.</p> <p>-In class-Students read their poems and elicit feedback from their peers and teacher.</p> <p>-Home-Students revise poems based on feedback, and email teacher for additional feedback.</p> <p>-In class- students share their poems through Read Alouds and discuss the benefits of poetry writing.</p>
Literary Appreciation: Literary Devices-	Students review various literary devices and identify them in selected literary texts.	In advance of class, students research examples of literary devices that were pre-determined by their teacher.	Not applicable	In Class- students examine writers’ use of literary devices in

Learning Outcomes	Suggested Blended Learning Approaches			
	Face –to-face	Online	Rotations	Flipped Classroom
Level-Form Three				
imagery, alliteration, rhyme and rhythm, symbolism, onomatopoeia	They reflect on the effectiveness of the poet’s use of language.	<p>-Students next examine teacher-selected jingles for evidence of imagery, alliteration, rhyme and rhythm.</p> <p><i>Session Two:</i></p> <p>-Students present their findings and peers offer their feedback.</p> <p>-Teacher shares screen to show extracts from literary text. Students examine the extracts for writers’ use of literary devices. They then reflect on writers’ creative use of language.</p>		<p>selected literary extracts.</p> <p>-Home-Students create brochures/posters that highlight literary devices.</p> <p>-Students create jingles that demonstrate use of imagery, alliteration, rhyme and rhythm.</p> <p>-Students email their jingles for peer feedback. Students reflect on writers’ creative use of language.</p>

INFORMATION AND COMMUNICATION TECHNOLOGY

FORM 1

Learning Outcome/ Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.12 Create a simple presentation.	Create a simple presentation using Microsoft PowerPoint with the guidance of the teacher or teacher can demonstrate and students follow the steps on their computer. Teacher shares guidelines on what the presentation should entail and rubric with students that will be used for evaluating it.	Students can view the video (e.g. https://www.youtube.com/watch?v=Vx4yLPh2nNk) then, create a simple Power Point presentation and submit to the teacher either by email or through an online platform. Teacher shares guidelines on what the presentation should entail and rubric with students that will be used for evaluating it.	Students rotate to use computers available and create a presentation Split class into three (3) groups – one with no knowledge of using Power Point, one with basic knowledge and one with advanced knowledge. Group 1: Teacher explains how to create presentations and ask students to do an outline on paper to create a presentation using PowerPoint. Group 2: View a video on how to do a basic presentation using Power Point. Group 3 – Create a basic presentation using Power Point. Teacher shares rubric with students that will be used for evaluating it.	Students can view the video (e.g. https://www.youtube.com/watch?v=Vx4yLPh2nNk) at home and then create a simple Power Point presentation in school. Teacher shares guidelines on what the presentation should entail and rubric with students that will be used for evaluating it.

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.33 Create a worksheet	<p>Teacher demonstrates and discusses the uses of spreadsheets and makes connections to real-life situations. Students work in pairs to solve a given problem.</p> <p>Teacher gives instructions on constructing a worksheet and feedback on students' solutions at different phases.</p>	<p>Teacher guides students to resources (links to online resources, textbook references) that can be helpful in developing content skills.</p> <p>OR</p> <p>Teacher demonstrates online asynchronously how to construct a simple worksheet and allows students to construct their own while giving instructions on how to do so.</p> <p>Teacher gives instructions on constructing a worksheet and students submit to teacher either by email or online platform for feedback</p>	<p>Students rotate to use computers available and create a presentation</p> <p>Split class into three (3) groups – one with no knowledge of using Excel, one with basic knowledge and one with advanced knowledge.</p> <p>Group 1: Teacher explains how to create worksheets and the applications they are used for and ask students to draw a worksheet on paper for a specific application.</p> <p>Group 2: View a video on how to construct a worksheet then draw one out on paper for the same specific application.</p> <p>Group 3 – Create a worksheet for the same specific application using Microsoft Excel.</p>	<p>Teacher guides students to resources (links to online resources, textbook references) that can be helpful in developing content skills to review before coming to class.</p> <p>Students are given instructions to follow on constructing a simple worksheet which they are given time to do on the computer. Teacher gives feedback as necessary.</p>

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
5.7 Use Scratch application to create shapes	<p>Students video tutorial on creating shapes using Scratch programming https://www.youtube.com/watch?v=urGHDIYXF M0.</p> <p>Teacher demonstrates how to draw a shape using with Scratch using projector to display and provides students with handout containing the commands to draw shapes in scratch. Students are then asked to create an image using a minimum of 3 shapes.</p>	<p>Teacher posts video tutorial online or conduct synchronous session with students to demonstrate how to draw a shape (utilizing Screen Share)</p> <p>Students are assigned one shape to draw using Scratch and given 15 minutes to submit. Teacher shares some with class, giving feedback and answering any questions from students.</p> <p>Students are given an assignment to create an image with Scratch using a minimum of 3 shapes.</p>	<p>Students are grouped in two groups – one with no devices, one with devices and internet provided</p> <p>Group 1: Teacher allows students to look a video tutorial or teacher demonstrates drawing a shape in scratch while students look on a multimedia screen. Students are then moved on to station with devices and internet and ask to draw one shape using scratch.</p> <p>Group 2: Students are given the video tutorial to view on their own and to create an image using a minimum of 3 shapes.</p> <p>Teacher will review work and give feedback.</p>	<p>Teacher guides students to video tutorials and links to websites. Notes are also given via email or their online platform. Students are asked to practice creating various shapes in Scratch before coming to class.</p> <p>Students are then assigned various images to recreate using shapes in Scratch.</p> <p>Students will present their work to the rest of the class and receive feedback from peers and teacher.</p>

INTEGRATED SCIENCE

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
1.9.1 Describe the structure of the atom	<p>Teacher allows class to view video, clarifying concepts through discussion and information in the selected textbook</p> <p>https://www.youtube.com/watch?v=EvtkuEESJOA: video on atoms, protons, neutrons and electrons, atomic number and mass number</p>	<p>Assessment:</p> <p>Students access and complete the worksheet</p> <p>https://learn.moe.gov.tt/loginfile.php/322131/moed_resource/content/1/Atomic%20Structure.pdf</p> <p>Students participate in Build an atom: Phet simulations (free)</p> <p>https://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_en.html</p>	<p>Station 1: Teacher station: Teacher clarifies concepts</p> <p>https://www.youtube.com/watch?v=EvtkuEESJOA: video on atoms, protons, neutrons and electrons, atomic number and mass number</p> <p>Station 2:</p> <p>Students view video:</p> <p>https://www.youtube.com/watch?v=oFLH_0B4ZLg</p> <p>Station 3:</p> <p>Students participate in Build an atom: Phet simulations (free)</p> <p>https://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_en.html</p> <p>Station 4:</p> <p>Building atoms using material to represent the following components: protons, neutrons, electrons, orbital (string and Styrofoam balls): Hydrogen, Helium, Lithium, Beryllium and Boron</p> <p>Station 5:</p>	<p>At home:</p> <p>https://www.youtube.com/watch?v=EvtkuEESJOA: video on atoms, protons, neutrons and electrons, atomic number and mass number</p> <p>Teacher provides a set of questions that students must focus on and try to answer while viewing the video.</p> <p>At school:</p> <p>Through discussions, teacher clarifies concepts and students participate in small-group activities</p> <p>Build an atom: Phet simulations (free)</p> <p>https://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_en.html</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			<p>Building atoms using material to represent the following components: protons, neutrons, electrons, orbital (string and Styrofoam balls): Carbon, Nitrogen, Oxygen, Fluorine and Neon</p> <p>Stations can individual or group stations as determined by the teacher</p> <p>Assessment at home: Students access and complete the worksheet</p> <p>https://learn.moe.gov.tt/pluginfile.php/322131/mod_resource/content/1/Atomic%20Structure.pdf</p>	

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
2.4.5 Describe heterogenous mixtures	<p>Teacher allows class to view video, clarifying concepts through discussion and information in the selected textbook</p> <p>Video; Solutions, Colloids and Suspensions https://www.khanacademy.org/science/ap-chemistry/states-of-matter-and-intermolecular-forces-ap/mixtures-and-solutions-ap/v/suspensions-colloids-and-solutions </p>	<p>Assessment at home: Learning Activity on Heterogenous mixtures. https://learn.moe.gov.tt/pluginfile.php/325030/mod_resource/content/1/Form%202%20Chemistry%20Heterogenous%20mixtures%20.pdf </p>	<p>Station 1: Teacher station: Teacher clarifies concepts and explains the activity</p> <p>Station 2: Students view video: https://www.khanacademy.org/science/ap-chemistry/states-of-matter-and-intermolecular-forces-ap/mixtures-and-solutions-ap/v/suspensions-colloids-and-solutions </p> <p>Station 3 Named mixtures (solution, colloid and suspension) are provided by teacher. Students are to observe each mixture and record their observation in the table.</p> <p>Station 4 Five (5) samples of mixtures are provided. Students are to use: 1. naked eyes and</p>	<p>At Home: Students view video: https://www.khanacademy.org/science/ap-chemistry/states-of-matter-and-intermolecular-forces-ap/mixtures-and-solutions-ap/v/suspensions-colloids-and-solutions </p> <p>Students review content in the selected textbook on heterogeneous mixtures</p> <p>In class: Teacher uses the class time to conduct activities based on the content learned e.g. simple practical activities with solutions, colloids and suspensions</p> <p>Assessment at home: Learning Activity on Heterogenous mixtures. https://learn.moe.gov.tt/pluginfile.php/325030/mod_resource/content/1/ </p>

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
			<p>2. hand lenses to categorize samples as solution, colloid or suspension and record their answers</p> <p>Assessment at home: Learning Activity on Heterogenous mixtures. https://learn.moe.gov.tt/pluginfile.php/325030/mod_resource/content/1/Form%20%20Chemistry%20Heterogenous%20mixtures%20.pdf </p>	Form%20%20Chemistry%20Heterogenous%20mixtures%20.pdf

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.5.1 Demonstrate the effects of magnetic forces.	<p>Teacher allows class to view video, clarifying concepts through discussion and information in the selected textbook</p> <p>Magnets and Magnetism https://www.youtube.com/watch?v=SCnGfE7qxHc</p>	<p>Assessment at home: Students complete worksheets on magnetism: https://www.tes.com/teaching-resource/magnetism-revision-slides-and-worksheet-11287745 (Creative Commons)</p>	<p>Station 1: Teacher station: Teacher clarifies concepts and explains the activity. Teacher demonstration of concepts using magnets</p> <p>Station 2: Video on Magnets and Magnetism: https://www.youtube.com/watch?v=SCnGfE7qxHc</p> <p>Station 3: Student participate in Phet simulation (free) https://phet.colorado.edu/sims/cheerpy/faraday/latest/faraday.html?simulation=magnets-and-electromagnets</p> <p>Station 4: Students participate in simple practical activities using bar magnets</p> <p>Assessment at home: Students complete worksheets on magnetism: https://www.tes.com/teaching-resource/magnetism-revision-slides-and-worksheet-11287745 (Creative Commons)</p>	<p>At home online: Students access the MOE SLMS https://learn.moe.gov.tt/pluginfile.php/323257/mod_resource/content/1/Magnetic%20for%20ce.pdf and review the tutorial on Magnetism and any additional information in the selected textbook</p> <p>In class: Teacher uses the class time to conduct activities based on the content learned e.g. simple practical activities with magnets</p>

MATHEMATICS

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Online	Rotations	Flipped Classroom
FORM 1				
NUMBER Fractions <ul style="list-style-type: none"> • Create equivalent fractions • Compare and order fractions in ascending and descending order using equivalent relationships 	<ul style="list-style-type: none"> • Teacher uses concrete manipulatives to introduce equivalent fractions for, <ul style="list-style-type: none"> - Area model https://www.youtube.com/watch?v=ucmyg1zJfA - Linear model https://www.youtube.com/watch?v=zQqPwWuv7w • Teacher engages students in a read-aloud activity to reinforce vocabulary: <ul style="list-style-type: none"> - Students read a piece of text based on equivalent fractions from real-life contexts • Students present their home assignments: 	<ul style="list-style-type: none"> • Students develop the algorithm for creating equivalent fractions <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=qcHHhd6HizI ○ https://www.youtube.com/watch?v=TLGw53eDTe0 ○ https://www.youtube.com/watch?v=4xFwkDSMVw4 ○ https://www.youtube.com/watch?v=nH7s9SIjwus ○ https://www.youtube.com/watch?v=AfIWgwDqNeQ ○ https://www.youtube.com/watch?v=ItYAlt33IoY&list=PLoPH9JUqy7ESHmrz 	<ul style="list-style-type: none"> • Students create their own concrete resources (fraction strips) and use them to compare fractions • Students complete a graphic organiser to demonstrate their understanding of equivalent fractions <ul style="list-style-type: none"> ○ Frayer Model https://www.cpalms.org/Uploads/resources/43555/Assessment/SummativeAssessment/graphics/frayer.jpg ○ KWL Chart to link pre-knowledge to new ideas https://upload.wiki-media.org/wikipedi 	<i>Home assignment:</i> <ul style="list-style-type: none"> • Students read the literature and/or view the videos/PPTs in the links provided by the teacher <ul style="list-style-type: none"> ○ https://www.slideshare.net/Neapod/equivalent-fractions-47044961?qid=73674202-5e41-4ca4-8f96-1125c77ec896&v=&b=&from_search=3 ○ https://www.slideshare.net/bango1305/equivalent-fractions-8588923 ○ https://www.slideshare.net/mralfonso/77-equivalent-fractions?qid=73674202-5e41-4ca4-8f96-1125c77ec896&v=&b=&from_search=19 ○ https://www.slideshare.net/squirky/equivalent-fractions-5777617

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"> - Students explain their understanding of concepts with the aid of pictorial representations • Teacher uses guided discussion to provide feedback and supplement content during the class discussion 	<p>4YGtlyPANvdNfu7Gf&index=4</p> <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=8s_Bm2cXP4&list=PLoPH9JUqy7ESHmrz4YGtlyPANvdNfu7Gf&index=6 ○ https://www.youtube.com/watch?v=UCZCWvPr86c&list=PLoPH9JUqy7ESHmrz4YGtlyPANvdNfu7Gf&index=7 • Students develop their understanding of comparing fractions <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=KNdUJQ_qd4U ○ https://www.youtube.com/watch?v=8y2ZMTU2yCc ○ https://www.youtube.com/watch?v=Ysv2pRWMTlo 	<p>a/commons/b/b6/KWL_Chart.jpg</p> <ul style="list-style-type: none"> • Students draw or paste cutouts to represent pictorial models of equivalent fractions in their journals • Students complete a textbook exercise assigned by the teacher 	<ul style="list-style-type: none"> ○ https://www.slideshare.net/Qwizdom/year-4-equivalent-fractions?qid=73674202-5e41-4ca4-8f96-1125c77ec896&v=&b=&from_search=15 ○ https://www.youtube.com/watch?v=vKXqzpz-G0s ○ https://www.slideshare.net/gheovani/21-comparing-ordering-fractions?qid=5d3e066d-54fa-4426-99fa-8f3ea6e7dc68&v=&b=&from_search=35 • Teacher provides a graphic organiser for students to complete learning activities and demonstrate their understanding <p><i>Class activity:</i></p> <ul style="list-style-type: none"> • Teacher leads classroom instruction using face-to-face approach • Teacher showcases exemplars from students' product

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"> ○ https://www.youtube.com/watch?v=7cBaH6V0Doo ● Students complete online assessment ○ https://uk.ixl.com/math/year-6/equivalent-fractions ○ https://uk.ixl.com/math/year-6/patterns-of-equivalent-fractions ○ https://uk.ixl.com/math/year-6/compare-fractions-and-mixed-numbers ● Students create and compile their own questions and play an online game of Mathematics Jeopardy 		Teacher provides feedback to address students' misconceptions
FORM 2				
MEASUREMENT Volume and Capacity of Prisms:	<ul style="list-style-type: none"> ● Teacher uses unit cubes (concrete resource) to demonstrate how to 	<ul style="list-style-type: none"> ● Students develop the formula for the volume of a rectangular prism 	<ul style="list-style-type: none"> ● Students create a conversion chart or ready reckoner for the 	<i>Home assignment:</i> <ul style="list-style-type: none"> ● Students read the literature and/or view the videos/PPTs in

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"> • Recognise the relationship between the concepts of volume and capacity • Calculate the volume of solids • Estimate the volume of solids • Solve problems involving volume and capacity 	<p>make larger cubes and cuboids and conducts classroom discussion on calculating volume</p> <ul style="list-style-type: none"> • Teachers uses measuring cylinders (concrete resource) containing water to measure the volume of solids • Teachers uses concrete resource to demonstrate the relation between volume and capacity e.g. measuring cylinders and milk cartons • Students present their home assignments: <ul style="list-style-type: none"> - Students explain their understanding of concepts with the aid of pictorial representations • Teacher uses guided discussion to provide 	<ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=E8tuMaDxgJM ○ https://www.youtube.com/watch?v=M-Ok9lkA1OU ○ https://www.youtube.com/watch?v=u1nWI2b0fT4 ○ https://www.youtube.com/watch?v=LZxXUb9iAZc ○ https://www.youtube.com/watch?v=qJwecTgce6c&t=123s • Students make entries in their journals of all new vocabulary related to volume and capacity • Students complete online assessment <ul style="list-style-type: none"> ○ https://uk.ixl.com/math/year-7/volume-of-figures-made-of-unit-cubes ○ https://uk.ixl.com/m 	<p>units of volume and capacity</p> <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=9KeWNUcsO4Y ○ https://www.youtube.com/watch?v=qP7qubT1O-w ○ https://www.youtube.com/watch?v=QMpkm4dAB4w&list=PLoPH9JUqy7ERQBz7D7LMgSeFysdUhoOeO <ul style="list-style-type: none"> • Teacher designs an activity allowing students to investigate how an object can have constant volume and varying capacity e.g. <ul style="list-style-type: none"> - Number of boxes a storeroom can hold - Number of identical water-bottles needed to fill a container 	<p>the links provided by the teacher</p> <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=GKCE8ohIBqE ○ https://www.youtube.com/watch?v=YECQ5JGNKIc ○ https://www.youtube.com/watch?v=MwOa1VvSU0s ○ https://www.youtube.com/watch?v=QMpkm4dAB4w ○ https://www.youtube.com/watch?v=3hhoENnRjw ○ https://www.youtube.com/watch?v=CgGhm8afoGc ○ https://www.youtube.com/watch?v=ol3mdvIA-7E <p><i>Class activity:</i></p> <ul style="list-style-type: none"> • Teacher leads classroom instruction using face-to-face approach • Teacher showcases exemplars from students' product • Teacher provides feedback to address students' misconceptions

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face-to-face	Online	Rotations	Flipped Classroom
	feedback and supplement content during the class discussion	<ul style="list-style-type: none"> ○ ath/year-8/volume ○ https://uk.ixl.com/math/year-7/convert-between-cubic-metres-and-litres ○ https://uk.ixl.com/math/year-8/convert-between-cubic-metres-and-litres 	<ul style="list-style-type: none"> • Students complete a textbook exercise assigned by the teacher ○ https://www.calculator.net/volume-calculator.html 	
FORM 3				
SETS, RELATIONS AND FUNCTIONS Graphs of Linear Equations <ul style="list-style-type: none"> • Verify that slope, gradient, and steepness all represent the same concept • Calculate the gradient of a line segment, with end points $A(x_1, y_1)$ and $B(x_2, y_2)$ 	<ul style="list-style-type: none"> • Teacher uses concrete and pictorial representations to introduce slope, gradient and steepness • Teacher engages students in a read-aloud activity to reinforce vocabulary: <ul style="list-style-type: none"> - Students read a piece of text based on gradients in real-life contexts • Students present their home assignments: <ul style="list-style-type: none"> - Students explain 	<ul style="list-style-type: none"> • Students make entries in their journals of all new vocabulary related to the gradient of a straight line • Students complete online assessment 	<ul style="list-style-type: none"> • Students complete a textbook exercise assigned by the teacher 	<i>Home assignment:</i> <ul style="list-style-type: none"> • Students read the literature and/or view the videos/PPTs in the links provided by the teacher • Teacher provides a graphic organiser for students to complete learning activities and demonstrate their understanding <i>Class activity:</i> <ul style="list-style-type: none"> • Teacher leads classroom instruction using face-to-face approach • Teacher showcases exemplars from students' product

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"> • Identify the slope of a straight line that is (a) positive slope or (b) negative slope • Explain the concept of parallel lines 	<p>their understanding of concepts with the aid of pictorial representations</p> <ul style="list-style-type: none"> • Teacher uses guided discussion to provide feedback and supplement content during the class discussion 			<ul style="list-style-type: none"> • Teacher provides feedback to address students' misconceptions

PHYSICAL EDUCATION

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>1.4.15 Perform running, throwing and jumping skills with proficiency</p> <p>Track and Field</p> <p>- Shot Put</p>	<p>Skill Acquisition Practice:</p> <p>Students engage in progressive activities (use of cricket balls, volleyballs, etc.):</p> <ol style="list-style-type: none"> 1. Shot safety and grip 2. Preparation phase 3. Momentum building 4. Delivery phase 5. Recovery <p>see IAAF Guide to Teaching Athletics https://fpsaablog.files.wordpress.com/2017/08/iaaf-run-jump-throw1.pdf</p> <p>Students will: Demonstrate technique for the shot put (checklist)</p> <p>Apply skill in a competitive situation.</p>	<p>Students view video re: the shot-put event at: https://www.youtube.com/watch?v=tHVMufMECPo</p> <p>Students observe and respond to questions posed by the teacher on the phases associated with executing the shot throw.</p>	<p>Station Rotation</p> <p>In groups of five (5) students participate in specific activities at each station (3 minutes at each station)</p> <ol style="list-style-type: none"> 1. Grip and stance 2. Execute front puts 3. Put from a step 4. Put from the power position 5. Whole sequence put with and without shot (cricket ball, hockey ball) <p>see IAAF Guide to Teaching Athletics https://fpsaablog.files.wordpress.com/2017/08/iaaf-run-jump-throw1.pdf</p>	<p>At home</p> <p>Watch YouTube video on the shot-put technique: https://www.youtube.com/watch?v=uvDrv3ExhQY</p> <p>Make a shot out of old newspapers. Practice the steps taught in the video by following the actions of the performer.</p> <p>At school</p> <p>In groups, demonstrate the grip, stance, front put, and power position put with and without paper shot</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
1.4.16 Apply appropriate rules in the execution of running, throwing and jumping skills	<p>Teacher Presentation</p> <p>a) Short clips with athletes performing in various throwing events. Students identify and explain incidence of breaches and compliance with the IAAF rules.</p> <p>c) Using a checklist, students analyse the performance of peers in shot-put competition re: legal or illegal throw.</p> <p>d) Share assessment results with peers and discuss ways in which improvement can occur.</p>	<p>Watch a YouTube video entitled “Throwing Events Rules Explained” at: https://www.youtube.com/watch?v=ecil4Yiyi2o</p> <p>Assessment – Quiz Students complete twenty (20) multiple choice questions on general throwing rules and the shot-put event (online Microsoft Forms).</p>	<p>In groups of five (5), students design checklist to assess various aspect of the throwing rules:</p> <ol style="list-style-type: none"> 1. Official implements 4. Assistance 3. Throwing Circle 4. Landing Sector 5. Trials 6. Utilize checklist to assess peers throw (shot put) <p>Each station will be given an aspect of rules from: https://www.worldathletics.org/aboutiaaf/documents/technical-information</p>	<p>At home Download a copy of the IAAF Competition and Technical Rules 2020 from: https://www.worldathletics.org/aboutiaaf/documents/technical-information</p> <p>Read pg. 155-157 to respond to structured questions on the general throwing rules in Track and Field</p> <p>At school Using stick characters, students create drawings to depict the various ways in which an athlete may be disqualified during a shot-put event.</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Sports Skills - Hockey 2.4.23 Show proficiency in performing hockey skills	<p>Student Presentation Demonstrate contact and tap dribble. Teacher observation, feedback re: student performance of skills.</p> <p>Skill Acquisition Progressive practice activities led by the teacher: 1. Grip and stance 2. On spot, moving, varying speed as well as weaving. 3. Combining tap and contact dribble</p> <p>Assessment Timed activity: Students complete a circuit using the contact or/and tap dribble.</p>	<p>View the YouTube video entitled: “Field hockey dribbling” https://www.youtube.com/watch?v=YSfZN-IgQuA</p> <p>- Describe briefly the grip and stance for dribbling. - Write brief notes on the tap and contact dribble techniques.</p>	<p>Station Rotation Perform dribbling skills at different stations in groups of five (5.).</p> <ol style="list-style-type: none"> 1. Demonstrate the grip, stance and contact for the tap/contact dribbles. 2. Dribble the hockey ball along a straight line 10 metres long. 3. Dribble through cones: a) using tap dribble or/and contact dribble. b) alternating dribbles as they turn to return to starting position. 4. View a video of dribbling then use a checklist provided to do a peer evaluation. https://www.youtube.com/watch?v=QH-swZZPNZY <p>In groups of five, student</p>	<p>At home: Watch the YouTube videos: “Field Hockey for Beginners.” https://www.youtube.com/watch?v=cMtgAMtTMdA</p> <p>Focus mainly on from 0 – 5.13 minutes.</p> <p>Practice both dribbles without equipment. Focus on grips and body position.</p> <p>At school: Peer assessment: Using a rating scale, student assess peers’ techniques as they perform the dribbling skills in 10m x 10m free area.</p> <p>At home: In groups, students use research information on treatment of injuries</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Safety Practices 2.6.4 Perform basic treatment of soft tissue injury	Student Presentation Groups complete their production of sport injury scenario. Provide reasoning and their interpretation of the topic. Respond to questions from peers and teacher. Summary of Learning Teacher questions students to summarize key points associated with the objectives of the lesson using content from the skits.	Watch YouTube videos and use other sources of information to respond to questions given. https://www.youtube.com/watch?v=Ege4QzU3NrA https://www.youtube.com/watch?v=mjJnyFkaUTo https://www.youtube.com/watch?v=-5cT6_PFV80 Students complete responses and submit for teacher feedback.	move to each station re: 1. Injury and initial procedures: Brainstorming session to respond to a scenario focusing on initial procedures for injuries. 2. Methods of self-protection – read article on topic, discuss and enumerate methods. 3. View video on soft tissue injuries treatment: https://www.youtube.com/watch?v=-5cT6_PFV80 Verbally state the role each letter in the acronym plays in the treatment process. 4. Respond to questions in a case study re: a student’s sprained ankle in game at lunch break.	to create a three-part scenarion. Assign roles to group members, develop and communicate scripts and identify props. At school Hold group meeting on collaboration. Acquire props and engage in rehearsals.

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Sport Skill - Badminton 3.4.13 Apply striking and serving skills while participating in modified game situations (long and backhand serve) Identify	<p>Teacher Presentation</p> <p>National youth athlete demonstrates the correct techniques associated with the serves for students to observe and imitate.</p> <p>Pupils engage in progressive practice activities: individual, pair and group work re: grip, stance and serve (s).</p> <p>Assessment:</p> <p>Write a personal reflection which captures your journey from researching the serve skills to skill acquisition and competency level.</p> <p>In Class Research</p>	<p>Watch the following YouTube: https://www.youtube.com/watch?v=mvdIh5E_opU https://www.youtube.com/watch?v=yaEfnpA9rus</p> <p>Students create a video of themselves executing the long and backhand serve.</p> <p>Use a racket/shuttle, modified equipment or without equipment (phantom serve).</p> <p>Students view video recording to assess their own performance and make a journal entry.</p>	<p>Station Rotation</p> <p>1. Students view video and practice serving into the wall. https://www.youtube.com/watch?v=mvdIh5E_opU https://www.youtube.com/watch?v=yaEfnpA9rus</p> <p>2. In pairs, serve to each other using the court with net.</p> <p>3. Serve into a set of hoops /disc markers placed on the floor, gradually increasing distance and level of difficulty.</p> <p>4. Engage in a game of 4 – a side badminton which emphasis the use of both serves.</p>	<p>At home</p> <p>Students watch YouTube video to respond to questions in preparation for class on long and backhand serve.</p> <p>https://www.youtube.com/watch?v=mvdIh5E_opU https://www.youtube.com/watch?v=yaEfnpA9rus</p> <p>Students view video recording to assess their own performance and make a journal entry.</p> <p>At school</p> <p>Responses to research questions posed by teacher are reviewed, discussed with clarifications given</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
and describe the phases of a training session Design a simple training session	<p>Students complete table identifying four (4) major parts of a training session in sequence. Major principle associated with each part, description and example of activities are inserted in the spaces provide.</p> <p>Student Presentation 1. In groups, design a training session focusing on a basic skill in basketball – passing, dribbling, receiving, shooting. 2. Implement training session designed in (1), in groups using the microteaching strategy.</p>	<p>Watch YouTube video at: https://www.youtube.com/watch?v=xJa2TcFEIR8</p> <p>Students design a training session for the low drive (football) using a given session/lesson template.</p> <p>Submit response via what’s app, email, etc. for teacher feedback</p>	<p>Station Rotation Students develop and deliver three (3) activities for microteaching at each station for a named sporting activity.</p> <ol style="list-style-type: none"> 1. warm up 2. skill development 3. fitness training 4. cool down 	<p>At home: Students conduct research re: major parts and designing training session using textbooks, online sources and questioning athletes/ coaches</p> <p>At school: Group presentation using ppt. and videos or practical demonstration to illustrate concepts associated with phases of a training session (coaching scenario).</p> <p>Provision of feedback by the teacher and peers during a post activity sharing session.</p>

SOCIAL SCIENCES

SOCIAL STUDIES

HISTORY

GEOGRAPHY

RELIGIOUS EDUCATION

HEALTH AND FAMILY LIFE EDUCATION

SOCIAL STUDIES

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Theme: Personal Growth and Development Topic 1.1.6.0 1 Life Cycle/Adolescence 1.1.6.1 define relevant terms and concepts 1.1.6.2 identify the stages of human development 1.1.6.3 explain the physical changes that occur in adolescence.	Definition of terms and concepts: <ul style="list-style-type: none"> - Infancy - Childhood - Adolescence/ Puberty - Adulthood - Senescence Students complete a KWL chart regarding their understanding the the terms Adolescence and Puberty. They may also provide a list of questions they wish to be answered. Suggested website for teachers. https://www.advocatesfor-youth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-puberty-part-i-and-ii.pdf	Online research of definition of terms and concepts. Terms and definitions (family). https://learn.moe.gov.tt/pluginfile.php/16933/mod_resource/content/0/Terms%20and%20definitions%20%28family%29.pdf	Station 1 Online research of definitions and terms and concepts. Station 2 Group activity Create a table with three columns – Boys, Both and Girls. List the physical changes expected in each column. Station 3 Conduct an interview with an adult in your family to find out the following questions. 1. What did it feel like to go through puberty? 2. What did you like about growing up into an adult? 3. What was difficult about going through puberty for you? 4. What do you wish you	Create a Storyboard of to highlight the main changes that occur during adolescence/puberty for boys and girls.

			had known about puberty when you were my age? 5. What advice do you have for kids going through puberty today?	
<p>Theme: Economic Growth and Development</p> <p>Topic: 1.2.1.0 Developing Human Resources – Concept of Resource</p> <p>1.2.1.3 examine the characteristics of human resources.</p>	<p>The beginning of the following video Human Resources 1 https://learn.moe.gov.tt/pluginfile.php/17699/mod_resource/content/2/Human%20Resources-%20Part1.mp4 until 3:40 minutes into video can be used to support discussion. Trinidad and Tobago examples should be applied.</p>	<p>Based on online research of job requirements for specific fields identified by the teacher define the following terms and concepts.</p> <ul style="list-style-type: none"> - Skill - Talent - Knowledge - Ability 	<p>Station 1 Discussion on the main characteristics of human resources.</p> <p>Station 2 Provide a list of examples of human resources that exist in Trinidad and Tobago. Develop a system to categorize resources.</p> <p>Station 3 Produce a report on a member of Trinidad and Tobago's human resource. Information is collected and presented on the person's skills, talents, knowledge and ability</p>	<p>Students identify a job they are considering for their future career and identify the skills required.</p> <p>Create a concept map to emphasize how the following relate to human resources: skills, talent, knowledge and ability.</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Theme: Our Heritage Topic: 2.4.1.0. Our Man-made and Built heritage 2.4.1.1 define relevant terms and concepts 2.4.1.2 describe the features in the environment that are part of our man-made or built heritage. 2.4.1.3 value the significance of our Built or Man-made Heritage	Class discussion guided by the following Lesson on the SLMS Built Heritage https://learn.moe.gov.tt/pluginfile.php/344900/mod_resource/content/0/Social%20Studies%20Form%202%20Built%20Heritage.pdf -	Review the website The National Trust of Trinidad and Tobago https://nationaltrust.tt/heritage-sites/ Identify and research the history of examples of our man-made or built heritage. Show the link between the sites identified and the country's cultural heritage.	Station 1 Research online examples of our built and man-made heritage, for example at http://nationaltrust.tt/heritage-sites/listed-properties/ Station 2 Group Activity Name and locate examples of our built and man-made heritage on a map of Trinidad and Tobago. Station 3 Select one example of a man-made heritage site. Name the location of the site. Identify the main events associated with the site and create a timeline of its development and use.	Class discussion on our built heritage. Produce a video of a feature in the man-made and built heritage in your community to show its history and how it relates to the country's cultural heritage.

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Theme: How we Govern Ourselves Topic 3.3.1.0 The Electoral Process of Trinidad and Tobago 3.3.1.1 Define and use appropriate related terms and concepts.	<p>Student research list of terms and concepts prior to face to face session.</p> <p>Examples include</p> <ul style="list-style-type: none"> • Elector • Electorate • Candidate • Constituency • Campaign • Manifesto • Nomination Day • Ballot • Ballot Box • First-past-the-post system • Election day <p>Teacher led discussion using the following and other resources.</p> <p>CaribBe TV Trinidad and Tobago 2015 Elections https://www.youtube.com/watch?v=lqwvql5cUQM</p> <p>To Vote is Simple https://www.youtube.com/watch?v=Lr6ypYITz34</p>	<p>Self-directed learning is available through the viewing of suggested online resources and others deemed important by the teacher.</p> <p>CaribBe TV Trinidad and Tobago 2015 Elections https://www.youtube.com/watch?v=lqwvql5cUQM</p> <p>To Vote is Simple https://www.youtube.com/watch?v=Lr6ypYITz34</p> <p>Elections and Boundaries Commission, EBC PowerPoint Publication available at https://www.ebctt.com/publications-and-reports/?_sf_s=ebc+powerpoint</p>	<p>Station 1 Face to face instruction to ensure appropriate understanding of definitions and related terms and concepts.</p> <p>Station 2 Online research using the recommended websites.</p> <p>Creation of a brochure outlining the electoral process</p> <p>Station 3 Critique of campaign advertisements of the political parties to create a list of factors influencing political choice.</p>	<p>Online research of terms and concepts prior to face to face session.</p> <p>Face to Face consolidation of work in class.</p> <p>Conduct a mock General Election using the procedures followed in the August 2020 due to Covid 19.</p>

	Elections and Boundaries Commission, EBC PowerPoint Publication available at https://www.ebctt.com/publications-and-reports/? sf s=ebc+powerpoint			
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HISTORY

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Topic: Lord Harris Examine the life and contribution of Lord Harris	Review of relevant terms and concepts-colony, colonization, trans-atlantic slave trade, indentureship, emancipation, post-emancipation, crown colony. This would support an explanation of the environment of Trinidad and Tobago at that time	Using the primary and secondary sources including the link students learn aspects of Trinidad that reflect the contribution of Lord Harris (My History-Lord Harris) https://learn.moe.gov.tt/course/index.php	Students work in groups on the legacy of Lord Harris (education, administration, infrastructure). In the end they create a list of questions to interview Lord Harris	Students design a digital story illustrating the life and contribution of Lord Harris. For the next face to face class, examples of how the past is linked to the present is discussed, e.g. education(beginning of church schools)

FORM 2

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Topic: My Community-Social Composition of the community Examine the historical factors that have contributed to the social development of the community	Definition of relevant terms and concepts related to the historical development of Trinidad and Tobago	Based on the selection of a community, research the influence of historical events on the social composition of the community. See (Form 2-Influence of Inter-island migration) https://learn.moe.gov.tt/course/index.php	Using excerpts from Towns and Villages by Michael Anthony , students identify communities whose development have been influenced by -First Peoples -Slavery -Indentureship -Migration (within the Caribbean)	In groups create a guide to the community selected emphasizing its historical roots using various media.

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Topic: Challenges to the Social Order: Trade Unions and Social Activism Explain the contribution of key figures and groups in the fields of trade unionism and social activism in Trinidad and Tobago 1900-1970	Discussion of the socio-political environment of Trinidad and Tobago circa 1930s. Students brainstorm the list of personalities that they may be familiar with during that period, while distinguishing between trade unionism and social activism.	Using video links at https://www.natt.gov.tt/sites/default/files/pdfs/ButlerRevisedBoards11June.pdf and https://www.youtube.com/watch?v=-ggxHXoa7KY research organisations , for example the TWA, NWA and the OWTU; the role of Tubal Uriah Butler and Elma Francois.	Using the information gathered from research in groups construct a timeline of the achievements of the major personalities involved in trade unionism and social activism.	Using the images/text of the period, construct a story board of the causes and effects of the 1930 riots including the major personalities involved.

GEOGRAPHY

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>1.1.1.12 Describe the characteristics of lines of latitude and longitude</p> <p>1.1.1.13 Identify and name the significant lines of latitude and longitude.</p> <p>1.1.1.14 Explain the purpose of lines of latitude and longitude.</p> <p>1.1.1.15 Locate places and give the location of places using lines of latitude and longitude.</p>	<p>The use of the Globe, Google Earth, atlas and other resources to describe the main characteristics and significance of lines of latitude and longitude.</p>	<p>Students will engage in activities to map lines of latitude and longitude activities under the SLMS: Form One Social Sciences – Geography under the folder Lines of Latitude and Longitude. https://learn.moe.gov.tt/course/view.php?id=624</p>	<p>Station 1 Recap of main characteristics and significance of lines of latitude and longitude.</p> <p>Station 2 Group activity for students to locate places and give the location of places using lines of latitude and longitude https://learn.moe.gov.tt/course/view.php?id=624</p> <p>Station 3 Online or teacher created quiz.</p>	<p>Main teaching points developed face to face then students engage in activities under the SLMS: Form One Social Sciences – Geography under the folder Lines of Latitude and Longitude. https://learn.moe.gov.tt/course/view.php?id=624</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
2.2.2.1 Identify and locate examples of human land-use on a map of Trinidad and Tobago.	Concept of land-use developed supported by Google Earth images and activities from the SLMS as indicated under the online and flipped approaches.	Learning Activity (SLMS): Geography of Trinidad and Tobago: The Human Environment https://learn.moe.gov.tt/pluginfile.php/336511/mod_resource/content/0/Sample%20Student%20Exercises%20Lower%20Secondary%20Geography%20Number%2009%20Form%202%20Term%203%20%283%29.pdf	Station 1 Concept of land-use supported by examples. Station 2 Group activity: On a Map of Trinidad and Tobago locating at least one place where each type of land-use is located. Station 3 Through the use of Google Maps identify areas of land-use within communities.	During the face to face session, the teacher will introduce students to concepts related to human land-use using various resources, for example, Google Maps, atlases and/or Ordinance Survey Maps and photographs. The activities identified in the Learning Activity (SLMS) can be done at home: Identify and locate examples of human land use https://learn.moe.gov.tt/pluginfile.php/333945/mod_resource/content/0/Use%20of%20Google%20Maps%20to%20Locate%20Human%20Land-use.pdf

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.3.2.2 Locate on a map major earthquake zones in the Caribbean.	http://www.niherst.gov.tt/files/SIS/SIS_Geography_Workbook.pdf	Students may be given the following websites to do research. The University of the West Indies, Seismic Research Centre website http://uwiseismic.com/General.aspx?id=13	Station 1 Case studies of minor and major earthquakes which have affected the Caribbean to be researched. -The August 21st, 2018 Trinidad and Tobago ---Other Caribbean territories to compare earthquake characteristics, effects and nature of damages.	Create a graphic organizer comparing the human, economic and environmental effects of August 21 st Earthquake on Trinidad and Tobago with that of another Caribbean country, for example, Haiti.
3.3.2.4 Examine the effects of earthquakes on the physical and human environment.	Teacher led activity to locate major earthquake zones in the Caribbean using Activity 1 of the MoE, Niherst, Seismology in Schools Programme – Geography Workbook http://www.niherst.gov.tt/files/SIS/SIS_Geography_Workbook.pdf as a guide.	Office of Disaster Preparedness and Management - Earthquakes http://www.odpm.gov.tt/node/18 and 7 Steps to Earthquake Safety http://www.odpm.gov.tt/sites/default/files/7%20steps%20to%20earthquake%20safety-final.pdf	Station 2 Group Activity Activities 12 or 13 of the Seismology in Schools Programme – Geography Workbook Or any other activity may be used. Students critique each other work. Station 3 Teacher generated Disaster Preparedness Checklist to determine the level of preparedness (Well prepared, moderately or poorly prepared) in student's homes.	

RELIGIOUS EDUCATION

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<ul style="list-style-type: none"> Develop an appreciation for the beliefs of others Define related terms Use and interpret information about religions, faith traditions and belief systems from a range of sources Evaluate the importance of belief systems in the national, regional and global community 	<p>Discussion and activity designed to assist students in developing pertinent definitions utilizing information gained via research.</p> <p>Clarification of misconceptions.</p> <p>Resources for Teacher https://www.youtube.com/watch?v=tDrHVKD9ZdA https://www.youtube.com/watch?v=-VXEHYM79XQ&list=PLrsVnZmsCipuC6pHKuEEjp_wrUHiYvR3D&index=2</p>	<p>Conduct research on various beliefs, faith traditions and belief systems of the students in the class</p> <p>Use breakout rooms to engage students in group learning to complete assignments under the guidance of the teacher.</p>	<p>Group 1: Prepare and present information using ICT guided by a rubric</p> <p>Group 2: Design an ejournal to be used for personal reflections</p> <p>Group 3: Develop questions for the interviews</p>	<p>Students engage in online research for information on religions, faith traditions and belief systems</p> <p>Conduct interviews with their parents/relatives to gather information relevant to the religion(s)/faith tradition(s)/belief system(s) that they practice.</p> <p>Students work in groups (online, flipped and rotation) to prepare presentations guided by a rubric</p> <p>Each student will begin to keep an eportfolio with general information about religions/faith traditions/belief systems with a special section for their own religion etc.</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<ul style="list-style-type: none"> Define the term ‘human existence’ Explain what makes us the same and what makes us different Develop an appreciation that makes us unique Celebrate the differences that allow us to grow together 	<p>Discussion utilizing researched information about similarities and differences (religions, ethnicity, culture etc.) for clarification of misconceptions.</p> <p>Student group presentations on the debates. Students can choose to do this via drama, song, ICT etc.</p>	<p>Using Microsoft teams, teacher presents on human existence followed by class discussion.</p> <p>In break out rooms, students explore reasons for celebrating similarities and differences that exist among people of various religions, ethnicity, culture etc. They prepare a KWL chart using online template to present findings.</p>	<ul style="list-style-type: none"> Stations 1, 2 & 3: Student debates (small group/pairs) on relevance/non-relevance of similarities and differences. Process will be guided by a rubric. Presentations to be made in a teacher facilitated face-to-face session. Stations 1: students will create a video presentation about the role similarities and differences play in daily living. Station 2: students will create a video about how celebrating similarities and differences can allow us to grow together. 	<p>Research about the similarities and differences that define human beings such as religion, ethnicity, culture etc.</p> <p>Students will continue making entries in their eportfolio started in Form 1.</p> <p><i>Class is divided into two groups:</i> <i>Group 1</i> will research and information on relevance/non-relevance of similarities and differences. Process will be guided by a rubric.</p> <p><i>Group 2</i> will research information and utilize it to create a video about how celebrating similarities and differences can allow us to grow together.</p> <p>Resources: https://www.youtube.com/watch?v=U86jO2aTASg https://www.youtube.com/watch?v=XpSLtVXF0Mc https://www.youtube.com/watch?v=_qtpmi4yzSs&t=122s</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<ul style="list-style-type: none"> Define the terms: ‘ethics, prejudice and stereotype’ Discuss the social impact of prejudice and stereotyping on society: national, regional and global Describe the positive role that can be played by teachings from religions, faith traditions and belief systems 	<p>Defining the target terms and clearing up misconceptions</p> <p>Discussions focusing on ethics, prejudice and stereotypes in relationships (friendships, parent-child, student-teacher etc.)</p>	<p>Using any form of social media, teacher leads: Interactive session on the responsible use of social media and the news media (information sharing etc.)</p> <p>Students select/develop samples of good and poor examples and explain why categorized as such.</p>	<p>Station 1: small group create and present a skit highlighting prejudice and stereotyping</p> <p>Station 2: prepare a PPT presentation on how ethics may contribute towards eliminating prejudice and stereotyping</p> <p>Station 3: Students can create a brochure on the importance of using social media and information from the news media responsibly</p>	<p>Explore case studies highlighting ethics, prejudice and stereotyping</p> <p>Write newspaper articles about the dangers of unethical practices, prejudice and stereotyping</p> <p>Resources: https://www.youtube.com/watch?v=aF8k9xZP5LI https://www.youtube.com/watch?v=IzEdSdvFLU0 https://www.youtube.com/watch?v=PT-HBl2TVtI&t=197s https://www.youtube.com/watch?v=qtpmi4yzSs&t=122s </p>

HEALTH AND FAMILY LIFE EDUCATION

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Theme: Self and Interpersonal Relationships Topic: Relationships Appreciate the role of family and parental support in good relationships	-Explain and practice the relevant life skills steps(interpersonal relationships, healthy self-management, conflict resolution) -Discuss what family and parental support looks like.	-Reflect in their digital journal a situation where family and/or parental support was given/not given, how they felt about it. -Read the poem titled “Unity”in the link below https://www.pinterest.com/pin/530510031079925424/?nic_v2=1a3FAuj0H and outline how parental/family support is illustrated and the impact on the individual	Each rotation is provided a different scenario (family types, roles/composition) to: -Design and create a brochure in groups illustrating tips for maintaining good relationships in families. -Presentation of group brochures.	At home: Grouped student research and create script for Role play various scenarios involving conflict resolution, interpersonal and negotiation skills At school: Each group performs the role play which is assessed according to prepared rubric.

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Theme: Sexuality and Sexual Health Topic: Maintaining Sexual Relationships Explore the impact of inappropriate sexual behavior in schools.	-Discussion of examples of inappropriate behavior in schools -Identify examples of inappropriate behavior -Why young persons may engage in that behaviour. -Explain and practise the appropriate life skill(decision and refusal skills).	-Using survey monkey, conduct a mini survey among their peers on their views on inappropriate behavior. https://www.surveymonkey.com/welcome/semin/?program=7013 -Read a story on abstinence and answer questions -Research abstinence and persons views on it.	Discuss in small groups, the examples and impact of inappropriate behavior. Rotation 1-bullying, sexting, early sexual activity Rotation 2-sexual harassment, sexual abuse.	At home: Using the Visual and Performing Arts, students can compose or illustrate a piece on the impact of inappropriate sexual behaviour in schools. At school; Products are peer assessed using agreed upon rubric/

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Theme: Eating and Fitness Topic: Nutrients and Health Describe the roles and sources of 7 key nutrients found in food.	Teacher presents Power Point on key nutrients found in food. Review and practise the relevant life skills(healthy self-management, empathy, problem solving, interpersonal skills)	-Online quiz on nutrients and health based on ppt presentation -Students reflect on their journey with food and health in their digital journal and actions they can make for optimal health	Rotation 1 Research and write a script on a conversation with a family member or relative on key nutrients the benefits of having key nutrients in food. Rotation 2 (sub-rotations to focus on specific food group) Research the deficiencies that could result from the lack of key nutrients in food, including an example of a country where the results of these deficiencies are seen. Students can also suggest how these countries can be helped	At home: Each group plans and prepare foods to be highlighted for their health value as alternate to an unhealthy option. At school: A Mini health fair is mounted to focuses on nutrients, exercise and health.
Theme: Managing the Environment Topic: Managing our Water Resources Explain why water must be used in a conservative manner	With use of charts or power point, teacher review the sources and uses of water -Students use KWL chart/mind map to define the relevant terms and concepts,	-Research newspaper articles on water use and misuse and the effects. See https://www.wasa.gov.t/WASA_Conservation_Tips_general.html	Rotation 1-Concept map on the uses and misuse of water. Rotation 2-Discussion of the issues related to the use and misuse of water including student personal experiences and their role in conservation	At home: Prepare a feature for the school newspaper highlighting the importance of water in commemoration of Earth Day 2021, the theme of which is Restore the Earth. https://www.earthday.o

	<p>e.g. conservation, sustainability, water resource management.</p> <p>-Review and practise the relevant life skills.(e.g. decision-making)</p>	<p>Research at least one place in the world where the availability of water is an issue to build water awareness. See https://www.youtube.com/watch?v=4RL7IQ5fcCw to note the importance of water to some communities.+</p>	<p>Rotation 3-Presentation of students' country research</p>	<p>rg/take-action-now/</p> <p>For the next face to face class students debate Do you agree that clean fresh water is a human right?</p>
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SPANISH

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
9.14 Greet someone on a celebration day <i>¡Feliz cumpleaños!, ¡Feliz / Prospero Año Nuevo!, ¡Feliz Día de San Valentín/Día de los enamorados!, ¡Feliz Pascua!, ¡Feliz Navidad!, ¡Felices Pascuas!</i>	In class, teacher has a variety of cards for each celebration day and teaches class orally, and then in writing, greetings for each celebration day. Students practice orally, whole class, then groups, then pairs greeting each other on different celebration days.	To work on at home, students are given a list of the celebrations in English and must search online for greeting cards for each that give the celebration. E.g. Christmas... Greeting: <i>Feliz Navidad. They then send cards to each other.</i>	Three stations are set up in the classroom to engage students in a range of explorations of the language, including kinesthetics, visual and audio. Station 1: Students create and label greeting cards for different celebration days. Station 2: Station is set up with symbols for different holidays.eg. Easter egg, Christmas wreath etc. students take turns to exchange symbols and orally greet each other on the appropriate holidays. Station 3: In groups, students select a slip with a holiday from a box and write a greeting message to someone in the group for that holiday. Students take turn to choose greetings and send appropriate greetings.	Students are given a blank calendar and work at home to fill out holidays on approximate days with greetings on those days. E.g. Feliz Divali in early November. In class they practice pronunciation, then greet each other on different celebration days in a group activity.

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
21.1 Talk about how they get to and from school <i>¿Cómo vas a/sales de la escuela?</i> <i>Normalmente/ Generalmente</i> ... <i>Voy a/Salgo de la escuela...</i> <i>...a pie/en taxi/en autobús/en carro</i>	In class, teacher has stuck up pictures of various types of transport that students use to and from school. The Q and A is modelled for expressing modes of transport used. <i>Q. ¿Cómo vas a/sales de la escuela?</i> <i>A.Normalmente/Generalmente...</i> <i>Voy a/Salgo de la escuela...</i> <i>...a pie/en taxi/en autobús/en carro</i> with the variety of modes Students practice along with the teacher. Class then breaks into groups and practice similar Q and A.	Dialogues are set up online for students to chat with a partner from home or any online location asking and answering what mode of transport is used to attend school. Conversation assimilates this Q and A into previous language learnt regarding school life.	Three stations are set up in the classroom to engage students in a range of explorations of the language, including kinaesthetic, visual and audio. Station 1: Pictures of modes of transport for a group to practice Q and A with a variety of modes of transport. <i>Q. ¿Cómo vas a/sales de la escuela?</i> <i>A.Normalmente/Generalmente...</i> <i>Voy a/Salgo de la escuela...</i> <i>...a pie/en taxi/en autobús/en carro.</i> Students engage in Q and A with pictures as stimulus for the variety of answers. Station 2: A group of students listens to a comprehension activity with an activity sheet that features different individual using different modes of transport. On the activity sheet, the match the mode of transport to person using it. Station 3: Students ask and answer each other about what mode of transport they use to get to school and present a pictogram of responses explaining numbers of students and modes used in simple Spanish sentences.	Working at home, students are given a picture story of School time activities from waking up to returning home. They write sentences describing their activities. At school they share with class, presenting orally in a sequence of sentences, like a short story.

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
28.1 Identify different types of shops (<i>joyería, zapatería, floristería, panadería, heladería, librería, almacén, farmacia, mercado, supermercado, mercado de pulgas, tienda por internet, comprar en línea/electrónica mente</i>)	In class, the teacher presents three examples of items sold and related types of shops. E.g. Helados... heladería. Students induce pattern. Students in groups are given a list of items sold, firstly guess the name of the shop based on the pattern, then look it up in dictionary to confirm names of shops. Teacher leads pronunciation practice, whole class and groups, then students work in groups to practice pronunciation with guessing game. Q. Compro joyas, ¿ dónde estoy? A. Estás en una joyería.	At home, students access an online video that features different types of shops with a focus on pronunciation and spelling of each. SLMS link https://learn.moe.gov.tt/mod/resource/view.php?id=8220 Students practice individual or online paired guided pronunciation and create a model of a mall that features all named shops with labels.	Three stations are set up in the classroom to engage students in a range of explorations of the language, including kinaesthetic, visual and audio. Station 1: Students work in groups to create symbols for each type of shop and play a guessing game where they ask and answer each other about which shop it is depending on the symbols. Q. ¿Qué tipo de tienda es? A. Aquí se venden zapatos. Es una zapatería. Station 2: Students work on a computer to label shops in Spanish based on a model with Spanish cues... Aquí se venden) flores. Label <i>Florería</i> Station 3: Students write and enact short dialogues where they have samples of items sold in each shop and ask and answer each other... Q. ¿Qué tipo de tienda es? A. Aquí se venden zapatos. Es una zapatería.	Working from home, students are assigned a Dialogue with blanks featuring a mother and child shopping. Names of shops are missing, but cues with items sold are featured. Students research the names of shops according to cues and fill in blanks, then create a list of types of shops and meanings. They bring their lists to class and compare and correct, following which they engage in pronunciation practice with the teacher.

TECHNOLOGY EDUCATION

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
FORM 1			
Explain the major steps in the IDEATE model	<p>Use of the large charts of the IDEATE Model</p> <p>Guided discussion</p>	<p>https://www.oercommons.org/authoring/52647-engineering-design-process-powerpoint/view.</p> <p>https://www.oercommons.org/courses/automatic-door-opener/view.</p> <p>https://www.engineergirl.org/128119/engineering-design.</p> <p>Synchronous- class discussion on the application of IDEATE model to real life situations.</p>	<p>Flipped Classroom</p> <p>At home: Students spend time exploring introductory each aspect of the problem-solving process via videos</p> <p>At school: Guided discussion and Presentations</p>
FORM 2			
Conduct relevant research on the identified challenge	<p>Identify and interpret key words any challenge selected.</p> <p>https://learn.moe.gov.tt/course/index.php?categoryid=210.</p> <p>Develop research questions. (What, Who, When, Where, How).</p> <p>Identify relevant information summarise and paraphrase information</p> <p>Record the source of information in the references or bibliography.</p>	<p>https://www.youtube.com/watch?v=EEuul8hBip8.</p> <p>Synchronous class session to discuss the stages as applied to a selected challenge.</p>	<p>Flipped Classroom</p> <p>At home: Engage in group discussions either online (breakout rooms/ face to face)</p> <p>https://www.youtube.com/watch?v=EEuul8hBip8</p> <p>At school: Group Collaboration on the formation of suitable Research questions</p>

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
FORM 3			
Select the best solution	<p>Develop a decision matrix for utilising the three (3) possible solutions</p> <p>Apply the Decision Matrix and rating scale to a selected challenge. https://learn.moe.gov.tt/course/index.php?categoryid=207. Accurate record of data</p>	<p>Synchronous- Demonstrate the use of the decision matrix and rating scale in the selection of the solution for an identified challenge</p>	<p>Flipped Classroom: At home: Assigned reading/videos Prior to online sessions. https://www.youtube.com/watch?v=-jNF4PoZlQg. Guided discussion in class (online)</p> <p>At school: Creation of decision matrix in collaboration with other members of a team.</p>

VISUAL AND PERFORMING ARTS

DANCE

DRAMA

MUSIC

VISUAL ARTS

DANCE

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Distinguish between locomotor and axial movements</p> <p>Demonstrate the difference between Personal and General Space.</p>	Students are directed to explore movements that travel in space and those that are performed around an axis. Personal and General Space can be demonstrated in the creation of movement sequences	<p>Students are directed to view SLMS presentation on ‘The Elements of Dance’ (<i>Presentation can be split into various lessons if teacher requires</i>)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7492</p>		<p>At home: Students are instructed to complete the activities within the presentation, notate/record and present on the platform being used by the teacher.</p> <p>At school: Students are assessed on demonstration of skills learnt.</p>

FORM 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Use the introductory compositional structures of AB, ABA in movement sequences	Teacher leads discussion on the topic and its uses in creating Dances. Students will demonstrate an understanding of compositional structures through movement phrases and pinpoint usage in choreographed dances	<p>https://learn.moe.gov.tt/mod/resource/view.php?id=8365</p>	In each rotation, using videos, charts or live demonstrations: Students will be guided to notate their AB and ABA structure to confirm their understanding	<p>At home: Students will also be guided to record their AB and ABA structures using <i>the preferred platform for the teacher</i>.</p> <p>At school: Students are assessed on demonstration of skills learnt.</p>

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Understand classical dance styles and folk forms through research- Kathak, Ballet, Orrisi, Bele, Limbo, Quadrille, Ghadka, Kalinda, Jharoo	Through demonstrations either by teacher or guest artiste, students learn and execute basic steps from a classical dance style/ folk form.	https://www.youtube.com/watch?v=0BxBVdJg_oM https://www.youtube.com/watch?v=PjMVKhtYheo https://www.youtube.com/watch?v=oxZ0Fdpq1_w	In each rotation, using video, power point or charts (annotated pictures or drawings), students: prepare and upload their compositions to the preferred platform.	<p>At home: Conduct appropriate research techniques to identify the origin, steps, costuming music, ritual/mood of ONE Classical Dance Style and ONE of Folk Form</p> <p>At school: Display or present research conducted.</p>

DRAMA

FORM 1

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS/ OER Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Manipulate sound made by voice or body to create group or individual sound effects.	<p>Participation in warm up with specific focus on the use of voice and body to create sounds.</p> <p>Creation of group sound effects using voice and body.</p> <p>Performance of group sound effects before a live audience of peers.</p>	Presentation on the history, use and creation of sound effects.	Creation and record of individual sound effects for posting to chosen online platform.	<p>Learning Activity (SLMS): https://learn.moe.gov.tt/course/view.php?id=404 </p>

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS/ OER Links
	Face-to-face	Online (Teacher led)	Flipped classroom (Student led)	
Construction of costuming for various Carnival characters.	<p>Final assembly of costume.</p> <p>Live curation of costume design before a peer audience.</p>	<p>Presentation on the process of realizing a costume design.</p> <p>Presentation by costume designers/ construction practitioners in the Carnival industry (where possible).</p>	<p>Research on the role and function of costume designers and construction crew.</p> <p>Meetings of groups to assign roles and tasks.</p> <p>Creation of an e-journal of the process to costume creation.</p>	<p>Learning Activity (SLMS): https://learn.moe.gov.tt/course/view.php?id=757 </p>

FORM 3

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS/ OER Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Identify and describe the work of playwrights from Trinidad and Tobago	Group presentation (<i>oral</i>) of anthology.	Presentation on playwriting. Provision of a list of local playwrights for students to choose. Quiz on playwriting and playwrights.	Research on a given playwright in groups. Meetings of groups to assign tasks. Rehearsal of group presentation.	Learning Activity (SLMS): https://learn.moe.gov.tt/course/view.php?id=757

MUSIC

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.1.36 Identify the distinctive sounds/timbre and composition of the steel orchestra	Teachers can show videos of steel orchestras in performance. Perform in steel orchestra	SLMS: https://learn.moe.gov.tt/mod/resource/view.php?id=5325	Move from pan to pan in classroom steel orchestra listening to each individual pan in each section. Discuss and describe features of instrument and sound.	Find and view a video/picture of a steel orchestra. Listen to sound of a steel orchestra. Try to identify the different timbres in the sections during playing of music. (students' activity)

FORM 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.3.39 Demonstrate an appreciation for folk songs	Teacher can discuss what kinds of songs are Folk Songs. Recite, learn lyrics of and sing folk song “Mangoes”	SLMS: https://learn.moe.gov.tt/mod/resource/view.php?id=5327	Each rotation: Observe and discuss pictures of various life situations that have been topics of folk songs	Students can: Collect at least 2 recordings of folk songs. Write a short description of topic and way expressed. Learn 1 folk song to sing.

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
3.3.9 Analyse pieces demonstrating changes in tempo 3.3.10 State relevant Italian terms	Teacher: -will play music and identify changes in tempo -look at music score and discuss where tempo changes occurred -can explain different tempo markings on scores	SLMS activity: https://learn.moe.gov.tt/mod/resource/view.php?id=5907 https://learn.moe.gov.tt/mod/resource/view.php?id=5908 https://learn.moe.gov.tt/mod/resource/view.php?id=5909	Each rotation will: Select flash cards of tempo words and place them appropriately on score. Perform music observing tempo markings. Choose another flash card and repeat	At home: Listen to music and identify tempo using appropriate terms. Write in appropriate tempo terms on score. At school: Perform music with attention to tempo markings. (student)

VISUAL ARTS

FORM 1

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Create a monochromatic painting composition	Create a Monochromatic Painting composition on a given theme/topic.	SLMS Activity – learn@moe.gov.tt Synchronous class with demonstration and class discussions		Students create Monochromatic Painting at home. Bring Painting to school and lead discussion about painting

FORM 2

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Apply aerial perspective to a composition using wet on wet and wet on dry painting techniques	Create a Painting demonstrating aerial perspective in the composition on a given theme/topic.	SLMS Activity – learn@moe.gov.tt Synchronous class with demonstration and class discussions	Group Work Each group do a painting composition demonstrating Aerial Perspective using a different painting technique	Students create Painting at home. Bring Painting to school and lead discussion about painting

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Create artwork by manipulating tools, material and technique in order to express their interpretation of a given theme	Create a Mixed Media composition demonstrating their interpretation of a given theme/topic.	SLMS Activity – learn@moe.gov.tt Synchronous class with demonstration and class discussions	Group Work Each group do a painting composition demonstrating their interpretation of the same theme using a different media and technique.	Students create Painting at home. Bring Painting to school and lead discussion about painting

SAMPLE TERM II TOPICS BY SUBJECT

FORMS 4-6

AGRICULTURAL SCIENCE

FORMS 4 AND 5

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
<p>SECTION B: CROP PRODUCTION:</p> <p>2. Environmental factors affecting crop growth</p> <p>2.9 Factors affecting soil fertility</p>	<p>Teacher uses text and PowerPoint Presentations and other resources to cover the following topics:</p> <p>Definition of soil fertility.</p> <p>Climatic factors;</p> <p>Biotic factors;</p> <p>Topographic factors;</p> <p>Soil factors (physical and chemical conditions of the soil and the nature of the parent material) and management.</p>	<p>READ:</p> <p>https://www.oercommons.org/authoring/25997-agriculture-pollution/view</p> <p>REVIEW:</p> <p>https://www.youtube.com/watch?v=WC1ymcDQriw</p> <p>RESPOND:</p> <p>Discuss in Blog: What is environmental degradation?</p> <p>How does agriculture contribute to environmental degradation?</p> <p>What are some of the human activities in agriculture that contribute to environmental degradation?</p>	<p>Flipped Classroom</p> <p>At home, EXPLORE:</p> <p>Using a search engine such as Google Chrome, Flickr or Microsoft Edge, conduct a search for images of environmental degradation in Trinidad and Tobago. Focus on images where agriculture and other anthropogenic factors are involved.</p> <p>Save a minimum of six (6) photos to present at school in a chart.</p>

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
LOWER 6			
<p>Unit 1: MODULE 1: THE SCIENCE AND BUSINESS OF AGRICULTURE</p> <p>7. Describe the process of digestion in ruminant and non-ruminant animals;</p>	<p>Teacher uses text and PowerPoint presentation and other resources to cover the following topics:</p> <p>The process of digestion in ruminant and non-ruminant animals such as:</p> <p>Ruminant animals - sheep and goats. Non-ruminant animals- chicken and rabbits (Hindgut fermenters).</p>	<p>READ: https://www.mishicotffa.org/uploads/2/3/2/7/23271034/2._digestion_eunit.pdf</p> <p>REVIEW: https://www.youtube.com/watch?v=bmHHuy6RWYo</p> <p>RESPOND: Discuss in Blog: What are the differences between a non-ruminant digestive system and a ruminant system?</p> <p>What occurs at these 4 sites: Reticulum Rumen Omasum Abomasum:</p> <p>Which part of a ruminant stomach is similar to a non-ruminant's stomach?</p>	<p>Flipped Classroom At home, EXPLORE: Using text, a search engine such as Google Chrome, Flickr or Microsoft Edge, conduct a search for ruminant and non-ruminant animals found in the Caribbean. Focus on animals used in agricultural production.</p> <p>At school: Assessment - Complete a table showing each animal, its type of digestive system and the types of feed it normally consumes</p>

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
UPPER 6			
<p>Unit 2: ANIMAL PRODUCTION AND THE ENVIRONMENT MODULE 1: AGRICULTURE AND THE ENVIRONMENT</p> <p>2. Describe the major sources and impact of atmospheric pollution on the environment;</p>	<p>Teacher uses text and videos, PowerPoint presentations and other resources to cover the following topics:</p> <p>Major sources and impact of atmospheric pollution on the environment;</p> <p>Importance of air quality. Atmospheric effects: (a) greenhouse; (b) thinning of ozone layer; (c) global warming</p>	<p>READ: https://www.unece.org/fileadmin/DA/M/env/documents/2013/air/wge/CEH_IMPACT_ENGLISH_single_page_website.pdf</p> <p>REVIEW: https://www.youtube.com/watch?v=e6rglsLy1Ys</p> <p>RESPOND: Discuss in Blog: Major sources and impact of atmospheric pollution on the environment.</p>	<p>Flipped Classroom At home, EXPLORE: Using text, a search engine such as Google Chrome, Flickr or Microsoft Edge, conduct a search on the major sources and impact of atmospheric pollution on the Caribbean environment.</p> <p>Use data to create a chart showing the concentrations of various atmospheric pollutants in at least three Caribbean territories</p>

ANIMATION AND GAME DESIGN

LOWER 6 (UNIT 1)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Identify the roles and responsibilities of persons in the animation and game design industry;	Teacher assigns students a research assignment to find out the roles and responsibilities of persons in the animation and game design industry and then discusses the stages of the development pipeline with students and allow them to make their input.	Teacher guides students to this online resource created by Vedesh Kungebeharry (Naparima College – permission granted) https://vkungeblog.wordpress.com/2018/09/11/the-stages-of-production/ or another site such as Videogame pitch: https://www.youtube.com/watch?v=YAnQPWo9SWM to view and then gives them an assignment to List all the persons involved in animation and game design and their respective roles.	Students self-organize into groups to choose a simple game idea on a chosen platform and perform an elevator pitch presentation. Students are allowed to rotate to use the computers to play the game. While some groups play, the rest have a discussion with the teacher.	Students choose a simple game idea on a chosen platform and create a draft Production Bible with Roles that should be staffed for the project before coming to class. In class, students are allowed to demonstrate or play their game.

UPPER 6 (UNIT 2)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Create a storyboard	Teacher discusses the basic storyboard from narration of a product advertisement. The discussion should focus on how a single event in a story would be captured in multiple frames.	Students are guided by teacher to view https://vkungeblog.wordpress.com/2017/10/20/storyboarding-for-games-and-animation/ Or to see the introduction to storyboarding at https://www.youtube.com/watch?v=RQsvhq28sOI and to view storyboarding for people who cannot draw at https://www.youtube.com/watch?v=ux_Em1lVsjI	Students are grouped and each group choose a simple event in a story and sketch one of the frames in a 3 to 5 frame storyboard.	Students are guided to install and use https://wonderunit.com/storyboarder/ . Students are to develop a 3-5 frame storyboard for a single event in a story before coming to class. In class, students display and discuss their storyboard.

COMPUTER SCIENCE

LOWER 6 (UNIT 1)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Module 3.9 Apply the techniques of structured decomposition to reorganize a program into smaller pieces.	Teacher uses a problem and discusses with students how to decompose larger programs into smaller functions. Teacher shares principles to decompose program and concepts of functions. Students work in groups of three to practice decomposing multiple programs. Groups present their solutions and class discusses the appropriateness of functions created. Students will then write their own programs using the functions discussed.	Teachers guide students to view a video online e.g. https://www.youtube.com/watch?v=iOS5sPivuJA and to read notes on functions in C programming shared with them. Teacher discusses with students on an online platform the concepts of a function. Teacher gives feedback on guidelines and clarifies any misconceptions. Students practice writing a program using functions and submit to teacher for marking via online platform or email.	Teacher divides class into two groups Group 1: Students with basic understanding of programming concepts. Teachers will give students notes to read and videos to watch on functions. Group 2: Students with more advanced understanding of programming concepts: Students will write and test a program using functions and submit to the teacher for feedback.	Teachers guide students to view a video online e.g. https://www.youtube.com/watch?v=iOS5sPivuJA And to read notes on functions in C programming shared with them before they come to class. Students deduce the concepts of a function based on aforementioned activities. Teacher gives feedback on guidelines and clarifies any misconceptions in class Students practice writing a program using functions in class and submit to teacher for feedback.

UPPER 6 (UNIT 2)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Module 2.3 Identify different generic software process models and examine their strengths and weaknesses	<p>Students are given a small scenario developing a physical object vs a software product. Students are asked to identify the similarities and differences in engineering for physical and software products.</p> <p>Students collaborate with other students to write logical phases of software life cycle.</p> <p>Teacher refine phases and introduce to students the Software Development Life Cycles (SDLCs) and the different types of SDLCs, with diagrams.</p> <p>Teacher discusses types of SDLCs, explaining differences, main attributes and focus of each SDLC.</p>	<p>Teacher shares with students notes on SDLCs and what they mean and a Video to use as an introduction to the topic and to give students a better understanding of SDLC phases, e.g. https://youtu.be/i-QyW8D3ei0</p> <p>Teacher shares with students a downloadable pdf on types of SDLCs with diagrams and areas to enter further data.</p> <p>Teacher discusses Types of Models on online Discussion board</p> <p>Waterfall Model: https://youtu.be/Y_A0E1ToC_I</p>	<p>All students are provided with notes, diagrams on Software Engineering and SDLCs.</p> <p>Teacher divides students into different groups associated to the different SDLCs.</p> <p>Each group is asked to develop their notes on SDLCs for a set time. Each group discusses their findings and understandings with the teacher in the group's class time.</p> <p>Teacher refines notes and publishes the notes from all the groups and then gives homework assignment to class as with a few scenarios and allow them</p>	<p>All students are given topics of Software Engineering and SDLCs.</p> <p>Students are also given a repository of websites and videos for introductions to all topics required. (see under Online)</p> <p>All students utilize the repository and expand the repository's library with additional material to assist others in learning.</p> <p>Shared documents of each topic are shared to all students digitally. Students build their own notes with the whole class, including written text, video and multimedia.</p> <p>Students discuss their</p>

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<p>Teacher and students collaborate to develop notes on different types of SDLCs, ensuring focus is on how and why they are used in different scenarios. An online document is shared with class to add notes while the teacher reviews and finalise the document.</p> <p>Teacher gives assignment to class with a few scenarios and allow them to indicate and justify why they would use a selected SDLC. Students submit the assignment to teacher for marking.</p>	<p>Evolutionary Development Model: https://youtu.be/bAEnaGG8Otc</p> <p>Fountain Approach (off the v model) https://youtu.be/P06yeFsTHxA</p> <p>Formal Transformation: Image and notes provided.</p> <p>Reuse Oriented Approach: https://youtu.be/Dfi4cxCC_IQ</p> <p>Teacher gives assignment to class with a few scenarios and allow them to indicate and justify why they would use a selected SDLC. Students submit the assignment to teacher via email or online platform for marking</p>	<p>to indicate and justify why they would use a selected SDLC. Students submit the assignment to teacher via email or online platform for marking</p> <p>.</p>	<p>findings in class, topic by topic as the teacher refines and adds content.</p> <p>Teacher gives assignment to class with a few scenarios and allow them to indicate and justify why they would use a selected SDLC. Students submit the assignment to teacher for marking...</p>

DIGITAL MEDIA

LOWER 6 (UNIT 1)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
M2 SO6 Project Funding	<p>Students are asked to discuss in the groups they are working in to do their SBA how they will acquire funding for implementation of their project.</p> <p>Teacher discusses with class various sources of funding decided by each group</p> <p>Students are asked to do a budget for their project and submit to teacher to give feedback.</p>	<p>Each group of students working on an SBA project is asked to create a presentation on how funding will be achieved. This presentation will be shared in a shared One Drive or Google folder with the rest of the class</p> <p>Teacher shares a presentation on various sources of project funding on the same online platform.</p> <p>Students are asked to work in the same group as for their SBA and do a budget for their project and submit to teacher via email or an online platform so that the teacher can give feedback.</p>	<p>Students are divided into the same groups they will be in for their SBA and given a specific type of funding to do a presentation on. The presentation of all the groups will be shared with one another.</p> <p>Students are asked to work in the same groups as for the SBA and do a budget for their project and submit to teacher to give feedback.</p>	<p>Teacher guides students by providing notes or a web quest to research different types of project funding.</p> <p>Students work in the same groups as for their SBAs and do a budget for their project and submit to teacher to give feedback.</p>

UPPER 6 (UNIT 2)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
M1SO7 Interactive digital media collaboration	<p>Teacher shows students a video that demonstrates the power of online collaboration tools. E.g. https://www.youtube.com/watch?v=omm4cQQ62AQ</p> <p>Teacher holds discussion that is centred on events of this video and the power of online collaboration for teamwork.</p> <p>Teacher allows students to divide themselves into groups to complete the SBA and assign homework to them to use a collaborative tool to work together to complete a project plan for their SBA.</p>	<p>Teacher shares a link online with students for a video that demonstrates the power of online collaboration tools. E.g. https://www.youtube.com/watch?v=omm4cQQ62AQ</p> <p>Teacher uses an online blog to allow for student discussion that is centred on events of this video and the power of online collaboration for teamwork.</p> <p>Teacher allows students to divide themselves into groups to complete the SBA and asks students to collaborate online and submit a project plan for their SB via email or an online platform...</p>	<p>Students are divided into groups and asked to discuss a video that demonstrates the power of online collaboration tools in their SBA groups. E.g. https://www.youtube.com/watch?v=omm4cQQ62AQ</p> <p>Teacher holds discussion that is centred on events of this video and the power of online collaboration for teamwork.</p> <p>Teacher allows students to divide themselves into groups to complete the SBA and assign homework to them to use a collaborative tool to work together to complete a project plan for their SBA.</p>	<p>Teacher shares a link online with students for a video that demonstrates the power of online collaboration tools. E.g. https://www.youtube.com/watch?v=omm4cQQ62AQ to view before coming to class</p> <p>Teacher allows students to divide themselves into groups to complete the SBA and instructs them to use a collaborative tool to work together to complete a project plan for their SBA before coming to class.</p> <p>Teacher moves from group to group and reviews plan and gives feedback</p>

ECONOMICS

FORMS 4&5

Learning Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
Section 6 Objective 14 Role of Trade Unions	<p>Class Discussion and Group work with guidance from teacher on</p> <ol style="list-style-type: none"> 1. Definition of trade unions 2. Types of trade unions 3. Role of Trade Unions 4. Advantages and Disadvantages <p>Effect of trade union bargaining on employment</p>	<p>Complete lesson on https://learn.moe.gov.tt/courses/view.php?id=842</p> <p>CSEC Economics S6 Obj 14 Role of Trade Unions</p>	<p>At home: Completion of research paper on Role of Trade Unions utilising recommended textbook or online search engines to answer: Definition of trade unions, Types of trade unions, Role of Trade Unions, Advantages and Disadvantages, Effect of trade union bargaining on employment.</p> <p>At school: Student present research using power point</p>

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
LOWER 6			
Unit 1 Module 3 Objectives 1-4 Income Inequality	Teacher uses smartboard, PowerPoint presentation and textbook to implement: (a) Size and functional distribution of income (b) How income is distributed (c) Lorenz curve measurement of income inequality and Gini co-efficient (d) Measures to reduce inequality (i) taxes (ii) subsidies (iii) transfers	Complete lesson at https://learn.moe.gov.tt/course/view.php?id=437 CAPE Economics U1 M3 Topic 3 Obj 1-4 Income Inequality	At home: Students can read relevant chapter in recommended text and make notes using mind mapping tools. These are emailed to class. At school: Discussion and review of mind maps.
UPPER 6			
Unit 2 Module 3 Objectives 1-4 Economic Integration	Teacher facilitates viewing of following videos by students who engage in notetaking: https://www.investopedia.com/terms/e/economic-integration.asp https://www.economicshelp.org/blog/glossary/trade-creation/ https://www.economicshelp.org/blog/glossary/trade-diversion/ https://caricom.org/our-community/who-we-are/ http://csme.caricom.org/	Complete lesson at https://learn.moe.gov.tt/course/view.php?id=437 CAPE Economics U2 M3 Topic 4 Obj 1-4 Economic Integration	At home: Students review topics by viewing videos and assessed at school. https://www.investopedia.com/terms/e/economic-integration.asp https://www.economicshelp.org/blog/glossary/trade-creation/ https://www.economicshelp.org/blog/glossary/trade-diversion/ https://caricom.org/our-community/who-we-are/ http://csme.caricom.org/

ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
FORM 4			
Section 1: Fundamentals of Computing	Students demonstrate the ability to utilize a computer system (input, output, CPU, Ergonomics) guided by the Teacher	Completion of online learning activity located on the SLMS https://learn.moe.gov.tt/mod/url/view.php?id=8258	At home: Students practice using a computer system At school: Teacher assesses students on skills taught.
FORM 5			
Section 9: Ethics, Objectives 1-3	Students work in group to present on intellectual property and copyright, specifically: Discuss ethical standards with respect to intellectual property. Each group engages in peer evaluation guided by the Teacher.	Complete the following activity online https://learn.moe.gov.tt/mod/resource/view.php?id=6839	At home: Students conduct research and prepare a presentation on intellectual property and copyright, which they submit to be peer reviewed at school.

ENTREPRENEURSHIP

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
LOWER 6			
Unit 1 Module 1 Objective 6 Notable Regional Entrepreneurs	Teacher facilitates a research project asking students to select three entrepreneurs (one local, one regional and one international) from the list provided from Unit 1 Module 1 Objective 6 of the CAPE Entrepreneurship syllabus. Using a power point presentation, exemplars are discussed on each criteria to be assessed	Students complete lesson on https://learn.moe.gov.tt/courses/view.php?id=936 CAPE Entrepreneurship U1 M1 Obj 6 Noted Entrepreneurs	At home: Students research three entrepreneurs (one local, one regional and one international) from the list provided from Unit 1 Module 1 Objective 6 of the CAPE Entrepreneurship syllabus. The entrepreneurs are to be assessed using the Criteria - Background, Entrepreneurial Skills, Personal Traits, Motivational factors and Philanthropic pursuits. At school: Student's presentation of researched is peer assessed using agreed rubric.
UPPER 6			
Unit 2 Module 1 Objective 4 Ethics and Social Responsibility	Class discussion guided by teacher and use of Role play, to demonstrate key points.	Complete lesson at https://learn.moe.gov.tt/courses/view.php?id=936 CAPE Entrepreneurship U2 Module 1 Obj 4 Ethics and Social Responsibility	Students can view link and prepare script for role play of one ethical issue https://www.bing.com/videos/search?q=business+ethics+and+integrity&&view=detail&mid=5CA10B20C38A18B47E835CA10B20C38A18B47E83&&FORM=VRDGA_R At school: Students present role play and peers discuss key points demonstrated.

FAMILY AND RESOURCE MANAGEMENT

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
FORM 4			
Section 2 Principles of Management Obj. 3 & 5 Differentiate among values, goals and attitudes	Face to Face Use of video, discussion and role play to cover content: Difference among values, goals and attitudes The influence of values, goals and attitudes on the management process	Online/Distance Learning Lesson on Goals and values https://learn.moe.gov.tt/mod/resource/view.php?id=6618	Home activity: Students write a short story on someone within their community or family who has accomplished a goal that is/was impactful. At school: Student presents the story using flash cards, video or story board.
FORM 5			
Section 7 Housing and the Environment Obj. 1 & 2 Housing	Face to Face Textbook , photos and discussion to cover content: Classification of dwellings Types of Houses Advantages and disadvantages of each type of house	Online/Distance Learning Lesson on Housing https://learn.moe.gov.tt/mod/resource/view.php?id=6413	Project: Students can use magazines or web search site to find information and pictures of a selected style of house and the architectural time period At school: The research is presented as chart, flash cards or model.

FOOD, NUTRITION AND HEALTH

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
FORM 4			
Section 2 Nutrition and Health Obj. 6 (d) Minerals	Face to Face Teacher uses textbook and discussion for classification, food sources and functions of minerals in the diet	Online/Distance Learning PowerPoint lesson https://learn.moe.gov.tt/mod/resource/view.php?id=7313	Flipped Classroom Home activity Students research to discover what happens to minerals when vegetables are cooked and cooking methods best suited for cooking vegetables At school, students present videos of the procedures taken and findings.
FORM 5			
Section 7 Food Management, Preparation and Services Obj. 7 Preparing and serving dishes using different kinds of convenience foods	Face to Face Discuss and identify: Types of convenience foods Rules for preparing and serving convenience foods Preparation and service of different food items Standards for the finished products and their service	Online/Distance Learning Convenience Food Lesson with related activity https://learn.moe.gov.tt/mod/resource/view.php?id=6618	Rotation Each rotation is assigned one type of convenience food to prepare and demonstrate how it is served.

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
LOWER 6			
Unit 1: Module 2 Food Selection and Meal Planning Obj. 2 Nutritional Contents of Food	Face to Face With reference to power point presentation, teacher leads discussion on nutritional content of food in various forms	Online/Distance Learning https://www.uen.org/lessonplan/download/18443?lessonId=13350&segmentTypeId=2 http://www.fao.org/nutrition/food-composition/en/	Rotation Grouped students conduct research on nutritional content of a selected food. Each rotation presents their research as a study guide using, portfolio, video or power point presentation.
UPPER 6			
Unit 2: Module 3 Food Preparation Service and Management Obj. 14 & 15 Entrepreneurship and Product Development	Face to Face Development of new product using indigenous food items	Online/Distance Learning Students conduct research on Viable opportunities for new products and challenges faced by entrepreneurs	Flipped Classroom Students conduct interviews with entrepreneurs on their experiences to include successes and pitfalls. At school: Students present their video or audio recordings to be peer assessed.

INFORMATION TECHNOLOGY

FORM 4

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
<p>Section 4</p> <p>Objective 8</p> <p><i>Create a fillable electronic form</i></p>	<p>Teacher engages students in a discussion on Forms</p> <ul style="list-style-type: none"> • where they have used • manual vs electronic forms and which was easier to fill out • what makes a form easy or difficult to fill out e.g. layout, navigation, colours, menus or worded instructions. <p>Students design a form on paper.</p> <p>Teacher uses Microsoft Word and step by step guide students on how to create a fillable form and students follow the steps in creating their own form.</p> <p>or</p> <p>Students reads from a text</p>	<p>Teacher sends presentation to student with pointers on what makes a good form e.g. layout, navigation, colours, menus or worded instructions on a document given in the online classroom</p> <p>OR</p> <p>Teacher does presentation online synchronously.</p> <p>Teacher uses Microsoft Word and step by step guide students online on how to create a fillable form and students follow the steps in creating their own form.</p> <p>Students submits via online platform and teacher returns assignment with</p>	<p>Students are grouped into 3 groups.</p> <p>Group 1 - Those students familiar with Microsoft Word and creating a fillable form are allowed to work online at home and follow instructions sent to them and submit assignment online to create a fillable form with guidelines given by the teacher. (see under Online)</p> <p>Group 2 - Teacher engages students in a discussion on Forms</p> <ul style="list-style-type: none"> • where they have used • manual vs electronic forms and which was easier to fill out • what makes a form easy or difficult to fill out e.g. 	<p>Teacher creates a presentation for students to view before coming to class. This gives pointers on what makes a good form e.g. layout, navigation, colours, menus or worded instructions on a document given in the online classroom. Teacher creates a tutorial and shares to class via online classroom or refers students to the following YouTube videos</p> <p>https://youtu.be/gzTu46-Z5h0</p> <p>https://youtu.be/n_Ni_fj-158</p> <p>(Teacher also refers students to the text Log on to IT pgs. 294, 295)</p>

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<p>(e.g. Log on to IT pgs. 294, 295) and take notes of the steps and creates a form with the teacher guiding the process.</p> <p>Students take turns filling out other students' forms and give feedback to their peers using a rubric provided by the teacher.</p>	<p>feedback.</p> <p>OR</p> <p>Teacher creates a tutorial and shares to class via online classroom or refers students to the following YouTube videos https://youtu.be/gzTu46-Z5h0 https://youtu.be/n_Ni_fj-158 (Teacher also refers students to a text, e.g. Log on to IT pgs. 294, 295)</p> <p>Teacher gives assignment to students to create a form and send to at least 2 other students. Form must have a feedback area where peers can give feedback.</p>	<p>layout, navigation, colours, menus or worded instructions.</p> <p>Students design a form on paper and then move to create form on computer.</p> <p>Group 3 - Students who are more advanced will go to the computers available and look at the YouTube videos https://youtu.be/gzTu46-Z5h0 https://youtu.be/n_Ni_fj-158 (Teacher also refers students to a text, e.g. Log on to IT pgs. 294, 295)</p> <p>Teacher gives assignment to students to create a form and send to at least 2 other students. Form must have a feedback area where peers can use to give feedback.</p>	<p>Students in class creates a form and send to teacher as well as 2 other students in the class for feedback.</p> <p>Form must have a feedback area where peers can give feedback.</p> <p>OR</p> <p>In class, students design form on paper and shares with two students who give feedback.</p> <p>Students then create fillable form out of class to submit as an assignment. Rubric for marking it is given to the students in advance.</p>

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Section 6 Specific Objective 4 Manipulate data in a database.	<p>Teacher and students discuss the tables already built in the database and the type of data stored in it and the information can be gotten from the database.</p> <p>Based on the tables students design/draw forms to enter data into the database. (Refers students to the text e.g. Log on to IT pgs. 384,385)</p> <p>Students write at least two questions that the database could provide answers too.</p> <p>Teacher demonstrates how to perform queries to extract information from</p>	<p>Using the SLMS or Microsoft Teams for communicating with the student, teacher creates and shares video on how to create forms and sub-forms in a database OR Teacher directs the students to YouTube videos like the following https://youtu.be/dEaQIrw3CZY and https://youtu.be/ExbMR2QeCN0 OR Teacher does a lesson real-time to demonstrate on how to create forms and perform queries in a database OR Teacher refers students to a text, egg. Log on to IT pgs. 384,385)</p> <p>Student then creates forms to enter data into the table and submit to teacher using an online platform such as OneDrive or Google Drive or by email</p>	<p>Teacher divides the class into 3 groups. Group 1 - The more advanced students will be given instructions and an assignment to complete online and submit the same. This will be same as for under Online.</p> <p>Group 2 –Teacher demonstrates in class how to construct forms and perform queries using Microsoft Access and then students move to computers to do the same with an assignment given by the teacher.</p> <p>Group 3 – Students who have a basic knowledge of databases are guided</p>	<p>Using the SLMS or other online platform, teacher creates and shares video on how to create forms and sub-forms in a database. OR Teacher directs the students to YouTube videos like the following https://youtu.be/dEaQIrw3CZY and https://youtu.be/ExbMR2QeCN0 OR Teacher refers students to a text, egg. Log on to IT pgs. 384,385) Students will review this before coming to class.</p> <p>Student can create a form to enter data into the table before coming to class or complete form in class with</p>

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<p>the database. (Refers students to the text, egg. Log on to IT pgs. 376 - 383)</p> <p>Students then create a simple query to get information from 1 table. Based on feedback from teacher student moves on to more complex queries.</p> <p>Teacher demonstrates how to get information from 2 or more tables.</p> <p>Student performs queries to get information from 2 or more tables</p> <p>Teacher gives feedback on queries.</p>	<p>Teacher gives feedback on the forms.</p> <p>Teacher creates and shares a tutorial on queries. OR directs the students to look at videos like https://youtu.be/LUL1nnxUz_c and https://youtu.be/pcjXQqKWWNw OR Teacher refers students to a text (egg. Log on to IT pgs. 376 - 383)</p> <p>Student performs queries on their database and based and submits the results to the teacher for feedback with the database. This is done via email or an online platform...</p>	<p>by the teacher to view a video (egg. https://youtu.be/dEaQIrw3CZY and https://youtu.be/ExbMR2QeCN0) OR Teacher refers students to a text (egg. Log on to IT pgs. 384,385) Students are also given an assignment to complete and to submit to the teacher for feedback. (same as for face to face) Once queries are working student creates a form with a sub-form to display data from the database and submits to teacher for feedback.</p>	<p>guidance given by the teacher. Teacher also creates and shares a tutorial on queries. OR Teacher directs the students to look at videos egg. https://youtu.be/LUL1nnxUz_c and https://youtu.be/pcjXQqKWWNw OR Teacher refers students to a text, e.g. Log on to IT pgs. 376 - 383)</p> <p>Students work on performing queries on their database in class and teacher gives feedback on the results. Once queries are working student creates a form with a sub-form to display data from the database and submits to teacher for feedback.</p>

LOWER 6 (UNIT 1)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Module 1 SO3 Characteristics of data and information	<p>Teacher shows a video on data and information. E.g. https://www.youtube.com/watch?v=bitUrAmXTnI</p> <p>Teacher discusses the characteristics of data and shows a video on it. E.g. https://www.youtube.com/watch?v=5rUVYWfZOOb8</p> <p>Teacher shows a video on the characteristics of information. E.g. https://www.youtube.com/watch?v=Lc4exN5q2eA</p>	<p>Teacher shares links on online platform with students for videos on data and information. E.g.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=bitUrAmXTnI • https://www.youtube.com/watch?v=5rUVYWfZOOb8 • https://www.youtube.com/watch?v=Lc4exN5q2eA <p>Students discuss the characteristics identified real time with the teacher.</p> <p>Teacher explains and highlights characteristics that the students may have missed and have challenges explaining or identifying.</p>	<p>Students are grouped.</p> <p>Each group is given one of the videos (see links under Online)</p> <ul style="list-style-type: none"> • one on data and information 1 • one on characteristics of data and • one on characteristics of information <p>Students view and asked to explain and give examples of what they see.</p> <p>Group 1: Students explain data and information in their own words and give examples using poster or illustration.</p> <p>Group 2: Students explain the characteristics of data and give example of them using a chart, song or poster.</p>	<p>Teacher shares links with students for videos on data and information. E.g.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=bitUrAmXTnI • https://www.youtube.com/watch?v=5rUVYWfZOOb8 • https://www.youtube.com/watch?v=Lc4exN5q2eA <p>to view before coming to class.</p> <p>Students are placed in groups of 4 and given 2 characteristics of</p>

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
	<p>Students give examples of data and information.</p> <p>Students are placed in groups of 4 and given 2 characteristics of data and 2 characteristics of information to explain giving examples.</p>	<p>Students are given an assignment to find 2 examples of data and information and submit to teacher via email or online platform for marking.</p>	<p>Group 3: Students present a scenario explaining how the characteristics of information received in the scenario impacts the information.</p>	<p>data and 2 characteristics of information to explain giving examples.</p>

UPPER 6 (UNIT 2)

Learning Outcomes / Specific Objective	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Module 2 SO13 Construct web pages: Design	<p>Teacher shows an introductory video on web page design E.g. https://www.youtube.com/watch?v=N69M9II6log</p> <p>Students Identify some key elements that a web page should have.</p> <p>Students are placed into groups of 3 and asked to review a series of web pages and identify the key elements discussed.</p>	<p>Teacher shares link to video either on web page design through email or online platform. E.g. https://www.youtube.com/watch?v=N69M9II6log</p> <p>Students asked to identify key elements of a webpage</p> <p>OR</p> <p>Teacher shows a webpage (via screen share) and highlights the key elements.</p> <p>Students are given a list of webpages to identify the key elements.</p>	<p>Teacher divides students into 3 groups. Each group is given the introductory video to look at and asked to identify the key elements</p> <p>Group 1: Students are asked to sketch a webpage and identifies the key elements.</p> <p>Group 2: Students are asked to find three (3) web pages and identify the key elements</p> <p>Group3: Students are asked to use MS Word and create a webpage with the key elements in it.</p> <p>Students share their information with the other groups to review and give feedback using a peer review rubric given to them by the teacher</p>	<p>Teacher guides students to video tutorials and links to websites. Notes are also given via email or their online platform. Students review before coming to class.</p> <p>During class session, discussion of materials given takes place. Students are given different scenarios and asked to create a webpage(s) using MS Word highlighting the key elements</p>

INDUSTRIAL TECHNOLOGY [BFT; EET;MET]

FORMS 4 AND 5

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation
<p>CORE: Section 1: Fundamentals of Industry</p> <p>Apply a working knowledge of codes and regulations governing the manufacturing and construction industries;</p>	<p>Allow students to Distinguish between Codes/regulations and Standards:</p> <p>Resource: Video - https://www.youtube.com/watch?v=yBnlOWMhovE</p> <p>Discuss codes and standards related to Electrical; Building and Mechanical: Power ppt lesson</p>	<p>Introduce lesson by video: https://www.youtube.com/watch?v=yBnlOWMhovE</p> <p>Students complete activities for EET, MET & BFT codes in breakout classrooms and discuss response in main virtual classroom</p>	<p>Each rotation will:</p> <p>Design simple installation circuit/mechanical/building project to code/standard and start write up on instructional plan provided online.</p> <p>Supervised practical activity:</p> <p>Build project to code/standard in the workshop</p>

OFFICE ADMINISTRATION

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
FORM 4			
Section 6 Meeting, Objectives 1-7	Students are charged with the responsibility of organizing a class meeting guided by the Teacher: Determine a Chairperson Develop an agenda Circulate the agenda Ensure a quorum is present Prepare Minutes of Meeting Circulate Minutes	Completion of the following lesson: https://learn.moe.gov.tt/mod/resource/view.php?id=6854	At home: Using Microsoft teams, grouped students plan and conduct meetings. The recordings are emailed to teacher. At school: The recordings are peer reviewed using prepared rubric
FORM 5			
Section 12, Operations, Dispatch and Transport Services	Objective 3 Student engage in the preparation of documents used in the operations, dispatch and transport office guided by the Teacher.	Objectives 1-2 Students complete online lesson with related activities via the SLMS	Student continue at home the preparation of documents used in the operations. At school: Students display documents prepared alongside real life examples from businesses.

PRINCIPLES OF ACCOUNTS

FORMS 4 AND 5

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
Section 5 Objectives 6-7 Accounting Ratios	<p>Using guided practice exercises, teacher work through and explain eight Accounting ratios:</p> <ol style="list-style-type: none"> 1. Inventory (Stock) turnover 2. Average Inventory 3. Gross Profit Percentage 4. Net Profit Percentage 5. Current Ratio 6. Acid test Ratio 7. Return on Investment 8. Return on Capital Employed 	<p>Complete lesson at https://learn.moe.gov.tt/courses/view.php?id=872 CSEC POA S5 Obj 6-7 Accounting Ratios</p>	<p>Students can read section in recommended textbook on Accounting Ratios and attempt exercises which are then corrected at school.</p>

ACCOUNTING

LOWER 6

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
Unit 1 Module 2 Objectives 1-3 Forms of Business Organisations	Teacher provides annotated diagrams from which students in groups, complete table identifying 6 types of business organisations (sole trader, partnership, franchise, limited liability company, private company, statutory organisation) based on number of owners, liability, legal requirements, source of funding, level of difficulty in starting and management.	Complete lesson on https://learn.moe.gov.tt/course/view.php?id=938 CAPE Accounting U1 M2 Obj 1,2, 3 Forms of Business Organisations	Rotations Each rotation refer to textbook or online search engine and complete table identifying 1 of 6 types of business organisations (sole trader, partnership, franchise, limited liability company, private company, statutory organisation) based on number of owners, liability, legal requirements, source of funding, level of difficulty in starting and management.

UPPER 6

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
Unit 2 Module 1 Objectives 7 (a), (b) and (c) Cost Curves	Teacher presents table with data on Output and related Variable, Fixed and Total Costs. Students will plot figures in table to produce each curve. Using annotated graphs in a power point, teacher guide students in interpreting the graphs	Live/pre-recorded video of teacher demonstrating use of table with data on Output and related Variable, Fixed and Total Costs, to plot each curve.	Students view the following video at home: https://www.youtube.com/watch?v=e25oa2D_CRQ At school: students are assessed on plotting and interpreting cost curves suing graded exercises.

PRINCIPLES OF BUSINESS

FORMS 4 AND 5

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
Section 3 Objective 9 Describe the elements of a Business Plan	<p>With reference to power point presentation, teacher guides discussion of : Executive Summary, Operational Plan, Description, Marketing Plan, Financial Plan.</p> <p>A rubric to assess elements of the business plan is developed to summarise the lesson.</p>	<p>Complete lesson at https://learn.moe.gov.tt/course/view.php?id=328 CSEC POB S3 Obj 7-8 Establishing a Business.</p>	<p>Flipped Classroom: Students can explore the elements of a Business Plan by conducting research online https://articles.bplans.com/how-to-write-a-business-plan/?_ga=2.223776594.818442086.1600554533-1649170084.1600554533/ https://www.bplans.com/family-clothing-business-plan/financial-plan/ At school: students critique a business plan.</p>

MANAGEMENT OF BUSINESS

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
LOWER 6			
Unit 1 Module 2 Objectives 6-7 Conflict	Teacher presents a videotaped Case Study on Conflict. Students identify causes of conflict and identify strategies to deal with the conflict.	Students make a list of the seven causes of conflict seen in this video: https://www.bing.com/videos/search?q=Causes+of+conflict+in+the+workplace&&view=detail&mid=4CAD07BEB32B2085BCA84CAD07BEB32B2085BCA8&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DCauses%2Bof%2Bconflict%2Bin%2Bthe%2Bworkplace%26FORM%3DVDVXX Students identify strategies to manage conflict in this video https://www.thebalancecareers.com/ways-to-manage-conflict-2276062	Student view the following at home: https://learn.moe.gov.tt/course/view.php?id=894 CAPE U1 Module 2 Obj 6-7 Conflict Each group collaborates to prepare a script for a role play on one source of conflict. At school, the role play is presented and peer assessed.
UPPER 6			
Unit 2 Module 3 Objective 6 Preparation of a Business Plan	Using a power point presentation, teacher leads discussion on “Preparation of a Business Plan for a Small Business” a. Definition of a Business Plan b. Executive Summary	Complete lesson online at https://learn.moe.gov.tt/course/view.php?id=894 CAPE MOB Unit 2 Module 3 Obj 6 Business Plan	Students can explore the elements of a Business Plan by conducting research online https://articles.bplans.com/how-to-write-a-business-plan/?_ga=2.223776594.818442086.1600554533-

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
	c. Business Description d. Business Environment Analysis e. Industry Background f. Competitor Analysis g. Market Analysis h. Marketing Plan i. Operations Plan j. Managerial Summary k. Financial Plan		1649170084.1600554533/ https://www.bplans.com/family-clothing-business-plan/financial-plan/ At school, students are grouped and each rotation critiques a sample of each component of the plan. Then each rotation proceeds to the other component.

TECHNICAL DRAWING

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
FORM 4			
Engineering/Building Section 1-Objective 6 <i>Differentiate among accident, injury and emergency</i>	Discuss, with reference to annotated diagrams to identify the (a) Differences. (b) Examples (falls, electric shock, minor damages to the eyes, broken bones, cuts).	Accidents (Online) http://www.aegislegal.co.uk/accident-types/ Emergencies – https://www.weston.org/420/Types-of-Emergencies	Rotation: Students will be rotated between: Station 1 - Use of First Aid text to show and describe types of Accidents Station 2 - Use of First Aid text to show and describe types of Injuries Station 3 - Use of First Aid text to show and describe types of Emergencies
Building : Section 3A- Objective 3 <i>Differentiate among various types of architectural drawings</i>	Discuss, with reference to previous knowledge, pictures, live examples and textbook, to identify Types of Architectural drawings.	Types of architectural Designs (Online) http://www.constructionwriters.org/architectural-drawings/	Rotation: Students will be rotated between: Station 1 – Site Plans and Location Plans Station 2 – Foundation and Floor Plans Station 3 - Building plans Station 4- Elevations and sectional views
FORM 5			
Engineering/Building Section 2-Objective 2 <i>Apply plane geometrical construction principles using manual and computer-aided</i>	Using projected annotated images of Polygons, teacher leads discussion of: (i) definitions (regular and irregular polygons); (ii) types; (iii) properties	Traditional Method (Online) https://www.youtube.com/watch?v=r17qTvPYVXE Computer Aided Design (CAD) (Online) https://www.youtube.com/watch?v=	Rotation: Students will be rotated between: Station 1 – Traditional Method Station 2 – CAD method

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
<i>methods</i>		0x3BmtdcZ-o Learning Activity SLMS https://learn.moe.gov.tt/pluginfile.php/326946/mod_resource/content/0/CSEC%20Tech%20Draw%20S2A%20Lesson%201%20-%20Polygons.pdf	
Building: Section 3B-Objective 3 <i>Identify conventional representations of standard engineering components</i>	Discuss, with reference to projected annotated images of real examples, to identify Types of Engineering Sections Types of sections: full, half, part, off-set, revolved, removed, local	Types of Sections (Online) https://www.mcvts.net/cms/lib/NJ01911694/Centricity/Domain/131/Section_Views.pdf	Flipped Classroom: View CAD designs activity on Youtube: https://www.youtube.com/watch?v=0x4Mq3plkEw At school: Guided practice of drawing sections.

BUILDING AND MECHANICAL ENGINEERING DRAWING (BMED)

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
LOWER 6			
BMED Unit 1 Engineering/Building: Module 1/Geometry 1 Objective 1 <i>Construct standard engineering curves</i>	Presentation on Standard Engineering curves. Textbook, prepared PowerPoint presentation	Standard Engineering curves (Online) https://www.slideshare.net/va_gallasuresh/unit-1-engineering-curves-15901367	Flipped Classroom: At home: Worksheets activities Ellipse, parabola, hyperbola, cycloids, trochoids (inferior and superior), involutes, Archimedean spirals. At school: Students placed in pairs to conduct research to determine instances where engineering curves can be seen and present in an Oral Presentation
BMED Unit 1 Engineering/Building: Module 1-Geometry 1 Objective 2 <i>Determine centroids of plane figures by simple calculations and graphical methods;</i>	Discuss and identify Types of Centroids from Textbook, prepared PowerPoint presentation	Learning Activity SLMS https://learn.moe.gov.tt/course/view.php?id=544	Flipped Classroom At home; Students complete Teacher designed questions on Drawing of Centroids using CAD application At school, solutions are presented and peer reviewed.
UPPER 6			
BMED Unit 11 (A) Engineering: Module 3: Objective 1 - Engineering Design Elements	Discuss and identify elements of Power Transmission from Textbook, prepared PowerPoint presentation	Types of Gears (Online) https://sdp-si.com/resources/gears/pdf/gear_types_manufacturing.pdf	Rotation: Students will be rotated between Station 1 – Spur and Helical and Station 2 – Bevel and Worm

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotation/Flipped Classroom
<p><i>Solve problems requiring knowledge of various elements of power transmission</i></p> <p>(c) Gears</p>	<p>(c) Gears (i) spur; (ii) helical; (iii) bevel; (iv) worm.</p>	<p>Types of Gears in operation (Online) https://www.youtube.com/watch?v=ihGFUAAwj7g</p>	
<p>BMED Unit 11 (B) Building: Module 1- Structural Drawings (c) Roof Plans</p> <p><i>Produce a complete set of structural drawings using suitable scales</i></p>	<p>Discuss annotated diagrams to identify Types of Roof Plan:</p> <p>(i) gable; (ii) hip; (iii) bow string; (iv) reinforced concrete roof slab.</p>	<p>Online/Distance Learning</p> <p>Types of Roofs https://www.jtcroofing.co.uk/roof-types/</p> <p>Reinforced Concrete Roof Construction https://www.youtube.com/watch?v=LzgWSEz_t5A</p>	<p>Flipped Classroom</p> <p>At home: students complete Teacher designed questions on Reinforced Concrete Roof Construction using CAD application</p> <p>At school: projected solutions are peer reviewed.</p>

TEXTILES, CLOTHING & FASHION

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Rotations
FORM 4			
Section 2 Textiles Colouring and Finishing Obj. 2 Identifying Colours	Face to Face Power point presentation – Colour in Fashion Student experiment to create a colour using primary colours, black and white. The importance of the colour wheel Colour values and the effects on the body	Online/Distance Learning Colour and the Colour Wheel lesson with related activity https://learn.moe.gov.tt/mod/resource/view.php?id=7260	Rotations Supervised classroom activity. Divide class in small groups (three – four persons). Students will use their knowledge to complete each activity. Set up four stations Station 1. Mixing colour experiment Station 2. Colour wheel activity Station 3. Colour values Station 4. Colour schemes
FORM 5			
Section 7 Construction Processes Obj. 7 Apply processes, methods and techniques in clothing production	Face to Face Class discussion on fabric grain and its importance in constructing garments. Demonstration on types of grain and methods of folding fabric Students will identify the various ways fabric can be folded in preparation for layout, pinning and cutting.	Online/Distance Learning Fabric Grain lesson with related activity https://learn.moe.gov.tt/mod/resource/view.php?id=7313	Rotations Three stations for practise of fabric layout Station 1. Single fold Station 2. Double fold Station 3. Weft fold

THEATRE ARTS

FORM 4

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS/ OER Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Outline the process of developing an improvisation in response to various stimuli such as objects, proverbs and situations.	Improvisation exercises solo and in small groups such as 'Yes and...' and 'Sit, Lie, Stand'.	Individual journaling exercises given a slideshow of images within a required timeframe. Assessment: Quiz on the meaning of selected Caribbean proverbs. Small group journaling in response to given situations.	Dialogue for given scenario. Presentation of a list of objects, proverbs and sayings that may be used to create improvisations.	Learning Activity (SLMS): https://learn.moe.gov.tt/mod/resource/view.php?id=5501

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS/ OER Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Identify the elements of the cultural form Carnival and in particular, traditional carnival characters.	<p>Field Trip to an event as part of national carnival activities such as 'The Old Yard'.</p> <p>Presentation by a local carnival practitioner.</p> <p>Individual presentation of a traditional carnival character.</p>	<p>Asynchronous class on the history of Carnival in the Caribbean with supporting video links.</p> <p>Quiz on the characteristics of various traditional carnival characters.</p>	<p>Audio recordings of performances of any two traditional carnival characters with elements of speech/voice.</p> <p>Video clip of costume making for a traditional carnival character utilising found materials.</p> <p>Transcription of an interview with a local practitioner.</p>	<p>Learning Activity (SLMS):</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=5424</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=5495</p>

OUTCOME	Suggested Blended Learning Approaches			Treat under any of the blended approach, as you see fit. SMLS/ OER Links
	Face-to-face	Online (Teacher led)	Flipped (Student led)	
Demonstrate skills associated with performance, in particular actor's techniques for the body as instrument using Stanislavski's method.	<p>Characterization exercises utilising Stanislavski method, the 'Magic If'.</p> <p>Peer feedback on presentations.</p>	<p>Character sketches in individual journals.</p> <p>Asynchronous class on the history of the Stanislavski system.</p> <p>Video clips of actors such as Marlon Brando for analysis.</p>	<p>Assessment:</p> <p>At home: Video log of characterisation exercises.</p> <p>At school: Monologues and/or other creative pieces in response to various scenarios.</p>	<p>Learning Activity: https://youtu.be/fr6bsl4J7Vc https://vimeo.com/240409401 https://learn.moe.gov.tt/course/view.php?id=758 </p>

TOURISM

Outcomes	Suggestions for delivering the curriculum using the following blended approach:		
	Face to Face	Online/ Distance Learning	Flipped Classroom
Module 1 Objective 4 The 'Ideal' Tourism Professional	Teacher uses a photo of a tourist site and asks students about the characteristics of the Ideal Tourism Professional in marketing such a national treasure. Students complete a KWL chart with guidance from teacher.	Complete lesson at https://learn.moe.gov.tt/course/view.php?id=953 CAPE Tourism U2 Module 1 Obj 4 Ideal Professional	At home: Students prepare a poster advertising for "A Tourism Professional" At school: Students exchange their products and peer assess each.

VISUAL ARTS

FORM 4 & 5

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Create artwork for selected Expressive forms on given themes	Create Artwork for selected Expressive forms on given theme/topic.	SLMS Activity – https://learn.moe.gov.tt/course/view.php?id=763 Synchronous class with demonstration and class discussions		Students create artwork for selected Expressive forms at home. Bring work to school and lead discussion about work.
Develop an understanding of the Reflective Journal and its requirements	Discussions of format, content and requirements of the Reflective Journal. Demonstration of sample Journals	SLMS Activity – https://learn.moe.gov.tt/course/view.php?id=763 Synchronous class with demonstration and class discussions		

FORM 6

Learning Outcomes	Suggestions for delivering the curriculum using the following Blended Learning Approach:			
	Face –to-face	Online	Rotations	Flipped Classroom
Produce three-dimensional work based on specified themes	Create 3D Artwork based on selected topic using a variety of material	Synchronous class with demonstration and class discussions		Students create artwork at home. Bring work to school and lead discussion about work.
Produce two-dimensional work based on specified themes	Create 2D Artwork based on selected topic using a variety of material	Synchronous class with demonstration and class discussions		Students create artwork at home. Bring work to school and lead discussion about work

