

OPTIMAL LEARNING GUIDELINES: SECONDARY.

MINISTRY OF EDUCATION
DIVISION OF CURRICULUM PLANNING AND DEVELOPMENT

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INTRODUCTION

LEARNING LOSS.

The term **learning loss** refers to any specific or general loss of knowledge and skills or to reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education. While learning loss can manifest in a wide variety of ways for a range of reasons, the following are a few representative examples of widely recognized forms of learning loss:

- **Significant vacation break**
- **Interrupted formal education**
- **Returning dropouts**
- **School absence**
- **Ineffective teaching**

<https://www.edglossary.org/learning-loss/>

For the last two academic years Learning Loss has progressively taken place as more than two thirds of total enrolled learners worldwide have experienced disrupted learning directly and indirectly due to the Covid-19 pandemic. The existing data reveals three possible ways in which learning loss due to this crisis can occur:

1. Reduction in the level of learning

Some researchers and practitioners have agreed that missing school impedes skill improvement, augments the disparity in learning, and therefore leads to the reduction in the learning levels of students

This phenomenon is not new and researchers argue that students’ “growth trajectories” would either follow a “melt” path (wherein students “basically gained no ground during the school closures”) or a “slide” path (wherein students “lost ground academically during the closures at rates similar to those seen over the long summer break”). Although this observation can be applied to the COVID-19 crisis, the effects from this situation may leave a more negative impact on many parents, who struggle to be breadwinners and teachers for their children while ensuring that they can cope with potential mental and health issues.

2. Unequal levels of learning and exposure to learning opportunities

Even if learning continued through distance modalities, learning loss is still inevitable as several national examinations have been postponed or rescheduled, thereby creating delays or information gaps on student learning advancement without recognising their efforts. This may lead to misinformed or biased decisions on learners’ educational progression. Some learners can still obtain the certification or qualification, but their actual knowledge and skills level might not be equal to those of the previous cohorts during the pre-COVID-19 era, or those of the same cohorts who could access online learning facilities and resources.

3. Dropouts

Non-attendance during, and dropouts after, the school closures may cause further learning loss. This is worrying, particularly for the most marginalised or at-risk students, whose learning path is discontinued, leading to limited choices of work options. Even if some students manage to reintegrate into schooling and eventually graduate, they will expectantly plunge into underemployment and unemployment as they graduate into the pandemic.

<https://www.ukfiet.org/2020/the-covid-19-induced-learning-loss-what-is-it-and-how-it-can-be-mitigated/>

During the pandemic, face-to-face school in Trinidad and Tobago was closed in March 2020. Although some teachers continued teaching via online media, this did not become standardised practice until September 2020. Therefore, students would have lost approximately twelve (12) weeks of teaching time in 2020. In September 2020, remote learning was the prescribed mode of schooling with teachers using a combination of online teaching and preparing printed packages. At this time some students did not have access to devices and/or internet so they may have lost some teaching time due to these issues. Other factors may also be associated with a loss of learning time.

Factors Associated with Loss of Learning

- Students confined to their homes may spend less time in learning than when at school physically
- Students confined to their homes may be stressed and anxious and this may negatively affect their ability to concentrate on schoolwork
- Lack of in-person contact may cause students to be less externally motivated to engage in learning
- Switching to online learning may negatively affect students who have difficulty adapting to this new learning environment
- Switching to remote learning may exacerbate existing educational inequalities due to lack of access to adequate resources, unsuitable home environment and parental support
- Isolation from friends and teachers may result in unequal distribution of behavioural and psychological problems

REMEDICATION and INTERVENTION

Intervention and remediation (also commonly referred to as reteaching) have the same fundamental goal: supporting struggling students with focused learning opportunities to achieve academic success. But still, the differences between these two types of instruction are critical to determining what sort of environment, time, and approach might be required to best serve students.

Intervention

Intervention is often identified as a formal process for helping students who are struggling, where research-based instructional approaches are implemented around very specific skill deficits and where progress is regularly tracked. In practice, most schools use intervention to prevent learning gaps from widening in later grades and to identify students for special education referral.

Intervention frameworks are often divided into three sections, where about 80 percent of students are considered Tier 1 and receive core instruction and necessary remediation or reteaching. Tier 2 (5 to 15 percent of students) and Tier 3 (less than 5 percent of students) are then most directly involved in regular small-group or 1:1 interventions. To determine which students require intervention services, a formalised diagnostic assessment process is often used, during which specific strengths and needs are identified, growth targets are set, and a regimented plan for delivery and progress monitoring is outlined.

Remediation

At a basic level, remediation (or reteaching) means “teaching again” content that students previously failed to learn using a different strategy or resources from before. As a teacher recognises misconceptions or errors in understanding, he or she may quickly redirect students through explicit remediation of that concept. This is done early on and for the benefit of all learners during core instruction in the hope of preventing the majority of students from requiring more targeted, intensive interventions. Many teachers engage in remediation regularly as a natural part of instruction, without using a formal process or even explicitly recognising their actions as intentional reteaching.

Remediation is also often guided by some sort of formative assessment, whether formal or informal, in order to gather enough insight to recognise the large breakdown in knowledge that students are experiencing. For this approach to be impactful, teachers must use a different method to the one initially used—one that builds on previous learning and focuses on the specific omissions in student thinking experienced the first time around. Ideally, remediation or reteaching is done early in the learning process, before additional skills are layered in or more formal mastery tests or summative exams are administered.

When to Employ Each Approach

The best educators recognise both intervention and remediation as central to their day-to-day instructional practices. In between delivering core instruction for a specific standard aligned to their explicit scope and sequence, these educators are constantly pausing to reflect and reteach, while similarly banking in intentional intervention time for those who might be struggling with underlying skills or

concepts. This balancing act can often feel like navigating a decision tree but for instruction. Look at the following graphic for one such example.

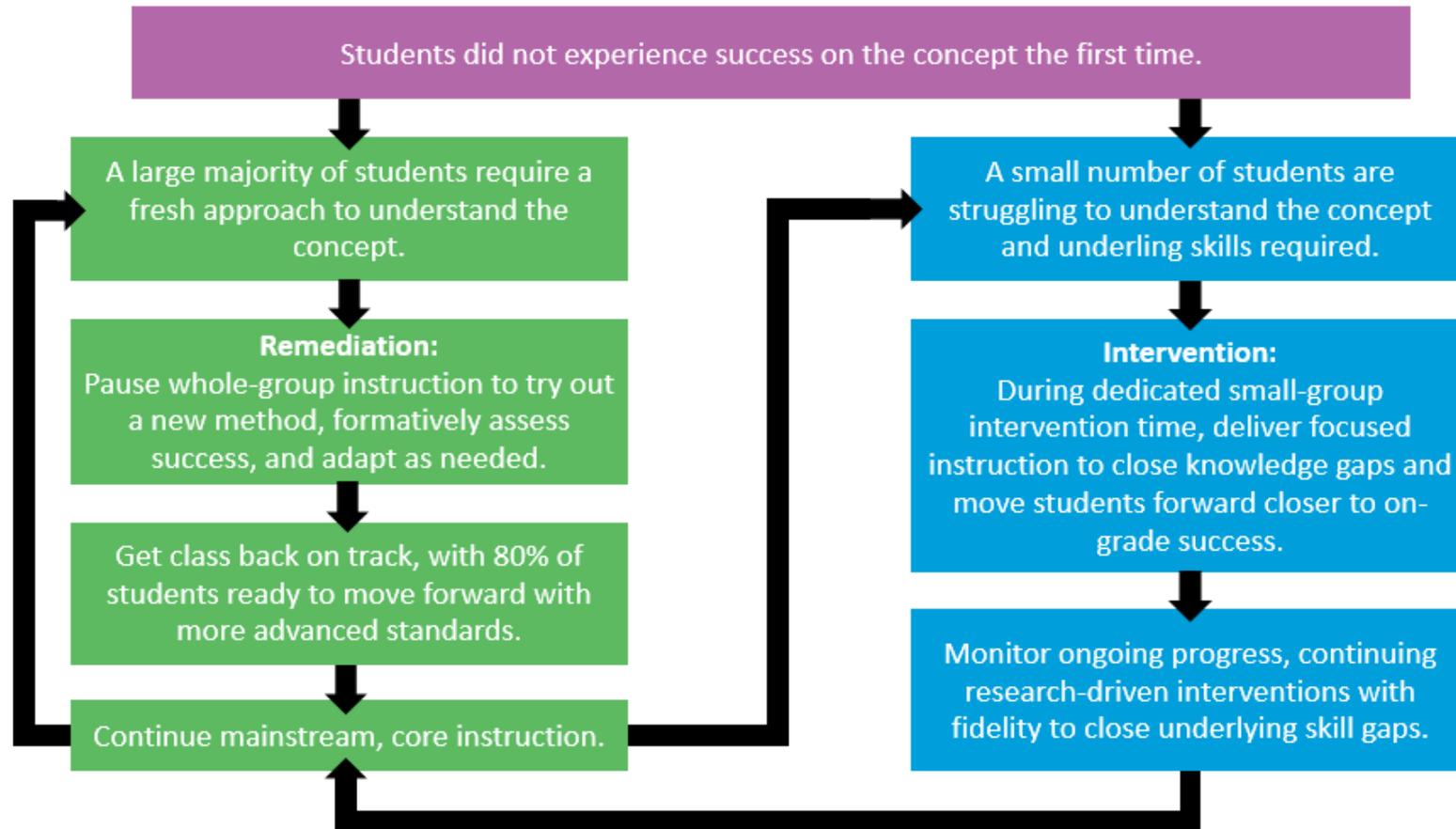
When you understand the key differences of these instructional approaches and, better yet, the value each one holds, your practices as an educator can become even more intentional. For example, don't spin your wheels organising all students into small groups for an intervention block when only 10 percent of them require this level of focused engagement. Also, don't stop to remediate a concept to the whole class when just a subset of learners would really benefit from a hands-on alternative instructional method to achieve understanding. Knowing what your students need and how to best meet student needs will make for a more balanced learning ecosystem where everyone is receiving the level of services they require at just the right time.

Summary:

Diagnose to determine deficiencies or gaps in planned learning outcomes

- Quantifying the significance of learning loss in terms of participation levels in each performance band: (suggest: less than 30%, between 31% – 60%, 61% and over.
- Determine approach required for each concept OR each student (significant challenge overall e.g. dropout, disabilities etc.): plenary and/or group sessions. Consider arrangements for intervention where needed.
- Plan for alternative instructional approaches: Review SOW with alternatives, infuse formative assessments, incorporate self-directed learning (use SLMS, repository, online self-directed programs)

Remediation vs. Intervention



<https://blog.edmentum.com/intervention-vs-remediation-what%E2%80%99s-difference>

ACCELERATED LEARNING

Accelerated learning is a multidimensional approach to learning that facilitates the learning of content in a shorter than conventional time taking into account the desired pace of the student. The purpose of this approach is to awaken learners to their full learning ability (Meyer, 2000). Although originally designed to nurture the talents of gifted students by focusing on instructional needs rather than age (Kulik & Kulik, 1984) this approach can be applied to any learner. In this brief acceleration refers to a wide variety of educational and instructional strategies used by educators to advance the learning progress of students who are struggling academically or who have fallen behind (The Glossary of Education Reform, 2013). It is being considered as an alternative approach to remediation for addressing learning gaps and helping students to perform at the expected level for their age and/or class.

Accelerating students as a method of boosting academic achievement is as much a shift in mind-set as it is in instruction. The goal is to review just the critical skills and concepts students need to be successful on learning new concepts. The acceleration approach increases the learning rate by using techniques and practices which seek to enhance the self-esteem of the learner, stimulate intrinsic motivation, and attaches meaning to the content to be learned (Boyes, Reid, Brain & Wilson, 2004).

Acceleration Model

A crucial aspect of the acceleration model is putting key prior knowledge into place so that students have something to connect with new information. Rather than focusing on everything students don't know about the concept, the acceleration model revisits basic skills which can be applied right away with the new content. To prepare for a new concept or lesson, students in an acceleration program receive: (1) instruction in prior knowledge and (2) remediation of prerequisite skills that, if missing, may create barriers to the learning process. This enriching experience includes the following steps:

Step 1: Generate Thinking, Purpose, Real-World Relevance, and Curiosity

One or two days before the regular class begins the concept, acceleration begins with a thought-provoking, hands-on activity that encompasses the big idea of the new topic. Working in small groups or pairs, students explore the new concept by generating their own formulas, developing ideas, discovering patterns, discussing observations, or examining the content's real-world relevance. These activities create value, relevance, and interest and foster both motivation and long-term retention of content.

Step 2: Clearly Articulate the Learning Goal and Expectations, Visualise Big Picture

Students are provided with the concept to be taught and the objectives to be achieved. This helps to clarify for students the progression of learning and how each objective contributes to understanding the big picture of a concept. Providing these patterns for learning allows students to build connections with other learning which leads to improved long-term memory and retrieval.

Step 3: Scaffold and Practice Essential Prerequisite Skills

Moving forward with students in an acceleration model requires teachers to carefully lay out the pieces of exactly what students need to know to learn the new concept at the desired pace. In this step start filling in the high-priority gaps identified by creating scaffolding devices (cheat sheets with examples, rule cards with pictures) to reinforce concepts and providing guided practice to assist students in learning the skills.

It's just as important not to provide too much scaffolding, however; keep tabs on each student's progress to get an idea of when you need to reduce or withdraw support. Scaffolding prerequisite skills in context allows students to realise success on new content.

Step 4: Introduce New Vocabulary and Review Prior Vocabulary

Vocabulary is developed over the course of time and is a key component of prior knowledge. Acceleration students benefit from rich vocabulary experiences which are memorable, hands-on and interactive. An effective strategy for learning vocabulary is to create a growing anchor wall chart that includes vocabulary terms, information on those terms, and pictures of the terms. The chart should start with prerequisite vocabulary and add words as they are introduced. This provides a constant reference point for students. Acceleration gives students a head start on the acquisition of vocabulary before the new concept is introduced.

Step 5: Introduction to the New Concept

Activities pertaining to the new concept are used with the acceleration class so students know something about the topic before it is introduced to the class. These activities will not be duplicated in the regular class because they would lead to boredom for the students from the accelerated class.

Step 6: Conduct Formative Assessment Frequently

The goal of acceleration is to help students learn content in their regular class the first time. It is therefore essential to collect ongoing data of student progress. There should be a continual flow of formative assessment information between the class teacher and the acceleration teacher. Instructional adjustments in acceleration classes are immediate and ongoing based on student data. Students targeted for acceleration have an urgent need for real success right now and as such feedback must be timely and detailed. For that to occur, teachers must use primarily "soft" formative assessment to provide immediate descriptive feedback.

Benefits of Acceleration Approach

- Increased student confidence- students have grasp core concepts and have attained success in classroom activities so they become more confident in their knowledge
- Increased class participation- student have the core concepts and therefore the odds of knowing the correct response to questions has increased so it is safer for them to raise their hands
- Increased interest in learning- student is now learning same materials as peers so they are curious about the new content

Considerations when Designing an Acceleration Program

There are a few logistics to address when implementing an acceleration program.

- Selecting a system for identifying students who would be good candidates for acceleration. Typically, this involves reviewing standardised test data and selecting students who have fallen behind peers in concepts considered to be important for achieving success at the next class-level.
- Deciding who teaches the acceleration classes. The teachers of acceleration classes may be either students' regular subject-area or class-level teachers or separate teachers. When students attend acceleration classes with their regular class teacher, this teacher can make the instructional moves during acceleration to facilitate student success in the regular class. When a separate teacher attends to the acceleration class then there must be continuous communication between the acceleration and class teacher to ensure that instructional moves are aligned with class instruction and the essential prerequisite skills identified.
- Allocating time for acceleration classes. Three options for scheduling acceleration classes:
 - scheduling a short time (around 45 minutes) at the beginning of each day in which all students receive acceleration or enrichment instruction
 - incorporating acceleration into electives, specials, or pullouts where students receive extra instruction in subjects they are experiencing problems
 - self-paced worksheets or online activities and guided practise
- Identifying the most important knowledge and skills students need to achieve class-level proficiency. This involves reviewing the curriculum to identify and prioritise key competencies and concepts that are required at different levels and in a variety of subject areas.

To support schools in addressing the various approaches to addressing Learning Loss as described, details on the following will be provided:

- **GENERAL GUIDELINES FOR DIAGNOSIS:** These guidelines provide an overview of how diagnosis may be conducted with specific reference to the core subjects taught at forms 1-3 at the secondary level.
- **SCHOOL-BASED DIAGNOSIS: CHECKLISTS (ALL SUBJECTS, FORMS 1-3) AND STRATEGIES:** Guidance is provided in the form of checklists, identifying for each core subject, the minimum outcomes students should have acquired in order to proceed to the next learning level. Along with the checklists, suggestions are provided on strategies that can be employed, specific to the subject at each learning level, by teachers in developing the diagnostics. Based on the data derived from the school-developed diagnostics, teachers can then identify gaps or deficiencies, observed for individual students or the entire class and plan accordingly for remediation or intervention, as is relevant.

- **CONDUCT OF DIAGNOSIS AT A NATIONAL LEVEL IN SELECTED SUBJECTS:** National, standardised diagnostics will be developed by the CPDD for English Language Arts and Mathematics but administered and scored by teachers. For secondary, these diagnostics may be administered to forms 1-4 and the ELA will focus on reading comprehension and writing.
- **EXEMPLARS OF CURRICULUM ADAPTATION:** Having identified the minimum learning outcomes that needs to be developed for students to move to the next learning level, the CPDD will provide an exemplar document which will guide how the curriculum may be adapted for each of the secondary (forms 1-3) levels. Thus, consistent with the minimum outcomes checklist, for each core subject at each learning level (form), guidance will be provided on adaptation of the curriculum, for students to be taught and assessed on, so they are prepared for the next learning level. The adaptations will focus on the minimum competencies for progress from one academic to the next academic year but does not limit the scope of what may be taught. Each teacher, armed with the knowledge of the competencies of the incoming cohort of students, can refer to the adaptations recommended for the current learning level, to prepare their workplans. They can confidently, amend their workplans to respond to the needs of their students and be assured that in the process, as they plan to ultimately have students cover the entire curriculum in readiness for exit examinations, they do so in a systematic and data-informed manner, realistic to their varying contexts but continuing to set high expectations for their students on a foundation of fundamental competencies.

DIAGNOSIS

- Exemplars of adapted curricula is provided for each subject from forms one to three based on minimum learning outcomes to be covered during each academic year
- The utility of the exemplars will depend on the data collected from the diagnostic assessments conducted for each subject.
- In the case of INCOMING form one students, one may refer to the standard five checklist for each subject, (see Appendix A) to prepare these diagnostics.
- The data collected would then guide teachers on how to adapt their workplans/scheme of work accordingly, with guidance provided in the exemplar of form 1 adapted curricula.
- In the case of INCOMING students of form two – form four, the preparation of the diagnostic, will be guided by the checklist of content of the previous learning level eg. form 2 students will be diagnosed according to the subject checklist for form 1.
- As the year of instruction proceeds, teachers may then use the year level checklist to conduct ongoing diagnosis to inform remediation or intervention to ensure students are on track with their learning. Thus, for instance, during the year, the form 1 checklists may then be used to track the current form 1 students' (who came from primary) progress.
- Apart from the data collected from school-based diagnosis, which will be developed to match each school's learning experiences, NATIONAL DIAGNOSIS will be prepared by the Ministry of Education.
- National Diagnosis are planned for English Language Arts and Mathematics and are to be administered to students who have been promoted to forms 2 to 4 in September 2021.
- INCOMING Form 1 students may be assessed using the instruments designed for standard 5 at the primary level.

General Guidelines For Diagnosis

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

Subject Area	General Diagnostic Strategies
<p>English Language Arts</p>	<ul style="list-style-type: none"> <li data-bbox="443 456 1801 597"> <input type="checkbox"/> Writing <ul style="list-style-type: none"> <li data-bbox="506 496 1801 597">• From two paragraphs of student writing can be detected errors of concord, spelling, grammar and organisation of content (Refer to Appendix B for rubrics for various writing types are available in the ELA Teachers’ Guide) <li data-bbox="443 643 1801 784"> <input type="checkbox"/> Literary Appreciation (Text specific) <ul style="list-style-type: none"> <li data-bbox="506 683 1801 743">• Simple quiz of literary text used during previous term (Poetry, Prose, Drama) will indicate students’ knowledge gaps <li data-bbox="506 756 1801 784">• Brief written description of character/setting/ theme will indicate language/literature gaps <li data-bbox="443 829 1801 984"> <input type="checkbox"/> Reading Oral reading of a paragraph of students’ language or literature text will indicate fluency and comprehension gaps (Refer to Appendix C for Oral Reading Checklist) <ul style="list-style-type: none"> <li data-bbox="506 951 1801 984">• To determine specific core reading skills gaps, schools can use the Fry’s Readability assessments
<p>Mathematics</p>	<ul style="list-style-type: none"> <li data-bbox="443 992 1850 1179"> <input type="checkbox"/> Conceptual understanding: <ul style="list-style-type: none"> <li data-bbox="506 1032 1734 1060">• <i>Selected Response</i> filling-in a correct answer based on the correct understanding of a concept <li data-bbox="506 1073 1850 1101">• <i>Performance Assessment</i> engaging in a class discussion or presenting an oral explanation of a concept <li data-bbox="506 1114 1839 1141">• <i>Extended Written Response</i> solving a mathematics problem while explaining the concepts being used <li data-bbox="506 1154 1650 1182">• <i>Personal Communication</i> recording an accurate understanding of concepts in a journal <li data-bbox="443 1187 1818 1373"> <input type="checkbox"/> Procedural fluency: <ul style="list-style-type: none"> <li data-bbox="506 1227 1776 1255">• <i>Selected Response</i> filling-in a correct answer based on the use of a correct process (or algorithm) <li data-bbox="506 1268 1818 1295">• <i>Performance Assessment</i> carrying out the steps in a process (or algorithm) using a correct sequence <li data-bbox="506 1308 1461 1336">• <i>Extended Written Response</i> describing a mathematical process correctly <li data-bbox="506 1349 1671 1377">• <i>Personal Communication</i> providing a correct sequence of responses during an interview <li data-bbox="443 1382 789 1409"> <input type="checkbox"/> Strategic competence:

Subject Area	General Diagnostic Strategies
	<ul style="list-style-type: none"> • <i>Selected Response</i> filling-in a correct answer based on the use of a correct strategy • <i>Performance Assessment</i> solving a problem correctly using an appropriate strategy • <i>Extended Written Response</i> explaining the strategy used in producing a correct response • <i>Personal Communication</i> responding correctly to novel problems during class discussion <p><input type="checkbox"/> Adaptive reasoning:</p> <ul style="list-style-type: none"> • <i>Performance Assessment</i> creating a logical model based on accurate conjectures • <i>Extended Written Response</i> explaining a logical solution based on accurate conjectures • <i>Personal Communication</i> justifying a solution using logical assumptions
Information and Communication Technology (ICT)	<p><input type="checkbox"/> Practical</p> <ul style="list-style-type: none"> • Conduct a practical assessment to determine skills gaps for the practical elements of the curriculum <p><input type="checkbox"/> Theory</p> <ul style="list-style-type: none"> • Multiple-choice questions can be used. • Online assessments can be utilised for both practical and theory.
Physical Education	<p>Diagnostic strategies in the online mode should primarily focus on Theoretical Content/Concepts. It is recommended that suggested practical related content be teacher directed and undertaken periodically so that self-monitoring strategies would be effected. This would allow students to gauge levels of fitness and assess physical abilities.</p> <p><input type="checkbox"/> Practical Content/concepts:</p> <p>Complete fitness testing of the following components of Fitness</p> <ul style="list-style-type: none"> • Cardiovascular Endurance: Harvard Step Test or Beep Test • Muscular Endurance: sit ups, push ups, squats • Coordination: Alternate hand wall throw or Juggling Test • Flexibility: Sit and Reach Test, Arm and Shoulder Reach <p><input type="checkbox"/> Theoretical Content/concepts:</p> <ul style="list-style-type: none"> • Narrate functions and workings of body systems • Draw and label diagrams of structure of body systems • Measure and record personal health data • Design charts to monitor and compare personal health data • Explain effects of physical activity on body systems

Subject Area	General Diagnostic Strategies
	<ul style="list-style-type: none"> • Complete outline on History of specific sports • Complete checklists for appropriate behaviour • Observation of body system models • Use of worksheets, presentations, quizzes (online), observation of learnt behaviours • Dramatization of History of Physical Education and Sport • Matching terms and statements • Short answer questions • Class Discussions • Role modelling • Feedback • Peer tutoring • Group work • Peer work • Role play • Problem solving
Integrated Science	<p><input type="checkbox"/> Determination of gaps in required experimental skills- Conduct experiments and preparing Laboratory Report:</p> <ul style="list-style-type: none"> • This can be determined by having students participate in practical activities focused on experimental skills necessary for a laboratory experiment: • INCOMING FORM 2 who were taught Form 1 curricula: <ul style="list-style-type: none"> - Focus on: Observation, Recording and Reporting, Manipulation and Measurement and Drawing. Students are to prepare Laboratory Reports. • INCOMING FORM 3 who were taught Form 2 curricula: <ul style="list-style-type: none"> - Focus on: Observation, Recording and Reporting, Manipulation and Measurement and Analysis and Interpretation and Drawing. Students are to prepare Laboratory Reports. • INCOMING FORM 4 who were taught Form 3 curricula: <ul style="list-style-type: none"> - Focus on: Observation, Recording and Reporting, Manipulation and Measurement and Analysis and Interpretation and Drawing and a basic understanding of Planning and Design. Students are to prepare Laboratory Reports. - Teachers should design and use suitable rubrics to determine gaps in experimental skills and in the preparation of a Laboratory Report

Subject Area	General Diagnostic Strategies
	<ul style="list-style-type: none"> ❑ Determination of gaps in understanding of concepts: <ul style="list-style-type: none"> • This can be determined by the use of the following test/quiz question types: • Multiple choice, structured (including questions based on experimental skills)/short answer, essay-type questions, true-false, matching, fill-in-the-blanks etcetera. • For each type of test/quiz, suitable rubrics must be designed and used to determine gaps in understanding of concepts. ❑ Data analysis: <ul style="list-style-type: none"> • Analysis of test scores can be done to determine gaps for each student, groups of students, concepts, and skills, to allow the teacher to plan for bridging of gaps identified.
Social Sciences - Social Studies	<ul style="list-style-type: none"> ❑ Concepts Content and Skills: COVERS instruction in curricula for Forms 1-3. <ul style="list-style-type: none"> • Content <ul style="list-style-type: none"> - Completion of sentences, assessment of content from portfolios - Online games and quizzes • Skills <ul style="list-style-type: none"> - Map reading - location of places constituencies, municipal corporations, cities and boroughs - Use of worksheets to identify places - Interpretation of tables, charts and graphs for Government- electoral process census, election statistics - Case Scenarios – interpretation and possible solutions • Values <ul style="list-style-type: none"> - Scenarios with questions - Videos with questions - Demonstration of appropriate and relevant behaviour.
Social Sciences - Geography	<ul style="list-style-type: none"> ❑ Concepts Content and Skills: COVERS instruction in curricula for Forms 1-3. <ul style="list-style-type: none"> • Content <ul style="list-style-type: none"> - Use of worksheets to name and locate physical and human features - Use of short response questions - Analysis of photographs - Creation and interpretation of geographic illustrations - Online games and quizzes • Skills

Subject Area	General Diagnostic Strategies
	<ul style="list-style-type: none"> - Use of the atlas to engage in practical activities - Worksheets where the student demonstrates understanding of skills - Observations made by the teacher. • Values <ul style="list-style-type: none"> - Scenarios with questions - Videos with questions - Demonstration of appropriate and relevant behaviour
<p>Social Sciences - History</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Chronology <ul style="list-style-type: none"> • Creation of timelines <input type="checkbox"/> Historical knowledge (facts, terms, concepts, events) <ul style="list-style-type: none"> • Use of multiple-choice questions, short answer questions • Matching of terms and definition • Online games and quizzes <input type="checkbox"/> Historical skills (thinking, communication, analysis etcetera.) <ul style="list-style-type: none"> • Stimulus and questions (image, text) • Completion of short paragraphs (Forms 2, 3) using guided questions • Scenarios with questions • Videos with questions • Demonstration of appropriate and relevant behaviour.
<p>Health and Family Life Education (HFLE)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Concepts and content <ul style="list-style-type: none"> • Quizzes, reflections (portfolios), completion of sentences <input type="checkbox"/> Life skills <ul style="list-style-type: none"> • Interpretation and completion of tables, charts/graphs, pictures • Case Scenarios <input type="checkbox"/> Attitudes <ul style="list-style-type: none"> • Case scenarios • Worksheets • Checklists

Subject Area	General Diagnostic Strategies
Social Sciences- Religious Education	<ul style="list-style-type: none"> <input type="checkbox"/> Religious Literacy (facts, concepts, specialist vocabulary) <ul style="list-style-type: none"> • Research and analysis, discussions, sharing of ideas/thoughts through reflections; virtual tours, MCQ, short answer questions <input type="checkbox"/> Life skills (decision making, problem solving, living one’s faith) <ul style="list-style-type: none"> • Conflict resolution using scenarios and/or stimulus questions re bullying, peer pressure, courage, mentorship, dangers of prejudice and stereotypes • MCQ, worksheets, virtual group assignments e.g. creation of an anti-bullying leaflet
Spanish	<p>It is advisable that all diagnostic activities specifically target essential grammar and vocabulary on curriculum topics to determine degree of coverage of same. As far as possible, discrete items should be used to assist with targeting specific areas to be addressed in remediation. Segments of previously administered assessments (e.g. Term tests) or specific skill assessment activities may be used for this purpose. Sample formats for each skill are proposed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <ul style="list-style-type: none"> • Multiple Choice – students select correct responses from options presented after listening to single sentences or short readings on specific topics; • Students match responses assessing vocabulary on specific topics; • Students match an image to a spoken sentence. <input type="checkbox"/> Speaking <ul style="list-style-type: none"> • Oral interview on specific topics (may be done in groups or pairs) • Administration of graded oral reading passages to determine the student’s level of mastery. <input type="checkbox"/> Reading <ul style="list-style-type: none"> • Multiple choice – reading comprehension of short paragraphs/ selections of language on specific topics <input type="checkbox"/> Writing <ul style="list-style-type: none"> • Students complete simple directed sentences/a dialogue or similar writing activity on a specific topic. • Completion of cloze type items for prose/ dialogues focused on critical elements of writing e.g. verb conjugation, adjectival agreement, prepositions etc may be administered to target diagnosis of specific grammar and/ or structure/ vocabulary.
Technology Education	<ul style="list-style-type: none"> <input type="checkbox"/> Competencies identified in the demonstration of foundation skills <ul style="list-style-type: none"> • Research Skills - Oral questioning • Teamwork Skills - Group assignment

Subject Area	General Diagnostic Strategies
	<ul style="list-style-type: none"> • Brainstorming - Completion of the mind mapping tool • Safety Practices- Identify improper safety practices from a picture or video • Presentation Skills - Individual or group presentation on topic of interest • Maintenance and completion of a portfolio ❑ Capacity to engage in technical skills in one or more of these areas <ul style="list-style-type: none"> • Engineering Technologies • Biological Technologies • Human Ecology • Entrepreneurship ❑ Assessment of Technical skills <ul style="list-style-type: none"> • Short activity given to students. • Use of resources to create a finished product • Manipulation of tools within the specified component • Students will be assessed by their responses to question and discussion on the IDEATE model, safety and portfolio development
VAPA - Dance	<ul style="list-style-type: none"> ❑ Dance Terminology <ul style="list-style-type: none"> • Oral questioning on Movement Concepts. Students can also demonstrate their understanding of the concepts • Quizzes- Multiple choice on terms used in Dance (symmetry, locomotion, general space etc.) ❑ Cultural Heritage <ul style="list-style-type: none"> • Demonstration of steps from cultural forms • Quizzes with short answers based on pictures, video clips ❑ Choreography – Compositional Structures and Choreographic Devices <ul style="list-style-type: none"> • Quizzes with short answers, multiple choice on terms and their meaning, demonstration of movement sequences with choreographic devices ❑ Health and Safety <ul style="list-style-type: none"> • Quizzes with short answers and multiple choice on the prevention and treatment of dance injuries and the creation of nutritious meals for dancers. ❑ Critiquing <ul style="list-style-type: none"> • Discussions with students, after viewing videotaped performances so that critical analyses can be carried out

Subject Area	General Diagnostic Strategies
	<input type="checkbox"/> Reflective Writing <ul style="list-style-type: none"> • Use of journals to self and peer critique
VAPA - Drama	<input type="checkbox"/> Terms & Terminology (Dramatization of Text) <ul style="list-style-type: none"> • Quizzes- Multiple choice questions on terms, role and function of theatre personnel <input type="checkbox"/> Characterization and Character Development <ul style="list-style-type: none"> • Quizzes with short answers, with use of pictures, excerpts and other stimuli, for comprehension/ interpretation of text exercise and characterization and character development. • Quizzes with descriptive/ essay type answers • Creation of character sketches (<i>drawn into outlines of human forms and/or written in short paragraphs etcetera.</i>) <input type="checkbox"/> Production Process <ul style="list-style-type: none"> • Chronology- creation of process timelines for productions (<i>from first production meet to post-mortem</i>), design (<i>costume, lights, sound, set, props etc.</i>) and rehearsal processes (<i>audition-reading-blocking-detailed work-rehearsal-runs- paper technical- technical-full runs- dress rehearsal-performance</i>) <input type="checkbox"/> Staging <ul style="list-style-type: none"> • Critiquing- students can be provided with videoed productions (<i>live productions maybe unavailable</i>) to practice critical analysis of creative ideas/ decisions. Ideally, students should use their own work for this item. <input type="checkbox"/> Reflective writing <ul style="list-style-type: none"> • Use of journals for self/ peer critique with guiding questions
VAPA - Music	<input type="checkbox"/> Music Terminology <ul style="list-style-type: none"> • Quizzes, aural questioning, fill-in-the-blanks, worksheets, multiple choice and games for definitions, terms and music names – rhythm, texture, melody, instrument names etcetera. <input type="checkbox"/> Listening and Appraising <ul style="list-style-type: none"> • Compose short pieces demonstrating various elements of music • Listen to recorded music and complete worksheets • Journal their music learning experiences • Discussions with peers/class after viewing recorded work • Quizzes, worksheets, multiple choice <input type="checkbox"/> Creating

Subject Area	General Diagnostic Strategies
	<ul style="list-style-type: none"> • Compose and perform own work • Video record own work and that of peers <input type="checkbox"/> Performing <ul style="list-style-type: none"> • Develop, rehearse and perform given repertoire individually/ small groups/ensembles • Discuss process
VAPA- Visual Arts	<ul style="list-style-type: none"> <input type="checkbox"/> Topic/ Strand: Elements of Art & Design <ul style="list-style-type: none"> • Drawing / Exercise Worksheet: <ul style="list-style-type: none"> - Create a worksheet to ascertain understanding of elements of design-line, shape, colour, texture etcetera. <input type="checkbox"/> Topic/ Strand: Textiles <ul style="list-style-type: none"> • Worksheet: <ul style="list-style-type: none"> - Describe tie dye, resist methods, tools and materials <input type="checkbox"/> Topic/ Strand: Leather Craft <ul style="list-style-type: none"> • Drawing / Exercise Worksheet: <ul style="list-style-type: none"> - Define key terms; Sources of leather; - Drawing and description of leather works seen in community. <input type="checkbox"/> Topic/ Strand: Fibre Arts <ul style="list-style-type: none"> • Practical: <ul style="list-style-type: none"> - Demonstrate basic weaving skills using paper for flat work <input type="checkbox"/> Topic/ Strand: Ceramics <ul style="list-style-type: none"> • Drawing / Exercise Worksheet: <ul style="list-style-type: none"> - Describe characteristics of clay. Identify tools and materials for pottery. Draw clay objects made in Trinidad & Tobago. <input type="checkbox"/> Topic/ Strand: Sculpture <ul style="list-style-type: none"> • Review / Class Discussion: <ul style="list-style-type: none"> - Describe additive and subtractive methods utilised in creating sculpture.

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School-Based Diagnosis (All Subjects, Forms 1-3)

Form 1

Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
Tech Ed	<input type="checkbox"/> Define the terms Technology and Technology Education <ul style="list-style-type: none"> • List and explain the components and sub-components of Technology Education. • Identify the 21st century skills • Identify the tenets of the problem-solving approach as outlined by the IDEATE Model. • Appreciate and demonstrate the Key skills in Technology Education (Teamwork, Brainstorming, Safety, Research, Drawing and Sketching) 	<p>Utilize engaging digital/online tools in formative assessment of Tech Ed content.</p> <ul style="list-style-type: none"> • Quizzes, polls and oral questioning • Pre-built education template e.g., Mentimeter, Slido etc • Game based assessment e.g., Kahoot • Interactive presentation e.g., Pear Deck • Group based activities facilitating demonstration of Teamwork and other key skills. • Brainstorming tools e.g., Mind mapping tools • IDEATE model –chart https://moegovtt.sharepoint.com/:i:/s/TechEdTeachersProfessionalLearningCommunity/EUg7PU45QjFMmuHLx6VOy5sBoda5BVTfGDiwUlb2UHnFig?e=0QItAK. • eBook <i>Principles and Practices in Technology Education</i> • https://moegovtt.sharepoint.com/:b:/s/TechEdTeachersProfessionalLearningCommunity/Efw6ibDtpmJPu43AX66_2rEBhPwS6Hp-BHDLo8ukSQ8eJg?e=ZIIDdy.
ELA	<input type="checkbox"/> Listening & Speaking <ul style="list-style-type: none"> • Listening/Speaking Etiquette • Pronunciation and Enunciation • Efferent Listening: Listening for details, • Oracy: Characteristics of an effective speaker 	<p>The following represents a range of strategies to assess the English Language Arts skills. These core skills are interrelated. Consequently, some assessment strategies target multiple core skills.</p> <p>Diagnosing Listening and Speaking:</p>

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Non-verbal Communication • Critical Listening: Fact and Opinion • Introductions ❑ Reading <ul style="list-style-type: none"> • Identify Main Idea and Topic Sentence • Organisational Patterns • Vocabulary in Context • Barriers to comprehension • Explicit Details • Sequencing & Predicting Outcomes • Critical Reading • Distinguishing between Fact and Opinion • Structure-Comparison and Contrast • Summary Skills ❑ Literary Appreciation <ul style="list-style-type: none"> • Literary Elements • Character, Point of View, Setting, Plot, Conflict • Literary device: Symbolism, Comparisons ❑ Writing <ul style="list-style-type: none"> • Informal Letters • Descriptions (Factual), (Character), (Place/Setting) • Exposition: Directions and Instructions, Simple Report • Narrative Perspective: First and Third Person Points of View • Creative Writing: Poetry 	<ul style="list-style-type: none"> • Describe orally for one minute, a character (real or imagined) using Standard English • Engage in a simple listening comprehension activity to assess literal, inferential and evaluation thinking processes <p>Diagnosing Reading: Read a poem, a story, extract from a newspaper/magazine, novel in oral Standard English</p> <p>Diagnosing Literary Appreciation and Media Literacy:</p> <ul style="list-style-type: none"> • Describe a place/setting or compare two different settings • Write a story (first or third person narrative) • Write a dialogue between two characters from a novel studied • Create and present a Power Point presentation including visuals on a selected topic from a literature text studied <p>Diagnosing Writing and Media Literacy:</p> <ul style="list-style-type: none"> • Write a factual description of a person you admire • Write an informal letter • Write a simple report • Create Oral/Written Directions and Instructions for an authentic purpose using a range of media types e.g., Oral/Written Directions to a favourite beach or mall, Instructions for a favourite local dish, Instructions to play your favourite game <p>Helpful resources-</p>

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Writing Dialogue • Persuasion: Opinion <p><input type="checkbox"/> Media Literacy</p> <ul style="list-style-type: none"> • Visual Representation: Graphic Organisers • Visual Interpretation: Visual Texts • Headlines and Captions 	<ul style="list-style-type: none"> • Expressing self through poetry- https://learn.moe.gov.tt/pluginfile.php/299440/mod_resource/content/1/Expressing%20self%20through%20poetry.pdf • Compound Sentences- https://learn.moe.gov.tt/pluginfile.php/65226/mod_resource/content/1/FINAL-Compound%20Sentences-FORM%201.pdf • Using direct speech in stories- lesson located at https://learn.moe.gov.tt/course/view.php?id=428 • Adjectives (Comparative and Superlative)- https://learn.moe.gov.tt/pluginfile.php/241248/mod_resource/content/1/FINAL-%20Comparative%20and%20Superlative%20Adjective-%20Form%201.pdf • Personal and Relative Pronoun- https://learn.moe.gov.tt/pluginfile.php/403627/mod_resource/content/0/Personal%20and%20Relative%20Pronouns-%20Form%201%20Term%201.pdf • Fact and Opinion- https://learn.moe.gov.tt/pluginfile.php/301472/mod_resource/content/1/Fact%20and%20Opinion.pdf
ICT Incoming students for Form 1	<p><input type="checkbox"/> Computer Fundamentals</p> <ul style="list-style-type: none"> • Introduction to computers • Parts of computer, Powering/Shut down pc Introduction to Workspace Desktop • My Documents, Menus, Programs <p><input type="checkbox"/> Keyboard Skills</p> <ul style="list-style-type: none"> • alphanumeric keys, numeric pad, function keys, arrow keys, Esc key, home, end, page down, page up. <p><input type="checkbox"/> Use of a mouse</p> <ul style="list-style-type: none"> • Pointing, clicking-double clicking 	<p>The following represents a range of strategies to assess Information Technology skills.</p> <p>Computer Fundamentals</p> <ul style="list-style-type: none"> • Multiple choice questions • True/False questions • Fill in the Blanks • Short answer questions <p>Practical assessment Word processing</p> <ul style="list-style-type: none"> • Reproduce a given piece of text and save the document with an appropriate file name.

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Right click, dragging, arranging icons Moving a window around the screen, managing several windows with the task bar, changing the size of the window, using the scroll bars, using a pull-down menu ❑ Word Processing <ul style="list-style-type: none"> • Basics-Starting Microsoft word • Word Screen-title bar, menu bar, standard tool bar, formatting area, ruler, typing area. • Typing Text, saving and closing a document. • Using formatting toolbar commands e.g. bold, italicize, underline, change font type and size. ❑ Create a drawing using Microsoft paint <ul style="list-style-type: none"> • Learn the names of the different tools and the technical name of objects such as cursor, paint, brush, eraser, and others. ❑ Internet and Web 2.0 tools <ul style="list-style-type: none"> Introduction to the Internet Internet browsing/Search engine (Google chrome, fire fox) Browsers (Google, Bing, Yahoo) 	<p>Practical assessment for using Microsoft paint</p> <ul style="list-style-type: none"> • Produce a simple art piece using at least four elements of the program <p>Assessment for using an internet browser/search engine</p> <ul style="list-style-type: none"> • Short answer questions <p>Assessment for health and safety rules</p> <ul style="list-style-type: none"> • Multiple choice questions <p>Useful Resources</p> <ul style="list-style-type: none"> • Introduction to computers https://www.youtube.com/watch?v=pLnN3ooJcqw • Keyboarding https://www.youtube.com/watch?v=_R6M0vBxLac • Windows Environment https://www.youtube.com/watch?v=dJCI2HpGuEo • Word processing https://www.youtube.com/watch?v=4D8DcstpGEg (basic) • https://www.youtube.com/watch?v=Cw6a3b5QoAs (advanced) • Microsoft Paint https://www.youtube.com/watch?v=ObYvtATkrJM https://www.youtube.com/watch?v=DF4TLzvJ0gw • Internet use https://www.youtube.com/watch?v=7_LPdttKXPc https://www.youtube.com/watch?v=LVV_93mBfSU https://www.youtube.com/watch?v=PcKLIJA_Tus • Health and safety

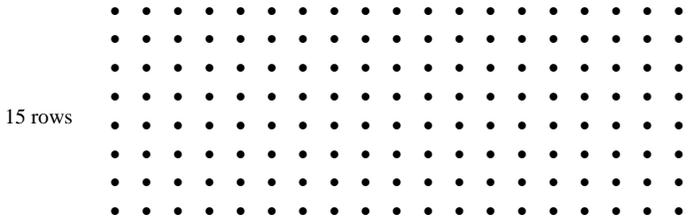
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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
		https://www.youtube.com/watch?v=iZbvKhEhmkg https://www.youtube.com/watch?v=jqvtImP7CTE
Mathematics	<input type="checkbox"/> Number <input type="checkbox"/> Whole Number <ul style="list-style-type: none"> • Create and solve problems using whole numbers involving the four operations • Solve one-step and multi-step problems involving whole numbers (including money transactions, bills, best buy, profit and loss) using the four operations and a variety of strategies • Solve real-world problems involving direct proportion • Demonstrate an understanding of algorithms, mental strategies and estimation strategies • Use estimation strategies (front-end rounding, compensation and compatible numbers) to check and justify answers in problem solving contexts and to determine the reasonableness of answers • Use the inverse operations to check the solutions to problems • Determine the approximate solution to a problem that does not requires an exact answer <input type="checkbox"/> Fractions	<p>The following represents a range of strategies to assess Mathematical skills.</p> <ul style="list-style-type: none"> • Open-response activity Assess the student’s real-world understanding and analytical processes using, <ul style="list-style-type: none"> • a brief written statement • an oral statement • a mathematical solution • a drawing or a diagram • a table, chart or graph • a quiz • Selected response activity <ul style="list-style-type: none"> • Multiple choice • True and False • Matching • Cloze test • Crossword puzzle • Brief constructed response activity <ul style="list-style-type: none"> • Fill in the blanks • Short Answer • Label a Diagram • Complete a table • Fill in a graphic organiser • Constructed response activity <ul style="list-style-type: none"> • Collage • Acrostic

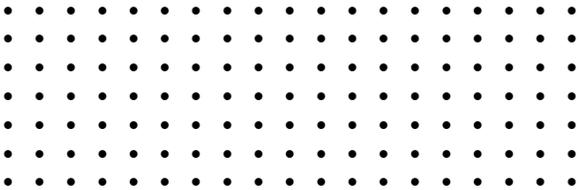
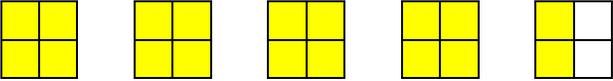
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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Develop and apply procedures to add and subtract fractions and mixed numbers to solve problems • Solve problems involving addition and subtraction of fractions including mixed numbers • Develop and apply procedures to multiply a fraction by a whole number and multiply fractions and mixed numbers and to solve problems • Solve problems involving the multiplication of a fraction by a whole number, fraction by fraction and mixed numbers • Develop and apply procedures to divide whole numbers by fractions, fractions by whole numbers, and fractions to solve problems • Solve problems involving the division of: a whole number by a fraction, a fraction by a whole number, and a fraction by a fraction • Solve one-step and multi-step problems involving fractions (including money) using the four operations and a variety of strategies • Use estimation strategies to check and justify answers in problem solving contexts and to determine the reasonableness of answers <p><input type="checkbox"/> Decimals</p>	<ul style="list-style-type: none"> • Oral Presentation • Demonstrate and explain procedures • Practical test • Create a drawing or poster • Make a model • Portfolios (for use over a long term) Track students' progress <i>over time</i> using their artifacts. Review any of the products below: <ul style="list-style-type: none"> • students' journals • past anecdotal records • artwork and diagrams • group projects • student notes and outlines • rough drafts to finished work • Use information on <i>how</i> a student solves a problem to identify the level of understanding • Record students' oral assessments and review responses over time to track progress • Use peer assessments for students' improvement as they compare and adapt, not for grades • Students must understand the criteria used for the assessment • Students must learn to self-assess to track their own progress <p>Strategies to Check for Understanding</p> <ul style="list-style-type: none"> • https://www.utwente.nl/en/examination/faq-testing-assessment/60formativeassessment.pdf • https://www.duplinschools.net/cms/lib/NC01001360/Centricity/Domain/71/Formative%20Assessment%20Activities.pdf • http://eworkshop.on.ca/edu/pdf/Mod21_assessment_strgs.pdf

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Solve real-world problems involving the addition and subtraction of decimals to hundredths using the algorithm • Develop and apply the procedures to multiply decimals by whole numbers and decimals (limited to tenths by tenths) and to divide a decimal by a whole number (up to hundredths) to solve problems • Solve one-step and multi-step problems involving decimals (including money) using the four operations and a variety of strategies • Use estimation strategies to check and justify answers in problem solving contexts and to determine the reasonableness of answers <p><input type="checkbox"/> Percent</p> <ul style="list-style-type: none"> • Develop an understanding of percent concretely, pictorially and symbolically • Demonstrate an understanding of the relationships between fractions and per cents • Calculate the percent of a quantity • Express a quantity as a percentage of another • Relate per cents to fractions (halves, quarters, fifths and tenths) and decimals • Compare and order fractions, per cents and decimals 	<p>Mathematics Diagnostic Tests</p> <ul style="list-style-type: none"> • https://www.rainbowresource.com/pdfs/categories/cat02343_ptst0.pdf (number concepts) • https://www.mathmammoth.com/preview/tests/End_of_Year_Test_Grade4.pdf (adapt geometry questions on angles) • https://www.baschools.org/pages/uploaded_files/5th%20Grade%20Practice%20Test.pdf (select content to match curriculum outcomes) • https://drive.google.com/file/d/0B5-R28AdFXfoQTNvU041YWx0U0U/edit?resourcekey=0-Ks7ZDWaNNWTr5l_pHxzTdw (adapt geometry questions on angles) <p>Other useful resources are given below.</p> <p>NUMBER</p> <p>Whole Number</p> <ul style="list-style-type: none"> • Use <i>visualisation</i>, basic <i>number sentences</i> and <i>word problems</i> with the same number values to assess computational skill and literacy. e.g. <ul style="list-style-type: none"> • <i>Visualisation</i> using an array with 15 rows and 19 columns <div style="text-align: center;"> <p>How many Circles?</p> <p>19 columns</p>  <p>15 rows</p> </div>

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Solve problems involving fractions, decimals and per cents <input type="checkbox"/> Problem Solving <ul style="list-style-type: none"> • Create and solve one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, per cents and money (including profit and loss, discount, savings, salaries, wages, loans, simple interest, VAT) using algorithms, mental strategies, and other problem-solving strategies • Solve problems involving unequal sharing • Use estimation strategies to check and justify answers in problem solving contexts and to determine the reasonableness of answers <input type="checkbox"/> Geometry <input type="checkbox"/> Solids and Plane Shapes <ul style="list-style-type: none"> • Describe solids in terms of their properties • Explore angles in solids • Explore and describe cross-sections of solids, base and height • Explore angles in plane shapes • Identify types of quadrilaterals • Classify and compare quadrilaterals according to their attributes (angles, sides, perpendicular and parallel) 	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Calculate using a <i>mental math strategy</i>: 15×19 • Solve a <i>word problem</i>: How many people can be seated in a room filled with 19 rows of chairs with 15 chairs in each row? • Vary the <i>level of difficulty</i> in problem solving to target <ul style="list-style-type: none"> • computational skill • verbal comprehension <p>Fractions</p> <ul style="list-style-type: none"> • Allow different representational modes to assess operations on fractions e.g. Students choose any model to divide by $1\frac{1}{2}$. <ul style="list-style-type: none"> • Area model <div style="display: flex; justify-content: space-around; align-items: center;">  </div> • Set model <div style="display: flex; justify-content: space-around; align-items: center;">  </div> • Linear model <div style="display: flex; justify-content: space-around; align-items: center;">  </div> • Algorithm Use multiplication by the reciprocal

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Apply findings from analysis of data to solve problems • Determine the mode for a given set of data and explain its importance in data analysis • Communicate findings and decisions by writing a report using language associated with statistics • Evaluate decisions made based on analysis of data represented in tables, charts and graphs • Develop the concept of mean/average • Solve problems involving mean/average 	$\begin{array}{r} + \quad 2 \quad 5 \quad 0 \\ \hline \quad 3 \quad 2 \quad 5 \\ \hline \end{array}$ <p style="text-align: right;">Answer is 3.25</p> <p>Percent</p> <ul style="list-style-type: none"> • Allow students to work with base ten models or algorithms <p>Time</p> <ul style="list-style-type: none"> • Allow students to use both analog and digital clocks to <i>set the time</i>, then <i>represent the time using a drawing</i> of the clocks, and finally <i>write the various ways time can be stated</i> e.g. 7:45 is the same as a quarter to eight • Calculate the missing time(s) on a timetable
Physical Education	<p><input type="checkbox"/> Body Systems</p> <ul style="list-style-type: none"> • Acquire basic knowledge of the systems of the human body. 1.1.1 • Understand the functions, structure and workings of the skeletal system. 1.1.2 • Demonstrate knowledge of the effects of physical activity on the skeletal system 1.1.3 • Understand the functions, structure and workings of the muscular system. 1.1.4 • Demonstrate knowledge of the effects of physical activity on the muscular system 1.1.5 • Show the interrelatedness of the skeletal and muscular systems 1.1.6. <p><input type="checkbox"/> Healthy Lifestyle Practices</p>	<p>Observation of body system models: a. skeletal b. muscular</p> <ul style="list-style-type: none"> • Narrate its functions and workings. • Draw diagram and label its parts. <p>Research:</p> <ul style="list-style-type: none"> • Explain the effects of physical activity on the (a) skeletal and (b) muscular systems • The history of netball, football, cricket, basketball, track and field/Olympic Games and use different forms of technology to present findings <ul style="list-style-type: none"> - Matching terms and statements - Completion of sentences - Short answer questions <p>Resources: Resources to support topics on skeletal and muscular systems, and other learning outcomes can be sourced from the MOE SLMS Platform</p>

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between wellness and lifestyle 1.2.1 • Practice habits that contribute to wellness 1.2.2 • Apply habits and practices to maintain a healthy lifestyle 1.2.3 • Understand the concept of physical fitness 1.2.4 • Demonstrate an understanding of health and sport related fitness components 1.2.5 • Maintain the minimum standard of basic fitness tests 1.2.6 • Fitness goals 1.2.7 <p><input type="checkbox"/> Movement/Gymnastic Activities</p> <ul style="list-style-type: none"> • Develop a personal philosophy of Physical Education 1.3.1 <p><input type="checkbox"/> Sports Skills</p> <ul style="list-style-type: none"> • 1.4.1 Understand and appreciate the history of netball • 1.4.5 Understand and appreciate the history of football • 1.4.9 Understand and appreciate the history of cricket • 1.4.13 Understand and appreciate the history of track and field/Olympic Games • 1.4.17 Understand and appreciate the history of basketball 	<ul style="list-style-type: none"> • Skeletal System - https://learn.moe.gov.tt/pluginfile.php/355031/mod_folder/content/0/5%20Functions%20of%20Skeletal%20System.ppsx?forcedownload=1 • Muscular System- - https://learn.moe.gov.tt/pluginfile.php/370043/mod_folder/content/0/Form%201%20Topic%20Our%20Body%20System%20-%20Effects%20of%20Physical%20Activity%20on%20the%20Muscular%20System.pptx?forcedownload=1

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<input type="checkbox"/> Responsible Behaviour <ul style="list-style-type: none"> • Readily follow rules, instructions, and procedures, and stay on task 1.5.1 • Show respect for others 1.5.4 	
Integrated Science	<p>Learning Outcomes:</p> <input type="checkbox"/> Demonstrate the use of the scientific method 1.1.2 <input type="checkbox"/> Discuss the importance of the International System (SI) of units 1.2.1 <input type="checkbox"/> Compare plant and animal cells according to their structure and function. 1.5.1 <input type="checkbox"/> Recognize the relationships between specialized cells, tissues, organs and organ systems 1.6.1 <input type="checkbox"/> Describe how substances move into and out of cells 1.7.1 <input type="checkbox"/> Describe the process of photosynthesis 1.7.2 <input type="checkbox"/> Explain how temperature causes changes in states of matter 1.8.3 <input type="checkbox"/> 1.9.3 Illustrate the atomic structure of elements of atomic numbers 1-10, <input type="checkbox"/> Distinguish among atoms, elements and molecules 1.9.4 <input type="checkbox"/> Distinguish between compounds and mixtures 1.10.1 <input type="checkbox"/> 1.11.3 Investigate the relationship between an applied force and pressure. <input type="checkbox"/> 1.12.2 Investigate the conversion of energy from one form to another	<p>Determination of gaps in understanding of concepts:</p> <ul style="list-style-type: none"> • See also Table: Suggested Strategies for Determining Gaps in Student Learning Page 21 • Samples of scientific information e.g., provide student with samples of graphs, tables etc. and elicit responses based on guided questions • Have student create a drawing or diagram using a sample • Provide unlabelled drawings/ diagrams and ask student to label <p>Determination of gaps in required experimental skills:</p> <ul style="list-style-type: none"> • Have students participate in practical activities focused on experimental skills necessary for a laboratory experiment: <ul style="list-style-type: none"> - Focus on: Observation, Recording and Reporting, Manipulation and Measurement and Drawing. Students are to prepare Laboratory Reports. <p>Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=371</p> <p>Use of quiz:</p> <ul style="list-style-type: none"> • Objective 1.5.1 • Students complete a quiz on the structure of plant and animal cells

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<p>Practical skills:</p> <p><input type="checkbox"/> Prepare lab report (headings and content match, format for diagrams) e.g. Investigate the relationship between surface area and pressure</p> <p><input type="checkbox"/> Manipulate instruments appropriately e.g. Demonstrate the use of laboratory apparatus: beaker, measuring cylinder, thermometer, stop watch, meter rule etc.</p> <p><input type="checkbox"/> Demonstrate safe practices when conducting investigations</p> <p><input type="checkbox"/> Accurately measure quantities (unit/symbols): e.g. cm³, ml, °C, M</p>	<p>Use of fill-in-the blanks:</p> <ul style="list-style-type: none"> • Objective 1.8.1 • Students complete a paragraph by filling in the blanks on the properties of matter and the arrangement of particles <p>Use of teacher demonstration to prepare a laboratory report:</p> <ul style="list-style-type: none"> • Objective 1.11.2 • Teacher conduct a demonstration experiment on gravitational forces acting on bodies and students use the observations and results to prepare a laboratory report
Spanish	<p><input type="checkbox"/> Topic 1: Let's Speak Spanish</p> <ul style="list-style-type: none"> • Greet others 1.1 • Say goodbye 1.2 • Ask someone his/her name 1.6 • State their names 1.7 • Respond to simple classroom instructions 1.8 <p><input type="checkbox"/> Topic 2: The Spanish Influence</p> <ul style="list-style-type: none"> • Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in names of places 2.1 	<p>It is advisable that all diagnostic activities specifically target essential grammar and vocabulary on curriculum topics to determine degree of coverage of same. As far as possible, discrete items should be used to assist with targeting specific areas to be addressed in remediation. Segments of previously administered assessments (e.g. Term tests) or specific skill assessment activities may be used for this purpose. Sample formats for each skill are proposed.</p> <p>Listening</p> <ul style="list-style-type: none"> • Multiple Choice – students select correct responses from options presented after listening to single sentences or short readings on specific topics;

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	<ul style="list-style-type: none"> • Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in music 2.4 • Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in Christmas traditions 2.5 <p>☐ Topic: 3. The Spanish Sound system</p> <ul style="list-style-type: none"> • Reproduce, in speech, the authentic sounds of the Spanish vowel system in context 3.1 • Reproduce, in speech, the authentic sounds of Spanish consonants in context 3.2 • Distinguish consonants/sounds that are different from English 3.3 <p>☐ Topic 4: The Spanish – Speaking World</p> <ul style="list-style-type: none"> • Identify the Spanish-speaking countries of the world 4.1 • Identify the capitals of Spain and the Spanish-speaking countries of the Caribbean and Latin America 4.2 <p>☐ Topic: 5. Socializing</p> <ul style="list-style-type: none"> • Greet people 5.1 • Introduce people 5.4 • Welcome people 5.5 • Address persons using familiar and polite registers 5.10 	<ul style="list-style-type: none"> • Students match responses assessing vocabulary on specific topics; • Students match an image to a spoken sentence. <p>Speaking</p> <ul style="list-style-type: none"> • Oral interview on specific topics (may be done in groups or pairs) • Administration of graded oral reading passages to determine the student’s level of mastery. <p>Reading</p> <ul style="list-style-type: none"> • Multiple choice – reading comprehension of short paragraphs/ selections of language on specific topic <p>Writing</p> <ul style="list-style-type: none"> • Students complete simple directed sentences/a dialogue or similar writing activity on a specific topic. • Completion of cloze type items for prose/ dialogues focused on critical elements of writing e.g. verb conjugation, adjectival agreement, prepositions etc may be administered to target diagnosis of specific grammar and/ or structure/ vocabulary. <p>Specific areas of focus for Diagnosis:</p> <ul style="list-style-type: none"> • <i>Numbers 1- 60,</i> • <i>1st, 2nd and 3rd. Persons in subject pronouns,</i> • <i>Concept of nationality vs. Country of birth</i> • <i>Es (Ser) used for permanent description of persons,</i> • <i>Estar with locations</i> • <i>Tener with hunger and thirst</i> • <i>Querer (quiero, quieres) with food and drink</i> • <i>Adjectival agreement.</i> • <i>Es/Hay in fixed structures.</i>

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	<p><input type="checkbox"/> Theme: 6. Personal Identification</p> <ul style="list-style-type: none"> • Identify themselves by name 6.1 • Ask someone his/her age 6.4 • State their age 6.5 • Ask someone his/her address 6.6 • State their address 6.7 • Ask someone his/her email address 6.8 • State their email address 6.9 • Enquire of someone his/her (cell) phone number 6.10 • State their (cell) phone number. 6.11 <p><input type="checkbox"/> Topic 7: Home family and Friends</p> <ul style="list-style-type: none"> • Identify members of the family 7.1 • Identify friends 7.2 • Ask about someone's identity 7.3 • State who someone is 7.4 • Ask about someone's name 7.5 • State someone's name 7.6 <p><input type="checkbox"/> Topic 8: Personal Description</p> <ul style="list-style-type: none"> • Ask for a description of someone 8.1 • Describe the physical attributes of self and others 8.2 • Describe the personal traits of self and others 8.5 <p><input type="checkbox"/> Topic 9: Date and Time</p> <ul style="list-style-type: none"> • State the days of the week 9.1 	<ul style="list-style-type: none"> • <i>Interrogatives,</i> • <i>Me gusta/n and No me gusta/n</i> • <i>Regular verb conjugation ar, er and ir verbs,</i> • <i>Verbs used in the negative</i> • <i>Interrogatives,</i> • <i>Colours, prepositions of location,</i> • <i>Expressing possession using ¿De quién es?</i>

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	<ul style="list-style-type: none"> • Enquire and state which day of the week it is 9.2 • State the months of the year 9.3 • Enquire and state what the current month is 9.4 • Enquire what the current date is 9.5 • State the current date 9.6 • Enquire about someone’s birthday 9.7 • State their own birthday 9.8 • Enquire what the time is 9.15 • Tell the time (hour, half hour, quarter hour, and minutes) 9.16 <p>☐ Topic 11: In the classroom</p> <ul style="list-style-type: none"> • Ask about and identify objects in the classroom 11.1 • Ask about the colour of an item 11.2 • State the colour of an object 11.3 <p>☐ Topic 12: Snack Time</p> <ul style="list-style-type: none"> • Ask someone what he/she wants to eat or drink 12.1 • State what he/she wants to eat or drink 12.2 • State what snack they like / do not like 12.5 • Express hunger and thirst 12.7 <p>☐ Topic 13: Enjoying the outdoors</p> <ul style="list-style-type: none"> • Enquire what the weather is like 13.1 	

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	<ul style="list-style-type: none"> • Describe weather 13.2 conditions: fine/bad/hot/cold • State whether they feel hot or cold 13.3 Identify what makes their environment healthy 13.4	
VAPA Dance	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between locomotor and axial movements <input type="checkbox"/> Explore symmetry and asymmetry shapes <input type="checkbox"/> Discover range of motion in the joints <input type="checkbox"/> Explore personal and general space using movements of different sizes <input type="checkbox"/> Show the difference between acceleration and deceleration <input type="checkbox"/> Demonstrate the concepts of meet/ part, follow/ lead <input type="checkbox"/> Investigate the contribution of Beryl Mc Burnie as the pioneer of Caribbean Dance 	<ul style="list-style-type: none"> • Create a movement sequence and use a checklist to identify movements <ul style="list-style-type: none"> - demonstrate a clear distinction between a locomotor movement and an axial movement - demonstrate locomotor movements moving the body in space from one spot to another - demonstrate that axial movements are done in a stationary place • Shape the body into symmetrical and asymmetrical shapes using levels • Demonstrate movements that show flexion, rotation, and extension, Match the joint and motion • Create a short story using space and movements to tell the story • Use the words accelerate and decelerate as stimuli for an improvisation sequence • Using a Canboulay scenario create a short movement sequence using the concepts of meet/part, follow/lead • Discuss Beryl Mc Burnie’s journey and show steps from one of the dances she researched
VAPA-Drama	<ul style="list-style-type: none"> <input type="checkbox"/> Create and perform soundscapes <input type="checkbox"/> Move through personal space at various levels 	<ul style="list-style-type: none"> • Record a Soundscape, entitle and provide a brief reflection of the concept. • Participate in game-based assessment to identify stage areas, for example, a Kahoot with pictures and diagrams.

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	<ul style="list-style-type: none"> <input type="checkbox"/> Use body effectively in the playing of ring games <input type="checkbox"/> Manipulate voice and body to perform characters <input type="checkbox"/> Use body effectively in creating mime and tableaux <input type="checkbox"/> Create and perform role-plays e.g., of local folklore demonstrating an understanding of voice, body and space <input type="checkbox"/> Identify stage areas <input type="checkbox"/> Create portfolios <input type="checkbox"/> Present research on festivals (secular/ sacred, national/ regional) <input type="checkbox"/> Identify and briefly explain production elements 	<ul style="list-style-type: none"> • Draw a mind-map using online mind-mapping tools to present ideas about different types of festivals. • Present a PowerPoint presentation of a selected festival in greater depth with links to images and video clips. • Develop a mini-portfolio with images of tableaux and captions to identify elements of Drama
VAPA - Visual Arts	<p>Term 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Art History and Appreciation <ul style="list-style-type: none"> • Explore Art History and Appreciation • Identify and apply Elements of Art and Design (line, shape, texture etc) <input type="checkbox"/> Drawing <ul style="list-style-type: none"> • Introduce and discuss Drawing skills and materials <input type="checkbox"/> Colour and Design (Photography) <ul style="list-style-type: none"> • Identify parts of a camera 	<ul style="list-style-type: none"> • Create artwork using cave Art style and materials (ash, chlorophyll etc) • Identify and create different artworks using elements of design as the accordingly (e.g. Textured drawing showing actual and simulated textures) • Use drawing media to create tonal scales using drawing skills (shading, stippling etc)

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	<p>Term 2</p> <p><input type="checkbox"/> Colour and Design Painting and Mixed Media -</p> <ul style="list-style-type: none"> • Define the terms Painting and Mixed Media • Identify tools and materials used in Painting and Mixed Media • Differentiate between Realistic and Abstract Art <p><input type="checkbox"/> Graphic Design</p> <ul style="list-style-type: none"> • Define the term graphic design and its elements • Identify and discuss use of different types of graphic design seen daily <p><input type="checkbox"/> Printmaking</p> <ul style="list-style-type: none"> • Differentiate between printmaking and printing • Identify and discuss different tools and materials used in printmaking <p><input type="checkbox"/> Drawing</p> <ul style="list-style-type: none"> • Differentiate between geometric and nongeometric shapes • Differentiate between 2-D shapes and 3-D objects • Discuss the term compositions 	<ul style="list-style-type: none"> • Draw and identify main parts of a camera • Review the elements of design • Create both abstract and realistic artworks using appropriate materials based on a given topic or a chosen theme • Create a logo and a poster for a new food product (e.g. Children’s snack) using appropriate design skills • Research and create a sample folder of different types of printmaking based on materials and skills • Create a simple monoprint

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	<p>Term 3</p> <p><input type="checkbox"/> Colour and Design Textile Design</p> <ul style="list-style-type: none"> • Define the term tie dye • Identify and discuss different types of resist techniques in textiles <p><input type="checkbox"/> Three-Dimensional Studies Ceramics and Sculpture</p> <ul style="list-style-type: none"> • Discuss the characteristics of clay including clay preparation. • Discuss and understand pinchpot technique in pottery making • Explore the various techniques and materials used in sculpting • Differentiate between the additive and subtractive in sculpture <p><input type="checkbox"/> Leather Craft</p> <ul style="list-style-type: none"> • Define the term Leather Craft • State the sources of leather • Appreciate the use of leather in their daily lives <p><input type="checkbox"/> Fibre Arts</p> <ul style="list-style-type: none"> • Define Fibre Arts and related terms 	<ul style="list-style-type: none"> • Use a simple composition to draw 3-D forms incorporating drawing skills (texture, shading, stippling etc) • Research and produce a folder identify different ties used in tie dye • Produce tie dye pieces using three (primary colours) (students will be assessed on their use of resist techniques to create tie dye design) • Create a pinchpot using clay and will be assessed on the shape of the pot and its ability to stand upright • Create a sculpture folder based identify the origin, different tools and types of sculpture • Create a leather portfolio identifying, types of leather and its uses in creating both decorative and utilitarian work. • Use paper / card to create 2-D artwork using basic weaving skills (weft and warp) • Use different colours to create a weaved set based on a theme (dining accessories, chest of drawers set etc.)
VAPA-Music	<p><input type="checkbox"/> Rhythm</p> <ul style="list-style-type: none"> • define and demonstrate beat • identify meter 	<ul style="list-style-type: none"> • Listen to selected extracts of music. • Demonstrate the beat by clapping, snapping, patschen and other body percussion, using simple percussion instruments, moving to the beat.

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	<ul style="list-style-type: none"> <input type="checkbox"/> Melody/Pitch <ul style="list-style-type: none"> • sing songs; play melodic instrument • -imitate melodic phrases • -Treble and Bass clefs <input type="checkbox"/> Form <ul style="list-style-type: none"> • Recognise verse and chorus <input type="checkbox"/> Timbre <ul style="list-style-type: none"> • Instruments <input type="checkbox"/> Tempo <ul style="list-style-type: none"> • Speed <input type="checkbox"/> Dynamics <ul style="list-style-type: none"> • Volume 	<ul style="list-style-type: none"> • Identify meter as simple duple, triple and quadruple. • Sing and perform on melodic instrument songs /melodies with accuracy of pitch. • Listen to and imitate melodic phrases with accuracy • Draw Treble and Bass clefs • Identify individual pitches as high, low • Identify form of songs as verse and chorus from recorded music or performances • Identify instruments heard in music by name and/or family; complete drawings and worksheets • Distinguish between fast and slow in music; perform lines from songs in different speeds • Distinguish music as loud or soft; perform songs loudly or softly.
Social Science - Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Development <ul style="list-style-type: none"> • Definition of basic terms and concepts: heredity, individual • Describe aspects of self-social, physical • List and describe different types of families • Interpret a family tree up to 3 generations 	<p>Content -</p> <ul style="list-style-type: none"> • Completion of sentences • Short answer questions • Multiple Choice questions • Use of images for stimulus and recall (tourist sites in Trinidad and Tobago; built heritage, types of pollution) • Matching terms and statements • Crossword on the Commonwealth Caribbean https://learn.moe.gov.tt/

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	<ul style="list-style-type: none"> • Describe the functions of a family and the roles and responsibilities of family members. • Recognise the characteristics of low and high self-esteem. <p><input type="checkbox"/> Economic Growth and Development</p> <ul style="list-style-type: none"> • Definition of human and physical resources, labour force • State the importance of the human resource (2 ways) • Explain in at least one way the importance of a healthy labour force <p><input type="checkbox"/> How We Govern Ourselves</p> <ul style="list-style-type: none"> • List rules at home and at school • Know the difference between rules and laws • State consequences of breaking rules and • examples of fundamental rights, freedoms including Rights of the Child and responsibilities of a citizen. <p><input type="checkbox"/> Our Heritage</p> <ul style="list-style-type: none"> • Definition of the terms: heritage, preservation and conservation • List aspects of heritage of the various ethnic groups in Trinidad and Tobago including the First Peoples • Explain two ways in which our heritage can be preserved 	<p>Skills</p> <ul style="list-style-type: none"> • Map reading – Political map of the Caribbean • Interpretation of tables, charts and graphs-family tree, election results <p>Values</p> <ul style="list-style-type: none"> • Scenarios with questions <p>Activities are also available on the SLMS</p>

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	<ul style="list-style-type: none"> <input type="checkbox"/> Caribbean Integration and Global Links <ul style="list-style-type: none"> • Locate the Caribbean on a map of the world • Definition of the term Commonwealth Caribbean • Know and list the members of the Commonwealth Caribbean and their capitals/main towns. <input type="checkbox"/> Our Environment <ul style="list-style-type: none"> • List the physical resources in Trinidad and Tobago • Define the man made and built environment with an example State at least two ways in which the environment is negatively impacted including pollution • List and describe types of pollution(water, air, land) 	
History	<p>Social Sciences-History Form 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between primary and secondary sources. <input type="checkbox"/> Construct a timeline of at least one (1) historical event in the History of Trinidad and Tobago.- <input type="checkbox"/> Interpret data from a timeline on one (1) historical event in the History of Trinidad and Tobago. <input type="checkbox"/> List elements that describe the history of their school. 	<p>Chronology</p> <ul style="list-style-type: none"> • Responding to questions based on a timeline of a historical event in the History of Trinidad and Tobago. <p>Historical knowledge (facts, terms, concepts, events)</p> <ul style="list-style-type: none"> • Use of multiple-choice questions, short answer questions • Matching of concepts/terms and definitions <p>Historical skills (thinking, communication, analysis etc.)</p> <ul style="list-style-type: none"> • Stimulus and questions (image, document, text)

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	<input type="checkbox"/> Name at least one (1) contribution of Lord Harris. <input type="checkbox"/> Compare past and present generations <input type="checkbox"/> Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago. (e.g. Divali, Spiritual Baptist Liberation Day)	<ul style="list-style-type: none"> • Completion of short paragraphs (Forms 2, 3) using guided questions • Scenarios with probing questions Videos with probing questions • Demonstration of appropriate and relevant behaviour. <p><i>There are additional activities on the SLMS</i></p>
Geography	<p>Social Sciences – Geography Form 1</p> <input type="checkbox"/> Define what is Geography <p>Locating Places</p> <input type="checkbox"/> Label a map of the world showing the major oceans and continents <input type="checkbox"/> Locate using an atlas the other common major physical features e.g. highest mountains, longest river, largest desert <input type="checkbox"/> Lines of <u>Latitude and Longitude</u> Identify, name and locate the major lines of latitude and longitude <ul style="list-style-type: none"> • State the purpose of lines of latitude and longitude • Using a globe, locate places using lines of latitude and longitude <p>Caribbean Region (Map)</p> <input type="checkbox"/> Locate and name the <ul style="list-style-type: none"> • Caribbean region • Capital and sea/ocean 	<p>Concepts Content and Skills: Forms 1-3:</p> <ul style="list-style-type: none"> • Content use of worksheets to name and locate physical and human features • Use of short response questions • Analysis of photographs the creation and interpretation of geographic illustrations • Online games and quizzes • Matching of concepts/terms and definitions <p>Skills</p> <ul style="list-style-type: none"> • Use of the atlas to engage in practical activities, worksheets where the student demonstrates understanding of skills <p>Values</p> <ul style="list-style-type: none"> • Scenarios with questions Videos with questions Demonstration of appropriate and relevant behaviour. <p>SLMS: Curriculum Division - Secondary (moe.gov.tt)</p> <ul style="list-style-type: none"> • Course: Form 1- Curriculum Planning and Development Division - Social Latitude and Longitude File

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<ul style="list-style-type: none"> - Using a graphic organizer, give the reason for the Caribbean Region Building <p>Map skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define what is a map and give 2 reasons for its importance <ul style="list-style-type: none"> • Show the basic features of a map <input type="checkbox"/> Define what is a map scale <ul style="list-style-type: none"> • Identify the types of map scales • State the differences between a small and large scale maps • Measure distances on a map using a linear scale <input type="checkbox"/> Using the 8 cardinal points locate and follow directions on a map. <input type="checkbox"/> Definition of terms <ul style="list-style-type: none"> • Grid lines/Grid References • Grid Square • Eastings & Northings <ul style="list-style-type: none"> - Distinguish between Eastings and Northings Grid lines - Using grid lines, give the four-figure grid reference on a map. <input type="checkbox"/> Examine the use of maps with changes in technology Geographic Information System (GIS)Global Positioning Systems (GPS) 	
HFLE – Form One	<p>Self and Interpersonal Relationships Term One</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-Image 	<p>Diagnostic assessment to identify gaps re:</p> <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Worksheet, e.g., self-esteem. • Use of short answer questions. • Students complete self-assessment chart.

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	<ul style="list-style-type: none"> • Understand the factors that influence self-image (self-concept, self-esteem-high and low self-esteem). • Name two choices that will build positive self-image. • State at least one reason for high self-esteem. <p>Term Two</p> <p><input type="checkbox"/> Relationships</p> <ul style="list-style-type: none"> • Identify two factors which may promote or destroy a relationship (with peers and or family members). • Define the term conflict. • State two causes of conflict and two solutions for conflict situations. <p>Term Three</p> <p><input type="checkbox"/> Financial Management</p> <ul style="list-style-type: none"> • Define the terms and concepts (budget, income, expenses, needs and wants). • State the difference between needs and wants with examples. <p>Sexuality and Sexual Health</p> <p>Term One</p> <p><input type="checkbox"/> Changes Associated with Puberty</p> <ul style="list-style-type: none"> • Identify two changes associated with puberty. • Identify strategies to cope with physical and emotional changes associated with puberty. 	<p>self-esteem-building-small-group-counseling-lesson-plans-and-self-esteem-building-worksheets-printable.png (816×1056) (lexuscarumors.com)</p> <ul style="list-style-type: none"> • Activity sheet with pictures of different types of relationships and factors which may promote or destroy a relationship. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario. <p>Attitudes</p> <ul style="list-style-type: none"> • Students view PowerPoint on Income on the SLMS and complete activities. https://learn.moe.gov.tt/pluginfile.php/337535/mod_resource/content/0/HFLE%20Activities%20Form%201-Income.pdf <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Oral presentations, e.g., changes associated with puberty. • Use of short answer questions. • Group presentation, e.g., STI prevention.

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	<p>Term Two</p> <p><input type="checkbox"/> Understanding Sexuality</p> <ul style="list-style-type: none"> • Define friendship and relationships. • State at least characteristics of a good friend. <p>Term Three</p> <p><input type="checkbox"/> Reproductive Health</p> <ul style="list-style-type: none"> • Define the term STIs. • Identify at least two types of STIs. • Explain at least two ways STIs are transmitted and prevented. <p>Eating and Fitness</p> <p>Term One</p> <p><input type="checkbox"/> Physical Health Personal Hygiene</p> <ul style="list-style-type: none"> • Define the term personal hygiene. • Identify two personal hygiene habits. <p>Term Two</p> <p><input type="checkbox"/> Physical Activity</p> <ul style="list-style-type: none"> • Name types of physical activities for good health. • State at least two advantages of physical activity. • Explain two consequences of physical inactivity. 	<p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario on coping with physical and emotional changes associated with puberty. <p>Attitudes</p> <ul style="list-style-type: none"> • Read a short story and answer relevant questions. • Students will view the PowerPoint presentation and answer questions. <p>https://learn.moe.gov.tt/pluginfile.php/344347/mod_resource/content/0/HFLE%20Activities%20Form%201-%20Sexually%20Transmitted%20Infections.pdf</p> <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Quiz on personal hygiene. • Accurate responses on activity sheet on personal hygiene. • Group presentation on the benefits of rest and relaxation. • Completion of sentences <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario. <p>Attitudes</p> <ul style="list-style-type: none"> • Read case scenarios and answer relevant questions. • Students will view an online video and answer questions, e.g., https://kidshealth.org/en/teens/hygiene-basics.html#catchanging-body

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Subject	Checklist of Outcomes/Competencies/Standards	Strategies for Diagnosing concept acquisition
	<p>Term Three</p> <p><input type="checkbox"/> Personal wellness I: Rest and Relaxation</p> <ul style="list-style-type: none"> • Explain the importance of rest and relaxation.-State at least three activities that encourage rest and relaxation for good health. <p>Managing the Environment</p> <p>Term One</p> <p><input type="checkbox"/> Your Environment and Your Health</p> <ul style="list-style-type: none"> • Name two main components of the physical environment. • State two ways they can keep their physical environment clean. • State one way in which they positively and negatively impact their physical environment. <p>Term Three</p> <p><input type="checkbox"/> Caring for Our Environment</p> <ul style="list-style-type: none"> • Identify at least two pests and diseases that are a threat to your environment (school and community). • State two ways to protect themselves from environment-based threats. 	<ul style="list-style-type: none"> • Students view article on Personal hygiene For Pre-Teens & Teens on the SLMS and answer targeted questions. https://learn.moe.gov.tt/course/view.php?id=480 <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Oral questions on pests and diseases that are a threat to your environment and ways to protect yourself from environment-based threats. • Activity sheet on the physical environment. • Written questions on two ways to keep the environment clean. • Use of short answer questions, e.g., pest and diseases. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario. <p>Attitudes</p> <ul style="list-style-type: none"> • Read case scenarios and answer relevant questions. • Students will view online videos and answer questions.

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Form 2

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Tech Ed	<input type="checkbox"/> Be able to demonstrate an understanding of the IDEATE Model <input type="checkbox"/> Be able to demonstrate Presentation Skills in front of peers <input type="checkbox"/> Be able to demonstrate safety procedures in Technology Education. <ul style="list-style-type: none"> • Demonstrate an understanding of a problem and specifications of solution. • Employ research techniques as it relates to the identified problem and possible solutions Brainstorming techniques. • Objective methodology in selection of chosen solution. • Development of innovative solution • Technical skills associated with the specific Technical Vocational content area. • Testing of product • Evaluation of product 	<p><u>Suggested activities can be found on:</u> <u>https://learn.moe.gov.tt/course/view.php?id=387</u></p> <p>The following resources and strategies can be used to ascertain the student’s understanding of the problem-solving process: The IDEATE model</p> <ul style="list-style-type: none"> • Identify the problem: Identify the real-life problems in the video: Discussion and oral questioning <u>https://www.youtube.com/watch?v=nPkr9HmgIG0</u> • Scamper Technique: creativity tool used to generate creative solutions List and meaning of the acronym SCAMPER <u>https://www.youtube.com/watch?v=M2I4PSdt7_8&t=1s</u> • Defining a problem How can problems be defined. <u>https://www.youtube.com/watch?v=OyTEfLaRn98&t=2s</u> • Brainstorming using mind mapping Explain the mind mapping method <u>https://www.youtube.com/watch?v=O0IEj2d-ipE&t=3s</u> • Prototyping: What is a prototype? Why should you create prototypes? <u>https://www.youtube.com/watch?v=_1bOaNSy5XY</u>
ELA	<input type="checkbox"/> Listening & Speaking <ul style="list-style-type: none"> • Pronunciation & Enunciation • Language Register 	<p>The following represents a range of strategies to assess the English Language Arts skills. These core skills are interrelated. Consequently, some assessment strategies target multiple core skills.</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Critical Listening: Fact and Opinion • Efferent Listening: Main idea & listening for details • Discriminative Listening <p><input type="checkbox"/> Reading</p> <ul style="list-style-type: none"> • Critical Reading • Main Idea and Topic Sentence • Structure-Cause and Effect • Summary Skills • Author’s Purpose and Point of View <p><input type="checkbox"/> Literary Appreciation</p> <ul style="list-style-type: none"> • Literary Elements: Character development, Point of View, Plot Structure, Theme, Conflict, Mood and Tone • Literary Devices: Rhythm and Rhyme, Alliteration, Assonance, Pun <p><input type="checkbox"/> Writing</p> <ul style="list-style-type: none"> • Creative Writing-Stories, Poetry and Dramatic Pieces • Persuasion- Opinions • Summary Writing: News Headlines • Formal letter • Expository Writing: Cause and Effect 	<p>Diagnosing Listening and Speaking:</p> <ul style="list-style-type: none"> • Present a point of view on a text or an issue either orally or using multi-media support • Make a one-minute oral presentation using Standard English <p>Diagnosing Reading:</p> <ul style="list-style-type: none"> • Read a poem, a story, or extract from a newspaper/magazine, novel in oral Standard English <p>Diagnosing Literary Appreciation and Media Literacy:</p> <ul style="list-style-type: none"> • Create and present a jingle or calypso or poem or rap that incorporates literary devices • Present your point of view on characters, from a text studied, using different media <p>Diagnosing Writing and Media Literacy:</p> <ul style="list-style-type: none"> • Write a formal letter (to a named organisation for a specific purpose) • Write a summary of a selected extract from a text studied <p>Helpful resources-</p> <ul style="list-style-type: none"> • Point of View- https://learn.moe.gov.tt/pluginfile.php/394573/mod_resource/content/1/Point%20of%20View-Form%20%20Term%201.pdf • Using direct speech in stories- lesson located at https://learn.moe.gov.tt/course/view.php?id=428 • Coordinating conjunctions- https://learn.moe.gov.tt/mod/resource/view.php?id=2505 • Expressing self through poetry-

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Summary Writing <input type="checkbox"/> Media Literacy Digital Stories <i>Headlines & Captions</i> Visual Representation: Create Comic Strips, Analysing Visual Text Persuasive Techniques: Jingle & Calypsos	<p>https://learn.moe.gov.tt/pluginfile.php/300951/mod_resource/content/1/Expressing%20self%20through%20Poetry-Form%202.pdf</p> <ul style="list-style-type: none"> • Literary Devices-Assonance, Alliteration and Pun- https://learn.moe.gov.tt/pluginfile.php/300967/mod_resource/content/1/Literary%20Appreciation.pdf • Mood and Tone- https://learn.moe.gov.tt/pluginfile.php/317950/mod_resource/content/1/Mood%20and%20Tone.pdf • Double negative- https://learn.moe.gov.tt/pluginfile.php/317948/mod_resource/content/1/Double%20Negative.pdf • Character- https://learn.moe.gov.tt/pluginfile.php/300948/mod_resource/content/1/Character%20Development.pdf • Conflict- https://learn.moe.gov.tt/pluginfile.php/398565/mod_resource/content/1/Literary%20Element%20-Conflict-Form%202-Term%203.pdf
ICT	<input type="checkbox"/> Health and Safety Ergonomics: Health Hazards <ul style="list-style-type: none"> • Safety precautions, Green Computing, Disposal of equipment <input type="checkbox"/> Computer Fundamentals and Careers in ICT <ul style="list-style-type: none"> • Definitions of Information Technology (IT), Information and 	<p>The following represents a range of strategies to assess Information Technology skills.</p> <p>Practical assessment: Health and Safety Ergonomics: Health Hazards</p> <p>Software Applications: Presentation</p> <ul style="list-style-type: none"> • Create a simple ten (10) slide presentation showing the following: • information health and safety risks when using ICT • explanation of green computing and proper disposal of equipment.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>Communication Technology (ICT) and Computer Science;</p> <ul style="list-style-type: none"> • Components of a computer system, Functions of computers, Computer care, Types of computers • Types of Software. • Keyboarding • File Maintenance, • Computer maintenance, Saving/Protecting data, File backups and cloud computing <p>Software applications</p> <p><input type="checkbox"/> Word Processing: Creation of a simple document, Basic file operations, Common formatting tools and editing features. Page formatting, Tables, Inserting and editing images.</p> <p><input type="checkbox"/> Presentation: Creation of a simple presentation, Manipulating a presentation, Saving/Printing a presentation. Creation of a simple slideshow, formatting, Working with images</p> <p><input type="checkbox"/> Drawing Creation of a digital drawing, Save/Print drawing, Open/Close drawing file, Manipulate drawing, Formatting</p> <p><input type="checkbox"/> Internet and Web 2.0 tools Introduction to the Internet, Internet browsing, Search Engines, Hyperlinks, Internet Information Sources, World Wide Web</p> <p><input type="checkbox"/> Ethics in Technology</p>	<p>Computer Fundamentals and Careers in ICT</p> <ul style="list-style-type: none"> • Multiple choice questions • True/False questions • Fill in the Blanks • Short answer questions <p>Practical assessment: Software Applications - Word Processing</p> <ul style="list-style-type: none"> • Format a given word document with instructions using features required to complete document • Multiple choice questions <p>Practical Assessment: Software Applications - Drawing</p> <ul style="list-style-type: none"> • Create a digital drawing of choice save it and print <p>Practical Assessment: Internet and Web 2.0 tools</p> <ul style="list-style-type: none"> • Research a given topic using an internet browser and search engine to retrieve information. <p>Ethics in Technology</p> <ul style="list-style-type: none"> • Multiple choice questions <p>Useful websites</p> <ul style="list-style-type: none"> • Word Processing https://www.youtube.com/watch?v=HC13M8FGINc&t=0s • Presentation: Microsoft PowerPoint https://www.youtube.com/watch?v=u7Tku3_RGPs • Ethics in Technology https://www.youtube.com/watch?v=VOUIRroKuP4 https://www.youtube.com/watch?v=JkkTN0pQ_Ug

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	Netiquette, Plagiarism, Copyright, Freeware, Shareware, Piracy.	<ul style="list-style-type: none"> • Internet and Web 2.0 tools https://www.youtube.com/watch?v=O6p9HBMZwno https://www.youtube.com/watch?v=o5mqgJoa4ug
Mathematics	<p><input type="checkbox"/> 1.1.1 Number Operations and Number Theory Whole Numbers</p> <ul style="list-style-type: none"> • sequence the number names and numerals up to 999 999 999 • state the place value of each digit in a numeral up to 999 999 999 • round numbers to the nearest tens, hundreds, thousands and up to millions • estimate a given quantity of items using 100 as a benchmark (using ‘mental grouping’) and verify by counting • differentiate between or among <ol style="list-style-type: none"> (a) rectangular, triangular and square numbers (b) factors and multiples of numbers (c) odd and even numbers (d) prime and composite numbers (e) square numbers and their square roots • calculate the Lowest Common Multiple (LCM) and Highest 	<p>1.1.1 Number Operations and Number Theory Whole Numbers</p> <ul style="list-style-type: none"> • use technology tools to represent the position of numbers • explore activities involving reading and writing number names and numerals; matching number names and numerals; and comparing and ordering numerals in ascending and descending order • oral quiz • review/ check for prior knowledge of the rounding rule • discussion about real life application of estimations (e.g., the number of bricks for building a house, number of people in a large crowd) • performance task - use objects to display a known quantity and allow their peers to estimate and verify the amount • explore activities using manipulatives (e.g., counters to illustrate the geometric shape of different numbers) • use technology tools to conduct research • problem solving (use various strategies to solve real-life problems involving LCM and HCF) • mental quiz

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>Common Factor (HCF) of a set of numbers</p> <p>□ 1.1.2 Number Operations and Number Theory Fractions</p> <ul style="list-style-type: none"> • name fractions using words and symbols • convert from improper fraction to mixed number and vice versa • create equivalent fractions • compare and order fractions in ascending and descending order using equivalent relationships • state the relationship between rational numbers and whole numbers • solve problem involving fractions <p>□ 1.1.3 Number Operations and Number Theory Directed Numbers</p> <ul style="list-style-type: none"> • represent positive and negative numbers on the number line • perform the four basic operations on directed numbers 	<p>1.1.2 Number Operations and Number Theory Fractions</p> <ul style="list-style-type: none"> • use of manipulatives • performance task - group presentations of fractions represented by different models • oral questioning • pop quiz • self-assessment using CAI • explore activities involving the relationship between fractions and the division of two whole numbers with answer less than one e.g., $3 \div 4 = \frac{3}{4}$ <p>1.1.3 Number Operations and Number Theory Directed Numbers</p> <ul style="list-style-type: none"> • oral quiz • performance task - using negative numbers to measure quantities in real-world scenarios

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p><input type="checkbox"/> 1.1.4 Number Operations and Number Theory Decimals</p> <ul style="list-style-type: none"> • match number names to decimal fractions and quantities • state the place value and value of digits in decimal fractions • compare and order decimal fractions in ascending and descending order • apply the ‘rounding rule’ to round decimal fractions to the nearest whole number, tenth or hundredth position of numbers • convert fractions to decimals identify <ul style="list-style-type: none"> (a) terminating (b) non-terminating (c) recurring decimals • solve problems involving decimals (add, subtract, multiply, divide) <p><input type="checkbox"/> 1.1.5 Number Operations and Number Theory Percentages</p> <ul style="list-style-type: none"> • convert among fractions, decimals, and percent 	<ul style="list-style-type: none"> • simulation of games involving the number line (e.g., stepping backwards and forwards), two-coloured counters, puzzles, and number charts • discussion of videos related to directed numbers on YouTube and other Virtual Learning Environments <p>1.1.4 Number Operations and Number Theory Decimals</p> <ul style="list-style-type: none"> • use manipulatives to represent base ten fractions • model by ‘thinking aloud’ the process of reading number names and numerals • performance task - use illustrations such as base ten materials and place value mats to represent fractions • oral report to communicate ideas use decimal notation as another form of writing base ten fractions e.g., 0.1 is the same as $\frac{1}{10}$ • teacher observation - observe how students write decimal notation and base 10 fractions in their notebooks • check for understanding by matching the number names (e.g., two and five tenths) and decimal fractions (e.g., 2.5), to the quantities they represent • guided practice to determine the place value and value of digits in numerals using base ten materials including place value mats

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • compare and order fractions, decimals, and percent • solve problems involving percent <p>☐ 1.1.6 Number Operations and Number Theory Consumer Arithmetic</p> <ul style="list-style-type: none"> • state the combinations of \$5, \$10, \$20, \$50 and \$100 bills equivalent to \$1000 • determine the best buy from a choice of similar items with respect to price • solve problems involving percentage (calculate profit and loss, percentage profit and loss, sales tax, and discount) • solve problems involving simple interest <p>☐ 1.2.1 Sets, Relations and Functions Sets</p> <ul style="list-style-type: none"> • define sets by listing the elements or describing them in words • distinguish among empty, equal, equivalent, finite, and infinite sets • describe the concepts of universal sets, complement of a set, union of 	<p>1.1.5 Number Operations and Number Theory Percentages</p> <ul style="list-style-type: none"> • explore real-life situations involving percent • use technology tools to verify solutions • teacher observation - observe how students convert among fractions, decimals, and percent in their notebooks <p>1.1.6 Number Operations and Number Theory Consumer Arithmetic</p> <ul style="list-style-type: none"> • performance task - tabulate the number of \$5, \$10, \$20, \$50, \$100 bills equivalent to \$1000 • performance task - illustrate the equivalence of money by using ‘play money’ • performance task - create a shop/store and determine ‘best buys’, using role play • simulation of a bank scenario, to carry out transactions involving loans and savings <p>1.2.1 Sets, Relations and Functions Sets</p> <ul style="list-style-type: none"> • oral questioning

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>sets, intersecting sets, subsets, and disjoint sets</p> <p><input type="checkbox"/> 1.3.1 Statistics and Probability Statistics</p> <ul style="list-style-type: none"> • collect discrete data to address the problem • construct pictographs and block graphs, to represent data collected (using appropriate scale factors) • interpret pictographs and block graphs • find the mode for data taken from frequency table <p><input type="checkbox"/> 1.4.1 Geometry Solids and Plane Shapes</p> <ul style="list-style-type: none"> • classify the different solids according to their properties draw the net of a solid • classify polygons according to their properties • create patterns involving the tessellation of plane shapes <p><input type="checkbox"/> 1.4.3 Geometry Angles</p>	<ul style="list-style-type: none"> • performance task - use illustrations to describe and list subsets from a given set • performance task - illustrate the different types of sets using objects in the real world <p>1.3.1 Statistics and Probability Statistics</p> <ul style="list-style-type: none"> • discussion to cite examples of discrete data and their sources (e.g., newspaper, internet, magazines, books) • guided practice to collect data using techniques such as counting, direct observation, interviews, surveys, research, questionnaires, experiments, and databases <p>1.4.1 Geometry Solids and Plane Shapes</p> <ul style="list-style-type: none"> • explore/investigate the properties of solids using manipulatives/models • performance task - compile a portfolio of solids, their drawings, and a description of their properties

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • compare and order angles using direct comparison (no unit) • express whole turns, half turns, and quarter turns in degrees • classify angles according to type (acute, right, obtuse, straight, and reflex) • measure angles in the range 0° to 360° using protractors • solve problems involving angles <p>☐ 1.4.4 Geometry Triangles</p> <ul style="list-style-type: none"> • deduce that the sum of the interior angles in a triangle is equal to 180o • deduce the relationship between the size of the angle and the length of the side opposite the angle • classify triangles based on their properties as acute angled, right angled, obtuse angled, isosceles, equilateral, and scalene • draw triangles given <ul style="list-style-type: none"> (a) given the lengths of two sides and included angle (b) given the length of one side and two angles • solve problems involving triangles <p>☐ 1.4.5</p>	<ul style="list-style-type: none"> • performance task - group presentations displaying nets of solids (e.g., using multimedia) <p>1.4.3 Geometry Angles</p> <ul style="list-style-type: none"> • explore/investigate turns in the environment, such as opening and closing of doors and the movement of hands in clocks • performance task - demonstrate different turns using geo-strips whole turn, half turn, quarter turn • performance task- group presentation to explain the difference among the types of angles • games/ pop quiz • performance task- demonstrate and explain how to measure angles using a protractor <p>1.4.4 Geometry Triangles</p> <ul style="list-style-type: none"> • performance task - group presentations on findings from investigation • performance task - use illustrations of triangles and classify them • performance task - group presentations of the triangles drawn and explanations of procedures for drawing triangles

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>Geometry Quadrilaterals</p> <ul style="list-style-type: none"> • classify quadrilaterals according to their attributes • draw quadrilaterals given measurements of sides and angles given lengths of sides and sizes of angles • solve problems involving quadrilaterals <p>□ 1.4.6 Geometry Transformations</p> <ul style="list-style-type: none"> • identify lines of symmetry in shapes and letters • create <ul style="list-style-type: none"> (a) symmetrical shapes (b) patterns using reflection • solve problems involving translation and reflection <p>□ 1.5.2 Measurement Linear Measure</p> <ul style="list-style-type: none"> • distinguish between standard and non-standard units of measures • compare the metric system with the denary system to determine the relationships between the sub-units of the metric system 	<p>1.4.5 Geometry Quadrilaterals</p> <ul style="list-style-type: none"> • investigate the sum of the interior angles in quadrilaterals using manipulatives • performance task - compile a portfolio of quadrilaterals, their drawings, and a description of their properties • check for understanding by creating models of quadrilaterals, to be drawn, using manipulatives e.g., straws • performance task - group presentations of the quadrilaterals drawn and explanations of procedures for drawing quadrilaterals <p>1.4.6 Geometry Transformations</p> <ul style="list-style-type: none"> • engage in practical activities involving the translation of objects (using manipulatives) • performance task - use illustrations such as patterns or pictures to show translations • oral report to describe the translation of an object to its image

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • convert linear measure from one unit to the other (using the different units of measure - millimetres, centimetres, metres, kilometres) <p>☐ 1.5.3 Measurement Perimeter</p> <ul style="list-style-type: none"> • calculate the perimeter of plane shapes • solve problems involving perimeter (write answers to a specified degree of accuracy) • measure surface area • calculate the area of triangles, squares, and rectangles <p>☐ 1.5.4 Measurement Area</p> <ul style="list-style-type: none"> • explain the concept of area • calculate the area of triangles, squares and rectangles <p>☐ 1.6.1 Algebra Introducing Algebra</p> <ul style="list-style-type: none"> • distinguish between constants and variables 	<p>1.5.2 Measurement Linear Measure</p> <ul style="list-style-type: none"> • performance task - students demonstrate how to estimate length and verify by measuring e.g., measure height using a metre rule • teacher observation (checklist) • oral report on recording measurements using a combination of linear units and using whole numbers (e.g., 3m and 10cm), fractions (e.g., $3\frac{1}{10}$ m) or decimals (e.g., 3.1 m) <p>1.5.3 Measurement Perimeter</p> <ul style="list-style-type: none"> • explore/investigate the concept of ‘distance around’ using manipulative • teacher observation of notebook entries • performance task - draw various shapes with the same perimeter

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • identify an expression • substitute whole numbers for variables in expressions • simplify algebraic expressions involving the four operations • simplify algebraic expressions using the distributive law <p>☐ 1.6.2 Algebra Expressions</p> <ul style="list-style-type: none"> • create an expression to represent the nth term in a sequence • calculate the n^{th} term of a sequence <p>☐ 1.6.6 Algebra Algebraic Equations</p> <ul style="list-style-type: none"> • translate word problems into algebraic equations • solve linear equations with one variable 	<p>1.5.4 Measurement Area</p> <ul style="list-style-type: none"> • explore/investigate the concept of ‘area’ using manipulatives • oral quiz • performance task - measure area of objects in the environment • performance task - draw various shapes with the same area <p>1.6.1 Algebra Introducing Algebra</p> <ul style="list-style-type: none"> • questioning to develop the concept of a constant and a variable • model by ‘thinking aloud’ the process • pop quiz <p>1.6.2 Algebra Expressions</p> <ul style="list-style-type: none"> • pop quiz • use technology tools to obtain examples of patterns and sequences (e.g., dance; use geometrical shapes to create patterns) • guided practice to determine rules about patterns and sequences e.g., make squares by joining matchsticks (e.g., 4 matchsticks will make 1 square, 7 matchsticks will make 2 squares etc.)

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>1.6.6 Algebra Algebraic Equations</p> <ul style="list-style-type: none"> • performance task - illustration of how strips of coloured cut-outs are used to represent equations • oral report to summarize ideas <p>[Note: A wide range of diagnostic resources, for all topics, is available in the School Learning Management System (SLMS)]</p>
<p>Physical Education</p>	<p><input type="checkbox"/> Body Systems</p> <ul style="list-style-type: none"> • Understand the functions, structure, and workings of the circulatory system 2.1. • Demonstrate knowledge of the effects of physical activity on the circulatory system 2.1.2 • Understand the functions, structure, and workings of the respiratory system 2.1.3 • Demonstrate knowledge of the effects of physical activity on the respiratory system 2.1.4 • Show the interrelatedness of the circulatory and respiratory systems 2.4.5 <p><input type="checkbox"/> Healthy Lifestyle Practices</p> <ul style="list-style-type: none"> • Apply nutritional principles and weight management practices to attain health goals. 2.2.1 	<p>Observation of body system models: a. skeletal b. muscular</p> <ul style="list-style-type: none"> • Narrate its functions and workings • Draw diagram and label its parts • Measure and record personal data such as pulse rate and blood pressure. • Design charts to compare results of heart rates according to age and gender. • Research: Explain the effects of physical activity on the circulatory system/ respiratory system <ul style="list-style-type: none"> • Matching terms and statements • Completion of sentences • Short answer questions • Research the history of volleyball and hockey and use different forms of technology to present findings

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Recognize the fitness needs of different physical activities 2.2.2 • Demonstrate an understanding of cardio-respiratory endurance 2.2.3 • Apply the knowledge of physical fitness to enhance performance of physical activities 2.2.4 <p><input type="checkbox"/> Sport Skills</p> <ul style="list-style-type: none"> • Know the areas of the netball court and the playing positions 2.4.2 • Understand and appreciate the history of volleyball 2.4.17 • Understand and appreciate the history of hockey 2.4.21 <p><input type="checkbox"/> Responsible Behaviour</p> <ul style="list-style-type: none"> • Maintain control and stay on task 2.5.1 	<p><i>Resources:</i></p> <ul style="list-style-type: none"> • Resources to support topics on skeletal and muscular systems, and other learning outcomes can be sourced from the MOE SLMS Platform • Circulatory System - https://youtu.be/-s5iCoCaofc • Respiratory System - https://youtu.be/mOKmjYwfDGU
Integrated Science	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Recognize the importance of a balanced diet 2.1.1 • Outline the basic structure of the digestive system and functions of each part 2.1.2 • Explain how humans obtain nutrients from food 2.1.3 • Relate one’s diet to weight gain and loss 2.1.4 • Outline the basic structure of the circulatory system 2.2.1 	<p>Determination of gaps in understanding of concepts: (See also Table: Suggested Strategies for Determining Gaps in Student Learning Page 21)</p> <ul style="list-style-type: none"> • Use samples of scientific information, for example provide student with samples of graphs, tables etc. to elicit responses based on guided questions e.g. Cooling curves • Have student create a drawing or diagram to illustrate scientific representations (drawing to illustrate the apparatus used in various separation methods). • Provide unlabelled drawings/ diagrams and ask student to label (separation apparatus).

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Identify health conditions associated with the circulatory system 2.2.4 • Outline basic structure of respiratory system 2.3.1 • Relate increase in physical activity to increase in breathing rate 2.3.3 • Distinguish between physical and chemical properties 2.4.2 • Distinguish between types of mixtures 2.4.3 • Describe the formation of different types of solutions 2.4.4 • Investigate motion of a body 2.6.1 • Apply Newton’s laws to explain motion of solid objects 2.6.2 • Distinguish between temperature and heat 2.7.1 • Illustrate energy flow from the sun to plants and animals 2.8.1 <p>Experimental skills:</p> <p><input type="checkbox"/> Prepare lab report (headings and content match, format for diagrams) e.g.</p> <ul style="list-style-type: none"> • Investigate the relationship between exercise and pulse rate • Distinguish between physical and chemical changes • Demonstrate methods of separating mixtures 	<ul style="list-style-type: none"> • Provide unlabelled drawings/ diagrams and ask student to label <p>Determination of gaps in required experimental skills:</p> <ul style="list-style-type: none"> • Determination of skills required for conducting practical activities and the preparation of a Laboratory Report: • Have students participate in practical activities focused on experimental skills necessary for a laboratory experiment: • Focus on: Observation, Recording and Reporting, Manipulation and Measurement and Analysis and Interpretation and Drawing. Students are to prepare Laboratory Reports. <p>Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=376</p> <p>Some examples of the use of different strategies to diagnose learning loss:</p> <p>Use of unlabelled drawing/ diagram:</p> <ul style="list-style-type: none"> • Objective: 2.1.2 Students label the parts of the digestive system <p>Use of matching items:</p> <ul style="list-style-type: none"> • Objective 2.4.1 Students use a list prepared by the teacher to place examples of chemical and physical changes in the correct categories <p>Use of teacher demonstration to prepare a laboratory report:</p> <ul style="list-style-type: none"> • Objective 2.7.3 Teacher conduct a demonstration experiment on thermal insulators and conductors and students use the observations and results to prepare a laboratory report

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Investigate the factors that affect the stability of objects • Compare methods of heat transfer for various media • Investigate thermal insulators and conductors <p><input type="checkbox"/> Manipulate instruments appropriately: e.g., Conduct of food tests: use of Bunsen burner, test tubes, test tube holders, petri dishes etc.</p> <p><input type="checkbox"/> Accurately measure quantities (unit/symbols): e.g. mass, temperature, time, current etc.</p>	<ul style="list-style-type: none"> • Objective 2.5.1 Teacher demonstrates how the pigments in black ink is separated. A sample chromatogram is given to the students with guided questions to test their Analysis and Interpretation skills. <p>Students perform simple laboratory experiment and prepare laboratory report:</p> <ul style="list-style-type: none"> • Objective 2.4.4 Teacher provides instructions for the preparation of a homogeneous solution using varying masses of salt with a known volume of water. Students are to use the instructions to conduct the experiment. Tabulate the results and prepare a lab report.
Spanish	<p><input type="checkbox"/> Topic 14: My World</p> <ul style="list-style-type: none"> • Ask about family members/ friends/pets 14.1 • Describe family members/friends /pets 14.2 <p><input type="checkbox"/> Topic 15: My Daily Life</p> <ul style="list-style-type: none"> • Ask someone about his/her morning routine 15.1 • Provide information about their own morning routine 15.2 • Provide information about their evening routine 15.6 • Ask and provide information about the evening routine of others 15.7 	<p>It is advisable that all diagnostic activities specifically target essential grammar and vocabulary on curriculum topics to determine degree of coverage of same. As far as possible, discrete items should be used to assist with targeting specific areas to be addressed in remediation. Segments of previously administered assessments (e.g. Term tests) or specific skill assessment activities may be used for this purpose. Sample formats for each skill are proposed.</p> <p>Listening</p> <ul style="list-style-type: none"> • Multiple Choice – students select correct responses from options presented after listening to single sentences or short readings on specific topics; • Students match responses assessing vocabulary on specific topics; • Students match an image to a spoken sentence. <p>Speaking</p> <ul style="list-style-type: none"> • Oral interview on specific topics (may be done in groups or pairs)

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p><input type="checkbox"/> Topic 16: My Neighbourhood</p> <ul style="list-style-type: none"> • State where they live 16.1 • Describe where they live 16.2 <p><input type="checkbox"/> Topic 17: My Home Life</p> <ul style="list-style-type: none"> • Ask someone about his/her chores 17.1 • Talk about chores they do habitually 17.2 <p><input type="checkbox"/> Topic 18: Family Trips and Errands</p> <ul style="list-style-type: none"> • Ask about the habitual weekend activities of others 18.1 • Identify habitual family outings and excursions 18.2 <p><input type="checkbox"/> Topic 19: School Life</p> <ul style="list-style-type: none"> • Say where their school is situated 19.1 • Identify subjects on the timetable 19.2 • Talk about their routine at school 19.4 <p><input type="checkbox"/> Topic 20: School Layout and personnel</p> <ul style="list-style-type: none"> • Identify key areas in the school 20.1 • Identify key personnel in the school 20.2 	<ul style="list-style-type: none"> • Administration of graded oral reading passages to determine the student's level of mastery. <p>Reading</p> <ul style="list-style-type: none"> • Multiple choice – reading comprehension of short paragraphs/ selections of language on specific topics <p>Writing</p> <ul style="list-style-type: none"> • Students complete simple directed sentences/a dialogue or similar writing activity on a specific topic. • Completion of cloze type items for prose/ dialogues focused on critical elements of writing e.g. verb conjugation, adjectival agreement, prepositions etc may be administered to target diagnosis of specific grammar and/ or structure/ vocabulary. <p>Specific areas of focus for diagnosis:</p> <ul style="list-style-type: none"> • <i>Regular ar, er and ir verbs that denote typical activities, e.g. cantar, bailar, dibujar, practicar etc.</i> • <i>Radical changing verbs: Jugar,preferir,</i> • <i>Irregular verbs ser, estar, hace, ir</i> • <i>Regular, Irregular related to household chores, expressions with household chores.</i> • <i>Reflexive verbs, Reflexive Pronouns related to routine activities in the home</i> • <i>Date and Time to describe routine activities and outings</i> • <i>Interrogatives.</i> • <i>Times of the day and week</i> • <i>Names of typical sports</i> • <i>Adjectival agreement</i> • <i>Expressing a simple opinion.</i> • <i>Locations in the neighbourhood, a suitable range of adjectives to describe locations.</i>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p><input type="checkbox"/> Topic 21: Things I like to do</p> <ul style="list-style-type: none"> • Ask someone about his/her 22.1 preference for activity/activities • Express one's own preference/dislike for activity/activities 22.2 • Ask and talk about someone else's preference/s for an activity/activities 22.3 <p><input type="checkbox"/> Topic 23: Free Time</p> <ul style="list-style-type: none"> • Ask someone about the activities he/she prefers 23.1 • Talk about the activities they prefer 23.2 • Ask and talk about what their best friends do 23.3 • Ask and talk about when an activity is done 23.4 <p><input type="checkbox"/> Topic 24: Sport</p> <ul style="list-style-type: none"> • Talk and ask about their favourite sport. 24.1 • Talk about their favourite sport team 24.2 • Ask and talk about the favourite sport/sport team of others 24.3 	<ul style="list-style-type: none"> • <i>Locations of typical outings, a suitable range of adjectives to describe locations.</i>
VAPA - Art	<p>Term 1</p> <p><input type="checkbox"/> Art History and Appreciation</p>	<ul style="list-style-type: none"> • Create an art history timeline based on 4 art eras: identifying known historical artists and local artists to respective art styles

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Explore and discuss Art eras with local examples • Identify and / or review and create artwork with elements and principles <p><input type="checkbox"/> Drawing</p> <ul style="list-style-type: none"> • Introduce and demonstrate how to use charcoal in drawing • Introduce 1pt and 2pt perspective <p><input type="checkbox"/> Colour and Design (Photography)</p> <ul style="list-style-type: none"> • Identify and state the various rules of composition <p>Term 2 - Colour and Design</p> <p><input type="checkbox"/> Painting and Mixed Media</p> <ul style="list-style-type: none"> • Identify and demonstrate different painting techniques • Introduce students to mixed media and collage <p><input type="checkbox"/> Graphic Design</p> <ul style="list-style-type: none"> • Identify various types of lettering styles or fonts including calligraphy <p><input type="checkbox"/> Print Making</p>	<ul style="list-style-type: none"> • Review elements of design (work sheet) • Introduce students to principles of design • Utilize different colour and design concepts, techniques and skills to complete tasks based on elements of principles of art <ul style="list-style-type: none"> • Review basic drawing skills (worksheet) • Use simple compositions to ascertain appropriate use of charcoal (blending) • Use 1pt and 2pt perspectives in a landscape drawing • Draw a potted plant (still life) using coloured pencils or chalk pastels <ul style="list-style-type: none"> • Create a photography journal and portfolio • Create e-journal entries with at least three (3) different compositions; share with class <ul style="list-style-type: none"> • Create a painting technique sample board for future reference • Complete a landscape painting using aerial perspective and at least two (2) painting techniques • Create a collage based on a theme or a monochromatic idea <ul style="list-style-type: none"> • Create an original font, writing your full name and upper and lowercase letters of the alphabet • Write a stanza from a chosen poem using calligraphy pen

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Identify the tools and materials required for the Linoleum block printing method <p><input type="checkbox"/> Textile Design</p> <ul style="list-style-type: none"> • Understand the use of stencils in textile design <p>Term 3 – Three Dimensional (3D) Studies</p> <p><input type="checkbox"/> Fibre Arts</p> <ul style="list-style-type: none"> • Discuss and review differences between 2-D and 3- D works • Discuss and list indigenous found materials can be used in weaving <p><input type="checkbox"/> Leather Craft</p> <ul style="list-style-type: none"> • Review and identify some of the tools used in Leather Craft. • Demonstrate cutting, stamping and finishing techniques <p><input type="checkbox"/> Ceramics and Sculpture</p> <ul style="list-style-type: none"> • Discuss the purpose of slip and demonstrate the process in making and using coils <p><input type="checkbox"/> The Integrated Arts Project</p> <ul style="list-style-type: none"> • Introduce and discuss the IAP 	<ul style="list-style-type: none"> • Recall principles of print registration and image transferring • Create an edition of a simple lino print <ul style="list-style-type: none"> • Review elements and principles of art • Create a textile design piece using stencil printing based on a theme <ul style="list-style-type: none"> • Introduce themes and utilize skills learnt to complete appropriate tasks for 3-D concept • Use indigenous found materials to make a wearable item or a utilitarian item (shaping of item made will be important) <ul style="list-style-type: none"> • Create a 2-D leather craft piece using appropriate techniques and skills <ul style="list-style-type: none"> • Use coiling technique to make a 3-D object and decorate the surfaces using the incised motif decorating technique.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • Use thematic approach to introduce IAP in collaboration with remaining VAPA subjects (s)
VAPA-Music	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythm <ul style="list-style-type: none"> • Perform the beat • Compose rhythm patterns • Recognise simple meter • Compose music in different meters <input type="checkbox"/> Melody/Pitch <ul style="list-style-type: none"> • Sing songs/play melodic instrument • Sing/perform scale <input type="checkbox"/> Form <ul style="list-style-type: none"> • Recognise sections in music <input type="checkbox"/> Timbre <ul style="list-style-type: none"> • Instruments and their sounds <input type="checkbox"/> Music Appreciation <ul style="list-style-type: none"> • recognise parang music 	<ul style="list-style-type: none"> • Play or sing and clap, move, use body percussion and percussion instruments to demonstrate the beat and pulse in different music. • Combine different rhythm patterns on various sound sources to create rhythm composition/performance • Identify meter as simple duple, simple triple, simple quadruple • Write 1-4 bar phrases using semibreves, minims, crotchets and the crotchet rest in 2/4, 3/4, 4/4time. • Complete worksheets, play games focussing on meter, note values • Sing songs/play melodies on melodic instruments with accuracy of pitch • Sing national songs using appropriate vocal technique e.g. National Anthem, God Bless Our Nation • Sing scale in SOLFA/play C major scale on melodic instrument • Identify sections and phrases in music • Listen to music and name instruments by their distinctive sound; describe how instruments are played and how sounds are produced • Listen to/watch videos of parang music and answer questions/discuss artistes, instruments, language, meaning, traditions • Translate words of a parang song for meaning
VAPA - Dance	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the elements of a structured warm-up 	<ul style="list-style-type: none"> • Create a short warm-up and explain the reason for each exercise

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and execute the isolation of body parts in the dance of the Sailor and Jab Molassie characters <ul style="list-style-type: none"> • Explore pathways using straight and curved lines • Demonstrate energy qualities of percussive and fluid, use even and uneven rhythms • Identify and understand the purpose of a tableau • Demonstrate an understanding of compositional structures AB, ABA <input type="checkbox"/> Explain and appreciate the history and development of Parang music and movement <input type="checkbox"/> Identify the elements of a nutritious diet and explain the benefits 	<ul style="list-style-type: none"> • Demonstrate and discuss isolations. <ul style="list-style-type: none"> ○ Written reflection on the isolation in dances • Creation and performance of sequences using Bongo and Joropo steps tracing straight and curved lines • Create and perform a movement phrase showing the difference between percussive and fluid movements, adding rhythmic accompaniment e.g., clapping • Creation of tableaux that represent different messages • View dance videos and identify compositional structures. Develop previously created sequences into AB or ABA structures. Engage in peer critiquing • Present a lecture/ demonstration on Parang music and movement • Design nutritionally balanced meals for dancers
VAPA - Drama	<ul style="list-style-type: none"> <input type="checkbox"/> Define key terms in Drama <input type="checkbox"/> Demonstrate safety in dramatic work <input type="checkbox"/> Identify and play local games <input type="checkbox"/> Identify theatre spaces <input type="checkbox"/> Perform warm up of voice and body <input type="checkbox"/> Identify stage positions <input type="checkbox"/> Reflect on dramatic work in journal <input type="checkbox"/> Demonstrate theatre etiquette <input type="checkbox"/> Identify and portray characters in local folklore <input type="checkbox"/> Create and perform tableaux 	<ul style="list-style-type: none"> • Participate in online quizzes <i>e.g., theatre roles, stage positions, theatre spaces, theatre etiquette, safety practices, production process...</i> • Design and execute a safe and appropriate warm-up activity. • Record the song from a ring game and explain how the game is usually played. • Match pictures of different folklore characters to their descriptions. • Performances of folklore characters, recorded or live. • Create soundscapes for a given stimuli (<i>e.g., a short story, poem or scene</i>) either individually or in small groups. • Respond to a viva voce post performance. • Create a poster explaining good theatre etiquette.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of body in dramatic work (<i>levels, gestures, facial expression.</i>) <input type="checkbox"/> Demonstrate an understanding of voice in dramatic work (<i>diction, enunciation, soundscaping using voice</i>) <input type="checkbox"/> Demonstrate an understanding of blocking <input type="checkbox"/> Respond orally demonstrating an ability to reflect on dramatic work <input type="checkbox"/> Analyse dramatic text <input type="checkbox"/> Identify, explain and execute the production process 	
Social Science- Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Development <ul style="list-style-type: none"> • Define the terms-group, formal, informal groups • Classify formal and informal groups based on their characteristics. • List and briefly describe the types of leadership styles <input type="checkbox"/> Our Environment <ul style="list-style-type: none"> • Give an example of a push and pull factor • Distinguish between high and low population density. • State the effects of push and pull factors on population density 	<p>Concepts Content and Skills: Forms 1-3:</p> <p>Content -</p> <ul style="list-style-type: none"> • Completion of sentences • Short answer questions • Multiple Choice questions • Use of images for stimulus and recall(tourist sites in Trinidad and Tobago; built heritage, types of pollution) <ul style="list-style-type: none"> • Matching terms and statements • Crossword on the Commonwealth Caribbean • https://learn.moe.gov.tt/ <p>Skills</p> <ul style="list-style-type: none"> • Map reading – Political map of the Caribbean • Interpretation of tables, charts and graphs-family tree, election results <p>Values</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • List tourist sites in Trinidad and Tobago. ❑ Caribbean Integration and Global Links <ul style="list-style-type: none"> • List examples of individuals who have contributed to the Caribbean and their area of contribution. ❑ Our Heritage <ul style="list-style-type: none"> • Definition of manmade and built heritage and examples of each • Identify with examples flora and fauna in Trinidad and Tobago. ❑ How We Govern Ourselves <ul style="list-style-type: none"> • State and illustrate the structure of government in Trinidad and Tobago(central and local) • Recognise and outline the functions of government in Trinidad and Tobago • Name and describe the electoral system in Trinidad and Tobago using terms such as first -past-the-post, candidate, constituency, government, party, vote(ballot), polling station. ❑ Economic Growth and Development 	<ul style="list-style-type: none"> • Scenarios with questions <p>Activities are also available on the SLMS</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Definition of terms-employment, unemployment, underemployment, primary, secondary, tertiary and quaternary (with examples) • List elements of a personal budget • State why savings are an important aspect of a budget and ways to save. 	
History	<ul style="list-style-type: none"> <input type="checkbox"/> Define the terms social, economic, political and historical <input type="checkbox"/> Identify historical sites and landmarks in various communities using primary sources secondary sources <ul style="list-style-type: none"> • Describe how slavery and indentureship influenced the development of their community. • Describe how social, political and economic conditions of the mid-19th century and 20th centuries influenced the development of their community • Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Divali, Spiritual Baptist Liberation Day) 	<p>Chronology</p> <ul style="list-style-type: none"> • Responding to questions based on a timeline of a historical event in the History of Trinidad and Tobago. <p>Historical knowledge (facts, terms, concepts, events)</p> <ul style="list-style-type: none"> • Use of multiple-choice questions, short answer questions • Matching of concepts/terms and definitions <p>Historical skills (thinking, communication, analysis etcetera.)</p> <ul style="list-style-type: none"> • Stimulus and questions (image, document, text) • Completion of short paragraphs (Forms 2, 3) using guided questions • Scenarios with probing questions Videos with probing questions Demonstration of appropriate and relevant behaviour. <p>There are additional activities on the SLMS</p>
Geography	<ul style="list-style-type: none"> <input type="checkbox"/> On a blank map of Trinidad and Tobago 	<p>Content</p> <ul style="list-style-type: none"> • use of worksheets to name and locate physical and human features, • use of short response questions

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Locate One example of each of the following: <ul style="list-style-type: none"> • Hills, Mountains, Plains, Rivers, Coastlines and Beaches • Vegetation types: tropical forests, savannah and coastal vegetation. • Locate One example of human land-use: settlement, agriculture, industry and communication <input type="checkbox"/> Give definitions of the following terms: <ul style="list-style-type: none"> • Population Distribution • Population Density <input type="checkbox"/> On a blank map of Trinidad and Tobago identify an area of low and high population density and give one reason for low and high population density in the area identified. <input type="checkbox"/> Give definitions of the following terms: <ul style="list-style-type: none"> • Natural Resource, • Conservation, • Preservation and Sustainability 	<ul style="list-style-type: none"> • analysis of photographs • the creation and interpretation of geographic illustrations. • online games and quizzes • Group presentations <p>Skills</p> <ul style="list-style-type: none"> • Use of blank maps for labelling and locating landforms, vegetation types, land use and population density • Conduct research on the strategies that can be used to conserve water; develop and conduct a survey; write a paragraph to show findings of survey and cite sources used • Worksheets where the student demonstrates understanding of skills • Observations made by the teacher. <p>Values</p> <ul style="list-style-type: none"> • Given a scenario, choose the best area for a named land use • Videos with questions • Demonstration of appropriate and relevant behaviour.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • State One positive and One negative effect of the use of natural resources ☐ Use of a survey to gather information from class members on the strategies used at home to conserve water; report findings of survey and cite resources used to develop survey and analyse results 	
HFLE Form Two	<p>Self and Interpersonal Relationships</p> <p>Term One</p> <p>☐ Value and Value System</p> <ul style="list-style-type: none"> • Define the term ‘values’. • Identify two major sources of values and how they influence your behaviour. <p>Term Two</p> <p>☐ Building Positive Relationships –The Mediation Process</p> <ul style="list-style-type: none"> • State at least two common causes of conflict. 	<p>Diagnostic assessment to identify gaps re:</p> <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Worksheet, e.g. on values and two major sources of values. • Oral presentation, e.g. on common causes of conflict. <ul style="list-style-type: none"> - Use of short answer questions. - Group presentations. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario on dealing with conflict situations. <p>Attitudes</p> <ul style="list-style-type: none"> • Read a case scenario and answer relevant questions. • Students will view online videos and answer questions • https://www.youtube.com/watch?v=SCjYaMJuY

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> ● Identify at least two ways to deal with conflict and the possible outcomes. <p>Term Three</p> <p><input type="checkbox"/> Financial Management –Spending And Saving</p> <ul style="list-style-type: none"> ● State at least two wise and unwise spending practises. ● State two personal factors that influence spending. <p>Sexuality and Sexual Health</p> <p>Term One</p> <p><input type="checkbox"/> Social Dynamics of Friendship and Relationships</p> <ul style="list-style-type: none"> ● Define friendship and relationships. ● State two ways of building sound relationships. ● Determine two ways of building sound relationships. <p>Term Two</p> <p><input type="checkbox"/> Managing Sexual Relationships</p> <ul style="list-style-type: none"> ● List three myths associated with risky sexual behaviour. 	<p>Strategies for Diagnosing</p> <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> ● Oral presentation, e.g., friendship and relationships. ● Use of short answer questions. ● Group presentations ● True/false questions, e.g., reproductive health risks. <p>Life skills</p> <ul style="list-style-type: none"> ● Students will apply the relevant life-skill to a case scenario. <p>Attitudes</p> <ul style="list-style-type: none"> ● Read case scenarios and answer relevant questions. ● Students will view online videos and answer questions.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • State two avenues for postponing physical sexual activities. • State two benefits of postponing sexual activity whilst being a student. <p><input type="checkbox"/> Term Three Personal Responsibility for Sexual Health</p> <ul style="list-style-type: none"> • Define reproductive health. • State the importance of attaining and maintaining optimal reproductive health. • Name two reproductive health risks. <p>Eating and Fitness</p> <p><input type="checkbox"/> Term Two Health and Wellness II: Stress Management</p> <ul style="list-style-type: none"> • Define the term stress. • Discuss two effects of stress on the body and two positive ways to cope. <p>Term Three</p> <p><input type="checkbox"/> Health Providers and You</p>	<p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Quiz, e.g., stress and its effects on the body. • Use of short answer questions. • Group presentations on the effects of stress on the body. • Completion of sentences. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario, e.g., coping with stress. <p>Attitudes</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Identify two health providers for different health needs. • List two reasons for accessing different levels of health care. <p>Managing the Environment</p> <p>Term One</p> <p><input type="checkbox"/> Keeping our air clean</p> <ul style="list-style-type: none"> • State the importance of air to humans. • Define air pollutants • State two sources of air pollutants. <p>Term Two</p> <p><input type="checkbox"/> Managing Our Water Resources</p> <ul style="list-style-type: none"> • Identify two sources of our water. • State two ways to conserve water. • Outline the reason water must be used in a conservative manner. • Identify two pillars of sustainability and two threats to sustainability of resources. 	<ul style="list-style-type: none"> • Read case scenarios and answer relevant questions. • Students will read an online article and answer related questions. e.g. https://kidshealth.org/en/teens/stress.html?ref=search#catchanging-body <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Matching pictures with statements. • Use of short answer questions. • Group presentations, e.g., sources of air pollutants. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario. <p>Attitudes</p> <ul style="list-style-type: none"> • Read case scenarios and answer relevant questions. • Students will view online videos and answer questions. e.g., https://www.youtube.com/watch?v=7ypm-g-2Cqw

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Form 3

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Tech Ed	<p><input type="checkbox"/> Introduction of an Activity Sheet. Use of the IDEATE model in solving a real-life problem by producing a technological solution.</p> <ul style="list-style-type: none"> • Identify the problem. • Define the problem. • Explore Possible solutions. • Assess possible solution. • Try out and test the prototype. • Evaluate <p><input type="checkbox"/> Development of a Portfolio for each activity</p> <p><input type="checkbox"/> Facilitate development of 21st Century Skills (as process)</p> <ul style="list-style-type: none"> • Collaboration • Creativity • Communication • Critical Thinking • Digital Thinking 	<p>Suggested activities can be found on: https://learn.moe.gov.tt/course/view.php?id=391</p> <p>Interactive activities in alignment with the learning outcomes.</p> <ul style="list-style-type: none"> • Identify and interpret key words in the identified challenge. • Use various sources of information to determine assist with the generation of possible solutions. • Use brainstorming tools. • Use decision matrix. • Develop a simple expenditure for materials used. • Identify sequential steps used in prototyping. • Skills developed in a specified technical area. • Develop systems for testing of products. • Compiling a student portfolio. <p>Using various online tools.</p> <ul style="list-style-type: none"> • Surveys • Quizzes • Polls <p>Presentation of products</p> <ul style="list-style-type: none"> • Student videos of the developmental process • Student videos/pictures of completed product is uploaded.
ELA	<p>Form 3</p> <p><input type="checkbox"/> Listening & Speaking</p> <ul style="list-style-type: none"> • Pronunciation & Enunciation 	<p>Form 3</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Critical Listening: Persuasion, Argument & Speeches • Efferent Listening: Listening for details <p><input type="checkbox"/> Reading</p> <ul style="list-style-type: none"> • Author’s Purpose and Point of View • Critical Reading • Fallacies: Hasty Generalisations and Faulty Reasoning • Vocabulary in Context • Summary Skills <p><input type="checkbox"/> Literary Appreciation</p> <ul style="list-style-type: none"> • Literary Elements: <ul style="list-style-type: none"> - Character-Role, Setting/ Atmosphere, Theme, Conflict, - Point of View, Mood and Tone • Literary Devices: <ul style="list-style-type: none"> - Imagery, Onomatopoeia, Symbolism, Rhythm and Rhyme, Hyperbole <p><input type="checkbox"/> Writing</p> <ul style="list-style-type: none"> • Argumentative Writing: Speeches and Essays • Persuasive Writing: Advertisements and Essays • Creative Writing: Poetry, Dramatic Pieces • Summary Writing <p><input type="checkbox"/> Media Literacy</p>	<p>The following represents a range of strategies to assess the English Language Arts skills. These core skills are interrelated. Consequently, some assessment strategies target multiple core skills.</p> <p>Diagnosing Listening and Speaking:</p> <ul style="list-style-type: none"> • Present orally for one minute, a response to stereotyping in a selected text OR Speak on an issue for one minute, using Standard English • Engage in an oral listening comprehension activity <p>Diagnosing Reading:</p> <ul style="list-style-type: none"> • Read a poem, a story, or extract from a newspaper/magazine, novel in oral Standard English <p>Diagnosing Literary Appreciation and Media Literacy:</p> <ul style="list-style-type: none"> • Write a short story involving all the literary elements • Create a brochure/advertisement for a literature text, using multimedia • Critique the use of literary devices in a poem <p>Diagnosing Writing and Media Literacy:</p> <ul style="list-style-type: none"> • Write an argumentative speech on a selected topic or an issue at school • Write a persuasive speech on a selected topic • Summarise information in literary texts <p>Helpful resource- Main Idea in Exposition- https://learn.moe.gov.tt/pluginfile.php/45897/mod_resource/content/1/Main%20Idea.pdf Character Traits- https://learn.moe.gov.tt/pluginfile.php/317861/mod_resource/content/1/Character%20Trait.pdf</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Stereotyping • Advertisements, Brochure 	<p>Using direct speech in stories- lesson located at https://learn.moe.gov.tt/course/view.php?id=428</p> <p>Main Idea in Exposition- https://learn.moe.gov.tt/pluginfile.php/45897/mod_resource/content/1/Main%20Idea.pdf</p> <p>Symbolism- https://learn.moe.gov.tt/pluginfile.php/317865/mod_resource/content/1/Symbolism.pdf</p>
ICT	<p><input type="checkbox"/> Internet and Web 2.0 tools</p> <ul style="list-style-type: none"> • Introduction to the Internet • Internet browsing • Hyperlinks, • World Wide Web • Search Engines • Internet Information Sources <p>Software applications</p> <p><input type="checkbox"/> Word processing</p> <ul style="list-style-type: none"> • Creation of a word processing document Basic file operations • Common formatting tools and editing features. • Page formatting • Tables • Inserting images • Editing images <p><input type="checkbox"/> Spreadsheet</p> <ul style="list-style-type: none"> • Creation of a spreadsheet • Manipulate a spreadsheet 	<p>The following represents a range of strategies to assess Information Technology skills.</p> <p>Practical assessment: Internet and Web 2.0 tools</p> <ul style="list-style-type: none"> • Research a given topic using an internet browser and search engine to retrieve information. <p>Practical assessment: software applications Word Processing</p> <ul style="list-style-type: none"> • Re-create a given document with instructions using word processing features required to complete document <p>Theory: Word processing</p> <ul style="list-style-type: none"> • Multiple-choice questions <p>Practical assessment: software applications spreadsheet</p> <ul style="list-style-type: none"> • Perform given instructions/tasks on a spreadsheet document to demonstrate an understanding of spreadsheet functions. <p>Theory: Spreadsheet software</p> <ul style="list-style-type: none"> • Multiple choice questions

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	<ul style="list-style-type: none"> • Arithmetic Operations, Formula, Formatting • Managing worksheets, Graphs, Cell alignment • Cell Referencing, absolute and relative cell addressing • Creating and labelling Graphs/Charts <p><input type="checkbox"/> Presentation</p> <ul style="list-style-type: none"> • Creation of a simple slideshow • Formatting • Working with images • Animation • Working with Graphics • Source files, Videos, Storyboards • Video clips, Sound, Editing videos • Titles, Sub-titles, Credits <p><input type="checkbox"/> Programming Concepts and Computational Thinking</p> <ul style="list-style-type: none"> • Representation and Analysis of Data • Organization of data • Problem Solving • Problem definition • Evaluation and design of solution to real-world problems 	<ul style="list-style-type: none"> • True/False questions • Fill in the Blanks • Short answer questions <p>Practical assessment: software applications presentation</p> <ul style="list-style-type: none"> • Create a simple slideshow <p>Theory: Presentation software</p> <ul style="list-style-type: none"> • Multiple choice questions • True/False questions • Short answer questions <p>Source files, Videos, Storyboards</p> <ul style="list-style-type: none"> • Follow instructions to create videos. • Use software to edit videos based on list of instructions provided. (add titles/subtitles/credits, sound...) <p>Programming Concepts and Computational Thinking</p> <ul style="list-style-type: none"> • Multiple choice questions • True/False questions • Fill in the Blanks • Short answer questions <p>Useful websites</p> <ul style="list-style-type: none"> • Word Processing https://www.youtube.com/watch?v=HC13M8FGINc&t=0s • Presentation: Microsoft PowerPoint https://www.youtube.com/watch?v=u7Tku3_RGPs • Spreadsheet software

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		https://www.youtube.com/watch?v=k1VUZEVuDj8
Mathematics	<p><input type="checkbox"/> 1.1.4 Number Operations and Number Theory Decimals</p> <ul style="list-style-type: none"> • match number names to decimal fractions and quantities • state the place value and value of digits in decimal fractions • compare and order decimal fractions in ascending and descending order • apply the ‘rounding rule’ to round decimal fractions to the nearest whole number, tenth or hundredth position of numbers • convert fractions to decimals • identify <ul style="list-style-type: none"> (a) terminating (b) non-terminating (c) recurring decimals • solve problems involving decimals (add, subtract, multiply, divide) <p><input type="checkbox"/> 1.1.5 Number Operations and Number Theory Percentages</p> <ul style="list-style-type: none"> • convert among fractions, decimals and percent • compare and order fractions, decimals and percent • solve problems involving percent 	<p>1.1.4 Number Operations and Number Theory Decimals</p> <ul style="list-style-type: none"> • use manipulatives to represent base ten fractions • model by ‘thinking aloud’ the process of reading number names and numerals • performance task - use illustrations such as base ten materials and place value mats to represent fractions • oral report to communicate ideas use decimal notation as another form of writing base ten fractions e.g. 0.1 is the same as $\frac{1}{10}$ • teacher observation - observe how students write decimal notation and base 10 fractions in their notebooks • check for understanding by matching the number names (e.g. two and five tenths) and decimal fractions (e.g. 2.5), to the quantities they represent • guided practice to determine the place value and value of digits in numerals using base ten materials including place value mats <p>1.1.5 Number Operations and Number Theory Percentages</p> <ul style="list-style-type: none"> • explore real-life situations involving percent • use technology tools to verify solutions • teacher observation - observe how students convert among fractions, decimals and percent in their notebooks

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	<p><input type="checkbox"/> 1.1.6 Number Operations and Number Theory Consumer Arithmetic</p> <ul style="list-style-type: none"> • state the combinations of \$5, \$10, \$20, \$50 and \$100 bills equivalent to \$1000 • determine the best buy from a choice of similar items with respect to price • solve problems involving percentage (calculate profit and loss, percentage profit and loss, sales tax and discount) • solve problems involving simple interest <p><input type="checkbox"/> 1.6.6 Algebra Algebraic Equations</p> <ul style="list-style-type: none"> • translate word problems into algebraic equations • solve linear equations with one variable <p><input type="checkbox"/> 2.1.1 Number Operations and Number Theory Integers</p> <ul style="list-style-type: none"> • Order integers • Perform the four basic operations on integers • Solve simple problems involving integers 	<p>1.1.6 Number Operations and Number Theory Consumer Arithmetic</p> <ul style="list-style-type: none"> • performance task - tabulate the number of \$5, \$10, \$20, \$50, \$100 bills equivalent to \$1000 • performance task - illustrate the equivalence of money by using 'play money' • performance task - create a shop/store and determine 'best buys', using role play • simulation of a bank scenario, to carry out transactions involving loans and savings <p>1.6.6 Algebra Algebraic Equations</p> <ul style="list-style-type: none"> • performance task - illustration of how strips of coloured cut-outs are used to represent equations • oral report to summarize ideas <p>2.1.1 Number Operations and Number Theory Integers</p> <ul style="list-style-type: none"> • Use spreadsheet to order integers • Compare and order integers using a number line • Use virtual manipulatives to order integers • Use spreadsheet to add, subtract, multiply and divide integers • Solve simple computational problems from real world situations • Compare and contrast activities using a graphic organizer

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	<ul style="list-style-type: none"> • Differentiate between natural numbers, whole numbers and integers <p>☐ 2.1.2 Number Operations and Number Theory Laws and Properties of Numbers</p> <ul style="list-style-type: none"> • Apply the commutative, associative and distributive laws • Explain the concept of <ol style="list-style-type: none"> a. closure b. the identity element c. and inverse operator • Express a value <ol style="list-style-type: none"> a. to a given number of significant figures b. using standard form c. in scientific notation • Perform the four operations on the numbers expressed in index form, having positive indices only <p>☐ 2.2.2 Sets, Relations & Functions Relations, Mappings and Functions</p> <ul style="list-style-type: none"> • Explain the concept of an arrow diagram • Use arrow diagrams to illustrate relationships between sets • Explain the concept of a relation and a function • Differentiate among a relation, a mapping and a function 	<ul style="list-style-type: none"> • Create number lines, number trees and Venn diagrams to display numbers <p>2.1.2 Number Operations and Number Theory Laws and Properties of Numbers</p> <ul style="list-style-type: none"> • Use situations where the laws of arithmetic apply • Apply appropriate domain specific vocabulary to communicate concepts • Investigate and discuss the properties of the identity element, inverse operator and closure using closed and open number systems • Provide examples to help transfer of learning • Use spreadsheet or calculator for practice and reinforcement • Develop automaticity with drill and practice • Guide practice using modelling and coaching <p>2.2.2 Sets, Relations and Functions Relations, Mappings and Functions</p> <ul style="list-style-type: none"> • Use concrete representation to introduce the concept then reinforce with verbal, pictorial and symbolic representation • Discuss and state relationships that exist in real world situations which represent groups as sets • Provide examples of arrow diagrams to explore/ investigate attributes of different types of relations • Compare and contrast activities using a graphic organizer to distinguish between relations, mapping and functions

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	<p><input type="checkbox"/> 2.2.4 Sets, Relations & Functions Graphical Representations of Linear Equations and Linear Inequalities</p> <ul style="list-style-type: none"> • Interpret linear relations as graphs on the Cartesian plane • Draw graphs on the Cartesian plane • Define linear relationships • Draw graphs of simple linear inequalities <p><input type="checkbox"/> 2.3.1 Statistics and Probability Statistical Analysis</p> <ul style="list-style-type: none"> • Interpret a frequency distribution • Calculate the mean, median and mode from a frequency distribution of ungrouped data • Identify data types in terms of nominal, ordinal, interval, ratio <p><input type="checkbox"/> 2.3.2 Statistics and Probability Data Displays</p> <ul style="list-style-type: none"> • Construct statistical charts <ul style="list-style-type: none"> (a) Pie charts (b) bar charts 	<p>2.2.4 Sets, Relations & Functions Graphical Representations of Linear Equations and Linear Inequalities</p> <ul style="list-style-type: none"> • Use technology tools to investigate models • Use graphing calculator to create models • Use questioning strategies that require students to manipulate concepts and ideas through language to describe models • Integrate skills and concepts: Treat the x and y axes as number lines then associate solutions on the number line with regions on the cartesian plane • Solve simple linear inequalities in one variable only, and represent them on the Cartesian plane <p>2.3.1 Statistics and Probability Statistical Analysis</p> <ul style="list-style-type: none"> • Use questioning strategies that require students to manipulate concepts and ideas through language to describe models. • Guided instruction using frequency distributions to calculate the mean, median and the mode. • Independent practice with the use of technology tools e.g. spreadsheets for checking • Present situations to analyze the characteristics of different types of data <p>2.3.2 Statistics and Probability Data Displays</p> <ul style="list-style-type: none"> • Activate prior knowledge of block graphs and scales • Students self-assess (self-monitor) using a customised math error self-correction checklist.

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	<p>(c) histograms (d) line graphs</p> <ul style="list-style-type: none"> Interpret information from pie charts, bar graphs, histograms, and line graphs <p>☐ 2.4.1 Geometry Coordinate Geometry</p> <ul style="list-style-type: none"> Locate points on a Cartesian plane using a system of coordinates Plot points on a Cartesian plane <p>☐ 2.4.3 Geometry Angles, Triangles and Parallel Lines</p> <ul style="list-style-type: none"> Calculate the size of an exterior angle given the size of the interior angle 	<ul style="list-style-type: none"> Engage students in discussion for deeper understanding to develop inference skills <p>2.4.1 Geometry Coordinate Geometry</p> <ul style="list-style-type: none"> Investigate reference system for locating points on a grid/ atlas Use google map to print a map of the school on a grid and allow students to locate rooms given specific coordinates Review the concept of positive and negative numbers (integers) and model the placement of integers on the large scale number line Reinforce associated terminology when discussing position relative to the x and y axes e.g. <ul style="list-style-type: none"> Right/ “Positive” Left/ “Negative” Up/ “Positive” Down/ “Negative” Plot points to form/ complete familiar shapes or symmetrical designs so that students can easily self-monitor their own progress. <p>2.4.3 Geometry Angles, Triangles and Parallel Lines</p> <ul style="list-style-type: none"> Problem-solving: one student talks through the problem, describing his thinking processes while his partner listens and asks questions to help clarify thinking and vice versa Engage students in activities to develop their spatial skills

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	<ul style="list-style-type: none"> • Classify the angles formed when parallel lines are cut by a transversal <p>☐ 2.4.4 Geometry Geometric Drawings and Constructions</p> <ul style="list-style-type: none"> • Bisect a line segment • Use a pair of compasses and a straight edge to bisect an angle • Draw angles using a protractor • Use a ruler and a pair of compasses only to construct angles which are multiples of 30 degrees <p>☐ 2.5.2 Measurement Circle</p> <ul style="list-style-type: none"> • Identify the parts of a circle and their relations • Derive the numerical value of pi • Derive the formula for the circumference of a circle • Use the formula for the circumference of a circle • Use the formula for the area of a circle • Estimate the area of a circle • Solve problems involving circles 	<p>2.4.4 Geometry Geometric Drawings and Constructions</p> <ul style="list-style-type: none"> • Practice using measuring instruments with accuracy • Provide examples to help develop relational understanding • Present opportunities to build on students' inherent sense of curiosity and discovery. <p>2.5.2 Measurement Circles</p> <ul style="list-style-type: none"> • Complete a chart, defining the parts of the circle • Develop the formula for the circumference of a circle: <ul style="list-style-type: none"> ○ Measure the circumference ○ Measure the diameter ○ Calculate the ratio $\frac{C}{D} = \pi$ ○ State the relation between circumference, diameter, and pi, with circumference as the subject • Apply substitution skills to the formula $C = D\pi$ or $C = 2\pi r$ to calculate the unknown value of the circumference, diameter, or radius of a circle • Apply substitution skills to the formula $A = \pi r^2$ to calculate the unknown value of the area, radius or diameter of a circle • Practice using the calculator for computation

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	<p><input type="checkbox"/> 2.5.3 Measurement Area and Perimeter of Compound Shapes</p> <ul style="list-style-type: none"> • Represent compound shapes as the union of plane shapes • Calculate the area of compound shapes involving triangles, quadrilaterals, circles and circle quadrants • Calculate the perimeter of compound shapes involving triangles, quadrilaterals, circles and circle quadrants • Solve problems involving estimates of perimeter and area, including finding the dimensions of a shape, given its perimeter <p><input type="checkbox"/> 2.5.4 Measurement Volume and Capacity of Prisms</p> <ul style="list-style-type: none"> • Calculate the volume of solids • Recognise the relationship between the concepts of volume and capacity <p><input type="checkbox"/> 2.5.6 Measurement Consumer Arithmetic</p> <ul style="list-style-type: none"> • Calculate the total Hire Purchase price 	<p>2.5.3 Measurement Area and Perimeter of Compound Shapes</p> <ul style="list-style-type: none"> • Design and sketch compound shapes: cut out plane shapes from compound shapes; calculate the area of each shape; add up the areas • Collaborate in groups to derive possible solutions to problem situations • Identify the actual edges of the compound shape by tracing the length of each edge of the compound shape • Explore strategies to determine unknown lengths of sides <p>2.5.4 Measurement Volume and Capacity of Prisms</p> <ul style="list-style-type: none"> • Stack cubes to form cubes and cuboids • Explore the properties of solids to generate a rule to finding the volume of a cylinder and other prisms • Use a variety of containers to measure capacity • Read a scale to determine capacity <p>2.5.6 Measurement Consumer Arithmetic</p> <ul style="list-style-type: none"> • Review how hire purchase is calculated

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	<ul style="list-style-type: none"> • Apply the terminology of salary and wage • Explain the concept of percent • Increase or decrease by a given percent • Convert currency using rates • Solve problems involving rates; foreign exchange, salary, wages and utility bills. <p><input type="checkbox"/> 2.6.1 Algebra Substitution</p> <ul style="list-style-type: none"> • Translate between word statements and mathematical statements involving two basic operations • Substitute integers for unknown quantities in mathematical statements <p><input type="checkbox"/> 2.6.2 Algebra Simplification of Algebraic Expressions</p> <ul style="list-style-type: none"> • Identify like and unlike terms • Differentiate between the coefficient and operational sign 	<ul style="list-style-type: none"> • Conduct role play allowing students to virtually sell items on hire purchase • Questioning to elicit the advantages and disadvantages of purchasing with hire purchase • Students role play to create a payroll for their virtual employees • Allow students to create a glossary of terms daily, monthly, yearly, fortnight, basic wage, double time, triple time, time and a half, commission, duration of work, incentive bonus • Distinguish between percent and percentage • Investigate percent <ul style="list-style-type: none"> ○ between 0% and 1% ○ greater than 100% ○ equivalence with fractions • Interpret a foreign currency exchange rate table and discuss strategies for converting different currencies. <p>2.6.1 Algebra Substitution</p> <ul style="list-style-type: none"> • Organize and consolidate Mathematical thinking through communication • Present examples to transfer learning • Use concrete, pictorial and verbal representations to develop an understanding on invented and conventional symbolic notations <p>2.6.2 Algebra Simplification of Algebraic Expressions</p> <ul style="list-style-type: none"> • Compare and contrast activities using manipulative, pictograph, symbols

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	<ul style="list-style-type: none"> • Perform operations on terms represented concretely, pictorially and symbolically • Simplify algebraic equations <p><input type="checkbox"/> 2.6.3 Algebra Solutions of Linear Equations</p> <ul style="list-style-type: none"> • Differentiate between expressions and equations • Solve linear equations of increasing level of difficulty with variables on both sides • Solve linear equations involving the use of the distributive law using a variety of representations 	<ul style="list-style-type: none"> • Use the language of Mathematics to express Mathematical ideas precisely • Present models for students to analyse and evaluate • Collaborate in groups for scaffolding and sharing of ideas • Perform activities to model operations using algebra tiles, pictographs and symbols • Develop and analyse algorithms to perform simple computations using: <ul style="list-style-type: none"> ○ The four basic operations ○ The order of operations ○ Commutativity, associativity, and distributivity <p>2.6.3 Algebra Solutions of Linear Equations</p> <ul style="list-style-type: none"> • Use questioning strategies that require critical analysis of concepts • Use flow charts to explain the processes used to solve the equation • Explore problems in a real-world context to include fractions with denominators having natural numbers but no variable <p>[Note: A wide range of diagnostic resources, for all topics, are available in the School Learning Management System (SLMS)]</p>
Physical Education	<p>Form 3: Learning Outcomes</p> <p><input type="checkbox"/> Body Systems</p> <ul style="list-style-type: none"> • Understand the functions, structure, and workings of the digestive system • Demonstrate knowledge of the effects of physical activity on the digestive system 	<ul style="list-style-type: none"> • Observation of body system models (digestive) • Narrate its functions and workings. • Draw diagram and label its parts. <ul style="list-style-type: none"> • <i>Research:</i> Explain the effects of physical activity on the digestive system

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	<ul style="list-style-type: none"> ❑ Healthy Lifestyle Practices <ul style="list-style-type: none"> • Understand the meaning of drugs • Recognise the different types of drugs and frequently used drugs • Demonstrate an understanding of the effects of drugs on the human body and sport performance. • Recognise the effects of smoking and alcohol abuse to the body ❑ Sport Skills <ul style="list-style-type: none"> • Volleyball Know the different areas of the volleyball court 3.4.1 • Hockey Know the different areas and parts of the hockey field and the playing positions 3.4.5 • Tennis <ul style="list-style-type: none"> - Understand and appreciate the history of tennis 3.4.7 - Know the basic rules and scoring pattern of tennis 3.4.10 • Badminton <ul style="list-style-type: none"> - Understand and appreciate the history of badminton 3.4.11 	<ul style="list-style-type: none"> • Matching terms and statements • Completion of sentences • Short answer questions • Complete checklists on appropriate behaviour: • Follows rules and procedures • Shows respect for self and others • Demonstrates respect for equipment • Exhibits teamwork (cooperation, collaboration, communication, trust, working together) • Engages in fair play • Sensitive to abilities of others • <i>Resources:</i> • Resources to support topics on the Digestive System and other learning outcomes can be sourced from the MOE SLMS Platform • Drugs - https://youtu.be/C3Na592f9oc • Volleyball - https://youtu.be/_IhdvH8rkzw • Digestive System - https://youtu.be/ZBZWgrfZFbU

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	<p>- Understand the scoring system in badminton 3.4.15</p> <p><input type="checkbox"/> Responsible Behaviour</p> <ul style="list-style-type: none"> • Demonstrate and promote good sportsmanship 3.5.1 	
Integrated Science	<p>Learning Outcomes:</p> <p><input type="checkbox"/> Outline the structure of the human male and female reproductive systems and the function of the parts. 3.1.1</p> <p><input type="checkbox"/> Identify the different types of Communicable Diseases of the Reproductive System, including HIV 3.2.1</p> <p><input type="checkbox"/> Explain the impact of human activities on the local and global environment 3.3.1</p> <p><input type="checkbox"/> Distinguish between electrical insulators and conductors. 3.4.1</p> <p><input type="checkbox"/> Construct simple circuits and represent simple circuits using diagrams 3.4.2 and 3.4.3</p> <p><input type="checkbox"/> Describe the magnetic effect of current. 3.5.2</p> <p><input type="checkbox"/> Investigate the transmission of light 3.6.1</p> <p><input type="checkbox"/> Explain how atoms combine to form molecules 3.7.1</p> <p>Experimental skills:</p> <p><input type="checkbox"/> Prepare lab report (headings and content match, format for diagrams)</p>	<p>Determination of gaps in understanding of concepts:</p> <ul style="list-style-type: none"> • Use samples of scientific information, for example provide student with samples of graphs, tables etc. to elicit responses based on guided questions e.g. Cooling curves • Have student create a drawing or diagram to illustrate scientific representations (drawing to illustrate the apparatus used in various separation methods). • Provide unlabelled drawings/ diagrams and ask student to label (separation apparatus). • Provide unlabelled drawings/ diagrams and ask student to label <p>Determination of gaps in required experimental skills:</p> <ul style="list-style-type: none"> • Determination of skills required for conducting practical activities and the preparation of a Laboratory Report: • Have students participate in practical activities focused on experimental skills necessary for a laboratory experiment (Form 3): • Focus on: Observation, Recording and Reporting, Manipulation and Measurement and Analysis and Interpretation and Drawing and a basic understanding of Planning and Design. Students are to prepare Laboratory Reports.

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	<p><input type="checkbox"/> Distinguish between substances that are acids and alkalis</p> <p><input type="checkbox"/> Describes chemical reactions involving acids and bases</p> <p><input type="checkbox"/> Manipulate instruments appropriately: list e.g. Construct simple circuits (series and parallel) and represent simple circuits using diagrams: bulbs, batteries, wires and switches Demonstrate the effects of magnetic forces: magnets, iron filings</p> <p><input type="checkbox"/> Accurately measure quantities (unit/symbols): E.g. Current (A), voltage, temperature in $^{\circ}\text{C}$, time in seconds, mass in kg</p>	<p>Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=377</p> <p>Some examples of the use of different strategies to diagnose learning loss:</p> <p>Use of unlabelled drawing/diagram</p> <ul style="list-style-type: none"> • Objective 3.1.1 Students label a diagram of the male and female structure of the female and male reproductive system, <p>Use of Scientific information:</p> <ul style="list-style-type: none"> • Objective 3.2.1 Teacher shares with students global and local statistics on communicable diseases of the reproductive system • Students use the information presented to answer questions prepared by the teacher <p>Use of online matching items:</p> <ul style="list-style-type: none"> • Objectives 3.2.2 & 3.2.3 Teacher: Shares 'Yes/No' document with students in online platform. Students are presented with a list of statements about the transmission of HIV. Students tick their preferred answer in the online document. <p>Use of teacher demonstration/online simulation:</p> <ul style="list-style-type: none"> • Objectives 3.7.1 <ul style="list-style-type: none"> - Students observe online simulation that demonstrate how atoms form stable configurations - Students answer questions based on simulation served

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		<ul style="list-style-type: none"> - Use laboratory models to determine students' knowledge • Objective 3.4.1 <ul style="list-style-type: none"> - Teacher conducts simple demonstrations of static electricity - Students prepare laboratory report based on observations and results
Spanish	<ul style="list-style-type: none"> ☐ Topic 26: Getting Around <ul style="list-style-type: none"> • Ask for and give directions 26.2 • Provide simple directions to a specific place 26.3 • Use polite commands when giving directions 26.4 • Ask and provide information about how one travels abroad. 26.5 • Ask and state distances from one point to another 26.6 ☐ Topic 27: Preparing to See the World Out there <ul style="list-style-type: none"> • State their travel destination 27.1 • Enquire and identify places/ activities of interest at their travel destination 27.2 • Ask information about flights, airlines, and ticket prices 27.4 • Ask and provide information about dates and times of departures, arrivals 27.5 • Reserve a room at a hotel 27.6 	<p>It is advisable that all diagnostic activities specifically target essential grammar and vocabulary on curriculum topics to determine degree of coverage of same. As far as possible, discrete items should be used to assist with targeting specific areas to be addressed in remediation. Segments of previously administered assessments (e.g. Term tests) or specific skill assessment activities may be used for this purpose. Sample formats for each skill are proposed.</p> <p>Listening</p> <ul style="list-style-type: none"> • Multiple Choice – students select correct responses from options presented after listening to single sentences or short readings on specific topics; • Students match responses assessing vocabulary on specific topics; • Students match an image to a spoken sentence. <p>Speaking</p> <ul style="list-style-type: none"> • Oral interview on specific topics (may be done in groups or pairs) • Administration of graded oral reading passages to determine the student's level of mastery. <p>Reading</p> <ul style="list-style-type: none"> • Multiple choice – reading comprehension of short paragraphs/ selections of language on specific topics <p>Writing</p> <ul style="list-style-type: none"> • Students complete simple directed sentences/a dialogue or similar writing activity on a specific topic.

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	<p><input type="checkbox"/> Topic 28: Shopping</p> <ul style="list-style-type: none"> • Identify different types of shops 28.1 • Identify different types of currency 28.2 • Ask for assistance from a clerk 28.3 • Ask for and provide information about item/clothing/shoe size 28.5 • Ask and state the price per item/per quantity in various stores 28.6 <p><input type="checkbox"/> Topic 29: At the restaurant</p> <ul style="list-style-type: none"> • Attract the attention of a waiter 29.1 • Request a table/menu 29.2 • Enquire about specific items on the menu 29.5 • Order a meal (food and drink) in a restaurant 29.7 • Ask for and pay the bill 29.10 	<ul style="list-style-type: none"> • Completion of cloze type items for prose/ dialogues focused on critical elements of writing e.g. verb conjugation, adjectival agreement, prepositions etc may be administered to target diagnosis of specific grammar and/ or structure/ vocabulary. • Specific areas for diagnostic focus: <ul style="list-style-type: none"> • <i>Regular ar, er and ir verbs</i> • <i>Radical changing verbs pedir, ,preferir, costar</i> • <i>Irregular verbs ir, pedir, gustar, preferir</i> • <i>Verbs ir and viajar with accompanying prepositions a</i> • <i>Singular polite commands with directions</i> • <i>Modes of transport, including by plane and train</i> • <i>Numbers 0-1,000,000</i> • <i>Adjectival agreement</i> • <i>Interrogatives</i> • <i>Places of touristic interest</i> • <i>Dates and times</i> • <i>Countries of the region and North America and others of interest</i> • <i>Numbers with currency and prices</i> • <i>Measures and quantities for basic shopping items</i> • <i>Currencies of main Spanish Speaking countries</i>
VAPA-Art	<p>Term 1</p> <p><input type="checkbox"/> Art History and Appreciation</p> <ul style="list-style-type: none"> • Identify and create a timeline with common art eras, artists and works <p><input type="checkbox"/> Drawing</p> <ul style="list-style-type: none"> • Engage in a study of the human form using direct observation 	<ul style="list-style-type: none"> • Review common Art eras including Contemporary art and create an art piece using any Art era of choice. • Use grids to enlarge a painting of choice • Review still life and introduce and complete works in both portraiture and human body

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p><input type="checkbox"/> Colour and Design (Photography)</p> <ul style="list-style-type: none"> • Craft a narrative by taking a series of still images <p>Term 2</p> <p><input type="checkbox"/> Colour and Design</p> <p>Painting and Mixed Media</p> <ul style="list-style-type: none"> • Identify and discuss how unconventional painting media can be used to create artwork <p>Graphic Design</p> <ul style="list-style-type: none"> • Discuss the use of ICT in the creation of graphic design work <p>Print Making</p> <ul style="list-style-type: none"> • Develop an understanding of collagraphy <p>Fibre Arts</p> <ul style="list-style-type: none"> • Identify and characterize at least three (3) natural materials which can be used in basketry • Discuss the use of raffia for decorating <p>Term 3</p> <p><input type="checkbox"/> Three Dimensional Studies -</p> <ul style="list-style-type: none"> • Textile Design - Identify tools, materials and different methodologies in extraction, batik and silk painting • Leather Craft - Review leather process and discuss the process of making a belt. 	<ul style="list-style-type: none"> • Complete photography portfolio based on a chosen theme (e.g. nature, people, life etc.). • Create abstract artwork using unconventional painting media • Use ICT in the production of a graphic design piece using software tools • Use found materials to make a block and create a print • Produce a decorated basket using natural materials • Review concepts and utilize skills learnt to complete appropriate tasks for 3-D concepts • Produce aesthetically pleasing pieces in extraction, batik and silk painting • Create a belt using stamping and finishing techniques

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Ceramics and Sculpture - Introduce the potter's wheel and demonstrate the throwing technique - Define wire bending and identify tools, materials and techniques used in wire bending 	<ul style="list-style-type: none"> • Create a simple plant pot on the potter's wheel • Make a decorative sculpture using wire
VAPA Music	<ul style="list-style-type: none"> <input type="checkbox"/> Rhythm <ul style="list-style-type: none"> • Compose and perform music in simple duple, triple, quadruple meter <input type="checkbox"/> Melody <ul style="list-style-type: none"> • Perform on instrument and voice • Compose melodies <input type="checkbox"/> Timbre <ul style="list-style-type: none"> • Identify instruments of the orchestra <input type="checkbox"/> Texture <ul style="list-style-type: none"> • Identify monophonic texture <input type="checkbox"/> Dynamics <ul style="list-style-type: none"> • use music terminology for loud and soft <input type="checkbox"/> Tempo 	<ul style="list-style-type: none"> Rhythm <ul style="list-style-type: none"> • Listen to, perform using body parts and percussion instruments and write simple rhythms and rhythm patterns in 2/4, 3/4, 4/4 using semibreves, minims, crotchets, quavers notes and crotchet rests • Identify and perform rhythm patterns using body percussion and percussion instruments Melody <ul style="list-style-type: none"> • Play C and D major scale and arpeggios on melodic instrument • Sing East Indian sargam e.g. Sa, Re, Ga, Ma, Pa, Dha, Ni, Sa • Read, sing, perform simple melodies using appropriate vocal and playing techniques • Compose melodies Texture <ul style="list-style-type: none"> • Name instruments of the symphony orchestra, steel orchestra • Classify instruments associated with different genres Dynamics <ul style="list-style-type: none"> • Listen to music and describe as having monophonic and homophonic texture • Perform music in monophonic texture Tempo

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Use appropriate music terminology for varying degrees of speed <p><input type="checkbox"/> Music Appreciation</p>	<ul style="list-style-type: none"> • Explain terms and symbols for loud and soft • Perform music (sing or play) interpreting the symbols for dynamics e.g. <i>pp, mp, p, mf, f, ff</i> <p>Music Appreciation</p> <ul style="list-style-type: none"> • Explain and use terms for fast and slow; complete worksheets; perform music interpreting symbols e.g. <i>Allegro, Lento, Moderato</i> • Listen to and talk about chutney music re: instruments, genre, artistes, language, structure
VAPA Dance	<ul style="list-style-type: none"> <input type="checkbox"/> Employ compositional structures – narrative, AB, ABA to highlight topical ideas e.g., the environment, nationhood, government as stimuli <input type="checkbox"/> Research classical dance styles e.g., Ballet, Kathak. Orissi highlighting the origin, steps, costuming, music, ritual <input type="checkbox"/> Compare folk forms Ghadka/Kalinda, Quadrille/Jharoo, Bele/Limbo <input type="checkbox"/> Analyse the work and contribution of a dance icon or longstanding group <input type="checkbox"/> Understand the range of career possibilities in Dance <input type="checkbox"/> Identify common dance injuries 	<ul style="list-style-type: none"> • Rubric for assessing the use of compositional structures • Full presentation of student’s chosen dance style • Lecture/demonstration of 2 similar folk forms – Ghadka/ Kalinda • Video presentation of dance icon or dance group • Teacher led class discussion and individual personal feedback • Project – Simulation of a dance injury and subsequent treatment
VAPA-Drama	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe elements of local festivals <input type="checkbox"/> Identify, describe, create and perform traditional Carnival characters <input type="checkbox"/> Develop characters <input type="checkbox"/> Identify formal and informal theatre spaces and their features 	<ul style="list-style-type: none"> • Create a new ritual for a significant event and include music, costume, movement etcetera. • Collaborate in a small group as a Greek chorus for a joint reading of a short verse. • Design and present a mask. • Construct a 3D model of Greek, Medieval or Elizabethan theatre using found materials.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and explain the history of Greek, Medieval and Elizabethan theatre <input type="checkbox"/> Identify and explain drama genres <input type="checkbox"/> Demonstrate an ability to create characters through nonverbal expressions <input type="checkbox"/> Demonstrate an understanding of flashback and flashforward, fast-forward and slow motion <input type="checkbox"/> Demonstrate an ability to design <i>and construct</i> costumes for traditional Carnival characters, set and masks <input type="checkbox"/> Demonstrate an understanding of dramatic tension and stage business 	<ul style="list-style-type: none"> • Write a short dialogue between two characters that utilizes a dramatic technique such as flashback and/or flashforward. • Select and perform a dramatic scene from a play that contains <i>flashforward, flashback, fast-forwarding and/or slow motion.</i> • Present research on traditional Carnival characters. • Design and create a costume for a traditional Carnival character from recycled materials.
Social Science: Social Studies	<p>Our Heritage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and recognize the contribution of at least one national hero/icon. <input type="checkbox"/> Name at least three examples of Trinidad and Tobago subcultures (fusion and syncretism) <input type="checkbox"/> Define the following terms: endangered, preservation and conservation. <input type="checkbox"/> State two threats to our heritage, discuss the importance of conserving and provide two strategies that can assist with its preservation. <p>Economic Growth and Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define terms and concepts – globalization, global village, technology, communication, information 	<p>Concepts Content and Skills: Forms 1-3:</p> <p>Content -</p> <ul style="list-style-type: none"> • Completion of sentences • Short answer questions • Multiple Choice questions • Use of images for stimulus and recall (identification and contributions national icons and threats to the environment) • Matching terms and statements • Quizzes • Simulate/role play aspects of the election process. • Conduct survey to determine factors influencing political choice • Prepare a resume the student would like to have at the end of secondary school. • Create a brochure/poster (Presentation may be through the Visual and Performing Arts). <p>Skills</p> <ul style="list-style-type: none"> • Map reading – Political map of the Caribbean

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>communication technology,-and climate change.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline three impacts of communication technology on the global village <input type="checkbox"/> Define the term consumerism, state two strategies used to target consumers and two choices used by consumers when purchasing goods. <p>How we Govern Ourselves</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define the following terms: electorate, candidate, constituency, campaign, manifesto, nomination day, ballot, ballot box, First-past-the-post system, election day and Hung Parliament. <input type="checkbox"/> Outline the steps in preparing for an election in Trinidad and Tobago (pre and post-election activities) <input type="checkbox"/> Identify the factors influencing political choice. <input type="checkbox"/> State the significance of free and fair elections. <p>Our Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define the term Scientific and Technological Developments. Include the following: new trends in growing crops, transport, internet, cell phone and medicine. 	<ul style="list-style-type: none"> • Interpretation of tables, charts and graphs-family tree, election results <p>Values</p> <ul style="list-style-type: none"> • Scenarios with questions <p>Activities are also available on the SLMS</p> <p>Regional Integration https://learn.moe.gov.tt/mod/resource/view.php?id=3890</p> <p>Global distribution of Goods: https://learn.moe.gov.tt/mod/resource/view.php?id=5284</p> <p>Work and Work Ethics https://learn.moe.gov.tt/mod/resource/view.php?id=7112</p>

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> State one positive and one negative benefit of Scientific and Technological Developments. <input type="checkbox"/> Define the term Urbanisation <input type="checkbox"/> Describe one reasons and one effect of urbanisation. <input type="checkbox"/> Outline one strategy used to control and prevent high population density. <p>Caribbean Integration and Global Links</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give examples of Caribbean Integration from 1950 to present. <ul style="list-style-type: none"> • West Indian Federation • Independence – Jamaica and Trinidad and Tobago • CARIFTA • OECS • ACS • CSME <input type="checkbox"/> State one strength and one weakness of attempts at Caribbean Integration. <input type="checkbox"/> Report on the effect of any one of following issues affecting the Caribbean. <ul style="list-style-type: none"> - Drugs, Crime, HIV/Aids, Poverty, Unemployment, Pollution, T <p>Personal Development</p> <p>Identify five types of jobs available in Trinidad and Tobago.</p> <ul style="list-style-type: none"> • State the main skill and knowledge needed to pursue a specific career. 	

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Describe two factors one must consider when choosing a career. • Identify the components of a resume. 	
Social Sciences: History	<ul style="list-style-type: none"> <input type="checkbox"/> Define terms and concepts, e.g. indigenous, peasantry, metayage, etc) <input type="checkbox"/> List indigenous settlements in Tobago <input type="checkbox"/> Analyse the impact of the early European presence on Tobago’s development <input type="checkbox"/> Identify and explain the cause(s) and effects of the 1930’s riots and the 1970 Black Power Revolution <input type="checkbox"/> List the individuals associated with the events above. <input type="checkbox"/> Value the importance of Independence to Trinidad and Tobago <input type="checkbox"/> Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Divali, Spiritual Baptist Liberation Day, Emancipation, Independence , Republic Day).Value the importance of Independence to Trinidad and Tobago 	<p>Chronology</p> <ul style="list-style-type: none"> • Responding to questions based on a timeline of a historical event in the History of Trinidad and Tobago. <p>Historical knowledge (facts, terms, concepts, events)</p> <ul style="list-style-type: none"> • Use of multiple-choice questions, short answer questions • Matching of concepts/terms and definitions <p>Historical skills (thinking, communication, analysis etcetera.)</p> <ul style="list-style-type: none"> • Stimulus and questions (image, document, text) • Completion of short paragraphs (Forms 2, 3) using guided questions • Scenarios with probing questions Videos with probing questions Demonstration of appropriate and relevant behaviour. <p><i>There are additional activities on the SLMS</i></p>
Social Sciences: Geography	<ul style="list-style-type: none"> <input type="checkbox"/> Produce a labelled diagram to show the layers of the earth <input type="checkbox"/> On a blank map show the following <ul style="list-style-type: none"> • The Caribbean plate and surrounding plates 	<p>Content</p> <ul style="list-style-type: none"> • Use of worksheets to name and locate physical and human features, • Use of short response questions • Analysis of photographs • The creation and interpretation of geographic illustrations.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • The major features found at crustal plate margins/boundaries: earthquake zones, three (3) active volcanoes/volcanic islands/underwater volcano and subduction zone. <p><input type="checkbox"/> Using examples, state two effects of earthquakes on the environment and outline one strategy that can be taken to reduce the effects of earthquakes.</p> <p><input type="checkbox"/> Draw a well labelled diagram to show the structure of a volcano and identify three types materials ejected.</p> <p><input type="checkbox"/> State two negative and two positive effects of volcanoes on the physical and human environment and outline one strategy that can be taken to limit the effects of volcanoes.</p> <p><input type="checkbox"/> Weather and climate</p> <ul style="list-style-type: none"> • Define terms • Label a blank world map to show the five climatic zones 	<ul style="list-style-type: none"> • Online games and quizzes • Group presentations <p>Skills</p> <ul style="list-style-type: none"> • Use of blank maps for labelling and locating • Interpretation of graphs • Conduct research, present findings in a report/project • Worksheets where the student demonstrates understanding of skills • Observations made by the teacher. <p>Values</p> <ul style="list-style-type: none"> • Scenarios with questions • Prepare an emergency kit • Videos with questions • Demonstration of appropriate and relevant behaviour.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Interpret a simple bar and line graph showing temperature and rainfall for the tropics. <p><input type="checkbox"/> Hurricanes</p> <ul style="list-style-type: none"> • Definition of term • Describe the effects of one named hurricane to the Caribbean region • Outline two strategies used to limit the effects of hurricanes 	
<p>HFLE Form Three</p>	<p>Self and Interpersonal Relationships</p> <p>Term Two</p> <p><input type="checkbox"/> Topic: Dealing with Peer pressure</p> <ul style="list-style-type: none"> • Define peer pressure. • Name two forms of peer pressure. • -Identify two positive coping skills to address issues of peer pressure. <p>Sexuality and Sexual Health</p> <p>Term One</p> <p><input type="checkbox"/> Individual protection and safety</p> <ul style="list-style-type: none"> • Define sexual harassment. 	<p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Activity sheet on peer pressure and coping skills. • Oral presentation, e.g., forms of peer pressure. • Use of short answer questions. • Group presentations. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario on coping with peer pressure. <p>Attitudes</p> <ul style="list-style-type: none"> • Read a case scenario and answer relevant questions. Students will view online videos and answer questions • https://www.youtube.com/watch?v=SCjYaMJuY <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Oral presentation on sexual harassment. • Use of short answer questions.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • State at least two types of sexual harassment. <p>Term Two</p> <p><input type="checkbox"/> The Law and Sexual Health</p> <ul style="list-style-type: none"> • Identify at least two sexual and reproductive rights protected by the laws of the land. <p>Term Three</p> <p><input type="checkbox"/> Looking at the future</p> <ul style="list-style-type: none"> • State two qualities you want in a lifetime partner. • State at least two responsibilities of parenthood <p>Eating and Fitness</p> <p>Term One</p> <p><input type="checkbox"/> Risks to health and wellness</p> <ul style="list-style-type: none"> • Define substance abuse. • State two causes, consequences and effects of the use and abuse of substances. 	<ul style="list-style-type: none"> • Group presentations, e.g., qualities of a lifetime partner and two responsibilities of parenthood. • Completion of sentences <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario, e.g. apply critical thinking to a case scenario on sexual harassment. <p>Attitudes</p> <ul style="list-style-type: none"> • Read case scenarios and answer relevant questions. • Students will view online videos and answer questions. <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Quiz, e.g., substance abuse. • Oral presentations, e.g., causes of substance abuse. • Use of short answer questions. • Group presentations, e.g., consequences of substance abuse. • Completion of sentences <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario, e.g., apply critical thinking to a case scenario on substance abuse <p>Attitudes</p> <ul style="list-style-type: none"> • Read case scenarios and answer relevant questions.

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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>Managing the Environment</p> <p>Term One</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sustainable use of resources <ul style="list-style-type: none"> • Outline at least three types of natural resources of Trinidad and Tobago. <p>Term Two</p> <ul style="list-style-type: none"> <input type="checkbox"/> Disaster Management <ul style="list-style-type: none"> • Explain the importance of a disaster management plan. • Outline three steps in creating a disaster management plan. <p>Term Three</p> <ul style="list-style-type: none"> <input type="checkbox"/> Financial Management <ul style="list-style-type: none"> • Define credit. • Identify two parties involved in credit. 	<ul style="list-style-type: none"> • Students will view an online video and answer questions. • https://www.youtube.com/watch?v=Ibk03i3Zr0E <p>Knowledge including concepts and content</p> <ul style="list-style-type: none"> • Quiz, e.g., types of natural resources. • Oral presentations, e.g., steps in creating a disaster management plan. • Use of short answer questions. • Group presentations, e.g., consequences of substance abuse. <p>Life skills</p> <ul style="list-style-type: none"> • Students will apply the relevant life-skill to a case scenario, e.g., apply decision making to a case scenario on credit. <p>Attitudes</p> <ul style="list-style-type: none"> • Read case scenarios and answer relevant questions. • Students will view an online video and answer questions.

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CURRICULUM ADAPTATION

- Exemplars of adapted curricula are provided for each subject from forms one to three.
- These exemplars are a guide to allow for identification of MINIMUM learning outcomes that must be covered for a student to move on to the next learning level. Of course, this will vary by school and even by student.
- The utility of the exemplars will depend on the data collected from the diagnostic assessments conducted for each subject.
- Based on the data collected from diagnostic assessments, the curriculum could be adapted generally for ensuring
 - minimum learning outcomes of the previous learning level is completed,
 - preparation for the next learning level is on track
- Also, specific workplans can be developed for intervention and remediation. Individual or small groups of students can be assigned, specifically for Math and ELA, self-paced and guided practise sessions/breakout activities. This applies for both students who are struggling and those who maybe more advanced.

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English Language Arts

Form 1 Term 1-Academic Year 2021-2022					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context</i> <i>Italics indicate students' prior knowledge.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Listening/Speaking Etiquette Pronunciation Aesthetic/ Appreciative Listening Efferent Listening: Listening for details	<i>Main Idea</i> Organisational Patterns <i>Vocabulary in Context</i> Barriers to comprehension	Literary Genres (Prose, Poetry and Drama) Literary Element: <i>-Character</i> <i>-Point of View</i>	Informal Letters <i>Descriptions (Factual)</i> <i>Descriptions (Character)</i> Exposition: Directions and Instructions Reflective Writing	Types of Media Social Media Visual Representation: Graphic Organisers Visual Interpretation: Procedural Pictorial Texts	<i>Clauses</i> <i>Sentence Types</i> <i>Coordinating Conjunctions</i> <i>Parts of Speech</i> <i>Pronouns: Subject and Object</i> <i>Preposition (Time & Place)</i> <i>Transitive and Intransitive verbs</i> <i>Transitional words and phrases</i> <i>Subject and Verb Agreement</i> <i>Punctuation Marks</i> <i>Spelling (suffixes, prefixes, morphemes, spelling patterns)</i>
Helpful resources: <ul style="list-style-type: none"> • Preposition-Time and Place- https://learn.moe.gov.tt/mod/resource/view.php?id=2509 • Interactive Grammar online- https://www.ego4u.com/en/cram-up/grammar 					

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Form 1 Term 2-Academic Year 2021-2022					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Efferent Listening: Listening for details Pronunciation Oral Communication	Explicit Details Vocabulary in Context Sequencing Predicting Outcomes Inference Critical Reading Barriers to Comprehension	Literary Element: -Setting -Plot -Conflict Literary device: -Symbolism -Comparisons	Description: Place/Setting Expository Writing: Simple Report Narrative Perspective: First and Third Person Points of View Creative Writing: Poetry	Visual Representation: -Timelines and Storyboards -Signs and Symbols	Adjectives (positive, comparative and superlative) Adverbs (place and time, manner, frequency, purpose) Phrases Participle and Infinitive Phrases Adjectival and Adverbial phrases Sentences Types Subordinating Conjunctions Transitional words and phrases Indirect Speech Personal and Relative Pronouns Relative clauses Pronouns (demonstrative) Punctuation Marks Spelling (suffixes, prefixes, morphemes, spelling patterns)
Helpful resources:					

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Form 1 Term 2-Academic Year 2021-2022

Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.

- Personal and Relative Pronouns- https://learn.moe.gov.tt/pluginfile.php/403627/mod_resource/content/0/Personal%20and%20Relative%20Pronouns-%20Form%201%20Term%201.pdf
- Diamante Poem- https://learn.moe.gov.tt/pluginfile.php/317992/mod_resource/content/1/Writing%20Diamante%20Poems.pdf
- Acrostic Poem- https://learn.moe.gov.tt/pluginfile.php/317993/mod_resource/content/1/Acrostic%20Poems.pdf
- Comparative and Superlative Adjective
- Literary Devices
- Expressing self through poetry- https://learn.moe.gov.tt/pluginfile.php/299440/mod_resource/content/1/Expressing%20self%20through%20poetry.pdf
- Interactive Grammar online- <https://www.ego4u.com/en/cram-up/grammar>

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Form 1 Term 3-Academic Year 2021-2022					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Oracy (Pronunciation and Enunciation) Oracy: Characteristics of an effective speaker Non-verbal Communication Critical Listening: Fact and Opinion Introductions	Critical Reading Distinguishing between Fact and Opinion Topic Sentence Vocabulary in context Comparison and Contrast Summary Skills Barriers to Comprehension	Literary Element: -Character -Plot	Writing Dialogue Persuasion: Personal Opinion Reflective Writing	Visual Interpretation: Visual Texts Social Media Headlines and Captions	Pronouns (possessive, indefinite, intensive and reflective) Verbs (active and passive) Contractions Direct speech Punctuation Marks Spelling (suffixes, prefixes, morphemes, spelling patterns) Subject and Verb Agreement Clichés and redundancies Abbreviations Punctuation (parentheses and brackets)
Helpful resource: <ul style="list-style-type: none"> • Fact and Opinion- https://learn.moe.gov.tt/pluginfile.php/301472/mod_resource/content/1/Fact%20and%20Opinion.pdf • https://learn.moe.gov.tt/pluginfile.php/299455/mod_resource/content/1/Character%20trait.pdf • Interactive Grammar online- https://www.ego4u.com/en/cram-up/grammar 					

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Form 2 Term 1-Academic Year 2021-2022					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
<i>Italics - Form 1 Term 3 content brought forward.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
<i>Pronunciation Language Register Critical Listening: Fact and Opinion Efferent Listening: Main idea Interviewing skills</i>	<i>Critical Reading Inference Main Idea Fact and Opinion Sequencing Barriers to Comprehension Vocabulary in context Summary Skills</i>	<i>Literary Elements: Character development Point of View Plot Structure Theme Conflict</i>	<i>Stories Persuasion- Opinions Summary: News Headlines Formal letter</i>	<i>Digital Stories Headlines & Captions Visual Representation: Elements of Design Visual Interpretation: Analysing Visual Text Research Skills Media Literacy: Social Media</i>	<i>Parts of Speech Subject and Verb Agreement Subject and pronoun agreement Complex sentences Compound sentences Coordinating Conjunctions Transitional words and phrases Punctuation Marks Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words)</i>
<p>Helpful resources:</p> <ol style="list-style-type: none"> 1. Compound sentences- https://learn.moe.gov.tt/pluginfile.php/65226/mod_resource/content/1/FINAL-Compound%20Sentences-FORM%201.pdf 2. Coordinating conjunctions- https://learn.moe.gov.tt/mod/resource/view.php?id=2505 3. Point of View- https://learn.moe.gov.tt/pluginfile.php/394573/mod_resource/content/1/Point%20of%20View-Form%202%20Term%201.pdf 4. Character Development- https://learn.moe.gov.tt/pluginfile.php/300948/mod_resource/content/1/Character%20Development.pdf 					

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Form 2 Term 2-Academic Year 2021-2022					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Aesthetic Listening Oracy (Pronunciation and Enunciation) Discriminative Listening Critical Listening	Critical Reading Inference Structure-Cause and Effect Vocabulary in context <i>Topic Sentence</i>	Literary Devices: -Rhythm and Rhyme -Alliteration -Assonance -Pun Literary Element: Mood and Tone	Creative Writing: Poetry Expository Writing: Cause and Effect Reflective Writing	Persuasive Techniques: - Jingle -Calypsos Research Skills Social Media	Prepositional phrases Noun phrases Verbs (past, present and future tense) Punctuation Marks Personal and Relative Pronouns Adjective and adverb clauses Subject and Verb agreement Transitional words and phrases Double negative Dangling modifier Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)
Helpful resources: - Double negative- https://learn.moe.gov.tt/pluginfile.php/317948/mod_resource/content/1/Double%20Negative.pdf - Dangling modifier- https://learn.moe.gov.tt/pluginfile.php/394572/mod_resource/content/1/Dangling%20modifier-Form%202%20Term%202.pdf - Literary Devices-Alliteration, Assonance & Pun https://learn.moe.gov.tt/pluginfile.php/300967/mod_resource/content/1/Literary%20Appreciation.pdf - Mood and Tone- https://learn.moe.gov.tt/pluginfile.php/317950/mod_resource/content/1/Mood%20and%20Tone.pdf - Expressing self through poetry- https://learn.moe.gov.tt/pluginfile.php/300951/mod_resource/content/1/Expressing%20self%20through%20Poetry-Form%202.pdf					

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Form 2 Term 3-Academic Year 2020-2021					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Pronunciation Critical Listening Non-verbal Communication Efferent Listening: Listening for details	Author's Purpose and Point of View Critical Reading Vocabulary in context Summary Skills	Literary Elements: -Character Development (main character) -Point of View -Conflict	Creative Writing: Dramatic Pieces Summary Writing Reflective Writing	Visual Representation: Creating Comic Strips Research Skills Social Media	Adjectives (positive, comparative and superlative) Verbs (past, present and future tense) Verbs (imperative mood) Subject and Verb Agreement Punctuation Marks) Transitional words and phrases Clichés and redundancies Spelling (suffixes, prefixes, morphemes, spelling patterns, technical words, words derived from other languages)
Helpful resources: <ul style="list-style-type: none"> • Character Development- https://learn.moe.gov.tt/pluginfile.php/300948/mod_resource/content/1/Character%20Development.pdf • Conflict- https://learn.moe.gov.tt/pluginfile.php/398565/mod_resource/content/1/Literary%20Element%20-Conflict-Form%202-Term%203.pdf 					

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Form 3 Term 1-Academic Year 2020-2021					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context. Italics - Form 2 Term 3 content brought forward.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
<i>Pronunciation Critical and Discriminative Listening: Literary genres Critical Listening: Persuasion Discriminative Listening- Speeches</i>	<i>Author's Purpose Author's Point of View Critical Reading Inference Fallacies: Hasty Generalizations and Faulty Reasoning Vocabulary in Context Summary Skills</i>	<i>Literary Elements: Character-Role Setting/ Atmosphere Theme Conflict Point of View</i>	<i>Argumentative Writing: Speeches Persuasive Writing: Advertisements and Essays Expository Writing: Proposal Reflective Writing</i>	<i>Creating Comic Strips Visual Interpretation: Caricature Stereotyping Advertisements Detecting Bias Social Media Research Skills</i>	<i>Parts of Speech Verbs (imperative and indicative mood) Pronouns (antecedent) Participle and Infinitive Phrases and clauses Compound and complex sentences Subject and verb agreement Transitional words & phrases Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages) Punctuation (colon, semicolon, comma, dash, parentheses and brackets)</i>
Helpful resources: <ul style="list-style-type: none"> - Main Idea in Exposition- https://learn.moe.gov.tt/pluginfile.php/45897/mod_resource/content/1/Main%20Idea.pdf - Using direct speech in stories- refer to School Learning Management System- Form 3 for power point presentation - Character Traits- https://learn.moe.gov.tt/pluginfile.php/317861/mod_resource/content/1/Character%20Trait.pdf 					

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Form 3 Term 2-Academic Year 2020-2021					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Oral Communication Efferent Listening: Listening for details Discriminative Listening- Sounds in Poetry	Critical Reading Comparison and Contrast Vocabulary in context	Literary Device: -Imagery - Onomatopoeia - Symbolism - Rhythm and Rhyme Literary Element: Mood and Tone	Creative Writing: Poetry Expository Writing: Comparison and Contrast Reflective Writing	Promotional Media: Brochure Social Media Research Skills	Pronouns (possessive) Verbs (subjunctive mood) Verbs (present and past tense) Subject and Verb agreement Transitional words and phrases Double negative Punctuation Marks Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)
Helpful resources: 1.0 Symbolism- https://learn.moe.gov.tt/pluginfile.php/317865/mod_resource/content/1/Symbolism.pdf 2.0 Expressing self through poetry- https://learn.moe.gov.tt/pluginfile.php/299440/mod_resource/content/1/Expressing%20self%20through%20poetry.pdf					

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Form 3 Term 3-Academic Year 2020-2021					
<i>Teachers are advised to select grammar topics relevant to students' learning needs and the teaching/learning context.</i>					
LISTENING & SPEAKING	READING	LITERARY APPRECIATION	WRITING	MEDIA LITERACY	RELATED GRAMMAR & SPELLING
Pronunciation and Enunciation Oracy: Questioning Critical Listening (Argument) Critical Listening: Speeches	Inference Opinion: Supported and Unsupported Author's Purpose and Point of View Summary	Literary Element: -Theme - Point of View Literary Device: -Hyperbole	Creative Writing: Dramatic Pieces Argument: Essays and Speeches Summary Writing Reflective Writing	Social Media Research Skills Conventions of Media: Creating Visual Texts- Presentation Tools	Clichés and redundancies Subject Verb Agreement Punctuation Marks Spelling (suffixes, prefixes, morphemes, spelling patterns, unusual plurals, technical words, words derived from other languages)
Helpful resources: <ul style="list-style-type: none"> ○ Main Idea in Exposition- https://learn.moe.gov.tt/pluginfile.php/45897/mod_resource/content/1/Main%20Idea.pdf ○ Character Traits- https://learn.moe.gov.tt/pluginfile.php/317861/mod_resource/content/1/Character%20Trait.pdf ○ Symbolism- https://learn.moe.gov.tt/pluginfile.php/317865/mod_resource/content/1/Symbolism.pdf 					

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Mathematics

FORM 1 Mathematics

For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
1	<p>1.1.1 WHOLE NUMBERS</p> <p>1.1.1.1 Explain the historical development of the denary system</p> <p>1.1.1.2 Sequence the number names and numerals up to 999 999 999</p> <p>1.1.1.3 State the place value of each digit in a numeral up to 999 999 999</p> <p>1.1.1.4 Round numbers to the nearest tens, hundreds, thousands and up to millions</p>	<p>1.1.1 WHOLE NUMBERS</p> <p>1.1.1.1 https://www.youtube.com/watch?v=cZH0YnFpjwU</p> <p>1.1.1.2 https://www.youtube.com/watch?v=lHyiRVQGqpc https://www.youtube.com/watch?v=Gx3V2nLXfsA</p> <p>1.1.1.3 https://www.youtube.com/watch?v=eLRMI2ZX5Qw</p> <p>1.1.1.4 https://www.youtube.com/watch?v=w2M5CzTFYfi https://www.youtube.com/watch?v=3jBfLaLrk6I https://www.youtube.com/watch?v=_qzs1zozTBo https://www.youtube.com/watch?v=19yOv4P2ccw https://www.youtube.com/watch?v=_H64VpzipxR4 https://www.youtube.com/watch?v=jvp0mtr1kFM https://www.youtube.com/watch?v=Hixy7TX-Nwo https://www.youtube.com/watch?v=Gg-GD5QfbB4</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.1.5 Estimate a given quantity of items using 100 as a benchmark (using ‘mental grouping’) and verify by counting</p> <p>1.1.1.6 Differentiate between or among (a) rectangular, triangular and square numbers, (b) factors and multiples of numbers, (c) odd and even numbers, (d) prime and composite numbers, and (e) square numbers and their square roots</p>	<p>1.1.1.5 https://www.youtube.com/watch?v=CZuYBGBCIG0 https://www.youtube.com/watch?v=de2aad2y03g</p> <p>1.1.1.6 https://www.youtube.com/watch?v=twi2fLanvp0 https://www.youtube.com/watch?v=BYHIXrwe5U8 https://www.youtube.com/watch?v=50YUsIKfTEo https://www.youtube.com/watch?v=vcn2ruTOwFo https://www.youtube.com/watch?v=KcKOM7Degu0 https://www.youtube.com/watch?v=5xe-6GPR_qQ https://www.youtube.com/watch?v=S7CLLRHe8ik https://www.youtube.com/watch?v=SFRTTUtAjq4 https://www.youtube.com/watch?v=mIStB5X4U8M https://www.youtube.com/watch?v=3h4UK62Qrbo https://www.youtube.com/watch?v=jpMYfW9XziU https://www.youtube.com/watch?v=41eVMYPCWTQ https://www.youtube.com/watch?v=ZKKDTfHcsG0 https://www.youtube.com/watch?v=PDyyvPdi1tI https://www.youtube.com/watch?v=TLTNLcEn7w0 https://www.youtube.com/watch?v=-zUmvpkhvW8 https://www.youtube.com/watch?v=mbc3_e5lWw0</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.1.7 Calculate the Lowest Common Multiple (LCM) and Highest Common Factor (HCF) of a set of numbers</p> <p>1.1.1.8 Solve problems involving whole numbers (write answers to a specified degree of accuracy)</p> <p>1.3.1 STATISTICS (1)</p> <p>1.3.1.1 Formulate a problem to be investigated or formulate questions that can be addressed via statistical data</p> <p>1.3.1.2 Collect discrete data to address the problem</p>	<p>https://www.youtube.com/watch?v=ROIfbUQrSY4</p> <p>1.1.1.7 https://www.youtube.com/watch?v=znmPfDfsir8 https://www.youtube.com/watch?v=jFd-6EPfnec https://www.youtube.com/watch?v=qwh3VH5rnGA</p> <p>1.1.1.8 https://www.youtube.com/watch?v=HKjKhuVAVKs https://www.youtube.com/watch?v=q0nFHM22_0E https://youtu.be/1SBwQSOV9wk https://www.youtube.com/watch?v=dAgfnK528RA https://www.youtube.com/watch?v=yhNLO6fSiac https://www.youtube.com/watch?v=KgZ-GbtCLu0</p> <p>1.3.1 STATISTICS (1)</p> <p>1.3.1.1 https://www.youtube.com/watch?v=OjzfQDFf7Uk https://www.youtube.com/watch?v=h8EYEJ32oQ8 https://www.youtube.com/watch?v=SGG1JbD3ojk&t=107s</p> <p>1.3.1.2 https://www.youtube.com/watch?v=g30cI4Kbhb4 https://www.youtube.com/watch?v=7bsNWq2A5gI https://www.youtube.com/watch?v=dwFsRZv4oHA https://www.youtube.com/watch?v=5rUVYWfZOb8</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.3.1.3 Tally ungrouped discrete data into a frequency table</p> <p>1.3.1.4 Construct pictographs and block graphs, to represent data collected (using appropriate scale factors)</p> <p>1.3.1.5 Interpret pictographs and block graphs</p> <p>1.3.1.6 Draw conclusions from pictographs and block graphs</p> <p>1.3.1.7 Find the mode for data taken from a frequency table</p> <p>1.4.1 SOLIDS AND PLANE SHAPES</p>	<p>https://www.youtube.com/watch?v=_yAQb8gWBpU</p> <p>1.3.1.3 https://www.youtube.com/watch?v=_xXJSDxRZP4 https://www.youtube.com/watch?v=mukk8Zaettg https://www.youtube.com/watch?v=R6m8OQAQzPk</p> <p>1.3.1.4/1.3.1.5/1.1.1.6 https://www.youtube.com/watch?v=fNpvOwM6K5c https://www.youtube.com/watch?v=qrVvpYt3VI0&list=PL1C68557896CFABA8 https://www.youtube.com/watch?v=IjcLW7Y7Ndk https://www.youtube.com/watch?v=T0A2c5Y_NNY https://www.youtube.com/watch?v=4sMtOfNa5H8</p> <p>1.3.1.7 https://www.youtube.com/watch?v=IxpbaN3FSY https://www.youtube.com/watch?v=lyRbCwDDnJo&list=PL0o_zxa4K1BVszIRdfv4HI4UIqDZhXWV&index=8 Mean, Median and Mode https://www.youtube.com/watch?v=B1HEzNTGeZ4</p> <p>1.4.1 SOLIDS AND PLANE SHAPES</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.4.1.1 Classify the different solids according to their properties</p> <p>1.4.1.2 Draw the net of a solid</p> <p>1.4.1.3 Create a solid using its net</p> <p>1.4.1.4 Classify polygons according to their properties</p> <p>1.4.1.5 Create patterns involving the tessellation of plane shapes</p> <p>1.4.1.6 Solve problems involving solids and plane shapes</p> <p>1.2.1 SETS (1)</p> <p>1.2.1.1 Classify a set by describing and naming the set</p>	<p>1.4.1.1/1.4.1.2/1.4.1.3/ https://www.youtube.com/watch?v=3-CxG85wwEs https://www.youtube.com/watch?v=e5TNRU_t-fM https://www.youtube.com/watch?v=hID_j3AtxGs https://www.youtube.com/watch?v=Cn3QiGiklRI https://www.youtube.com/watch?v=Cn3QiGiklRI&list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&index=1</p> <p>1.4.1.4/1.4.1.5/1.4.1.6 https://www.youtube.com/watch?v=zI3rUMrRLF8 https://www.youtube.com/watch?v=0OW2bU0So-4 https://www.youtube.com/watch?v=5CeBlu260Rw https://www.youtube.com/watch?v=k6G-MBQQ_co https://www.youtube.com/watch?v=MyPag8h-m5E https://www.youtube.com/watch?v=mLeNaZcy-hE https://www.youtube.com/watch?v=yiREqzDsMP8 https://www.youtube.com/watch?v=IaoZhhx_I9s https://www.youtube.com/watch?v=k5etrWdIY6o https://www.youtube.com/watch?v=KLhf81NZJV0 https://www.youtube.com/watch?v=qz9kIgbGZ3U https://www.youtube.com/watch?v=XjeFvFUWPOk https://www.youtube.com/watch?v=XF-geNjYU68</p> <p>1.2.1 SETS (1)</p> <p>1.2.1.1/1.2.1.2 https://www.youtube.com/watch?v=l3-A0O42Lyo https://www.youtube.com/watch?v=fes92vSBTg4</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.2.1.2 Define sets by listing the elements or describing them in words</p> <p>1.2.1.3 Apply the knowledge of classification to divide a set into a given number of subsets</p> <p>1.2.1.4 Distinguish among empty, equal, equivalent, finite, and infinite sets</p> <p>1.2.1.5 Describe the concepts of universal sets, complement of a set, union of sets, intersecting sets, subsets, and disjoint sets</p> <p>1.2.1.6 Use Venn diagrams to represent the relationships between two sets</p> <p>1.6.1 INTRODUCING ALGEBRA</p>	<p>https://www.youtube.com/watch?v=DfFBEnwmX80 https://www.youtube.com/watch?v=LumU80IN748</p> <p>1.2.1.3 https://www.youtube.com/watch?v=xotLg-oLboY https://www.youtube.com/watch?v=9Wvu-R04go</p> <p>1.2.1.4 https://www.youtube.com/watch?v=UClsMpLG_mg https://www.youtube.com/watch?v=N_fZwQjsZvs</p> <p>1.2.1.5 https://www.youtube.com/watch?v=BhFgcf0VSYc https://www.youtube.com/watch?v=8innwDI1bv8 https://www.youtube.com/watch?v=YEsBbAGqkZw</p> <p>1.2.1.6 https://www.youtube.com/watch?v=KoS1y8xridY https://www.youtube.com/watch?v=YEsBbAGqkZw</p> <p>1.6.1 INTRODUCING ALGEBRA</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	1.6.1.1 Investigate varying quantities	1.6.1.1 https://www.youtube.com/watch?v=5Q0FlxcEEIw
	1.6.1.2 Distinguish between constants and variables	1.6.1.2 https://www.youtube.com/watch?v=go9b2LPXTuA https://www.youtube.com/watch?v=mFqEIC_vjOc
	1.6.1.3 Use symbols to represent unknown quantities (variables)	1.6.1.3 https://www.youtube.com/watch?v=NybHckSEQBI&list=PL4mRaHZim4UQP_TOTHTe6uKnRoGSo5GuP4&index=1
	1.6.1.4 Translate word statements into mathematical expressions	1.6.1.4 https://www.youtube.com/watch?v=QEnFIgN8UBw https://www.youtube.com/watch?v=KmuWR_LriQU https://www.youtube.com/watch?v=lq-2gX3NKCM
	1.6.1.5 Identify an expression	1.6.1.5 https://www.youtube.com/watch?v=X7LMvlboXW4 https://www.youtube.com/watch?v=0sq2PMQ_Nak
	1.6.1.6 Substitute whole numbers for variables in expressions	1.6.1.6 https://www.youtube.com/watch?v=GOCZxBXQZro https://www.youtube.com/watch?v=d9BdbdFRZF4
	1.6.1.7 Identify like and unlike terms	1.6.1.7 https://www.youtube.com/watch?v=Jw-toLAUqPg https://www.youtube.com/watch?v=Jw-toLAUqPg
	1.6.1.8	1.6.1.8

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	Simplify algebraic expressions involving the four operations	https://www.youtube.com/watch?v=8BIqDD0luHc https://youtu.be/4PLJGCwpZr4
	1.6.1.9 Simplify algebraic expressions using the distributive law	1.6.1.9 https://www.youtube.com/watch?v=v-6MShC82ow&t=31s https://www.youtube.com/watch?v=gw893STHN9w
	1.5.2 LINEAR MEASURE	1.5.2 LINEAR MEASURE
	1.5.2.1 Measure length using appropriate units and using different instruments (e.g. rulers, measuring tape, trundle wheel)	1.5.2.1/1.5.2.2/1.5.2.3 https://www.youtube.com/watch?v=I3kQJvR7Zlg&list=PLafpPv7yifMCmuKRNlqFbvQrS8Bl-mUxK&index=11 https://www.youtube.com/watch?v=cKbmvLv-FRo&list=PLafpPv7yifMCmuKRNlqFbvQrS8Bl-mUxK&index=10 https://www.youtube.com/watch?v=ZNX-a-5jGeM
	1.5.2.2 Convert linear measure from one unit to the other (using the different units of measure - millimetres, centimetres, metres, kilometres)	https://www.youtube.com/watch?v=cKbmvLv-FRo https://www.youtube.com/watch?v=dNcJ4-JVN5M https://www.youtube.com/watch?v=cKbmvLv-FRo&list=PLafpPv7yifMCmuKRNlqFbvQrS8Bl-mUxK&index=9
	1.5.2.3 Solve problems involving length	
	1.5.3 PERIMETER	1.5.3 PERIMETER
	1.5.3.1	1.5.3.1/1.5.3.2/1.5.3.3 https://www.youtube.com/watch?v=g4rkjj_PNWg

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>Identify perimeter of plane shapes</p> <p>1.5.3.2</p> <p>Calculate the perimeter of plane shapes</p> <p>1.5.3.3</p> <p>Solve problems involving perimeter (write answers to a specified degree of accuracy)</p> <p>1.5.4 AREA</p> <p>1.5.4.1</p> <p>Explain the concept of area</p> <p>1.5.4.2</p> <p>Identify the unit for area</p> <p>1.5.4.3</p> <p>Measure surface area</p> <p>1.5.4.4</p> <p>Calculate the area of triangles, squares and rectangles</p>	<p>https://www.mathsisfun.com/definitions/perimeter.html</p> <p>https://www.youtube.com/watch?v=xCdxURXMdFY</p> <p>https://www.youtube.com/watch?v=LoaBd-sPzkU</p> <p>https://www.youtube.com/watch?v=LoaBd-sPzkU&list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&start_radio=1</p> <p>https://www.youtube.com/watch?v=e7j6rE7_Pg</p> <p>https://www.youtube.com/watch?v=kqgmJiJez6o</p> <p>https://www.youtube.com/watch?v=KgR25y5ag-w</p> <p>https://www.youtube.com/watch?v=WlGuG_VZl5c</p> <p>https://www.youtube.com/watch?v=vWXMDIazHjA</p> <p>1.5.4 AREA</p> <p>1.5.4.1/1.5.4.2/1.5.4.3/1.5.4.4</p> <p>https://www.youtube.com/watch?v=YA7ZrKcbteA</p> <p>https://www.youtube.com/watch?v=oL9iF9Se6lc</p> <p>https://www.youtube.com/watch?v=MamrTJ7V_Vg</p>
2	<p>1.1.2 Fractions</p> <p>1.1.2.1</p> <p>Represent fractions using area, linear and set models</p>	<p>1.1.2 Fractions</p> <p>1.1.2.1/</p> <p>https://www.youtube.com/watch?v=ucmyg_1zJfA</p> <p>https://www.youtube.com/watch?v=zQqfPwWuv7w</p> <p>https://youtu.be/MkFs11eEu9o</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.2.2 Name fractions using words and symbols</p> <p>1.1.2.3 Classify fractions as proper fractions, improper fractions and mixed numbers</p> <p>1.1.2.4 Convert from improper fraction to mixed number and vice versa</p> <p>1.1.2.5 Create equivalent fractions</p> <p>1.1.2.6 Compare and order fractions in ascending and descending order using equivalent relationships</p>	<p>1.1.2.2 https://youtu.be/pNUNi19Lqhc https://youtu.be/yT1WuyxTCmo</p> <p>1.1.2.3 https://youtu.be/RNt8CKGnPko https://www.youtube.com/watch?v=N3_8MmaiLE</p> <p>1.1.2.4 https://www.youtube.com/watch?v=KEmCZGbd4R8 https://www.youtube.com/watch?v=03HE-sUu6RU https://www.youtube.com/watch?v=EY4jtszKmGE</p> <p>1.1.2.5 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=AfIWgwDqNeQ https://www.youtube.com/watch?v=ItYAlt33IoY&list=PLoPH9JUqy7ESHmrz4YGtlyPANvdNfu7Gf&index=4</p> <p>1.1.2.6 https://www.youtube.com/watch?v=KNdUJQ_qd4U https://www.youtube.com/watch?v=8y2ZMTU2yCc https://www.youtube.com/watch?v=Ysv2pRWMTlo https://www.youtube.com/watch?v=7cBaH6V0Doo</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.2.7 State the relationship between rational numbers and whole numbers</p> <p>1.1.2.8 Solve problems involving fractions</p> <p>1.4.3 Angles</p> <p>1.4.3.1 Describe an angle as a measure of turn</p>	<p>https://www.youtube.com/watch?v=nH7s9SIjwus https://www.youtube.com/watch?v=-8s_Bm2cXP4&list=PLoPH9JUqy7ESHmrz4YGtlyPAnvdNfu7Gf&index=6 https://www.youtube.com/watch?v=UCZCWvPr86c&list=PLoPH9JUqy7ESHmrz4YGtlyPAnvdNfu7Gf&index=7 https://www.youtube.com/watch?v=qyW2mWvvtZ8</p> <p>1.1.2.7 https://www.youtube.com/watch?v=SQ4cB9yXkHM https://youtu.be/RPVu3pYDUFI https://www.youtube.com/watch?v=KLW5OfV2MzQ</p> <p>1.1.2.8 https://www.youtube.com/watch?v=HCcIM7N8QIU&t=42s https://www.youtube.com/watch?v=mtM0ODX6s3k https://www.youtube.com/watch?v=hwGo6wAreVc https://www.youtube.com/watch?v=ZRHvs5S_Z0A https://youtu.be/BOHmREWwu-Q https://www.youtube.com/watch?v=wPuiV5rFqFQ https://www.youtube.com/watch?v=dNEgQUcnbh8 https://www.youtube.com/watch?v=F0EOkIFAYN4</p> <p>1.4.3 Angles</p> <p>1.4.3.1 https://www.youtube.com/watch?v=xzAGoErwAyg https://www.youtube.com/watch?v=zQLm7eedYIY https://www.youtube.com/watch?v=5vwvfAjFLdw&t=44s</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.4.3.2 Compare and order angles using direct comparison (no unit)</p> <p>1.4.3.3 Express whole turns, half turns and quarter turns in degrees</p> <p>1.4.3.4 Classify angles according to type (acute, right, obtuse, straight and reflex)</p> <p>1.4.3.5 Measure angles in the range 0° to 360° using protractors</p> <p>1.4.3.6 Draw angles of various sizes</p> <p>1.4.3.7 Solve problems involving angles</p>	<p>https://www.youtube.com/watch?v=2JSk0DC5q4g</p> <p>1.4.3.2 https://www.youtube.com/watch?v=mKSLU31K8HQ https://www.youtube.com/watch?v=L5sv5IEvjuk</p> <p>1.4.3.3 https://www.youtube.com/watch?v=lxkqJc3P40E https://my.homecampus.com.sg/Learn/Primary4/Geometry/Angles-Turns-and-Directions#concept-1</p> <p>1.4.3.4 https://www.youtube.com/watch?v=L-jh5fVhKuQ https://www.youtube.com/watch?v=abxR4dpNrEg</p> <p>1.4.3.5/1.4.3.6 https://www.youtube.com/watch?v=9RTM418qfdI https://www.youtube.com/watch?v=cehqgTk-r24 https://www.youtube.com/watch?v=xNaq4kBiE5I https://www.youtube.com/watch?v=ABgR-QaMrSU https://www.youtube.com/watch?v=bGm3wtmUz3w</p> <p>1.4.3.7 https://www.youtube.com/watch?v=Opq_XEeBBZw https://www.youtube.com/watch?v=SItwGpH_6E8 https://www.youtube.com/watch?v=f7qxRMHttRk https://www.youtube.com/watch?v=0-spl_xqu5w https://www.youtube.com/watch?v=74wFkZJZ3Sg</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.4.4 Triangles</p> <p>1.4.4.1 Deduce that the sum of the interior angles in a triangle is equal to 180°</p> <p>1.4.4.2 Deduce the relationship between the size of the angle and the length of the side opposite the angle</p> <p>1.4.4.3 Classify triangles based on their properties as acute angled, right angled, obtuse angled, isosceles, equilateral, and scalene</p> <p>1.4.4.4 Draw triangles given (a) the lengths of two sides and included angle (b) given the length of one side and two angles</p> <p>1.4.4.5</p>	<p>https://www.youtube.com/watch?v=i7i8sECCX5o</p> <p>1.4.4 Triangles</p> <p>1.4.4.1</p> <p>1.4.4.2</p> <p>1.4.4.3 https://www.youtube.com/watch?v=1k0G-Y41jRA https://www.youtube.com/watch?v=AuJQZ8Pusdg https://www.youtube.com/watch?v=mLeNaZcy-hE&t=46s https://youtu.be/MyPag8h-m5E https://youtu.be/zneP1Q7IjgQ https://youtu.be/H62faKsyemc</p> <p>1.4.4.4</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	Solve problems involving triangles	1.4.4.5
	1.4.5 Quadrilaterals	1.4.5 Quadrilaterals
	1.4.5.1 Deduce that the sum of the interior angles in a quadrilateral is equal to 360°	1.4.5.1
	1.4.5.2 Classify quadrilaterals according to their attributes	1.4.5.2
	1.4.5.3 Draw quadrilaterals given measurements of sides and angles given lengths of sides and sizes of angles	1.4.5.3
	1.4.5.4 Solve problems involving quadrilaterals	1.4.5.4
	1.3.2 Statistics (2)	
	1.3.2.1 Construct bar graphs using appropriate scale factors	1.3.2 Statistics (2)

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.3.2.1</p> <p>1.3.2.2 Interpret data from bar graphs</p> <p>1.3.2.3 Solve problems involving mode, median and mean</p> <p>1.1.3 Directed Numbers</p> <p>1.1.3.1 Demonstrate an understanding of the concept of directed numbers</p> <p>1.1.3.2 Represent positive and negative numbers on the number line</p> <p>1.1.3.3</p>	<p>1.3.2.1 https://youtu.be/J2DKgCf353k https://www.youtube.com/watch?v=2a5OuENTZUg&t=68s https://www.youtube.com/watch?v=YIb-JyLLxwQ https://www.youtube.com/watch?v=ReW4MPqXTvA</p> <p>1.3.2.2 https://www.youtube.com/watch?v=oQ7NEGBelfM https://www.youtube.com/watch?v=vL5JPwM2bq4</p> <p>1.3.2.3 https://www.youtube.com/watch?v=oatwXIZBPw0 https://www.youtube.com/watch?v=B1HEzNTGeZ4&t=191s https://www.youtube.com/watch?v=k3aKKasOmIw&t=24s https://www.youtube.com/watch?v=0ifDuw-Qgvo https://www.youtube.com/watch?v=6DYtC7lrVuY https://www.youtube.com/watch?v=40x0NjdmBTg https://www.youtube.com/watch?v=BYMA9QEnvVM https://www.youtube.com/watch?v=HThpvMP50m8 https://www.youtube.com/watch?v=II7V1GBWDpY</p> <p>1.1.3 Directed Numbers</p> <p>1.1.3.1/1.1.3.2 https://www.youtube.com/watch?v=yGBAHPjPwe0 https://www.youtube.com/watch?v=6U1kCOuNpR4 https://www.youtube.com/watch?v=3i2i9nmkG24 https://www.youtube.com/watch?v=o3kIi8g3mwI https://www.youtube.com/watch?v=sh9Wqjkhfs</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>Perform the four basic operations on directed numbers</p> <p>1.5.5 Mass and Weight</p> <p>1.5.5.1 Measure the mass and weight of objects in kilograms and grams</p> <p>1.5.5.2 Convert units of measure (grams to kilograms and vice versa)</p> <p>1.5.5.3</p>	<p>1.1.3.3 https://www.youtube.com/watch?v=U2zLoTG6VFY https://youtu.be/mlNHIzV4x8Y https://www.youtube.com/watch?v=y6y-k4Yv7Q https://www.youtube.com/watch?v=jwMBfOUvPmc https://www.youtube.com/watch?v=9RAfwkiIgK8 https://www.youtube.com/watch?v=NUqAsCgdArM https://www.youtube.com/watch?v=FsKNeU7EF10 https://www.youtube.com/watch?v=4dEIL4F3jA4 https://www.youtube.com/watch?v=eYX4fvzJro4</p> <p>https://www.youtube.com/watch?v=efQ1XPqw0s0 https://www.youtube.com/watch?v=icwXJ-R1rk8 https://www.youtube.com/watch?v=AeZqsO8N4mY</p> <p>1.5.5 Mass and Weight</p> <p>1.5.5.1 https://www.youtube.com/watch?v=GNcA-bD7F68 https://www.youtube.com/watch?v=z-iSpbO3eU0 https://www.youtube.com/watch?v=xK6j5BnVIdo http://www.bbc.co.uk/schools/mathsfile/shockwave/games/animal.html</p> <p>1.5.5.2 https://www.youtube.com/watch?v=ptrKThVQwh4 https://www.youtube.com/watch?v=-PiCElxDp68&t=25s https://www.youtube.com/watch?v=u6SX-BjU2Wg</p> <p>1.5.5.3 https://www.youtube.com/watch?v=TY4Yoyur3X4</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>Solve problems involving mass and weight</p> <p>1.5.6 Time</p> <p>1.5.6.1 Measure the duration of events using appropriate units</p> <p>1.5.6.2 Convert measures of time from one form to the other (using the different units of measure - seconds, minutes, hours, days, weeks, years)</p> <p>1.5.6.3 Solve problems involving time</p>	<p>1.5.5.3 https://www.youtube.com/watch?v=zsmPBdVnEUw https://www.youtube.com/watch?v=yjBLMfbb-Lo https://www.youtube.com/watch?v=lzy3b_0yec https://www.youtube.com/watch?v=4HnyNMhkBs0</p> <p>5.6 Time</p> <p>1.5.6.1 https://www.youtube.com/watch?v=UhMM68fq9FA https://www.youtube.com/watch?v=7PkpCDrDVHs http://www.mathsisfun.com/time-clocks-analog-digital.html</p> <p>1.5.6.2 https://www.youtube.com/watch?v=ImVe0ed4fVM https://www.youtube.com/watch?v=4Vo_W2rp87c https://www.youtube.com/watch?v=zjz_rcia79Y https://www.youtube.com/watch?v=zjz_rcia79Y</p> <p>1.5.6.3 https://www.youtube.com/watch?v=gGo6t6Z0rCg http://www.maths-games.org/time-games.html http://www.teachingideas.co.uk/maths/convertingtime.htm http://www.teachingideas.co.uk/maths/files/digitalanalogueconversion.pdf</p>
3	<p>1.1.4 Decimals</p> <p>1.1.4.1</p>	<p>1.1.4 Decimals</p> <p>1.1.4.1/1.1.4.2/1.1.4.3</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>Represent decimals (up to thousandths) concretely on a place value mat, pictorially and symbolically</p> <p>1.1.4.2 Match number names to decimal fractions and quantities</p> <p>1.1.4.3 State the place value and value of digits in decimal fractions</p> <p>1.1.4.4 Compare and order decimal fractions in ascending and descending order</p> <p>1.1.4.5 Apply the ‘rounding rule’ to round decimal fractions to the nearest whole number, tenth or hundredth position of numbers</p> <p>1.1.4.6 Express a decimal fraction in rational form $\frac{a}{b}$, (where a and b are whole numbers and $b \neq 0$)</p>	<p>https://www.youtube.com/watch?v=AuD2TX-90Cc https://www.youtube.com/watch?v=T5Qf0qSSJFI Decimal Place Value https://www.youtube.com/watch?v=KG6ILNOiMgM https://www.youtube.com/watch?v=x-Dqe5U1TXA https://www.youtube.com/watch?v=BItpcFXC4vA</p> <p>1.1.4.4 https://www.youtube.com/watch?v=IR_kUUP8YY https://www.youtube.com/watch?v=2kj7n0KvVzw https://www.youtube.com/watch?v=trTS_KfkqI https://www.youtube.com/watch?v=YWzVA5h94T0</p> <p>1.1.4.5 https://www.youtube.com/watch?v=fd-E18EqSVk https://www.youtube.com/watch?v=LGRoPAPMZhA https://www.youtube.com/watch?v=IcmAxkEImlI https://www.youtube.com/watch?v=LGRoPAPMZhA&t=57s</p> <p>1.1.4.6 https://youtu.be/w9Pj48Pn2XU https://www.youtube.com/watch?v=21M_I_3XnkM</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.4.7 Convert fractions to decimals</p> <p>1.1.4.8 Identify (a) terminating, (b) non-terminating and (c) recurring decimals</p> <p>1.1.4.9 Solve problems involving decimals (add, subtract, multiply, divide)</p> <p>1.1.5 Percentages</p> <p>1.1.5.1 Convert among fractions, decimals and percent</p>	<p>1.1.4.7 https://www.youtube.com/watch?v=do_IbHIId2Os https://www.youtube.com/watch?v=Mst8iZjIpFE https://www.youtube.com/watch?v=do_IbHIId2Os&t=57s https://www.youtube.com/watch?v=Mst8iZjIpFE&t=4s https://www.youtube.com/watch?v=Tceuv9vjyc&t=190s https://www.youtube.com/watch?v=_jcW-ZgpRbM&t=263s</p> <p>1.1.4.8 https://www.youtube.com/watch?v=rVhU8Vyh7c https://www.youtube.com/watch?v=oDSx2pihgJ0</p> <p>1.1.4.9 https://www.youtube.com/watch?v=tsOibhsgYoQ https://www.youtube.com/watch?v=44RVduSjrzY https://www.youtube.com/watch?v=Sah_q6YkF5o</p> <p>1.1.5 Percentages</p> <p>1.1.5.1 https://www.youtube.com/watch?v=Lvr2YsxG10o https://www.mathsisfun.com/percentage.html https://www.youtube.com/watch?v=FaDtge_vkbg https://www.youtube.com/watch?v=ICNZE8E48TA https://www.youtube.com/watch?v=-Xt4UDk7Kzw https://www.youtube.com/watch?v=DhcM-oe1ZyQ https://www.youtube.com/watch?v=PZDg0_djUtE https://www.youtube.com/watch?v=rR95Cbcjzus</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.5.2 Compare and order fractions, decimals and percent</p> <p>1.1.5.3 Solve problems involving percent</p>	<p>1.1.5.2 https://www.youtube.com/watch?v=CA9XLJpQp3c https://www.youtube.com/watch?v=AtBUQH8Tkqc https://www.youtube.com/watch?v=17IgK9b6P2M https://www.youtube.com/watch?v=KNdUJQ_qd4U https://www.youtube.com/watch?v=qDc_-GTipBk https://www.youtube.com/watch?v=3xwDryouw6o</p> <p> https://www.youtube.com/watch?v=Mst8iZjIpFE https://www.youtube.com/watch?v=do_IbHIId2Os&t=57s https://www.youtube.com/watch?v=Mst8iZjIpFE&t=4s https://www.youtube.com/watch?v=Tceuv9vjyc&t=190s https://www.youtube.com/watch?v=_jeW-ZgpRbM&t=263s</p> <p> https://www.youtube.com/watch?v=kmVfZ9o-2gg&t=31s https://www.youtube.com/watch?v=rR95Cbcjzus&t=34s https://www.youtube.com/watch?v=JeVSmq1Nrpw https://www.youtube.com/watch?v=kmVfZ9o-2gg https://www.youtube.com/watch?v=Uf-RI1e2I4Q&t=155s https://www.youtube.com/watch?v=HxEQxS0QSwg&t=12s</p> <p>1.1.5.3 https://www.youtube.com/watch?v=rR95Cbcjzus https://www.youtube.com/watch?v=Uf-RI1e2I4Q https://www.youtube.com/watch?v=HxEQxS0QSwg https://www.youtube.com/watch?v=Uf-RI1e2I4Q&t=136s https://www.youtube.com/watch?v=KewfKIXRRtI</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.4.6 Transformations</p> <p>1.4.6.1 Describe the properties of a translation</p> <p>1.4.6.2 Identify lines of symmetry in shapes and letters</p> <p>1.4.6.3 Describe the reflection of an object in a line</p> <p>1.4.6.4 Create (a) symmetrical shapes and (b) patterns using reflection</p> <p>1.4.6.5</p>	<p>1.4.6 Transformations</p> <p>1.4.6.1 https://youtu.be/EXjgvxP64_4 https://www.youtube.com/watch?v=j87gj_KH9pA https://www.youtube.com/watch?v=oxSzkIftog8 https://youtu.be/KbNFTUgNJw4 https://www.youtube.com/watch?v=216PtoDvu8o&list=PLiKvlzaGm8oQL708DcZBdfa5lFKyeV8zP&index=6</p> <p>1.4.6.2 https://youtu.be/_Xs56r9o3Tw https://www.youtube.com/watch?v=MtqtIiJsfIE https://www.youtube.com/watch?v=W4oPWaNxp14 https://www.youtube.com/watch?v=0mWq45973ok</p> <p>1.4.6.3 https://youtu.be/qps0eSvDI34 https://youtu.be/j1X_UIOvEwA https://www.youtube.com/watch?v=0Od42lcPe20&list=PLiKvlzaGm8oQL708DcZBdfa5lFKyeV8zP&index=7</p> <p>1.4.6.4 https://youtu.be/MW0kDNHS6lo https://www.youtube.com/watch?v=-FyyH_y0CV0</p> <p>1.4.6.5</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>Solve problems involving translation and reflection</p> <p>1.6.6 Algebraic Equations</p> <p>1.6.6.1 Translate word problems into algebraic equations</p> <p>1.6.6.2 Solve linear equations with one variable</p> <p>1.1.6 Consumer Arithmetic</p> <p>1.1.6.1 State the combinations of \$5, \$10, \$20, \$50 and \$100 bills equivalent to \$1000</p>	<p>https://youtu.be/vQ2-o2Oj3WQ https://www.onlinemath4all.com/reflection-transformation.html https://www.khanacademy.org/math/geometry/hs-geo-transformations/hs-geo-translations/v/determining-a-translation-between-points</p> <p>1.6.6 Algebraic Equations</p> <p>1.6.6.1 https://www.youtube.com/watch?v=QEnFIgN8UBw https://www.youtube.com/watch?v=6-Lanc2wOpg https://youtu.be/VjPX-XIN7Ok https://youtu.be/6-Lanc2wOpg https://youtu.be/DfbQjiSooOo</p> <p>1.6.6.2 https://www.youtube.com/watch?v=DfbQjiSooOo https://www.youtube.com/watch?v=IDOYdBgtjY https://www.youtube.com/watch?v=8MNNWrIO5to https://www.youtube.com/watch?v=7DPWeBszNSM https://youtu.be/Q-0XwhSs_4M</p> <p>1.1.6 Consumer Arithmetic</p> <p>1.1.6.1 https://youtu.be/6Oo8xwi8TIQ https://youtu.be/dwuUHMuoxSU https://youtu.be/UP0h9x-czrA https://youtu.be/iJ5SUiOyzLs</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online tools and resources
	<p>1.1.6.2 Determine the best buy from a choice of similar items with respect to price</p> <p>1.1.6.3 Solve problems involving percentage (calculate profit and loss, percentage profit and loss, sales tax and discount)</p> <p>1.1.6.4 Solve problems involving simple interest</p>	<p>1.1.6.2 https://youtu.be/03JX5c2AY8M https://youtu.be/TSaiwREeAk https://youtu.be/G2ATzNBGDQ8 https://youtu.be/liW_ALj4Qj8 https://youtu.be/530WaPcCLqo https://youtu.be/D7IAHD62cC4</p> <p>1.1.6.3 https://www.youtube.com/watch?v=4zvjGgaE3KI https://www.youtube.com/watch?v=tHF2bXCQ3y4 https://www.youtube.com/watch?v=zhIXOAM_f0o https://youtu.be/4zvjGgaE3KI</p> <p>1.1.6.4 https://youtu.be/8edPzh71RIQ https://youtu.be/GHHesANT6OM https://www.youtube.com/watch?v=vIPhI9KzAQ https://youtu.be/vIPhI9KzAQ https://youtu.be/djBJmRH9IDo</p>

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FORM 2 Mathematics

For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
Term 1	2.1.1.2 Order integers	2.1.1.2 https://www.youtube.com/watch?v=-ritO76VqrA https://www.youtube.com/watch?v=BgrRG3sMHRE Use spreadsheet to order integers Compare and order integers using a number line Use virtual manipulatives to order integers Develop meaning for integers to represent and compare quantities using STREAM approach
	2.1.1.3 Perform the four basic operations on integers	2.1.1.3 https://www.youtube.com/results?search_query=Solve+simple+problems+involving+integers https://www.youtube.com/results?search_query=Perform+the+four+basic+operations+on+integers Use pattern to develop operations Represent addition, subtraction, multiplication and division concretely and symbolically Use spreadsheet to add, subtract, multiply and divide integers
	2.1.1.5 Solve simple problems involving integers	2.1.1.5 https://www.youtube.com/results?search_query=Solve+simple+problems+involving+integers Solve simple computational problems from real world situations Develop an evidence-based opinion or argument
	2.1.1.1	2.1.1.1 https://www.youtube.com/watch?v=6ptpoI4E-vA

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Differentiate between natural numbers, whole numbers and integers</p> <p>2.1.2.1 Apply the commutative, associative and distributive laws</p> <p>2.1.2.2 Explain the concept of (a) closure (b) the identity element (c) and inverse operator</p> <p>2.1.2.3 Express a value (a) to a given number of significant figures (b) using standard form (c) in scientific notation</p> <p>2.1.2.5 Perform the four operations on the numbers expressed in index</p>	<p>Explore integers in the real world context Compare and contrast activities using a graphic organizer Use computer drawing tools to create concept maps Create number lines, number trees and Venn diagrams to display numbers</p> <p>2.1.2.1 https://www.youtube.com/watch?v=oXIU2qKT72A Use situations where the laws of arithmetic apply</p> <p>2.1.2.2 https://www.youtube.com/watch?v=TiO4DchCxZ0 Apply appropriate domain specific vocabulary to communicate concepts Investigate and discuss the properties of the identity element, inverse operator and closure using closed and open number systems Identify situations where the laws and properties of numbers may be used</p> <p>2.1.2.3 https://www.youtube.com/watch?v=eCJ76hz7jPM https://www.youtube.com/watch?v=VsbpBrOmr18 https://www.youtube.com/watch?v=ZtB0vJMGve4 Provide examples to help transfer of learning Use spreadsheet or calculator for practice and reinforcement Develop automaticity with drill and practice</p> <p>2.1.2.5 https://www.youtube.com/watch?v=XHds0Uf1zHA Guide practice using modelling and coaching</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>form, having positive indices only</p> <p>2.1.3.1 State the place value of a digit in relation to its number base</p> <p>2.1.3.2 Convert a numeral given in any base to a base 10 numeral</p> <p>2.1.3.4 Write the value of numerals in expanded notation for any number base system</p> <p>2.1.3.6 Convert numbers to a single base in order to perform operations</p>	<p>2.1.3.1 https://www.youtube.com/watch?v=JSHQZekQnLg https://www.youtube.com/watch?v=COGReJhFJY8 Activate prior knowledge of the denary system Introduce the concept of number bases using time Provide examples to help transfer learning Oral questioning to determine understanding Explore different number base systems re: digits and place value Develop a glossary of terms for number bases: base, binary, denary, digit, index</p> <p>2.1.3.2 https://www.youtube.com/watch?v=QCsjf1suBH4 https://www.youtube.com/watch?v=VUg6O0tIFcA https://www.youtube.com/watch?v=U_1Wbw5Jokc Practice following an algorithm</p> <p>2.1.3.4 https://www.youtube.com/watch?v=iK0y39rjBgQ&t=6s Engage in critical reading and writing of technical information</p> <p>2.1.3.6 https://www.youtube.com/watch?v=h_eudXb_VnE https://www.youtube.com/watch?v=nm6wmLD5F9s Engage in critical thinking to derive an efficient solution Students collaborate to devise a strategy</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.6.1.2 Translate between word statements and mathematical statements involving two basic operations</p> <p>2.6.1.4 Substitute integers for unknown quantities in mathematical statements</p> <p>2.6.2.3 Identify like and unlike terms</p> <p>2.6.2.4 Differentiate between the coefficient and operational sign</p>	<p>2.6.1.2 https://www.youtube.com/watch?v=KmuWR_LriQU https://www.youtube.com/watch?v=9ETeA_Rlxfo Organize and consolidate Mathematical thinking through communication Use the language of Mathematics to express Mathematical ideas precisely</p> <p>2.6.1.4 https://www.youtube.com/watch?v=DOKiZfX9ePk https://www.youtube.com/watch?v=8KcKztNNU2c https://www.youtube.com/watch?v=DOKiZfX9ePk Present examples to transfer learning Use concrete, pictorial and verbal representations to develop an understanding on invented and conventional symbolic notations</p> <p>2.6.2.3 https://www.youtube.com/watch?v=GrUZxsNmrFs https://www.youtube.com/watch?v=aKLjO8My-qY Present examples to transfer learning Compare and contrast activities using: manipulative, pictograph, symbols Use the language of Mathematics to express Mathematical ideas precisely</p> <p>2.6.2.4 https://www.youtube.com/watch?v=-GcYuysACc0 https://www.youtube.com/watch?v=-Z6ANpa10IQ https://www.youtube.com/watch?v=5jl4m3_U52w Present models for students to analyse and evaluate Compare and contrast activities Small group (break out rooms) discussion to verify concepts using supporting information from alternative sources for corroboration</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.6.2.5 Perform operations on terms represented concretely, pictorially and symbolically</p> <p>2.6.2.6 Simplify algebraic equations</p> <p>2.6.3.1 Differentiate between expressions and equations</p> <p>2.6.3.2 Solve linear equations of increasing level of difficulty with variables on both sides</p>	<p>Apply differentiation skills to perform computations in graded exercises</p> <p>2.6.2.5 Collaborate in groups for scaffolding and sharing of ideas Guide practice to represent knowledge using a network of interrelated Mathematical ideas Perform activities to model operations using algebra tiles, pictographs and symbols</p> <p>2.6.2.6 https://www.youtube.com/watch?v=honqw6r8uQY https://www.youtube.com/watch?v=honqw6r8uQY https://www.youtube.com/watch?v=0Xs7XwjOuUs Present examples to transfer learning Develop and analyse algorithms to perform simple computations using: The four basic operations The order of operations Commutativity, associativity, and distributivity</p> <p>2.6.3.1 https://www.youtube.com/watch?v=ImHNMfHxf8g https://www.youtube.com/watch?v=QvxWrYtztM Use questioning strategies that require critical analysis of concepts Compare and contrast activities to differentiate structures</p> <p>2.6.3.2 https://www.youtube.com/watch?v=tHm3X_Ta_iE https://www.youtube.com/watch?v=f15zA0PhSek https://www.youtube.com/watch?v=fDMxOiS5g7k</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.6.3.3 Solve linear equations involving the use of the distributive law using a variety of representations</p> <p>2.6.4.4 Identify the set of numbers to which the solution of an inequality belongs</p> <p>2.6.4.6 Represent linear inequalities on the number line</p> <p>2.6.4.7 Represent solutions to linear inequalities on the number line</p>	<p>Use flow charts to explain the processes used to solve the equation</p> <p>2.6.3.3. https://www.youtube.com/watch?v=YZBStgZGyDY https://www.youtube.com/watch?v=zjCvp9f1Q1o Explore problems in a real world context to include fractions with denominators having natural numbers but no variable</p> <p>2.6.4.4 https://www.youtube.com/watch?v=tm49BYGw_Sg https://www.youtube.com/watch?v=nif2PKA9bXA Review the subsets of the real number system (excluding irrational numbers) Discuss how solutions to inequalities incorporate a range of values Integrate concepts: Use the number line to represent the range for a solution</p> <p>2.6.4.6 https://www.youtube.com/watch?v=g-wfDxwj3t4 https://www.youtube.com/watch?v=nif2PKA9bXA&t=19s https://www.youtube.com/watch?v=jrWmqEJjhLY Independent practice to develop proficiency</p> <p>2.6.4.7 https://www.youtube.com/watch?v=g-wfDxwj3t4 https://www.youtube.com/watch?v=nNT4Q--Zkho https://www.youtube.com/watch?v=3UUDyPOyKyc Model the process before they begin to work independently Review the concept of integers and model the placement on the large scale number line Use the balance method to solve simple inequalities</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.6.4.8 Write solutions to inequalities using set builder notation</p> <p>2.2.1.1 Interpret information relating to subsets, disjoint and intersecting sets</p> <p>2.2.1.3 Represent information for sets on the appropriate Venn Diagram</p> <p>2.2.1.4 Count the elements in the union of two sets, intersecting and disjoint</p>	<p>Understand the meaning of equivalent forms of an inequality Integrate and apply strategies used in 2.6.4.6</p> <p>2.6.4.8 https://www.youtube.com/watch?v=VgDe_D8ojxw&list=PL7AF1C14AF1B05894&index=7 Present models for students to analyse and evaluate Use questioning strategies that require critical analysis of concepts Discuss coding and syntax</p> <p>2.2.1.1 https://www.youtube.com/watch?v=fNHLKhzEmVg https://www.youtube.com/watch?v=fNHLKhzEmVg https://www.youtube.com/watch?v=FzANqMn3Czc Investigate and discuss the attributes of a subset, disjoint set and the intersection of sets Use manipulative to demonstrate conceptual understanding of key concepts</p> <p>2.2.1.3 https://www.youtube.com/watch?v=uR70knMr2Hg https://www.youtube.com/watch?v=b6t0994ZZDA Investigate the attributes of a Venn diagram which characterize its structure Use a checklist to accurately complete a Venn diagram Provide real world situations for students to complete Venn diagrams</p> <p>2.2.1.4 https://www.youtube.com/watch?v=3UmtTQNN3sY https://www.youtube.com/watch?v=xZELQc11ACY Practice using real world situation for union and intersection of sets/ subsets</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
		<p>Discuss double counting in relation to the universal set, a set and any subset of the Venn diagram Derive the rule for counting the elements in the union of two sets</p>
	<p>2.2.2.2 Explain the concept of an arrow diagram</p>	<p>2.2.2.2 https://www.youtube.com/watch?v=iXEaAwLkpF4 https://www.youtube.com/watch?v=Icy1NLJG1-w Use concrete representation to introduce the concept then reinforce with verbal, pictorial and symbolic representation Discuss rooted misconceptions, coding issues, unfamiliar terms/ phrases</p>
	<p>2.2.2.3 Use arrow diagrams to illustrate relationships between sets</p>	<p>2.2.2.3 https://www.youtube.com/watch?v=MT6KLalVVkc https://www.youtube.com/watch?v=y_jECF0CAat0 Discuss and state relationships that exist in real world situations which represent groups as sets Use arrow diagrams to show relationships that exist in everyday situation involving sets of people, places, and objects</p>
	<p>2.2.2.6 Explain the concept of a relation and a function</p>	<p>2.2.2.6 https://www.youtube.com/watch?v=RI0e5sgtRn0 https://www.youtube.com/watch?v=Uz0MtFILD-k https://www.youtube.com/watch?v=OxZ0JL4Bjzk Provide examples of arrow diagrams to explore/ investigate attributes of different types of relations Small group discussion to classify relations according to their attributes</p>
	<p>2.2.2.7</p>	<p>2.2.2.7 https://www.youtube.com/watch?v=V2C-wU5-7NY</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Differentiate among a relation, a mapping and a function</p> <p>2.2.3.1 Explain the concept of an ordered pair</p> <p>2.2.3.5 Verify whether or not an ordered pair satisfies a given relation</p> <p>2.2.3.6 Write ordered pairs to satisfy a given relation</p> <p>2.2.3.7 Represent relations on the Cartesian plane, given as a set of ordered pairs</p>	<p>https://www.youtube.com/watch?v=sTya32qvsUA</p> <p>Compare and contrast activities using a graphic organizer to distinguish between relations, mapping and functions</p> <p>2.2.3.1 https://www.youtube.com/watch?v=uNYuIjanyRA Introduce the concept embedded in a context Use concrete representation to introduce the concept then reinforce with verbal, pictorial and symbolic representation</p> <p>2.2.3.5 https://www.youtube.com/watch?v=UWKWjfZGSgQ Integrate topics and concepts using substitution in Mathematical statements</p> <p>2.2.3.6 https://www.youtube.com/watch?v=6MfdfNtDCbs https://www.youtube.com/watch?v=92-0ZcAVO9g Use technology tools as an instructional support to explain, model, scaffold and guide practice</p> <p>2.2.3.7 https://www.youtube.com/watch?v=ntzgiu7Ta0s https://www.youtube.com/watch?v=C1mxTdxHRPY https://www.youtube.com/watch?v=bkFb1GZjBYA&t=3Guide practice using modelling and coaching Engage students in activities to relate what they know from past experiences to the current learning, so that they can associate what they learn with the larger concept</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.4.1.4 locate points on a Cartesian plane using a system of coordinates</p> <p>2.4.1.6 Plot points on a Cartesian plane</p>	<p>Use technology tools as a virtual manipulative for reinforcement</p> <p>2.4.1.4 https://www.youtube.com/watch?v=d-m2pA8rJZM Investigate reference system for locating points on a grid/ atlas Guide discussion on reference systems and their universal convention(s) Discuss how an ordered pair can be interpreted in a Cartesian system Use google map to print a map of the school on a grid and allow students to locate rooms given specific coordinates</p> <p>2.4.1.6 https://www.youtube.com/watch?v=pl9nSVzRWvA https://www.youtube.com/watch?v=s7NKLWXkEEE https://www.youtube.com/watch?v=-N6JdEAn8qM Model the process before students begin to work independently Review the concept of positive and negative numbers (integers) and model the placement of integers on the large scale number line Reinforce associated terminology when discussing position relative to the x and y axes e.g.</p> <ul style="list-style-type: none"> • Right/ “Positive” • Left/ “Negative” • Up/ “Positive” • Down/ “Negative” <p>Plot points to form/ complete familiar shapes or symmetrical designs so that students can easily self monitor their own progress.</p>
Term 2	2.2.4.1	<p>2.2.4.1 https://www.youtube.com/watch?v=9Uc62CuQjc4</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>interpret linear relations as graphs on the Cartesian plane</p> <p>2.2.4.2 Draw graphs on the Cartesian plane</p> <p>2.2.4.3 Define linear relationships</p> <p>2.2.4.5 Draw graphs of simple linear inequalities</p> <p>2.4.2.3 Represent a translation on a coordinate plane</p> <p>2.4.2.4</p>	<p>https://www.youtube.com/watch?v=MXV65i9g1Xg</p> <p>2.2.4.2 Use technology tools to investigate models</p> <p>2.2.4.3 Investigate real world factors that are associated using a linear relationship Use graphing calculator to create models Use questioning strategies that require students to manipulate concepts and ideas through language to describe models</p> <p>2.2.4.5 https://www.youtube.com/watch?v=hLWeHfGemBU https://www.youtube.com/watch?v=8JliM9vbIwI Integrate skills and concepts: Treat the x and y axes as number lines then associate solutions on the number line with regions on the cartesian plane Solve simple linear inequalities in one variable only, and represent them on the Cartesian plane</p> <p>2.4.2.3 https://www.youtube.com/watch?v=Ob3KzI_tDH0 https://www.youtube.com/watch?v=ippYIIRkcPg https://www.youtube.com/watch?v=AInFyyoJvgw Locate the coordinates of the object or the image given the “translation direction” and the coordinates of the image or the object respectively</p> <p>2.4.2.4 https://www.youtube.com/watch?v=R1org4Q66X8</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Describe a translation using a vector</p> <p>2.4.2.7 Reflect an object in the coordinate plane using horizontal and vertical mirror lines</p> <p>2.5.1.1 Identify the most appropriate unit for measuring a given quantity</p> <p>2.5.1.6 Convert quantities from one system of measure to another using the unitary method</p>	<p>https://www.youtube.com/watch?v=JVjapm_884Y Provide examples to help develop relational understanding between the form of a vector $\begin{pmatrix} x \\ y \end{pmatrix}$ and the coordinates of a point (x, y)</p> <p>2.4.2.7 https://www.youtube.com/watch?v=ouNp8FtgiEE https://www.youtube.com/watch?v=Derr11FstO4 Provide examples to scaffold students in the application of strategies during guided practice</p> <p>2.5.1.1 https://www.youtube.com/watch?v=AsWv4M1FqAw Visit the science laboratory and investigate the different types of measuring instruments Use a STREAM approach to explore phenomena in the environment and discuss their measurable attributes Differentiate among instruments used for measuring a unique quantity e.g. length- ruler, tape measure, Vernier Calliper, micrometre screw gauge, Trundle wheel</p> <p>2.5.1.6 https://www.youtube.com/watch?v=HRe1mire4Gc https://www.youtube.com/watch?v=GvGDmIK82t8 Review the importance of standardized measure Compare measures using measuring instruments graduated in metric and imperial systems Collaborate using instruments to create a conversion chart for measure e.g. degree - revolution</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
		centimetre - inch metre - yard kilometre - mile gram - ounce kilogram - pound litre - gallon
	2.5.1.7 Convert the units for area	2.5.1.7 https://www.youtube.com/watch?v=YdaWjrtHwWM https://www.youtube.com/watch?v=nv26rIqbc4g Collaborate in groups to develop an algorithm for conversion
	2.5.2.1 Identify the parts of a circle and their relations	2.5.2.1 https://www.youtube.com/watch?v=F8g1u8e278s https://www.youtube.com/watch?v=OJ_og9dCQh8 https://www.youtube.com/watch?v=-KC3AhyhefQ Complete a chart, defining the parts of the circle Describe the parts of the circle using Mathematics terminology
	2.5.2.2 Derive the numerical value of pi	2.5.2.2 https://www.youtube.com/watch?v=Sxkg-joErHM https://www.youtube.com/watch?v=DLcjed7qy4I Measure the circumference and diameter of different circles with string and ruler, then investigate the relationship between the circumference and the diameter
	2.5.2.3 Derive the formula for the circumference of a circle	2.5.2.3 https://www.youtube.com/watch?v=riNAA-jx0u8 https://www.youtube.com/watch?v=2fC6vxszhHk

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.5.2.4 Use the formula for the circumference of a circle</p> <p>2.5.2.7 Use the formula for the area of a circle</p> <p>2.5.2.8 Estimate the area of a circle</p>	<p>Develop the formula for the circumference of a circle:</p> <ul style="list-style-type: none"> • Measure the circumference • Measure the diameter • Calculate the ratio • State the relation between circumference, diameter, and pi, with circumference as the subject <p>2.5.2.4 https://www.youtube.com/watch?v=1XFkAZW-rWg https://www.youtube.com/watch?v=SzlGPN3eZcA Apply substitution skills to the formula $C = D\pi$ or $C = 2\pi r$ to calculate the unknown value of the circumference, diameter, or radius of a circle Practice estimation skills</p> <p>2.5.2.7 https://www.youtube.com/watch?v=dFr9X0MlruQ https://www.youtube.com/watch?v=JC2kRM3jTOo Apply substitution skills to the formula $A = \pi r^2$ to calculate the unknown value of the area, radius or diameter of a circle Practice using the calculator for computation</p> <p>2.5.2.8 https://www.youtube.com/watch?v=3brzyzc9HOg Use a variety of techniques to approximate the area of a circle Estimate the area of circle using a grid to count squares and half squares Show that squaring a diameter is an approximation for area</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.5.2.9 Solve problems involving circles</p> <p>2.5.3.1 Represent compound shapes as the union of plane shapes</p> <p>2.5.3.5 Calculate the area of compound shapes involving triangles, quadrilaterals, circles and circle quadrants</p> <p>2.5.3.6 Calculate the perimeter of compound shapes involving triangles, quadrilaterals, circles and circle quadrants</p> <p>2.5.3.7 Solve problems involving estimates of perimeter and area, including finding the dimensions of a shape, given its perimeter</p>	<p>2.5.2.9 Use group activities to solve problems which will develop reasoning skills involving area and circumference of a circle</p> <p>2.5.3.1 Design and sketch compound shapes: cut out plane shapes from compound shapes; calculate the area of each shape; add up the areas</p> <p>2.5.3.5 https://www.youtube.com/watch?v=E2jdL9I_hBc https://www.youtube.com/watch?v=oUxVpnrRZCk https://www.youtube.com/watch?v=eDicNaX_kU8 Collaborate in groups to derive possible solutions to problem situations</p> <p>2.5.3.6 https://www.youtube.com/watch?v=r-2qYgYCYHw&t=26s https://www.youtube.com/watch?v=e7j6rE7_Pg Identify the actual edges of the compound shape by tracing the length of each edge of the compound shape Differentiate between the actual edges of the compound shape versus the edges of its combined parts Explore strategies to determine unknown lengths of sides</p> <p>2.5.3.7 Refer to strategies below</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.5.4.4 Calculate the volume of solids</p> <p>2.5.4.3 Recognise the relationship between the concepts of volume and capacity</p> <p>2.5.5.6 Solve problems involving volume and capacity</p> <p>2.5.5.2 Use proportional techniques</p>	<p>2.5.4.4 https://www.youtube.com/watch?v=RxkRIIAucMk&t=137s https://www.youtube.com/watch?v=0BS9cgTGpKE&t=115s https://www.youtube.com/watch?v=qJwecTgce6c&t=65s Guide students to generate a rule for calculating volume of cube and cuboids Stack cubes to form cubes and cuboids Explore the properties of solids to generate a rule to finding the volume of a cylinder and other prisms</p> <p>2.5.4.3 https://www.youtube.com/watch?v=CgGhm8afoGc&t=2s https://www.youtube.com/watch?v=TCgIz40XQEw Use standard solids of various sizes to fill empty vessels Use a variety of containers to measure capacity Read a scale to determine capacity Demonstrate the relationships in a variety of ways</p> <p>2.5.5.6 https://www.youtube.com/watch?v=OanPzjf2EYY Develop a worksheet with graded activities and model answers</p> <p>2.5.5.2 https://www.youtube.com/watch?v=JOZSFwuyqok https://www.youtube.com/watch?v=USmit5zUGas Provide examples of problem solving in real world context using ratio and proportion techniques Work with pairs to investigate and analyze situations in real world context involving ratio and proportion Guide students in activities with the application of proportion</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.5.5.3 Develop the relationship between time, speed and distance</p> <p>2.5.5.7 Solve a variety of problems involving time, distance and speed</p> <p>2.5.6.1 Calculate the total Hire Purchase price</p> <p>2.5.6.2 Apply the terminology of salary and wage</p>	<p>2.5.5.3 https://www.youtube.com/watch?v=KZ_M5RWaP6A https://www.youtube.com/watch?v=zAo2dyOChYc Engage in practical activities measuring distances Measure time using stopwatches to record time in seconds or minutes Develop the concept of speed as a rate Collect real data and discuss situations involving speed, comparing the distance covered with time taken Use questioning strategies to derive a unit for speed</p> <p>2.5.5.7 https://www.youtube.com/watch?v=wdL8KpF5Ov0 https://www.youtube.com/watch?v=9F3O4ldHleA Use real world context to create problems</p> <p>2.5.6.1 https://www.youtube.com/watch?v=m-XMukx0zGM https://www.youtube.com/watch?v=NP0AGOSlzkQ Guide discussion with megastore advertisements with items for sale for hire purchase Discuss how hire purchase is calculated Conduct role play allowing students to virtually sell items on hire purchase Discuss the advantages and disadvantages of purchasing with hire purchase</p> <p>2.5.6.2 https://www.youtube.com/watch?v=59uSHdgdLZE https://www.youtube.com/watch?v=8o88zO1M1iw Discuss different careers and their terms of remuneration</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.5.6.3 Explain the concept of percent</p> <p>2.5.6.4 Increase or decrease by a given percent</p>	<p>Students role play to create a payroll for their virtual employees Engage students in activities which guide them to distinguish among the terms: wages, hourly rate, minimum wage, overtime, basic salary, piece work, salary and commission Allow students to create a glossary of terms daily, monthly, yearly, fortnight, basic wage, double time, triple time, time and a half, commission, duration of work, incentive bonus Discuss the advantages and disadvantages of working for:</p> <ul style="list-style-type: none"> • wages with tips • salary with commission • fixed salary <p>2.5.6.3 https://www.youtube.com/watch?v=JeVSmq1Nrpw https://www.youtube.com/watch?v=Lvr2YsxG10o https://www.youtube.com/watch?v=WYWPuG-8U5Q Develop percent as a ratio by comparing a quantity to 100 Distinguish between percent and percentage Investigate percent</p> <ul style="list-style-type: none"> • between 0% and 1% • greater than 100% • equivalence with fractions <p>2.5.6.4 https://www.youtube.com/watch?v=HIX3O9vDzlc https://www.youtube.com/watch?v=T6-0MwmCpE8 Discuss with students how to increase or decrease a number by a certain percent Construct ready reckoners Use numeracy strategies to develop skills in performing calculations</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.5.6.5 Convert currency using rates</p> <p>2.5.6.7 Solve problems involving rates; foreign exchange, salary, wages and utility bills.</p>	<p>2.5.6.5 Interpret a foreign currency exchange rate table and discuss strategies for converting different currencies.</p> <p>2.5.6.7 Attempt graded activity sheet with real world scenarios on consumer arithmetic https://www.youtube.com/watch?v=otzb_GkRiqQ https://www.youtube.com/watch?v=HBSGRBxweUoPaired problem-solving: one student talks through the problem, describing his thinking processes while his partner listens and asks questions to help clarify thinking and vice versa</p>
Term 3	<p>2.4.3.2 Calculate the size of an exterior angle given the size of the interior angle</p> <p>2.4.3.4 Classify the angles formed when parallel lines are cut by a transversal</p> <p>2.4.4.2 Bisect a line segment</p>	<p>2.4.3.2 Problem-solving: one student talks through the problem, describing his thinking processes while his partner listens and asks questions to help clarify thinking and vice versa</p> <p>2.4.3.4 https://www.youtube.com/watch?v=6RMN5Pf1fHU https://www.youtube.com/watch?v=H-E5rlpCVu4 Engage students in activities to develop their spatial skills</p> <p>2.4.4.2 https://www.youtube.com/watch?v=QAMOFWrKEUA Differentiate instruction using CAI to cater for heterogeneous levels of a student ability and skill</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.4.4.3 Use a pair of compasses and a straight edge to bisect an angle</p> <p>2.4.4.5 draw angles using a protractor</p> <p>2.4.4.6 Use a ruler and a pair of compasses only to construct angles which are multiples of 30 degrees</p> <p>2.3.1.1 Interpret a frequency distribution</p>	<p>2.4.4.3 https://www.youtube.com/watch?v=LvK0tzWU52w https://www.youtube.com/watch?v=s81r4aG3Nu8 Practice skills repeatedly applying customised rubrics for sub-tasks</p> <p>2.4.4.5 https://www.youtube.com/watch?v=3NHnTHhnv8g https://www.youtube.com/watch?v=erF7VM5-zI https://www.youtube.com/watch?v=qXU7ZY1i9Sk Practice using measuring instruments with accuracy Differentiate instruction to address the variety of learning styles</p> <p>2.4.4.6 https://www.youtube.com/watch?v=5l8bltVeIE https://www.youtube.com/watch?v=Iy8LwYNIMgc https://www.youtube.com/watch?v=K1yGEyPv6vs Provide examples to help develop relational understanding Present opportunities to build on students' inherent sense of curiosity and discovery.</p> <p>2.3.1.1 https://www.youtube.com/watch?v=ukgdDAcIdUE https://www.youtube.com/watch?v=A8nIY_BThQo Guide practice in the use of language to provide the bridge between the concrete representations and the more abstract and symbolic forms. Use questioning strategies that require students to manipulate concepts and ideas through language to describe models.</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>2.3.1.2 Calculate the mean, median and mode from a frequency distribution of ungrouped data</p> <p>2.3.1.4 Identify data types in terms of nominal, ordinal, interval, ratio</p> <p>2.3.2.3 Construct statistical charts (a) Pie charts (b) bar charts (c) histograms (d) line graphs</p> <p>2.3.2.5 Interpret information from pie charts, bar graphs, histograms and line graphs</p>	<p>2.3.1.2 https://www.youtube.com/watch?v=zjHfAhcU6kE https://www.youtube.com/watch?v=685uW5o5Gao https://www.youtube.com/watch?v=WS6mbSgC73I Guided instruction using frequency distributions to calculate the mean, median and the mode. Independent practice with the use of technology tools e.g. spreadsheets for checking</p> <p>2.3.1.4 https://www.youtube.com/watch?v=hZxznzfmt5v8 https://www.youtube.com/watch?v=KIBZUk39ncI Present situations to analyze the characteristics of different types of data</p> <p>2.3.2.3 https://www.youtube.com/watch?v=rllw15xkmUU https://www.youtube.com/watch?v=KCH_ZDygrm4 Practice using measuring instruments with accuracy Activate prior knowledge of block graphs and scales Students self-assess (self-monitor) using a customised math error self-correction checklist.</p> <p>2.3.2.5 https://www.youtube.com/watch?v=pSQYn4c2MyM https://www.youtube.com/watch?v=7Y99eCe9hfI Engage students in discussion for deeper understanding to develop inference skills Independent practice to demonstrate proficiency using real world data collected from their environment</p>

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FORM 3 Mathematics

For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
Term 1	<p>3.1.1.1 Solve problems with real numbers involving the four operations</p> <p>3.1.1.4 Identify the subsets of real number: rational numbers, integers, whole numbers, natural numbers, and irrational numbers</p> <p>3.1.1.5 Represent the relationship between subsets of the set of real numbers: (a) on a number line (b) using a number tree (c) using a Venn Diagram</p> <p>3.1.1.6 Calculate the sums and differences of numbers in base 2 and base 3</p>	<p>3.1.1.1 https://www.youtube.com/watch?v=OwJhZYfKDYU https://www.youtube.com/watch?v=pZD5jxgHit0 https://www.youtube.com/watch?v=peil0Dxo_Zw Provide examples using a variety of problem-solving strategies Cooperative learning to design and solve problems involving real life scenarios</p> <p>3.1.1.4/ 3.1.1.5 https://www.youtube.com/watch?v=vbPUS-0Wbv4 https://www.youtube.com/watch?v=TWpcVZMlhFI https://www.youtube.com/watch?v=Iex_ACGMJN4 https://www.youtube.com/watch?v=4mKlomasyrY Model the desired outcome Students use an activity to categorize numbers into subsets according to common properties and name each subset Use computer graphing software to construct a visual representation of the relationships among subsets Draw Venn diagrams to represent the relationships between different sets of numbers</p> <p>3.1.1.6 https://www.youtube.com/watch?v=C5EkxfNEMjE Activate prior knowledge of the denary system (base 10) Demonstrate a variety of techniques for addition and subtraction Students collaborate in small groups to practice adding and subtracting numbers</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.5.1.2 Apply formulae related to the circle: (a) to calculate the length of an arc of a circle (b) to calculate the area of a sector of a circle</p> <p>3.5.1.3 Apply formulae to determine measures of compound shapes involving parts of a circle: (a) perimeter of a compound shape (b) area of a compound shape</p> <p>3.5.2.1 Calculate surface area of (a) prisms (cube, cuboid, triangular prism) (b) pyramids (cone included)</p>	<p>3.5.1.2 https://www.youtube.com/watch?v=Wcv0f5PpTv0 https://www.youtube.com/watch?v=wlu4NDJcLxU https://www.youtube.com/watch?v=D9xX8ip7kRc&t=97s Activate prior knowledge: Parts of a circle, calculation of circumference, and area of a circle, operations with fractions, subtraction Use questioning techniques accompanied by manipulatives and models to develop the formula Engage students in discussion for deeper understanding to develop inference skills</p> <p>3.5.1.3 https://www.youtube.com/watch?v=r-2qYgYCYHw https://www.youtube.com/watch?v=8hYWnG3lSL0 Active prior knowledge: Formulae for perimeter and area of plane shapes Present 2D drawings of compound shapes from real world and have the students divide the shapes into the least number of known simple shapes including sectors</p> <p>3.5.2.1 https://www.youtube.com/watch?v=hvK95wReis https://www.youtube.com/watch?v=llrOWOaKsHo https://www.youtube.com/watch?v=FhiY10RgSNU https://www.youtube.com/watch?v=OY2RRIPPT7A https://www.youtube.com/watch?v=vCf2yK4tzkk https://www.youtube.com/watch?v=NGunDMoHdks Use models and nets of solids to develop the formulae</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.5.2.2 Calculate the volume of: (a) prisms (b) pyramids</p> <p>3.5.2.3 Solve problems involving (c) surface area (d) volume</p> <p>3.5.3.1 Determine distances on maps and models in accordance with a given scale</p> <p>3.5.3.2 Create accurate 2-D drawings of simple geometric figures, charts, and graphs, given a specific scale requirement.</p>	<p>Provide a variety of examples for cooperative learning using virtual manipulative</p> <p>3.5.2.2/ 3.5.2.3 https://www.youtube.com/watch?v=P72Jfnr66Ac https://www.youtube.com/watch?v=qJwecTgce6c https://www.youtube.com/watch?v=H4vh0HizQsw https://www.youtube.com/watch?v=e7-am8JtREI</p> <p>Activate prior knowledge for volume Provide a variety of examples for cooperative learning using virtual manipulative Problem solving activities (including Polya’s problem solving strategies) Cooperative learning using virtual learning environments</p> <p>3.5.3.1 https://www.youtube.com/watch?v=K3aM0H7j_Jg https://www.youtube.com/watch?v=sgxwk6M-WiE Activate prior knowledge: Scale factor Use questioning strategies to determine students’ understanding Investigate situations involving a scale on a map, located in real world context Cooperative learning to engage in practical activities involving scales, using virtual learning environments</p> <p>3.5.3.2 https://www.youtube.com/watch?v=0y6ZbW5Fj40 To activate prior knowledge: Congruency and similarity Teacher demonstration using manipulatives Collaborative learning: student work in small groups to produce 2D drawings from teacher designed activity</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.4.1.2 Prove the congruency of triangles using the minimum conditions:</p> <p>(a) all corresponding sides are equal in length (SSS)</p> <p>(b) corresponding sides and the included angle are equal (SAS)</p> <p>(c) pair of corresponding angles and included side are equal (ASA)</p> <p>(d) pair of corresponding angles and a non-included side are equal (AAS)</p> <p>(e) right angle triangle: hypotenuse and one side are equal (HS)</p> <p>3.4.1.3 Apply the properties of congruency in triangles</p> <p>(a) to explain simple shapes and patterns</p>	<p>Guided practice using virtual learning environments Independent practice using grid paper</p> <p>3.4.1.2/3.4.1.3 https://www.youtube.com/watch?v=EFCp_pxV1sU https://www.youtube.com/watch?v=6saYBeHzArE https://www.youtube.com/watch?v=j9RwCBv-600 Discussion of the properties of real-life objects which are equal Use manipulatives/ models to identify properties of congruent triangles Demonstrate in a variety of ways with a variety of examples</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p style="text-align: center;">(b) to solve problems</p> <p>3.4.2.2 Determine the conditions required for a set of triangles to be similar</p> <p style="padding-left: 20px;">(a) all 3 pairs of corresponding angles are the same (AAA)</p> <p style="padding-left: 20px;">(b) pairs of corresponding sides are in the same proportion (SSS in the same proportion)</p> <p style="padding-left: 20px;">(c) two pairs of the sides in the same proportion and the included angle equal (SAS)</p> <p>3.4.2.5 Explain the concept of a scale factor</p> <p>3.4.2.6</p>	<p>3.4.2.2 https://www.youtube.com/watch?v=8h-BeLqfa3E https://www.youtube.com/watch?v=YiFwvAFk-xs https://www.youtube.com/watch?v=gcOzJiacc0M Use manipulatives/ models to investigate properties of similar triangles Guided discussion using compare and contrast activities Provide a variety of examples for students to identify similar triangles, working in small groups (include non-examples as well)</p> <p>3.4.2.5 https://www.youtube.com/watch?v=fA2EZoYgMgA https://www.youtube.com/watch?v=P1f3sJpIYGI Activate prior knowledge: ratio, conversion of units of measure Explore real world situations where scale factors are used: maps, drawing plan, microscopes, cameras, copiers etc. Compare and contrast activities with lengths, similar and plane figures, and solids Working cooperatively students state the definition of a scale factor</p> <p>3.4.2.6/ 3.4.2.7</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Explain the concept of an enlargement</p> <p>3.4.2.7 Apply the properties of enlargement of plane geometrical figures to solve problems (positive scale factors only)</p> <p>3.4.3.2 Apply Pythagoras theorem to determine lengths of sides in the right-angled triangle</p> <p>3.4.3.3</p>	<p>https://www.youtube.com/watch?v=jy9Hs3KI-Rk https://www.youtube.com/watch?v=7362afSFdtw https://www.youtube.com/watch?v=IrSNu6tqbak https://www.youtube.com/watch?v=esdrT40WBnY https://www.youtube.com/watch?v=pd331nTd-gE</p> <p>Activate prior knowledge: scale factor, similarity, transformation Compare and contrast activities with reflections, translations and enlargements Students investigate the concept in real life situations e.g., using magnifying lens, projector, font size in word processing and zoom features in a copier Associate terminology with the concept:</p> <ul style="list-style-type: none"> • enlargement about a point • Centre of enlargement <p>Use graph paper for representation of models of plane figures Use simple plane shapes for students to investigate the relationship between the areas of object and image under an enlargement Use simple examples of enlargements, double and triple, to relate to a scale factor Use graded activity sheets with guided instruction for students to investigate instances where scale factors are whole numbers or fractions Students solve a variety of problems involving enlargements, using similar triangles</p> <p>3.4.3.2/3.4.3.3 https://www.youtube.com/watch?v=YompsDIEdtc https://www.youtube.com/watch?v=_e6w5GtKcGI https://www.youtube.com/watch?v=JH9V3bWA1T0 https://www.youtube.com/watch?v=dQCf7_kN9r0 https://www.youtube.com/watch?v=gOP_16cRAaI https://www.youtube.com/watch?v=BQA6yTJQKX8</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Model real world situations using Pythagoras theorem in order to solve problems</p> <p>3.4.4.2 Calculate a trigonometric ratio for an angle, in a right-angled triangle</p> <ul style="list-style-type: none"> - sine α - cosine α - tangent α <p>3.4.4.4 Apply trigonometric ratios to calculate the length of a side in a right-angled triangle</p> <p>3.4.4.6</p>	<p>https://www.youtube.com/watch?v=tnF7Ezd6qaI Activate prior knowledge: hypotenuse, congruency, similarity Investigate Pythagoras' Theorem using technology tools for simulation, documentation and reporting Explore squared relationships by placing squared cut-outs on each side of the triangle and deduce the relationship among the sides of a right-angled triangle Discuss the meaning of a squared length as a measure of area Use guided discovery for students to deduce the theorem Use practical situations for students to create and solve problems, finding missing lengths of sides of right-angled triangles Use of calculator to simplify complex calculations, and approximations</p> <p>3.4.4.2/3.4.4.4 https://www.youtube.com/watch?v=zU94BB9aUgE https://www.youtube.com/watch?v=Jsiy4TxgIME https://www.youtube.com/watch?v=zbB_SddM6Gs https://www.youtube.com/watch?v=pvM6YIaggPg Students explore the words opposite and adjacent as they apply to real life and through discussion relate them to the angles and sides of the triangle Students create a series of examples of triangles with fixed angles and identify the adjacent and opposite sides</p> <p>Activate prior knowledge: solving equations, substitution Guided practice to demonstrate application of the ratios Independent practice using “maths error” checklist for reinforcement</p> <p>3.4.4.6 https://www.youtube.com/watch?v=1okhBnvueck https://www.youtube.com/watch?v=bmU40g_mIwc https://www.youtube.com/watch?v=3H28-wzsF3s</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Apply trigonometric ratios to solve for angles of elevation and depression</p>	<p>https://www.youtube.com/watch?v=bwvI2LJZjdM https://www.youtube.com/watch?v=9nmTFSrTZM Provide problems in real world context involving angles of elevation and depression to simulate the students' inherent sense of curiosity Provide exemplars to guide students</p>
	<p>3.4.5.1 Use logic and reasoning to make and support conjectures about geometrical shapes</p>	<p>3.4.5.1 https://www.youtube.com/watch?v=JzCPff7eQ2w https://www.youtube.com/watch?v=Sprm5NO7Sk4 https://www.youtube.com/watch?v=L-Fdpv_I5Qw Teacher designed activities for the recall of facts and algorithms Teacher designed tasks to allow students to collaborate and investigate properties so as to scaffold the development of their understanding and reasoning</p>
	<p>3.4.5.2 Construct triangles when given: (a) the lengths of three sides (b) the length of two sides and the included angle</p>	<p>3.4.5.2 https://www.youtube.com/watch?v=JmwRBptLbhc https://www.youtube.com/watch?v=urivXd755y8 https://www.youtube.com/watch?v=WQFF7R8mDoo https://www.youtube.com/watch?v=UzNWf737nNk Discussion involving the use of manipulatives (e.g. straws) to model triangles to be constructed Cooperative learning using virtual learning environments</p>
	<p>3.4.5.3 Construct</p>	<p>3.4.5.3 https://www.youtube.com/watch?v=im81vHlhZS8 https://www.youtube.com/watch?v=5bZLpHVIUyE Use manipulatives to demonstrate parallel and perpendicular lines Guided practice using technology tools</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>(a) parallel (b) perpendicular lines</p> <p>3.4.5.4 Use lines, angles, and the axes of references to describe and represent direction (e.g., using a navigational compass)</p> <p>3.4.5.6 Construct a circle, (a) given the radius (b) given two/three chords</p> <p>3.4.5.7 Construct squares, rectangles and parallelograms using given information</p>	<p>Cooperative learning to demonstrate the procedure for their peers Teacher demonstration Students use online tutorial- Computer Aided Instruction (CAI) Students peer assess using a prepared template</p> <p>3.4.5.4 https://www.youtube.com/watch?v=IHVwLiAyCFs https://www.youtube.com/watch?v=v1WPpSxE0nA Research/ investigate using the World Wide Web Use technology tools to provide information Project-based learning</p> <p>3.4.5.6 https://www.youtube.com/watch?v=8fcTSAkH3tM https://www.youtube.com/watch?v=lm-7L0smRfE https://www.youtube.com/watch?v=0mDVQy7VVwo https://www.youtube.com/watch?v=UdvPYzKypwc Teacher demonstration Students use online tutorial- CAI Teachers observe students with a checklist while the students perform the task</p> <p>3.4.5.7 https://www.youtube.com/watch?v=ya6IjCbnoA https://www.youtube.com/watch?v=-ELNDgbrQI4 https://www.youtube.com/watch?v=GhD9smOKqfc https://www.youtube.com/watch?v=iKFjS3wY89w</p> <p>3.5.4.1 https://www.youtube.com/watch?v=8o88zO1M1iw</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.5.4.1 Solve problem involving rates: (a) Salaries (b) Wages (c) Overtime (d) Utility bills (electricity and telephone)</p> <p>3.5.4.4 Solve problems involving compound interest</p>	<p>https://www.youtube.com/watch?v=yHRuXVipIU0 https://www.youtube.com/watch?v=0UIx6G2hFds https://www.youtube.com/watch?v=-PcSIsgL-M Investigation of calculations in real world scenarios (e.g. T&TEC determines the amount that is to be paid for electricity used) Guided discussion (use findings from investigations to develop algorithms for calculations)</p> <p>3.5.4.4 https://www.youtube.com/watch?v=wf91rEGw88Q https://www.youtube.com/watch?v=B3IdfBcXrLA https://www.youtube.com/watch?v=JDXMLq8B9Yg Research/ investigate how returns are calculated in real world scenarios (e.g., interest calculated on credit union loans, bank deposits, stock units, etc.) Cooperative learning to develop and practice the algorithms Problem-based learning: students determine the “best” investment option from a given selection</p>
Term 2	<p>3.6.1.1 Solve linear equations involving algebraic fractions, where: (a) numerator contains a single variable (b) numerator contains a binomial of degree one with whole numbers only in the denominator</p>	<p>3.6.1.1 https://www.youtube.com/watch?v=GYNK6NDNEFk https://www.youtube.com/watch?v=F-ajjOfs_Cw https://www.youtube.com/watch?v=v-9KqoSEq64 https://www.youtube.com/watch?v=kaIqgpKV4Cc https://www.youtube.com/watch?v=v-9KqoSEq64&t=876s https://www.youtube.com/watch?v=DiUzSTm330U Activate prior knowledge: order of operations; inverse operations; solutions of simple linear equations</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.6.2.2 Represent solutions of linear inequalities involving algebraic fractions (a) on a number line (b) on the Cartesian plane</p> <p>3.6.2.3 Solve problems on linear inequalities from real world scenarios</p> <p>3.6.3.3 Solve simultaneous equations by methods of calculation: (a) elimination (b) substitution</p> <p>3.6.3.4 Solve problems using simultaneous equations from real world scenarios</p>	<p>Guided practice for higher order thinking Provide “wait time” for independent practice Cooperative learning</p> <p>3.6.2.2/ 3.6.2.3 https://www.youtube.com/watch?v=nif2PKA9bXA&t=289s https://www.youtube.com/watch?v=hRVo8XOSQw0 https://www.youtube.com/watch?v=GH7oxQ3JxIw https://www.youtube.com/watch?v=0jyEi0F9FNE https://www.youtube.com/watch?v=FFLMa5qIO4o</p> <p>Activate prior knowledge: number line, and cooperative learning Problem solving activities (including Polya problem solving strategies)</p> <p>3.6.3.3/ 3.6.3.4 https://www.youtube.com/watch?v=O-rrOPpmFgM https://www.youtube.com/watch?v=d6vyYvx8URw https://www.youtube.com/watch?v=pCZNkVxWVXE https://www.youtube.com/watch?v=7Ja_H6a8ltY https://www.youtube.com/watch?v=ZSJ32Bq9sbQ https://www.youtube.com/watch?v=r59oLimduIM https://www.youtube.com/watch?v=9tqlzouVQfs https://www.youtube.com/watch?v=MynlGmwhm78</p> <p>Demonstrate the processes using appropriately sequenced examples Provide a variety of examples for guided practice</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.2.1.1 Display using Venn diagrams, the relationship among the subsets of real numbers</p> <p>3.2.1.2 Solve problems involving set notation for subsets of the universal set in the Venn diagram</p> <p>3.2.1.3 Solve problems involving two subsets of the universal set using Venn diagrams to reflect (a) intersection of sets(review) (b) subsets (c) disjoint sets</p>	<p>Cooperative learning using algorithms to determine an ordered pair that satisfies two linear functions simultaneously</p> <p>3.2.1.1/ 3.2.1.2 https://www.youtube.com/watch?v=DcQkw6n3aP4 https://www.youtube.com/watch?v=mKfsrn9WE7U https://www.youtube.com/watch?v=HoKtn3z2vPY Activate prior knowledge: Venn diagram, number theory Explore the real number system using the Venn diagram as a concept map Activate prior knowledge: set notation Guided demonstration to represent information accurately on Venn diagrams Cooperative learning to investigate the relationships among sets, both visually and algebraically Graded worksheets with Venn Diagrams involving two sets, with regions to shade, or with shaded regions to identify</p> <p>3.2.1.3 https://www.youtube.com/watch?v=WSS5EiJ2gew https://www.youtube.com/watch?v=0h8a3POgKxU https://www.youtube.com/watch?v=GbmDi6JQ8cE https://www.youtube.com/watch?v=JbyPv3szcDE https://www.youtube.com/watch?v=rbQsyF8zVBw https://www.youtube.com/watch?v=HGzpCIdroJU https://www.youtube.com/watch?v=VDSiLEhVIVc Activate prior knowledge: sets, subsets, intersection of sets, disjoint sets, number of elements in a set, double counting Guided demonstration on the application of the formula</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.2.2.2 Calculate the gradient of a line segment with end points A(x₁, y₁) and B(x₂, y₂)</p> <p>3.2.2.3 Identify the slope of a straight line: (a) positive slope (b) negative slope</p> <p>3.2.2.6 State the equation of a straight line given the gradient and the intercept of the line in the form $y = mx + c$</p> <p>3.2.2.7</p>	<p>$n(A \cup B) = n(A) + n(B) - n(A \cap B)$ Problem based learning: students construct and solve problems involving real world scenarios</p> <p>3.2.2.2 https://www.youtube.com/watch?v=HxTkMsfWkME https://www.youtube.com/watch?v=dspYtArOUnQ https://www.youtube.com/watch?v=mCWvprzBh5w https://www.youtube.com/watch?v=QW2yT-AtsA0 Activate prior knowledge: ratio, directed numbers, substitution Guided practice to develop the formula: $m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{y_1 - y_2}{x_1 - x_2}$</p> <p>3.2.2.3 https://www.youtube.com/watch?v=EQoNfxToez0 https://www.youtube.com/watch?v=VIuPtmpOK98 https://www.youtube.com/watch?v=uYDrgrSjVoI Cooperative learning for compare and contrast activities with straight lines Independent practice using software to generate straight lines with positive and/or negative slopes</p> <p>3.2.2.6 https://www.youtube.com/watch?v=pyAFnb4QQNk https://www.youtube.com/watch?v=t3u4EscUHq0 https://www.youtube.com/watch?v=86wfkG3XxS4 Guided practice representing the equation in the form $y = mx + c$</p> <p>3.2.2.7</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>Represent linear relations as graphs on the Cartesian plane, written in any form</p> <p>3.2.3.1 Represent a pair of linear relations on the same Cartesian plane</p> <p>3.2.3.2 Apply graphical methods to determine an ordered pair that satisfies two linear functions simultaneously</p> <p>3.2.3.3 Apply knowledge of the point of intersection to solve a pair of linear simultaneous equations</p>	<p>https://www.youtube.com/watch?v=oiItf1Yjfs https://www.youtube.com/watch?v=vGNSMUKEQ9c https://www.youtube.com/watch?v=2VWhJBjv5J8 https://www.youtube.com/watch?v=g05cCdn1OdI</p> <p>Activate prior knowledge: relations on the Cartesian plane Students practice rewriting equations of the form $ax + by = k$ in the form $y = mx + c$</p> <p>3.2.3.1/ 3.2.3.2/ 3.2.3.3 https://www.youtube.com/watch?v=_EW9AUEUFb8 https://www.youtube.com/watch?v=NPzICNDEJqA https://www.youtube.com/watch?v=KvSs4MS8AwU</p> <p>Activate prior knowledge: relations, ordered pairs, Cartesian plane Activate prior knowledge: simultaneous equations Use of graphing calculators for scaffolding tasks Independent practice on graph paper</p>
Term 3	<p>3.6.4.2 Evaluate expressions of the form b^a</p>	<p>3.6.4.2 https://www.youtube.com/watch?v=g4N102CMicM https://www.youtube.com/watch?v=fBuquPk2k24 https://www.youtube.com/watch?v=czJ8IMfjSug</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
		<p>Activate prior knowledge of directed numbers using games (e.g. tic-tac-toe, what do you know?)</p> <p>3.6.4.4 Apply the laws of indices to solve problems</p> <p>3.6.4.4 https://www.youtube.com/watch?v=BUJKEDqGp1U https://www.youtube.com/watch?v=ARLS2TmFT94 https://www.youtube.com/watch?v=ozuXy8_NZcg Problem solving activities (including Polya’s problem solving)</p> <p>3.6.5.1 Evaluate binary expressions</p> <p>3.6.5.1 https://www.youtube.com/watch?v=1ncvoAclgqE https://www.youtube.com/watch?v=rJjrQ0ORWyQ https://www.youtube.com/watch?v=fgr2eceD7Ow https://www.youtube.com/watch?v=QXE8W-AD8pw Activate prior knowledge: order of operations, substitution technique, directed numbers. Collaborate to peer-assess/peer-monitor using a customised checklist for math error corrections</p> <p>3.6.5.2 Identify the HCF of two algebraic expressions</p> <p>3.6.5.2 https://www.youtube.com/watch?v=EGbe-4Huhow https://www.youtube.com/watch?v=KOfM5Psen3Q&t=287s Activate prior knowledge: LCM concept</p> <p>3.6.5.3 Multiply binomial expression</p> <p>3.6.5.3 https://www.youtube.com/watch?v=d0gKPnKy6YQ https://www.youtube.com/watch?v=Oocc_EArdg0</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.6.5.4 Simplify a product when factors contain algebraic expressions with common bases</p> <p>3.6.5.5 Simplify a quotient when numerator and denominator contain algebraic expressions with common factors: (a) denominator is a monomial (b) denominator is a binomial</p> <p>3.6.6.2 Factorise algebraic expressions involving two, three and four terms</p>	<p>Activate prior knowledge of the distributive law discussion to develop the “First, Outer, Inner, Last” (F.O.I.L) technique</p> <p>3.6.5.4 https://www.youtube.com/watch?v=wr5TSV0BK88 https://www.youtube.com/watch?v=wSa33FOtSfY https://www.youtube.com/watch?v=fLxvYrFj-a8 Activate prior knowledge using index form in base 10 Provide a variety of examples using concrete and symbolic representations</p> <p>3.6.5.5 https://www.youtube.com/watch?v=uVpsz-xpnPo https://www.youtube.com/watch?v=J9A-JITXnsQ https://www.youtube.com/watch?v=OEN9kENpvtU https://www.youtube.com/watch?v=wNpTWSg-GEA Teacher demonstrates how rational algebraic expressions can be simplified using techniques as applied in arithmetic Provide a variety of examples using concrete and symbolic representations independent practice for reinforcement</p> <p>3.6.6.2 https://www.youtube.com/watch?v=p1ZxU8a0UCc https://www.youtube.com/watch?v=lZdbeTWd5u4&t=34s https://www.youtube.com/watch?v=jAQWIN56cFA https://www.youtube.com/watch?v=3RJIPvX-3vg Teacher demonstrates how the strategies for finding H.C.F. of a set of numbers can be applied to algebra</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.6.7.2 Factorise quadratic expressions of the form: (a) $x^2 + bx + c$ (b) $a^2 - b^2$</p> <p>3.6.7.4 Solve quadratic equations, using the method of factorisation, in the form (a) $x^2 + bx + c = 0$; (b) $x^2 - k^2 = 0$, $k \in \mathbb{N}$, k is constant</p>	<p>Students use the H.C.F. method to factorise expressions in two and three terms (not quadratic). Guided instruction to group terms and apply the distributive law an appropriate number of times, with four terms</p> <p>3.6.7.2 https://www.youtube.com/watch?v=r7DtjXPhmxg https://www.youtube.com/watch?v=ZQ-NRsWhOGI https://www.youtube.com/watch?v=U6FndtdgpcA https://www.youtube.com/watch?v=_qyVzH3e1dY https://www.youtube.com/watch?v=upBa_BGkP5E</p> <p>Activate prior knowledge: factor, binomial Engage in hand-on activities with cut-out manipulative and algebra tiles for concrete representation of the concept Guided instruction to extend the distributive law to factorise expressions provide a variety of examples for students to use ‘guess and check’ technique</p> <p>3.6.7.4 https://www.youtube.com/watch?v=-IWVpoPaPBc https://www.youtube.com/watch?v=HeqamkPRdlQ https://www.youtube.com/watch?v=m-qyV6C56ec https://www.youtube.com/watch?v=ZyvVcRRhDo4 https://www.youtube.com/watch?v=Jgw3Mf21IfA</p> <p>Activate prior knowledge: solution of equations, factors, zero products Students collaborate to discover the form of the factorisation for the difference of two squares</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>3.4.6.2 Solve simple geometric problems involving polygons</p> <p>3.3.1.1 Investigate the outcome of an experiment</p> <p>3.3.1.4 Apply the probability formula</p> <p>3.3.1.5 Calculate the probability of an event: (a) that is certain to take place</p>	<p>Use the STREAM approach to model the concept e.g., height, h, at time, t, along the path of a projectile</p> <p>3.4.6.2 https://www.youtube.com/watch?v=qG3HnRccrQU https://www.youtube.com/watch?v=WH6RsZrSOUG https://www.youtube.com/watch?v=PIXzEVuat5Q https://www.youtube.com/watch?v=V8N1yrKKkEU https://www.youtube.com/watch?v=m-ORunWK1MU https://www.youtube.com/watch?v=AAiOCe-mO_4</p> <p>Engage students in activities to develop spatial skills to support their reasoning Derive the formula to calculate the sum of the interior angles of a polygon of n sides Solve simple problems involving missing angles in polygons Apply properties of straight lines, regular figures and the sum of all interior angles, to determine the size of each interior/exterior angle in a regular polygon</p> <p>3.3.1.1/ 3.3.1.4/ 3.3.1.5/ 3.3.1.9 https://www.youtube.com/watch?v=KzfwUEJjG18 https://www.youtube.com/watch?v=yUaI0JriZtY https://www.youtube.com/watch?v=vGcmjINp1x8</p> <p>Conduct an experiment to investigate the possible outcomes Discuss and record results Use dice, spinners, coins, random selection to generate experimental data Understand concepts of certainty, fairness Explore real world situations which can be measured using a ratio:</p>

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For Academic Year 2021 to 2022		
Term	Outcomes	Online Tools and Resources
	<p>(b) that will not take place</p> <p>3.3.1.9</p> <p>Solve simple problems involving theoretical probability, experiments, and simulations.</p>	<p>Probability of an event = No. of favourable outcomes /Total number of possible outcomes</p> <p>Compare the occurrence of events using a ratio expressed in the form of a rational number</p> <p>Present opportunities to build on students' inherent sense of curiosity and discovery e.g., the design of experiments</p> <p>Work in groups to investigate phenomenon and analyse data</p> <p>Use of technology tools for simulations, documentation, and reporting</p>

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Information and Communication Technology (ICT)

Form 1 For Academic Year 2021 to 2022	
Term 1	Online tools and resources
<p>Note: Mandatory Lab Session-2 hours Sensitising students to: -Powering/Shut down pc -Mouse Language -Introduction to Workspace (Desktop, My Documents, Menus, Programs etcetera.) -Accessing the Internet, browser, email account and platform teacher intends to use for online classes (access lesson, submit work, access feedback)</p> <p><u>Health and safety</u> Ergonomics, Health Hazards</p> <p><u>Computer Fundamentals and Careers in ICT</u> Definitions of Information Technology (IT), Information and Communication Technology (ICT) and Computer Science Components of a computer system Functions of computers, Computer care, Types of computers Types of Software Keyboarding</p> <p><u>Word Processing</u></p>	<p>Introduction to computers https://www.youtube.com/watch?v=pLnN3ooJcqw</p> <p>Keyboarding https://www.youtube.com/watch?v=_R6M0vBxLac</p> <p>Windows Environment https://www.youtube.com/watch?v=dJcI2HpGuEo</p> <p>Health and safety https://www.youtube.com/watch?v=iZbvKhEhmkg https://www.youtube.com/watch?v=jqvtImP7CTE</p> <p>RAM https://www.youtube.com/watch?v=2CJcotBkf6w&list=RDCMU0L0cbkO4GKMMWnbyXsF1Hw&index=2 Types of computers https://www.youtube.com/watch?v=uD0acIhi8xE</p> <p>Components of a Computer System https://www.youtube.com/watch?v=ExxFxD4OSZ0 Types of Software https://www.youtube.com/watch?v=BTB86HeZVwk</p> <p>Word processing</p>

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<p>Creation of a word processing document Basic file operations Common formatting tools and editing features.</p> <p><u>Ethics in Technology</u> Netiquette Cyberbullying</p> <p><u>Internet and Web 2.0 tools</u> Introduction to the Internet Internet browsing Hyperlinks, World Wide Web Search Engines Internet Information Sources</p> <p><u>Presentation</u> Creation of a simple presentation Manipulating a presentation Saving/Printing a presentation</p>	<p>https://www.youtube.com/watch?v=4D8DcstpGEg (basic) https://www.youtube.com/watch?v=Cw6a3b5QoAs (advanced)</p> <p>Ethics in Technology https://www.youtube.com/watch?v=VOUIRroKuP4 https://www.youtube.com/watch?v=JkkTN0pQ_Ug</p> <p>Internet and Web 2.0 tools https://www.youtube.com/watch?v=O6p9HBMZwno https://www.youtube.com/watch?v=o5mqjJoa4ug</p> <p>Presentation: Microsoft PowerPoint https://www.youtube.com/watch?v=u7Tku3_RGPs</p>
<p>Term 2</p> <p><u>Computer fundamentals and Careers in ICT</u> File Maintenance Computer maintenance Saving/Protecting data File backups cloud computing</p> <p><u>Word Processing</u> Page formatting Tables</p>	<p>Introduction to computers https://www.youtube.com/watch?v=pLnN3ooJcqW</p> <p>Keyboarding https://www.youtube.com/watch?v=_R6M0vBxLac</p> <p>Windows Environment https://www.youtube.com/watch?v=dJci2HpGuEo</p> <p>Cloud Computing https://www.youtube.com/watch?v=M988_fsOSWo&list=RD&index=5</p> <p>Word processing https://www.youtube.com/watch?v=4D8DcstpGEg (basic) https://www.youtube.com/watch?v=Cw6a3b5QoAs (advanced)</p>

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<p>Inserting images editing images</p> <p><u>Ethics in Technology</u> Data Protection Physical and Software Security issues</p> <p><u>Presentation</u> Creation of a simple slideshow Formatting Working with images</p>	<p>Ethics in Technology https://www.youtube.com/watch?v=VOUIRroKuP4 https://www.youtube.com/watch?v=JkkTN0pQ_Ug</p> <p>Presentation: Microsoft PowerPoint https://www.youtube.com/watch?v=u7Tku3_RGPs</p>
<p>Term 3</p> <p><u>Drawing</u> Creation of a digital drawing, Manipulate drawing, Formatting</p> <p><u>Ethics in Technology</u> Plagiarism Copyright Freeware Shareware Software Piracy</p> <p><u>Health and safety</u> Safety precautions Green Computing Disposal of equipment</p> <p><u>Presentation</u> Animation Working with Graphics</p> <p><u>Programming Concepts and Computational Thinking</u></p>	<p>Microsoft Paint https://www.youtube.com/watch?v=ObYvtATkrJM https://www.youtube.com/watch?v=DF4TLzvJ0gw</p> <p>Ethics in Technology https://www.youtube.com/watch?v=VOUIRroKuP4 https://www.youtube.com/watch?v=JkkTN0pQ_Ug</p> <p>Health and safety https://www.youtube.com/watch?v=iZbvKhEhmkg https://www.youtube.com/watch?v=jqvtImP7CTE</p> <p>Presentation: Microsoft PowerPoint https://www.youtube.com/watch?v=u7Tku3_RGPs</p>

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Information gathering Brainstorming Decision Making Information Evaluation	
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Form 2: For Academic Year 2021 to 2022 <i>{what is in italics should have been covered in Form 1 and needs to be covered}</i>	
Term 1	Online Tools and Resources
<p><u>Word Processing</u> <i>Creation of a word processing document Basic file operations</i> <i>Common formatting tools and editing features.</i> <i>Page formatting</i> <i>Tables</i> <i>Inserting images</i> <i>Editing images</i> Templates Images, Review document</p> <p><u>Video Creation</u> Source files, Videos, Storyboards</p> <p><u>Internet and Web 2.0 Tools</u> <i>Introduction to the Internet</i> <i>Internet browsing</i> <i>Hyperlinks,</i> <i>World Wide Web</i> <i>Search Engines</i> <i>Internet Information Sources</i></p>	<p>Word Processing https://www.youtube.com/watch?v=HC13M8FGINc&t=0s</p> <p>Software for Video creation https://www.commonsense.org/education/top-picks/websites-and-apps-for-making-videos-and-animation</p> <p>Using Scratch https://www.youtube.com/watch?v=h5nZwiXZopA</p> <p>Internet and Web 2.0 tools https://www.youtube.com/watch?v=O6p9HBMZwno https://www.youtube.com/watch?v=o5mqqJoa4ug</p>

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Form 2: For Academic Year 2021 to 2022 <i>{what is in italics should have been covered in Form 1 and needs to be covered}</i>	
Term 1	Online Tools and Resources
Representation and Evaluation of information, Copyright, Plagiarism, Piracy <u>Programming Concepts and Computational Thinking</u> Representation, Organisation and Analysis of information <u>Presentation</u> <i>Creation of a simple slideshow</i> <i>Formatting</i> <i>Working with images</i> <i>Animation</i> <i>Working with Graphics</i> Multimedia Hyperlinks	Computational thinking and Algorithms https://www.youtube.com/watch?v= TWsmF8l418 Presentation: Microsoft PowerPoint https://www.youtube.com/watch?v=u7Tku3_RGPs
<u>Term 2</u> <u>Spreadsheet</u> Creation of a spreadsheet Manipulate a spreadsheet Arithmetic Operations, Formula, Formatting Managing worksheets, Graphs <u>Video Creation</u> Video clips, Sound, Editing videos Titles, Sub-titles, Credits <u>Internet and Web 2.0 tools</u> Ways of communicating digitally, Digital footprint SMS texting, Instant Messaging	<u>Spreadsheet Software</u> https://www.youtube.com/watch?v=k1VUZEVuDJ8 Software for Video creation https://www.commonsense.org/education/top-picks/websites-and-apps-for-making-videos-and-animation Internet and Web 2.0 tools https://www.youtube.com/watch?v=O6p9HBMZwno https://www.youtube.com/watch?v=o5mqqJoa4ug

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Form 2: For Academic Year 2021 to 2022 <i>{what is in italics should have been covered in Form 1 and needs to be covered}</i>	
Term 1	Online Tools and Resources
Electronic mail Blogs	
<u>Term 3</u> <u>Spreadsheet</u> Cell alignment Cell Referencing Absolute and relative cell addressing Creating and labelling Graphs/ Charts <u>Internet and Web 2.0 Tools</u> VoIP, Sky Drives, Collaboration Tools <u>Programming Concepts and Computational Thinking</u> Representation and Analysis of data Organisation of data Problem Solving Problem definition Evaluation and design of solution to real-world problems	<u>Spreadsheet Software</u> https://www.youtube.com/watch?v=k1VUZEVuDJ8 <u>Internet and Web 2.0 tools</u> https://www.youtube.com/watch?v=O6p9HBMZwno https://www.youtube.com/watch?v=o5mqqJoa4ug <u>Computational thinking and Algorithms</u> https://www.youtube.com/watch?v=_TWsmF8I418

Form 3: For Academic Year 2021 to 2022 <i>{what is in italics should have been covered in Form 2 and needs to be covered}</i>	
Term 1	
<u>Internet and Web 2.0 tools</u> Viruses Spam; malware: viruses, worms, Trojan horses, spyware, ransomware, adware.	<u>Viruses</u> https://www.youtube.com/watch?v=n8mbzU0X2nQ

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Form 3: For Academic Year 2021 to 2022 <i>{what is in italics should have been covered in Form 2 and needs to be covered}</i>	
Term 1	
<p>Computer crime (cybercrime): fraud and financial crimes, identity theft Cyber terrorism, cyberextortion</p> <p><u>Programming Concepts and Computational Thinking</u> <i>Representation and Analysis of data</i> <i>Organisation of data</i> <i>Problem Solving</i> <i>Problem definition</i> <i>Evaluation and design of solution to real-world problems</i> Algorithm Development – Narrative, Flowcharts</p>	<p>Cyber Security https://www.youtube.com/watch?v=inWWhr5tnEA</p> <p>Using Scratch https://www.youtube.com/watch?v=h5nZwiXZopA</p> <p>Computational thinking and Algorithms https://www.youtube.com/watch?v=TWsmF81418</p>
<u>Term 2</u>	
<p><u>Computer fundamentals and Careers in ICT</u> Hardware Specifications</p> <p><u>Programming Concepts and Computational Thinking</u> Implementation and Evaluation of Solutions</p>	<p>Careers in ICT https://www.youtube.com/watch?v=b35WODz_s8o</p> <p>Computational thinking and Algorithms https://www.youtube.com/watch?v=TWsmF81418</p>
<u>Term 3</u>	
<p><u>Computer fundamentals and Careers in ICT</u> Careers in ICT</p> <p><u>Programming Concepts and Computational Thinking</u> Implementation and Evaluation of Solutions</p>	<p>ICT Fundamentals https://www.youtube.com/watch?v=mYXuCeawhm8&list=RD-CMUC0L0cbkO4GKMMWnbyXsF1Hw&index=1</p> <p>Computational thinking and Algorithms https://www.youtube.com/watch?v=TWsmF81418</p>

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Integrated Science

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

General Outcomes

Understand the nature of Science.

Stimulate students' curiosity and creativity.

Investigate scientific issues and communicate their findings.

Demonstrate the ability to make appropriate and informed choices using their knowledge of the role of Science in addressing the complex social issues.

Use technology as a tool to research, organise, evaluate and communicate information.

Work effectively in diverse teams.

Skills and Competencies:

1.1.2 Demonstrate the use of the scientific method. Practical skills to be acquired: Manipulation and measurement, Observation, Recording and Reporting, Analysis and Interpretation, Drawing, Planning and Design

1.1.3 Recognise a scientific report as a means of communicating information from scientific investigations the correct procedure for the write-up of a practical activity

1.2.2 Demonstrate the correct procedures for use of common measuring instruments.

1.3.1 Demonstrate safe practices when conducting investigations

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Integrated Science: Forms 1 to 3: Content to be covered and Skills to be demonstrated for promotion to the next form level for Academic Year 2021 to 2022

Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
Form 1: For Academic Year 2020 to 2021 Content/topic to be covered for promotion to Form 2	1	<ul style="list-style-type: none"> Scientific processes 1.1.1 Differentiate between Science and technology. 1.1.2 Demonstrate the use of the scientific method 1.1.3 Recognise a scientific report as a means of communicating information from scientific investigations	<p>Note: Learning Activities for Form 1 can be found on the MOE SLMS: https://learn.moe.gov.tt/course/view.php?id=371</p> <p>Additional online resources: https://www.slideshare.net/ShirleyValera/science-and-technology-a https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biology-and-the-scientific-method/a/the-science-of-biology https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biology-and-the-scientific-method/v/the-scientific-method https://create.kahoot.it/share/e28bd5fb-4345-4e09-9de9-aa02bd637e0b</p>
		<ul style="list-style-type: none"> Scientific Measurements and units 1.2.1 Discuss the importance of the International System (SI) of units 1.2.2 Demonstrate the correct procedures for use of common measuring instruments	<p>https://www.youtube.com/watch?v=1TICcW_mugs https://app.quizalize.com/view/quiz/si-units</p>
		<p>Classify Life According to Cellular Structure</p> 1.4.1 Describe the characteristics of living things	<p>https://youtu.be/eb-EjLiGROY</p>
		<ul style="list-style-type: none"> Safety in Science 1.3.1 Demonstrate safe practices when conducting investigations	<p>https://www.youtube.com/watch?v=MEIXRLcC6RA</p>

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
			https://www.youtube.com/watch?v=VRWRmIEHr3A&t=90s https://app.quizalize.com/view/quiz/laboratory-safety-quiz-7163e178-2561-49cd-83d7-1839e40e2c3a
		<ul style="list-style-type: none"> • Properties of matter 1.8.1 Differentiate among the three states of matter 1.8.2 Relate the properties of matter to the arrangement of particles 1.8.3 Explain how temperature causes changes in states of matter	https://www.youtube.com/watch?v=ed0R3LPEiGU https://kids.britannica.com/kids/article/matter/353444 https://www.bbc.co.uk/bitesize/guides/zg6bdxs/revision/2
		<ul style="list-style-type: none"> • Force 1.11.1 Determine the resultant of two or more parallel forces acting on a solid object	https://learn.moe.gov.tt/course/view.php?id=215 https://www.youtube.com/watch?v=PL8ATKipoB4
	2	<ul style="list-style-type: none"> • Classify Life According to Cellular Structure 1.5.1 Compare plant and animal cells according to their structure and function.	https://learn.moe.gov.tt/pluginfile.php/388053/mod_resource/content/2/PLANT%20AND%20ANIMAL%20CELLS%20to%20upload.pdf https://learn.moe.gov.tt/pluginfile.php/322129/mod_resource/content/1/Cells.pdf
		<ul style="list-style-type: none"> • Atoms, Elements, Molecules 1.9.1 Describe the structure of the atom 1.9.2 State the chemical symbols of elements 1 - 20. 1.9.3 Illustrate the atomic structure of elements of atomic numbers 1-10	https://learn.moe.gov.tt/pluginfile.php/322131/mod_resource/content/1/Atomic%20Structure.pdf https://learn.moe.gov.tt/pluginfile.php/322132/mod_resource/content/1/Atoms%2C%20Elements%2C%20Molecules.pdf

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
		1.9.4 Distinguish among atoms, elements and molecules	https://learn.moe.gov.tt/pluginfile.php/322135/mod_resource/content/1/Symbols%20of%20Elements.pdf https://www.youtube.com/watch?v=7FkquJNsMsI
		<ul style="list-style-type: none"> • Force 1.11.2 Discuss the importance of gravitational forces acting on bodies	https://www.youtube.com/watch?v=U78NOo-oxOY https://www.youtube.com/watch?v=aJc4DEkSq4I
		<ul style="list-style-type: none"> • Pressure 1.11.3 Investigate the relationship between an applied force and pressure.	https://www.youtube.com/watch?v=IoD5Ph0sY4A https://www.youtube.com/watch?v=irwPVRz8zi0
	3	<ul style="list-style-type: none"> • Levels of Organization in Living Things 1.6.1 Recognize the relationships between specialized cells, tissues, organs and organ systems	https://learn.moe.gov.tt/pluginfile.php/322129/mod_resource/content/1/Cells.pdf https://learn.moe.gov.tt/pluginfile.php/388042/mod_resource/content/1/FORM%201%20BIOLOGY%20LEVELS%20OF%20ORGANIZATION%20to%20upload.pdf
		Processes in cellular structure 1.7.1 Describe how substances move into and out of cells	https://learn.moe.gov.tt/pluginfile.php/326090/mod_resource/content/1/Form%201%20Biology%20Movement%20of%20substances%20in%20and%20out%20of%20cell%20.pdf
		1.7.2 Describe the process of photosynthesis	https://learn.moe.gov.tt/pluginfile.php/322130/mod_resource/content/1/Photosynthesis.pdf

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
		<ul style="list-style-type: none"> • Energy transformations 1.12.1 Distinguish amongst various forms of energy 1.12.2 Investigate the conversion of energy from one form to another	https://learn.moe.gov.tt/pluginfile.php/322127/mod_resource/content/1/forms%20of%20energy.pdf Additional online resources: https://www.youtube.com/watch?v=1JdvH_8cz-I https://www.youtube.com/watch?v=jhKejoBqiYc https://learn.moe.gov.tt/pluginfile.php/322126/mod_resource/content/1/Form%201%20Physics%20-%20Conversion%20of%20Energy.pdf https://learn.moe.gov.tt/course/view.php?id=215 Additional online resources: https://www.youtube.com/watch?v=O4Rxb-3jIqQ https://www.youtube.com/watch?v=-8atIc3XixY
		<ul style="list-style-type: none"> • Compounds and mixtures 1.10.1 Distinguish between compounds and mixtures	https://learn.moe.gov.tt/pluginfile.php/322133/mod_resource/content/1/Compounds%20and%20Mixtures.pdf Additional Online Resources: https://www.youtube.com/watch?v=DZ6Ap8Zyb9w
Form 2: For Academic Year 2020 to 2021 Content/topic to be covered for promotion to Form 3	1	<ul style="list-style-type: none"> • Diet and Health 2.1.1 Recognise the importance of a balanced diet 2.1.2 Outline the basic structure of the digestive system and functions of each part. 2.1.3 Explain how humans obtain nutrients from food 2.1.4 Relate diet to weight gain and loss	Note: Learning Activities for Form 2 can be found on the MOE SLMS: https://learn.moe.gov.tt/course/view.php?id=376 Additional online resources:

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
		<ul style="list-style-type: none"> Physical and Chemical processes 2.4.1 Distinguish between physical and chemical changes 2.4.2 Distinguish between physical and chemical properties	https://learn.moe.gov.tt/pluginfile.php/325031/mod_resource/content/1/Form%202%20Chemistry%20Physical%20and%20Chemical%20changes.pdf Additional Online Resources: https://www.youtube.com/watch?v=h0py6BFIFZw https://www.youtube.com/watch?v=jQoE_9x37mQ https://www.youtube.com/watch?v=MOIMZXCHc7A
		<ul style="list-style-type: none"> Motion 2.6.1 Investigate motion of a body 2.6.2 Apply Newton’s laws to explain motion of solid objects	https://learn.moe.gov.tt/pluginfile.php/33433/mod_resource/content/1/Motion%20Form%202%20Physics-converted.pdf Additional online resources: https://www.youtube.com/watch?v=Jyiw6KkedDY https://learn.moe.gov.tt/pluginfile.php/322128/mod_resource/content/1/Newton%3Bs%20Laws.pdf Additional online resources: https://www.youtube.com/watch?v=PIQIPTkcKvk https://www.youtube.com/watch?v=kKKM8Y-u7ds
	2	<ul style="list-style-type: none"> Motion 2.6.3 Discuss factors that affect the moment of a force 2.6.4 Discuss factors that affect the stability of objects	https://learn.moe.gov.tt/pluginfile.php/325014/mod_resource/content/1/Moment%20of%20a%20Force.pdf

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
			https://learn.moe.gov.tt/pluginfile.php/325012/mod_resource/content/1/Stability.pdf
		<ul style="list-style-type: none"> • Human Body Systems: The Circulatory System 2.2.1 Outline the basic structure of the circulatory system. 2.2.2 Relate the main parts of the circulatory system to their functions in the human body 2.2.3 Investigate the relationship between exercise and pulse rate 2.2.4 Identify health conditions associated with the circulatory system.	https://learn.moe.gov.tt/pluginfile.php/325026/mod_resource/content/1/Form%202%20Biology%20Circulation.pdf https://learn.moe.gov.tt/pluginfile.php/325028/mod_resource/content/1/Form%202%20Biology%20Circulatory%20System%20.pdf Additional Resources: https://www.bioedonline.org/lessons-and-more/lessons-by-topic/human-organism/heart-and-circulation/heart-rate-and-exercise/ Activity/Practical https://youtu.be/U0rnucxG9hE
		<ul style="list-style-type: none"> • Separating Mixtures 2.4.3 Distinguish between types of mixtures. 2.4.4 Discuss the formation of different types of solutions 2.4.5 Describe heterogeneous mixtures	https://learn.moe.gov.tt/pluginfile.php/325033/mod_resource/content/1/Form%202%20Chemistry%20Types%20of%20mixtures.pdf https://learn.moe.gov.tt/pluginfile.php/325032/mod_resource/content/1/Form%202%20Chemistry%20Solutions.pdf https://learn.moe.gov.tt/pluginfile.php/325030/mod_resource/content/1/Form%202%20Chemistry%20Heterogenous%20mixtures%20.pdf Additional Online Resources: https://www.youtube.com/watch?v=USLXw_JV3vA

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
	3	<p>Separating Mixture 2.5.1 Explain methods of separating mixtures</p>	<p>https://learn.moe.gov.tt/pluginfile.php/325034/mod_resource/content/1/Form%202-Chemistry-Separation.pdf Additional Online Resources: https://www.youtube.com/watch?v=fAKsz0plavs https://www.youtube.com/watch?v=ZcOhI4kfwXQ</p>
		<ul style="list-style-type: none"> • Thermal Energy 2.7.1 Distinguish between temperature and heat 2.7.2 Compare methods of heat transfer for various media 2.7.3 Distinguish between thermal insulators and conductors 	<p>https://learn.moe.gov.tt/pluginfile.php/325013/mod_resource/content/1/Heat%20and%20Temperature.pdf https://learn.moe.gov.tt/pluginfile.php/325015/mod_resource/content/1/Form%202%20-%20Physics%20-%20Types%20of%20Heat%20Transfer.pdf Additional Online Resources: https://www.youtube.com/watch?v=a6ugPfc70Q</p>
		<ul style="list-style-type: none"> • Human Body Systems: Respiratory System 2.3.1 Outline basic structure of respiratory system 2.3.2 Distinguish between breathing and respiration in humans 2.3.3 Relate increase in physical activity to increase in breathing rate 	<p>https://learn.moe.gov.tt/pluginfile.php/33435/mod_resource/content/1/respiration_part%201-converted.pdf https://learn.moe.gov.tt/pluginfile.php/33436/mod_resource/content/1/respiration_chemical%20modified%20for%20Form%202%20Int%20%20Sc-converted.pdf https://learn.moe.gov.tt/pluginfile.php/325016/mod_resource/content/1/Form%202%20Biology%20Breathing%20and%20Pulse%20Rate%20.pdf</p>

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
			https://my.clevelandclinic.org/health/articles/21205-respiratory-system Additional Resources: https://youtu.be/wWGullAa000 https://youtu.be/k9BWCnnXOG8
		<ul style="list-style-type: none"> • Ecosystems • Energy in Ecosystems 2.8.1 Illustrate energy flow from the sun to plants and animals	Additional Resources: https://youtu.be/5jBV9vJmXZI
Form 3: For Academic Year 2020 to 2021 Content/topic to be covered from promotion to Form 4	1	<ul style="list-style-type: none"> • Human Body Systems: The Reproductive System • Communicable Diseases of the Reproductive System 3.1.1 Outline the structure of the human male and female reproductive systems and the function of the parts. 3.2.1 Identify the different types of Communicable Diseases of the Reproductive System 3.2.2 Explain the transmission of HIV infection and other communicable sexually transmitted diseases 3.2.3 List strategies for protecting oneself against HIV infection	Note: Learning Activities for Form 3 can be found on the MOE SLMS: https://learn.moe.gov.tt/course/view.php?id=377 https://learn.moe.gov.tt/pluginfile.php/323272/mod_resource/content/1/Reproduction.pdf https://learn.moe.gov.tt/pluginfile.php/323259/mod_resource/content/1/Communicable%20Diseases.pdf https://learn.moe.gov.tt/pluginfile.php/323271/mod_resource/content/1/HIV.pdf Additional Resources: https://youtu.be/EqlyEYOI754 https://youtu.be/DzXgCW9YcNg

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
		<ul style="list-style-type: none"> Chemical Bonding 3.7.1 Explain how atoms combine to form molecules	https://learn.moe.gov.tt/pluginfile.php/323284/mod_resource/content/1/Electronic%20configuration.pdf https://learn.moe.gov.tt/pluginfile.php/386905/mod_resource/content/3/Form%203%20Chemistry%20Chemical%20Bonding.pdf https://learn.moe.gov.tt/pluginfile.php/323283/mod_resource/content/1/Covalent%20bonding.pdf https://learn.moe.gov.tt/pluginfile.php/323285/mod_resource/content/2/Naming%20compounds.pdf
	2	<ul style="list-style-type: none"> Environmental Impact of Human Activities 3.3.1 Explain the impact of human activities on the local and global environment	Additional Resources: https://youtu.be/Um-bo2MWDsQ https://youtu.be/IKZMGBA_0Ik https://youtu.be/7fE7naFNA4U
		<ul style="list-style-type: none"> Electricity and Magnetism and Light 3.4.1 Distinguish between electrical insulators and conductors. 3.4.2 Construct simple circuits 3.4.3 Represent simple circuits using diagrams 3.5.1 Demonstrate the effects of magnetic forces. 3.5.2 Describe the magnetic effect of current.	https://learn.moe.gov.tt/pluginfile.php/16303/mod_resource/content/1/Electricity.pdf https://learn.moe.gov.tt/pluginfile.php/16307/mod_resource/content/1/Magnetism.pdf
	3	<ul style="list-style-type: none"> Electricity and Magnetism and Light 3.6.1 Investigate the transmission of light	https://learn.moe.gov.tt/pluginfile.php/16305/mod_resource/content/1/Light.pdf https://learn.moe.gov.tt/pluginfile.php/33409/mod_resource/content/1/reflection%20%281%29-converted.pdf

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Form Level	Term	Topics and Learning Outcomes	Useful Online Resources
		<ul style="list-style-type: none"> • Acid and bases 3.8.1 Distinguish between substances that are acids and alkalis 3.8.2 Describes chemical reactions involving acids and bases	<p>https://learn.moe.gov.tt/pluginfile.php/33410/mod_resource/content/1/shadows-converted.pdf</p> <p>https://learn.moe.gov.tt/pluginfile.php/323282/mod_resource/content/1/Acids%20and%20alkali.pdf</p> <p>Additional Online Resources:</p> <p>https://www.youtube.com/watch?v=zbuKIwnHuoA</p> <p>https://www.youtube.com/watch?v=IEj5AD6huFU</p> <p>https://www.youtube.com/watch?v=tDQo_7RJc3E</p>

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Physical Education

Physical Education Forms 1: For Academic Year 2021 to 2022**Theory: All content to be delivered via online blended learning approaches**

Level	Topic / Theme	Learning Outcomes	Useful Online Resources
Form One Term 1 (Theory) Critical topics to be covered for promotion to Form 2 Term 1	1.0 Body Systems - Skeletal System	1.1.1 Acquire basic knowledge of the systems of the human body. 1.1.2 Understand the functions, structure, and workings of the skeletal system. 1.1.3 Demonstrate knowledge of the effects of physical activity on the skeletal system.	https://learn.moe.gov.tt/pluginfile.php/355031/mod_folder/content/0/1%20-%20Overview%20of%20the%20Systems%20of%20the%20Body%20.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/355031/mod_folder/content/0/2%20Components%20of%20the%20Skeletal%20System.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/355031/mod_folder/content/0/3%20%20Structure%20of%20the%20Skeletal%20System.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/355031/mod_folder/content/0/4%20%20Major%20Bones%20of%20the%20%20Skeletal%20System.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/355031/mod_folder/content/0/5%20Functions%20of%20Skeletal%20System.ppsx?forcedownload=1
	2.0 Healthy Lifestyle Practices	1.2.1 Demonstrate an understanding of the relationship between wellness and lifestyle. 1.2.2 Practice habits that contribute to wellness. 1.2.3 Apply habits and practices to maintain a healthy lifestyle.	(1158) Wellbeing for Children: Healthy Habits - YouTube

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
	3.0 Movement/Gymnastic Activities	1.3.1 Develop a personal philosophy of Physical Education.	(1158) Philosophy of Physical Education - YouTube
	4.0 Sports Skills	1.4.1 Understand and appreciate the history of netball. 1.4.5 Understand and appreciate the history of football. 1.4.9 Understand and appreciate the history of cricket. 1.4.13 Understand and appreciate the history of track and field/ Olympic Games.	(1158) History of Netball - YouTube https://learn.moe.gov.tt/pluginfile.php/352089/mod_folder/content/0/Activity%203%20Form%201%20History%20of%20Football%20%281%29%20Final%20%281%29.ppsx?forcedownload=1 (1158) Where Did Cricket Originate History of Cricket ISNPO-Ed - Lesson 04 - YouTube (1158) HISTORY OF ATHLETICS - YouTube
	5.0 Responsible behaviour	1.5.1 Readily follow rules, instructions, and procedures, and stay on task.	https://learn.moe.gov.tt/pluginfile.php/354385/mod_folder/content/0/Rules%20Procedures%20and%20Instructions%20.ppsx?forcedownload=1
	6.0 Safety practices	1.6.1 Appreciate the importance of rules to ensure safety in physical activities.	https://learn.moe.gov.tt/pluginfile.php/322247/mod_folder/content/0/6%20Safety%20Rules.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/322247/mod_folder/content/0/7%20Safety%20Rules%20Equipment%2C%20%20Environment%20and%20Protective%20Gear.ppsx?forcedownload=1
Form One Term 2 (Theory)	<input type="checkbox"/> Body Systems <ul style="list-style-type: none"> • Muscular System 	1.1.4 Understand the functions, structure, and workings of the muscular system.	https://learn.moe.gov.tt/pluginfile.php/370043/mod_folder/content/0/Form%201%20Topic%20Our%20Body%20System%20-%20Effects%20of%20Physical%20Activity%20on%20the%20Muscular%20System.pptx?forcedownload=1

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
		1.1.5 Demonstrate knowledge of the effects of physical activity on the muscular system.	
	<input type="checkbox"/> Healthy Lifestyle Practices <ul style="list-style-type: none"> Physical Fitness 	1.2.4 Understand the concept of physical fitness. 1.2.5 Demonstrate an understanding of health and sport related fitness components.	https://learn.moe.gov.tt/pluginfile.php/320428/mod_folder/content/0/Activity%201%20Definition%20of%20Physical%20Fitness.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/320428/mod_folder/content/0/Activity%202%20Health%20Related%20Components%20of%20Fitness.ppsx?forcedownload=1 https://learn.moe.gov.tt/pluginfile.php/320428/mod_folder/content/0/Activity%203%20Sport-Related%20Fitness%20Components.ppsx?forcedownload=1
	3.0 Movement/Gymnastic Activities	1.3.6 Understand the meaning of gymnastics.	(1158) What is GYMNASTICS? What does GYMNASTICS mean? GYMNASTICS meaning, definition & explanation - YouTube (1158) What Is GYMNASTICS? GYMNASTICS Definition & Meaning - YouTube
	4.0 Sports Skills	1.4.17 Understand and appreciate the history of basketball.	(1158) The HISTORY of BASKETBALL in 5 Minutes - YouTube
	5.0 Responsible behaviour	a) Sharing with others.	(1158) Sharing with Others (4 Days Until Christmas) S7 E11 - YouTube
	6.0 Safety practices	1.6.2 Apply safety rules in relation to specific activity settings. 1.6.3 Practice safety measures for the prevention of injuries.	

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
Form One Term 3 (Theory)	1.0 Body Systems	1.1.6 Show the interrelatedness of the skeletal and muscular systems.	(1158) BONES AND MUSCLES SKELETAL SYSTEM MUSCULAR SYSTEM SCIENCE VIDEO FOR KIDS - YouTube
	2.0 Healthy Lifestyle Practices	1.2.6 Maintain the minimum standard of basic fitness (tests).	
	6.0 Safety practices	1.6.2 Apply safety rules in relation to specific activity settings. 1.6.3 Practice safety measures for the prevention of injuries.	

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Form 2: For Academic Year 2020 to 2021

Legend: *Italics* – Topics/ Content from Term 3 Form 1

Theory: Content to be delivered via online blended learning approaches

Level	Topic / Theme	Learning Outcomes	Useful Online Resources
Form Two Term 1 (Theory) Critical topics to be covered for promotion to Form 3 Term 1	<ul style="list-style-type: none"> Body Systems 	<p><i>1.1.4 Understand the functions, structure, and workings of the muscular system.</i></p> <p><i>1.1.5 Demonstrate knowledge of the effects of physical activity on the muscular system.</i></p> <p><i>1.1.6 Show the interrelatedness of the skeletal and muscular systems.</i></p> <p>2.1.1 Understand the functions, structure and workings of the circulatory system (structure: heart, blood & blood vessels, workings: pulse & blood pressure).</p> <p>2.1.2 Demonstrate the knowledge of the effects of physical activity on the circulatory system.</p>	<p>Circulatory System https://learn.moe.gov.tt/pluginfile.php/339182/mod_folder/content/0/Body%20Systems%20-%20Circulatory%20System%201.ppsx?forcedownload=1</p> <p>https://learn.moe.gov.tt/pluginfile.php/339182/mod_folder/content/0/SLMS%202%20Circulatory%20System%20-%20The%20Heart.ppsx?forcedownload=1</p> <p>https://learn.moe.gov.tt/pluginfile.php/339182/mod_folder/content/0/SLMS%203%20Circulatory%20System%20-%20Blood%20Vessels%20Rev_.pptx?forcedownload=1</p>
	<p>2.0 Healthy Lifestyle Practices</p>	<p><i>1.2.6 Maintain the minimum standard of basic fitness tests.</i></p> <p>2.2.2 Recognise the fitness needs of different physical activities.</p> <p>2.2.1 Apply nutritional principles and weight management practices to attain health goals (nutritional principles: variety, balance & moderation, weight</p>	<p>https://learn.moe.gov.tt/pluginfile.php/343073/mod_folder/content/0/Healthy%20Lifestyle%20Practices%20-%20Fitness%20Needs%20of%20different%20physical%20activities.ppt?forcedownload=1</p>

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
		management: diet & eating habits, physical activities & exercise).	
	4.0 Sport Skills • Netball	2.4.2 Know the areas of the netball court and playing positions.	https://learn.moe.gov.tt/pluginfile.php/339181/mod_folder/content/0/Netball%20Court%20Areas%20%28Inshan%29.ppsx?forcedownload=1
	• Swimming	2.4.25 Understand basic water safety rules.	https://www.youtube.com/watch?v=ndqI2C66OyM
	• Orienteering	2.4.29 Understand basic orienteering skills (Types of maps, scale interpretation). 2.4.30 Understand safety measures/rules during outdoor activities.	Safety during outdoor/hiking activities https://www.youtube.com/watch?v=Bgu3db72lMw
	5.0 Responsible Behaviour	<i>1.5.4 Show respect for others (peers, group leader, teacher and individual differences).</i> 2.5.1 Maintain control and stay on task (self-discipline: commitment, participation & cooperation).	Respect and cooperation in sport https://www.youtube.com/watch?v=T_zF2lPaBAQ
	6.0 Safety practices	<i>1.6.3 Practice safety measures for the prevention of injuries (Types & Prevention: soft & hard tissues).</i> 2.6.1 Apply safety rules in relation to specific activity settings. 2.6.2 Develop the habit of warming-up and cooling-down before and after physical activities. 2.6.3 Use protective gears as required.	Warming up https://learn.moe.gov.tt/pluginfile.php/346690/mod_folder/content/0/Warm-Up%20%28Revised%29%284%29.ppsx?forcedownload=1 Cooling down https://learn.moe.gov.tt/pluginfile.php/346690/mod_folder/content/0/Cool%20Down%282%29.ppsx?forcedownload=1

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
Form Two Term 2 (Theory)	Body Systems	2.1.3 Understand the functions, structure and workings of the respiratory system (structure: air passages, lungs and diaphragm). 2.1.4 Demonstrate the knowledge of the effects of physical activity on the respiratory system.	https://learn.moe.gov.tt/pluginfile.php/339182/mod_folder/content/0/SLMS%201%20Respiratory%20System%20F2.ppsx?forcedownload=1
	4.0 Sport Skills • Volleyball	2.4.17 Understand and appreciate the history of volleyball. 2.4.20 Understand the rules related to the skills in volleyball.	History of Volleyball https://learn.moe.gov.tt/pluginfile.php/344458/mod_folder/content/0/Sport%20Skills%20-%20Volleyball.ppsx?forcedownload=1
	• Swimming	2.4.25 Identify safe practices in and around the pool. 2.4.26 Explain basic lifesaving skills (dry rescue techniques: -reach -rope throw). 2.4.27 Describe the technique use for basic swimming strokes (floating -front crawl - backstroke -breaststroke).	Basic life-saving techniques https://www.youtube.com/watch?v=OZFG-LWUESI
	5.0 Responsible Behaviour	2.5.2 Display self-confidence in physical activity setting (communication skills: feedback & self-expression).	Self confidence in sport https://www.youtube.com/watch?v=Qjy9MmvJNMg&list=RDCMUCukPAfxPIVp9edldc-Way9A&index=2
	6.0 Safety practices	2.6.4 Perform basic treatment of soft tissue injury: Initial procedure in the event of an injury, methods of self-protection and treatment.	https://www.youtube.com/watch?v=jeiItB9IsD0
Form Two Term 3	1.0 Body Systems	2.4.5 Show the interrelatedness of the circulatory and respiratory systems.	Interrelatedness of circulatory and respiratory systems

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
(Theory)		2.2.3 Demonstrate an understanding of the cardio-respiratory endurance (energy production, energy systems). 2.2.4 Apply the knowledge of physical fitness to enhance performance of physical activities (cardio-respiratory endurance tests & cardio-respiratory endurance programme: setting goals & choosing sport & activities).	https://www.youtube.com/watch?v=kOsIDzSZ6G0
	2.0 Healthy Lifestyle Practices	2.2.1 Apply nutritional principles and weight management practices to attain healthy goals (stress management: social support, relaxation techniques).	https://learn.moe.gov.tt/pluginfile.php/343073/mod_folder/content/0/Healthy%20Lifestyle%20Practices%20%20Weight%20Management%201.ppt?forcedownload=1
	4.0 Sport Skills - Hockey	2.4.21 Understand and appreciate the history of hockey.	History and fundamentals of Hockey https://www.youtube.com/watch?v=BjjiA2kmTuo
	- Orienteering	2.4.29 Explain outdoor education skills in orienteering, hiking and camping (types of maps contour, rainfall – scale interpretation – choice of route).	Fundamentals of Orienteering https://www.youtube.com/watch?v=26Zc5AVkFis
	5.0 Responsible Behaviour	2.5.3 Be confident in assuming assigned role (acceptance of responsibilities: group leader, official and manager).	

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Form 3: For Academic Year 2020 to 2021

Theory: Content to be delivered via online blended learning approaches

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

Level	Topic / Theme	Learning Outcomes	Useful Online Resources
Form Three Term 1 (Theory) Critical topics to be covered for promotion to Form 4 Term 1	1. Body Systems - Digestive System	a) Understand the functions, structure, and workings of the digestive system. b) Demonstrate knowledge of the effects of physical activity on the digestive system.	https://youtu.be/v3E1txcKPe8
	2.0 Healthy Lifestyle Practices <i>- Nutritional principles</i>	<i>2.2.1 Apply nutritional principles and weight management practices to attain health goals (nutritional principles: variety, balance & moderation), (weight management: diet & eating habits, physical activities & exercise).</i> <i>1.2.2 Practice habits that contribute to wellness</i>	Portions https://youtu.be/7G9UetbvLHI Variety https://youtu.be/0KbA8pFW3tg Balance https://youtu.be/NqV1Ig4_nfl Moderation https://youtu.be/KtjNV0yEd5k https://youtu.be/bxLSBTJLiLU Weight management https://youtu.be/6mJeGoFsZP8 Energy equation https://youtu.be/k5Y9D37KmJo Wellness https://youtu.be/dhpCdqOtuj0
	<input type="checkbox"/> Drugs: definition, types, effects on the body)	a) Definition and classification of drugs. b) Recognise the different types of drugs and frequently used drugs. c) Demonstrate an understanding of the effects of drugs on the human body and sport performance.	Drugs / Drug abuse https://youtu.be/W11ergeD09o https://youtu.be/b6Dte96WdqM https://youtu.be/4rUpX3QSPmw Effects of alcohol

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
		d) Explain the effects of smoking and alcohol abuse to the body. <i>1.2.3 Apply habits and practices to maintain a healthy lifestyle.</i>	https://youtu.be/y2Rgxm7Vvi8 https://youtu.be/7x6HUNtnXUw Effects of smoking https://youtu.be/fF7SNcw7kxQ https://youtu.be/1W6hwmdZbmE
	<input type="checkbox"/> Sport Skills - Hockey	<i>2.4.21 Understand and appreciate the history of hockey.</i> <i>3.4.4 Demonstrate an understanding of basic goal keeping skills.</i> <i>3.4.5 Know the different areas and parts of the hockey field and the playing positions.</i>	History https://youtu.be/sqm3eKKIArg https://youtu.be/3oIWk5qhlC0
	- Volleyball	3.4.1 Know the different areas of the volleyball court. 3.4.3 Explain various officiating roles in volleyball (scorer, umpire).	https://youtu.be/_IhdvH8rkzw Officiating https://youtu.be/n-eCs7G_TVE
	5.0 Responsible Behaviour	<i>Self - discipline</i> <i>Respect (peers, group leaders, teachers, individual differences.</i> <i>2.5.1 Maintain control and stay on task (Self – discipline: commitment, participation, cooperation).</i> 3.5.2 Apply effective teamwork skills to achieve collective goals (conflict resolution; leadership skills; goal setting).	Respect https://youtu.be/_qtpmi4yzSs https://youtu.be/27gHkFSXPrA Teamwork https://youtu.be/ah1WuFC6ggQ
Form Three Term 2 (Theory)	<input type="checkbox"/> Body Systems • Nervous System	a) Understand the functions, structure, and workings of the nervous system. b) Demonstrate knowledge of the effects of physical activity on the nervous system.	https://youtu.be/KZVeFTDszTs https://youtu.be/6O-0CVAgaEM https://youtu.be/mJW7dYXPZ2o

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
	<input type="checkbox"/> Healthy Lifestyle Practices <ul style="list-style-type: none"> • Training 	a) Understand the effects of training to the body systems. b) Describe different training methods. c) Develop training programmes aimed at improving physical fitness. d) Know the different phases of a training session.	https://youtu.be/wWGuLLAa000
	4.0 Sports Skills - Swimming	2.4.27 Describe basic swimming strokes e.g. breaststroke.	https://youtu.be/nAPI9lWjgL8
	- Tennis	3.4.7 Understand and appreciate the history and basic rules of tennis. 3.4.10 Know the basic rules and scoring pattern of tennis.	History https://youtu.be/gn5SMgmUOPk Rules https://youtu.be/1P_Das6OjAk Scoring patterns https://youtu.be/N24NGrSnnMM
	- Badminton	3.4.11 Understand and appreciate the history and basic rules of badminton 3.4.15 Understand the scoring system in badminton.	History https://youtu.be/_H_DS5p8QZw Rules https://youtu.be/UyLli-TbcFc Scoring https://youtu.be/rO-c_0v74aU
	- Orienteering Skills	2.4.29 Perform outdoor education skills in orienteering. 2.4.29 Identify features of different types of maps (contour, rainfall).	https://youtu.be/bzNA6-lx5n8 https://youtu.be/bQb4ayDJ2YY https://youtu.be/m60XVsGOchk
	5.0 Responsible behaviour	3.5.1 Demonstrate and promote good sportsmanship (appropriate behaviour:	Sportsmanship in sports https://youtu.be/IF-seaEwEM4

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Level	Topic / Theme	Learning Outcomes	Useful Online Resources
		etiquette, fair play, self-control, inclusiveness).	https://youtu.be/8ohw71Om9Sw
	6.0 Safety practices	3.6.1 Apply basic strategies from first aid and the treatment of soft tissue injuries in emergency situations. 3.6.2 Maintain appropriate control in relation to rehabilitation from injuries.	https://youtu.be/4e7evinsfm0 https://youtu.be/AhANvBB9hz0 https://youtu.be/Am_EdRZ3sPU Rehabilitation https://youtu.be/i05wu5gI_4o
Form Three Term 3 (Theory)	2.0 Healthy Lifestyle Practices - Cardiovascular health	a) Appreciate the importance of maintaining good cardiovascular health. b) Recognise major cardiovascular diseases. c) Apply various measures to protect against cardiovascular diseases.	https://youtu.be/OTTbXXI8qAg https://youtu.be/OTTbXXI8qAg https://youtu.be/hCLbZiHACYI Recognise cardiovascular diseases https://youtu.be/4qd7fwcBwek Protection against cardiovascular diseases https://youtu.be/OTTbXXI8qAg https://youtu.be/02SL-xxeiNw

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Social Sciences: Social Studies, History, Geography, Health and Family Life Education

Subject/ Level	Outcomes	Online Tools/Resources
Social Science: Social Studies Term 1	Social Sciences – Social Studies Form 1 Personal Development <ul style="list-style-type: none"> • Definition of basic terms and concepts: heredity, individual • Describe aspects of self-social, physical • List and describe different types of families • Interpret a family tree up to 3 generations • Describe the functions of a family and the roles and responsibilities of family members. • Recognise the characteristics of low and high self-esteem. Economic Growth and Development <ul style="list-style-type: none"> • Definition of human and physical resources, labour force • State the importance of the human resource (2 ways) • Explain in at least one way the importance of a healthy labour force 	Terms and Definitions https://learn.moe.gov.tt/mod/resource/view.php?id=1036 Definition of Terms https://learn.moe.gov.tt/mod/resource/view.php?id=1033 https://learn.moe.gov.tt/mod/resource/view.php?id=1034
Term 2	How We Govern Ourselves <ul style="list-style-type: none"> • List rules at home and at school • Know the difference between rules and laws • State consequences of breaking rules and • Examples: fundamental rights, freedoms including Rights of the Child and responsibilities of a citizen. Our Heritage	Rights Responsibilities and Freedoms https://learn.moe.gov.tt/mod/resource/view.php?id=14985 Puzzle: https://learn.moe.gov.tt/mod/resource/view.php?id=14986 Answer Key: https://learn.moe.gov.tt/mod/resource/view.php?id=14987 The Convention on the Rights of the Child: The children’s version UNICEF Manmade and Built Environment

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Subject/ Level	Outcomes	Online Tools/Resources
	<ul style="list-style-type: none"> • Definition of the terms heritage, preservation and conservation • List aspects of heritage of the various ethnic groups in Trinidad and Tobago including the First Peoples • Explain two ways in which our heritage can be preserved 	National Trust of Trinidad and Tobago First People’s presence in Trinidad and Tobago: https://learn.moe.gov.tt/mod/url/view.php?id=8575 The Chinese in Trinidad and Tobago: https://learn.moe.gov.tt/mod/url/view.php?id=8924 The experience of Indian Indenture in Trinidad: https://learn.moe.gov.tt/mod/url/view.php?id=8925 (247) Sewdass Sadhu Temple in the Sea - YouTube African Heritage in the Caribbean: https://learn.moe.gov.tt/mod/url/view.php?id=8928
Term 3	<p>Caribbean Integration and Global Links</p> <ul style="list-style-type: none"> • Locate the Caribbean on a map of the world • Definition of the term Commonwealth Caribbean • Know and list the members of the Commonwealth Caribbean and their capitals/main towns. <p>Our Environment</p> <ul style="list-style-type: none"> • List the physical resources in Trinidad and Tobago • Define the man made and built environment with an example State at least two ways in which the environment is negatively impacted including pollution • List and describe types of pollution (water, air, land) 	SLMS Activity Commonwealth Caribbean https://learn.moe.gov.tt/mod/resource/view.php?id=7840 Resources: Caribbean and Americas The Commonwealth Manmade and Built Environment National Trust of Trinidad and Tobago Land Air and Water Pollution https://youtu.be/STnKAI5kWQ0
History Term 1	<p>Social Sciences-History Form 1</p> <ul style="list-style-type: none"> • Distinguish between primary and secondary sources. 	Distniguishing between primary and secondary sources https://www.youtube.com/watch?v=UP-JotdkdrQ

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Subject/ Level	Outcomes	Online Tools/Resources
	<ul style="list-style-type: none"> Construct a timeline of at least one (1) historical event in the History of Trinidad and Tobago.- Interpret data from a timeline on one (1) historical event in the History of Trinidad and Tobago. List elements that describe the history of their school. Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago. (e.g. Divali, Republic Day) 	<p>Virtual tour of Nelson Island to examine the uses of primary sources https://www.youtube.com/watch?v=gcBFOAj_RSE</p> <p>The Independence of Trinidad and Tobago https://learn.moe.gov.tt/course/view.php?id=624</p>
Term 11	<ul style="list-style-type: none"> Name at least one (1) contribution of Lord Harris. Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Divali, Spiritual Baptist Liberation Day) 	<p>The contribution of Lord Harris https://learn.moe.gov.tt/course/index.php</p> <p>History of Lord Harris Square https://nationaltrust.tt/location/lord-harris-square/</p> <p>Indian Arrival Day https://www.nalis.gov.tt/Resources/Subject-Guide/Indian-Arrival-Day</p> <p>Remembering Indian Arrival Day in Trinidad and Tobago https://www.youtube.com/watch?v=QPObDVqdBtQ</p>
Term 111	<ul style="list-style-type: none"> Compare past and present generations 	SLMS: Curriculum Division - Secondary (moe.gov.tt)

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Subject/ Level	Outcomes	Online Tools/Resources
	<ul style="list-style-type: none"> Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Eid-ul Fitr, Labour day Emancipation Day) 	<p>Course: Form 1- Curriculum Planning and Development Division - Social Sciences (moe.gov.tt)</p> <p>Comparing past and present generations https://learn.moe.gov.tt/course/view.php?id=624</p> <p>Tubal Uriah “Buzz” Butler https://natt.gov.tt/sites/default/files/pdfs/ButlerRevisedBoards11June.pdf</p>
Geography Term 1	<p>Social Sciences - Geography Form 1 Define what is Geography</p> <p><u>Locating Places</u></p> <ul style="list-style-type: none"> Label a map of the world showing the major oceans and continents Locate using an atlas the other common major physical features e.g. highest mountains, longest river, largest desert Latitude and Longitude: Identify, name and locate the major lines of latitude and longitude State the purpose of lines of latitude and longitude Using a globe, locate places using lines of latitude and longitude 	<p>SLMS: Curriculum Division - Secondary (moe.gov.tt) Course: Form 1- Curriculum Planning and Development Division - Social Sciences (moe.gov.tt)</p> <p>(112) Oceans of the World for Kids Learn all about the 5 Oceans of the Earth - YouTube sevencontinentsandoceaniu3.gif (511×288) (learnwithtechnology.com) 1-introduction-to-world-geography-19-638.jpg (638×479) (slidesharecdn.com) (112) Latitude and Longitude - YouTube Course: Form 1- Curriculum Planning and Characteristics of Lines of Latitude and Longitude (1).pdf Locate places using Lines of Latitude and Longitude (1).pdf</p>
Term 2	<p><u>Caribbean Region (Map)</u></p> <ul style="list-style-type: none"> Locate and name: Caribbean region, capitals and sea/ocean 	<p>Location of the Caribbean Region (5).pdf Name and locate the Caribbean territories and their capitals (2).pdf (112) Where is the Caribbean? - YouTube 1200px-Caribbean_general_map.png (1200×706) (wikimedia.org)</p>

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Subject/ Level	Outcomes	Online Tools/Resources
	<ul style="list-style-type: none"> Using a graphic organizer, give the reason for the Caribbean Region <p><u>Map skills</u></p> <ul style="list-style-type: none"> Define what is a map and why they are needed Show the basic features of a map Define what is a map scale Identify the types of map scales State the differences between a small- and large-scale maps Measure distances on a map using a linear scale Using the 8 cardinal points, locate and follow directions on a map. 	<p>Elements of a Map.pdf (moe.gov.tt) E3.jpg (2000×1333) (emapshop.com) (112) Geography Map Skills: Scale and Distance - YouTube (112) Using a Map Scale Song (Line it Up) Fall Out Boy Parody - YouTube</p> <p>Finding distance on a map - 30th October, 2020.pdf (moe.gov.tt) Locating Places on a Map (moe.gov.tt) Form1 Term 1 Cardinal Points.pdf (moe.gov.tt)</p>
Term 3	<p><u>Map Skills</u></p> <ul style="list-style-type: none"> Definition of terms: Grid lines/Grid References/Grid Square/ Eastings & Northings Distinguish between Eastings and Northings Grid lines Using grid lines, give the four-figure grid reference on a map. <p>Examine the use of maps with changes in technology Geographic Information System (GIS) Global Positioning Systems (GPS)</p>	<p>https://learn.moe.gov.tt/pluginfile.php/333928/mod_resource/content/1/Form1_Term_1_Grid_Reference.pdf Four Figure Grid Reference Activity.pdf</p> <p>(113) Four figure grid references - YouTube</p> <p>(113) Geography Skills- Area Reference - YouTube https://learn.moe.gov.tt/pluginfile.php/333944/mod_resource/content/1/Use_Google_Maps_to_Locate_Places.pdf</p> <p>map and globe - Kids Britannica Kids Homework Help</p>

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Subject/ Level	Outcomes	Online tools and Resources
HFLE Form 1	<p>Self and Interpersonal Relationships</p> <p>Term One</p> <p>Self-Image</p> <ul style="list-style-type: none"> • Understand the factors that influence self-image (self-concept, self-esteem- high and low self-esteem). • Name two choices that will build positive self-image. • State at least one reason for high self-esteem. <p>Term Two Relationships</p> <ul style="list-style-type: none"> • Identify two factors which may promote or destroy a relationship (with peers and or family members). • Define the term conflict. • State two causes of conflict and two solutions for conflict situations. <p>Term Three Financial Management</p> <ul style="list-style-type: none"> • Define the terms and concepts (budget, income, expenses, needs and wants). • State the difference between needs and wants with examples. 	<p>Self-Esteem Worksheet self-esteem-building-small-group-counseling-lesson-plans-and-self-esteem-building-worksheets-printable.png (816×1056) lexuscarumors.com)</p> <p>Income PowerPoint https://learn.moe.gov.tt/pluginfile.php/337535/mod_resource/content/0/HFLE%20Activities%20Form%201-Income.pdf</p> <p>Causes of Conflict Worksheet https://i.pinimg.com/736x/89/24/e4/8924e4452caa1131384d293fd312f80d.jpg</p> <p>How I Handle Conflict Worksheet fe1467538cc28f6fa9de894930ebddce.jpg (363×470) (pinimg.com)</p> <p>Understanding Income and Expenses Biz Kids Lesson Plan https://bizkids.com/lesson/lesson-123/</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<p>Sexuality and Sexual Health</p> <p>Term One Changes Associated with Puberty</p> <ul style="list-style-type: none"> • Identify two changes associated with puberty. • Identify strategies to cope with physical and emotional changes associated with puberty. <p>Term Two Understanding Sexuality</p> <ul style="list-style-type: none"> • Define friendship and relationships. • State at least characteristics of a good friend. <p>Term Three Reproductive Health</p> <ul style="list-style-type: none"> • Define the term STIs. • Identify at least two types of STIs. • Explain at least two ways STIs are transmitted and prevented. 	<p>Teen Puberty: What to Expect from Your Teen Newport Academy https://www.newportacademy.com/resources/restoring-families/teen-puberty/#:~:text=Puberty%20for%20teens%20is%20an%20exciting%20time%20full,and%20mood%20swings%20get%20bigger%20and%20more%20intense</p> <p>Friendship Traits http://www.mylemarks.com/uploads/4/7/0/1/47012219/s815775378408561442_p180_i3_w640.png</p> <p>Health and Family Life Education Secondary School Activities Form One reproductive health (moe.gov.tt) https://learn.moe.gov.tt/pluginfile.php/344347/mod_resource/content/0/HFLE%20Activities%20Form%201-%20Sexually%20Transmitted%20Infections.pdf</p>
	<p>Eating and Fitness</p> <p>Term One</p> <p>Physical Health Personal Hygiene</p> <ul style="list-style-type: none"> • Define the term personal hygiene. • Identify two personal hygiene habits. 	<p>Hygiene Basics</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<p>Term Two Physical Activity</p> <ul style="list-style-type: none"> • Name types of physical activities for good health. • State at least two advantages of physical activity. • Explain two consequences of physical inactivity. <p>Term Three Personal wellness I: Rest and Relaxation</p> <ul style="list-style-type: none"> • Explain the importance of rest and relaxation. • State at least three activities that encourage rest and relaxation for good health. 	<p>https://kidshealth.org/en/teens/hygiene-basics.html#catchanging-body https://learn.moe.gov.tt/course/view.php?id=480</p> <p>Physical Activities for Teens-HealthyChildren.org https://www.healthychildren.org/English/ages-stages/teen/fitness/Pages/Physical-Activities-for-Teens.aspx</p> <p>Teaching Teens to Relax to Manage Stress https://parentandteen.com/take-active-steps-to-relax/</p>
	<p>Managing the Environment</p> <p>Term One Your Environment and Your Health</p> <ul style="list-style-type: none"> • Name two main components of the physical environment. • State two ways they can keep their physical environment clean. • State one way in which they positively and negatively impact their physical environment. 	<p>How to keep the environment clean- Best 10 practical ways to help clean the environment https://www.bing.com/videos/search?q=keeping+your+environment+clean&&view=detail&mid=ACC4C9AFD6E7DC3756E9ACC4C9AFD6E7DC3756E9&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dkeeping%2Byour%2Benvironment%2Bclean%26FORM%3DHDRSC4</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<p>Term Three Caring for Our Environment</p> <ul style="list-style-type: none">• Identify at least two pests and diseases that are a threat to your environment (school and community).• State two ways to protect themselves from environment-based threats.	<p>How Pests Affect Your Health - Pests and Common Diseases https://www.modernpest.com/blog/pests-can-affect-health/</p>

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Form 2 Social Sciences

Subject/ Level	Outcomes	Online tools and Resources
<p>-Social Studies</p> <p>Term 1</p>	<p>Personal Development</p> <ul style="list-style-type: none"> • Define the terms-group, formal, informal groups • Classify formal and informal groups based on their characteristics. • List and briefly describe the types of leadership styles <p>Our Environment</p> <ul style="list-style-type: none"> • Give an example of a push and pull factor • Distinguish between high and low population density. • State the effects of push and pull factors on population density • List tourist sites in Trinidad and Tobago. 	<p>Groups https://learn.moe.gov.tt/mod/url/view.php?id=9073</p> <p>Push and pull factors - Migration - CCEA - GCSE Population Distribution and Density https://learn.moe.gov.tt/mod/resource/view.php?id=5332 https://learn.moe.gov.tt/mod/resource/view.php?id=8373</p> <p>places of interest in trinidad and tobago - Google Maps</p>
<p>Term 2</p>	<p>Caribbean Integration and Global Links List examples of individuals who have contributed to the Caribbean and their area of contribution.</p> <p>Our Heritage</p>	<p>Eric Williams: 25 years of leadership: https://youtu.be/b_KQDwBnIrI Parliamentary Personalities – Noor Hassanali https://youtu.be/K97dLEwh9X0 Icons and Athletes: Hasley Crawford: https://youtu.be/CmSjDhq1qC4 Icons and Athletes: Carlisle Chang https://youtu.be/ESqTHkerC7g History of Carnival Calypso Music https://youtu.be/HFTjgyRTiIU</p> <p>The Built Heritage: https://learn.moe.gov.tt/mod/resource/view.php?id=8488</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<p>Definition of manmade and built heritage and examples of each.</p> <p>Identify with examples flora and fauna in Trinidad and Tobago.</p>	<p>Exotic Castaways of Trinidad/Wild Caribbean/BBC Earth https://youtu.be/qDKpNWT_wDc</p> <p>EMA’s Biodiversity Series – The Scarlet Ibis https://youtu.be/vOZCvj3qnE4</p> <p>EMA’s Biodiversity Series – The Nariva Swamp https://youtu.be/1dZtnaAjJnQ</p>
Term 3	<p>How We Govern Ourselves</p> <ul style="list-style-type: none"> • State and illustrate the structure of government in Trinidad and Tobago (central and local) • Recognise and outline the functions of government in Trinidad and Tobago • Name and describe the electoral system in Trinidad and Tobago using terms such as first -past-the-post, candidate, constituency, government, party, vote(ballot), polling station. <p>Economic Growth and Development</p> <ul style="list-style-type: none"> • Definition of terms-employment, unemployment, underemployment, primary, secondary, tertiary and quaternary (with examples) • List elements of a personal budget • State why savings are an important aspect of a budget and ways to save. 	<p>Government Structure (nalis.gov.tt)</p> <p>Organisational Structure of the Government of Trinidad and Tobago - September 2012 Ministry of Public Administration (mpadt.gov.tt)</p> <p>The Tobago House of Assembly https://youtu.be/a29Vj7RhLGI</p> <p>Election of a President – Trinidad and Tobago https://youtu.be/JOdXod9BpZ4</p> <p>Trinidad and Tobago Parliament (ttparliament.org)</p> <p>Electoral Process Elections And Boundaries Commission (ebctt.com)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=1038</p> <p>Definition of Terms https://learn.moe.gov.tt/mod/resource/view.php?id=1033</p> <p>12.2 Personal Budget – Student Success (opentextbc.ca)</p> <p>FREE Budget Sheet Template Printable and Editable (101planners.com)</p>
History Term 1	<ul style="list-style-type: none"> • Define the terms social, economic, political and historical site/landmark 	<p>Article on historical places and their use as teaching tools</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<ul style="list-style-type: none"> Identify historical sites and landmarks in various communities using primary sources secondary sources Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Independence Day, Republic Day, Divali, any other relevant international day/event). 	<p>https://www.historians.org/publications-and-directories/perspectives-on-history/february-1994/historic-places-their-use-as-teaching-tools</p> <p>The Cenotaph as an historical landmark https://learn.moe.gov.tt/pluginfile.php/315545/mod_resource/content/3/Historical%20Sites%20and%20Landmarks.pdf</p> <p>The Independence of Trinidad and Tobago https://learn.moe.gov.tt/course/view.php?id=624</p>
Term 11	<ul style="list-style-type: none"> Describe how slavery and indentureship influenced the development of their community. Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Spiritual Baptist Liberation Day, any other international day/event). 	<p>Economic development of the community(The Sugar Industry) https://learn.moe.gov.tt/course/view.php?id=552</p> <p>Legacy of our Ancestors (6 videos) https://www.youtube.com/watch?v=vv7myABr6Ak</p> <p>Tubal Uriah “Buzz” Butler https://natt.gov.tt/sites/default/files/pdfs/ButlerRevisedBoards11June.pdf</p>
Term 111	<ul style="list-style-type: none"> Describe how social, political and economic conditions of the mid-19th century and 20th centuries influenced the development of their community Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Labour day, Eid-ul-Fitr, Emancipation Day, any other international day/event) . 	<p>The influence of inter-island migration https://learn.moe.gov.tt/course/view.php?id=552</p> <p>Article-African heritage in the Caribbean https://learn.moe.gov.tt/course/view.php?id=624</p>

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Subject/ Level	Outcomes	Online tools and Resources
Geography Term 1	<p>On a blank map of Trinidad and Tobago</p> <ul style="list-style-type: none"> • Locate One example of each of the following: • Hills, Mountains, Plains, Rivers, Coastlines and Beaches • Vegetation types: tropical forests, savannah and coastal vegetation. • Locate One example of human land-use: settlement, agriculture, industry and communication. 	<p>The Physical Landforms of Trinidad and Tobago: Description of landforms and location: https://learn.moe.gov.tt/pluginfile.php/320079/mod_resource/content/1/The%20Physical%20Environment%20-%20Features%20and%20Landforms.pdf</p> <p>Major landforms in Trinidad and Tobago: Activity: https://learn.moe.gov.tt/pluginfile.php/315573/mod_folder/content/0/Physical%20Geography%20of%20Trinidad%20and%20Tobago%20Activity.pdf?forcedownload=1 Answers: https://learn.moe.gov.tt/pluginfile.php/315573/mod_folder/content/0/Physical%20Geography%20of%20Trinidad%20and%20Tobago%20Answers.pdf?forcedownload=1</p> <p>Types of Land Use- general presentation: https://learn.moe.gov.tt/mod/url/view.php?id=6350</p> <p>Human Land Use in Trinidad and Tobago- locating human land use: https://learn.moe.gov.tt/pluginfile.php/336511/mod_resource/content/0/Sample%20Student%20Exercises%20Lower%20Secondary%20Geography%20Number%209%20Form%202%20Term%203%200%283%29.pdf</p>
Term 2	<ul style="list-style-type: none"> • Give definitions of the following terms: <ol style="list-style-type: none"> a. Population Distribution b. Population Density • On a blank map of Trinidad and Tobago identify an area of low and high 	<p>Trinidad and Tobago Population https://www.worldometers.info/world-population/trinidad-and-tobago-population/</p> <p>Population Distribution and Density:</p>

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Subject/ Level	Outcomes	Online tools and Resources
	population density and give one reason for low and high population density in the area identified.	https://learn.moe.gov.tt/mod/resource/view.php?id=5332 https://learn.moe.gov.tt/mod/resource/view.php?id=8373
Term 3	<ul style="list-style-type: none"> • Give definitions of the following terms: <ul style="list-style-type: none"> - Natural Resource, - Conservation, - Preservation and Sustainability • State One positive and One negative effect of the use of natural resources • Use of a survey to gather information from class members on the strategies used at home to conserve water; report findings of survey and cite resources used to develop survey and analyze results 	<p>Definition of Terms: https://learn.moe.gov.tt/mod/resource/view.php?id=1034</p> <p>Natural Resources of the Earth; effects of use and importance of conservation/preservation video link: https://www.youtube.com/watch?v=Qw6uXh9yM54</p> <p>Conservation of Water: https://learn.moe.gov.tt/mod/url/view.php?id=6355</p>

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Subject/ Level	Outcomes	Online tools and Resources
HFLE Form Two	<p>Self and Interpersonal Relationships</p> <p>Term One Value and Value System</p> <ul style="list-style-type: none"> • Define the term values. • Identify two major sources of values and how they influence your behaviour. <p>Term Two Building Positive Relationships–The Mediation Process</p> <ul style="list-style-type: none"> • State at least two common causes of conflict. • Identify at least two ways to deal with conflict and the possible outcomes. <p>Term Three Financial Management Spending And Saving</p> <ul style="list-style-type: none"> • State at least two wise and unwise spending practises. • State two personal factors that influence spending. 	<p>Exploring Values https://www.therapistaid.com/images/content/worksheet/exploring-values/preview.png</p> <p>Conflict Resolution Wise Choices https://i.pinimg.com/736x/27/71/64/2771642c8f3be91ef2611bbf5e0c14aa--conflict-resolution-therapy-tools.jpg</p> <p>Conflict Resolution http://www.mylemarks.com/uploads/4/7/0/1/47012219/s815775378408561442_p175_i4_w533.png</p> <p>Wise Spending Habits https://accessdl.state.al.us/AventaCourses/access_courses/career_prep_ua_v16/07_unit/07-01/07-01_learn.htm</p> <p>Unwise Spending Habits https://accessdl.state.al.us/AventaCourses/access_courses/career_prep_ua_v16/07_unit/07-01/07-01_learn.htm</p>
	<p><u>Sexuality and Sexual Health</u></p> <p>Term One Social Dynamics of Friendship and Relationships</p> <ul style="list-style-type: none"> • Define friendship and relationships. • State two ways of building sound relationships. 	<p>7 Simple Ways to Improve Relationships with Friends and Family</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<ul style="list-style-type: none"> • Determine two ways of building sound relationships. <p>Term Two Managing Sexual Relationships</p> <ul style="list-style-type: none"> • List three myths associated with risky sexual behaviour. • State two avenues for postponing physical sexual activities. • State two benefits of postponing sexual activity whilst being a student. <p>Term Three Personal Responsibility for Sexual Health</p> <ul style="list-style-type: none"> • Define reproductive health. • State the importance of attaining and maintaining optimal reproductive health. • Name two reproductive health risks. 	<p>https://presentoutlook.com/improve-relationships-with-friends-and-family/</p> <p>Sexual Risk Behaviors Can Lead to HIV, STDs, & Teen Pregnancy Adolescent and School Health CDC https://www.cdc.gov/healthyyouth/sexualbehaviors/index.htm</p> <p>Reproductive Health https://image.slidesharecdn.com/reproductivehealth-150328121327-conversion-gate01/95/reproductive-health-2-638.jpg?cb=1427544929</p>
	<p>Eating and Fitness Term Two Health and Wellness II: Stress Management</p> <ul style="list-style-type: none"> • Define the term stress. • Discuss two effects of stress on the body and two positive ways to cope. 	<p>Definition of Stress - Intro to Psychology - YouTube https://www.youtube.com/watch?v=Sg_3zsfhxu4&list=RDCMUCBVCi5JbYmfG3q5MEuoWdOw</p> <p>How Stress Affects Your Body https://www.uaex.edu/life-skills-wellness/extension-homemakers/StressYourBody.pdf</p> <p>Coping with stress quiz Flashcards Quizlet</p>

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Subject/ Level	Outcomes	Online tools and Resources
	<p>Term Three Topic: Health Providers and You</p> <ul style="list-style-type: none"> • Identify two health providers for different health needs. • List two reasons for accessing different levels of health care. 	<p>https://quizlet.com/335739569/coping-with-stress-quiz-flash-cards/</p> <p>Levels of Healthcare - Manzil Healthcare Service https://manzilhealth.com/levels-of-healthcare/</p>
	<p>Managing the Environment Term One Keeping our air clean</p> <ul style="list-style-type: none"> • State the importance of air to humans. • Define air pollutants. • State two sources of air pollutants. <p>Term Two Topic: Managing Our Water Resources</p> <ul style="list-style-type: none"> • Identify two sources of our water. • State two ways to conserve water. • Outline the reason water must be used in a conservative manner. • Identify two pillars of sustainability and two threats to sustainability of resources. 	<p>Air Pollution - Definition, Causes, Effects And Control https://byjus.com/biology/air-pollution-control/#:~:text=Air%20Pollution%20Definition%20%E2%80%9CAir%20Pollution%20is%20the%20release,physical%2C%20chemical%20or%20biological%20change%20in%20the%20air.</p> <p>Hangman Conservation Game https://www.getwise.org/games/hangman/hangman.php 100+ Ways to Conserve Water - Water Use It Wisely https://wateruseitwisely.com/100-ways-to-conserve-water/</p>

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Form 3 Social Sciences

Subject /Level	Outcomes	Online Tools and Resources
<p>Social Studies</p> <p>Term 1</p>	<p>Our Heritage</p> <ul style="list-style-type: none"> • Identify and recognize the contribution of at least one national hero/icon. • Name at least three examples of Trinidad and Tobago subcultures (fusion and syncretism) • Define the following terms: endangered, preservation and conservation. • State two threats to our heritage, discuss the importance of conserving and provide two strategies that can assist with its preservation. <p>Economic Growth and Development</p> <ul style="list-style-type: none"> • Define terms and concepts – globalization, global village, technology, communication, information communication technology, and climate change. • Outline three impacts of communication technology on the global village • Define the term consumerism, state two strategies used to target consumers and two choices used by consumers when purchasing goods. 	<p>Fusion and Syncretism Calypso (nalis.gov.tt) Chutney music is an Indo-Caribbean genre of music that developed in the southern Caribbean, and is popular in Trinidad and Tobago, Guyana, Suriname, Jamaica, ot (freejournal.org)</p> <p>Heritage site (247) Nelson Island sustainable development - YouTube</p> <p>Globalisation What is globalisation? - Globalisation - GCSE Geography Revision - BBC Bitesize 19 Advantages and Disadvantages of Globalization – Vittana.org Globalisation having negative impact in Caribbean - Trinidad Guardian</p> <p>Consumerism (247) Consumer Affairs Department - The Right to Consumer Education - YouTube (247) The basics of consumer protection - YouTube (247) DTI- Consumer Rights and Responsibilities - YouTube</p>

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Subject /Level	Outcomes	Online Tools and Resources
		Global Distribution of Goods https://learn.moe.gov.tt/mod/resource/view.php?id=5284
Term 2	<p>How we Govern Ourselves</p> <ul style="list-style-type: none"> • Define the following terms: electorate, candidate, constituency, campaign, manifesto, nomination day, ballot, ballot box, First-past-the-post system, election day and Hung Parliament. • Outline the steps in preparing for an election in Trinidad and Tobago (pre and post-election activities) • Identify the factors influencing political choice. • State the significance of free and fair elections. <p>Our Environment</p> <ul style="list-style-type: none"> • Define the term Scientific and Technological Developments. Include the following: new trends in growing crops, transport, internet, cell phone and medicine. • State one positive and one negative benefit of Scientific and Technological Developments. • Define the term urbanisation • Describe one reason and one effect of urbanisation. • Outline one strategy used to control and prevent high population density. 	<p>Elections in the Commonwealth Caribbean https://learn.moe.gov.tt/mod/url/view.php?id=9087 The Election Process: Trinidad and Tobago https://learn.moe.gov.tt/mod/url/view.php?id=9089 Polling Day Activities https://learn.moe.gov.tt/mod/url/view.php?id=9092 (247) To Vote is Simple - YouTube</p> <p>(247) How does GPS work? - YouTube (247) Transport trends for today and beyond - YouTube (247) What Is a Genetically Modified Food? - Instant Egghead #45 - YouTube</p> <p>Urbanization - Geo for CXC</p>
Term 3	<p>Caribbean Integration and Global Links</p> <ul style="list-style-type: none"> • Give examples of Caribbean Integration from 1950 to present. <ul style="list-style-type: none"> – West Indian Federation – Independence (Jamaica and Trinidad and Tobago) – CARIFTA 	<p>Regional Integration https://learn.moe.gov.tt/mod/resource/view.php?id=3890 Member States and Associate Members - CARICOM The OECS Member States</p>

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Subject /Level	Outcomes	Online Tools and Resources
	<ul style="list-style-type: none"> – OECS – ACS – CSME • State one strength and one weakness of attempts at Caribbean Integration. • Report on the effect of any one of the following issues affecting the Caribbean. • Drugs, Crime, HIV/Aids, Poverty, Unemployment, Pollution, Terrorism. <p>Personal Development</p> <ul style="list-style-type: none"> • Identify five types of jobs available in Trinidad and Tobago. • State the main skill and knowledge needed to pursue a specific career. • Describe two factors one must consider when choosing a career. • Identify the components of a resume. 	<p>Home - CARICOM Single Market & Economy</p> <p>CSME Non-National (ttconnect.gov.tt) Regional Integration Video https://learn.moe.gov.tt/mod/resource/view.php?id=1048</p> <p>National Occupational Classification of Trinidad and Tobago 2013.pdf (cso.gov.tt) Work and Work Ethics https://learn.moe.gov.tt/mod/resource/view.php?id=7112 Resumes and Cover Letters (Sample Chapter) – Writing in Community and Justice Services (pressbooks.pub)</p>
<p>Social Sciences :</p> <p>History Term 1</p>	<ul style="list-style-type: none"> • Define terms and concepts, e.g. indigenous, peasantry, metayage, etc) • List indigenous settlements in Tobago • Assess the presence of indigenous settlements in Tobago. • Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Divali, Republic Day and any other international day/event). 	<p>The Tobago Museum https://www.facebook.com/TobagoMuseum/</p> <p>The Indigenous Peoples of Trinidad and Tobago https://www.sidestone.com/openaccess/9789088903533.pdf</p> <p>Emancipation Day https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day</p>

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Subject /Level	Outcomes	Online Tools and Resources
Term 11	<ul style="list-style-type: none"> Analyse the impact of the early European presence on Tobago’s development Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g Spiritual Baptist Liberation Day, and any other international day/event). 	<p>European Presence in Tobago https://learn.moe.gov.tt/course/view.php?id=486</p> <p>Europeans and Tobago https://www.youtube.com/watch?v=6BroxhqHfzk</p>
Term 111	<ul style="list-style-type: none"> Identify and explain the cause(s) and effects of the 1930’s riots and the 1970 Black Power Revolution List the individuals associated with the events above. Value the importance of Independence to Trinidad and Tobago Present in various ways their understanding and value of national days and religious festivals and celebrations re: the historical development of Trinidad and Tobago.(e.g. Eid-UI-Fitr, Labour Day and any other international day/event). 	<p>Role of Butler and other persons in the 1930 riots https://www.youtube.com/watch?v=-ggxHXoa7KY</p> <p>Places/sites associated with the Black Power Revolution https://nationaltrust.tt/1970-sites-of-power-and-contestation/</p> <p>Lord Fluke-Power, Power, Power https://www.youtube.com/watch?v=l09U1DyErqI</p> <p>My Country-Independence https://learn.moe.gov.tt/course/view.php?id=486</p> <p>Emancipation Support Committee media resources on black diasporic events/issues https://www.emancipationtt.com/media-room/videos/</p> <p>Article-African heritage in the Caribbean https://learn.moe.gov.tt/course/view.php?id=624</p>
Geography	<p>The Earth’s Structure and Plate Tectonics</p> <ul style="list-style-type: none"> Produce a labelled diagram to show the layers of the earth 	<p>Video link explaining the layers of the earth used with Teacher’s guidance:</p>

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Subject /Level	Outcomes	Online Tools and Resources
Term 1	<p>On a blank map show the following</p> <ul style="list-style-type: none"> • The Caribbean plate and surrounding plates • The major features found at crustal pate margins/boundaries: earthquake zones, three (3) active volcanoes/volcanic islands/underwater volcano and subduction zone. 	<p>https://www.youtube.com/watch?v=WjXSCumeqx0</p> <p>Sample model showing the layers of the earth: https://gosciencegirls.com/layers-of-earth-science-fair-project/</p> <p>Blank diagram showing the layers that make up the earth’s structure: https://www.enchantedlearning.com/subjects/astronomy/activities/label/labelearth.shtml</p> <p>Introduction to Caribbean Tectonics: https://www.youtube.com/watch?v=NDTFctDZLoQ</p> <p>What is an underwater volcano? Kick em Jenny Volcano video link used with teacher guidance: https://www.youtube.com/watch?v=Ikfh0jfRQII</p> <p>Plate Margins- activity and features: Formation of Earthquakes: https://youtu.be/Pvbf7D2buCM</p>
Term 2	<p>Earthquakes and Volcanicity</p> <ul style="list-style-type: none"> • Using examples, state two effects of earthquakes on the environment and outline one strategy that can be taken to reduce the effects of earthquakes. 	<p>Effects of Earthquakes video link: https://www.youtube.com/watch?v=FowixCmKNKS</p> <p>Strategies to reduce effects of Earthquakes- How to protect oneself during an earthquake:</p>

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Subject /Level	Outcomes	Online Tools and Resources
	<ul style="list-style-type: none"> • Draw a well labeled diagram to show the structure of a volcano and identify three types materials ejected. • State two negative and two positive effects of volcanoes on the physical and human environment and outline one strategy that can be taken to limit the effects of volcanoes. 	<p>https://www.youtube.com/watch?v=BLEPakj1YT_Y</p> <p>Video link on the materials ejected by a volcano- Sample quiz cards: https://quizlet.com/31766582/volcano-concepts-flash-cards/</p> <p>Structure of a Volcano; materials ejected by a volcano; activity to simulate an eruption: https://learn.moe.gov.tt/pluginfile.php/320081/mod_resource/content/1/Building%20a%20Volcano.pdf</p> <p>Structure of a volcano blank diagram exercise: https://www.olivehackney.com/wp-content/uploads/2020/04/Year-4-Geography- Labelling- Volcanoes-Activity-3-Levels-with-answers.pdf</p> <p>Effects of volcanic eruption at Soufriere Hills Volcan-, Monsterrat video links and activity: https://learn.moe.gov.tt/pluginfile.php/315715/mod_resource/content/1/The%20Soufriere%20Hills%20Volcano%2C%20Montserrat%20Activity.pdf</p>
Term 3	<p>Weather and Climate</p> <ul style="list-style-type: none"> • Define terms • Label a blank world map to show the five climatic zones • Interpret a simple bar and line graph showing temperature and rainfall for the tropics. <p>Hurricanes</p>	<p>Definition of terms weather and climate video link: https://www.youtube.com/watch?v=vH298zSCQz_Y</p> <p>Differentiate between the terms weather and climate:</p>

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Subject /Level	Outcomes	Online Tools and Resources
	<ul style="list-style-type: none"> • Definition of term • Describe the effects of one named hurricane to the Caribbean region • Outline two strategies used to limit the effects of hurricanes 	<p>https://learn.moe.gov.tt/pluginfile.php/315615/mod_resource/content/1/Weather%20and%20Climate.pdf</p> <p>Poster to assist with definition of terms weather and climate: https://climatekids.nasa.gov/weather-climate/</p> <p>Climatic Zones: https://learn.moe.gov.tt/pluginfile.php/315616/mod_resource/content/1/Climatic%20Zones.pdf</p> <p>Interpretation of Weathers Charts and Graphs: https://learn.moe.gov.tt/pluginfile.php/315641/mod_resource/content/1/Interpretation%20of%20Weather%20Charts.pdf</p> <p>Definition of term Hurricane video link: https://www.youtube.com/watch?v=xXs0FNwIXX0</p> <p>Definition of term Hurricane: https://learn.moe.gov.tt/mod/resource/view.php?id=14989</p> <p>Effects of a Hurricane video (Hurricane Elsa in Barbados): https://www.youtube.com/watch?v=ogJqDlGUHWY</p> <p>Impact of Hurricanes:</p>

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Subject /Level	Outcomes	Online Tools and Resources
		<p>https://learn.moe.gov.tt/mod/resource/view.php?id=14990</p> <p>Article on the effects of Hurricane: https://www.accuweather.com/en/weather-news/explain-hurricanes-to-kids-how-do-storms-form-and-what-damage-can-they-cause/359905#:~:text=Hurricane%20 dangers%20 include%20high%20winds,public%20building%20or%20hurricane%20shelter.</p> <p>Strategies to limit the effects of Hurricanes- Hurricane Preparedness: https://learn.moe.gov.tt/mod/resource/view.php?id=14991</p>
HFLE Form Three	Self and Interpersonal Relationships Term Two Topic: Dealing with Peer pressure <ul style="list-style-type: none"> • Define peer pressure. • Name two forms of peer pressure. • Identify two positive coping skills to address issues of peer pressure. 	<p>Peer Pressure https://i.pinimg.com/736x/7c/b6/e1/7cb6e15c234da8bd43e6df2963e5967e.jpg</p> <p>Peer Pressure Crossword Puzzle https://wordmint.sfo2.cdn.digitaloceanspaces.com/p/PEER_PRESSURE_231553.png</p>
	Sexuality and Sexual Health Term One Individual protection and safety <ul style="list-style-type: none"> • Define sexual harassment. 	<p>Sexual harassment in education (brochure) Ontario Human Rights Commission</p>

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Subject /Level	Outcomes	Online Tools and Resources
	<ul style="list-style-type: none"> State at least two types of sexual harassment. <p>Term Two The Law and Sexual Health</p> <ul style="list-style-type: none"> Identify at least two sexual and reproductive rights protected by the laws of the land. <p>Term Three Looking at the future</p> <ul style="list-style-type: none"> State two qualities you want in a lifetime partner. State at least two responsibilities of parenthood. 	<p>http://www.ohrc.on.ca/en/sexual-harassment-education-brochure#:~:text=Sexual%20harassment%20is%20a%20type%20of%20discrimination%20based,ability%20to%20reach%20their%20full%20potential%20in%20life.</p> <p>5 Qualities You Want In A Lifetime Partner https://psychcentral.com/blog/5-qualities-to-look-for-in-a-life-partner#5</p> <p>10 Rights and Responsibilities for Parents of Teens https://www.verywellfamily.com/the-rights-and-responsibilities-of-parents-of-teens-2609100#:~:text=10%20Rights%20and%20Responsibilities%20for%20Parents%20of%20Teens,will%20be%20answered%20truthfully.%20...%20More%20items...%20</p>
	<p>Eating and Fitness</p> <p>Term One Risks to health and wellness</p> <ul style="list-style-type: none"> Define substance abuse. State two causes, consequences and effects of the use and abuse of substances. 	<p>Substance Abuse Crossword https://www.bjcschooloutreach.org/Portals/0/Printables/Documents/2014-10-14-Substance Abuse Crossword.pdf</p>

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Subject /Level	Outcomes	Online Tools and Resources
	<p>Managing the Environment</p> <p>Term One</p> <p>Sustainable use of resources</p> <ul style="list-style-type: none"> • Outline at least three types of natural resources of Trinidad and Tobago. <p>Term Two</p> <p>Disaster Management</p> <ul style="list-style-type: none"> • Explain the importance of a disaster management plan. • Outline three steps in creating a disaster management plan. <p>Term Three</p> <p>Financial Management</p> <ul style="list-style-type: none"> • Define credit. • Identify two parties involved in credit. 	<p>What Are The Major Natural Resources Of Trinidad And Tobago? https://www.worldatlas.com/articles/what-are-the-major-natural-resources-of-trinidad-and-tobago.html</p> <p>How to create an emergency plan for your school https://www.youtube.com/watch?v=lqbafumMWvQ</p> <p>Money and credit - Economics Help https://www.economicshelp.org/blog/11397/concepts/money-and-credit/</p>

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Spanish

SPANISH Form 1: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/ Grammar	Topics (Term 1)	Subtopics (Term 1)
N/A	1. Let's Speak Spanish	1.1 Greet others 1.2 Say goodbye 1.6 Ask someone his/her name 1.7 State their names 1.8 Respond to simple classroom instructions
	2. The Spanish Influence in T&T	2.1 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in names of places 2.4 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in music 2.5 Identify and demonstrate appreciation of the presence of Spanish culture in Trinidad and Tobago in Christmas traditions
	3. The Spanish Sound system	3.1 Reproduce, in speech, the authentic sounds of the Spanish vowel system in context 3.2 Reproduce, in speech, the authentic sounds of Spanish consonants in context 3.3 Distinguish consonants/sounds that are different from English
	4. The Spanish-speaking world	4.1 Identify the Spanish-speaking countries of the world 4.2 Identify the capitals of Spain and the Spanish-speaking countries of the Caribbean and Latin America
	5. Socializing	5.1 Greet people 5.2 Demonstrate appreciation for the Spanish customs used for greeting others 5.4 Introduce people 5.5 Welcome people 5.10 Address persons using familiar and polite registers

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SPANISH Form 1: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/ Grammar	Topics (Term 1)	Subtopics (Term 1)
	6. Personal Identification	6.1 Identify themselves by name 6.4 Ask someone his/her age 6.5 State their age 6.6 Ask someone his/her address 6.7 State their address 6.8 Ask someone his/her email address 6.9 State their email address 6.10 Enquire of someone his/her (cell) phone number 6.11 State their (cell) phone number.
<i>Numbers 1-20, 1st, 2nd and 3rd. Persons in subject pronouns, concept of nationality vs. Country of birth</i>	7. Home, Family and Friends)	7.1 Identify members of the family 7.2 Identify friends 7.3 Ask about someone's identity 7.4 State who someone is 7.5 Ask about someone's name 7.6 State someone's name 7.7 Ask someone how many people there are in his/her family 7.8 State the number of persons in their family 7.9 Ask and state the number of siblings they have 7.10 Ask about someone else's age 7.11 State someone else's age 7.12 Ask about someone else's address 7.13 State someone else's address 7.14 Enquire about the telephone number of someone else 7.15 State someone else's phone number 7.16 Enquire about someone else's nationality 7.17 State the nationality of someone else 7.18 Ask about someone's country of origin 7.19 State someone country of origin

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SPANISH Form 1: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/ Grammar	Topics (Term 1)	Subtopics (Term 1)
<i>Es (Ser) used for permanent description of persons, adjectival agreement.</i>	8. Descriptions of Persons	8.1 Ask for a description of someone 8.2 Describe the physical attributes of self and others 8.3 Describe their basic facial features 8.4 Describe basic facial features of others 8.5 Describe the personal traits of self and others
<i>Numbers 1-60. Es/Hay in fixed structures.</i>	9. Dates and Time	9.1 State the days of the week 9.2 Enquire and state which day of the week it is 9.3 State the months of the year 9.4 Enquire and state what the current month is 9.5 Enquire what the current date is 9.6 State the current date 9.7 Enquire about someone's birthday / saint's day 9.8 State their own birthday / saint's day 9.9 Ask someone about another person's birthday 9.10 State when it is someone's birthday 9.11 Describe the traditional use of the <i>piñata</i> to celebrate at birthday parties 9.12 Describe the tradition of celebrating <i>la quinceañera</i> 9.15 Enquire what the time is 9.16 Tell the time (hour, half hour, quarter hour, and minutes)
<i>Interrogatives, gustar, ar, er and ir verbs, verbs used in the negative</i>	10. Expressing Likes and Dislikes	10.1 Ask someone about what they like to do 10.2 Express their own likes and dislike 10.4 State why they like or do not like an activity
<i>Interrogatives, colours, prepositions if</i>	• In the classroom	11.1 Ask about and identify objects in the classroom 11.2 Ask about the colour of an item 11.3 State the colour of an object

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SPANISH Form 1: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/ Grammar	Topics (Term 1)	Subtopics (Term 1)
<i>location, ser, estar, expressing possession using De quién es.</i>		11.4 Enquire about the location of objects and persons in the classroom 11.5 State the location of objects in the classroom 11.6 Enquire and state to whom an object(s) belong(s)
<i>Querer, Gustar, Tener, Verbs used in the negative</i>	12. Snack Time	12.1 Ask someone what he/she wants to eat or drink 12.2 State what he/she wants to eat or drink 12.3 Ask someone what another person wants to eat or drink 12.4 Say that person wants 12.5 State what snack they like / do not like 12.6 State why they like / do not like a snack 12.7 Express hunger and thirst 12.8 Ask politely 12.9 Respond to simple classroom instructions
<i>Hacer, tener, hay</i>	13. Enjoying the Outdoors	13.1 Enquire what the weather is like 13.2 Describe weather conditions: fine/bad/hot/cold/very hot/very cold 13.3 State weather they feel hot or cold 13.4 Identify what makes their environment healthy

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SPANISH Form 2: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/Grammar	Topic Term 1	Subtopics Term 1
<i>Regular AR, ER and IR Verbs; Irregular verbs, SER, ESTAR, TENER; reflexive verb llevarse; adjectival agreement; Numbers 1-100</i>	14. My World	14.1 Ask about family members/friends/pets 14.2 Describe family members/friends /pets
<i>Reflexive verbs, Reflexive Pronouns, Date and Time; Times of the day, routine activities in the home, Interrogatives.</i>	15. My Daily Life	15.1 Ask someone about his/her morning routine 15.2 Provide information about their own morning routine 15.3 Ask about the morning routine of others 15.4 Talk about the morning routine of others 15.5 Ask someone about what time he/she conducts routine activities 15.6 Provide information about their evening routine 15.7 Ask and provide information about the evening routine of others
<i>Irregular verb ESTAR, Use of Gustar, Preferir adjectival agreement, expressing a simple opinion; Locations in the neighbourhood, a suitable range of adjectives to describe locations</i>	16. My Neighbourhood	16.1 State where they live 16.2 Describe where they live
<i>Regular, Irregular and Reflexive verbs related to household chores, expressions with household chores.</i>	17. My Home Life	17.1 Ask someone about his/her chores 17.2 Talk about chores they do habitually
	18. Family Trips and Errands	18.1 Ask about the habitual weekend activities of others 18.2 Identify habitual family outings and excursions

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SPANISH Form 2: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/Grammar	Topic Term 1	Subtopics Term 1
<i>Irregular verb IR, Use of Gustar, Preferir adjectival agreement, expressing a simple opinion. Locations of typical outings, a suitable range of adjectives to describe locations</i>		
Critical Pre-Knowledge/Grammar	Topics Term 2	Sub-Topics Term 2
<i>Estar, hacer, practicar, time of the day</i>	19. School Life	19.1 Say where their school is situated 19.2 Identify subjects on the timetable 19.4 Talk about their routine at school 19.5 Ask someone for information about his/her routine at school
<i>Ser, estar</i>	20. School Layout and Personnel	20.1 Identify key areas in the school 20.2 Identify key personnel in the school
<i>Viajar, ir, expressions of modes of transport</i>	21. Mode of Transport to and From School)	21.1 Talk about how they get to and from school
Critical Pre-Knowledge/Grammar	Form 2 Term 3 Topics	Form 2 Term 3 Sub-Topics
<i>Regular ar, er and ir verbs that denote typical activities, preferir</i>	22.0 Things I Like To Do	22.1 Ask someone about his/her preference for activity/activities 22.2 Express one's own preference/dislike for activity/activities 22.3 Ask and talk about someone else's preference/s for an activity/activities

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SPANISH Form 2: For Academic Year 2021 to 2022		
Critical Pre-Knowledge/Grammar	Topic Term 1	Subtopics Term 1
<i>Regular ar, er and ir verbs that denote typical activities, preferir, times of the day and week</i>	23.0 Free Time	23.1 Ask someone about the activities he/she prefers 23.2 Talk about the activities they prefer 23.3 Ask and talk about what their best friends do 23.4 Ask and talk about when an activity is done 23.5 Demonstrate the appreciation for the festivals of el día de los santos/muertos 23.6 Demonstrate the appreciation for the music/dance of the Spanish speaking world
<i>Jugar, practicar, names of typical sports.</i>	24.0 Sport	24.1 Talk and ask about their favourite sport. 24.2 Talk about their favourite sport team 24.3 Ask and talk about the favourite sport/sport team of others 24.4 Demonstrate an appreciation for modern and traditional sports in the Spanish-speaking world
NA	25.0 Related Weather Conditions	NA

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SPANISH Form 3: For Academic Year 2021 to 2023		
Critical Pre-Knowledge/ Grammar	Topics: Term 1	Subtopics: Term 1
<p><i>Verbs ir and viajar with accompanying prepositions a</i> <i>Contraction a+el=al</i> <i>Directions</i> <i>Singular polite commands with directions</i> <i>Modes of transport, including by plane and train</i> <i>Numbers 0-1,000,000</i></p>	26. Getting Around	<p>26.2 Ask for and give directions 26.3 Provide simple directions to a specific place 26.4 Use polite commands when giving directions 26.5 Ask and provide information about how one travels abroad. 26.6 Ask and state distances from one point to another 26.7 Extend social courtesies when travelling 26.8 Demonstrate an appreciation for modes of transport used in other countries</p>
<p><i>Ir +a</i> <i>Verb costar</i> <i>Places of touristic interest</i> <i>Prices</i> <i>Dates and times</i> <i>Countries of the region and North America and others of interest</i></p>	27. Preparing to See the World Out there	<p>27.1 State their travel destination 27.2 Enquire and identify places/ activities of interest at their travel destination 27.4 Ask information about flights, airlines, and ticket prices 27.5 Ask and provide information about dates and times of departures, arrivals 27.6 Reserve a room at a hotel</p>
Critical Pre-Knowledge/ Grammar	Topics Term 2	Subtopics Term 2
<p><i>Verb conjugations ar, er, ir</i> <i>Radical changing verbs pedir, ,preferir, costar</i> <i>Adjectival agreement</i> <i>Interrogative</i> <i>Numbers related to currency and prices</i> <i>Measures and quantities for basic shopping items</i></p>	28. Shopping	<p>28.1 Identify different types of shops 28.2 Identify different types of currency 28.3 Ask for assistance from a clerk 28.5 Ask for and provide information about item/clothing/shoe size 28.6 Ask and state the price per item/per quantity in various stores</p>
Critical Pre-Knowledge/Grammar	Topics Term 3	Subtopics Term 3

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SPANISH Form 3: For Academic Year 2021 to 2023		
Critical Pre-Knowledge/ Grammar	Topics: Term 1	Subtopics: Term 1
<i>Verbs ar, er, ir</i> <i>Irregular verbs pedir, gustar, preferir</i> <i>Interrogatives</i> <i>Numbers related to currency</i> <i>Currencies of main Spanish Speaking countries</i>	29. At the Restaurant	29.1 Attract the attention of a waiter 29.2 Request a table/menu 29.3 Express hunger/thirst 29.5 Enquire about specific items on the menu 29.7 Order a meal (food and drink) in a restaurant 29.10 Ask for and pay the bill

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Technology Education

Form 1: For Academic Year 2021 to 2022 Term 1
<i>Description: Teachers are encouraged to focus on developing the following Key Skills for Form 1 students as outlined in the Technology Education Curriculum. Information can be obtained from the Technology Education Textbook accessible online from School Learning Management System under CPDD secondary section (website: https://learn.moe.gov.tt/).</i>
1) Introduction to Technology Education
2) Components and Subcomponents of Technology Education
3) Introduction of 21 st Century Skills
4) Tenets of the problem-solving approach as outlined by the IDEATE Model
5) Key Skills in Technology Education (Teamwork, Safety, Presentation, Drawing and Sketching)

Form 1: For Academic Year 2021 to 2022 Term 2			
<i>Description: Teachers are encouraged to introduce students to Technology Education activities and the assessment of activities. The number of activities implemented per term should be determined by the teacher. Activities can also be sourced from Curriculum Guide and Teachers' Guide accessible from (website: https://moe.gov.tt) and in the School Learning Management System under CPDD secondary section (website: https://learn.moe.gov.tt/).</i>			
General Skills to be reviewed from Term 1	Biological Technologies Activities	Engineering Technologies Activities	Human Ecology Activities
4) Tenets of the problem-solving approach as outlined by the IDEATE Model	The right Way	Draw Me	How Beautiful
5) Key Skills in Technology Education (Teamwork, Safety, Presentation, Drawing and Sketching)	My Video	Keeping it Open	My Health
	Like my game	Reuse me	Costume Making
	Digital Chart	The Robot and the Maze	Recycled items

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**Form 1: For Academic Year 2021 to 2022
Term 3**

Description: Teachers are encouraged to introduce students to Technology Education activities and the assessment of activities. The number of activities implemented per term should be determined by the teacher. Activities can also be sourced from Curriculum Guide and Teachers' Guide accessible from ([website: https://moe.gov.tt](https://moe.gov.tt)) and in the School Learning Management System under CPDD secondary section ([website: https://learn.moe.gov.tt/](https://learn.moe.gov.tt/))

General Skills to be reviewed from Term 1	Sample Biological Technologies Activities	Sample Engineering Technologies Activities	Sample Entrepreneurship Activities	Sample Human Ecology Activities
4) Tenets of the problem-solving approach as outlined by the IDEATE Model	Look no Soil	The Lifting Device	Moving from Idea to Business Plan	Developing beauty products from local plants and its derivatives
5) Key Skills in Technology Education (Teamwork, Safety, Presentation, Drawing and Sketching)	Pretty Fish	The commemorative Items	Establishing a Business	More room in the Inn
	How Beautiful	Furniture construction	Proposal writing	Breakfast on the go
	Protect Our Lands	Sketching Designs		Cheap but healthy dinner meals

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**Form 2: For Academic Year 2020 to 2021
Terms 1 to 3**

Description: Teachers are encouraged to continue the implementation of Technology Education activities as outlined in the Curriculum Guide and Teachers' Guide. Activities can be sourced from Curriculum Guide and Teachers' Guide accessible from ([website: https://moe.gov.tt](https://moe.gov.tt)) and in the School Learning Management System (SLMS) under CPDD secondary section ([website: https://learn.moe.gov.tt/](https://learn.moe.gov.tt/))

General Skills to be reviewed	Sample Biological Technologies Activities (SLMS)	Sample Engineering Technologies Activities (SLMS)	Sample Entrepreneurship Activities (SLMS)	Sample Human Ecology Activities (SLMS)
1) IDEATE Model- Problem solving process	Bug's Life	Sanitizing Station	Service with a smile	Mango, mango, mango
	Stale News	Sign Up	We Need the Money	Trinbago deserts
	Vertical Planting	Welcome Home	Making Money	Healthy Eating
2) Safety				
3) Teamwork				
4) Presentation				

**Form 3: For Academic Year 2021 to 2022
Terms 1 to 3**

Description: Teachers are encouraged to implement Technology Education activities as outlined in **NCSE Technology Education Past Papers**. Activities can also be sourced from Curriculum Guide and Teachers' Guide accessible from ([website: https://moe.gov.tt](https://moe.gov.tt)) and in the School Learning Management System under CPDD secondary section ([website: https://learn.moe.gov.tt/](https://learn.moe.gov.tt/))

General Skills to be reviewed

- 1) Presentation skills
- 2) Portfolio Development
- 3) Safety

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**Form 3: For Academic Year 2021 to 2022
Term 1**

***Description:** Teachers are encouraged to continue the implementation of Technology Education activities as outlined in the Curriculum Guide and Teachers' Guide. Activities can be sourced from Curriculum Guide (CG) and Teachers' Guide accessible from (website: <https://moe.gov.tt>) and in the School Learning Management System (SLMS) under CPDD secondary section (website: <https://learn.moe.gov.tt/>). Find below some suggested activities that can be used based on availability of resources.*

General Skills to be reviewed	Sample Biological Technologies Activities	Sample Engineering Technologies Activities	Sample Entrepreneurship Activities	Sample Human Ecology Activities
1) IDEATE Model	Pretty fishy (CG)	Model Home (SLMS)	Establishing a business (CG)	No meat (SLMS)
2) Presentation skills	Fun day at school (CG)	Bored game (SLMS)	Hiring practice (CG)	No wheat (SLMS)
3) Portfolio Development	Eat what, when (CG)	Furniture construction (CG)	Document retrieval (CG)	Home grown (SLMS)
4) Safety	Protect our lands (CG)	Sketching designs (CG)	Mind your business (SLMS)	Out with the old, in with the new (CG)

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Visual and Performing Arts: Dance

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

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

Form Level	Term 1	Term 2	Term 3
Form 1	<ul style="list-style-type: none"> • Body themes Locomotor and axial movements Warm up Body awareness • Space themes Personal and general space Size of movements • Dynamics Quick and slow movements • Relationships Movements in twos, threes, groups • Heritage Foreign Folk Dances Beryl Mc Burnie • Health and Safety Safe dance practice Appropriate studio behaviour <p>Suggested resources https://www.youtube.com/watch?v=Krug33Kd1H8 https://docs.google.com/presentation/d/14hdmcDQXR1EWBMe3r5DNuFVqMP22UCyZjE0-2UCyZjE0-</p>	<ul style="list-style-type: none"> • Body themes Spine stretching exercises Weight Transference Symmetry and Asymmetry • Space themes Exploration of directions • Dynamics Concepts of freeze and stop/start • Relationships Concepts of meet/part, follow/lead • Heritage French and African influences in Carnival Jean Coggins- Simmons <p>https://docs.google.com/presentation/d/1BqatfX01eA9ZcNwuvjV2mj4IG8-IwL4rgNHKZZ1LSnI/edit#slide=id.g840f0de7da_1_21</p>	<ul style="list-style-type: none"> • Body themes <i>Exploration of range of motion – Joints</i> <i>Whole body exploration</i> • Space themes <i>Floor pathways</i> Dimensional Scale • Dynamics Exploration of movement qualities <i>Acceleration / Deceleration</i> • Relationships <i>Mirroring and Copying</i> • Heritage Bhangra <p>https://docs.google.com/presentation/d/14hdmcDQXR1EWBMe3r5DNuFVqMP22UCyZjE0-PfUGrKg/edit#slide=id.g8442056cda_0_0</p>

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Form Level	Term 1	Term 2	Term 3
	PfUGrKg/edit#slide=id.g8442056cda_0_0		
Form 2	<p>Body themes <i>Exploration of range of motion – Joints</i> <i>Whole body exploration</i></p> <ul style="list-style-type: none"> • Structured warm-up • Breathing techniques • Dance positions in turnout and parallel <p>Space themes <i>Floor pathways</i></p> <ul style="list-style-type: none"> • Curved and straight shapes and pathways <p>Dynamics <i>Acceleration / Deceleration</i></p> <ul style="list-style-type: none"> • Strong and light qualities • Even and uneven rhythm • Percussive and fluid energy <p>Relationships <i>Mirroring and Copying</i></p> <ul style="list-style-type: none"> • Creation of a tableau • Compositional structures- AB, ABA <p>Heritage</p> <ul style="list-style-type: none"> • Joropo, Bongo • Parang music and movement • Astor Johnson 	<p>Body themes</p> <ul style="list-style-type: none"> • Body isolation <p>Space themes</p> <ul style="list-style-type: none"> • Exploration of levels <p>Dynamics</p> <ul style="list-style-type: none"> • Laban’s effort qualities (4) <p>Relationships</p> <ul style="list-style-type: none"> • Working with props <p>Heritage</p> <ul style="list-style-type: none"> • Sailor mas, Jab Molassie • Julia Edwards <p>https://docs.google.com/presentation/d/1-WLce56dybToszEu0CQZYwLKCQti_eFizzkrEa3mpDcQ/edit#slide=id.p</p>	<ul style="list-style-type: none"> • Body themes <i>Exploration of body shapes</i> • Space themes <i>Diagonal scale</i> • Dynamics <i>Laban’s effort qualities (4)</i> • Relationships <i>Performance of dances in twos, threes and groups</i> • Heritage <i>Tobago Jig</i> <i>Kollatum</i> • Health and Safety <i>Healthy eating habits</i>

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Form Level	Term 1	Term 2	Term 3
	<p>https://docs.google.com/document/d/1JXnqm-GHNVIvoaKMTcCDBLwt-2ZpQnOLOzl_J8wJoZ8/edit</p> <p>https://docs.google.com/presentation/d/1_4nk41nBMJH0K4baJXWwHWisi4IUZvZvy7kCcpUfOFC/edit#slide=id.p1</p>		
Form 3	<ul style="list-style-type: none"> • Body, space themes, dynamics, relationships, heritage • Utilisation of themes studied • Motif and theme development • Compositional structures using topical ideas <p>Identification, prevention and treatment of dance injuries</p> <p>Careers in Dance</p> <p><u>Space Themes</u></p> <p><i>Laban's effort qualities (4)</i></p> <p><u>Relationships</u></p> <p><i>Performance of dances in twos, threes and groups</i></p> <p><u>Heritage</u></p> <p><i>Tobago Jig</i></p> <p><i>Kollatum</i></p> <p><u>Health and Safety</u></p> <p><i>Healthy eating habits</i></p> <p>https://docs.google.com/document/d/1IalHicNmbinMOq_vmTJkzczuXmNYSHENHuJnGWqqefs/edit</p>	<ul style="list-style-type: none"> • Body, space themes, dynamics, relationships, heritage • Research classical dance styles • Ballet/ Classical Indian • (Orissi/Kathak, Bharata Natyam) • Research Folk forms- • Bele/Limbo, Quadrille/Jharoo Ghadka, Kalinda • Lecture demonstrations with the use of technology • Performances of dance styles studied <p>https://docs.google.com/presentation/d/1kmlh4U7m0f8ERhoNnyYtTkXntrFA1Z2Zwic_lmTScVw/edit#slide=id.p</p>	<ul style="list-style-type: none"> • Utilisation of themes studied • Analysis of the work of a Dance icon/ dance group • Utilisation of themes studied <p>Preparation for practical exam and multiple choice and structured paper.</p> <p>https://docs.google.com/document/d/1AUYuFHKm4p8p9pp-CSLLHJMnsp4Z0G_tPV2L421ZOr4/edit</p>

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Visual and Performing Arts: Drama

(Prerequisite content italicised)

Form Level	Term 1	Term 2	Term 3
Form 1: For Academic Year 2020 to 2021	Terms and terminology <i>Safety in Drama</i> <i>Local games</i> <i>Theatre spaces</i> Blocking-stage positions Body warm-up Movement in the space Movement and stillness Development of trust <i>Voice warm-up</i> <i>Breathing techniques</i> <i>Voice projection</i> Soundscapes <i>The Reflective Journal</i> Suggested e-resources: https://www.ket.org/education/resources/drama-glossary/ https://www.youtube.com/watch?v=eShwFNVpR0 https://www.youtube.com/watch?v=Et0RGcrgkPA	Text analysis Theatre etiquette Characters in local myths and legends <i>Tableau</i> <i>Gestures</i> <i>Facial expression</i> <i>Levels-body</i> <i>Speech- diction, enunciation</i> <i>Sound effects</i> <i>Sound & silence</i> <i>Pauses & beats in speech</i> <i>Blocking- stage areas</i> <i>Blocking- movement on stage</i> <i>Blocking- set levels</i> <i>Blocking- entrances & exits</i> Oral reflection Suggested e-resources: https://learn.moe.gov.tt/course/view.php?id=404	Dramatization of text <i>Text analysis- Literature/ Drama text</i> Audition and casting Responsibilities of crew <i>Character analysis and development</i> Rehearsal Process/ Schedule Stage setting Blocking the play Staging the play <i>Reflection- self & peer critique</i> Suggested e-resources: https://learn.moe.gov.tt/mod/resource/view.php?id=6282 https://learn.moe.gov.tt/mod/resource/view.php?id=5746 https://learn.moe.gov.tt/mod/resource/view.php?id=5744 https://learn.moe.gov.tt/mod/resource/view.php?id=5744

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Form Level	Term 1	Term 2	Term 3
	<p>https://www.youtube.com/watch?v=0E9-UHcwgVA</p> <p>https://www.youtube.com/watch?v=zpmbFqEoCWc</p> <p>https://youtu.be/VjSlwttQ9KQ</p> <p>https://youtu.be/VYyNNf4Gdx8</p> <p>https://www.youtube.com/watch?v=aH1Zsn5xsEw</p> <p>https://www.youtube.com/watch?v=j983mEumWns</p>		<p>https://learn.moe.gov.tt/mod/resource/view.php?id=6281</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=6280</p>
<p>Form 2: For Academic Year 2020 to 2021</p>	<p><i>Festivals of Trinidad and Tobago</i> <i>Traditional Carnival Characters</i> <i>Formal and informal theatre spaces in Trinidad and Tobago</i> <i>Features of theatre spaces</i> <i>Character development- motivation, nonverbal expressions</i> Masks Costume</p> <p>Suggested e-resources:</p> <p>https://www.youtube.com/watch?v=fUnJfGe6Ijw</p>	<p>Drama genres <i>Flashback and flash-forward</i> <i>Costume [design] for traditional Carnival characters</i> <i>Playmaking</i> <i>Dramatic tension</i> <i>Stage business</i> <i>Set design & construction</i></p> <p>Suggested e-resource:</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7131</p> <p>https://www.youtube.com/watch?v=29iE8Oac8WU</p>	<p>Integrated Arts Project</p> <p>Suggested e-resource:</p> <p>https://www.youtube.com/watch?v=Hk9P6ycihVE</p>

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Form Level	Term 1	Term 2	Term 3
	<p>https://www.youtube.com/watch?v=7NmD2TGKnY8</p> <p>https://www.youtube.com/watch?v=aSRLK7SogvE&t=30s</p> <p>https://www.youtube.com/watch?v=MIXi8LfKv-0&list=PLJgBmjHpqgs59hmAjlAsX_vh0vGYv_3Jm</p> <p>https://www.youtube.com/watch?v=kXOjHv05FYM</p>		
<p>Form 3: For Academic Year 2020 to 2021</p>	<p>Technical Theatre Technical Theatre -Set design and construction -Props -Costume design and construction -Lighting design and operation -Sound effects -Stage management -Front of house</p> <p>Suggested e-resources:</p> <p>https://learn.moe.gov.tt/course/view.php?id=757</p> <p>https://www.facebook.com/306086672796194/posts/4530695277001958/</p>	<p>Playmaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Playwrights of Trinidad and Tobago <p>Playmaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brainstorming <input type="checkbox"/> Research <input type="checkbox"/> Storyline <input type="checkbox"/> Plot <input type="checkbox"/> Characterisation <input type="checkbox"/> Setting <input type="checkbox"/> Spectacle <input type="checkbox"/> Style <p>Suggested e-resources:</p> <p>https://learn.moe.gov.tt/course/view.php?id=757</p>	<p>Improvisation</p> <ul style="list-style-type: none"> • Improvisation • Improvised scenario • Brainstorming • Storyline • Plot • Characterisation • Setting • Style

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Form Level	Term 1	Term 2	Term 3
	<p>https://www.youtube.com/watch?v=tXYX5YXjYaA</p> <p>https://www.youtube.com/watch?v=ADR5VRaJ5mY</p> <p>https://www.youtube.com/watch?v=-xZglYQSJ3Q</p> <p>https://www.youtube.com/watch?v=wqMYsjHU5rU</p> <p>https://www.youtube.com/watch?v=MGtX9P8gDI8</p> <p>https://www.youtube.com/watch?v=7-t9WHSN10c</p> <p>https://www.youtube.com/watch?v=hPNXH5RIIWQ</p>		

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Visual and Performing Arts: Music

Form Level/ Term	Learning Outcomes	Suggested E-Resources
Form 1: Term1	<p>Rhythm: definition</p> <ul style="list-style-type: none"> · Rhythmic Patterns: identify, create and perform simple rhythmic patterns using semibreves, minims, crotchets · Beat: definition, demonstrate the beat · Meter/Time Signature: read, write and perform simple rhythmic patterns in 2/4, 3/4, 4/4 <p><i>Duple, triple, quadruple meter</i></p> <p>Tempo: definition; slow, medium and fast tempi</p> <p>Duration: use of sound and silence in music; <i>rests</i>; identify note symbols</p> <p>Melody: definition of pitch; Treble and Bass clefs; the staff; names of notes; <i>accidentals</i></p> <p>Dynamics: changes in loud and soft</p> <p>Timbre: <i>identify names of instruments, how made and played</i></p> <p>Form: <i>identify sections in music- verse and chorus</i></p> <p>Performance: <i>perform C major scale on melodic instrument; play a piece as individual/ensemble</i></p> <p>Sing simple melodies using appropriate vocal techniques</p> <p>(Teacher must include opportunities for practical work on an instrument along with theory concepts as often as possible)</p>	<p>Rhythm: https://learn.moe.gov.tt/mod/resource/view.php?id=11825</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=11824</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=11826</p> <p>Melody: https://youtu.be/-cnSY5Z7Ubk Lines, Spaces, clefs: https://youtu.be/7Bv-JiFnoJ4 Dynamics : https://youtu.be/tSdaL7jM4Lo https://youtu.be/OjFPyqe2_8M</p> <p>Timbre : https://learn.moe.gov.tt/mod/resource/view.php?id=5324</p> <p>Form: https://youtu.be/hE_qOY5GkH0</p> <p>Performance: Steelpan https://youtu.be/ObsMZrMMp4o Recorder: https://youtu.be/giSW4Yu0p_w</p> <p>God Bless Our Nation: https://youtu.be/0f77Qn8TpC4</p>

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Form Level/ Term	Learning Outcomes	Suggested E-Resources
	<p>Music Appreciation: demonstrate an appreciation for</p> <ul style="list-style-type: none"> -our national songs e.g. National Anthem, God Bless Our Nation -parang <p>Identify associated artistes</p>	
<u>Term 2</u>	<p>Rhythm</p> <ul style="list-style-type: none"> · Rhythmic Patterns: same as term 1 including quavers and crotchet rest · Beat · Meter/Time Signature <p>Duration: quaver note and crotchet rest symbols</p> <p>Melody: writing melodies that move by step</p> <p>Dynamics: Italians words – <i>forte, piano</i></p> <p>Timbre: <i>instrument families</i></p> <p>Performance: perform G major scale on melodic instrument</p> <p>Music Appreciation:</p> <ul style="list-style-type: none"> Soca -chutney -calypso <p>Identify associated artistes; write melodies in these genres</p> <p>(Teacher must include opportunities for practical work on an instrument to reinforce theory concepts as often as possible)</p>	<p>Rhythm patterns: https://youtu.be/4vZ5mlfZlgk https://youtu.be/rf5rcXhGPps</p> <p>Meter: https://youtu.be/Hx-4K7wlovk</p> <p>Duration : https://learn.moe.gov.tt/mod/resource/view.php?id=11825</p> <p>Orchestra instrument families: https://youtu.be/vQ95KUWCGT0</p> <p>The Steelband: https://learn.moe.gov.tt/mod/resource/view.php?id=5325</p>
<u>Term 3</u>	<p>Rhythm</p> <ul style="list-style-type: none"> · Rhythmic Patterns: same as term 1 including quavers and quaver rest 	<p>Rhythm patterns: https://learn.moe.gov.tt/mod/resource/view.php?id=11825</p>

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Form Level/ Term	Learning Outcomes	Suggested E-Resources
	<ul style="list-style-type: none"> · Beat · Meter/Time Signature <p>Tempo: presto, largo</p> <p>Melody: intervals by number e.g. 3rd etcetera</p> <p>Texture:</p> <p>Dynamics: <i>pp, mp, mf, ff</i></p> <p>Timbre: identify instruments used in different genres</p> <p>Performance: play arpeggios in C and G major perform music individually and ensemble using appropriate tempo and dynamic effects</p> <p>Repertoire: sing at least ONE song; play at least ONE piece on a melodic instrument</p> <p>Music Appreciation: definition of folk and appreciation of local folk songs (Teacher must include opportunities for practical work on an instrument to reinforce theory concepts as often as possible)</p>	<p>Tempo: https://youtu.be/fTyD2pfAsaI</p> <p>Dynamics: https://youtu.be/uQkloIQIZ0I</p>
Form 2: Term 1	<p>Rhythm</p> <ul style="list-style-type: none"> · Rhythmic Patterns: identify simple patterns using crotchets quavers and semi quavers · Beat · Meter/Time Signature <p>Tempo: words and symbols that indicate gradual changes in tempo</p> <p>Duration: note and rest symbols up to semiquavers</p>	<p>Rhythms: https://learn.moe.gov.tt/mod/resource/view.php?id=11825</p> <p>Duration : https://youtu.be/KogDq0c7EG0</p>

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Form Level/ Term	Learning Outcomes	Suggested E-Resources
	<p>Melody: identify and sing Sargam e.g. Sa, Re, Ga etcetera SOLFA names of scale degrees Texture: homophonic Dynamics: words and symbols that indicate gradual changes in dynamics Timbre: instruments of the symphony orchestra Form: binary form Performance: play D major scale and arpeggio in addition to those learnt in Form 1 Music Appreciation: research and listen to national songs, parang, chutney and soca Repertoire: sing ONE song; play ONE piece on a melodic instrument (Teacher must provide opportunities for practical work on an instrument to reinforce theory concepts as often as possible)</p>	<p>Texture : https://youtu.be/teh22szdnRQ</p> <p>Timbre : https://youtu.be/QNJcU7oOSL4 https://youtu.be/dcm-1UP5O2Y Performance: https://youtu.be/051jPL3gmDY (recorder)</p> <p>Chutney: https://youtu.be/qPSuC7uahuo</p>
Term 2	<p>Rhythm</p> <ul style="list-style-type: none"> · Rhythmic Patterns: <i>dotted crotchet patterns</i> · Beat · Meter/Time Signature: 2/2, 3/2, 4/2 <p>Tempo Duration Melody: melodic contour Texture Dynamics Timbre Form Performance: play F major scale and arpeggio</p>	<p>Rhythm patterns: https://learn.moe.gov.tt/mod/resource/view.php?id=11825</p>

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Form Level/ Term	Learning Outcomes	Suggested E-Resources
	Music Appreciation: East Indian classical music and associated instruments	
Term3	Rhythm <ul style="list-style-type: none"> · Rhythmic Patterns: <i>dotted quaver patterns</i> · Beat · Meter/Time Signature Tempo Duration Melody: Texture Dynamics Timbre Form Performance: play B flat major scale and arpeggio Music Appreciation: folk songs- vocal and choral	Rhythms: https://learn.moe.gov.tt/mod/resource/view.php?id=11825
Form 3: Term 1	Rhythm <ul style="list-style-type: none"> · Rhythmic Patterns: triplets · Beat · Meter/Time Signature: compound time 6/8, 9/8, 12/8 Tempo: Duration Melody: technical names of scale degrees; minor scales Texture: homophonic and polyphonic music Dynamics: analyse and perform music with dynamic variety Harmony: define; understand harmony in homophony Timbre: ethnographic classification of instruments e.g. Chordophone etcetera. Form: ternary	Rhythm: https://learn.moe.gov.tt/mod/resource/view.php?id=11825 Compound Time: https://youtu.be/qi6uuhU1unk Tempo: https://learn.moe.gov.tt/mod/resource/view.php?id=5907 Texture : https://youtu.be/teh22szdnRQ Timbre : https://youtu.be/teQ4ce7PacQ https://youtu.be/bQYsQbj-VgI https://youtu.be/N42qKfvT1dA

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Form Level/ Term	Learning Outcomes	Suggested E-Resources
	Performance Music Appreciation	Form: https://youtu.be/D8j8bYeo3Wk
Term 2	Rhythm <ul style="list-style-type: none"> · Rhythmic Patterns: quaver and semiquaver rhythm patterns · Beat · Meter/Time Signature Tempo: interpret tempo changes in score sheet Melody: identify Tonic and dominant in each scale/key; minor scales Texture: Dynamics: interpret dynamic changes from score sheets Harmony: understand harmony in polyphony; tonic chords Timbre: classification of the human voice Form Performance Music Appreciation: vocal and choral music performances	Rhythm: https://youtu.be/yviFDIBE3X8 Tempo: https://learn.moe.gov.tt/mod/resource/view.php?id=5908 Minor scales: https://youtu.be/_pEljCH8DPk
Term 3	Rhythm <ul style="list-style-type: none"> · Rhythmic Patterns · Beat · Meter/Time Signature Tempo: interpret tempo changes from score sheets Duration Melody: minor tonality Texture: homophony and polyphony in choral music	Rhythm: https://learn.moe.gov.tt/mod/resource/view.php?id=11825 Tempo: https://learn.moe.gov.tt/mod/resource/view.php?id=5909 https://learn.moe.gov.tt/mod/resource/view.php?id=7343

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Form Level/ Term	Learning Outcomes	Suggested E-Resources
	<p>Dynamics: interpret dynamic changes from score sheets</p> <p>Harmony: dominant chords</p> <p>Timbre: choral voice groupings SATB etcetera</p> <p>Form</p> <p>Performance</p> <p>Music Appreciation: listen to other genres of music</p>	

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Visual and Performing Arts: Visual Arts

FORM ONE		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
I	<p>Art History and Appreciation</p> <ul style="list-style-type: none"> • Explore Art History and Appreciation • Identify and apply Elements of Art and Design (line, shape, texture etc) <p>Drawing</p> <ul style="list-style-type: none"> • Introduce and discuss Drawing skills and materials 	<p>Elements of Design https://learn.moe.gov.tt/course/view.php?id=388#section-1</p> <p>Drawing skills https://learn.moe.gov.tt/course/view.php?id=388#section-2</p>
II	<p>Colour and Design</p> <p>Painting and Mixed Media-</p> <ul style="list-style-type: none"> • Define the terms Painting and Mixed Media • Differentiate between Realistic and Abstract Art <p>Graphic Design</p> <ul style="list-style-type: none"> • Define the term graphic design and identify and discuss elements of design for graphic design • Identify and discuss use of different types of graphic design seen daily <p>Printmaking</p> <ul style="list-style-type: none"> • Differentiate between printmaking and printing and identify and discuss different tools and materials used in printmaking 	<p>Painting and Mixed Media https://www.youtube.com/watch?v=0C_ArE9TxmY&t=14s</p> <p>Graphic Design https://www.youtube.com/watch?v=8gXwPxglBV0 https://www.youtube.com/watch?v=u76UYT9s8PI</p> <p>Printmaking https://www.youtube.com/watch?v=INoRrp17SJ4 https://www.youtube.com/watch?v=omJ96tJN3UE</p>

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FORM ONE		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	<ul style="list-style-type: none"> List the steps involved in the process of image transfer and simple print registration. <p>Drawing</p> <ul style="list-style-type: none"> Differentiate between geometric and nongeometric shapes Differentiate between 2-D shapes and 3-D objects 	<p>Drawing</p> <p>https://www.youtube.com/watch?v=_XJ1A5io8vc</p>
III	<p>Colour and Design</p> <p>Textile Design</p> <ul style="list-style-type: none"> Define the term tie dye List tools and materials used in tie dye Identify and discuss different types of resist techniques <p>3- Dimensional Studies</p> <p>Ceramics and Sculpture</p> <ul style="list-style-type: none"> Discuss the characteristics of clay Discuss and understand pinchpot technique in pottery making Explore the various techniques and materials used in sculpting Differentiate between the additive and subtractive methods of creating sculpture <p>Leather Craft</p> <ul style="list-style-type: none"> Define the term Leather Craft 	<p>Textile Design (discuss alternative fixatives)</p> <p>https://www.youtube.com/watch?v=y9mHxMa7hoY</p> <p>Ceramics and Sculpture</p> <p>https://learn.moe.gov.tt/course/view.php?id=388#section-3</p> <p>Leather Craft</p> <p>https://sweettntmagazine.com/neil-genuine-leather-craftsman/</p>

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FORM ONE		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	<ul style="list-style-type: none"> • State the sources of leather • Appreciate the use of leather in their daily lives <p>Fibre Arts</p> <ul style="list-style-type: none"> • Define Fibre Arts and related terms • Identify materials and items made • Understand the difference between weft and warp in basic weaving 	<p>https://www.youtube.com/watch?v=bnNOhYcr2V8&list=PLStlyuyC3EvJjTm7ofZrbhfYX7WXNNJmH</p> <p>Fibre Arts</p> <p>https://www.youtube.com/watch?v=sOmYCURzd7Y</p>

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FORM TWO		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
I	<p>Art History and Appreciation</p> <ul style="list-style-type: none"> • Explore and discuss Art eras with local examples (e.g. Renaissance, Impressionism) • Identify and / or review and create artwork with elements and principles <p>Drawing</p> <ul style="list-style-type: none"> • Introduce and demonstrate how to use charcoal in drawing • Introduce 1pt and 2pt perspective <p>Colour and Design (Photography)</p> <ul style="list-style-type: none"> • Identify and state the various rules of composition • Take pictures using various compositional technique 	<p>Art History and Appreciation https://learn.moe.gov.tt/course/view.php?id=781#section-1 https://www.youtube.com/watch?v=gU931Fi_OI8&t=54s</p> <p>Drawing https://www.youtube.com/watch?v= 2OIdcc5R https://www.youtube.com/watch?v=wluPV9HbVQo https://www.youtube.com/watch?v=M6MOIP_mLsc</p> <p>Photography https://www.youtube.com/watch?v=nKM3jkEOpuE&list=RDCMUCW Wq67D7TofEPq_eBiaYCWw&start_radio=1&rv=nKM3jkEOpuE&t=32</p>
II	<p>Colour and Design -Painting and Mixed Media</p> <ul style="list-style-type: none"> • Identify and demonstrate different painting techniques • Introduce students to mixed media and collage <p>Graphic Design</p> <ul style="list-style-type: none"> • Identify various types of lettering styles or fonts including calligraphy 	<p>Painting and Mixed Media https://learn.moe.gov.tt/course/view.php?id=781#section-3</p> <p>Graphic Design https://www.youtube.com/watch?v=jxdrU9skNE8</p>

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FORM TWO		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	<p>Print Making</p> <ul style="list-style-type: none"> Identify the tools and materials required for the Linoleum block printing method <p>Textile Design</p> <ul style="list-style-type: none"> Understand the use of stencils in textile design 	<p>Print Making</p> <p>https://www.youtube.com/watch?v=soVrto5reI0 https://www.youtube.com/watch?v=GHznLzNr8fs</p> <p>Textile Design</p> <p>https://www.youtube.com/watch?v=OsN2hp-SbN4</p>
III	<p>Three-Dimensional Studies</p> <p>-Fibre Arts</p> <ul style="list-style-type: none"> Discuss and review differences between 2-D and 3- D works Discuss and list indigenous found materials can be used in weaving <p>Leather Craft</p> <ul style="list-style-type: none"> Demonstrate cutting, stamping and finishing techniques <p>Ceramics and Sculpture</p> <ul style="list-style-type: none"> Discuss the purpose of slip and demonstrate the process in making and using coils 	<p>Fibre Arts</p> <p>https://learn.moe.gov.tt/course/view.php?id=781#section-4 https://www.youtube.com/watch?v=E_PJ0MCoJKY</p> <p>Leather Craft</p> <p>https://www.youtube.com/watch?v=SRgpAHer5vg</p> <p>Ceramics and Sculpture</p> <p>https://www.youtube.com/watch?v=-mlyN7BjliM</p>

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FORM THREE		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
I	<p>Art History and Appreciation</p> <ul style="list-style-type: none"> Identify and create a timeline with common art eras, artists and works <p>Drawing</p> <ul style="list-style-type: none"> Engage in a study of the human form using direct observation <p>Colour and Design (Photography)</p> <ul style="list-style-type: none"> Craft a narrative by taking a series of still image 	<p>Art History and Appreciation https://www.youtube.com/watch?v=OH2bBdT_wAA&list=PL4646BAFF088B4634</p> <p>Drawing https://www.youtube.com/watch?v=BvrocH4noms</p> <p>Photography https://www.youtube.com/watch?v=i8Lz57iG8kc</p>
II	<p>Colour and Design</p> <p>Painting and Mixed Media</p> <ul style="list-style-type: none"> Identify and discuss unconventional painting media <p>Graphic Design</p> <ul style="list-style-type: none"> Discuss the use of ICT in the creation of graphic design work <p>Fibre Arts</p> <ul style="list-style-type: none"> Identify and characterize at least three (3) natural materials which can be used in basketry Discuss the use of raffia for decorating 	<p>Painting and Mixed Media https://www.youtube.com/watch?v=jLGSj6-liIo</p> <p>Graphic Design https://www.youtube.com/watch?v=8gXwPxglBV0</p> <p>Fibre Arts https://www.youtube.com/watch?v=gKYft82Yobk</p>
III	<p>Colour and Design</p> <p>Textile Design</p>	<p>Textile Design https://learn.moe.gov.tt/course/view.php?id=780#section-1</p>

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FORM THREE		
Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	<ul style="list-style-type: none"> Identify tools, materials and different methodologies in embroidery, extraction, batik and silk painting <p>Leather craft</p> <ul style="list-style-type: none"> Review leather process and discuss the process of making a belt <p>Ceramics and Sculpture</p> <ul style="list-style-type: none"> Define wire bending and identify tools, materials and techniques used in wire bending 	<p>Leather Craft https://www.youtube.com/watch?v=eUfjXU-nM9k</p> <p>Sculpture https://learn.moe.gov.tt/course/view.php?id=780#section-2</p>

9 BROCHURES on Online Tools

1. *(exception) Considerations for preparation of printed instructional materials.*
2. *English Language Arts* – EnglishMaven.Org
3. *Social Studies* – National Symbols
4. *Science* – Slido
5. *ICT*- Teach-ICT website
6. *TVET*- Transfer of images from a camera to word document
7. *VAPA* – Journal keeping on Mobile
8. *VAPA (Music)* – Perfect EAR app: A music school in your pocket
9. *VAPA (Visual Arts)* – TRYCOLORS app: A virtual art class
10. *VAPA* – Enhance Your PPT presentation

DESIGN CONSIDERATIONS

Language used is developmentally appropriate

Font style and size of lettering is suitable for the target group and for the type of resource designed

Formatting features applied - bold, italics, etc. - assists with effective communication of concepts

Text Features used - titles, labels, side bars, diagrams, etc. - facilitate communication of concepts and expectations

Colours selected enhance the message to be communicated

Arrangement of text and other visuals on the page increase the appeal of the resource

Signposts and other guiding features facilitate navigation through the material

Balanced use of white space is included in the design

CONTACT DETAILS

Curriculum Planning and Development Division
Rudranath Capildeo Learning Resource Centre
McBean, Couva

Tel.: (868) 636-1070/1057/1069;

(868) 679-2574/2575/4119

Fax No.: 636-9296/636-1397

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North Eastern Education District

NEEDCurriculum@moe.gov.tt

Port of Spain and Environs Education District

POSCurriculum@moe.gov.tt

South Eastern Education District

SEEDCurriculum@moe.gov.tt

St. George East Education District

SGEEDCurriculum@moe.gov.tt

St. Patrick Education District

SPEDCurriculum@moe.gov.tt

Victoria Education District

VEDCurriculum@moe.gov.tt



Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

Curriculum Planning and Development Division



CONSIDERATIONS FOR PREPARATION OF PRINTED INSTRUCTIONAL MATERIAL

Rudranath Capildeo Learning Resource Centre
McBean, Couva

Tel.: (868) 636-1070/1057/1069;

(868) 679-2574/2575/4119

Fax No.: 636-9296/636-1397

Email: curriculum@moe.gov.tt

DEVELOPMENTAL APPROPRIATENESS

PHYSICAL ABILITY

Target group possesses the physical development needed to complete the activity

Opportunities for further development of fine and/or gross motor skills are presented

Choices presented in activities cater for students with a range of physical capacities

Activities provide opportunity for development of one or more of the senses

Opportunity for development of students' unique physical talents and skills is presented

SOCIAL - EMOTIONAL DEVELOPMENT

Target group possesses the social-emotional maturity needed to complete the task

Tone of communication is respectful and encouraging

Material provides explicit guidance and contains appropriate levels of challenge

Opportunity for student feedback about both the task and their experience is included

Opportunity for development of new social-emotional skills is presented

COGNITIVE ABILITY

Target group possesses the cognitive development needed to complete the activity

Choices presented in activities cater for students with a range of cognitive abilities

Appropriate levels of cognitive challenge are included in the activities presented

Opportunity for developing and enhancing cognitive skills is present

PEDAGOGICAL SOUNDNESS

Content presented is aligned with curriculum expectations

Objectives to be achieved are evident

Content presented is accurate, current, developmentally-appropriate and relevant

Alignment of activities and assessment tasks with objectives is evident

Resources needed to complete each task are explicitly stated.

Resources needed are affordable, safe and easily accessed

Clear examples, explanations and illustrations are provided

Success criteria are clearly outlined

Opportunity for self-assessment, self-regulation and self-directed learning is presented

Varied opportunities for acquiring skills and/or strategies for learning are available

Opportunity to apply knowledge and skills in authentic situations is presented

Opportunity to extend learning is provided e.g. follow-up activities or further reading

Content, resources and activities demonstrate respectful consideration of the diversity in the classroom

LEGAL REQUIREMENTS

Copyright law governing use, reproduction and/or adaptation of material **strictly** adhered to

Rights of students are respected

Parental consent obtained for any activity requiring such consent

Ministry of Education approval obtained where such approval is required

For Your Consideration...

Instructional Material

These are resources that are designed to support teaching and learning. The purpose of instructional material includes enhancement of students'

- physical, social and cognitive abilities
- overall growth and development

Such materials include, *but* are not limited to, worksheets with practice exercises and answer keys. **Instructional material can also include**

- 2-D representations of real life objects and phenomena
 - diagrams
 - maps
 - templates that can be converted into 3-D objects e.g. nets in Mathematics
- Visual representations of information
 - charts
 - leaflets
 - pamphlets
 - infographics
 - handouts with reference notes
- Guidelines for completion of hands-on activities
 - project outlines
 - Physical Education drills and activities
 - simple experiments
 - checklists
 - recipes
 - games
 - directions for completion of 3-D models
 - instructional manuals
 - musical scores
- Material to encourage student feedback and reflection
 - double entry journals
 - learning logs

Developmental Appropriateness

Developmental appropriateness is a term that is meant to prompt consideration of a student's stage of development when learning activities are designed. Age considerations focus on what the average student should theoretically be able to do at a given age.

Developmental appropriateness calls for acknowledgement of what the child currently has the capacity to do. It also calls for design of instruction with levels of challenge that will help the student to get to the next stage of development.

Three main areas that are considered when planning for developmentally appropriate instruction are:

- **Physical Development** includes, inter alia,
 - fine and gross motor skills (colouring within the lines, using scissors, writing with a pen, balance, running);
 - hand-eye coordination (catching, copying notes, hitting a ball, playing music while reading from a musical score).
- **Social-Emotional Development** includes the ability to
 - understand and manage one's emotions (e.g. anger, distress and anxiety);
 - be aware of, appreciate and respond with sensitivity to another person's feelings;
 - exercise restraint and express emotions in safe and respectful ways.
- **Cognitive Development** includes the development of competencies related to discernment, understanding and reasoning
 - Visual Perception - ability to detect depth, colour and contrasts
 - Neurological Development - ability of the brain to adapt to changes/to learn
 - Language Development - includes the ability to make sense of language and to express thoughts and feelings using language

When planning instruction, as many areas of development as is possible should be addressed.



EnglishMaven.Org

is affiliated with

Reading Theory

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

and

English for Everyone

[https://](https://www.englishforeveryone.org/)

www.englishforeveryone.org/



EnglishMaven

Helping students achieve their English! The way it should be!

Free Online Resource to facilitate the development of English Language Arts skills.

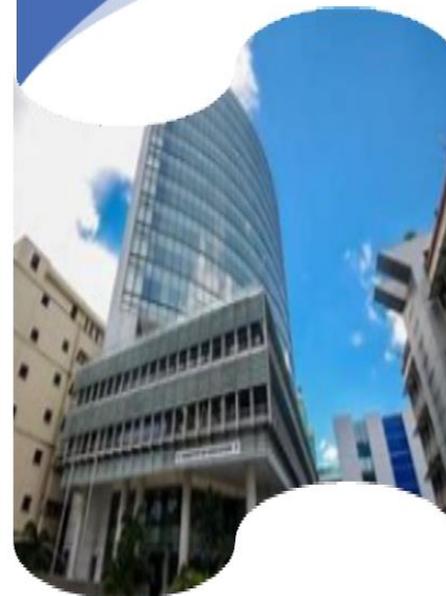
The resource provides support for a wide range of student abilities.

Organization



Curriculum Planning and Development Division
Rudranath Capildeo Learning Resource Centre
Mc Bean, Couva

Ministry of
Education



English Language Arts
Online Resource

About this online resource

EnglishMaven.Org

offers a wide variety of “accurate and concise skill building resources” that include lessons, materials and quizzes. All activities are geared towards supporting a range of abilities. These resources are “visually appealing, straightforward, easily accessible and able to capture the essence of the English Language Arts for students of all levels.

Best of all !

No registration is required to access these resources!

A quick walk through

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

An index of English Language Arts topics is located on the left of the page.



Click on the topic you wish to study.

Then click on any of the links to open the exercises.

Use the navigation links at the bottom of each exercise page, as needed.

Who can use this resource?

First time users and novices can use easily, with minimal effort.

Although this website provides targeted help for students, teachers and parents may also consider it useful.



These are some of the topics

Verb Tenses

Sentence Completion

Synonyms and Antonyms

Paragraph Correction

Crossword Puzzles

Reading Comprehension

Alphabetization

Contractions

“ed” Word Endings

Interrogatives

EnglishMaven -

Helping students improve their communication skills— one skill at a time, one step at a time.



Visit our Learning
Platform for
additional
resources
<https://learn.moe.gov.tt/>

Contact Us
Ministry of Education
Curriculum Planning Development Division
Phone: 1 868 636
Email: Curriculum@moe.gov.tt



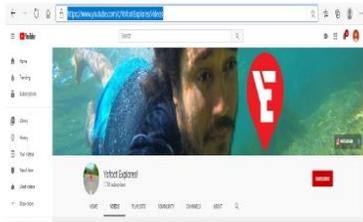
Online Resource

**An Introduction
into our Local
History:
National Symbols**



Trinidad & Tobago, West In

Yofoot Explores!



Yohan Partap is a Trinidadian whose profession takes him all over the world. He has created several videos that showcases some of the National Symbols of Trinidad and Tobago.

How to Access the Site

Step 1 Type in the URL below in any search engine

<https://www.youtube.com/c/YofootExplores/>

Step 2 Click on the tab "Videos" below his icon symbol

Step 3 Scroll down for the following titles:

Chaconia - The National Flower of Trinidad and Tobago

Trinidad and Tobago Flag - National Symbols

Trinidad and Tobago Coat of Arms

These videos in an easygoing pace explores three (3) symbols of nationhood-The National Flower, The National Flag and the Coat of Arms. They can be used to supplement any textual content on the topic of National Symbols



The National Flag
Text and visuals are used to illustrate the connection of the flag to our historical development, as well as a description and meaning of the colours and rules for displaying the flag. Students are provided with opportunities for personal expressions of the meanings of the flag



The National Flower-The Chaconia

This video details the local names of the national flower, a description, its origins, the history of becoming the national flower and the items on which it is represented.



The Coat of Arms

An engaging, patriotic description of the elements of the flag together with contemporary examples of the representation of the Coat of Arms.

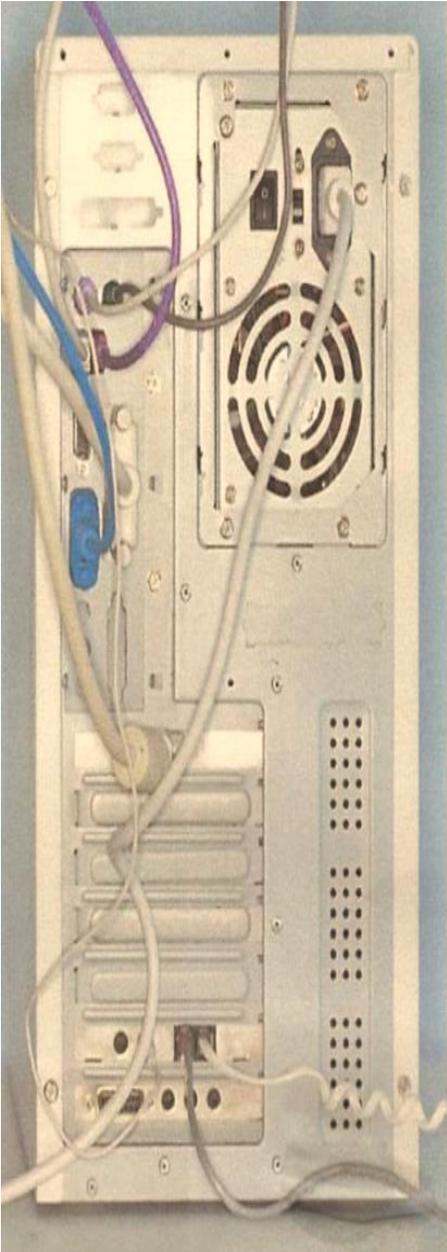
How to use slido

1. Create your sessions. Prepare your lecture directly in PowerPoint or Google Slides using our integrations. Add your polls, quizzes or Q&A and customize the code the students will use to participate in your class.
2. Ask students to join. Students can join simply by scanning a QR code or going to [slido.com](https://www.slido.com) and entering your Slido code. No app downloads necessary.
3. Show slido on a screen. When presenting, all you need is a clicker. Slido polls and Q&A will be activated automatically as you go through your slides.
4. Download the results. After your session, you can easily export all the data into Excel or Google Sheets and analyze the results.

Source: <https://www.sli.do/education>

<https://youtu.be/1IVUNFjs5oY>





What is slido

Slido (pronounced as *Sly-doh*) is an easy-to-use **Q&A and polling platform** for live or remote meetings, events, classes, and webinars. Event planners can set up a Slido event in less than a minute while all the participants need to join the conversation is a **simple event code or link**.

There's **no need to download anything**, the audience just uses their smartphone, tablet or laptop connected to the internet to participate.

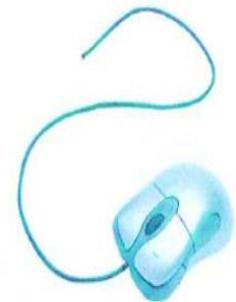
How can Slido be used in teaching and learning

Slido engages its audience. It allows teacher or coordinator to:

- Brainstorm ideas on a particular topic before it is taught.
- Allows for student interaction during the teaching session.
- Engages the students in a **live poll or quick quiz**.
- Reduces lag time when questions are asked.
- Maximize the Q&A time by letting people **vote up their favorite questions**
- Check for **understanding** in real time.
- Empower the students, especially the quiet ones, to ask questions or respond to questions asked.
- Get immediate feedback for improving **teaching and learning** in classes.
- Use it as a form of assessment.

<https://youtu.be/g6FgcFYHE9Y>

Whether the participants are present in the classroom or joining remotely via a videoconferencing tool or a live stream, they can send their questions or vote in polls instantly or respond to a question that was asked. Creators of the question can **moderate incoming responses** so they have full control over what is being displayed on the **presentation screen**, as well as activate polls



Free Features

Teach-ICT provides some free content and quizzes on the following topics:



Computer Fundamentals
Ethics in Technology
Health and Safety Issues
Careers in ICT
Internet Usage
Application Software –
Word Processing,
Spreadsheets, Presentation,
Databases

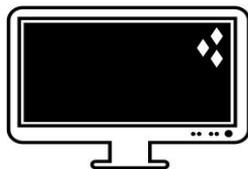


A website that allows students to gain knowledge and develop their skills in Information and Communication Technology through concise theory, quizzes, and other activities. Some resources are free and there is an option for a paid subscription.

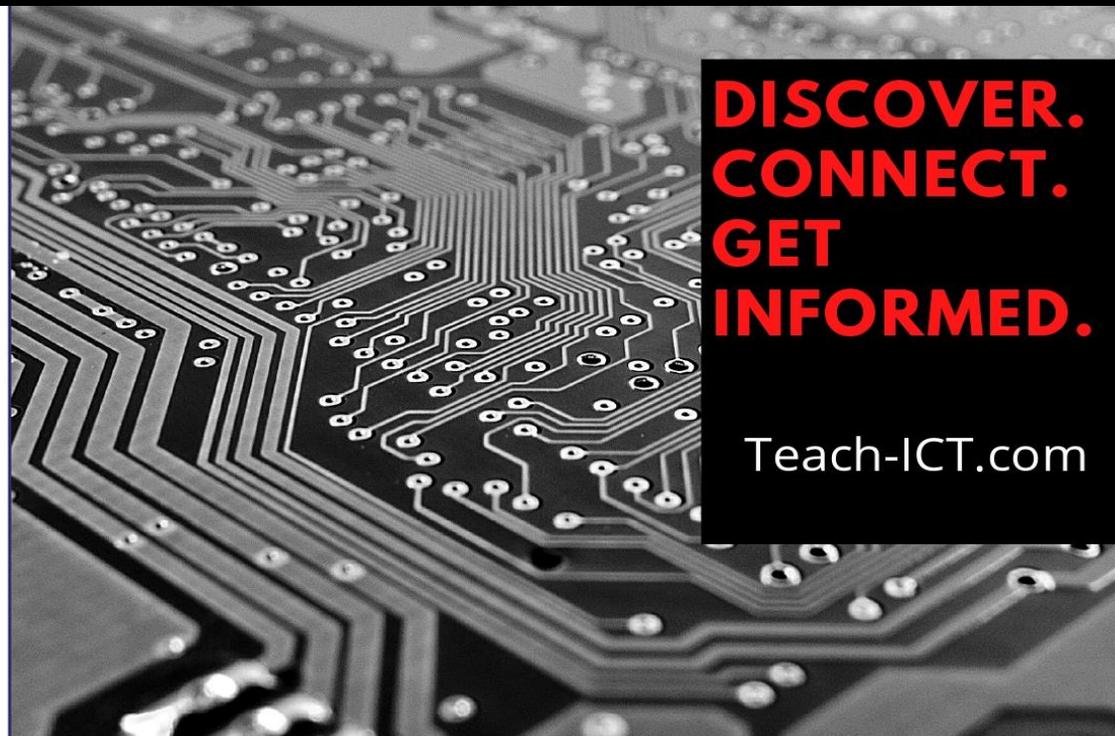


How to Access

1. Navigate to the website:
<https://www.teach-ict.com/>
2. Select GCSE ICT under the GCSE Level Subheading.
3. From this page, select the **New Resources** button to access a drop-down list of topics. The content from the section Computer Systems section and onwards is free.
4. For quizzes on some of the topics, select **GCSE Quizzes** instead of New Resources.



Produced by Curriculum Planning and Development Division/ICT Unit/2020



Teach-ICT.com

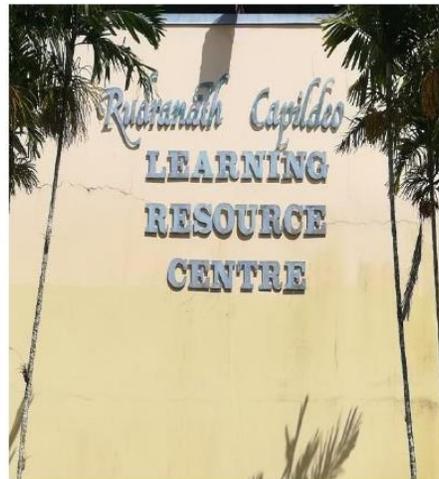
Enjoy a variety of topics presented in an easy-to-use interface with a large number of interactive quizzes that enhance the learning experience

Who Can Use Teach-ICT.com?

Teach-ICT is available for use by both teachers and students without the need for registration. Teach-ICT also offers a subscription service for greater accessibility to their resources.

“**Education** is the most powerful
weapon which you can use to
change the world”

Nelson Mandela.



**TECHNICAL
VOCATIONAL
EDUCATION AND
TRAINING
/TECHNOLOGY
EDUCATION UNIT**

Mc Bean Village,
Southern Main Road, Couva



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

Tel No: 679-4119 Fax: 636-9296
e-mail: curriculum@moe.gov.tt



Activity:

*Transferring pictures
from a Camera
Phone to a Word
document*



Development of an e-portfolio for Technology Education

Technology Education is one of the secondary school's curriculum offered to students in from Forms One (1) to Forms Three (3). This is an activity based curriculum that encourage students to develop practical skills in a number of areas. One form of assessment in Technology Education is the development of the **Electronic Portfolio** (e-portfolio). Students use the Portfolio to capture evidence of work done during activities.

As a form of evidence, pictures are taken with your camera phone and then transferred to your Personal Computer (PC) (laptop or desktop) to be placed into your **Word Document**.

Transferring pictures from phone to PC

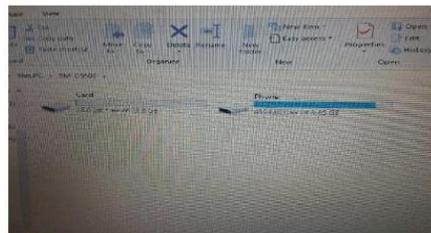
You will need the following items for transfer

- ☑ Phone with stored pictures
- ☑ Personal computer
- ☑ Universal Serial Bus (USB) cable

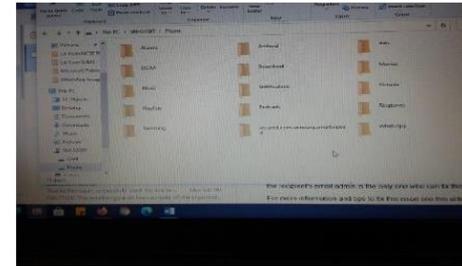
STEP 1 Connect the charger end of the USB cable (smaller end) to the unlocked phone and the other end (larger end) to the powered up PC USB port



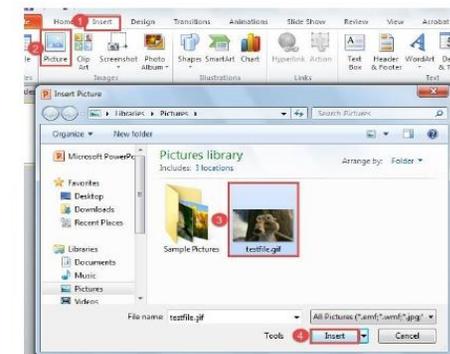
STEP 2 Click on the icon that identifies where the pictures are located.



STEP 3 Click on pictures on the left to find the picture that you want to insert.



STEP 4 Decide where in your Word document you want to place your picture and follow the numbered steps a seen in the picture below.





Downloading the app

1. Search for 'Diary' in Google Playstore or the App store 
2. Download the app.
3. Open the app
4. After reading the 'Things to keep in mind' click continue.
5. Click on the pencil to write a new entry 
6. Click on the calendar icon to choose the date of the session you are writing about. 
7. Click on the emoji face to add your mood about the session. 
8. Click on the photo icon to add a picture- you can either take one or choose a picture from your image gallery. 
9. Click SAVE!

Note: In Settings you can add a password or change your font, size, colour, set reminders, change language, reset all your data, read the privacy policy, like the app on Facebook or rate the app.



IMPORTANT!

Keeping a journal is a fun and rewarding practice! Choose the best option for you and be as creative as you can! Your teacher will certainly guide the process!



Journal Keeping

Using your mobile phone



Courtesy: VAPA-Drama
Curriculum Planning & Development Division
Ministry of Education, Trinidad & Tobago
Created using Canva

What is a journal?

A journal is a record of one's daily activities and reflections on them. These reflections may include your thoughts and feelings about the session but also one's ideas about why the activities were important and relevant to your life. It is an essential and helpful tool required for your Drama class.

5 Ways to keep a journal using your mobile phone

Voicenote

After a class a quick and easy way to capture your thoughts is to record it in a voice note. This feature is easy to find on mobile phones. Just look for the microphone icon and click on record. Once finished ensure that you save your recording.



Video

Similar to voice recordings, video recording is a fun and personal way to keep a journal. Look for the camera icon. Turn it on selfie mode if you are self-recording. Click record. Save!



Photo

Photo albums are another creative and fun way to journal. The best thing about phones is that the date/time of the photo is already recorded. All you have to do is snap a journal worthy pic and add a caption or short note about what the picture shows,

Memo

Perhaps writing a short note is more your style or maybe you wish to combine voicenotes, videos and photos within your memo. Some phones allow you to do that too! Just look for the notepad or page looking icon on your phone. Make a new memo. Save!



Even if your phone does not have an official memo you can save short notes as SMS text messages if you wish.



On some phones you can also add a note in your calendar on the date of the session.



Download an app

A journal or diary app might be very helpful to keep all your thoughts in one place. Although many require a payment, most offer a trial period of up to 30 days. A great number to get into the habit of keeping a journal. There are a few apps that are free! Check this one out!



Music at your fingertips

Anything you want to know about and drill:

Theory
Rhythm
Chords
Scales
Staff
Pitch



HUNDREDS OF EXERCISES

Enjoy a large variety of fun and challenging exercises



STUNNING DESIGN

Clear and easy to use



GREAT ONLINE SUPPORT

Make suggestions on how to improve the application



Curriculum Planning and
Development Division,
Visual and Performing Arts Unit

PERFECT EAR

A music school in your pocket

This tool helps to develop basic ear training skills for every budding and professional musician



Perfect Ear

Download the app on your phone and take it everywhere you go

**DOWNLOAD THE APP
ONTO YOUR
SMARTPHONE**

Here's how:

1. Go into *GOOGLE SEARCH*
2. Type in **PERFECT EAR EAR TRAINER**
3. Click on **APP**
4. Click **INSTALL**
5. Then click **OPEN**
6. Enjoy!



RHYTHM EXERCISES

SIGHT READING

SCALE EXERCISES



CHORD EXERCISES

SINGING

THEORY

INTERVAL
TRAINING



PERFECT EAR

use it to

- 1 Supplement your school work
- 2 Teach yourself
- 3 Test your skills
- 4 Be trained
- 5 Earn points
- 6 View your scores
- 7 Challenge others

ELEMENTS OF ART: COLOUR

Colour, also called HUE, comes from light.

A colour wheel is a visual representation of colours arranged according to their chromatic relationship. The colour wheel shows Primary, Secondary and Tertiary colours.

Primary Colours: Colours at their basic essence; those colours that cannot be created by mixing others.

These colours are RED, YELLOW and BLUE

Secondary Colours: Those colours achieved by a mixture of two primaries.

These colours are ORANGE, VIOLET or PURPLE and GREEN

Tertiary Colours: Those colours achieved by a mixture of primary and secondary hues.

These colours are Blue-green, Yellow- green, Yellow-orange, Red- orange, Blue- violet and Red- violet.

VIRTUAL ART CLASS

with Miss Mitchell

Using the App, *TRYCOLORS*



ACCESSING TRYCOLORS

STEP 1

Go to trycolors.com



STEP 2

Download the app by clicking ...



Or you can use the mixer on the website

COLOUR MIXING

PRIMARY COLOURS

Let's start with identifying the primary colours



These are what we will be using to mix our secondary and tertiary colours

SECONDARY COLOURS

RED + YELLOW = ORANGE

On the App, click the yellow and the red to see what colour they form when mixed



BLUE + YELLOW = GREEN

On the App, click the yellow and the blue to see what colour they form when mixed



BLUE + RED = VIOLET

On the App, click the red and the blue to see what colour



TERTIARY COLOURS

RED + ORANGE = RED ORANGE

On the App, click the yellow and the red to mix the orange, then add another red to create the red orange



Remember to mix the secondary colour first (using the primary colour) then add more of the primary colour to create the tertiary colour

Now you try the other tertiary colours

YELLOW + ORANGE = YELLOW ORANGE

YELLOW + GREEN = YELLOW GREEN

BLUE + GREEN = BLUE GREEN

BLUE + VIOLET = BLUE VIOLET

RED + VIOLET = RED VIOLET

STEP 5

PREVIEW YOUR
PRESENTATION TO CHECK
THAT YOUR VIDEO PLAYS
HOW YOU WANT IT TO

MINISTRY OF
EDUCATION
Visual and Performing Art Unit

ENHANCE YOUR POWERPOINT PRESENTATION



**VISUAL AND
PERFORMING
ARTS UNIT**

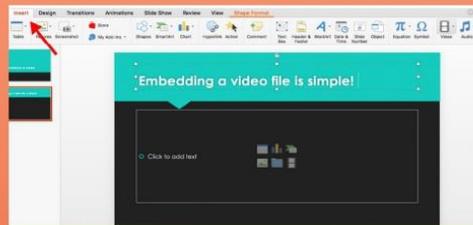
Powerpoint is an effective way to create presentation for you students (particularly when teaching online)

- Instead of slide after slide of words, your presentations can be greatly enhanced by embedding movement videos for your dance students.
- Online learning will be a feature in our education system for the foreseeable future, embedding videos can lead to exciting and appealing lessons.



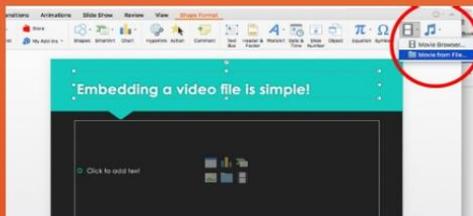
STEP 1

CLICK ON THE SELECTED FILE, THEN GO TO MENU > INSERT



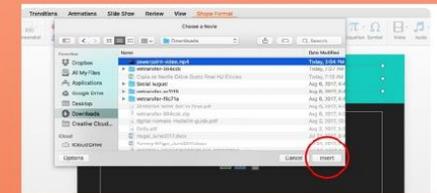
STEP 2

IN THE TOP RIGHT CORNER > CLICK VIDEO > MOVIE FROM FILE



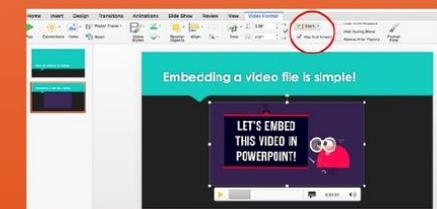
STEP 3

FIND THE VIDEO YOU WANT



STEP 4

ADJUST SETTING IN THE VIDEO FORMAT TOOL BAR. YOU CAN SELECT "PLAY FULL SCREEN OR "START AUTOMATICALLY"



APPENDICES

Appendix A – Checklist of learning outcome for Standard FIVE

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
<p>Agricultural Science</p>	<p><input type="checkbox"/> Evaluates how local issues affect agriculture at the national and/or international level.</p> <p>For example, but not limited to:</p> <ul style="list-style-type: none"> • Flooding, predial larceny, lack of access roads and infrastructure, lack of financing and agricultural insurance, natural disasters, slash and burn agriculture, soil erosion and degradation. 	<ul style="list-style-type: none"> • Use the development of a journal of articles associated with issues in agriculture to ascertain students’ knowledge of the challenges in local, regional and international agriculture. • Use of diagrams/pictures or drawings to help with the skill of identifying various issues in local, regional and international agriculture and strategies to mitigate the effects of these issues. For example, flooding, predial larceny, lack of infrastructure, erosion. • Use of the following online resources to ascertain students’ knowledge related to topics covered: • Climate, Agriculture and the Challenges Ahead: https://www.youtube.com/watch?v=G0K9sD0vGus • Sustainable Development of Agriculture in the Caribbean: https://sustainabledevelopment.un.org/content/documents/5404379cafa_n2.pdf
<p>ELA</p>	<p><input type="checkbox"/> Grammar and Creative Writing</p> <ul style="list-style-type: none"> • Apply Language Structure – • Verbs, Types of verbs, Verbal forms (including contractions) • Simple Present, Past, Future, Present Continuous Tense, Past Perfect Tense, • Participle-past and present. • Regular and irregular. • Subject Verb Agreement • Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word. 	<p>Students’ core competencies can be assessed through the use of the following activities.</p> <p>Grammar and Creative Writing</p> <ul style="list-style-type: none"> • Skills and application Worksheets • Complete sentence frames • Sentence creation activity • Paragraph creation activity • Capitalization and punctuation rules in context activities. • Fill in the blanks - Parts of speech • Dictation- capital letters and punctuation marks

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Some personal pronouns agree with the singular verb while others agree with the plural form. • Expressions such as: most of, many of, a lot of, a little of, much, some, all of, and some of, can take either a singular or plural verb. When the subject is countable the verb is plural, when the subject is uncountable it takes a singular verb. • Forms of the verb ‘to be’ take the number of the subject. • Sums of money, measurements, fractional parts take the singular verb. • A collective noun which is singular in meaning is followed by a singular verb. • Types of nouns <ul style="list-style-type: none"> -Nouns, Types of nouns (common, proper, collective and abstract) Singular and plural nouns (regular and irregular forms) - Forming plurals of nouns - adding ‘s’ and ‘es’ - Adjectives: comparative and superlative degree. -Pronouns: Personal, Possessive Reflexive and Relative Pronouns and their contractions -Adverbs: comparative and superlative forms. - Prepositions in context. -Changing gender of nouns - Adjectives and comparing adjectives - Conjunctions to combine ideas and sentences. • Application of elements of a paragraph • Identify and use: <ul style="list-style-type: none"> - capitalization rules - punctuation marks: apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. 	<ul style="list-style-type: none"> • Use of writing process chart/ cards <p>Phonics</p> <ul style="list-style-type: none"> • Dictation of phonic elements taught • Dictation of target words • Games e.g. Snakes and Ladders (Target Phonic element) <p>Vocabulary</p> <ul style="list-style-type: none"> • Skill and application worksheets • Circle target words activities • Context clues worksheet • Cloze passages (use target words) • Games e.g., Sight word / Homophones BINGO, Synonym/Antonyms/ Dominoes • Games e.g. Affixes Memory card game <p>Fluency</p> <ul style="list-style-type: none"> • Oral reading of words, captions, phrases and level appropriate reader <p>Comprehension</p> <ul style="list-style-type: none"> • Skill and application worksheets • Comprehension worksheet • Listening and reading comprehension passages (target skills) • Sequencing activities • Text feature activities • Text structure activities • Cloze passage for target story elements <p>Penmanship</p> <ul style="list-style-type: none"> • Dictation to practise writing • -letter, word and sentence writing • Assess using any form of written work produced by student.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Arrange words in alphabetical order using the first and second letters • Write: simple instructions and directions, paragraphs – factual, informative, descriptive, poetry, comics, letters, exclamatory sentences (end with an exclamation mark (!), narrative form - plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices, simple reports ☐ Phonics <ul style="list-style-type: none"> • Identify and use <ul style="list-style-type: none"> - all long and short sounds of vowels and silent e - consonant digraphs - vowel digraphs - consonant blends (beginning and ending) - different pronunciations of y - diphthongs - had and soft <c> and hard and soft <g> - alternative spellings of vowels - consonant digraphs silent- gn, wh, wr, kn - consonant clusters – e.g. thr, scr, squ - phonograms - ic/ick, tion/sion, ture • Read and use contractions • Syllabicate consonant digraphs, prefixes, multisyllabic words, silent letters (consonants), VCCV, VCV, diphthongs, consonants followed by ‘le’ and suffixes, • Read and use <ul style="list-style-type: none"> - word families and inflectional endings ☐ Vocabulary <ul style="list-style-type: none"> • Read /words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Apply context clues knowledge: picture, definition clues, word structure clues, background /familiar, prior knowledge, synonyms, definition: use of commas, words in series and experience and antonyms • Infer meaning of figurative language - Similes, Metaphors and Personification • Identify and use multiple meaning words • Use prefixes and suffixes to create words • Infer the contextual meanings of words or texts from figurative language and factual texts • Identify and use synonyms, root words and antonyms • Read and use homophones and homographs • Interpret connotative language –familiar and new words, figurative language <input type="checkbox"/> Fluency <ul style="list-style-type: none"> • Read with accuracy and automaticity • letters of the alphabet, words/captions/phrases/ rhymes and level appropriate readers <input type="checkbox"/> Comprehension <ul style="list-style-type: none"> • Follow oral/ written directions and instructions • Answer literal and inferential questions (use of pictures, stories, poems; non-fiction) • Identify main idea - fiction, non-fiction and poetry • Sequence details fiction and non-fiction • Use story elements (fiction and poetry) <ul style="list-style-type: none"> - Characters (Major and minor) description and action - Setting-description and time - Problem, action and resolution - Compare and contrast ideas in literary text- Characters and setting 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> - Plot Identify Main Idea and supporting details (Fiction and Poems) • Theme (Fiction and poems) • Use of story structure – Introduction, rising action, climax, falling action and conclusion, • Use of text features • Predict Outcomes based on titles and pictures and what will happen next in a series of images • Compare and contrast Characters- Fiction and poems • State lessons learnt from stories and poems • Use of Text structure- (No-Fiction): Description, Sequencing, • Cause and effect explicitly stated and Problem and solution • Interpret information in a variety of media • Make judgments and form opinions about the behavior of characters (fiction, poems and non-fiction) • Interpret -signs, symbols, charts, graphs and advertisements • Read and use poetry elements <ul style="list-style-type: none"> - Rhyme, rhyme patterns and stanza • Read and use literary element (poems and stories) <ul style="list-style-type: none"> - Imagery, Theme (comparing themes), Plot and Style • Infer mood in literary texts (fiction and poems) • Infer tone in literary texts (fiction and poems) • Draw conclusions (fiction and poems) • Identify and use details from stimulus that suggest feelings or appeal to the senses (Fiction and poems) • Express their own point of view/ preferences based on evidence from the text 	

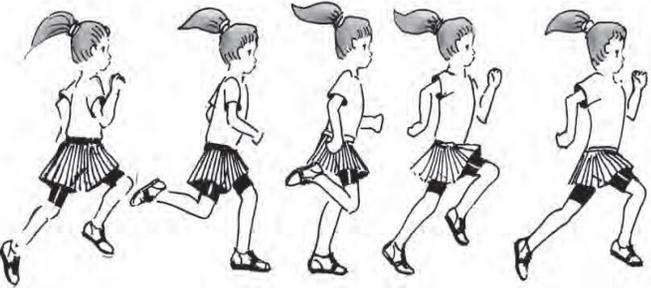
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Evaluate texts with explicit and inferential reference to the text • Differentiate between literal and inferential and evaluative questions (literary, non-fiction and graphic texts) • Determine <ul style="list-style-type: none"> - writer’s point of view- Non-Fiction, writer’s purpose, reader’s point of view • Distinguish fact from opinion <input type="checkbox"/> Penmanship • Write sentences <ul style="list-style-type: none"> - legibility and neat presentation - appropriate letter formation demonstrating correct strokes 	
Math	<input type="checkbox"/> Number <i>Fractions</i> <ul style="list-style-type: none"> • Demonstrate an understanding of adding and subtracting fractions and mixed numbers, concretely, pictorially and symbolically • Develop and apply procedures to add and subtract fractions and mixed numbers to solve problems • Demonstrate an understanding of multiplying a fraction by a whole number, concretely, pictorially and symbolically • Develop and apply procedures to multiply a fraction by a whole number to solve problems • Demonstrate an understanding of dividing whole numbers by fractions, fractions by whole numbers, concretely, pictorially and symbolically 	<p>All content areas:</p> <ul style="list-style-type: none"> • Develop survey test and administer to students. • Identify errors made by students. • Develop diagnostic test with the specific content in which the errors are seen and administer to students. Grade questions according to the hierarchy of skills in each content area. • Determine if there are patterns among the errors or random mistakes. • Ask students to give explanations (orally) of how they solve the problems. • Use the information to diagnose the specific Mathematical skills that need remediation. <p>Additional diagnostic strategies:</p> <ul style="list-style-type: none"> • Observation of students during performance tasks. These tasks can be concrete or pictorial,

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Develop and apply procedures to divide whole numbers by fractions and fractions by whole numbers to solve problems <p><i>Decimals</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of multiplication and division involving decimals • Develop and apply procedures to multiply decimals by whole numbers and to divide a decimal by a whole number (up to hundredths) to solve problems <p><i>Percent</i></p> <ul style="list-style-type: none"> • Develop an understanding of percent, concretely, pictorially and symbolically • Demonstrate an understanding of percent concretely, pictorially and symbolically • Demonstrate an understanding of the relationships between fractions and percents • Apply understanding of fractions, decimals and percents to solve problems <p><i>Problem Solving</i></p> <ul style="list-style-type: none"> • Create and solve single and multi-step problems involving the four operations • Create and solve one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimal, percents including money using algorithms, mental strategies and other problem solving strategies • Use patterns and other strategies to solve problems • Solve problems involving unequal sharing (not including the use of ratio) <p><i>Language</i></p> <ul style="list-style-type: none"> • Develop appropriate vocabulary associated with number 	<p>individual or grouped. Appropriate checklists of skills and/or rubrics must be designed by the teacher. Some sample outcomes to be assessed by observation are:</p> <ul style="list-style-type: none"> • Model addition and subtraction of fractions and mixed numbers using concrete and pictorial representations, and record symbolically • Model the multiplication of a fraction by a whole number concretely or pictorially (using, for example, an area model and/or repeated addition) and record the process. • Model division of a whole number by a fraction a proper fraction by a whole number concretely or pictorially and record the process • Investigate area models divided into 100 equal parts concretely or pictorially to connect fractions to percents • Investigate multiplication of decimals by whole numbers by converting decimal to base ten fractions before multiplying • Interpret and explain the use of fractions, decimals and percents in everyday contexts • Investigate right angles and non-right angles in solids • Explore and describe the cross-sections of solids, base and height • Describe the properties of specific quadrilaterals. • Use analysed data to solve problems, draw conclusions and make decisions. <p>Use of oral presentations, journal writing activities e.g.</p>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Use appropriate vocabulary associated with number, orally and in writing ☐ Geometry <i>Solids and Plane Shapes</i> <ul style="list-style-type: none"> • Develop an understanding of the properties of solids and plane shapes • Describe solids in terms of their properties. • Classify and determine the properties of quadrilaterals • Develop spatial sense through exploration of solids and plane shapes • Investigate the properties of solids by examining their cross-sections, base and height and angles • Explore angles in solids and plane shapes • Solve problems involving solids and plane shapes <i>Language</i> <ul style="list-style-type: none"> • Develop appropriate vocabulary associated with geometry • Use appropriate vocabulary associated with geometry, orally and in writing ☐ Measurement <i>Linear: Perimeter</i> <ul style="list-style-type: none"> ○ Develop and apply formulae for measurement of perimeter ○ Develop and use formulae for finding the perimeter of squares and rectangles ○ Solve problems in real-life situations involving perimeter <i>Mass/Weight</i> <ul style="list-style-type: none"> ○ Solve problems involving mass/weight 	<ul style="list-style-type: none"> • Interpret and explain the use of fractions, decimals and percents in everyday contexts • Explain, using models, how the volume of cubes and cuboids can be determined. • Communicate findings and decisions by writing a report • Use of questioning informally during instruction and structured during interviews

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p><i>Time</i></p> <ul style="list-style-type: none"> ○ Solve real-life context involving time <p><i>Capacity and Volume</i></p> <ul style="list-style-type: none"> ○ Solve problems in real-life contexts involving volume and capacity <p><i>Area</i></p> <ul style="list-style-type: none"> ○ Solve problems in real-life situations involving area <p><i>Language</i></p> <ul style="list-style-type: none"> ○ Develop appropriate vocabulary associated with measurement ○ Use appropriate vocabulary associated with measurement, orally and in writing <p><input type="checkbox"/> <i>Statistics</i></p> <p><i>Tally Charts and Bar Graphs</i></p> <ul style="list-style-type: none"> ○ Develop skills in collecting, organizing, displaying, analyzing and communicating appropriate statistical data to solve problems ○ Design survey(s) to solve problem(s) that involves the use of statistical data ○ Gather, classify, organize and display data using tables, tally charts and graphs (pictographs, block graphs and bar graphs) and interpret results ○ Describe methods, analyse results and make decisions ○ Communicate findings and decisions made using vocabulary associated with statistic ○ Demonstrate the ability to collect, classify, organize and represent data 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> ○ Collect data (using observation and frequency counts) and classify data through investigation of a problem/question based on a real-life situation ○ Demonstrate an understanding about the features of graphs and charts ○ Identify characteristics of tally charts and bar graphs ○ Make decisions based on analysis or interpretation of data ○ Construct tally charts and bar graphs using appropriate symbolic representations ○ Interpret data from tally charts and bar graphs based on a real-life problem or situation ○ Make informed decisions on data analysed 	
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Execute simple gymnastic routines with increasing confidence, (using previously taught low-level skills (rolls, V-sit, stork stand, scale stands) <input type="checkbox"/> Demonstrate simple combinations of motor skills (running, throwing, catching, jumping and striking) individually, with increased competence. <input type="checkbox"/> Use physical activities for positive social interaction <input type="checkbox"/> Maintain healthy lifestyles through physical activities, healthy diet and personal hygiene <input type="checkbox"/> Assume leadership roles and responsibilities <input type="checkbox"/> List the benefits to be derived from: <ul style="list-style-type: none"> • Participating in regular physical activities • Drinking a regular intake of water • Engaging in personal hygiene after physical activities. <input type="checkbox"/> Apply knowledge of appropriate attire that is required for participating in physical activities 	<p>Note to teachers: Ensure that students are advised of safety guidelines and are within viewing range while performing activity</p> <ul style="list-style-type: none"> • Checklist for Locomotor Skills- Running (jogging on the spot/ low to medium level) <ul style="list-style-type: none"> ○ Eyes focused forward ○ Head steady ○ Arms move from front to back from the shoulders ○ Arms move in opposition to legs ○ Legs raised at 45-degree angles ○ Lands on balls of feet ○ Arms relaxed <p>https://www.youtube.com/watch?v=OBNS4xJtIP8&ab_channel=JasonErickson</p>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<input type="checkbox"/> Explain the importance of various foods to the body for physical activity	 <ul style="list-style-type: none"> • Strategies for determination of gaps in content-Healthy Habits and Safe Practices: <ul style="list-style-type: none"> ○ Class discussion on appropriate clothing for participating in physical activities ○ Compare and contrast types of clothing and appropriateness for physical activities ○ Analyse pictures of clothing worn by athletes of different sporting disciplines ○ Discuss consequences of wearing inappropriate clothing for physical activities ○ Have students write paragraph describing appropriate attire they would wear while participating in physical activities ○ Draw or complete a semantic map or chart to describe changes that occur in body ○ Discussion on how the benefits derived from regular participation in physical activities can impact each learner

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ Maintain a log of water intake over a week and discuss observed changes ○ Discussion on personal hygiene practices. ○ Name foods that an athlete would gain energy from.
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes: <ul style="list-style-type: none"> ● Form and Function: <ul style="list-style-type: none"> ● Use of various technologies in everyday life. E.g., draw simple levers and identify load, effort and fulcrum for various situations with respect to its use in the school compound or home. <input type="checkbox"/> Conservation and Sustainability: <ul style="list-style-type: none"> ● Use of energy efficient devices and practices to conserve electrical energy. E.g., use of LED light bulbs and switching off light switches when not in use. ● Need to reduce the effects of Global Warming ● Strategies used for conserving and sustaining the environment e.g., use of air/sun drying of clothes instead of electrical dryers, fans instead of air conditioners, recycle bins, reducing use of single use plastics such as those used for bottled water. <input type="checkbox"/> Communicates scientific information: <ul style="list-style-type: none"> ● Tables, graphs e.g., table of electricity savings due to adapting energy conservation strategies within the school/home. ● Drawings/diagrams e.g., Force diagrams to illustrate use of levers, gears and inclined planes ● Developing solutions for simple problems related to Learning Outcomes e.g., 	<p>Some examples of the use of different strategies to diagnose learning loss:</p> <ul style="list-style-type: none"> ● Objective 3.1.1 Justify the need to reduce the effects of Global Warming ● Students are presented with scientific information on global warming. Students answer questions based on the information provided ● Objective 2.1.1 Justify the use of energy efficient devices and practices to conserve electrical energy. ● Students prepare a list of practices they can use in the home and elsewhere to conserve electrical energy ● Objective 4.1.1 Appraise strategies used for conserving and sustaining the environment ● Students complete a quiz on strategies used for conserving and sustaining the environment. The quiz type can be multiple choice questions.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Application of IDEATE model with regards to designing and modifying simple machines to make daily life easier. <input type="checkbox"/> Uses appropriate apparatus to conduct simple experiments/activities correctly and carefully e.g., Use of rulers, levers, inclined planes and gears. <input type="checkbox"/> Exhibits safe practices regarding self and others e.g., Taking turns for measuring using rulers, measuring cylinders, filter paper, beakers, funnel and using apparatus pertaining to levers, inclined planes 	
Social Studies	<input type="checkbox"/> Display problem solving, research and communication skills in relation to an identified social issue or problem for example - Demonstrate an understanding of the benefits to be derived from caring for the environment	<input type="checkbox"/> Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> • Skills • Demonstrate the ability to locate information using the “Big 6” https://thebig6.org/ <ul style="list-style-type: none"> • Knowledge including concepts • Values & Attitudes • Utilise teaching/learning strategies that can condense the above using appropriate resources e.g. Videos and other online resources. https://www.youtube.com/watch?v=0Puv0Pss33M https://www.youtube.com/watch?v=gUhxcdzRgLQ
Spanish	<input type="checkbox"/> Listens and responds appropriately to the target language <input type="checkbox"/> Orally expresses words and phrases in the target language <input type="checkbox"/> Displays knowledge of own and other cultures at an appropriate level <input type="checkbox"/> Target Language Topics: <input type="checkbox"/> Stating nationality and that of others in Spanish. <input type="checkbox"/> Flags of selected Spanish-speaking countries.	Oral questioning: <ul style="list-style-type: none"> • Students view short videos on specific topics and answer targeted questions E.g. Nationality https://learn.moe.gov.tt/mod/resource/view.php?id=5774 <ul style="list-style-type: none"> • Students respond orally to question cues on any given topic E.g Physical Appearance: ¿Cómo eres? <input type="checkbox"/> Aural comprehension:

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<input type="checkbox"/> (Venezuela, Cuba, Puerto Rico, Colombia, Panamá, México) <input type="checkbox"/> Stating in Spanish selected items of clothing that they wear <input type="checkbox"/> Describe their physical appearance (height, size) in Spanish.	<ul style="list-style-type: none"> • Students select pictures that correspond to spoken vocabulary or phrases describing flags • Students view short videos on specific topics and answer targeted questions E.g. Physical appearance <p>https://learn.moe.gov.tt/mod/resource/view.php?id=11356 https://learn.moe.gov.tt/mod/resource/view.php?id=11357</p> <ul style="list-style-type: none"> • Students draw images to correspond to spoken vocabulary or phrases about clothing <p>Oral presentations:</p> <ul style="list-style-type: none"> • Students engage in Show and Tell about countries. Flags of selected Latin American countries
VAPA-Art	<input type="checkbox"/> Using elements and principles of design in creating 3D work	<ul style="list-style-type: none"> • Use variations of line, shape, texture, colour and tone in 3-dimensional Work. • Use balance, repetition, contrast, pattern and rhythm in creating 3-dimensional work. • Create miniature props for a cultural celebration.
VAPA - Dance	<input type="checkbox"/> Student can use movements to make comments on their thoughts and feelings, including social issues <input type="checkbox"/> Student understands and can identify the elements of a dance production	<ul style="list-style-type: none"> • Demonstrate solutions to various social problems through movement exploration • Gain an understanding of the elements of a dance production (presentation, costuming, characterization, music, rehearsing staging)
VAPA - Drama	<input type="checkbox"/> Student is able to: <ul style="list-style-type: none"> • Creatively self-express using action and voice to perform stories and explain production elements. • Story creation • Elements of production 	<ul style="list-style-type: none"> • Create a scenario based on items collected in their drama portfolio. • Briefly explain three production elements observed in a viewed production.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
VAPA-Music	<ul style="list-style-type: none"> • Understand how expression and correct breathing techniques contribute to good singing. • Recognize the different melodies contained in two-part songs. • Become more competent on melodic instruments. • Understand the process involved in analysing music. 	<ul style="list-style-type: none"> • View performances (singing) and critique as to breathing and expression • Listen to musical excerpts of two-part songs and imitate (repeat) each melody • Play an instrument with proper playing techniques such as posture and fingering • Listen to a musical performance and a critique of it by someone. Then comment on the person's critique, based on the musical elements heard.
VCCE	<ul style="list-style-type: none"> <input type="checkbox"/> Trustworthy behavior (maintains a good reputation and builds and maintains healthy relationships). <input type="checkbox"/> Demonstrates responsible behavior (begins to show personal responsibility for own education). <input type="checkbox"/> Respect for self and others (is tolerant of those who are different). <input type="checkbox"/> Care for self and others (understands the importance of being a caring global citizen). <input type="checkbox"/> Fairness to all persons (considers what is just when making decisions). <input type="checkbox"/> Good citizenship (uses resources to serve and assist his/her school/community). 	<p>Diagnostic assessment to identify gaps re:</p> <ul style="list-style-type: none"> • Skills • Knowledge including concepts • Values & Attitudes • Utilise teaching/learning strategies that can condense the above using appropriate resources e.g. Videos and other online resources.

Appendix B - English Language Arts Rubric to diagnose writing

Writing (20 marks)	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Content	The writing is specific to the writing task and is clearly focused with relevant details evident	The writing is related to the writing task and is well-developed and detailed	The writing is in response to the writing task and is fairly developed with some details evident	The writing demonstrates an incomplete understanding of the writing task. Little related details evident	The writing lacks understanding of the writing task. No relevant details evident	The prompt alone is repeated. No intelligible response
Language Use	Vivid descriptive and figurative language use Fluent, varied sentences enhance the clarity of the piece	Relevant descriptive and/or figurative language use Most sentences contribute to the clarity of the piece	Limited use of descriptive or figurative language Some sentences contribute to the clarity of the piece	Descriptive language attempted but usage is weak A combination of sentences and fragments impede the clarity of the piece	No discernible use of descriptive or figurative language Fragments and run-on sentences impede the clarity of the piece	Words and sentences are indiscernible

Writing (20 marks)	Exemplary 5	Proficient 4	Progressing 3	Emerging 2	Makes an attempt 1	Unsatisfactory 0
Organisation	Purposeful sequencing of sentences and paragraphs Skilful use of transitions	Logical sequencing of sentences and paragraphs Logical use of transitions	Inconsistent sequencing of sentences and paragraphs Simplistic use of transitions	Disorganised sentences and paragraphs Weak transitions	Writing is disorganised. No transitions	No organisation evident
Grammar/ Mechanics	Minor lapses in grammar, spelling and/or punctuation do not detract from the fluency and clarity of the writing	A few errors in grammar, spelling, punctuation and/or capitalisation do not impede meaning	Some errors in grammar, spelling, punctuation and capitalisation at times impede meaning	Frequent errors in grammar, spelling, punctuation and capitalisation impede readability	Grammatical and mechanical errors make the writing unintelligible	Words and sentences are indiscernible

Appendix C - English Language Arts Oral Reading Checklist

Student: _____ **Class:** _____

Teacher: _____ **Grade Level Passage:** _____

Date: _____

Oral Reading Skills	Yes	No	Comments
Reads with expression			
Reads clearly with good pronunciation			
Reads with an acceptable pace			
Reads to show meaning of text			
Punctuation marks are observed			
Displays morphological (inflectional endings and affixes) awareness			

References

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