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OPTIMAL LEARNING GUIDELINES: PRIMARY.

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

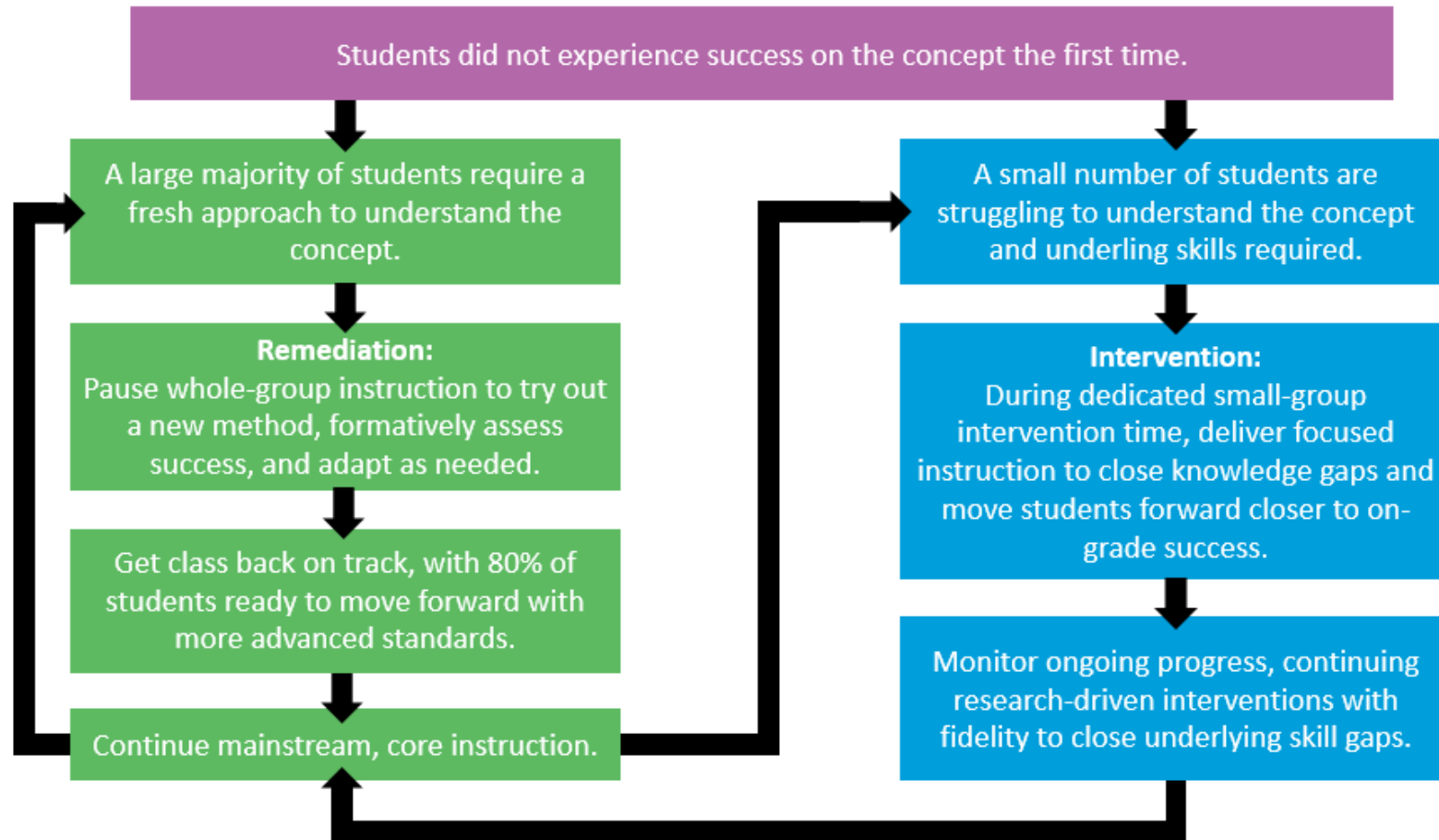
reflect and reteach, while similarly banking in intentional intervention time for those who might be struggling with underlying skills or concepts. This balancing act can often feel like navigating a decision tree but for instruction. Look at the following graphic for one such example.

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



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 the primary level.

- **SCHOOL-BASED DIAGNOSIS: CHECKLISTS (ALL SUBJECTS, ALL LEVELS) 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 primary, these diagnostics will be administered to infants two to standard five (new). The focus for ELA will be oral reading fluency and reading comprehension.
- **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 primary levels. Thus, consistent with the minimum outcomes checklist, for each core subject at each learning level (class), 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 infant one to standard five, 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.
- 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 infant two to standard five, the preparation of the diagnostic, will be guided by the checklist of content of the previous learning level eg. infant 2 students will be diagnosed according to the subject checklist for infant 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 infant 1 checklists may then be used to track the current infant 1 students' (who came from ECCE) progress.
- Apart from the data collected from school-based diagnosis, which will be developed to match each school's learning experiences, NATIONAL DIANGNOSIS 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 infant 2 to standard 5 in September 2021.

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	Diagnostic Strategies
Agricultural Science	<ul style="list-style-type: none"> • Use of Data Driven Decision Making: Perusal of previous test scores, topics covered, projects completed in Agricultural Science to identify gaps, best practices and curricular coverage. This will facilitate more tailored intervention strategies. • Use of KWL (What I Know, What I Want to Know, What I Learned) Activity with students on Agricultural topics of interest, guided by the Curriculum Guide for each level: <ul style="list-style-type: none"> ○ Place students in cooperative learning groups to discuss various topics in Agricultural Science. ○ Brainstorm aloud with students and produce a simple concept map. ○ Identify what students know about the agricultural topic. Each group may be given a separate agricultural topic to explore. ○ Ask students to draw the KWL Chart in their notebook. ○ Under column K, tell students to write their responses. ○ Record and sort students' responses. ○ Teach the agricultural topics that students need to know using a blended approach. • Engage students in classroom discussions focusing on their gardening experiences during the lockdown period. Use these experiences to inform planning practical activities at school and at home. Some general examples of topics that may be discussed with students that can be established or elaborated at home include: <ul style="list-style-type: none"> ○ Container gardening using recycled containers ○ Composting our kitchen scraps ○ Planting seedlings in containers or in the soil ○ Planting seeds in containers or in the soil ○ Germination using seeds found in the kitchen. ○ People in Agriculture in my community ○ Food preservation at home ○ Rearing fishes

Subject	Diagnostic Strategies
	<ul style="list-style-type: none"> ○ Plants used by our ancestors for traditional medicine ● Use agricultural topics to reinforce literacy and numeracy skills. A thematic approach can be used to reinforce topics in Mathematics, ELA and other subject areas using a garden-based learning approach.
English Language Arts/Reading	<ul style="list-style-type: none"> ● Step One- Meet with the previous teacher of your class. Collect any information he/she may have on your new students' performance in literacy areas (end of term test results, other literacy assessment information, etc.). Collect and review past examination papers to evaluate what skills were tested. Examine students writing pieces from the previous class. ● Step Two- Assess students' reading and writing strengths and needs with literacy assessment instruments (see link below). More than one assessment may be needed. It is recommended that a quick screening test be done first, followed by the use of diagnostic assessments. Observe students carefully during all assessment sessions. Make records of students' mistakes. ● Step Three (Reading) - Use the results (baseline data) to group students based on reading levels, common mistakes recorded, or missing skills observed. (Suggested Groupings: Independent level, instructional and frustrated level). Research has shown that teacher consistency is a key factor in helping weak readers to improve. <ul style="list-style-type: none"> ○ Independent level- the level at which a child can read and understand a text on his/her own with ease and confidence. ○ Instructional level- the level at which a child needs the support of a teacher. This is the level where the student is introduced to a lot of new vocabulary. ○ Frustrated level-the level at which the child is unable to read without adequate word recognition and comprehension. The material is too hard for the reader! ● Step Four (Writing) – Identify the common mistakes or missing skills observed. Engage students in the use of the writing process and use teacher modelling, guided writing, and independent writing to improve student writing skills. Use strategies to assist students during the various stages of the writing process. <p>Appendix A - Classroom Reading Intervention Plan</p>

Subject	Diagnostic Strategies
Health and Family Life Education	<ul style="list-style-type: none"> • KWL (What I Know, What I Want to Know, What I Learned) Chart Guidelines <ul style="list-style-type: none"> ○ Place students in cooperative groups ○ Brainstorm aloud with students ○ Identify what they know about the topic ○ Ask students to draw the KWL Chart in their notebook ○ Under column K, tell students to write their responses ○ Record and sort students' responses ○ Teach the topics that students need to know • Scenarios Guidelines <ul style="list-style-type: none"> ○ Create and read a scenario ○ Ask students questions about the scenario ○ Record students' responses ○ Teach the topics that students need to know • Circle Time Guidelines <ul style="list-style-type: none"> ○ Create questions ○ Place students in a circle ○ Set rules before the start of the activity ○ Start the lesson with a song, scenario, poem, video, or a statement related to the objectives of the lesson ○ Ask questions ○ Record results ○ Teach the topics that students need to know • Quiz Guidelines <ul style="list-style-type: none"> ○ Identify the objectives of the lesson you intend to test ○ Construct questions for the quiz ○ Administer the quiz to students ○ Record results ○ Identify students' weak areas ○ Teach the topics that students need to know
Mathematics	<ul style="list-style-type: none"> • Conduct a survey test. A survey test can be an end of year test, term test or weekly test that spans the content/skills/outcomes that were addressed during instruction. A survey test can be conducted formally

Subject	Diagnostic Strategies
	<p>using a pencil or paper test or informally by observation of students' work during Mathematics instruction.</p> <ul style="list-style-type: none"> • Use the results of the survey test to develop a diagnostic test to determine further, the specific content area and skills in which students' misconceptions are recurring. The content area or skills will be aligned to specific outcomes so these can be noted for each student. • Develop more than one items (2 or 3) for each outcome that will address the hierarchy of skills pertaining to each outcome. • Conduct item analysis and error analysis at each stage of assessment to provide specific details on content/skills in which remediation is required. Error analysis involves the search for patterns among the errors that allows the teacher to further diagnose and determine the skill/s that should be remediated. • Use the data analysis to plan remediation interventions.
Physical Education	<p>• Diagnostic strategies may be applied for the Practical and Theoretical Components as follows:</p> <p>Engagement in physical activities in safe spaces for:</p> <ul style="list-style-type: none"> ○ Observation of performance of fundamental motor skills (jogging on spot/running, jumping, throwing, catching and striking) ○ Observation of performance of basic movement patterns (e.g making shapes, transference of weight, moving at different levels, directions and pathways) ○ Use of physical activity logs- (teachers provide students with an activity log for them to record their data of physical activities performed) ○ Checklists- (including skills that students should be able to perform from the previous level) <p>For E.g. Content: Manipulative Skill-Infants: Catching (Basic) using skill ball or beanbag-</p> <ul style="list-style-type: none"> ○ Eyes focussed on object ○ Arms extended to receive object ○ Hands wide open (like a fruit bowl or basket) ○ Hands positioned under object to catch ○ Arms brought to body to cushion impact of catch <p>Note to teachers when engaging students in Practical activities: <u>Ensure that students are advised of safety guidelines and are within viewing range while performing activities.</u></p>

Subject	Diagnostic Strategies
	<p><u>Guidelines for participating in practical activities</u></p> <ul style="list-style-type: none"> • Teachers should: <ul style="list-style-type: none"> ○ Encourage parents to guide children in the activities ○ Ensure that the area the student is working in is safe <i>and</i> has adequate space to perform physical activity ○ Encourage the student to work at low to medium intensity levels only. ○ If the student feels tired/fatigued during the activity, he/she should be encouraged to take a break and continue after. ○ Ensure that students drink water when needed ○ Advise that students do not eat immediately before or after participating in the activities ○ Ensure that students warm up before beginning activities and cool down on completion • Strategies for determining gaps in content topics- Healthy Habits and Safe Practices: <ul style="list-style-type: none"> ○ Oral questioning ○ Quizzes ○ Journaling- keep record of activities done, e.g., Water intake, nutritional intake, hygiene practices ○ YouTube videos ○ Class Discussion - safe places to play, specific attire for participating in practical Physical Education and physical activities ○ Use of SLMS material
Science	<ul style="list-style-type: none"> • Strategies for determination of gaps (where applicable to appropriate level): <ul style="list-style-type: none"> ○ Use of test/quiz question types: ○ Multiple choice, short answer, 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. ○ Have student create a drawing or diagram to illustrate scientific representations. ○ Provide unlabelled drawings/ diagrams and ask student to label ○ Through teacher’s demonstrations ascertain students’ knowledge of skills via questioning ○ Use of YouTube videos to ascertain students’ knowledge of skills ○ Use of YouTube videos to ascertain students’ knowledge of skills (Have students report on experiments: Presenting findings, interpreting data, making inferences, and drawing conclusions.)

Subject	Diagnostic Strategies
	<ul style="list-style-type: none"> • Determination of gaps in required experimental skills: This can also be ascertained by having students participate in simple practical activities (appropriate to the level) to assess core skills: <ul style="list-style-type: none"> ○ Allowing students to participate in simple practical activities (appropriate to the level) to assess core skills. ○ Conducting experiments: selecting observations relevant to the experimental aims, manipulate instruments properly to measure quantities effectively. ○ Reporting on experiments: Presenting findings, interpreting data, making inferences, and drawing conclusions. ○ Use samples of scientific information, for example provide student with samples of graphs or tables and elicit responses based on guided questions. ○ Planning experiments: Identifying the problem, proposing workable methods, implementing a selected method, discussing findings.
Social Studies & Values, Character and Citizenship Education	<ul style="list-style-type: none"> • Conversations with previous class teacher to determine the content covered and specific student needs. • Students list all the key words on topics learnt before • Expose students to real life issues/scenarios and question them on possible course of actions • Use of Word Sorts where words and phrases from content covered previously are placed together • Create a mind map of previous knowledge • Use of a teacher developed quiz
Spanish	<ul style="list-style-type: none"> • Conversation with previous teacher to determine content areas and skills not adequately covered; • Informal Oral/aural assessment activities with students based on areas covered to determine gaps; • Oral quizzes on material covered in Q and A format. • Viewing of videos/ LMS Primary Spanish activities on topics covered and class observation and questioning to determine further learning needs.
Visual and Performing Arts (VAPA)	<ul style="list-style-type: none"> • MUSIC <ul style="list-style-type: none"> ○ <u>Aural</u> <ul style="list-style-type: none"> - Quizzes - Aural questioning - Listening and responding - Discussion ○ <u>Paper and pencil</u> <ul style="list-style-type: none"> - Fill-in-the-blanks

Subject	Diagnostic Strategies
	<ul style="list-style-type: none">- Worksheets- Multiple choice- Games- Journal○ <u>Practical / Performance</u><ul style="list-style-type: none">- Imitate- Create / compose- Games / movement / physical activities- Sing, play instruments

DIAGNOSIS: SCHOOL- BASED

CLASS: Infant ONE

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Agricultural Science	<ul style="list-style-type: none"> <input type="checkbox"/> Selects agricultural plants from a given collection - real or virtual based on being edible and value to sustaining life on earth. <input type="checkbox"/> Names objects used in agriculture and identifies the importance of selected objects selected in Agriculture. These include: <ul style="list-style-type: none"> • Types of tools –garden fork, spade, garden hoe, safety wear (garden gloves, garden boots, coveralls) • Types of equipment- Wheelbarrow, Tractor, Mechanical brush cutter <input type="checkbox"/> Depicts occupations of people who produce and sell food. <input type="checkbox"/> Some of these occupations include, but are not limited to: <ul style="list-style-type: none"> • Farmer, Farm Labourer, Tractor driver, Market vendor, Wholesaler, Supermarket owner, Food vendor. 	<p>Matching/drag and drop activity as a tool to express understanding of:</p> <ul style="list-style-type: none"> • Edible and non-edible plants. • Farm objects <p>Create drawings/diagrams as a tool to express understanding illustrating:</p> <ul style="list-style-type: none"> • Favorite edible plants • Different farm objects <p>Ascertain students’ knowledge of edible plants via discussions and oral questioning</p> <p>Use of written reflections and journals for self-reflection showing respect for the garden.</p> <p>Students’ use of virtual interviews of persons who produce and sell food to develop an appreciation of these occupations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of the following online resources to ascertain students’ knowledge related to topics covered: <ul style="list-style-type: none"> ○ Plant Parts We Eat https://www.youtube.com/watch?v=NeWemluBxVw ○ Edible Plant Parts https://www.youtube.com/watch?v=GAtj0VvuOeA ○ Farm Tools and Equipment https://www.youtube.com/watch?v=3amZhrKlCes ○ Tools used on the farm https://www.youtube.com/watch?v=DgkkTlZheHc

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ How Do We Get Our Food? https://www.youtube.com/watch?v=v7HNTGXwQd0&t=223s ○ I Want to Be a Farmer - Kids Dream Job - Can You Imagine That? https://www.youtube.com/watch?v=WtH7hNKyOD8&t=239s
ELA	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar and Creative Writing <ul style="list-style-type: none"> ● Apply Language Structure – The verbs ‘to be and ‘to have’ (past and present tense, singular and plural forms) ● Identify and use sentence components: capitalization, end punctuation marks and sentence structure sense ● Arrange- letters of the English alphabet in sequence, -words in alphabetical order using the first letter. ● Differentiate between statements and questions ● Sequence a story <input type="checkbox"/> Phonemic Awareness <ul style="list-style-type: none"> ● Identify spoken words that rhyme. ● Isolate and pronounce two and three phoneme spoken words ● Blend 1. phonemes 2. onset and rimes to pronounce words ● Segment spoken words containing 2 and 3 phonemes ● Add and substitute phonemes in one syllable spoken words 	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar and Creative Writing <ul style="list-style-type: none"> ○ Skills and Application Worksheets ○ Complete 3-5 sentence frames ○ Sentence creation activity ○ End punctuation activity ○ Dictation to assess use of capital letters <input type="checkbox"/> Phonemic Awareness <ul style="list-style-type: none"> ○ Elkonin boxes ○ Find your buddy game ○ Blending and Segmenting activities ○ Phoneme addition and substitution activities <input type="checkbox"/> Phonics <ul style="list-style-type: none"> ○ Alphabet knowledge worksheets ○ Dictation of letters taught ○ Letter substitution, deletion and addition activities ○ Dictation of CVC words and Word Families <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> ○ Picture word match ○ Circle high frequency/target word activities ○ Context clues worksheet <input type="checkbox"/> Fluency <ul style="list-style-type: none"> ○ Oral reading of words, captions, phrases and level appropriate reader <input type="checkbox"/> Comprehension <ul style="list-style-type: none"> ○ Skill and application worksheets ○ Picture Comprehension worksheet

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Identify and blend syllables in spoken words <input type="checkbox"/> Phonics <ul style="list-style-type: none"> • State and write letter sequence • Blend 2- 5 letter words • Substitute, delete and add letters to words to create new words. • Read and use word families <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> • Read decodable words/words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary • Apply context clues knowledge: Background/Familiar, Prior Knowledge <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"> • Identify story elements • Follow oral and written directions • Explicit Main Idea-Picture and illustrations (Fiction and Non-Fiction) • Predict Outcomes based on titles and pictures (what will happen next in a series of images) 	<ul style="list-style-type: none"> ○ Listening and reading comprehension passages (target skills) ○ Sequencing activity ○ Text feature activity <input type="checkbox"/> Penmanship <ul style="list-style-type: none"> ○ Tracing worksheets ○ Dictation (letter, word and sentence writing)

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Compare and contrast characters- Fiction • Answer literal and inferential questions orally (stories, poems, non-fiction) • Re-tell events sequentially • Orally state lessons learnt from stories and poems • Use text features: pictures, illustrations, title and author • Interpret information in a variety of media • Make judgments and form opinions <input type="checkbox"/> Penmanship <ul style="list-style-type: none"> • Trace lines, patterns, letters, words (names) • Sentences • Line awareness • Directionality 	
Math	<input type="checkbox"/> Number <ul style="list-style-type: none"> • Classify objects into groups and subgroups using different criteria. • Use one-to-one correspondence to match objects in sets to determine more than, less than or equal to. • Rote count to 20 in ascending and descending order. • Count objects to demonstrate one-to-one correspondence up to 10. 	<ul style="list-style-type: none"> • Observation of students as they perform various activities such as classifying objects, matching objects to determine groups of objects with more, less or equal number of objects, rote counting, forming groups of objects to represent numbers, showing equivalence of money, solving addition and subtraction problems using concrete materials, and recording performance on a checklist. • E.g. The student is able to: <ul style="list-style-type: none"> ○ Classify objects ○ Compare groups to determine more, less and same ○ Rote count to 20

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Connect number names and numerals to quantities up to 10. • Read, write and sequence number names and numerals. • Compare groups of objects and order numbers. • Order objects to describe position (first, second, third and last). • State the equivalence of coins and bills up to 10 cents and 10 dollars. <input type="checkbox"/> Addition and Subtraction <ul style="list-style-type: none"> • Solve one step real-life problems involving addition (concrete and pictorial modes only, no symbol). • Solve one step real-life problems involving subtraction (concrete and pictorial modes only, no symbol). <input type="checkbox"/> Geometry <ul style="list-style-type: none"> • Identify solids using informal names. • Identify plane shapes using formal names. • Describe solids and plane shapes using appropriate vocabulary related to geometric attributes (colour, size, shape, position). Measurement <ul style="list-style-type: none"> <input type="checkbox"/> Length 	<ul style="list-style-type: none"> ○ Represent numbers using counters and pictures • Student demonstrations involving the use of manipulatives and explanations using appropriate mathematical vocabulary such as showing how objects are counted, equivalence of coins and bills and how problems are solved. • E.g. After solving problems in different ways students are encouraged to share their strategies. • Analysis (item and error) of written responses on survey and diagnostic tests to determine mastery and areas of weaknesses and errors. Survey tests can include items such as inserting missing numbers in a sequence of numbers, drawing objects to represent a stated number, writing numbers for groups of objects, matching word names and numerals, labelling the position of objects or persons in a line, circling tall objects. Diagnostic tests are developed via the use of hierarchies. • Analysis of responses to oral questioning noting students' errors such as after viewing a video or performing an activity or interpreting object charts or solving problems. • Analysis of responses in paper and pencil tasks or graded worksheets for example those with problems on addition and subtraction or matching plane shapes with their names or colouring solids. • Interviewing students, for example, to describe the plane shapes and solids that were used to create a model including their positions, to determine their competence in interpreting object charts and to elicit problem solving process and reasoning as students use manipulatives to solve problems, to determine flaws or errors in thinking. Make records of students' mistakes or errors. • E.g. The student is able to answer questions based on object charts: <ul style="list-style-type: none"> ○ How many oranges are there? ○ How many more oranges are there than plums?

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Explore concrete materials and describe them using the language associated with length (e.g., long/short, thin/fat, wide/narrow) so as to develop the concept of length. • Compare the lengths of two objects using direct comparison (placing side by side and aligning one end) and explain reasoning, using appropriate vocabulary e.g., longer/shorter. <p><input type="checkbox"/> Mass/Weight</p> <ul style="list-style-type: none"> • Explore and describe objects using the language associated with mass/weight (e.g., heavy/light) so as to develop the concept of mass/weight. • Compare the mass/weight of two objects (including small heavy objects and big light objects) by hefting, pushing, pulling and explain reasoning using appropriate vocabulary e.g., heavier/lighter. <p><input type="checkbox"/> Time</p> <ul style="list-style-type: none"> • Describe times of the day (e.g., night-time, daytime, lunchtime) and related activities (e.g., eating 	<ul style="list-style-type: none"> ○ Which two fruits are the same in number? ○ How many fruits are there altogether? ○ Analysis of students’ oral explanations or “think alouds” such as how they solved problems through the use of mental strategies or how they completed activities e.g. which objects are light. <ul style="list-style-type: none"> • Evaluation of oral presentations or “show and tell” activities such as name and describe shapes to ascertain students’ knowledge via the use of checklists. • E.g. The student is able to: <ul style="list-style-type: none"> ○ Name daytime activities ○ Name nighttime activities ○ Name activities that take a long time ○ Name activities that take a short time • Analysing journal entries such as “things I do in the morning.” • Analysing performance in quizzes such as number before and after. • Create a scrap book with cut out pictures of shapes or drawings of shapes with appropriate labels related to name. • Create a story or riddle or song about a shape or a heavy object. • Create a portfolio with “Problems I like to Solve” and explain reasons for selections. • Recording areas of strengths and weaknesses identified by students as they self-monitor. • Analysing performance using online tools such as games, activities and quizzes and videos with questions (e.g., matching games, drag and drop activities) • Observation of students engaged in performance tasks or practical activities and recording knowledge and skills via the use of a rubric or checklist such as comparing the lengths of objects.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>breakfast, going to sleep) using appropriate vocabulary.</p> <ul style="list-style-type: none"> • Describe events/activities that take a long time or a short time. <p><input type="checkbox"/> Statistics</p> <ul style="list-style-type: none"> • Classify objects into groups and sub-groups using different criteria. • Construct and interpret object chart based on real-life problems or situations. • Make informed decisions based on data analyzed. 	
Physical Education	<ul style="list-style-type: none"> • Demonstrate movement skills and concepts- weight-bearing and transference. • Perform basic gymnastic skills- V-sit and log roll • Demonstrate basic locomotor skills-walking and running techniques (on the spot). • Demonstrate basic manipulative skills- throwing, catching and striking • Practice healthy habits - drinking water, eating breakfast regularly and washing hands and face after physical activities. • Choose safe playing areas when engaging in physical activities. 	<p><u>Note to teachers: Ensure that students are advised of safety guidelines and are within viewing range while performing activity</u></p> <p><input type="checkbox"/> Observation of performance of Movement Skills and Concepts (Personal and General Space)</p> <ul style="list-style-type: none"> ○ Present scenarios of different places (e.g. garage, living room, front or back yard) that are familiar to the students and ask them which space(s) allows for safe performance of movements: ○ Example: Jump, run, roll, walk, sit stand, lying down. ○ Levels- Low and Medium ○ Pathways- straight, curved and zig zag <p>https://www.youtube.com/watch?v=VbgqzbC9ts&t=27s&ab_channel=JessicaParker</p> <p><input type="checkbox"/> Checklist for Manipulative Skill: Two handed Underhand Throw:</p> <ul style="list-style-type: none"> ○ Bean bag or skill ball held with both hands ○ Elbows slightly bent ○ Body leaning forward and hands pulled backwards ○ Back straight with head lifted and arms swinging towards target ○ Ball rolls out of fingers <p>https://www.youtube.com/watch?v=FgJIKwq9gjY&ab_channel=ShaneNewallo</p>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Know that there is a specific attire for participating in Physical Education class and physical activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies for determination of gaps - Healthy Habits and Safe Practices: <ul style="list-style-type: none"> Discussions: <ul style="list-style-type: none"> ○ State different items eaten at breakfast time ○ Count how many glasses of water is consumed each day ○ Explain appropriate time for washing hands and face. ○ Identify places at home where it is safe to play. ○ Choose pictures of clothing that is best for physical activities and state why they were chosen
Science	<p>Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individuals and Groups: <ul style="list-style-type: none"> • Observable parts of the body • Food as a source of energy for survival • Personal hygiene as a means of achieving/ maintaining good health. <input type="checkbox"/> Form and Function: <ul style="list-style-type: none"> • Functions of everyday structures. • Objects that can be used as simple machines <input type="checkbox"/> Systems and Interactions: <ul style="list-style-type: none"> • Habitats. • Forces as either push or pull <input type="checkbox"/> Conservation and Sustainability: 	<ul style="list-style-type: none"> • Some examples of the use of different strategies to diagnose learning loss: <ul style="list-style-type: none"> ○ Objective 7.1.1 Distinguish between types of forces as either push or pull- Using a worksheet with appropriate pictures students can: Draw an arrow on each picture in the appropriate direction to show whether the force is a push or a pull ○ Circle the correct word in each picture (push/pull) in each picture Objective: 1.1.1 Assess the importance of the observable parts of the body ○ Using an unlabeled diagram of a human body appropriate to the level, students can: <ul style="list-style-type: none"> • Match names of parts of the body to the label lines on the diagram. This can also be done digitally using the drag and drop feature • Objective 5.1.1 Discriminate among objects, those that can be used as simple machines • Using appropriate pictures of simple machines and uses, the student can tick the best machine for each use listed. <p>Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=373</p>

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	<ul style="list-style-type: none"> • Energy as light, sound or heat for domestic purposes. • Types of litter as plastic, paper, cans, and glass. <input type="checkbox"/> Communicates scientific information <ul style="list-style-type: none"> • In tables: e.g. Group parts of the body using one or more observed properties • Drawings/ diagrams e.g. the effect of either a push or a pull. <input type="checkbox"/> Engages in developing solutions for simple problems <ul style="list-style-type: none"> • Disposal of litter, • Conservation habits <input type="checkbox"/> Conduct simple experiments using appropriate apparatus <ul style="list-style-type: none"> • Simple experiment to demonstrate the effects of pushes and pulls using blocks/strings and fingers • Exhibits safe practices with regard to self and others: during the conduct of practical activities 	
Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Follow guidelines and instructions- For example, students are able to demonstrate safe practices at home and in the online environment. <input type="checkbox"/> Valuing the diverse aspects of our society-knowing and celebrating 	<ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> ○ Skills ○ Knowledge including concepts ○ Values & Attitudes ○ Utilise worksheets, videos with probing questions and learning activities.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	festivals and celebrations and national days <input type="checkbox"/> Interpretation of age-appropriate maps and Graphs -drawing of family tree <input type="checkbox"/> Demonstrate appropriate behaviours-good hygiene, basic courtesies. <input type="checkbox"/> Appreciate aspect of self-e.g. physical appearance, skills and talents for example use appropriate colours, reading and presenting information.	<ul style="list-style-type: none"> ○ Use of activities and resources on the Infants SLMS (the general link: Course: Infants Levels 1 and 2 : Curriculum Planning and Development Division - Social Studies (moe.gov.tt)) For example: <ul style="list-style-type: none"> ○ Celebrations: Independence Day ○ https://learn.moe.gov.tt/mod/resource/view.php?id=8444 ○ Relationship among family members https://learn.moe.gov.tt/mod/resource/view.php?id=8376 ○ Use of issues of the Infant Activity Pack (Newspaper Pullout) available at Infants Activity Pack • Ministry of Education (moe.gov.tt) ○ Activity: Create a family tree to show three generations of your family. ○ Use the following family tree checklist: ○ My family tree has photos or drawings of all family members. ○ The relationship is presented for all family members, for example, mummy, daddy, grandfather, sister/brother. ○ My family tree is colourful
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: <ul style="list-style-type: none"> • Say hello and goodbye in Spanish • Introducing yourself to others • Family members • Identifying self as boy or girl • Good morning, good afternoon 	<input type="checkbox"/> Oral questioning: <ul style="list-style-type: none"> ○ Students respond orally to teacher cues e.g. (Lets count from 1-10, Your Spanish friend comes to visit, how do we say Hello in Spanish?) <input type="checkbox"/> Aural comprehension: <ul style="list-style-type: none"> • Students select pictures/ items (boy, girl, objects in classroom) eg flash cards that correspond to spoken vocabulary or phrases • Students view short videos on specific topics and answer targeted questions: E.g. Say Hello and Goodbye: https://learn.moe.gov.tt/mod/resource/view.php?id=10920 • Students draw images to correspond to spoken vocabulary or phrases E.g. Classroom objects

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	<ul style="list-style-type: none"> • Classroom objects • Counting from 1-10 • Basic courtesies • Yes and No • Giving birthday greetings • Age • Enquiring about the wellbeing of others (in Spanish) • Responding in Spanish to Questions about their wellbeing • Parts of the body in Spanish 	<ul style="list-style-type: none"> • Oral presentations: e.g Family members • Students use the language to in teacher guided dramatizations E.g. Using courtesies.
VAPA-Art	<input type="checkbox"/> Fine Motor Skills ability and key art concepts: <ul style="list-style-type: none"> • Draw lines and irregular shapes using large crayons to ascertain fine motor skills ability • Identify three (3) primary colours 	<ul style="list-style-type: none"> • Take a line for 5sec walk • Drawing 3 – 4 favorite fruits • Colouring favourite fruits in primary colours
VAPA - Dance	<input type="checkbox"/> Explore locomotor movements <ul style="list-style-type: none"> • Marching • Hopping • Rolling • Crawling • Jumping <input type="checkbox"/> Learn to move in space while becoming aware of: <ul style="list-style-type: none"> • Personal safety 	<ul style="list-style-type: none"> • Locomotor Movements <ul style="list-style-type: none"> ○ Movements take students from one place to another ○ Body is upright, spine is stretched for movements like marching, hopping, jumping ○ Students move on a low level when crawling and rolling • Safely perform locomotor movements in general space being mindful of <ul style="list-style-type: none"> ○ Showing the difference between general space and personal space ○ Other students

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Safety of others • Objects in the space 	<ul style="list-style-type: none"> ○ Objects in the space ○ Practicing social distancing
VAPA - Drama	<input type="checkbox"/> Student is able to creatively self-express using action and voice levels <ul style="list-style-type: none"> • Body language • Hands & Voice • Soundscape • Ring games • Role-play 	<ul style="list-style-type: none"> • Move efficiently through personal space keeping their bodies stretched as high as they can, as low to the ground and at their natural moving level. • Create sounds using their voice to represent sounds heard in their environment e.g., birds, cars/ traffic, wind, rain and frogs. • Combine and perform sounds to create a given location eg. • Perform simple body actions responding to stimuli such as melting ice, jello in a bowl, plant that needs water, tree in the wind and marbles in the floor. • Role-play healthy habits by presenting simple scenarios using appropriate posture, voice and hand gestures.
VAPA-Music	<input type="checkbox"/> Using body percussion <input type="checkbox"/> Minor percussion instruments <input type="checkbox"/> Singing <input type="checkbox"/> Movement	<ul style="list-style-type: none"> • Demonstrate rhythm and rhythmic patterns by clapping, tapping, snapping, stomping. • Create and play different rhythms on minor percussion instruments such as triangle, tambourine, dholak, maracas • Sing phrases, verses, chorus of nursery rhymes, national songs, folk songs and other genres focusing on accuracy of pitch and pleasing tones • Move to the beat (walk, jump, hop) • Use hand and body movement to demonstrate high and low pitches and melodic contour
VCCE	<input type="checkbox"/> Trustworthy behavior (honest and dependable in the classroom and at play). <input type="checkbox"/> Demonstrates responsible behavior (appreciates the benefits of responsible behavior).	<ul style="list-style-type: none"> • Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> ○ Skills ○ Knowledge including concepts ○ Values & Attitudes ○ Utilise resources e.g. videos, SLMS (Infant 1)

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	<ul style="list-style-type: none"> <input type="checkbox"/> Respect for self and others (is considerate to others, values self and resolves conflicts amicably). <input type="checkbox"/> Care for self and others (engages in safe and healthy practices). <input type="checkbox"/> Fairness to all persons (includes others while at work or play). <input type="checkbox"/> Good citizenship (knows the national emblems and understands that he/she is a citizen of T&T). 	<ul style="list-style-type: none"> ○ Use of activities and resources on the Infants SLMS (the general link, for example: ○ Fairness https://learn.moe.gov.tt/mod/resource/view.php?id=8454 ○ Respect https://learn.moe.gov.tt/mod/resource/view.php?id=12370 ○ Use of issues of the Infant Activity Pack (Newspaper Pullout) available at Infants Activity Pack • Ministry of Education (moe.gov.tt) ○ For example ○ Fairness: https://www.moe.gov.tt/wp-content/uploads/2020/10/Infants.pdf ○ Citizenship: https://www.moe.gov.tt/wp-content/uploads/2021/01/Infants-Activity-Pack-Week-2-Term-2.pdf ● Examples of Behaviours to be observed: <ul style="list-style-type: none"> ○ Value: Respect ○ Behaviour: Using the raise hand and mute buttons appropriately ○ Rating: Rarely, Sometimes, Consistently ○ Value: Good citizenship ○ Behaviour: Respond appropriately to the National Anthem and school/class prayer ○ Rating: Rarely, Sometimes, Consistently

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Agricultural Science	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the main steps in cultivating plants and cultivates a plant from a seed or a seedling using an appropriate potting medium. <input type="checkbox"/> Demonstrates the safe and proper handling and preparation of plant produce. <input type="checkbox"/> Explains various modes of transportation used to transport food locally and internationally, from farm to table. 	<ul style="list-style-type: none"> • Through student demonstrations of practical activities ascertain students’ knowledge of the main steps in cultivating plants and cultivating a plant from a seed or a seedling using an appropriate potting medium. • Use teacher guided activity for students to creates a plant diary to monitor the growth and development of plants • Through teacher’s demonstrations and discussions, ascertain students’ knowledge of the safe and proper handling and preparation of plant produce via questioning. • Use teacher guided activity for students to produce a list of rules for the safe and proper handling and preparation of plant produce to ascertain students’ knowledge. • Matching/drag and drop different modes of transportation used to transport food, as a tool to express understanding. • Use of diagrams/pictures or drawings to help with the skill of distinguishing various modes of transportation used to transport food, as a tool to express understanding. • Use of the following online resources to ascertain students’ knowledge related to topics covered: • How does a Seed Become a Plant? https://www.youtube.com/watch?v=tkFPyue5X3Q • Gardening for Beginners: 10 Easy Steps to Sowing Seeds https://dengarden.com/gardening/How-to-Sow-Seeds • Roots, Stem, Leaves, Flower Parts of a Plant Song https://www.youtube.com/watch?v=9bFU_wJgvBI • Harvesting & Handling Vegetables from a Garden https://agriflifeextension.tamu.edu/library/gardening/harvesting[1]handling-vegetables-garden

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • How Groceries Are Flown Around The World https://www.youtube.com/watch?v=KPbaC8di43I • How Do Bananas Grow and End Up in the Store? https://www.youtube.com/watch?v=SgFKfVfghpg
ELA	<input type="checkbox"/> Grammar and Creative Writing <ul style="list-style-type: none"> • Apply Language Structure – <ul style="list-style-type: none"> -the verbs ‘to be, ‘to have’ and ‘to do’ (past and present tense, singular and plural forms and negatives) - present Habitual tense (singular and plural) and Future tense • Identify and use parts of speech – Nouns (singular and plural), Pronouns, Action Verbs, Adjectives • Identify and use sentence components: <ul style="list-style-type: none"> • capitalization, end punctuation marks and sentence structure sense • Arrange <ul style="list-style-type: none"> -letters of the English alphabet in sequence -words in alphabetical order using the first letter. • Differentiate between statements and questions • Sequence events in a story and three step directions /instructions 	<p>Students’ ELA core competencies can be assessed through use of the following activities:</p> <ul style="list-style-type: none"> • Grammar and Creative Writing <ul style="list-style-type: none"> ○ Skills and application Worksheets ○ Complete sentence frames ○ Sentence creation activity ○ End punctuation activity ○ Fill in the blanks - Parts of speech ○ Dictation to assess use of capital letters and ○ Punctuation • Phonemic Awareness <ul style="list-style-type: none"> ○ Elkonin boxes ○ Find Your Buddy game ○ Blending and Segmenting activities ○ Phoneme addition and substitution activities ○ Syllabication dominoes game • Phonics <ul style="list-style-type: none"> ○ Alphabet knowledge worksheets ○ Dictation of letters/blends taught ○ Letter substitution, deletion and addition activities ○ Dictation of target words and word families ○ Games-e.g. Consonant and Vowel Digraph ○ Snake and Ladders • Vocabulary <ul style="list-style-type: none"> ○ Skill and application worksheets

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Write (2-3 sentences) use of pictures, statements and questions ☐ Phonemic Awareness <ul style="list-style-type: none"> • Identify and produce spoken words that rhyme • Discriminate between spoken words that differ in one sound • Isolate and pronounce three and four phoneme spoken words • Blend - 1. phonemes 2. onset and rimes to pronounce one and two syllable words • Segment spoken words <ul style="list-style-type: none"> - containing 3 and 4 phonemes - one syllable words into onset and rimes • Add and substitute phonemes in one and two syllable spoken words • Identify and blend syllables in spoken words ☐ Phonics <ul style="list-style-type: none"> • Identify, produce and use: long and short sounds of vowels, consonant sounds, consonant digraphs, vowel digraphs • Syllabicate : compound words, words with prefixes • Read and use: word families, contractions – I’m, inflectional endings – s , –es , -ing and -ed • Blend 2- 5 letter words 	<ul style="list-style-type: none"> ○ Circle target words activity ○ Context clues worksheet ○ Cloze passages (use target words) • Fluency <ul style="list-style-type: none"> ○ Oral reading of words, captions, phrases and level appropriate reader • Comprehension <ul style="list-style-type: none"> ○ Skill and application worksheets ○ Picture Comprehension worksheet ○ Listening and reading comprehension passages (target skills) ○ Sequencing activities ○ Text feature activities ○ Cloze passage for target story elements • Penmanship <ul style="list-style-type: none"> ○ Dictation to practise writing -letter, word and sentence writing


Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Substitute, delete and add letters to words to create new words. ☐ Vocabulary <ul style="list-style-type: none"> • Read decodable words/words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary • Apply context clues knowledge: picture, definition clues, word structure clues, background /familiar, prior knowledge, synonyms • 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 ☐ Fluency <ul style="list-style-type: none"> • Read with accuracy and automaticity letters of the alphabet, words/captions/phrases/ rhymes and level appropriate readers ☐ Comprehension <ul style="list-style-type: none"> • Identify story elements: character and setting • Follow oral/ written directions and instructions orally • Answer literal (5Ws and 1 H) and inferential questions (use of 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>pictures and short text (stories, poems; non-fiction)</p> <ul style="list-style-type: none"> • Identify explicit main idea- pictures and illustrations (fiction and non-fiction) • Sequence details fiction and non-fiction (retell events sequentially) • Text features - Headings and Sub-headings, Title page, Table of Contents, Captions and Illustrations • 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 Text features: Pictures, illustrations, title and author • Make judgments and form opinions • Interpret pictographs <input type="checkbox"/> Penmanship <ul style="list-style-type: none"> • Write sentences • Legibility and neat presentation • Appropriate letter formation • Demonstrating correct strokes 	
Math	<input type="checkbox"/> Number	<ul style="list-style-type: none"> • Observation of students as they perform various activities such as classifying objects (e.g. solids)/pictures/data, matching objects to

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Count objects to demonstrate one-to-one correspondence up to 20. • Read and write number names and numerals. • Sequence number names and numerals. • Compare groups of objects and order numbers. • Order objects and use appropriate language to describe position up to tenths. • State the equivalence of coins and bills up to 20 cents and 20 dollars. • Explore patterns using repetition of 2 to 4 elements. <input type="checkbox"/> Addition and Subtraction <ul style="list-style-type: none"> • Solve real-life problems involving addition and subtraction (concrete, pictorial and symbolic modes). • Solve problems presented in horizontal and vertical arrangements. <input type="checkbox"/> Mental Mathematics <ul style="list-style-type: none"> • Solve problems using mental strategies such as: addition and subtraction facts, add one and subtract one as it relates to forward and backward counting, add zero and subtract zero, count on/back <input type="checkbox"/> Geometry 	<p>determine groups of objects with more, less or equal number of objects, forming groups of objects to represent numbers, showing equivalence of money; and recording performance on a checklist.</p> <ul style="list-style-type: none"> • Student demonstrations involving the use of manipulatives and explanations using appropriate mathematical vocabulary such as showing how objects are counted, equivalence of coins and bills and how problems are solved. • Analysis (item and error) of written responses on survey and diagnostic tests to determine mastery and areas of weaknesses and errors. Survey tests can include items such as inserting missing numbers in a sequence of numbers, drawing objects to represent a stated number, writing numbers for groups of objects, matching word names and numerals, labelling the position of objects or persons in a line, ordering objects according to length, matching pictures of solids to their names and interpretation of calendars. Diagnostic tests are developed via the use of hierarchies. • Analysis of responses to oral questioning noting students' errors such as after viewing a video or performing an activity or interpreting calendars and picture charts. • Analysis of responses in graded worksheets for example those with problems on addition and subtraction. • Interviewing students to elicit problem solving process and reasoning to determine flaws or errors in thinking. Make records of students' mistakes or errors. • Analysis of students' oral explanations or "think alouds" such as how they solved problems through the use of mental strategies or how they completed activities e.g. which objects are light. • Evaluation of oral presentations or "show and tell" activities such as name and describe shapes to ascertain students' knowledge via the use of checklists. • Analyzing journal entries such as "things I did last month."

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Describe solids and plane shapes using appropriate vocabulary related to geometric attributes (size, shape, position, colour, ability to roll, stack and stand). • Identify solids using formal names. • Construct models using solids and plane shapes and describe composition of the model. • Recognize and name solids/plane shapes from pictorial representations. • Classify solids and plane shapes and give reasons for classification. • Compare solids and plane shapes by stating similarities and differences. • Explore and create patterns using solids and plane shapes (repeating 2 to 4 elements). <p>Measurement</p> <p><input type="checkbox"/> Length</p> <ul style="list-style-type: none"> • Compare and order the lengths of three or more objects using direct comparison, and explain reasoning using appropriate vocabulary e.g., longer/shorter. • Measure lengths and distances using arbitrary/non-arbitrary units. • Order objects and distances according to length. 	<ul style="list-style-type: none"> • Analyzing performance in quizzes such as number before and after. • Create a scrap book with cut out pictures of shapes or drawings of shapes with appropriate labels related to name. • Create a story or riddle or song about a shape or a heavy object. • Create a portfolio with problems I like to solve. <p>Recording areas of strengths and weaknesses identified by students as they self-monitor.</p> <ul style="list-style-type: none"> • Analyzing performance on online tools such as games, activities and quizzes and videos with questions (e.g., matching games, drag and drop activities). • Observation of students engaged in performance tasks or practical activities and recording knowledge and skills via the use of a rubric or checklist such as comparing the lengths of objects and using arbitrary units.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Mass/Weight <ul style="list-style-type: none"> • Compare objects according to mass/weight using an equal arm balance and appropriate vocabulary. • Use pictorial representations of equal arm balances to determine which object is heavy or light. <input type="checkbox"/> Time <ul style="list-style-type: none"> • Sequence activities or events according to time of occurrence. • Interpret calendars. <input type="checkbox"/> Statistics <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem. • Construct picture charts (with and without grid, vertical and horizontal arrangements) based on real-life problems or situations. • Interpret picture charts based on a real-life problem or situation. 	
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate movement skills and concepts- weight-bearing and transference, shapes <input type="checkbox"/> Perform basic gymnastic skills- stork stand and side roll <input type="checkbox"/> Demonstrate basic loco motor skills- running and jumping with improved techniques 	<p><u>Note to teachers: Ensure that students are advised of safety guidelines and are within viewing range while performing activity</u></p> <ul style="list-style-type: none"> • Practical component: Observation of performance of Movement Skills and Concepts-Shapes <ul style="list-style-type: none"> ○ Discriminate among the following types of shapes using their bodies: <ul style="list-style-type: none"> -Wide and narrow shapes- pencil and couch -Short and tall shapes -pet and building -Big and small- from a seed to a plant

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	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate basic manipulative skills- two-handed throw and catch, striking <input type="checkbox"/> Practice the healthy habits of drinking water, eating breakfast regularly and washing hands and face after physical activities. <input type="checkbox"/> Choose safe playing areas when engaging in Physical activities. <input type="checkbox"/> Know that there is a specific attire for participating in Physical Education class and physical activities. 	<ul style="list-style-type: none"> ○ Use objects and images in the environment to help them make association. ○ Students should be encouraged to hold the shape for 2-3 seconds and understand how the body can bear weight. ○ When they move/transit into another shape, connection should be made with the concept of weight transference. ● Checklist for Gymnastic Skills: Stork Stand <ul style="list-style-type: none"> ○ Balance on one foot at a time (alternate foot) with hands on hips ○ Head and chest upright ○ Weight balanced on one foot ○ Sole of the foot placed on the inner side of knee (on leg that is bearing weight) <p>https://www.youtube.com/watch?v=KIKW-IM6RoE&ab_channel=OpheaCanada</p> <p><u>Note: This is the level the Infant One is required to reach.</u></p>  <p>https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.brianmac.co.uk%2Fstorktst.htm&psig=AOvVaw1Jt2zpNh2upum-S8mX_9h&ust=1626990221809000&source=images&cd=vfe&ved=0CAAsQiRxqFwoTCLif3aiR9fECFQAAAAAdA AAAABA</p>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • Strategies for determination of gaps - Healthy Habits and Safe Practices: <ul style="list-style-type: none"> ○ Discussions ○ State different items eaten at breakfast time ○ Count how many glasses of water is consumed each day ○ Explain appropriate time for washing hands and face ○ Identify spaces at home where it is safe to play ○ Choose pictures of clothing that is best for physical activities and state why they were chosen
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes <input type="checkbox"/> Individual and Groups: <ul style="list-style-type: none"> • Living and non-living things. • Observable characteristics of animals • Changes in growth of a seedling. • Healthy foods from non-healthy foods based on Caribbean Food Groups. • Consequences of eating unhealthy foods. <input type="checkbox"/> Form and Function: <ul style="list-style-type: none"> • Solids based on physical properties. <input type="checkbox"/> Systems and Interaction: <ul style="list-style-type: none"> • The effects of forces that cause objects to: move, come to rest, move faster, change direction. 	<ul style="list-style-type: none"> • Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=185: <ul style="list-style-type: none"> • Some examples of the use of different strategies to diagnose learning loss: <ul style="list-style-type: none"> ○ Objective 1.1.1 Distinguish between living and non-living things. Using appropriate pictures of living and non-living things the student can put ‘L’ by the living things and ‘NL’ by non-living things. ○ Objective 5.1.1 Distinguish among solids based on physical properties. Using appropriate pictures, the students can circle the solids from the pictures ○ Objective 6.1.1 Demonstrate the effects of forces that cause objects to: move, come to rest, move faster, change direction. Using sentences in a paragraph, the student can underline the correct word to state the effect of the force e.g., faster/slower; slow down/stop etc.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Aquatic and terrestrial habitats based on their components. <input type="checkbox"/> Conservation and Sustainability: <ul style="list-style-type: none"> • Conservation and conversion of energy into other form(s) in devices. • The importance of scientists. <input type="checkbox"/> Communicates scientific information <ul style="list-style-type: none"> • In tables e.g., Characteristic features of aquatic and terrestrial habitats; Growth chart of a seedling. • Drawings/ diagrams e.g., Construct information using simple flow charts about the conversion of energy in devices; • Create a model or picture of an aquatic and terrestrial habitat; Construct a chart to illustrate the growth of a seedling. <input type="checkbox"/> Engages in developing solutions for simple problems <ul style="list-style-type: none"> • Apply forces to an object to alter speed and/or direction; • Explain some of the consequences of eating unhealthy foods. <input type="checkbox"/> Conduct simple experiments using appropriate apparatus 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Measure height of seedlings as they grow: plastic beaker/jar, ruler; • Apply forces to an object: plastic blocks, ball, cone ☐ Exhibits safe practices with regard to self and others: <ul style="list-style-type: none"> • During the conduct of practical activities 	
Social Studies	<ul style="list-style-type: none"> ☐ Classifying information for example types of transportation ☐ Report (orally) on assigned activities/projects, for example choosing a career and national days (Independence) ☐ Follow guidelines and instructions, for example following and giving directions using cardinal points; how to respond during an earthquake and fires. ☐ Construct and interpret maps illustrating their immediate surroundings using landmarks. <ul style="list-style-type: none"> • Demonstrate appropriate behaviours e.g. recognising and showing respect for National Emblems and Symbols • Participate in classroom discussion and activities 	<ul style="list-style-type: none"> • Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> ○ Skills ○ Knowledge including concepts ○ Values & Attitudes ○ Utilize strategies that can condense the above using appropriate resources e.g. videos, SLMS (Infants 1 and 2) and worksheets. for example: <ul style="list-style-type: none"> ○ Using the Four Cardinal Points to give direction <p>https://learn.moe.gov.tt/pluginfile.php/405187/mod_resource/content/0/Primary%20Infant%202%20Social%20Studies%20Mapping%20Your%20Immediate%20World-%20Lesson%201-The%20Four%20Cardinal%20Points%20%281%29.pdf</p> <ul style="list-style-type: none"> ○ Activity: Create a simple map of your school and the surrounding streets and buildings ○ Use of the following map rubric (Total Maximum Score= 12 marks) <ul style="list-style-type: none"> • Criteria 1: The map is neat and tidy <ul style="list-style-type: none"> ○ The map is neat and tidy and does not contain any errors (3 marks) ○ The map is clear and generally neat and contains one error (2 marks)

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ The map does not have a neat and tidy appearance and has more than one error (1 mark) ● Criteria 2: The map has a border and an appropriate title <ul style="list-style-type: none"> ○ The map contains a border and an appropriate title (3 marks) ○ The map contains a border or an appropriate title but not both (2 marks) ○ The map does not contain a border and has a title that is inappropriate or absent (1 mark) ● Criteria 3: The map contains a simple compass rose to show the four cardinal points <ul style="list-style-type: none"> ○ The map contains a simple compass rose that is clearly and accurately drawn in one corner of the map (3 marks) ○ The map contains a simple compass rose that is not fully accurate but appropriately drawn in one corner of the map (2 marks) ○ The map contains a simple compass rose that is inaccurately and inappropriately drawn (1 mark) ● Criteria 4: The map accurately shows the location of places in relation to each other <ul style="list-style-type: none"> ○ The map accurately shows the location of all places in relation to each other (3 marks) ○ The map inaccurately shows the location of one place in relation to another place (2 marks) ○ The map inaccurately shows the location of more than one place in relation to another place (1 mark)
Spanish	<ul style="list-style-type: none"> <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: 	<ul style="list-style-type: none"> ● Oral questioning: <ul style="list-style-type: none"> ○ Students respond orally to question cues ● Aural comprehension: <ul style="list-style-type: none"> ○ Students select pictures eg modes of transport that correspond to spoken vocabulary or phrases ○ Students view short videos on specific topics and answer targeted questions:

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • My address in Spanish • Modes of transport in Spanish • Name of my school in Spanish • Selected areas of the school compound in Spanish • Identifying friends in Spanish • Names of key persons in the school in Spanish • Selected fruits in Spanish • Selected colours in Spanish • Greeting others in Spanish on special occasions 	<ul style="list-style-type: none"> ○ E.g. My address; ○ https://www.youtube.com/watch?v=EE_a68V1C2k ○ Students draw images and color to correspond to spoken vocabulary or phrases e.g. modes of transport, fruit ○ Oral presentations: e.g. Students identify key persons in the school/ friends in Spanish (el maestro/la maestra, el limpiador/la limpiadora, es mi amigo Juan etc.)
VAPA-Art	<input type="checkbox"/> Fine motors skills using art concepts and materials <ul style="list-style-type: none"> • Create a hand puppet using a sock • Identify texture in a variety of Materials • Use lines to create shapes • Create a simple pattern using lines and colour using crayons 	<ul style="list-style-type: none"> • Identify and discuss placement of facial features in sock puppet • Use a texture board to identify texture types • Draw 2 different shapes and create a simple pattern, then recreate another pattern adding colour
VAPA - Dance	<input type="checkbox"/> Student is aware of the range of body movements through moving the whole body and parts of the body <ul style="list-style-type: none"> • Self-awareness • Entire body • Upper limbs • Lower limbs • Torso 	<p>With verbal cues given by the teacher the student can</p> <ul style="list-style-type: none"> • Demonstrate his/her ability to move the whole body or parts of the body • Use the whole body when instructed • Students should isolate one body part when called upon to do so • rotate the wrists, open and close hands one finger at a time, without moving the whole arm • Bend the torso at the hip and return to an upright position
VAPA - Drama	<input type="checkbox"/> Student is able to:	<ul style="list-style-type: none"> • Move efficiently through personal space using 2-3 different levels (high, medium, low)

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Creatively self-express using action and voice. • Levels • Body language • Hands & Voice • Soundscape • Ring games • Role play 	<ul style="list-style-type: none"> • Create and perform a simple one-minute soundscape using voice and untuned percussive instruments. • Perform 2-3 simple body actions while engaging in ring games. • Play healthy habits by presenting simple scenarios using appropriate posture, voice and hand gestures.
VAPA-Music	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of rhythm. <input type="checkbox"/> Recognize instruments and their sounds. <input type="checkbox"/> Recognize the importance of pitch accuracy and a pleasing tone when singing. <input type="checkbox"/> Develop composition skills. Recognize contour in music <input type="checkbox"/> Understand the musical concepts of duration (time) and tempo (speed). <input type="checkbox"/> Develop an understanding of invented notation 	<ul style="list-style-type: none"> • Clap, stomp, walk to the beat • Listen to instrument sound and select picture of matching instrument • Sing single pitches, phrases or simple songs with accurate pitch and pleasing tone • Create and perform a simple rhythm • Use hand/ body movement to indicate high and low pitches • Describe an animal sound as long or short. Dance/move to slow and fast music. • Draw a star for high pitches and a fish for low pitches/ sound
VCCE	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers can select the value(s) which was/were implemented and develop a checklist (see example) <ul style="list-style-type: none"> • Trustworthy behavior (<i>is truthful and honest</i>) • Demonstrates responsible behavior (<i>shows self-discipline and resourcefulness, acts responsibly</i>) 	<ul style="list-style-type: none"> • Diagnostic assessment to identify gaps re: <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, SLMS (Infant 1 and 2) ○ Use of activities and resources on the Infants SLMS (the general link, for example: ○ Fairness https://learn.moe.gov.tt/mod/resource/view.php?id=8454

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	<ul style="list-style-type: none"> • Respect for self, others and the environment (<i>respects the personal space of others, behaves respectfully and resolves conflicts amicably</i>) • Care for others and the environment (<i>kind and considerate to others and shows concern for the environment</i>) • Fairness to all persons (<i>speaks out against unfair acts</i>) • Good citizenship (<i>understands that children have rights, shows care for country and aware of the persons who represent his/her community</i>) 	<ul style="list-style-type: none"> ○ Respect https://learn.moe.gov.tt/mod/resource/view.php?id=12370 ○ Use of issues of the Infant Activity Pack (Newspaper Pullout) available at Infants Activity Pack • Ministry of Education (moe.gov.tt) For example Being responsible students https://www.moe.gov.tt/wpcontent/uploads/2020/10/Infants.pdf • Examples of Behaviours to be observed: <ul style="list-style-type: none"> ○ Value: Respect ○ Behaviour: Using the raise hand and mute buttons appropriately ○ Rating: Rarely, Sometimes, Consistently ○ Value: Responsibility ○ Behaviour: hands in assignments on time ○ Rating: Rarely, Sometimes, Consistently

CLASS: Standard ONE

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Agricultural Science	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the important contributions our ancestors made in agriculture. <input type="checkbox"/> Identifies and states the purpose of different plants used by our ancestors. <input type="checkbox"/> Identifies animals used by our ancestors for: food, transportation, pets and religious purposes. <input type="checkbox"/> Explores various agricultural folklore practices of our ancestors. <input type="checkbox"/> Identifies the components of farms from the era of our ancestors. 	<ul style="list-style-type: none"> • Role-play and oral presentations as a tool to express understanding of: <ul style="list-style-type: none"> ○ The important contributions our ancestors made in agriculture. ○ The various agricultural folklore practices of our ancestors. ○ Various components of farms from the era of our ancestors. • Matching/drag and drop activity as a tool to express understanding of: <ul style="list-style-type: none"> ○ Different plants used by our ancestors. ○ Different animals used by our ancestors • Use of diagrams/pictures or drawings to help with the skill of distinguishing: <ul style="list-style-type: none"> ○ Different plants used by our ancestors ○ Different animals used by our ancestors ○ Various components of farms from the era of our ancestors. • Use student virtual interviews of older persons in the home or community to acquire information on <ul style="list-style-type: none"> ○ The various agricultural folklore practices of our ancestors ○ The important contributions our ancestors made in agriculture. ○ Through teacher’s demonstrations and discussions, ascertain students’ knowledge of various components of farms from the era of our ancestors via questioning. ○ Use of the following online resources to ascertain students’ knowledge related to topics covered: <ul style="list-style-type: none"> ○ Caribbean Agriculture: http://lifeofplant.blogspot.com/2011/10/caribbean-agriculture.html ○ History Of Domestication https://www.youtube.com/watch?v=yfDHcXxG4tU • Common garden superstitions from around the world: https://gardentherapy.ca/garden-superstitions/ • Planting for Corpus Christi: https://www.youtube.com/watch?v=eAbAlZrICnl

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
ELA	<ul style="list-style-type: none"> <input type="checkbox"/> Grammar and Creative Writing <input type="checkbox"/> Apply Language Structure – <ul style="list-style-type: none"> • Telling (Verb “to be”: am, is, are, was, and were). • Action Verbs (sing, go, do, buy, etc.) • Verb can be made up of one or more words. • Helping verbs: am, is, are, was, were, will, shall, etc. • Main Verbs: buy, eat, drink, dig, etc. • Present and Future Tense (Contraction to be used as well) • Subject and verb agreement (Concept) <input type="checkbox"/> Identify and use parts of speech – <ul style="list-style-type: none"> • Types of nouns • Proper and Common nouns. • Collective nouns • Possessive Nouns (Singular) • Singular Nouns ending without an “s” at the end, add ‘s e.g. Girl’s • Singular nouns with an “s” at the end, add (‘) alone. E.g. Thomas’ • Adjectives (what kind, size, colour, taste, texture, etc.) and comparing adjectives 	<p>Students’ ELA core competencies can be assessed through use of the following activities:</p> <ul style="list-style-type: none"> • Grammar and Creative Writing <ul style="list-style-type: none"> ○ Skills and application Worksheets ○ Complete sentence frames ○ Sentence creation activity ○ Paragraph creation activity ○ Punctuation activity ○ Fill in the blanks - Parts of speech ○ Dictation of capital letters and punctuation marks • Phonemic Awareness <ul style="list-style-type: none"> ○ Elkonin boxes ○ Find Your Buddy game ○ Blending and Segmenting activities ○ Phoneme addition and substitution activities ○ Syllabication activity • Phonics <ul style="list-style-type: none"> ○ Alphabet knowledge worksheets ○ Dictation of letters/blends taught ○ Letter substitution, deletion and addition activities ○ Dictation of target words and word families ○ Consonant and Vowel Digraph activity • Vocabulary <ul style="list-style-type: none"> ○ Skill and application worksheets ○ Circle target words activity ○ Context clues worksheet ○ Cloze passages (use target words) ○ Games-e.g., Sight word BINGO • Fluency

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Pronouns and types of pronouns and their contractions. • Application of elements of a paragraph (Analysis) ☐ Main Sentence, Supporting Details/sentences, Concluding Sentence • Identify and use: • Capitalization rules: punctuation marks: use of commas in sentences-words in a series • Arrange words in alphabetical order using the first and second letters • Sequence • Events in a story • Three step directions /instructions • Write paragraphs including prompts • Narrative and Factual Paragraphs • Simple Instructions and Directions Paragraphs ☐ Phonemic Awareness • Identify and produce spoken words that rhyme • Isolate and pronounce individual sounds in three and four phoneme spoken words 	<ul style="list-style-type: none"> ○ Oral reading of words, captions, phrases and level appropriate reader • Comprehension <ul style="list-style-type: none"> ○ Skill and application worksheets ○ Picture Comprehension worksheet ○ Listening and reading comprehension passages (target skills) ○ Sequencing activity ○ Text feature activity ○ Cloze passage to target story elements • Penmanship <ul style="list-style-type: none"> ○ Dictation to practise writing ○ Letter, word and sentence writing

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Blend- 1. phonemes 2. onset and rimes to pronounce one and two syllable words • Segment spoken words <ul style="list-style-type: none"> - containing 3 and 4 phonemes - one syllable and two words into onset and rimes • Add and substitute phonemes in one and two syllable spoken words • Identify and blend syllables in spoken words ☐ Phonics <ul style="list-style-type: none"> • Identify, produce and use: 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, ‘r’ , ‘l’ and ‘w’ controlled vowels, different sounds of <ch> ,and < s > • Read and use Contractions – I’m, -‘s’, - n’t • Syllabicate <ul style="list-style-type: none"> -consonant digraphs, prefixes, multisyllabic words, silent letters (consonants), VCCV, VCV, 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>diphthongs, consonants followed by 'le' and suffixes,</p> <ul style="list-style-type: none"> • Read and use <ul style="list-style-type: none"> -word families -contractions – I'm -inflectional endings – s, –es, -ing and -ed • Blend 2- 5 letter words • Substitute, delete and add letters to words to create new words. <p><input type="checkbox"/> Vocabulary</p> <ul style="list-style-type: none"> • Read decodable words/words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary • Apply context clues knowledge • Infer meaning of figurative language- Similes and personification • Identify and use multiple meaning words • Use prefixes and suffixes to create words • Identify and use synonyms, root words and antonyms • Read and use homophones and homographs <p><input type="checkbox"/> Fluency</p> <ul style="list-style-type: none"> • Read with accuracy and automaticity 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • 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 (5Ws and 1 H) and inferential questions (- use of pictures and short text (stories, poems; non-fiction) • Identify explicit main idea • -pictures and illustrations, short texts • Sequence details fiction and non-fiction • Use story elements-Characters and Setting • Text features - Headings and Sub-headings, Title page, Table of Contents, Captions and Illustrations • 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 Text features: Pictures, illustrations, title and author 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Interpret information in a variety of media • Make judgments and form opinions- fiction, poems and non-fiction • Draw conclusions (fiction and poems) <p><input type="checkbox"/> Penmanship</p> <ul style="list-style-type: none"> • Write sentences <ul style="list-style-type: none"> -legibility and neat presentation - appropriate letter formation demonstrating correct stroke 	
Math	<p><input type="checkbox"/> Number</p> <ul style="list-style-type: none"> • Count objects up to 100. • Read and write number names and numerals to 100. • Sequence number names and numerals. • Insert missing numbers on a number line, number chart and number sequence. • Skip count in ascending and descending order in 2s, 5s and 10s. • Describe the order or relative position of objects using ordinal numbers up to 10. • Explore the value of coins and bills/notes (up to \$100) and their 	<ul style="list-style-type: none"> • Observation of students as they perform various activities such as classifying objects (e.g. solids)/data, forming groups of objects to represent numbers, showing equivalence of money, solving addition and subtraction problems using concrete materials, constructing plane shapes and using arbitrary units; and recording performance on a checklist. • E.g. The student is able to: <ul style="list-style-type: none"> ○ Represent numbers using base ten materials ○ Create solids using plane shapes ○ Measure lengths of objects using non-standard units ○ Create repeating/increasing patterns • Student demonstrations involving the use of manipulatives and explanations using appropriate mathematical vocabulary such as showing equivalence of coins and bills, equality via balance activities and how problems are solved and how patterns are created. • E.g. The student is able to:

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>equivalence (practical situations).</p> <ul style="list-style-type: none"> • Use money notation for dollars and cents. <p><input type="checkbox"/> Place Value</p> <ul style="list-style-type: none"> • Develop an understanding of place value up to 99 (concretely, pictorially and symbolically). • Write numbers using expanded notation. • Compare and order numerals up to 99. <p><input type="checkbox"/> Number Patterns and Relationships</p> <ul style="list-style-type: none"> • Explore patterns using repetitions of 3-5 elements. • Explore increasing patterns up to 100. • Use balance activities to demonstrate equality and inequality. • Count objects in sets to demonstrate equality and inequality. • Use the equal sign to record equivalent number relationships. <p><input type="checkbox"/> Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve real-life problems (concrete, pictorial and symbolic 	<ul style="list-style-type: none"> ○ Use manipulatives (including counters, the hundred chart and number line) and cut-outs of numbers to show increasing patterns ○ Describe increasing patterns by stating the pattern rule ○ Extend increasing patterns ○ Identify missing elements in patterns ○ Explain observed errors in patterns <ul style="list-style-type: none"> • Analysis (item and error) of written responses on survey and diagnostic tests to determine mastery and areas of weaknesses and errors. Survey tests can include items such as inserting missing numbers in a sequence of numbers, drawing objects to represent a stated number, writing numbers for groups of objects, matching word names and numerals, labelling the position of objects or persons in a line, ordering objects according to length or mass/weight, matching pictures of solids to their names and interpretation of calendars. Diagnostic tests are developed via the use of hierarchies. • Analysis of responses to oral questioning noting students' errors such as after viewing a video or performing an activity or interpreting calendars and pictographs and solving problems. • E.g. After solving problems in different ways students are encouraged to share their strategies and explain each step in the process. • Analysis of responses in paper and pencil tasks and graded worksheets for example those with problems on addition and subtraction and multiplication and division and incomplete patterns. • Interviewing of students for example, to describe and compare plane shapes and solids, to determine their competence in interpreting pictographs and to elicit problem solving process and reasoning as students use manipulatives to solve problems, to determine flaws or errors in thinking and to determine understanding of value and place value (Teacher can present a 2-digit number, such as 46 and have students explain the value and place value of each digit using base ten

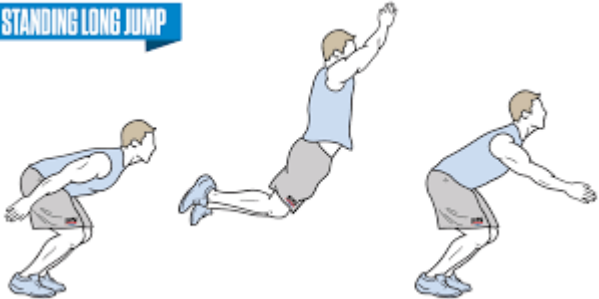
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>modes) involving addition and subtraction.</p> <ul style="list-style-type: none"> • Explain or demonstrate how an answer was obtained when solving problems. <p><input type="checkbox"/> Multiplication and Division</p> <ul style="list-style-type: none"> • Solve real-world problems involving repeated addition (multiplication) and repeated subtraction (division). • Solve problems involving repeated addition (concept of multiplication, no symbol, up to 10 addends). • Solve problems involving sharing and grouping (concept of division, no symbol). • Explain or demonstrate how answers were obtained when solving problems. <p><input type="checkbox"/> Mental Mathematics</p> <ul style="list-style-type: none"> • Use a variety of mental math strategies to solve problems involving addition and subtraction, e.g., add 2/subtract 2, ten facts, related addition and subtraction facts, count on and back, skip counting. <p><input type="checkbox"/> Geometry</p>	<p>materials inclusive of place value mats, to support their explanations). Make records of students' mistakes or errors as well as what they have mastered.</p> <ul style="list-style-type: none"> • E.g. The student is able to: <ul style="list-style-type: none"> ○ Use materials to represent a number ○ Explain the value and place value of the ones digit ○ Explain the value and place value of the tens digit ○ E.g. The student is able to answer questions based on pictographs: <ul style="list-style-type: none"> ○ How many students liked vanilla ice-cream? ○ How many more students preferred strawberry than coconut ice-cream ○ Which two flavours were liked by the same number of students? ○ How many students are there altogether? • Analysis of students' oral explanations or "think alouds" such as how they solved problems through the use of mental strategies or how they completed activities e.g. which objects are light. • Evaluation of oral presentations or "show and tell" activities such as name and describe shapes to ascertain students' knowledge via the use of checklists. • E.g. The student is able to: <ul style="list-style-type: none"> ○ Name solids and plane shapes ○ Describe solids and plane shapes ○ Compare solids and plane shapes • Analysing journal entries such as "my patterns." • Analysing performance in quizzes such as number before and after and mental maths. • Create a scrap book with cut out pictures of shapes or drawings of shapes with appropriate labels related to name. • Create a story or riddle or song about a shape.

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	<ul style="list-style-type: none"> • Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, cone, sphere and pyramid – with a focus on naming the different types of pyramids). • Describe and compare plane shapes. • Use plane shapes to create solids and state the relationship between solids and plane shapes. • Construct plane shapes and compare and describe their sides and corners and deduce the relationship between the number of sides and corners of plane shapes (not limited to triangles, squares and rectangles). <p><input type="checkbox"/> Geometrical Patterns</p> <ul style="list-style-type: none"> • Recognize, complete and create patterns using solids or plane shapes (repeating – 3 to 5 elements, growing or increasing and decreasing patterns). <p>Measurement</p> <p><input type="checkbox"/> Linear</p> <ul style="list-style-type: none"> • Measure, record, compare and order length using non-standard units. 	<ul style="list-style-type: none"> • Create a portfolio with “Problems I like to Solve” and explain reasons for selections. • Recording areas of strengths and weaknesses identified by students as they self-monitor. • Analysing performance using online tools such as games, activities and quizzes and videos with questions (e.g., matching games, drag and drop activities). • Observation of students engaged in performance tasks or practical activities and recording knowledge and skills via the use of a rubric or checklist such as comparing the lengths of objects and using arbitrary units. • E.g. The student is able to: <ul style="list-style-type: none"> ○ Use arbitrary units without leaving gaps or overlapping ○ Measure the length of objects • Compare and order objects according to length

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	<ul style="list-style-type: none"> • Compare and order objects and distances according to length (ascending and descending order). • Solve practical problems involving length. <input type="checkbox"/> Mass/Weight <ul style="list-style-type: none"> • Measure, record, compare and order mass/weight, using non-standard units and an equal arm balance (ascending and descending order). • Solve practical problems involving mass/weight. <input type="checkbox"/> Time <ul style="list-style-type: none"> • Measure, record, compare and order duration of activities (time) using non-standard and standard units. • Identify the features of the analog clock and the function of its parts. • Measure the duration of events in minutes and seconds. • Solve practical problems involving time including the interpretation of calendars. <input type="checkbox"/> Capacity 	

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	<ul style="list-style-type: none"> • Classify objects into groups of given criteria associated with capacity. • Use comparison vocabulary to compare the capacity of two objects (direct comparison). • Measure, record, compare and order capacity using non-standard units. • Solve practical problems involving capacity. <p><input type="checkbox"/> Statistics</p> <p><input type="checkbox"/> Tally Charts and Pictographs</p> <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. • Construct tally charts and pictographs using appropriate symbolic representations. • Identify features of tally charts and pictographs (e.g., using one stroke/tally mark or picture to represent one person, grouping of strokes/tally marks in fives, baseline/start line, labels (of sets) on baseline, same-sized 	

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	<p>symbols/pictures, equal spacing and title).</p> <ul style="list-style-type: none"> • Make decisions based on interpretation of data. 	
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate movement skills and concepts- create a sequence of movement activities <input type="checkbox"/> Perform basic gymnastic skills- scale stand (front and back scale) <input type="checkbox"/> Demonstrate basic locomotor skills- jumping, running with improved technique, landing technique <input type="checkbox"/> Demonstrate basic manipulative skills-striking using hand/feet/equipment, throwing, catching with improved proficiency, underhand throw <input type="checkbox"/> Understand simple changes that occur in the body during physical activities. <input type="checkbox"/> Know the benefits of drinking adequate water, making healthy food choices, and washing hands and face after physical activities. <input type="checkbox"/> Know that there is a specific attire for participating in Physical Education class and physical activities. 	<p><u>Note to teachers: Ensure that students are advised of safety guidelines and are within viewing range while performing activity</u></p> <ul style="list-style-type: none"> • Checklist for Manipulative Skills- Horizontal Jump <ul style="list-style-type: none"> ○ Knees bent and arms swing backward ○ Eyes focused forward throughout jump ○ Pushes off on the balls of feet and jump forward bringing the arms to the front ○ Lands on the balls of both feet, knees bent and arms out for balance ○ Landing controlled without losing balance <p>Note:</p> <ul style="list-style-type: none"> • Students can locate a pattern on the floor and use jumps to move along the pattern. • Emphasis should be placed on doing activity at a low level only in a safe environment with safe landing to prevent injuries (soft landing). • A soft landing is achieved by bending knees and landing on the balls (just behind the toes) of the feet. <p>https://www.youtube.com/watch?v=By10jYE49no&t=27s&ab_channel=PositiveImpact</p>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p data-bbox="932 310 1121 354">STANDING LONG JUMP</p>  <p data-bbox="932 623 1892 753"> https://www.google.com/imgres?imgurl=https%3A%2F%2Fassets1.sportsnet.ca%2Fwp-content%2Fuploads%2F2016%2F05%2Flongjumpfinal.jpg&imgrefurl=https%3A%2F%2Fwww.sportsnet.ca%2Fhockey%2Fnhl%2F2019-nhl-combine-results-top-10-drill%2F&tbid=LAXD3aGS7dCimM&vet=12ahUKewiyh-aMlfXxAhUKBIMKHvTCFcQMyhYegUIARCKAQ..i&docid=ek2Y6dgXoweYtM&w=2382&h=1228&q=horizontal%20jump%20for%20grade%201&ved=2ahUKewiyh-aMlfXxAhUKBIMKHvTCFcQMyhYegUIARCKAQ </p> <ul data-bbox="932 764 1877 976" style="list-style-type: none"> • Strategies for determination of gaps - Healthy Habits and Safe Practices: <ul style="list-style-type: none"> ○ Discuss changes that occur in the body during physical activity ○ Explain the benefits of eating breakfast ○ Sequence steps in handwashing using either statements or pictures ○ Matching/drag and drop of pictures of activity with attire
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes <input type="checkbox"/> Individual and Groups: <ul style="list-style-type: none"> • Vertebrates and invertebrates. • The importance of the work of local scientists. <input type="checkbox"/> Form and Function: <ul style="list-style-type: none"> • Traditional methods such as sieving and handpicking to separate mixtures of solids. 	<ul style="list-style-type: none"> • Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=372 • Some examples of the use of different strategies to diagnose learning loss: <ul style="list-style-type: none"> ○ Objective 1.1.1 Distinguish between vertebrates and invertebrates. Students can read a comprehension passage on vertebrates and non-vertebrates and answer questions that follow based on the passage ○ Objective 5.1.1 Differentiate among various types of simple machines as levers, pulleys, wheel and axle.

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	<ul style="list-style-type: none"> • Usefulness of objects/structures based on the materials used to make them. • Types of simple machines e.g. levers, pulleys, wheel and axle. ☐ Systems and Interaction: <ul style="list-style-type: none"> • Forces including twists and turns. • Relationships that exist within ecosystems. • Importance of the daily cycle. • Wet and dry seasons based on activities that take place in each. ☐ Conservation and Sustainability: <ul style="list-style-type: none"> • Wind as a source of energy. • Models of traditional devices that use wind. ☐ Communicates scientific information <ul style="list-style-type: none"> • In tables e.g., tabulate list of animals into vertebrates and invertebrates • Drawings/ diagrams e.g., food chains (flow diagrams to illustrate energy relationships amongst organisms in common ecosystems) ☐ Engages in developing solutions for simple problems 	<p>Students can respond to statements of common actions state whether each action is a ‘twist’ or a ‘turn’ E.g., Move the doorknob, Move the steering of a car, moving merry-go-around, closing a tap, braiding hair, wringing a towel</p> <ul style="list-style-type: none"> ○ Objective 2.1.1 Discuss the importance of the work of local scientists. Students are presented with a table with the following headings: names and pictures of five local scientists; their contribution to science; and why the work of each was important. Students enter information that has been left out in certain areas for each scientist named and pictured. ○ Objective 3.1.1 Investigate traditional methods such as sieving and handpicking to separate mixtures of solids. Students can be presented with pictures of examples of sieving and handpicking. Using a table students enter which pictures illustrate sieving and which illustrate handpicking. ○ Objective 4.1.1 Evaluate the usefulness of objects/structures based on the materials used to make them. Students can be given a list of objects (chair, table, fork, hammer, copybook). Students can be asked to: <ul style="list-style-type: none"> - List the purpose of each object. - Choose the most suitable material to producing that object. ○ Objective 7.1.1 Investigate relationships that exists within ecosystems. Students can be given a list of organisms in an existing ecosystem and asked to create a simple flow diagram (food chain) to show the energy relationships among the named organisms in the ecosystem. ○ Objective 8.1.1 Assess the importance of the daily cycle. Students can be provided with a table divided into three columns, labelled activity, day and night. Pictures of a list of activities are

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	<ul style="list-style-type: none"> • Evaluate models of wind devices proposing modifications to enhance their operations <input type="checkbox"/> Conduct simple experiments using appropriate apparatus • Separation of solid mixtures using handpicking and sieving. <input type="checkbox"/> Exhibits safe practices regarding self and others • Following safety rules provided by teacher 	<p>presented in the activity column. Students can be asked to tick in the appropriate column whether the activity is a day or night or both a day and night activity.</p> <ul style="list-style-type: none"> ○ Objective 9.1.1 Compare the wet and dry seasons based on activities that take place in each. Students can read a comprehension passage on activities associated with wet and dry season and answer questions that follow based on the passage.
Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> State the contribution of the indigenous people of Trinidad and Tobago for example name some places where the indigenous people settled and the foods associated with this group of people <input type="checkbox"/> Recall and understands fact and concepts relating to the history and our National Emblems and symbols. for example: <input type="checkbox"/> Name and identify our National Emblems (namely the Coat of Arms, National Watchwords, the National Anthem, the National Flag and the National Birds) <input type="checkbox"/> Complete fill in the blank statements on the facts and concepts 	<ul style="list-style-type: none"> • Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> ○ Skills ○ Knowledge including concepts ○ Values & Attitudes ○ Use of activities and resources on the Standard One Social Studies SLMS (the general link: https://learn.moe.gov.tt/course/view.php?id=420) <p>For example:</p> <ul style="list-style-type: none"> ○ Circle the months of the Dry Season (https://learn.moe.gov.tt/pluginfile.php/325700/mod_resource/content/1/Social%20Studies%20Standard%201%20-The%20Dry%20and%20Wet%20Season%20and%20Weather%2027-4-2020.pdf) ○ Complete matching exercises to ascertain students' knowledge about the seasons and how it can impact our daily lives For example: Present a table with two columns. The left column with images of different weather conditions and the right with statements of activities one can engage in during these conditions

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	<p>relating to our National Emblems and Symbols</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw an accurate image of the National Flag <input type="checkbox"/> Describe the season in Trinidad and Tobago and know how it impacts our daily lives for example give details on the seasons experienced in Trinidad and Tobago and explain how it impacts our daily lives by naming two activities we engage in during the different seasons <input type="checkbox"/> Exhibits safe practices during natural disasters for example, name two Natural Disasters and discuss safe practices to be adopted before and during natural disasters by describing the safety procedure to be adopted before a hurricane <input type="checkbox"/> Follow guidelines and instructions for example, when completing tasks given in the online setting or assignments via printed worksheets <input type="checkbox"/> Participate in classroom discussion and activities for example actively sharing pre knowledge and experiences related to the content discussed in class 	

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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: <ul style="list-style-type: none"> • Using appropriate titles to address adults • The days of the week in Spanish • Selected leisure activities in Spanish • Selected sports in Spanish • Saying which sports you practice • Common Occupations in Spanish • State in Spanish if an establishment is open or closed • Counting from 11-20 in Spanish 	<ul style="list-style-type: none"> • Oral questioning: <ul style="list-style-type: none"> ○ Students view short videos on specific topics and answer targeted questions For example: ○ Professions: https://learn.moe.gov.tt/mod/resource/view.php?id=11007 ○ Students orally respond to question cues on Spanish influence in T&T. • Aural comprehension: <ul style="list-style-type: none"> ○ Students select pictures that correspond to spoken vocabulary or phrases e.g. leisure activities, sports, occupations ○ Students view short videos on specific topics and answer targeted questions. E.g. Days of the week https://learn.moe.gov.tt/mod/resource/view.php?id=11009 ○ Students draw images e.g. sport to correspond to spoken vocabulary or phrases • Oral presentations <ul style="list-style-type: none"> ○ Students engage in Show and Tell about aspects of culture
VAPA-Art	<input type="checkbox"/> Key art concepts using different materials <ul style="list-style-type: none"> • Identify texture in a variety of Materials • Use lines and shapes to create drawings e.g your home, the supermarket etc. 	<ul style="list-style-type: none"> • Identify textures from surprise bag • Draw a familiar building in the community using lines and shapes
VAPA - Dance	<input type="checkbox"/> Student is aware of spatial directions and effort qualities in executing movements	<ul style="list-style-type: none"> • Student can use appropriate words/ phrases to describe space and dynamic elements.

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	<ul style="list-style-type: none"> • Explore and create spatial patterns • Use directions • Demonstrate effort qualities • Select appropriate effort qualities for steps 	<ul style="list-style-type: none"> • Teacher can assign a task of moving around the room like a cat using their own spatial pattern, • Students are encouraged to describe their movements and spatial pattern
VAPA - Drama	<input type="checkbox"/> Student is able to: <input type="checkbox"/> Creatively self-express using action, voice and documentation <ul style="list-style-type: none"> • Facial expression • Story creation • Role-play • Portfolio creation • Tableaux • Body 	<ul style="list-style-type: none"> • Create and perform a role-play on the varied effects of consuming healthy and unhealthy foods using appropriate facial expression and hand gestures to communicate feelings. • Match characters with pictures of scenarios and share a one-minute story about a chosen final image e.g., a baker with a picture of a building with smoke. • Create and present a simple portfolio on a personal individual of interest. • Students present a photo of an individual of personal interest and imitate that person. • Use the body to create frozen images e.g., of transportation modes demonstrating an understanding of whole body, level and shape.
VAPA-Music	<input type="checkbox"/> Demonstrate an awareness of rhythm <input type="checkbox"/> Demonstrate an awareness of pitch accuracy <input type="checkbox"/> Recognize that different types of music evoke different types of responses. <input type="checkbox"/> Develop rhythmic composition skills. <input type="checkbox"/> Learn about themselves and others and what their bodies can do	<ul style="list-style-type: none"> • Clap, move to rhythm • Sing pitches accurately • Move to different types of music • • Create and perform a simple rhythm using body percussion (e.g., clapping) and non-melodic percussion instruments e.g., drum, woodblock (toc-toc), triangle • Move creatively to different types of music
VCCE	<input type="checkbox"/> Demonstrate trustworthy behavior for example demonstrate	<ul style="list-style-type: none"> • Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> ○ Skills

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	<p>trustworthy behavior by being truthful and dependable</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates responsible behavior for example acts responsibly when completing assigned class work <input type="checkbox"/> Respect for self and others for example shows respect for classmates when they are making a contribution to the class <input type="checkbox"/> Care for others and for country for example shows concern and care for one’s immediate environment such as the home environment <input type="checkbox"/> Fairness to all persons for example understands that all persons are to be treated fairly and that rules help to maintain fairness <input type="checkbox"/> Good citizenship for example know and state the national emblems of Trinidad and Tobago 	<ul style="list-style-type: none"> ○ Knowledge including concepts ○ Values & Attitudes ● Use of a teacher developed checklist to observe behaviours and attitudes of students for example: <ul style="list-style-type: none"> ○ Value: Good Citizenship (fulfils responsibilities) ○ Behaviour/Attitude Statement: ○ Completes all assigned school work in a timely manner ○ Rating to be assigned: ○ Rarely, Sometimes, Consistently ○ Value: Respect for others ○ Behaviour/Attitude Statement: ○ Shows respect for others by not speaking while others are making a contribution to the class ○ Rating to be assigned: ○ Rarely, Sometimes, Consistently ● Use of tasks from SLMS Standard One VCCE activities (see general link for all VCCE Standard One activities https://learn.moe.gov.tt/course/view.php?id=158) <p>For example:</p> <ul style="list-style-type: none"> ○ Being Fair https://learn.moe.gov.tt/pluginfile.php/321374/mod_resource/content/1/Fairness.pdf ○ Citizenship-Being Involved https://learn.moe.gov.tt/pluginfile.php/321375/mod_resource/content/2/Standard %201-Citizenship.pdf

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Agricultural Science	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the main steps in cultivating plants. <p>For Example, but not limited to:</p> <ul style="list-style-type: none"> • Selection of high-quality planting materials (seeds, seedlings, cuttings) • Land/Soil clearing and or preparation • Primary and secondary Tillage/ creating a good potting mix or planting medium. • Planting and Spacing • Cultural practices (weed control, irrigation, pest and disease control, applying fertilizers, staking, pruning) • Harvesting and preparation for market/consumption <ul style="list-style-type: none"> <input type="checkbox"/> Outlines the main steps in rearing ornamental fishes. <input type="checkbox"/> Explains the importance of value-added agricultural products to the economy of Trinidad and Tobago. 	<ul style="list-style-type: none"> • Through student demonstrations of practical activities ascertain students’ knowledge of: <ul style="list-style-type: none"> ○ The main steps in cultivating plants. ○ The main steps in rearing ornamental fishes • Create drawings/diagrams/models as a tool to express understanding illustrating: <ul style="list-style-type: none"> ○ Fishes and fish habitats and plants ○ Differences amongst value-added agricultural products • Use of reflections and journaling for students’ self-reflection, as a tool to express understanding. <ul style="list-style-type: none"> ○ Create a fish/pet diary of the growth and development of fishes ○ Create a plant diary. ○ Create a food purchase diary for different value-added agricultural products. • Matching/drag and drop of different value-added agricultural products to ascertain students’ knowledge of the importance of value-added agricultural products to the economy of Trinidad and Tobago. • Use of the following online resources to ascertain students’ knowledge related to topics covered: <ul style="list-style-type: none"> ○ How does a Seed Become a Plant? https://www.youtube.com/watch?v=tkFPyue5X3Q ○ Gardening for Beginners: 10 Easy Steps to Sowing Seeds https://dengarden.com/gardening/How-to-Sow-Seeds ○ Roots, Stem, Leaves, Flower Parts of a Plant Song https://www.youtube.com/watch?v=9bFU_wJgvBI ○ How to set up a fish tank.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=Aal2W8sDOPA ○ Aquarium Starter Kit Fun with Alanna! ○ https://www.youtube.com/watch?v=fFJrGLlrEXA ○ What is value-added food production? ○ https://www.youtube.com/watch?v=tw6PXtf_TH0 ○ Agro-processor, Hafeeza Smith creating value-added products https://www.youtube.com/watch?v=qTGzfce44e4
ELA	<p><input type="checkbox"/> Grammar and Creative Writing</p> <ul style="list-style-type: none"> ● <i>Apply Language Structure –</i> ● The Verb “to be”: Past and Present, Singular and Plural ● Action Verbs: ● Verb can be made up of one or more words. ● Helping verbs am, is, are, was, were, will, shall, etc. ● Main Verbs: buy, eat, drink, dig, etc. ● Present and Future Tense (Contraction to be used as well) ● Subject and verb agreement (Concept) ● Verbs can show the time an action takes place. ● <i>Present and Simple Present Tense, Past Tense, Future Tense</i> ● Verb endings: s ● The Verb “to have”: Past and Present, Singular and Plural ● Past Tense: (Regular and Irregular Verbs) ● <i>Identify and use parts of speech –</i> ● 1. Types of nouns 	<p>Students’ ELA core competencies can be assessed through the use of the following activities.</p> <ul style="list-style-type: none"> ● Grammar and Creative Writing <ul style="list-style-type: none"> ○ Skills and application Worksheets ○ Complete sentence frames ○ Sentence creation activity ○ Paragraph creation activity ○ Punctuation activities ○ Fill in the blanks - Parts of speech ○ Dictation to assess use of capital letters and punctuation marks ● Phonics <ul style="list-style-type: none"> ○ Dictation of letters/blends taught ○ Letter substitution, deletion and addition activities ○ Dictation of target words and word families ○ Consonant and Vowel Digraph activity ● Vocabulary <ul style="list-style-type: none"> ○ Skill and application worksheets ○ Circle target words activity ○ Context clues worksheet ○ Cloze passages (use target words) ○ Games-e.g. Sight word BINGO ● Fluency

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	<ul style="list-style-type: none"> - Proper and Common nouns, Collective nouns, Abstract Nouns, Possessive Nouns (Singular and plural) - Forming plurals • Adding ‘s’ and ‘es’, Add “s” –at the end of most nouns, Terms related to music add “s” calypso, piano, cello, radio, etc., Add “es” – at the end of nouns which end with the letters (x, s, ss, ch, sh, z, o), Nouns ending in ‘y’, ‘f’ and “fe, Nouns with internal changes (Vowels) e.g. man- men, Nouns- No change eg. sheep-sheep • Identify gender of nouns: Masculine and Feminine and changing gender of nouns <ul style="list-style-type: none"> - Adjectives and comparing adjectives - Pronouns and types of pronouns and their contractions. • Application of elements of a paragraph (Analysis): • -Main Sentence, Supporting Details/sentences, -Concluding Sentence • Identify and use: <ul style="list-style-type: none"> -Capitalization rules: punctuation marks: use of commas in sentences-words in a series; Arrange words in alphabetical order using the first and second letters • Sequence <ul style="list-style-type: none"> - events in a story - three step directions /instructions • Write 	<ul style="list-style-type: none"> ○ Oral reading of words, captions, phrases and level appropriate reader • Comprehension <ul style="list-style-type: none"> ○ Skill and application worksheets ○ Picture Comprehension worksheet ○ Listening and reading comprehension passages (target skills) ○ Sequencing activity ○ Text feature activity ○ Text structure activity ○ Cloze passage to target story elements • Penmanship <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.

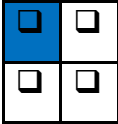
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> - Paragraphs including prompts • - Factual and Narrative Paragraphs <input type="checkbox"/> Phonics <ul style="list-style-type: none"> • Identify, produce and use <ul style="list-style-type: 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 -‘r’ , ‘l’ and ‘w’ controlled vowels -different sounds of <ch> ,and < s > • Read and use Contractions – <ul style="list-style-type: none"> -I’m, -‘s’ , - n’t • Syllabicate <ul style="list-style-type: none"> - 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 -contractions – I’m -inflectional endings – s , –es , -ing and -ed • Blend 2- 5 letter words • Substitute, delete and add letters to words to create new words. <input type="checkbox"/> Vocabulary 	

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	<ul style="list-style-type: none"> • Read decodable words/words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary • Apply context clues knowledge • 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 <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 (5Ws and 1 H) and inferential questions (- use of pictures and short text (stories, poems; non-fiction) • Identify main idea -short texts • Sequence details fiction and non-fiction (retell events sequentially) • Use story elements: Characters and Setting (fiction and poetry) <ul style="list-style-type: none"> - Problem, action and resolution 	

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	<ul style="list-style-type: none"> - Compare and contrast ideas in literary text- Characters and setting • Use of story structure – Introduction, rising action, climax, falling action and conclusion, • Use of text features - Headings and Sub-headings, Title page, Table of Contents, Captions and Illustrations, Guide Words • 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- -Description, Sequencing, Cause and effect explicitly stated and Problem and solution • Interpret information in a variety of media • Make judgments and form opinions- fiction, poems and non-fiction • Interpret -signs, symbols, charts and graphs • Read and use poetry elements - Rhyme, rhyme patterns and stanza • Draw conclusions • Express their own point of view/ preferences based on evidence from the text • Evaluate texts with explicit and inferential reference to the text <input type="checkbox"/> Penmanship • Write sentences 	

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	<ul style="list-style-type: none"> -legibility and neat presentation - appropriate letter formation demonstrating correct strokes 	
Math	<ul style="list-style-type: none"> <input type="checkbox"/> Number <ul style="list-style-type: none"> • Number Concepts • Develop number sense up to 1 000 with appropriate vocabulary • Skip count in ascending and descending order within a specified amount • Read and write number names and numerals to 1 000 • Match the number names and numerals to the quantities they represent up to 1 000 (concrete and pictorial representations of base ten materials) • Sequence number names and numerals to 1 000 <input type="checkbox"/> Place Value and Rounding <ul style="list-style-type: none"> • Explore the place value of numbers to 999 (hundreds, tens and ones) • Count a specified number of objects and use them to form groups of 100s, 10s and 1s • Develop an understanding of rounding to tens and hundreds and rounding to the nearest dollar • Round numbers to the nearest ten or hundred <input type="checkbox"/> Number Patterns 	<ul style="list-style-type: none"> • Interview, e.g. • Have the student <ul style="list-style-type: none"> ○ Count on in 2s from 51 to 75 ○ Count on in 3s from 6 to 24 ○ Count on in 10s from 61 to 111 ○ Count on in 25s from 50 to 200 ○ Count back in 100s from 975 to 75 ○ Count back in 50s from 200 to 0 ○ Count back in 2s from 99 to 81 • The student is able to <ul style="list-style-type: none"> ○ Count on in 2s ○ Count on in 3s ○ Count on in 10s ○ Count on in 25s ○ Count back in 100s ○ Count back in 50s ○ Count back in 2s • Interview, e.g. <ul style="list-style-type: none"> ○ Present students with a 3-digit number e.g. 376. Have them explain the value of each digit using base-10 materials or their own representations to support their explanation. • The student is able to <ul style="list-style-type: none"> ○ use materials to represent a 3-digit number ○ explain that the first digit represents 3 hundreds ○ explain that the second digit represents 7 tens

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	<ul style="list-style-type: none"> • Develop algebraic thinking (number patterns and number relationships) • Describe and extend simple number patterns that increase or decrease • Recognize when an error occurs in a pattern and explain what is wrong ☐ Number Relationships <ul style="list-style-type: none"> • Determine whether two sides of a given number sentence are equal (=) or not equal (\neq) using manipulatives, drawings and counting • Count objects in sets to demonstrate equality and inequality of sets • Use the equal sign to record equivalent number relationships e.g. $6+4=7+3$ • Use the unequal sign to record number relationships that are not equivalent e.g. $3+2\neq 1+6$ ☐ Addition and Subtraction <ul style="list-style-type: none"> • Perform addition and subtraction using the algorithm • Perform addition (up to 3 addends) and subtraction (up to 999) using the algorithm • Solve real-life problems (concrete, pictorial and symbolic modes, including money) involving addition and subtraction • Solve one-step and two-step real-life addition and subtraction problems ☐ Multiplication and Division 	<ul style="list-style-type: none"> ○ explain that the third digit represents 6 ones • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Present students with a variety of increasing and decreasing patterns including some with errors. Have them identify the rule used to create and extend the pattern. Also, have students identify the patterns with errors and explain the errors. • The student is able to <ul style="list-style-type: none"> ○ explain how the pattern increases/decreases ○ extend the pattern ○ fill in the missing element ○ identify errors in the pattern ○ explain errors in the pattern • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Ask students to solve real-life addition, subtraction, multiplication and division problems in two different ways. Have students share their strategies. • Stimulate discussion by asking: <ul style="list-style-type: none"> ○ What other strategy could be used to solve the problem? ○ Which strategy is easier to use? Why? ○ Will the strategy work for other problems? Can you prove it? ○ Which strategy do you prefer? Why? • Use students' responses to determine which strategies they know and whether they can: <ul style="list-style-type: none"> ○ identify problem situations that require addition/subtraction/repeated addition (multiplication)/sharing and grouping (division) ○ determine the correct sum (up to 999) of up to 3 addends using the algorithm


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	<ul style="list-style-type: none"> • Solve one-step real-life multiplication and division Problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) • Solve one-step real-life problems involving repeated addition • Solve one-step real-life problems involving sharing and grouping <input type="checkbox"/> Mental Mathematics <ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies to solve problems involving the four operations <input type="checkbox"/> Fractions <ul style="list-style-type: none"> • Develop an understanding of fractions using area models • Identify wholes and parts of wholes • Differentiate between equal and unequal parts of the whole • Become aware of the names associated with fractions to tenths using area models • Name and record fractions using words and symbols <input type="checkbox"/> Geometry <input type="checkbox"/> Solids and Plane Shapes <ul style="list-style-type: none"> • Develop spatial sense in relation to solids and plane shapes • Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, pyramid, cone, 	<ul style="list-style-type: none"> ○ determine the correct difference between 2 numbers (with minuend up to 999) ○ use more than one strategy to solve real-life ○ solve one-step/two-step real-life addition/subtraction problems ○ solve one-step real-life repeated addition/sharing and grouping problems • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Write the fraction of the shape below that is shaded and unshaded. <div style="text-align: center;">  </div> <p style="text-align: center;">shaded _____ unshaded _____</p> ○ A fraction has a numerator of 2 and a denominator of 5. Draw a picture to show it. Write the word name of the fraction. • The student understands that <ul style="list-style-type: none"> ○ the denominator represents the total number of equal parts that the whole is divided into ○ the numerator represents the number of parts being focused on • Performance Task e.g. <ul style="list-style-type: none"> ○ Give students a small group of regular solids ○ Have them classify the solids according to two attributes and state their sorting rule ○ Sort a set of solids into two groups. Have students state the sorting rule

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	<p>sphere and triangular-based prism – with a focus on the triangular-based prism)</p> <ul style="list-style-type: none"> • Identify the plane shapes or faces of the triangular-based prism and create triangular-based prisms and other solids using plane shapes. <p><input type="checkbox"/> Recognize spatial relationships</p> <ul style="list-style-type: none"> • Explore the properties of solids in terms of faces, edges and vertices and compare and classify solids according to their properties related to faces, edges and vertices (cube, cuboid, cylinder, pyramid, cone and triangular-based prism) • Name plane shapes and solids used to create compound shapes (pictorial representation) and name solids and plane shapes from verbal or written descriptions <p><input type="checkbox"/> Geometrical Patterns</p> <ul style="list-style-type: none"> • Explore patterns using solids and plane shapes • Describe a given pattern (repeating, increasing or decreasing), determine the pattern rule and extend the pattern using concrete materials or pictorial representation <p><input type="checkbox"/> Measurement</p> <p><input type="checkbox"/> Linear</p> <ul style="list-style-type: none"> • Apply measurement techniques to quantify measures. 	<ul style="list-style-type: none"> • The student is able to <ul style="list-style-type: none"> ○ classify a collection of solids according to two attributes ○ state the sorting rule ○ identify the sorting rule of a pre-sorted set • Pencil and Paper Task e.g. • Present an assortment of solids to students. Have students look at the shapes to help them identify the solids or parts of solids that fit given clues such as: <ul style="list-style-type: none"> ○ I have six identical faces _____ ○ I am the point where two faces meet _____ ○ I am one face of a cone _____ • Observation Checklist e.g. <ul style="list-style-type: none"> ○ Use students’ responses to the questions to determine whether further review on the identification and attributes of solids and plane shapes is needed. • Performance Task e.g. • Give students a set of solids/pattern blocks. Have students <ul style="list-style-type: none"> ○ create a pattern ○ identify the pattern core ○ label the pattern with letters ○ extend the pattern ○ use the same solids/pattern blocks to make a different pattern • Observation Checklist e.g. • Observe the students at work <ul style="list-style-type: none"> ○ How complex is the pattern? (How many elements in the core?) • The student is able to <ul style="list-style-type: none"> ○ identify the pattern core ○ extend the pattern

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	<ul style="list-style-type: none"> • Use non-standard units for measuring length • Demonstrate the appropriate use of the measuring instrument for length (ruler) • Measure lengths and distances using standard units (metre and centimetre) and record as metres only and centimetres only ☐ Mass/Weight <ul style="list-style-type: none"> • Apply measurement techniques to quantify measures. • Use non-standard units for measuring mass/weight • Demonstrate the appropriate use of the measuring instrument (such as bathroom scale, equal arm balance) • Measure the mass/weight of objects using the standard unit (kilograms and multiple units of kg) ☐ Time <ul style="list-style-type: none"> • Apply measurement techniques to quantify measures for time • Tell and record time on digital and analog clocks to the hour, half past the hour, quarter past and quarter to the hour ☐ Capacity <ul style="list-style-type: none"> • Apply measurement techniques to quantify measures • Use non-standard units for measuring capacity 	<ul style="list-style-type: none"> ○ make another pattern ○ label the pattern with letters • Performance Task e.g. <ul style="list-style-type: none"> ○ Give students several objects along with a non-standard unit e.g. paper clips and a standard unit e.g. ruler. Students use both the non-standard and standard units to measure the length and/or height of the objects and record their findings. • Observation Checklist e.g. • Observe the students as they work • The student <ul style="list-style-type: none"> ○ is able measure length and height using non-standard units ○ is able to measure length and height using standard units ○ measures from one end to the other without gaps or overlaps ○ understands that the size of the unit determines the number of units needed • Interview e.g. • Display the time on a digital clock and ask students to <ul style="list-style-type: none"> ○ tell the time shown ○ show the time on an analog clock and a 24-hour clock ○ record the time correctly ○ say whether a digital clock could read 8:75? Why? • Anecdotal Records e.g. <ul style="list-style-type: none"> ○ Use students' responses to the questions to determine whether further review on telling and recording time is needed. • Performance Task e.g.

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	<ul style="list-style-type: none"> • Use the standard units (litres) for measuring the capacity of containers <input type="checkbox"/> Area <ul style="list-style-type: none"> • Demonstrate an understanding of area • Touch, colour and cover surfaces to develop the concept of area • Compare and order the area of surfaces using direct comparison • Apply measurement techniques to quantify measures • Measure, record, compare and order area of surfaces using non-standard units • Calculate the area of shapes by counting squares <input type="checkbox"/> Statistics <input type="checkbox"/> Tally Charts and Block Graphs <ul style="list-style-type: none"> • Demonstrate an understanding about the features of graphs and charts • Identify features of tally charts and block graphs (e.g. using one stroke/tally mark, grouping of strokes/tally marks in fives, baseline/start line, labels (of sets) on axis, equal spacing, title, scale factors) • Make decisions based on analysis or interpretation of data • Interpret data from tally charts and block graphs based on a real-life problem or situation • Demonstrate the ability to present findings orally or in writing 	<ul style="list-style-type: none"> ○ Present students with a large container, a small container and a bucket of water. Have students use the small container to measure the capacity of the large container ○ Have students choose from a collection of large containers/small buckets. Give them a 1 litre jug. Ask them to determine the capacity in litres • Anecdotal Records e.g. • Monitor students' responses to determine whether they can do the following: <ul style="list-style-type: none"> ○ use a non-standard unit to find the capacity of an object ○ use a standard unit to find the capacity of an object ○ measure correctly (e.g. completely fill the container) ○ read their measuring device correctly ○ record their measurements correctly • Interview e.g. <ul style="list-style-type: none"> ○ Present students with three pieces of paper of similar area but different appearance. Have students compare and order the area of the surfaces ○ Have students construct all rectangles that have an area of 24 square units. Use grid paper to record the dimensions of each rectangle • Observation Checklist e.g. • The student <ul style="list-style-type: none"> ○ makes correct comparisons ○ places one object on top of the other to measure or dissects one piece of paper to determine if it fits completely on top of the other ○ uses non-standard units of measure to compare ○ names all areas ○ applies an understanding of patterns to solve the problem

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	Justify decisions made using data collected in writing and/or oral presentations	<ul style="list-style-type: none"> • Journal Entry e.g. <ul style="list-style-type: none"> ○ Present a simple tally chart or bar graph showing the favourite sports played by the students attending a particular school. Ask students to use the information displayed to write a note to the principal explaining what sporting equipment the school should acquire. • The student <ul style="list-style-type: none"> ○ uses both numbers and words to support his/her choices ○ gives an accurate summary of the findings ○ presents the findings in a clear, concise manner
Physical Education	<p><input type="checkbox"/> Demonstrate movement skills and concepts- create sequence of movement activities involving shapes, balances and weight-transference</p> <ul style="list-style-type: none"> • Perform basic gymnastic skills –Side scale • Demonstrate basic locomotor skills- improved techniques for jumping and landing, running • Demonstrate basic manipulative skills- apply throwing, catching and striking skills individually and with increased difficulty. • Understand simple changes that occur in the body during physical activities. • Know the benefits of drinking adequate water, making healthy food choices, and washing hands and face after physical activities. • Distinguish dress code for participating in Physical Education class and physical activities as opposed to other 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 Manipulative Skills: Catching- Low Catch <ul style="list-style-type: none"> ○ Eyes kept on the ball ○ Body in preparatory position with elbows bent and hands in front ○ Hands move to meet ball ○ Pinky fingers together with palms spread for wide catching area ○ Elbows and knees bent, close fingers around the ball. ○ Hands brought towards body to absorb force <p>https://www.youtube.com/watch?v=cYfBWfnGTb0</p>

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	<ul style="list-style-type: none"> • Explain personal hygiene practices after participating in physical activities. 	 <p>https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.createwebquest.com%2Fcatching&psig=AOvVaw2nFcxMo55T_oZxtWJ9wdKF&ust=1626991931969000&source=images&cd=vfe&ved=0CAsQjRxgFwoTCLihNKX9fECFQAAAAAdAAAAABAD</p> <ul style="list-style-type: none"> • Strategies for determination of gaps - Healthy Habits and Safe Practices <ul style="list-style-type: none"> ○ Select changes that occur in the body during physical activities from a list of other changes ○ Role play the responses to poor personal hygiene ○ Identify clothes used for physical activities from an array of different clothing ○ List the benefits of drinking adequate water ○ Distinguish healthy foods from unhealthy foods ○ Identify reasons for washing hands and face after physical activities.
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes: <input type="checkbox"/> Individuals and Groups: <ul style="list-style-type: none"> • Categorize vertebrates into classes. <input type="checkbox"/> Form and Function: <ul style="list-style-type: none"> • The three states of matter. • Separation of solids from mixtures using filtration and magnetism. • Substances that dissolve in water. 	<p>Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=370</p> <p>Some examples of the use of different strategies to diagnose learning loss:</p> <ul style="list-style-type: none"> • Objective 9.1.1 Examine the use of fossil fuels such as petroleum and natural gas. <p>Students are presented with a blank table with two columns: ‘Renewable energy’ and ‘non-renewable energy’. Students use</p>

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	<ul style="list-style-type: none"> • Movement of water through various soil types. • The importance of minerals. <input type="checkbox"/> Systems and Interaction: <ul style="list-style-type: none"> • Plants need light and water for growth. • Importance of the water cycle in making water available for life processes. <input type="checkbox"/> Conservation and Sustainability: <ul style="list-style-type: none"> • Use of fossil fuels such as petroleum and natural gas. • Need to conserve potable water. <input type="checkbox"/> Effectively communicates scientific information in tables and drawings/ diagrams <ul style="list-style-type: none"> • Engages in developing solutions for simple problems related to Learning Outcomes e.g. water conservation • Uses appropriate apparatus to conduct simple experiments/activities correctly and carefully e.g. • Conduct experiments to demonstrate that plants need light and water to grow. • Demonstrate how to correctly use measurement apparatus: ruler • Exhibits safe practices regarding self and others e.g., • Always follow the safety rules provided by the teacher. 	<p>the words provided to enter in the appropriate column in the table e.g., natural gas, sunlight etc.</p> <ul style="list-style-type: none"> • Objective 2.1.1 Differentiate among the three states of matter. <p>Students complete a crossword puzzle on facts about the states of matter</p> <ul style="list-style-type: none"> • Objective 6.1.1 Assess the importance of minerals. <p>Students complete a table by listing at least two common uses of the named minerals</p> <ul style="list-style-type: none"> • Objective 3.1.1 Investigate the separation of solids from mixtures using filtration and magnetism <p>Students complete a table by ticking in the appropriate box in which pairs of solids are given.</p> <ul style="list-style-type: none"> • Objective 4.1.1 Investigate substances that dissolve in water <p>Students can read a comprehension passage on substances that dissolve in water and answer the questions that follow based on the passage.</p> <ul style="list-style-type: none"> • Objective 5.1.1 Investigate the movement of water through soil types <p>Students read the summary of a simple experiment to investigate the movement of water through soil types, complete the table and answer the questions that follow.</p>
Social Studies	<input type="checkbox"/> Knows and understand the physical geography of Trinidad and Tobago for example' four (4) features of a map and 3	<p>Diagnostic assessment to identify gaps re:</p> <ul style="list-style-type: none"> • Skills • Knowledge including concepts

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	<p>basic landforms (mountains, rivers, plains) Interpretation of age-appropriate maps- illustrating landforms and basic features of a map.</p> <p><input type="checkbox"/> Distinguish and value how land is used in Trinidad and Tobago. - Identify the ways in which land is used in Trinidad and Tobago- housing, recreation, agriculture, industry</p> <p><input type="checkbox"/> Demonstrate an understanding of the need to respect and care for the environment. Describe two examples of water pollution</p> <p><input type="checkbox"/> Follow guidelines and instructions -for example collecting information for project work, completing a map with basic features</p> <p><input type="checkbox"/> Participate in classroom discussion and activities Report orally and in writing on assigned project(s)</p>	<ul style="list-style-type: none"> • Values & Attitudes <p>Utilise teaching/learning strategies that can condense the above using appropriate resources e.g. videos, SLMS (Std 2)</p> <ul style="list-style-type: none"> • Worksheets • Quiz on features of a map, landforms and resources. <p>Activity On a map of Trinidad and Tobago, name and locate one example of each of the following landforms.</p> <ul style="list-style-type: none"> • Mountain • River • Plain <p>Rubric</p> <ul style="list-style-type: none"> • Basic Map components/features identified (title, key, compass and borders) • All features are present and appropriately positioned on map (4 marks) • Three features are present and appropriately positioned on map (3 marks) • Three features are present and appropriately positioned on map (2 marks) • At least one feature is present on map (1 mark) • Landforms are accurately located on map (Mountain, River, Plain) • Features are accurately named and located (4 marks) • Three features are accurately named and presented (3 marks) • Two features are accurately named and presented (2 marks) • At least one features are accurately named and presented (1 mark) • Map is well presented (Clarity, neatness and use of appropriate colours)

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • Map is clear, neat and uses appropriate colours. (4 marks) • Map is generally clear, neat and uses appropriate colours. (3 marks) • Map is clear, neat and some use appropriate colours. (2 marks) • Map lacks clarity, neatness and use of appropriate colours. (1 mark)
Spanish	<ul style="list-style-type: none"> <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 <p><u>Target Language Topics:</u></p> <ul style="list-style-type: none"> • The four cardinal points in Spanish • Spanish elements of a simplified water cycle • Months of the year in Spanish • Month of their birthday in Spanish • Recognize the Spanish word names for the numbers 1 to 10 	<p>Oral questioning:</p> <ul style="list-style-type: none"> • Students view short video on specific topics and answer targeted questions <p>E.g Months of the year: https://learn.moe.gov.tt/mod/resource/view.php?id=6375</p> <ul style="list-style-type: none"> • Students respond orally to question cues <p>Aural comprehension:</p> <ul style="list-style-type: none"> • Students select pictures or drawings eg cardinal points that correspond to spoken vocabulary or phrases • Students view short videos on specific topics and answer targeted questions • Students draw images eg. Water cycle, to correspond to spoken vocabulary or phrases <p>Oral presentations:</p> <ul style="list-style-type: none"> • Students engage in Show and Tell about their birthday stating their birthday in Spanish .
VAPA-Art	<ul style="list-style-type: none"> <input type="checkbox"/> Key art concepts using materials for 3-D object making and communication. 	<ul style="list-style-type: none"> • Discuss the 3-dimensional nature of form in objects. • Use plasticine to make simple 3-D objects • Create a simple thank you card and assess according to following criteria: <ul style="list-style-type: none"> • Size of lettering • Illustration

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
VAPA - Dance	<input type="checkbox"/> Student can use the body elements to express ideas from a story <ul style="list-style-type: none"> • Recognize that stimuli can be used to initiate movement responses • Listen to an excerpt from a story and create a movement sequence to express ideas from the story • Elements of movement can be demonstrated, e.g., arm gestures, locomotor movements, facial expressions 	<ul style="list-style-type: none"> • Use of space • Movement sequence should demonstrate dance concepts including- use of space, locomotor and axial movements, dynamics including facial expressions • Stimuli/ideas from the story should be clearly identifiable • Students should show a clear beginning and end to their movement sequence • Arm gestures should be linked to the story • The movement sequence should follow the course of the story
VAPA - Drama	<input type="checkbox"/> Student is able to: <input type="checkbox"/> Creatively self-express using action and voice <ul style="list-style-type: none"> • Levels • Mime & hand gestures • Hands & voice • Soundscapes • Ring games • Role-play 	<ul style="list-style-type: none"> • Create and perform a simple one-minute soundscape based on a given theme. • Perform 2-3 body actions in ring gaming. • Role-play healthy habit practices using appropriate posture, voice, hand gestures and levels. See diagnostic checklist attached- Appendix 5. • Students use mime and hand gestures to introduce a family member.
VAPA-Music	<input type="checkbox"/> Recognize the importance of tone and tempo as they relate to good singing. <input type="checkbox"/> Recognize ostinati as repeated patterns. <input type="checkbox"/> Recognize contour in music <input type="checkbox"/> Become aware of local genres (styles) in music <input type="checkbox"/> Become aware of structure in music. <input type="checkbox"/> Develop composition skills.	<ul style="list-style-type: none"> • Sing in time to musical accompaniment and with a pleasing tone • Listen to music with ostinato and identify the ostinato by repeating it • Demonstrate melodic contour using hand movement or by drawing direction of pitches (up, down) • Select the correct label of genres such as Calypso, parang, chutney, when musical excerpts are heard

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		<ul style="list-style-type: none"> • From musical excerpts, identify if two parts are identical or contrasting. • Create and play short melodic answering phrases
VCCE	<ul style="list-style-type: none"> <input type="checkbox"/> Trustworthy behavior (understands/displays loyalty) for example, singing the national anthem and national pledge with pride <input type="checkbox"/> Responsible behavior (shows responsibility for self at work and play) for example, handing in assignments on time, completing work neatly. <input type="checkbox"/> Respect for self, others (respects the property of others and complies with rules) for example being on time for assembly and classes. <input type="checkbox"/> Wearing the required uniform or approved wear for classes. <input type="checkbox"/> Care for the environment (shows care for property, the environment and resources) for example, speaking about/verbally expressing the ways they do not pollute the environment. <input type="checkbox"/> Fairness to all persons (encourages others to be fair and understands the difference between fair and unfair) for example, awaiting their turn to respond in the class. <input type="checkbox"/> Good citizenship (distinguishes between rights, privileges and responsibilities and displays moral and social responsibility at 	<ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> • Skills • Knowledge including concepts • Values & Attitudes <input type="checkbox"/> Utilise teaching/learning strategies that can condense the above using appropriate resources e.g. videos, SLMS (Std 2) <ul style="list-style-type: none"> https://learn.moe.gov.tt/ https://learn.moe.gov.tt/pluginfile.php/302301/mod_resource/content/1/VCCE-Standard%202-Citizenship.pdf <input type="checkbox"/> Examples of Behaviours to be observed: <ul style="list-style-type: none"> • Value: Respect • Behaviour: Punctual for classes • Rating: Rarely, Sometimes, Consistently • Value: Responsibility • Behaviour: Appropriately dressed for classes • Rating: Rarely, Sometimes, Consistently

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	school and in the community) verbally expresses willingness to help others/have helped others in the community/society; displays a positive attitude to learning and school.	

CLASS: Standard THREE

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Agricultural Science	<ul style="list-style-type: none"> <input type="checkbox"/> Explores the use of appropriate agricultural technologies to rear at least one class of animal. For Example, but not limited to Poultry, Rabbits, Guinea Pigs. <input type="checkbox"/> Explores the use of appropriate agricultural technologies to grow plants. For Example, but not limited to: Container gardening, Hydroponics, Aquaponics, Trough culture, grow box and grow beds. <input type="checkbox"/> Explores how local dishes from various Caribbean islands can be used to enhance food tourism. For Example, but not limited to: Jamaican Akee and Saltfish, Trinidad and Tobago Crab and Calloo, doubles, Barbados Flying Fish 	<ul style="list-style-type: none"> • Allow students to participate in the following simple practical activities to assess core skills: (at home with supervision and face-to face as necessary): <ul style="list-style-type: none"> ○ Rearing one class of animal (appropriate to the level) ○ Creating a model of appropriate agricultural technologies used to grow plants ○ Creating a Caribbean meal and filming the process as well as developing a recipe book as a class activity. • Use of diagrams/pictures or drawings to help with the skill of distinguishing: <ul style="list-style-type: none"> ○ Different physical features of selected classes of animals. (For example, differences between male and female) ○ Appropriate agricultural technologies used to grow plants ○ Local dishes from various Caribbean islands. • Use the development of a list of tasks and responsibilities associated with the rearing of selected class of animals to ascertain students’ knowledge of the care and maintenance of animals. • Have student create a plant diary to monitor the growth and development of plants, as a tool to express understanding. • Use of reflections and journaling for students’ self-reflection –Creation of a Caribbean food journal for

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>different Caribbean dishes, as a tool to express understanding.</p> <ul style="list-style-type: none"> • Matching/drag and drop of different local dishes from various Caribbean islands, as a tool to express understanding. <p>Use of the following online resources to ascertain students' knowledge related to topics covered:</p> <ul style="list-style-type: none"> • How to Take Care of Farm Animals https://www.youtube.com/watch?v=z9SMYQpk148 • How I take Care of My Pet Rabbit: Routine and Care https://www.youtube.com/watch?v=Z2J65cGShk&t=112s • 6 Golden Rules of Guinea Pig Care https://www.youtube.com/watch?v=1RN_yDQdfEA • Hydroponics for Kids: https://thehydroponicsplanet.com/hydroponics-for-kids-a-complete-guide-for-parents/ • Who Needs Dirt? https://www.youtube.com/watch?v=eCSlRk0GTs • How does a greenhouse work: https://www.youtube.com/watch?v=JtTDx8_dlsE • Top Caribbean Food Tours https://www.viator.com/Caribbean-tours/Food-Tours/d4-g6-c80

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • AGRO AND CULINARY TOURISM https://www.onecaribbean.org/content/files/EHarveyCulinaryTourism.pdf
ELA	<input type="checkbox"/> Grammar and Creative Writing Apply Language Structure – <ul style="list-style-type: none"> • 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 • 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: 	Students’ ELA core competencies can be assessed through the use of the following activities: Grammar and Creative Writing <ul style="list-style-type: none"> • Skills and application Worksheets • Complete sentence frames • Sentence creation activity • Paragraph creation activity • Capitalisation and punctuation rules in context activities. • Fill in the blanks - Parts of speech • Dictation- capital letters and punctuation marks • Use of writing process chart/ cards Phonics <ul style="list-style-type: none"> • Dictation of phonic elements taught • Dictation of target words Vocabulary <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. Homophones BINGO, Fluency <ul style="list-style-type: none"> • Oral reading of words, captions, phrases and level appropriate reader Comprehension <ul style="list-style-type: none"> • Skill and application worksheets • Comprehension worksheet

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>-capitalization rules</p> <p>-punctuation marks:</p> <ul style="list-style-type: none"> • apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. • Arrange words in alphabetical order using the first and second letters • Write <ul style="list-style-type: none"> - simple instructions and directions - paragraphs – factual, informative, descriptive - poetry, comics, letters (including address and envelope) - exclamatory sentences (end with an exclamation mark (!)) - narrative form - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices - simple reports • Express thoughts and feelings in a reflective piece <p><input type="checkbox"/> Phonics</p> <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> 	<ul style="list-style-type: none"> • Listening and reading comprehension passages (target skills) • Sequencing activity • Text feature activity • Text structure activity • Cloze passage to 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.


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	<ul style="list-style-type: none"> - 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 <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> • Read /words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary • 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, figurative language and factual texts • Identify and use synonyms, root words and antonyms • Read and use homophones and homographs <input type="checkbox"/> Fluency 	




Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Read with accuracy and automaticity • letters of the alphabet, words/captions/phrases/ rhymes and level appropriate readers ☐ 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 <ul style="list-style-type: none"> - 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 - 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- (Fiction and Non-fiction) 	


Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> -Description and Sequencing, Cause and effect explicitly stated and Problem and solution • Interpret information in a variety of media • Make judgments and form opinions- fiction, poems and non-fiction • Interpret -signs, symbols, charts and graphs • Read and use poetry elements <ul style="list-style-type: none"> - Rhyme, rhyme patterns and stanza • Read and use literary device- Imagery • 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 • 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 <input type="checkbox"/> Penmanship <ul style="list-style-type: none"> • Write sentences <ul style="list-style-type: none"> -legibility and neat presentation - appropriate letter formation demonstrating correct strokes 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Math	<ul style="list-style-type: none"> <input type="checkbox"/> Number <ul style="list-style-type: none"> • Number Concepts • Understand the concept of numbers up to 10 000 • Count forward (count on) and backward (count back) by ones within 10 000 from any given number • Read and write number names and numerals to 10 000 • Match the number names and numerals to the quantities they represent up to 10 000 • Sequence number names and numerals to 10 000 <input type="checkbox"/> Place Value and Rounding <ul style="list-style-type: none"> • Explore the place value of numbers to 9 999 • Show, using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of thousands, ‘hundreds’, ‘tens’ and ‘ones’ and record as such, e.g. 1 245 = 1 thousand, 2 hundreds, 4 tens and 5 ones. • Develop an understanding of rounding to tens, hundreds and thousands • Round numbers to the nearest tens, hundreds and thousands <input type="checkbox"/> Number Patterns <ul style="list-style-type: none"> • Develop algebraic thinking (number patterns and number relationships) • Describe and extend whole number patterns involving the four operations e.g. 1, 6, 11, 16... 	<ul style="list-style-type: none"> • For all content areas: <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. • Interview, e.g. <ul style="list-style-type: none"> ○ Give students a 4-digit number such as 2 743. Have them represent the number and explain the meaning of each digit using base ten materials or teacher/student-made representations to support their explanation. • The student is able to <ul style="list-style-type: none"> ○ use materials to represent a 4-digit number ○ explain that the first digit represents 2 thousands ○ explain that the second digit represents 7 hundreds ○ explain that the third digit represents 4 tens ○ explain that the fourth digit represents 3 ones • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Present students with a hundred chart. Ask them to identify an increasing and a decreasing pattern. Have them identify the rule used to create the pattern.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>and patterns involving fractions, by using the pattern rule.</p> <ul style="list-style-type: none"> • Recognize when an error occurs in a pattern and what is wrong <p><input type="checkbox"/> Number Relationships</p> <ul style="list-style-type: none"> • Solve number sentences when the unknown is on the left or right side of the equal symbol. • Calculate the unknown in number sentences involving addition, subtraction, multiplication and division of whole numbers and involving one unknown <p><input type="checkbox"/> Whole Number (Operations):</p> <p><input type="checkbox"/> Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve real-life problems (concrete, pictorial and symbolic modes, including money) involving addition and subtraction • Solve problems involving addition (up to 4-digit numbers with sum less than 10 000) and up to 4 addends and subtraction (with minuend up to 4 digits) <p><input type="checkbox"/> Whole Number (Operations):</p> <p><input type="checkbox"/> Multiplication and Division</p> <ul style="list-style-type: none"> • Develop and apply procedures to multiply and divide whole numbers to solve problems • Use the algorithm for multiplication and division of whole numbers • Solve real-life problems (concrete, pictorial and symbolic modes, including money) involving multiplication and division 	<p>Challenge them to extend an increasing pattern beyond 100.</p> <ul style="list-style-type: none"> • The student is able to <ul style="list-style-type: none"> ○ identify an increasing pattern on the hundred chart ○ identify a decreasing pattern on the hundred chart ○ identify a pattern rule for an increasing pattern ○ identify a pattern rule for a decreasing Pattern ○ extend an increasing pattern • Pencil and Paper Task e.g. • Ask students to solve real-life addition, subtraction, multiplication and division problems in two different ways. Have students share their strategies. Stimulate discussion by asking: <ul style="list-style-type: none"> ○ What other strategy could be used to solve the problem? ○ Which strategy is easier to use? Why? ○ Will the strategy work for other problems? Can you prove it? ○ Which strategy do you prefer? Why? • Use students' responses to determine which strategies they know and whether they can: <ul style="list-style-type: none"> ○ identify problem situations that require addition/subtraction/repeated addition (multiplication)/sharing and grouping (division) ○ determine the correct sum (up to 9 999) of up to 4 addends using the algorithm ○ determine the correct difference between 2 numbers (with minuend up to 9 999) ○ use more than one strategy to solve real-life ○ solve real-life addition/subtraction problems

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	<ul style="list-style-type: none"> • Solve real-life problems involving multiplication (up to 2 digit by 2 digit numbers) and division (up to 4 digit divided by 1 digit) <input type="checkbox"/> Mental Mathematics <ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies to solve problems involving the four operations <input type="checkbox"/> Fractions <ul style="list-style-type: none"> • Explore fractions using area, linear and set models • Represent fractions using area, linear and set models. • Name and record fractions using words and symbols • Explore the equivalent relationships between fractions by matching/overlaying different fractional parts related to a common whole and describing the relationship. • Recognize and generate equivalent fractions using a variety of models. • Record equivalent relationships using the equal symbol (and non-equivalent relationships using the not equal to symbol) • Compare and order proper fractions with unlike denominators using equivalent forms. • Differentiate between proper fractions, improper fractions and mixed numbers • Distinguish between proper, improper and mixed number and convert from one form to another 	<ul style="list-style-type: none"> • Use the algorithm for multiplication/division of whole numbers <ul style="list-style-type: none"> ○ solve real-life multiplication problems (up to 2-digit by 2-digit) ○ solve real-life division problems (up to 4-digit divided by 1-digit) • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Allow students to use concrete resources/their own representations to show given fractions using area, linear and set models <input type="checkbox"/> Administer worksheet with target fraction problems e.g. What fraction of the number of circles is black? <div style="text-align: center;">  </div> <div style="text-align: center;"> <input type="checkbox"/> <hr style="width: 10%; margin: 0 auto;"/> <input type="checkbox"/> </div> <p style="text-align: center;">or _____ (word name)</p> • The student is able to <ul style="list-style-type: none"> ○ represent fractions using the area model ○ represent fractions using the linear model ○ represent fractions using the set model ○ name and record fractions using words ○ Name and record fractions using symbols • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Have students use manipulatives/grid paper/their own representations to show given proper fractions, improper fractions and mixed numbers.


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	<p><input type="checkbox"/> Geometry</p> <p><input type="checkbox"/> Solids</p> <ul style="list-style-type: none"> • Develop spatial sense through explorations in relation to solids • Compare and classify solids according to their properties (cube, cuboid, cylinder, pyramid, cone and triangular-based prism) and give reasons for classification • Differentiate between regular and irregular solids • Investigate properties of solids through exploration activities, building of frames and drawing • Construct frames of solids and draw/sketch solids to explore the properties of solids in terms of faces, edges and vertices <p><input type="checkbox"/> Plane Shapes</p> <ul style="list-style-type: none"> • Investigate properties of plane shapes • Compare and classify plane shapes according to their properties • Differentiate between regular and irregular polygons (triangles, quadrilaterals, pentagons, hexagons, octagons) <p><input type="checkbox"/> Symmetry</p> <ul style="list-style-type: none"> • Develop an understanding of symmetry • Determine the number of lines of symmetry in plane shapes – regular, irregular and curved, and in numerals and letters • Create symmetrical shapes <p>Measurement</p>	<ul style="list-style-type: none"> • Administer worksheet on proper fractions, improper fractions and mixed numbers e.g. <ul style="list-style-type: none"> ○ What improper fraction is shown below? ○ What mixed number is shown below? <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Observe students' responses to determine whether they can do the following: <ul style="list-style-type: none"> ○ Use concrete objects to represent proper fractions/improper fractions/mixed numbers ○ Make pictorial representations of proper fractions/improper fractions/mixed numbers ○ Provide a correct mixed number for an improper fraction • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ How are the shapes below the same? How are they different? <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> ○ How are the shapes below the same? How are they different?

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	<p><input type="checkbox"/> Linear</p> <ul style="list-style-type: none"> • Explain the need for and the importance of a larger or longer standard unit of measure for length • Explain the suitability of the unit as it relates to the length to be measured • Convert units and sub-units of measures of length • Develop concept of perimeter using regular and irregular shapes • Differentiate between area and perimeter • Count and record the number of units used to measure the perimeter of a shape • Measure and calculate the perimeter of regular and irregular shapes and compare and order <p><input type="checkbox"/> Mass/Weight</p> <ul style="list-style-type: none"> • Recognize the need for a unit smaller than the kilogram to measure mass/weight • Identify grams as a standard unit for measuring mass/weight and measure mass/weight of objects in grams using a set of scales • Develop measurement sense and apply appropriate techniques when measuring and making comparisons • Measure and compare the mass/weights of objects in kilograms and grams • State the relationship between the kilogram and gram and select and use the most appropriate standard unit for measuring mass/weight. <p><input type="checkbox"/> Time</p>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • The student <ul style="list-style-type: none"> ○ identifies all shapes as solids ○ identifies specific shapes as regular and irregular solids ○ identifies specific solids: cube, cuboid and cylinder ○ identifies the properties of solids: faces, edges and vertices • Interview e.g. <ul style="list-style-type: none"> ○ Have students identify and draw plane shapes that have line symmetry. Have them show the location of the line(s) of symmetry. Have them explain why the shapes are symmetrical. • The student <ul style="list-style-type: none"> ○ makes symmetrical shapes ○ justifies why the shapes are symmetrical ○ identifies the lines of symmetry • Interview e.g. <ul style="list-style-type: none"> ○ Have students identify and draw plane shapes that have line symmetry. Have them show the location of the line(s) of symmetry. Have them explain why the shapes are symmetrical. • The student <ul style="list-style-type: none"> ○ makes symmetrical shapes ○ justifies why the shapes are symmetrical ○ identifies the lines of symmetry

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	<ul style="list-style-type: none"> • Develop measurement sense and apply appropriate techniques when measuring using instruments • Read and tell time in five-minute intervals on analog and digital clocks • Use the calendar to identify and read dates • Read, interpret and record calendar dates in a variety of formats ☐ Capacity <ul style="list-style-type: none"> • Develop measurement sense and apply appropriate techniques when measuring capacity • Explain the need for and the importance of a smaller standard unit of measure for capacity • Measure capacity using standard units (litres, sub-units [millilitres]) • Measure the capacity of containers using the litre and the millilitre • State the relationship between the litre and millilitre and convert from one to the other ☐ Area <ul style="list-style-type: none"> • Develop measurement sense and apply appropriate techniques when measuring and comparing area • Explain the need for and the importance of a standard unit of measure for area • Select and use the most appropriate standard unit for measuring area (square centimetre – cm², square metre - m²) for small and large surfaces 	<ul style="list-style-type: none"> • Performance Task e.g. • Give students a set of unit squares. Ask them to construct at least three (3) shapes that have: <ul style="list-style-type: none"> ○ the same area but different perimeters ○ the same perimeter but different areas • Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Present students with a worksheet containing a variety of regular and irregular shapes drawn on grid paper. Have them order the shapes according to perimeter (from smallest to largest and vice versa) • Observation Checklist <ul style="list-style-type: none"> ○ Observe the students as they work • The student <ul style="list-style-type: none"> ○ is able to create shapes of similar area but different perimeter ○ is able to create shapes of similar perimeter but different area ○ is able to distinguish area from perimeter ○ accurately measures and calculates perimeter of regular shapes ○ accurately measures and calculates perimeter of irregular shapes ○ uses the correct unit to express area ○ uses the correct unit to express perimeter ○ is able to compare and order shapes based on their perimeter • Interview e.g. • Display the time on analog and digital clocks in five-minute intervals then ask students to <ul style="list-style-type: none"> ○ read and tell the time shown

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Measure area using standard units (cm², m²) and record measure <input type="checkbox"/> Statistics <input type="checkbox"/> Tally Charts and Bar Graphs <ul style="list-style-type: none"> • Demonstrate the ability to collect, classify, organise and represent data • Collect data (using observation and frequency counts) and classify data through investigation of a problem/question based on a real-life situation • Construct tally charts and bar graphs using appropriate symbolic representations • Demonstrate an understanding about the features of graphs and charts • Identify features of tally charts and bar graphs • Make decisions based on analysis or interpretation of data • Interpret data from tally charts and bar graphs based on a real-life problem or situation • Demonstrate the ability to present findings orally or in writing <p>Justify decisions made using data collected in writing and/or oral presentations</p>	<ul style="list-style-type: none"> ○ display the start times and end times of various activities using an analog or digital clocks. • Have students <ul style="list-style-type: none"> ○ determine the duration of each event ○ compare the duration of different events • Give students a calendar. Ask them to <ul style="list-style-type: none"> ○ point out the day's date ○ point out their birthday ○ record and explain each date using two formats • The student is able to <ul style="list-style-type: none"> ○ record calendar dates using one format ○ record calendar dates using two formats ○ justify why the shapes are symmetrical • Anecdotal Records <ul style="list-style-type: none"> ○ Use students' responses to the questions to determine whether further review on telling and recording time is needed. • Pencil and Paper Task e.g. • Sita made a purchase of fabric and paper. She used the fabric to cover a bed and the paper to cover a copy book. What standard unit of measure would be used to express <ul style="list-style-type: none"> ○ the area of the fabric used? ○ the area of the paper used? • The student selects <ul style="list-style-type: none"> ○ square centimetre (cm²) for measuring area of the paper ○ square metre (m²) for measuring area of the fabric

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ Have students construct all rectangles that have an area of 48 square units. Use grid paper to record the dimensions of each rectangle ● Observation Checklist ● The student <ul style="list-style-type: none"> ○ names all areas ○ applies an understanding of patterns to solve the problem ● Interview e.g. ● Present a tally chart depicting the favourite ice cream flavours of a group of children. Ask the following questions: <ul style="list-style-type: none"> ○ What does the tally chart show? How do you know? ○ Which ice cream flavour is liked more –chocolate or vanilla? How do you know? ○ How many more students liked strawberry than coconut? How do you know? ○ How many children were surveyed? How do you know? ● Pencil and Paper Task e.g. <ul style="list-style-type: none"> ○ Have students construct a bar graph from the data in the tally chart. ● The student <ul style="list-style-type: none"> ○ describes the data presented in the tally chart ○ answers questions pertaining to the tally chart ○ uses mathematical language correctly ○ constructs a bar graph correctly, including labelling the title and axes

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Apply fundamental movement skills using a variety of movement concepts and sequences e.g balance and weight transference in performing sequence: balancing on 1 part, 2 parts, 3 parts and 4 parts. <input type="checkbox"/> Perform basic gymnastic skills- Y Scale. <input type="checkbox"/> Apply learned locomotor and manipulative skills of running, throwing, catching, jumping and striking individually with increased difficulty. <input type="checkbox"/> Conform to rules that promote safety while participating in physical activities <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"/> Monitor nutrition/healthy eating <input type="checkbox"/> Distinguish dress code that is required for Physical Education class and physical activities as opposed to other 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 performing Gymnastic Skill – Y Scale: <ul style="list-style-type: none"> ○ Review the Side Scale (and scale stands) ○ Standing next to a wall- ○ One hand extended over the head and holding onto wall. ○ Knee bent and the opposite leg lifted ○ The inside of the ankle held with hips rotated outwards and leg extended upwards ○ Toes pointed ○ Back upright ○ Position held for 3-5 seconds or as long as one can. <div style="text-align: center;">  </div> <p>https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.stk-sport.co.uk%2Fgymnastics-coaching-photo-gallery-page-7.html&psig=AOvVaw1Z5en4uli74iitkSigFZ00&ust=1626982146524000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCLCjuv7y9PECFQAAAAAdAAAAABAD</p> <ul style="list-style-type: none"> • Ensure that the students are well warmed up and stretched before performing skill. Also, consider drills like

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>swinging the leg upwards from the side toward an outstretched arm.</p> <p>Note:</p> <ul style="list-style-type: none"> ○ Not all students will be at the same flexibility level or body type. ○ Allow students to do the parts of the skill that they are able to do. ○ If students feel pain, they should stop immediately. ○ Variation of the skill can be taught. <p>Beginning Y Scale</p> <p>https://www.youtube.com/watch?v=OhbTP4z4X3k&ab_channel=GymnasticsBasicsHomeTraining</p> <p>https://www.youtube.com/watch?v=FvQvgfEduRE&ab_channel=KaiaFIT</p> <p>https://www.youtube.com/watch?v=E3KKKvD_fEA&ab_channel=DCGlidenastics</p> <p>https://www.youtube.com/watch?v=V-80CBAMXnw&ab_channel=AnnaMcNulty</p> <ul style="list-style-type: none"> ● Strategies for determination of gaps - Healthy Habits: <ul style="list-style-type: none"> ○ Maintain journal to record foods consumed daily ○ View YouTube videos on healthy foods ○ Class discussion on preferred foods and nutrition practices ○ Class discussion to rate meals eaten by students as healthy or not healthy ○ Draw pictures of healthy foods on disposable food plate ○ Create collage of variety of healthy foods

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ Class activity to identify healthy foods from groups of pictures ○ Worksheets on healthy vs unhealthy foods
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes: <input type="checkbox"/> Individuals and Groups: <ul style="list-style-type: none"> • Stages in the life cycle of animals showing complete metamorphosis. E.g. mosquito, house fly • Features in animals and plants that allow for variation and adaptation. <input type="checkbox"/> Form and Function: <ul style="list-style-type: none"> • Separate soluble solids from solutions. • External parts of the flower <input type="checkbox"/> Systems and Interaction: <ul style="list-style-type: none"> • Protection of aquatic habitats and wetlands • Interdependency among plants <input type="checkbox"/> Conservation and Sustainability: <ul style="list-style-type: none"> • Uses of solar energy as an alternative to fossil fuels. • Effects of pollution: on land, in air, and in water. <input type="checkbox"/> Communicates scientific information: <ul style="list-style-type: none"> • In tables e.g., table of methods of separating solids from solutions • Drawing/ Diagrams e.g., Draw external flower parts, life cycle of animals. <input type="checkbox"/> Engages in developing solutions for simple problems related to Learning Outcomes e.g., 	<p>Useful learning activities to assist with diagnosing learning gaps can be found on: https://learn.moe.gov.tt/course/view.php?id=369</p> <p>Some examples of the use of different strategies to diagnose learning loss:</p> <ul style="list-style-type: none"> • Objective 4.1.1 Examine the external parts of the flower Students label the parts of a flower using an unlabeled diagram of a flower • Objective 3.1.1 Investigate the separation of soluble solids from solutions. Teacher demonstrates techniques used to separate solids from solutions using common materials. Students prepare a table of observations and make conclusions based on guided questions. • Objective 5.1.1 Justify the need to protect aquatic habitats including wetlands. Students read a comprehension passage on ‘Wetlands’ and answer questions based on the passage

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	<ul style="list-style-type: none"> • Present arguments against pollution; • Predict the impact of introduction of non-native or loss of native species; • Construct an argument in support of initiatives to protect wetlands. <input type="checkbox"/> Uses appropriate apparatus to conduct simple experiments/activities correctly and carefully e.g., <ul style="list-style-type: none"> • Use a thermometer; • Use of funnel, measuring cylinder, • Filter paper for separating solution. • Exhibits safe practices with regard to self and others: when conducting practical activities 	
Social Studies	<ul style="list-style-type: none"> <input type="checkbox"/> Locate T & T in relation to other Caribbean countries for example: <ul style="list-style-type: none"> • On a map of the Caribbean name and locate the following: <ul style="list-style-type: none"> • Trinidad and Tobago in relation to other Caribbean territories. • At least two countries in the following geographic divisions (Greater and Lesser Antilles, Windward and Leeward Islands and South and Central America. • The Caribbean Sea <input type="checkbox"/> Know the threats that impact the surrounding water bodies, for example <ul style="list-style-type: none"> • State in two sentences the following regarding the Caribbean Sea • Importance (recreation, employment (fishing, sea captain) and transport of goods and people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Diagnostic assessment to identify gaps re: <ul style="list-style-type: none"> • Skills • Knowledge including concepts • Values & Attitudes <input type="checkbox"/> Utilise resources e.g., videos, SLMS (Standard 3). Access can be made using the following link <input type="checkbox"/> Activity <ul style="list-style-type: none"> • The History of Trinidad and Tobago Heritage https://learn.moe.gov.tt/mod/resource/view.php?id=4933 • Videos and Teacher Resources <ul style="list-style-type: none"> o Independence Day, 1962 https://learn.moe.gov.tt/mod/url/view.php?id=6150 o Types of Pollution https://learn.moe.gov.tt/mod/url/view.php?id=6151 o National Heritage Sites https://learn.moe.gov.tt/mod/url/view.php?id=6142

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • The effect of man on biodiversity – overfishing, dumping of garbage, disposal of sewage and waste from factories <input type="checkbox"/> Value the interconnectedness (different cultures) of the Caribbean, for example • Locate on a map the origin of at least the major ethnic groups of Trinidad and Tobago (African, Chinese, European, Indian and Mid-Eastern) • In one sentence state why, the ethnic group came to Trinidad and Tobago. • Using pictures, state at least one example of the following contributions made by the ethnic groups identified above to Trinidad and Tobago: food, religion, dress dance and music. • State one example of cultural fusion in music and dance. <input type="checkbox"/> Present information using various, for example <ul style="list-style-type: none"> • Present at least one of the following forms of expression: <ul style="list-style-type: none"> - written, - spoken - visual and performing arts in the development of projects and presentations as guided by the teacher. <input type="checkbox"/> Following guidelines and instruction, for example <ul style="list-style-type: none"> • Adheres to steps in research and written and oral guidelines when completing activities and 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<p>assignments such as posters, scrapbooks and graphic organisers.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participation in class discussion and activities, for example <ul style="list-style-type: none"> • ask questions • present opinion • make suggestions 	
Spanish	<ul style="list-style-type: none"> <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 <p><u>Target Language Topics:</u></p> <ul style="list-style-type: none"> • The bodies of water that surround Trinidad and Tobago in Spanish • The bodies of water that surround the Caribbean islands in Spanish • Spanish vocabulary related to oceans/seas. • Simple weather conditions related to tropical climate in Spanish • Identifying and locating selected Spanish-speaking countries and their capitals in the Caribbean and South America • Words of welcome to others in Spanish 	<ul style="list-style-type: none"> • Oral questioning: <ul style="list-style-type: none"> ○ Students view short videos add link or remove on specific topics and answer targeted questions ○ Students respond orally to question cues eg terms for weather, words of welcome • Aural comprehension: <ul style="list-style-type: none"> ○ Students select pictures of ocean/seas that correspond to spoken vocabulary or phrases ○ Students view short videos on specific topics and answer targeted question <p>E.g. Bodies of water in the Caribbean: https://learn.moe.gov.tt/mod/resource/view.php?id=6378</p> <ul style="list-style-type: none"> ○ Students draw images of weather conditions.. to correspond to spoken vocabulary or phrases ○ Oral presentations: on ○ Students engage in Show and Tell e.g. Spanish - speaking countries
VAPA-Art	<ul style="list-style-type: none"> <input type="checkbox"/> Key art concepts using materials for 3-D object making and communication Demonstrate the concept of <ul style="list-style-type: none"> • size, • space, 	<ul style="list-style-type: none"> • Make a “Brush your teeth” poster using lines, colour, space and shape Students will be assessed on: Lettering, use of space, colour, illustration

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	<ul style="list-style-type: none"> • form and • colour 	<ul style="list-style-type: none"> • Construction activities by making a string car from recycled materials Students will be assessed on: creativity, innovation, following directions
VAPA - Dance	<ul style="list-style-type: none"> <input type="checkbox"/> Student can use a range of rhythm and tempi to create dance sequences • Understand how rhythm and dynamics can be incorporated to produce dance works • Clapping different rhythmic patterns, finger snapping, vocal sounds can be used as accompaniment for movement sequences 	<ul style="list-style-type: none"> • Show evidence of different rhythmic patterns individually or in groups • Add appropriate movements to the rhythmic patterns and create a dance sequence using small groups • Experiment with vocal sounds and finger snapping and add movements to the created accompaniment
VAPA – Drama	<ul style="list-style-type: none"> <input type="checkbox"/> Student is able to: <input type="checkbox"/> Creatively self-express using action and voice • Stage areas • Tableaux • Role-play 	<ul style="list-style-type: none"> • Locate the main areas of picture or video of the stage. • Students create a short video identifying the main areas of the stage or students create and share a poster or model showing the main stage areas. • Create solo tableaux based on a given topic e.g., land features. See diagnostic checklist attached- Appendix C. Criteria to assess tableaux include: • Role-play folk characters using voice, body (facial expressions and movement), space and costuming. See diagnostic checklist attached- Appendix C. Criteria for assessing each: e.g. space
VAPA-Music	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the impact of dynamics in music <input type="checkbox"/> Recognize the importance of proper diction as it relates to good singing <input type="checkbox"/> Become aware of meter in music. <input type="checkbox"/> Identify popular Caribbean artistes and their music. 	<ul style="list-style-type: none"> • Identify dynamics in music by using hand movement and explain the difference in pieces with and without dynamics • Sing phrases or simple songs with proper diction. Criteria to assess diction include pronunciation, articulation and enunciation.

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	<input type="checkbox"/> Understand how musical concepts and elements can be combined to compose songs, raps and jingles	<ul style="list-style-type: none"> • Perform different actions such as walking, standing, stomping, to strong beats and weak beats in music • Match pictures or videos of artistes and their names • “Listen and Tell” - Identify musical elements in simple songs eg. melody, rhythm, dynamics
VCCE	<input type="checkbox"/> Trustworthy behavior (displays loyalty and shows courage on behalf of others), for example <ul style="list-style-type: none"> • Shows courage on behalf of friends by informing the teacher about incidents of bullying, teasing and other inappropriate behaviour. • Demonstrates responsible behavior (makes responsible choices), for example, The student is punctual at the start of all class sessions. • Respect for self and others (shows respect for different cultures of the Caribbean), for example • Speaks positively and participates in all school activities. <input type="checkbox"/> Care for self and others (demonstrates care for the environment), for example <ul style="list-style-type: none"> • Uses kind words when interacting in the online or face- to-face environment for example, please, thank you, excuse me. • Does not make derogatory remarks (verbal or in the class chat) in all situations. <input type="checkbox"/> Fairness to all persons (makes informed and fair decisions), for example Student treatment of classmates must be equal regardless of ethnicity, class, religion, ability and physical attributes.	<p>Utilise teaching/learning strategies that can condense the above using appropriate resources e.g. videos, SLMS (Std 3)</p> <ul style="list-style-type: none"> • Use of teacher developed checklist to observe behaviours and attitudes of students, for example: • Value: Fairness to all persons (makes informed and fair decisions). • Behaviour/Attitude Statement: Friendship is not based on ethnicity, class, religion and physical attributes. • Rating to be assigned: • Rarely, Sometimes, Consistently • Value: Good Citizenship • Behaviour/Attitude Statement: Volunteers and participates in class, school, extra and co-curricular activities. • Rating to be assigned: • Rarely, Sometimes, Consistently <p>Use of tasks from SLMS Standard Three activities using the following general link Course: Standard 3: Curriculum Planning and Development Division - VCCE (moe.gov.tt)</p> <p>An example of an activity provided on the SLMS is presented below. Value: Fairness Topic: Judging Others</p>

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	<input type="checkbox"/> Good citizenship (informed about local and regional events and participates and volunteers in age-appropriate activities), for example <ul style="list-style-type: none"> • Identifies all public holidays in Trinidad and Tobago. • Actively participates in the celebration of all public holidays (activities may include artwork or craft items, for example, making a deya for Divali, greeting card for Christmas, Flower for Mother’s day, singing of nation building songs, dance and re-enactment of historical events) 	Link: PowerPoint Presentation (moe.gov.tt)

CLASS: Standard FOUR

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Agricultural Science	<ul style="list-style-type: none"> <input type="checkbox"/> Analyses the importance of food security as a pillar of regional development. <input type="checkbox"/> Demonstrates how to grow plants, employing good environmental practices. <ul style="list-style-type: none"> • For Example, but not limited to: Legume, Leaf, Root or Fruit Crops. <input type="checkbox"/> Explains the use of agro-processing methods to extend the shelf life of agricultural produce. <ul style="list-style-type: none"> • For Example, but not limited to: Creating jams, jellies, chutneys, pepper sauce, hams, saltfish using agro-processing and food preservation techniques. 	<ul style="list-style-type: none"> • Use the development of a journal of articles associated with food security in the Caribbean to ascertain students’ knowledge of the importance of food security as a pillar of regional development. • Use of diagrams/pictures or drawings to help with the skill of distinguishing: <ul style="list-style-type: none"> ○ Important food commodities associated with different countries in the Caribbean. ○ Different types of plants. ○ Different food preservation techniques. • Allow students to participate in the following simple practical activities to assess core skills: (at home with supervision and face-to face as necessary): <ul style="list-style-type: none"> ○ Cultivating plants. ○ A selected method of food preservation • Have students create a plant diary to monitor the growth and development of their plants to assess core skills. • Use the development of a list of tasks and responsibilities associated with the preservation of food in a safe manner to assess core skills. • Use of the following online resources to ascertain students’ knowledge related to topics covered: <ul style="list-style-type: none"> ○ What is food security: http://www.fao.org/fileadmin/templates/faoitally/documents/pdf/pdf_Food_Security_Coept_Note.pdf ○ What is food security: https://www.youtube.com/watch?v=8c5ZN7BseNA

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> ○ What Happened to Our Plants? Science Project for Kids https://www.youtube.com/watch?v=8kTt4xHHLzk ○ The Needs of a Plant for Kids What do Plants Need to Survive? https://www.youtube.com/watch?v=gIRR-VdIP1M ● Mango Jam Recipe How To Make Jam At Home Fruit Jam Recipe Alphonso Mango Varun Inamdar https://www.youtube.com/watch?v=TiCzwMFws8Q
ELA	<input type="checkbox"/> Grammar and Creative Writing <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. ● 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. 	<p>Students’ ELA 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 ● Capitalisation and punctuation rules in context activities ● Fill in the blanks - Parts of speech ● Dictation of capital letters and punctuation marks ● 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

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	<ul style="list-style-type: none"> • 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: capitalization rules, punctuation marks: apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. • 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 	<ul style="list-style-type: none"> • Circle target words activities • Context clues worksheet • Cloze passages (use target words) • Games-e.g. Homophones BINGO <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 activity • Text feature activity • Text structure activity • Cloze passage to 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
	<p>form - plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices, simple reports</p> <p><input type="checkbox"/> Phonics</p> <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 <p><input type="checkbox"/> Vocabulary</p> <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 <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 <ul style="list-style-type: none"> - 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 	


Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> - Compare and contrast ideas in literary text- Characters and setting - 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- (Non-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) 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • 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 • 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 	
Mathematics	<ul style="list-style-type: none"> <input type="checkbox"/> Number <ul style="list-style-type: none"> • Number Concepts, Place Value and Rounding • Recognize, represent, model, compare and order numbers up to 1 000 000 with reference to place value. • Demonstrate an understanding of different types of numbers. • Develop an understanding of rounding to thousands. <input type="checkbox"/> Number Patterns 	<p><u>Survey and diagnostic tests</u> Refer to Guidelines for Diagnosis for Mathematics</p> <p>Samples of other diagnostic strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number <ul style="list-style-type: none"> • <u>Performance Task/Observation/Questioning</u> • Place Value - Let students use manipulatives such as place value mats and base ten materials (Dienes blocks, money,

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing															
	<ul style="list-style-type: none"> • Recognize and explore number patterns up to 1 000. • Develop an understanding of different types of numbers by exploring their patterns. • Develop an understanding that pattern recognition can aid in problem solving. <p><input type="checkbox"/> Number Relationships</p> <ul style="list-style-type: none"> • Solve problems involving number sentences with one unknown <p><input type="checkbox"/> Whole Number (Operations)</p> <ul style="list-style-type: none"> • Solve problems using whole numbers involving the four operations. • Develop and apply mental mathematics strategies to solve problems involving whole numbers. • Use estimation strategies in problem solving contexts with whole numbers. <p><input type="checkbox"/> Fractions</p> <ul style="list-style-type: none"> • Develop and apply procedures to solve problems involving fractions and the four operations. <p><input type="checkbox"/> Decimals</p> <ul style="list-style-type: none"> • Demonstrate an understanding of decimals up to hundredths • Develop an understanding of the comparison of decimals • Develop an understanding of rounding to whole numbers and tenths. 	<p>stick bundles) to represent numerals presented on number cards e.g. Show the numerals: <i>a) 1 257</i> <i>b) 3 092</i></p> <p>Create an appropriate checklist to record observations of students' skills. A sample of a partial checklist for student understanding of Place Value is given here:</p> <table border="1" data-bbox="1161 656 1820 1015"> <thead> <tr> <th data-bbox="1161 656 1656 695">Questions</th> <th data-bbox="1656 656 1734 695">Yes</th> <th data-bbox="1734 656 1820 695">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="1161 695 1656 800">Can the student represent a 4-digit number with base ten materials correctly?</td> <td data-bbox="1656 695 1734 800"></td> <td data-bbox="1734 695 1820 800"></td> </tr> <tr> <td data-bbox="1161 800 1656 873">Can the student represent a 4-digit number with zero as a place holder?</td> <td data-bbox="1656 800 1734 873"></td> <td data-bbox="1734 800 1820 873"></td> </tr> <tr> <td data-bbox="1161 873 1656 946">Can the student describe the place value of the digits?</td> <td data-bbox="1656 873 1734 946"></td> <td data-bbox="1734 873 1820 946"></td> </tr> <tr> <td data-bbox="1161 946 1656 1015">Can the student describe the value of the digits?</td> <td data-bbox="1656 946 1734 1015"></td> <td data-bbox="1734 946 1820 1015"></td> </tr> </tbody> </table> <p>Alternatively, students can create numbers using the base ten materials, then write the corresponding numerals. The activity can be extended pictorially. Use questioning to determine students' thinking with both correct and incorrect responses e.g. <i>a) Why have you written a '9' in this place?</i> <i>b) What is the value of the '3'?</i> <i>c) Why is the zero placed here?</i></p>	Questions	Yes	No	Can the student represent a 4-digit number with base ten materials correctly?			Can the student represent a 4-digit number with zero as a place holder?			Can the student describe the place value of the digits?			Can the student describe the value of the digits?		
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Can the student describe the value of the digits?																	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing										
	<ul style="list-style-type: none"> • Develop and apply procedures to solve problems involving the addition and subtraction of decimals. • Use estimation skills to check solutions to problems and determine reasonableness of answer. <input type="checkbox"/> Problem Solving <ul style="list-style-type: none"> • Solve multistep problems involving whole numbers, fractions and decimals using algorithms, mental strategies and other problem-solving strategies. • Solve problems involving direct proportion. <input type="checkbox"/> Geometry <input type="checkbox"/> Solids and Plane Shapes <ul style="list-style-type: none"> • Demonstrate an understanding of the properties of solids and plane shapes. • Solve problems involving solids and plane shapes. <input type="checkbox"/> Angles <ul style="list-style-type: none"> • Demonstrate an understanding of angles. <input type="checkbox"/> Triangles <ul style="list-style-type: none"> • Demonstrate an understanding of the different types of triangles based on properties of sides and angles. <input type="checkbox"/> Measurement <input type="checkbox"/> Linear <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between standard units and their sub-parts to solve practical problems involving linear measure. 	<ul style="list-style-type: none"> • Decimals – Extend task for whole number to include representing decimals up to tenths then hundredths using the base ten materials e.g. Show the following numbers: <ul style="list-style-type: none"> a) 2.4 b) 30.2 c) 2.58 d) 125.06 <p>Create an appropriate checklist or rubric to record observations of students’ skills. A sample of a partial rubric for student’s understanding of Decimals is given here.</p> <table border="1" data-bbox="1178 768 1801 1412"> <thead> <tr> <th colspan="2" data-bbox="1178 768 1398 862">SKILLS</th> <th data-bbox="1398 768 1801 862">Demonstrate an understanding of decimals up to hundredths (focus on tenths)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1178 862 1335 1016" rowspan="3">LEVELS</td> <td data-bbox="1335 862 1398 1016">1</td> <td data-bbox="1398 862 1801 1016">Demonstrates understanding of the base ten nature of place value (represents whole numbers only using base ten materials on a place value chart.)</td> </tr> <tr> <td data-bbox="1335 1016 1398 1200">2</td> <td data-bbox="1398 1016 1801 1200">Extends the understanding of the base ten nature of place value to tenths (represents decimal numbers involving tenths using base ten materials on a place value chart) with direct assistance.</td> </tr> <tr> <td data-bbox="1335 1200 1398 1412">3</td> <td data-bbox="1398 1200 1801 1412">Demonstrates the understanding of decimal numbers involving tenths (represents decimal numbers involving tenths using base ten materials on a place value chart) but inconsistently and inaccurate at times.</td> </tr> </tbody> </table>	SKILLS		Demonstrate an understanding of decimals up to hundredths (focus on tenths)	LEVELS	1	Demonstrates understanding of the base ten nature of place value (represents whole numbers only using base ten materials on a place value chart.)	2	Extends the understanding of the base ten nature of place value to tenths (represents decimal numbers involving tenths using base ten materials on a place value chart) with direct assistance.	3	Demonstrates the understanding of decimal numbers involving tenths (represents decimal numbers involving tenths using base ten materials on a place value chart) but inconsistently and inaccurate at times.
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	<ul style="list-style-type: none"> • Demonstrate appropriate techniques when measuring. • Solve problems involving linear measure and perimeter. <input type="checkbox"/> Mass/Weight <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between standard units and their subparts to solve problems involving mass/weight. <input type="checkbox"/> Time <ul style="list-style-type: none"> • Accurately read and record time to the minute and solve practical problems involving time. • Develop an understanding of time schedules. <input type="checkbox"/> Volume <ul style="list-style-type: none"> • Develop the concept of volume. • Measure the volume of boxes by stacking and packing cubic blocks into them and counting to determine the volume. • Compare and order boxes according to their volume. • Understand conservation of volume. <input type="checkbox"/> Area <ul style="list-style-type: none"> • Demonstrate an understanding of area of regular and irregular plane shapes. • Solve problems involving area. <input type="checkbox"/> Statistics <ul style="list-style-type: none"> • 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 	4	<p>Demonstrates the understanding of decimal numbers involving tenths (represents decimal numbers involving tenths using base ten materials on a place value chart) consistently and accurately.</p>
		<p>Use questioning to determine students' thinking with both correct and incorrect responses e.g. <i>What digit is represented in the tenths position?</i></p> <ul style="list-style-type: none"> • <u>Pencil and Paper Tasks/Worksheets</u> • Rounding - Create worksheets with questions on rounding to the nearest thousand, ordering numbers in ascending or descending order and distinguishing between factors and multiples. Use item analysis data to determine students' errors. Use questioning to determine students thinking with both correct and incorrect responses. e.g. <ul style="list-style-type: none"> a) <i>Round 4680 to the nearest thousand. Explain why you gave this answer.</i> b) <i>Which of the following is a multiple of 8? A. 28 B. 34 C. 48 D. 54</i> c) <i>Why did you choose this answer?</i> • Number Patterns - Create worksheets with graded exercises in number patterns e.g. <ul style="list-style-type: none"> a) <i>Find the missing numbers in the number patterns</i> <ul style="list-style-type: none"> i. 1 5 9 _ 17 _ ii. 7 14 21 _ _ 42 iii. $\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{6}$ <input type="text"/> $\frac{1}{10}$ <input type="text"/> 	


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	<p>(pictographs, block graphs and bar graphs) and interpret results.</p> <ul style="list-style-type: none"> • Describe methods and analyse results and make decisions. • Communicate findings and decisions made using vocabulary associated with statistics. • 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. <p>Demonstrate an understanding of mode.</p>	<p><i>b) Find the errors in the patterns. Write the correct patterns.</i></p> <p>i. 1 1 3 7 13 20 30</p> <p>ii. 1 5 25 125 225 1125</p> <ul style="list-style-type: none"> • Decimals (Comparison and Rounding) - Create or download worksheets with exercises to assess comparison of decimals and rounding to the nearest whole numbers and tenths e.g. <ul style="list-style-type: none"> a) <i>Put in > or < to make the statements true.</i> <p style="text-align: center;">4.56 <input style="width: 30px; height: 20px;" type="text"/> 4.65</p> b) <i>Round the following to the nearest tenth:</i> <ul style="list-style-type: none"> i) 5.32 ii) 14.08 c) <i>Use the number line to answer the questions.</i> <ul style="list-style-type: none"> i. <i>Write a number which is less than 5.7</i> ii. <i>Which number is closer to 6, 5.3 or 5.8?</i> iii. <i>Write a decimal number with tenths that is less than 5. (and etc.)</i> <div style="text-align: center;">  </div> • <u>Use of online tests and worksheets</u> Using interactive sites, select items with the relevant content and suitable contexts. Observe students while they

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>work or have students share their screen if they are working remotely.</p> <ul style="list-style-type: none"> • Place Value – e.g. <ul style="list-style-type: none"> https://www.thatquiz.org/tq-c/math/place-value/ https://www.teacherled.com/iresources/placevalue/placevaluereels/ https://www.teacherled.com/iresources/placevalue/placevalueordering/ • <u>Journal Writing Tasks</u> • Have students write journal entries on various topics. Determine students’ knowledge and skills through their writing e.g. <ul style="list-style-type: none"> a) <i>Students will explain the pattern of adjacent place value positions, moving from right to left and left to right using a four-digit number e.g. 3 685</i> b) <i>Students will describe the meaning of each digit in a numeral.</i> c) <i>Students will explain repeating, increasing or decreasing number patterns (whole numbers, fractions, decimals) in writing. They should be able to identify or describe the starting point, pattern rule e.g.</i> <ul style="list-style-type: none"> i. 1, 4, 8, 13, 19 ii. 0.10, 0.15, 0.20, 0.25, 0.30 • <u>Interviews</u> • Present problems (on cards) involving four operations to students. Read each problem aloud. Use mathematical expressions or simple one-step word problems at first. Increase the complexity of the skills required, gradually.

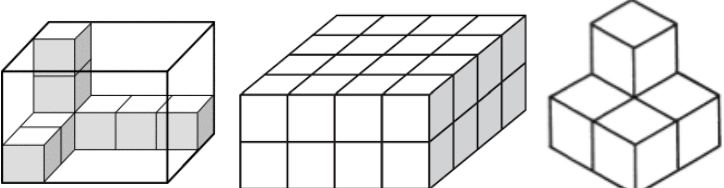
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>Ask questions to determine how students solved the problems. Use a checklist or anecdotal records to record the skills student displayed/did not display e.g.</p> <ul style="list-style-type: none"> • Addition: <ol style="list-style-type: none"> a) <i>What is $5 + 4$? (1-digit and 1-digit, no regrouping)</i> Ask student: <i>How did you solve it?</i> (for both correct and incorrect answers). Sample checklist: <i>Student</i> <ul style="list-style-type: none"> ○ <i>did not attempt the problem</i> ○ <i>attempted problem but got an incorrect answer</i> ○ <i>solved the problem with manipulatives only</i> ○ <i>used counting on strategy</i> ○ <i>used part-part-whole strategy</i> ○ <i>recalled basic fact</i> <p>If student got the correct answer move on to another question in the hierarchy of skills for the operation. Increase complexity of skills with other problems e.g.</p> <ol style="list-style-type: none"> b) $8 + 7$ (1-digit and 1-digit, regrouping) c) $24 + 13$ (2-digit and 2-digit, no regrouping) d) $25 + 47$ (2-digit and 2-digit, regrouping) e) $320 + 16$ (3-digit and 2-digit, no regrouping) and etc. <p>Present problems with change unknown and vary in complexity e.g.</p> <ol style="list-style-type: none"> a) $45 + \square = 156$ b) $45 + 72 = 50 + \square$

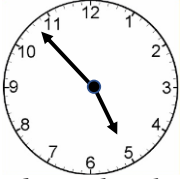

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • Fractions – use the hierarchy of skills for operations e.g. <ul style="list-style-type: none"> a) <i>Harry ate $\frac{2}{9}$ of the pizza and Sam ate $\frac{5}{9}$ of the same pizza. What fraction of the pizza was eaten?</i> (add fractions with the same denominator) b) $\frac{1}{5} + \frac{7}{10} = \square$ (add fractions with one denominator a multiple of the other) c) $\frac{1}{3} + \frac{1}{4} = \square$ (add unit fractions with different denominators) <p>Use questioning to determine students' thinking with both correct and incorrect responses e.g. <i>What digit is represented in the tenths position?</i></p> <ul style="list-style-type: none"> • Addition and subtraction of decimals - Use similar strategies as given for whole numbers. • Problem Solving - Whole Number Operations, Operations with Fractions, Decimals • <u>Online tests</u> https://www.mathmammoth.com/preview/tests/End_of_Year_Test_Grade4.pdf https://www.liveworksheets.com/eb1259425ft https://www.iknowit.com/fourth-grade.html

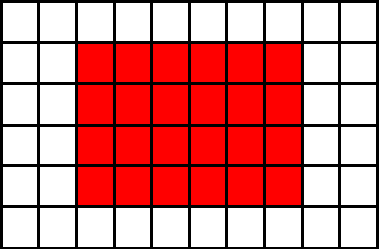
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • <u>Paper and Pencil Tasks/Interviews/Questioning/Journal Writing</u> • Present graded one-step and multi-step problems to students and have them solve them using concrete materials or drawings if necessary. Ask questions to determine how students solve problems. You may need to ask follow up questions. Use this approach for both correct and incorrect answers. Record students' responses in anecdotal records or create a checklist of skills e.g. <ul style="list-style-type: none"> Problem: <i>Ling baked a batch of cookies for a party. Ling's brother ate $\frac{1}{5}$ of the batch of cookies at home. Ling took the remaining cookies to the party where her friends ate another $\frac{7}{10}$ of the batch of cookies. There were 3 cookies left. How many cookies were in the batch?</i> <p>Allow students to use fraction boards, circles, towers etc. to work with the equivalent fractions.</p> <p>Ask questions and record students' responses through anecdotal records or designed checklists e.g.</p> <ul style="list-style-type: none"> ○ <i>What is this problem about? (students can describe/retell problem)</i> ○ <i>What are we asked to find?</i> ○ <i>What information do we have?</i> ○ <i>Is there missing information? Is there extra information?</i> ○ <i>Can we make a model or draw a diagram to solve the problem? etc.</i> <p>Use Polya's Problem Solving steps and strategies as a guide to questioning. Ask the necessary follow up questions.</p> • Include journal writing task for example:

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p data-bbox="1125 297 1801 362"><i>Re-write problem in your own words and explain the strategy you selected for solving the problem.</i></p> <p data-bbox="1083 402 1213 435">Geometry</p> <ul data-bbox="1083 443 1879 995" style="list-style-type: none"> <li data-bbox="1083 443 1713 475">• <u>Performance Task/Observation/Questioning</u> <li data-bbox="1083 483 1879 735">• Solids and Plane Shapes – Present students with actual solid shapes – cube, cuboid, cylinder, pyramid, cone and triangular-based prism. Let students examine shapes and then draw faces. Ask questions to determine students’ understanding of the properties of the shapes e.g. number of faces, shapes of faces, parallel and perpendicular lines, right angles etc. <li data-bbox="1083 743 1879 995">• Angles – <ul style="list-style-type: none"> <li data-bbox="1136 784 1879 995">a) Have students examine objects around the home or classroom e.g. hands of a clock, door and determine types of angles associated with their turns i.e. whole turn, three quarter turn, half turn, quarter turn. Students can then associate turns with angles – right angle, greater than a right angle, smaller than a right angle. <div data-bbox="1157 1027 1791 1239" style="text-align: center;">  <p>The images show a round clock face with hands, a laptop computer, and a wooden door that is slightly ajar, all used as examples of objects with angles.</p> </div> <ul style="list-style-type: none"> <li data-bbox="1136 1255 1879 1320">b) Have students model angles using geo-strips or any other suitable manipulatives or objects. <li data-bbox="1083 1328 1879 1393">• Triangles (Classifying) – Give students a set of triangles to sort into groups. Students can match triangles directly or

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		<p>use a grid to compare them. Have students explain their rule for sorting. Ask appropriate questions to determine students' understanding of the properties of triangles (angles and sides). Create an appropriate rubric to record observations of students' skills. A sample of a partial rubric is given here:</p> <table border="1" data-bbox="1178 581 1801 1138"> <tr> <td colspan="2" data-bbox="1178 581 1430 797">SKILLS</td> <td data-bbox="1430 581 1801 797"> Knowledge and Understanding: Demonstrates understanding of angles by recognizing them in solids and plane shapes and classifying them according to size of turns. </td> </tr> <tr> <td data-bbox="1178 797 1335 1138" rowspan="4">LEVELS</td> <td data-bbox="1335 797 1430 862">1</td> <td data-bbox="1430 797 1801 862">Recognises turns in solids and plane shapes inconsistently</td> </tr> <tr> <td data-bbox="1335 862 1430 951">2</td> <td data-bbox="1430 862 1801 951">Recognises turns in solids and plane shapes but is unable to classify size of turns.</td> </tr> <tr> <td data-bbox="1335 951 1430 1040">3</td> <td data-bbox="1430 951 1801 1040">Recognises turns in solids and plane shapes but inconsistently classifies size of turns correctly.</td> </tr> <tr> <td data-bbox="1335 1040 1430 1138">4</td> <td data-bbox="1430 1040 1801 1138">Recognises turns in solids and plane shapes and consistently classifies size of turns correctly.</td> </tr> </table> <ul style="list-style-type: none"> <li data-bbox="1087 1219 1850 1427"> <p>• <u>Use of online tests, games and/or worksheets</u> Use interactive sites/games and observe students while they work or have students share their screen if they are working remotely. See example below. https://www.iknowit.com/lessons/d-geometry-solid-shapes-3d.html</p> 	SKILLS		Knowledge and Understanding: Demonstrates understanding of angles by recognizing them in solids and plane shapes and classifying them according to size of turns.	LEVELS	1	Recognises turns in solids and plane shapes inconsistently	2	Recognises turns in solids and plane shapes but is unable to classify size of turns.	3	Recognises turns in solids and plane shapes but inconsistently classifies size of turns correctly.	4	Recognises turns in solids and plane shapes and consistently classifies size of turns correctly.
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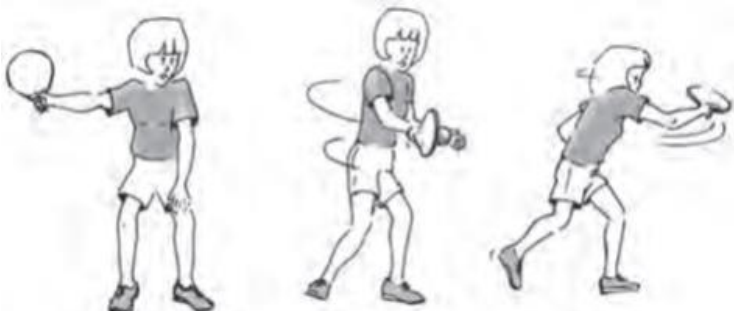
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>Measurement:</p> <ul style="list-style-type: none"> • <u>Performance Task/Observation/Questioning</u> • Linear – Have students measure the lengths of appropriate objects and express lengths in millimetres. Create an appropriate checklist to record observations of students’ skills e.g. <ul style="list-style-type: none"> ○ <i>edge of the ruler is aligned to the object</i> ○ <i>end of object is placed at 0 mark of the ruler</i> ○ <i>the number on the ruler at the other end of the object is correctly identified and recorded</i> ○ <i>correct unit (mm) is used</i> <p>Extend the activity to objects placed at other points on the ruler and have students record lengths. Use pictorial representations (worksheet) next to further determine students’ skills.</p> <ul style="list-style-type: none"> • Volume– Have students pack cubes of the same size in boxes then count cubes to determine their volume. Students will record their results. Extend the activity to include construction of models of cubes and cuboids, counting the cubes and recording the volume. Extend further to construction of other models (e.g. missing cubes from cuboids). Use pictorial representations (worksheet) next to further determine students’ skills. <div style="text-align: center;">  </div>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>Create an appropriate checklist to record observations of students' skills.</p> <ul style="list-style-type: none"> • <u>Paper and Pencil Tasks/Interviews /Questioning/Online Tests</u> • Time - Create or download worksheets or with questions based on telling time to the minute (“to” and “past”) and solve simple one-step problems involving elapsed time e.g. <ol style="list-style-type: none"> a) i. <i>Write the time shown on the clock.</i> (students can write in words, then express time as digital) <div style="text-align: center;">  </div> <ol style="list-style-type: none"> ii. <i>Draw hands on the clock to show 8 minutes past 7.</i> <div style="text-align: center;">  </div> b) <i>Jan put a cake to bake in the oven at 10:43 a.m. and took it out at 11:12 a.m. How much time did the cake need for baking?</i> c) <i>Paul's online class started at 9:32 a.m. The class was 45 minutes long. At what time did the class end?</i>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>Use online tests and select relevant items. Observe students while they work or have students share their screen if they are working remotely. Examples are given here: https://uk.ixl.com/maths/time https://www.k5learning.com/free-math-worksheets/fourth-grade-4/word-problems/time</p> <ul style="list-style-type: none"> • Area Have students draw shapes of given areas on grids and express answers in square units e.g. <ol style="list-style-type: none"> a) <div style="text-align: center;">  </div> b) Ask questions to determine students' understanding of area and record students' responses through anecdotal records or design appropriate checklists or rubrics to assess students' knowledge and skills. c) Create or download worksheets (appropriate content and graded) to assess problem solving involving area. □ Statistics <ul style="list-style-type: none"> • <u>Performance Task/Observation/Questioning</u> • Data collection, organization and display of data <ol style="list-style-type: none"> a) Have students design and conduct simple surveys in their class or school e.g. <ul style="list-style-type: none"> ○ Student Attendance

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing												
		<ul style="list-style-type: none"> ○ Favourite Sport ○ Favourite Food b) Students will then classify, organize data and display data in tables and/or tally charts. c) Students will represent data on graphs (pictographs, block graphs or bar graphs) using appropriate scale factors e.g. <p style="text-align: center;">Favourite Sport</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Sport</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Badminton</td> <td>38</td> </tr> <tr> <td>Cricket</td> <td>76</td> </tr> <tr> <td>Football</td> <td>54</td> </tr> <tr> <td>Netball</td> <td>52</td> </tr> <tr> <td>Table Tennis</td> <td>30</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Interpretation and Analysis of Data Ask questions orally or in written form to determine students' interpretation of data including their understanding of mode e.g. <ul style="list-style-type: none"> ○ <i>How many students' favourite sport is badminton??</i> ○ <i>How many more students like football than table tennis?</i> ○ <i>Which is the most popular sport? (mode)</i> 	Sport	Number of Children	Badminton	38	Cricket	76	Football	54	Netball	52	Table Tennis	30
Sport	Number of Children													
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Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<p>Students will make decisions based on the interpretation of data e.g.</p> <ul style="list-style-type: none"> ○ <i>The principal is planning a school sporting competition. Which sport should she select for the competition?</i> ○ <i>Give a reason for your answer.</i> ○ <i>Which two foods should be served at a class party?</i> ○ <i>Give a reason for your answer.</i> <p>Create an appropriate checklist to record observations of students' skills e.g. Student</p> <ul style="list-style-type: none"> ○ <i>used an appropriate method of data collection</i> ○ <i>sorted and organized data using proper criteria</i> ○ <i>displayed data in a table/tally chart correctly</i> ○ <i>represented data in an appropriate graph</i> ○ <i>used a suitable scale on the selected graph</i> ○ <i>interpreted the data from the graph correctly</i> ○ <i>made appropriate generalizations</i> ○ <i>used the data represented to support decision making</i> <ul style="list-style-type: none"> • <u>Paper and Pencil Tasks/Interviews/Journal Writing</u> <ul style="list-style-type: none"> a) Create or download worksheets with simple problems based on frequency tables, tally charts, pictographs, block graphs, bar graphs. Use item analysis data to determine students' errors. Use questioning to determine students thinking with both correct and incorrect responses. <p>Have students write journal entries discussing the information represented on graphs (brief reports). Students should use the information to draw conclusions and make decisions.</p>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Physical Education	<ul style="list-style-type: none"> <input type="checkbox"/> Execute simple gymnastic routines with 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"/> <input type="checkbox"/> List the benefits to be derived from: <input type="checkbox"/> Participating in regular physical activities <input type="checkbox"/> Drinking a regular intake of water <input type="checkbox"/> Engaging in personal hygiene after physical activities. <input type="checkbox"/> Apply knowledge of appropriate attire that is required for participating in physical activities <input type="checkbox"/> Explain the importance of various foods to the body for participating in physical activity. 	<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 Manipulative Skill- striking object (with hand or improvised paddle) <ul style="list-style-type: none"> ○ Eyes focused on the object ○ Stands side on in preparation for incoming object ○ Moves towards (track) the incoming object ○ Hand or striking implement extended upward and backward ○ Steps forward with the opposite foot to the striking hand. ○ Swings arm or implement forward and make contact with object ○ Contact made in front of body ○ Follows through around the body <p>https://www.youtube.com/watch?v=SPmHjxUAf0&ab_channel=JulieLassiter</p> 

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • Strategies for determination of gaps in content- Healthy Habits: <ul style="list-style-type: none"> ○ Develop quiz items to identify types of ‘go foods’ ○ View YouTube videos on various foods to categorize them according to nutrients needed for physical activity ○ Have students complete chart indicating important foods for selected activities ○ Create simple exercises/activities to match foods against energy levels ○ Have students develop tally chart to monitor daily intake of water ○ Sequence steps in proper handwashing technique ○ List reasons why washing hands is important ○ Identify benefits to be derived from regular participation in physical activities ○ Explain hygienic practices that should be followed after participating in physical activities
Science	<input type="checkbox"/> Knows and understands scientific terms, facts, concepts and methods related to Learning Outcomes: <input type="checkbox"/> Individuals and Group <ul style="list-style-type: none"> • Biological changes that take place in animals and plants during the growth process. • The need for eating healthy foods (balanced and natural). <input type="checkbox"/> Form and Function: <ul style="list-style-type: none"> • Properties of materials such as: • Ability to transmit sound and light 	<p>Useful learning activities to assist with diagnosing learning gaps can be found on:</p> <p>https://learn.moe.gov.tt/course/view.php?id=861</p> <p>Some examples of the use of different strategies to diagnose learning loss:</p> <ul style="list-style-type: none"> • Objective 3.1.1 Investigate the properties of materials Teacher demonstrates the correct method in using a laboratory thermometer. Students then write the correct procedure listing each step.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Absorbency e.g., measuring temperature of dark surfaces (black clothing, painted surfaces) versus light colours i.e., white, silver • Strength, e.g., Twisting and pulling materials like string to determine strength • Conduction of heat and electricity e.g., use of thermometers correctly to measure temperature of solid and liquid substances. • Factors that affect the stability of simple structures ☐ Systems and Interaction: <ul style="list-style-type: none"> • Weather and climate. E.g., Observe and draw various clouds on rainy, sunny and overcast days. Use thermometers to measure temperature on these various days and provide suitable explanations. ☐ Conservation and Sustainability: <ul style="list-style-type: none"> • Renewable and non-renewable sources of energy. E.g., draw and colour various renewable and non-renewable sources • The Greenhouse Effect and its link to Global Warming. E.g., Draw diagrams to illustrate link between greenhouse effect and climate change ☐ Communicates scientific information: <ul style="list-style-type: none"> • Tables e.g., Greenhouse effect: factors that contribute to Greenhouse Effect • Drawings/ diagrams E.g., draw pictures of healthy foods and consequences of not consuming them. 	<p>Teacher presents students with the results and observations from a simple laboratory experiment to determine heat conduction in different types of materials. Students tabulate the information and make conclusions.</p> <ul style="list-style-type: none"> • Objective 5.1.1 Differentiate between weather and climate. Students read a comprehension passage on ‘Climate and Weather’ and answer questions based on the passage

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<input type="checkbox"/> Engages in developing solutions for simple problems related to Learning Outcomes e.g. Using recycle bins within school compound to solve plastic disposal problem <input type="checkbox"/> Conduct simple experiments/activities correctly and carefully e.g., Use of thermometers to measure temperature in shaded places like under trees, inside classrooms, school yard and unshaded places. e.g., conduct experiments to investigate the physical changes which take place as plants grow <input type="checkbox"/> Exhibits safe practices about self and others e.g., Taking turns to read thermometers, rulers, handling apparatus like glass beakers, small spades and scissors.	
Social Studies	<input type="checkbox"/> Demonstrate an understanding of the use and forms of media. <input type="checkbox"/> Display caution when using the various forms of media for example <input type="checkbox"/> Know the physical and emotional changes associated with puberty. <input type="checkbox"/> Know and understand the facts and concepts associated with family and changes within the family. <input type="checkbox"/> Demonstrate an understanding of the political history of Trinidad and Tobago in an age-appropriate manner. <input type="checkbox"/> Demonstrate an understanding of the structure and function of government in Trinidad and Tobago.	Diagnostic assessment to identify gaps re: <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. <u>(113) SNAPSHOTS OF HISTORY TRINIDAD AND TOBAGO 50TH ANNIVERSARY - YouTube</u>

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of their rights and responsibilities as consumers and how to seek redress. <input type="checkbox"/> Display national pride and patriotism. <input type="checkbox"/> Present information using various forms. <input type="checkbox"/> Following guidelines and instruction <input type="checkbox"/> Participation in class discussion and activities. 	
Spanish	<ul style="list-style-type: none"> <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"/> <u>Target Language Topics:</u> <ul style="list-style-type: none"> • Expressing in Spanish likes and dislikes of selected aspects of the Hispanic culture • Basic forms of media (in Spanish) • State in Spanish how they use different forms of media • Using ‘There is more...’ (<i>Hay más...</i>)/ ‘There is less ...’ (<i>Hay menos...</i>) to describe various changes to our world 	<p>Oral questioning:</p> <ul style="list-style-type: none"> • Students view short videos on specific topics and answer targeted questions <p>E.g. Forms of media: https://learn.moe.gov.tt/mod/resource/view.php?id=63</p> <p>Aural comprehension:</p> <ul style="list-style-type: none"> • Students select pictures that correspond to spoken vocabulary or phrases • Students view short videos on specific topics and answer targeted questions <p>e.g. Changes in the world e.g pollution https://www.youtube.com/watch?v=LW09yH_eV2</p> <p>Oral presentations:</p> <ul style="list-style-type: none"> • Students engage in Show and Tell about aspects of culture/changes to our world/the importance of learning foreign languages
VAPA-Art	<ul style="list-style-type: none"> <input type="checkbox"/> Use materials and art concepts to create art pieces 	<ul style="list-style-type: none"> • Use a combination of materials to create 3-dimensional Object. (<i>Students will be assessed- creativity, innovation and following directions</i>)

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
		<ul style="list-style-type: none"> • Demonstrate understanding of elements and principles of design by using patterns to create textiles design (<i>Students will be assessed- creativity, innovation and use of design in relation to theme given</i>)
VAPA - Dance	<input type="checkbox"/> Student can demonstrate knowledge of the cultural heritage of Trinidad and Tobago through creating and presenting dances using steps from the cultural forms	<ul style="list-style-type: none"> • Demonstrate a knowledge of the heritage/ culture of Trinidad and Tobago • Create movements from the folk characters • Demonstrate steps from indigenous folk dances • Use these steps in creating their own movement sequences
VAPA - Drama	<input type="checkbox"/> Student is able to: Creatively self-express using action and voice <i>to perform stories and make presentations.</i> <ul style="list-style-type: none"> • Story creation • Festivals of Trinidad and Tobago • Caribbean Festivals 	<ul style="list-style-type: none"> • Create short scenarios on a given theme e.g., Oceans or festival secular or sacred (national or regional) incorporating the techniques of flashback and flashforward. • Create scenarios that show the similarities and differences of two local festivals that were viewed. • Observe short videos on festivals from other Caribbean countries. • Create a presentation on a festival from another Caribbean country. • Students orally share positive notes on peer performances or presentations.
VAPA- Music	<input type="checkbox"/> Analyse popular musical genres from the Caribbean <input type="checkbox"/> Recognize form (structure) in music <input type="checkbox"/> Understand how musical concepts and elements can be combined to create and document short pieces.	<ul style="list-style-type: none"> • Clap/ play characteristic rhythmic patterns of popular Caribbean genres • Identify musical excerpts as call and response, verse and chorus or solo/chorus (can be in the form of a game e.g. Jeopardy, debate)

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize how correct breathing and expression contribute to good singing. <input type="checkbox"/> Become aware of the different melodies contained in two-part songs. 	<ul style="list-style-type: none"> • Analyze/ critique a musical piece identifying the various musical elements such as melody, rhythm, tempo and dynamics • Analyze/critique vocal (singing) performances focusing on breathing techniques and expression • Imitate (repeat) the two different melodies in a two-part song after listening to an excerpt
VCCE	<ul style="list-style-type: none"> <input type="checkbox"/> Trustworthy behavior (displays actions that show/build trust). <input type="checkbox"/> Demonstrates responsible behavior (makes responsible choices and uses media responsibly). <input type="checkbox"/> Respect for self and others (respects the rights of others to privacy and communicates respectfully). <input type="checkbox"/> Care for self and others (shows consideration for others when using the media). <input type="checkbox"/> Fairness to all persons (defends the rights of others and impartial decisions). <input type="checkbox"/> Good citizenship (uses appropriate methods to seek redress for other and understands social justice and citizenship). 	<p>Diagnostic assessment to identify gaps re:</p> <ul style="list-style-type: none"> • Skills • Knowledge including concepts • Values & Attitudes <p>Utilise teaching/learning strategies that can condense the above using appropriate resources e.g. Videos and other online resources.</p>

CLASS: Standard FIVE

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
Agricultural Science	<input type="checkbox"/> Evaluates how local issues affect agriculture at the national and/or international level. For example, but not limited to: <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
ELA	<input type="checkbox"/> Grammar and Creative Writing <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 	Students’ core competencies can be assessed through the use of the following activities. Grammar and Creative Writing <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.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word. • 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 	<ul style="list-style-type: none"> • Fill in the blanks - Parts of speech • Dictation- capital letters and punctuation marks • 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

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> - punctuation marks: apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. • 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 	<ul style="list-style-type: none"> • -letter, word and sentence writing • Assess using any form of written work produced by student.

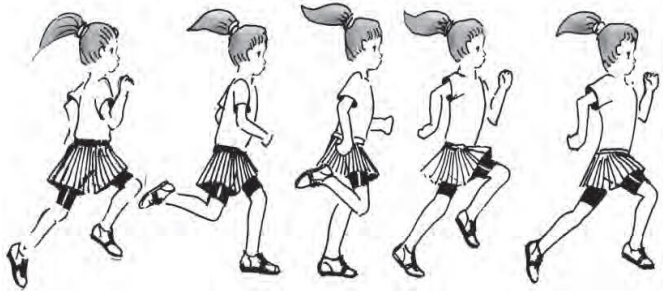
Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> • Read /words from reader/ tricky words/ high frequency words / familiar and subject- specific vocabulary • Apply context 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 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> - Compare and contrast ideas in literary text- Characters and setting - 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) 	

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Express their own point of view/ preferences based on evidence from the text • 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	<ul style="list-style-type: none"> <input type="checkbox"/> Number <input type="checkbox"/> Fractions <ul style="list-style-type: none"> • Develop and apply procedures to add and subtract fractions and mixed numbers to solve problems. • Develop and apply procedures to multiply a fraction by a whole number to solve problems. • Develop and apply procedures to divide whole numbers by fractions and fractions by whole numbers to solve problems. <input type="checkbox"/> Decimals <ul style="list-style-type: none"> • 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. <input type="checkbox"/> Per Cent 	<ul style="list-style-type: none"> • Use for all strands/topics: Use surveys and diagnostic tests • Administer survey test to students. A survey test can be a weekly, monthly and/or termly Mathematics test. • Selected past paper items for the Secondary Entrance Assessment (SEA) examination, used for practice, can be used as a survey test. • You can vary the item types in the survey test e.g. • selected response types e.g. multiple-choice, matching, true/ false • constructed response/supply types e.g. fill in the blanks, short answers

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Develop an understanding of percent, concretely, pictorially and symbolically. • Calculate the percent of a quantity. • Express a quantity as a percentage of another. • Relate per cents to fractions (halves, quarters, fifths tenths) and decimals. • Compare and order fractions, per cents and decimals. • Solve problems involving fractions, decimals and per cents. <input type="checkbox"/> Problem Solving <ul style="list-style-type: none"> • Create and solve real-life, one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, per cents and money (including profit and loss, discount). • Solve problems involving unequal sharing (not including the use of ratio). <input type="checkbox"/> Geometry <input type="checkbox"/> Solids and Plane Shapes <ul style="list-style-type: none"> • Describe solids in terms of their properties. • Investigate right angles and non-right angles in solids • Investigate the properties of solids by examining their cross-sections, base and height and angles • Identify types of quadrilaterals: rectangle, square, trapezium, parallelogram and rhombus • Classify and compare quadrilaterals according to their attributes (angles, sides, perpendicular and parallel). • Solve problems involving solids and plane shapes. <input type="checkbox"/> Measurement <input type="checkbox"/> Linear <ul style="list-style-type: none"> • Develop and use formulae for finding the perimeter of squares and rectangles 	<ul style="list-style-type: none"> • Conduct item analysis on the results of the survey test. • Identify errors made by students. You can do this for individual students or note general errors made by some or all students. • Develop a diagnostic test with items that are designed to further assess the specific content in which the errors are seen. • Design the diagnostic test according to the hierarchy of skills in each content area (from simple to more complex). • Use item types that are focused on identifying the content or skills in which students are displaying deficiencies. Start at the level of the deficiencies to assess the content/skills. • Administer the diagnostic test to individual, some or all students. • Look for error patterns among students' incorrect responses Determine whether student errors form patterns or they are just random mistakes. • You can discuss the students' responses with them, allowing them the opportunity to give explanations of the strategies they used for solving the problems. This will inform your diagnosis even further. • Use the results of the diagnosis to determine the specific Mathematical content and/or skills that need remediation. • Plan interventions for individual, some or all students which directly target the identified deficiencies in their knowledge and skills.

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> • Write and explain the formulae for finding the perimeter of any given rectangle and square • Calculate and compare perimeters of squares and rectangles • Solve problems in real-life contexts involving perimeter <input type="checkbox"/> Mass/Weight <ul style="list-style-type: none"> • Solve problems involving mass/weight <input type="checkbox"/> Time <ul style="list-style-type: none"> • Solve problems involving time <input type="checkbox"/> Area <ul style="list-style-type: none"> • Solve problems in real-life contexts involving area • Solve problems involving perimeter and area <input type="checkbox"/> Statistics <ul style="list-style-type: none"> • Develop the concept of mean/average. <p>Solve problems involving mean/average</p>	<ul style="list-style-type: none"> • Other diagnostic strategies: Use the recommended diagnostic strategies for Standard Four content. Apply similar diagnostic strategies for new content in Standard Five.
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. 	<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

Subject	CHECKLIST of Outcomes/Competencies/Standards	Strategies for Diagnosing
	<ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of appropriate attire that is required for participating in physical activities <input type="checkbox"/> Explain the importance of various foods to the body for physical activity 	<p data-bbox="1205 258 1908 315">https://www.youtube.com/watch?v=OBN54xJtlP8&ab_channel=JasonErickson</p>  <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. ● 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	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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/ • 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	<ul style="list-style-type: none"> <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. 	<p>Oral questioning:</p> <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 • 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.

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.

Agricultural Science

Class	Term	Learning Outcomes	Suggested Online Tools/Resources For Instruction
Infants One	Term I	<ul style="list-style-type: none"> • Agricultural Plants: Select agricultural plants from a given collection - real or virtual based on being edible and value to sustaining life on earth. • Agricultural Animals: Select at least three animals that are reared on a farm based on being edible, products made from each and commonly reared. 	<ul style="list-style-type: none"> • Plant Parts We Eat https://www.youtube.com/watch?v=NeWemluBxVw • Edible Plant Parts https://www.youtube.com/watch?v=GAtj0VvuOeA • What do farm animals give us? https://www.youtube.com/watch?v=BwewhRGR2MY
	Term II	<p>Places where plants are grown: Identify places where plants are grown for food</p> <p>Objects used in agriculture: Identify objects used in agriculture</p>	<ul style="list-style-type: none"> • Where Do Fruits and Vegetables Come From? https://www.youtube.com/watch?v=CdPRZ3wjCxA • Farm Tools and Equipment https://www.youtube.com/watch?v=3amZhrKICcs • Tools used on the farm https://www.youtube.com/watch?v=DgkkTIZheHc
	Term III	<p>Mealtime: Describe foods eaten at different mealtimes (breakfast, lunch, dinner) and activities engaged in each, before eating meals.</p> <p>People who produce and sell food: Identify People who produce and sell food. Some of these occupations include, but are not limited to: Farmer, Farm Labourer, Tractor driver, Market</p>	<ul style="list-style-type: none"> • Mealtime Song Time to Eat! Yummy Yummy https://www.youtube.com/watch?v=6oIh5XexNVM • Wash Your Hands Before Eating https://www.youtube.com/watch?v=GnzepyosyRE • How Do We Get Our Food? https://www.youtube.com/watch?v=v7HNTGXwQd0&t=223s

Class	Term	Learning Outcomes	Suggested Online Tools/Resources For Instruction
		vendor, Wholesaler, Supermarket owner, Food vendor.	<ul style="list-style-type: none"> • I Want to Be a Farmer - Kids Dream Job - Can You Imagine That? https://www.youtube.com/watch?v=WtH7hNKyOD8&t=239s
Infants Two	Term I	<p>Main steps in growing plants: Identify the main steps in growing plants</p> <p>Main steps in in rearing ornamental fishes: Identify and demonstrate the steps in rearing ornamental fishes</p>	<ul style="list-style-type: none"> • How does a Seed Become a Plant? https://www.youtube.com/watch?v=tkFPyue5X3Q • Gardening for Beginners: 10 Easy Steps to Sowing Seeds https://dengarden.com/gardening/How-to-Sow-Seeds • Roots, Stem, Leaves, Flower Parts of a Plant Song https://www.youtube.com/watch?v=9bFU_wJgvBI • How to set up a fish tank. https://www.youtube.com/watch?v=Aal2W8sDOPA • Aquarium Starter Kit Fun with Alanna! https://www.youtube.com/watch?v=fFJrGLlrEXA
	Term II	<p>Handling and preparation of plant produce:</p> <ul style="list-style-type: none"> • Value the importance of the proper handling and preparation of plant produce 	<ul style="list-style-type: none"> • Harvesting & Handling Vegetables from a Garden https://agriflifeextension.tamu.edu/library/gardening/harvesting[1]handling-vegetables-garden
	Term III	<p>Modes of transportation used to transport food:</p> <ul style="list-style-type: none"> • Explain various modes of transportation used to transport food locally and internationally, from farm to table. 	<ul style="list-style-type: none"> • How Groceries Are Flown Around The World https://www.youtube.com/watch?v=KPbaC8di43I • How Do Bananas Grow and End Up in the Store? https://www.youtube.com/watch?v=SgFKfVfghpg
Standard One	Term I	<p>Roles of our ancestors in agriculture:</p> <ul style="list-style-type: none"> • Identify the roles of our ancestors in agriculture 	<p>Caribbean Agriculture: http://lifeofplant.blogspot.com/2011/10/caribbean-agriculture.html</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources For Instruction
	Term II	<p>Name categories of purposes for which plants were used by our ancestors, such as:</p> <ul style="list-style-type: none"> • Foods, condiments and spices, beverages, medicines, building materials, craft items and religion. <p>Identify plants and animals used by our ancestors for:</p> <ul style="list-style-type: none"> • Food, transportation, pets and religious purposes. 	<ul style="list-style-type: none"> • History Of Domestication https://www.youtube.com/watch?v=yfDHeXxG4tU
	Term III	<p>Agricultural folklore practices of our ancestors:</p> <ul style="list-style-type: none"> • Investigate the agricultural folklore practices of our ancestors <p>Identify the components of farms from the era of our ancestors: Construct a model of a farm/ farms from the era of our ancestors</p>	<ul style="list-style-type: none"> • Common garden superstitions from around the world: https://gardentherapy.ca/garden-superstitions/ • Planting for Corpus Christi: https://www.youtube.com/watch?v=eAbAlZrlCnl • Farming Past and Present https://www.youtube.com/watch?v=v7QrvJua2uE • SHOCKING Ways Farming Has Changed Over The Years https://www.youtube.com/watch?v=m-ArZzuPeWo
Standard Two	Term I	<p>Identifies the main steps in cultivating plants. For Example, but not limited to:</p> <ul style="list-style-type: none"> • Selection of high-quality planting materials (seeds, seedlings, cuttings) • Land/Soil clearing and or preparation • Primary and secondary Tillage/ creating a good potting mix or planting medium. 	<ul style="list-style-type: none"> • How does a Seed Become a Plant? https://www.youtube.com/watch?v=tkFPyue5X3Q • Gardening for Beginners: 10 Easy Steps to Sowing Seeds https://dengarden.com/gardening/How-to-Sow-Seeds • Roots, Stem, Leaves, Flower Parts of a Plant Song https://www.youtube.com/watch?v=9bFU_wJgvBI

Class	Term	Learning Outcomes	Suggested Online Tools/Resources For Instruction
		<ul style="list-style-type: none"> Planting and Spacing Cultural practices (weed control, irrigation, pest and disease control, applying fertilizers, staking, pruning) Harvesting and preparation for market/consumption 	
	Term II	Outline the main steps in rearing ornamental fishes.	<ul style="list-style-type: none"> How to set up a fish tank. https://www.youtube.com/watch?v=Aal2W8sDOPA Aquarium Starter Kit Fun with Alanna! https://www.youtube.com/watch?v=fFjrGLlrEXA
	Term III	Explain the importance of value-added agricultural products to the economy of Trinidad and Tobago.	<ul style="list-style-type: none"> What is value-added food production? https://www.youtube.com/watch?v=tw6PXtf_TH0 Agro-processor, Hafeeza Smith creating value-added products https://www.youtube.com/watch?v=qTGzfce44e4
Standard Three	Term I	Rearing animals using appropriate agricultural technologies: <ul style="list-style-type: none"> Rear at least one class of animal. For Example, but not limited to: Poultry, Rabbits, Guinea Pigs 	<ul style="list-style-type: none"> How to Take Care of Farm Animals https://www.youtube.com/watch?v=z9SMYQpk148 How I take Care of My Pet Rabbit: Routine and Care https://www.youtube.com/watch?v=Z2J65cGShk&t=112s 6 Golden Rules of Guinea Pig Care https://www.youtube.com/watch?v=1RN_yDQdfEA
	Term II	Explore the use of appropriate agricultural technologies to grow plants.	<ul style="list-style-type: none"> Hydroponics for Kids: https://thehydroponicsplanet.com/hydroponics-for-kids-a-complete-guide-for-parents/ Who Needs Dirt? https://www.youtube.com/watch?v=eCSlrlk0GTs How does a greenhouse work: https://www.youtube.com/watch?v=JtTDx8_dlsE

Class	Term	Learning Outcomes	Suggested Online Tools/Resources For Instruction
	Term III	Explores how local dishes from various Caribbean islands can be used to enhance food tourism.	<ul style="list-style-type: none"> • Top Caribbean Food Tours https://www.viator.com/Caribbean-tours/Food-Tours/d4-g6-c80 • Agro and Culinary Tourism https://www.onecaribbean.org/content/files/EHarveyCulinaryTourism.pdf • Jamaican Food!! KING OF CURRY GOAT + Oxtail and Ackee in Montego Bay, Jamaica! https://www.youtube.com/watch?v=aXQ0N_ofG-U
Standard Four	Term I	Food security: <ul style="list-style-type: none"> • Analyse the importance of food security as a pillar of regional development. 	<ul style="list-style-type: none"> • What is food security: http://www.fao.org/fileadmin/templates/faoitally/documents/pdf/pdf_Food_Security_Cocept_Note.pdf <p>What is food security: https://www.youtube.com/watch?v=8c5ZN7BseNA</p>
	Term II	Investigate the growth, development and yield of plants. Investigate the growth, development and yield of one class of farm animals.	<ul style="list-style-type: none"> • What Happened to Our Plants? Science Project for Kids https://www.youtube.com/watch?v=8kTt4xHHLzk • The Needs of a Plant for Kids What do Plants Need to Survive? https://www.youtube.com/watch?v=gIRR-VdIP1M • How to Take Care of Farm Animals https://www.youtube.com/watch?v=z9SMYQpk148 • How I take Care of My Pet Rabbit: Routine and Care https://www.youtube.com/watch?v=Z2J65cGShk&t=112s • 6 Golden Rules of Guinea Pig Care https://www.youtube.com/watch?v=1RN_yDQdFEA
	Term III	Extend the shelf life of agricultural produce using an appropriate agro-processing method.	<ul style="list-style-type: none"> • Mango Jam Recipe How To Make Jam At Home Fruit Jam Recipe Alphonso Mango Varun Inamdar https://www.youtube.com/watch?v=TiCzwMFws8Q

Class	Term	Learning Outcomes	Suggested Online Tools/Resources For Instruction
Standard Five	Term I	Local issues affecting agriculture at the national and/or international level: Analyse how local issues affecting agriculture at the national and/or international level	<ul style="list-style-type: none"> • 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/5404379c_afa_n2.pdf

See Appendix B --- for sample lesson plan for Agricultural Science

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
<p>Infant One</p>	<p>Term I</p>	<p>Grammar: Skills: Apply the use of the grammatical structures in speaking, listening, reading, writing, and viewing.</p> <ul style="list-style-type: none"> • Language Structure • The Verb to be: <ul style="list-style-type: none"> - “I am’ (I’m) + Parts of speech or phrase - “You are’ (singular)+ • Parts of Speech or phrase <ul style="list-style-type: none"> - “He/ She/ It is • ’(singular) (He/She/It’s,) + Parts of Speech or phrase ☐ Creative Writing- Skills- <ul style="list-style-type: none"> • Connect to Grammar • What is a sentence, -Use of a capital letter, -Number of words, -The words make sense. • Teacher Modelling) • Use of Writing Process- (brainstorming, drafting) <ul style="list-style-type: none"> -Shared Writing (LEA), -Sentence Writing-Informative • Class Journal (Writing/Drawing) <p>Phonemic Awareness-</p> <ul style="list-style-type: none"> • Identify same and different sounds (environmental) • Identify spoken words that rhyme. • Skills - Isolate and pronounce in two and three phoneme spoken words -1. beginning sound, 2. ending sound, 3. middle sound • Blend -onset and rimes to pronounce words 	<ul style="list-style-type: none"> • Skills building and application Worksheets: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=MwUjGtdTxVo https://www.youtube.com/watch?v=t313vsatKMY https://www.youtube.com/watch?v=D_f-e4OhHU8 https://www.readingrockets.org/article/informal-reading-assessments-examples • SLMS Lessons for Infant 1- <ul style="list-style-type: none"> https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> - two and three phonemes to pronounce words (VC, CV, CVC, VCC, CVVC) • Segment spoken words into <ul style="list-style-type: none"> - onset and rimes - two and three phonemes (VC, CV, CVC, VCC, CVVC) Phonics- Letter sequence • Application of Skills- 2 and 3 phonemes blending, 2, 3, 4 and 5 phonemes blending • Dictation of CVC words (written) • Word Families Vocabulary: • Decodable words/first words from reader/ familiar and subject- specific vocabulary/ tricky words/high frequency words • Context Clues: picture, background/familiar and definition Fluency • Teacher Modelling (echo reading) rhymes • Letter sound and word fluency/captions/ • Introductory Readers • Comprehension- • Oral comprehension • Relationship between picture and story • Literal questions- Who? When? Where? Why? What? and How? • Text structure: (Fiction and Non-Fiction) 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>- Description and Sequencing, -Explicit Main Idea- Picture and illustrations, -Story structure- (beginning, middle, end), Re-tell events sequentially -Text features: Title, Author Pictures, and Illustrations</p> <p>Penmanship-</p> <ul style="list-style-type: none"> • Writing/Readiness Skills <ul style="list-style-type: none"> -Tracing lines, patterns, letters, words (names). sentences - Grasp of the writing tool: • Line awareness • Directionality 	
Infant One	Term II	<p>Grammar Skills</p> <ul style="list-style-type: none"> • Apply the use of the grammatical structures in speaking, listening, reading, writing, and viewing. Review Language Structure-The Verb to be: • singular and plural, Content, Language Structure -The Verb to be: Past tense - Singular and Plural <p>Creative Writing</p> <ul style="list-style-type: none"> • Review-Differentiate between telling and asking sentences. Content-Telling sentences, Questions Skill- • Writing (Sequencing sentences), Stories, Directions <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Content - Two and three phoneme words. Skill-Discriminate between spoken words that differ in one sound (beginning ending or middle sound) • Phoneme deletion one syllable spoken words <p>Phonics</p> <ul style="list-style-type: none"> • Review of 44 sounds or Consonants Content 	<ul style="list-style-type: none"> • Skills building and application worksheets • Write sentences • End punctuation activity <p>https://www.youtube.com/watch?v=t313vsatKMY</p> <p>https://teachingwithoutfrills.com/</p> <p>https://www.youtube.com/watch?v=nBQ8dU0KPtg</p> <p>https://www.youtube.com/watch?v=M2H29fRVqf8</p> <p>https://www.youtube.com/watch?v=5Y_fxQ_52pk</p> <p>https://www.youtube.com/watch?v=GJMQWNd1TT8</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Long sounds of vowels, - Consonant sounds, -Vowels (review of short sounds), - Use of silent e <p>Vocabulary</p> <ul style="list-style-type: none"> • Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject-specific vocabulary • Content- Context Clues: Background/ Familiar, Prior Knowledge, Synonyms, Definition, Antonyms <p>Fluency</p> <ul style="list-style-type: none"> • Letter sound and word/captions/phrasing fluency/ • Teacher Modelling (echo reading) rhymes, Text reading • Skills- Elements of fluency- (accuracy, rate phrasing and expression) <p>Comprehension</p> <ul style="list-style-type: none"> • Answering inferential questions-non-fiction -Predicting Outcomes- Prior events; Story element- Characters • Simple physical features of literary characters, -literary (poems and stories) • Interpret information in a variety of media-Signs and symbols. • Following Directions • Predicting Outcomes- titles and pictures • Compare and contrast Characters- Fiction <p>Penmanship-</p> <ul style="list-style-type: none"> • Writing Skills-Tracing lines, patterns, letters, words (names). Sentences • Grasp of the writing tool: Line awareness, • Directionality 	<p>https://www.youtube.com/watch?v=HLcjb0t6SRI</p> <ul style="list-style-type: none"> • Elkonin boxes • Phoneme deletion activities • SLMS Lessons for Infant 1- https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
Infant One	Term III	<p>Grammar-</p> <ul style="list-style-type: none"> • Skills: Apply the use of the grammatical structures in speaking, listening, reading, writing, and viewing. • Content: Language Structure- The Verb to have: • Use of capital letters, Use telling and asking sentences. <p>Creative Writing-</p> <ul style="list-style-type: none"> • Content- Writing Descriptions: People and Animals • Compare and Contrast • I Wish Poems, Colour Poems, Shape Poems <p>Phonemic Awareness-</p> <ul style="list-style-type: none"> • Skills- Phoneme addition and substitution one syllable spoken words <p>Phonics-</p> <ul style="list-style-type: none"> • Content • [<wh> for /w/ or <u-e >]; [<ew>]; [<c> for /s/ or hard and soft <c>]; [<aw> for saw or hard and soft <g>]; [<ph> for /f/ or <u-e >], [<ew>]; [<g> for /j/ or hard and soft <c>]; [<au> for fault or <al> for talk] • Introduce sound <y> for Syd <p>Vocabulary-</p> <ul style="list-style-type: none"> • Content-Decodable words/ more words from reader/ more tricky words/ more high frequency words / more familiar and subject- specific vocabulary • Context Clues: Prior Knowledge, Definition, Synonyms <p>Fluency-</p> <ul style="list-style-type: none"> • Content –Letter sound and word / captions / phrasing fluency • Teacher Modelling (echo reading) rhymes • Text reading 	<ul style="list-style-type: none"> • Skills building and application worksheets https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=nBQ8dU0KPtg https://www.youtube.com/watch?v=M2H29fRVqf8 https://www.youtube.com/watch?v=5Y_fxQ_52pk https://www.youtube.com/watch?v=GJMQWNd1TT8 https://www.youtube.com/watch?v=HLcjb0t6SRI https://www.youtube.com/watch?v=SNs9zZm9jzg • Comprehension worksheets - Oral answers • Use of posters and advertisements • SLMS Lessons for Infant 1- https://learn.moe.gov.tt

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Skills-Elements of fluency (accuracy, rate phrasing and expression) Comprehension- • Content- Differentiate between literal and inferential questions, Answer literal and inferential questions (stories, poems, non-fiction) • Story element- Setting and Problem and Solution (Fiction) • Text structure: Problem and Solution-Non-fiction • Interpret information in a variety of media- advertisements • Lessons learnt from stories and poems Penmanship- • Writing Skills- Tracing lines, patterns, letters, words (names). sentences • Line awareness and directionality- appropriate letter formation demonstrating correct strokes 	
Infant Two	Term I	<p>Grammar</p> <ul style="list-style-type: none"> • Review, telling and asking sentences. Content: Language Structure- 1. Verb ‘to be’ present tense+ Parts of speech or phrase, - 1st, 2nd and 3rd person singular and plural. 2. Verb ‘to be’ past tense + Parts of speech or phrase, -1st, 2nd and 3rd person singular and plural. 3. Verb -to have + Parts of speech or phrase, - 1st, 2nd and 3rd person singular and plural • Parts of speech- Nouns-Naming Words, Persons, Animals, Places and Things, - Nouns-One /More than One Add (s, es) • Adjectives-colour and size, Pronouns, Capitalization: 	<ul style="list-style-type: none"> • Skills building and application worksheets https://www.youtube.com/watchv=MwUjGtdTxV0 https://sesamestreetincommunities.org/topics/language/?activity=building-language-skills-spy https://sesamestreetincommunities.org/topics/language/?activity=word-flashcards https://www.youtube.com/watch?v=b7AkNKZsV-4

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Names of Persons, Days of the Week, Months of the Year • Sentences: Punctuation: Full Stop <p>Creative Writing</p> <ul style="list-style-type: none"> • What is a sentence? - number of words, the words make sense, use of a capital letter, use of an end punctuation. • Support with pictures-Sentence / Non sentence. Arranging words in order to make a sentence. Recall the events of a story. Sentence Writing – 1. asking sentences with the naming words given. 2. (2-3 sentences) -Use of a picture (s), Graphic organizer. Use of the writing process- brainstorming and drafting to create sentences, revising, editing, publishing Shared Writing (LEA) <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Skills- Identify: -spoken words that rhyme, -syllables in spoken words. • Produce spoken words that rhyme. Isolate and pronounce in three and four phoneme spoken words- - the beginning sound, the ending sound, the middle sound • Blend syllables orally, onset and rimes to pronounce one and two syllable words, three and four phonemes to pronounce words (VCC, CVC, CVVC, CVCC, CCVC) • Segment spoken words -containing three and four phonemes (VCC, CVC, CVVC, CVCC, CCVC), -one and two syllable words into onset and rimes <p>Phonics</p>	<p>https://www.youtube.com/watch?v=7OwX6tjOztY</p> <p>https://www.youtube.com/watch?v=hFFW9zKJ5os</p> <p>https://www.pbslearningmedia.org/resource/sesame-interactive-rhyme-time/rhyme-time-sesame-street/</p> <p>https://www.uniteforliteracy.com/</p> <p>https://www.storyplace.org/</p> <p>https://www.storylineonline.net/library/</p> <p>https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw</p> <p>https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_cnt_r-0</p> <ul style="list-style-type: none"> • SLMS Lessons for Infant 2- https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Content-Review letter sounds correspondences and Word Families, Short vowel sounds, Long vowel sounds (silent e), Word Families, Inflectional endings – s , –es , -ing and –ed, Beginning Consonant blends e.g. -r- ,-l-and –s- blends, Contractions – I’m, Ending consonant blends <p>Vocabulary</p> <ul style="list-style-type: none"> • Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject-specific vocabulary. Synonyms, Root Words, Antonyms • Context clues: - Picture, definition clues, word structure clues, background/familiar, Stories/ poems /graphics read: Infer the contextual meanings of words or texts from figurative language and factual texts <p>Fluency</p> <ul style="list-style-type: none"> • Letter sound fluency/ • Letter sound and word fluency/captions • Teacher Modelling (echo reading) rhymes • Introductory Readers <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required. Following directions and instructions • Answering literal questions- use of pictures and short text • Who?, Where?, When? Why? What? How?/ Re-tell events sequentially. Main idea pictures (Fiction and non-fiction) 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Explicit Main idea - short texts (fiction), Compare and contrast characters, (Fiction and poems), Text Structure • Sequencing details- Non-Fiction (retell events sequentially) • Description (Non-fiction) • Story element--Characters (Fiction and poems), describe simple physical features of literary characters - Setting description (Fiction), - Setting (Poems), Text features - Title and author and Title Page, Headings and Sub-headings <p>Penmanship</p> <ul style="list-style-type: none"> • Writing/Readiness Skills • Tracing lines, patterns, letters, words (names). sentences • Grasp of the writing tool: Line awareness and directionality Sentence Writing, - legibility and neat presentation • appropriate letter formation demonstrating correct strokes 	
Infant Two	Term II	<p>Grammar</p> <ul style="list-style-type: none"> • Parts of Speech-Verbs (Concept- Tense), Language Structures- Present and Future Tense (Contraction to be used as well), Negatives, Subject and verb agreement (Concept) • Parts of Speech –Adjectives)- (what kind, size, colour, taste, texture, etc.) Verb “to be” present and past (singular and plural) <p>Creative Writing</p>	Skills building and application worksheets

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Elements of a poem(calypso), Writing a poem- (calypso)- Teacher Modelling. Elements of a paragraph (Analysis), Main Sentence, Supporting Details/sentences (use of transition words, adjectives), Concluding Sentence • Paragraph writing including prompts (Teacher Modelling, Guided and Independent Writing). Compound sentences • –use of “and” and “but”. Subject and verb agreement. Journal Writing <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Discriminate between spoken words that differ in one sound, -Phoneme deletion one syllable spoken words, - Two and three phoneme words <p>Phonics</p> <ul style="list-style-type: none"> • Review-44 sounds or Consonants, - Vowels (short sounds), - Use of silent e, -words with beginning and ending blends, - Long sounds of vowels, - Consonant sounds, • Syllabication with prefixes, -Consonant Digraphs, - Word Families/ Phonograms, -Syllabication, - Compound Words • -with prefixes, -Vowel Digraphs <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words, Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from Figurative language and factual texts. Context Clues: 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Background/ Familiar, Prior Knowledge, Definition and Structure Clues</p> <ul style="list-style-type: none"> • Homophones, Compound Words, Synonyms, Homographs <p>Fluency</p> <ul style="list-style-type: none"> • Review of sounds/words/ phrasing. Teacher Modelling (echo reading) rhymes, Readers Text Reading <p>Comprehension</p> <ul style="list-style-type: none"> • Answering inferential questions (Fiction and poems, - Non-fiction), -Predicting Outcomes, Interpret information in a variety of media-Signs and symbols • Text features - Table of Contents and Illustration and Captions, -Infer meaning in context using figurative language (similes) in stories and poems, -Text Structure Compare and contrast (Non-Fiction), -Following Directions, - Answering inferential questions. Text Structure- Compare and contrast Characters- Fiction <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing, - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes. 	
Infant Two	Term III	<p>Grammar</p> <ul style="list-style-type: none"> • Review of Verb structures- simple present tense • Arrange words in alphabetical order using the first letter. • Verb structures- Present Habitual tense (singular and plural) and Future tense. Contractions • Verb to have and Verb to have (negatives) <p>Creative Writing</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Poems-Acrostic e.g. Healthy Eating Habits, Repetitive Sensory (all five senses) e.g. Unhealthy Eating Habits, Repetitive-I wish, Repetitive poems using similes-, Free Verse Poems- Create a story using end line rhymes. Sequencing three step directions /instructions. <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Phoneme addition and substitution one and two syllable spoken words <p>Phonics</p> <ul style="list-style-type: none"> • Review sounds letter sounds correspondences. Word Families/ Phonograms, Vowels – Long sounds, hard and soft <c> and <g> <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words. Stories/ poems /graphics read: Infer the contextual meanings of words or texts from Figurative language and factual texts. • Context Clues: Prior Knowledge, Definition, Word Structure and Background/Familiar • Synonyms and Antonyms. • Homographs and Homophones <p>Fluency</p> <ul style="list-style-type: none"> • Review of sounds/words/ phrasing • Teacher Modelling (echo reading) rhymes, Readers Text Reading 60 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Differentiating literal from inferential questions, Details from stimulus that suggest feelings or appeal to the senses (Fiction and poems). Make judgments and form 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>opinions (Fiction and poems). Lessons learnt from stories and poems, Interpret pictographs, Text structure</p> <ul style="list-style-type: none"> • Problem and solution (Fiction, poems and non-fiction) • Answering literal and inferential questions <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard One	Term I	<p>Grammar</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Parts of Speech: Nouns- Concept and function, Number- Singular(one), Plural (more than one) • Forming plurals- Adding ‘s’ and ‘es’ • Statements and questions • Language Structures -Verbs - • 1. “to be” Present and Past Tense- singular and plural (Contracted forms as well), 2. “to do” - singular and plural, 3. “to have” Present tense – singular and plural (Contracted form as well) • Content- Parts of Speech-Nouns- 1. Nouns Identification of types of nouns-Proper and Common nouns, 2. Collective nouns, 3. Possessive Nouns (Singular), Singular Nouns ending without an “s” at the end, add ‘s e.g. Girl’s, Singular nouns with an “s” at the end, add (‘) alone. e.g. Thomas’ • 4. Gender of Nouns, Concept of Gender, Types of gender: Masculine and Feminine, Changing gender of nouns 	<ul style="list-style-type: none"> • Skill building and application worksheets https://www.dkfindout.com/us/language-arts/ https://www.youtube.com/watch?v=2BS4qadQL1I&list=PLW5VMo7U1tBI2H5iDDm27a4GnB04zPu6r&index=14 https://www.youtube.com/watch?v=t313vsatKMY https://teachingwithoutfrills.com/ https://www.youtube.com/watch?v=D_f-e4OhHU8 https://www.youtube.com/watch?v=MwUjGtdTxVo https://www.youtube.com/watch?v=WwfhpmlxjF8 https://www.youtube.com/watch?v=TvcgVRULaWw https://www.arcademics.com/games/kitten-hop

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • 5.Number -1. Add “s” –at the end of most nouns, 2. Terms related to music add “s” calypso, piano, cello, radio, etc., 3.Add “es” – at the end of nouns which end with the letters (x, s, ss, ch, sh, z, o), 4. Nouns ending in ‘y’, - Nouns ending with a consonant before the y- Change the “y” to an “i” then add “es”, - Nouns ending with a vowel before the y- The ending “ y” remains unchanged and just add “s”. 5. Nouns ending in ‘f’ and “fe. Nouns ending with “f” or “fe” , change the “f” or “fe” to a “v” and then add “es”. 6.Nouns with internal changes (Vowels) e.g. man- men. 7. Nouns- No change eg. sheep-sheep. Parts of Speech-Verbs- Concept- 1.Telling (Verb “to be”: am, is, are, was, and were), 2.Action Verbs (sing, go, do, buy, etc.), 3. Verb can be made up of one or more words. • Helping verbs: am, is, are, was, were, will, shall, etc. • Main Verbs: buy, eat, drink, dig, etc. <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of capital letters (title of poems, first word on each line, Proper nouns -People, etc.) • Elements of a paragraph (Analysis)- Indent, Main Sentence, Supporting Details/sentences, Concluding Sentence • Exclamatory Sentences (end with an exclamation mark (!)) • Use of commas in sentences-words in a series • Writing Application- Factual Paragraphs (Informative) • Paragraph writing including prompts related to the theme being studied. Simple Instructions and 	<p>https://www.youtube.com/watch?v=JmkgAWAGtbE</p> <p>https://www.youtube.com/watch?v=BR0p0ZlvUxk</p> <p>https://www.youtube.com/watch?v=98l2gZh-2X0</p> <p>https://www.uniteforliteracy.com/</p> <p>https://www.storyplace.org/</p> <p>https://www.storylineonline.net/library/</p> <p>https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw</p> <p>https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_ctr-0</p> <p>https://sesamestreetincommunities.org/topics/language/?activity=building-language-skills-spy</p> <p>https://www.youtube.com/watch?v=b7AkNKZsV-4</p> <p>https://www.youtube.com/watch?v=7OwX6tjOztY</p> <p>https://www.youtube.com/watch?v=hFFW9zKJ5oS</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Directions Paragraphs- Independent Writing. Journal Writing</p> <p>Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify spoken words that rhyme • Identify syllables in spoken words • Produce spoken words that rhyme • Isolate and pronounce in three and four phoneme spoken words • -the beginning sound, the ending sound, the middle sound • Blend- syllables orally, -onset and rimes to pronounce one and two syllable words, -three and four phonemes to pronounce words (VCC, CVC, CVVC, CVCC, CCVC) • Segment spoken words- - containing three and four phonemes (VCC, CVC, CVVC, CVCC, CCVC), - one and two syllable words into onset and rimes <p>Phonics</p> <ul style="list-style-type: none"> • Vowel- All short sounds – All long sounds, (silent e) • Consonant blends (beginning and ending) • Word Families/ Phonograms • Content- Contractions – -I’m, -‘s’, - n’t • Different pronunciations of y Syllabication with • Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCCV, VCV • Diphthongs, Alternative spellings of vowels, • Hard and soft <c> and <g> <p>Vocabulary</p>	<ul style="list-style-type: none"> • SLMS Lessons for Standard One- https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject-specific vocabulary • Context clues: Picture, definition clues, word structure clues, background /familiar • Content- Synonyms, Root Words, Antonyms • Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts <p>Fluency</p> <ul style="list-style-type: none"> • Letter sound fluency/ • Letter sounds and words fluency/ captions) rhymes • Teacher Modelling (echo reading) rhymes • Text Readers/ Level Appropriate reading material 60 to 100 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Following directions and instructions • Re-tell events sequentially, • Main idea pictures (Fiction and Non-fiction) • Story structure- (beginning, middle, end) • Answering literal questions- • 1.use of pictures - Who? Where? • 2. use of pictures and short text - When? Why? What? How? • Content (Fiction and Non-fiction) • Main idea pictures, Explicit Main idea- short texts, Compare and contrast characters (Fiction and poems) • Text Structure 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Sequencing details Non-Fiction (retell events sequentially) • Description (Non-fiction) • Story element • Characters (Fiction and poems) describe simple physical features of literary characters, - Setting description, - Setting (Poems) • Text features-Headings, Sub-headings, Title, Author and Title Page <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing - legibility and neat presentation • Appropriate letter formation demonstrating correct strokes 	
Standard One	Term II	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures- Present and Future Tense, (Contraction to be used as well), -Negatives, -Verb “to be” present and past (singular and plural), Parts of Speech-Verbs (Concept- Tense), Adjectives) (what kind, size, colour, taste, texture, etc.), Subject and verb agreement (Concept) <p>Creative Writing</p> <ul style="list-style-type: none"> • Content- Elements of a poem(calypso), Writing a poem- (calypso)- (Teacher Modelling, Guided Writing, and Independent Writing) • Elements of a paragraph (Analysis), Main Sentence, Supporting Details/sentences (use of transition words, adjectives), Concluding Sentence, Paragraph writing including prompts (Teacher Modelling, Guided 	<p>Skill building and application worksheets</p> <p>SLMS Lessons for Standard One- https://learn.moe.gov.tt</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Writing, and Independent Writing), Compound sentences</p> <ul style="list-style-type: none"> • –use of “and” and “but”, Subject and verb agreement, Journal Writing <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Vowel – All short sounds, – All long sounds • (silent e), Consonant blends (beginning and ending) • Word Families/ Phonograms • Contractions – -I’m, -‘s’, - n’t • Different pronunciations of y Syllabication with • - Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCCV, VCV, Diphthongs, Alternative spellings of vowels, Hard and soft <c> and <g> <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words. Prefixes and Suffixes, Homophones, Homographs, Context clues - Definition: use of commas, words in series and experience. Meaning of figurative language - Similes and personification. Multiple meaning words. <p>Fluency</p> <ul style="list-style-type: none"> • Letter sounds/words/ phrasing fluency/ captions) rhymes, • Teacher Modelling (echo reading) rhymes, Text Readers-100 words correct per minute (WCPM) <p>Comprehension</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required • Differentiate between literal and inferential questions • Poetry- Language use- Alliteration and Onomatopoeia, Predict outcomes, Story elements, Compare and contrast ideas in literary text, • Text structure –Compare and contrast- • Non- Fiction, Infer meaning in context using figurative language (similes) in stories and poems, • Drawing conclusions- Fiction, Lessons learnt from - stories and poems, • Answering literal and inferential questions <p>Penmanship</p> <ul style="list-style-type: none"> • Content-Sentence Writing, - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard One	Term III	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures: Negatives, The verb “to have” and “to be” singular and plural, Review- Adjectives, Parts of Speech –Adjectives Concept and Comparing Adjectives, Parts of Speech-Pronouns, Concept, types of pronouns and their contractions. <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of Teacher Modelling, Guided Writing, and Independent Writing), Elements of a comic, Write a comic (theme related). Elements of a Madlib., Write a Madlib (theme related)- Paragraph writing including prompts, Factual Paragraphs. Review of Consonant blends – beginning and ending, Consonant digraphs and 	<ul style="list-style-type: none"> • SLMS Lessons for Standard One- https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Vowel digraphs, Consonant clusters, Word Families/ Phonograms, Syllabication, - consonants followed by 'le', with suffixes, Multisyllabic words, VCCV, VCV, prefixes, 'r', 'l' and 'w', controlled vowels, Different sounds of <ch> ,and < s ></p> <ul style="list-style-type: none"> • Inflectional endings <ed> <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words. Context Clues: -Experience, Definition: use of commas, Synonym clues and Antonym clues, Homographs, Synonyms and Antonyms, Suffixes <p>Fluency</p> <ul style="list-style-type: none"> • Letter sounds/words/ phrasing fluency/ captions) rhymes • Teacher Modelling (echo reading) rhymes, Text Readers, 100 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required- • Answer literal and inferential questions fiction and nonfiction • Details from stimulus that suggest feelings or appeal to the senses (Fiction and poems), Text structures, Story Element-Theme. Interpret -signs, symbols, charts and graphs, Drawing conclusions- Fiction, Making judgments and form opinions- Fiction, poems and non-fiction <p>Penmanship</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Sentence Writing - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Two	Term I	<p>Grammar</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Language Structures- 1. The Verb “to be” Present Tense- singular and plural, (Contracted forms as well), 2. The Verb “to be” Past tense –singular and plural, (Contracted forms as well), 3. The Verb “to do”, - singular and plural, 4. The Verb “to have” Present tense – singular and plural (Contracted form as well). Parts of Speech-Nouns- Types of nouns • Proper and Common nouns, • Collective nouns • Abstract Nouns, 4. Possessive Nouns (singular and plural), 5. Gender of Nouns, Concept of Gender • Types of gender: Masculine and Feminine, Changing gender of nouns Nouns – Number (Singular(one), Plural (more than one), Forming plurals, Adding ‘s’ and ‘es’, a. Add “s” –at the end of most nouns, b. Terms related to music add “s” calypso, piano, cello, radio, etc., c. Add “es” – at the end of nouns which end with the letters (x, s, ss, ch, sh, z, o), d. Nouns ending in ‘y’, e. Nouns ending in ‘f’ and “fe, f. Nouns with internal changes (Vowels) e.g. man- men, g. Nouns- No change eg.. sheep-sheep, Parts of Speech-Verbs- 1. Telling (Verb “to be”) 2. Action Verbs, 3. Verb can be made up of one or more words. Helping verbs- am, is, are, was, were, will, shall, etc. Main Verbs: buy, eat, drink, dig, etc. Alphabetical order- first and second letter. Parts of 	<ul style="list-style-type: none"> • Skill building and application worksheets https://www.dkfindout.com/us/language-arts/ https://www.youtube.com/watch?v=2BS4qadQL1I&list=PLW5VMo7U1tBI2H5iDDm27a4GnB04zPu6r&index=14 https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/ https://www.youtube.com/channel/UCWQLkOZV1aHXB0ihn2EwSbw https://stories.audible.com/discovery/enterprise-discovery-21122358011?ref=adbl_ent_anon_ds_ds_dml_ctr-0 • SLMS Lessons for Standard One- https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Speech-Verbs- Concept- Verbs can show the time an action takes place. Present and Simple Present Tense, Past Tense, Future Tense, Verb endings: s</p> <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of capital letters (title of poems, first word on each line, Proper Nouns-People, etc.), Elements of a paragraph (Analysis), Indent, Main Sentence, Supporting Details/sentences, Concluding Sentence • Writing Application, Factual Paragraphs (Informative), Paragraph writing including prompts • related topic), Letter writing including address and envelope), Related to the theme being studied, • Simple Instructions and Directions Paragraphs • Exclamatory Sentences (end with an exclamation mark (!), Use of commas in sentences-words in a series, Journal Writing <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Vowel – All short sounds, – All long sounds • (silent e), Consonant blends (beginning and ending) • Word Families/Phonograms, Content-Contractions – • -I’m, ‘s, - n’t , –‘re, Different pronunciations of y • Diphthongs. Syllabication with - Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), VCCV, VCV, Hard and soft <c> and <g> <p>Vocabulary</p> <ul style="list-style-type: none"> • Review and bridge gaps as required 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject-specific vocabulary • Context clues: - Synonym clues, surrounding words/Sentences, word structure clues definition clues, background /familiar, Homophones • Synonyms and Antonyms • Content- Root Words and Inflectional endings • Compound Words, Determine the contextual meaning of words and phrases in factual text • Use of thesaurus, Prefixes- quad-, multi-, semi –, re-, over-, micro-. Suffixes – -y, -ment, -ly <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Letter sound fluency/ Letter sounds and words fluency/ captions) rhymes, Teacher Modelling (echo reading), Text Readers -100 -112 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required, Following directions and instructions • Answering literal questions- 5 Ws and H (literary, non-fiction and graphic texts), Identify Main Idea and supporting details (Fiction and poems) • Compare and contrast characters (Fiction and poems) • Story Elements (Fiction and poems), - Characters (Major and minor) description and action, - Setting- description and time, - Problem, action and resolution • Content- Poetry- Rhyme, rhyme patterns and Stanza 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Story structure – Introduction, rising action, climax, falling action and conclusion • Text features- Title page, Headings, Sub-headings, Table of Contents, Guide words • Infer meaning in context using figurative language (Personification) Fiction and poems • Text structure- Description (Non- fiction), Sequencing – (Non-fiction), - Cause and effect–explicitly stated (Fiction), - Cause and effect- explicitly stated (Non-Fiction), - Problem and solution (Non- Fiction) <p>Penmanship</p> <ul style="list-style-type: none"> • Content-Sentence Writing, - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Two	Term II	<p>Grammar</p> <ul style="list-style-type: none"> • Parts of Speech-Verbs – Tense • Language Structures- Present Tense, Past Tense: (Regular and Irregular Verbs), Future Tense: (Contraction to be used as well), Negatives • The verb “to be” present and past tense (singular and plural) Subject and verb agreement • Parts of Speech –Adjectives- (what kind, size, colour, taste, texture, etc.) <p>Creative Writing</p> <ul style="list-style-type: none"> • Elements of a poem(calypso), • Writing a poem- (calypso)- (Teacher Modelling, Guided Writing, and Independent Writing), 	<ul style="list-style-type: none"> • Skill building and application worksheets • SLMS Lessons for Standard One- https://learn.moe.gov.tt •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Elements of a paragraph (Analysis), Main Sentence, Supporting Details/sentences (use of transition words, adjectives), Concluding Sentence. • Paragraph writing (descriptive-that appeal to the senses) (Teacher Modelling, Guided Writing, and Independent Writing), • Compound sentences–use of “and” and “but”, Subject and verb agreement, Journal Writing <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required • Consonant blends (beginning and ending), Consonant digraphs, Diphthongs, Syllabication • - Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), Diphthongs, VCCV, VCV, Alternative spellings of vowels • Word Families/ Phonograms <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words, Prefixes and Suffixes, Homophones and Homographs, Context clues • - Definition: use of commas, words in series., experience, Meaning of figurative language - Similes, Metaphors and Personification, Multiple meaning words <p>Fluency</p> <ul style="list-style-type: none"> • Letter sounds/words/ phrasing fluency/ captions) rhymes, Teacher Modelling (echo reading) rhymes • Text Readers, 112 words correct <p>Comprehension</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required, Differentiate between literal and inferential questions, Poetry- Language use - Alliteration and Onomatopoeia • Content-Answering literal, inferential and evaluative appreciative type questions, Identify words that appeal to the senses (Fiction and poems) • Predict outcomes – titles, illustrations, clues in text • Use of an Index, Story elements, Compare and contrast ideas in literary text- Characters and setting • Text structure, Infer meaning in context using figurative language (simple metaphor) in stories and poems, Determining writer’s point of view- Non-Fiction, Making judgments <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing, - legibility and neat presentation • Appropriate letter formation demonstrating correct strokes 	
Standard Two	Term III	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures: Negatives, Verbs “to have” and “to do (singular and plural), Parts of Speech – • -Review- Adjectives, -Concept and Comparing Adjectives, -Pronouns Concept, types of pronouns and their contractions <p>Creative Writing</p> <ul style="list-style-type: none"> • Elements of a comic, Write a comic (theme related)- (Teacher Modelling, Guided Writing and Independent Writing), Elements of a Madlib. Write a Madlib (theme related) – (Teacher Modelling, Guided Writing and 	Skill building and application worksheets SLMS Lessons for Standard One- https://learn.moe.gov.tt

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Independent Writing), Elements of a paragraph (Analysis), Main Sentence</p> <ul style="list-style-type: none"> • Supporting Details/sentences, Concluding Sentence • Paragraph writing including prompts and Factual Paragraphs (Teacher Modelling, Guided Writing, and Independent Writing) <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required, Consonant blends – beginning and ending, Word Families/ Phonograms, Consonant digraphs, Vowel digraphs • Content-Consonant clusters, Syllabication • - consonants followed by ‘le’ , with suffixes, Multisyllabic words, VCCV, VCV, prefixes • ‘r’, ‘l’, ‘w’ controlled vowels, Different sounds of <ch> and < s >, Inflectional endings <ed> <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words, Context Clues: word structure, Experience, Definition: use of commas, Synonym clues, Antonym clues, surrounding words/sentences • Homographs, Prefixes and Suffixes: Synonyms and Antonyms, Meaning of figurative language • - Simile, Metaphor, Personification <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required, Letter sounds/words/ phrasing fluency/ captions) rhymes • Content -Teacher Modelling (echo reading) rhymes • Text Readers, 112 words correct per minute (WCPM) 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required, Details from stimulus that suggest feelings or appeal to the senses (Fiction and poems) • Interpret -signs, symbols, charts and graphs • Answer literal, inferential and evaluative type questions (fiction, non-fiction and graphic) • Story elements, Text Structure, Cause and effect- explicitly stated (Fiction and Non- Fiction) • Making judgments and form opinions- Fiction, poems and non-fiction, Infer meaning in context using figurative language (simple metaphor) in poems, Express their own point of view/ preferences based on evidence from the text, Evaluate texts with explicit and inferential reference to the text <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Three	Term I	<p>Grammar</p> <ul style="list-style-type: none"> • Review-Parts of Speech-Nouns, Types of nouns (common, proper, collective and abstract) Singular and plural nouns (regular and irregular forms). Gender of Nouns, Changing gender of nouns • -Verbs, Types of verbs, Verbal forms (including contractions)- a) Simple Present, Past, Future, Present Continuous Tense, Past Perfect Tense, 	<p>Skill building and application worksheets</p> <p>https://www.dkfindout.com/us/language-arts/</p> <p>https://www.ereadingworksheets.com/languageartsworksheets/</p> <p>https://www.youtube.com/watch?v=t313vsatKMY</p> <p>https://teachingwithoutfrills.com/</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • b) Use Modals: can, may, should, would, could, might. • c) Participle-past and present. d) Regular and irregular. • -Adjectives: comparative and superlative degree. - Pronouns: Personal, Possessive Reflexive and Relative Pronoun. -Adverbs: comparative and superlative forms. • Punctuation marks in sentences: • apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. • Prepositions in context. • Conjunctions to combine ideas and sentences. • Alphabetical order- first and second letter. • Subject Verb Agreement. • Capitalisation in sentences for: first word in a quotation, title of books, chapters, poems, title of proper names, important words in headlines, subject heading etc. <p>Creative Writing</p> <ul style="list-style-type: none"> • Elements of a paragraph (Analysis), Indent • Use of capital letters (title of poems, first word on each line, Proper Nouns-People, etc.), Main Sentence, Supporting Details/sentences, Concluding Sentence, Writing Application • Factual Paragraphs (Informative), Simple Instructions and Directions Paragraphs. Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification 	<p>https://www.youtube.com/watch?v=bBWm3-mxL1U</p> <p>https://www.youtube.com/watch?v=w7oGNyHX81I</p> <p>https://www.uniteforliteracy.com/</p> <p>https://www.storyplace.org/</p> <p>https://www.youtube.com/watch?v=JmkgAWAGtbE</p> <p>https://www.youtube.com/watch?v=BR0p0ZlvUxk</p> <p>SLMS Lessons for Standard Three: https://learn.moe.gov.tt</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>devices. Simple report writing. Express thoughts and feelings in a reflective piece.</p> <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Vowel - All short and all long sounds (silent e), Consonant blends (beginning and ending), Word Families/ Phonograms, Syllabication with • - Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants). VCCV, VCV • Alternative spellings of vowels, Vowel Digraphs, Diphthongs • Consonant Digraphs - sh, ch, th <p>Vocabulary</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject- specific vocabulary. Root Words and Inflectional endings, Compound Words. <p>Context clues:</p> <ul style="list-style-type: none"> • - Synonym clues, Antonym clues, surrounding words/ Sentences, Background /Familiar. Words in apposition • Synonyms and Antonyms, Use of dictionary and thesaurus • Determine the contextual meaning of words and phrases in factual text, Prefixes and Suffixes. Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts, Homophones, Multiple meaning words <p>Fluency</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Review and bridge gaps as required. Letter sound fluency/ • Letter sounds and words fluency/ captions) rhymes • Teacher Modelling (echo reading) rhymes, Text Readers • 112 -133 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Following directions and instructions. Story structure- (beginning, middle, end) Re-tell events sequentially. Text features- Title page, Headings, Sub-headings, Table of Contents, Guide words. • Identify Main Idea and supporting details (Fiction and poems) • Compare and contrast characters, (Fiction and poems) • Differentiate between literal and inferential and evaluative questions (literary, non-fiction and graphic texts) • Story structure – Introduction, rising action, climax, falling action and conclusion. Story Elements (Fiction and poems) - Characters (Major and minor)- traits and actions- Setting-description and time, - Problem, action and resolution • - Plot Identify Main Idea and supporting details (Fiction and Poems), Theme (Fiction and poems), Poetry- Rhyme patterns, rhythm and stanza, Literary device- Imagery, Story structure – Introduction, rising action, climax, falling action and conclusion. Infer meaning in 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>context using figurative language (Personification) Fiction and poems. Text structure-</p> <ul style="list-style-type: none"> • - Description, Sequencing – (Non-fiction), Cause and effect– • explicitly stated (Fiction), Cause and effect- explicitly stated (Non-Fiction), Problem and solution (Non-Fiction) • Details from stimulus that suggest feelings or appeal to the senses (Poems), Mood in literary texts, - Stories and Poems <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing- legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Three	Term II	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures: Negatives, the verb “to be” present and past tense (singular and plural), Subject and verb agreement • Parts of Speech –Adjectives, -Adverbs: comparative and superlative forms, -Prepositions in context. - Conjunctions to combine ideas and sentences. <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of writing modes (Teacher Modelling, Guided Writing, and Independent Writing), -Elements of a poem(calypso) • Writing a poem- (calypso), -Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification 	<p>Skill building and application worksheets</p> <p>SLMS Lessons for Standard Three: https://learn.moe.gov.tt</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>devices. -Simple report writing -Paragraph writing (descriptive-that appeal to the senses)</p> <ul style="list-style-type: none"> • -Express thoughts and feelings in a reflective piece. • Compound sentences –use of “and” and use of “but”. Subject and Verb Agreement. Journal Writing <p>Phonics</p> <ul style="list-style-type: none"> • Consonant digraphs, Diphthongs, Vowels, Syllabication • -Consonant Digraphs, prefixes, suffixes, Multisyllabic words, Silent letters (consonants), Diphthongs, VCCV, VCV, consonants followed by ‘le’. Alternative spellings of vowels • Word Families/ Phonograms, Hard and soft <c> and <g> • Consonant Digraphs silent- gn, wh, wr, kn <p>Vocabulary</p> <ul style="list-style-type: none"> • Familiar and subject- specific vocabulary, high frequency words, Root Words and Inflectional endings, Prefixes and Suffixes, Homophones and Homographs, Analogy-Connotative, Compound Words, Multiple meaning words. Context clues - Definition: use of commas, words in series, experience, background knowledge, word structure, descriptive language. Meaning of figurative language - Similes, Metaphors and Personification <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Letter sounds/words/ phrasing fluency/ captions) rhymes. 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Teacher Modelling (echo reading) rhymes. Text Readers. 133 words correct per minute (WCPM)</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required • Poetry- Language use - Alliteration and Onomatopoeia • Identify words that appeal to the senses (Fiction and poems) • Distinguish fact from opinion, Differentiate between literal, inferential, evaluation and appreciation questions • Answering evaluative appreciative type questions, Predict outcomes. Story elements. Compare and contrast ideas in literary text- Characters and setting. • Text structures- Infer meaning in context using figurative language (simple metaphor) in stories and poems • Determining writer’s point of view- Non-Fiction, Making judgments, Determining writer’s purpose, Drawing Conclusions, Reader’s point of view. Text features • use of glossary and an Index <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Three	Term III	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures: Negatives • The verb “to have” and “to do” singular and plural 	Skill building and application worksheets

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Parts of Speech –Adjectives Concept and Comparing Adjectives (more than two), - Pronouns Concept, types of pronouns and their Contraction. <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of writing modes (Teacher Modelling, Guided Writing, and Independent Writing). Elements of a comic. Write a comic (theme related)- Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices. Simple report writing. Express thoughts and feelings in a reflective piece. Paragraph writing including prompts Factual Paragraphs <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Consonant blends – beginning and ending. Consonant clusters - (thr, scr, squ) • Word Families/ Phonograms. Syllabication- consonants followed by ‘le’ , with suffixes, Multisyllabic words, VCCV,VCV, prefixes. Content-‘r’, ‘l’, ‘w’ controlled vowels • Different sounds of <ch> and < s >, Phonograms – ic/ick, tion/sion, ture <p>Vocabulary</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Familiar and subject- specific vocabulary, high frequency words. • Context Clues: word structure, Experience, Definition: use of commas, Synonym clues, Antonym clues, surrounding words/sentences, factual language, Homographs 	<p>SLMS Lessons for Standard Three: https://learn.moe.gov.tt</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Content-Prefixes: anti-, super-, under, Suffixes: - ible ,- able, • Synonyms and Antonyms. • Interpret: -connotative language, –familiar and new words • figurative language, - similes, metaphors personification <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Letter sounds/words/ phrasing fluency/ captions) rhymes. Content- Teacher Modelling (echo reading) rhymes, Text Readers • 112 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge gaps as required. Answering literal and inferential questions (literary, non-fiction and graphic). Details from stimulus that suggest feelings or appeal to the senses (Fiction and poems) • Story elements. Interpret-signs, symbols, charts, graphs • and advertisements. Text Structures. Making judgments and form opinions- Fiction, poems and non-fiction. Infer meaning in context using figurative language (simple metaphor) in poems. Research Skills. Express their own point of view/ preferences based on evidence from the text. Evaluate texts with explicit and inferential reference to the text. Determining writer’s point of view <p>Penmanship</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Sentence Writing, - legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Four and Five	Term I	<p>Grammar</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Parts of Speech • -Nouns, Types of nouns Singular and plural nouns (regular and irregular forms), -Verbs, Types of verbs, Verbal forms (including contractions), Regular and irregular • Use Modals: can, may, should, would, could, might. • Participle-past and present. -Adjectives: comparative and superlative degree. -Pronouns: Personal, Possessive Reflexive and Relative Pronoun. • Content- Adverbs: comparative and superlative forms. Prepositions in context. Conjunctions to combine ideas and sentences. Capitalisation in sentences for: •first word in a quotation, •title of books, chapters, poems, •title of proper names, •important words in headlines, subject heading etc., Alphabetical order- first and second letter, Punctuation marks in sentences: - apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. Subject Verb Agreement. Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word. 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 	<ul style="list-style-type: none"> • Skill building and application worksheets • SLMS Lessons for Standard 4 and 5- https://learn.moe.gov.tt includes course-MOE TTT SEA Time Presentations https://www.ereadingworksheets.com/languageartsworksheets/ https://www.youtube.com/watch?v=yGGNKTe_N7o https://www.youtube.com/watch?v=pD9KWtpHDY https://www.youtube.com/watch?v=F5XJuH57tf0 https://www.youtube.com/watch?v=bBWm3-mxLIU https://www.youtube.com/watch?v=w7oGNyHX8II https://www.youtube.com/watch?v=635oQTY61J8 https://www.uniteforliteracy.com/ https://www.storyplace.org/ https://www.storylineonline.net/library/ https://stories.audible.com/discovery/enterprise-discovery-

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>the verb is plural, when the subject is uncountable it takes a singular verb.</p> <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of writing modes (Teacher Modelling, Guided Writing, and Independent Writing). Use of capital letters (title of poems, first word on each line, Proper Nouns-People, etc.) • Elements of a paragraph (Analysis), Indent, Main Sentence • Supporting Details/sentences, Concluding Sentence. Writing Application, Factual Paragraphs (Informative). Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices. • Simple report writing. Instructions and directions • Express thoughts and feelings in a reflective piece. <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. -Vowel – All short sounds, – All long sounds (silent e), Consonant blends (beginning and ending), Word Families/Phonograms • Syllabication with - Consonant Blends, Consonant Digraphs, prefixes, Multisyllabic words, Silent letters (consonants), • VCCV, VCV. Vowel Digraphs, Alternative spellings of vowels, Consonant Digraphs - sh, ch,th,th, Diphthongs <p>Vocabulary</p>	<p>21122356011?ref=adbl_ent_anon_ds_ds_dml_cnt_r-1</p> <p>https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dml_cnt_r-1</p> <p>https://www.ixl.com/ela/grade-3</p> <p>https://www.ixl.com/ela/grade-4</p> <p>https://www.youtube.com/watch?v=JmkgAWAGtbE</p> <p>https://www.youtube.com/watch?v=BR0p0ZlvUxk</p> <p>https://www.youtube.com/watch?v=98l2gZh-2X0</p> <p>https://www.ereadingworksheets.com/figurative-language/figurative-language-activities/</p> <p>https://www.ereadingworksheets.com/point-of-view/</p> <ul style="list-style-type: none"> •

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Review and bridge gaps as required. Decodable words/ more words from reader/ tricky words/high frequency words / familiar and subject- specific vocabulary • Context clues: - Words in series, Synonym clues, Antonym clues, surrounding words/ Sentences, definition clues, Background /Familiar, Words in apposition. Use of dictionary and thesaurus, Synonyms and Antonyms. Stories/ poems /graphics read: - Infer the contextual meanings of words or texts from figurative language and factual texts. Root Words and Inflectional endings. Compound Words. • Determine the contextual meaning of words and phrases in factual text, Prefixes and Suffixes, Homographs and Homophones, Multiple meaning words, Interpret figurative language – simile, metaphor, personification <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Letter sound fluency/ Letter sounds and words fluency/ captions) rhymes • Teacher Modelling (echo reading) rhymes. Text Readers. • 146 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Following directions and instructions. Differentiate between literal and inferential questions (literary, non-fiction and graphic texts) 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Answering evaluative questions. Identify Main Idea and supporting details (Fiction and poems). Story Elements (Fiction and poems) Characters (Major and minor)- traits and actions- Setting-description and time, - Problem, action and resolution, - Plot Identify Main Idea and supporting details (Fiction and Poems), - Theme (Fiction and poems) • - Setting description; Compare and contrast • Poetry- Rhyme patterns, rhythm and stanza, – Language use (Alliteration and Onomatopoeia). Story structure – Introduction, rising action, climax, falling action and conclusion. Identify words/details that appeal to the senses (Fiction and poems). Literary element (poems and stories)- Imagery, - Theme (comparing themes), - Plot, - Style • Text features - Headings, Sub-headings, Table of Contents, Guide words, Illustrations and captions. Infer meaning in context using figurative language (Personification) Fiction and poems. Text structure- Description, Sequencing – (Non-Fiction). Cause and effect–explicitly stated (Fiction), Cause and effect-explicitly stated (Non-Fiction), Problem and solution (Non- Fiction). Literary device – Imagery, - Tone (Fiction and poems). Mood in literary texts- Stories and Poems. Make judgments about the behaviour of characters • Evaluate texts. Express preferences and support their views by reference to texts <p>Penmanship</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Sentence Writing- legibility and neat presentation, - appropriate letter formation demonstrating correct strokes 	
Standard Four and Five	Term II	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures: Negatives, the verb “to be” present and past tense (singular and plural). Subject and verb agreement • Parts of Speech –Adjectives, -Adverbs: comparative and superlative forms. -Prepositions in context. - Conjunctions to combine ideas and sentences. -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. <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of writing modes (Teacher Modelling, Guided Writing, and Independent Writing). Elements of a poem (calypso) • Writing a poem- (calypso). Narrative Writing - plot structure, character development, setting, sensory descriptive words and include simile, simple metaphor and personification devices. • Simple report writing, instructions and directions • Express thoughts and feelings in a reflective piece. • Paragraph writing (descriptive-that appeal to the senses) • Compound sentences –use of “and” and use of “but” • Subject and verb agreement, Journal Writing <p>Phonics</p>	<p>Skill building and application worksheets</p> <p>SLMS Lessons for Standard 4 and 5- https://learn.moe.gov.tt includes course- MOE TTT SEA Time Presentations</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Review and bridge gaps as required. Consonant digraphs, • Diphthongs, Syllabication - Consonant Digraphs, prefixes, suffixes, Multisyllabic words, Silent letters (consonants), Diphthongs, VCCV, VCV, consonants followed by 'le' • Vowels. Word Families/ Phonograms. Alternative spellings of vowels. Hard and soft <c> and <g>. Consonant Digraphs silent- gn, wh, wr, kn <p>Vocabulary</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Familiar and subject- specific vocabulary, high frequency words. Root Words and Inflectional endings, Compound Words. Context clues • - Definition: use of commas, words in series, experience, background knowledge, word structure, word meaning descriptive language, Homographs • Content-Suffixes: and Prefixes, Homophones, Analogy – Connotative, Meaning of figurative language - Similes, Metaphors and Personification, Multiple meaning words <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Letter sounds/words/ phrasing fluency/ captions) rhymes. Teacher Modelling (echo reading) rhymes. Text Readers. 146 words correct per minute (WCPM) <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and bridge the gaps as required. Differentiate between literal, inferential, 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>evaluation and appreciation questions. Answering evaluation and appreciation type questions. Poetry- Language use - Alliteration and Onomatopoeia. Identify words that appeal to the senses (Fiction and poems). Story elements.</p> <ul style="list-style-type: none"> • Text structure. Predict outcomes. Infer meaning in context using figurative language (simple metaphor) in stories and poems. Determining writer’s point of view- Non-Fiction • Making judgments. Determining writer’s purpose • Drawing Conclusions. Reader’s point of view • Infer cause and effect (Fiction and Non -Fiction) • Distinguish fact from opinion. Text features – use of glossary, use of an Index, Illustration and captions <p>Penmanship: -Sentence Writing- legibility and neat presentation, - appropriate letter formation demonstrating correct strokes</p>	
Standard Four and Five	Term III	<p>Grammar</p> <ul style="list-style-type: none"> • Language Structures: Negatives, the verb “to have” and “to do” singular and plural, Parts of Speech -Adjectives • Concept and Comparing Adjectives (more than two) • Parts of Speech-Pronouns, types of pronouns and their contractions <p>Creative Writing</p> <ul style="list-style-type: none"> • Use of writing modes (Teacher Modelling, Guided Writing, and Independent Writing), Elements of a comic. Write a comic (theme related). Narrative Writing - beginning middle and end plot structure, character development, setting, sensory descriptive 	<ul style="list-style-type: none"> • Skill building and application worksheets • SLMS Lessons for Standard 4 and 5- https://learn.moe.gov.tt includes course-MOE TTT SEA Time Presentations

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>words and include simile, simple metaphor and personification devices. Simple report writing, instructions and directions. Express thoughts and feelings in a reflective piece. Paragraph writing including prompts. Factual Paragraphs</p> <p>Phonics</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Consonant blends – beginning and ending. Consonant clusters (thr, scr, squ) • Word Families/ Phonograms. Consonant digraphs. Vowel digraphs. Syllabication- consonants followed by ‘le’, with suffixes, Multisyllabic words, VCCV, VCV, prefixes. ‘r’, ‘l’, ‘w’ controlled vowels. Different sounds of <ch>and < s > Phonograms – ic/-ick, -tion/-sion , -ture <p>Vocabulary</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Familiar and subject- specific vocabulary, high frequency words. Context Clues: • - word structure, Experience, Definition: use of commas, Synonym clues, Antonym clues, surrounding words/sentences, factual language, Homographs. Prefixes and Suffixes • Synonyms and Antonyms. Interpret -connotative language, familiar and new words, figurative language - similes, metaphors, personification <p>Fluency</p> <ul style="list-style-type: none"> • Review and bridge gaps as required. Letter sounds/words/ phrasing fluency/ captions) rhymes. 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Teacher Modelling (echo reading) rhymes. Text Readers. 146 words correct per minute (WCPM)</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Review of comprehension skills and the bridge gaps as required. Answering literal and inferential questions (literary, non-fiction and graphic). Details from stimulus that suggest feelings or appeal to the senses (Fiction and poems) • Story elements: Interpret -signs symbols, charts, graphs and advertisements. Text features – Bibliography • Making judgments and form opinions- Fiction, poems and non-fiction. Text structure – Problem and solution (Non-Fiction), - Cause and effect- explicitly stated (Fiction and Non- Fiction), Infer meaning in context using figurative language (simple metaphor) in poems, Determining writer’s point of view, Distinguishing fact from opinion, Express their own point of view/ preferences based on evidence from the text. Evaluate texts with explicit and inferential reference to the text. <p>Penmanship</p> <ul style="list-style-type: none"> • Sentence Writing - legibility and neat presentation • Appropriate letter formation demonstrating correct strokes 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
<p>Infant One</p>	<p>Term I</p>	<p>NUMBER Pre-Number</p> <ul style="list-style-type: none"> • Classify objects into groups and subgroups using different criteria • Use one-to-one correspondence to match objects in sets to determine more than, less than or equal to • Rote count to 20 in ascending and descending order <p>Number Concepts</p> <ul style="list-style-type: none"> • Understand the concept of numbers 1-10 • Count objects to demonstrate one to-one correspondence (up to 10) • Count objects in different arrangements to demonstrate conservation of number • Match the number names and numerals to the quantities they represent up to 10 • Sequence number names and numerals • Read and write number names and numerals • Compare groups of objects and order numbers • Explore the value of coins and bills (¼¢, 5¢, 10¢, \$1, \$5, \$10) and their equivalence • Use the language of money in role-playing situations involving the 	<p>NUMBER Pre-Number</p> <p>https://www.youtube.com/watch?v=Zg5AAxgf9qg https://www.k5learning.com/worksheets/kindergarten/sorting-objects-a.pdf https://www.k5learning.com/worksheets/kindergarten/sort-by-color.pdf https://www.k5learning.com/worksheets/kindergarten/sort-by-size.pdf https://www.k5learning.com/worksheets/kindergarten/sort-by-shape.pdf</p> <p>Number Concepts</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6292 https://www.youtube.com/watch?v=FFwO_DWZh3E https://www.math-only-math.com/count-the-numbers-and-match.html https://www.youtube.com/watch?v=L1LDBbdQx18 https://www.mathworksheets4kids.com/number-names/charts/1to10-theme-1.pdf https://www.math-only-math.com/numbers-and-their-names.html https://www.k5learning.com/worksheets/kindergarten-sequencing-numbers-least-to-greatest-10-1.pdf https://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopMath_Order.htm https://www.youtube.com/watch?v=bWUgZm_AE64</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>exchange of goods for money (exact value of the coins and bills)</p> <p>Addition</p> <ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally or pictorially (using concrete materials, whole number and money, no symbol) • Combine two groups of objects to model addition (count the amount in each group and the sum) • Solve problems involving addition using concrete and pictorial representations in vertical and horizontal arrangements • Describe what happens to a group after addition is performed • Record addition using pictorial representations/drawings, numerals and/or words e.g. 3 add 2 equal 5 <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Solve problems using mental strategies such as: <ul style="list-style-type: none"> ○ Addition facts ○ Add-one as it relates to forward counting <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Identify solids (using informal names for cuboid, cube, sphere, cylinder, and cone) and plane shapes (squares, triangles, rectangles and circles, using formal names) in the surroundings 	<p>https://www.youtube.com/watch?v=75NQK-Sm1YY (The Very Hungry Caterpillar-Animated Story)</p> <p>https://www.youtube.com/watch?v=Ihl_9qjvWuc (number bonds to 7 - teacher resource-audio can be used)</p> <p>https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>https://www.youtube.com/watch?v=zija7aVmziY (number bonds to 5)</p> <p>Addition</p> <p>https://www.youtube.com/watch?v=WRb5iK5fZD0 (teacher and student resource)</p> <p>https://www.youtube.com/watch?v=hrj4wsq3U8M (teacher resource, no symbol)</p> <p>https://www.youtube.com/watch?v=THBa5--uaOM (teacher and student resource, symbol: + is introduced, teacher to determine student readiness for introduction of symbol)</p> <p>https://www.youtube.com/watch?v=2wR4rJM_M_s (teacher resource)</p> <p>https://www.youtube.com/watch?v=QJqsgaaxhcs</p> <p>https://www.youtube.com/watch?v=WwlrMwCtTQ</p> <p>Mental Mathematics</p> <p>https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>https://www.youtube.com/watch?v=zija7aVmziY (number bonds to 5)</p> <p>GEOMETRY</p> <p>Solids and Plane Shapes</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Match solids and plane shapes with familiar objects in the surroundings • Match word names to solids and plane shapes • Construct models using solids and/or plane shapes <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> • Investigate the lengths of objects • Use comparison vocabulary to compare two objects (direct comparison) in relation to length • Communicate effectively using vocabulary associated with linear measures <p>MEASUREMENT</p> <p>Time</p> <ul style="list-style-type: none"> • Describe times of the day (e.g. night-time, daytime, lunchtime) and related activities (e.g. eating breakfast, going to sleep) using appropriate vocabulary <p>STATISTICS</p> <p>Object Charts</p> <ul style="list-style-type: none"> • Classify objects into groups and sub-groups using different criteria • Collect and classify data about objects, self and others to make decisions • Construct and interpret object charts based on real-life problems or situations 	<p>https://www.youtube.com/watch?v=OEBRDtCAFdU https://www.moe.gov.tt/places/ (integration)</p> <p>MEASUREMENT</p> <p>Length</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6301 https://www.youtube.com/watch?v=aLsmFbW8ikU https://www.youtube.com/watch?v=F-FVrxWx88g https://www.youtube.com/watch?v=TNC-1n-8PB8 https://www.youtube.com/watch?v=KrpSjTLTD3k https://www.mathworksheets4kids.com/long-short/reptiles1.pdf https://i0.wp.com/medinakids.com/old/alphabet/worksheets/opposite/opposites--fat-and-thin-worksheet2.png https://www.mathworksheets4kids.com/tall-short/recognize1.pdf https://www.moe.gov.tt/things-around-me-revised/ (integration) https://www.youtube.com/watch?v=ryIxBrO1bJY (parts can be used) https://www.youtube.com/watch?v=JjKhSyUVFBI</p> <p>MEASUREMENT</p> <p>Time</p> <p>https://www.youtube.com/watch?v=nfnAap8094M https://www.moe.gov.tt/health-and-wellbeing-revised/ (integration) https://www.youtube.com/watch?v=Wx7oTjmplx0</p> <p>STATISTICS</p> <p>Object Charts</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Make informed decisions based on data analysed 	https://www.youtube.com/watch?v=FpHk3bFdRNk https://www.youtube.com/watch?v=akCffk5ELy4 https://www.youtube.com/watch?v=382t1nqfyNk
	Term II	<p>NUMBER Number Concepts</p> <ul style="list-style-type: none"> • Use 5 as a reference or benchmark in the formation of numbers from 6 to 10 e.g. ‘seven is two more than five’ • Order objects and use appropriate language to describe position (first, second, third and last) • State the equivalence of coins and bills up to 10 cents and 10 dollars • Use the language of money in role-playing situations involving the exchange of goods for money (exact value of the coins and bills) <p>Number Patterns</p> <ul style="list-style-type: none"> • Recognise the arrangement of dots/objects in standard spatial arrangements of numbers up to 5 (subitize) • Distinguish between repeating patterns and non-repeating patterns in a given set by identifying the part that repeats or errors (concrete) • Explore patterns using repetitions of 2-3 elements 	<p>NUMBER Number Patterns</p> <p>https://www.youtube.com/watch?v=6yyz_OycV4A (subitize) https://www.moe.gov.tt/core-skills-4/ https://www.youtube.com/watch?v=yMHS_YX5Y4M</p> <p>Addition</p> <p>https://www.youtube.com/watch?v=WRb5iK5fZD0 (teacher and student resource) https://www.youtube.com/watch?v=hrj4wsq3U8M (teacher resource, no symbol) https://www.youtube.com/watch?v=THBa5--uaOM (teacher and student resource, symbol: + is introduced, teacher to determine student readiness for introduction of symbol) https://www.youtube.com/watch?v=2wR4rJM_M_s (teacher resource) https://www.youtube.com/watch?v=QJqsgaaxhcs https://www.youtube.com/watch?v=WwlrBMWcTtQ https://www.youtube.com/watch?v=QCO7SA7sRXs (parts can be used/contains symbol) https://www.youtube.com/watch?v=WwlrBMWcTtQ</p> <p>Mental Mathematics</p> <p>https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Recognise and explore number patterns up to 10 (pictorial) • Describe a given repeating pattern containing two to three elements in its core <p>Addition</p> <ul style="list-style-type: none"> • Solve problems involving addition using concrete and pictorial representations in vertical and horizontal arrangements <p>Subtraction</p> <ul style="list-style-type: none"> • Solve one-step real-life subtraction problems presented orally or pictorially (using concrete materials, whole numbers and money) • Solve problems involving subtraction using concrete and pictorial representations in vertical and horizontal arrangements (no symbol) • Take away from a group of objects to model subtraction (count the starting amount, count out a set, count how many are left) • Describe what happens to a group after subtraction is performed • Record subtraction using pictorial representations/drawings, numerals and/or words e.g. 5 take away 2 equals 3 <p>Mental Mathematics</p>	<p>https://www.youtube.com/watch?v=zija7aVmziY (number bonds to 5)</p> <p>GEOMETRY Solids and Plane Shapes https://www.youtube.com/watch?v=OEBRDtCAFdU https://www.moe.gov.tt/places/ (integration)</p> <p>Geometrical Patterns https://www.moe.gov.tt/learn-play-work/ (integration) https://www.youtube.com/watch?v=dx64YZbktuo https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT Length https://learn.moe.gov.tt/mod/url/view.php?id=6301 https://www.youtube.com/watch?v=aLsmFbW8ikU https://www.youtube.com/watch?v=F-FVrxWx88g https://www.youtube.com/watch?v=TNC-1n-8PB8 https://www.youtube.com/watch?v=KrpSjTLTD3k https://www.mathworksheets4kids.com/long-short/reptiles1.pdf https://i0.wp.com/medinakids.com/old/alphabet/worksheets/opposite/opposites--fat-and-thin-worksheet2.png https://www.mathworksheets4kids.com/tall-short/recognize1.pdf https://www.moe.gov.tt/things-around-me-revised/ (integration) https://www.youtube.com/watch?v=ryIxBrO1bJY (parts can be used) https://www.youtube.com/watch?v=JjKhSyUVFBI</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Investigate connections between addition facts (with sum less than or equal to 10) and the corresponding subtraction facts (minuend less than or equal to 10) • Solve problems using mental strategies such as: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ "Make Five" (think addition) <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Build models with solids and plane shapes and describe structures using appropriate language • Describe solids and plane shapes using appropriate vocabulary related to geometric attributes (size, shape, position) e.g. big, small, flat, round, thick, thin, pointed • Classify solids (e.g. colour, size, shape, function) and plane shapes (e.g. size, shape), according to one or more common attributes including students' own criteria and explain reasons for classification <p>Geometrical Patterns</p> <ul style="list-style-type: none"> • Distinguish between repeating and non-repeating patterns in a given set 	<p>Weight/Mass https://learn.moe.gov.tt/mod/url/view.php?id=6294</p> <p>Time https://www.moe.gov.tt/health-and-wellbeing-revised/ (integration) https://www.moe.gov.tt/learn-play-work/ (integration)</p> <p>STATISTICS</p> <p>Object Charts and Picture Charts https://learn.moe.gov.tt/mod/resource/view.php?id=7144 https://learn.moe.gov.tt/mod/url/view.php?id=6077 (integration) https://learn.moe.gov.tt/mod/resource/view.php?id=806 (integration) https://www.youtube.com/watch?v=FpHk3bFdRNk https://www.youtube.com/watch?v=akCffk5ELy4 https://www.youtube.com/watch?v=382t1nqfyNk</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>involving solids or plane shapes by identifying the part that repeats or error</p> <ul style="list-style-type: none"> • Explore patterns using repetitions of 2-3 elements • Copy a given pattern and describe the pattern • Identify the pattern rule in repeating patterns • Create patterns using solids or plane shapes (repeating – 2 to 3 elements) <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> • Investigate the lengths of objects • Use comparison vocabulary to compare two objects (direct comparison) in relation to length • Describe the distance of objects using appropriate vocabulary • Communicate effectively using vocabulary associated with linear measures • Describe length as the measure of an object from one end to the next <p>Weight/Mass</p> <ul style="list-style-type: none"> • Investigate the mass/weight of objects • Use comparison vocabulary to compare two objects (direct comparison) in relation to mass/weight (heft, push, pull) <p>Time</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Sequence activities according to time of occurrence • Describe events/activities that take a long time or a short time <p>STATISTICS</p> <p>Object Charts and Picture Charts</p> <ul style="list-style-type: none"> • Construct and interpret object and picture charts based on real-life problems or situations • Make informed decisions based on data analysed • 	
	Term III	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> • Estimate a given quantity using 5 as a benchmark and verify by counting <p>Number Patterns</p> <ul style="list-style-type: none"> • Explore patterns using repetitions of 2-3 elements (name as ‘number’ pattern e.g. ‘two’ pattern) • Determine the pattern rule and extend the repeating pattern using concrete materials, pictorial representation or symbols • Name a given repeating pattern with two to three elements in its core • Create number patterns using repetition of elements <p>Addition and Subtraction</p>	<p>NUMBER</p> <p>Number Patterns</p> <p>https://www.moe.gov.tt/core-skills-4/ https://www.youtube.com/watch?v=yMHS_YX5Y4M</p> <p>Addition and Subtraction</p> <p>https://www.youtube.com/watch?v=WRb5iK5fZD0 (teacher and student resource)</p> <p>https://www.youtube.com/watch?v=hrj4wsq3U8M (teacher resource, no symbol)</p> <p>https://www.youtube.com/watch?v=THBa5--uaOM (teacher and student resource, symbol: + is introduced, teacher to determine student readiness for introduction of symbol)</p> <p>https://www.youtube.com/watch?v=2wR4rJM_M_s (teacher resource)</p> <p>https://www.youtube.com/watch?v=QJqsgaaxhcs https://www.youtube.com/watch?v=WwlrBMWcTtQ https://www.youtube.com/watch?v=WwlrBMWcTtQ</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Solve one-step real-life addition and subtraction problems • Create number stories using appropriate vocabulary (including the language of money) <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Investigate connections between addition facts (with sum less than or equal to 10) and the corresponding subtraction facts (minuend less than or equal to 10) • Solve problems using mental strategies such as: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ "Make Five" (think addition) <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Build models using solids and plane shapes and describe compositions/structures • Compare: <ul style="list-style-type: none"> ○ Two solids ○ Two plane shapes by stating similarities and differences (size, shape, position) • Select from a given set of solids or plane shapes: <ul style="list-style-type: none"> ○ Solids or plane shapes that are the same 	<p>Mental Mathematics</p> <p>https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>https://www.youtube.com/watch?v=zija7aVmziY (number bonds to 5)</p> <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <p>https://www.youtube.com/watch?v=OEbRDtCAFdU</p> <p>https://www.moe.gov.tt/places/ (integration)</p> <p>Geometrical Patterns</p> <p>https://www.moe.gov.tt/learn-play-work/ (integration)</p> <p>https://www.youtube.com/watch?v=dx64YZbktuo</p> <p>https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT</p> <p>Length</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6301</p> <p>https://www.youtube.com/watch?v=aLsmFbW8ikU</p> <p>https://www.youtube.com/watch?v=F-FVrxWx88g</p> <p>https://www.youtube.com/watch?v=TNC-1n-8PB8</p> <p>https://www.youtube.com/watch?v=KrpSjTLTD3k</p> <p>https://www.mathworksheets4kids.com/long-short/reptiles1.pdf</p> <p>https://i0.wp.com/medinakids.com/old/alphabet/worksheets/opposite/opposites--fat-and-thin-worksheet2.png</p> <p>https://www.mathworksheets4kids.com/tall-short/recognize1.pdf</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> ○ Solids or plane shapes that are alike/similar ○ Solids or plane shapes that are different and explain reason(s) for selection <p>Geometrical Patterns</p> <ul style="list-style-type: none"> ● Explore patterns using repetitions of 2-3 elements (name as ‘number’ pattern e.g. ‘two’ pattern) ● Create patterns using solids or plane shapes (repeating – 2 to 3 elements) ● Use a pattern rule to extend repeating patterns <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> ● Investigate the lengths of objects ● Use comparison vocabulary to compare two objects (direct comparison) in relation to length ● Describe the distance of objects using appropriate vocabulary ● Communicate effectively using vocabulary associated with linear measures ● Describe length as the measure of an object from one end to the next <p>Weight/Mass</p> <ul style="list-style-type: none"> ● Investigate the mass/weight of objects 	<p>https://www.moe.gov.tt/things-around-me-revised/(integration)</p> <p>https://www.youtube.com/watch?v=ryIxBrO1bJY (parts can be used)</p> <p>https://www.youtube.com/watch?v=JjKhSyUVFBI</p> <p>STATISTICS</p> <p>Object Charts and Picture Charts</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7144</p> <p>https://www.moe.gov.tt/1-myself-my-family-my-friends-revised/ (integration)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=810 (integration)</p> <p>https://www.youtube.com/watch?v=FpHk3bFdRNk</p> <p>https://www.youtube.com/watch?v=akCffk5ELy4</p> <p>https://www.youtube.com/watch?v=382t1nqfyNk</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Use comparison vocabulary to compare two objects (direct comparison) in relation to mass/weight (heft, push, pull) <p>Time</p> <ul style="list-style-type: none"> • Sequence activities according to time of occurrence • Describe events/activities that take a long time or a short time <p>STATISTICS</p> <p>Object Charts and Picture Charts</p> <ul style="list-style-type: none"> • Construct and interpret object and picture charts based on real-life problems or situations • Make informed decisions based on data analysed 	
Infant Two	Term I	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> • Count to or from 100 in ascending and descending order (rote count) • Skip count in 2s (starting at zero and one) and 5s (starting at zero) to or from 20 in ascending and descending order • Understand the concept of numbers 0-20 (Explain the meaning of zero (none, no one, empty, nothing) after solving related subtraction problems e.g. There are 5 birds on a tree. They all flew away. How many are left?) • Count objects to demonstrate one-to-one correspondence (up to 20) 	<p>NUMBER</p> <p>Number Concepts</p> <p>https://www.youtube.com/watch?v=bGetqbqDVaA https://www.youtube.com/watch?v=bGetqbqDVaA https://www.youtube.com/watch?v=ZlsyWhfvvVg https://www.youtube.com/watch?v=usBczo02DYo https://www.math-only-math.com/numbers-and-counting-up-to-20.html https://www.mathworksheets4kids.com/number-names/charts/1to20-theme-1.pdf https://www.youtube.com/watch?v=-V8X6_aLEdg https://www.youtube.com/watch?v=nsScVF6Jo6A https://www.youtube.com/watch?v=GvTcpfSnOMQ (skip count in twos-use part) https://www.youtube.com/watch?v=D0Ajq682yrA (count to 20)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Count objects in different arrangements to demonstrate conservation of number • Match the number names and numerals to the quantities they represent up to 20 • Sequence number names and numerals • Read and write number names and numerals • Identify the number before, the number after, and the number between, using a number line • Insert missing numbers on a number line • Compare groups of objects and order numbers to 20 • Explore the value of coins and bills (up to 25¢, up to \$20) e.g. 25 cents is worth more than 5 cents (use the idea of purchase of items priced at 5 cents and how many can be bought) • Use the language of money in role-playing situations involving the exchange of goods for money (exact value of the coins and bills, one item and receive change) • State the equivalence of coins and bills up to 25 cents and 20 dollars <p>Number Patterns</p> <ul style="list-style-type: none"> • Recognize the arrangement of dots / objects in standard spatial arrangements of numbers up to 10 (subitize) 	<p>https://www.youtube.com/watch?v=y1oa6o0fMKk (number bonds to 5-reinforcement)</p> <p>Number Patterns</p> <p>https://www.moe.gov.tt/core-skills-4/ https://www.youtube.com/watch?v=yMHS_YX5Y4M</p> <p>Addition</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6339 https://www.youtube.com/watch?v=AaxrqDuw1Xk https://www.youtube.com/watch?v=uQiUTF078Jk https://www.k5learning.com/worksheets/math/grade-1-adding-2-numbers-sum-under-20-a.pdf https://www.youtube.com/watch?v=luw31Y66eyU https://www.youtube.com/watch?v=PUY072JHE4g https://www.k5learning.com/worksheets/kindergarten-adding-pictures-sums-to-20-1.pdf https://www.k5learning.com/free-preschool-kindergarten-worksheets/addition/addition-vertical-sums-to-20 https://www.youtube.com/watch?v=QCO7SA7sRXs https://www.youtube.com/watch?v=tVHOBVAFjUw</p> <p>Subtraction</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6342 https://learn.moe.gov.tt/mod/url/view.php?id=6343 https://www.k5learning.com/worksheets/math/grade-1-subtraction-up-to-20-no-regrouping-a.pdf https://www.k5learning.com/worksheets/kindergarten-subtraction-1-digit-from-20-no-borrow-v1.pdf https://www.youtube.com/watch?v=0bxECUpuDaw https://www.youtube.com/watch?v=4Fh4KOxsdos</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Distinguish between repeating patterns and non-repeating patterns in a given set by identifying the part that repeats or errors • Explore patterns using repetitions of 2 to 4 elements • Describe a given repeating pattern containing two to four elements in its core • Determine the pattern rule and extend the repeating pattern using concrete materials, pictorial representation or symbols • Name a repeating pattern containing two to four elements in its core (name as ‘number’ pattern e.g. ‘two’ pattern) • Identify the missing element(s) in a given repeating pattern • Create number patterns using repetition of elements <p>Addition</p> <ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) involving 2 addends with a sum less than or equal to 20 and using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern 	<p>https://www.youtube.com/watch?v=RcnuYy9Y_Ng&t=53s</p> <p>Mental Mathematics https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction) https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>GEOMETRY Solids and Plane Shapes https://learn.moe.gov.tt/mod/resource/view.php?id=6197 (integration) https://www.moe.gov.tt/core-skills-4/ (constructing models using solids) https://www.moe.gov.tt/mapping-your-immediate-worlds-revised-2/ (integration) https://www.moe.gov.tt/the-built-community/ (integration) https://www.moe.gov.tt/core-skills-4/ (describing solids) https://www.youtube.com/watch?v=guNdJ5MtX1A https://www.youtube.com/watch?v=cNlthXnbRfU</p> <p>Geometrical Patterns https://www.moe.gov.tt/core-skills-4/ (integration) https://www.youtube.com/watch?v=dx64YZbktuo https://www.youtube.com/watch?v=uCV6P5vcvgs (parts can be used) https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT Length https://www.youtube.com/watch?v=2EUOuzrEPmQ</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Solve problems presented in horizontal and vertical arrangements • Record addition pictorially and symbolically using number sentences (words and symbols). E.g. 13 plus 2 is 15; 13 add 2 is equal to 15; 13 add 2 equals 15; $13 + 2 = 15$ • Describe what happens to a group after addition • Use the count on strategy to solve addition problems <p>Subtraction</p> <ul style="list-style-type: none"> • Solve one-step real-life subtraction problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) with minuend less than or equal to 20 and using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern • Solve problems involving subtraction represented in vertical and horizontal arrangements • Record subtraction pictorially and symbolically using number sentences (words and symbols) e.g. 15 take away 2 equals 13, $15 - 2 = 13$ • Describe what happens to a group after subtraction from 	<p>https://www.k5learning.com/worksheets/math/grade-1-measurement-longer-shorter-a.pdf https://www.k5learning.com/worksheets/math/grade-1-measurement-taller-shorter-a.pdf https://www.k5learning.com/worksheets/math/grade-1-measurement-longest-shortest-a.pdf https://www.youtube.com/watch?v=ryIxBrO1bJY https://www.youtube.com/watch?v=IFP4aSRGtpE</p> <p>Weight/Mass https://learn.moe.gov.tt/mod/url/view.php?id=6344 https://learn.moe.gov.tt/mod/url/view.php?id=6346 https://www.moe.gov.tt/food/ (integration) https://www.youtube.com/watch?v=cgmcEIJ5664</p> <p>Time https://www.youtube.com/watch?v=HrYdAfeqmDM https://www.mathworksheets4kids.com/calendar/reading/month-easy1.pdf https://www.youtube.com/watch?v=Fe9bnYRzFvk (months)</p> <p>STATISTICS Picture Charts https://learn.moe.gov.tt/mod/resource/view.php?id=7145 https://www.moe.gov.tt/1-myself-my-family-my-friends-revised/ (integration) https://learn.moe.gov.tt/mod/resource/view.php?id=810 (integration) https://learn.moe.gov.tt/mod/resource/view.php?id=9227</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Use the count back and count on strategies to solve subtraction problems <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Develop strategies to solve problems mentally: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ Add-zero and subtract-zero facts ○ Count on / count back • Investigate connections between addition facts (with sum less than or equal to 20) and the corresponding subtraction facts (minuend less than or equal to 20) • Associate addition and subtraction to forward and backward counting <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Construct models using solids and plane shapes and describe composition of model • Describe solids and plane shapes using appropriate vocabulary (e.g. big, small, flat, round, thick, thin, pointed) related to geometric attributes (e.g. size, shape, position and ability to roll, stack or stand) • Classify solids and plane shapes (e.g. size, shape), according to one or more common attributes including student's 	<p>https://learn.moe.gov.tt/mod/url/view.php?id=6370 https://learn.moe.gov.tt/mod/resource/view.php?id=6198 (integration) https://www.moe.gov.tt/core-skills-4/</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>criteria, and explain reasons for classification (e.g. colour, size, shape, function)</p> <ul style="list-style-type: none"> • Identify solids using formal names <p>Geometrical Patterns</p> <ul style="list-style-type: none"> • Distinguish between repeating and non-repeating patterns in a given set involving solids or plane shapes by identifying the part that repeats and errors • Explore patterns using plane shapes and solids • Explore patterns using repetitions of 2-4 elements (name as ‘number’ pattern e.g. ‘two’ pattern) • Describe the pattern and identify the pattern rule in repeating pattern • Use pattern rule to extend repeating patterns • Create repeating patterns using solids or plane shapes (concrete and pictorial) • Describe a repeating pattern as a ‘number’ pattern, e.g. O, □, O, □, O, □ is a ‘two’ pattern; □, O, Δ, □, O, Δ, □, O, Δ is a ‘three’ pattern <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> • Compare and order the lengths of three or more objects using direct comparison 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>and explain reasoning, using appropriate vocabulary e.g. longer/shorter</p> <ul style="list-style-type: none"> • Create repeating patterns using objects of various lengths <p>Weight/Mass</p> <ul style="list-style-type: none"> • Compare objects according to mass/weight using an equal arm balance and appropriate vocabulary • Discuss observations of the equal arm balance when objects are placed in the pans <p>Time</p> <ul style="list-style-type: none"> • Use appropriate vocabulary when describing activities or events associated with time • Sequence activities according to: <ul style="list-style-type: none"> ○ Time of occurrence ○ Chronological order e.g. daily schedule, preparing to come to school • Interpret calendars <p>STATISTICS</p> <p>Picture Charts</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem • Identify features of picture charts • Construct picture charts (with and without grid, vertical and horizontal 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>arrangements) based on real-life problems or situations</p> <ul style="list-style-type: none"> • Interpret picture charts based on a real-life problem or situation • Make informed decisions based on data analysed • Communicate findings and decisions using appropriate vocabulary 	
	Term II	<p>NUMBER Number Concepts</p> <ul style="list-style-type: none"> • Use 10 as a reference or benchmark in the formation of numbers from 11 to 20 e.g. ‘seventeen is seven more than ten’ • Estimate a given quantity using 10 as a benchmark and verify by counting • Order objects and use appropriate language to describe its position up to tenth • Explore the value of coins and bills (up to 25¢, up to \$20) e.g. 25 cents is worth more than 5 cents (use the idea of purchase of items priced at 5 cents and how many can be bought) • Use the language of money in role-playing situations involving the exchange of goods for money (exact value of the coins and bills, one item and receive change) • State the equivalence of coins and bills up to 25 cents and 20 dollars 	<p>NUMBER Number Relationships https://www.moe.gov.tt/core-skills-4/</p> <p>Addition https://learn.moe.gov.tt/mod/url/view.php?id=6339 https://www.youtube.com/watch?v=AaxrqDuw1Xk https://www.youtube.com/watch?v=uQiUTFO78Jk https://www.k5learning.com/worksheets/math/grade-1-adding-2-numbers-sum-under-20-a.pdf https://www.youtube.com/watch?v=luw31Y66eyU https://www.youtube.com/watch?v=PUY072JHE4g https://www.k5learning.com/worksheets/kindergarten-adding-pictures-sums-to-20-1.pdf https://www.k5learning.com/free-preschool-kindergarten-worksheets/addition/addition-vertical-sums-to-20 https://www.youtube.com/watch?v=QCO7SA7sRXs https://www.youtube.com/watch?v=tVHOBVAFjUw</p> <p>Subtraction https://learn.moe.gov.tt/mod/url/view.php?id=6342 https://learn.moe.gov.tt/mod/url/view.php?id=6343</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Number Relationships</p> <ul style="list-style-type: none"> • Understand the concept of equality • Use balance activities to demonstrate equality and inequality • Count objects in sets to demonstrate equality and inequality of sets • Use the language and symbols associated with the concept of equality • Draw sets to show equal and unequal amounts and record the number of items • Use the symbol to record equalities • Solve problems involving addition and subtraction and using balance activities and the concept of equality <p>Addition</p> <ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) involving 2 addends and 3 addends with a sum less than or equal to 20 and using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern • Solve problems presented in horizontal and vertical arrangements • Record addition pictorially and symbolically using number sentences (words and symbols). E.g. 13 plus 2 is 	<p>https://www.k5learning.com/worksheets/math/grade-1-subtraction-up-to-20-no-regrouping-a.pdf https://www.k5learning.com/worksheets/kindergarten-subtraction-1-digit-from-20-no-borrow-v1.pdf https://www.youtube.com/watch?v=0bxECUpuDaw https://www.youtube.com/watch?v=4Fh4KOxsdos https://www.youtube.com/watch?v=RcnuYy9Y_Ng&t=53s</p> <p>Mental Mathematics https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction) https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>GEOMETRY Solids and Plane Shapes https://learn.moe.gov.tt/mod/resource/view.php?id=6197 (integration) https://www.moe.gov.tt/core-skills-4/ (constructing models using solids) https://www.moe.gov.tt/mapping-your-immediate-worlds-revised-2/ (integration) https://www.moe.gov.tt/the-built-community/ (integration) https://www.moe.gov.tt/core-skills-4/ (describing solids) https://www.youtube.com/watch?v=guNdJ5MtX1A https://www.youtube.com/watch?v=cNlthXnbRfU</p> <p>Geometrical Patterns https://www.moe.gov.tt/core-skills-4/ (integration) https://www.youtube.com/watch?v=dx64YZbktuo</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>15; 13 add 2 is equal to 15; 13 add 2 equals 15; $13 + 2 = 15$</p> <ul style="list-style-type: none"> Describe what happens to a group after addition Use the number line to solve addition problems Use the count on strategy to solve addition problems <p>Subtraction</p> <ul style="list-style-type: none"> Solve one-step real-life subtraction problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) with minuend less than or equal to 20 and using a variety of problem-solving strategies such as, use a model, act it out, draw a picture and look for a pattern Solve problems involving subtraction represented in vertical and horizontal arrangements Record subtraction pictorially and symbolically using number sentences (words and symbols) e.g. 15 take away 2 equals 13, $15 - 2 = 13$ Describe what happens to a group after subtraction from Use the number line to solve subtraction problems Use the count back and count on strategies to solve subtraction problems 	<p>https://www.youtube.com/watch?v=uCV6P5vcvgs (parts can be used)</p> <p>https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT</p> <p>Length</p> <p>https://www.moe.gov.tt/core-skills-4/</p> <p>https://www.moe.gov.tt/the-built-community/ (integration)</p> <p>https://www.youtube.com/watch?v=1fag0bfQVaQ</p> <p>https://www.youtube.com/watch?v=XsLz-icSu5g (If the shoe fits-a story)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6520 (non-standard units)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6521 (non-standard units)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6523 (non-standard units)</p> <p>https://www.bbc.co.uk/bitesize/articles/zbwc92p (non-standard units)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_07.html (non-standard units)</p> <p>Weight/Mass</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6344</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6346</p> <p>https://www.moe.gov.tt/food/ (integration)</p> <p>https://www.youtube.com/watch?v=cgmcEIJ5664</p> <p>Time</p> <p>https://www.youtube.com/watch?v=dY2tUgX0UkU (calendar - parts can be used)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Mental Mathematics</p> <ul style="list-style-type: none"> • Solve problems using mental strategies, such as: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ Add-zero and subtract-zero facts ○ Count on / count back ○ ‘Make Ten’ (think addition) • Associate addition and subtraction to forward and backward counting <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Construct models using solids and plane shapes and describe composition of model • Recognize and name solids and plane shapes in pictorial representations • Compare solids and plane shapes by stating similarities and differences • Select from a given set of solids or plane shapes: <ul style="list-style-type: none"> ○ Solids or plane shapes that are the same ○ Solids or plane shapes that are alike/similar ○ Solids or plane shapes that are different and explain reason(s) for selection <p>Geometrical Patterns</p>	<p>https://www.teacherspayteachers.com/Product/Measuring-Time-using-Non-Standard-Units-4848388 (non-standard units - use ideas)</p> <p>https://mrsfeere.wordpress.com/2016/05/26/measuring-time-with-non-standard-unit/ (non-standard units - use ideas)</p> <p>STATISTICS</p> <p>Pictographs</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7145</p> <p>https://www.moe.gov.tt/1-myself-my-family-my-friends-revised/ (integration)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=810 (integration)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=9227</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6370</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=6198 (integration)</p> <p>https://www.moe.gov.tt/core-skills-4/</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6347</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6370</p> <p>https://www.moe.gov.tt/celebrations-song-dance-drama-revised/ (integration)</p> <p>https://www.moe.gov.tt/transport/ (integration)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Describe growing/increasing patterns and identify the pattern rule • Use the pattern rule to extend the growing/increasing pattern • Create growing/increasing patterns using solids or plane shapes (concrete and pictorial) <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> • Measure lengths and distances using arbitrary/non-standard units <p>Weight/Mass</p> <ul style="list-style-type: none"> • Compare objects according to mass/weight using an equal arm balance and appropriate vocabulary • Discuss observations of the equal arm balance when objects are placed in the pans • Use pictorial representations of equal arm balances to determine which object is heavy or light <p>Time</p> <ul style="list-style-type: none"> • Measure the duration of activities using non-standard units • Interpret calendars <p>STATISTICS</p> <p>Pictographs</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Identify features of pictographs • Construct pictographs (with and without grid, vertical and horizontal arrangements) based on real-life problems or situations • Interpret pictographs based on a real-life problem or situation • Make informed decisions based on data analysed • Communicate findings and decisions using appropriate vocabulary 	
	Term III	<p>NUMBER Number Concepts</p> <ul style="list-style-type: none"> • Use 10 as a reference or benchmark in the formation of numbers from 11 to 20 e.g. ‘seventeen is seven more than ten’ • Estimate a given quantity using 10 as a benchmark and verify by counting • Order objects and use appropriate language to describe its position up to tenth • Explore the value of coins and bills (up to 25¢, up to \$20) e.g. 25 cents is worth more than 5 cents (use the idea of purchase of items priced at 5 cents and how many can be bought) • Use the language of money in role-playing situations involving the exchange of goods for money (exact 	<p>NUMBER Addition</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6339 https://www.youtube.com/watch?v=AaxrqDuw1Xk https://www.youtube.com/watch?v=uQiUTFO78Jk https://www.k5learning.com/worksheets/math/grade-1-adding-2-numbers-sum-under-20-a.pdf https://www.youtube.com/watch?v=luw31Y66eyU https://www.youtube.com/watch?v=PUY072JHE4g https://www.k5learning.com/worksheets/kindergarten-adding-pictures-sums-to-20-1.pdf https://www.k5learning.com/free-preschool-kindergarten-worksheets/addition/addition-vertical-sums-to-20 https://www.youtube.com/watch?v=QCO7SA7sRXs https://www.youtube.com/watch?v=tVHOBVAFjUw</p> <p>Subtraction</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6342 https://learn.moe.gov.tt/mod/url/view.php?id=6343</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>value of the coins and bills, one item and receive change)</p> <ul style="list-style-type: none"> • State the equivalence of coins and bills up to 25 cents and 20 dollars <p>Number Relationships</p> <ul style="list-style-type: none"> • Explore the equality of sets involving addition and subtraction and using objects of the same size and mass/weight but different colours, and the balance scale, e.g. 2 red balls and 3 green balls are placed on one pan and students determine the amount of blue balls to place on the other side to show equality (verify by counting) • Solve problems involving addition and subtraction and using balance activities and the concept of equality <p>Addition</p> <ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) involving 2 addends and 3 addends with a sum less than or equal to 20 and using a variety of problem-solving strategies such as, use a model, act it out, draw a picture and look for a pattern • Solve problems presented in horizontal and vertical arrangements • Record addition pictorially and symbolically using number sentences 	<p>https://www.k5learning.com/worksheets/math/grade-1-subtraction-up-to-20-no-regrouping-a.pdf https://www.k5learning.com/worksheets/kindergarten-subtraction-1-digit-from-20-no-borrow-v1.pdf https://www.youtube.com/watch?v=0bxECUpuDaw https://www.youtube.com/watch?v=4Fh4KOxsdos https://www.youtube.com/watch?v=RcnuYy9Y_Ng&t=53s</p> <p>Mental Mathematics https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction) https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>GEOMETRY Geometrical Patterns https://www.moe.gov.tt/core-skills-4/ (integration) https://www.youtube.com/watch?v=dx64YZbktuo https://www.youtube.com/watch?v=uCV6P5vcvgs (parts can be used) https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT Length https://learn.moe.gov.tt/mod/resource/view.php?id=8591 https://learn.moe.gov.tt/mod/url/view.php?id=6520 https://learn.moe.gov.tt/mod/url/view.php?id=6521 https://learn.moe.gov.tt/mod/url/view.php?id=6523 https://www.moe.gov.tt/my-country-the-past/ (integration) https://learn.moe.gov.tt/mod/resource/view.php?id=6195 (integration)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>(words and symbols). E.g. 13 plus 2 is 15; 13 add 2 is equal to 15; 13 add 2 equals 15; $13 + 2 = 15$</p> <ul style="list-style-type: none"> Describe what happens to a group after addition Use the number line to solve addition problems Use the count on strategy to solve addition problems Create number stories involving addition using appropriate vocabulary (including the language of money) <p>Subtraction</p> <ul style="list-style-type: none"> Solve one-step real-life subtraction problems presented orally, pictorially or symbolically (using concrete materials, whole number and money) with minuend less than or equal to 20 and using a variety of problem-solving strategies such as, use a model, act it out, draw a picture and look for a pattern Solve problems involving subtraction represented in vertical and horizontal arrangements Record subtraction pictorially and symbolically using number sentences (words and symbols) e.g. 15 take away 2 equals 13, $15 - 2 = 13$ Describe what happens to a group after subtraction from 	<p>https://www.youtube.com/watch?v=1fag0bfQVaQ https://www.youtube.com/watch?v=XsLz-icSu5g (If the shoe fits-a story) https://learn.moe.gov.tt/mod/url/view.php?id=6520 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6521 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6523 (non-standard units) https://www.bbc.co.uk/bitesize/articles/zbwc92p (non-standard units) http://eduplace.com/kids/hmm/practice/1/ep1_07.html (non-standard units)</p> <p>Weight/Mass https://learn.moe.gov.tt/mod/url/view.php?id=6344 https://learn.moe.gov.tt/mod/url/view.php?id=6346 https://www.moe.gov.tt/food/ (integration) https://www.youtube.com/watch?v=cgmcEIJ5664</p> <p>Time https://www.youtube.com/watch?v=dY2tUgX0UkU (calendar - parts can be used) https://www.teacherspayteachers.com/Product/Measuring-Time-using-Non-Standard-Units-4848388 (non-standard units - use ideas) https://mrsfeere.wordpress.com/2016/05/26/measuring-time-with-non-standard-unit/ (non-standard units - use ideas)</p> <p>STATISTICS</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Use the number line to solve subtraction problems • Use the count back and count on strategies to solve subtraction problems • Create number stories involving subtraction using appropriate vocabulary (including the language of money) <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Solve problems using mental strategies, such as: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ Add-zero and subtract-zero facts ○ Count on / count back ○ ‘Make Ten’ (think addition) • Associate addition and subtraction to forward and backward counting <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Solve problems involving solids and plane shapes e.g. How many different shapes can you make using 6 blocks? <p>Geometrical Patterns</p> <ul style="list-style-type: none"> • Describe growing/increasing patterns and identify the pattern rule • Use the pattern rule to extend the growing/increasing pattern 	<p>Pictographs</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6370 https://www.moe.gov.tt/transport/ (integration)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Create growing/increasing patterns using solids or plane shapes (concrete and pictorial) <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> • Measure lengths and distances using arbitrary/non-standard units • Compare and order objects and distances according to length and explain reasoning using appropriate vocabulary <p>Weight/Mass</p> <ul style="list-style-type: none"> • Compare objects according to mass/weight using an equal arm balance and appropriate vocabulary • Discuss observations of the equal arm balance when objects are placed in the pans • Use pictorial representations of equal arm balances to determine which object is heavy or light <p>Time</p> <ul style="list-style-type: none"> • Measure the duration of activities using non-standard units • Compare the time taken for activities or events to occur or the duration of activities (starting at the same time) and order the duration of activities and explain reasoning using appropriate vocabulary • Interpret calendars 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>STATISTICS Pictographs</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem • Identify features of pictographs • Construct pictographs (with and without grid, vertical and horizontal arrangements) based on real-life problems or situations • Interpret pictographs based on a real-life problem or situation • Make informed decisions based on data analysed • Communicate findings and decisions using appropriate vocabulary 	
<p>Standard One</p>	<p>Term I</p>	<p>NUMBER Number Concepts</p> <ul style="list-style-type: none"> • Rote count to 1000 in ascending and descending order (including skip counting) • Understand the concept of numbers to 100 • Count objects to demonstrate one to-one correspondence (up to 100) • Count objects in different arrangements to demonstrate conservation of number • Match the number names and numerals to the quantities they represent up to 100 • Sequence number names and numerals 	<p>NUMBER Number Concepts</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6497 (skip counting)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6498 (skip counting)</p> <p>https://numberock.com/lessons/skip-counting-by-10/ (skip counting in tens)</p> <p>https://www.youtube.com/watch?v=EemjeA2Djjw (skip counting in fives)</p> <p>https://www.bbc.co.uk/bitesize/clips/z3cmpv4 (counting in pairs)</p> <p>https://www.bbc.co.uk/bitesize/articles/z2xfxbk (counting to 100)</p> <p>https://www.aaamath.com/g14c_nx1.htm (counting to 100)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Insert missing numbers on a number line, number chart and number sequence • Read and write number names and numerals • Explore the value of coins and bills (up to \$100) and their equivalence (practical activities) • Write specified amounts of money using the notation for dollars and cents <p>Number Patterns</p> <ul style="list-style-type: none"> • Distinguish between repeating patterns and non-repeating patterns in a given set by identifying the part that repeats or errors • Explore patterns using repetitions of 3-5 elements • Recognise and explore number patterns up to 100 • Describe a given repeating pattern containing three to five elements in its core • Determine the pattern rule and extend the repeating pattern using concrete materials, pictorial representation or symbols • Name a repeating pattern containing three to five elements in its core • Create repeating number patterns and explain the pattern rule <p>Addition and Subtraction</p>	<p>https://www.youtube.com/watch?v=bGetqbqDVaA (Counting to 100)</p> <p>https://mrnussbaum.com/what-number-am-i-version-1-online (number concept)</p> <p>https://uk.ixl.com/math/year-2 (counting)</p> <p>https://mrnussbaum.com/the-amazing-number-chart-online (counting)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_01.html (counting)</p> <p>http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&filename=1cc_prim&title=Counters&grade=2 (counting)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_04.html (counting, skip counting)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6500 (counting, reading and writing numbers)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6491 (numerical order)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6499 (numeral and number name)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6501 (numeral and number name)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6506 (numeral and number name)</p> <p>https://www.internet4classrooms.com/skills_1st_math_new.htm (number and operations)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php (number and operations in base ten)</p> <p>https://www.abcya.com/ (number games)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Solve one-step and two-step real-life problems involving addition and subtraction presented orally, pictorially and symbolically (using concrete materials, whole number and money) and using a variety of problem-solving strategies such as, use a model, act it out, draw a picture, look for a pattern, work backwards and guess and check • Perform addition up to 3 addends within 99 (vertical and horizontal arrangements, no algorithm) • Perform subtraction within 99 (vertical and horizontal arrangements, no algorithm) • Check answers to addition and subtraction problems by using the reverse operation • Use the language of money in role playing situations involving the exchange of goods for money (one item, more than one item, without and with change, limited to dollars only or cents only) • Create number stories <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Use a variety of mental math strategies and recording strategies to solve problems involving addition and subtraction including: 	<p>https://learn.moe.gov.tt/mod/resource/view.php?id=7335 (worksheet: skip counting, numerical order)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6496 (ascending and descending order)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6494 (descending/decreasing order)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7044 (worksheet: money-equivalence, notation, problems)</p> <p>https://www.moe.gov.tt/entrepreneurship-work-leisure-revised/ (integration-buying and selling, let's count) (teacher resource)</p> <p>https://educators.brainpop.com/bp-jr-topic/dollars-and-cents/ (money-use ideas) (teacher resource)</p> <p>Number Patterns</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=5079 (integration - idea can be used to create a repeating pattern, replacing tempo with a number) (teacher resource)</p> <p>https://educators.brainpop.com/lesson-plan/patterns-activities-for-kids/?bp-jr-topic=patterns (teacher resource)</p> <p>Addition and Subtraction</p> <p>https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zkgjpg8 (addition)</p> <p>https://www.mathplayground.com/ASB_Canoe_Puppies.html (addition)</p> <p>https://www.mathplayground.com/tb_addition/index.html (addition)</p> <p>https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/ (addition)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> ○ The commutative property for addition ○ The associative property for addition ○ Add-two/subtract-two ○ Double facts ○ Ten facts (combining numbers that add to 10 e.g. $6 + 8 + 2$; group 8 and 2 first) ○ Related addition and subtraction facts, e.g. $15 + 3 = 18$, so $18 - 15 = 3$; $5 - 2 = 3$, so $50 - 20$ is 30 ○ Thinking of addition e.g. make ten ○ Counting on and back ○ Skip counting <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> ● Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, cone, sphere and pyramid – with a focus on naming the different types of pyramids) ● Describe and compare solids and plane shapes in concrete and pictorial forms using formal language <p>Geometrical Patterns</p> <ul style="list-style-type: none"> ● Distinguish between repeating and non-repeating patterns in a given set involving solids or plane shapes by identifying the part that repeats or error ● Explore patterns using plane shapes and solids 	<p>http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.shtml&filename=connectingcubes&title=Connecting%20Cubes&grade=2 (addition)</p> <p>https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-math-strategies-for-adding-within-100/v/example-exercises-on-ways-to-add-two-digit-numbers?modal=1 (addition)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_04.html (addition)</p> <p>https://mrnussbaum.com/fun-addition-games-from-computermice (addition game)</p> <p>http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.shtml&filename=nmb1_prim&title=Number%20Line&grade=2 (addition and subtraction using the number line)</p> <p>https://www.mathlearningcenter.org/resources/apps/number-line (addition and subtraction using the number line)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_05.html (subtraction)</p> <p>https://mrnussbaum.com/fun-subtraction-games-from-computermice (subtraction game)</p> <p>https://www.mathplayground.com/superhero_subtraction.html (subtraction)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6514 (addition and subtraction)</p> <p>https://uk.ixl.com/math/year-2 (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/bt/1/1_02-1q.html (addition and subtraction brain teaser)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6519 (addition and subtraction)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Describe a given repeating pattern containing three to five elements in its core • Determine the pattern rule and extend the repeating pattern using concrete materials or pictorial representations • Insert the missing elements in given patterns (concrete or pictorial) and explain reasoning • Name a repeating pattern containing three to five elements in its core • Create patterns using solids or plane shapes (repeating – 3 to 5 elements) <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> • Measure, record, compare and order length, using non-standard units • Explore activities to explain that the size of the unit used in measuring relates to the number of units used • Explain why one non-standard unit may be a better choice for measuring than the other <p>Time</p> <ul style="list-style-type: none"> • Measure, record, compare and order duration of activities (time) using non-standard units • Explore activities to explain that the size of the unit used in measuring relates to the number of units used 	<p>http://eduplace.com/kids/hmm/practice/1/ep1_01.html (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_08.html (addition and subtraction)</p> <p>https://apps.mathlearningcenter.org/number-frames/ (addition and subtraction)</p> <p>https://www.abcya.com/ (addition and subtraction games)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7951 (worksheet: addition and subtraction)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php (number and operations in base ten)</p> <p>https://www.mathplayground.com/wpdatabase/wpindex.html (addition and subtraction problems)</p> <p>https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction)</p> <p>https://www.internet4classrooms.com/skills_1st_math_new.htm (number and operations)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2oa1 (addition and subtraction worksheets)</p> <p>https://educators.brainpop.com/lesson-plan/choosing-operation-activities-kids/?bp-jr-topic=choosing-an-operation (addition and subtraction-use ideas) (teacher resource)</p> <p>https://jr.brainpop.com/math/mathstrategies/solvingwordproblems/ (word problems-use ideas) (teacher resource)</p> <p>https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction)</p> <p>https://www.youtube.com/watch?v=G05AgnEGmgw</p> <p>Mental Mathematics</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Explain why one non-standard unit may be a better choice for measuring than the other <p>Capacity</p> <ul style="list-style-type: none"> • Understand the concept of capacity <ul style="list-style-type: none"> ○ Sort objects into “can put things into” (containers) and “cannot put things into” and explain reasons ○ Explore containers by filling and emptying and describe using the language associated with capacity (e.g. empty/full, nearly full) so as to develop the concept of capacity ○ Describe capacity as the measure of the amount a container can hold • Compare the capacity of two containers by filling and emptying (using materials such as water and sand) into each other (or by filling and emptying into a larger container and marking each level) and give reasons using appropriate language <p>STATISTICS</p> <p>Pictographs</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem • Identify features of pictographs • Construct pictographs using appropriate symbolic representations • Interpret data from pictographs based on a real-life problem or situation 	<p>https://www.bbc.co.uk/bitesize/articles/zyd28hy (number bonds to 10)</p> <p>https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zvv86v4 (addition using number bonds)</p> <p>https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction mental strategies)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2oa2 (add and subtract using mental strategies)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_02.html (addition and subtraction facts)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_01.html (addition and subtraction facts)</p> <p>https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction)</p> <p>https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <p>https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape (solid shapes)</p> <p>https://numberock.com/lessons/3-d-shapes/ (solids-some content not applicable)</p> <p>https://educators.brainpop.com/bp-jr-topic/solid-shapes/ (solids) (teacher resource)</p> <p>https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqty (solid shapes-use some ideas)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_03.html (solids and plane shapes)</p> <p>https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/zjjkpg8 (solids and plane shapes)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Make informed decisions based on data analysed • Justify decisions made using data collected in writing and/or oral presentations 	<p> https://uk.ixl.com/math/year-2 (shapes and solids) https://learn.moe.gov.tt/mod/url/view.php?id=6297 (plane shapes) https://jr.brainpop.com/math/geometry/planesshapes/ (plane shapes) https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpw_dmn (plane shapes-use some ideas) https://www.mathplayground.com/geoboard.html (draw shapes) https://uk.ixl.com/math/year-2 (shapes and solids) https://www.moe.gov.tt/my-country-the-past/ (integration-constructing a village) (teacher resource) https://www.youtube.com/watch?v=cNlthXnbRfU https://www.youtube.com/watch?v=d_6nMZRiCYs https://www.youtube.com/watch?v=2cg-Uc556-Q </p> <p>Geometrical Patterns</p> <p> https://www.bbc.co.uk/bitesize/articles/z338bqt (patterns) http://eduplace.com/kids/hmm/practice/1/ep1_03.html (patterns) https://www.mathplayground.com/pattern-blocks.html (create patterns) https://apps.mathlearningcenter.org/number-frames/ (create patterns) https://apps.mathlearningcenter.org/pattern-shapes/ (create patterns) https://educators.brainpop.com/bp-jr-topic/patterns/ (patterns) (teacher resource) </p> <p>MEASUREMENT</p> <p>Length</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<p> https://learn.moe.gov.tt/mod/url/view.php?id=6520 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6521 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6523 (non-standard units) https://www.bbc.co.uk/bitesize/articles/zbwc92p (non-standard units) http://eduplace.com/kids/hmm/practice/1/ep1_07.html (non-standard units) http://eduplace.com/kids/hmm/practice/templates/rules.jsp?ID=hmm07_ep/gr2/1701&GRADE=2&UNIT=7&CHAPTER=17&LESSON=1&UNIT_TITLE=Measurement&CHAPTER_TITLE=Length (non-standard units) https://www.youtube.com/watch?v=2IAI5R23rco https://www.youtube.com/watch?v=1fag0bfQVaQ https://learn.moe.gov.tt/mod/resource/view.php?id=8591 (worksheet: non-standard units) https://uk.ixl.com/math/year-2 (measurement) https://www.moe.gov.tt/my-country-the-past/ (integration-constructing a village) (teacher resource) https://educators.brainpop.com/bp-jr-topic/nonstandard-measurement/ (non-standard measure) (teacher resource) </p> <p> Time https://www.teacherspayteachers.com/Product/Measuring-Time-using-Non-Standard-Units-4848388 (non-standard units - use ideas) https://mrsfeere.wordpress.com/2016/05/26/measuring-time-with-non-standard-unit/ (non-standard units - use ideas) </p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<p>Capacity https://www.bbc.co.uk/bitesize/topics/zt9k7ty/articles/zp8crdm (empty to full) https://www.youtube.com/watch?v=mHK3D2Y_YU4 (capacity) https://uk.ixl.com/math/year-2 (measurement) https://www.youtube.com/watch?v=TkXxn0bJ4r0 (capacity-use ideas) http://eduplace.com/kids/hmm/practice/1/ep1_07.html (capacity)</p> <p>STATISTICS Pictographs https://learn.moe.gov.tt/mod/url/view.php?id=6527 https://uk.ixl.com/math/year-2/interpret-pictographs (interpret pictographs) https://uk.ixl.com/math/year-2 (pictographs) http://eduplace.com/kids/hmm/practice/1/ep1_01.html (pictographs) http://eduplace.com/kids/hmm/practice/templates/rules.jsp?ID=hmm07_ep/gr2/0402&GRADE=2&UNIT=1&CHAPTER=4&LESSON=2&UNIT_TITLE=Number%20Concepts,%20Addition,%20Subtraction,%20and%20Graphing&CHAPTER_TITLE=Data,%20Graphing,%20and%20Probability (pictographs) https://educators.brainpop.com/bp-jr-topic/pictographs/ (pictographs) (teacher resource) https://learn.moe.gov.tt/mod/resource/view.php?id=5875 (integration - idea from Agricultural Science can be used to create pictographs) (teacher resource)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<p>https://learn.moe.gov.tt/mod/resource/view.php?id=5754 (integration - Spanish names can be reinforced in appropriate pictograph) (teacher resource)</p> <p>https://www.moe.gov.tt/entrepreneurship-work-leisure-revised/ (integration-creating a pictograph) (teacher resource)</p>
	Term II	<p>NUMBER Number Concepts</p> <ul style="list-style-type: none"> • Rote count to 1000 in ascending and descending order • Order objects, pictures and events and use appropriate language to describe positions up to twentieth • Differentiate between odd and even numbers • Estimate the number of objects in a set using 20 as the benchmark and verify by counting • State the equivalence of coins (only) and bills (only) up to 100 dollars using practical activities <p>Place Value</p> <ul style="list-style-type: none"> • Demonstrate an understanding of place value and value up to 99 (concretely, pictorially and symbolically) • Compare and order numerals up to 99 in ascending and descending order <p>Number Patterns</p> <ul style="list-style-type: none"> • Explore increasing and decreasing patterns up to 100 	<p>NUMBER Number Concepts</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7335</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6498</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6508</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6509</p> <p>https://www.youtube.com/watch?v=3iQqmmG8wQQ (odd and even reinforcement-parts can be used)</p> <p>Place Value</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7520</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6493</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6495</p> <p>https://www.youtube.com/watch?v=dHu5TFxPtk (reinforcement)</p> <p>Number Patterns</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7895</p> <p>https://www.youtube.com/watch?v=yMHS_YX5Y4M</p> <p>Addition and Subtraction</p> <p>https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zkgi_pg8 (addition)</p> <p>https://www.mathplayground.com/ASB_Canoe_Puppies.html (addition)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Describe and extend simple number patterns that increase or decrease using the pattern rule • Create increasing and decreasing number patterns and explain the pattern rule • Develop number patterns involving addition and subtraction facts, add-zero/subtract-zero, the commutative property for addition, the associative property for addition, add-two/subtract-two, double facts, ten facts and odd and even numbers <p>Number Relationships</p> <ul style="list-style-type: none"> • Use balance activities to demonstrate equality and inequality • Count objects in sets to demonstrate equality and inequality of sets • Draw sets to show equal and unequal amounts and record the number of items • Use the equal symbol (=) or the not equal symbol (\neq) to record equalities and inequalities • Explore equality involving addition and subtraction using equivalent number relationships • Solve problems involving addition and subtraction using balance activities and counting 	<p>https://www.mathplayground.com/tb_addition/index.html (addition)</p> <p>https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/ (addition)</p> <p>http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&filename=connectingcubes&title=Connecting%20Cubes&grade=2 (addition)</p> <p>https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-math-strategies-for-adding-within-100/v/example-exercises-on-ways-to-add-two-digit-numbers?modal=1 (addition)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_04.html (addition)</p> <p>https://mrnussbaum.com/fun-addition-games-from-computermice (addition game)</p> <p>http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&filename=nmb1_prim&title=Number%20Line&grade=2 (addition and subtraction using the number line)</p> <p>https://www.mathlearningcenter.org/resources/apps/number-line (addition and subtraction using the number line)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_05.html (subtraction)</p> <p>https://mrnussbaum.com/fun-subtraction-games-from-computermice (subtraction game)</p> <p>https://www.mathplayground.com/superhero_subtraction.html (subtraction)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6514 (addition and subtraction)</p> <p>https://uk.ixl.com/math/year-2 (addition and subtraction)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Determine whether a given number sentence is true or false using a balance scale and counting objects <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve one-step and two-step real-life problems involving addition and subtraction presented orally, pictorially and symbolically (using concrete materials, whole number and money) and using a variety of problem-solving strategies such as, use a model, act it out, draw a picture, look for a pattern, work backwards and guess and check • Perform addition up to 3 addends within 99 (vertical and horizontal arrangements, no algorithm) • Perform subtraction within 99 (vertical and horizontal arrangements, no algorithm) • Create number stories • Check answers to addition and subtraction problems by using the reverse operation • Use the language of money in role playing situations involving the exchange of goods for money (one item, more than one item, without and with change, limited to dollars only or cents only) <p>Multiplication</p>	<p>http://eduplace.com/kids/hmm/bt/1/1_02-1q.html (addition and subtraction brain teaser)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6519 (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_01.html (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_08.html (addition and subtraction)</p> <p>https://apps.mathlearningcenter.org/number-frames/ (addition and subtraction)</p> <p>https://www.abcya.com/ (addition and subtraction games)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7951 (worksheet: addition and subtraction)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php (number and operations in base ten)</p> <p>https://www.mathplayground.com/wpdatabase/wpindex.html (addition and subtraction problems)</p> <p>https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction)</p> <p>https://www.internet4classrooms.com/skills_1st_math_new.htm (number and operations)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2oa1 (addition and subtraction worksheets)</p> <p>https://educators.brainpop.com/lesson-plan/choosing-operation-activities-kids/?bp-jr-topic=choosing-an-operation (addition and subtraction-use ideas) (teacher resource)</p> <p>https://jr.brainpop.com/math/mathstrategies/solvingwordproblems/ (word problems-use ideas) (teacher resource)</p> <p>https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Solve problems involving repeated addition (concept of multiplication, no symbol, up to 10 addends) • Explain or demonstrate how answers were obtained when solving problems • Record solutions to problems using a variety of formats • Create number stories <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Use a variety of mental math strategies and recording strategies to solve problems involving addition and subtraction including: <ul style="list-style-type: none"> ○ The commutative property for addition ○ The associative property for addition ○ Add-two/subtract-two ○ Double facts ○ Ten facts (combining numbers that add to 10 e.g. $6 + 8 + 2$; group 8 and 2 first) ○ Related addition and subtraction facts, e.g. $15 + 3 = 18$, so $18 - 15 = 3$; $5 - 2 = 3$, so $50 - 20$ is 30 ○ Thinking of addition e.g. make ten ○ The jump strategy, e.g. $53 + 25$; $53 + 20 = 73$, $53 + 5 = 78$ ○ Bridging to tens strategy e.g. $18 + 6$; 18 and 2 is 20 and add 4 more ○ Counting on and back ○ Skip counting 	<p>https://www.youtube.com/watch?v=G05AgnEGmgw https://www.youtube.com/watch?v=QCO7SA7sRXs</p> <p>Multiplication https://learn.moe.gov.tt/mod/resource/view.php?id=8466</p> <p>Mental Mathematics https://www.bbc.co.uk/bitesize/articles/zyd28hy (number bonds to 10) https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zvv86v4 (addition using number bonds) https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction mental strategies) https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2oa2 (add and subtract using mental strategies) http://eduplace.com/kids/hmm/practice/1/ep1_02.html (addition and subtraction facts) http://eduplace.com/kids/hmm/practice/2/ep2_01.html (addition and subtraction facts) https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction) https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>GEOMETRY Solids and Plane Shapes https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape (solid shapes) https://numberock.com/lessons/3-d-shapes/ (solids-some content not applicable)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> Identify plane shapes as faces of solids in the environment and in an assortment of solids Match cut-outs of plane shapes to faces of solids Trace the faces of solids and name the shapes drawn Use plane shapes to create solids and state the relationship between solids and plane shapes Identify solids and plane shapes in different orientations (concrete and pictorial) and via the sense of touch <p>Geometrical Patterns</p> <ul style="list-style-type: none"> Describe growing/increasing or decreasing patterns and extend the pattern using the pattern rule Create patterns using solids or plane shapes (growing or increasing and decreasing patterns) Insert the missing elements in given patterns (concrete or pictorial) and explain reasoning <p>MEASUREMENT</p> <p>Length</p> <ul style="list-style-type: none"> Estimate length using non-standard units and verify results <p>Weight/Mass</p>	<p>https://educators.brainpop.com/bp-jr-topic/solid-shapes/ (solids) (teacher resource)</p> <p>https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjgty (solid shapes-use some ideas)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_03.html (solids and plane shapes)</p> <p>https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/zjjkg8 (solids and plane shapes)</p> <p>https://uk.ixl.com/math/year-2 (shapes and solids)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6297 (plane shapes)</p> <p>https://jr.brainpop.com/math/geometry/planesshapes/ (plane shapes)</p> <p>https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn (plane shapes-use some ideas)</p> <p>https://www.mathplayground.com/geoboard.html (draw shapes)</p> <p>https://uk.ixl.com/math/year-2 (shapes and solids)</p> <p>https://www.moe.gov.tt/my-country-the-past/ (integration-constructing a village) (teacher resource)</p> <p>https://www.youtube.com/watch?v=cNlthXnbRfU</p> <p>https://www.youtube.com/watch?v=d_6nMZrCYs</p> <p>https://www.youtube.com/watch?v=2cg-Uc556-Q</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7090</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=7926 (reinforcement)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=7927 (reinforcement)</p> <p>Geometrical Patterns</p> <p>https://www.moe.gov.tt/core-skills-4/ (integration)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Measure, record, compare and order mass/weight, using non-standard units • Explore activities to explain that the size of the unit used in measuring relates to the number of units used • Explain why one non-standard unit may be a better choice for measuring than the other <p>Time</p> <ul style="list-style-type: none"> • Explain the need for and the importance of a standard unit of measure for time • State units of measure of time that they are familiar with e.g. minutes, hours and the instrument used to measure (clock) • Identify the features of the analog clock and the function of the hands (second, minute and hour) • Explain the meaning of the movement of the hands on a clock (seconds and minutes) • Measure the duration of events in minutes and seconds using a clock with a second hand and a minute hand • Measure, record, compare and order duration of activities (time) using standard units • State/name activities/events which occur in seconds and minutes (up to 5 minutes) <p>Capacity</p>	<p>https://www.youtube.com/watch?v=dx64YZbktuo https://www.youtube.com/watch?v=uCV6P5vcvgs (parts can be used) https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT Length https://learn.moe.gov.tt/mod/url/view.php?id=6520 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6521 (non-standard units) https://learn.moe.gov.tt/mod/url/view.php?id=6523 (non-standard units) https://www.bbc.co.uk/bitesize/articles/zbwc92p (non-standard units) http://eduplace.com/kids/hmm/practice/1/ep1_07.html (non-standard units)</p> <p>Weight/Mass https://www.youtube.com/watch?v=2IA15R23rco</p> <p>Time https://learn.moe.gov.tt/mod/url/view.php?id=6525 https://learn.moe.gov.tt/mod/url/view.php?id=6526</p> <p>STATISTICS Tally Charts https://learn.moe.gov.tt/mod/url/view.php?id=6527</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Measure, record, compare and order capacity using non-standard units • Explore activities to explain that the size of the unit used in measuring capacity relates to the number of units used • Explain why one non-standard unit may be a better choice for measuring capacity than the other (e.g. a cup may be better than a spoon when measuring the capacity of a bucket; cubes may be better than cones when measuring capacity as they pack and stack better and leave no gaps) <p>STATISTICS</p> <p>Tally Charts</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem • Identify features of tally charts • Construct tally charts using appropriate symbolic representations • Interpret data from tally charts based on a real-life problem or situation • Make informed decisions based on data analysed • Justify decisions made using data collected in writing and/or oral presentations 	
	Term III	NUMBER Number Concepts	NUMBER Place Value and Rounding

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Estimate the number of objects in a set using 20 as the benchmark and verify by counting <p>Place Value and Rounding</p> <ul style="list-style-type: none"> • Demonstrate an understanding of place value and value up to 99 (concretely, pictorially and symbolically) • Write numbers using the expanded notation form • Convert expanded notation into numerals • Compare and order numerals up to 99 in ascending and descending order • Round numbers to the nearest "ten" <p>Number Patterns</p> <ul style="list-style-type: none"> • Explore increasing and decreasing patterns up to 100 • Describe and extend simple number patterns that increase or decrease using the pattern rule • Create increasing and decreasing number patterns and explain the pattern rule • Develop number patterns involving addition and subtraction facts, add-zero/subtract-zero, the commutative property for addition, the associative property for addition, add-two/subtract-two, double facts, ten facts and odd and even numbers 	<p>https://learn.moe.gov.tt/mod/url/view.php?id=6493 https://learn.moe.gov.tt/mod/url/view.php?id=6500 https://learn.moe.gov.tt/mod/url/view.php?id=6511 https://learn.moe.gov.tt/mod/resource/view.php?id=7520 https://learn.moe.gov.tt/mod/url/view.php?id=6495 https://www.youtube.com/watch?v=_dHu5TFxPtk (reinforcement)</p> <p>Number Patterns</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7895 https://www.youtube.com/watch?v=yMHS_YX5Y4M</p> <p>Addition and Subtraction</p> <p>https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zkgjpg8 (addition) https://www.mathplayground.com/ASB_Canoe_Puppies.html (addition) https://www.mathplayground.com/tb_addition/index.html (addition) https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Ten-Frame/ (addition) http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&filename=connectingcubes&title=Connecting%20Cubes&grade=2 (addition) https://www.khanacademy.org/math/cc-2nd-grade-math/cc-2nd-add-subtract-100/cc-2nd-math-strategies-for-adding-within-100/v/example-exercises-on-ways-to-add-two-digit-numbers?modal=1 (addition) http://eduplace.com/kids/hmm/practice/2/ep2_04.html (addition)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve one-step and two-step real-life problems involving addition and subtraction presented orally, pictorially and symbolically (using concrete materials, whole number and money) and using a variety of problem solving strategies such as, use a model, act it out, draw a picture, look for a pattern, work backwards and guess and check • Perform addition up to 3 addends within 99 (vertical and horizontal arrangements, no algorithm) • Perform subtraction within 99 (vertical and horizontal arrangements, no algorithm) • Create number stories • Check answers to addition and subtraction problems by using the reverse operation • Use the language of money in role playing situations involving the exchange of goods for money (one item, more than one item, without and with change, limited to dollars only or cents only) <p>Multiplication</p> <ul style="list-style-type: none"> • Solve problems involving repeated addition (concept of multiplication, no symbol, up to 10 addends) 	<p>https://mrnussbaum.com/fun-addition-games-from-computermice (addition game)</p> <p>http://eduplace.com/cgi-bin/schtemplate.cgi?template=/kids/hmm/manip/mn_popup.html&filename=nmb1_prim&title=Number%20Line&grade=2 (addition and subtraction using the number line)</p> <p>https://www.mathlearningcenter.org/resources/apps/number-line (addition and subtraction using the number line)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_05.html (subtraction)</p> <p>https://mrnussbaum.com/fun-subtraction-games-from-computermice (subtraction game)</p> <p>https://www.mathplayground.com/superhero_subtraction.html (subtraction)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6514 (addition and subtraction)</p> <p>https://uk.ixl.com/math/year-2 (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/bt/1/1_02-1q.html (addition and subtraction brain teaser)</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6519 (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_01.html (addition and subtraction)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_08.html (addition and subtraction)</p> <p>https://apps.mathlearningcenter.org/number-frames/ (addition and subtraction)</p> <p>https://www.abcya.com/ (addition and subtraction games)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7951 (worksheet: addition and subtraction)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Explain or demonstrate how answers were obtained when solving problems • Record solutions to problems using a variety of formats • Create number stories <p>Division</p> <ul style="list-style-type: none"> • Solve problems involving sharing and grouping (concept of division, no symbol) • Explain or demonstrate how answers were obtained when solving problems • Record solutions to problems using a variety of formats • Create number stories <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Use a variety of mental math strategies and recording strategies to solve problems involving addition and subtraction including: <ul style="list-style-type: none"> ○ The commutative property for addition ○ The associative property for addition ○ Add-two/subtract-two ○ Double facts ○ Ten facts (combining numbers that add to 10 e.g. $6 + 8 + 2$; group 8 and 2 first) ○ Related addition and subtraction facts, e.g. $15 + 3 = 18$, so $18 - 15 = 3$; $5 - 2 = 3$, so $50 - 20$ is 30 	<p>https://www.commoncoresheets.com/SortedByGrade.php (number and operations in base ten)</p> <p>https://www.mathplayground.com/wpdatabase/wpindex.html (addition and subtraction problems)</p> <p>https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction)</p> <p>https://www.internet4classrooms.com/skills_1st_math_new.htm (number and operations)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2oa1 (addition and subtraction worksheets)</p> <p>https://educators.brainpop.com/lesson-plan/choosing-operation-activities-kids/?bp-jr-topic=choosing-an-operation (addition and subtraction-use ideas) (teacher resource)</p> <p>https://jr.brainpop.com/math/mathstrategies/solvingwordproblems/ (word problems-use ideas) (teacher resource)</p> <p>https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction)</p> <p>https://www.youtube.com/watch?v=QCO7SA7sRXs</p> <p>https://www.youtube.com/watch?v=G05AgnEGmgw (decomposition)</p> <p>Multiplication</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=8466</p> <p>Division</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=8466</p> <p>Mental Mathematics</p> <p>https://www.bbc.co.uk/bitesize/articles/zyd28hv (number bonds to 10)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> ○ Thinking of addition e.g. make ten ○ The jump strategy, e.g. $53 + 25$; $53 + 20 = 73$, $53 + 5 = 78$ ○ The split strategy e.g. $43 + 52 = 40 + 50 + 3 + 2$ ○ Bridging to tens strategy e.g. $18 + 6$; 18 and 2 is 20 and add 4 more ○ Counting on and back ○ Skip counting <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> ● Construct plane shapes and compare and describe their sides and corners and deduce the relationship between the number of sides and corners of plane shapes (not limited to triangles, squares and rectangles) ● Solve problems involving solids and plane shapes <p>Geometrical Patterns</p> <ul style="list-style-type: none"> ● Describe growing/increasing or decreasing patterns and extend the pattern using the pattern rule ● Create patterns using solids or plane shapes (growing or increasing and decreasing patterns) ● Insert the missing elements in given patterns (concrete or pictorial) and explain reasoning <p>MEASUREMENT</p> <p>Length</p>	<p>https://www.bbc.co.uk/bitesize/topics/znj7hyc/articles/zvv86v4 (addition using number bonds)</p> <p>https://jr.brainpop.com/math/additionandsubtraction/ (addition and subtraction mental strategies)</p> <p>https://www.commoncoresheets.com/SortedByGrade.php?Sorted=20a2 (add and subtract using mental strategies)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_02.html (addition and subtraction facts)</p> <p>http://eduplace.com/kids/hmm/practice/2/ep2_01.html (addition and subtraction facts)</p> <p>https://www.youtube.com/watch?v=aK3FKEZJKec (relate addition and subtraction)</p> <p>https://www.youtube.com/watch?v=ch7KzI3n2Zk (number bonds to 10)</p> <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7090</p> <p>Geometrical Patterns</p> <p>https://www.moe.gov.tt/core-skills-4/ (integration)</p> <p>https://www.youtube.com/watch?v=dx64YZbktuo</p> <p>https://www.youtube.com/watch?v=uCV6P5vcvgs (parts can be used)</p> <p>https://www.youtube.com/watch?v=a4f8NrJOCw8</p> <p>MEASUREMENT</p> <p>Time</p> <p>https://www.moe.gov.tt/my-country-the-past/ (integration)</p> <p>https://www.youtube.com/watch?v=dY2tUgX0UkU (calendar - parts can be used)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Explore activities associated with conservation of length • Solve practical problems involving length <p>Weight/Mass</p> <ul style="list-style-type: none"> • Solve practical problems involving mass/weight <p>Time</p> <ul style="list-style-type: none"> • Solve practical problems involving time (including the interpretation of calendars) <p>Capacity</p> <ul style="list-style-type: none"> • Explore activities associated with conservation of capacity • Solve practical problems involving capacity <p>STATISTICS</p> <p>Tally Charts and Pictographs</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem • Construct tally charts and pictographs using appropriate symbolic representations • Interpret data from tally charts and pictographs based on a real-life problem or situation • Make informed decisions based on data analysed 	<p>STATISTICS</p> <p>Tally Charts and Pictographs</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6527</p> <p>https://uk.ixl.com/math/year-2/interpret-pictographs (interpret pictographs)</p> <p>https://uk.ixl.com/math/year-2 (pictographs)</p> <p>http://eduplace.com/kids/hmm/practice/1/ep1_01.html (pictographs)</p> <p>http://eduplace.com/kids/hmm/practice/templates/rules.jsp?ID=hmm07_ep/gr2/0402&GRADE=2&UNIT=1&CHAPTER=4&LESSON=2&UNIT_TITLE=Number%20Concepts,%20Addition,%20Subtraction,%20and%20Graphing&CHAPTER_TITLE=Data,%20Graphing,%20and%20Probability (pictographs)</p> <p>https://educators.brainpop.com/bp-jr-topic/pictographs/ (pictographs) (teacher resource)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=5875 (integration - idea from Agricultural Science can be used to create pictographs) (teacher resource)</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=5754 (integration - Spanish names can be reinforced in appropriate pictograph) (teacher resource)</p> <p>https://www.moe.gov.tt/entrepreneurship-work-leisure-revised/ (integration-creating a pictograph) (teacher resource)</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> Justify decisions made using data collected in writing and/or oral presentations 	
Standard Two	Term I	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> Skip count in ascending and descending order within a specified amount Read and write number names and numerals to 1 000 <p>Place Value and Rounding</p> <ul style="list-style-type: none"> Count a specified number of objects and use them to form groups of 100s, 10s and 1s <p>Number Patterns</p> <ul style="list-style-type: none"> Describe and extend simple number patterns that increase or decrease <p>Number Relationships</p> <ul style="list-style-type: none"> Count objects in sets to demonstrate equality and inequality of sets <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Perform addition (up to 3 addends) and subtraction (up to 999) using the algorithm <p>Mental Mathematics</p> <ul style="list-style-type: none"> Investigate and use a variety of mental math strategies and recording strategies to solve problems involving addition and subtraction <p>Fractions</p> <ul style="list-style-type: none"> Identify wholes and parts of wholes 	<p>https://learn.moe.gov.tt/mod/url/view.php?id=6568</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7337</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6597</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7896</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7091</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Differentiate between equal and unequal parts of the whole <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, pyramid, cone, sphere and triangular-based prism – with a focus on the triangular-based prism) • Identify the plane shapes or faces of the triangular-based prism and create triangular-based prisms and other solids using plane shapes <p>MEASUREMENT</p> <p>Linear</p> <ul style="list-style-type: none"> • Use non-standard units for measuring length <p>Mass/Weight</p> <ul style="list-style-type: none"> • Use non-standard units for measuring mass/weight <p>Capacity</p> <ul style="list-style-type: none"> • Use non-standard units for measuring capacity <p>Area</p> <ul style="list-style-type: none"> • Touch, colour and cover surfaces to develop the concept of area • Compare and order the area of surfaces using direct comparison <p>STATISTICS</p> <p>Tally Charts</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> Identify features of tally charts (e.g. using one stroke/tally mark, grouping of strokes/tally marks in fives) 	
	Term II	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> Match the number names and numerals to the quantities they represent up to 1 000 (concrete and pictorial representations of base ten materials) Use money notation to record amounts of money, dollars only and cents only (e.g. \$7, 25c), used in money transactions <p>Place Value and Rounding</p> <ul style="list-style-type: none"> Round numbers to the nearest ten <p>Number Patterns</p> <ul style="list-style-type: none"> Recognize when an error occurs in a pattern and explain what is wrong <p>Number Relationships</p> <ul style="list-style-type: none"> Use the equal sign to record equivalent number relationships e.g. $6+4=7+3$ Use the unequal sign to record number relationships that are not equivalent e.g. $3+2 \neq 1+6$ <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Solve one-step and two-step real-life addition and subtraction problems <p>Multiplication</p> <ul style="list-style-type: none"> Solve one-step real-life problems involving repeated addition 	<p>https://learn.moe.gov.tt/mod/resource/view.php?id=7337</p> <p>https://www.khanacademy.org/math/arithmetic-home/arith-place-value/arith-rounding/v/rounding-to-the-nearest-10</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=8189</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=8563</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7046</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Mental Mathematics</p> <ul style="list-style-type: none"> Investigate and use a variety of mental math strategies and recording strategies to solve problems involving addition, subtraction and multiplication <p>Fractions</p> <ul style="list-style-type: none"> Name and record fractions using words and symbols <p>GEOMETRY</p> <p>Solids and Plane Shapes</p> <ul style="list-style-type: none"> Explore the properties of solids in terms of faces, edges and vertices and compare and classify solids according to their properties related to faces, edges and vertices (cube, cuboid, cylinder, pyramid, cone and triangular-based prism) Name plane shapes and solids used to create compound shapes (pictorial representation) and name solids and plane shapes from verbal or written descriptions <p>MEASUREMENT</p> <p>Linear</p> <ul style="list-style-type: none"> Demonstrate the appropriate use of the measuring instrument for length (ruler) Measure lengths and distances using standard units (metre and centimetre) and record as metres only and centimetres only <p>Area</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Measure, record, compare and order area of surfaces using non-standard units • Calculate the area of shapes by counting squares <p>Time</p> <ul style="list-style-type: none"> • Tell and record time on digital and analog clocks to the hour, half past the hour, quarter past and quarter to the hour <p>STATISTICS</p> <p>Block Graphs</p> <ul style="list-style-type: none"> • Identify features of tally charts and block graphs (e.g. baseline/start line, labels (of sets) on axis, equal spacing, title, scale factors) 	
	Term III	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> • Sequence number names and numerals to 1 000 <p>Place Value and Rounding</p> <ul style="list-style-type: none"> • Round numbers to the nearest hundred <p>Division</p> <ul style="list-style-type: none"> • Solve one-step real-life problems involving sharing and grouping <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies to solve problems involving the four operations <p>GEOMETRY</p> <p>Geometrical Patterns</p>	<p>https://learn.moe.gov.tt/mod/url/view.php?id=6570</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6572</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=8563</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> Describe a given pattern (repeating, increasing or decreasing), determine the pattern rule and extend the pattern using concrete materials or pictorial representation <p>MEASUREMENT</p> <p>Mass/Weight</p> <ul style="list-style-type: none"> Demonstrate the appropriate use of the measuring instrument (such as bathroom scale, equal arm balance) Measure the mass/weight of objects using the standard unit (kilograms and multiple units of kg) <p>Capacity</p> <ul style="list-style-type: none"> Use the standard units (litres) for measuring the capacity of containers <p>STATISTICS</p> <p>Tally Charts and Block Graphs</p> <ul style="list-style-type: none"> Interpret data from tally charts and block graphs based on a real-life problem or situation Justify decisions made using data collected in writing and/or oral presentations 	
Standard Three	Term I	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> Count forward (count on) and backward (count back) by ones within 10 000 from any given number 	<p>https://learn.moe.gov.tt/mod/resource/view.php?id=7445</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6655</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6651</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7561</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=11163</p> <p>https://www.mathsisfun.com/place-value.html</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7952</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Read and write number names and numerals to 10 000 <p>Place Value and Rounding</p> <ul style="list-style-type: none"> • Show, using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of thousands, ‘hundreds’ ‘tens’ and ‘ones’ and record as such, e.g. 1 245 = 1 thousand, 2 hundreds, 4 tens and 5 ones • Round numbers to the nearest tens and hundreds <p>Number Patterns</p> <ul style="list-style-type: none"> • Describe and extend whole number patterns involving the four operations e.g. 1, 6, 11, 16... and patterns involving fractions, by using the pattern rule <p>Number Relationships</p> <ul style="list-style-type: none"> • Calculate the unknown in number sentences involving addition and subtraction of whole numbers and involving one unknown <p>Whole Number (Operations): Addition and Subtraction</p> <ul style="list-style-type: none"> • Solve problems involving addition (up to 4 digit numbers with sum less than 10 000) and up to 4 addends and subtraction (with minuend up to 4 digits) <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies 	<p>https://learn.moe.gov.tt/mod/resource/view.php?id=8190</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7092</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7093</p> <p>https://www.math-salamanders.com/3d-shapes-worksheets.html</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=10827</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=12101</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6691</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6692</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6694</p> <p>http://mathster.com/worksheets/KS1%20&%20KS2%20Free%20Maths%20Worksheets/Tally%20charts%20and%20frequency%20tables.pdf</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>to solve problems involving addition and subtraction</p> <p>Fractions</p> <ul style="list-style-type: none"> • Represent fractions using area, linear and set models • Name and record fractions using words and symbols <p>GEOMETRY</p> <p>Solids</p> <ul style="list-style-type: none"> • Compare and classify solids according to their properties (cube, cuboid, cylinder, pyramid, cone and triangular-based prism) and give reasons for classification • Differentiate between regular and irregular solids • Construct frames of solids and draw/sketch solids to explore the properties of solids in terms of faces, edges and vertices <p>MEASUREMENT</p> <p>Linear</p> <ul style="list-style-type: none"> • Explain the suitability of the unit as it relates to the length to be measured • Convert units and sub-units of measures of length <p>Mass/Weight</p> <ul style="list-style-type: none"> • Identify grams as a standard unit for measuring mass/weight and measure 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>mass/weight of objects in grams using a set of scales</p> <p>Time</p> <ul style="list-style-type: none"> • Read and tell time in five-minute intervals on analog and digital clocks <p>Capacity</p> <ul style="list-style-type: none"> • Explain the need for and the importance of a smaller standard unit of measure for capacity • Measure the capacity of containers using the litre and the millilitre <p>Area</p> <ul style="list-style-type: none"> • Explain the need for and the importance of a standard unit of measure for area • Select and use the most appropriate standard unit for measuring area (square centimetre – cm², square metre - m²) for small and large surfaces <p>STATISTICS</p> <p>Tally Charts</p> <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 • Construct tally charts using appropriate symbolic representations • Identify features of tally charts 	
	Term II	NUMBER Number Concepts	https://learn.moe.gov.tt/mod/url/view.php?id=11167 https://learn.moe.gov.tt/mod/resource/view.php?id=7561

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Match the number names and numerals to the quantities they represent up to 10 000 <p>Place Value and Rounding</p> <ul style="list-style-type: none"> • Round numbers to the nearest thousands <p>Number Patterns</p> <ul style="list-style-type: none"> • Recognize when an error occurs in a pattern and what is wrong <p>Number Relationships</p> <ul style="list-style-type: none"> • Calculate the unknown in number sentences involving multiplication of whole numbers and involving one unknown <p>Multiplication</p> <ul style="list-style-type: none"> • Use the algorithm for multiplication of whole numbers • Solve real-life problems involving multiplication (up to 2 digit by 2 digit numbers) <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies to solve problems involving addition, subtraction and multiplication <p>Fractions</p> <ul style="list-style-type: none"> • Recognize and generate equivalent fractions using a variety of models • Record equivalent relationships using the equal symbol (and non-equivalent 	<p>https://learn.moe.gov.tt/mod/resource/view.php?id=8566</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=7092</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=10827</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>relationships using the not equal to symbol)</p> <ul style="list-style-type: none"> • Compare and order proper fractions with unlike denominators using equivalent forms <p>GEOMETRY</p> <p>Plane Shapes</p> <ul style="list-style-type: none"> • Compare and classify plane shapes according to their properties • Differentiate between regular and irregular polygons (triangles, quadrilaterals, pentagons, hexagons, octagons) <p>MEASUREMENT</p> <p>Linear</p> <ul style="list-style-type: none"> • Differentiate between area and perimeter • Count and record the number of units used to measure the perimeter of a shape • Measure and calculate the perimeter of regular shapes and compare and order <p>Mass/Weight</p> <ul style="list-style-type: none"> • State the relationship between the kilogram and gram and select and use the most appropriate standard unit for measuring mass/weight <p>Time</p> <ul style="list-style-type: none"> • Compare the duration of various events <p>STATISTICS</p> <p>Bar Graphs</p>	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<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 • Construct bar graphs using appropriate symbolic representations • Identify features of bar graphs 	
	Term III	<p>NUMBER</p> <p>Number Concepts</p> <ul style="list-style-type: none"> • Sequence number names and numerals to 10 000 <p>Number Relationships</p> <ul style="list-style-type: none"> • Calculate the unknown in number sentences involving division of whole numbers and involving one unknown <p>Division</p> <ul style="list-style-type: none"> • Use the algorithm for division of whole numbers • Solve real-life problems involving division (up to 4 digit divided by 1 digit) <p>Mental Mathematics</p> <ul style="list-style-type: none"> • Investigate and use a variety of mental math strategies and recording strategies to solve problems involving the four operations <p>Fractions</p> <ul style="list-style-type: none"> • Distinguish between proper, improper and mixed number and convert from one form to another 	<p>https://learn.moe.gov.tt/mod/url/view.php?id=11161</p> <p>https://www.k5learning.com/free-math-worksheets/fifth-grade-5/multiplication-division</p> <p>https://learn.moe.gov.tt/mod/url/view.php?id=6696</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>GEOMETRY</p> <p>Symmetry</p> <ul style="list-style-type: none"> • Determine the number of lines of symmetry in plane shapes – regular, irregular and curved, and in numerals and letters • Create symmetrical shapes <p>Measurement</p> <p>Linear</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of irregular shapes and compare and order <p>Mass/Weight</p> <ul style="list-style-type: none"> • Measure and compare the mass/weights of objects in kilograms and grams <p>Time</p> <ul style="list-style-type: none"> • Read times from a 24 hour clock and match to the analog and digital times <p>Capacity</p> <ul style="list-style-type: none"> • State the relationship between the litre and millilitre and convert from one to the other <p>Area</p> <ul style="list-style-type: none"> • Measure area using standard units (cm², m²) and record measure <p>STATISTICS</p> <ul style="list-style-type: none"> • Tally Charts and Bar Graphs • Interpret data from tally charts and bar graphs based on a real-life problem or situation 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> Justify decisions made using data collected in writing and/or oral presentations 	
Standard Four	Term I	<p>NUMBER Number Concepts, Place Value and Rounding</p> <ul style="list-style-type: none"> Recognize, represent, model, compare, and order numbers up to 1 000 000 with reference to place value. State the value of each digit in a numeral. Demonstrate an understanding of different types of numbers. Develop an understanding of rounding to thousands. <p>Number Patterns</p> <ul style="list-style-type: none"> Recognize and explore repeating, increasing and decreasing number patterns up to 1 000. Use a pattern rule to determine missing elements for a given pattern and to extend or predict subsequent elements in patterns. Develop an understanding of different types of numbers by exploring their patterns. Create repeating, increasing and decreasing number patterns and explain the pattern rule. Develop an understanding that pattern recognition can aid in problem- solving. 	<p>NUMBER Number Concepts, Place Value and Rounding</p> <p>https://www.khanacademy.org/math/cc-fourth-grade-math/imp-place-value-and-rounding-2 https://www.youtube.com/watch?v=s_y9AHZDLZA https://www.youtube.com/watch?v=VyYwYPNhzVM https://www.mathsisfun.com/rounding-numbers.html https://www.k5learning.com/free-math-worksheets/fifth-grade-5/place-value-rounding https://www.youtube.com/watch?v=fB4_5GJwEHI https://www.youtube.com/watch?v=iK0y39rjBgQ&t=3s https://www.brainiaccamp.com/tutorials</p> <p>Assessment: https://learn.moe.gov.tt/pluginfile.php/338680/mod_resource/content/2/29%2005%2020%20S4%20T1%20NUMBER%20Number%20Concepts.pdf https://www.thatquiz.org/tq-c/math/place-value/ https://www.liveworksheets.com/worksheets/en/math/Rounding-numbers/Rounding to the nearest hundred c11033751jd</p> <p>Number Patterns</p> <p>https://www.youtube.com/watch?v=JcNCfb0c8nc https://www.youtube.com/watch?v=d71o1OEN0u4 https://www.khanacademy.org/math/k-8-grades/cc-fourth-grade-math/imp-factors-multiples-and-patterns</p> <p>Assessment: https://www.iknowit.com/lessons/b-number-patterns.html</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Solve problems involving the use of patterns. <p>Number relationships</p> <ul style="list-style-type: none"> • Calculate the unknown number sentences involving the four operations and explain the procedures used <p>Fractions</p> <ul style="list-style-type: none"> • Add a fraction to a whole number. • Subtract a fraction from a whole number. • Add and subtract fractions involving the same denominator and one denominator a multiple of the other. • Solve problems involving fractions and using the algorithms developed. <p>GEOMETRY</p> <p>Angles</p> <ul style="list-style-type: none"> • Demonstrate an understanding of angles. • Recognize an angle as an amount of turn (whole turn, three quarter turn, half turn, and quarter turn). • Describe the right angle as a quarter turn. • Investigate angles (right angle, angles greater than and smaller than right angles) in regular and irregular polygons and faces of solid. • Draw shapes with angles of various sizes. • Investigate angles (right angle, angles greater than and smaller than right 	<p>https://www.liveworksheets.com/worksheets/en/Math/Number_Patterns/Mathematics_Bi_Weekly_Test_4_hv1317006ix</p> <p>Number relationships Solve problems involving number sentences with one unknown: https://www.youtube.com/watch?v=ciQCZto9vWo https://www.youtube.com/watch?v=Mvm0y1Qr_JQ</p> <p>Fractions https://www.youtube.com/watch?v=PKY8cbq-qoY https://www.youtube.com/watch?v=BARqkejVKnc https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-add-sub-frac-word-probs/e/adding-and-subtracting-fractions-with-like-denominators-word-problems</p> <p>Assessment: proper-1.pdf (mathworksheets4kids.com) proper-2.pdf (mathworksheets4kids.com) proper-1.pdf (mathworksheets4kids.com) Adding Fractions With Whole Numbers Worksheets Worksheet 2 (wmznlejcfq.s3-ap-southeast-1.amazonaws.com)</p> <p>GEOMETRY</p> <p>Angles https://www.youtube.com/watch?v=X9w3WvP9nQ8 https://www.mathsisfun.com/rightangle.html https://www.youtube.com/watch?v=hfbbttTYOOw</p> <p>Assessment: https://www.liveworksheets.com/worksheets/en/Math/Types_of_Angles/Types_of_Angles_mq1511999ta</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>angles) in regular and irregular polygons and faces of solids.</p> <ul style="list-style-type: none"> • Draw shapes with angles of various sizes. <p>MEASUREMENT</p> <p>Linear</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between standard units and their subparts to solve practical problems involving linear measures. • Demonstrate appropriate techniques when measuring. • Identify the millimetre as a unit for measuring length. . • Measure lengths in millimetre. • Measure lengths using combinations of millimetres, centimetres and metres. • Convert linear measures expressed as mm, cm and m. • State the meaning of the prefixes used in measurement. • Draw plane shapes given the perimeter • Apply decimal knowledge to record measurement • Solve problems involving linear measure. <p>Mass/ Weight</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between standard units and their subparts to solve problems involving mass/weight. 	<p>MEASUREMENT</p> <p>Linear</p> <p>https://www.youtube.com/watch?v=ZFL1IUNWUZQ&t=4s https://www.youtube.com/watch?v=VIQaUo-rkEA https://www.khanacademy.org/math/cc-fifth-grade-math/imp-measurement-and-data-3/imp-unit-conversion/a/metric-units-of-mass-review</p> <p>Assessment: https://www.liveworksheets.com/worksheets/en/Math/Units_of_measurement/Length_Conversion_kc182375of https://www.liveworksheets.com/worksheets/en/Math/Units_of_measurement/Metric_Unit_of_Length_tz1216660kf https://www.liveworksheets.com/worksheets/en/Math/Units_of_measurement/Length_Conversion_tn182585ye https://www.liveworksheets.com/worksheets/en/Math/Perimeter/Perimeter_ec77752uu</p> <p>Mass/ Weight</p> <p>https://www.youtube.com/watch?v=ZFL1IUNWUZQ&t=4s https://www.youtube.com/watch?v=VIQaUo-rkEA https://www.khanacademy.org/math/cc-fifth-grade-math/imp-measurement-and-data-3/imp-unit-conversion/a/metric-units-of-mass-review https://www.liveworksheets.com/worksheets/en/Math/Mass/Measuring_weight_in_grams_he1853313ko https://www.liveworksheets.com/worksheets/en/Math/Mass/Measurement_hd19200481l</p> <p>Assessment: https://www.iknowit.com/lessons/d-weight-conversions-metric.html</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Measure mass/weight in kilograms and grams. • Convert measures of mass/weight involving grams and kilograms. • Solve computational and real-life problems involving grams and kilograms. <p>Statistics</p> <ul style="list-style-type: none"> • Interpret data from tables, charts and graphs • Apply findings from analysis of data to solve problems. • Communicate findings and decisions made using appropriate vocabulary associated with statistics. • Evaluate decisions made based on analysis of data represented in tables, charts and graphs. 	<p>https://www.liveworksheets.com/worksheets/en/Math/Mass/Converting_Metric_Units_of_Mass_fs1656238oh https://www.liveworksheets.com/worksheets/en/Math/Mass/Convert_and_compare_mass_ip240979bx</p> <p>Statistics https://www.youtube.com/watch?v=nGDYjEJCHUM https://www.youtube.com/watch?v=OmLI6pkvV-I https://www.twinkl.co.uk/resource/t2-m-1388-new-interpreting-bar-charts-activity-sheets</p> <p>Assessment: https://www.iknowit.com/lessons/d-interpreting-bar-graphs.html https://www.liveworksheets.com/jz1866402zx https://www.liveworksheets.com/worksheets/en/Math/Statistics/Frequency-Tally_Tables_od1868968ug</p>
	Term II	<p>NUMBER</p> <p>Whole Number (Operations)</p> <ul style="list-style-type: none"> • Solve problems using whole numbers involving the four operations. • Demonstrate an understanding of algorithms, mental strategies and estimation strategies. <p>Fractions</p> <ul style="list-style-type: none"> • Develop and apply procedures to solve problems involving fractions and the four operations. <p>GEOMETRY</p>	<p>NUMBER</p> <p>Whole Number (Operations)</p> <p>https://www.youtube.com/watch?v=HAhg0uXn9GA https://www.onlinemathlearning.com/grade-4.html#Multiplication https://www.mathplayground.com/grade_4_games.html https://www.youtube.com/watch?v=eIUoIhfupuA https://www.youtube.com/watch?v=tncIVXID8-8 https://www.youtube.com/watch?v=HdU_rf7eMTI https://www.k5learning.com/free-math-worksheets/fourth-grade-4/mental-multiplication https://www.mathsisfun.com/multiplication-tips-tricks.html</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>Angles</p> <ul style="list-style-type: none"> Demonstrate an understanding of angles. <p>MEASUREMENT</p> <p>Time</p> <p>Accurately read and record time to the minute and solve practical problems involving time.</p>	<p>https://www.mathsisfun.com/associative-commutative-distributive.html</p> <p>https://www.mathmammoth.com/preview/tests/End_of_Year_Test_Grade4.pdf</p> <p>https://www.liveworksheets.com/eb1259425ft</p> <p>https://www.iknowit.com/fourth-grade.html</p> <p>https://www.youtube.com/watch?v=10JyMFDNyjM</p> <p>https://www.youtube.com/watch?v=eFpRWIyTDqQ</p> <p>Fractions</p> <p>https://www.youtube.com/watch?v=PKY8cbq-qoY</p> <p>https://www.youtube.com/watch?v=BArqkejVKnc</p> <p>https://www.youtube.com/watch?v=ov-0T87LHZg</p> <p>https://www.youtube.com/watch?v=aMJZXKRhEzE</p> <p>https://www.youtube.com/watch?v=mJUvxRy-flQ</p> <p>https://www.youtube.com/watch?v=sWObNz8Wp7c</p> <p>https://www.youtube.com/watch?v=OTE4Ia5IinA</p> <p>https://www.youtube.com/watch?v=19OwocV_tGc</p> <p>https://www.mathgoodies.com/lessons/unit16/solve-word-problems</p> <p>https://www.onlinemathlearning.com/fraction-word-problems.html</p> <p>GEOMETRY</p> <p>Angles</p> <p>https://www.youtube.com/watch?v=O3V2AdwoBBU</p> <p>https://www.youtube.com/watch?v=X9w3WvP9nQ8</p> <p>https://www.mathsisfun.com/rightangle.html</p> <p>https://www.youtube.com/watch?v=hfbttTYOOw</p> <p>MEASUREMENT</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<p>Time</p> <p>https://www.youtube.com/watch?v=r2K1Py9U87I https://www.youtube.com/watch?v=f1AavpvRLvo https://www.vocabulary.cl/Basic/Telling_Time.htm https://www.internet4classrooms.com/online_practice/common_core/math_mathematics_3rd_third_grade/quiz_word_problems_time_minutes_within_hour_3rd_third_grade_math_mathematics_question_1.htm https://uk.ixl.com/maths/time</p>
	Term III	<p>NUMBER Decimals</p> <ul style="list-style-type: none"> • Demonstrate an understanding of decimals up to hundredths. • Develop an understanding of the comparison of decimals. • Develop an understanding of rounding to whole numbers and tenths • Develop and apply procedures to solve problems involving the addition and subtraction of decimals. • Use estimation skills to check solutions to problems and determine reasonableness of answers. <p>Problem Solving</p> <ul style="list-style-type: none"> • Solve multistep problems involving whole numbers, fractions and decimals using algorithms, mental strategies and other problem-solving strategies. • Solve problems involving direct proportion. 	<p>NUMBER Decimals</p> <p>https://www.youtube.com/watch?v=SRoepFHelKg https://www.khanacademy.org/math/cc-fourth-grade-math/imp-decimals https://www.youtube.com/watch?v=5HA792ltiYM https://www.youtube.com/watch?v=FZhWVy8INyk https://www.k5learning.com/free-math-worksheets/fourth-grade-4/decimals https://www.mathsisfun.com/adding-decimals.html https://www.k5learning.com/free-math-worksheets/fifth-grade-5/decimals-addition-subtraction https://www.youtube.com/watch?v=CvdmFpehPZc</p> <p>Problem Solving</p> <p>https://www.mathsisfun.com/puzzles/number-puzzles-index.html https://uk.ixl.com/maths/year-4/addition-and-subtraction-word-problems https://uk.ixl.com/maths/year-4/multiplication-and-division-word-problems</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>GEOMETRY</p> <p>Triangles</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the different types of triangles based on properties of sides and angles. <p>MEASUREMENT</p> <p>Volume</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the concept of volume. • Understand that volume can be quantified. • Understand conservation of volume. <p>Area</p> <ul style="list-style-type: none"> • Demonstrate an understanding of area of regular and irregular plane shapes. <p>STATISTICS</p> <ul style="list-style-type: none"> • 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 and analyse results and make decisions. • Communicate findings and decisions made using vocabulary associated with statistics. <p>Demonstrate an understanding of mode.</p>	<p>https://uk.ixl.com/maths/year-4/unit-fractions-modelling-word-problems</p> <p>https://www.youtube.com/watch?v=oNbHgzXcV6U</p> <p>https://www.oercommons.org/courseware/lesson/935/overview</p> <p>https://www.mathgoodies.com/lessons/decimals/solve_word_problems</p> <p>GEOMETRY</p> <p>Triangles</p> <p>https://www.youtube.com/watch?v=1k0G-Y41jRA</p> <p>https://www.youtube.com/watch?v=r4rySgvfDQU</p> <p>MEASUREMENT</p> <p>Volume</p> <p>https://www.youtube.com/watch?v=ol3mdvIA-7E</p> <p>https://uk.ixl.com/maths/year-4/volume</p> <p>https://www.youtube.com/watch?v=YECQ5JGNKic</p> <p>https://www.youtube.com/watch?v=3hhoENnRjw</p> <p>https://www.youtube.com/watch?v=OssziXxgI14</p> <p>Area</p> <p>https://www.youtube.com/watch?v=S8ueaJ_bAUc</p> <p>https://www.youtube.com/watch?v=p8gblx7QY24</p> <p>https://www.youtube.com/watch?v=x0NHC0cmKfU</p> <p>https://www.youtube.com/watch?v=p8gblx7QY24</p> <p>https://www.education.com/worksheet/article/an-introduction-to-area/</p> <p>https://www.commoncoresheets.com/downloadWorksheet.php?path=Math/Area/Blocks/English&pageNumber=1</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<p>STATISTICS</p> <p>https://www.youtube.com/watch?v=6L2ch1esFGA https://www.youtube.com/watch?v=5sZvuIjCkjg https://www.youtube.com/watch?v=o5Jn2ltB314 https://www.biglearners.com/?blKey=showWSPDFOnPage&wsCatCode=833501adba373f76679d00e1caac6e17 https://www.liveworksheets.com/rx1862132hq https://uk.ixl.com/maths/year-6/find-the-mode</p>
<p>Standard Five</p>	<p>Term I</p>	<p>WHOLE NUMBERS</p> <ul style="list-style-type: none"> Solve problems using whole numbers involving the four operations. Demonstrate an understanding of algorithms, mental strategies, and estimation strategies. Use estimation strategies (frontend rounding, compensation and compatible numbers) to check and justify answers in problem solving contexts and to determine the strategies. <p>Fractions</p> <ul style="list-style-type: none"> Develop and apply procedures to add and subtract fractions and mixed numbers to solve problems. Develop and apply procedures to multiply a fraction by a whole number and multiply fractions and mixed numbers and to solve problems. Develop and apply procedures to divide whole numbers by fractions, fractions by 	<p>WHOLE NUMBERS</p> <p>https://www.youtube.com/watch?v=HAhg0uXn9GA https://www.onlinemathlearning.com/grade-4.html#Multiplication https://www.mathplayground.com/grade_4_games.html https://www.youtube.com/watch?v=eIUoIhfupuA https://www.youtube.com/watch?v=tncIVXID8-8 https://www.youtube.com/watch?v=HdU_rf7eMTI https://www.k5learning.com/free-math-worksheets/fourth-grade-4/mental-multiplication https://www.mathsisfun.com/multiplication-tips-tricks.html https://www.mathsisfun.com/associative-commutative-distributive.html https://www.youtube.com/watch?v=l0JyMFDNyjM</p> <p>Assessment:</p> <p>https://www.iknowit.com/lessons/e-tables-four-operations-whole-numbers.html https://www.iknowit.com/lessons/e-tables-four-operations-whole-numbers.html</p> <p>Fractions</p> <p>https://www.youtube.com/watch?v=kMPhdAXIM8k https://www.youtube.com/watch?v=KofyGPXoCzQ</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<p>whole numbers, and fractions to solve problems.</p> <ul style="list-style-type: none"> • Solve problems involving addition and subtraction of fractions including mixed numbers. • Solve problems involving the multiplication of a fraction by a whole number, fraction by fraction and mixed numbers • Develop and apply algorithms to divide a whole number by a fraction, a fraction by a whole number and a fraction by a fraction. • Solve problems involving the division of : a fraction by a whole number, and a fraction by a fraction <p>Decimals</p> <ul style="list-style-type: none"> • Develop and apply the procedures to multiply decimals by whole numbers and to divide a decimal by a whole number (up to hundredths) to solve problems. • Solve problems involving multiplication and division of decimals and whole numbers <p>Per Cent</p> <ul style="list-style-type: none"> • Demonstrate an understanding of percent concretely, pictorially, and symbolically. • Develop an understanding of percent, concretely, pictorially and symbolically. 	<p>https://www.youtube.com/watch?v=ZRHvs5S_Z0A https://www.youtube.com/watch?v=-5RSmRGduFo https://www.youtube.com/watch?v=KE2NsR6l7xY</p> <p>Decimals</p> <p>https://www.youtube.com/watch?v=tsOibhsgYoQ https://www.youtube.com/watch?v=44RVduSjrZy https://www.youtube.com/watch?v=Sah_q6YkF5o</p> <p>Per Cent</p> <p>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> <p>Assessment: https://www.liveworksheets.com/hs2067356as https://www.liveworksheets.com/tq842882an https://www.iknowit.com/lessons/e-percent-as-a-fraction-out-of-100.html</p> <p>Problem Solving</p> <p>https://www.youtube.com/watch?v=wtrA3hpzY_A https://www.youtube.com/watch?v=5-52CG2Bkws https://www.youtube.com/watch?v=vXSbgGjjVnk https://www.youtube.com/watch?v=LQljuPsy_RE&list=PLndjMwSH7MSXqoRs4aFEtDcJlhj3UXtN https://www.youtube.com/watch?v=GFysDV7wLFO</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Calculate the percent of a quantity. • Express a quantity as a percentage of another. • Relate per cents to fractions (halves, quarters, fifths tenths) and decimals. • Compare and order fractions, per cents and decimals. • Solve problems involving fractions, decimals and per cents. <p>Problem Solving</p> <ul style="list-style-type: none"> • Create and solve one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, per cents including money using algorithms, mental strategies, and other problem-solving strategies. • Create and solve real-life, one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, per cents and money (including profit and loss, discount). • Solve problems involving unequal sharing. <p>GEOMETRY Solids and Plane Shapes</p> <ul style="list-style-type: none"> • Describe solids in terms of their properties. • Classify and determine the properties of quadrilaterals. 	<p>GEOMETRY Solids and Plane Shapes</p> <p>https://www.youtube.com/watch?v=zI3rUMrRLF8 https://www.youtube.com/watch?v=3nLpD6bE4fE&t=186s https://www.youtube.com/watch?v=ISOQbzhMMrU https://www.youtube.com/watch?v=3-CxG85wwEs https://www.youtube.com/watch?v=e5TNRU_t-fM https://www.youtube.com/watch?v=hlD_j3AtxGs https://www.youtube.com/watch?v=0OW2bU0So-4 https://www.youtube.com/watch?v=5CeBlu260Rw</p> <p>Assessment: https://uk.ixl.com/maths/year-6/identify-three-dimensional-figures https://uk.ixl.com/maths/year-6/count-vertices-edges-and-faces</p> <p>MEASUREMENT Linear: Perimeter</p> <p>https://www.youtube.com/watch?v=g4rkjj_PNWg https://www.mathsisfun.com/definitions/perimeter.html</p> <p>Assessment: https://www.iknowit.com/lessons/d-perimeter.html</p> <p>Mass/Weight</p> <p>https://www.youtube.com/watch?v=4HnyNMhkBs0 https://www.youtube.com/watch?v=xK6j5BnVIdo https://www.youtube.com/watch?v=G0UoVYbsI50 https://www.youtube.com/watch?v=vbX83p0xJ9c</p> <p>Time</p> <p>https://www.youtube.com/watch?v=UhMM68fq9FA https://www.youtube.com/watch?v=7PkpCDrDVHs</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Explore and describe cross-sections of solids, base and height. • Solve problems involving solids and plane shapes. • Classify and compare quadrilaterals according to their attributes (angles, sides, perpendicular and parallel). • Solve problems involving solids and plane shapes. <p>MEASUREMENT Linear: Perimeter</p> <ul style="list-style-type: none"> • Develop and use proficiently the formulae to calculate the perimeter of squares and rectangles in problem-solving. <p>Mass/Weight</p> <ul style="list-style-type: none"> • Solve problems involving mass/weight. <p>Time</p> <ul style="list-style-type: none"> • Solve problems involving time. 	<p><u>Assessment:</u> https://www.thatquiz.org/tq-g/math/time/</p>
	Term II	<p>MEASUREMENT Linear: Perimeter</p> <ul style="list-style-type: none"> • Develop and use proficiently the formulae to calculate the perimeter of squares and rectangles in problem-solving. <p>Mass/Weight</p> <ul style="list-style-type: none"> • Solve problems involving mass/weight. <p>Time</p> <ul style="list-style-type: none"> • Solve problems involving time. <p>Volume</p>	<p>MEASUREMENT Linear: Perimeter</p> <p>https://www.youtube.com/watch?v=g4rkjj_PNWg https://www.mathsisfun.com/definitions/perimeter.html https://www.khanacademy.org/math/cc-third-grade-math/3rd-perimeter/imp-perimeter/v/perimeter-of-a-shape https://learn.moe.gov.tt/pluginfile.php/350740/mod_resource/content/1/12%2008%2020%20GEOMETRY%20Solids%20and%20Plane%20Shapes-%20Shapes%20with%20same%20perimeter.pdf</p> <p><u>Assessment:</u></p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Solve problems in volume <p>Area</p> <ul style="list-style-type: none"> • Solve problems in real-life contexts involving area. • Solve problems involving perimeter and area. <p>STATISTICS</p> <ul style="list-style-type: none"> • Design survey(s) to solve problem(s) that involves the use of statistical data. • Gather, classify, organize, and display 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 recommendations using vocabulary associated with statistics. • Demonstrate an understanding of mode and mean <p>Solve problems involving mean/average.</p>	<p>https://www.iknowit.com/lessons/d-perimeter.html https://learn.moe.gov.tt/pluginfile.php/350864/mod_resource/content/1/13%2008%2020%20MEASUREMENT%20Perimeter.pdf https://uk.ixl.com/maths/year-5/perimeter-word-problems</p> <p>Mass/Weight</p> <p>https://www.youtube.com/watch?v=4HnyNMhkBs0 https://www.youtube.com/watch?v=xK6j5BnVIdo https://www.youtube.com/watch?v=G0UoVYbsl50 https://www.youtube.com/watch?v=vbX83p0xJ9c</p> <p>Assessment: https://www.faspassmaths.com/sea-past-paper-solutions https://www.khanacademy.org/math/cc-third-grade-math/imp-measurement-and-data/imp-mass/e/measure-mass</p> <p>Time</p> <p>https://www.youtube.com/watch?v=UhMM68fq9FA https://www.youtube.com/watch?v=7PkpCDrDVHs</p> <p>Assessment: https://www.thatquiz.org/tq-g/math/time/ https://learn.moe.gov.tt/pluginfile.php/350737/mod_resource/content/1/12%2008%2020%20MEASURENEMT-%20Time.pdf</p> <p>Volume</p> <p>https://uk.ixl.com/maths/year-5/volume-of-irregular-figures-made-of-unit-cubes</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<p>Area https://learn.moe.gov.tt/pluginfile.php/350743/mod_resource/content/1/12%2008%2020%20MEASUREMENT%20Area.pdf https://uk.ixl.com/maths/year-3/area-of-figures-on-grids https://uk.ixl.com/maths/year-6/area-and-perimeter-word-problems</p> <p>STATISTICS https://www.youtube.com/watch?v=zi7qQ2eHZlc https://www.worksheetfun.com/2016/01/28/tally-chart-1-worksheet/ https://www.youtube.com/watch?v=my6LVtFrzAk&t=9s https://www.youtube.com/watch?v=ReW4MPqXTvA&t=68s https://www.youtube.com/watch?v=k3aKKasOmIw https://www.youtube.com/watch?v=BIHEzNTGeZ4 https://video.search.yahoo.com/yhs/search?fr=yhs-adk-adk_sbyhp&hsimp=yhs-adk_sbyhp&hspart=adk&p=tally+and+frequency#action=view&id=13&vid=6d7755dd1db19adc84fb1fa429ab1194 https://www.mathmammoth.com/preview/Mean_Mode_Bar_Graphs_Lesson_Grade_5.pdf https://learn.moe.gov.tt/pluginfile.php/351039/mod_resource/content/1/14%2008%2020%20S5%20STATISTICS%20-%20Mental%20Mathematics%20Statistics.pdf https://www.liveworksheets.com/gn1456697sl https://www.liveworksheets.com/cj551231ze https://www.liveworksheets.com/du1862209fz</p>

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
	Term III	<ul style="list-style-type: none"> • Mathematics Assessment Objectives on the Revised Assessment Framework for the SEA 2021 – 2023 Conduct of Review and Practice Tests	<ul style="list-style-type: none"> • SEA 2019 Mathematics Specimen Paper • SEA 2019 Mathematics Specimen Paper 2 • Revised Assessment Framework for the SEA 2021 – 2023 • SEA 2021 Mathematics Specimen Paper https://www.moe.gov.tt/publications/

Physical Education

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
Infant One	General {Terms I/II/III}	<input type="checkbox"/> Demonstrate movement skills and concepts- personal/general space, levels, pathways, directions, form shapes, weight-bearing and transference. <ul style="list-style-type: none"> • Weight bearing • General and Personal Space 	https://learn.moe.gov.tt/pluginfile.php/343510/mod_folder/content/0/Movement%20Skills%20and%20Concepts%201-%20Introduction%20to%20Our%20Body.mp4?forcedownload=1 https://www.youtube.com/watch?v=-LqxE4xmwoo&ab_channel=PHSports https://www.youtube.com/watch?v=Vbg-qzbC9ts&ab_channel=JessicaParker
		<input type="checkbox"/> Perform basic gymnastic skills- V-sit and log roll. <ul style="list-style-type: none"> • Log Roll 	https://www.youtube.com/watch?v=5ZE8tDHYBIQ&ab_channel=mygymfun
		<input type="checkbox"/> Demonstrate basic locomotor skills- walking and running techniques (on the spot).	
		<input type="checkbox"/> Demonstrate basic manipulative skills throwing, catching and striking	
		Healthy Habits <ul style="list-style-type: none"> • Practice healthy habits - drinking water, eating breakfast regularly and washing hands and face after physical activities. 	https://www.youtube.com/watch?v=Br4sQmiJ1jU&ab_channel=SmileandLearn-English
		Safe Practices <ul style="list-style-type: none"> • Choose safe playing areas when engaging in physical activities. <input type="checkbox"/> Know that there is a specific attire for participating in Physical Education class and physical activities.	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
Infant Two	General {Terms I/II/III}	<input type="checkbox"/> Demonstrate movement skills and concepts- weight-bearing and transference, shapes	https://www.youtube.com/watch?v=-LqxE4xmwoo&ab_channel=PHSports
		<input type="checkbox"/> Perform basic gymnastic skills- stork stand and side roll <ul style="list-style-type: none"> • Stork Stand • Side Roll 	https://learn.moe.gov.tt/pluginfile.php/343843/mod_folder/content/0/Movement%20Skills%20and%20Concepts%203-%20Our%20Body%202.mp4?forcedownload=1 https://learn.moe.gov.tt/mod/resource/view.php?id=5916 https://www.youtube.com/watch?v=2N_jfXrrekk&ab_channel=TumblTrak https://www.youtube.com/watch?v=2N_jfXrrekk&ab_channel=TumblTrak
		<input type="checkbox"/> Demonstrate basic loco motor skills- running and jumping with improved techniques <ul style="list-style-type: none"> • Running 	https://learn.moe.gov.tt/mod/resource/view.php?id=7022
		<input type="checkbox"/> Demonstrate basic manipulative skills- two-handed throw and catch, striking <ul style="list-style-type: none"> • Two hand underhand catch • Striking 	https://learn.moe.gov.tt/mod/resource/view.php?id=7023 https://www.youtube.com/watch?v=Zonj3Geiayw&ab_channel=CoachMay%27sPE
		<ul style="list-style-type: none"> • Practice the healthy habits of drinking water, eating breakfast regularly and washing hands and face after physical activities. 	https://learn.moe.gov.tt/pluginfile.php/354317/mod_folder/content/0/Washing%20hands%20second%20year%20%281%29.ppsx?forcedownload=1

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			https://www.youtube.com/watchv=kmNHn3uj_pA&ab_channel=PinkfongBabySharkKids%27Songs%26Stories https://www.youtube.com/watchv=YCAseZe0RPI&ab_channel=SesameStreet https://www.youtube.com/watchv=Ux7TU8MH8Po&ab_channel=WonderGroveKids
		<p>Safe Practices</p> <ul style="list-style-type: none"> • Choose safe playing areas when engaging in Physical activities. • Know that there is a specific attire for participating in Physical Education class and physical activities. 	
Standard One	General {Terms I/II/III}	<input type="checkbox"/> Demonstrate movement skills and concepts- create a sequence of movement activities	https://learn.moe.gov.tt/pluginfile.php/336446/mod_folder/content/0/Movement%20Skills%20and%20Concepts%20-%20Activity%202%20Fundamental%20Movement%20Skills.pdf?forcedownload=1
		<input type="checkbox"/> Perform basic gymnastic skills- scale stand. <ul style="list-style-type: none"> • Front and Back Scale 	https://learn.moe.gov.tt/pluginfile.php/334860/mod_folder/content/0/Gymnastic%20Skills%20-%20Scale%20Stand%201%20Front%20Scale.pdf?forcedownload=1 https://www.youtube.com/watch?v=iLBBYuWM8hk

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<input type="checkbox"/> Demonstrate basic locomotor skills- jumping, running with improved technique, landing technique <ul style="list-style-type: none"> • Running 	https://learn.moe.gov.tt/pluginfile.php/334859/mod_folder/content/0/Locomotor%20Skills%20-%20locomotor%20movement%201.ppsx?forcedownload=1 https://www.youtube.com/watch?v=M9LCgq_4VOE
		<input type="checkbox"/> Demonstrate basic manipulative skills- striking using hand/feet/equipment, throwing, catching with improved proficiency, underhand throw <ul style="list-style-type: none"> • Striking • Underhand Throw 	https://learn.moe.gov.tt/pluginfile.php/334857/mod_folder/content/0/Manipulative%20Skills%20-%20Striking%20-%201.ppsx?forcedownload=1 https://www.youtube.com/watch?v=EMJIMHONg0E https://www.youtube.com/watch?v=kaGQwft4c3w https://youtu.be/08AivWfmJlo?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/dxnX2W3LcDY?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL
		Healthy Habits <ul style="list-style-type: none"> • Understand simple changes that occur in the body during physical activities. 	https://learn.moe.gov.tt/pluginfile.php/354318/mod_folder/content/0/Healthy%20Habits%20-

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> Know the benefits of drinking adequate water, making healthy food choices, and washing hands and face after physical activities. 	%20Washing%20Hands%20and%20Face.pptx?forcedownload=1
		<p>Safe Practices</p> <ul style="list-style-type: none"> Know that there is a specific attire for participating in Physical Education class and physical activities. 	https://learn.moe.gov.tt/pluginfile.php/356715/mod_folder/content/0/Safe%20Practices%20-%20Suitable%20attire%20for%20physical%20activity.docx?forcedownload=1
Standard Two	General {Terms I/II/III}	<input type="checkbox"/> Demonstrate movement skills and concepts- create sequence of movement activities involving shapes, balances and weight-transference	https://www.youtube.com/watch?v=wBdLgOddkWk&ab_channel=Mr.ThomasPhysicalEducationOnlineClass
		<input type="checkbox"/> Perform basic gymnastic skills <ul style="list-style-type: none"> Side scale 	https://www.youtube.com/watch?v=x0XJpZDa0m4
		<input type="checkbox"/> Demonstrate basic locomotor skills- improved techniques for jumping and landing, running <ul style="list-style-type: none"> Jumping and Landing 	https://learn.moe.gov.tt/pluginfile.php/329088/mod_folder/content/0/Jumping%20and%20Landing%20Lesson%201%20Final.docx?forcedownload=1
		Demonstrate basic manipulative skills- apply throwing, catching and striking skills individually and with increased difficulty. <ul style="list-style-type: none"> Striking 	https://learn.moe.gov.tt/course/view.php?id=408
		<input type="checkbox"/> Healthy Habits: Understand simple changes that occur in the body during physical activities. <ul style="list-style-type: none"> Know the benefits of drinking adequate water, making healthy food choices, and washing hands and face after physical activities. Explain personal hygiene practices after participating in physical activities. 	https://learn.moe.gov.tt/pluginfile.php/324576/mod_resource/content/1/BREAKFAST%20CROSSWORD.pdf https://learn.moe.gov.tt/pluginfile.php/324577/mod_resource/content/1/Healthy%20Habits%20Crossword.pdf

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			https://learn.moe.gov.tt/pluginfile.php/324575/mod_folder/content/0/Physical%20Activity%20and%20Exercise.pdf?forcedownload=1
		<input type="checkbox"/> Distinguish dress code for participating in Physical Education class and physical activities as opposed to other activities. <ul style="list-style-type: none"> • Safe Practices 	https://www.youtube.com/watch?v=nqhSj1YfNvY&ab_channel=JessicaKessel
Standard Three	General {Terms I/II/III}	<input type="checkbox"/> Apply fundamental movement skills and concepts using a variety of movement concepts and sequences e.g balance and weight transference in performing sequence: balancing on 1 part, 2 parts, 3 parts and 4 parts	https://www.youtube.com/watch?v=wBdLgOddkWk&ab_channel=Mr.ThomasPhysicalEducationOnlineClass https://www.youtube.com/watch?v=0R6harSMig&ab_channel=RexPeebles
		<input type="checkbox"/> Perform basic gymnastic skills- Y Scale.	
		Specialized Skills (Locomotor/Manipulative) <input type="checkbox"/> Apply learned locomotor and manipulative skills of running, throwing, catching, jumping and striking individually with increased difficulty.	https://learn.moe.gov.tt/course/view.php?id=409
		Healthy Habits <ul style="list-style-type: none"> • 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. • Monitor nutrition/healthy eating 	https://learn.moe.gov.tt/course/view.php?id=409
		Safe Practices	https://learn.moe.gov.tt/course/view.php?id=409

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Distinguish dress code that is required for Physical Education class and physical activities as opposed to other activities. 	https://www.youtube.com/watch?v=nqhSj1YfNvY&ab_chann el=JessicaKessel
Standard Four	General {Terms I/II/III}	<input type="checkbox"/> Execute simple Movement Skills and Concepts and Gymnastic routines with confidence, (using previously taught low-level skills (rolls, V-sit, stork stand, scale stands))	https://youtu.be/vXQ9XpOSIYE?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL
		Specialized Skills (Locomotor/Manipulative) <ul style="list-style-type: none"> • Demonstrate simple combinations of motor skills (running, throwing, catching, jumping and striking) individually, with increased competence. 	https://youtu.be/cRjO1IGwbLo?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/tHRvquNKf1Q?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/IvySZYSZFNY?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/NDZhgfrmogA?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/g4aNXE3i7AE?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			https://youtu.be/tQ00kwC-mmI?list=PLYGRaluWWT0jV3An2WEgsQ4qGFy_91jDL
		<p>Healthy Habits</p> <ul style="list-style-type: none"> • Use physical activities for positive social interaction • Maintain healthy lifestyles through physical activities, healthy diet and personal hygiene • Assume leadership roles and responsibilities. <p><input type="checkbox"/> Explain the importance of various foods to the body for participating in physical activity.</p>	<p>https://learn.moe.gov.tt/pluginfile.php/395082/mod_folder/content/0/Activity%20%232%20Uses%20of%20Water%20%28NEW%20FORMAT%201%29.ppsx?forcedownload=1</p> <p>https://learn.moe.gov.tt/pluginfile.php/349139/mod_folder/content/0/Activity%20%236%20Importance%20of%20Carbohydrates%20for%20Physical%20Activities.ppsx?forcedownload=1</p> <p>https://learn.moe.gov.tt/pluginfile.php/395082/mod_folder/content/0/Activity%20%234%20Personal%20Hygiene%20New%20Format%201.ppsx?forcedownload=1</p> <p>https://learn.moe.gov.tt/pluginfile.php/395082/mod_folder/content/0/Activity%20%235%20Importance%20of%20variuos%20foods%20for%20Physical%20Activities.ppsx?forcedownload=1</p>
		<p>Safe Practices</p> <ul style="list-style-type: none"> • Apply knowledge of appropriate attire that is required for participating in physical activities 	

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
Standard Five	General {Terms I/II/III}	<input type="checkbox"/> Execute simple Movement Skills and Concepts and Gymnastic routines with increasing confidence, (using previously taught low-level skills (rolls, V-sit, stork stand, scale stands))	
		Specialized Skills (Locomotor/Manipulative) <ul style="list-style-type: none"> • Demonstrate simple combinations of motor skills (running, throwing, catching, jumping and striking) individually, with increased competence. 	https://youtu.be/cUy-nGjLWQM?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/GXN9cYj6eX8?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/1p4uz6uxbo8?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL https://youtu.be/tT5cjM3m_Tk?list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL
		Healthy Habits <ul style="list-style-type: none"> • 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"/> Explain the importance of various foods to the body for physical activity. 	https://learn.moe.gov.tt/course/view.php?id=1118#section-1
		Safe Practices	https://learn.moe.gov.tt/pluginfile.php/343510/mod_folder/content/0/Movement%20Skills%20and%20Concepts%201-

Class	Term	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		<ul style="list-style-type: none"> • Apply knowledge of appropriate attire that is required for participating in physical activities 	<p>%20Introduction%20to%20Our%20Body.mp4?forcedownload=1</p> <p>https://www.youtube.com/watch?v=-LqxE4xmwoo&ab_channel=PHSports</p> <p>https://www.youtube.com/watch?v=Vbg-qzbC9ts&ab_channel=JessicaParker</p>

Social Studies

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
Infant One	I	<ul style="list-style-type: none"> • Interpretation of age-appropriate maps and Graphs - drawing of family tree • Appreciate aspect of self- e.g. physical appearance, skills and talents for example use appropriate colours, reading and presenting information. • Valuing the diverse aspects of our society-knowing and celebrating festivals and celebrations and national days 	<p>Relationship among family members https://learn.moe.gov.tt/mod/resource/view.php?id=8376</p> <p>Infant Newspaper Pullout on Republic Day http://www.moe.gov.tt/wp-content/uploads/2020/09/Infant-Activity-Pack-Week-1-V2.pdf</p> <p>Infant Newspaper Pullout on Divali https://www.moe.gov.tt/wp-content/uploads/2020/11/Infants-Activity-Pack-Week-9.pub_.pdf</p> <p>Power Point to support and Independence Day Lesson https://learn.moe.gov.tt/pluginfile.php/13653/mod_resource/content/1/ppt-to-support-independence-lesson.pdf</p> <p>Independence Day Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344658/mod_resource/content/0/Independence%20Day%20-%20Infants%201%2025th%20June%2C%202020.pdf</p> <p>Republic Day Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344657/mod_resource/content/0/Republic%20Day%20-%20Infants%2025th%20June%2C%202020.pdf</p>
	II	<ul style="list-style-type: none"> • Describe the weather conditions experienced (sunny, rainy, windy, and cloudy); Match weather conditions to the appropriate symbols 	<p>Power Point presentation on Weather Conditions https://learn.moe.gov.tt/mod/resource/view.php?id=8377</p> <p>Weather Conditions Song #1 https://learn.moe.gov.tt/mod/url/view.php?id=6073</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> Valuing the diverse aspects of our society-knowing and celebrating festivals and celebrations and national days 	<p>Weather Conditions Song #2 https://learn.moe.gov.tt/mod/url/view.php?id=6076</p> <p>Infant Newspaper Pullout on Easter https://www.moe.gov.tt/wp-content/uploads/2021/03/INFANTS.pdf</p>
	III	<ul style="list-style-type: none"> Follow guidelines and instructions- For example, students are able to demonstrate safe practices at home and in the online environment. Demonstrate appropriate behaviours-good hygiene, basic courtesies. Valuing the diverse aspects of our society-knowing and celebrating festivals and celebrations and national days 	<p>Infant Newspaper Pullout on being responsible students http://www.moe.gov.tt/wp-content/uploads/2021/04/Infants-Activity-Pack-Week-1-Term-3.pdf</p> <p>Infant Newspaper Pullout on Healthy Habits https://www.moe.gov.tt/wp-content/uploads/2021/04/Infants.pdf</p> <p>Health and Well Being Power Point Presentation https://learn.moe.gov.tt/pluginfile.php/344672/mod_resource/content/0/infant%201%20personal%20hygiene-health.pdf</p> <p>Infant Newspaper Pullout on Eid ul Fitr https://www.moe.gov.tt/wp-content/uploads/2021/05/FINAL-Infants-Activity-Pack-Week-5-Term-3.pdf</p> <p>Infant Newspaper Pullout on Indian Arrival Day https://www.moe.gov.tt/wp-content/uploads/2021/05/Infants-Activity-Pack-Week-8-Term-3-FINAL.pdf</p> <p>Infant Newspaper Pullout on Labour Day https://www.moe.gov.tt/wp-content/uploads/2021/06/Infants-Activity-Pack-Week-12-Term-3-FINAL.pdf</p>
Infant Two	I	<ul style="list-style-type: none"> Classifying information for example types of transportation 	<p>Different types of transportation https://www.youtube.com/watch?v=Qgw1cTXYSTk</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Report (orally) on assigned activities/projects, for example choosing a career and national days (Independence) • Follow guidelines and instructions, for example following and giving directions using cardinal points; how to respond during an earthquake and fires. • Construct and interpret maps illustrating their immediate surroundings using landmarks. • Valuing the diverse aspects of our society-knowing and celebrating festivals and celebrations and national days • Participate in classroom discussion and activities 	<p>Using the Four Cardinal Points to give direction https://learn.moe.gov.tt/pluginfile.php/405187/mod_resource/content/0/Primary%20Infant%20%20Social%20Studies%20Mapping%20Your%20Immediate%20World-%20Lesson%201-The%20Four%20Cardinal%20Points%20%281%29.pdf</p> <p>Earthquake Safety https://learn.moe.gov.tt/course/view.php?id=197</p> <p>Independence day, Republic day https://learn.moe.gov.tt/course/view.php?id=197</p>
	II	<ul style="list-style-type: none"> • List and identify the features of a town and village • State the appropriate ways of garbage disposal • Name a hero in their home, school, community • Valuing the diverse aspects of our society-knowing and celebrating festivals and celebrations and national days 	<p>Mapping your world: Towns and Villages https://learn.moe.gov.tt/course/view.php?id=197</p> <p>Disposal of garbage https://learn.moe.gov.tt/course/view.php?id=197</p> <p>Heroes in your neighbourhood song https://www.youtube.com/watch?v=Cfi4EfQSFMU</p> <p>For the heroes: A Pep Talk from a Kid President https://www.youtube.com/watch?v=tgF1Enrgo2g</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> Participate in classroom discussion and activities 	
	III	<ul style="list-style-type: none"> Name the national emblems of Trinidad and Tobago Demonstrate appropriate behaviours e.g. recognising and showing respect for National Emblems and Symbols List the characteristics of different weather(sunny, rainy, windy, cloudy) conditions and match images to weather conditions. Name 3-4 foods students eat daily and the importance of healthy eating Valuing the diverse aspects of our society-knowing and celebrating festivals and celebrations and national days 	<p>National Symbols https://www.nalis.gov.tt/resources/subject-guide/national-symbols</p> <p>Independence Day https://learn.moe.gov.tt/course/view.php?id=197</p> <p>How's the weather today? https://www.youtube.com/watch?v=6MGRkUIFZws</p> <p>Healthy Foods for Kids https://www.youtube.com/watch?v=kKuYfLM0yDc</p> <p>Things around me: the weather https://learn.moe.gov.tt/course/view.php?id=197</p>
Standard I 1		<ul style="list-style-type: none"> State the contribution of the indigenous people of Trinidad and Tobago <i>for example name some places where the indigenous people settled and the foods associated with this group of people</i> 	<p>Infant Newspaper Pullout on the First Peoples https://www.moe.gov.tt/wp-content/uploads/2020/10/Infants-Activity-Pack-Week-5-V2.pdf</p> <p>National Symbols https://www.nalis.gov.tt/Resources/Subject-Guide/National-Symbols#tabposition_25662</p> <p>The National Flag</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Recall and understands fact and concepts relating to the history and our National Emblems and symbols <i>For example: Name and identify our National Emblems (namely the Coat of Arms, National Watchwords, the National Anthem, the National Flag and the National Birds)</i> • <i>Complete fill in the blank statements on the facts and concepts relating to our National Emblems and Symbols</i> • <i>Draw an accurate image of the National Flag</i> • Follow guidelines and instructions <i>for example, when completing tasks given in the online setting or assignments via printed worksheets</i> Participate in classroom discussion and activities <i>for example actively sharing pre knowledge and experiences related to the content discussed in class</i> 	<p>https://www.nalis.gov.tt/Resources/Subject-Guide/National-Flag#tabposition_28441</p> <p>Newspaper Pullout on Republic Day highlighting the National Flag http://www.moe.gov.tt/wp-content/uploads/2020/09/Infant-Activity-Pack-Week-1-V2.pdf</p> <p>Newspaper Pullout highlighting our Coat of Arms and National Birds https://www.moe.gov.tt/wp-content/uploads/2020/09/Infants-Activity-Pack-Week-2-V1.pdf</p> <p>General videos on the importance of following guidelines and instructions https://www.youtube.com/watch?v=OsSTTkwiQrw</p> <p>https://www.youtube.com/watch?v=C6ju2-IjWhs&list=PLSMZDoMBob74eHpJzhlL7HCBY0BP3p6hW</p> <p>General video on engaging students in the online setting (for teacher's use) https://www.youtube.com/watch?v=JIM8Cf2jiws</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	II	<ul style="list-style-type: none"> Describe the season in Trinidad and Tobago and know how it impacts our daily lives <i>for example give details on the seasons experienced in Trinidad and Tobago and explain how it impacts our daily lives by naming two activities we engage in during the different seasons</i> Follow guidelines and instructions <i>for example, when completing tasks given in the online setting or assignments via printed worksheets.</i> Participate in classroom discussion and activities <i>for example actively sharing pre knowledge and experiences related to the content discussed in class</i> 	<p>The Wet and Dry Seasons in Trinidad and Tobago (used with teacher guidance) https://tweathercenter.com/the-wet-season/ https://tweathercenter.com/climate/the-dry-season/</p> <p>Circle the months of the Dry Season https://learn.moe.gov.tt/mod/resource/view.php?id=6125</p> <p>General videos on the importance of following instructions https://www.youtube.com/watch?v=OsSTTkwiQrw https://www.youtube.com/watch?v=C6ju2-IjWhs&list=PLSMZDoMBob74eHpJzhnL7HCBY0BP3p6hW</p> <p>General video on engaging students in the online setting (for teacher's use) https://www.youtube.com/watch?v=JIM8Cf2jiws</p>
	III	<ul style="list-style-type: none"> Exhibits safe practices during natural disasters <i>for example, name two Natural Disasters and discuss safe practices to be adopted before and during natural disasters by describing the safety procedure to be adopted before a hurricane</i> Follow guidelines and instructions <i>for example, when completing tasks given in the</i> 	<p>General videos on the importance of following instructions https://www.youtube.com/watch?v=OsSTTkwiQrw https://www.youtube.com/watch?v=C6ju2-IjWhs&list=PLSMZDoMBob74eHpJzhnL7HCBY0BP3p6hW</p> <p>General video on engaging students in the online setting (for teacher's use) https://www.youtube.com/watch?v=JIM8Cf2jiws</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<p><i>online setting or assignments via printed worksheets</i></p> <ul style="list-style-type: none"> Participate in classroom discussion and activities <i>for example actively sharing pre knowledge and experiences related to the content discussed in class</i> 	
Standard I 2		<ul style="list-style-type: none"> Demonstrate an understanding of the physical geography of Trinidad and Tobago for example' four (4) features of a map and 3 basic landforms (mountains, rivers, plains) Interpretation of age-appropriate maps- illustrating landforms and basic features of a map. Distinguish and value how land is used in Trinidad and Tobago. - Identify the ways in which land is used in Trinidad and Tobago- housing, recreation, agriculture, industry and one(1) cause of land pollution. Follow guidelines and instructions -for example collecting information for project work, completing a map with basic features 	<p>Features of a map https://learn.moe.gov.tt/course/view.php?id=401</p> <p>National Symbols https://learn.moe.gov.tt/course/view.php?id=401</p> <p>Land Use https://learn.moe.gov.tt/course/view.php?id=401</p> <p>Environment Management Authority-Activity Booklet https://drive.google.com/file/d/1OXcReUpA65NdST82xvtlhQ_YqVoiaop9/view</p> <p>Festivals and celebrations https://www.nalis.gov.tt/Resources</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> Participate in classroom discussion and activities Report orally and in writing on assigned project(s) 	
	II	<ul style="list-style-type: none"> Demonstrate an understanding of the need to respect and care for the environment.-Describe two examples of air and water pollution Describe one(1) way in which they can practice water conservation. Follow guidelines and instructions -for example collecting information for project work.(religious festivals and celebrations, international days, national celebrations). Participate in classroom discussion and activities. Report orally and in writing on assigned project(s) 	<p>Brother Resistance-Mother Earth https://www.youtube.com/watch?v=2x1xk5mzFNQ</p> <p>Causes of water pollution https://www.youtube.com/watch?v=MEb7nnMLcaA</p> <p>World Water Day Toolkit https://www.worldwaterday.org/learn</p> <p>Cause of air pollution https://www.youtube.com/watch?v=fephtPt6wk</p> <p>Infographic entitled Why waste water? https://www.worldbank.org/en/news/feature/2013/09/03/why-waste-water-infographic</p> <p>Festivals and celebrations https://www.nalis.gov.tt/Resources</p>
	III	<ul style="list-style-type: none"> Give the meaning of terms renewable and non-renewable resource. Give one example of each type Name one(1) type of tourist and three (3) examples of tourist attractions in Trinidad and Tobago. 	<p>Natural resources for Kids https://www.youtube.com/results?search_query=what+is+a+renewable+resource%3F</p> <p>Tourism in Trinidad and Tobago https://learn.moe.gov.tt/mod/resource/view.php?id=4933</p> <p>Ministry of Tourism, Culture and the Arts https://www.facebook.com/TourismTT/photos/2960386920667797</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Follow guidelines and instructions -for example collecting information for project work.(religious festivals and celebrations, international days, national celebrations). • Participate in classroom discussion and activities. Report orally and in writing on assigned project(s) 	<p>Tourist attractions in Tobago https://www.caribbean-beat.com/issue-113/tobagos-hidden-history#axzz72V9sOhzb</p> <p>Festivals and celebrations https://www.nalis.gov.tt/Resources</p>
Standard I 3		<ul style="list-style-type: none"> • Locate T & T in relation to other Caribbean countries for example <ul style="list-style-type: none"> ○ <i>On a map of the Caribbean name and locate the following: Trinidad and Tobago in relation to other Caribbean territories.</i> ○ <i>At least two countries in the following geographic divisions (Greater and Lesser Antilles, Windward and Leeward Islands and South and Central America.</i> ○ <i>The Caribbean Sea</i> • Following guidelines and instruction, for example <ul style="list-style-type: none"> • <i>Adheres to steps in research and written and oral guidelines when completing activities and assignments such as posters,</i> 	<p>Geographic Divisions West Indies Islands, People, History, Maps, & Facts Britannica</p> <p>What is the Difference Between the Greater Antilles and the Lesser Antilles? - WorldAtlas</p> <p>Blank Maps of the Caribbean Caribbean Map Black and White Illustration - Twinkl</p> <p>Caribbean Blank Map (sheppardsoftware.com)</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<p><i>scrapbooks and graphic organisers.</i></p> <ul style="list-style-type: none"> • Participation in class discussion and activities, for example <ul style="list-style-type: none"> ○ <i>ask questions</i> ○ <i>present opinion</i> ○ <i>make suggestions</i> 	
	II	<p>Know the threats that impact the surrounding water bodies, for example</p> <ul style="list-style-type: none"> • <i>State in two sentences the following regarding the Caribbean Sea</i> <ul style="list-style-type: none"> ○ <i>Importance (recreation, employment (fishing, sea captain) and transport of goods and people.</i> ○ <i>The effect of man on biodiversity – overfishing, dumping of garbage, disposal of sewage and waste from factories</i> • Present information using various, for example <ul style="list-style-type: none"> ○ <i>written,</i> ○ <i>spoken</i> ○ <i>visual and performing arts in the development of projects and presentations as guided by the teacher.</i> 	<p>Importance of the Caribbean Sea 9 Interesting Facts About the Caribbean’s Natural Environment (caribjournal.com)</p> <p>Threats to the Caribbean Sea https://youtu.be/yUGSb2LiZSg</p> <p>Trinidad and Tobago Ecosystem at Risk https://youtu.be/mAmmqIMzY3g</p> <p>Tackling Ocean Pollution from Turf to Surf https://youtu.be/43LrsAgRSJA</p> <p>Marine pollution https://youtu.be/dron6aW4UKk</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Following guidelines and instruction, for example <ul style="list-style-type: none"> ○ <i>Adheres to steps in research and written and oral guidelines when completing activities and assignments such as posters, scrapbooks and graphic organisers.</i> • Participation in class discussion and activities, for example <ul style="list-style-type: none"> ○ <i>ask questions</i> ○ <i>present opinion</i> ○ <i>make suggestions</i> 	
	III	<ul style="list-style-type: none"> • Value the interconnectedness (different cultures) of the Caribbean, for example <ul style="list-style-type: none"> ○ <i>Locate on a map the origin of at least the major ethnic groups of Trinidad and Tobago (African, Chinese, European, Indian and Mid-Eastern)</i> ○ <i>In one sentence state why, the ethnic group came to Trinidad and Tobago.</i> ○ <i>Using pictures, state at least one example of the following contributions made by the ethnic groups identified above to Trinidad and Tobago: food,</i> 	<p>First People’s Presence in Trinidad and Tobago https://learn.moe.gov.tt/mod/url/view.php?id=8574</p> <p>People of Trinidad and Tobago Trinidad and Tobago - People Britannica</p> <p>African Heritage in the Caribbean https://learn.moe.gov.tt/mod/url/view.php?id=8928</p> <p>The Chinese in Trinidad and Tobago https://learn.moe.gov.tt/mod/url/view.php?id=8924</p> <p>Indian Indenture in Trinidad and Tobago https://learn.moe.gov.tt/mod/url/view.php?id=8925</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<p><i>religion, dress dance and music.</i></p> <ul style="list-style-type: none"> ○ <i>State one example of cultural fusion in music and dance.</i> ● Present information using various, for example <ul style="list-style-type: none"> ○ <i>Present at least one of the following forms of expression:</i> <ul style="list-style-type: none"> - <i>written,</i> - <i>spoken</i> - <i>visual and performing arts in the development of projects and presentations as guided by the teacher.</i> ● Following guidelines and instruction, for example <ul style="list-style-type: none"> ○ <i>Adheres to steps in research and written and oral guidelines when completing activities and assignments such as posters, scrapbooks and graphic organisers.</i> ● Participation in class discussion and activities, for example <ul style="list-style-type: none"> ○ <i>ask questions</i> ○ <i>present opinion</i> ○ <i>make suggestions</i> 	<p>Festivals and celebrations https://www.nalis.gov.tt/Resources</p> <p>The History of Trinidad and Tobago Heritage https://learn.moe.gov.tt/mod/resource/view.php?id=4933</p> <p>Research Strategies: https://learn.moe.gov.tt/mod/url/view.php?id=6315</p>
Standard I 4		<ul style="list-style-type: none"> ● Demonstrate an understanding of the use and forms of media. 	<p>https://www.lexico.com/definition/media (157) What Is Media? Kids Videos - YouTube The Role and Importance of Media In Our Daily Life (impoff.com)</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Display caution when using the various forms of media. • Know the physical and emotional changes associated with puberty. • Know and understand the facts and concepts associated with family and changes within the family. 	(80) The Importance of Media Literacy - YouTube (157) Changes during Puberty - Part 1 Reaching Adolescence Don't Memorise - YouTube (157) Emotional Changes - YouTube (157) Types of Families Social Studies for Kids Grades 1 - 2 - YouTube (157) TYPES OF FAMILY LESSON PRESENTATION - YouTube
	II	<ul style="list-style-type: none"> • Demonstrate an understanding of the political history of Trinidad and Tobago in an age-appropriate manner. • Demonstrate an understanding of the structure and function of government in Trinidad and Tobago. 	(157) SNAPSHOTS OF HISTORY TRINIDAD AND TOBAGO 50TH ANNIVERSARY - YouTube Republic Day Trinidad and Tobago (aspiringmindstandt.com)
	III	<ul style="list-style-type: none"> • Demonstrate an understanding of their rights and responsibilities as consumers and how to seek redress • Display national pride and patriotism. • Present information using various forms. 	Independence Day (nalis.gov.tt) (157) Trinidad and Tobago Flag - National Symbols - YouTube
Standard 5	I, II, III	<ul style="list-style-type: none"> • Display problem solving, research and communication skills in relation to an identified social issue or problem. 	Episode 1 Brainstorming topics: https://www.youtube.com/watch?v=h5HM8GjQwP8 Episode 2 Making a plan: https://www.youtube.com/watch?v=3qqyH-YvzXM Episode 3 Researching:

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Create a project based on any one of the following themes: <ul style="list-style-type: none"> ○ Appreciating Our Cultural Heritage ○ Improving Our Environment ○ Celebrating our Nationhood ○ Exploring Social Issues 	<p>https://www.youtube.com/watch?v=xqKuTW6EWsg Episode 4 Writing a draft:</p> <p>https://www.youtube.com/watch?v=qfuWM897mjI Episode 5 Revising:</p> <p>https://www.youtube.com/watch?v=AsmqTJhFb_Y https://www.youtube.com/watch?v=0Puv0Pss33M https://www.youtube.com/watch?v=gUhxcdzRgLQ</p>

Science

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
Infant One	I	MOE SLMS link for learning activities for all strands: https://learn.moe.gov.tt/course/view.phpid=373 Strand: Individuals and Groups 1.1.1 Assess the importance of the observable parts of the body	https://www.youtube.com/watch?v=j6g_OPGdbIU https://www.youtube.com/watch?v=C2WJ2bWTV2g https://www.youtube.com/watch?v=8nGRgw1Bwyo
		Strand: Individuals and Groups 2.1.1 Understand the need for food as a source of energy for survival	https://learn.moe.gov.tt/pluginfile.php/326094/mod_resource/content/1/Infant%201%20Individual%20and%20Groups%20Food%20as%20a%20source%20of%20energy.pdf Additional Resources: https://youtu.be/z9TIIM96IT8
		Strand: Individuals and Groups 3.1.1 Value the need for personal hygiene as a means of achieving/ maintaining good health.	https://www.youtube.com/watch?v=8QnunFtuth8 https://www.youtube.com/watch?v=Vr6GQN-z_2s https://www.youtube.com/watch?v=Vwokkv9x4Yw
Infant One	II	Strand: Form and Function: 4.1.1 Examine the functions of everyday structures.	Students view video such as: https://www.youtube.com/watch?v=ErnhTr0A9pw https://www.youtube.com/watch?v=kWsXIIqVy_Q Also, pictures: https://www.google.com/search?rlz=1C1CHBF_enTT910TT911&source=univ&tbm=isch&q=stability+and+stren

			gth+of+home+structures+for+kids&sa=X&ved=2ahUKEwj5t8nkxPDrAhUlzlkKHYiGB4AQsAR6BAgKEAE
		Strand: Systems and Interactions 6.1.1 Categorise habitats based on their components.	https://www.youtube.com/watch?v=Xj1ASC-TIsI
		Strand: Conservation and Sustainability 8.1.1 Assess the importance of energy as light, sound or heat for domestic purposes.	https://www.youtube.com/watch?v=B07C54veLwI https://www.youtube.com/watch?v=6jQ7y_qQYUA https://www.youtube.com/watch?v=AOvcW8I3RzE https://www.youtube.com/watch?v=BEz7RPvQCAI
Infant One	III	Strand: Form and Function 7.1.1 Distinguish between types of forces as either push or pull.	Students view video such as: https://www.youtube.com/watch?v=ErmhTr0A9pw https://www.youtube.com/watch?v=kWsXIIqVy_Q https://www.youtube.com/watch?v=rfeVINL7d9U Also, pictures: https://www.google.com/search?rlz=1C1CHBF_enTT910TT911&source=univ&tbm=isch&q=stability+and+strength+of+home+structures+for+kids&sa=X&ved=2ahUKEwj5t8nkxPDrAhUlzlkKHYiGB4AQsAR6BAgKEAE
		Strand: Form and Function 5.1.1 Discriminate among objects, those that can be used as simple machines	https://www.youtube.com/watch?v=vAThuCmwp9I https://www.youtube.com/watch?v=E-SnC_WKsCg https://www.youtube.com/watch?v=5t1frJFPSBg
		Strand: Conservation and Sustainability	https://www.youtube.com/watch?v=B07C54veLwI

		9.1.1 Differentiate amongst types of litter as plastic, paper, cans, and glass.	https://www.youtube.com/watch?v=6jQ7y_qQYUA https://www.youtube.com/watch?v=AOvcW8l3RzE https://www.youtube.com/watch?v=BEz7RPvQCAI
Infant Two	I	MOE SLMS link for learning activities for all strands: https://learn.moe.gov.tt/course/view.php?id=185 Strand: Individuals and Groups 4.1.1 Distinguish healthy foods from non-healthy foods based on Caribbean Food Groups.	https://www.youtube.com/watch?v=V5-mRaUfm1M https://www.youtube.com/watch?v=fE8lezHs19s https://www.youtube.com/watch?v=-JldSBUQB34 https://www.youtube.com/watch?v=GnfTHsdTodA https://learn.moe.gov.tt/pluginfile.php/326101/mod_resource/content/2/Infant%202%20IG%20Eating%20Consequences%20of%20Unhealthy%20Food%20.pdf
		Strand: Individuals and Groups 4.1.2 Discuss consequences of eating unhealthy foods.	https://www.youtube.com/watch?v=5iJcLl0sHic https://learn.moe.gov.tt/pluginfile.php/326101/mod_resource/content/2/Infant%202%20IG%20Eating%20Consequences%20of%20Unhealthy%20Food%20.pdf
		Strand: Individuals and Groups 1.1.1 Distinguish between living and non-living things	https://youtu.be/9T8RE5ujg_A
		Strand: Individuals and Groups 2.1.1 Differentiate among animals according to observable characteristics.	https://www.youtube.com/watch?v=TW4S4ZnV020 https://www.youtube.com/watch?v=lxH7NBbL9JY https://www.youtube.com/watch?v=dkjFa9uoGEk https://www.youtube.com/watch?v=8N6liX7JAL4
Infant Two	II	Strand: Form and Function 6.1.1 Demonstrate the effects of forces that cause objects to: move, come to rest, move faster, change direction.	Students view the video with guided instructions from teacher to complete activity https://youtu.be/mEg5GOVpUIE Assessment:

			https://learn.moe.gov.tt/pluginfile.php/326102/mod_resource/content/1/Infant%20two_Systems%20and%20Interactions_Effect%20of%20forces.pdf
		Strand: Form and Function 5.1.1 Distinguish among solids based on physical properties.	https://youtu.be/WNJIX_3hBHY
		Strand: Conservation and Sustainability 8.1.1 Explain that energy is conserved and converted into other form(s) in devices.	https://youtu.be/ftj23FRS2LI https://youtu.be/z8a-L1lkq3w https://youtu.be/_F9IC3w8IAQ
Infant Two	III	Strand: Systems and Interactions 3.1.1 Record the changes in growth of a seedling.	From Seed to plant - https://mrpakert.wixsite.com/room220/red-kidney-bean-experiment Blossoming beans - https://www.sciencefun.org/kidszone/experiments/blossoming-beans/
		Strand: Systems and Interactions 7.1.1 Compare aquatic and terrestrial habitats based on their components	https://www.youtube.com/watch?v=Xj1ASC-TIsI
		Strand: Conservation and Sustainability 9.1.1 Justify the importance of scientists.	Women and girls in science - http://www.niherst.gov.tt/scipop/women-in-science.html
Standard One	I	Strand: Form and Function 3.1.1 Investigate traditional methods such as sieving and handpicking to separate mixtures of solids.	MOE SLMS link for learning activities for all strands: https://learn.moe.gov.tt/course/view.php?id=372 https://www.youtube.com/watch?v=dGtV6ZDipEI https://byjus.com/chemistry/sieving/ https://www.vedantu.com/chemistry/handpicking

		<p>Strand: Individuals and Groups 1.1.1 Distinguish between vertebrates and invertebrates.</p>	<p>https://www.youtube.com/watch?v=dCm5CcQhU-c https://www.youtube.com/watch?v=WVsUkVTjZyg</p>
		<p>Strand: Individuals and Groups 2.1.1 Discuss the importance of the work of local scientists.</p>	<p>https://www.youtube.com/watch?v=_uqncgUXzek https://www.youtube.com/watch?v=w14CWyalBgw https://www.youtube.com/watch?v=r1PRKToz2nc https://www.youtube.com/watch?v=4F8GCyOpsbU</p>
		<p>Strand: Systems and Interactions 7.1.1 Investigate relationships that exist within ecosystems.</p>	<p>https://www.youtube.com/watch?v=Wf-CRKsTYGs https://www.youtube.com/watch?v=yi3ToVYfpc</p>
Standard One	II	<p>MOE SLMS link for learning activities for all strands:</p> <p>Strand: Systems and Interaction 6.1.1 Examine the use of forces including twists and turns.</p>	<p>https://www.youtube.com/watch?v=94zy9gF40pE https://primaryleap.co.uk/primary-resources/1936/year-6/science/unit-6e-forces-in-action/twist,-push-or-pull https://k8schoollessons.com/forces-and-motion/ https://www.youtube.com/watch?v=vAThuCmwp9I https://www.youtube.com/watch?v=rfeVINL7d9U Assessment: https://learn.moe.gov.tt/pluginfile.php/326078/mod_resource/content/1/Std%201%20-%20SI-Twist%20and%20turn%20forces.pdf</p>
		<p>Strand: Form and Function 5.1.1 Differentiate among various types of simple machines as levers, pulleys, wheel and axle.</p>	<p>https://www.youtube.com/watch?v=8GHRZabpsQE https://www.youtube.com/watch?v=LSfNYpCprw4 https://www.youtube.com/watch?v=iQu3GY509ZM https://www.youtube.com/watch?v=aoXnhyY5RTk</p>
		<p>Strand: Systems and Interaction 8.1.1 Assess the importance of the daily cycle.</p>	<p>https://www.youtube.com/watch?v=2yD0SdWdk7s Assessment</p>

			https://learn.moe.gov.tt/pluginfile.php/326076/mod_resource/content/1/Std%201%20-SI%20-%20Day%20and%20night%20.pdf
		<p>Strand: Form and Function</p> <p>4.1.1 Evaluate the usefulness of objects/structures based on the materials used to make them.</p>	<p>https://www.youtube.com/watch?v=ntav1tKuw68</p> <p>Activity https://learn.moe.gov.tt/pluginfile.php/326081/mod_resource/content/1/Std%201%20-%20FF-MATERIALS%20-%20PAPER.pdf</p> <p>Assessment https://learn.moe.gov.tt/pluginfile.php/326080/mod_resource/content/1/Std%201%20-%20FF%20-%20Material%20choices.pdf</p>
Standard One	III	<p>Strand Conservation and Sustainability</p> <p>10.1.1 Evaluate how wind had been used as a source of energy.</p>	<p>https://www.youtube.com/watch?v=4HdxQhBRDUI https://www.youtube.com/watch?v=2N96LRquGhI&t=11s https://www.youtube.com/watch?v=SQpbTTGe_gk</p>
		<p>Strand: Conservation and Sustainability</p> <p>10.1.2 Create models of traditional devices that use wind.</p>	<p>https://www.youtube.com/watch?v=KOd6-PFkEy8 https://www.youtube.com/watch?v=5Unm3DFO0</p>
		<p>Strand: Conservation and Sustainability</p> <p>9.1.1 Compare the wet and dry seasons based on activities that take place in each.</p>	<p>https://www.youtube.com/watch?v=Ako3kWJBsTY https://www.metoffice.gov.tt/Climate</p>
Standard Two	I	<p>Strand: Form and Function</p> <p>5.1.1 Investigate the movement of water through various soil types.</p>	<p>https://www.youtube.com/watch?v=uS7zfeK4OTQ https://www.youtube.com/watch?v=z_HYyVCyt9k http://www.fao.org/3/i7957e/i7957e.pdf</p>

		<p>Strand: Form and Function 6.1.1 Assess the importance of minerals.</p>	<p>MOE SLMS link for learning activities for all strands: https://learn.moe.gov.tt/course/view.php?id=370 http://kids.britannica.com/kids/article/natural-resource/399553</p>
		<p>Strand: Individuals and Groups: 1.1.1 Categorize vertebrates into classes.</p>	<p>https://www.youtube.com/watch?v=HQdiSMUZEDA</p>
		<p>Strand: Systems and Interactions 7.1.1 Demonstrate that plants need light and water for growth.</p>	<p>https://www.youtube.com/watch?v=qRkoGO7hNXg https://www.youtube.com/watch?v=qkIEjgynmYY https://www.youtube.com/watch?v=qULkjDccCeY</p>
Standard Two	II	<p>Strand: Form and Function 2.1.1 Differentiate among the three states of matter.</p>	<p>https://youtu.be/julOZ_LHkVk https://youtu.be/gez2rmeCpfE https://www.youtube.com/watch?v=JQ4WduVp9k4 https://www.youtube.com/watch?v=wclY8F-UoTE https://www.youtube.com/watch?v=Pu0uZUKSC-s Assessment: https://learn.moe.gov.tt/pluginfile.php/323242/mod_resource/content/2/States%20of%20Matter.pdf</p>
		<p>Strand: Form and Function: 4.1.1 Investigate substances that dissolve in water.</p>	<p>https://www.youtube.com/watch?v=Kdc51ROgSq4 https://www.youtube.com/watch?v=QNYQGTHa2hM</p>
		<p>Strand: Systems and Interactions 8.1.1 Justify the importance of the water cycle in making water available for life processes.</p>	<p>https://www.youtube.com/watch?v=s0bS-SBAGJI</p>
		<p>Strand: Form and Function 3.1.1 Investigate the separation of solids from mixtures using filtration and magnetism.</p>	<p>https://www.youtube.com/watch?v=jW2QBZnP7Tw&list=TLPQMjAwMzIwMjChQu2pgR3iKg&index=8 https://www.youtube.com/watch?v=DR9w4koW2EA https://www.youtube.com/watch?v=K0IPqYfmFF4</p>

		Strand: Systems and Interactions 10.1.1 Justify the need to conserve potable water.	https://www.youtube.com/watch?v=SKFMgHkls8c https://www.youtube.com/watch?v=DnFirDGdoiI https://www.youtube.com/watch?v=E6pjj2gVnWA
Standard Two	III	Strand: Conservation and Sustainability 10.1.1 Justify the need to conserve potable water. Elaborations: (7.1.1, 7.2.1, 6.3.1, 4.3.1, 3.3.1,2.3.1)	https://www.youtube.com/watch?v=yT_PMZUSzDA
		Strand: Conservation and Sustainability 9.1.1 Examine the use of fossil fuels such as petroleum and natural gas.	https://www.youtube.com/watch?v=Qw6uXh9yM54 http://kids.britannica.com/kids/article/natural-resource/399553 https://www.youtube.com/watch?v=1kUE0BZtTRc https://www.youtube.com/watch?v=wMOpMka6PJI
Standard Three	I	Strand: Systems and Interactions 6.1.1 Justify that interdependency exists among plants and animals.	MOE SLMS link for learning activities for all strands: https://learn.moe.gov.tt/course/view.php?id=369 https://www.youtube.com/watch?v=pasB5FhxVUk https://www.youtube.com/watch?v=wXJiHr8jWBs https://www.youtube.com/watch?v=dDhOupA-28A
		Strand: Systems and Interactions 5.1.1 Justify the need to protect aquatic habitats including wetlands.	https://www.youtube.com/watch?v=kL-9TB4qAho https://www.youtube.com/watch?v=RdiBtE0mAXg
		Strand: Form and Function: 3.1.1 Investigate the separation of soluble solids from solutions.	https://www.youtube.com/watch?v=PX0X3e68XVM https://www.education.com/science-fair/article/earth-science_sun-dried/
Standard Three	II	Strand: Individuals and Groups	https://www.youtube.com/watch?v=Ka3q7bj45x0 https://www.youtube.com/watch?v=V5RSpMQQOpw https://www.youtube.com/watch?v=F3ElGMVU6SY

		1.1.1 Discriminate among the stages in the life cycle of animals showing complete metamorphosis.	https://www.youtube.com/watch?v=TvmQiWpgX5c https://www.youtube.com/watch?v=wFfO7f8Vr9c https://www.youtube.com/watch?v=Ka3q7bj45x0 https://pestremovalwarrior.com/housefly-life-cycle-various-stages-of-development/ https://socratic.org/questions/what-does-the-metamorphosis-of-a-frog-involve Assessment: https://learn.moe.gov.tt/pluginfile.php/323177/mod_resource/content/1/Life%20Cycles%20frog.pdf
		Strand: Form and Function: 2.1.1 Examine distinguishing features in animals and plants that allow for variation and adaptation.	https://www.youtube.com/watch?v=I8q1m0jbvCo
		Strand: Form and Function 4.1.1 Examine the external parts of the flower.	https://www.amnh.org/learn-teach/curriculum-collections/biodiversity-counts/plant-identification/plant-morphology/parts-of-a-flower https://youtu.be/SiFaN2xQg5g https://youtu.be/493WeySyf-8
Standard Three	III	Strand: Conservation and Sustainability 7.1.1 Examine the uses of solar energy as an alternative to fossil fuels.	https://www.youtube.com/watch?v=inPtRWtvDaM
		Strand: Conservation and Sustainability 8.1.1 Evaluate the effects of pollution: <ul style="list-style-type: none"> • on land, • in air, and • in water. 	https://www.youtube.com/watch?v=Om42Lppkd9w https://www.youtube.com/watch?v=bGWr5jXJfbs http://www.eschooltoday.com/

Standard Four	I	<p>MOE SLMS link for learning activities for all strands: https://learn.moe.gov.tt/course/view.php?id=861</p> <p>Strand: Systems and Interaction: 5.1.1 Differentiate between weather and climate.</p>	https://learn.moe.gov.tt/pluginfile.php/328400/mod_resource/content/2/Standard%20SI Climate%20and%20Weather.pdf
		<p>Strand: Form and Function: 3.1.1 Investigate the properties of materials such as:</p> <ul style="list-style-type: none"> • ability to transmit sound and light, • absorbency • strength 	https://learn.moe.gov.tt/pluginfile.php/328420/mod_resource/content/1/Standard%20Lesson%20Primary-%20Properties%20of%20materials%20%28Sound%29.pdf
Standard Four	II	<p>Strand: Individuals and Groups 1.1.1 Examine the biological changes that take place in animals and plants during the growth process.</p>	https://youtu.be/mYpVP29sTiY http://theseedsite.co.uk/lifecycle.html Assessment: https://learn.moe.gov.tt/pluginfile.php/328402/mod_resource/content/1/Standard%20IG%20Growth%20in%20plants.pdf https://learn.moe.gov.tt/pluginfile.php/328403/mod_resource/content/1/Standard%20IG_Growth%20in%20humans%20.pdf
		<p>Strand: Form and Function: 3.1.1 Investigate the properties of materials such as:</p> <ul style="list-style-type: none"> • conduction of heat and electricity. 	https://learn.moe.gov.tt/pluginfile.php/328404/mod_resource/content/1/std%20FF_Properties%20of%20Materials_electrical.pdf https://learn.moe.gov.tt/pluginfile.php/328506/mod_resource/content/1/Standard%20Lesson%20Primary%20

			0Science%20-%20Properties%20of%20materials_heat.pdf
		Strand: Form and Function 4.1.1 Investigate the factors that affect the stability of simple structures	https://learn.moe.gov.tt/pluginfile.php/328439/mod_resource/content/1/Standard%204_FF_Modifying%20simple%20structures%20to%20improve%20stability.pdf
Standard Four	III	Strand: Individuals and Groups: 2.1.1 Justify the need for eating healthy foods (balanced and natural).	https://www.youtube.com/watch?v=ZHWZ3BLMKQA https://www.youtube.com/watch?v=YimuIdEZSNY
		Strand: Conservation and Sustainability: 6.1.1 Differentiate between renewable and non-renewable sources of energy.	https://www.youtube.com/watch?v=PLBK1ux5b7U https://www.youtube.com/watch?v=w16-Uems2Qo
		Strand: Conservation and Sustainability: 7.1.1 Investigate the Greenhouse Effect and its link to Global Warming.	https://www.youtube.com/watch?v=Ke140nuy15E https://learn.moe.gov.tt/pluginfile.php/328421/mod_resource/content/1/Std%204%20Greenhouse%20Effect.pdf
Standard Five	I	Strand: Conservation and Sustainability: 2.1.1 Justify the use of energy efficient devices and practices to conserve electrical energy.	https://www.youtube.com/watch?v=mMe2rdg42a0 https://www.youtube.com/watch?v=4pJ_GBUwrZs https://www.youtube.com/watch?v=uLCii659k_8
Standard Five	II	Strand: Conservation and Sustainability 3.1.1 Justify the need to reduce the effects of Global Warming	https://learn.moe.gov.tt/pluginfile.php/328427/mod_resource/content/1/Standard%204_CS_Greenhouse%20and%20Enhanced%20Greenhouse%20Effect.pdf
		Strand: Conservation and Sustainability 4.1.1 Appraise strategies used for conserving and sustaining the environment.	https://www.youtube.com/watch?v=eIQUOIyE7q0 https://www.youtube.com/watch?v=lJTof8D9bdU https://en.unesco.org/greencitizens/stories/educational-activities-involve-children-protection-environment Assessment: https://learn.moe.gov.tt/pluginfile.php/328421/mod_resource/content/1/Std%204%20Greenhouse%20Effect.pdf

Spanish

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
Infant One	I/II/III	1.1.1. Say hello and goodbye in Spanish.(<i>hola, adiós</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=10920 https://learn.moe.gov.tt/mod/resource/view.php?id=5707 https://learn.moe.gov.tt/mod/url/view.php?id=7943 Assessment is built into these resources.
	I/II/III	2.1.1. Introduce themselves to others in Spanish. (<i>Hola, soy ___; Hola, me llamo...</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=12172 (Adapt slides 1 to 17 to use for this topic.) Assessment is built into these resources.
	I/II/III	3.1.1. Name family members in Spanish (<i>papá, mamá, hermano, hermana, tío, tía, abuelo, abuela</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=8489 Assessment is built into these resources.
	I/II/III	4.1.1. Identify self in Spanish as boy or girl. (<i>Hola, soy niño/ Hola, soy niña</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=8229

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
			Assessment is built into these resources.
	I/II/III	5.1.1. Say ' <i>good morning</i> ' and ' <i>good afternoon</i> ' in Spanish. (<i>Buenos días, Buenas tardes</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=10920 Assessment is built into these resources.
	I/II/III	6.1.1. Identify classroom objects in Spanish. <i>¿Qué cosa es?</i> (<i>la mesa, la silla, el lápiz, el libro, la bolsa</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=1162 Assessment is built into these resources.
	I/II/III	7.1.1 .Count from 1-10 in Spanish. <i>¿Qué número es?</i> (<i>uno, dos, tres, cuatro, cinco, seis siete, ocho, nueve, diez</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=7685 Assessment is built into these resources.
	I/II/III	9.1.1. Say the words ' <i>yes</i> ' and ' <i>no</i> ' in Spanish and other selected languages.	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=8222 Assessment is built into these resources.
	I/II/III	12.1.1. State their age in Spanish. <i>(¿Cuántos años tienes?</i> <i>Tengo cinco años)</i>	Resources from YouTube Link: https://www.youtube.com/watch?v=JfpFDOS34yU (NB. Not an OER.)

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	I/II/III	13.1.1. Enquire about the well-being of others in Spanish. <i>How are you? (Qué tal?)</i> 13.1.2. Respond in Spanish to questions about their well-being. Fine. (Bien) Not so well. (Mal)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=10920 Assessment is built into these resources.
	I/II/III	14.1.1. Identify selected parts of the body in Spanish. <i>¿Qué parte del cuerpo es?</i> <i>(los ojos, la nariz, la boca, la mano, el pie)</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=10919 https://learn.moe.gov.tt/mod/url/view.php?id=6433 https://learn.moe.gov.tt/mod/url/view.php?id=6434 Assessment is built into these resources.
Infant Two	I/II/III	1.1.1. State where they live in Spanish. <i>Where do you live? (¿Dónde vives?)</i> <i>I live in _____. (Vivo en _____.)</i>	YouTube Link: https://www.youtube.com/watch?v=EE_a68V1C2k Assessment is built into these resources. (NB NOT OER)
	I/II/III	2.1.1. Identify modes of transport in Spanish <i>¿Qué transporte es?</i> <i>(el carro, el avión, la bicicleta, el autobús, la motocicleta, el barco, el pie)</i>	YouTube Link: https://www.youtube.com/watch?v=Ko_pZPsqcco Assessment is built into these resources. (NB NOT OER)
	I/II/III	4.1.1. Identify selected places in their community in Spanish.	Adapt PPT from MOE SLMS Link:

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<i>¿Qué lugar es?</i> (<i>la tienda, la escuela, el parque, el mercado, el supermercado</i>)	https://learn.moe.gov.tt/mod/resource/view.php?id=12135 Assessment is built into these resources.
	I/II/III	5.1.1. State the name of their school in Spanish. (<i>Mi escuela es ____</i>)	
	I/II/III	6.1.1. Identify selected areas on their school compound in Spanish. <i>¿Qué lugar es?</i> (<i>la clase, la oficina, la cantina, el patio, la biblioteca, el baño</i>)	YouTube Link: https://www.youtube.com/watch?v=M_4zIsy-CIA Assessment is built into these resources. (NB NOT OER)
	I/II/III	7.1.1. Identify friends in Spanish. (<i>...(Name)... es mi amigo/ amiga.;</i> <i>Mi amigo es ...</i> <i>/Mi amiga es ...</i>)	YouTube Link: https://www.youtube.com/watch?v=SOw_bU4jaSI https://www.youtube.com/watch?v=EgdK1qwklgc Assessment is built into these resources. (NB NOT OER)
	I/II/III	8.1.1. State in Spanish the key persons in their school. <i>¿Quién es?</i> (<i>el maestro/la maestra, ,el secretario/la secretaria, el director/la directora, el guardia, el limpiador/la limpiadora, el alumno/la alumna,el amigo/la amiga</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=11101 https://learn.moe.gov.tt/mod/resource/view.php?id=11065 Assessment is built into these resources.
	I/II/III	9.1.1. Name selected fruits in Spanish. <i>¿Qué fruta es?</i> (<i>el mango, la piña, la naranja, el plátano, la papaya</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=10926

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
			Assessment is built into these resources.
	I/II/III	10.1.1. Identify selected colours in Spanish. <i>¿Qué color es?</i> (rojo, amarillo, azul, verde, negro, blanco, gris, marrón, color de naranja, morado, rosado)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=10924 Assessment is built into these resources.
	I/II/III	11.1.1. Greet others in Spanish on special occasions.	YouTube Link: https://www.youtube.com/watch?v=pChMqhBGkjq Assessment is built into these resources. (NB NOT OER)
Standard 1	I/II/III	2.1.2. Use appropriate Spanish titles to address adults. (Señorita, Señor, Señora)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=5436 Assessment is built into these resources.
	I/II/III	3.1.1. Say what day of the week it is in Spanish. <i>¿Qué día es?</i> (lunes, martes miércoles, jueves, viernes, sábado, domingo)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=11139 Assessment is built into these resources.
	I/II/III	3.1.2. State selected leisure and work activities in Spanish. (juego, veo la tele, canto, bailo, leo, escribo)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=11009

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
			Assessment is built into these resources.
	I/II/III	3.1.3. Identify selected sports in Spanish. <i>¿Qué deporte es ?</i> (<i>el fútbol, el críquet, la natación, el tenis, el baloncesto</i>) 3.1.4. Say which sport they practise. (<i>Practico</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=11010 https://learn.moe.gov.tt/mod/url/view.php?id=5761 Assessment is built into these resources.
	I/II/III	4.1.1. Identify common occupations in Spanish. <i>¿Qué profesión es?</i> (<i>el maestro/ la maestra, el director/ la directora, el médico/ la médica, el pescador/ la pescadera, el/la policía</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=11007 Assessment is built into these resources.
	I/II/III	4.1.2. State in Spanish if an establishment is ‘Open’ or ‘Closed’ . (<i>ABIERTO, CERRADO</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6918 Assessment is built into these resources.
	I/II/III	4.1.3. Count from 11-20 in Spanish. <i>¿Qué número es?</i> (<i>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=11008 Assessment is built into these resources.
Standard 2	I/II/III	1.1.3. State the four cardinal points in Spanish.	Resources from MOE SLMS Link:

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
			https://learn.moe.gov.tt/mod/resource/view.php?id=14580 Assessment is built into these resources.
	I/II/III	2.1.1. Identify in Spanish elements of a simplified water cycle.	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=14591 Assessment is built into these resources.
	I/II/III	2.1.2. State the months of the year in Spanish. <i>¿Qué mes es?</i> <i>(enero, febrero, marzo, abril, mayo, junio, julio, agosto, setiembre, octubre, noviembre, diciembre)</i> 2.1.3. State the month of their birthday in Spanish. <i>¿En qué mes es tu cumpleaños ?</i> <i>(Mi cumpleaños es en ____.)</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6375 Assessment is built into these resources.
	I/II/III	3.1.1. Recognize the Spanish word names for the numbers 1 to 10. <i>(uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=7685 Assessment is built into these resources.
Standard 3	I/II/III	1.1.1. Name in Spanish the bodies of water that surround Trinidad and Tobago. <i>(El Mar Caribe, El Golfo de Paria, El Océano Atlántico, El Canal de Colón)</i> 1.1.2. Name in Spanish the bodies of water in the Caribbean.	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6378 Assessment is built into these resources.

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<i>(El Mar Caribe, El Océano Atlántico, El Golfo de Méjico)</i>	
	I/II/III	1.1.3. Identify Spanish vocabulary related to oceans/seas. <i>(el mar, el pez, el barco, el pescador)</i>	
	I/II/III	4.1.1. Describe in Spanish, simple weather conditions related to tropical climate. <i>¿Qué tiempo hace?</i> <i>(Hace sol, Hace calor, Está lloviendo, Hace viento, Está nublado)</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6437 Assessment is built into these resources.
	I/II/III	6.1.1. Know how to welcome others in Spanish.	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6438 Assessment is built into these resources.
Standard 4	I/II/III	2.1.1. Express, in Spanish, likes and dislikes of selected aspects of the Hispanic culture. <i>((No)Me gusta ...</i> <i>la comida latina</i> <i>la ropa latina</i> <i>la música latina</i> <i>la lengua española</i> <i>el fútbol</i> <i>el baile latino</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6382 Assessment is built into these resources.
	I/II/III	3.1.1. Name basic forms of media in Spanish. <i>¿Qué media es?</i> <i>(la computadora, el internet, el sitio de web, la televisión, la televisión por cable, la radio, los diarios)</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6381

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
			Assessment is built into these resources.
	I/II/III	3.1.2..State in Spanish how they use different forms of media. (<i>Uso la computadora, Navego el internet, Veo la televisión, Escucho la radio, Leo los diarios</i>)	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=6381 Assessment is built into these resources.
	I/II/III	4.1.1. Use ‘ There is more... ’(<i>Hay más...</i>), ‘ There is less ... ’ (<i>Hay menos...</i>) to describe various changes to our world.	YouTube Link: https://www.youtube.com/watch?v=LW09yH_eV2g Assessment is built into these resources. (NB NOT OER)
Standard 5	I/II/III	1.1.1. State their nationality and that of others in Spanish. <i>¿Cuál es tu nacionalidad?</i> (<i>Soy trinitario/Soy trinitaria, Soy tobaguense</i>) <i>¿Cuál es su nacionalidad?</i> <i>Es trinitario/Es trinitaria, tobaguense, americano/americana, jamaicano/jamaicana, español/ española, venezolano/ venezolana)</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/resource/view.php?id=5774 Assessment is built into these resources.
	I/II/III	1.1.2. Recognize flags of selected Spanish-speaking countries. (<i>Venezuela, Cuba, Puerto Rico, Colombia, Panamá,</i>	Resources from MOE SLMS Link: https://learn.moe.gov.tt/mod/url/view.php?id=7743 Assessment is built into these resources.
	I/II/III	2.1.1. State in Spanish selected items of clothing that they wear.	YouTube Link:

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<p><i>¿Qué llevas?</i> (Llevo uniforme, pantalones, camiseta, camisa, falda, vestido.)</p>	<p>https://www.youtube.com/watch?v=ejwMNVyp8EI</p> <p>Assessment is built into these resources. (NB NOT OER)</p>
	I/II/III	<p>2.1.3. Describe their physical appearance (height, size) in Spanish. <i>¿Cómo eres?</i> (Soy alto/alta, Soy bajo/baja, Soy delgado/delgada, Soy gordo/gorda, Soy mediano/mediana)</p>	<p>Resources from MOE SLMS Link:</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=1356</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=1357</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=1358</p> <p>https://learn.moe.gov.tt/mod/resource/view.php?id=1359</p> <p>Assessment is built into these resources.</p>

Visual and Performing Arts

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
Infants One	Term I	Art	<input type="checkbox"/> Recognize texture in a variety of materials <input type="checkbox"/> Manipulate materials of different textures to make a collage <input type="checkbox"/> Produce handprints of self, family and friends using various colours.	https://learn.moe.gov.tt/course/view.php?id=364
		Dance	<input type="checkbox"/> Demonstrate body actions involving the whole body and parts of the body <input type="checkbox"/> Move in space at different levels	https://www.youtube.com/watch?v=71hqRT9U0wg https://www.youtube.com/watch?v=RgAcQKieE4U&t=66s https://www.youtube.com/watch?v=bjgVTfdM_4I • LMS – Learning with Delight Infants 1&2
		Drama	<input type="checkbox"/> Manipulate bodies in the exploration of personal space <input type="checkbox"/> Communicate using mime and hand gestures	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Identify and classify sounds from the environment into the following families, giving reasons for their choices: machines, animals, people. <input type="checkbox"/> Identify and classify sounds from the environment into the following families, giving reasons for their choices: weather, animals, musical instruments. <input type="checkbox"/> Discriminate between high/low sounds in their environment.	https://learn.moe.gov.tt/mod/resource/view.php?id=5081 https://learn.moe.gov.tt/mod/resource/view.php?id=5082 https://learn.moe.gov.tt/mod/resource/view.php?id=7017 https://learn.moe.gov.tt/mod/resource/view.php?id=5901

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				https://learn.moe.gov.tt/mod/resource/view.php?id=12212
	Term II	Art	<input type="checkbox"/> Identify lines and shapes	https://learn.moe.gov.tt/course/view.php?id=364
		Dance	<input type="checkbox"/> Mirror forms and items from their immediate environment creating shapes with the whole body or parts of the body	https://www.youtube.com/watch?v=0B6Ge0FzHG0
			<input type="checkbox"/> Move efficiently in personal and general space at different levels	https://www.youtube.com/watch?v=Vbg-qzbC9ts https://www.youtube.com/watch?v=bjgVTfdM_4I https://www.youtube.com/watch?v=71hqRT9U0wg https://www.youtube.com/watch?v=RgAcQKieE4U&t=66s https://www.youtube.com/watch?v=bjgVTfdM_4I • LMS – Learning with Delight Infants 1&2
		Drama	<input type="checkbox"/> Present stories using simple gestures, actions and voice inflections <input type="checkbox"/> Combine sounds to produce a simple soundscape	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Imitate melodic phrases. <input type="checkbox"/> Sing simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions.	Fred the Moose Song 🎵 Brain Breaks for Children 🎵 Kids Repeat After Me Songs by The Learning Station - YouTube

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<input type="checkbox"/> Move imaginatively and creatively in two different ways to musical excerpts in varied meters (times) and tempi (speeds).	https://www.youtube.com/watch?v=71hqRT9U0wg (“If You’re Happy and You Know It”) <ul style="list-style-type: none"> (Classical, Parang) https://learn.moe.gov.tt/mod/resource/view.php?id=12344 (Calypso, Reggae) https://learn.moe.gov.tt/mod/resource/view.php?id=12345
	Term III	Art	<input type="checkbox"/> Manipulate materials to make 3-D objects <input type="checkbox"/> Construct a model of familiar building	https://www.youtube.com/watch?v=jVY3ouCwedU https://learn.moe.gov.tt/course/view.php?id=364
Dance		<input type="checkbox"/> Explore locomotor movements using general space <input type="checkbox"/> Demonstrate an awareness of selected rhythms	https://www.youtube.com/watch?v=bjgVTfdM_4I https://www.youtube.com/watch?v=71hqRT9U0wg https://www.youtube.com/watch?v=RgAcQKieE4U&t=66s https://www.youtube.com/watch?v=bjgVTfdM_4I <ul style="list-style-type: none"> LMS – Learning with Delight Infants 1&2 	
Drama		<input type="checkbox"/> Combine movements to create simple actions in the performance of ring games <input type="checkbox"/> Imitate everyday actions through posture, voice and hand gestures	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> Body Postures 	

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				https://www.youtube.com/watch?v=T1PJf6DVz50
		Music	<input type="checkbox"/> Maintain a steady beat using body percussion and non-tuned percussion. <input type="checkbox"/> Maintain a steady beat to accompany simple songs and chants. <input type="checkbox"/> Sing simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions	https://learn.moe.gov.tt/mod/resource/view.php?id=12059 https://www.youtube.com/watch?v=W85mbxvL2KQ https://www.youtube.com/watch?v=y6fhn4PZ_yM
Infants Two	Term I	Art	<input type="checkbox"/> Produce hand puppets to represent familiar persons <input type="checkbox"/> Create patterns using colour and / or textures	https://learn.moe.gov.tt/course/view.php?id=365
		Dance	<input type="checkbox"/> Move in general and personal space to present ideas based on an idea/theme/story <input type="checkbox"/> Create movement sequences involving stillness and motion	https://www.youtube.com/watch?v=RgAcQKieE4U&t=66s https://www.youtube.com/watch?v=EPQpWWh8M1I https://www.youtube.com/watch?v=bjgVTfdM_4I https://www.youtube.com/watch?v=71hqRT9U0wg https://www.youtube.com/watch?v=RgAcQKieE4U&t=66s https://www.youtube.com/watch?v=bjgVTfdM_4I LMS – Learning with Delight Infants 1&2

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		Drama	<input type="checkbox"/> Use facial expressions and hand gestures to communicate feelings <input type="checkbox"/> Create a story and depict scenarios from the story	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> • Taking Pictures (Animated Short Film) by Simon Taylor https://www.youtube.com/watch?v=gxIJN8bk6yg&list=PLHRnekuiDt9wyRdc6Zgd112SQ4HSc1hZd • “Mouse for Sale” by Wouter Bongaerts- Disney Favourite https://www.youtube.com/watch?v=UB3nKCNUBB4&list=PL2laUn5FkXCLCyYeviMddjHf-172c7CCn • Meet Disgust- Inside out https://www.youtube.com/watch?v=7yKL4XdvoFs&list=PL2laUn5FkXCLCyYeviMddjHf-172c7CCn&index=4 • Meet Anger- Inside out https://www.youtube.com/watch?v=6x4lp2X214Y&list=PL2laUn5FkXCLCyYeviMddjHf-172c7CCn&index=5 • Meet Fear- Inside out https://www.youtube.com/watch?v=LWtqKMeBfcc&list=PL2laUn5FkXCLCyYeviMddjHf-172c7CCn&index=5
		Music	<input type="checkbox"/> Listen to short musical excerpts and use body movements to indicate the following: long/short sounds.	https://www.youtube.com/watch?v=PNWrrLxtfxs

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<input type="checkbox"/> Name a combination of string and percussion instruments by sight and sound. <input type="checkbox"/> Match instruments by sight and sound to their corresponding string and percussion families	<ul style="list-style-type: none"> • (Identify percussion instruments) https://learn.moe.gov.tt/mod/resource/view.php?id=11854. • (Identify string instruments) https://learn.moe.gov.tt/mod/resource/view.php?id=11103. • (Different instruments) https://learn.moe.gov.tt/mod/url/view.php?id=7923 • (Match percussion instruments) https://learn.moe.gov.tt/mod/resource/view.php?id=11855
	Term II	Art	<input type="checkbox"/> Create a collage using varied materials and pictures	https://learn.moe.gov.tt/course/view.php?id=365
		Dance	<input type="checkbox"/> Explore movements of the entire body in general and personal space and include dynamic elements <input type="checkbox"/> Use appropriate words and phrases to describe the dynamic elements including expressions of feelings	https://www.youtube.com/watch?v=bjgVTfdM_4I https://www.youtube.com/watch?v=DxFgfuOd0i0 https://www.youtube.com/watch?v=71hqRT9U0wg https://www.youtube.com/watch?v=RgAcQKieE4U&t=66s https://www.youtube.com/watch?v=bjgVTfdM_4I <ul style="list-style-type: none"> • LMS – Learning with Delight Infants 1&2

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		Drama	<input type="checkbox"/> Role-play the varied effects of consuming healthy and unhealthy foods <input type="checkbox"/> Create and present a simple portfolio	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Name a combination of wind instruments by sight and sound. <input type="checkbox"/> Match instruments by sight and sound to their corresponding wind families <input type="checkbox"/> Sing simple folk/traditional/ action songs by rote independently and in groups, with increased pitch accuracy (>85%) and a pleasing tone. <input type="checkbox"/> Add new words or phrases to simple familiar nursery rhymes or songs	<ul style="list-style-type: none"> • (Wind instruments) https://learn.moe.gov.tt/mod/resource/view.php?id=11858 • (Different instruments) https://learn.moe.gov.tt/mod/url/view.php?id=7924 • (Match wind instruments) https://learn.moe.gov.tt/mod/resource/view.php?id=11859 • Action song “Get Funky” https://www.youtube.com/watch?v=w6YBsXMhsQ0 https://learn.moe.gov.tt/pluginfile.php/13770/mod_resource/content/1/Composing-Lyrics.pdf https://learn.moe.gov.tt/mod/resource/view.php?id=5902
	Term III	Art	<input type="checkbox"/> Draw familiar buildings in the community	https://learn.moe.gov.tt/course/view.php?id=365
		Dance	<input type="checkbox"/> Use simple traditional steps to create movement sequences <input type="checkbox"/> Work in groups to present a short dance using steps from any cultural form, add an element of a traditional costume e.g., scarf, basket	https://www.youtube.com/watch?v=cmTbip891LU

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		Drama	<input type="checkbox"/> Create tableaux by manipulating whole body, levels and shapes <input type="checkbox"/> Manipulate the body to depict various modes of transportation	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> Modes of Transport for Kids- Types of Transportation Video for Kids https://www.youtube.com/watch?v=d0ySC2tzlZI
		Music	<input type="checkbox"/> Maintain a steady pulse/beat using body percussion and un-tuned percussion with increased accuracy (95-100%) <input type="checkbox"/> Accurately play simple rhythmic patterns by rote, on un-tuned percussion instruments to accompany simple songs and chants.	https://learn.moe.gov.tt/mod/resource/view.php?id=12059 https://www.youtube.com/watch?v=OkJ_ScH5IHY https://learn.moe.gov.tt/mod/resource/view.php?id=11619 https://www.youtube.com/watch?v=aXZWgOf2ISA
Standard One	Term I	Art	<input type="checkbox"/> Use paper clay to make an object <input type="checkbox"/> Create hand puppets	https://learn.moe.gov.tt/course/view.php?id=367 https://www.youtube.com/watch?v=uu1qEum7XGU
		Dance	<input type="checkbox"/> Extend dance vocabulary to include the expression of moods <input type="checkbox"/> Show 3 different moods through the expressive use of facial expression, gestures and whole-body movement	https://www.youtube.com/watch?v=utZr0dPu5sk <ul style="list-style-type: none"> LMS- Learning with Delight – Standard 1
		Drama	<input type="checkbox"/> Demonstrate an understanding of levels <input type="checkbox"/> Communicate using mime and hand gestures	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> Body Language

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				https://www.youtube.com/watch?v=1sfM-xx7tHI <ul style="list-style-type: none"> • Body Language- BBC Bitesize Foundation Language and Literacy https://www.youtube.com/watch?v=0m8FTYsp0wg • Nonverbal Communication (Mr Bean Version) https://www.youtube.com/watch?v=he75RD_aKLM • Positive Body Language https://www.youtube.com/watch?v=6vT6sqjBFr
		Music	<input type="checkbox"/> Imitate simple melodic phrases by rote using their singing voices <input type="checkbox"/> Move imaginatively and creatively in two different ways to two slow/fast musical excerpts in varied meters.	https://learn.moe.gov.tt/mod/resource/view.php?id=12510 https://learn.moe.gov.tt/mod/resource/view.php?id=5079 https://www.youtube.com/watch?v=NwT5oX_mqS0 https://learn.moe.gov.tt/mod/resource/view.php?id=12654
	Term II	Art	<input type="checkbox"/> Make and present a simple poster	https://learn.moe.gov.tt/course/view.php?id=367
		Dance	<input type="checkbox"/> Create soundscapes to stimulate movements <input type="checkbox"/> Respond to sounds created using locomotor and axial movements	https://www.youtube.com/watch?v=u2Adz6cdDzsyu

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				<ul style="list-style-type: none"> • LMS Learning with Delight – Standard 1
		Drama	<input type="checkbox"/> Communicate using hands and voice <input type="checkbox"/> Combine various sounds to produce a simple soundscape	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Imitate short, simple rhythmic phrases using body percussion and un-tuned percussion instruments. <input type="checkbox"/> Maintain rhythmic patterns using body percussion and un-tuned percussion to accompany simple songs and chants	https://learn.moe.gov.tt/mod/resource/view.php?id=5080 https://www.youtube.com/watch?v=cqX3aFFSOxQ
	Term III	Art	<input type="checkbox"/> Draw a picture of a family.	https://learn.moe.gov.tt/course/view.php?id=367
Dance		<input type="checkbox"/> Demonstrate correct technique and style in the Bele dance <input type="checkbox"/> Create a one-minute Bele sequence using different directions and spatial patterns. Show correct technique and style	https://www.youtube.com/watch?v=wz_3f5VnpI&list=RDxAAI_NgVDtc&index=5	
Drama		<input type="checkbox"/> Combine movements of body parts to create simple actions in the performance of ring games <input type="checkbox"/> Role-play through the imitation of everyday actions using posture, voice and hand gestures	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> • Little Sally Walker https://www.youtube.com/watch?v=4t9dmo gwNLE • Brown Girl in the Ring https://www.youtube.com/watch?v=7Rg5XfLJLx0 • Afouyèkè 	

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				https://www.youtube.com/watch?v=8A6Lq829Lg8 <ul style="list-style-type: none"> • Kokiyoko https://www.youtube.com/watch?v=zqYOC TdR63E • Duck Duck Goose https://www.youtube.com/watch?v=gWNZ MziS14k • Rockin' Robin https://www.youtube.com/watch?v=n5BgrG EQaBQ
		Music	<input type="checkbox"/> Sing a simple action/folk <input type="checkbox"/> Create simple rhythms using body percussion and un-tuned percussion instruments.	https://www.youtube.com/watch?v=WSe-M3EFIEA https://www.youtube.com/watch?v=w6YBSxMhsQ0
Standard Two	Term I	Art	<input type="checkbox"/> Create and paint a relief model using papier maché or clay <input type="checkbox"/> Make models and costumes to depict the resources of Trinidad and Tobago.	https://learn.moe.gov.tt/course/view.php?id=356
		Dance	<input type="checkbox"/> Connect levels and shapes to depict various forms <input type="checkbox"/> Use 3 shapes - wide, narrow, spiral – at high, low and medium levels to create a movement sequence	https://www.youtube.com/watch?v=UGuD9Geeb2k
		Drama	<input type="checkbox"/> Locate the four main areas of the stage	https://learn.moe.gov.tt/course/index.php?categoryid=204

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		Music	<input type="checkbox"/> Sing folk, traditional and nation building songs <input type="checkbox"/> Depict the melodic contour (shape) of familiar songs/excerpts.	https://learn.moe.gov.tt/mod/resource/view.php?id=5239 (School Vendor Woman) https://learn.moe.gov.tt/mod/resource/view.php?id=5662 . https://learn.moe.gov.tt/mod/resource/view.php?id=6279
	Term II	Art	<input type="checkbox"/> Create a poster using the elements of layout and design	https://learn.moe.gov.tt/course/view.php?id=356
Dance		<input type="checkbox"/> Use stimuli to create movement sequences <input type="checkbox"/> Create a short dance showing the importance of water. Incorporate the following elements – Direction (left, up, forward), Dynamics (sudden, sustained)	https://www.youtube.com/watch?v=UGuD9Geeb2k	
Drama		<input type="checkbox"/> Create group tableaux depicting land features <input type="checkbox"/> Work effectively as a team player	https://learn.moe.gov.tt/course/index.php?categoryid=204	
Music		<input type="checkbox"/> Sing folk, traditional and nation building songs		
	Term III	Art	<input type="checkbox"/> Use elements of design in construction activities <input type="checkbox"/> Make models and costumes to represent culture in T&T	https://learn.moe.gov.tt/course/view.php?id=356
Dance		<input type="checkbox"/> Travel using a combination of space and dynamic elements <input type="checkbox"/> Travel directly (straight line) or indirectly (varied directions) I in general space using heavy and light movements	https://www.youtube.com/watch?v=UGuD9Geeb2k	
Drama		<input type="checkbox"/> Role-play folk characters using voice, body movement and costume	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> • Trinbago Stories • (Youtube Channel) 	

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				https://www.youtube.com/channel/UCd7SK68pSVunGdIpVFz8zrA <ul style="list-style-type: none"> • Indian Caribbean Folklore https://www.nalis.gov.tt/Resources/Subject-Guide/Indian-Caribbean-Folklore • Folk Tales, Fables and Legends- NALIS Collection http://library2.nalis.gov.tt/gsd/cgi-bin/library.cgi?e=q-01000-00---off-0folkstor--00-1----0-10-0---0---0direct-10---4-----0-11--11-en-50---20-about---00-3-1-00-0--4--0--0-0-11-10-0utfZz-8-00&a=p&p=about
		Music	<input type="checkbox"/> Play two ostinati (repeated rhythmic patterns using gadget and body percussion)	https://www.youtube.com/watch?v=puNsYcbTETI Ging Gang Gooli - YouTube
Standard Three	Term I	Art	<input type="checkbox"/> Recognise that a combination of materials can be used to create 3-dimensional objects. <input type="checkbox"/> Construct a model of a car using the assemblage or <input type="checkbox"/> constructional method of sculpting	https://learn.moe.gov.tt/course/view.php?id=368
		Dance	<input type="checkbox"/> Respond to a wide range of accompaniment <input type="checkbox"/> Create a one-minute dance using movements which incorporate fast, slow and moderate tempi	https://www.youtube.com/watch?v=Sux_Ut4nKGw
		Drama	<input type="checkbox"/> Create a scenario based on the theme Oceans, incorporating the techniques of flashback and flashforward	https://learn.moe.gov.tt/course/index.php?categoryid=204

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		Music	<input type="checkbox"/> Sing folk, traditional and nation building songs independently and in groups with proper diction	https://learn.moe.gov.tt/mod/resource/view.php?id=10796 https://learn.moe.gov.tt/mod/resource/view.php?id=11050
	Term II	Art	<input type="checkbox"/> Construct a desk organizer using the assemblage or constructional method of sculpting	https://learn.moe.gov.tt/course/view.php?id=368
		Dance	<input type="checkbox"/> Interpret and portray folk tales in dance <input type="checkbox"/> Create a short dance depicting a folk-lore character, trace a clear spatial pattern, showing a beginning, middle and end to the dance	https://www.youtube.com/watch?v=eKsJ_Xpnw9I
		Drama	<input type="checkbox"/> Present improvised scene based on sacred and secular festivals <input type="checkbox"/> Create scenarios in small groups that show similarities and differences in festivals of Trinidad and Tobago	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> • Festivals https://www.nalis.gov.tt/Resources/Subject-Guide/Festivals • Tobago Heritage Festival https://www.youtube.com/watch?v=ilka8i_eTKY
		Music	<input type="checkbox"/> Research the music of two popular Caribbean artistes and document their findings using a combination of at least three varied media (e.g. pictures, text, audio and video recordings).	
	Term III	Art	<input type="checkbox"/> Use paint on fabric to create replicas of flags of T&T and Caribbean countries	https://learn.moe.gov.tt/course/view.php?id=368
		Dance	<input type="checkbox"/> Understand the process involved in videotaping dance <input type="checkbox"/> Videotape a short dance presented by a peer	https://www.youtube.com/watch?v=Jk4sqPDHGRE

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
		Drama	<input type="checkbox"/> Create presentations based on festivals from other Caribbean countries	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> • Festivals and Events https://www.caribbean-beat.com/culture/festivals-and-events-culture#axzz70VjbORzU • Must Do Festivals in Barbados https://www.visitbarbados.org/must-do-festivals-in-barbados
		Music	<input type="checkbox"/> Differentiate between simple, duple, triple and quadruple meters	https://learn.moe.gov.tt/mod/resource/view.php?id=5660
Standard Four	Term I	Art	<input type="checkbox"/> Become aware of the variation of line, shape, texture, colour and tone in 3-dimensional work <input type="checkbox"/> Produce practical 3-D items	https://learn.moe.gov.tt/course/view.php?id=374
		Dance	<input type="checkbox"/> Become aware of the elements of a production (rehearsal, costuming, music, staging, lighting etc.) <input type="checkbox"/> View a dance performance and identify 3 elements	https://ausdance.org.au/articles/details/producing-a-dance-performance
		Drama	<input type="checkbox"/> Develop a scenario based on articles, advertisements, and pictures collected in their Drama portfolio	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Identify the form (structure) of musical excerpts as being call and response	https://www.youtube.com/watch?v=-CIJOVp5Pg https://www.youtube.com/watch?v=PmjukRvdEM8
	Term II	Art	<input type="checkbox"/> Construct mobile using models created	https://learn.moe.gov.tt/course/view.php?id=374
		Dance	<input type="checkbox"/> Explore solutions to social problems through movement exploration	https://www.youtube.com/watch?v=WEbEKKfBcwI

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction	
			<input type="checkbox"/> Create a 1–2-minute dance depicting one social issue		
		Drama	<input type="checkbox"/> Investigate the elements of a production	https://learn.moe.gov.tt/course/index.php?categoryid=204 • Lola and the Battle of the Bugs https://www.youtube.com/watch?v=B4nZETV00OU	
		Music	<input type="checkbox"/> Sing nation building songs and songs from other Caribbean islands	https://learn.moe.gov.tt/mod/resource/view.php?id=5661 https://learn.moe.gov.tt/mod/resource/view.php?id=11740 (Reggae)	
	Term III	Art	<input type="checkbox"/> Create a portfolio folder <input type="checkbox"/> Create a Narrative Drawing, cartoon or comic strip	https://learn.moe.gov.tt/course/view.php?id=374	
		Dance	<input type="checkbox"/> Discuss the protocol of performance preparation <input type="checkbox"/> Prepare a presentation to highlight important pre-performance practices	https://ausdance.org.au/articles/details/producing-a-dance-performance	
		Drama	<input type="checkbox"/> Create a sculpted piece <input type="checkbox"/> Mirror movements	https://learn.moe.gov.tt/course/index.php?categoryid=204	
		Music	<input type="checkbox"/> Clap/tap/play characteristic rhythmic patterns of popular Caribbean musical genres	https://learn.moe.gov.tt/mod/resource/view.php?id=11738 (Calypso) https://learn.moe.gov.tt/mod/resource/view.php?id=11739 (Soca)	
	Standard Five	Term I	Art	<input type="checkbox"/> Create simple props and costumes	https://learn.moe.gov.tt/course/view.php?id=374
			Dance	<input type="checkbox"/> Explore the process of journaling <input type="checkbox"/> Document the process of creating a short dance using various media	https://www.youtube.com/watch?v=657o3K1d-6M

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
				https://www.youtube.com/watch?v=Jsb_zQySqvs
		Drama	<input type="checkbox"/> Create scenarios that showcase Trinidad and Tobago to the world	https://learn.moe.gov.tt/course/index.php?categoryid=204 <ul style="list-style-type: none"> • The Complete Opening Ceremony, ‘The Spirit of Wild Oceans’ CARIFESTA XIV 2019 https://www.youtube.com/watch?v=58ojd_PqrIM
		Music	<input type="checkbox"/> Sing nation building songs and other songs from the Caribbean regions and around the world	https://learn.moe.gov.tt/mod/resource/view.php?id=11738
	Term II	Art	<input type="checkbox"/> Create a portfolio folder	https://learn.moe.gov.tt/course/view.php?id=374
		Dance	<input type="checkbox"/> Explore the creative use of elements which highlight our cultural heritage <input type="checkbox"/> Use 6-8 steps to create a short dance highlighting a Carnival character and incorporate the elements of space and dynamics	https://www.youtube.com/watch?v=3NFnfBQIVag
		Drama	<input type="checkbox"/> In groups, document the production process through research, collecting material gathered in journal or portfolio	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Identify prominent rhythms, meters, genres, instruments and textures in a variety of local and foreign music.	https://learn.moe.gov.tt/mod/resource/view.php?id=11739 https://learn.moe.gov.tt/mod/resource/view.php?id=11740
	Term III	Art	<input type="checkbox"/> Complete an art journal introducing Trinidad & Tobago to the world	https://artjournalist.com/how-to-start-an-art-journal/
		Dance	<input type="checkbox"/> Explore the creative use of elements which highlight our cultural heritage	https://www.youtube.com/watch?v=Yvdpn5vq70w

Class	Term	Subject	Learning Outcomes	Suggested Online Tools/Resources for Instruction
			<input type="checkbox"/> Use the La Diabliesse folk character and create a dance sequence which brings the character to life	
		Drama	<input type="checkbox"/> In groups, create a presentation that documents the production process using the best pieces of research material gathered in journal or portfolio	https://learn.moe.gov.tt/course/index.php?categoryid=204
		Music	<input type="checkbox"/> Identify the main melody and harmonizing part (in 2-part songs)	How to Find Harmony (The Easy Way) - YouTube How to SING IN HARMONY: Happy Birthday - YouTube

Values Character and Citizenship Education

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
Infant One	I	<ul style="list-style-type: none"> <input type="checkbox"/> Respect for self and others (<i>is considerate to others, values self and resolves conflicts amicably</i>). <input type="checkbox"/> Care for self and others (<i>engages in safe and healthy practices</i>). 	<p>Definition of respect video https://www.youtube.com/watch?v=GOzrAK4gOSo</p> <p>Importance of showing respecting to others video https://www.youtube.com/watch?v=tbIo9qztEn0</p> <p>Online power point presentation on respect https://learn.moe.gov.tt/mod/resource/view.php?id=12370</p> <p>Infant Newspaper Pullout on Respect for myself and others and my country https://www.moe.gov.tt/wp-content/uploads/2021/02/Infants-Activity-Pack-Week-6-Term-2.pub_.pdf</p> <p>Care for others online power point presentation https://learn.moe.gov.tt/pluginfile.php/348740/mod_resource/content/0/Care%20for%20Others%2013th%20July%202020.pdf</p>
	II	<ul style="list-style-type: none"> • Trustworthy behavior (<i>honest and dependable in the classroom and at play</i>). • Demonstrates responsible behavior (<i>appreciates the benefits of responsible behavior</i>). 	<p>Being Trustworthy video https://www.youtube.com/watch?v=qWxk2QFbIEE</p> <p>Being Responsible video https://www.youtube.com/watch?v=iVs5GkGYwMc</p> <p>Short Story on Responsibility https://www.youtube.com/watch?v=cvKM6SATnpo</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	III	<ul style="list-style-type: none"> Fairness to all persons (<i>includes others while at work or play</i>). Good citizenship (<i>knows the national emblems and understands that he/she is a citizen of T&T</i>). 	<p>Power point presentation on being fair https://learn.moe.gov.tt/mod/resource/view.php?id=8454</p> <p>Infant Newspaper Pullout on Fairness: https://www.moe.gov.tt/wpcontent/uploads/2020/10/Infants.pdf</p> <p>National Symbols https://www.nalis.gov.tt/Resources/Subject-Guide/National-Symbols#tabposition_25662</p> <p>The National Flag https://www.nalis.gov.tt/Resources/Subject-Guide/National-Flag#tabposition_28441</p> <p>Newspaper Pullout on Republic Day highlighting the National Flag http://www.moe.gov.tt/wp-content/uploads/2020/09/Infant-Activity-Pack-Week-1-V2.pdf</p> <p>Newspaper Pullout highlighting our Coat of Arms and National Birds https://www.moe.gov.tt/wp-content/uploads/2020/09/Infants-Activity-Pack-Week-2-V1.pdf</p>
Infant Two	I	<p>Teachers can select the value(s) which was/were implemented and develop a checklist (see example)</p> <ul style="list-style-type: none"> Trustworthy behavior (<i>is truthful and honest</i>) 	<p>Children that steal, lie and do not share https://www.youtube.com/watch?v=qVV6PHRbOYw</p> <p>I'll do it: Taking responsibility</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> • Demonstrates responsible behavior (<i>shows self- discipline and resourcefulness, acts responsibly</i>) • Respect for self, others and the environment (<i>respects the personal space of others, behaves respectfully and resolves conflicts amicably</i>) 	<p>https://www.youtube.com/watch?v=YpJKWcI6CL8</p> <p>Respecting others https://www.youtube.com/watch?v=tbIo9qztEn0</p>
	II	<ul style="list-style-type: none"> • Care for others and the environment (<i>kind and considerate to others and shows concern for the environment</i>) • Fairness to all persons (<i>speaks out against unfair acts</i>) 	<p>Being kind to each other https://www.youtube.com/watch?v=dtV1_WSe78</p> <p>Environmental Policy and Planning Division-Green Days by Activity Series Primary School Edition- Issue 1 (Ministry of Planning and Development) https://drive.google.com/file/d/18r9C_7w83GbSjPk14HdpD9FjLEB1iq0J/view</p> <p>Environmental Management Authority-Litter Activity Booklet(Teachers' Resource-teacher can select appropriate activity, e.g. p.12) https://drive.google.com/file/d/1OXcReUpA65NdST82xvtIhQ_YqV_oiaop9/view</p> <p>Mr. Oma's Classroom-Fairness https://www.youtube.com/watch?v=rGm5Hnq6Ff4</p> <p>Build Character Build Success-Fairness https://www.youtube.com/watch?v=AqPeMprcEDw</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	III	<ul style="list-style-type: none"> • Good citizenship (<i>understands that children have rights, shows care for country and aware of the persons who represent his/her community</i>) 	<p>UN Convention on the Rights of the Child(Teacher’s resource-poster) https://www.childcomm.tas.gov.au/wp-content/uploads/2015/06/UNCRC-poster-youth-friendly.pdf</p> <p>Activities 3,4 https://www.amnesty.org.uk/files/2017-10/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf</p>
Standard I		<ul style="list-style-type: none"> • Demonstrate trustworthy behavior <i>for example demonstrate trustworthy behavior by being truthful and dependable</i> • Respect for self and others <i>for example shows respect for classmates when they are making a contribution to the class</i> • Good citizenship <i>for example know and state the national emblems of Trinidad and Tobago</i> 	<p>Trustworthiness- Dependability https://learn.moe.gov.tt/pluginfile.php/321419/mod_resource/content/1/Trustworthiness-Dependability.pdf</p> <p>Dependability YouTube Video https://www.youtube.com/watch?v=mKnDICbnN3o</p> <p>Definition for Respect YouTube Video https://www.youtube.com/watch?v=GOzrAK4gOSo</p> <p>National Symbols https://www.nalis.gov.tt/Resources/Subject-Guide/National-Symbols#tabposition_25662</p>
	II	<ul style="list-style-type: none"> • Demonstrates responsible behavior <i>for example acts responsibly when completing assigned class work</i> 	<p>Responsibility power point presentation https://learn.moe.gov.tt/mod/resource/view.php?id=12723</p> <p>Importance of keeping your surroundings clean</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> Care for others and for country <i>for example shows concern and care for one's immediate environment such as the home environment</i> 	https://www.youtube.com/watch?v=QGvw_e1N5Ho
	III	<ul style="list-style-type: none"> Fairness to all persons <i>for example understands that all persons are to be treated fairly and that rules help to maintain fairness</i> 	Being Fair https://learn.moe.gov.tt/pluginfile.php/321374/mod_resource/content/1/Fairness.pdf
Standard 2	I	<ul style="list-style-type: none"> Trustworthy behavior (understands/displays loyalty) for example, singing the national anthem and saying the national pledge with pride. Responsible behavior (shows responsibility for self at work, home and play), for example, handing in assignments on time, completing work neatly. Respect for self, others (respects the property of others and complies with rules) for example, being on time for assembly and classes and/or wearing the required uniform or approved wear for classes. 	National Pledge https://learn.moe.gov.tt/course/view.php?id=448 Story-I'll do it, taking responsibility https://www.youtube.com/watch?v=YpJKWcI6CL8 Rings of responsibility https://www.youtube.com/watch?v=fQSnrB5bso Respect https://learn.moe.gov.tt/pluginfile.php/302287/mod_resource/content/1/VCCE-Standard%202-Respect.pdf
	II	<ul style="list-style-type: none"> Care for the environment (<i>shows care for property, the environment and resources</i>) for example, speaking about/verbally expressing the ways they do not pollute the environment. Fairness to all persons (encourages others to be fair and understands the difference 	Caring for the environment through responsible behaviour https://learn.moe.gov.tt/pluginfile.php/302299/mod_resource/content/1/VCCE-Standard%202-Responsibility.pdf "Win or lose" https://freestoriesforkids.com/children/stories-and-tales/win-or-lose

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		between fair and unfair) for example, awaiting their turn to respond in the class.	Fairness https://www.youtube.com/watch?app=desktop&v=CrZiZwyAsBw OR https://www.youtube.com/watch?app=desktop&v=AqPeMprcEDw
	III	<ul style="list-style-type: none"> • Good citizenship (distinguishes between rights, privileges and responsibilities and displays moral and social responsibility at school and in the community; verbally expresses willingness to help others/have helped others in the community/society; displays a positive attitude to learning and school). 	Being a good citizen-worksheet https://www.youtube.com/watch?app=desktop&v=LKCtzuvBZPc (Teacher's resource) Rights and privileges https://learn.moe.gov.tt/pluginfile.php/302301/mod_resource/content/1/VCCE-Standard%202-Citizenship.pdf
Standard 3	I	<ul style="list-style-type: none"> • Trustworthy behavior (<i>displays loyalty and shows courage on behalf of others</i>), for example: <i>Shows courage on behalf of friends by informing the teacher about incidents of bullying, teasing and other inappropriate behaviour.</i> • Demonstrates responsible behavior (<i>makes responsible choices</i>), for example: <i>The student is punctual at the start of all class sessions.</i> 	Judging Others (loyalty and courage): https://learn.moe.gov.tt/mod/resource/view.php?id=7788 Rules and Responsibilities https://learn.moe.gov.tt/mod/resource/view.php?id=7787
	II	<ul style="list-style-type: none"> • Respect for self and others (<i>shows respect for different cultures of the Caribbean</i>), for example: <i>Speaks positively and participates in all school activities.</i> • Care for self and others (<i>demonstrates care for the environment</i>), for example 	Activity: https://learn.moe.gov.tt/mod/resource/view.php?id=14993 Answers: https://learn.moe.gov.tt/mod/resource/view.php?id=14994 Empathy: https://learn.moe.gov.tt/mod/resource/view.php?id=3251

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
		<ul style="list-style-type: none"> ○ <i>Uses kind words when interacting in the online or fac- to-face environment for example, please, thank you, excuse me.</i> ○ <i>Does not make derogatory remarks (verbal or in the class chat) in all situations.</i> ○ <i>Express concern for marine life.</i> 	<p>Care for Oceans: https://learn.moe.gov.tt/mod/resource/view.php?id=3251</p>
	III	<ul style="list-style-type: none"> ● <i>Fairness to all persons (makes informed and fair decisions), for example: Student treatment of classmates must be equal regardless of ethnicity, class, religion, ability and physical attributes.</i> ● <i>Good citizenship (informed about local and regional events and participates and volunteers in age-appropriate activities), for example</i> <ul style="list-style-type: none"> ○ <i>Identifies all public holidays in Trinidad and Tobago.</i> ○ <i>Actively participates in the celebration of all public holidays (activities may include artwork or craft items, for example, making a deeya for Divali, greeting card for Christmas, Flower for Mother's Day, singing of nation building songs, dance and re-enactment of historical events)</i> 	<p>Understanding Fairness: https://learn.moe.gov.tt/mod/url/view.php?id=8492</p> <p>Independence Day: https://learn.moe.gov.tt/mod/url/view.php?id=6328</p> <p>Republic Day: https://learn.moe.gov.tt/mod/url/view.php?id=6326</p>
Standard 4	I	<ul style="list-style-type: none"> ● <i>Trustworthy behavior (displays actions that show/build trust).</i> ● <i>Demonstrates responsible behavior (makes responsible choices and uses media responsibly).</i> 	<p>(121) Character Videos for kids - Trustworthiness - YouTube Trustworthiness (slideshare.net) (121) Responsible Use of Technology for Kids - First Mobile - Cyberbullying - Fake News - Online Privacy - YouTube (121) Characteristics of a Responsible Digital Citizen - YouTube</p>

Class	Term	Learning Outcomes	SUGGESTED ONLINE TOOLS/RESOURCES for INSTRUCTION (Teaching and Assessment)
	II	<ul style="list-style-type: none"> Respect for self and others (respects the rights of others to privacy and communicates respectfully). Care for self and others (shows consideration for others when using the media). 	(80) Show Some Respect - YouTube (80) Be The Best Version of Yourself Online: Respect and Self-Respect - YouTube
	III	<ul style="list-style-type: none"> Fairness to all persons (defends the rights of others and impartial decisions). Good citizenship (uses appropriate methods to seek redress for other and understands social justice and citizenship). 	(121) The Zorbs: Fairness in the Spotlight (Episode 7) - YouTube Fairness: Suspending Judgement (studyassistant.org) Character Education Justice and Fairness. - ppt video online download (slideplayer.com) (121) Character Education Fairness - YouTube
Standard 5	I	<ul style="list-style-type: none"> Demonstrates responsible behavior (makes responsible choices and uses media responsibly). Respect for self and others (respects the rights of others to privacy and communicates respectfully). Care for self and others (<i>shows consideration for others when using the media</i>). 	(121) Responsible Use of Technology for Kids - First Mobile - Cyberbullying - Fake News - Online Privacy - YouTube Teaching Kids How To Use Social Media Responsibly (fortheloveofteachers.com) (157) Active Listening: How To Communicate Effectively - YouTube (157) Social Media Safety Tips - YouTube
	II	<ul style="list-style-type: none"> Trustworthy behavior (displays actions that show/build trust). Fairness to all persons (<i>defends the rights of others and impartial decisions</i>). 	(157) Character Videos for kids - Trustworthiness - YouTube (157) October CC trait - Trustworthiness - YouTube (157) Build Character Build Success: FAIRNESS - YouTube
	III	<ul style="list-style-type: none"> Good citizenship (<i>uses appropriate methods to seek redress for other and understands social justice and citizenship</i>). 	(157) Character education: justice - YouTube (157) What is Social Justice? - YouTube

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

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



CONSIDERATIONS FOR PREPARATION OF PRINTED INSTRUCTIONAL MATERIAL

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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/



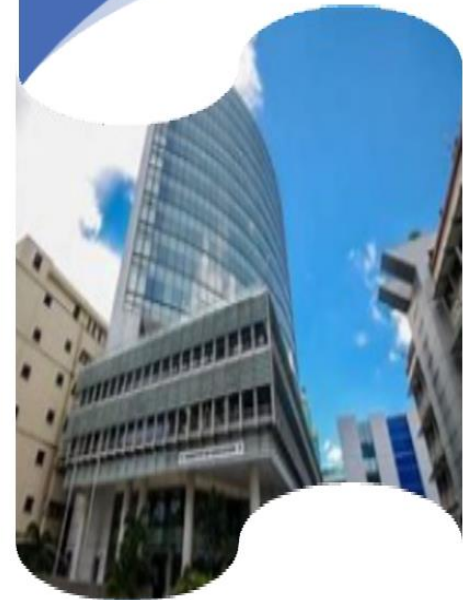
Free Online Resource to facilitate the development of English Language Arts skills. The resource provides support for a wide range of student abilities.

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.



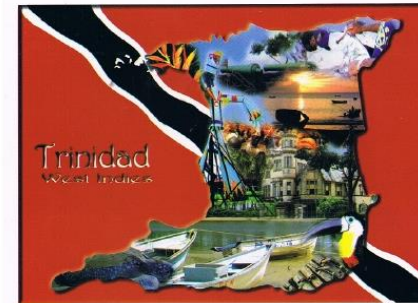
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Ministry of Education
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Email: Curriculum@moe.gov.tt



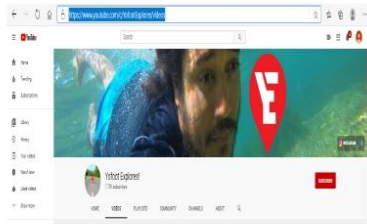
Online Resource

**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.



Using PhET Interactive Simulations to Teach Science



"PhET" was originally an acronym for "Physics Education Technology" but now includes simulations for many subjects.



HOW DO I TEACH WITH PHET?

PhET simulations are designed to be flexible and can be used with many different educational contexts and styles. They can be incorporated into lectures or demonstrations. They can be incorporated into homework activities in which students interact with the simulations on their own, and answer numerical, multiple-choice, or essay questions about what they discover. They can be incorporated into laboratories in which they supplement or even replace hands-on lab equipment.

WHAT IS PHET?

PhET is a suite of research-based interactive computer simulations for teaching and learning Physics, Chemistry, Biology, Math, and other sciences from the University of Colorado. PhET simulations can be run online or downloaded for free from the PhET website. The simulations are animated, interactive, and game-like environments where students learn through exploration. They emphasize the connections between real-life phenomena and the underlying science, and help make the visual and conceptual models of expert scientists accessible to students.

Find PhET at:

<https://phet.colorado.edu/en/simulations/browse>



Learn More About PhET



PhET Homepage:

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

A Brief Introduction to PhET (Video):

<https://www.youtube.com/watch?v=H9rdll3rPgl>

Registering for PhET:

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

Browsing Activities in PhET:

<https://phet.colorado.edu/en/teaching-resources/browse-activities>

How to teach with PhET:

<https://serc.carleton.edu/sp/library/phet/how.html>

<https://serc.carleton.edu/sp/compadre/phet/index.html>

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

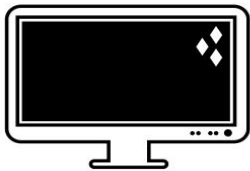


A website that allows students to gain knowledge and develop their skills in Information and Communication Technology through concise theory, quizzes, and other activities. Some resources are free and there is an option for a paid subscription.

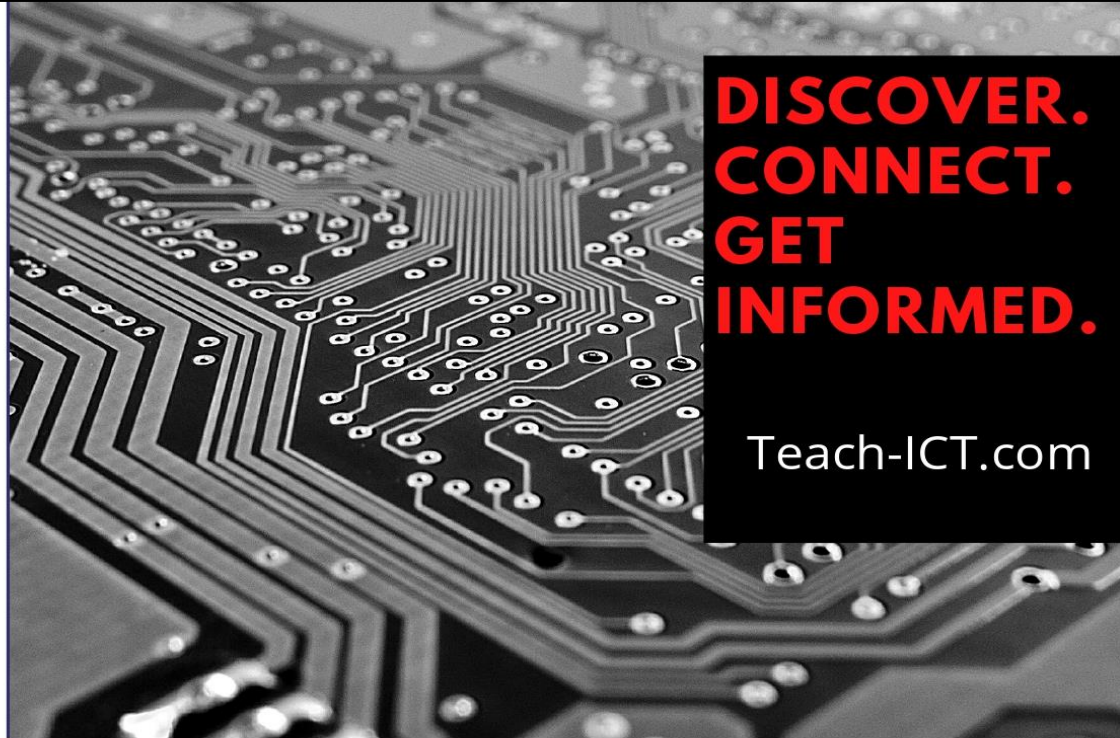
DISCOVER
CONNECT
GET INFORMED

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



**DISCOVER.
CONNECT.
GET
INFORMED.**

Teach-ICT.com

Teach-ICT.com

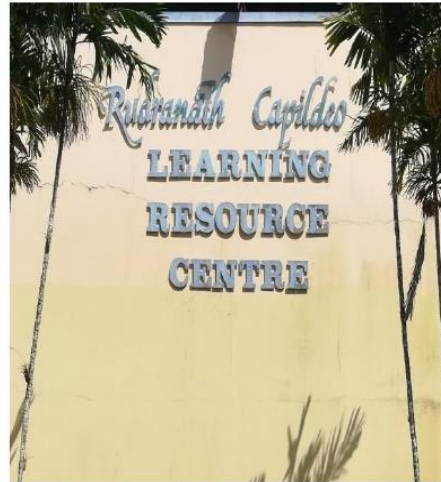
Enjoy a variety of topics presented in an easy-to-use interface with a large number of interactive quizzes that enhance the learning experience

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

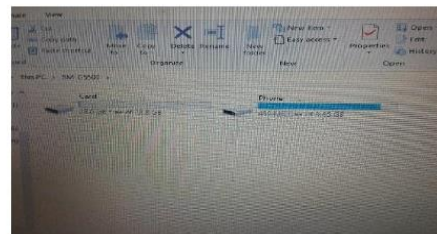
You will need the following items for transfer

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

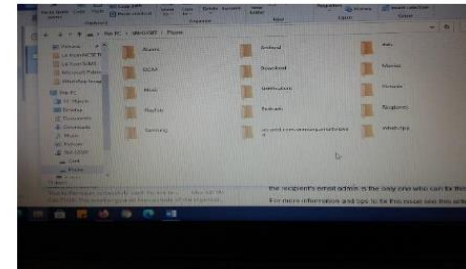
STEP 1 Connect the charger end of the USB cable (smaller end) to the unlocked phone and the other end (larger end) to the powered up PC USB port



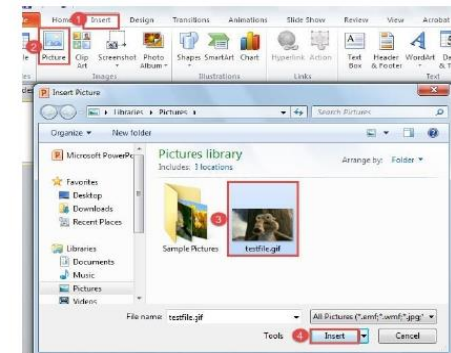
STEP 2 Click on the icon that identifies where the pictures are located.



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!



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



Journal Keeping

Using your mobile phone



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!



BHYTHM 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



Yellow Red Blue

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



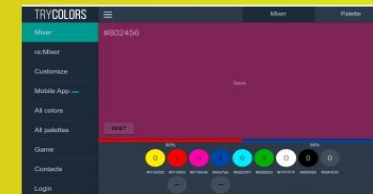
BLUE + YELLOW = GREEN

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**

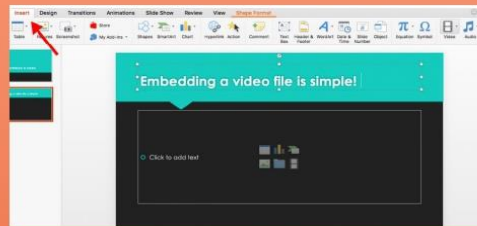
Powerpoint is an effective way to create presentation for you students (particularly when teaching online)

- 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.



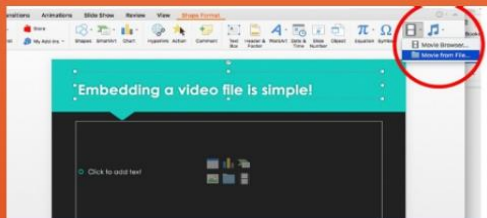
STEP 1

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



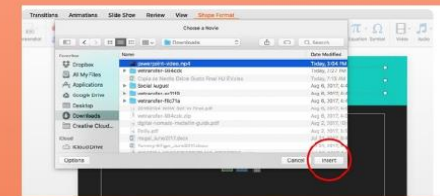
STEP 2

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



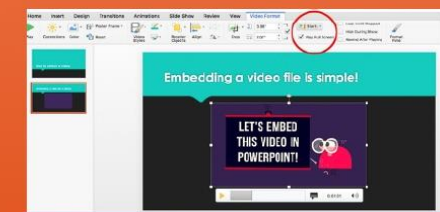
STEP 3

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

Classroom Reading Intervention Plan

1. Step One

Meet with the previous teacher of your class. Collect any information he/she may have on your new students’ performance in literacy areas (end of term test results, other literacy assessment information, etc.).

2. Step Two

Assess students’ reading strengths and needs with literacy assessment instruments (**See Table 1 below**). More than one assessment may be needed. It is recommended that a quick screening test be done first, followed by the use of diagnostic assessments. Observe students carefully during all assessment sessions. Make records of students’ mistakes.

Information from **steps one and two** will become your **baseline data (this information indicates the students’ strengths and weaknesses)**

Table 1- Reading Areas and Corresponding Literacy Assessment Instruments

Reading Areas	Sample of Literacy Assessment Instruments
Oral Reading Fluency (Screening)	Teacher made passages, Fry’s Oral Reading Test, Passages from the class text, Cool Tools
Phonemic Awareness	Teacher made tests, Phonemic Awareness Test, Cool Tools
Phonics	Teacher made test, Informal Phonics Inventory, Jolly Phonics Test, Fry’s Phonics Test, Cool Tools, Quick Phonics Screener
Vocabulary	Dolch Sight Word List, Fry’s Sight Word List, San Diego Quick Assessment, Cool Tools

Comprehension	Teacher made test, Informal Reading Inventory, Cool Tools
----------------------	---

The information gathered will show specific areas of weaknesses in reading. Use the data to target the missing skills in planning and for instruction in the reading intervention sessions. Research has shown that teacher consistency is a key factor in helping weak readers to improve.

3. Step Three

Use the results (**baseline data**) to group students based on reading levels, common mistakes recorded, or missing skills observed. (**Suggested Groupings:** Independent level, instructional and frustrated level)

- o **Independent level-** the level at which a child can read and understand a text on his/her own with ease and confidence.
- o **Instructional level-** the level at which a child needs the support of a teacher. This is the level where the student is introduced to a lot of new vocabulary.
- o **Frustrated level-**the level at which the child is unable to read without adequate word recognition and comprehension. **The material is too hard for the reader!!**

4. Step Four

Plan reading intervention instruction (for the frustrated level grouping) according to the students’ needs and set learning targets (**Refer to Table 2 for areas of focus**). Pay attention to the **amount of work** to be done with the students and the **sequence**. A commercial reading remediation programme can also be used.

Table 2- Types of Readers and Possible Areas for Instructional Attention

Types of Readers	Possible Areas of Instructional Needs
Frustrated Level/ Struggling readers (Poor decoders)	Phonemic Awareness, Phonics, Word Recognition skills, Vocabulary, Fluency, Comprehension

Instructional Readers	Vocabulary, Fluency, Comprehension
Independent Readers	Wide Reading, Vocabulary, Comprehension

5. Step Five

Indicate your **remediation structure** as follows:

Names of students: Struggling reader registry needed for the class.

Frequency- Number of sessions per week. Sessions should be held daily. Minimum number suggested (three times per week)

Duration: No less than 20 minutes for Infants One and Two. No less than thirty (30) minutes per session Standard One and higher.

Time Identified: Specific time period needed (daily). Example: 11:10 a.m. to 11:30 a.m. Be consistent in upholding the time slot chosen. It should become routine.

Instructional sequence per session: See templates below

6. Step Six

Instruct students (frustrated level grouping) in the missing skills in order to close the gap. Model, scaffold and give corrective feedback in all sessions. Keep the sessions lively and active! **Remember the other students should be working on literacy activities independently or in a small group. (N.B. Use of literacy centres).**

7. Step Seven

Monitor students' progress regularly and document their progress in learning of the missing skills and their movement toward meeting the target goals. Make use of checklists. Allow the student to also self-monitor their individual progress as well.

8. Step Eight

Conduct regular assessment and evaluation (suggested every two weeks). This is to ensure that the student achieves mastery of the skills.

9. Step Nine

Set new learning goals as each skill is learnt.

10. Step Ten

Motivate students regularly!!!

Sample Classroom Reading Remediation Plan Template (Struggling Readers)

Week _____

Literacy Area	Skill	Objectives	Strategy	Resources	Lesson Assessment
Phonics					
Structural analysis					
Vocabulary					
Oral Reading					
Comprehension					

Sample Small Group Daily Plans (Integrated Approach) for a 35-minute session

Day 1	
Reading Areas	Time
Phonics (words containing silent e)	10 mins
Word Recognition- Structural Analysis (Inflectional ending- “-s add to silent e ending verbs e.g. make)	10mins

Vocabulary- Words from Phonics, Word Recognition and the Dolch Sight word list)	5 mins
Oral Reading- Repeated reading of decodable text / sentences/ paragraphs based on Phonics, Word Recognition and Vocabulary elements being taught	10 mins

Day 2	
Reading Areas	Time
Phonics (Practice and review words containing silent e)	10 mins
Word Recognition- Structural Analysis Review (Inflectional ending- “-ing add to silent e ending verbs e.g. make, use, dine, tape)	10mins
Vocabulary- Words from Phonics, Word Recognition and Practice and review using the Dolch Sight word list)	5 mins
Oral Reading- Repeated reading of decodable text/ sentences / paragraphs based on Phonics, Word Recognition and Vocabulary elements being taught	10 mins

Day 3	
Reading Areas	Time
Phonics (Practice and review words containing silent e)	5 mins
Word Recognition- (Practice and Review Structural Analysis (Inflectional ending- “-ing, add to silent e ending verbs e.g. make, use, dine, hope)	10mins

Vocabulary- Words from Phonics, Word Recognition and Practice and review using the Dolch Sight word list)	5 mins
Oral Reading- Repeated reading of decodable text/ using words/ sentences/ paragraphs based on Phonics, Word Recognition and Vocabulary elements being taught	15 mins

Day 4	
Reading Areas	Time
Phonics (Practice and review words containing silent e)	5 mins
Word Recognition- (Practice and Review Structural Analysis (Inflectional ending- “ed, add to silent e ending verbs e.g. tape, use, dine, scrape)	10mins
Vocabulary- Words from Phonics, Word Recognition and Practice and review using the Dolch Sight word list)	5 mins
Comprehension: Answering Literal Questions (Who? When? Where? Why? What?). Use of decodable text/ sentences/ paragraphs based on Phonics, Word Recognition and Vocabulary at the students’ independent or instructional reading level.	15 mins

Day 5	
Reading Areas	Time
Phonics (Practice and review words containing silent e)	5 mins

Word Recognition- (Practice and Review Structural Analysis (Inflectional ending- “ed”, add to silent e ending verbs e.g. , use, dine,)	10mins
Vocabulary- Words from Phonics, Word Recognition and Practice and review using the Dolch Sight word list)	5 mins
Comprehension: Answering Literal Questions (Who? When? Where? Why? What?). Use of teacher made text/ sentences / paragraphs based on Phonics, Word Recognition and Vocabulary at the students’ independent or instructional reading level.	15 mins

Suggested Structure for the classroom reading intervention session

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

Mini Lesson - Focus on one reading skill

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

Integrated Lesson - Many reading skills are addressed

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

Skills to be taught

In the classroom reading intervention sessions, the teacher:-

- needs to provide direct instruction in the reading skills the students are deficient in. (Weak readers will not show much improvement if this is not addressed)
- should model, scaffold and give corrective feedback in all sessions.
- ensure sessions are kept lively and active!

Remember the other students should be working on literacy activities independently or in a small group. (N.B. Use of literacy centres). Whole class instruction should be used to highlight and reinforce the reading skills taught as they are met across the curriculum.

What will these weak readers read?

The class reader cannot be used until they have acquired proficiency in foundational reading skills.

They can however read a variety of materials once they have been carefully selected.

They should be provided with skill-based material (e.g. phonics passages, sight words passages, etc.), to apply the skills they are learning.

Authentic reading materials should be provided also, this will enable the weaker readers to apply the skills being learnt in continuous text.

Reading materials must initially be short so as to build the confidence of the weak reader as they are able to read a selection to completion in a short time. As they gain more confidence and learn more skills the reading material selected can be longer.

Teachers can assist the weaker readers by using the following to improve their oral reading fluency:

1. adapted basal reader passages,
2. teacher made passages related to Social Studies and Science,
3. language experience passages,
4. poetry,
5. lower-level reading materials which contain a few unfamiliar words.

Sample Monitoring Instrument

P-Progressing

NP- Not Progressing

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

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

Reading Skills to be taught

The skills should be taught concurrently. A cumulative review of the skills being taught should be encouraged at the beginning of each session. Emphasis must be placed on applying the skills in the oral reading of authentic material. Incidental teaching can occur when other skills not yet taught comes up. Teachers have the opportunity to find the target skills and follow the sequence to craft their own plan. The teaching of the skills can be accelerated or decreased according to the progress made by the students.

N.B. Comprehension skills have been excluded from this sequence as it was not assessed based on the diagnostic instruments given. However, it can be added to the skills being attended to in the intervention session if the teacher so desires. Data from classroom assessment in comprehension can be used to identify weak readers' needs in this area. Teachers should also remember that comprehension skills can be taught with a whole class, however, the content, materials and assessments used for such lessons must be adapted to make the skills accessible to the weaker readers.

This is a suggested sequence of skills which can be taught in the classroom reading intervention session

Sample Sequence of Reading Intervention Skills

		Word Recognition/ Decoding Skills		Oral reading fluency
Weeks	Phonics	Structural analysis	Sight words-high frequency words	
	Identification of letters of the alphabet and corresponding sounds	Root Words Introduction and Identification of Root words (CVC and high frequency words)	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Vowel identification Short vowel sounds	Inflectional Endings	Sight words Use of a high frequency word list	Application of skills Repeated reading

		Word Recognition/ Decoding Skills		Oral reading fluency
Weeks	Phonics	Structural analysis	Sight words-high frequency words	
	Blending, reading and writing words with short vowel sounds	Introduction and Identification of Inflectional endings (1) (s, es, er, en, est, ing, ed, 's) (use of CVC words, high frequency words and other words)	Phonics related words being learnt are included Structural analysis words being learnt are included	Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Phonograms with the short vowel sounds (Introduce chunking-m-at) Blending, reading and writing words based on this skill	Compound Words Introduction, Identification and formation of Compound words (1) (CVC words- laptop, sunset, etc.) What does the compound word mean?	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Consonant identification CVC words Identification of beginning, ending and middle sounds. Blending, reading and writing VC and CVC words	Word Syllabication Introduce what is a syllable Identification of number of syllables in known words (cat, laptop, etc.) (use of CVC words and compound words)	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Identification of the consonant blends	Inflectional endings (2)	Sight words Use of a high frequency word list	Application of skills Repeated reading

		Word Recognition/ Decoding Skills		Oral reading fluency
Weeks	Phonics	Structural analysis	Sight words-high frequency words	
	Introduction of Consonant blends (beginning) r, l and s blend families (one rule)-short vowel sounds-CCVC Blending, reading and writing words based on this skill	Root words. Add (s) and vice versa What is the root word? Use of CVC, CCVC, high frequency words and other known words) (dogs, laptops)	Phonics related words being learnt are included Structural analysis words being learnt are included	Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Long vowel sounds-Silent e (VCe, CVCe and CCVCe) Blending, reading and writing words given on this skill	Inflectional Endings (3) Root word. Add (-ing) and vice versa What is the root word? (Use of, high frequency words and other known words) (eating,)	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Phonograms with the long vowel sounds – silent e (VCe, CVCe and CCVCe)- ate, tube, plane Blending, reading and writing words based on this skill.	Compound Words Identification and formation of Compound words (2) (Use of CVC, CVCe, CCVCe, high frequency words and other known words) Flagpole, cupcake, freetime, What does the compound word mean?	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.

		Word Recognition/ Decoding Skills		Oral reading fluency
Weeks	Phonics	Structural analysis	Sight words-high frequency words	
	<p>The consonant “y” (long e sound-baby Short I sound- hymn Long I sound-my)</p> <p>Blending, reading and writing words given on this skill</p>	<p>Suffixes Introduction of suffixes (1). Formation of words and their meaning Ful, ous, y (full of) Helpful, tasty, poisonous What is the root word?</p>	<p>Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included</p>	<p>Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.</p>
	<p>Introduction of Consonant blends (ending)-one rule (ft, lf, lt, nd, nt, sk, sp, st, etc.) Blending, reading and writing words given on this skill (VCC, CVCC, CCVCC, CCVCC)</p>	<p>Word Syllabication Words with suffixes Dangerous, joyful, greedy</p>	<p>Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included</p>	<p>Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.</p>
	<p>Phonograms with the ending consonant blends (Introduce chunking- m-ask) Blending, reading and writing words based on this skill</p>	<p>Inflectional Endings (5) Root word. Add (-ing) and vice versa What is the root word? (Use of CVCe and CCVCe, high frequency words and other known words) (making, skating)</p>	<p>Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included</p>	<p>Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.</p>
	<p>Introduction of vowel digraphs – one rule</p>	<p>Prefixes (1). Introduction to prefixes.</p>	<p>Sight words Use of a high frequency word list</p>	<p>Application of skills Repeated reading</p>

		Word Recognition/ Decoding Skills		Oral reading fluency
Weeks	Phonics	Structural analysis	Sight words-high frequency words	
	(ay, ai, ee, ea, ie, oa, oe, ow, ue) Blending, reading and writing words given on this skill	Formation of words and their meanings. Un, dis, im, in, (not) Root word. Add (prefixes) and vice versa What is the root word?	Phonics related words being learnt are included Structural analysis words being learnt are included	Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Phonograms with vowels and the ending consonant blends (Introduce chunking-m-eet) Blending, reading and writing words based on this skill	Word Syllabication Words with prefixes (use of phonics words, structural analysis words, high frequency words and other known words)	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Hard and soft c (before-e, I, y) Blending, reading and writing words based on this skill	Inflectional Endings (4) Root word. Add (-es) and vice versa What is the root word? (Use of high frequency words and other known words) (beaches, rashes, grasses)	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc. LEA passage, etc.
	Introduction of consonant digraphs Ch, sh, th, wh, ph, Blending, reading and writing words given on this skill	Word Syllabication Words with prefixes and suffixes (use of phonics words, structural analysis words,	Sight words Use of a high frequency word list Phonics related words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc LEA passage, etc.

		Word Recognition/ Decoding Skills		Oral reading fluency
Weeks	Phonics	Structural analysis	Sight words-high frequency words	
		high frequency words and other known words)	Structural analysis words being learnt are included.	
	Hard and soft g (before e, i, y) Blending, reading and writing words based on this skill	Inflectional Endings (5) Pronunciation of the (ed) ending on known words Ed- /d/; ed-/t/; ed-/id/	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc LEA passage, etc.
	R controlled vowels (ar, er, ir, or, ur) Blending, reading and writing words based on this skill	Inflectional Endings (6) Root word. Add (-ed) and vice versa What is the root word? (Jumped, looked, etc.) (Use of high frequency words, and other known words)	Sight words Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc LEA passage, etc.
	L controlled vowels (al, all) Blending, reading and writing words based on this skill		Use of a high frequency word list Phonics related words being learnt are included Structural analysis words being learnt are included	Application of skills Repeated reading Oral reading of skill based words, sentences and short passages e.g. phonics based sentences, etc LEA passage, etc.

Appendix B - Sample Lesson Plan –Agricultural Science

Level: Standard Two

Subject: Agricultural Science

Topic: Transplanting Ochro Seedlings

Objectives:

Students will be able to:

State the main steps in transplanting seedlings.

Identify the equipment needed for transplanting seedlings.

Demonstrate the proper techniques in transplanting ochro seedlings.

Collaborate to grow plants.

Previous Knowledge/Experience:

Students are familiar with seeds and germination.

They know the parts of a plant and the basic requirements for plant growth.

Students have seen an ochro pod.

Students know good environmental practices for growing crops.

Students know cultural practices for growing crops.

Materials and Resources:

Plant pots, potting soil, ochro seedlings, gloves, trowel, instructional sheets, watering can, water, fertilizer, ochro, newspaper.

Set Induction:

The teacher distributes ochro pods to the students (1 per desk and asks the students to identify the fruit and its uses for e.g. in cooking different dishes. Teacher elicits from pupils where the fruit came from – a plant and where the plant came from – a seed. Teacher reads the story “The Tiny Seed” to students. Teacher elicits from students why some seeds in the story did not grow.

The Tiny Seed | Kids Books Read Aloud:

<https://www.youtube.com/watch?v=kZITtrzoK4c>

Content/ Body of the Lesson:

Description Of Teaching Strategy	Pupil Learning Activities/ Actions
<p>SECTION 1: <u>Steps in Transplanting seedlings.</u> Teacher shows pupils a plant pot and an ochro seedling and asks pupils what they think she is going to do with the items. Teacher elicits from pupils the steps in transplanting a seedling to a plant pot. Teacher notes the students’ responses on the board. Teacher elicits from pupils the tools and materials needed to transplant the seedlings and notes them on the board.</p>	<p>Pupils observe the items and respond appropriately to the questions. Pupils state the steps in preparing the plant pot and transplanting the seedling. Pupils identify the tools and items needed for the task.</p>
<p>SECTION 2: <u>Teacher demonstration.</u> Teacher gathers all the equipment and materials needed for the task. Teacher asks students to identify each item and its use/purpose. Teacher demonstrates to students the proper technique for removing the seedling from the seedling tray to avoid damaging the plant. Teacher demonstrates the transplanting process to the students i.e. adding potting soil, making a hole, adding manure, placing the seedling in the soil, etc. Teacher reviews the steps in transplanting the seedling.</p>	<p>Pupils observe and respond appropriately. Pupils observe the teacher carefully. Pupils state the steps in transplanting the ochro seedling.</p>
<p>SECTION 3: <u>Practical Activity</u> Teacher places the students in groups of four and distributes an Instructional Sheet. Teacher observes students perform the activity.</p>	<p>Pupils gather materials needed for the activity. Pupils follow the instructions and transplant their seedlings. Pupils water their seedlings and place them in a secure area of the school.</p>

Closure:

The teacher reviews the lesson highlighting the steps in transplanting an ochro seedling.

Evaluation:

Students would be assessed through teacher observation with a performance checklist while carrying out the task.

Sample of Checklist:

Pupil Names	Personal Safety	Selection & Care of Tools	Agricultural Skills	Teamwork

Extension:

Pupils will be required to care for and monitor the growth of their plants throughout the duration of the unit as well as keep records.

Instructional Sheet

TRANSPLANTING OCHRO SEEDLINGS

Safety precautions: Before attempting the activity, read carefully:

- Ensure all tools are pointed downwards when not in use.
- Do not consume the Nutrex solution.
- Wear gloves to conduct activity.
- Wash hands thoroughly after activity is completed.

Materials & Equipment:

- Plant pot
- Ochro seedling
- Gloves

- Hand trowel
- Potting mixture
- Watering can with Nutrex solution
- Newspaper

Instructions:

- Assign one group member to collect materials and equipment.
- Spread newspaper on desks.
- Remove the seedling carefully from the tray ensuring that soil is kept around the roots.
- Fill the plant pot with potting mixture to required amount.
- Make a hole in the centre of the soil mixture.
- Place the seedling upright in soil (same depth as it was before).
- Cover base of seedling with soil, pressing gently around the root stock.
- Water seedling thoroughly with Nutrex solution (mixed by teacher).

Follow Up Activity:

- Place potted seedling in secure, well-lit area.
- Clean up work area.
- Wash tools.
- Return tools and materials to storage room.

Appendix C - Drama Checklist

Infants 2

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

Student can use voice inflections to effectively present a short story	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use hand gestures to effectively present a short story	<input type="checkbox"/> 6-8 gestures <input type="checkbox"/> 3-5 gestures <input type="checkbox"/> 2 gestures <input type="checkbox"/> 1 gesture <input type="checkbox"/> Student does not actively participate in activity
SOUNDSCAPE	
<i>Teacher can use a video or voice recording or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student chooses appropriate sounds for soundscape	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student uses voice appropriately to create soundscape	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student chooses appropriate un-tuned percussive instruments to add to soundscape	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student can produce a one-minute soundscape based on a given theme	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
APPRECIATION	
<i>Teacher can use student oral responses in online classroom space or videoed feedback for assessment</i>	

Student shows appreciation for the work of others	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
RING GAMES <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can use body actions, while singing, in performance of ring games	<input type="checkbox"/> Three or more actions <input type="checkbox"/> Two actions <input type="checkbox"/> One action <input type="checkbox"/> Student performs no action but sings <input type="checkbox"/> Student does not actively participate in activity <i>(neither sings nor does any action)</i>
ROLE-PLAY <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can imitate using posture	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can imitate everyday actions using voice	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can imitate everyday actions using hand gestures	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity

Standard One

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

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

Standard Two

LEVELS

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

Student can move efficiently in personal space using levels (high, medium, low)	<input type="checkbox"/> Using three levels <input type="checkbox"/> Using two levels <input type="checkbox"/> Using one level <input type="checkbox"/> Student does not actively participate in activity
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MIME AND HAND GESTURES

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

Student can use body language to express everyday activities	<input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
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Student can use hand gestures to communicate with peers	<input type="checkbox"/> Five gestures <input type="checkbox"/> Four gestures <input type="checkbox"/> Three gestures <input type="checkbox"/> Two gestures <input type="checkbox"/> One gesture <input type="checkbox"/> Student does not actively participate in activity
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COMMUNICATING WITH HANDS AND VOICE

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

Student can use voice inflections to effectively present a short story*	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
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Student can use hand gestures to effectively present a short story	<input type="checkbox"/> 6-8 gestures <input type="checkbox"/> 3-5 gestures <input type="checkbox"/> 2 gestures <input type="checkbox"/> 1 gesture
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	<input type="checkbox"/> Student does not actively participate in activity
APPRECIATION	
<i>Teacher can use student oral or written responses in online classroom space/ platform/e- journal or videoed feedback for assessment</i>	
Student shows appreciation for the work of others	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
SOUNDSCAPE	
<i>Teacher can use a video or voice recording or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student chooses appropriate sounds for soundscape	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student uses voice appropriately to create soundscape	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student chooses appropriate un-tuned percussive instruments to add to soundscape	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student can produce a one-minute soundscape based on a given theme	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
RING GAMES	
<i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	

Student can use body actions, while singing, in performance of ring games	<input type="checkbox"/> Three or more actions <input type="checkbox"/> Two actions <input type="checkbox"/> One action <input type="checkbox"/> Student performs no action but sings <input type="checkbox"/> Student does not actively participate in activity <i>(neither sings nor does any action)</i>
ROLE-PLAY <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can imitate using posture	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can imitate everyday actions using voice	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can imitate everyday actions using hand gestures	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity

Standard Three

STAGE AREAS

Teacher can use student oral or online quiz responses or videos of student identifying areas using space available at home for assessment

Student can identify the main areas of the stage to the cardinal points	<input type="checkbox"/> Four areas <input type="checkbox"/> Three areas <input type="checkbox"/> Two areas <input type="checkbox"/> One area <input type="checkbox"/> Student does not actively participate in activity
Student can locate the main areas of the stage through movement	<input type="checkbox"/> Four areas <input type="checkbox"/> Three areas <input type="checkbox"/> Two areas <input type="checkbox"/> One area <input type="checkbox"/> Student does not actively participate in activity
Student can work well in group activities <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity

TABLEAUX

Teacher can use a video, photographed or live observation (using a webcam) of student participating in lesson for assessment

Student contributes to group presentations <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
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APPRECIATION

Teacher can use student oral or written responses in online classroom space/ platform/e- journal or videoed feedback for assessment

Student shows appreciation for the contributions of others	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
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LOCAL FOLKLORE

Teacher can use oral or written responses in online classroom space/ platform, videos, or live observation (using a webcam) of student participating in lesson for assessment

Student can identify different folk characters found in Trinidad and Tobago	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use voice to effectively play a folklore character	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use body movement to effectively play a folklore character	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use costume to effectively play a folklore character	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity

Standard Four

FLASHFORWARD/ FLASHBACK

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

Student shows appreciation for oceans/ beaches	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student contributes to group presentations	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student can use the technique of flashforward	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can use the technique of flashback	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
IMPROVISATION (FESTIVALS) <i>Teacher can use oral or written responses in online classroom space/ platform, videos, or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student shows an understanding of local sacred festivals	<input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student shows an understanding of local secular festivals	<input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair

	<input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student works well with others <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
SIMILARITIES/ DIFFERENCES (FESTIVALS) <i>Teacher can use oral or written responses in online classroom space/ platform, videos, or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can identify the similarities/ differences among sacred festivals of Trinidad and Tobago	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can identify the similarities/ differences among secular festivals of Trinidad and Tobago	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student contributes to group presentations <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student works well with others <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
PRESENTATIONS (FESTIVALS) <i>Teacher can use oral or written responses in online classroom space/ platform, videos, or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can identify festivals from other Caribbean countries	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory

	<input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student contributes to group presentations <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Student works well with others <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity

Standard Five

PORTFOLIO	
<i>Teacher can use written responses and archival documents in online classroom space/ platform, videos, or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student demonstrates an understanding of the process involved in creating a portfolio	<input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student portfolio includes <i>(tick all that apply)</i>	<input type="checkbox"/> Photos <input type="checkbox"/> Articles <input type="checkbox"/> Advertisements <input type="checkbox"/> Other
Student contributes to the development of scenario	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Scenario presented is aligned to portfolio/ artefact chosen	<input type="checkbox"/> Well aligned <input type="checkbox"/> Somewhat aligned <input type="checkbox"/> Not closely aligned <input type="checkbox"/> Not aligned <input type="checkbox"/> Student does not actively participate in activity
Student works well with others <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
ELEMENTS OF PRODUCTION	
<i>Teacher can use oral or written responses in online classroom space/ platform</i>	
Student can identify the elements of production	<input type="checkbox"/> All <input type="checkbox"/> Most <input type="checkbox"/> Some <input type="checkbox"/> Few

	<input type="checkbox"/> None <input type="checkbox"/> Student does not actively participate in activity
Student can identify production elements observed in a live/ recorded presentation/ production	<input type="checkbox"/> >3 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> Student does not actively participate in activity
Student can explain the elements of production identified	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
SCULPTURES/ MIRRORING <i>Teacher can use a video or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student can sculpt their bodies into a frozen images	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can sculpt the bodies of their peers into a frozen images <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Very well <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student can mirror actions done by peers <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> >6 actions <input type="checkbox"/> 4-6 actions <input type="checkbox"/> 3-5 actions <input type="checkbox"/> <3 actions <input type="checkbox"/> 0 actions <input type="checkbox"/> Student does not actively participate in activity
Student works well with partner	<input type="checkbox"/> Always

<i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
SHOWCASE TRINIDAD & TOBAGO TO THE WORLD <i>Teacher can use oral or written responses in online classroom space/ platform, videos, or live observation (using a webcam) of student participating in lesson for assessment</i>	
Student demonstrates an understanding of stage locations	<input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student demonstrates an understanding of elements of production	<input type="checkbox"/> Very good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Fair <input type="checkbox"/> In progress <input type="checkbox"/> Student does not actively participate in activity
Student contributes to group scenario <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity
Scenario presented is aligned to the given theme	<input type="checkbox"/> Well aligned <input type="checkbox"/> Somewhat aligned <input type="checkbox"/> Not closely aligned <input type="checkbox"/> Not aligned <input type="checkbox"/> Student does not actively participate in activity
Student works well with others <i>*Work with individuals at home can be considered</i>	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Student does not actively participate in activity

*Where students are unable to meet separately in a virtual space to complete project/ performance requirements, work with persons available within the home can be considered for assessment.

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	Relevant descriptive and/or figurative language use Most sentences contribute to	Limited use of descriptive or figurative language Some sentences contribute to	Descriptive language attempted but usage is weak A combination of sentences and fragments	No discernible use of descriptive or figurative language Fragments and run-on	Words and sentences are indiscernible

	clarity of the piece	the clarity of the piece	the clarity of the piece	impede the clarity of the piece	sentences impede the clarity of the piece	
Organisation	Purposeful sequencing of sentences and paragraphs	Logical sequencing of sentences and paragraphs	Inconsistent sequencing of sentences and paragraphs	Disorganised sentences and paragraphs	Writing is disorganised. No transitions	No organisation evident
	Skilful use of transitions	Logical use of transitions	Simplistic use of transitions	Weak transitions		
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

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			
Display an understanding of text while reading			
Reads with confidence			
Makes an attempt at reading unfamiliar words			
Makes an attempt to use standard English pronunciation			
Notes:			

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