

Integrated Studies for Diagnostic Purposes
Grades 1-3

OVERVIEW OF INTEGRATED CURRICULUM THEMES GRADES 1 TO 3

Figure 1. Themes and subthemes by grade and term

	GRADE 1		GRADE 2		GRADE 3		
THEME		ALL ABOUT ME AND MY ENVIRONMENT				TERM	
SUB-THEME	M	Y	S	E	L	F	
UNIT 1	WHO AM I?		MY BODY (II)		MY BODY (III)		1
UNIT 2			CARE & SAFETY OF SELF		SATISFYING OTHER NEEDS		
SUB-THEME	MY HOME		MY FAMILY		MY COMMUNITY, THE NATION AND THE WIDER WORLD		
UNIT 1	MY FAMILY THINGS IN THE HOME		LIVING TOGETHER AS A FAMILY		PROVIDERS OF GOODS AND SERVICES		2
UNIT 2			SATISFYING OUR NEEDS		RELATING TO OTHERS OUTSIDE OF JAMAICA		
UNIT 3					ASPECTS OF JAMAICAN		

Integrated Studies for Diagnostic Purposes
Grades 1-3

			CULTURE	
SUB-THEME	MY SCHOOL	MY COMMUNITY	MY PHYSICAL ENVIRONMENT	
UNIT 1	MYSELF AT SCHOOL	THIS IS MY COMMUNITY	LIVING AND NON-LIVING THINGS IN MY ENVIRONMENT	3
UNIT 2	TOGETHER AT SCHOOL	PLACES OF INTERST IN MY COMMUNITY	CARING FOR MY ENVIRONMENT	
UNIT 3		PLANTS AND ANIMALS IN MY COMMUNITY		

Integrated Studies for Diagnostic Purposes
Grades 1-3

Figure 2. Data Reduction by theme for Assessment Purposes per grade

Grades	Theme Clusters	Critical Content knowledge matrix!!!!
1	<p>Cluster 1.</p> <p>Who am I? My body I</p> <p>Cluster 2</p> <p>My family Things in the home</p> <p>Cluster 3</p> <p>Myself at school Together at school</p>	
2	<p>Cluster 1</p> <p>My body II Care and safety of self</p> <p>Cluster 2</p> <p>Living together as a family Satisfying our needs</p> <p>Cluster 3</p> <p>This is my community Places of interest in my community Plants and animals in my community</p>	

Integrated Studies for Diagnostic Purposes
Grades 1-3

3	<p>Cluster 1 My Body III Satisfying other needs Providers of Goods and Services</p> <p>Cluster 2 Relating to others outside of Jamaica Aspects of the Jamaican Culture</p> <p>Cluster 3 Living and non-living things in my environment Caring for my environment</p>	

The follow maps gives you an overview of the possible knowledge, skills and attitudes embedded in each theme with its respective Focus Questions.

Integrated Studies for Diagnostic Purposes
Grades 1-3



Explore ideas, investigate and use drawing materials and techniques to communicate their ideas about themselves in a self-portrait. Say what they think and feel about their own and others'

Science

Learn how to work safely and to understand the importance of safety. Describing themselves and identifying and exploring changes that occur at different stages of their growth



Drama
Exploring familiar themes and characters through improvisation and role play



Music

Perform jingles, nursery rhymes and simple songs within a group. Use body percussion effectively to accompany singing

Who Am I?

FOCUS QUESTIONS

- ❖ How do you know me?
- ❖ To which group do I belong?



Religious Celebrations

Celebrating oneself as a human being created on a special day; praising God and others; awareness of a sense of belonging
Education
Celebrating oneself as a human being created on a special day; praising God and others; awareness of a sense of belonging



Visual arts



Social Studies

Identify and understand self. Develop a sense of belonging and value their worth as part of a group.



Physical Education

Begin to recognise the benefits of exercise movement patterns and moving safely in space. Linking and sequencing different movements



ICT

Use technology to carry out purposeful inquiry or research, to test existing knowledge, discover new information and create new understanding. Use technology



Civics

Identifying self and identity through affirming own personal, behavioural and familiar facts. Identifying their lineage and what this means

Integrated Studies for Diagnostic Purposes
Grades 1-3



Social Studies

Appreciate self. Protect and care of self, others and the environment. Learning how safety rules and procedures need to be applied in relation taking care of themselves Recognizing different stages of growth and development



Visual arts

Use basic shapes and colours to make pictures; create moods and depict feelings. Explore the use of shapes, both two-dimensional and three-dimensional to create art based on parts of the body.



Science

Identify external parts of the body. Recognise the importance of nutrition and hygiene in achieving a healthy lifestyle. Identifying the sense organs and their uses.



Religious Education

Show thankfulness to God for creating their bodies and what they can do; ways in which the Bible demonstrates care for the body.

Drama

Use simulation, still pictures, living pictures, teacher in role, mime, small group, playmaking etc. to enhance the teaching and learning process.

MY BODY (I) FOCUS QUESTIONS

- ❖ What do I look like and what can I do?
- ❖ In what ways do I grow and what do I need to grow?
- ❖ How do I take care of my body?



Physical Education

Manage motor skills and communicate through movement. Practise ball skills in catching and throwing



ICT

Use technology to carry out purposeful inquiry or research, to test existing knowledge, discover new information and create new understanding. Use technology to communicate ideas and information.



Civics

Demonstrate a basic understanding of self and identity through an exploration of own physical attributes and talents.



Music

Perform jingles, nursery rhymes and simple songs within a group. Use classroom instruments to accompany singing for beat and rhythm. Respond to elementary ensemble cues

Integrated Studies for Diagnostic Purposes
Grades 1-3

Cluster 1

Critical Objectives	Key Skills
<p>Who am I? FQ 1</p> <ul style="list-style-type: none">• Ask and respond appropriately to questions about self• Describe self, others, objects and situations using appropriate words• Make general statements about information collected about self and others• Recognize sight words appropriate to grade• Use basic word recognition strategies to decode words related to self and others• Distinguish initial and final sounds in spoken words related to aspects of the self• Manipulate phonemes in words• Link sounds to letters to decode words• Use context clues to determine character traits about self• Use capital and common letters appropriately as they write simple sentences about themselves and others• Respond to and use parts of the verb ‘to be’ to make sentences about self and others• Recognise the importance of being called by a name• Identify self as boy/girl, male/female• Demonstrate acceptable social behaviours in varying settings• Make general statements and draw conclusions based on information collected for line plot• Demonstrate an understanding of the concepts of ‘first’ and ‘last’• Count to tell how many objects are in a set or group• Associate month with events such as birthdays• Read the calendar to identify birthday and birth month	<p>Identify first and last names</p> <p>Trace, copy, write Names</p> <p>Respond to Questions</p> <p>Discuss importance of names</p> <p>Compose simple Sentences</p> <p>Read sentences</p> <p>Form lines</p> <p>Plot data</p> <p>Compare numbers</p> <p>Identify birth months on calendar</p>

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Identify taller/shorter of two students when placed side to side• Form groups/sets based on birth month etc• Listen and relate religious stories about the birth of children in the Christian Bible and other sacred texts. <p>FQ 2</p> <ul style="list-style-type: none">• Identify and create rhyming words• Read with fluency, grade appropriate texts• Express their understanding of a story or poem relating to groups in any form of the creative arts• Identify groups to which they belong• Compare and contrast groups Use the word set when referring to a group• Group real and representative objects in many ways• Determine, by matching members, a set with the same, fewer or more members than another• Recognize the numerals 0 through 10 and associate them with the corresponding words.• Display and analyze data using attributes• Demonstrate respect for the views of others	<p>Discuss religious experiences</p>
<p>My Body</p> <p>FQ 1</p> <ul style="list-style-type: none">• Use line and space• Use capital and common letters appropriately• Use pronouns ‘I’, ‘me’, ‘my’• Use regular and irregular plural nouns• Use full stops and commas appropriately• Recognize sight words related to parts of the body• Read text appropriate to grade	<p>Compare external Parts</p> <p>Read sight words</p> <p>Use singular and plural forms</p> <p>Discuss use of head</p> <p>Read sight words</p> <p>Measure distances</p>

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Talk about self and identity• Recognise the external parts of the body and their parts• Use the senses to explore the similarities and differences between materials• Explain the use of some special parts of the body: hands, feet, eyes, mouth, nose and ears, feet• Identify and name external parts of the body• Relate the uses of selected parts of the body• Name the senses, associating them with specific parts of the body• Communicate information about self through drawing.• Create a short prayer to the Creator, giving thanks for specific parts of the Body• Measure the lengths using strings, steps, hand span, strips of cardboard and other informal units of measurement• Estimate and measure items relating to self, using non-standard and units of measurements.• Represent numerical information pictorially• Construct and interpret tables and pictographs using numbers, pictures and Objects	<p>Estimate Measurements</p> <p>Follow instructions</p> <p>Measure</p> <p>Compare Measurements</p> <p>Draw and label</p> <p>Write sentences</p> <p>Discuss use of upper Limbs</p> <p>Discuss use of lower Limbs</p> <p>Organize pictures</p> <p>Compare pictures</p> <p>Discuss changes</p> <p>Estimate and compare</p> <p>Measure heights</p> <p>Make predictions</p>
<p>FQ 2</p> <ul style="list-style-type: none">• Develop and ask questions related to the growth process and food providers• Retell stories relating to food providers• Respond to characters in poems about the growth process• Express their understanding of a story or poem relating to groups in any form of the creative arts• Discuss changes that occur in their body over time• Explain why food is essential for healthy growth• Estimate and measure self and others using non-standard units for measurement of height	

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Use non- standard units of measurement• Show and tell time on the clock (on the hour)• Identify ways of giving thanks to the Deity for food• Discuss the provision of different foods for healthy grown• Identify individuals who provide for healthy growth• Use the elements of art in creating drawings/models of foods <p>FQ 3</p> <ul style="list-style-type: none">• Use parts of the verb ‘to be’, ‘has’ ‘have’• Use the pronouns ‘I’, ‘me’, ‘my’ ‘you’• Describe ways in which we take care of our bodies• Identify daily personal habits needed to take care of the body.• Write the numerals 11 through 20 and associate them with the corresponding words.• Identify details on a graph or chart• Make general statements and draw conclusions based on information collected.•	<p>Discuss purpose of food</p> <p>Associate numerals with Groups</p> <p>Develop and maintain Checklist</p> <p>Draw conclusions</p> <p>Discuss roles of food providers</p> <p>Decode words</p> <p>Discuss time sequence</p> <p>Use clocks</p> <p>Communicate ideas</p> <p>Talk about care of body</p> <p>Compose sentences</p>
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Integrated Studies for Diagnostic Purposes
Grades 1-3



Physical Education

Benefits of exercise, movement patterns, loco motor and non-loco motor skills, sport symbols, moving safely in space, family games.



Drama

Role play, tableaux, thought tracking, role on the wall, small group playmaking, hot seating (expand and relate to topic)



Religious Education

*Develop skills which help to demonstrate and appreciate their knowledge of religious ideas, beliefs and practices.
Families in the Bible*



Social Studies

Acknowledge themselves as members of a household and in extension a part of a family.

MY FAMILY

FOCUS QUESTIONS

- ❖ What is a family and who are my family members?
- ❖ How do family members care for each other?
- ❖ What are the activities in which I take part with my family?



Music

*Sing songs about family
Use available resources to make musical instruments*



Civics

Begin to understand family roots and recognise behaviours in own family



Science

Basic interdependence of families including plants and animals



ICT

Students use technology to carry out purposeful inquiry or research, to test existing knowledge, discover new information and create new understanding. They also use technology to communicate ideas and information.

Integrated Studies for Diagnostic Purposes
Grades 1-3



Drama Role

play how people within their family/community resolve disputes and solve conflicts/problems.



Music

Using rhythm, pitch and sound to explore their environment



Religious Education

Associating natural things with their Creator; discussing examples presented in the Bible where we are encouraged to do things right(building on the rock/solid ground)



Social Studies

Acknowledge the different workers who provide for us. Use precautionary measures at home to protect life and property.

THINGS IN THE HOME

FOCUS QUESTIONS

- ❖ What are the things in my home and what are they used for?
- ❖ How do I care the things in my home and use them safely?



Science

Classification of living and non-living things; caring for plants and animals. Using process skills to make observations and draw conclusions



ICT

Students use technology to carry out purposeful inquiry or research, to test existing knowledge, discover new information and create new understanding. They also use technology to communicate ideas and information.



Civics

Identify self as part of a family / home, community and nation.



Visual arts

Exploring the relationship between the principles and elements of art and how contextual drawing can be organized using the principles and elements. Make models, symbols and pictures of things found in the home



Physical Education

Activities will focus on changes in the body when we exercise; movement patterns, locomotor and non locomotor skills, moving safely in space, caring for equipment; movement in respond to sound (e.g. loud/soft) . Developing ball skills of catching and throwing; team tactics when playing games

Integrated Studies for Diagnostic Purposes
Grades 1-3

Cluster 2

Critical Objectives	Key Skills
My Family FQ 1 <ul style="list-style-type: none">• Formulate simple definition of a ‘family’.• Identify general characteristics of a family.• Construct a family tree depicting three generations.• Demonstrate an appreciation and acceptance of the uniqueness of family Structures• Identify and name own parent(s), grandparents and great grand-parents• Outline the relationships between generations• Use ordinal numbers to talk about positions in families• Represent their family size as sets and on a line plot• Associate members of sets with numerals• Associate numerals with number names• Compare sets• Construct simple mathematical sentences• Display the ability to use capital and common letters when writing the names of family members• Draw conclusions from pictures and written material• Discuss sacred writings about the family• Recognize that the human family is considered to be the family of God• Respond to creation stories about the origin of the family structure• Identify resource and technology used by family members to enhance life and make tasks easier FQ 2 <ul style="list-style-type: none">• Write simple sentences to describe how family members care for each other• Use family pictures to develop stories about caring for each other• Write freely in response to stimulus about how family members care for each other• Use full stop and question mark	<div>Draw conclusions</div> <div>Communicate ideas Explain drawings</div> <div>Write</div> <div>Identify qualities</div> <div>Formulate questions</div> <div>Present ideas</div> <div>Identify family members</div> <div>Construct family tree</div> <div>Use adjectives</div> <div>Analyze graph</div> <div>Represent sets</div> <div>Associate sets with numerals/words</div> <div>Compare sets</div> <div>Write mathematical sentences Draw conclusions</div> <div>Identify position</div>

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Recognise that spoken language involves interaction and courtesy.• Respond to questions characters or situations in print about caring for each other• Respond to and use the present continuous tense.• Show an understanding of ‘fair share’/equal share• Identify ways in which family members depend on each other• Discuss the rights and responsibilities of different members of a family• Explain why the family has rules• Discuss some of the rules in their family• Discuss how family members care for the physically challenged or older members of the family• Identify responsible actions to take if their human rights are violated• Become aware of their personal values and those of family members• Demonstrate an awareness of the relationship between personal and family stewardship	<p>Write ordinals</p> <p>Identify ideas</p> <p>Recall ideas</p> <p>Infer details</p> <p>Illustrate roles</p> <p>Identify family time</p> <p>Read clock</p> <p>Respond to questions</p> <p>Estimate time</p> <p>Read calendar</p> <p>Identify days of week</p> <p>Identify months of year</p> <p>Identify national celebrations</p> <p>Count symbols</p> <p>Analyse symbols</p> <p>Associate symbols with names</p>
<p>FQ 3</p> <ul style="list-style-type: none">• Sequence ideas logically as they write about their family experiences ☑ Use personal pronouns to communicate ideas about family activities• Tell the time (read the clock) on the hour and half hour• Identify special family occasions on the calendar• Use estimation in comparing time spent on various family activities (hour, half hour)• Use a calendar in class and refer to it at appropriate times.• Identify key activities in which families participate.• Demonstrate how to work cooperatively as a family• Discuss special occasions celebrated by families• Express feelings about their participation in family activities• Compare major activities of different families• ☑Demonstrate family values regarding respect for national symbols and activities• Identify religious activities in which families are involved	

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Show appreciation for the religious values that are embedded within some family activities	<p>Draw and colour</p> <p>Label pictures</p>
<p>Things in the home</p> <p>FQ 1</p> <ul style="list-style-type: none">• Create 2D and 3Dmodels of things in the home• Classify things within the home• Relate how tools/machines within the home help to make life easier.• Demonstrate an appreciation for items in their home which have religious significance.• Identify shapes found on objects in the home.• Relate things in the home to the areas in which they are usually found.• Identify the uses of things in the home• Group things in the home in various categories• Compare the things found in the in home and the wider community: then and now. <p>FQ 2</p> <ul style="list-style-type: none">• Describe ways they can take care of things in their homes.• Observe and discuss the symbols used on products within the home to help keep them safe.• Identify hazards and risks to their safety at home.• Identify how things in the home are protected and cared for by authority figures.• Explain how they use safety rules and information to protect themselves and others in the home.• Discuss awareness of and appreciation for safety rules and guidelines for the home.• Explain the importance of rules and regulations within the home.• Apply religious principles and teachings as they relate to things in the home.• Use past tense form	<p>Investigate relationships</p> <p>identify and classify shapes, complete patterns</p>

Integrated Studies for Diagnostic Purposes
Grades 1-3



Science

Caring for the school, the environment and things within it. Identifying safe and unsafe areas in the school environment



Social Studies

Develop a sense of understanding in gaining new knowledge to know that they belong to a particular group. Recognizing that inter-relatedness is necessary for the functioning of groups and organizations.



Physical Education

Participate in exercise, perform movement patterns, use locomotor and non locomotor skills to enhance one's lifestyle. Moving safely in space; moving in response to sound using bodies to make shapes and care for equipment



Drama

Use Speak easy, drama on paper, hot seating, teacher in role and other drama modes to enhance learning.

MYSELF AT SCHOOL

FOCUS QUESTIONS

- ❖ How do I know my school?
- ❖ Who are the people at my school and what do they do?



Visual arts

Explore life at school through the use of themes, textures, lines and shapes. Explore how variety can be used to create visual appeal and interest.



Music

Explore group components of music such as singing together, playing ring games and creating simple sound pieces using available musical instruments and sound makers.



ICT

Students use technology to carry out purposeful inquiry or research, to test existing knowledge, discover new information and create new understanding. They also use technology to communicate ideas and information.



Religious Education

Use sacred and other stories which include rules by which groups are governed; how religious groups are organized by their leaders; the value of worship in the school community



Civics

Recognise symbols in the school and environment and the significance of these symbols

Integrated Studies for Diagnostic Purposes
Grades 1-3



Music

Explore rhythmic patterns using basic musical instruments.



Physical Education

Activities that are underpinned by, movement patterns, moving safely in space, combining movement skills, movement in response to sound (e.g. fast/slow), Using bodies to make shapes including sports competition.



Religious Education

Recognise that religious celebrations and the display of religious aspects of their school form an important part of school life.



Drama

Use small/large group presentations, improvisation, teacher in role, games etc. as tools to enhance the teaching and learning process.



Science

Record and explain observations relating to activities in school. Using process skills to make observations and draw conclusions



Visual arts

Explore the use of tools to produce two-dimensional and three-dimensional art in the form of symbols, costumes and picture-making.



Social Studies

Develop an appreciation for the different kinds of activities done at school



ICT

Use technology to carry out purposeful inquiry or research, to test existing knowledge, discover new information and create new understanding. Use technology to communicate ideas and information.



Civics

*Demonstrate personal responsibility in groups, while working effectively **in** and **as** groups. Apply the principles of justice, respect and fairness. Identify and respond appropriately to National symbols*

TOGETHER AT SCHOOL

FOCUS QUESTION

- ❖ What are some of the activities and events at my school?
- ❖ How do we live together at school?



Integrated Studies for Diagnostic Purposes
Grades 1-3

Cluster 3

Critical Objectives	Key skills
<p>Myself at School FQ 1</p> <ul style="list-style-type: none">• Understand the term ‘environment’ and what is meant by this in relation to their school• Identify the important features of their school and explain what makes them important• Begin to learn about the history of their school and the location of their school• Recognize how rules and regulations are effectively used in their school• Preserve the environment and appreciate the ways in which they need to care for it.• Tell ways in which they can take care of the school and the things in it.• Develop basic locational skills in their environment (such as home and school).• Use process skills to draw conclusions and solve problems – observe, predict, infer, measure, classify and communicate.• Identify and group objects and materials found in the school using simple characteristics• Observe, compare, classify geometric shapes taken from the environment.• Create/play games using different shapes.• Conduct simple surveys to determine safe/unsafe areas around them.• Sort, group and classify collected data. Show by their behaviour that they value rules and regulations.• Recognize positive and moral values contained in sacred and other stories.• Locate and perceive the direction and distance of sounds.• Identify the sources and types of various sounds in the environment.• Recognize and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics, etc.).	<p>Observe, collect, record and report</p> <p>Discuss facts</p> <p>Write sentences</p> <p>Read sentences</p> <p>Estimate distances</p> <p>Observe details</p> <p>Identify shapes, straight/curved lines</p> <p>Compare shapes</p> <p>Create objects</p> <p>Record safe and unsafe areas</p> <p>Communicate ideas</p> <p>Categorise sounds</p> <p>Create pictograph</p>

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Repeat short rhythmic and melodic patterns to freely explore ways in which sounds can be made with voice, body and classroom instruments.• Recognize that spoken language involves interaction and courtesy.• Give praise and acknowledge the contributions of others.• Write and read information about the history of their school. <p>FQ 2</p> <ul style="list-style-type: none">• Identify groups to which they belong at school and discuss the responsibilities of members of each group.• Explain why groups have rules.• Understand that there are different individuals and groups in one environ who work together for one common purpose• Appreciate that each person is unique and has skills and talents• Understand how individual roles support the functioning of the school• Sort, group and classify collected data.• Recognize people in sacred and other stories, who have contributed to positive and moral values.• Identify individuals who have helped us to develop moral values• Describe themselves, others, objects and situations using appropriate words.	<p>Identify groups</p> <p>Construct sentences</p> <p>Sequence information</p> <p>List clubs</p> <p>Present information</p> <p>Discuss values</p>
<p>What are some of the activities and events at my school</p> <p>FQ 1</p>	

Integrated Studies for Diagnostic Purposes
Grades 1-3

<ul style="list-style-type: none">• Identify activities and events that take place in their school.• Differentiate between safe and unsafe areas in school.• Show respect for various customs and practices present in their school.• Identify the months of the year and the days of the week with a focus on the sequential nature of time.• Recognise that special garments, foods, symbols and rituals are associated with certain religious celebrations/ceremonies.• Utilize percussion instruments to explore rhythm and patterns.• Explore elements and principles of art such as colour, shape, line, texture and patterns as they are applied in the creative expressions in our culture.• Describe events and situations, using appropriate words.• Recognize that spoken language involves interaction and courtesy.• Write freely in response to stimuli (story, picture, song, poem, etc.). <p>FQ2</p> <ul style="list-style-type: none">• Identify individuals who help to educate students• Understand the importance to nation building by showing appreciation of the work of these individuals.• Tell ways in which they can contribute to the success of teams/groups.• Use process skills to draw conclusions and solve problems- observe, predict, infer, measure, classify and communicate.• Understand how to group objects and classify according to categories.• 	<p>Read story</p> <p>Listen to story</p> <p>Discuss story</p> <p>Group shapes</p> <p>View and discuss</p>
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Integrated Studies for Diagnostic Purposes
Grades 1-3