



**MINISTRY of EDUCATION
YOUTH & INFORMATION**

CURRICULUM ANALYSIS: ESSENTIAL OBJECTIVES & CONTENT FOCUS

NSC GRADES 1 – 3



2nd Edition

CURRICULUM ANALYSIS:
ESSENTIAL OBJECTIVES & CONTENT FOCUS
NSC GRADES 1-3



CURRICULUM ANALYSIS: ESSENTIAL OBJECTIVES & CONTENT FOCUS

NSC GRADES 1-3

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INTRODUCTION

The information provided here is based on an analysis of the attainment targets, learning objectives and the related content outlined in the National Standards Curriculum (NSC). The information is also related to the framework that outlines the curriculum focus and the guidelines for modification and adaptation so that the teaching-learning process during the COVID- 19 pandemic is consistent with the expected approach. The **major/essential** objectives included, were used to inform the design of the diagnostic assessment tools that form a part of the process for generating relevant learner profiles. They are aligned to other elements of the curriculum such as:

- Content - strands, themes, focus questions, big ideas
- Assessment - Attainment Targets, Benchmarks, Assessment Criteria, Learning Outcomes

The categories of subject areas that are addressed are:

EXPLORATORY CORE

- Mathematics
- Language Arts
- Integrated Studies

ENRICHMENT

- Circle & Fun Time through Health and Family Life Education
- Clubs, Spanish, Movement/PE, Games to promote health and wellness and the development of positive attitudes and values

CREATIVE EXPRESSIONS

- The Art Forms as Methodological Drivers

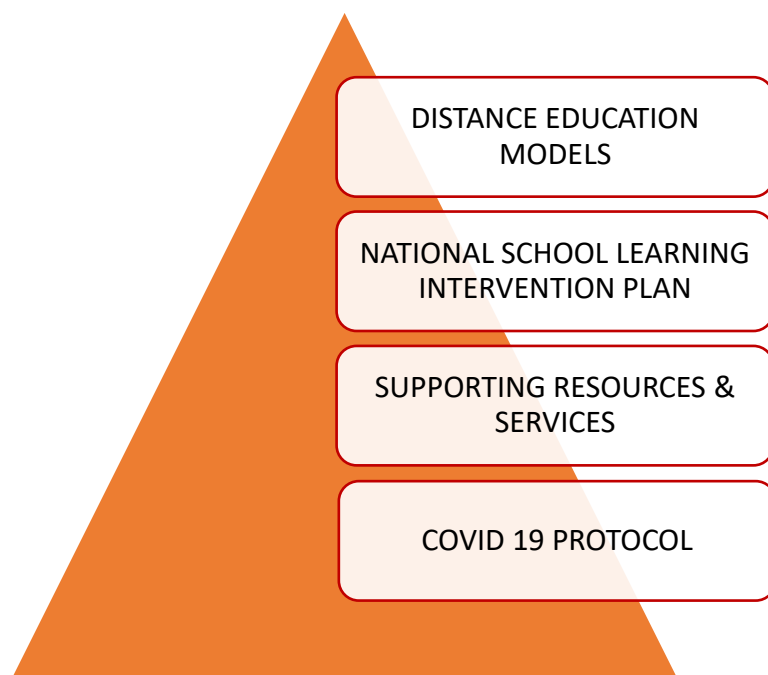
PROJECTS – RESOURCE & TECHNOLOGY (STEM/STEAM – TVET Integration)

- Problem solving through projects for skill transfer and work ethics. Projects are identified/designed based on the focus of the Integrated Studies Curriculum.

These curriculum elements are to be integrated to create a **Relevant Customised Unit Plan (RCUP)** for each group of students based on grade level requirements and the extent to which they are ready to access the formal teaching-learning episodes/instruction. The relevance of this plan is to be determined by policy priorities (see Figure 1) that pertain to students' development, readiness for learning, the school context, the current COVID 19 situations and the influence of these factors on the nature and scope of the school learning and intervention plan at the local level. This Unit Plan should also be inclusive; based on the Proficiency Pathways – **Ready, Near Ready, Not Ready**. In preparing the Unit and the related daily Lesson Plans, the **guidelines** provided for **Curriculum Focus, Modification and Adaptation** should be observed. To further enable this process, suggested steps for planning for learning are highlighted in other sections of this presentation.

Figure 1

Examples of Policy Priorities to Inform Planning for Teaching and Learning



PREPARATION OF UNIT PLAN

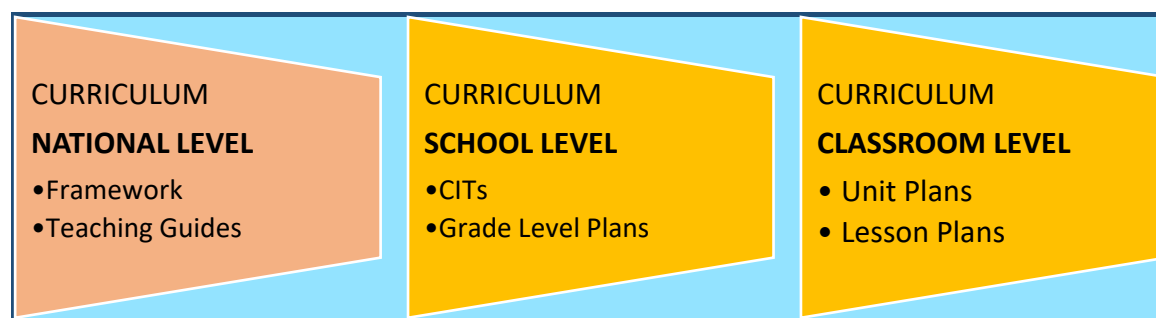
Purpose and Components

A Unit Plan is comprised of several complementary elements that are influenced in design, by the focus of the curriculum and the profile of the learners. **This plan for one group of students at the same grade level, is likely to differ due to the diverse profiles of the learners in each group.** Despite the differences, their purpose is expected to be the same – serving as a source of evidence of the interpretation of the national curriculum at the classroom level and as a frame of reference for the preparation of lesson plans.

Remember: The Unit Plan has to be designed to suit a particular group of students based on their background, interests, ability, learning challenges, to name a few of their characteristics.

Figure 2

The Relationship between the National Curriculum and Related School Level Plans



The four (4) major components of the Unit Plan are:

- OBJECTIVES
- CONTENT
- METHOD
- EVALUATION

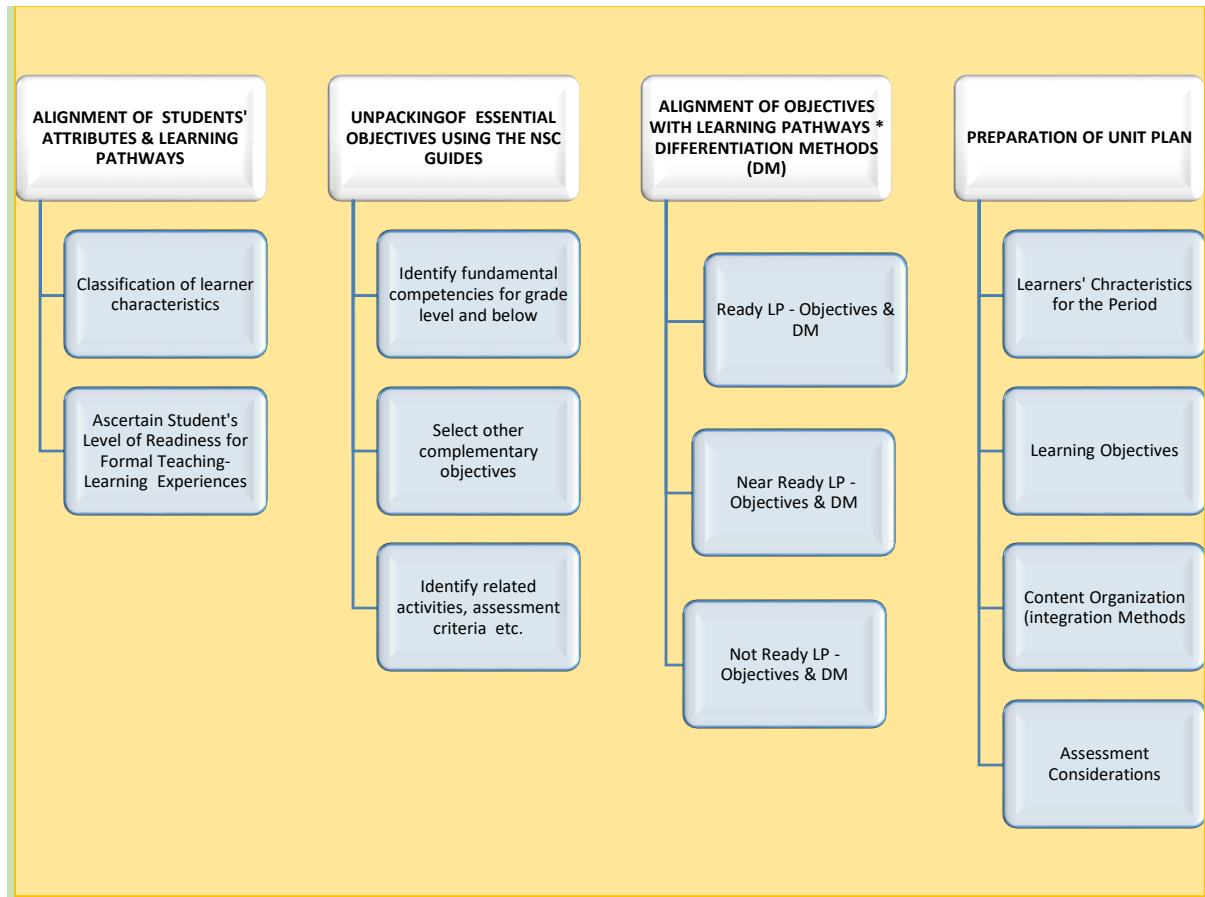
To ensure alignment of these components with national and school level focus, the list of activities below is to be carefully examined and executed.

Steps in the Unit Planning Process

- **Classify students' attributes:** Identify commendable characteristics and challenges/concerns using the profiles
- **Align identified students' attributes with Learning Pathways** - Ready, Almost Ready, Not Ready.
- **Unpack/Unwrap the Essential/Major Objectives:** Identify the specific performance or skill, concept/s and/or understanding that each conveys. Using the relevant NSC guide for the grade level, identify fundamental competencies – attitudes, concepts, skills that are related to the essential objectives. Select other relevant/complementary objectives and determine their meaning. **Consideration should also be given to objectives and content that reflect emergent policy priorities.** For example, Figure 1 highlights students' attitude towards the vulnerable due to COVID 19 pandemic as a priority issue. In light of this expectation, objectives from various subject areas should be identified and used in planning for learning.
- **Align the objectives with the Learning Pathways** that indicate students' level of readiness for formal engagement in learning to meet grade level expectations.
- **Identify relevant learning activities and assessment criteria** using the NSC guide for the subject area concerned.
- **Select differentiation methods** and align with learning activities and assessment criteria.
- Complete the **Customized Unit Plan Template**

Figure 3

Preliminary Processes for the Preparation of a Customized Inclusive Unit Plan

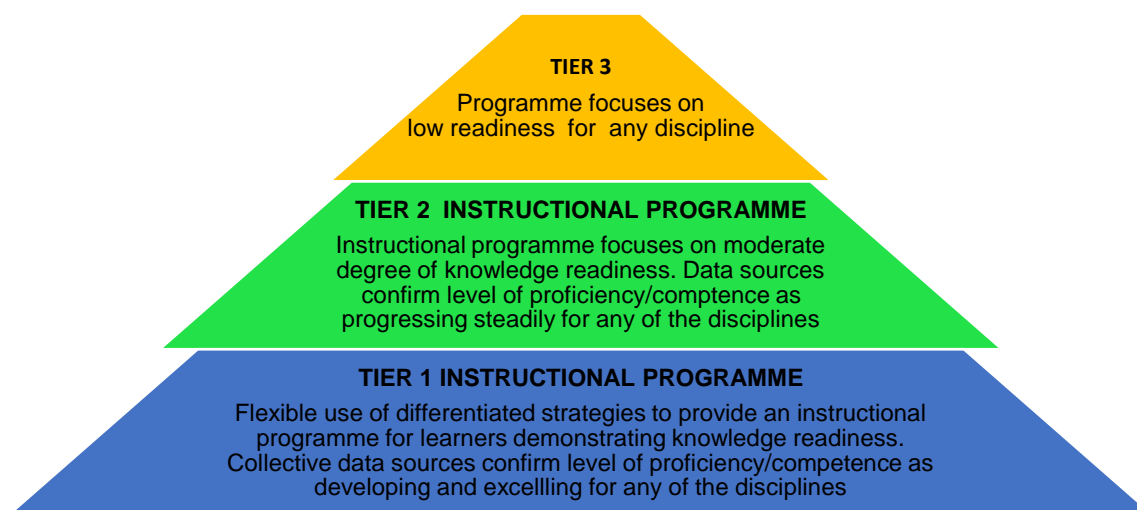


Tiered Instruction



There are various types of differentiated models. Tiered Instruction is one of the models recommended for an inclusive approach that will help in reaching each learner. This is because consideration is given to special needs and customized learning based on indicators of readiness or performance descriptors from diagnostic assessment. Tiered instruction is flexible, as the strategies are adjusted as the learner makes progress or if there is stagnancy or decline in performance level, indicating the need for further psycho-educational assessment.

Tiered programmes can also be designed to reach different groups of students with similar challenges. However, as each learner makes progress, transition to another more suitable programme is done. Any special support that is required to help learners transition smoothly and cope with the new programme, is be provided as part of the support service or as a feature of the programme design. Collaborative learning strategies – peer mentoring, team learning, buddy system etc. are useful group-based strategies for helping learners support and hold each other accountable to follow through on agreed/negotiated expectations or code of engagement.



NOTE

Tiered instruction is applicable for all learning pathways as a student may require special intervention to develop competencies at any point in their programme of study. This is a major reason why it should not be used as a streaming mechanism. Ineffective use of the model will lead to low sense of self by students. In a similar manner, teachers will begin to question their judgement about their effectiveness as learning facilitators. If not addressed appropriately, the situation can escalate into further undesirable outcomes.

The Differentiated Unit Plan Template

Grade/Class:			
Subject:			
Date & Duration:			
COMPONENTS OF PLAN	LEARNING PATHWAYS FOR A DIFFERENTIATED PLAN		
	READY	ALMOST READY	NOT READY
Pertinent Learner Characteristics being Considered (commendable attributes & challenges)			
Learning Objectives relative to Characteristics to be addressed (skills, attitudes etc.)			
Content Focus & Organization (concepts, key skills, attitudes etc. method/s of integration within/across disciplines)			
Differentiation Method/s: 1. Task Complexity 2. Learning Material & Modality 3. Learner Participation/Expected Learner Response to Tasks/s (Products) 4. Nature and Level of Support	1.		
	2.		
	3.		
	4.		
Assessment Considerations (nature of differentiation, methods, criteria etc.)			

The following information on the curriculum analysis for the subject areas included, should be used to engage in the Unit Planning Process, including the completion of the template provided.

CURRICULUM ANALYSIS & ESSENTIAL OBJECTIVES

GRADES 1-3

This section shows the number of essential/ major objectives and the content strand/theme to which they are aligned. Essential objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives. Objectives are included from various Units of the NSC and for each Term. These objectives are to be carefully examined to determine their meaning, the related content and competencies the learners are to acquire/develop.

SUBJECT AREAS INCLUDED

- Language Arts
- Mathematics
- Integrated Studies
- Health and Family Life Education

LANGUAGE ARTS

GRADE 1

SUBJECT - LANGUAGE ARTS		
Strand/Theme	Number of Objectives	Number of Major/ Essential Objectives
Listening and Speaking	28	8
Fluency and Recognition (Word Recognition and Vocabulary Development)	52	32
Reading for Meaning and Enjoyment (Comprehension)	30	15
Language Structure (Grammar and Mechanics)	48	31
Communication (Writing)	18	6
Total	176	92

N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.

LANGUAGE ARTS – GRADE 1

STRAND: LISTENING AND SPEAKING

MAJOR OBJECTIVES	TERMS	UNITS
Speak clearly and concisely using vivid descriptions.	1	1
Listen for and interpret specific information from a variety of sources.	2	2
Describe incidents and tell stories from their own experiences.	2	2
Retell stories ordering events using story language.	2	2
Talk freely about comparisons made between personal experiences and characters in text.	3	1
Speak clearly and concisely about personal views and factual information.	3	3
Use appropriate language structures in speaking for a variety of purposes.	3	1
Speak clearly and concisely using SJE and JC	3	1

STRAND: FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY DEVELOPMENT)

MAJOR OBJECTIVES	TERMS	UNITS
Tell the location/position (i.e. the beginning, middle, or end) of sounds/phonemes in a number of one-syllable words	1	1
Identify sounds/phonemes in specific locations in one syllable words	1	1

Learn and practice mouth formations for different sounds of the alphabet	1	2
Separate individual phonemes in given words	1	2
Blend phonemes to form words	1	2
Substitute consonant sounds with similar rimes to derive new words	1	2
Sequence letters of the alphabet	1	2
Identify onset and rimes in given words	1	2
Identify and match initial/final sound with letters	1	2
Form and pronounce words with different inflectional ending	1	2
Learn and use basic sight words and vocabulary linked to grade level curriculum	1	2
Use picture clues to determine vocabulary for particular contexts	1	2
Practice phonemic awareness skill of segmentation in order to build foundation for phonic development.	2	1
Learn and practice mouth formations for different sounds of the alphabet	2	2
Use different onsets with given rimes to form new words	2	1
Arrange letters sequentially	2	2

Segment words into their constituent phonemes and blend them to read words	2	2
Make letter sound correspondence	2	2
Identify monosyllabic words in compound words to aid decoding	2	1
Recognize the constituent parts of two-syllable and three-syllable words and combine the syllables to aid decoding	2	2

Build a store of sight words to aid reading	2	1
Use picture clues to identify sight words	2	2
Spell words from sight word memory	2	1
Classify words into categories	2	1
Categorize items using words/phrases	2	1
Use context clues to gain meaning	2	2
Identify context clues and use them to determine word meaning	2	2
Apply the long vowel sound to words with an initial or medial 'a' and ending in 'e'	3	1
Talk about/explain the function of the magic 'e'	3	1
Apply the long sound of 'a' to words with an initial or medial 'ai' (digraph)	3	1
Decode words with the initial/medial (ai) digraph	3	1

Use vocabulary in context to demonstrate understanding of meaning.	3	1
STRAND: READING FOR MEANING AND ENJOYMENT (COMPREHENSION)		
MAJOR OBJECTIVES	TERMS	UNITS
Identify the main idea in texts	1	2
Identify story elements such as characters, setting, problem and solution	2	1
Make simple inferences and reasonable predictions	2	1

Make predictions and read to confirm or revise them	1	1
Identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story.	2	1
Make connections between the text and personal experiences	2	1
Explain the use of literary terms such as title, author, and illustrator	1	1
Recognize and explain the characteristics of prose	2	2
Interpret the mood of poems	3	1
Express personal thoughts and feelings about what has been read	1	1
Distinguish between fiction and nonfiction texts	2	2
Ask questions to seek clarification/elaboration	1	2
Continue to use a range of reading strategies such as QAR,DLTA,DRTA and Fix-up Strategies to extract and process meaning from texts	3	1
Recognize/recall explicit details read in texts	1	1 & 2

STRAND: LANGUAGE STRUCTURE (GRAMMAR AND MECHANICS)		
MAJOR OBJECTIVES	TERMS	UNITS
Identify age -appropriate nouns in a variety of text	1	1
Use the present tense forms of the verb 'to be'- am, is, are	1	1
Differentiate between the use of capital and common letters	1	1
Describe self and others using appropriate adjectives	1	1
Identify and categorize common nouns in a variety of text	1	2
Accurately use full stops in simple sentences.	1	2
Differentiate between the use of capital and common letters.	1	2
Describe a variety of nouns using appropriate adjectives. <ul style="list-style-type: none"> • Shape • Colour • Texture • Size 	1	2
Identify and use appropriately first person singular pronouns Personal Pronouns- I, me, Possessive Pronouns – my, mine	1	2
Apply appropriately the indefinite articles 'a' and 'an' in sentence construction.	1	2
Differentiate between the use of capital and common letters.	1	2
Accurately use full stops in simple sentences.	1	2
Use appropriate nouns to make simple sentences using SJE and JC	2	1
Make singular nouns plural by adding -s.	2	1

Use singular subjects with the present continuous tense.	2	1
Use simple sentences to write about self, to express thoughts and feelings using both SJE and JC	2	2
Accurately identify action verbs.	2	2
Use verbs from a variety of reading resources to complete given sentences	2	2
Apply the add- d rule to verbs ending in 'e' to denote the simple past tense	2	2
Make singular nouns plural by adding -s Add 's' to Add 's' to nouns ending in 'e' to derive the plural '-es' e.g. roses	2	2
Use plural subjects with the present continuous tense.	2	2
Pronounce and spell verbs using word family techniques	2	2
Use simple sentences to write about pictures, experiences, school/home experiences in SJE and JC	3	1
Use the comma and the full stop in writing simple sentences	3	1
Use the question mark in simple sentences	3	1
Distinguish between the use of full stop, comma and question mark in written and oral contexts	3	1
Identify and capitalize proper nouns from a variety of texts	3	1
Apply the rules of capitalization to writing proper nouns.	3	1

STRAND: COMMUNICATION (WRITING)		
MAJOR OBJECTIVES	TERM	UNIT
Participate in a variety of prewriting activities including drawing, brainstorming, and graphic organizers	1	2
Write complete sentences to support a main idea or story	1	2
Modify written pieces to add details	1	2
Write multiple complete sentences to support a main idea or story	2	1
Use a variety of pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting and using graphic organizers) to choose a topic and organize ideas.	2	2
Review and edit documents for the trait of quality writing (e.g., sentence fluency and presentation)	3	1

GRADE 2

SUBJECT -LANGUAGE ARTS		
Strand/Theme	Number of Objectives	Number of “major” objectives
Listening and Speaking	27	8
Fluency and Recognition (Word Recognition and Vocabulary Development)	20	10
Reading for Meaning and Enjoyment (Comprehension)	22	10
Language Structure (Grammar and Mechanics)	46	29
Communication (Writing)	15	6
Total	130	63

N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.

STRAND: LISTENING AND SPEAKING		
MAJOR OBJECTIVES	TERMS	UNITS
Listen and follow oral instruction and direction	1	1
Correctly use SJE in asking and answering questions.	1	1
Retell personal experiences while observing the sequence of events.	1	1
Listen to identify the tone used to transmit information.	2	2
Interpret and discuss a variety of messages conveyed by visual media.	2	2
Communicate information, feelings and opinions on familiar topics.	3	1
Report on an incident observed or discussed.	3	1
Communicate in different contexts by experimenting with new words to build vocabulary.	3	1
STRAND: FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY DEVELOPMENT)		
MAJOR OBJECTIVES	TERMS	UNITS
Sequence words in alphabetical order	1	1
Identify initial/medial/ final letters sounds correspondences to aid in decoding and invented spelling	1	1
Differentiate and use vowel consonant rule (CVC, CVCe) to identify long and short vowels	1	2

Apply their phonetic skills to decode unfamiliar words with the hard and soft 'c' and 'g'	1	2
Identify and correctly pronounce words containing the vowel diphthongs ow, ou, oi and oy.	2	2
Distinguish those words in which /s/ and /x/ are pronounced as /z/	3	1
Use knowledge of phonics to accurately spell rhyming words	1	1
Apply their knowledge of the r-controlled vowel to spell and practice the correct pronunciation of 'ar', 'er', 'ir', 'or'. 'ur' controlled vowels	3	1
Use context clues to infer meaning of unfamiliar and novel words	1	2
Explain the meaning of (a) antonyms, (b) synonyms and select the correct responses by using context clues (semantics).	3	1
STRAND: READING FOR MEANING AND ENJOYMENT (COMPREHENSION)		
MAJOR OBJECTIVES	TERMS	UNITS
Recall elements and details of a story using the 5 W's- who, what, where, when, why	1	2
Analyze a picture to make predictions and read text to confirm or revise their prediction	1	1
Distinguish between reality and fantasy	2	2
Identify basic rhythm and rhyme in poetry	1	1
Associate words and phrases with particular sensory appeals	2	1
Draw conclusion about the moral of a story read/heard	2	2
Analyze and interpret questions at the different levels eg. (literal and inferential)	2	1

Identify the main Idea and supporting details in a text		
or story	2	2
Identify the themes (e.g. friendship, cooperation, and sharing) in selected stories and books	3	1
Sequence events, pictures and information in stories or other texts	1	1

STRAND: LANGUAGE STRUCTURE (GRAMMAR AND MECHANICS)		
MAJOR OBJECTIVES	TERMS	UNITS
Use appropriately personal pronouns in their first and second person points of view - I/me, you/you	1	1
Apply correct use of third person pronouns (singular) i.e. he/him she/her it/it	1	1
Make singular nouns plural by adding –es	1	1
Use appropriate subjects (singular and plural) with the present continuous tense in a range of written work	1	1
Identify and create sentences/ structures using the present and past tense forms of the verb ‘to be’.	1	1

Use the simple past tense of the verb 'to be' to construct the past continuous tense.	1	1
Use appropriately the indefinite articles 'a' and 'an'.	1	1
Add-d and -ed to a range of verbs with different endings to denote the past tense	1 & 2	2 & 1-2
Identify and apply the correct pronunciation of those word endings realized with the –ed, -t, and –d sounds	1	2
Apply basic rules for use of the comma, full stop and capital letters	1 & 2	2 & 1
Substitute nouns with appropriate pronouns	2	1
Construct simple interrogative sentences with forms of the verbs 'to be', 'to do' and 'to have	2	1
Substitute nouns in subject position with personal subject pronouns (plural) we you they	3	1
Apply correct use of personal pronouns as object (singular and plural).	3	1
Apply correct use of possessive pronouns as object (singular and plural).	3	1

Compare two nouns using the phrase 'more...than' accurately	3	1
Use the conjunction 'and' to create plural subjects in simple sentences.	3	1
Begin to apply basic subject/ verb agreement rule to create grammatical structures	3	1
Use appropriate adjectives in descriptions of nouns/ pronouns	3	1

STRAND: COMMUNICATION (WRITING)		
MAJOR OBJECTIVES	TERMS	UNITS
Write in complete sentences with attention to grammatical conventions subject/verb agreement	1	1
Use a variety of prewriting strategies including drawing, webbing, listing, note taking and other graphic organizers.	1	2
Support written content with facts, details, and descriptions	1	2
Write formal simple invitations using the writing process including prewriting, drafting, revising, editing and publishing	2	1
Discuss and use the traits of quality writing (e.g., content/idea, organization, word choice and voice) in drafting	2	1
Create a narrative using a picture as a stimulus	2	2

GRADE 3

LANGUAGE ARTS		
Strands	Number of Objectives	Number of “major” objectives
Listening and Speaking	27	9
Fluency and Recognition (Word Recognition and Vocabulary Development)	34	16
Reading for Meaning and Enjoyment (Comprehension)	18	10
Language Structure (Grammar and Mechanics)	46	38
Communication (Writing)	28	15
Total	153	88

N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.

LIST OF MAJOR OBJECTIVES – GRADE THREE

STRAND: LISTENING AND SPEAKING		
MAJOR OBJECTIVES	TERMS	UNITS
Listen and follow instruction accurately.	1	1
Explain their views/observations to small groups and to the class using SJE.	1	2
Identify and sequence main ideas in a story.	1	2
Paraphrase/summarize stories used in Read Aloud activities.	1	2
Listen to story summaries then respond sharing opinions and interpretations of the same story.	2	1
Communicate in different contexts for a variety of purposes.	2	2
Ask and answer questions to clarify information received.	3	1
Justify response to instruction/information.	3	1
Practice speaking SJE when asking and responding to questions in class.	3	1
STRAND: FLUENCY AND RECOGNITION (WORD RECOGNITION AND VOCABULARY DEVELOPMENT)		
MAJOR OBJECTIVES	TERMS	UNITS
Identify long vowel sounds and blend these with consonant sounds to read words	1	1
Blend consonants and vowel sounds to read grade level words	1	2
Classify words into categories	1	1
Read words with clusters in the initial and final positions	1	2
Use context clues, pictures, words, sentences, paragraphs as an aid to gain meaning of unfamiliar words	1	2
identify and accurately pronounce vowel digraphs and diphthongs in isolation and in context	2	1
Use reference sources to confirm word meanings and appropriate use of targeted words in context	2	1
Use knowledge of inflectional ending to read and decipher meaning of unfamiliar words	2	2

Spell words using their understanding of the relationship between segmenting and blending phonemes and blending graphemes	2	2
Develop or use existing mnemonics to learn to spell tricky words with irregular grapho-phonetic relationships	2	2
Substitute words in context to reflect similar and different meanings through practice with synonyms and antonyms	2	2
Determine the silent letters in targeted words	3	1
Apply rules of syllabication in order to identify and read multisyllabic words	3	1
Apply knowledge of inflectional endings for the purposes of encoding, decoding, and deciphering meaning.	3	1
Use reference sources to aid in distinguishing between the multiple meanings of targeted words	3	1
Use knowledge of root words and affixes to determine the meaning of words	3	1
STRAND: READING FOR MEANING AND ENJOYMENT (COMPREHENSION)		
MAJOR OBJECTIVES	TERMS	UNITS
Use main idea and supporting details to summarize text.	2	1
Use context clues to clarify understanding.	1	1
Make inferences and reasonable predictions	2	1
Distinguish between fact and opinion in nonfiction text	3	1
Identify text features in textbooks and other nonfiction text (bold-faced print, italics, diagrams, headings, subheadings etc.)	3	1
Make text to text, text to self and text to world connections.	3	1
Identify elements of poetry to enhance understanding	2	2

Discuss meaning in poetry	2	2
Use information in text to form and refine questions and predictions	1	2
Retell a story giving details about specific elements	1	1

STRAND: LANGUAGE STRUCTURE (GRAMMAR AND MECHANICS)		
MAJOR OBJECTIVES	TERMS	UNITS
Identify and use irregular plural nouns	1	1
Formulate and apply rules for the use of singular and plural demonstrative pronouns	1	1
Apply appropriate use of capital letters when writing	1	1
Use a range of adjectives (oral and/or written) when describing size, shape, colour, texture Practice the use of adjectives (regular) when comparing two nouns (-er) and more than two nouns (-est)	1	1
Use adjectives that do not comply with the regular formation rules	1	1
Use prepositions appropriately and explain their functions in relation to location and directions	1	1
Apply basic past tense rules in speech and written work (add- d and –ed)	1, 2 & 3	2, 1 & 1
Apply the concept of the regular form (-ied) of the past tense to build vocabulary and writing skills.	1	2
Apply knowledge of pronouns (personal, possessive, demonstrative) in a variety of written and oral tasks.	1	2
Choose appropriate verbs to agree with he/she/it and other singular subjects	1	2

Use punctuation marks accurately (full stop, comma, and question sign) to compose simple sentences/ paragraphs.	1 & 2	2 & 1-3
Use adjectives appropriately in written and oral tasks.	1	2
Identify and use adverbs appropriately when composing sentences.	1	2
Identify and use common nouns	2	1
Identify and use proper nouns in a variety of texts	2	1
Apply the distinction of gender when using nouns	2	1
Construct sentences (orally or written) demonstrating the use of subject verb agreement	2	1
Show appropriate use of the apostrophe (') when writing singular possessive nouns	2 & 2	1 & 2
Use of the forms of 'to have', 'to do' and 'to be' to construct sentences (present and past) that can be negated using the negative form 'not' e.g. has not, does not, am not	2 & 3	2 & 1
Use the conjunction 'but' to show contrast/differences when constructing simple Sentences	2 & 3	2 & 1
Use question marks to construct questions with 'do', 'who', 'where', 'which', 'when'	2	2
Apply the use of the apostrophe to form contractions e.g.	2	2
Use comparative adjectives to make unequal comparisons i.e. adjective + '-er' 'than'	2	2
Compare adjectives using the phrase 'more..... than'	2	2
Apply the concept of subject verb agreement with we/they and other plural subjects	3	1
Apply the use of exclamation marks to indicate strong feelings/ emotions when composing sentences e.g. "Stop!" You are going to fall	3	1

Apply knowledge of the apostrophe (') when writing plural possessive nouns	3	1
Use speech marks/ quotation marks in simple dialogue	3	1

STRAND: COMMUNICATION (WRITING)		
MAJOR OBJECTIVES	TERMS	UNITS
Write to compare different ideas/concepts	1	1
Use story maps to plan story	1	1
Formulate interview questions using 5Ws - who, what, when, where, why	1	2
Summarize information or list critical/ essential information	1	2
Develop headings for sets of simple sentence/ paragraphs	1	2
Compose draft text using a paragraph frame	1	2
Extend generated words and phrases into sentences	1	2
Record details of an event that had or will happen (state event, what happened, to whom, when, where, why/how)	1	2
Expand writing by adding details, and descriptive words	1	2
Use a variety of prewriting strategies (e.g., webbing, brainstorming, listing, note taking, outlining and drafting) to choose a topic and organize ideas.	2	1
Write fully developed paragraphs using essential paragraph elements proper form (e.g., topic sentence, details, summary, conclusion sentence)	2	1
Revise and use editing checklist to edit documents for the traits of quality writing (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentation)	2	1
Identify and use parts of a friendly letters to generate ideas for writing	2	2

Formulate friendly letters to convey ideas related to grade level experiences/ interests	2	2
Modify written pieces to add details	3	1

MATHEMATICS

GRADES 1- 3

I

Introduction

The Primary Mathematics component of the National Standards Curriculum identifies five strands for student engagement. The table below outlines the strands and provides a synopsis of the key concepts to be explored for each strand: -

Numbers	Measurement	Geometry	Data /Probability	Algebra/ Pattern
<ul style="list-style-type: none"> Whole numbers Addition/ Subtraction Multiplication/ Division Fractions Decimals Ratio percentage 	<ul style="list-style-type: none"> Linear measurement Perimeter/area Volume Non geometric measures Time(clock) Time (calendar) Money weight 	2-D 3-D Lines Angles	Classification of objects by attributes (colour, shape, size) Pictograms Bar graphs Tables Line graphs Averages Pie charts	Symbols Equations

Core Mathematics of Grades 1-6 (International)

Benchmark by Strand Grades 1 – 3

STRAND	BENCHMARKS		
	GRADE 1	GRADE 2	GRADE 3
	Benchmark 1.1.1 Demonstrate an understanding of groups or sets using actual objects or pictures of objects.	Benchmark 2.1.1 Demonstrate understanding of groups or sets using actual objects or pictures of objects	Benchmark 3.1.1 Demonstrate understanding of groups or sets using actual objects or pictures of objects.
	Benchmark 1.1.2 Associate number with; the members in a set of objects, representations of objects, and/ or symbols.	Benchmark 2.1.2 Associate number with the members in a set of objects, representations of objects, or symbols.	Benchmark 3.1.2 Associate number with the members in a set of objects, representations of objects or symbols
	Benchmark 1.1.3 Read and write number words and numerals using the Hindu-Arabic place value system, and associate both with the number of objects up to 99.	Benchmark 2.1.3 Read and write number words and numerals using the Hindu-Arabic place value system, and associate both with number of objects up to 999.	Benchmark 3.1.3 Read and write number words and numerals using the Hindu-Arabic place value system, and associates both with number of objects up to 9999 (at least).
	Benchmark 1.1.4 Demonstrate an understanding of the magnitude (size) of numbers and use this to compare and to place whole numbers in serial order including on the number line.	Benchmark 2.1.4 Demonstrate an understanding of the magnitude (size) of (cardinal) numbers, and use this to compare and to place whole numbers in serial order including the number line.	Benchmark 3.1.4 Demonstrate an understanding of the magnitude (size) of numbers and use this to compare and to place whole numbers and/or fractional numbers in order of size including use of the number line.
	Benchmark 1.1.5 Demonstrate an understanding of the use of numbers to tell positions (ordinals), other properties and types of number	Benchmark 2.1.5 Demonstrate an understanding of the use of number to tell positions (ordinal), and other properties and types of number.	Benchmark 3.1.5 Demonstrate an understanding of the use of number to tell positions (ordinals) and other

			properties and types of number
	Benchmark 1.1.6 Understand and use fractional numbers to name equal parts of an object or a set of objects	Benchmark 2.1.6 Use fractional numbers to name equal parts of an object or a set of objects	Benchmark 3.1.6 Use fractional numbers to name equal parts of an object or a set of objects
	Benchmark 1.1.7 Identify the value of notes and coins in the Jamaican currency and apply these values to the use of money to everyday situations such as purchases.	Benchmark 2.1.7 Identify the value of notes and coins in the Jamaican currency and apply these values to the use of money to everyday situations such as purchases.	Benchmark 3.1.7 Identify the value of notes and coins in the Jamaican currency and apply these values to the use of money to everyday situations such as purchases.
	Benchmark 1.1.8 Identify simple mathematical symbols and use these symbols to show comparisons and number operations.	Benchmark 2.1.8 Identify simple mathematical symbols and use these symbols to show comparisons and number operations.	
Numbers	Benchmark 1.1.9 Compute with whole numbers quickly and accurately; use these skills to find answers or to make decisions in realistic (problem) situations.	Benchmark 2.1.9 Compute with whole numbers quickly and accurately; use these skills to find answers in realistic (problem) situations.	
Measurement Topic	Grade 1 Benchmark 1.2.1 Estimate and measure Benchmark 1.2.2 Estimate and measure time Benchmark 1.2.3 Estimate and measure liquid capacity or volume	Grade 2 Benchmark 2.2.1 Estimate and measure distance , and use these to solve related problems Benchmark 2.2.2 Estimate and measure time, and use these to solve related problems Benchmark 2.2.3 Estimate and measure liquid capacity or volume, and use these to solve related problems	Grade 3 Benchmark 3.2.1 Estimate and measure distance. Benchmark 3.2.2 Estimate and measure time, using standard units. Benchmark 3.2.3 Estimate and measure liquid capacity or volume.

	<p>Benchmark 1.2.4 Estimate and measure mass.</p> <p>Benchmark 1.2.5 Understand the concept, estimate and measure temperature, and use these to solve related everyday problems.</p>	<p>Benchmark 2.2.4 Estimate and measure mass, and use these to solve related problems</p> <p>Benchmark 2.2.5 Understand the concept, estimate and measure temperature, and use these to solve related everyday problems</p> <p>Benchmark 2.2.6</p> <ul style="list-style-type: none"> Given a situation to measure a quantity (length, mass or capacity) know which units and instruments are best to use. 	<p>Benchmark 3.2.4 Estimate and measure mass, using non-standard and standard metric units.</p> <p>Benchmark 3.2.5 Understand the concept, estimate and measure temperature, using standard metric units.</p> <p>Benchmark 3.2.6 Associate the measurement of a quantity (distance, volume/capacity, mass) with the units and instruments best used.</p> <p>Benchmark 3.2.7 Understand the measure: dozen</p> <p>Benchmark 3.2.8 Understand the concept: area ; use informal units, and a grid to determine the area of objects.</p>
Geometry	<p>Grade 1</p> <p>Benchmark 1.3.1 Explore ideas of points, paths, lines, and shapes and relate these to objects in the environment.</p> <p>Benchmark 1.3.2 Identify, describe and name shapes seen in the environment</p>	<p>Grade 2</p> <p>Benchmark 2.3.1 Explore ideas of points, paths, lines, and shapes and relate these to objects in the environment.</p> <p>Benchmark 2.3.2 Identify, describe and name shapes seen in the environment.</p>	<p>Grade 3</p> <p>Benchmark 3.3.1 Explore ideas of points, paths, lines, corners, and shapes and relate these to objects in the environment.</p> <p>Benchmark 3.3.2 Identify, describe and name shapes seen in the environment</p> <p>Benchmark 3.3.3</p>

			Understand the idea of line symmetry.
Data Analysis	<p>Grade 1</p> <p>Benchmark 1.5.1 Collect, organize, and present data</p> <p>Benchmark 1.5.2 Interpret data presented in simple tables, bar graphs, and pictographs</p> <p>Benchmark 1.5.3 Understand and apply basic concepts of probability</p>	<p>Grade 2</p> <p>Benchmark 2.5.1 Collect, organize, represent and present data.</p> <p>Benchmark 2.5.2 Interpret data presented in simple tables, bar graphs, and pictographs</p> <p>Benchmark 2.5.3 Understand and apply basic concepts of probability</p>	<p>Grade 3</p> <p>Benchmark 3.5.1 Collect, organize, represent and present data.</p> <p>Benchmark 3.5.2 Interpret data presented in simple tables, bar graphs, and pictographs</p> <p>Benchmark 3.5.3 Understand and apply basic concepts of probability</p>
Algebra	<p>Grade 1</p> <p>Benchmark 1.4.1 Write simple mathematical sentences with a box, (blank, and a letter of the English alphabet or any other symbol) to represent unknown amounts, in problem situations stated in diagrams or words.</p> <p>Benchmark 1.4.2 Find the number the symbol represents to make a mathematical sentence true (box, blank, and a letter of the English Alphabet or any other symbol).</p> <p>Benchmark 1.4.3</p>	<p>Grade 2</p> <p>Benchmark 2.4.1 Write simple mathematical expressions and/or sentences with a box, (blank, and a letter of the English alphabet or any other symbol) to represent unknown amounts, in problem situations stated in diagrams or words.</p> <p>Benchmark 2.4.2 Find the number the symbol (box, blank, and a letter of the English alphabet or any other symbol) represents in order to make a mathematical sentence true.</p> <p>Benchmark 2.4.3 Evaluate a mathematical (number) sentence to tell</p>	<p>Grade 3</p> <p>Benchmark 3.4.1 Write simple mathematical sentences with a box, (blank, a letter of the English alphabet or any other symbol) to represent unknown amounts, in problem situations stated in diagrams or words.</p> <p>Benchmark 3.4.2 Find the number the symbol (box, blank, a letter of the English alphabet or any other symbol) represents in order to make a mathematical sentences true.</p>

	<p>Evaluate a mathematical (number) sentence to tell whether or not it is true.</p>	<p>whether or not it is true or false.</p>	<p>Benchmark 3.4.3 Evaluate a mathematical (number) sentence to tell whether or not it is true or false (not true).</p> <p>Benchmark 3.4.4 Substitute a number for a variable in a simple mathematical sentence.</p>
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BIG IDEAS	LEARNING OBJECTIVES		
	Grade 1	Grade 2	Grade 3
Whole numbers	TERM 1 Whole numbers to 99 <ul style="list-style-type: none"> Count to tell the number of objects in a given set Count forward and backward Count the number of objects in two or more sets Use ordinal numbers (first, second, up to tenth) and symbols (1st, 2nd, 3rd, etc.) Use number notation and place value (tens and ones) Read and write numbers in numerals and in word) Compare and order numbers 	TERM 1 Whole numbers to 999 <ul style="list-style-type: none"> Count in tens and hundreds Use number notation and place values (hundreds, tens and ones) Read and write numbers in numerals and in word) <p>Compare and order numbers</p>	TERM 1 Whole numbers to 9,999 <ul style="list-style-type: none"> Use number notation and place values (thousands, hundreds, tens and ones) Read and write numbers in numerals and in word) Compare and order numbers <p>Understand odd and even numbers</p>

<p>Addition and subtraction</p>	<p>TERM 3</p> <p>Addition and subtraction:</p> <ul style="list-style-type: none"> • Understand the situations for, and the meaning of, addition and subtraction • Use the addition symbol (+) or the subtraction symbol (-) • Compare two numbers within 20 to tell how much one number is greater(or smaller) than the other • Recognize the relationship between addition and subtraction • Build the addition bond up to 9+9 • Solve 1-step word problems involving addition and subtraction within 20 • Add more than two 1- digit numbers • Add and subtract within 99 without regrouping including 	<p>TERM 1</p> <p>Addition and subtraction of numbers up to three digits:</p> <ul style="list-style-type: none"> • Solve up to 2-step word problems involving addition and subtraction • Use mental calculation for addition and subtraction involving <ul style="list-style-type: none"> - A 3-digit number and ones - A 3-digit number and tens - A 3-digit number and hundreds 	<p>TERM 1</p> <p>Addition and subtraction of numbers up to four digits:</p> <ul style="list-style-type: none"> • Use the terms “sum” and “difference” • Solve up to 2-step word problems involving addition and subtraction
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	<p>-A 2-digit number and ones</p> <p>-A 2-digit number and tens</p> <p>-two 2-digit numbers</p> <ul style="list-style-type: none"> • Use mental calculation for addition and subtraction <p>- Within 20</p> <p>- Involving a 2- digit number and ones</p> <p>- Without renaming involving a 2-digit number and tens</p> <p>*include the use and value of money</p>		
Multiplication and Division		<p>TERM 2 Basic multiplication (basic concept and computation)</p> <ul style="list-style-type: none"> • Understand the situations for, and the meaning for multiplication • Build up the multiplication tables of 2, 3, 4, 5 and 10 • Discover the commutative property of multiplication through 	<p>TERM 3 Multiplication:</p> <ul style="list-style-type: none"> • Use an array to discover or show multiplication and division facts • Use the commutative property of multiplication • Use the terms “multiply” “product” and “factor” correctly <p>Division</p> <ul style="list-style-type: none"> • Understand the situations for, and

		<p>concrete examples (2 x 3=3 x 2)</p> <ul style="list-style-type: none"> • Develop the concept of division: sharing and grouping • Divide a quantity (not more than 20) into equal sets given the number of objects in each set - The number of sets • Recognize the relationship between multiplication and division • Solve 1-step word problems involving multiplication and division within the multiplication Tables 	<p>meaning of, division</p> <ul style="list-style-type: none"> • Use the terms “product” “quotient” and “remainder” • Divide by 2, 3, 4, 4 and 5, a 3 – digit number whose first two digits (from the left) and the third digit are multiples of the divisor e.g. $164 \div 4$, $255 \div 5$
Fraction	<p>TERM 2 Fraction of a whole</p> <ul style="list-style-type: none"> • Interpret a fraction as part of a whole • Read and write fractions <p>*halves and quarters/fourths only</p>	<p>TERM 2 Fraction of a whole</p> <ul style="list-style-type: none"> • Interpret a fraction as part of a whole • Read and write fractions 	<p>TERM 1 Equivalent fractions</p> <ul style="list-style-type: none"> • Recognize and name equivalent fractions • Write the equivalent fraction of a fraction, given

		<ul style="list-style-type: none"> Compare and order unit fractions and like fractions (denominators less than or equal to 12) <p>*fraction families</p>	<p>the denominator or the numerator</p> <ul style="list-style-type: none"> Express a fraction in its simplest form <p>Compare and order unlike fractions, including comparing fractions with respect to one half (denominators less than or equal to 12)</p>
Fractions/arithmetic operations		<p>TERM 2</p> <ul style="list-style-type: none"> Add and subtract fractions with the same denominator (denominators of given fractions should not exceed 12) 	<p>TERM 1</p> <p>Addition and subtraction of two related fractions (one denominator a factor of the other) within one whole (denominators of given fractions should not exceed 12)</p>
Concept of length Height	<p>TERM 1</p> <ul style="list-style-type: none"> Understand concept of length and distance Understand long, longer, longest Shorter, shortest Understand metre 	<p>Term 3</p> <ul style="list-style-type: none"> Understand a metre is greater than a centimetre 	<p>TERM 3</p> <ul style="list-style-type: none"> Understand that a kilometre is greater than a metre and that a millimetre is smaller than a centimetre Measure and compare with perimeter

Tools/ measuring length	TERM 1 <ul style="list-style-type: none"> • Measure and compare lengths and distance with metre rule • Estimate lengths and distances • Measure lengths with appropriate tools 	TERM 1 <ul style="list-style-type: none"> • Measure and compare lengths and distance in metres and centimetre • Estimate lengths and distances • Measure lengths with appropriate tools 	TERM 1 <ul style="list-style-type: none"> • Measure and compare lengths and distance in kilometres and millimetres • Estimate lengths and distances • Measure lengths with appropriate tools
Area			TERM 2 <ul style="list-style-type: none"> • Develop the concept of area, using non-standard units
Time	TERM1 Tell and write time to the hour and half hour	TERM 2 Tell and write time to 5 minutes Use a.m. and p.m.	TERM 3 <ul style="list-style-type: none"> • Tell and write time to 1 minute • Solve word problems involving adding and subtracting time down to the minute
Calendar	TERM 1 <ul style="list-style-type: none"> • Learn the days of the week • Recognize that there are 12 months in a year 	TERM 1 <ul style="list-style-type: none"> • Recognize the number of days in a month and a year • Understand the relation among 1 day 1 week 1 month 1 year 	TERM 1 <ul style="list-style-type: none"> • Know the relationships among year, month, week, day
Money	TERM 2 <ul style="list-style-type: none"> • Tell the amount of money in cents up to 	TERM 1 <ul style="list-style-type: none"> • Read and write money in decimal notation 	TERM 3 <ul style="list-style-type: none"> • Solve problems involving adding and subtracting

	\$1.00 and in dollars up to \$100.00 (excludes combination of cents and dollars)		money in decimal notation
Weight Mass	TERM 2 <ul style="list-style-type: none"> Develop the concept of weight Compare the weights of concrete objects Express heavy and light and use the terms "heavy", "heavier" and "heaviest" 	TERM 2 <ul style="list-style-type: none"> Understand the need for using standard units Measure and compare the weights of objects using gram (g) and Kilogram (kg) Using the appropriate tools for measuring 	TERM 3 <ul style="list-style-type: none"> Differentiate between the use of kilogram and gram in various measurement situations
Capacity	TERM 2 <ul style="list-style-type: none"> Tell how many of a small container will fill a large container Use the litre measure to tell which holds "more than", "less than" or "same as" 	TERM 2 Estimate then measure the capacity of containers/ or the amount of liquid using a standard litre container (measuring cup, graduated measuring box)	TERM 3 <ul style="list-style-type: none"> Develop the concept of capacity and volume
Temperature	TERM 3 Identify the thermometer and associate it with experiences of hot	TERM 3 Use thermometer to read temperatures	TERM 3 <ul style="list-style-type: none"> Record a given temperature using symbols e.g. 30°C

	and cold, warm and cool		
Tools/measuring	Thermometer Balance Scale	Thermometer Balance Scale	TERM 3 <ul style="list-style-type: none"> Measure and compare the volumes of containers using litre and millilitre Measure volume with appropriate tools
2 Dimensional Shapes	TERM 2 Four basic shapes : Rectangle, square, circle, triangle <ul style="list-style-type: none"> Identify and name the four basic shapes from 2 – dimensional and 3-dimensional objects, describing and classifying shapes Patterns: TERM 2 Make or complete patterns with 2 – dimensional cut-outs according to one or two of the following attributes: -shape -size -colour	TERM 2 <ul style="list-style-type: none"> Identify the basic shapes that make up a basic figure Form different 2-dimensional figures with cut outs of -Rectangle -Square -triangle -semicircle -quarter circle Copy figures on dot grid or square grid Patterns: Make or complete patterns with 2 – dimensional cut-outs according to one or two of the following attributes: -shape -size -colour -orientation	TERM 2 <ul style="list-style-type: none"> Name polygons using the names of their corner points in order e.g. ABCDE and identify each pair of letters with the appropriate line segment

Three – dimensional shapes	TERM 3 <ul style="list-style-type: none"> Recognize prisms, pyramids, and spheres Identify 3 – dimensional shapes intuitively Group 3-dimensional shapes Describe the relative positions of 2 3-dimensional shapes briefly Make or complete patterns with 3-dimensional models, including cube (rectangular blocks), cone and cylinder 	TERM 2 <ul style="list-style-type: none"> Identify prisms, cylinders, and cones Recognize faces Group 3 dimensional shapes Make 3-dimensional shapes Form different 3dimensional figures with concrete models of -cube -cone -cylinder 	
Lines	n/a	<ul style="list-style-type: none"> Identify lines (straight lines) and curves Identify edges and faces of a 3-dimensional object 	TERM 2 <ul style="list-style-type: none"> Identify and name lines, line segments. Rays, angles, right angles Line of symmetry
Angles	n/a	n/a	TERM 1 <ul style="list-style-type: none"> Identify angles as an amount of turning Identify angles in 2-dimensional Identify right angles and angles greater than/ smaller than a right angle

Classifying objects	Term 3 <ul style="list-style-type: none"> Classify objects or people by a predetermined standard, and count the numbers in each categories 		
Pictograms	Term 3 <ul style="list-style-type: none"> Construct simple pictograms (using concrete/pictures of objects to represent the items) 	TERM 3 <ul style="list-style-type: none"> Compare the quantity of three or more types of objects by arranging them in lines Read, construct and interpret picture graphs with scales Solve problems presented in a picture graph 	TERM 3 <p>Read and interpret information given on a pictograph</p>
Bar graphs	TERM 3 <ul style="list-style-type: none"> Construct simple bar graphs (using concrete/pictures of objects to represent the items) 	TERM 3 <ul style="list-style-type: none"> Construct simple bar graphs (using pictures of objects to represent the items) Interpret simple graphs with/without keys 	TERM 3 <ul style="list-style-type: none"> Read/discuss bar graphs Read, construct and interpret bar graphs in both horizontal and vertical forms Solve problems presented in bar graph
Probability	TERM 3 <ul style="list-style-type: none"> Discuss everyday occurrences as being one of certain, 	TERM 3 <ul style="list-style-type: none"> Discuss everyday occurrences as being one of certain, 	TERM 3 <ul style="list-style-type: none"> Compare predictions with outcomes of experiments

	impossible or maybe	impossible or maybe	
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Through number sentences / equations	TERM 3 <ul style="list-style-type: none"> Use and understand the use of symbols to represent unknown numbers in mathematical sentences Use known addition/subtraction facts to complete number sentences with unknown numbers 	TERM 1 <ul style="list-style-type: none"> Develop the concept of variables as any symbol (letter, made up symbol) Use known addition/subtraction facts to complete number sentences with unknown numbers 	
Patterns	Term 3 <ul style="list-style-type: none"> Create patterns with objects and geometric shapes 		TERM 1 Investigate and complete number patterns involving addition, subtraction and multiplication

HEALTH & FAMILY LIFE EDUCATION

GRADES 1

HFLE		
Strands/Themes	Number of Objectives	Number of “major” objectives
Self and Interpersonal Relationships	26	8
Safety and Security	25	4
Sexuality	28	4
Appropriate Eating and Fitness	20	2
Managing the Environment	27	4
TOTAL	126	22

N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.

List of Major Objectives

HEALTH AND FAMILY LIFE EDUCATION – GRADE 1			
Major Objectives	Theme/Modules	Terms	Units
Display willingness to discover their individual skills and talents.	Theme: Self and Interpersonal Relationships Module: Understanding Self	1	1
Examine the importance of accepting oneself.		1	1
Justify the need to communicate effectively.		1	2
Explore the importance of cooperation.		1	2
Express how they feel in different situations	Theme: self and Interpersonal Relationships Module: Coping with Risk and Adversity	1	1
Practise responding appropriately to adverse situations		1	1
Demonstrate coping skills when responding to unfavourable situations		1	1
Demonstrate social skills that support respect and tolerance for each other			
Demonstrate the ability to communicate effectively to report incidents that have violated their rights	Theme: Safety and Security Module: Exploring Concepts of	1	1

Demonstrate coping skills in exhibiting responsible behaviours in relation to self and others	Protection, Safety and Security	1	1
Express feelings about actions and their consequences	Theme: Safety and Security	1	2
Demonstrate decision making skill in making right choices	Module: Factors Influencing Behaviours related to Safety and Security	1	1
Show appreciation for their bodies	Theme: Sexuality and Sexual Health	1	1
Show respect for similarities and differences between boys and girls	Module: Differentiating Between Sex and Sexuality	1	1
Distinguish between a good touch and a bad touch		1	1
Show empathy for their peers who are suffering from illnesses	Theme: Sexuality and Sexual Health Module: Sociocultural Influences on Sexual Behaviour	1	1
Encourage eating of healthy food to take proper care of their body	Theme: Appropriate Eating and Fitness Module: Making Healthy Choices	1	1
Justify the benefits of physical activities	Theme: Appropriate Eating and Fitness Module: Good Health and Quality Living	1	1

Express the importance of preparing for natural disasters	Theme: Managing the Environment Module: Environmental Threats	1	1
Propose ways of keeping the school environment clean.		1	1
Suggest appropriate ways in which they can conserve water	Theme: Managing the Environment Module: Health and Wealth	1	1
Suggest steps they can take to reduce pollution in their surroundings		1	1

GRADE 2

HFLE		
Strands/Themes	Number of Objectives	Number of “major” objectives
Self and Interpersonal Relationships	20	7
Safety and Security	19	5
Sexuality and Sexual Health	20	5
Appropriate Eating and Fitness	19	4
Managing the Environment	18	3
TOTAL	96	24

N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.

List of Major Objectives

HEALTH AND FAMILY LIFE EDUCATION – GRADE 2			
Major Objectives	Themes/Modules	Terms	Units
Express how they feel about themselves	Self and Interpersonal Relationships/ Understanding Self	1	1
Illustrate how they feel about their families		1	2
Demonstrate listening to the needs of others when communicating		1	2
Express how they feel in different situations	Self and Interpersonal Relationships/ Coping with Risk and Adversity	1	1
Demonstrate the use of social skills to respond appropriately in situations that cause anger		1	1
Show willingness to treat persons who are different with respect	Self and Interpersonal Relationships/ Embracing Diversity	1	1
Show empathy to peers who are treated poorly because of their differences			
Justify the importance of reporting to authorities when their rights are violated	Safety and Security/Exploring the Concepts of Protection, Safety and Security	1	1
Practise obeying rules	Safety and Security/ <i>Factors Influencing Behaviours related</i>	1	1

Demonstrate the ability to use cognitive skills to display right actions	<i>to Safety and Security</i>	1	1
Adopt good road safety habits	Safety and Security/ <i>Safeguards for Protection, Safety and Security</i>	1	1
Demonstrate cognitive or coping skills to respond appropriately to natural disasters		1	1
Relate the importance of good personal hygiene		2	1
Demonstrate coping skills that support good personal hygiene practices	Sexuality and Sexual Health/ <i>Differentiating Between Sex and Sexuality</i>	2	1
Differentiate between a good and bad touch		2	1
Relate that boys and girls can perform similar tasks		2	1
Encourage their peers to take action to prevent viruses from spreading	Sexuality and Sexual Health/ <i>Sociocultural Influences on Sexual Behaviour</i>	2	1
Explain the benefits of eating a balanced meal		3	1
Adapt to consuming a variety of fruits and vegetables		3	1

Exhibit proper food hygiene practises		3	1
Make healthier food choices	Appropriate Eating and Fitness/ <i>Factors Influencing Eating and Fitness</i>	3	1
Propose strategies to address pollution in their environment	Managing the Environment/ Environmental Threats	3	1
Demonstrate cognitive or coping skills to support proper garbage management	Managing the Environment/ <i>Health and Wealth</i>	3	1
Take steps to prevent the spread of vector-borne illnesses	Managing the Environment/ <i>Sustaining the Environment</i>	3	1

GRADE 3

<i>HFLE</i>		
Strand/Theme	Number of Objectives	Number of “major” objectives
Self and Interpersonal Relationships	28	7
Safety and Security	31	7
Sexuality and Sexual Health	23	5
Appropriate Eating and Fitness	29	3
Managing the Environment	20	3
TOTAL	131	25

N.B. Major objectives can be defined as those objectives that students must achieve in order to access the content at the next grade level. Some of the pre-requisite knowledge outlined in the next grade-level can help in identifying the major objectives.

List of Major Objectives

HEALTH AND FAMILY LIFE EDUCATION – GRADE 3			
Major Objectives	Themes/Modules	Terms	Units
Explain the importance of healthy self-esteem	Self and Interpersonal Relationships/ Understanding Self	1	1
Demonstrate coping skills to develop healthy self-esteem	Self and Interpersonal Relationships/ Understanding Self	1	1
Summarize the characteristics of healthy friendships	Self and Interpersonal Relationships/ Understanding Self	1	2
Practise taking appropriate actions in situations that affect their feelings	Self and Interpersonal Relationships/ Coping With Risk and Adversity	1	1
Demonstrate social or coping skills when responding to situations that may lead to conflict	Self and Interpersonal Relationships/ Coping With Risk and Adversity	1	1
Differentiate between harmful and helpful substances	Self and Interpersonal Relationships/ Coping With Risk and Adversity	1	1
Demonstrate social skills to support fair play	Self and Interpersonal Relationships/ Coping With Risk and Adversity	1	1
Express how they can be responsible	Safety and Security/ My Rights and Responsibilities	1	1
Explore the roles of individuals who have a duty of care	Safety and Security/ My Rights	1	1

	and Responsibilities		
Demonstrate social or cognitive skills to protect self and others in situations where their safety is at risk	Safety and Security/ My Rights and Responsibilities	1	1
Practice reporting incidents that threaten their safety and security	Safety and Security/ My Rights and Responsibilities	1	1
Differentiate between right and wrong actions	Safety and Security/ Community Culture	1	1
Demonstrate social skills to support observing rules	Safety and Security/ Rules and Regulations for Safety	1	2
Display cognitive skills to support personal safety during road use	Safety and Security/ Risk Reduction	1	1
Demonstrate coping skills through actions that support proper personal hygiene practices	Sexuality and Sexual Health/ Human Sexuality	2	1
Differentiate between inappropriate and appropriate interactions	Sexuality and Sexual Health/ Protecting Myself	2	2
Relate how to identify and respond to sexual abuse	Sexuality and Sexual Health/ Protecting Myself	2	2
Explain how to prevent the spread of blood-borne viruses	Sexuality and Sexual Health/ Factors Influencing Reproductive Health	2	1
Display cognitive skills in response to incidents involving possible exposure to blood	Sexuality and Sexual Health/ Factors Influencing Reproductive Health	2	1
Practice selecting healthy snacks	Appropriate Eating and Fitness/	3	1

	Making Healthy Choices		
Demonstrate social skills through proper hand-washing techniques	Appropriate Eating and Fitness/ Making Healthy Choices	3	1
Initiate actions to protect themselves when engaged in physical activities	Appropriate Eating and Fitness/ Good Health and Quality Living	3	1
Explain the importance of protecting endemic and endangered species	Managing the Environment/ Maintaining My Environment	3	1
Demonstrate social skills to practise proper solid waste disposal as an environmental steward	Managing the Environment/ Solid Waste Disposal	3	1
Share how to keep their environment free from vectors	Managing the Environment/ Vector Control	3	1

INTEGRATED STUDIES

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

Grades	Theme Clusters	Critical Content Knowledge Matrix
1	Cluster 1. Who am I? My body I Cluster 2 My family Things in the home Cluster 3 Myself at school Together at school	
2	Cluster 1 My body II Care and safety of self Cluster 2 Living together as a family Satisfying our needs Cluster 3 This is my community Places of interest in my community Plants and animals in my community	
3	Cluster 1 My Body III Satisfying other needs Providers of Goods and Services Cluster 2 Relating to others outside of Jamaica Aspects of the Jamaican Culture Cluster 3 Living and non-living things in my environment Caring for my environment	

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



Visual Arts

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' work; suggest ways of improving their own work

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 Education and Visual Arts

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



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 to communicate



Civics

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



Social

Studies

*Appreciate self.
Protect and care of
self, others and the
environment.
Learning how safety
rules and*



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*

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?



Religious Education

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



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*



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*

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 • 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>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> <p>Discuss religious experiences</p>

<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>My Body 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 • 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 	<p>Compare external parts Read sight words</p> <p>Use singular and plural forms</p> <p>Discuss use of head</p> <p>Read sight words Measure distances 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 Organize pictures</p> <p>Compare pictures</p>

<ul style="list-style-type: none"> • 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>Discuss changes</p> <p>Estimate and compare</p> <p>Measure heights</p> <p>Make predictions</p> <p>Discuss purpose of food</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 • 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>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>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>Talk about care of body</p> <p>Compose sentences</p>



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.

Cluster 3

Critical Objectives	Key Skills
<p>My Family</p> <p>FQ 1</p> <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 grandparents • 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 <p>FQ 2</p> <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 	<p>Draw conclusions</p> <p>Communicate ideas</p> <p>Explain drawings</p> <p>Write</p> <p>Identify qualities</p> <p>Formulate questions</p> <p>Present ideas</p> <p>Identify family members</p> <p>Construct family tree</p> <p>Use adjectives</p> <p>Analyze graph</p> <p>Represent sets</p> <p>Associate sets with numerals/words</p> <p>Compare sets</p> <p>Write mathematical sentences</p> <p>Draw conclusions</p> <p>Identify position</p> <p>Write ordinals</p> <p>Identify ideas</p> <p>Recall ideas</p> <p>Infer details</p> <p>Illustrate roles</p>

<ul style="list-style-type: none"> • Write freely in response to stimulus about how family members care for each other • Use full stop and question mark • 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>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>Draw and colour</p> <p>Label pictures</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 	

<ul style="list-style-type: none"> • 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 • Show appreciation for the religious values that are embedded within some family activities 	
<p>Things in the home FQ 1</p> <ul style="list-style-type: none"> • Create 2D and 3D models 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. 	<p>Investigate relationships</p> <p>Identify and classify shapes, complete patterns</p>

- | | |
|---|--|
| <ul style="list-style-type: none">• 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 | |
|---|--|



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



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.

TOGETHER AT SCHOOL

FOCUS QUESTION

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



Science

Record and explain observations relating to activities in school. Using



process skills to make observations and draw conclusions



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



Visual arts

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

Critical Objectives	Key skills
<p>Myself at School</p> <p>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. 	<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> <p>Identify groups</p> <p>Construct sentences</p> <p>Sequence information</p> <p>List clubs</p> <p>Present information</p> <p>Discuss values</p>

<ul style="list-style-type: none"> • 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.). • 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>What are some of the activities and events at my school</p> <p>FQ 1</p>	

<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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GRADE TWO INTEGRATED STUDIES



Visual arts

Use Visual Arts to express understanding about parts of the body. Working in groups, create drawings and models based on these body parts



Religious Education

The parts of the body were created to work together by God. Giving thanks to God the Creator for our bodies and how we can use them. Using Bible Stories such as David and Goliath and Zacchaeus to give religious meaning and context of how we are all different in size, shape etc



Civics

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



Drama

Simulation, still pictures, living pictures, teacher in role, mime, small group playmaking etc.



Music

Learn to sing songs concentrating on pitch, rhythm and steady beat with the use of voice, instruments and body percussion. Recognising the 'pulse' in songs. Singing songs with a fast speed or tempo.

MY BODY (ii)

FOCUS QUESTIONS

- ❖ What do I need to know about my brain, heart and skeleton?
- ❖ How do these parts work together?



Science

Name and locate the brain, heart and skeleton. State how these parts work together and their main functions. Introduction to the term and meaning of vertebrae and invertebrate in relation to skeletons of humans and animals



Social Studies

Acknowledge that we all have varied or different characteristics. Learn that while others are different and have special skills and talents, we need to respect and



Physical Education

Developing control and co-ordination over movements
Creating and performing different movement patterns and movement sequences.
Take turns and co-operate in simple games
Use health and safety rule during physical activities



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.



Visual arts

Begin to identify ways to remain safe as they create art. Explore ways to communicate visually, ideas about care and safety of self. Use found and recycled objects in their art creations to build understanding that a safe environment relates to care and safety of self



Religious Education

The importance of diet, fasting and a day of rest to Christians and Jews. How Jews and Christians observe their day of rest. Christians praying for safety during travel. Biblical teaching on obedience for safety.



Civics

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



Music

Explore different ways that sounds can be made with their voice to create sound patterns and to compose new songs. Sing songs with a focus on pitch, tone and rhythm in songs & jingles sung and created.

CARE & SAFETY OF SELF FOCUS QUESTIONS

- How do I keep my body healthy?
- What do I do to be safe (at home, at school, on the road)?
- How do others take care of me?

STOP LOOK LISTEN



Drama

Teacher in role, mime, dramatization of characters, games, use of objects.



Science

Recognise how and why we need to care for our bodies e.g. diet, exercise, safe use of drugs etc



Social Studies

Learn to identify situations in which they feel threatened or unsafe at home, at school or at play. Learn how to react / cope with these situations and recognize the importance of safety drills



Physical Education

Movement in different directions and pathways, safety practices, basic skills (e.g. balancing). Recognizing the health benefits of exercise. Developing team tactics and individual techniques when playing invasion and net games



ICT

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

Critical Objectives	Key Skills
My Body (II) FQ 1 <ul style="list-style-type: none"> Identify the position of the heart, brain and skeleton in the human body Describe the appearance of the heart, brain and skeleton using familiar terms Describe the role of the heart, brain and skeleton Write simple sentences about the heart, brain and skeleton Investigate the effects of types of movement on the pulse of the heart Use the symbols for “greater than” and “less than” to compare frequency of heart beats Solve problems relating to parts of the body which involve addition and subtraction FQ 2 <ul style="list-style-type: none"> Describe how the brain, heart and skeleton work together Use words associated with the functions of the brain, heart and skeleton Produce creative pieces through writing about the interrelatedness of the brain, heart and skeleton Express thanks to the creator for the interrelatedness of the brain, heart and skeleton 	<p>Locate the brain, heart and skeleton</p> <p>Investigate</p> <p>Describe</p> <p>Compare frequency of heartbeat</p> <p>Count heartbeats</p> <p>Write sentences</p> <p>Compile word bank/ dictionary</p> <p>Communicate information</p> <p>Write sentences/stories</p>

<ul style="list-style-type: none"> • Create collages, drawings or 3D models of foods/items needed to keep the body healthy. 	<p>Locate places on map</p> <p>Compile safety rules</p>
<p>FQ 2</p> <ul style="list-style-type: none"> • Tell how they can keep themselves safe at home, on the road and at school. • Relate possible reasons for safe and unsafe areas. • Apply safety rules in given scenarios. • List safety rules to be observed in using materials, equipment and appliances. • Identify precautions which keep themselves and others safe • Make estimates of quantity; accurately measure quantities with appropriate instruments, and compare estimates with measurements. • Make effective comparisons of liquids using comparative phrases. • Explore geometrical shapes (in nature and man- made) observed when keeping the body safe. • Construct and interpret simple tables and pictographs with safety information • Conduct simple surveys to determine safe/ unsafe areas around them. • Use oral and written responses to show that they are aware of safety rules. • Use the relevant language skills to create poems about keeping safe. • Make safety list for indoor and outdoor play. • Adhere to safety symbols in environment • Explore the ways in which people find safety in their religious beliefs • Use drawing, different colours and lines to portray issues relating to keeping the body safe. 	<p>Trace shapes</p> <p>Name shapes</p> <p>Create shapes</p> <p>Label pictures</p> <p>Represent information graphically</p> <p>Collect / organize pictures</p>

FQ 3

- Identify the individuals who take care of them.
- Explain the roles of individuals and agencies which meet the needs of children.
- Explore Biblical and other sacred stories relating to caring for others.
- Use simple graphs to represent information.
- Use SJE structures to give praise and acknowledge the contributions of those who take care of them.
- Record personal experiences with individuals/ agencies which take care of them.
- Use the relevant language skills to create poems expressing personal beliefs about care.

LIVING TOGETHER AS A FAMILY



Music

Recognise the different pitch and harmony in jingles and songs sung
Use correct beat / rhythm when singing
Sing songs about families in groups harmoniously



Drama

Role play, teacher in role, mime, small and large group playmaking etc.



Visual arts

Use art media, techniques and processes to enhance communication and to express ideas about the family living together. Design objects used by families while exploring the elements of shading, painting or use of crayons in their art creations



Social Studies

Recognise the importance of family. Know that a family is the first group of socialization in a child's life. Recognise similarities and differences in family groups. Identify ways in which families live and work together

LIVING TOGETHER AS A FAMILY

FOCUS QUESTIONS

- What are the types of family?
- How do family members relate to each other?



Civics

Identify members of family – immediate or extended by relation. Respect for diversity in families. Recognising traditions, folklores and myths within families and communities



Physical Education

Creating movement patterns and movement sequences focusing on different body shapes, directions and speed. Recognizing the health benefits of exercise.



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

Religious groups as families; how they differ and relate to each other. Understanding right and wrong behaviour when attending church / worshipping. Values and morals in biblical stories learnt. Relationships displayed by families. Religious family celebrations – how and why they celebrate



Science

Ask questions and contribute to discussions about how to seek answers. Make observations and record information in a variety of ways. Begin to compare one thing with another.

SATISFYING OUR NEEDS

SATISFYING OUR NEEDS

FOCUS QUESTIONS:

- Why do I need education, and how am I educated?
- Why do I need recreation and how can I spend my leisure time?
- Why do I need transportation and how do people and goods get from place to place?

Visual Arts:

Draw, design and make models of solutions to link with Satisfying our Needs. Explore shapes and form combined with the principles of balance and movement and how space can be decorated with the elements of design. Talk about art exemplars and their own work and discuss exemplars observed recognising that others opinions may be different from their own



Religious Education:

Why and how people in the Bible were educated. How Bible children played. What religious people do for leisure today? How people and goods got from place to place in Bible times. Appreciate meaning from Bible stories learnt.



Civics

Develop an appreciation of roles and leadership in their school context. Show respect for self, others and the immediate environment. Personal responsibilities in groups/school



Music:

Compose and sing songs on the importance of coming to school emphasizing correct pitching, dynamics, phrasing and expression. Research how Jamaican folk lore songs and music has been used for recreation over the years. Determine how different lyrics can convey meaning e.g. cultural pieces, games/ring games and folklore items



Social Studies:

Recognise why we need education, recreation, leisure pursuits and transportation. Look at the benefits of these to the individual and to groups Compare and contrast past and present education provision / modes of transportation and recreation activities



Science:

Use process skills of observation, communication, classification, measurement, inference and prediction to solve problems and answer questions Appreciate the need for rest and recreation in daily activities.



Physical Education:

Perform movement sequences on the floor and on apparatus. Link basic shapes and identify different parts of their bodies that are used when making the movement patterns. Contribution of Jamaica's sportsmen and women in nation building. Awareness of safety rules to protect self and others during physical activities.



ICT:

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.



Drama:

Dramatize elements of educational and recreational activities. Create and dramatize school scenes Express the various emotions displayed when a game is won or lost. Perform cultural pieces, games/ring games and folklore items

1. Recognise how use their bodies to mimic transportation in motion
2. Link varied movements together to perform two ways of travelling

Critical Objectives	Key Skills
Living together as a family FQ1 <ul style="list-style-type: none"> Describe the composition of a family Compare the different types of family Explore other groups outside the family that are like families Sort and classify data collected on different types of families. Develop data collection instrument for gathering information about the types family Use mathematical signs to make comparisons about types of families Explore the family heritage of important religious leaders/ figures Compare families they meet in Biblical and other sacred texts to families they know Collect and read poems about the different types of family Use SJE structures to express themselves on issues concerning types of families Use the relevant language skills to recall and retell details from materials read about family types 	Analyze photographs Write sentences Collect/ record data Compare family types Use mathematical signs Construct sentences Compose letters Read stories Create family trees Record information Compare family types Communicate ideas Classify information Record activities Solve conflicts Demonstrate tolerance Write letters/emails Communicate ideas
FQ 2 <ul style="list-style-type: none"> Explain how family members relate to each other in their different roles Describe ways in which family members demonstrate Interdependence Identify different ways in which families and family groups live, work and worship together Appreciate the different ways in which families and family groups live and work together Use oral and written responses to show how family member relate to each other 	Construct bar graphs Listen for information Read poems Follow instructions Create cartoons Share ideas Design roster

<ul style="list-style-type: none"> • Use graphic organizer to record negative and positive family relationships • Design charts showing shared responsibility among family members • Share their understanding of the way families worship • Discuss family celebrations including special religious celebrations– their significance and how they are celebrated • Critically assess relationships between family members in Biblical and other sacred stories • Demonstrate the use of the elements of art in two and three-dimensional designs • Share how their family passes on traditions, folklore and myths • Explore various ways families can show tolerance to the traditions of others • Associate time with family activities done during a day • Estimate/ measure quantity of items needed for family event • Calculate cost of items needed for family event 	<p>Solve mathematical problems</p> <p>Discuss family relationships Organise information Think critically Respond to questions</p> <p>Recall and discuss celebrations Write sentences Observe and record patterns Design greeting cards</p> <p>Identify family traditions</p> <p>Write shopping lists Estimate and measure items Evaluate activity</p> <p>Visualise scenarios Discuss ideas</p> <p>Justify choices</p> <p>Construct sentences Write stories</p> <p>Classify items</p> <p>Write journal entries</p> <p>Create spending plan</p> <p>Identify currency</p> <p>Calculate change</p>
<p>FQ3</p> <ul style="list-style-type: none"> • Explain the difference between needs and wants • Identify the basic needs of a family • Explain how families satisfy their basic needs. • Describe some jobs people do in their community to satisfy basic needs. • Use addition and subtraction facts when purchasing goods and services to satisfy family needs • Use literature logs to respond to poems/ song/ videos about how families satisfy basic needs • Express appreciation for those who help to supply our basic needs 	

<ul style="list-style-type: none"> • Identify ways in which the Supreme Being or Creator provides for our basic needs • Describe ways in which family members depend on living things to satisfy their basic needs. • Explore the roles of providers of basic needs 	
<p>Satisfying our needs FQ 1</p> <ul style="list-style-type: none"> • Define the term education • Explore the different ways in which we are educated • Explain the importance of being educated. • Examine consequences of not being educated • Classify types of schools in their community/country • Compare how people were educated in the past with how they are educated now • Identify the relationship between job roles and education • Use drawings to depict school symbols • Construct 3D models of a school • Describe how people were educated from accounts in Biblical and other sacred texts • Interpret the meaning of objects, shapes and colours used on school crest • Assess the importance of signs/symbols around the school/community • Use model clocks to tell time • Use schedules to calculate the length of time between school Activities • Use a variety of strategies to build vocabulary 	<p>Formulate definition Express ideas Write in journals Build word bank</p> <p>View for information</p> <p>Write simple sentences</p> <p>Read a story</p> <p>Follow instructions Discuss ideas</p> <p>Categorize schools Read time Create schedules Calculate length of time Locate information Compare ideas Discuss ideas Use a dictionary Listen for information Identify jobs and Skills Unscramble words</p> <p>Express ideas</p> <p>Research information</p>

<p>FQ 2</p> <ul style="list-style-type: none"> • Explain what is meant by recreation • Explain the need for rest and recreation. • List types of recreation • Compare past and present recreational activities • Give opinions about new recreational activities which may emerge in the future • Describe recreational activities done in other countries • Practise personal responsibility when engaging in recreational activities in groups • Critique pictures / art pieces on leisure time activities • Explain how the Bible and other sacred texts provide information to help us enjoy a happy and healthy life. • Identify similarities/ differences in how religious groups engage in recreational activities • Explain how music is used as a means of recreation and relaxation. • Explore how Jamaican folklore songs and music have been used for recreation over the years • Explain how sports can be a recreational activity and an income earner. • Describe the contribution of national sportsmen and women to nation building. • Link basic shapes with different parts of the body that are used when making movement patterns • Categorize recreational activities in order of most to least popular • Use graphic organizers to classify ideas and information. • Classify, represent and interpret data using tallies • Use SJE to communicate information on recreational activities • Create simple stories about recreational activities 	<p>List information Categorize information Tally information Write letters Read to inform</p> <p>Write poems</p> <p>Write sentences</p> <p>Create stories</p> <p>Prepare a budget</p> <p>Solve problems</p> <p>Create recreational activities</p> <p>Draw conclusions</p> <p>Make predictions</p>
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FQ 3

- Explore past and present modes of transportation-land, sea and air
- Explain the importance and usefulness of transportation
- Compare modes of transportation found in Biblical and other sacred texts with present day transportation
- Appreciate why we should give thanks to God for modes of transportation
- Practice personal responsibility when travelling
- Use graphic organizers to classify ideas and information about transportation.
- Explore geometrical shapes in origami designs of vehicles
- Perform mathematical operations (addition, subtraction) involving transportation cost
- Estimate the distance of routes they travel and compare with actual distance
- Create a pictograph to present data from a survey on transportation
- Listen and respond to information presented on transportation
- Construct descriptive sentences about various modes of transportation.
- Use the comparative and superlative forms of adjectives to compare modes of transportation

Listen for information

Identify modes of transportation

Write sentences

Make comparisons

Write reports

Justify choices

Think critically

Explain steps in creating a model

Make comparisons

Draw conclusions

Identify geometric shapes

Label shapes

Sort and group vehicles

Communicate digitally

Conduct interviews

Calculate cost

Estimate distances

Conduct survey

Construct pictograph

Write prayers

Discuss road safety

Write report

Plan field trip

Observe behaviours

MY COMMUNITY

THIS IS MY COMMUNITY FOCUS QUESTIONS

- What is a community?
- What does my community look like?



Visual Arts

Organize pictures/clippings of different community based activities to create a mural of ways people in our communities spend time together/ interact with each other. Plan, design and create 3D models of their community. Use drawing techniques and colour effectively to create a vivid image of the community scene 'A Day in Town' Manipulate different media e.g. twist, roll, stretch to make a variety of shapes
Listen to sounds of running water and create a picture from their feelings when hearing the sound
Characterize or present different groups of people within the community



Religious Education

Recognize the basic characteristics of a religious community Biblical reasons people work. Locations, important features and uses of places of worship in the local community. The impact of religions within a community. Understand meaning and moral of Bible story Jesus by the Lake of Gennesaret



Music

Understand concepts such as pitch, duration, tempo and dynamics in the songs created and sung
Musical elements of basic musical elements including high, low, same (pitch); long and short (duration); fast and slow (tempo); loud and quiet (dynamics) in song composed and songs sung.



Physical Education

Practise skills in balancing, rolling and making different body shapes in movement sequences. Develop Individual techniques / skills of running and sprinting
Change speed, shape and direction in movement sequences performed. Learn how to transfer movement patterns and sequences easily between floor and apparatus. Aware of health and safety in relation to exercise



Civics

Discuss the importance of trust and respect in community settings.
Demonstrate ways in which they should show respect to older citizens
Demonstrate tolerance for the traditions and customs of different cultures within our school and community.



Social Studies

Understanding concept and meaning of community. Key actions of their community. Origin of their community's name. How the community is sustained. Those who contribute towards Nation building in the community. Recognise physical features in the community e.g. rivers, landforms etc positions of main buildings in relation to North, South, East and West and simple explanations of meaning and context of these



Drama

*Use Tableaux to represent different features of buildings in the community
Identify how drama is used to express and convey meaning. Use drama to characterize or present different groups of people within the community*



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Science

*Use process skills of observation, communication, classification, measurement, inference and prediction to solve problems and answer questions when working on aspects of their community
Identify things that move within the community and the force that makes them move e.g. push /pull
Begin to understand that a force such as a push or pull is needed for movement and that energy enables movement*

PLACES OF INTEREST IN MY COMMUNITY

FOCUS QUESTIONS

- What are the places in our community that we find interesting?
- Why do we find places in our community interesting?

Visual Arts

Drawings/ sketches/paintings / models / elements of the Arts used to express ideas and findings on places of interest in the Jamaican Community. Consistency in controlling and manipulating materials when creating or producing art work. Make comparisons and give opinions to the effects between drawings / Art pieces of man-made and natural objects



Music

Compose lyrics about their communities or special events celebrated by groups within the community. Compose and sing songs about their community. Focus on Key musical elements when singing -including loud and quiet, long and short, high and low, fast and slow, in composition. Recognise how the community passes on traditions through music, songs, folklores and myths etc



Drama

Dramatize elements of their community cultural traditions in story drama presentations. Use mime and drama to express and convey tolerance, respect, ideas and emotions in connection with the learning about their community

- Create and perform movement patterns that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas



Social Studies

Identify and name places of interest in their community. Understand that places in the community are important for different reasons e.g. to relax, worship have fun, gather information etc. Identify Natural things found in the environment. Identify man made things in the environment Discuss the different uses of the places of interest that are a natural resource and those which are manmade. Appreciate how to give and receive directions to locate places in their community.



Civics

Discover how the places in our community help to define our heritage and culture. Awareness, respect and appreciation of National days and events. Identify members of community and their roles in National days and events. Participate in making places in our community beautiful and interesting.



Religious Education

Become familiar with historical religious places of interest in the Jamaican community and appreciate why they are interesting.



Physical Education

Discuss sporting activities and games members of their community participate in (nationally, regionally, and internationally). Refine individual and team tactics and techniques to improve performance. Using different and varied movement to develop and create sequences



Science

Identify, observe and classify features and items within their environment into categories of manmade and natural. Use process skills of observation, communication, classification, investigation, measurement, inference and prediction to solve problems and answer questions



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.

PLANTS AND ANIMALS IN MY COMMUNITY

FOCUS QUESTIONS

- What are the plants and animals in my community?
- How are plants and animals useful?
- How do I care for/protect the plants and animals in my community?



Visual arts

Plan, design and create a 2D and 3D models of Noah's Ark and items of furniture for Noah's Ark. Discuss the model/s and evaluate their design – does it meet the criteria that they set? E.g. Is it designed to withstand the rain/ Water? Will it be effective for keeping the animals and humans safe and alive during the flood?



Music

Sing with a sense of the shape of melody and perform simple patterns to a steady beat. Recognise and apply the musical elements songs created and sung e.g. loud and quiet, long and short, high and low, fast and slow. Use different levels of pitch to give emphasis to words and phrases in the song.



Drama

Mimic environmental sounds as they role play things of interest in the environment. Dramatize the interrelatedness of plants and animals Use movement, mime / drama and songs to express emotions, ideas and feelings.



Physical Education

Perform movements like the plants and animals that they have seen perform / hopping / flying / swaying / twisting etc. Put the movements into a sequence – changing speed and direction. Listen to, repeat and create movement patterns from patterns in rhymes stories and poems. Awareness of safety rules to protect self and others



Science

Identify, observe and classify features and items within their environment into categories of manmade and natural Use process skills of observation, communication, classification, investigation, measurement, inference and prediction to solve problems and answer questions



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.



Social Studies

Awareness of the different kinds of plants and animals in their communities - why and how they are cared for. Understand the various ways we use plants and animals for transportation and recreation. Differences in the ways plants and animals used for food are grown or cared for. Humans depend on plants and animals for food, clothing and shelter. How recycling protects and preserves our environment



Civics

Awareness of plants and animals used as national symbols/emblems e.g. Doctor Bird, Lignum Vitae, Blue Mahoe. Recognise medicinal values found in cultural plants. Respect for the environment in which they live. Positive ways in which they can help to protect and preserve their environment



Religious Education

Understanding of the way different religions use plants and animals in religious worship. Different groups of people have special beliefs about eating or using certain plants and animals for health or medicinal purposes. How and why we need to take care of God's creation. Learning the meaning of the Biblical story of Noah and the Ark.

Critical Objectives	Key Skills
<p>This is my Community FQ 1</p> <ul style="list-style-type: none"> • Explain the concept of community. • Investigate the key actions of a community. • Discuss the origin of their community's name. • Develop basic locational skills related to places (such as home and school) in the environment. • Use simple sentences to describe their community. • Discuss sounds and events in the community. • Draw inferences about how the community got its name. • Give reports, directions and explanations about the community • Identify basic characteristics of a religious group in the community • Understand the meaning/moral of Biblical and other sacred stories about communities • Demonstrate an appreciation of the diversity of religions seen in their communities. • Interpret and share information with peers based on graphs created about different types of communities. <p>FQ 2</p> <ul style="list-style-type: none"> • Begin to understand positions of north, south, east and west in relation to their community. • Identify important places in the community • Describe the land and water features in their community. • Explain how the physical layout of their community has changed over a period of time. 	<p>Write sentences</p> <p>Read sentences</p> <p>List activities</p> <p>Create pictographs</p> <p>Estimate distances</p> <p>Give locations/directions</p> <p>Write sentences</p> <p>Interpret information</p> <p>Listen to stories</p> <p>Discuss meanings and morals</p> <p>Construct emails</p> <p>Draw/colour pictures</p> <p>Compare/Contrast communities</p> <p>Identify directions</p> <p>Draw map</p> <p>Locate and identify places</p> <p>Record images</p> <p>Write sentences</p> <p>Read map</p> <p>Estimate and measure distances</p> <p>Write sentences</p> <p>Write and illustrate story</p> <p>Identify lines of symmetry</p>

<ul style="list-style-type: none"> • Discuss how key features man-made and natural co-exist and are represented in the community • Use questions to collect information about the community • Use directional words to give locations of important buildings and other key features in their community use SJE structures to express themselves write simple sentences about their own experiences use capital letters, full stops, commas. • Estimate distances between buildings in the community. • Identify lines of symmetry in buildings in the community. • Discuss geometrical shapes observed in the community. • Identify the buildings used for worship in their community. • Analyze the diversity of Christianity and other faiths observed in their community. • Share their understanding of the way different groups of people in their community worship and its effect on the community 	<p>Observe and identify land forms</p> <p>Use colour code/symbols on map</p> <p>Discuss concept population</p> <p>Use statistics</p> <p>Group and classify data</p> <p>Write sentences</p> <p>Collect data</p> <p>Tally data</p> <p>Discuss and compare categories</p> <p>Write sentences</p> <p>Identify religious groups</p> <p>Describe religious workers</p>
<p>FQ3</p> <ul style="list-style-type: none"> • Explain what is meant by the term population and how they are a part of the population of their community. • Identify the people who live and work in my community • Share information about how people in their community contribute to nation building. • Describe some jobs people do in their community. • Explain the roles of different workers in the community • Listen to ideas of others, clarify meanings and information. • Give and respond to instructions when talking about people in their community. 	

- Begin to make choices between home language and SJE in use of: questions with 'is/are', 'has/have', 'does/do'.
- Make general statements, inferences and draw conclusions on information collected.
- Use simple and appropriate vocabulary related to topics.
- Spell words encountered in vocabulary lessons.
- Write simple sentences about their own experiences.
- Write descriptive sentences about people in the community.
- Identify the different religious groups in the community.
- Tell the various religious jobs/roles identified in the community
- Give praise and acknowledge the contributions of others.
- Create and present graphs to reflect data gathered from interviews with community members.
- Use tally chart to sort, group and classify collected data.
- Construct and interpret simple tables and pictographs, using numbers, pictures and objects.
- Put information into categories.
- Use the terms greater than, less than, smaller and larger when making comparisons
- Practice proper disposal of garbage
- Practice proper care of classroom facilities
- Demonstrate an appreciation for the achievements of others in their community.
- Develop and implement ways of keeping the community clean

<p>Places of Interest in my Community</p> <p>FQ1</p> <ul style="list-style-type: none"> • Identify places of interest in their community • Demonstrate how to give and receive directions and locate places in their community • Appreciate that places in the community are used for different reasons • Demonstrate sporting activities conducted at places of interest in their community • Describe recreational areas in their community which are used for sport and physical activities • Classify places within their community into categories of manmade and natural • Plan, design and create models of places of interest in their community • Demonstrate ways of taking care of places of interest • Calculate distances between and among places of interest in the community • Interpret graphs about places of interest in the community • Document ideas in journals about interesting places in their community <p>FQ2</p> <ul style="list-style-type: none"> • Recognize that places in the community are important for different reasons • Appreciate that events and institutions within the community foster/contribute to integration • Write sentences highlighting thoughts and feelings about various places • Use the performing arts to express their feelings about why they find places interesting • Identify places in Biblical and other sacred stories and state why they find these places interesting • Analyze songs that present reasons why places are interesting 	<p>Discuss places of interest</p> <p>Write in journals</p> <p>Discuss natural and manmade resources</p> <p>Identify syllables</p> <p>Write words</p> <p>Classify pictures</p> <p>Identify places</p> <p>Estimate/measure distances</p> <p>Compare places</p> <p>Complete sentences</p> <p>Write in Journals</p> <p>Compare places</p> <p>Design posters</p> <p>Organize activities</p> <p>Write stories</p> <p>Make predictions</p>
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<p>Plants and Animals in my Community</p> <p>FQ1</p> <ul style="list-style-type: none"> • Observe plants and animals in a number of habitats in their community • Classify plants and animals according to observable features • Observe the movements of animals • Estimate and measure, using non-standard units of measurement to determine the area of plant leaves • Read, spell and use words encountered in vocabulary lessons • Discuss the similarities and differences of plants and animals • Draw conclusions about plants and animals in different context • Use capital letters, full stops, and commas in written work about plants and animals. • Research and write narratives about plants and animals <p>FQ2</p> <ul style="list-style-type: none"> • Explain ways in which we depend on plants and animals. • Make inferences about an existence without plants. • Explain the dependence of humans on plants and animals for the satisfaction of basic needs. • Investigate the various ways we use plants and animals • Construct and interpret simple tables and pictographs showing different uses of plants and animals. • Share their understanding of the beliefs of different religious groups about eating or using plants for health and worship. • Demonstrate an awareness of plants and animals used as national symbols/emblems • Write simple sentences explaining how we depend on plants and animals. 	<p>Observe/classify plants</p> <p>Spell words Read poems/stories</p> <p>Count squares</p> <p>Identify the national bird</p> <p>Discuss endangered species</p> <p>Design prayer</p> <p>Examine plants and animals</p> <p>Tabulate findings</p> <p>Differentiate types of animals</p> <p>Write sentences</p> <p>Identify plants and animals</p>
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<p>FQ3</p> <ul style="list-style-type: none"> • Explain why and how we need to care for plants and animals • Learn that re-cycling protects and preserves our environment • Identify jobs related to the care and protection of living things in the environment. • Develop arguments supporting the care of plants and animals in the community. • Use SJE structures to express themselves • Respond to information given through different media • Use capital letters, full stops, commas • Formulate a schedule for caring for plants and animals • Interpret information on tables to answer mathematical questions • Demonstrate positive ways in which they can help to protect and preserve the environment • Appreciate how and why we need to take care of God's creation 	<p>Make schedule</p> <p>Answer questions</p> <p>Make journal entry</p> <p>Discuss caring for plants and animals</p> <p>Share ideas</p> <p>Compose poem and song</p> <p>Write letter</p>
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GRADE 3 INTEGRATED STUDIES

MY BODY

MY BODY (PART 3)

FOCUS QUESTIONS

- Why are teeth, stomach and Lungs important parts of my body?
- Why and how should I care for different parts of my body? How does food help to keep my body healthy?
- How does food help to make my body healthy?



Visual arts

Use patterns, materials and artistic methods to produce visual effects when making models. Manipulate clay, play dough etc to create models of teeth

Concentrate on background, figures, pose, expression to portray the actions/ feelings of characters. Pay attention to layout, colour, size of graphics,



Music

Experiment with body percussion and instruments to apply the correct rhythm/ beat/ tempo / timing to songs sung

Begin to recognize long and short sounds and the impact that they have on the music produced. Learn how to make sounds of different duration on pitched and un-pitched percussion instruments



Drama

Use facial expression and body language to convey meaning when role playing characters or situations.

Art forms as a medium to engage the audience.

Mime to demonstrate correct brushing of teeth

Use Drama modes to portray the meaning of the story of Jonah and the Whale

Role play to depict scenarios of



Social Studies

Recognize the need to care for oneself through living a healthy life style and making the right choices in daily living



Civics

Share feelings and express how they deal with situations when they are feeling angry, sad, happy, unhappy, afraid, nervous etc. Learn how to show respect for own feelings and the feelings of others



Physical Education

Individual ball handling / skills and techniques (throwing and catching, hitting or kicking and stopping, bouncing a ball with one hand, and to change speed and direction). Practise how to aim for targets, e.g. throw further than their partner can run in three seconds; throwing from kneeling, sitting or lying, instead of standing. Practise throwing with legs together, apart, and wide apart. Understand how exercise keeps their bodies healthy



Religious Education

Comparison between how the parts of the human body and the people in the body of Christ/the Church work together. Reasons given by religious groups for food-related practices. Understanding meaning in Bible Story of Jonah and the Whale



Science

The roles and importance of teeth, stomach and lungs, caring for the parts of the body, and how food helps to make the body healthy.



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.

SATISFYING OTHER NEEDS

FOCUS QUESTIONS

- ❖ What is the difference between basic needs and other needs?
- ❖ How do we satisfy other needs?
- ❖ Does satisfying other needs make a difference to life?



Visual arts

Choose from a variety of materials, methods to create art pieces depicting ways in which needs are satisfied. Use artistic methods to create varying visual effects for art pieces. Plan, design and create/ construct a paper chain of friends / mobile. Understand how art can be used to express emotions and feelings. Recognize that opinions and viewpoints of others about art pieces may differ from theirs



Music

Express themselves creatively in song to indicate the importance of satisfying other needs. Perform simple songs about satisfying other needs using appropriate expression, articulation, pitch. Begin to understand and recognise that the pulse in Music can be represented by symbols.



Drama

Experiment with creative expression to show how needs may be satisfied and the importance of forgiving and being forgiven.



Social Studies

Identify the difference between needs and wants and different ways in which we can satisfy our needs and wants

Other needs required in the family to enhance living a happy life.

Role of key agencies who satisfy our need.

How individuals can show appreciation for others



Civics

Determine the meaning of rights and responsibilities and how they can demonstrate these as children

Discuss and demonstrate ways by which the rights of individuals can be protected.

Discuss and demonstrate how to act responsibly when exercising rights and reasons for this

Discuss the importance of acceptance

Portray a willingness to practise personal responsibility in groups

Understand there are conventions governing collective rights



Physical Education

- *Create and perform movement patterns depicting the need for fulfilment of other needs using self and general spaces. Perform movement patterns and sequences to respond to sounds heard and to*



Science

Use process skills of observation, communication, classification, measurement, investigation, inference and predictions to solve problems, draw conclusions and answer questions



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

Recognize the difference between basic and religious needs. Examine the relationship between religious beliefs and practices and the satisfying of other needs. Learn the meaning / morals in selected Bible stories

Critical Objectives	Key Skills
<p>My Body Part (111)</p> <p>FQ1</p> <ul style="list-style-type: none"> Identify the different types of teeth Identify the external parts of a tooth Distinguish between temporary (primary, milk, baby) and permanent teeth Locate the stomach and lungs in the human body Describe the appearance/structure of the stomach and lungs – size, shape and colour Describes changes in the chest as air enters and leaves the lungs Investigate the functions of the teeth, stomach and lungs Demonstrate, using simple apparatus, how the lungs work Investigate the elastic nature of the stomach Relate information about the teeth, stomach and lungs using well-constructed paragraphs Construct simple tables or graphs to record data about the teeth, stomach and lungs <p>FQ 2</p> <ul style="list-style-type: none"> Explain why we need to care for different parts of our bodies Illustrate ways in which we should care for parts of our body Demonstrate ways we care for our teeth Differentiate between healthy and unhealthy habits Recognize the need to care for oneself through living a healthy life style Use simple sentences to communicate ideas about caring for parts of the body 	<p>Label parts of the tooth</p> <p>Draw and colour tooth</p> <p>Develop paragraphs</p> <p>Brushing and flossing</p> <p>Discuss functions</p> <p>Observe position of stomach</p> <p>Observe pictures</p> <p>Listen to story</p> <p>Discuss story</p> <p>Record findings</p> <p>Create jingles</p> <p>Conduct investigations</p> <p>List habits</p> <p>Share information</p> <p>Discuss care of teeth</p> <p>Write letter</p> <p>Create tables</p> <p>Discuss benefits of exercise</p> <p>Record in tables</p> <p>Observe pictures</p> <p>Categorize foods</p> <p>Construct table</p> <p>Communicate information</p> <p>Identify foods</p> <p>Differentiate between foods</p> <p>Sort and Classify foods</p>

<p>FQ 3</p> <ul style="list-style-type: none"> • Identify foods according to their groups and nutrients • Explain ways in which foods help to keep us healthy • Identify some problems which result from not eating a balanced diet. • Identify the key ways in which food can keep our bodies healthy • Identify habits that have healthy and unhealthy effects/consequences • Use adjectives correctly when creating well-constructed sentences and paragraphs • Identify units of measure for items bought or sold • Create jingles representing the importance of healthy foods • Explore ways of preparing food and explain hygienic practices to be observed in the preparation • Investigate reasons given for food-related practices among religious groups • Describe some dietary customs which conform to guidelines for good health rooted in religious practices. • Research religious sayings about the care of the body • Explain how exercise keeps their bodies healthy 	<p>Write descriptive paragraph Record information Create menu card Collect data Construct graphs Analyse data Draw conclusions Create jingle Estimate cost Calculate cost</p> <p>Compose emails</p> <p>Categorise wants and needs</p> <p>Make Observation Classify objects/things</p> <p>Write paragraphs</p> <p>Design flier</p> <p>Relate stories Write letter</p> <p>Collect data</p>
<p>Satisfying Other Needs FQ1</p> <ul style="list-style-type: none"> • Identify the line of symmetry in objects and shapes • Explore how religion plays a key role in helping others and providing for their needs • Recognize that all persons, regardless of nationality, ethnic background, religious affiliation etc. have the same desire of fulfilment of the basic needs and other needs Distinguish between basic needs and other needs 	<p>Create booklet create jingle</p> <p>Write in journal Categorise organisation Discuss roles</p> <p>Read stories</p>

<ul style="list-style-type: none"> • Investigate how persons satisfy basic and other needs • Identify and use appropriately adjectives and adverbs when reading a variety of literature and composing simple sentences <p>FQ 2</p> <ul style="list-style-type: none"> • Share their own experiences in which friends/other persons/ organizations, helped them in satisfying needs. • Relate how religions play a key role in satisfying other needs • Explain the meaning of morals in sacred and other stories • Recognise the importance of moral values in satisfying other needs • Evaluate the actions of characters in a story in satisfying other needs • Use various creative expressions to show how needs may be satisfied • Recognise the role of key agencies in satisfying our needs <p>FQ 3</p> <ul style="list-style-type: none"> • Develop simple sentences stating how other needs are satisfied • Explain specific ways in which people satisfy their need for love, trust, worship, friendship, etc. • Demonstrate ways by which individuals are dependent on each other especially during life threatening situations • Explore the expressed attributes of people and objects in order to satisfy other needs • Explain the positive and negative ways in satisfying other Needs 	
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RELATING TO OTHERS OUTSIDE OF JAMAICA

FOCUS QUESTIONS

- ❖ What types of relations do we have with people of other countries?
- ❖ Why is it important that we relate to other countries of the world?
- ❖ In what ways **am I** like or different from the people **outside of Jamaica with whom I relate**?
- ❖ How can **I** ensure that Jamaica maintains good relations with other countries?



Visual arts

Demonstrate how to critique art pieces and recognise how they can use this information to enhance and improve their own art and design creations. Learn how artists have and still do contribute towards the development of Jamaica in the local and global context. Practise use of art and design skills of line, shape, to convey meaning to create drawings of national symbols



Music

Learn how to include musical elements when performing and creating of: Tempo e.g. fast, slow, pulse. Rhythm e.g. word rhythm, syllables, rhythmic patterns/ostinato/ melody/ tune. Pitch e.g. scale. Structure e.g. verse, chorus, beginning, end and repetition. Compare and contrast and make connections between music from different parts of the world to Jamaican music



Drama

Dramatize possible ways Jamaica can foster relations with countries which they do not have a close relationship. Critique each other's performance. Learn how to synchronize actions effectively when performing with partner



Civics

Show respect when singing /performing National Anthem / Pledge etc. Demonstrate an understanding of culture and the diversity of different symbols. Discuss the role that Jamaica plays in the Global Community e.g. athletics, art, music, literature, tourism etc



Social Studies

Recognize the importance of imports and exports. Learn about the different types of relationships that exist between Jamaica and other countries. Identify the goods and services Jamaica provides to tourist. Discuss the importance of international relationships e.g. sport/ art / music etc. Recognise the key ways in which Jamaica is connected to the global community



Science

Use process skills of observation, communication, classification, measurement, investigation, inference and predictions to solve problems, draw conclusions and answer questions



Physical Education

Develop individual techniques in running, jumping and throwing. Discuss the ways in which sports personalities and artists have influenced Jamaica and other countries. Compare and draw conclusions on the advantages and disadvantages of athletics to the development of Jamaica. Practise sprinting and running skills when participating in relay races. Learn how to apply the correct techniques for the Baton change in relay races



Religious Education

Recognise how religious people in Palestine related to those in other countries. Investigate specific practices which are peculiar to Christianity and Judaism in Jamaica and other countries. Learn how religion has influenced change within Jamaica and the Caribbean. Discuss the ways in which religious practices and beliefs provide security when interpersonal relationships break down. Learn how people in Palestine related to those in other countries



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.

ASPECTS OF JAMAICAN CULTURE

Focus questions:

- ❖ What is the Jamaican culture?
- ❖ Why is **my** culture valuable to **me**?
- ❖ How has the Jamaican culture evolved?



Music

Recognise how to use identified musical elements when learning and performing cultural songs - Tempo e.g. fast, slow, pulse. Rhythm e.g. word rhythm, syllables, rhythmic patterns/ostinato/ melody/ tune. Pitch e.g. scale. Structure e.g. verse, chorus, beginning, end and repetition. Recognise the different pulse in identified Jamaican music



Drama. Use drama

and movement to express idea and emotions about the Jamaican culture. Dramatize aspects of the Jamaican culture using appropriate costumes. Use the visual and performing arts to make presentations



Visual arts

Use pictures or three dimensional forms to depict aspects of the Jamaican culture Create a collage depicting the cultural aspects of Jamaican food. Discuss the role that art plays in the culture of Jamaica. Create a comic strip depicting ways in which the Jamaican culture can be promoted



Civics

Identify cultural aspects that are uniquely Jamaican. Appreciate how and why they must value their own culture. Show respect for others and the immediate environment Explain how various ethnic groups contributed to our cultural development. Demonstrate an appreciation for the uniqueness of their ethnicity.



Social Studies

Understand the concept of culture. Learn about the key aspects and features of the Jamaican culture e.g. that their culture is our way of life, food, religion, music and other arts. Learn about the different types of food that represent Jamaica's culture. Understand how individuals from Jamaica's culture have contributed to its development over time Make comparisons between different aspects of their culture and that of others



Science Use process skills of observation, communication, classification, measurement, investigation, inference and predictions to solve problems, draw conclusions and answer questions

Physical Education

Create a variety of different movement sequences from a variety of traditional cultural music. Demonstrate shape, action, and dynamic and rhythmic phrasing in dances created. Be aware of their own safety and that of others when exercising



Religious Education

Recognise and understand how religious beliefs and practices brought to Jamaica became part of the country's culture. The part played by Africans, Europeans and Indians, Rastafarians and Revivalists. Understand the meaning/ morals of the Bible story studied – 'The Woman of Samaria'



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.

Critical Objectives	Key Skills
Providers of Goods and Services FQ1 <ul style="list-style-type: none"> Classify different workers in the community Classify services as essential and non-essential Differentiate between goods and services provided Read and interpret information given in a table or on a picture graph/bar chart Discuss the types of services provided by religious institutions within the community and the impact of these on the community Create sentences using correct grammatical structure which tells of the importance of services Create well-constructed letters FQ 2 <ul style="list-style-type: none"> Define the terms interdependence and resource Explain the importance of interdependence in community development Explain why people work. Compare occupations and tools of the past to what exists today Relate the religious story 'The Great Catch' to contributing to the development of the community Read and Interpret numerical and pictorial data Used table to classify occupations. Create well-constructed letter, paragraph, composition, story Create sentences that are grammatically correct about contributions of workers to the community. 	<p>Discuss ideas Classify workers Construct table Write sentences Draw conclusions Write letters</p> <p>Categorise workers Identify contributions Use sound words Write sentences Formulate questions Discuss occupations Identify and list main occupations Write letter Categorize occupations Classify and tabulate occupations Communicate ideas Analyse table Write paragraphs Identify fishing communities Discuss ideas Write sentences Sort occupations Listen to story Communicate ideas Write creatively Gather data Tally information Analyse data Draw conclusion Compose questions</p>

Critical Objectives	Key Skills
<ul style="list-style-type: none"> Explore basic movement skills and concepts in simple group activities Identify different sounds made by workers in the community Create and imitate sounds from tools used by workers in the community 	Create checklist Write letter Make observations Create tableaux Write poems/rap
FQ3 <ul style="list-style-type: none"> Recognise the importance of rules in the work place. Identify rules and regulations that govern behaviour in the school/team/workplace etc. Understand that workers who obey rules and behave responsibly Contribute to the development of their workplace, community and country. Recognise how disobedience and breaking of rules can have adverse effects on how we live our lives Express language creatively in giving their views about rules and laws Formulate well-constructed business letters 	Define relationship Calculate perimeter Write letter Write sentences Use singular and plural verbs Sort pictures Read and spell words Discuss careers Write paragraph Identify and shade countries
Relating to Others Outside of Jamaica FQ1 <ul style="list-style-type: none"> Explore the type of relationships that Jamaica share with other countries Define and use correctly the terms: relationship, interdependence, trade, import, export and tourist. Generate their own sentences using he/she/it/singular noun + base verb + s. Spell high frequency words, recognize sight words appropriate to grade and words encountered across subject areas. Predict outcomes. Draw inferences. Respond critically to information read. Write neatly and legibly in cursive 	Discuss, identify, distinguish Brainstorm, define, record,

Critical Objectives	Key Skills
<ul style="list-style-type: none"> • Construct paragraphs • Discuss how religions in Jamaica have been influenced by religions from other countries • Investigate how artists contribute to the development of Jamaica in the local and global context • Use aspects of the performing arts to highlight Jamaica's relationships with other countries • Measure and/or compute the perimeter of an object (DO NOT use a formula) • Identify careers that are related to how we relates to others outside of Jamaica. 	<p>create, cooperate, analyse information</p> <p>Collect, sort, classify, record</p> <p>Discuss, listen, ask relevant questions, responding, infer, record, write, collaborate</p> <p>Collect, sort, select, create, clarity of explanation</p> <p>Collaborate, dramatize, record,</p>
<p>FQ2</p> <ul style="list-style-type: none"> • Explain the benefits to be derived from relationships with other countries • Recognise the importance of trade in Jamaica's relationship with other countries • State the benefits to be derived from tourism • Explain why particular relationships/relations exist between Jamaica and other countries of the world. • State the advantages and disadvantages of Jamaica's relations with other countries of the region and the world. • Discuss the opportunities tourism provides for us to relate to peoples from other countries and cultures. • Identify and discuss factors that attract tourists to Jamaica. • Define and use correctly the concepts: tourist, tourism, foreign exchange. • Identify career/employment opportunities in the tourist sector. • Discuss negative and positive effects of tourism on Jamaica. 	<p>Compare and contrast information Describe self Compare currency Calculate currency value</p> <p>Recall areas of relations Discuss ideas Write letter</p>

Critical Objectives	Key Skills
<ul style="list-style-type: none"> • Explain how people of different faiths in Jamaica relate to others of like faiths in other parts of the world. • Sustain expression in SJE. • Ask and answer questions. • Predict outcomes. • Locate, without teacher support, specific information from class reader and other sources. • Write to share ideas and feelings (showing sensitivity to language). • Write independently in response to stimuli: objects, pictures, and stories. • Write for practical purposes, e.g. Letter to persuade, inform. • Read and interpret horizontal and vertical bar charts. • Present information on tables, graphs, etc. 	
<p>FQ3</p> <ul style="list-style-type: none"> • Talk about ways by which our religious practices and beliefs are similar or different to others around the world • Discuss how Jamaicans are alike or different from the peoples of other countries, in terms of religion, clothing, leisure activities/entertainment, etc. • Cite evidence that tourists enjoy the Jamaican culture • Adding and subtracting numbers including money • Compare, contrast and make connections between music from different parts of the world to Jamaican music • Compare and contrast cultural heritage with other countries • Compose meaningful paragraph based on their understanding of material read or heard 	<p>Discuss concept</p> <p>Write sentences</p> <p>Research origin of food Listen to Proverbs Discuss applications Listen to folk tales Tell folk tales Talk about moral of the story Use a calendar</p> <p>Identify celebrations</p> <p>Learn the national symbol</p> <p>Wear appropriate dress</p>
	<p>Identify cultural practice</p>

Critical Objectives	Key Skills
<p>FQ4</p> <ul style="list-style-type: none"> • Discuss ways that, as a country, we can nurture good relations with other countries. • Identify factors that can lead to the breaking of ties between countries. • Describe some of the possible consequences of the breaking of ties between countries. • Identify and discuss ways in which shared values and skills help in fostering good relations among countries and peoples. • Discuss and give reasons Jamaica should maintain its relationships with other organisations and within the global context. • Learn about the benefits that are derived from maintaining relationships with other countries • Write for practical purposes, e.g. Letter to persuade, inform. • Identify Jamaican sports personalities and their influence in enhancing Jamaica's relationship with other countries 	<p>Write a paragraph</p> <p>Explain about food</p> <p>Create food display table</p> <p>Collect data</p> <p>Construct graph</p> <p>Explain sale of Jamaican items aboard</p> <p>Compare musical instruments</p> <p>Write sentences</p>
<p>Aspects of Jamaican Culture</p> <p>FQ1</p> <ul style="list-style-type: none"> • Understand the concept of culture • Discuss the key aspects and features of the Jamaican culture • Learn about the different types of food that represent Jamaica's culture. • Describe special activities they participate in, to celebrate national days and events. • Develop an interest in learning the words of the National Anthem, the National Pledge and the National Song. • Understand what is meant by the phrase 'Out of Many One People' 	<p>Discuss meaning of poem</p>

Critical Objectives	Key Skills
<ul style="list-style-type: none"> • Distinguish between Creole and SJE, recognizing that language changes according to situation. • Listen to and retell Jamaican stories. • Write sentences using capital letters, comma and an appropriate end mark. • Research and discuss the beliefs of the Maroons and how it influences their way of life. • Research and discuss the Christian religion and how it influences our culture. • Identify dates and special national events on a calendar. • Use the correct units, tools and attributes to estimate, compare and carry out the processes of measurement to given degree of accuracy. • Use pictures or three dimensional forms to depict aspects of the Jamaican culture. • Identify unique features of Jamaican traditional and cultural music • Discuss the role that art plays in the culture of Jamaica. <p>FQ 2</p> <ul style="list-style-type: none"> • Explain why the Jamaican culture should be valuable to them • Identify ways in which the Jamaican culture has promoted international understanding • Explain how culture helps to promote national unity and identity • Identify the major occupations relating to the Jamaican culture e.g. musicians, athletes, artists, sculptors, • Describe ways in which people can earn a living from marketing culture. • Perform simple Jamaican folk songs and music suited for a variety of events and occasions. 	

Critical Objectives	Key Skills
<ul style="list-style-type: none"> • Explain the importance of protecting endangered indigenous Jamaican plants and animals • Identify the various uses of some indigenous Jamaican plants, herbs and spices • Identify ways in which cultural religious practices help people to develop moral values and live in unity • Use data collected to construct picture bar graph • Explain the value of various aspects of the Jamaican culture • Formulate properly constructed sentences for journal entries • Arrange sentences in sequential order 	
<p>FQ3</p> <ul style="list-style-type: none"> • Explore how traditional/cultural music has changed over time • Understand how individuals from Jamaica's culture have contributed to its development over time • Examine how the Jamaican culture has evolved • Identify ways in which they can individually or collectively influence culture. • Write sentences about the changes in some aspects of our culture over the last fifty years, e.g. dress, dance, food, etc. • Draw conclusions from a given series of events about the development of the Jamaican culture. • Describe how science and technology has made work in the home easier • Compare the work of Jamaican scientists in the past with the advances of the present 	

Critical Objectives	Key Skills

LIVING AND NON-LIVING THINGS IN MY ENVIRONMENT

Focus questions:

- ❖ How can I tell if something in my environment is living?
- ❖ Why do living things need special habitats?
- ❖ How are living and non- living things affected by changes in the environment?
- ❖ In what ways are living things dependent on non-living things?



Visual arts

Plan, Create and design a collage depicting shapes, textures and surfaces and colours in nature. Plan, design and create 3D models from clay or Papier Mache showing what their environment is like. Use the principles of line, shapes, colours and textures in nature to produce a mobile of different habitats



Music

Listen to and identify sound sources presented in sound collage. Appreciate how rhythm and melody is used in music to give meaning / expression / special effects. Use melodic and rhythmic sounds in the creation of their sound collage. Use untuned and tuned instruments to recreate the sounds made by identified living things



Drama.

Demonstrate how to use facial expression and body gestures to convey how an animal would feel if removed from its natural habitat. Use voice, body gestures and expression to convey meaning



Civics

Appreciate that living things in the environment must be cared for and given respect in order to preserve their life cycle.



Social Studies.

Demonstrate how to care for living things in the environment. Understand why we need to preserve the natural habitats of living things in the environment. Understand the term interdependence in relation to living things. Learn the meaning of the word, indigenous, in relation to animals that are only found in Jamaica. Recognise that animals and plants adapt to their different life / climatic zones.



Physical Education

Move their bodies in response to different environmental stimuli. Practise individual techniques in ball skills - throwing, hitting, catching and aiming skills in net and wall games. Demonstrate the importance of following rules and working collaboratively when playing games



Science

Learn how to distinguish living things from no-living things in their environment. Categorize living and non-living things and share reasons for classification. Make observations about what happens when magnets are placed by different materials/ items. Test predictions about whether materials are magnetic or not. Draw conclusions based results whether their predictions are right about which materials are magnetic. Group objects into categories of magnetic and non-magnetic



ICT

Begin to use basic ICTs for communication and to appreciate the basic rules of school's technology policy

CARING FOR MY ENVIRONMENT

Focus questions:

- What is my physical environment?
- Why and how should we care for our environment?
- How can I persuade others to care for the environment?



Visual arts

Create different forms of art from natural and man-made things found in the environment. Use drawings and paintings to highlight the harmful effects of the different forms of pollution in our environment. Use lines,



Music

Combine different musical elements to create a sound picture - timbre, texture, tempo, dynamics, pulse, rhythm and pitch. Perform the songs they compose for different audiences. Recognise how music can be used to determine emotions / moods and artistic creations. Learn that the difference in pitched sounds creates a variety of moods and feelings in music.



Drama

Create dance sequence to depict/ convey meaning. Role play to demonstrate ways in which we can care for the environment. Learn how sound and colour can act as a stimulus for creativity of dance and drama. Participate in campaigns through drama and mine to raise awareness of how they can take care of their environment



Social Studies

Learn why it is necessary to take care of their environment and the consequences of not taking this positive action. Identify the main ways in how to care for and improve their immediate environment. Discuss how the environment is affected by misuse. Explain the reasons we need to preserve the natural habitats of living things in the environment. Understand why recycling of



Civics

Demonstrate values and attitudes which demonstrate respect for self and others in their immediate environment. Encourage others to take an active role in protecting and preserving their environment



Science

Recognise what we mean by the term physical environment. Classify manmade and natural things / living and non-living things. Sort materials into a variety of groups – living /non- living/ manmade and natural. Draw conclusions about their physical environment and how this can meet their basic needs.



Physical Education

Demonstrate awareness of personal and shared spaces in the environment in physical activities. Solve clues through exercise as they explore their environment. Learn how to use special reasoning and problem solving to solve clues when exercising within their environment. Be aware of one's safety and that of others during physical activity.



Religious Education

Research, identify Bible references and give examples and evidence of what Biblical instructions of how to care for the environment. Take responsibility as individuals to care for God's environment.



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.

Critical Objectives	Key Skills
<p>Living and Non - Living Things in my Environment FQ1</p> <ul style="list-style-type: none"> • Differentiate between/categorize living and non-living things • Identify the basic characteristics of living things (move, grow, reproduce, breathe) • Observe changes that occur to a seed as it germinates over a period of time. • Make inferences and draw conclusions about the requirements for the survival of plants and animals. • Discuss sacred stories that depict how living and non-living things were affected by changes in the environment - The Creation story, Noah and the Ark • Estimate, measure and compare units of measure of plants and other living things in the environment • Present information using graphics. • Use tally marks to record data (where appropriate). • Present information about living things using simple charts and graphs. • Identify and know the basic needs of living things • Prove that plants and animals are living things • Read fiction and nonfiction books about living and nonliving things • Generate own sentences using techniques that show the relation between sentences • Develop paragraphs that show the relationship between the sentences, conveying meaningful and relevant ideas • Select and use appropriate punctuation marks 	<p>Categorize living/non-living things</p> <p>Construct chart Examine pictures Sort objects</p> <p>Listen for information</p> <p>List characteristics</p> <p>Write descriptions Predict</p> <p>Measure</p> <p>Discuss, Compare, Construct bar/pictograph</p> <p>interpret data</p> <p>draw conclusion</p> <p>write sentences</p> <p>Discuss stories</p> <p>Sequence events</p> <p>Create 3D models</p> <p>Discuss elements of art</p> <p>Counting</p> <p>Tallying different types of animals</p> <p>Construct charts or graphs</p> <p>Sketch habitats</p>

FQ2

- Compare and contrast a given group of animals and their habitats.
- Collect information from a variety of sources about special habitats of living things
- Outline the responsibilities of humans to have dominion and make provisions for habitats for animals
- Respond to characters or situations in religious stories to living things and their habitats
- Identify that animals and plants were created by God to survive in specific habitats
- Identify geometric shapes in natural and man-made objects
- Collect and record attributes data, relating to living things in their different habitats.
- Use different units of measure, estimate, measure and compare living things in their environment
- Construct simple charts or graphs to illustrate which geometric shapes are prevalent in the habitats of living things
- Differentiate between plants and animals of different habitats.
- Explain why we need to preserve the natural habitats of living things in the environment.
- Collect information from a variety of sources (about special habitats of living things).
- Appreciate that the habitats of living things in the environment must be cared for and given respect in order to preserve them.
- Learn that in order to successfully thrive, living things need to live in their natural / normal habitat
- Use structural analysis, to understand vocabulary and communicate ideas relating to living things and their habitats
- Make factual statements about the physical environment (e.g. Pollution,

Observe changes
Infer reason for changes
Write paragraph

Communicate Information
Construct tables

Communicate information

Record observation

Write report

Label pictures
Write fictional/non-fictional pieces
Write expository piece

- ## Classifying things

FQ3

- ## Classify objects

Make comparisons

Create tables

<ul style="list-style-type: none"> • Reflect on personal behaviours that support caring for the environment as a member of a group or community • Talk freely about observations • Generate own sentences using plurals • Interpret key ideas and words in text. • Collect information from a variety of sources about changes that take place in the environment • Write to share ideas and feelings and their observations • Read and respond to characters or situations in class reader or a story. 	<p>Create word bank</p> <p>Match objects</p> <p>Classify objects</p> <p>Match shapes</p> <p>Measure shapes</p> <p>Discuss causes and effects</p>
<p>FQ4</p> <ul style="list-style-type: none"> • Draw conclusions about the requirements for the survival of plants and animals • Explain how the physical environment affects the ways in which people meet their basic needs • Discuss how and why non-living things are important to other living things. • Examine Biblical stories and parables that show us how to live in ways acceptable by society • Compare the story of The Rich Man and Lazarus to identify changes that will lead to a better society • Reflect on scriptures and popular sayings that they have memorized to promote healthy lifestyles • Collect and record attribute data • Use tally marks to record data where appropriate • Explore the food, shelter and clothing of various culture in relation to the physical environment • Understand the term dependence in relation to living and non-living things • Make inferences/ draw conclusions about the effects of various environmental changes on living things 	<p>Create table</p> <p>Create flow chart</p> <p>Categorise items</p> <p>Read/listen to stories</p> <p>Identify ways needs are met</p> <p>Observe pictures</p> <p>Discuss ideas</p> <p>Follow instructions</p> <p>Give instruction</p> <p>Create list</p>

<ul style="list-style-type: none"> • Discuss the concept of Jamaica, the land of wood and water and its impact on how we live and conduct business • Identify the four basic elements and their impact on how we live as Jamaicans • Analyse selected songs to conclude how our songs depict the way we view life • Explain how non-living things can be used to enhance physical activities • Generate own sentences using plurals. • Interpret key ideas and words in text. 	<p>Glean information from visual sources (Videos, pictures, scenarios)</p>
<p>Caring for my Environment FQ1</p> <ul style="list-style-type: none"> • Infer what is meant by the physical environment. • Explain why it is important to protect the physical environment. • Identify ways in which the physical environment has changed over time, in different places (locally). • Explain how the physical environment affects the ways in which people meet their basic needs. • Research and identify Biblical references that speak about the physical environment • Respond to characters or situations in religious stories relating to living things • Identify the Creator of living and non-living things • Identify the Creator of the physical environment • Use structural analysis, to understand vocabulary and communicate ideas relating to the environment. • Illustrate pictorially, examples of scenes from the environment. 	

- Use shapes and colours to describe features of the physical environment. Measure the dimensions of different kinds of shapes in the classroom.
- Make sketches and record measure of each shape
- Compare shapes to identify differences and similarities in terms of height, width and angles.
- Identify circles, squares, rectangles and triangles in the environment.
- Identify and create simple patterns found in the environment
- Make factual statements about the physical environment (e.g. pollution, natural and man-made resources, habitats)
- Demonstrate an awareness of the harmful effects of land, air, and water pollution.
- Classify things in the physical environment (natural, man-made, etc.)
- Discuss the role of the senses in detecting the condition of the physical environment

FQ2

- Demonstrate an awareness of the harmful effects of land, air and water pollution
- Discuss and practise conservation of resources, e.g. water and electricity.
- Understand why recycling of products can help the environment.
- Explain the role of mankind towards his Creator(s) in caring for the physical environment
- Construct graphs to represent data eg. bar graph
- State the importance of protecting/caring for the environment.
- Explain how the care of the physical environment affects the ways in which people meet their basic needs
- Identify ways in which people can improve their immediate Environment

- Develop and use relevant vocabulary to describe, discuss or evaluate aesthetic pieces, informational material and other material.
- Make inferences based on background knowledge and clues from the text

FQ3

- Use religious teachings and beliefs to persuade others to take care of the environment
- Measure amounts (volume and weight) of waste materials produced in an area in order to promote care of the environment
- Explain the effects of land, air and water pollution on humans and other living things
- Follow rules and guidelines
- Discuss proper and improper use of the environment and its resources
- Explain the consequences of land, air and water pollution
- Write letters /emails to persuade others to care for the environment.
- Compose a poem to influence classmates to care for the environment
- Demonstrate values and attitudes which demonstrate respect for self and others in their immediate environment.
- Encourage others to take an active role in protecting and preserving their environment
- Appreciate ways in which they can take care of their environment within their school and community
- Identify agencies and resources available to promote care of the environment

SPANISH

SPANISH – GRADE 1				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
Saludos y presentaciones /Greetings and Introductions Focus Question/s ¿Cómo estás/ está usted? How are you?	<ul style="list-style-type: none"> Use the informal and formal patterns of greeting Differentiate greetings according to times of the day 	1	1	8
¿Quién eres tú?/ ¿Quién es usted?/ / Who are you? ¿Cómo te llamas? /¿Cómo se llama usted? / What is your name?	<ul style="list-style-type: none"> Say who they are and ask others who they are 			
¿Cómo se escribe tu nombre?/ How is your name written/ spelt?	<ul style="list-style-type: none"> Listen to the sounds of the Spanish alphabet Repeat the Spanish alphabet with correct pronunciation Spell their name 			
¿Cómo se llama?/ What is his/her name?	<ul style="list-style-type: none"> Ask someone the name of someone else 			
¿Cuántos años tienes?/ How old are you?	<ul style="list-style-type: none"> Ask and give their age using tener ... años/to be ... years old 			
Mi Cuerpo I/ My body	<ul style="list-style-type: none"> Identify the parts of the body belonging to the head 	1	2	4

SPANISH – GRADE 1				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
Focus Question/s ¿Cómo soy yo?/ How am I?/ What am I like?	<ul style="list-style-type: none"> Count independently in Spanish from 1-10 State in Spanish how many of each part of the body belonging to the head they possess List the singular and plural nouns in Spanish referring to the head 			
Mi familia I/My family Focus Question/s ¿Quiénes son los miembros de la familia?/Who are the members of the family?	<ul style="list-style-type: none"> Identify the members of their family Give the names of the members of their family State the number of persons in their family State whether their family is small, medium or large 	2	1	4
La casa/ The House Focus Question/s ¿Cuáles son las habitaciones en la casa? /What are the rooms in the house?	<ul style="list-style-type: none"> Identify the various rooms of the house Spell the words for the rooms in the house in Spanish Tell the colours of their rooms State the size of the rooms in the house 	2	2	6

SPANISH – GRADE 1				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
¿Cuáles son los muebles de la casa? /What are the items of furniture in the home?	<ul style="list-style-type: none"> Tell the different furniture in various parts of the house Spell the Spanish words for different furniture 			
La escuela/School Focus Question/s ¿Qué hay en la clase?/What is in the classroom?	<ul style="list-style-type: none"> Name ten items in the classroom Tell how many of each item in response to ¿Cuántos/Cuántas _____ hay en la clase?/How many _____ are there in the class? 	3	1	6
¿Cuáles son las formas?/ What are the shapes?	<ul style="list-style-type: none"> Name in Spanish at least five shapes that can be found in their environment Ask their classmates to identify the shapes using ¿Cómo se llama esta forma? / What is this shape called? Count the sides on the shapes Tell the colour of at least five shapes found in the classroom 			
Juntos en la escuela/Together at school Focus Question/s ¿Qué hacemos en la escuela?	<ul style="list-style-type: none"> Identify familiar foods Use the first person of verbs to express familiar actions Recognise general expressions of time 	3	1	3

SPANISH – GRADE 1				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
Total number of Major Objectives				25

SPANISH – GRADE 2				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
Mi cuerpo II/ My Body II Focus Question/s ¿Cuáles son las partes de mi cuerpo?/ What are the parts of my body?	<ul style="list-style-type: none"> Name the main parts of the body List the singular and plural nouns in Spanish referring to the body Give and respond to different commands related to body parts 	1	1	3
Mi Cuerpo III/My body III Focus Question/s ¿Cómo cuido mi cuerpo?/ How do I take care of my body?	<ul style="list-style-type: none"> Identify the different parts of the body State ways in which they can take care of the body 	1	2	2
Mi familia y yo II/My Family and I	<ul style="list-style-type: none"> Describe the size of their family 	2	1	7

SPANISH – GRADE 2				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
Focus Question/s ¿Cómo es tu familia?/What is your family like?	<ul style="list-style-type: none"> Say how many persons they have in their family and the names of the family members State the number of persons with whom they live 			
¿Cómo son los miembros de tu familia?/ What are the members of your family like?	<ul style="list-style-type: none"> Describe self and different members of the family Ask classmates to describe their family members Use adjectives according to gender correctly <ul style="list-style-type: none"> Say Spanish words with correct pronunciation and intonation 			
La casa/ The House Focus Question/s ¿Cómo ayudo en casa?/ How do I help at home?	<ul style="list-style-type: none"> Say the different things they do in the house Identify their responsibilities at home Tell which chores they like to do Talk about the chores they dislike doing 	2	2	4
Las Mascotas/ Pets Focus Question/s ¿Qué mascotas tienes?/ What pets do you have?	<ul style="list-style-type: none"> Identify pets in Spanish Tell the sound that each pet makes using expression 'hace' Say the names of their favourite pets Describe their pets 	3	1	4
Mi Comunidad/My Community Focus Question/s	<ul style="list-style-type: none"> Identify simple landforms Name and describe animals and plants Use simple negative and positive commands to give instructions 	3	2	3

SPANISH – GRADE 2				
Themes	Major Objectives	Terms	Units	Number of Major Objectives
¿Cómo es tu comunidad?/What is your community like?				
Total number of Major Objectives				23

SPANISH – GRADE 3				
Themes	Objectives	Terms	Units	Number of Major Objectives
Características personales y físicas I/ Personal and Physical Characteristics I Focus Question/s ¿Cómo eres tú?/ What are you like?	<ul style="list-style-type: none"> Ask and respond to the question ¿Cómo eres tú? Write short sentences describing themselves Describe themselves using the verb <i>tener</i> + parts of the body + colour Use vocabulary with acceptable pronunciation and intonation 	1	1	4

SPANISH – GRADE 3				
Themes	Objectives	Terms	Units	Number of Major Objectives
<p>Características personales y físicas II/ Personal and Physical Characteristics</p> <p>Focus Question/s</p> <p>¿Cómo es...? / What is he/ she like?</p> <p>¿Cómo son los miembros de mi familia?/What are My Family Members Like?</p>	<ul style="list-style-type: none"> Describe orally and in writing, the physical and personal characteristics of the members of their family Express themselves by asking and responding to the question ¿Cómo es tu/ su....? in Spanish Ask someone to describe his/her family members Compare members of their family 	1	2	4
<p>Las ocupaciones y profesiones/ Occupations and Professions</p> <p>Focus Question/s</p> <p>¿Cuáles son las profesiones en mi familia?/What are the professions in my family?</p>	<ul style="list-style-type: none"> Identify the names of common professions and occupations in Spanish Talk about the professions of persons in their community Express themselves by asking and responding to questions orally and in writing about their family members' professions, using the verb <i>trabajar</i> Express what they would like to be in the future, using the correct form of the verb <i>querer</i> 	2	1	5
<p>Países hispanos/Hispanic Countries</p> <p>Focus Question/s</p>	<ul style="list-style-type: none"> Identify the names of Spanish speaking countries Express themselves by asking and responding to questions about where others are from countries 	2	2	5

SPANISH – GRADE 3				
Themes	Objectives	Terms	Units	Number of Major Objectives
¿De qué país es.....?/Which country is he/ she from?	<ul style="list-style-type: none"> Compare important facts about other countries in Spanish Compare aspects of Spanish-speaking countries with Jamaica 			
Mi medio ambiente/ My environment Focus Question/s ¿ Tienes animales?/ Do you have animals?	<ul style="list-style-type: none"> Express themselves by asking and responding to questions about animals. Use the correct form of the verb tener to indicate which animals they have in the home Describe animals orally and in writing, using common adjectives in Spanish Distinguish between animals using their physical characteristics 	3	1	4
Total number of Major Objectives				22



The NSC Guides are to be used to obtain additional information for appropriate planning and to facilitate children's learning in ways that are appropriate for their profile. Other areas of interest that provide enriching and experiences may also be obtained from these guides.

Another useful support resource is the GAME-BASED TEACHING & LEARNING TEACHERS' MANUAL for the

Grades 1 – 3 Integrated Curriculum

REFERENCES

- Ministry of Education, Youth and Information (2016). *National Standards Curriculum Teachers' Guide Grades 1-3*. Kingston, Jamaica: Core Curriculum Unit - Ministry of Education, Youth and Information
- Ministry of Education, Youth and Information (2020). *A guide to implementing the National Standards Curriculum at the primary level – grades 1-6*. Kingston, Jamaica: Core Curriculum Unit - Ministry of Education, Youth and Information
- Ministry of Education, Youth and Information (2016). Game-Based and interactive learning activities for early years. Kingston, Jamaica: Core Curriculum Unit - Ministry of Education, Youth and Information. Retrieved from: <https://tinyurl.com/yaxa6dyw>