

DEPARTMENT OF EDUCATION



INSTRUCTIONAL GUIDE

Grade 2

MATHEMATICS



Grade 2

Scope of Work

Primary School Mathematics

Grade 2

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: NUMBER AND NUMBER SENSE

GRADE: 2

Sub-Goal 1: Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

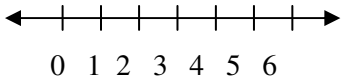
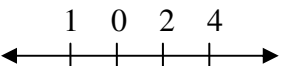
Essential Questions

1. Why are numbers important and how can you use them to solve problems?
2. How do we order two-digit numbers from greatest to least and from least to greatest?
3. How do numbers show parts of a whole or parts of a set?
4. How does the place of a digit in a number determine how much it is worth?

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: NUMBER AND NUMBER SENSE**

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Sub-Goal 1: : Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Read and write the numbers 0 to 20 on a number line.	<ul style="list-style-type: none"> Number Line A line that has equally spaced points named by numbers. e.g.  	<ul style="list-style-type: none"> Arrange number cards (0 to 20) on a number line in ascending order i.e. 0,1, 2, 3, ... 20 Have students identify numbers on the number line which matches their age, the number of cookies in their lunch box, the number of windows in the classroom, etc. Use velcro to attach numbers to the number line. Have some students close their eyes while you remove a number. Point out the secret number to the children whose eyes are opened. Have the children whose eyes were closed tell what number is missing. Do this for several numbers. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol. 1 pgs. 171A & 172A Math Jingles CD 	<ul style="list-style-type: none"> Fill in missing numbers to complete a number line. Identify points that are incorrectly labeled on the number line? Example: 
2. Read, write, recite and use number sequences to 999 (forward and backward).	<ul style="list-style-type: none"> Number Sequence: The order in which numbers are said, or placed when counting. Forward Counting in ascending order. e.g. 0, 1, 2, 3,...100 Backward Counting in a descending order e.g. 100, 99, 98... 	<ul style="list-style-type: none"> Call and write numbers to 999, using a hundred chart initially, then subsequently by memorization. Designate a number of the day by randomly selecting a number card from a box, and using the number in a variety of ways. e.g. locating it in text/workbooks. Arrange a series of numbers in designated order to demonstrate sequence. E.g. 741, 739, 743, 740, 742. -Forward – 139, 140, 141, 142, -Backward – 343, 342, 341, 340, 339. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Volume I pgs. 161A & 162A 	<ul style="list-style-type: none"> Complete a hundred chart by writing the missing numbers. Name numbers which come before, after, or between other numbers.

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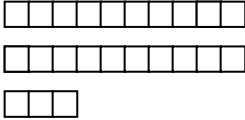
Sub-Goal 1: : Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Arrange numbers in ascending and descending order.	<ul style="list-style-type: none"> Numbers are said to be in ascending order when they are arranged from the smallest to the largest number. For example: 5, 9, 13, 17 and 21 are arranged in ascending order. Numbers are said to be in descending order when they are arranged from the largest to the smallest number. For example 25, 21, 17, 13 and 9 are arranged in descending order. 	<ul style="list-style-type: none"> Use number cards to tell where numbers come in relation to the position of other numbers. i.e. <ul style="list-style-type: none"> before: in front of (<u>27</u>, 28) after: following in place (632, <u>633</u>) between: the number between two numbers (541, <u>542</u>, 543) Place numbers in ascending and descending orders. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Volume I pgs. 149A & 150A 	<ul style="list-style-type: none">
4. Identify the positions first through twentieth using an ordered set of objects (Continued).	<ul style="list-style-type: none"> Ordinal Numbers - Numbers which describe the position of objects as they are related to others in an ordered group. Examples <ul style="list-style-type: none"> - 1 = first 1st - 2 = second 2nd - 3 = third 3rd - 4 = fourth 4th - 20 = twentieth 20th 	<ul style="list-style-type: none"> Identify objects on a line and use ordinal numbers to identify the positions. E.g. This butterfly is fourth on the line  Match ordinal number words to their symbolic representatives. E.g. seventh – 7th 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Volume 1 pgs. 159A & 160A 	<ul style="list-style-type: none"> Color to show the order of objects. Example: Color the second object blue.  Use ordinal numbers to describe the positions of objects. Example: Where is the hat?  <p>The hat is second.</p>

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<p>4. Identify the positions first through twentieth using an ordered set of objects.</p>		<ul style="list-style-type: none"> Identify an object that comes first, and use it as a benchmark in locating other objects. e.g.  Take students to the playground. Have them run races in groups. Have them tell who came first, second, third, etc. Designate students to pin different colour ribbons on students according to the position they came in the race (i.e. first – red ribbon, second, green ribbon, etc.). 		<ul style="list-style-type: none"> Identify the first person/object on a line when they are turned indifferent directions. i.e. facing – left, right, top, or bottom.
<p>5. Describe a two-digit number in terms of tens and ones.</p>	<ul style="list-style-type: none"> Two-digit number: A number that is made up of two digits e.g. 27. The place value of digits is read from right to left. The first digit to the right is in the ones place. The second digit to the left is in the tens place. 	<ul style="list-style-type: none"> Model tens and ones for given numbers, using base-ten blocks or cubes. e.g. 23  Identify/name digits that represent tens and/or ones in numbers. e.g. 64 $6 = 6 \text{ tens}$ $4 = 4 \text{ ones}$ 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition pgs.126 – 138A Math Jingle CD 	<ul style="list-style-type: none"> Tell/write numbers that represent a set number of tens and ones e.g. this number is 4 tens and 5 ones. What is it? 45 Identify numbers which are either in the tens or ones place e.g. 38. <u>3</u> is in the tens place.

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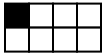
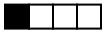
GRADE: 2

Sub-Goal 1: : Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT			
6. Identify the place value of each of a 3-digit number.	<ul style="list-style-type: none"> Place Value of 3-digit numbers: The position of the digit determines its value in a number. For example 256 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Hundreds 2</td> <td style="padding: 5px;">Tens 4</td> <td style="padding: 5px;">Ones 6</td> </tr> </table> <ul style="list-style-type: none"> The digit 2 is in the hundreds place. The value of the 2 is 2 hundreds. 	Hundreds 2	Tens 4	Ones 6	<ul style="list-style-type: none"> Read/write Three – digit numbers e.g. 840 Identify numbers with specific place values e.g. 431 Which number is in the hundreds place? 4 <ul style="list-style-type: none"> a. the tens place? 3 b. the ones place? 1 	<ul style="list-style-type: none"> Harcourt Math Bk. 2 Vol.2 pgs. 313A-316A Zoo Zillions Annie’s Jingle Trail 	<ul style="list-style-type: none"> Write the place and the value of digits. For example Value $\underline{24} = 20$ or 2 tens. <u>place</u> – Tens
Hundreds 2	Tens 4	Ones 6					
7. Compare whole numbers between 0-999 using the symbols <, >, = (Continued).	<ul style="list-style-type: none"> Greater Than (>): A number that is more than in quantity or amount. e.g. $126 > 124$ Less than (<): A number that is less than or fewer in quantity or amount. E.g. $412 < 528$ Equal to (=): Numbers that are the same in quantity or amount. e.g. $52 = 52$ 	<ul style="list-style-type: none"> Select the number which is greater or less, in a given pair. e.g. greater 314 <u>412</u> less <u>296</u> 298 Write/give numbers which are greater or less than, or equal to given numbers. e.g. 145 <ul style="list-style-type: none"> - greater 216, 728 - less 100, 109 - equal 145 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol. 1 pgs. 143A-154A 	<ul style="list-style-type: none"> Demonstrate ability in reading numbers between 0-999, then comparing them as it relates to their amounts using symbols. Identify and distinguish which numbers are greater, less than, or equal to other numbers. Circle the larger, largest or smaller, smallest number. Students complete an on line assessment at www.harcourtschool.com 			








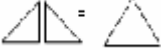
SCOPE OF WORK
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Sub-Goal 1 : Demonstrate and apply knowledge of numbers, including multiple ways of representing numbers, relationships among numbers, and number systems.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Compare whole numbers between 0-999 using the symbols $, >$, and $=$.		<ul style="list-style-type: none"> Use math symbol cards to compare number pairs. e.g. $714 > 322$ 714 is greater than 322 $811 < 951$ 811 is less than 951 $203 = 203$ 203 is equal to 203 and understand the relationship of the numbers to each other. 		
8. Identify odd and even numbers.	<ul style="list-style-type: none"> Even Number: A number which represents an amount of objects that can be grouped into pairs with none left over. E.g. 2, 4, 6, 8 Odd Number: A number that represents an amount of objects that when grouped into pairs one is left over. E.g. 1, 3, 5, 9 	<ul style="list-style-type: none"> Using connecting cubes, make groups of two for given numbers and observe if one block is left over to distinguish the numbers as either even or odd. e.g. $20 = 0000000000$ 0000000000 20 is even $13 = 000000$ 0000000 13 is odd Use hundreds board (chest) to shade odd and even numbers and let students discover the pattern. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol.1: Teacher's Edition pg. 165A Mathematics in Motion: A Resource Book for Primary Teachers, pgs. 42, 44 	<ul style="list-style-type: none"> Demonstrate or explain steps to find out whether a number is even or odd. Show if a number is even or odd by using varied objects. Journal writing: Odd and even numbers Write odd or even numbers next to given numbers. E.g. 25 <u>odd</u>
9. Read, write, and shade in examples of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$ and $\frac{1}{10}$, $\frac{1}{12}$ as part of a whole (Continued).	<ul style="list-style-type: none"> Identify the symbolic representations of fractional parts a. $\frac{1}{2}$: One out of two equal parts – half b. $\frac{1}{3}$: One out of three equal parts– third c. $\frac{1}{4}$: One out of four equal parts– fourth 	<ul style="list-style-type: none"> Divide plane shapes into equal parts then color one part to represent the fraction. Example: $\frac{1}{8}$ one eighth  Shade in parts to represent a fraction Example $\frac{1}{4}$ one fourth  	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol.2 Teacher's Edition: pgs. 353A, 354, 355, 357 	<ul style="list-style-type: none"> Label fractional parts of figures using symbols.

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OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>9. Read, write, and shade in examples of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$ and $\frac{1}{10}$, $\frac{1}{12}$ as part of a whole.</p>	<p>d. $\frac{1}{8}$: One out of eight equal parts– eight e. $\frac{1}{10}$: One out of ten equal parts– tenth f. In each instance, the bottom number represents the total number of pieces to make a whole. The top number represents only one part of the whole.</p>	<ul style="list-style-type: none"> Write a fraction to describe figures. Example: $\frac{1}{2}$  Fold sheets of paper to make equal parts. Example: $\frac{1}{3}$  		<ul style="list-style-type: none"> Shade figure(s) for given fraction(s) Example: $\frac{1}{2}$ 
<p>10. Explain that fractional parts of a whole are equally sized pieces.</p>	<p>Fractional Parts</p> <ul style="list-style-type: none"> A number of equally sized pieces or parts that when put together make one whole or a complete group. <ul style="list-style-type: none"> a. one half $\frac{1}{2}$ - one out of two equal parts b. one third $\frac{1}{3}$ - one out of three equal parts c. one fourth $\frac{1}{4}$ - one out of four equal parts 	<ul style="list-style-type: none"> Identify objects that have fair shares, or equally sized pieces. Cut play dough ‘pizza’ into fair shares or equal parts to divide among other group members. Example: 4 members in a group, each member will be given one out of the four equal parts. Find the missing fractional part to complete an object or shape. e.g.    Describe fractional parts of groups. Example  <p>$\frac{1}{3}$ of the marbles is black.</p>	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol. 2: Teacher’s Edition pgs.352 & 359A Mathematics Plus Bk. 1 Teacher’s Edition pg. 291 & 292 	<ul style="list-style-type: none"> Divide objects into equal parts for fractions. Paste pre-cut fractional parts to make a whole 

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE: 2




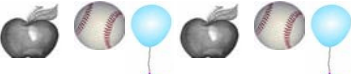

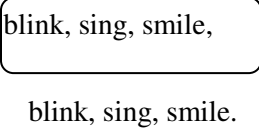

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

Essential Questions

1. What is the role of patterns in everyday life?
2. Why is skip counting important in everyday life?
3. How do I find missing values in a number sentence?
4. Why is knowing how to count important?

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE: 2**

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>1. Identify, continue, and create pictorial, action and repeated/grouping patterns within 999 (Continued).</p>	<ul style="list-style-type: none"> Pattern: A repeated sequence or design E.g.  5, 10, 15, 20, 25, 30... Pattern Unit: Part of a pattern that repeats. E.g.  Pictorial Pattern: A pattern made using pictures E.g.  Action Pattern: Made by performing a specific set of actions. E.g. clap, jump, dance, clap, jump, dance, clap, jump, dance 	<ul style="list-style-type: none"> Identify and continue the pattern in a row of pictures then draw or tell what should come next. E.g.  Identify the pattern unit in a given pattern. E.g.  E.g.  Demonstrate/tell which action should be next in an action pattern. E.g. raise arms up, put arms down, raise arms up, put arms down. Use pictures in a pattern to make a new pattern. E.g.  	<ul style="list-style-type: none"> Harcourt Math Bk. 1 pgs. 313-324 Connecting Cubes Harcourt Math Bk. 1-Vol. 2- Teacher's Edition pgs. 317A - 318,319 Harcourt Math Bk. 1-Vol 2- Teacher's Edition pgs. 319A & 320 	<ul style="list-style-type: none"> Correctly draw or tell what should come next to continue a given pattern. Use numbers and symbols Create a pattern using a given set of pictures, or actions Create new patterns using the same objects, shapes, or numbers given.

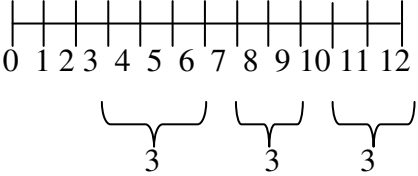
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
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Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Identify, continue, and create pictorial, action and repeated/ grouping patterns within 999	<ul style="list-style-type: none"> • Number Pattern that repeats or grows: • A pattern that is created is based upon the relationship of its numbers. E.g. 1, 3, 5, 7, 9, 11, ___ • To create this pattern the number 2 is always added to the previous number to get the next one. The next number is 13. 	<ul style="list-style-type: none"> • Tell which number should come next in a pattern. E.g. 2, 4, 4, 2, 4, 4, 2, 4, 4, or 10, 20, 30, 40, 50... • Compose numerical patterns. Example 1 2 3 4 1 2 3 4 	<ul style="list-style-type: none"> • aaamath.com 	<ul style="list-style-type: none"> • Correctly tell what comes next in the number pattern.
2. Identify patterns in their world.	<ul style="list-style-type: none"> • Recognize that there are patterns all-around us and be able to identify different kinds. 	<ul style="list-style-type: none"> • Observe things which have a variety of designs on them, that create patterns, (e.g. animal skins (stripes, spots), clothing (stripes, polka dots, plaids) tiles, windows, etc) then discuss observation. • Participate in a nature walk Observe and discuss the types of patterns seen. _____ lines or leaves _____ lines on tree trunks _____ petals on flowers _____ branches etc. 	<ul style="list-style-type: none"> • Harcourt Math Bk. 1 pgs. 313-324 	<ul style="list-style-type: none"> • Name types of patterns (designs) as seen in pictures or on items. • Create own patterns.

SCOPE OF WORK
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STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
GRADE: 2

Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Skip count by 2s, 3s, 5s, 10s, 25s, 50s up to 999.	<ul style="list-style-type: none"> Count forwards or backwards by a number other than one. Use number patterns to count by 2s, 3s, 5s, 10s, 25s, 50s. 	<ul style="list-style-type: none"> Count using a 100 counting chart. Use 40 counters and arrange them in groups of 2s, 5s, 10's, and 50s. 	<ul style="list-style-type: none"> Cuisenaire rods. Harcourt Math Bk. 1 pgs. 163-167 	<ul style="list-style-type: none"> Have students explain why skip counting is necessary in everyday life.
4. Identify and locate missing numbers on a number line.	E.g. Skip count by 3s: 3, 6, 9 	<ul style="list-style-type: none"> In cooperative groups, students explain, complete, and share how they arrived at answers on the number line. Groups are not assigned the same problems. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 pgs. 149 & 150 	<ul style="list-style-type: none"> Provide students with an activity sheet where they have to identify the missing numbers on a number line.

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STRAND: PATTERNS, FUNCTIONS, AND ALGEBRA
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Sub-Goal 2: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Estimate the amount of objects in a set using 0, 10 and 100 and then determine if the estimation was reasonable.	<ul style="list-style-type: none"> To estimate is to find a number that is close to the exact answer. 	<ul style="list-style-type: none"> How Many? <ol style="list-style-type: none"> Fill a jar with beans or other objects and have students estimate how many beans are in the jar. Have students fill in given containers to verify their answers. In the classroom spread several things on the floor (e.g. books, toys, pencils, etc.). Have students estimate the number of items on the floor (1, 100 or 1000). Then have them count as they pick up the items. 	<ul style="list-style-type: none"> www.icoachmath.com Jar Manipulatives (Beans, macaroni) 	<ul style="list-style-type: none"> Explain why estimation is important.
6. Solve non-routine problems where finding pattern is an appropriate strategy.	<ul style="list-style-type: none"> Non-routine problems stress the use of heuristics and require little or no use of algorithms. Heuristics are procedures/strategies that do not guarantee a solution to a problem but provide a more highly probable method for discovering the answer. For example, draw a picture 	<ul style="list-style-type: none"> Students solve problems where using a pattern is a strategy. 	<ul style="list-style-type: none"> http://www.mathpentath.org 	<ul style="list-style-type: none"> Use the KWL strategy

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

Essential Questions

1. How can you use addition and subtraction to solve problems?
2. What strategies do I use to find the sum or difference of two whole numbers up to two digits?
3. What are fact families and how do they help us add and subtract?
4. How will understanding the relationship between addition and subtraction help me solve my problems and check my work?
5. How would estimation help in finding sums and differences?

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2**

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>1. Recall addition and subtraction facts up to twenty ($10 + 10 = 20$)</p>	<ul style="list-style-type: none"> • Addition Facts: The addition of two single-digit addends producing sums to 18. For example: $7 + 9 = 16$s Addend: a number to be added to another. • When zero is added to a second number, the answer is the second number. For example, $0 + 20 = 20$. • Adding one is just like counting by one. • Subtraction facts are facts you should know just by thinking, not counting. Once you know these facts, you can subtract any number easily. • Show the relationship between the addition and subtractions facts. • For example: $15 - 8 = 7$. Ask students to think about what goes with 8 to make 15. The students use a known addition fact $8 + 7 = 15$ to solve the subtraction fact. 	<ul style="list-style-type: none"> • Use flash cards and allow students to identify addition facts in less than 3 seconds. This indicates mastery of the fact. <ul style="list-style-type: none"> i. Place these cards in the “I know” stack. Review with students the facts that are easily retrieved. The cards that are left become the “I want to know” stack. As cards from this stack are learned they become the “I learned” stack. ii. Make labels for the stack so the student can see a visual model of “K-W-L” chart of his subtraction facts. • Perform the above for subtraction facts. 	<ul style="list-style-type: none"> • enVision Math Bk. 1 pgs. 481 & 515 Harcourt Math Bk. 1 Vol.2 pgs. 373A-384A <ul style="list-style-type: none"> a. Reteach, Practice, Problem Solving Challenge Worksheets and Transparency pgs. 26.1-26.6 • Flash cards • Number line 	<ul style="list-style-type: none"> • Worksheet on addition and subtract facts. Time students and record their scores. The objective is for all students to gain mastery on the facts. This activity may take several attempts.

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Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Apply basic facts to mental math (Continued).	<ul style="list-style-type: none"> • Mental math strategies for subtraction facts should be developed separately. Doing addition and subtraction concurrently is not pedagogically wise. • Strategies for Mental math <ul style="list-style-type: none"> i. Doubles: E.g., for $4 + 6$, think $5 + 5$ ii. Doubles Plus One: E.g., for $4 + 5$, think $4 + 4 + 1$ iii. Doubles Take Away One: E.g., for $4 + 5$, think $5 + 5 - 1$ iv. Doubles Plus Two: E.g., for $4 + 6$, think $4 + 4 + 2$ v. Doubles Take Away Two: E.g., for $4 + 6$, think $6 + 6 - 2$ vi. Making 10: E.g., for $7 + 5$, think $7 + 3 + 2$ vii. Building on a Known Double: E.g., $6 + 6 = 12$, so $6 + 7 = 12 + 1 = 13$ 	<ul style="list-style-type: none"> • Perform mental math drills Example: <ul style="list-style-type: none"> 1.) $2+8 =$ 2.) $7+1 =$ 3.) $9-3 =$ 	<ul style="list-style-type: none"> • www.eduplace.com/math/mw/models/overview/1_21_2.html - 7k – • Harcourt Math Bk.1 Vol.2 pgs. 258A, 378A, 416A, 430A <ul style="list-style-type: none"> a. Mental Math (Teacher’s Edition) pgs. 246, 258, 378 	<ul style="list-style-type: none"> • Written or oral quiz

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Apply basic facts to mental math .	viii. Addition to Subtraction: e.g., for $7 - 3$, think $3 + ? = 7$.			
3. Explain strategies used to arrive at sums and differences.	<p>Strategies</p> <ul style="list-style-type: none"> • Adding 10 to a number: Adding 10 to a number does not require any counting. For example, $10 + 2 =$ $8 + 10 =$ $10 + 5 =$ $7 + 10 =$ $10 + 9 =$ $3 + 10 =$ • Think Addition Strategy: This strategy demonstrates how students can use their knowledge of adding facts to find the answers to subtraction equations. For example For 10-6, students should look at the number and think “6 plus what equals 10?” and determine the missing addend. • The Count Back Strategy: If students have to subtract 1, 2, or even 3 from a number, they could employ a counting back strategy with or without visualizing jumping back on a number line. 	<ul style="list-style-type: none"> • Use file folder games where students match the sums to the equations. • Provide one group of students with addition and subtraction problems. Write them on greeting card size construction paper and hang them around the students’ neck. Give another group the answers to the addition and subtraction facts. Write them on greeting card size construction paper and hang them around their necks. After giving a signal have students ‘find their partners’. 	<ul style="list-style-type: none"> • www.mhschool.com • www.gkastner.com • aaamath.com • www.isbe.net • Harcourt Math Bk. 1 Vol.1 pgs. 65A-74A a. Reteach, Practice Problems Solving Challenge Worksheets and Transparency 5.1-5.5 b. Problem Solving Think Along, pg. 24 	<ul style="list-style-type: none"> • Teacher flashes subtraction and addition fact cards to students. All fact cards should be random addition and subtraction of 1, 2, and 3 (adding 10 to a number, think addition, count back) ii. Students look at cards and verbally count back, add 10, or think addition to determine the solution. iii. Evaluate students’ answers to determine whether they used the correct strategy. iv. Evaluate students’ answers to the sum and differences and keep track of right and wrong answers by sorting them as you flash.

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2**

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
4. Create and explain fact families using addition and subtraction skills to show the relationship between addition and subtraction.	<ul style="list-style-type: none"> Fact families: A fact family is a group of related facts using the same numbers. Example $4 + 3 = 7$ $7 - 3 = 4,$ $3 + 4 = 7$ $7 - 4 = 3.$ Fact families are a very powerful tool for mastering facts; once you know one fact in a family, you can work out the other facts in the same family. Fact families are also useful for solving problems with missing addends, such as $4 + \underline{\quad} = 7$ 	<p>Make a Triangle:</p> <ul style="list-style-type: none"> On the points of the triangle write the digits in the fact family: For example:2,3, 5. On the triangle, have the child write the 2 addition and 2 subtraction facts for that family. You could duplicate many triangles, with lines for the facts. Then you can "customize" each triangle! 	<ul style="list-style-type: none"> enVision Math Bk. 3 pg. 66 Bright Sparks Bk 2. p. 31 Harcourt Math Bk. 1Vol.1 pgs. 79A-88A, 97A & 98A <ul style="list-style-type: none"> a. Reteach, Practice, Problem Solving Challenge Worksheets pgs. 105A-116A b. Transparency 7.3 	<ul style="list-style-type: none"> Students search for related addition and subtraction facts for a given number and investigate fact families when one addend or the difference is 0
5. Find the sums of 2 two-digit numbers using a variety of methods (Continued).	<ul style="list-style-type: none"> Addition of two-digit numbers is developed sequentially, beginning by finding the sums of numbers that are multiples of 10. For example, to add 40 plus 50, a child may think of the basic addition fact, $4 + 5 = 9$, and then affix a zero to the five to get the sum, 90. When children do this, the important point to emphasize is that they are not really adding 4 and 5, but rather 4 tens and 5 tens. 	<p>Hundred Board Sums</p> <ul style="list-style-type: none"> In cooperative group, students cut numbers from the hundred board to create addition problems. Students then find the sums of the problems. 	<ul style="list-style-type: none"> www.eduplace.com eliot.needham.k12.ma.us Harcourt Math Bk. 1 pgs. 413A & 414A, 417A & 418A, 421A & 422A <ul style="list-style-type: none"> a. Reteach, Practice, Problem Solving Challenge Worksheets and Transparency, 29.1, 29.3, 29.4, 29.5 	<ul style="list-style-type: none"> Use interactive assessment, which is found at In the Rainforest Math, students are challenged to add starting from the ones place and then the tens place. Teachers can check students' scores at the top of the web page.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
5. Find the sums of 2 two-digit numbers using a variety of methods.	<ul style="list-style-type: none"> • Addition algorithm is based on the base-ten positional numeration system, and so when adding two-digit numbers, place value must be acknowledged. For example of $34 + 52$. • The first digit from the left is in the tens place, and the second digit from the left is in the ones place. $34 + 52$ can be written in the following way: $\begin{array}{r} 34 \quad 30 \quad + \quad 4 \\ + 52 \quad + 50 \quad + \quad 2 \\ \hline 86 \quad 80 \quad + \quad 6 = 86 \end{array}$ • Adding 34 and 52 is equivalent to finding the sum of 3 tens (30) and 5 tens (50), and then adding to this result the sum of 4 ones and 2 ones. 	<ul style="list-style-type: none"> • Students will be given copies of the local newspaper. In pairs they will locate ads and create problems (using two-digit numbers) for their classmates to solve. 		

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2**

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Find the difference of 2 two digit numbers.	<ul style="list-style-type: none"> • Subtract the ones place first. • Subtract the tens. Example: $\begin{array}{r} 56 \\ -23 \\ \hline 33 \end{array}$ 	<p>Subtraction Train</p> <ul style="list-style-type: none"> • In groups, subtraction problems are placed on a train. If group members calculate the correct answer, they say “Cho, Cho”. 	<ul style="list-style-type: none"> • Bright Sparks Bk 2. p. 56 • Harcourt Math Bk. 1 pgs. 435-440 a. Reteach, Practice, Problem Solving Challenge Worksheet and Transparency 30.1, 30.3 • www.aaamath.com • Place Value Modules 	<ul style="list-style-type: none"> • Use interactive assessment, which is found at www.aaamath.com. Students are challenged to subtract problems. Teachers can check students’ scores and times of completion at the bottom of the web page.
7. Estimate the amount of objects in a set using 0, 10, and 100 as benchmarks and then determine if estimation was reasonable (Continued).	<ul style="list-style-type: none"> • Use the number line to help with estimation. • Select a number. For example, 43. 43 is closer to 40 than 50. 	<ul style="list-style-type: none"> • Guess Imation Time a. Activity can be done individually, in peers or in groups. b. Teacher gives a list of questions, which would require students to estimate then find the real answer. c. Students compare their answers with their guesstimate and find the differences. 	<ul style="list-style-type: none"> • enVision Math Bk. 2 pgs 347-348 • Harcourt Math Bk. 2 pg. 215 • Math Jingle CD: Primary Problem Solving Think Along TR 124 	<ul style="list-style-type: none"> • Students use number line to estimate numbers or objects in a set.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Estimate the amount of objects in a set using 0, 10, and 100 as benchmarks and then determine if estimation was reasonable.		<ul style="list-style-type: none"> Questions for investigating can include the following: <ol style="list-style-type: none"> How many cars are in the school's parking lot? How many doors are in the school? 		
8. Estimate to find sums and differences (Continued).	<ul style="list-style-type: none"> Use the number line to assist students with estimation. Given a number, find the two numbers that come before and after (counting in tens) that number. E.g. The number is 34. Between which two numbers (counting in tens) does this number fall. Answer: 30 and 40. 34 is closest to which number, 30 or 40? It is closer to 30. Then, 34 is estimated to 30. Add the numbers. Example: $\begin{array}{r} 45 \qquad 50 \\ + 72 \qquad +70 \\ \hline 120 \end{array}$ <ol style="list-style-type: none"> 45 is between the numbers 40 and 50. 45 is closer to 50. Therefore, 45 is estimated to 50. 	<ul style="list-style-type: none"> Use flash card and allow student to estimate sums and differences using a variety of methods. Estimation Hangman <ol style="list-style-type: none"> Students estimate sums and differences to the nearest ten. If the addends or minuends are incorrect, you draw the parts of the hangman. The group or student who completes the hangman first loses the game. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 pgs. 137A & 138A <ol style="list-style-type: none"> Reteach, Practice, Reading Strategy, Challenge Worksheets and Transparency 9.6 Math Jingles CD, Primary Problems Solving Thinking Along TR 124 	<ul style="list-style-type: none"> Students create and solve problem estimating sums and differences.

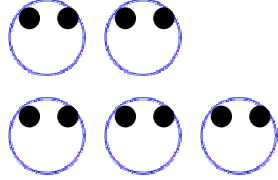
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Estimate to find sums and differences.	b. 72 is between the numbers 70 and 80. 72 is closer to 70. Therefore, 72 is estimated to 70. The estimated sum is 120 For subtraction, the rule remains the same. After estimation, you subtract instead of add.			
9. Explore multiplication as repeated addition.	<ul style="list-style-type: none"> Multiplication is a fast way of adding a series of numbers. Example: 1 bird has 2 legs 5 birds have $2 + 2 + 2 + 2 + 2 = 10$ Add 2 (5 times)	<ul style="list-style-type: none"> In groups using manipulatives, students explore multiplication as repeated addition. Example: Solving Problems around the School Using Repeated Addition Take students on a tour around the school. Have them solve problems like counting the number of desks and chairs in a classroom, computers in the computer lab, number of juice in a box sold by the lunch vendor, etc. Explain to them that if the desks and chairs are set up in rows and columns it is easier to multiply to find the total number, instead of counting each item separately.	<ul style="list-style-type: none"> www.multiplication.com Harcourt Math Bk. 2. Vol.2 pg. 28 Carnival Countdown CD 	<ul style="list-style-type: none"> Students match prepared repeated addition sentences with multiplication sentences. They walk around to find a partner with coordinating product.
10. Explore division as repeated subtraction (Continued). Note: Objectives 8 and 9 are introductory. Students do not learn multiplication and division facts at this time	<ul style="list-style-type: none"> Remember that multiplication is repeated addition. $5 \times 4 = 4 + 4 + 4 + 4 + 4 = 20.$ <ul style="list-style-type: none"> Division is repeated subtraction. 	<ul style="list-style-type: none"> In groups using manipulatives, students explore division as repeated subtraction. Example: 10 legs - How many birds?	<ul style="list-style-type: none"> www.homeschoolmath.net Manipulatives Harcourt Math Bk. 2 Vol.2 pgs. 441A-442A 	<ul style="list-style-type: none"> Students create and solve problems with division as repeated subtraction.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: COMPUTATION AND ESTIMATION
GRADE: 2

Sub-Goal 3: Estimate and understand the meaning, use, and connection between the four (4) basic operations; addition, subtraction, division, and multiplication.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>10. Explore division as repeated subtraction.</p> <p>Note: Objectives 8 and 9 are introductory. Students do not learn multiplication and division facts at this time.</p>	<p>Example: 20 peanut cakes. Make a group of 4. Form another group of 4 until none is left. How many groups do you make?</p>	<p>10 - 2 = 8 8 - 2 = 6 6 - 2 = 4 4 - 2 = 2 2 - 2 = 0</p>  <p>= 5 birds</p>		
<p>11. Create and solve problems in addition and subtraction using whole numbers, money, and fractions.</p>	<ul style="list-style-type: none"> The words “in all” and “altogether” are associated with addition. The words “left” and “many more” than are associated with subtraction. 	<ul style="list-style-type: none"> In groups, students solve various problems and justify their answers. <ol style="list-style-type: none"> Using the Miami Herald or the local newspaper, collect food store advertisements for items (milk, bread, etc.). Create various problems for the students to solve where they are given a certain amount of money to purchase some lunch for school. <p>Example: Rachael was given \$5.00 to purchase some food for her lunch. She went to Super Value and brought 2 apples at 50 cents each, 1 potato chip at 75 cents and an apple juice at 85 cents. How much money did she spend? How much change does she have left?</p> 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 pgs. 7A-248A <ol style="list-style-type: none"> Problem Solving Think Along TR 124 Reteach, Practice, Problem Solving Challenge Sheet pgs. 359A &360A 	<ul style="list-style-type: none"> Students complete activity sheets where they solve problems in addition and subtraction using whole numbers, money, and fractions.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2



Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

Essential Questions

1. What are the three basic units of measurements?
2. How does what you measure influence how you measure?
3. How does experience help you relate time to when an event actually happen?
4. What information is necessary to solve everyday problems?

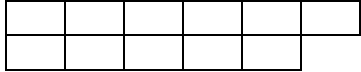
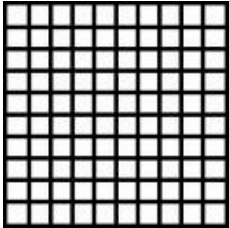
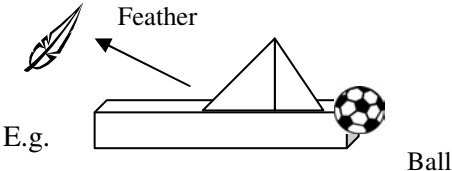






**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>1. Estimate and measure objects to the nearest metre, centimetre, or decimetre.</p>	<ul style="list-style-type: none"> To give an estimation is to guess as closely as possible the approximate lengths of objects, and then check the accuracy of that guess by using a ruler for a specific unit of measurement. Metre - basic unit of measuring length in the metric system. Centimetre – 1/100 of a metre or 100 centimetre = 1 metre Decimetre- 1/10 of a metre or 10 decimetre = 1 metre. 	<ul style="list-style-type: none"> Give each child/group an object and allow them to make reasonable estimates as to the length of each object based on the unit being used. Have them measure it, and write the length as closely as possible to its actual measurement e.g. which string is about 3cm? (check estimates by measuring) How many centimetres long is the eraser? <div style="text-align: center;">  </div> <p>(other objects that could be books, desk, chalkboard, window sill, paper clips, etc)</p> <ul style="list-style-type: none"> Tell which object in a group could be a certain length. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition pgs. 333A & 334A Harcourt Math Bk. 2 Vol. 2 pgs. 257A-280A <ol style="list-style-type: none"> Problem Solving Think Along TR124 Various objects 	<ul style="list-style-type: none"> Give reasonable guesses then measure and tell accurate lengths of a specific object. Choose objects of given lengths by making reasonable guesses.
<p>2. Demonstrate the concept of area using nonstandard units (Continued).</p>	<ul style="list-style-type: none"> Area is the surface to be covered. The area is measured in squared units. Show how to find the amount of spaces an object covers by counting the number of square blocks on grid paper. 	<ul style="list-style-type: none"> Use grid paper to draw/outlines figures that have a given number of square units. Then shade in the area, e.g. 5 units. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> grids 	<ul style="list-style-type: none"> Write the area of objects using square units (by counting squares). Correctly draw any figure for a given area and shade it in.

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT						
<p>2. Demonstrate the concept of area using nonstandard units.</p>	<ul style="list-style-type: none"> Count the number of squares inside a specifically outlined area to find its area in square units.  <p>e.g. This area is 11 square units.</p>	<ul style="list-style-type: none"> Draw figures for given areas and shade them in. 								
<p>3. Compare masses of objects using metric measurements (Continued).</p>	<ul style="list-style-type: none"> Mass measures by how much something weighs. Weight can change depending on where you are (such as on the moon) while the mass stays the same. In the metric system, kilograms and grams are measures of mass, but in the U.S. customary system, ounces and pounds are measures of weight Heavier means having more weight than another object. On a balance scale, the heavier object will lower the pan. Light means having less weight than another object. 	<ul style="list-style-type: none"> Place an object on either side of a balance in the pans, then observe to see which is heavier (lower pan) or lighter (higher pan)  <p>E.g. Feather Ball</p> <p>Draw objects on a sheet of paper under the headings.</p> <p>‘Heavier or lighter’ i.e.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;">Heavier</td> <td style="width: 10%; border-left: 1px solid black;"></td> <td style="text-align: center; width: 40%;">Lighter</td> </tr> <tr> <td style="text-align: center;">  (ball) </td> <td></td> <td style="text-align: center;">  (feather) </td> </tr> </table>	Heavier		Lighter	 (ball)		 (feather)	<ul style="list-style-type: none"> Harcourt Math Bk. 1, Teacher’s Edition Vol. 2 pgs. 314A & 342A balance scale www.mathsisfun.com 	<ul style="list-style-type: none"> Circle objects that are heavier or lighter and justify the responses.
Heavier		Lighter								
 (ball)		 (feather)								

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
3. Compare masses of object using metric measurements.	<ul style="list-style-type: none"> Balance means having the same weight as another object. On a balance scale, the pans will be at the same level. 	<ul style="list-style-type: none"> Play a game called “We balance” where students try to choose objects that are the same weight and place them on a scale to see if they balance or not. 		<ul style="list-style-type: none"> Tell whether pairs of objects on a scale/balance are of equal weight, or heavier or lighter. Justify your responses..
4. Estimate and determine mass of familiar objects using metric measurements (gram, kilograms)	<ul style="list-style-type: none"> Gram is the basic unit of measuring mass in the metric system. 1 000 grams = 1 kilogram 	<ul style="list-style-type: none"> Estimating Mass Have students estimate and compare the mass of different items to 1 kilogram. Students then weight the objects to find the actual weight. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol. 2 pgs. 342A-344A 	<ul style="list-style-type: none"> Have students complete an activity sheet where they estimate and determine mass of objects using metric measurements (gram, kilograms).
5. Estimate, measure and compare temperatures.	<ul style="list-style-type: none"> A thermometer is used to measure the amount of heat. Objects with a higher temperature are hotter. Lower temperatures are cooler. 	<ul style="list-style-type: none"> Place frozen or cold potatoes in bags (1 per bag) also place hot/warm potatoes in other bags. First child chooses a bag and tries to guess; by touch, whether the potato is hot or cold. After guessing, other members of the group decide if the potato is hot or cold. If the guess is correct, the first child gets a counter, and the bag is returned to the group and mixed with the other bags. The other children take turns for an allotted time. The child with the most counters wins Use an outdoor Fahrenheit thermometer to measure the temperature outside; record the morning and afternoon measurements, then compare those on specific days or times with others. 	<ul style="list-style-type: none"> Mathematics Plus Bk. 1, Teacher’s Edition Vol. 2 pg. 285 Mathematics Plus Bk. 1 Teacher’s Edition Vol. 2 pg. 286A Harcourt Math Bk. 2 Vol. 2 pgs. 293A & 294A 	<ul style="list-style-type: none"> Read and compare temperatures from a thermometer and chart in terms of hotter, colder, warmer, or cooler. Tell whether the items are hot or cold by touch

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
6. Relate an event to the appropriate part of the day	<ul style="list-style-type: none"> • A.M. means in the morning and P.M. means in the afternoon on a twelve hour clock. • Times of day are morning, after noon or night. <p>Use hours like 12 o'clock, 3 o'clock and 9 o'clock.</p>	<ul style="list-style-type: none"> • Draw pictures of 3 activities they do each day, and then write when each one occurs. E.g. eating breakfast playing out-side, going to bed (morning, afternoon, night) or e.g. coming to school, eating lunch, leaving school (9 o'clock, 12 o'clock, 3 o'clock). Afterwards arrange activities in order of first, next, last. • Work cooperatively using a flannel board to sort pictures of activities to correlate with the times of day when they would happen. 	<ul style="list-style-type: none"> • Harcourt Math Bk. 1, Teacher's Edition Vol. 2 pgs. 252, 265 269, 270 • Mathematics Plus Bk.1- Teacher's Edition Vol. 2 pgs.314. • www.allentowns.org 	<ul style="list-style-type: none"> • Give appropriate examples of activities for times of day. • Sort pictures correctly using the different times of the day. • Use interactive game on www.allentowns.org where students identify the time of day for activities. The teacher can identify the time it took the child to finish the activity as well as see the child's overall score.
7. Name the days of the week and months of the year in sequence.	<ul style="list-style-type: none"> • The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. • The months of the year are January February, March... December. • Connect days of the week and months of the year with ordinal numbers. For example: Monday-2nd 	<ul style="list-style-type: none"> • Use index cards or a calendar to identify the days of the week and months of the year. • While standing in a circle, students say the names of days or months, in their correct order - First child says Sunday, the next say Monday, and the like. The child who says the incorrect day must face the outside of the circle. The game continues until everyone has had a turn and they have come to Saturday. 	<ul style="list-style-type: none"> • Mathematics Plus Bk. 1 Teacher's Edition Vol. 2 pgs. 325A & 325 • Harcourt Math Bk. 1, Teacher's Edition Vol. 2 pgs. 267 & 268. • Mathematics in Motion: A Resource Book for Primary Teachers, pg. 98 	<ul style="list-style-type: none"> • Arrange in order the days of the week and months of the year.

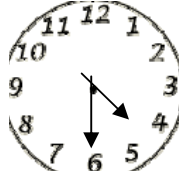
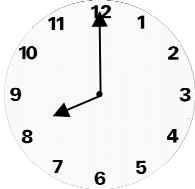
SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
8. Read a calendar for the month, year, and date.	<ul style="list-style-type: none"> A calendar is a system of determining the beginning, length, and divisions of a year and for arranging the year into days, weeks, and months 	<ul style="list-style-type: none"> Give each child a copy of the same calendar page and have them point out the month and say its name, along, with the year. Ask them to find a particular date- E.g. September 1st and have them tell which day was that(Monday) 	<ul style="list-style-type: none"> Harcourt Math Bk. 1, Teacher’s Edition Vol. 2 pgs. 267A &268A 	<ul style="list-style-type: none"> Correctly identify and tell the month, year, or date when asked.
9. Make associations between months, days, and weeks on calendar.	<ul style="list-style-type: none"> Association is the relationship between two data. For example days and months. Example of associations Christmas Day: December 25th Independence Day: July 10th Opening of school- September Valentine’s Day: February 14th 	<ul style="list-style-type: none"> Using a calendar, children find and name the month for their birthdays. At the start of each month, discuss holidays, special occasions, or school events that will occur. Highlight these events on a class calendar using cut-outs, Stickers, etc. E.g. Valentine’s Day – Hearts, Thanksgiving- Cornucopia, Birthday- Cake, Candles, Balloons. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1, Teacher’s Edition Vol. 2 pgs. 267A & 268A 	<ul style="list-style-type: none"> Use a calendar to make associations between months, days, and weeks
10. Identify equivalent relationships between days, months, years, and hours.	<p>24 hours = 1 day 7 days = 1 week 12 months = 1 year 365 days = 1 year 366 days = 1 leap year</p>	<ul style="list-style-type: none"> In cooperative groups students complete the following: <ol style="list-style-type: none"> How many <i>days</i> and/or <i>weeks</i> between two dates Year - Month - Day Counter How many years, <i>months</i> and <i>days</i> are there between two calendars ... 	<ul style="list-style-type: none"> Harcourt Math Bk. 1, Teacher’s Edition Vol. 2 pgs. 267A & 268A 	<ul style="list-style-type: none"> Students write their own problems dealing with equivalency of days, months, years, and hours. Students also supply the answers for the problems.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>11. Tell time to the hour, half hour, and quarter hour on an analog clock.</p>	<ul style="list-style-type: none"> Identify the number of minutes past by counting by 5's E.g. the number (1) one represents 5 minutes, two (2) = 10 minutes, etc. The highest we can count to is 60 which is at the number 12. This represent one (1) hour. At 6, were halfway around the clock. There are 15 minutes in a quarter hour. And 60 minutes equals one hour. Time is determined by observing the positions of the hour and minute hands (short and long hands) i.e. if the minute (longer hand) is on 12, we say o'clock and if it is on 6 we say half past(30 minutes 	<ul style="list-style-type: none"> Display a flashcard for a specific time. Students fix the minute and hour hands to correspond with the time E.g. <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px 0;">4:30</div>  <p>The long hand is on 6 the short hand is between 4 and 5.</p> Using paper- plate clocks, students position the long and short hands as directed, and then read the time shown. e.g.  <p>The clock shows 8 o'clock or 8:00. *Students can model times for ½ hours, quarter past, or quarter to, as well.</p> 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition Vol. 2. pgs. 253A-262A 	<ul style="list-style-type: none"> Arrange a clock's hands to display given times to the hour, half hour, and quarter hour.

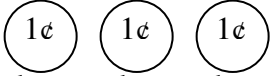



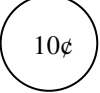






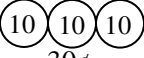

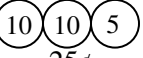
**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT										
<p>12. Identify and use coins and bills in both Bahamian and U.S. currencies.</p>	<ul style="list-style-type: none"> • Identify Bahamian and American monetary units and name them. • Names of currencies tell how much each is worth, as well as which have the same value or are worth the same amount. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Bahamian Coins</td> <td style="width: 50%;">American Coins</td> </tr> <tr> <td>one cent (1 ¢)</td> <td>penny</td> </tr> <tr> <td>five cents (5¢)</td> <td>nickel</td> </tr> <tr> <td>-</td> <td>half dollar</td> </tr> <tr> <td>-</td> <td>dollar</td> </tr> </table> <ul style="list-style-type: none"> • Bahamian bills: \$1, \$5, \$10, \$20, \$50, \$100 • All coins bear the Bahamian Coat of Arms on one side with the words "Commonwealth of The Bahamas" and the date. The reverse of the coins show objects from Bahamian culture with the value of the coins in words. • The 1 cent has a starfish, the 5-cent a pineapple, the 10 cent two bonefish, the 15 cent a hibiscus, and the 25 cent a native sloop. 	Bahamian Coins	American Coins	one cent (1 ¢)	penny	five cents (5¢)	nickel	-	half dollar	-	dollar	<ul style="list-style-type: none"> • Using laminated, plastic, or real coins (or bills) students explore, name, discuss the characteristics and value of each. • Sort coins into groups to distinguish Bahamian or American by looking for common images. For example, Bahamian (coat of arms) or American (president's heads) 	<ul style="list-style-type: none"> • www.centralbankbahamas.com • Bahamian play money • Harcourt Math Bk.1 Vol. 2 pgs. 227A-234A 	<ul style="list-style-type: none"> • Tell the name and value of a particular coin (or bill) • Group coins correctly as either Bahamian or American. • Identify the value (s) of coins and pair them correctly.
Bahamian Coins	American Coins													
one cent (1 ¢)	penny													
five cents (5¢)	nickel													
-	half dollar													
-	dollar													

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
13. Count, compare, and make change using a collection of coins (Bahamian and US) of amounts to \$10.00 or less.	<ul style="list-style-type: none"> Count groups of coins which are either of the same value or mixed values to a total of \$10.00, or less For example, all pennies or pennies and dimes Decide whether one group of coins is worth more or less than another. e.g. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>1¢ 1¢ 1¢</p> <p>less less less</p> </div> <div style="text-align: center;">  <p>5¢</p> <p>more</p> </div> </div> Use appropriate strategies to deduce how much money is left when some has been spent and create change. <div style="margin-top: 10px;"> <p>E.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>14¢</p> </div> <div style="text-align: center;">  <p>25¢</p> </div> </div> <p>△ 25¢ - 14¢ = 11¢</p> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;"> <div style="text-align: center; margin-right: 20px;">  <p>10¢</p> </div> <div style="text-align: center;">  <p>1¢</p> </div> </div> </div> 	<ul style="list-style-type: none"> Play a 'shopping' game using tagged items to sell. Give customers (students) a specific amount of money. E.g. 50¢. Cashier (student) must give the customer the correct change once he or she has made a 'purchase'. <div style="margin-top: 10px;"> <p>E.g.  costs 26¢</p> <p>△ Change = 24¢.</p> </div> Count a group of coins correctly based upon their value to \$10.00 <ul style="list-style-type: none"> pennies - 1¢, 2¢, 3¢... nickels - 5¢, 10¢, 15¢,... dimes - 10¢, 20¢, 30¢... quarters - 25¢, 50¢, ...* use like or mixed coins Distinguish the value of coins to make trades. E.g. 1 dime can be traded for 10 pennies or 2 nickels. Create groups of coins that have a greater, lesser, or equal amount as another 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition Vol. 2. pgs.233A - 248A Harcourt Math Bk. 1 Teacher's Edition Vol. 2 pgs. 228,230,231A,231-232 Harcourt Math Bk. 1 Teacher's Edition Vol. 2 pgs. 238A-242 Harcourt Math Bk. 1 Teacher's Edition Vol. 2 pgs. 241A-242 	<ul style="list-style-type: none"> Tell how much change should be given back and show that amount using coins Choose the appropriate counting styles when counting out coins and give the correct amount. <div style="margin-top: 10px;"> <p>E.g.</p> <div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center; margin-right: 5px;">  <p>5¢</p> </div> <div style="text-align: center; margin-right: 5px;">  <p>1¢</p> </div> <div style="text-align: center; margin-right: 5px;">  <p>1¢</p> </div> <div style="text-align: center; margin-right: 5px;">  <p>1¢</p> </div> <div style="margin-left: 10px;"> <p>= 8¢</p> </div> </div> </div> Count to find the amount in one group, and then find an amount equal in value so as to trade. Choose/use coins to make higher, lower, or equal values. <div style="margin-top: 10px;"> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;">  <p>30¢ (more)</p> </div> <div style="text-align: center;">  <p>5¢ (less)</p> </div> <div style="text-align: center;">  <p>25¢ (equal)</p> </div> </div> </div>

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: MEASUREMENT
GRADE: 2**

Sub-Goals 4: Make and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT				
14. Use the symbols \$, ¢, and · (decimal point) correctly.	<ul style="list-style-type: none"> Read and use math symbols that relate to money. <p>\$ = dollar sign ¢ = cent sign</p> <ul style="list-style-type: none"> · = decimal point that separates dollar and cents values/amounts. E.g. \$5.26 is read as five dollars and twenty-six cents. 	<ul style="list-style-type: none"> Orally tell the value of written amounts. E.g. \$2.14 = two dollars and fourteen cents. Write or place symbol cards where they belong to show correct values E.g. 6 0 4 is suppose to be six dollars and four cents <p>△ it should be shown as</p> <div style="text-align: center;"> <table style="border-collapse: collapse; margin: auto;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">\$</td> <td style="padding: 0 5px;">6</td> <td style="border: 1px solid black; padding: 2px 5px;">·</td> <td style="padding: 0 5px;">04</td> </tr> </table> </div>	\$	6	·	04	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition Vol. 2 pgs. 245A & 246A. Math Jingle CD 	<ul style="list-style-type: none"> Tell amounts by reading the written forms. Put symbols in their appropriate positions.
\$	6	·	04					
15. Create and solve story problems using whole numbers and money.	<ul style="list-style-type: none"> Steps for solving word problems <ol style="list-style-type: none"> Read List Define Choose a strategy (Draw a picture) 	<ul style="list-style-type: none"> In cooperative groups, students create, solve problems, and report findings to the class. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition Vol. 2, pgs. 247A & 248A <ol style="list-style-type: none"> Problem Solving Think Aloud TR 124 	<ul style="list-style-type: none"> Create verbal or written story problems and the answers that involve adding or spending money. 				

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 2**


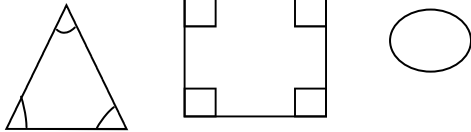
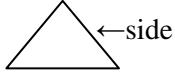
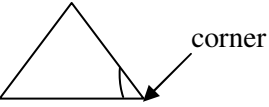


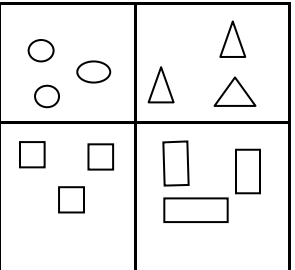
Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

Essential Questions

1. How can I identify and describe solid figures by describing the faces, edges, and sides?
2. In what ways can I match solid geometric figures to real-life objects?
3. How can I put shapes together and take them apart to form other shapes?

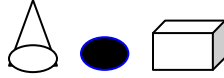

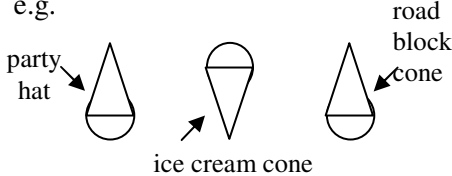
**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 2**

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>1. Identify properties of common plane shapes such as number of sides and angles.</p>	<ul style="list-style-type: none"> • Plane shapes are 2 dimensional figures. <ol style="list-style-type: none"> a. A circle is flat and round in shape. b. Triangle is a shape that has 3 sides and 3 angles. c. Rectangle is a plane shape with 4 sides and 4 corners but 2 sides are longer. The opposite sides are the same length. d. Square is a type of rectangle with 4 equal sides and 4 equal angles. e. Side is the straight part of a shape. f. A corner is the place where two sides meet. 	<ul style="list-style-type: none"> • Point out the sides and corners on plane shapes using cut-outs. • Count to tell which shapes have less or more the same number of sides or corner than others. e.g.  • Find a shape that has the same number of corners as the shapes below.  	<ul style="list-style-type: none"> • Harcourt Math Bk. 1 Teacher's Edition Vol. 2 pg. 286 • Promethean Board 	<ul style="list-style-type: none"> • Outline sides on drawings of plane shapes. e.g.  • Circle corners on drawings of plane shapes. e.g. 
<p>2. Sort and classify flat shapes.</p>	<ul style="list-style-type: none"> • Flat shapes are the same as plane shapes. • Plane shapes are two dimensional. • Plane shapes have length and breath/width but no thickness. 	<ul style="list-style-type: none"> • Following oral instructions, students use a Ziploc bag of shapes to make groups of different specifications. For example, sort by number of sides and corners, large small (medium) <ul style="list-style-type: none"> • Sort by shapes.  • Sort by corners/sides.  <p style="text-align: center;">0 3 4</p>	<ul style="list-style-type: none"> • www.mathsisfun.com • Harcourt Math Bk. 1 Vol. 2 pgs. 295A& 296A • Carnival Countdown CD • Pattern blocks 	<ul style="list-style-type: none"> • Correctly paste plane shapes into appropriate groups according to their attributes. e.g. 

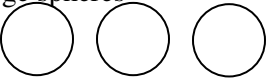
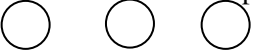


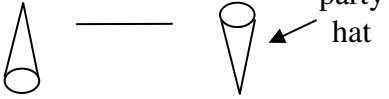
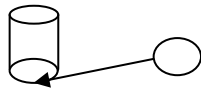
**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 2**

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>3. Identify a sphere, cone, cube, and cylinder.</p>	<ul style="list-style-type: none"> Identify common 3 dimensional figures by their specific characteristics and relate them to real objects. Sphere is a round object whose curved surface is the same distance from the center at all points. Cone is a solid, pointed figure that has a flat round base. Cube is a solid with 6 square faces. Cylinder is a solid or hollow figure that is shaped like a can. 	<ul style="list-style-type: none"> Select/point to solid figures as their names are given. E.g. Find the sphere  <ul style="list-style-type: none"> Look for examples of given solid figures in the immediate environment e.g. Find something that is a cube (block, gift box) Play a game, “What am I?” where one partner describes attributes of a solid figure and the other partner guesses the shape. If it is correct, the students gets a point. E.g. I have 6 faces. What am I? 	<ul style="list-style-type: none"> Harcourt Math Bk.1 Teacher’s Edition Vol. 2 pg. 286 Solid Shapes Harcourt Math Bk.1 Teacher’s Edition Vol. 2 pg. 287A 	<ul style="list-style-type: none"> Match solid figures to like objects. E.g.  <ul style="list-style-type: none"> Select solid figures by clues given about their attributes. Identify solid shapes. E.g. point to an object that is a sphere. (ball, marble etc)
<p>4. Sort and classify solid shapes according to attributes (Continued).</p>	<ul style="list-style-type: none"> Sort and classify mean to separate and group. Three- dimensional figures may be classified by comparing similarities and differences in their attributes. <p>Types of Movements</p> <ol style="list-style-type: none"> Roll: move by turning over Stack: arrange objects one on top of the other Slide: move to a new position without turning or flipping. Flat surfaces- smooth, flat parts of solid figures, also called a face. <ol style="list-style-type: none"> Sphere 0 faces Cone 1 face 	<ul style="list-style-type: none"> Work in teams to put a bag of shapes into groups, according to their attributes. The team that finishes first wins. Explore properties of solid figures to compare their movements and then put them into groups according to their similarities. E.g. spheres, cones and cylinders can roll. Trace the flat surface of solid shapes to see which are similar e.g. cylinders and cones have circular faces. 	<ul style="list-style-type: none"> Harcourt Math Bk.1 Teacher’s Edition Vol. 2 pgs. 289A- 290. Solid Shapes 	<ul style="list-style-type: none"> Create a solid shape booklet by cutting and pasting pictures of objects like spheres, cones, cylinders, and cubes from magazines e.g.  <ul style="list-style-type: none"> Discuss movements various solid figures are able to make.

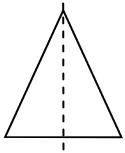


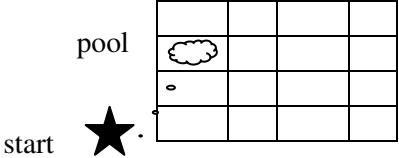
**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 2**

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>4. Sort and classify solid shapes according to attributes.</p>	<p>iii. Cube 6 faces iv. Cylinder 2 faces</p> <ul style="list-style-type: none"> Physical attributes are visible characteristics that readily distinguish one figure from another e.g. shape, size, or color. 	<ul style="list-style-type: none"> Identify solid figures that have the same color, shape, or size, then put them into groups e.g. sizes. Large spheres  Medium spheres - Students use spheres to make various shapes. E.g. animals.  Small spheres  		
<p>5. Differentiate between plane and solid shapes using words, pictures, or objects.</p>	<ul style="list-style-type: none"> Plane shapes are two-dimensional or flat shapes. For example: circles, triangles, rectangles, squares. Solid shapes are three dimensional shapes. For example: spheres, cones, cylinders, and cubes. Flat surface on solid shapes are plane shapes. 	<ul style="list-style-type: none"> Explore two- and three-dimensional shapes to understand their differences using common objects. e.g. <ul style="list-style-type: none"> Circle – face of round clock. Square – tiles on floor. Triangle – (musical instrument) triangle Rectangle – sheet of paper (legal size) Sphere - basketball Cone - party hat Cylinder- soup can Cube – block Construct plane and / or solid shapes using a variety of materials - E.g. play dough, toothpicks, blocks, pipe-cleaners, etc, and then compare them. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher’s Edition Vol. 2 pgs 292 A & 293A. 	<ul style="list-style-type: none"> Match plane shapes to appropriate objects with like shape. E.g.   Pair plane shapes with solid shapes which have like flat surfaces. E.g.  Create a model of their community using plane and solid shapes (it is recommended to use recycled materials.)

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 2**

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>6. Identify and draw lines of symmetry.</p>	<ul style="list-style-type: none"> A line of symmetry is a line that divides a shape into 2 equal parts that are the same shape and size. <p>e.g.</p>  <p style="text-align: center;">line of symmetry</p>	<ul style="list-style-type: none"> Fold pre-cut plane shapes or objects to create 2 equal congruent parts, then trace or draw the line of symmetry.  <ul style="list-style-type: none"> Trace common objects and state whether the objects have one, more than one or no lines of symmetry. <p>e.g.</p>  <p style="text-align: center;">0 1 4</p>	<ul style="list-style-type: none"> Harcourt Math Bk.1 Teacher's Edition Vol. 2 pgs.301A, 302A Harcourt Math Bk.1 Teacher's Edition Vol. 2 pgs. 303A- 304A Harcourt Math Bk.1 Teacher's Edition Vol. 2 pg. 304A 	<ul style="list-style-type: none"> Given a set of objects or shapes students identify lines of symmetry. Draw lines of symmetry on shapes or objects
<p>7. Find and name locations with relationships like near to and far away in a co-ordinate system such as maps (Continued).</p>	<ul style="list-style-type: none"> Co-ordinate System an organized method used to locate positions and, or places, on a map. Identify specific places and or objects by following given directions. Example: 3 spaces above. Above: in a higher place Below: in a lower place 	<ul style="list-style-type: none"> Move through a grid by following directions to get to a specific location/ identify the location. <p>E.g. Point start box. Go up 3 boxes.</p> 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Teacher's Edition Vol. 2 pgs. 305A- 306A 	<ul style="list-style-type: none"> Act out position terms. e.g. up - point up-ward, raise arms Follow oral/written directions to get to a particular spot on a grided map.

**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: GEOMETRY
GRADE: 2**

Sub-Goal 5: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
7. Find and name locations with relationships like near to and far way in a co-ordinate system such as maps.	<ul style="list-style-type: none"> • Behind: at the back of • In front of: further forward of someone or something. • Near to: a short distance away from someone or something • Up: into higher position • Left: on the west of your body when facing north. • Right: on the east of your body when facing north • Down: into lower position. 			<ul style="list-style-type: none"> • Given a set of objects or shapes, students identify lines of symmetry. • Draw lines of symmetry on shapes or objects

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 2

Sub-Goal 6: Collect, organize; and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability

Essential Questions

1. How does a graph give information without using many words?
2. How is predicting better than a wild guess?
3. How can we use range and mode in everyday life?

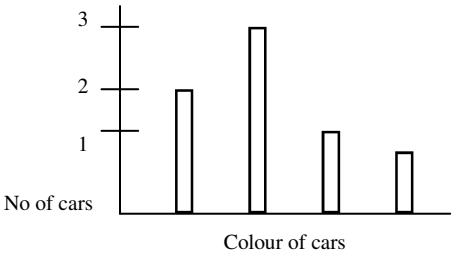
**SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 2**

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
1. Collect, record, and interpret data on concrete and pictographs.	<ul style="list-style-type: none"> • Gather information for a particular subject or topic, then sort the data and represent it on a particular type of chart so that it is easily read and understood. • Concrete Graph: a graph which displays data using actual objects. • Pictograph or pictures graph: a graph that uses pictures or symbols to display information. 	<ul style="list-style-type: none"> • Participate in an in- class survey that uses 10-15 students e.g. choose a favorite fruit from a given group (bananas, apples, oranges, grapes, pears) • Another variation could be a Bahamian list if children have been exposed (plums, mangoes, sapodillas, tamarinds, guineps). Once the data is gathered, record it onto a mounted graph. • Respond logically to questions about the data shown. For example, which fruit did the students love best? How many children’s favourite fruit is pear? Name the fruit that was the least favourite of the class. 	<ul style="list-style-type: none"> • Harcourt Math Bk.1 Vol. 2 – Teacher’s Edition Pgs. 212, 217-222 a. Reteach ,Practice, Problem Solving Challenge worksheets 15.3 	<ul style="list-style-type: none"> • Record data on one or more kind of graph. • Use a graph to respond to questions relating to the information displayed. • Gather information via family members, neighbors, etc. To create a graph.
2. Collect, record, and interpret data on horizontal and vertical bar graphs (Continued).	<ul style="list-style-type: none"> • Bar Graph: a graph that uses rectangular bars to show data in two ways i.e. vertical bar graph-bars go up from the bottom and horizontal bar graph-bar go from left to right. • A Bar graph includes: <ul style="list-style-type: none"> e. 2 axis with labels f. Scale g. Title 	<ul style="list-style-type: none"> • Cooperatively or independently, conduct surveys on a variety of topics to create graphs. <ul style="list-style-type: none"> E.g. - pets e. favorite colors f. things we like to do g. favorite foods. 	<ul style="list-style-type: none"> • Harcourt Math Bk.1 Vol. 2 pgs. 219A-220A • Bar Graph 	<ul style="list-style-type: none"> • Students construct a Bar graph of their favourite television shows

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 2

Sub-Goal 6: Collect, organize; and analyze data using statistical methods: predict results; and interpret uncertainty using concepts of probability

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
2. Collect, record, and interpret data on horizontal and vertical bar groups. (Continued).				
3. Draw conclusions and make predictions from graphs, both concrete and pictographs.	<ul style="list-style-type: none"> Come to a decision, or guess what an outcome will be based upon information that is shown or given. 	<ul style="list-style-type: none"> Students try to deduce from a group of toys, which will have the largest and smallest group on a concrete graph. Use an outlined area (tape) on the floor. Each child places his toy into the appropriate area to check outcomes. Use coloured paper squares where children observe the pattern being formed to predict what will happen next. E.g. 1- red, 2 - yellows, 3- blues, 4 -greens, 5- pinks. By coloring in the bars, students will note that each new bar/line is one box more than the previous one. *This activity can also be done using a picture graph. 	<ul style="list-style-type: none"> Harcourt Math Bk. 1 Vol.2 pgs. 221A 	<ul style="list-style-type: none"> Demonstrate the use of logical reasoning when drawing conclusions or making predictions. Predict and explain what will be and is happening on the graph.

SCOPE OF WORK
PRIMARY SCHOOL MATHEMATICS
STRAND: STATISTICS AND PROBABILITY
GRADE: 2

Sub-Goal 6: Collect, organize; and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability

OBJECTIVE	CONTENT	ACTIVITIES	RESOURCES	ASSESSMENT
<p>4. Apply terms like “likely” and “unlikely” to everyday situations/events.</p>	<ul style="list-style-type: none"> Likely means that an event will happen Example: I will go to grade three next year Unlikely means that an event will NOT happen. Example: The same principal will be at the school for 35 years. 	<ul style="list-style-type: none"> Spin for a Colour <ol style="list-style-type: none"> Students work in pairs. Each pair is given a coloured spinner (red, green, blue, yellow, and purple). Students read from cards different scenarios. For example, Is it likely to get a green? Is it likely to get a purple? Is it likely to get orange? Is it likely to get pink? Students justify their responses. 	<ul style="list-style-type: none"> Mathforum.org 	<ul style="list-style-type: none"> Students write in their journals events that are likely and unlikely.
<p>5. Solve questions related to data representation, including the range and mode.</p>	<ul style="list-style-type: none"> The range of a set of data is the difference between the highest and lowest values in the set. Example: { 8, 9, 10, 22, 25} Range 25- 8 = 17 The mode is number that occur most often in the set. Example: { 0, 1, 2, 2, 2, 3, 4} Mode: 2 	<ul style="list-style-type: none"> Use graphs to find the range and mode of activities/events. 	<ul style="list-style-type: none"> Mathforum.org 	<ul style="list-style-type: none"> Create graphs and identify the range and mode.

Problems of the Day

Primary School Mathematics

Grade 2

PROBLEM OF THE DAY: GRADE 2

Instructions: The following can be read aloud or written and discussed with students

1. Find the missing number in each problem.

$$\begin{array}{r} \square \\ 4 \\ +1 \\ \hline 9 \end{array} \quad \begin{array}{r} \square \\ 6 \\ +1 \\ \hline 14 \end{array} \quad \begin{array}{r} 5 \\ \square \\ +3 \\ \hline 14 \end{array} \quad \begin{array}{r} 9 \\ 2 \\ + \square \\ \hline 13 \end{array} \quad \begin{array}{r} 7 \\ \square \\ +4 \\ \hline 14 \end{array} \quad \begin{array}{r} 6 \\ 2 \\ + \square \\ \hline 13 \end{array}$$

Answers: 4; 7; 6; 2; 3; and 5

2. Mr. Gibson has 10 animals on his farm in Long Island. Some are goats and some are chickens. Altogether there are 26 legs. How many Chickens are there if there are 3 goats?

Answer: 7 chickens

3. Dericka did these problems and the answers are incorrect. Change 1 digit in the addends of each problem to make them correct for Judy.

$$\begin{array}{r} 34 \\ +28 \\ \hline 72 \end{array} \quad \begin{array}{r} 14 \\ +59 \\ \hline 72 \end{array}$$

Change 1 digit in the addends of each problem to make them correct for Dericka.

Answer: Accept all reasonable answers.

Alternatives

Create different sets using the various operations.

Example:

$$\begin{array}{r} 16 \\ - \square \\ \hline 7 \end{array} \quad \begin{array}{r} \square \\ \times 3 \\ \hline 21 \end{array}$$

Use different animals and objects with two or four legs, wheels etc.

4. Write the next 3 numbers in each pattern.

50, 60, 70, _____, _____, _____
100, 80, 60, _____, _____, _____
94, 84, 74, _____, _____, _____
65, 60, 55, _____, _____, _____
23, 33, 43, _____, _____, _____

Answers: 80, 90, 100; 40, 20, 0; 64, 54, 44; etc

5. Which sum is greatest?

21 11 18 20 22
+13 +31 +21 +19 +12

Answer: 11 + 31 = 42

6. Which problems have a difference of 23?

A	B	C	D
78	38	87	59
<u>-55</u>	<u>-15</u>	<u>-44</u>	<u>-26</u>

Answer: A and B

7. Jamico had 3 quarters when he went to the shop. He bought a cup and salty sausage for 52 cents. How much money did he have left? What kinds of coins might he have in his pockets?

Answer: \$0. 23 ; accept all reasonable answers

8. Less has 2 pieces of wire. One piece is 24 inches. The other piece is 12 inches. Does he have more or less than 30 inches? How much more or less?

Answer: He has 6 inches more

9. Trudy has 4 more stickers than Melissa. Together they have 10. How many stickers does Melissa have? Guess and then check.

Answer: 3

10. Mike is cutting sandwiches into fourths. He cuts 3 sandwiches. How many equal pieces does he have?

Answer: 12

11. What number does not belong in each group?

A. 35 38 26 36 34

B. 46 48 64 43 49

C. 64 84 74 24 37

Answer: Group A is 27

Group B is 64

Group C is 37

12. I have 3 coins worth 12 ¢. What are they?

Answer: 1 ten cent coin, 2 one cent coins

13. Copy the problems and fill in the missing signs.

a. $12 \square 13 = 25$

c. $45 \square 22 = 67$

b. $22 \square 10 = 12$

d. $71 \square 12 = 83$

Answers: +, -, +, +

14. Use only the numbers in the squares. Show all the different 2-digit numbers you can make.

3 4 9

Answer: 43, 34, 94, 49, 39, 93

Change numbers and operations

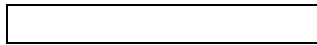
15. Erica got home at 2 o'clock in the afternoon. She ate dinner 4 hours later , what time did she eat?

Answer: 6 o'clock in the evening

16. You want to buy an apple. It costs 17c. Show different ways you could give the clerk 17c.

Answer: accept all valid money amounts

17. Aunt Lucinda has a garden shaped like this:



In one half she grows flowers.
In the other half she grows
vegetables. Draw a picture of her garden.

Answer: accept all reasonable answers

18. Joan exercise every day. She runs on the first day, swims on the second day, and walks on the third day. Continue the pattern. What exercise will she do in the Seventh day?

Answer: run

19. Jerome drinks 6 glasses of water everyday. How many glasses of water does he drink in 10 days?

Answer: 60 glasses

Change shape and purpose.

Change pattern for example; fruit brought for lunch or leisure activity.

20. Each student chose a number

16	29	2	89	72
----	----	---	----	----

Alicia chose 29
Beverly did not choose 16
She chose the smallest number.
Dolores chose 72
What numbers could Edward choose?

Answer: 16 or 89

21. How many rectangles can you find?



Answer: 3

22. Cedric is taller than Mark, and Devin is the tallest of the three. Who is the shortest?

Answer: Mark is the shortest

17 99 76 56 15 37

23. I am thinking of one of these numbers. It is less than 85. It is greater than 39. The sum of its digits is 11. What is the number?

Answer: 56

24. Latoya has 5 coins in her pocket worth 42¢. 3 of them are less than a dime. One coin is a dime. Another coin is greater than a dime. Draw a picture to show what her coins are.

Answer: (25) (10) (5) (1) (1)

Use different numbers and different skill, for example odd numbers etc.

Change money value and amounts of coins present.

SPOONS 5 ¢ FORKS 6¢ CUPS 10¢

25. Which costs more to buy –2 spoons and a cup or a spoon, a fork, and a cup?

Answer: Spoon, fork, and cup cost 21¢

26. One side of a square is 10 paper clips long. How many paper clips would you need to go around the whole square?

Answer: 40 paper clips; a square has 4 sides all the same length.

27. Add:

the number of sides in a triangle
the number of corners in a square
+ the number of sides in a circle

Answer: $3 + 4 + 0 = 7$

28. The Bahamas National Trust was 50 years old in 2009. What year was it started?

Answer: 1959

29. Mr. Johnson brought his catch from Bimini to Nassau to sell. He sold everything in one day. Use this chart to find out how much money he made.

Product	Cost	Amount sold
Crawfish	\$ 9.00	2
Grunts	\$ 4.00	5
Snapper	\$ 7.00	3

Answer: \$59.00

Use items local to the area also have persons purchase things from Nassau.

30. There are 10 000 flamingoes in the rookery in Inagua. 2 467 are females. How many males are there?

Answer: 7 533

Change island and animas **indigenous** to that island.

31. Mama Rose used silver top to plait 234 yards of straw. She will sell it for \$5.00 a yard to a vendor in Nassau.

Use various local names and items sold from any island.

Answer: \$1 170.00

32. Use the table below to answer questions about various items sold at the Conch Fest in...

Conch Salad	
Conch Fritter	
Crack Conch	
Scorched Conch	

Questions:

- What food item did most persons buy? _____
- How many persons bought Scorched Conch? _____
- How many persons bought conch Salad and Conch Fritters? _____

Answers : Conch Fritters; 8; 33

33. At the Exuma Cays Land and Sea Park, a record is kept to help keep count of the various living creatures. Use the pictograph below to answer questions about various animals in the park.

Animals	Amount	Number
Osprey	<i>O O O O O</i>	
Sea Turtles	<i>O O O</i>	
Iguanas	<i>O O O O O O</i>	
Hutias	<i>O O O O</i>	

Key: *O* = 20

Questions:

- Write the animals in order from least to greatest. _____
- Which animal is 40 less than the Iguanas? _____
- How many Sea Turtles and Hutias are there in the park? _____

Answers: Iguanas, Osprey, Hutias, Sea turtles; Hutias; 140

34. The 2009 Boxing Day Junkanoo parade started at 2:30 a.m. , it lasted for eight hours. At what time did the parade end?

Change event and times.

Answer: 10:30 a.m.

35. The Rolle Family has a family reunion every five years. If their last reunion was held in 2007, when will the next reunion be held?

Answer: 2012

36. Thirty members of the _____ church cleaned up the community park on Saturday. They divided the work equally into six groups. How many persons were in each group?

Change organization and community project.

Answer: 5

37. I am thinking of a number. It is less than 85 and greater than 39. The sum of its digit is 11.What is the number?

Answer: 56

38. Ogden has a dime. Loren has 2 dimes more than Ogden. Elsa has 1 more dime than Loren. Lonnie has 2 dimes more than Loren. How much money does Loren have?

Answer: 50 cents

39. Trudy has 4 more stickers than Melissa. Together they have 10. How many stickers does Melissa have? Guess and then check.

40. Give a subtraction question for this story. Write a subtraction sentence to answer your question. Paul had a piece of string 10cm long. He used a piece That was 7cm long.

41. Use the Calendar below to answer the following questions about the Long Island Regatta.

June 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Committee Meeting	3	4 Opening Ceremony & B Class Race	5 A & C Class Race
6 Church Service	7 Awards Ceremony	8	9	10	11	12
13	14	15	16	17 Committee Meeting	18	19
20	21	22	23	24	25	26
27	28	29	30			

Questions:

- How many days was the regatta held? _____
- Which day of the week has no activity? _____
- Which week has the most activities? _____
- On which days will the committee meet? _____

Answers: 4 days; Tuesday; week of 1st – 5th ; Wednesday the second and Thursday the seventeenth

42. Copy the problems and fill in the missing signs.

$$\begin{array}{ll} 12 \square 13 = 28 & 45 \square 22 = 67 \\ 22 \square 10 = 12 & 71 \square 12 = 83 \\ 51 \square 27 = 78 & 86 \square 75 = 11 \end{array}$$

43. Help this machine finish its work. What is its rule? Complete.

IN	4	5	8	2	10
OUT	6	7	10	4	12

Answer: Rule is + 2.

44. Can you write an addition question for this story? Can you think of more than one question?

Pia had 4 nickels. She earned 3 more nickels drying dishes.

45. Which one does not belong?

2 nickels	1 nickel	5 pennies	5 pennies	10 pennies
2 dimes	1 quarter	5 nickels	3 dimes	2 dimes

Answer: All amounts are 30¢ except 5 pennies and 3 dimes

46. Provide a large sheet of newsprint. Draw a picture of 3 things you do during a day. Put them in order.

First next last

47. Joan exercises every day. She runs on the first day, swims on the second day, and walks on the third day. Continue the pattern. What exercise will she do in the Seventh day?

Answer: Run

48. Jerome drinks 6 glasses of water everyday. How many glasses of water does he drink in 10 days.

Answer: 60 glasses

49. Write as many fact families as possible using only these numbers. Do not use a number more than once in any facts.

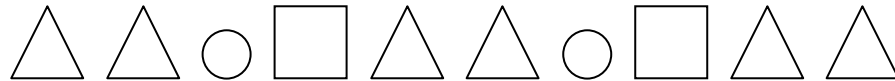
7 2 10 8 5 3

Students can write 4 facts for each of these families:

2, 3, 5; 3, 5, 8; 2, 5, 7; 3, 7, 10; and 2, 8, 10.

50. Rico has 6 triangles, 3 circle, and 3 squares. Draw a pattern that Rico can make. Check student drawings.

Example:



51. How many numbers are less than 90 and more than 85?

Answer: 4 numbers

52. Using the digits 2, 5, 3, 8, Which two numbers should you group in order to make a ten?

Answer: 8, 2

53. What date is 3 days after December 9th ?

Answer: December 12th

54. Is the value of 53 pennies closer to the value of 5 dimes or 6 dimes?

55. Write the number for each number word. twenty-two; ninety; fifty-four

56. What addition sentence comes next in the pattern?

$$\begin{array}{l} 2 + 4 = 6 \\ 3 + 4 = 7 \\ 4 + 4 = 8 \\ 5 + 4 = 9 \end{array}$$

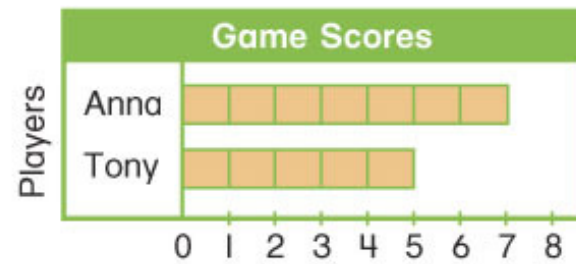
57. Which subtraction facts have a difference of 4?

$$12 - 6 = ? \quad 11 - 7 = ? \quad 13 - 9 = ?$$

58. Danny thinks of a number. It has an 8 in the ones place. It has the same number of tens as ones. What is Danny's number?

59. What number doubled is 14?

60. How many more points did Anna score than Tony?



61. List all even numbers between 20 and 30.
62. Judy plays two games of chess. Her first game lasts 23 minutes. Her second game lasts 31 minutes. For how many minutes does Judy play altogether?
63. Marie has 15 marbles. Harry has twice as many marbles as Marie. How many marbles do they have altogether?
64. In May and June, a total of 52 people visited Adastra Gardens. The number of people who visit the gardens in May is 32. How many people visited Adastra Gardens in June?
65. Seventeen people visit the penguin house at the zoo. Then 9 people leave. 23 more people come in. How many are in the penguin house now?
66. Five 😊 on a pictograph stand for a total of 20 children. How much does 1 😊 stand for?
67. Daniel decorates 35 boxes. Simeon decorates 26 boxes. Jewel decorates 5 more boxes than Simeon. Who decorates more boxes? Daniel, Simeon, or Jewel?

Answer: Daniel

68. Olivia makes 25 bracelets. For 8 of them she uses green thread. For the others she uses red thread. How many bracelets does Olivia make with red thread?
69. Michele earns \$13 on Saturday. On Sunday she earns twice as much. On Monday she earns \$8. What is the total amount Michele earns?
70. Sixteen children are on the park. Then twice as many children arrive. How many children in all are on the park?
71. Draw the figure that is most likely to come next in the pattern.



72. There are 64 blank pages in Darnel's mathematics journal. If she fills in 18 pages the first week and 23 pages the second week, how many blank pages are left?

Answer: 23 pages

73. The sum is 15. One addend is 3 more than the other. What are the two addends?

74. Write the missing number in the pattern. 1, 2, 2, 3, 3, 3, 4, 4, 4, ____
75. Lunch begins at 11:30. It lasts 45 minutes. What time does lunch end?
76. Sarah was born on the third day of the first month. What is Sarah's date of birth?
77. Numbers 40 through 50 are in a hat. I pick 44, 40, 49, 41, and 45. What numbers are left in the hat?
78. Keisha puts 2 quarters in her bank each day. How many days will it take her to save \$3.00?
79. Stephen Dillet's Blue Marlin and Freeport Primary Conquerors are playing basketball. So far this season, the Marlins have 100 points more than last year's final score of 385. The Conquerors have 10 more points than the Blue Marlins have. How many points does each team have so far this year?
80. Ten groupers were swimming in one direction. Half of them swam in another direction. How many groupers were left swimming on the original direction?
81. Draw the next picture in the pattern.



82. Paul sets the table with 8 plates. What is the fraction that tells about 1 plate on the table?
83. Lady Pindling reads 5 pages of her book each day. On which day will Lady Pindling finish reading 25 pages?
Answers will vary depending when Lady Pindling starts reading her book.
84. Darnell has 3 eggs. She buys a dozen more. Then she uses a half dozen. How many eggs does Darnell have left?

85. Is it more likely, less likely, or equally likely for the spinner to land on white than grey?



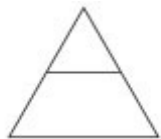
86. If September 25 is on a Thursday, how many Saturdays are left in that month?

87. If a crayon is longer than a paper clip, will it take more or fewer paper clips than crayons to measure a book?

88. Patsy has 35 stamps. Rickiera has a dozen more stamps than Patsy. How many stamps do they have altogether?

89. A fence has 5 posts from its beginning to its end. The poles are 10 feet apart. How long is the fence?

90. Draw 2 lines to make 4 equal parts.



91. It is winter and snow is falling. Is it more likely to be 25°F, 70°F, or 110°F?

92. Does a book weigh about 1 pound, about 1 inch, or about 1 cup?

93. I am thinking of two numbers. Their sum is 21. One number is 9 more than the other. What are the two numbers?

94. Ben is thinking of a number that is between 24 and 30. When the tens digit of the number is subtracted from the ones digit, the difference is 6. What number is Ben thinking of?

95. Rickiera's first test takes her 34 minutes to complete. Her second test takes her 25 minutes to complete. About how long does it take Rickiera to complete both tests?

96. Rashad puts 4 crayons into each box. How many crayons will be in 7 boxes?

Answer: 28

97. Angela has 27 pictures. She wants to put 3 pictures in each booklet. How many booklets does she need?

Answer: 9 booklets

98. Eric has 23 CDs. He puts 4 CDs on each page of an album. How many pages can he fill? How many CDs are left over?

99. Write a 2-digit number. The digit in the ones place should be greater than the tens digit.

Answer: Will vary

100. Your friends just gave you 12 sparkle markers. Now you have 19 markers. How many markers did you have before your friends gave you 12 more?

DEPARTMENT OF EDUCATION

LANGUAGE ARTS



Grade 2

DEPARTMENT OF EDUCATION
HUMANITIES SECTION

PRIMARY LANGUAGE ARTS
SCOPE AND SEQUENCE

September 2010

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HOW TO USE THE DOCUMENT

Teachers should take the time to familiarize themselves with the Scope & Sequence. The Scope & Sequence spans the objectives from pre-school to Grade 7. The following key has been provided so that teachers will know the levels at which their students are expected to be performing: **B- Beginning, D- Developing, P- Proficient, R-Reinforcing and IT – Incidental Teaching.**

The new Primary Language Arts Curriculum has been structured using three sub-goals. Below are a few ideas on how teachers can work through them.

Sub-goal 1 deals with what was traditionally known as **Listening & Speaking** but also has the added components of **Viewing** and **Presenting**. In many instances these objectives can be integrated into some of the other sub-goals or as teachers work with the content related subjects. Individual lessons need not be planned for each objective. For example Listening objective 1.13, Presenting objective 1.57 and Comprehension objective 2.46 in Sub-goal 2, can be combined within a lesson as they are all related to the skill of sequencing and would provide for the teaching of the skill in various contexts. Teaching this way would allow students who are not able to read well, an opportunity to at least understand the skill. As students interact with informational texts, videos and DVDs, the Viewing objectives can be taught.

Sub-goal 2 incorporates the various components of **reading: *phonemic awareness, phonics, vocabulary, fluency*** and ***comprehension*** in addition to some of the basic ***literary skills***. The components and literary skills should be integrated into reading lessons and taught in the context of literature. Everyday reading materials should be used. For example, if you are teaching the skill of making predictions, then the weather report from the newspaper could be incorporated into the lesson. *The Literacy Resource Handbook* that was recently published in conjunction with OAS, The College of

The Bahamas and The Ministry of Education and *The Literacy Enhancement series* should be useful aids in the teaching of this sub-goal.

Sub-goal 3 focuses on the teaching of **Writing**. **Grammar, Spelling** and **Handwriting** are tools to be used to improve students' writing and are not to be taught as ends in themselves. Practice exercises should be provided to reinforce skills taught in Grammar, Spelling and Handwriting; however, the application of these skills should be emphasized in students' writing and where applicable, in their speech as well. When scoring students' writing, pieces should only be scored for what has been taught in the four areas. Develop a checklist. Each week the number of items on the checklist should increase as new skills that have been taught are added. The old items on the checklist should be continually reinforced. By the end of the school year, a sizeable checklist should have been generated. Students should be aware of what is contained in the checklist and should be encouraged to use it to assess their own writing before it is even submitted to the teacher. Students' writing should be marked for **content, mechanics** (Grammar and Spelling) and **handwriting/presentation**. The books *Grammar & Writing*, *Write Source*, *6 + 1 Traits of Writing* and also *Developing Skills in Composition* should be helpful resources to use.

RATIONALE

Because we desire a Bahamas that is capable of competing in an advancing global society, we need Language Arts curricula that will aid cultural transmission while helping to develop responsible, purpose driven, innovative and productive citizens with a passion and appreciation for continual self-development and life-long learning. Additionally, we want to develop independent learners who communicate effectively while exhibiting a sense of respect for the feelings, ideas and beliefs of others.

OVERARCHING GOAL

Students will be able to comprehend and use language as they logically process written, spoken and viewed information while skillfully conveying their thoughts and beliefs in various forms.

SUB-GOALS

1. Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media
2. Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.
3. Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions

STANDARDS

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Preschool Students will be able to communicate thoughts, feelings and personal experiences and use a variety of media to relate information

Grade 1 Students will be able to listen to and view a variety of presentations and demonstrations for enjoyment and information, while successfully exchanging experiences, ideas and opinions during oral communication.

Grade 2 Students will be able to view stimuli and listen attentively in order to recall, explain and use basic information to arrive at conclusions.

Grade 3 Students will be able to view stimuli and listen attentively in order to apply the skills necessary for effective oral communication and presentation for a range of audiences.

Grade 4 Students will be able to view and listen to various stimuli and orally present information effectively, using various forms of written and spoken language.

- Grade 5** Students will be able to view and listen to an assortment of stimuli in order to analyze materials and orally present information effectively, using various forms of written and spoken language.
- Grade 6** Students will be able to view stimuli and listen attentively in order to analyze and synthesize information necessary for effective communication.
- Grade 7** Students will be able to listen to and view various forms of media to critically interpret and evaluate information in order to construct original forms of writing.

DRAFT

General Objectives

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Students will be able to:

1. listen for enjoyment and to critically interpret, analyze and synthesize various forms of literature and media.
2. speak fluently using proper verbal and non-verbal expressions and use Standard English and Bahamian Dialect appropriately.
3. view numerous forms of oral and media presentations for information and enjoyment and respond critically.
4. create and execute effective presentations designed to inform, entertain and persuade different audiences.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

General Objective: To listen for enjoyment and to critically interpret, analyze and synthesize various forms of literature

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	LISTENING:								
1.1	Display the characteristics of a good listener.	B	D	D	D	P	R	R	R
1.2	Classify familiar sounds in the environment based on type or association (e.g. nature sounds).	B	D	P	R	IT	IT	IT	IT
1.3	Determine the direction and distance of sounds especially when personal safety is involved.	B	D	P	R	R	R	R	R
1.4	Distinguish between various degrees of sounds (loud and soft, high and low, long and short, & fast and slow).	B	D	P	R	IT	IT	IT	IT
1.5	Perform simple oral instructions.	B	D	P	R	IT	IT	IT	IT
1.6	Perform multi-step instructions.	B	B	D	D	P	R	R	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>LISTENING:</u>								
1.7	Distinguish between beginning, middle, and final consonants.		B/D	D	P/R	IT	IT	IT	IT
1.8	Identify short and long vowel sounds in words heard.		B/D	D	P/R	R	IT	IT	IT
1.9	Identify blends and digraphs in words heard.		B/D	D	P	R	R	R	IT
1.10	Identify prefixes and suffixes in words heard.			B	D	P	R	R	R
1.11	Identify words that rhyme.	B	D	D	P	R	IT	IT	IT
1.12	Listen to identify the main idea and supporting details.	B	B	D	D	D	D	P	R
1.13	Listen to identify the sequence of events.	B	D	D	P	R	R	R	R
1.14	Listen to compare and contrast information heard.		B	B/D	D	D	D	P	R
1.15	Listen to identify cause and effect relationships.		B	B/D	D	D	D	P	R
1.16	Draw conclusions based on what they have heard.		B	B/D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>LISTENING:</u>								
1.17	Listen for descriptive details.	B	B	D	D	P	R	R	R
1.18	Identify vocal characteristics (intonations & expressions) and gestures to influence the meaning of oral language.		B	B	D	D	P	R	R
1.19	Write dictated sentences or passages.		B	D	D	P	R	R	R
1.20	Listen to identify persuasive techniques of tone and mood during a presentation				B	D	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To speak fluently, using proper verbal and non-verbal expressions and use Standard English and Bahamian dialect appropriately.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>SPEAKING:</u>								
1.21	Communicate personal needs clearly	B	D	P	R	IT	IT	IT	IT
1.22	Communicate clearly personal information (full name, address, date of birth etc.)	B	B	D	P	R	IT	IT	IT
1.23	Give simple oral instructions.	B	D	D	P	R	IT	IT	IT
1.24	Give multi-step oral instructions.		B	D	D	P	R	R	R
1.25	Provide accurate oral directions to specific locations.		B	D	D	P	R	R	R
1.26	Use color, shape, size and position words in sentences.	B	D	D	P	R	R	R	R
1.27	Use correct verb forms in oral sentences.		B	D	D	P	R	R	R
1.28	Use personal pronouns in oral sentences.	B	B	D	P	R	R	R	R
1.29	Use Standard English in oral sentences.	B	B	D	D	P	R	R	R
1.30	Use Bahamian Dialect effectively.		B	D	D	D	P	R	R
1.31	Engage in conversations on a variety of topics.	B	B	D	D	P	R	R	R
1.32	Remain on topic when speaking.	B	B	D	D	P	R	R	R
1.33	Respond to questions in complete sentences.	B	B	D/P	R	IT	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
		1	2	3	4	5	6	7
<u>SPEAKING:</u>								
1.34 Ask relevant questions to clarify information.	B	B	B/D	D	D	P	R	R
1.35 Express opinions based on given topics and information heard.	B	B/D	D	D	P	R	R	R
1.36 Provide examples and facts to explain and support their ideas.			B	B/D	D	D	P	R
1.37 Respond appropriately when speaking with adults (yes ma'am, no sir etc.).	B	D	P	R	IT	IT	IT	IT
1.38 Respond to telephone calls in the appropriate manner.	B	B/D	D	P	R	R	R	R
1.39 Paraphrase a simple spoken message and deliver it accurately.		B	D	P	R	R	R	R
1.40 Retell a story in own words.	B	B/D	D	D	P	R	R	R
1.41 Recount experiences, community and world news in a logical sequence.	B	B/D	D	D	P	R	R	R
1.42 Read aloud (stories, letters, composition and plays) with the appropriate expressions.		B	D	P	R	R	R	R
1.43 Use transition words in speech to make ideas flow.		B	D	D	P	R	R	R
1.44 Use vivid descriptive words when providing oral descriptions.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>SPEAKING:</u>								
1.45	Interpret and express sensory impressions (thoughts and feelings) gained while listening.	B	D	D	D	P	R	R	R
1.46	Speak clearly, audibly and use appropriate volume and pace in different settings.	B	B	D	D	D	P	R	R
1.47	Use speech that is free from articulation errors (proper intonation, stress, rhythm, rate, and volume).			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To create and execute effective presentations designed to inform, entertain and persuade different audiences.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>PRESENTING:</u>								
1.48	Communicate clearly using a variety of verbal and non-verbal skills.	B	D	D	P	R	R	R	R
1.49	Use pictures or objects to tell a story.	B	D	D	P	R	R	R	R
1.50	Introduce others giving relevant information.		B	D	P	R	R	R	R
1.51	use vocal characteristics, eye-contact, and gestures when engaged in dramatic activities, making presentations, and participating in choral speaking.	B	D	D	P	R	R	R	R
1.52	Use appropriate greetings, conversational openings and closings.	B	B/D	D	P	R	R	R	R
1.53	Use various synonyms to enhance presentations.			B	D	D	P	R	R
1.54	Use words and phrases that convey strong feelings or images.		B	B/D	D	D	P	R	R
1.55	Use Standard English and Bahamian Dialect appropriately according to the purpose of the speech and audience.		B	D	D	P	R	R	R
1.56	Organize and report the details of an event in sequential order.	B	B	B	D	D	P	R	R
1.57	Deliver oral summaries of articles and books.		B	B/D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>PRESENTING:</u>								
1.58	Deliver orally, self-designed expository presentations (book reports, research etc.).		B	B/D	D	D	D	D	D
1.59	Use persuasive techniques when presenting.					B	B/D	D	D
1.60	Evaluate a presentation given by a classmate			B	B/D	D	D	P	R
1.61	Distinguish between fiction and non-fiction and fact and opinion.	B	D	D	P	R	R	R	R
1.62	Distinguish between emotional and logical arguments				B	B/D	D	D	D
1.63	Deliver impromptu speeches				B	D	D	D	D
1.64	Explain statistical and graphical information	B	B/D	D	D	P	R	R	R
1.65	Use Standard English and Bahamian Dialect appropriately according to the purpose of the speech and audience.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To view numerous forms of oral and media presentations for information and enjoyment and to respond critically.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	VIEWING:								
1.65	Use visual clues to extract information.	B	B/D	D	P	R	R	R	R
1.66	Create visual materials to enhance oral presentations	B	D	D	P	R	R	R	R
1.67	Interpret information from maps, charts, diagrams, graphs, and other media forms	B	B/D	D	D	P	R	R	R
1.68	Evaluate the way visual images (e.g. illustrations, and graphics) support meaning.			B	B/D	D	D	P	R
1.69	Compare and contrast print and electronic media					B	D	D	D
1.70	Interpret and express sensory impressions (thoughts and feelings) gained while viewing.	B	D	D	D	P	R	R	R
1.71	Critique persuasive techniques used in the media					B	B/D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

STANDARDS

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

- Preschool** Students will be able to listen to, understand and respond to a variety of written materials such as stories, poems and informational materials.
- Grade 1** Students will be able to read and comprehend grade level appropriate text through the application of phonics and vocabulary skills.
- Grade 2** Students will be able to utilize various strategies to assist them with interpreting more narrative text, while responding to them in varying ways.
- Grade 3** Students will be able to apply a range of skills and strategies to help them understand and respond to narrative and informational text.
- Grade 4** Students will be able to construct meaning, as they comprehend, and respond to various text.
- Grade 5** Students will be able to interpret, analyze and respond to print and non-print materials for a variety of purposes.

- Grade 6** Students will be able to gather, synthesize and evaluate information they read in a variety of text and media across the curriculum.
- Grade 7** Students will be able to extract, analyze, synthesize and evaluate various media forms by using strategic comprehension skills and literary skills.

DRAFT

General Objectives

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

Students will be able to:

1. identify and manipulate the sounds of speech through oral blending and segmenting.
2. read grade level text orally with accuracy, appropriate rate and expression.
3. acquire grade appropriate vocabulary through multiple strategies and use them in relevant context.
4. employ a variety of strategies to comprehend text and audio-visual materials.
5. analyze and respond to text revealing their feelings and thoughts.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

General Objective: To identify and manipulate the sounds of speech through oral blending and segmenting.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>PHONEMIC AWARENESS:</u>								
2.1	Understand that spoken words are composed of sounds which are represented by alphabetic letters.	B/D	P	R	IT	IT	IT	IT	IT
2.2	Segment words into initial, medial, and final sounds.		B	D	P/R	IT	IT	IT	IT
2.3	Produce rhyming words (onsets and rimes).	B	D	P	R	IT	IT	IT	IT
2.4	Name all uppercase and lowercase letter forms.	B	D/P	R	IT	IT	IT	IT	IT
2.5	Identify name and environmental print.	B/D	P	R	IT	IT	IT	IT	IT
2.6	Distinguish letters from words.	B	D/P	R/IT	IT	IT	IT	IT	IT
2.7	Identify letters, words and sentences.	B	D	P/R	IT	IT	IT	IT	IT
2.8	State letter/sound relationships.	B	D	P/R	IT	IT	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>PHONEMIC AWARENESS:</u>								
2.9	Identify initial, medial and final sounds of spoken words.		D	P	R	IT	IT	IT	IT
2.10	Blend sounds (phonemes) to make words or syllables.		D	D	P/R	IT	IT	IT	IT
2.11	Match oral words to printed words.	B	D	P/R	IT	IT	IT	IT	IT
2.12	Track print: left to right on line, top to bottom on page, front to back of book.	B/D	P	R	IT	IT	IT	IT	IT
2.13	Identify the parts of a book.	B	D	P	R	R	IT	IT	IT

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To identify and manipulate the sounds of speech through oral blending and segmenting.

	Objectives	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
	PHONICS:								
2.14	Apply the alphabetic principle (letter /sound correspondence).	B	B/D	P	R	IT	IT	IT	IT
2.15	Match short and long vowel sounds to appropriate letters.		B/D	P	R	R	IT	IT	IT
2.16	Identify common word patterns e.g. CVC (consonant-vowel-consonant).		B/D	P	R	R	IT	IT	IT
2.17	Blend consonant- vowel sounds to make syllables or words.		B/D	P	R	IT	IT	IT	IT
2.18	Identify initial, medial and final blends.		B	D	P	R	IT	IT	IT
2.19	Associate the correct sounds with initial blends e.g. r blends, l blends, etc.		B	D	P	R	IT	IT	IT
2.20	Identify digraphs in initial, medial and final positions.		B	D	D	P	R	R	IT
2.21	Pronounce diphthongs in initial, medial and final positions.			B	D	P	R	R	IT
2.22	Identify contractions, abbreviations and compound words.		B	D	P	R	R	R	R
2.23	Add inflectional endings (with or without spelling changes).		B	D	P	R	R	R	R
2.24	Identify the base word, prefix, ending or suffix in words.			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To acquire grade appropriate vocabulary through multiple strategies and use them in context.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>VOCABULARY:</u>								
2.25	Provide synonyms for given words.		B	D	D	D	P	R	R
2.26	Provide antonyms for given words.		B	D	D	D	P	R	R
2.27	Differentiate among homonyms, homophones and homographs.			B	D	P	R	R	R
2.28	Examine word parts to determine meanings of new words (prefix, suffix and root).		B	D	P	R	R	R	R
2.29	Apply dictionary and thesaurus skills to determine pronunciations, meanings, alternate word choices parts of speech and origin of words.			B	D	D	P	R	R
2.30	Explain the literal meaning of words.		B	D	D	D	D	P	P
2.31	Utilize words with multiple meanings.		B	D	P	R	R	R	R
2.32	Translate text messages into Standard English.				B	D	D	P	R
2.33	Use context clues to determine the meaning of unfamiliar words (restatement clues, synonyms, antonyms, comparison and contrast within a definition, clues in a series etc.)			B	D	D	D	D	D
2.34	Use knowledge of language to enhance vocabulary (etymology, acronyms and euphemisms)			B	D	D	D	D	D
2.35	Explain the figurative use of words.				B	D	D	D	D
2.36	Use analogies to show relationships					B	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To read grade level text orally with accuracy, appropriate rate and expression.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>FLUENCY:</u>								
2.37	Read aloud in a manner that sounds like natural speech		B	D	P	R	R	R	R
2.38	Identify common phrases in reading.			B	D	P	R	IT	IT
2.39	Use visual clues (punctuation marks, italics etc.) to aid reading.		B	D	D	P	R	R	R
2.40	Read aloud a variety of texts with appropriate pacing, intonation and expression		B	D	P	R	R	R	R
2.41	Increase accuracy, speed and expression		B	D	P	R	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To employ a variety of strategies to comprehend text and audio-visual materials.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
2.42	Activate prior knowledge and preview text.	B	D	P	R	R	R	R	R
2.43	Identify elements of a story i.e. character, plot, setting, themes		B	D	D	P	R	R	R
2.44	Use context clues for understanding the meaning of words, phrases, sentences and paragraphs.		B	D	P	R	R	R	R
2.45	Derive the main idea and supporting details.		B	D	P	R	R	R	R
2.46	Tell events in the correct sequence.	B	D	D	D	P	R	R	R
2.47	Distinguish between fiction and non-fiction.	B	D	P	R	R	R	R	R
2.48	Differentiate between fact and opinion.			B	D	P	R	R	R
2.49	Summarize and paraphrase text.			B	D	D	P	R	R
2.50	Compare and contrast events, opinions and facts.		B	D	D	D	D	P	R
2.51	Make analogies (i.e. the comparison of two or more things based upon the similarity of like features).			B	D	P	R	R	R
2.52	Make inferences.		B	D	D	D	D	P	R
2.53	Identify and predict cause and effect		B/D	D	D	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>COMPREHENSION:</u>								
2.54	Interpret the author's purpose i.e. to inform, entertain, persuade, and express				B/D	D	D	P	R
2.55	Determine author's viewpoint or bias				B	D	D	D	D
2.56	Draw conclusions	B	B	D	D	D	D	P	R
2.57	Evaluate ideas and text.			B	D	D	P	R	R
2.58	Synthesize ideas from different texts and media to determine common themes.				B	D	D	D	P

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To analyze and respond to text revealing their feelings and thoughts

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>LITERATURE:</u>								
2.59	Appreciate various genres of literature (e.g. fairy tales, myths, legends, biographies, science fiction, nursery rhymes, articles, poetry, mysteries, plays, etc.)	B	D	D	D	D	P	R	R
2.60	Appreciate culturally based stories and text.	B	D	P	R	R	R	R	R
2.61	Explain the difference between realism and fantasy.		D	P	R	R	R	IT	IT
2.62	Identify mood and humour.		B	D	D	D	D	P	R
2.63	Identify forms of figurative language such as metaphors, similes, personification.				B	D	D	P	R
2.64	Respond to reading in various ways e.g through illustrations, oral and written communication	B	D	D	P	R	R	R	R
2.65	Evaluate the appropriateness of the text.			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

STANDARDS

- Sub-Goal 3:** Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.
- Preschool** Students will be able to demonstrate competence in the general skills and strategies of the writing process while using grammatical and mechanical conventions.
- Grade 1** Students will be able to compose various types of simple sentences with regard to proper mechanics and reflect this variety in their speech.
- Grade 2** Students will be able to write a short paragraph with appropriate details that are arranged in a logical sequence, and convey these ideas orally.
- Grade 3** Students will be able to construct more expanded sentences in various writing pieces where their speech also demonstrates such growth.
- Grade 4** Students will be able to apply a range of skills and strategies in the writing process to produce writing pieces that reflect proper organization, sentence fluency, voice and other writing traits.
- Grade 5** Students will be able to recognize and apply the structures of various forms of writing to their own drafts with emphasis on vivid word choice, engaging voice, and other writing traits.

Grade 6 Students will be able to write clearly and skillfully for a variety of audiences, purposes and context by incorporating the writing traits, various strategies as well as resources that enable them to synthesize and communicate information effectively.

Grade 7 Students will be able to compose well structured compositions for a variety of audiences and purposes by using the writing process to internalize, communicate and evaluate information competently.

DRAFT

General Objectives

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions

Students will be able to:

1. use the writing process to compose coherent, well-organized writing pieces that skillfully incorporate the traits of writing.
2. demonstrate their understanding of special sounds, word parts and types of words to spell and identify words and their meanings.
3. compose varying types of sentences that reflect proper punctuation and form by adhering to grammatical rules.
4. communicate orally by adhering to grammatical rules and the appropriate use of Bahamian dialectal expressions.
5. produce legible and well-formed manuscript or cursive letter forms in their writing.

SCOPE AND SEQUENCE

Overarching Goal: To comprehend and utilize language as they logically process written, spoken and viewed information while creatively conveying their thoughts and beliefs in various forms.

Sub-Goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

General Objective: To use the writing process to compose coherent, well-organized writing pieces that skillfully incorporate the traits of writing.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade	
			1	2	3	4	5	6	7	
	WRITING:									
3.1	Describe the steps in the writing process.			B	D	D	D	D	P	R
3.2	Identify the qualities found in good writing.		B	D	D	P	R	R	R	R
3.3	Use appropriate language to respond to the writing of an author.		B	D	D	P	R	R	R	R
3.4	Use a rubric to evaluate writing.		B	D	D	D	P	R	R	R
3.5	Generate ideas for writing by participating in prewriting activities.	B	B/D	D	D	P	R	R	R	R
3.6	Formulate complete sentences using proper word order and appropriate word selection .		B	D	D	P	R	R	R	R
3.7	Write various paragraphs using topic sentences and supporting details.			B	D	D	D	D	P	R
3.8	Demonstrate a grasp of sequential order by writing clear directions and instructions.			B	D	P	R	R	R	R

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	WRITING:								
3.9	Compose short pieces of writing using simple forms, and organize ideas in logical sequence.		B	D	D	P	R	R	R
3.10	Organize and express their thoughts in a logical manner using graphic organizers.		B	D	D	P	R	R	R
3.11	Exercise proficiency in sentence fluency by writing compound sentences and sentences of varying lengths.			B	B/D	D	D	P	R
3.12	Make use of the five senses when writing descriptive paragraphs.		B	D	D	P	R	R	R
3.13	Compose descriptive essays with well-developed paragraphs.				B	D	D	P	R
3.14	Use similes and metaphors to give more vivid details to their descriptive essays.				B	D	D	P	R
3.15	Produce a written conversation/ dialogue using appropriate grammatical rules (quotation marks, commas, etc.)				B	D	D	P	R
3.16	Develop well-sequenced narrative pieces that include characters, setting and plot			B	D	D	P	R	R
3.17	Exhibit evidence of onomatopoeia, and alliteration in their writing.					B	D	D	D
3.18	Exhibit evidence of personification and hyperbole in their writing.					B	D	D	D
3.19	Demonstrate voice in writing pieces by exploring tone, mood and points of view				B	B/D	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade	
			1	2	3	4	5	6	7	
3.20	Utilize cue words in writing expository-type texts, invitations, newspaper ads, articles etc.			B	D	D	D	D	P	R
3.21	Utilize persuasive techniques used by various authors.						B	D	D	D
3.22	Use checklists to revise and edit work, focusing on specific conventions.		B	D	D	D	D	D	D	P
3.23	Write timelines based on stories read			B	D	D	P	R	R	R
3.24	Identify the purpose and parts of a friendly letter to communicate in writing to pen pals, relatives and friends			B	D	P	R	R	R	R
3.25	Express an understanding of rhythm and rhyme by writing different types of poetry such as limericks, cinquains, free verse etc.				B	D	D	D	D	P
3.26	Exercise effective questioning techniques and writing in the third person to produce biographies.				B	B/D	D	P	P	R
3.27	Produce book and movie reports		B	D	D	P	R	R	R	R
3.28	Design research questions based on content area subjects			B	B/D	D	D	P	P	R
3.29	Organize research information in an appropriate format			B	B/D	D	D	P	P	R
3.30	Compose well-organized written reports based on research findings			B	B/D	D	D	P	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To demonstrate their understanding of special sounds, word parts and types of words to spell and identify words and their meanings.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
3.31	Employ a study technique for learning spelling words.			B	D	P	P	R	IT
3.32	Divide words into syllables.		B/D	D	P	R	R	R	R
3.33	Spell sight words and high frequency words		B	DP	P	R	R	R	R
3.34	Associate initial, middle and final consonant sounds with the letters they represent		B	D	P	R	R	R	R
3.35	Discriminate between short and long vowel sounds in words		B	D	P	R	R	R	R
3.36	Utilize the letter or combination of letters that make long vowel sounds		B	D	P	R	R	R	R
3.37	Associate sounds with initial and final blends		B	D	P	R	R	R	R
3.38	Apply the sounds of initial, middle and final digraphs to spell simple words		B	D	P	R	R	R	R
3.39	Identify word parts- root words, prefixes and suffixes				B/D	D	P	R	R
3.40	Alphabetize a list of words			B	D/P	R	R	R	R
3.41	Add inflectional endings (with or without spelling changes)		B	D	P	R	R	R	R
3.42	Spell and use words that contain a double consonant		B	D	P	R	R	R	R

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	<u>SPELLING:</u>								
3.43	Spell and use words with r-controlled vowel sounds			B	D	P	R	R	R
3.44	Use words containing diphthongs			B	D	P	R	R	R
3.45	Use words containing digraphs			B	D	P	R	R	R
3.46	Use words with silent consonants		B	D	D	P	R	R	R
3.47	Use words with silent 'e'		B	D	D	P	R	R	R
3.48	Create compound words		B	D	P	R	R	R	R
3.49	Form contractions			B/D	P	R	R	R	R
3.50	Identify and spell homophones			B	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To compose varying types of sentences that reflect proper punctuation and form by adhering to grammatical rules.

General Objective: To communicate orally by adhering to grammatical rules and the appropriate use of Bahamian dialectal expressions.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
3.51	Distinguish between sentences and fragments.		B	D	D	P	R	R	R
3.52	Construct telling, asking, exclamatory, and command sentences that are correctly punctuated .		B	D	D	P	R	R	R
3.53	Expand simple sentences into compound, complex and compound complex sentences.			B	D	D	D	P	R
3.54	Correct run on sentences.			B	D	D	D/P	P	R
3.55	Apply capitalization rules (the first word of sentences, proper nouns, pronoun "I", direct quotations, titles, initials, headings, salutation and the closing of a letter) when writing.		B	D	D	P	R	R	R
3.56	Distinguish between Standard English and dialect expressions.		B	D	D	P	R	R	R
3.57	Utilize Standard English in formal settings to communicate ideas when speaking and writing.		B	D	D	P	R	R	R
3.58	Use naming words for people, animals, things and places when speaking and writing		B	D	P	R	R	R	R
Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching									

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
3.59	Differentiate between singular and plural nouns.		B	D	P	R	R	R	R
3.60	Form plurals by adding “s” and “es” to singular nouns (with and without spelling changes).		B	D	P	R	R	R	R
3.61	Apply rules for irregular plural forms.			B	D	P	R	R	R
3.62	Use singular and plural possessive nouns correctly.		B	D	P	R	R	R	R
3.63	Differentiate between common and proper nouns.		B	D	P	R	R	R	R
3.64	Use pronouns correctly in oral and written sentences.		B	D	D	P	R	R	R
3.65	Relate pronouns to corresponding nouns within a sentence.			B	D	P	R	R	R
3.66	Use possessive pronouns.		B	D	P	R	R	R	R
3.67	Use action words in written compositions.		B	D	P	R	R	R	R
3.68	Utilize linking verbs.				B	D	D	P	R
3.69	Identify the tense of a verb and apply it appropriately when writing and speaking.		B	D	D	P	R	R	R
3.70	Demonstrate the correct use of subjects and verbs.		B	D	D	P	R	R	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	GRAMMAR:								
3.71	Determine the simple subject and simple predicate of a sentence		B	D	P	R	R	R	R
3.72	Ascertain the complete subject and predicate of a sentence.				B	D	D	P	R
3.73	Incorporate sensory adjectives in speech and writing.		B	D	D	D	P	R	R
3.74	Use adjectives to compare nouns and pronouns.		B	D	D	P	R	R	R
3.75	Identify the two words that comprise specific contractions.		B	D	P	R	R	R	R
3.76	Use apostrophes correctly in contractions.		B	D	P	R	R	R	R
3.77	Select appropriate abbreviations.			B	D	P	R	R	R
3.78	Identify adverbs in sentences and passages.				B	D	P	R	R
3.79	Form adverbs by adding the suffix 'ly' and use them appropriately when writing and speaking.				B	D	D	P	R
3.80	Use a variety of prepositions		B/D	D	D	P	R	R	R
3.81	Use interjections in sentences.								
3.82	Incorporate transitional words in speech and writing		BD	D	D	P	R	R	R

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	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	GRAMMAR:								
3.83	Use commas appropriately.			B	D	P	R	R	R
3.84	Use colons and semi colons appropriately in writing.					B	D	D	P
3.85	Utilize negative words correctly.				B	D	D	P	R

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

General Objective: To produce legible and well-formed manuscript or cursive letter forms in their writing.

	Objectives	Preschool	Grade	Grade	Grade	Grade	Grade	Grade	Grade
			1	2	3	4	5	6	7
	HANDWRITING/PRESENTATION:								
3.86	Write capital and lower case manuscript letters using the <i>D'Nealian</i> style of writing	B	B/D	P					
3.87	Space letters and words within sentences appropriately		D	P	R	R	R	R	R
3.88	Write numbers 0-9 correctly	B	D	P	R	R	R	R	R
3.89	Utilize capital manuscript letters to produce labels, captions, signs etc.		B	D	P	R	R	R	R
3.90	Write cursive capital and lower case letters using the <i>D'Nealian</i> style of Writing.			B	D	D	P	R	R
3.91	Use indentation/paragraphing for clear presentation of work.				B	D	D	P	R
3.92	Use a checklist to evaluate handwriting			B	D	D	P	R	R
3.93	Utilize cursive writing in various forms such as on envelopes, invitations etc.				B	D	D	P	R
3.94	Produce their own signature				B	D	P	R	R
3.95	Write Roman Numerals 1 – 100				B	D	P	R	R
3.96	Choose appropriate font when presenting typed reports.					B	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

	Objectives	Preschool	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
	<u>HANDWRITING/PRESENTATION:</u>								
3.97	Use numbers and bullets correctly when listing items for computer generated reports.					B	D	D	D
3.98	Select appropriate margins for reports.					B	D	D	D
3.99	Design appropriate covers for reports.					B	D	D	D

Key: B = Beginning D = Developing P = Proficient R = Reinforcing IT = Incidental Teaching

DEPARTMENT OF EDUCATION

INTERDISCIPLINARY UNIT




















Grade 2

Revised 2017

Unit1: Self Identity

Topic One: All About Me

Essential question: Who am I?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p> Recognize characteristics that define them as an individual.</p> <p> Understand that males and females differ.</p> <p> Understand the human skeleton, its location and function in the body.</p> <p> Recognize that they are members of a family and identify other members of a family.</p> <p> Understand why Christians refer to God as Father.</p> <p> Recognize God as caring and loving Father.</p> <p> Recognize ways in which God demonstrates His love for mankind.</p>	<p>SI. 1. Name and list characteristics that make them individuals. (features, family, nationality etc.)</p> <p>SI. 2. Distinguish between males and females.</p> <p>SI. 3. Compare God’s love for mankind to that of a parent/ guardian.</p> <p>SI. 4. State the skeletal parts, locations and functions.</p> <p>SI. 5. Give reasons why Christians refer to God as Father.</p> <p>SI. 6. Compare and contrast family structure and the skeletal structure.</p> <p>SI. 7. List the members of their family and state their roles/functions.</p>	<p>SI. a Design a personalized brown paper bag puppet. The puppet should reflect individual characteristics. (key features, name, gender and nationality).</p> <p>SI. b Develop acronym describing their character traits using the letters of their name</p> <p>SI. c Compose a chant, rap or song that outlines the love of God for mankind and the love of parents for their children.</p> <p>SI. d Create a poster or a book outlining the skeletal parts, where they can be found and their function in the body. Use similes to compare the family structure and functions and the skeletal structure and functions with the family. (The skull protects the brain and is in the head.</p> <p> . Like my _____ is the head of the family and protects us</p> <p></p>	<p>Family Life & Health  Theme: Self & Interpersonal Relationships Sub Goal: 1 Standard 1.1 (pg. 35) Theme: Sexuality and Sexual Health Sub Goal: 2 Standard 2.1 (pages 40 & 41)</p> <p>Religious Studies  Sub Goal 1: Examine the basic beliefs and teachings of Christianity Theme: The Nature of God Sub Goals 1 Objective: Identify God as a caring and loving Father Objective: Illustrate ways in which God demonstrates His love for mankind. Objective: Explain why Christians refer to God as Father (page 27)</p> <p>Science  Topic: The Human Body Strand 1: Structure and Function of Living Systems Objectives i, ii, iii (pg. 93)</p> <p>Social Studies  Theme 1: Looking around us Topic: Families</p>	<p> Social: Cooperation, Interpersonal skills, Advocacy, Communication Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance</p> <p> Skills: Investigation, Self Understanding, Reflection, Attitudes: Self-understanding, Enquiry</p> <p> Classifying, Observing, Inferring</p> <p></p>	<p>Puppet Rubric OR “All About Me” Checklist</p> <ul style="list-style-type: none"> ✓ Both names- 2pts. ✓ Gender- 1 pt. ✓ Nationality- 1 pt. ✓ Creativity - 5pts ✓ Spelling- 1 pt.. <p>Rap, Chant or Song Song Rubric Presentation Rubric</p> <p>Acronym Each adjective or trait begins with a letter in their name. The ad</p> <p>Poster Rubric</p> <ul style="list-style-type: none"> ✓ 5 pictures each ✓ Labeling ✓ Total points=10 pts <p>Family tree rubric</p>	<p>Family Life Curriculum</p> <p>Religious Knowledge Curriculum Children’s Bible</p> <p>Science Curriculum</p> <p>Social Studies Textbook Primary Social Studies Teachers Guide</p>

Unit 1 : Self Identity

Topic: All About Me

Essential question: What makes me special?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>✝ Demonstrate an awareness of their gifts and talents and ways in which those talents can help others.</p> <p>✝ Recognize biblical examples of persons who utilized their talents</p> <p>✝ Understand how their gifts and talents could be used to help others.</p> <p>✝ Understand the parts, functions and location of the skeleton and muscles in the body.</p> <p>✝ Demonstrate an awareness of the character traits that contribute to their uniqueness.</p> <p>🌐 Appreciate the differences in the various types of families.</p>	<p>SI. 8 Define and distinguish between the terms talents and gifts.</p> <p>SI. 9 Identify and display their unique qualities, talents and gifts.</p> <p>SI. 10 Summarize the activities of biblical characters who used their gifts and talents to help others.</p> <p>SI. 11 Determine how their skeleton and muscles make them unique and are different from other animals.</p> <p>SI. 12 Identify specific muscles and skeletal parts and their functions.</p> <p>SI. 13 Classify families based on structure and characteristics.</p>	<p>SI. e Develop/create a collage/me montage or video depicting their gifts and talents.</p> <p>SI. f Have a class talent show. In an effort for students to display their gifts/talents.</p> <p>SI. g Construct a model of the skeleton of using various art materials. The representation would reflect the relationship between the skeletons and the muscles. Each part will be labeled and its function discussed.</p> <p>SI. h Role-play the interactions of the muscles and the skeleton and how they help each other. A comparison of this relationship with that of family members will also be demonstrated.</p> <p>SI. i Construct a class bar graph to determine the different types of families.</p>	<p>Religious Studies</p> <p>✝ Sub-Goal 2: Discovering A sense of identity and purpose Theme: Discovering my Identity Objectives i, ii, iii (pages 31& 32) Story of Dorcas</p> <p>Science</p> <p>✝ Topic: The Human Body Strand 1: Structure and Function of Living Systems Objectives: i, ii, iii (pg. 93) Objectives: a, b, c, d (pg. 93)</p> <p>Family Life & Health</p> <p>✝ Theme: Self & Interpersonal Relationships Sub Goal: 1 (Standard 1.1) (pg. 35) Theme: Sexuality and Sexual Health Sub Goal: 2 (Standard 1.3)</p> <p>Social Studies</p> <p>🌐 Theme 1: Looking around us Topic: Families</p>	<p>✝ Attitudes: Self-understanding, Respect Skill: Investigation, Empathy</p> <p>✝ Classifying, Observing, Inferring, Predicting</p> <p>✝ Social: Cooperation, Interpersonal skills, Advocacy, Communication Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance</p> <p>Appreciation, cooperation, communication, respect for self</p>	<p>Collage Rubric</p> <ul style="list-style-type: none"> ✓ At least 3 different types of textures. <p>Video Rubric</p> <ul style="list-style-type: none"> ✓ State their name and talent ✓ At least 2 minutes in length <p>A Skeleton and Muscles Worksheet</p> <p>Checklist Observation</p>	<p>Religious Knowledge Curriculum Children’s Bible</p> <p>Science Curriculum</p> <p>Family Life Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p>

Unit1: Self Identity

Topic: All About Me

Essential question: How can I keep my body healthy?

Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Demonstrate an awareness of the affect of healthy habits on bones and muscles.</p> <p>👉 Recognize the importance of food to the body.</p> <p>👉 Recognize The Bahamas Dietary Guidelines as an outline for healthy eating.</p> <p>‡ Recognize physical and mental challenges individuals may have.</p> <p>‡ Develop an appreciation for the lives of persons who succeeded despite many obstacles.</p>	<p>SI. 14 Identify physical activities and foods that will produce healthy bodies.</p> <p>SI. 15 Investigate and determine ways in which food affects the body (bones and muscles).</p> <p>SI. 16 Classify foods according to their nutritional value to the body (Dietary Guidelines/Food Groups).</p> <p>SI. 17 Examine the challenges experienced by individuals with physical and mental challenges.</p> <p>SI. 18 Compare the success of information on one or two persons who succeeded despite their challenges.</p> <p>SI. 19 Relate the meaning of the word obstacle in their own words.</p>	<p>SI. j Conduct active experiments. Have students record the observable affects of certain foods on each other. Students will ingest specific foods while their partners/group members observe, monitor and record their actions.</p> <p>SI. k Develop a healthy lifestyle booklet reflecting activities and foods that can be used to produce healthy bodies.</p> <p>SI. l Produce a research project/big book about one or two people who overcame obstacles and succeeded.</p>	<p>Science ‡ Topic: The Human Body Strand 1: Structure and Function of Living Systems Objectives: i, ii, iii (pg. 93) Objectives: e, f (pg. 94)</p> <p>Family Life & Health 👉 Theme: Nutrition and Physical Activity Sub Goal: 3 (Standard 3.1) (pg. 44) (Standard 3.2) (pg. 45 & 46)</p> <p>Religious Studies ‡ Sub-Goal 2: Discovering A sense of identity and purpose Theme: Overcoming Obstacles Objectives i, ii, iii & iv (page 34) Sub Goal 1 Story of Hellen Keller</p>	<p>‡ Classifying, Observing, Inferring, Predicting</p> <p>👉 Social: Cooperation, Negotiation, Refusal, Advocacy, Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance, Healthy Self-Management</p> <p>‡ Attitudes: Self-understanding, Respect Skill: Investigation, Empathy</p>	<p>Math bar graph worksheet.</p> <p>Record sheets for experiments.</p> <p>Research project rubric</p> <p>Booklet rubric</p> <p>Oral presentation of booklet.</p>	<p>Science Curriculum</p> <p>Family Life Curriculum</p> <p>Religious Studies Curriculum Children’s Bible The Beginner’s Bible, “A short man” (pp.413-417)</p> <p>Story of Hellen Keller</p> <p>http://www.gardenofpraise.com/leaders.htm</p>

Unit1: Self Identity

Topic: All About Me

Essential question: How does my community define me?


















Learner Outcome	Objectives SI= Self Identity	Suggested Activities SI= Self Identity	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Demonstrate an awareness of the characteristics of the basic community.</p> <p>🌐 Develop an appreciation for the events held in a community</p> <p>🌐 Recognize the differences present in various communities.</p> <p>✚ Develop an appreciation of Jesus' way of life as a child in his community.</p> <p>✚ Recognize lessons that could be learnt from the early life of Jesus.</p> <p>‡ Explore the land and water habitats for plants and animals.</p>	<p>SI. 20 Summarize the definition of community.</p> <p>SI. 21 Compare and contrast bible communities and communities of today.</p> <p>SI. 22 Describe events that members of a community would participate in and attend.</p> <p>SI. 23 Create an invitation for community members for a community event to in an invitation.</p> <p>SI. 24 Compare and contrast the childhood and community of Jesus as a child with their personal lives.</p> <p>SI. 25 Discuss the differences between their community and the habitats of other living things (plants & animals).</p>	<p>SI. n Use pictures to construct two dimensional posters of the different types of communities. **Tourist Resort **Fishing **Farming **Small Town</p> <p>SI. o Design an invitation inviting people to visit a particular type of community.</p> <p>SI. p Illustrate an animal within their different habitats</p> <p>SI. q Creating 3D model (paper mache) or mural of an animal in their habitat.</p>	<p>Social Studies</p> <p>🌐 Elements of a community: buildings, churches, roads, docks --Things we do in our community --Types of communities</p> <p>Religious Studies ✚ Sub-Goal 1: Examine the basic beliefs and teaching of Christianity Theme: The Nature of God Objectives i, ii, iii (page 28)</p> <p>Science ‡ Topic: Habitats Strand 1: Organisms and the Environment Objectives: i, ii, iii , iv (pages 92 & 97) -Land Habitats (Schoolyard, Backyard) -Water Habitats (Pond, Lake, Seashore, Ocean)</p>	<p>🌐 Appreciation, cooperation, communication, respect for others</p> <p>✚ Investigation, Fairness, Respect</p> <p>‡ Classifying, Observing, Inferring, Predicting</p>	<p>Poster Rubric</p> <ul style="list-style-type: none"> ✓ A picture ✓ 4 sentences <p>My Community Project</p> <ul style="list-style-type: none"> ✓ Name ✓ Families ✓ Buildings ✓ Roads ✓ A labeled picture of at least two docks/harbors found in the Bahamas. <p>Unit Test/Review</p> <p>Evaluate the Invitation crated using a Writing Rubric specific to an invitation.</p> <p>Evaluate the 3D model/mural of an animal habitat</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Religious Knowledge Curriculum Children's Bible</p> <p>Science Curriculum</p>

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Recognize the needs of living things for survival.</p> <p>‡ Explore the body coverings and parts of animals in relationship to their survival.</p> <p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>‡ Understand the definition of the word service.</p> <p>‡ Understand the ways to serve others.</p> <p>‡ Develop an understanding that serving others demonstrates our love.</p> <p>🏠 Demonstrate respect for people and all things living.</p>	<p>Ned. 1 Differentiate between animal, human and plant needs.</p> <p>Ned. 2 Examine the body coverings and parts of animals to determine how their bodies aid in their survival.</p> <p>Ned. 3 Associate specific workers in the community and the services they provide with the needs they meet.</p> <p>Ned. 4 Explain how the Teacher and Librarian fulfill the need for knowledge and information.</p> <p>Ned. 5 Define the word service.</p> <p>Ned. 6 Discuss the ways that the Teacher and Librarian serve others and their community.</p> <p>Ned. 7 Evaluate the importance of spiritual needs that are met through service.</p> <p>Ned. 8 Conclude that service aids in the fulfillment of needs of people, plants and animals</p>	<p>Ned. a Design a web displaying their individual needs and the need of other living things (plants & animals)</p> <p>Ned. b Construct a collage displaying various animals' body coverings and parts and relate how their body parts or coverings help them to suffice their needs. (A bird's body is covered with feathers. Birds have two wings, two feet and a beak. A bird uses its feet to scratch/search for food and its beak to eat.)</p> <p>Ned. c Create a Basic Needs book that will display all of their basic needs.</p> <p>Ned. d Write a journal entry explaining the spiritual needs.</p> <p>Ned. e Create paper chains demonstrating how needs are met through service.</p>	<p>‡ Topic: Animals Strand 1: Characteristics of Organisms ‡ Identify things animals need for survive ‡ Group animals by body coverings and parts ‡ Describe how animals move from place to place. (pg. 91)</p> <p>🌐 Introduction to helpers in the community and their roles as service providers.</p> <p>🌐 People who teach us -Librarian</p> <p>‡ State the definition of the word service. Sub-Goal: 2. Theme: Serving Others (page 33)</p> <p>🏠 Theme: Self and Interpersonal Relationships Standard 1.2 -Respect for people and living things (pg. 36)</p>	<p>‡ Classifying, Observing, Inferring, Predicting</p> <p>Appreciation, cooperation, communication, respect for others</p> <p>‡ Investigation, Fairness, Respect</p> <p>🏠 Social: Cooperation, Negotiation, Refusal, Advocacy, Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance, Healthy Self-Management</p>	<p>My Basic Needs Book</p> <p>✓ Correct headings, pictures, labels</p> <p>✓ Physical Needs (food, water, air, shelter)</p> <p>✓ Spiritual Needs (God & the church)</p> <p>✓ Emotional (love from family and friends)</p> <p>✓ Mental (Education-school)</p> <p>✓ Social (Friends) Project Rubric Assess Journal Entry</p>	<p>Science Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Religious Knowledge Curriculum Children's Bible</p> <p>Family Life Curriculum</p>

Unit 2 : Needs

Topic: My Needs

Essential question: What do living things need?

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>  Explore the needs of plants.  Explore the things animals need to survive.  Demonstrate an appreciation for workers in the community.  Demonstrate lifestyle choices that are in harmony with the environment.  Know the qualities of a friend  Understand ways to build good friendships.  Appreciate biblical and contemporary stories of friendship. </p>	<p> Ned. 9 Experiment to tell what plants need to grow and their stages of growth. Ned. 10 Design information booklets/pamphlets bringing awareness to the needs. Ned. 11 Explain the job of the farmer and his/her relationship with plants and animals. Ned. 12 Analyze people who keep our community clean help to meet the needs of plant, animals and people. Ned. 13 Classify choices/activities conducted in the environment as good or bad for the environment. Ned. 14 Discuss the criteria for choosing a friend. Ned. 15 Relate the positive and negative affects of friendships. Ned. 16 Critique the friendship demonstrated in the story of the Elisha and the Shunem couple. Ned. 17 Create their personal list of good friend qualities. </p>	<p> Ned. d Plant a bean seed and monitor its growth. Ned. e Write sequential steps involved in plant growth. Ned. f Compose a story that outlines the needs of all living things. Ned. g Write an essay from the fruits & vegetables or an animal on the farm to the farmer, thanking him/her for taking care of them. Detailing what the farmer does, and how they are benefitted. Ned. h Using a poster, paste pictures and write sentences of ways that our choices affect our environment. Ned. i Conduct interviews of classmates to determine the affects of friendships. Ned. j Use a Listener’s response graphic organizer students will critique and discuss the details of the story. Ned. k Write a list poem relating their personal qualities of identifying a good friend. </p>	<p> Topic: Plants Strand 1: Structure and Function of living systems  Experiment to tell what plants need to grow (pg. 95) Topic: Animals Strand 1: Characteristics of Organisms  Identify things animals need for survival.  Describe ways that animas get food. (pg. 91)  The Farmer  People who keep our community clean  Theme: Managing the Environment Standard: 4.1 Sub-Goal4 -Obj. 4.4.1 (pages 48 -49)  Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving (Thess. 5:18: Elisha’s Room; Thanksgiving day) (page 36) </p>	<p>  Classifying, Observing, Inferring, Predicting  Social: Cooperation, Negotiation, Refusal, Advocacy, Cognitive: Decision Making, Critical and Creative Thinking Emotional: Self-awareness, Self-acceptance, Healthy Self-Management  Investigation, Fairness, Respect </p>	<p> Seed and Plant worksheet. Sequencing written sentences (How to make a plant grow) A Expository Paragraph-What do all living things need? Poster-How Do Plants and Animals Help Us? ✓ Pictures ✓ Sentences </p>	<p> Science Curriculum Social Studies Workbook Primary Social Studies Teachers Guide Family Life Curriculum Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children </p>

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>⬇️ Recognize the importance of energy.</p> <p>⬆️ Develop an understanding of what it means to be responsible.</p> <p>⬆️ Demonstrate an awareness of biblical example of someone who was responsible.</p> <p>⬆️ Recognize the benefits of being responsibility</p> <p>🏠 Demonstrate knowledge of the environment and its impact on their health and well-being.</p>	<p>Ned. 18 Interpret the meaning of the responsible.</p> <p>Ned. 19 Reorganize the events of the story of Moses on the Nile.</p> <p>Ned. 20 Compile a list of characteristics demonstrated by a responsible person</p> <p>Ned. 21 Explain how being responsible for the environment can improve ones way of life.</p> <p>Ned. 22 Discuss the criteria of a community leader.</p> <p>Ned. 23 Identify at least five community leaders.</p> <p>Ned. 24 Explain how community leaders help meet the various needs in their communities.</p> <p>Ned. 25 Discuss the needs that are fulfilled through energy.</p> <p>Ned. 26 Give examples of ways to be responsible for energy use/consumption</p> <p>Ned. 27 As a community leader Prepare slogans/commercials to make persons in the community aware fire safety tips.</p>	<p>Ned. l Create a pictorial representation of the story of Moses on the Nile.</p> <p>Ned. m Compose an audio or written story based on community leaders and the needs they fulfill.</p> <p>Ned. n Research two community leaders, state how they help meet the needs of their community and their work in the community.</p> <p>Ned. o Design a Want ad for a job opening of babysitter or paper boy. Including criteria of responsibility.</p> <p>Ned. p Pretend to be a community leader of their choice. Prepare a slogan/commercial to inform the community of fire safety.</p> <p>Ned. q Role-play at least three ways that one can take care of the environment.</p>	<p>🌐 The Firefighter Leaders in our community</p> <p>⬇️ Topic: Sources of Energy Strand 3: Forces and Energy Basic sources of energy: Sun, Water and Wind (pages 105-106)</p> <p>⬆️ Sub-Goal 3: Apply Biblical values and principals to everyday living Theme: Growing with Values (page 43) “A Bay in a Basket”</p> <p>🏠 Theme: Managing the Environment Standard 4.1 Sub-Goal4 -Obj. 4.4.1 (pages 48 -49)</p> <p>⬆️ Sub-goal 4 Standard 4.1</p>	<p>Appreciation, cooperation, communication, respect for others</p> <p>Observing, classifying, predicting, inferring, measuring communicating</p> <p>Empathy, commitment, reflection, analysis, evaluation, expression</p> <p>Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p>	<p>Creative Writing Rubric</p> <p>Community Helpers Project. Choose at least 4 community helpers complete a Community Helpers project. Conduct a research and give an oral presentation Community Helpers Project</p> <ul style="list-style-type: none"> ✓ Presented in a folder or on a poster. ✓ Include 4 to 5. community helpers ✓ Describe their uniforms ✓ List of materials/ equipments they would need to do their job. ✓ Choose your favourite community helper. ✓ Dress as you favorite community helper ✓ Give an oral and written explanation why this community helper is favourite. <p>Role Play/Presentation Rubric</p> <p>Activity Worksheets</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 2: Needs

Topic: My Needs

Essential question: How does the earth provide for our needs?

Learner Outcome	Objectives Ned.= Needs	Suggested Activities Ned.= Needs	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Recognize the forms and uses of energy provided by the sun, water and wind</p> <p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>✝ Show appreciation for events that are used to show gratitude to God.</p> <p>✝ Develop an understanding of the ways to express thanks to God and others.</p> <p>✝ Recognize biblical examples of persons who were thankful.</p> <p>🏠 Analyze the influences that impact personal development.</p>	<p>Ned. 28 Categorize forms of energy and the needs they meet.</p> <p>Ned. 29 Describe the different types of energy and their uses.</p> <p>Ned. 30 Experiment to learn how people benefit from the various forms of energy.</p> <p>Ned. 31 Design a community worker collage representing services, products, or goods they provide to the community.</p> <p>Ned. 32 Give examples of biblical characters who experienced miracles/healings. (Jairus’ daughter; Ten Lepers)</p> <p>Ned. 33 Compose thankful riddles comparing their gratitude with that of biblical characters.</p>	<p>Ned. l Complete a survey. Students will conduct a survey investigating the forms of energy observed in their homes, classroom, school or community and document findings. Students will also indicate the needs that are met using these energy forms</p> <p>Ned. m Create a mural to 3 to 5 characters that experienced a miracle by the hands of Jesus. (Jairus’ family/Ten Lepers)</p> <p>Ned. n Experiment to identify the impact of wind energy on specific objectives</p> <p>Ned. o Create a flip-book reflecting forms of energy and the needs they provide.</p> <p>Ned. p Compose riddles comparing their gratitude to that of biblical characters.</p>	<p>‡ Topic: Sources of Energy Strand 3: Forces and Energy Identify and describe the forms of energy from sun, water and wind (pages 105-106)</p> <p>🌐 People who make our clothes, Lifeguard/beach warden, carpenter</p> <p>✝ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving Thanksgiving story Explore ways to express thanks to God (pages 36-37)</p> <p>🏠 Theme: Self and Interpersonal Relationships Standard 1.3 Obj. 1.3.1 (Friendship) (pg. 37)</p>	<p>Observing, classifying, predicting, inferring, communicating</p> <p>Appreciation, cooperation, communication, respect for others</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p> <p>Communication, cooperation, interpersonal skills, decision making, creative thinking, critical thinking, self awareness, self acceptance</p>	<p>Assessment of tally/bar/picture graph</p> <p>Energy Resources Worksheet</p> <p>Mural Rubric</p> <p>Complete table</p>	<p>Science Curriculum</p> <p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 3: Change

Topic: Changes around me.

Essential question: What is change?

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources				
<p>‡ Recognize the difference between various types of seeds and plants.</p> <p>🌐 Demonstrate an appreciation for workers in the community.</p> <p>👉 Recognize that drugs change how the body works.</p> <p>✚ Develop an appreciation for the celebration of Thanksgiving.</p>	<p>Ch. 1 Compare and contrast the seeds from various types of plants and their growth.</p> <p>Ch. 2 Experiment to compare the differences between the growths in different seeds to plants.</p> <p>Ch. 3 Associate different conditions with the growths of various seeds to plants.</p> <p>Ch. 4 Identify some plants or seeds that can be used as medicines.</p> <p>Ch. 5 List helpful and harmful drugs and their affects on the body.</p> <p>Ch. 6 Categorize some drugs used by the doctor, dentist, nurse, and pharmacist to serve the community.</p> <p>Ch. 7 Justify the need for doctors, nurses, dentists and pharmacists in the community.</p> <p>Ch. 8 Give examples of ways that we can be thankful for healthy bodies and minds.</p> <p>Ch. 9 Sequence the events of the Thanksgiving story and its importance.</p>	<p>Ch. a Observe and discuss a variety of posters, pictures or videos depicting change.</p> <p>Ch. b Plant a bean seed and monitor its growth. Write sequential steps involved in plant growth. Create a class garden and maintain it.</p> <p>Ch. c Classify types of seeds.</p> <p>Ch. d Using a worksheet students can associate specific drugs, tools, or items with specific health care professionals.</p> <p>Ch. e Compile pictures: harmful and useful drugs.</p> <p>Ch. f Debate the need for healthcare professionals and the need they fulfill.</p> <p>Ch. g Design a thankful booklet/flip book, documenting things and ways we must be thankful.</p>	<p>Topic: Plants Strand 1: Structure and Function of Living Systems</p> <p>‡ Types of seeds Comparing seeds with plants Classify seeds (page 96)</p> <p>🌐 Changes in the weather The doctor and nurse The Dentist The Pharmacist</p> <p>* Theme: Self and Interpersonal Relationships Standard 1.5 Obj. 1.5.1 (pg. 39)</p> <p>✚ Sub Goal 5: Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Thanksgiving -The Thanksgiving story (page 36)</p>	<p>Observing, classifying, predicting, inferring, measuring communicating</p> <p>Appreciation, cooperation, communication, respect for others</p> <p>Communication, negotiation/refusal and advocacy, decision making, critical thinking, creative thinking, self awareness, self acceptance, healthy self management</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p>	<p>The Life Cycle of A Seed Journal</p> <table border="1" data-bbox="1978 394 2314 646"> <tr> <td>Useful Drugs</td> <td>Harmful Drugs</td> </tr> <tr> <td>Medicine</td> <td>Alcohol Tobacco Cigarettes Marijuana Cocaine</td> </tr> </table> <p>Chocolate, coffee, & tea (taken in moderations or not at all)</p> <p>Sequence of Biblical Stories</p> <p>A venn diagram with at least 3 difference and similarities between past and present photos.</p>	Useful Drugs	Harmful Drugs	Medicine	Alcohol Tobacco Cigarettes Marijuana Cocaine	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>
Useful Drugs	Harmful Drugs									
Medicine	Alcohol Tobacco Cigarettes Marijuana Cocaine									

Unit 3: -Changes

Topic Changes around me

Essential question: How does change affect us?

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>☞ Understand the changes in the weather.</p> <p>☞ Understand the affects of weather on the community.</p> <p>✚ Develop an understanding of the roles of various characters in the story of Jesus' birth.</p> <p>✚ Recognize the importance of the Christmas story.</p> <p>† Understand the effects of weather change on people</p> <p>† Develop an appreciation for the instruments used in understanding the weather.</p>	<p>Ch. 1 Identify changes that have occurred around them. (physically, socially and in terms of human relationships within their community)</p> <p>Ch. 2 Compare and contrast the different type of weather conditions.</p> <p>Ch. 3 Construct at least one weather instrument.</p> <p>Ch. 4 Describe ways weather affects people (dress, activities etc).</p> <p>Ch. 5 State the affects of weather conditions on people and plants.</p> <p>Ch. 6 Summarize the events of the Christmas story.</p> <p>Ch. 7 Interpret the importance of the Christmas story to our community/country.</p> <p>Ch. 8 Illustrate the roles of two characters from the story of Jesus' birth.</p> <p>Ch. 9 Infer the various weather conditions possible experienced in the Christmas story.</p>	<p>Ch. g Associate various articles of clothing with specific weather conditions.</p> <p>Ch. h Compose a poem about the changes observed over time on their island or in their community.</p> <p>Ch. i Create a booklet of the story of Jesus birth reflecting each character and the role they play in the story.</p> <p>Ch. j Discuss the Christmas story. Give a pictorial representation of the story in relation to its importance to the community/world.</p> <p>Ch. k Write a letter to one of the characters in the story from God thanking them for the role they played in welcoming his Son to the World.</p> <p>Ch. l Create various instruments used in tracking changes in weather.</p>	<p>☞ We must help others Meteorologist can also be included</p> <p>✚ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas Explain the importance of Christmas (Jesus came to change the world) Luke. 2: 1-20 (page 38)</p> <p>Topic: Weather Changes Strand 2; Changes in the Earth and Sky † How weather affects people. - Weather instruments - Precautions to take while preparing for a storm (pages 100-101)</p>	<p>National pride, cooperation, communication</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p> <p>Observing, classifying, predicting, inferring, measuring, communicating</p>	<p>Changes In Our Community Album ✓ Pictures must show change</p> <p>Classification worksheet</p> <p>Hurricane Preparedness Kit</p> <p>A Written Poem about the aftermath of hurricane</p> <p>Rubric for the construction of one weather instrument ✓ Operational</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>† Develop an appreciation of the changes in the night sky moon, stars & constellations.</p> <p>‡ Recognize the significance of lights in the Christmas story.</p> <p>‡ Understand why Jesus is referred to as the Light of the World.</p> <p>‡ Understand ways to shine as lights in the world.</p> <p>‡ Recognize the components of a healthful environment.</p>	<p>Ch. 10 Illustrate how the moon changes.</p> <p>Ch. 11 Examine common constellations.</p> <p>Ch. 12 Identify and explain the significance of the lights in the Christmas story.</p> <p>Ch. 13 Compare the purpose of the lights in the night sky and ones personal lights.</p> <p>Ch. 14 Explain the components/elements of a healthful community.</p> <p>Ch. 15 Identify the which component of the healthful community do elements in the sky represent.</p>	<p>Ch. m Create models of the different stages of the moon or a model of a constellations. (Home Connection)</p> <p>Ch. n View and discuss videos of common constellations.</p> <p>Ch. o Write poems about the lights and being a light of the world.</p> <p>Ch. p Compare and Contrast photos from the past to present day.</p> <p>For example: Bay Street, Potter’s Cay</p> <ul style="list-style-type: none"> Compose a portfolio of photos, newspaper clippings depicting change in communities (old and new building, roads etc) 	<p>† Topic: Changes in the Sky Strand 2 Universe and the Solar System Differences between moon and earth Changes in the moon & moonlight Constellations (pg. 102)</p> <p>‡ Sub-Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Christmas Significance of the lights in the Christmas story. “Shepherd’s Visit” “The Bright Star” “Three Visitors” - Jesus the Light of the World. (John 9:5) “Salt and Light” (page 39)</p> <p>‡ Theme: Managing the Environment Standard 4.1 - Obj. 4.4.1 (pages 48 & 49)</p>	<p>Observing, classifying, predicting, inferring, communicating</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression, application</p> <p>Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p>	<p>Stages of the moon models</p> <p>Constellation Model</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Ch.= Change	Suggested Activities Ch.+ Change	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>† Understand the different forms of matter and their changes.</p> <p>† Recognize tools used to measure matter.</p> <p>† Develop an understanding of capacity</p> <p>‡ Demonstrate an awareness of various feelings or emotions people experience.</p> <p>‡ Recognize biblical examples to illustrate how to control emotions.</p> <p>‡ Understand ways to express and control their feelings and emotions.</p>	<p>Ch. 16 Explore the relationship of containing ones emotions and feelings and their effects.</p> <p>Ch. 17 Explain the effects of the changes in feelings and emotions on relationships. (Best Friends).</p> <p>Ch. 18 Describe the characteristics of solids, liquids and gases.</p> <p>Ch. 19 Associate the changes in the states of matter with specific causes.</p> <p>Ch. 20 Identify instruments used to measure the various forms of matter.</p> <p>Ch. 21 Interpret the capacity of various instruments used to measure matter.</p>	<p>Ch. r Classify objects into groups of solids, liquids and gases.</p> <p>Ch. s Construct a mobile showcasing the various types of changes that occur in solids, liquids and gases.</p> <p>Ch. t Jigsaw activity about Matter.</p> <p>Ch. u Matter Change cause and effect</p> <p>Ch. v Emotion change cause and effect</p> <p>Ch. w Design simple weather measuring instruments</p> <p>Ch. x Use a biblical example of persons who would have demonstrated control of their emotions. (Love: Good Samaritan; Anger: King Herod; Best Friends: King Saul)</p>	<p>† Topic: Measuring Matter Strand 3: Properties and Changes in Matter Measuring Matter (pages 103& 104)</p> <p>‡ Sub-Goal 3 Apply biblical values and principles to everyday living Theme: Choice "Best Friends" -Story of King Saul - Identifying and Exploring Emotions (page 40)</p>	<p>Observing, measuring, classifying, predicting, inferring, communicating, investigating</p> <p>Empathy, commitment, reflection, respect evaluation, expression</p>	<p>Matter mobile</p> <ul style="list-style-type: none"> ✓ 3 forms ✓ Solid ✓ Liquid ✓ Gases <p>Change Writing Journal</p> <p>Picture Story Checklist/Rubric</p> <ul style="list-style-type: none"> ✓ Explain how solid changes to liquid ✓ Liquid to gas and vice versa <p>Unit Test or Revision</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Our Values

Essential question: What are values?

Learner Outcome	Objectives Val.= Values	Suggested Activities Val. = Values	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>✚ Recognize the Bible as the holy word of God.</p> <p>✚ Develop an understanding of the concept of worship.</p> <p>✚ Understand scriptural passages about worshiping God.</p> <p>🏠 Recognize the components of a healthy community.</p> <p>👤 Recognize ways that people can protect and preserve their habitats.</p> <p>🌐 Understand the affects of weather on the community.</p>	<p>Val. 1 Discuss the value of the Bible, its contents and why it is the Holy Word of God.</p> <p>Val. 2 Explain the meaning of the heart of a sincere worshipper.</p> <p>Val. 3 Indicate ways in which people worship God today and in the bible.</p> <p>Val. 4 Examine the ways in which people can protect their habitat.</p> <p>Val. 5 Identify and discuss ways that a hurricane can affect their habitats</p> <p>Val. 6 Discuss ways that people show value for their habitat, community and God.</p> <p>Val. 7 Identify ways in which the community can remain healthy.</p>	<p>Val. a Read literature that displays or depicts values in fiction and non-fictional characters.</p> <p>Val. b Create a family book portraying their family values.</p> <p>Val. c Create a list of classroom values.</p> <p>Val. d Discuss poster picture of Jesus disciples and how they are working together.</p> <p>Val. e Role play a scene that depict safety. Or People in the Community helping each other after a storm.</p> <p>Val. f Conduct a survey to collect data on disposal of harmful materials, *Oil; Batteries; Old tires</p> <p>Val. g Create a mural depicting the changes in Moses' life.</p>	<p>✚ Sub Goal 1 Examine the basic beliefs and teachings of Christianity Theme: The Nature of God II Timothy 3: 16 (page 29) ✚ Sub Goal 2: Discover a sense of identity and purpose Theme : Honourig God (page 30)</p> <p>🏠 Theme: Managing the Environment Standard 4.1 -Obj. 4.4.1 (pages 48 & 49)</p> <p>👤 Topic: Habitats: Strand 1: Organisms and the Environment Describe ways people can help the habitat - Describe ways people can harm the habitat (pg. 98) 🌐 Theme 2: People who help us -We must help others.</p>	<p>Synthesis, commitment, reflection, analysis, evaluation, expression</p> <p>Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p> <p>Observing, classifying, predicting, inferring, communicating</p> <p>Appreciation, cooperation, communication</p>	<p>Appropriateness of listed values to the classroom.</p> <p>Accuracy of points as they relate to cooperation concept.</p> <p>Activity links to topic prompt.</p> <p>Completed poster that contains 4 food groups with 3-4 food samples in each group.</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Our Values









Essential question: How do values affect how we treat others?

Learner Outcome	Objectives Val. =Values	Suggested Activities Val.= Values	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Develop an appreciation for visitors who come to our country.</p> <p>🌐 Recognize the importance of helping others and being polite.</p> <p>† Understand vectors and their effects on the community/habitat.</p> <p>✚ Develop an appreciation for the story of the Triumphant entry of Jesus into Jerusalem.</p> <p>✚ Explore the significance of the use of palm branches and the donkey</p> <p>✚ Recognize how Palm Sunday is celebrated by churches today.</p>	<p>Val. 8 State how helping or working with others can build good character and develop a sense of cooperation.</p> <p>Val. 9 Demonstrate the benefits of being courteous to visitors, family and neighbours.</p> <p>Val. 10 Identify vectors, places where vectors live and how to prevent the spread/growth.</p> <p>Val. 11 Explain and demonstrate what it means to be courteous/respectful</p>	<p>Val. h Sing the song “Working Together”.</p> <p>Val. i Create a habitat reflecting the presence of vectors and ways to rid the community of such organisms.</p> <p>Val. j Compile a booklet of pictures showing individuals caring and helping each other (families).</p>	<p>🌐Theme 1: Showing tourists around</p> <p>🌐Theme 2: Helping in our community: Being polite and friendly</p> <p>† Topic: Habitats: Strand 1; Organisms and the Environment Vectors in the habitat (pg. 98)</p> <p>✚ Sub-Goal 5: Explore celebrations of the Christian Faith Theme: Celebrating Easter - The Easter Story (Palm Sunday) (page 52)</p>	<p>Appreciation, cooperation, communication</p> <p>Observing, classifying, predicting, inferring, communicating</p> <p>Synthesis, commitment, reflection, analysis, evaluation, expression</p>	<p>Accuracy on relationship to topic.</p> <p>100% Participation</p> <p>Six models portraying the topic.</p> <p>5 pictures related to the topic (Content)</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Sharing Values

Essential question: Why is it important to pass on values?

Learner Outcome	Objectives Val.=Values	Suggested Activities Val.=Val;ues	Suggested Content	Skills	Assessment/Evaluation	Resources
<p> Recognize the importance of practicing good hygiene and healthy habits to prevent diseases.</p> <p> Understand the need to practice healthy and clean habits at an early age.</p> <p> Explore the theme of obedience in the Easter story</p> <p> Relate the story of Jesus' resurrection.</p> <p> Examine ways to celebrate Jesus' resurrection.</p>	<p>Val. 12 Discuss the importance of good hygiene</p> <p>Val. 13 Discuss the affects on the body from healthy and unhealthy eating habits.</p> <p>Val. 14 Conclude it is important to pass on values to preserve our nationality identity, culture, celebrations and ceremonies of the Christian Faith to and with family members.</p> <p>Val. 15 Explain the importance of Jesus' obedience and resurrection to the world.</p> <p>Val. 16 Relate and list personal, religious and cultural practices that have been passed on.</p>	<p>Va. k Compile a list of healthy and unhealthy habits (food , activities, hygiene).</p> <p>Va. l Dramatize and pantomime various scenarios that illustrate the Easter Story.</p> <p>Va. m Relate how values are passed down</p> <ul style="list-style-type: none"> -National Identity -Culture -Celebration -Ceremonies -Religious Traditions 	<p> Theme: Sexuality and Sexual Health Sub Goal: 2 Standard 2.3 Objective: 2.3.1 (pg. 43)</p> <p> Sub Goal 5 Explore celebrations and ceremonies of the Christian faith Theme: Celebrating Easter -Obedience in the Easter Story -Matt. 26:39 (objectives 1-3) (pages 53 & 54)</p> <p> Planning a Special Project</p>	<p>Advocacy, communication, cooperation, decision making, critical thinking, creative thinking, self awareness, healthy self management</p> <p>-Interpretation, Analysis, Commitment, expression, synthesis, enquiry</p> <p>Appreciation, cooperation</p>	<p>On table list at least 5 diseases in each area (10)</p> <p>Accuracy of activity to topic.</p> <p>Multiple choice</p> <p>Cloze passages</p> <p>Short stories</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 4: -Values

Topic: Our Values

Essential question: What influences do other cultures have on our values?

Learner Outcome	Objectives Val.=Values	Suggested Activities Val.=Values	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>† Understand the difference between rocks and minerals according to colour, size and shape.</p> <p>† Explore the uses of rocks and minerals.</p> <p>† Recognize the importance of preserving our natural resources.</p> <p>🌐 Define endangered species and why we must protect all living things around us.</p> <p>✚ Understand the basic rights of children and laws that protect them.</p> <p>✚ Appreciate the importance of having laws that protect the rights of children.</p>	<p>Val. 17 Examine various rocks or pictures of rocks to decipher minerals from rocks.</p> <p>Val. 18 Distinguish between Bahamian natural resources and invasive species.</p> <p>Val. 19 Identify Bahamian natural resources and non-Bahamian natural resources.</p> <p>Val. 20 Discuss ways to preserve and protect the natural resources and protected species in our communities.</p> <p>Val. 21 Compare the protection of children in the Bahamas to that of particular plants and animals in The Bahamas.</p>	<p>Va. n Experiment with various types of rocks and minerals to determine the difference .</p> <p>Va. o Design posters on how to protect natural resources from invasive species.</p> <p>Va. p Formulate plan for developing activities to enhance respect for self and others.</p> <p>Va. q Design a clean school campaign complete with posters, poems, songs, raps, etc. promoting the protection of natural resources and protected animals, land parks and children.</p>	<p>† Topic: Earth’s Resources Strand 2: Properties and Structure of Earth Rocks & Minerals - What are rocks? -What are minerals? -Identifying Rocks and Minerals (pg. 99)</p> <p>🌐 Protecting living things around us</p> <p>✚ Sub Goal 4: Develop an appreciation for living in a community Theme: Rights/Responsibilities Objective 1 & 2 - Child Protection Act 2007 - Unite Nations Rights of Children (page 48)</p>	<p>Investigation, observing, classifying, inferring, predicting, hypothesizing, interpreting.</p> <p>-Classifying, questioning</p> <p>-Self –understanding, Expression, evaluation, application</p>	<p>Mini Project, “How different culture influences our values</p> <ul style="list-style-type: none"> • Define the term • Talk about different cultures • State how these culture affect their values etc. <p>Posters on natural resources from invasive species (child friendly) for full points.</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 5: -Socialization

Topic: Living and Working Together

Essential question: What is socialization?

Learner Outcome	Objectives Soc, = Socialization	Suggested Activities Soc.= Socialization	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Develop an appreciation for living with others.</p> <p>🏠 Recognize the importance of promoting peace at home, in school, and the community.</p> <p>🌱 Recognize and know plants and animals relative to a specific land habitat. (schoolyard and backyard)</p> <p>👪 Understand the importance of caring for family members.</p> <p>👪 Recognizing the importance of caring for family members (Ruth & Naomi)</p> <p>👪 Understand what would happen if family members did not neglect each other.</p>	<p>Soc. 1 Produce a definition for the word habitat.</p> <p>Soc. 2 Classify the various habitats.</p> <p>Soc. 3 Compare the importance of getting along with others and the relationship of organisms in a habitat.</p> <p>Soc. 4 Give examples of people and organisms living in peace.</p> <p>Soc. 5 Demonstrate ways that they can encourage peace in society.</p> <p>Soc. 6 Describe the roles of family members and how it can affect their relationships.</p> <p>Soc. 7 Express the importance of caring for family members.</p> <p>Soc. 8 Modify the story of Ruth and Naomi to reflect the relationships of today's families.</p>	<p>Soc. a Write a list of ways to get along with others.</p> <p>Soc. b Compose a story that shows them getting along with others.</p> <p>Soc. c Create a "Peace" poster promoting ways to live peacefully.</p> <p>Soc. d Associate plants and animals with their specific habitats/homes and associate leaders with their specific roles.</p> <p>Soc. e Design a diorama of a habitat of choice</p> <p>Soc. f Retell or modify the story of Ruth and Naomi</p> <p>Soc. g Create flyers to encourage families to care for and support each other.</p>	<p>🌐 Leaders in the Community</p> <p>🏠 Theme: Self and Interpersonal Relationships Standard 1.4 Objective 1.4.1 (pg. 38)</p> <p>🌱 Topic: Habitats Strand 1: Organisms and the Environment Land Habitats (pg. 97)</p> <p>👪 Sub Goal 4: Develop an appreciation for living in a community Theme: Caring for God's Creation (page 47)</p>	<p>-Respect, Nation building</p> <p>-Cooperation, Advocacy, Communication, Decision making, Problem solving, goal setting, creative and critical thinking, self awareness, healthy self management</p> <p>Classifying, Observing, Inferring, Predicting, Communicating</p> <p>Interpretation, Reflection, commitment, Respect, Expression,</p>	<p>Writing rubric ✓</p> <p>Checking for use of good manner words:</p> <ul style="list-style-type: none"> • Thank you • Good morning • Please etc. <p>Rubric</p> <ul style="list-style-type: none"> ✓ Creativity ✓ Peace elements 	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Unit 5: -Socialization

Topic: Living and Working together

Essential question: Why and how do we socialize with others?

Learner Outcome	Objectives Soc. = Socialization	Suggested Activities Soc.= Socialization	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>‡ Explore bodies of water and know the specific animals and plants that live in those specific habitats/homes.</p> <p>🌐 Recognize the role of groups in the community.</p> <p>👉 Demonstrate appropriate ways to prevent conflicts.</p> <p>👉 Demonstrate willingness to resolve conflicts peacefully.</p> <p>‡ Understand patience is an importance virtue.</p> <p>‡ Develop an appreciation for biblical characters who would have exhibited patience.</p> <p>‡ Demonstrate patience in everyday situations</p>	<p>Soc. 9 Differentiate between the animals and plants that live in pond or salt water habitats.</p> <p>Soc. 10 Explain the differences in the characteristics of each body of water.</p> <p>Soc. 11 Deduce that differences is the foundation of conflicts.</p> <p>Soc. 12 Relate various conflicts and possible ways to prevent them.</p> <p>Soc. 13 Determine the role of patience in conflict resolution.</p> <p>Soc. 14 Discuss the meaning of the word patience and how it can be exhibited.</p> <p>Soc. 15 Create a profile of a biblical character who exhibited patience.</p> <p>Soc. 16 State ways that exhibiting patience affects interactions in groups within the community.</p> <p>Soc. 17 Recommend a community group to join with justification of the choice.</p>	<p>Soc. h Complete a comparison chart of community groups and their members and organisms and their homes/habitats.</p> <p>Soc. i Create a collage of a water habitat</p> <p>Soc. j Design a cartoon strip illustrating steps to prevent and resolve conflicts.</p> <p>Soc. k Using pictures, adjectives, and sentences, design a character profile of a patient character from the bible.</p> <p>Soc. l Journal ways that exhibiting paitience can be beneficial in everyday life/groups.</p> <p>Soc. m Compose and acrostic with the word patience.</p>	<p>‡ Topic: Habitats Strand 1: Organisms and the Environment Land Habitats - Water Habitats (pg. 97)</p> <p>🌐 Joining special groups</p> <p>👉 Theme: Self and Interpersonal Relationships Standard 1.4 Objective 1.4.1 (pg. 38)</p> <p>👉 Theme: Sexuality and Sexual Health Standard 2.3.1 (pg. 43)</p> <p>‡ Sub-Goal 3: Apply biblical values and principles to everyday living Theme: Growing with Values - Story of Abraham -Story of Job (page 46)</p>	<p>‡ Observing, Classifying, Inferring, Communicating</p> <p>🌐 Observe, Compare family patterns</p> <p>👉 Communication, Interpersonal skills and Cooperation; Decision Making, Problem Solving Critical , Conflict Resolution, Self-awareness, Self-acceptance</p> <p>‡ Empathy, Expressions, Investigation, Evaluation</p>	<p>Project Rubric</p> <p>Composition Rubric</p> <p>.. Completion of Comparison chart with at least 3 similarities and differences.</p> <p>Cartoon Strip Rubric</p> <p>✓ Correct steps in resolving conflicts.</p>	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner’s Bible Children’s Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Learner Outcome	Objectives Soc, = Socialization	Suggested Activities Soc.= Socialization	Suggested Content	Skills	Assessment/Evaluation	Resources
<p>🌐 Understand the importance of maps, symbols and keys.</p> <p>🌐 Recognize the importance of being polite and friendly.</p> <p>📖 Recognize the importance of friendship.</p> <p>📖 Understand the importance of maintaining friendships through effective communication.</p> <p>🔍 Explore scriptures related to being courteous.</p> <p>🔍 Understand the meaning of the word courteous.</p> <p>🔍 Develop an awareness of good manners when communicating with others.</p>	<p>Soc. 18 State the definition of the term good manners.</p> <p>Soc. 19 Give examples of ways to demonstrate courtesy to others.</p> <p>Soc. 20 Explain scriptures related to courtesy.</p> <p>Soc. 21 State the importance of good manners.</p> <p>Soc. 22 Interpret the meaning of quotes related to being courteous.</p> <p>Soc. 23 Relate ways that courtesy and good manners affect friendship.</p> <p>Soc. 24 Compose a poem stating how friends should communicate with each other.</p> <p>Soc. 25 Examine ways that we should interact with visitors.</p>	<p>Soc. n Create good manners stickers to share with friends.</p> <p>Soc. o Compose a song about being courteous to others. .</p> <p>Soc. p Dramatize being friendly to visitors.</p> <p>Soc. q Compose poems about friendships.</p> <p>Soc. r Create a commercial using quotes on courtesy to attract tourists to our country.</p>	<p>🌐 Being Polite and Friendly</p> <p>🌐 Let's Make a Map</p> <p>📖 Theme: Self and Interpersonal Relationships Standard 1.3.1 (pg. 37)</p> <p>🔍 Sub- Goal 3: Apply biblical values and principles to everyday living Theme: Growing with Values -1 Pet. 3:8, Col. 4:6 , Eph. 4:32 Pleasant in manner and Speech -Good Manners (pages 41-42)</p>	<p>📖 Observing, Classifying, Inferring, Communicating</p> <p>📖 Communication, Interpersonal skills and Cooperation; Decision Making, Conflict Resolution, Critical and Creative thinking, Self-awareness, Self-acceptance</p> <p>🔍 Reflection, Empathy, Respect</p>	<p>Poster Rubric at least 3 ways to preserve environment</p> <ul style="list-style-type: none"> Do not throw litter on the ground Reduce, Reuse, Recycle <p>Correct representations of feelings on paper plates.</p> <p>Book Checklist</p> <ul style="list-style-type: none"> ✓ Picture of endangered species ✓ Name of endangered species ✓ At least 2 ways to prevent extinction. 	<p>Social Studies Workbook Primary Social Studies Teachers Guide</p> <p>Science Curriculum</p> <p>Religious Knowledge Curriculum The Beginner's Bible Children's Bible Good News Bible for Children</p> <p>Family Life Curriculum</p>

Recognize the differences between communicable and non- communicable diseases.

‡ Explore the uniqueness of magnet attraction.

Topic: Sources of Energy
Strand 3: Forces and Energy
Magnets
(pg. 106)

Sub-Goal 3: Apply Biblical values and principles to everyday living

Theme: Growing with Valuesdr
(Pg.44-45)

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Rights/Responsibilities
(Pg. 49)

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Love and /or Forgiveness
(Pg.50-51)

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Respect

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Pentecost/Whitsun

DEPARTMENT OF EDUCATION

SCIENCE



Grade 2

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: ANIMALS

STRAND 1: CHARACTERISTICS OF ORGANISMS

LIFE SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	3. Identify a variety of animals in your environment.	<p>There are many animals in the world. Animals that are similar are placed in the same group. Scientists use grouping to study the habits of animals. Some of the things that scientists look for when deciding which group to put an animal in, are the animals' body parts, what materials cover the animals' body, where the animal lives and how it moves, breathes and feeds.</p> <p>Animals have different body coverings. Some animals have fur. Others have feathers or scales. Some animals use special body parts to fly, swim, hop or walk.</p> <p>Animals need food, air and water to live. Animals also need a safe place to live. A shelter is a safe place to live. Animals use different body parts to get food. (E.g. A giraffe uses its long neck to reach leaves at the top of a tree.)</p>	1. Go on a nature walk around the schoolyard. Use hand lens to observe various animals. Make a list of all of the animals you see. Or "Sea for Yourself" (fieldtrip to look at what lives on the beach).	Science Horizons Bk. 1 Science Horizons Bk. 2 Harcourt Science Bk. 1 Harcourt Science Bk. 2	<p>I, II & II. Put together puzzles where animals must be matched with their correct body parts or coverings. Then, write the name of the animal under the completed puzzle and record the way the animal moves.</p>
	4. Group animals by body coverings and parts.		2. Cut out various pictures of animals. Glue them onto colored paper into groups based on body coverings and parts. Discuss why each animal belongs in a certain group. Predict how they move, based on the body parts observed.	Scott Foresman Science Bk. 2 http://www.enchantedlearning.com/coloring/ http://animals.nationalgeographic.com/animals	
	5. Describe how animals move from place to place.		3. Play the game "Animal Charades". Students will choose a word card from a box with the name of an animal on it. They will act out the way the animal moves. The class will guess the name of the animal based on the movements. (e.g. If the word frog is chosen, the student may hop around the classroom.)	http://animals.com	
	6. Identify things animals need for survival.		4. Make mobiles (using hangers) to show that animals need food, air, water and shelter to live.	Science Horizons Bk. 1 Discovery Works Bk. 2	
7. Describe ways that animals get food.	4 & 5. Draw a picture of a favorite animal and research what the animal needs in order to grow and live. Create a model to demonstrate what body parts the animal uses to obtain its food.		The Learning Site: www.harcourtschool.com/activity/animalneeds		

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: ANIMALS

STRAND 1: CHARACTERISTICS OF ORGANISMS

LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT												
		4. Observe a classroom pet or an animal in the schoolyard and discuss their needs.														
6. Define the term habitat.	A place where an animal lives is called its habitat .	6. Discuss what a habitat is. Make a model of an animal habitat. E.g. bird's nest or wasp's nest.	Scott Foresman Science Bk. 2 Harcourt Science Bk. 2 Discovery Works Bk. 2 http://www.goerie.com/animals/animal_habitats.html	VII. Give students a sheet of paper with two scenes of different habitats. Have them draw pictures of various animals that live in each habitat or cut out pictures from a sheet provided and glue them on the appropriate habitat. VI & VII. Write down four sentences describing what a habitat is and how the two habitats are alike and different. VIII. Complete the table.												
15. Compare animal habitats.	Animals find habitats where they can meet their needs. Animals get food, water and shelter from their habitats. Animals can live on land, in water, or in the air. They can even live in trees or under the ground.	7. Play a matching game called 'Find My Home'. Match pictures of various animals to their correct habitats. Compare the different ways animals use their homes. 6 & 7. Go on a nature walk around the schoolyard. Observe various habitats (e.g. bird's nest, wasp nest, under a stone or log). Discuss what a habitat is and the traits the animal has that allow it to live there. 7. Observe two pictures of different animal habitats. Discuss and record how they are alike and different. Infer what would happen if you moved an animal from one habitat and placed it in the other.		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Animal</th> <th>Habitat</th> </tr> </thead> <tbody> <tr> <td>10. fish</td> <td></td> </tr> <tr> <td>11. bird</td> <td></td> </tr> <tr> <td>12. wasp</td> <td></td> </tr> <tr> <td>13. ant</td> <td></td> </tr> <tr> <td>14. frog</td> <td></td> </tr> </tbody> </table>	Animal	Habitat	10. fish		11. bird		12. wasp		13. ant		14. frog	
Animal	Habitat															
10. fish																
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LIFE SCIENCE

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: THE HUMAN BODY

STRAND 1: STRUCTURE AND FUNCTION OF LIVING SYSTEMS

		LEARNER OUTCOMES		CONTENT		ACTIVITIES		RESOURCES		METHOD OF ASSESSMENT									
LIFE SCIENCE		❖ Identify the parts of the skeleton.	Your bones fit together to make your skeleton . Your skeleton holds up your body and gives it shape.	1 & 2. Make models of the skeleton using various art materials (e.g. clay, pipe cleaners, etc.) Label the parts and discuss the functions of the skeleton.	Harcourt science Bk. 2 Science Horizons Bk. 2	I & III. On a piece of paper, glue various bones together to complete a skeleton. Then, label its parts.													
		❖ Explain the functions of the skeleton.	Some bones protect parts inside your body. Your ribs protect your heart and lungs. Your skull protects your brain. Some bones help you move (arm bones, leg bones and hip bones).	1 & 3. Make skeleton puzzles by gluing a diagram of a skeleton onto cardboard. Cut it apart into different pieces. Have students assemble the puzzle pieces. Then, label the parts of the skeleton.	http://www.42explore.com/skeleton.htm http://kidshealth.org/kid/htbw/bones.html			II. Write a few sentences to explain the functions of the skeleton.											
		❖ Describe the location of the skeleton in the body.	Your backbone (spine) allows you to stand up straight and bend at the waist.	1, 2 & 3. Make up a song about the skeleton and its functions to the tune of “Row, Row, Row Your Boat”. Point to various body parts identifying the location of various bones as you sing.	http://yucky.discovery.com/noflash/body/pg000124.html Harcourt Health and Fitness Bk. 2					III. Complete the table. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Name of Bone</th> <th>Body Part Protected</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>_____</td> <td>Brain</td> </tr> <tr> <td>b</td> <td>_____</td> <td>Lungs</td> </tr> <tr> <td>c</td> <td>_____</td> <td>Heart</td> </tr> </tbody> </table>			Name of Bone	Body Part Protected	a	_____	Brain	b	_____
		Name of Bone	Body Part Protected																
a	_____	Brain																	
b	_____	Lungs																	
c	_____	Heart																	
	c. Identify muscles in the body.	The muscles in our bodies help us move. Muscles are attached to bones. Your bones and muscles work together. They help you sit, stand, walk and run.	4. Make up riddles about various muscles in the body and have the class guess the correct answers. Then, label the muscles on a diagram.	Harcourt Science Bk. 2 Science Horizons Bk. 2 http://kidshealth.org/kid/htbw/muscles.html	IV & V. Complete a worksheet explaining the function of muscles in the body and label muscles on a diagram.														
	d. Explain the function of muscles.	Muscles change shape as you use them. They can get shorter or longer. When one muscle gets shorter, it pulls on the bone it is joined to.	4, 5 & 6. Play the game “Simon Says”. Students will be given various exercises to perform. Then, discuss the various muscles being used to carry out the exercise and how they were able to move them.	http://yucky.discovery.com/noflash/body/pg000123.html Harcourt Health and Fitness Bk. 2															

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: THE HUMAN BODY

STRAND 1: STRUCTURE AND FUNCTION OF LIVING SYSTEMS

LIFE SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	e. Demonstrate how muscles work.	That makes the bone move one way. Another muscle pulls the bone the other way. There are many different kinds of muscles in our bodies (arm muscles, shoulder muscles, stomach muscles and leg muscles).	6. Use rubber bands to demonstrate how muscles contract (become thicker and shorter) and expand (become longer and thinner).	Harcourt Science Bk. 2 Harcourt Health and Fitness Bk. 2	VI. Have students observe a picture of someone lifting weights. Have them write down a few sentences stating how the muscles are able to do this.
f. Explain how healthy habits affect your bones and muscles.	You can keep your bones and muscles strong and healthy. Exercising everyday helps your bones and muscles stay strong. It helps your body stay healthy. You can get exercise by walking, running, swimming, playing and doing many other activities. Food gives you energy to work and play. It also helps you grow. To stay healthy you need to eat certain kinds of foods everyday (e.g. fruits and vegetables).	7a. Cut out and observe pictures of persons exercising and discuss why exercise is important for good health. 7b. Put on a skit for the class to show some habits that can keep your bones and muscles healthy and strong. 7c. Predict how many jumping jacks you can do in one minute. Do jumping jacks for one minute. Be sure to count each one. Have a partner time you. Compare your prediction with your results. Discuss how exercise helps your bones and muscles. 7d. Cut out magazines pictures of foods that make you healthy. Place pictures under the headings – Fruits; Vegetables.	Harcourt Science Bk. 2 Science Horizons Bk. 2 Scott Foresman Science Bk. 2 http://www.tc.pbskids.org/arthur/parentteachers/lesson/health/pdf/Eat_Well_Stay_Fit.pdf Harcourt Health and Fitness Bk. 2	VII. Create a flyer encouraging persons to practice habits that will keep their bones and muscles healthy and strong.	

Fundamental concepts and principles of life science include the study of living organisms, their structure and function, their behaviors and their relationships, with the environment.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: PLANTS

STRAND 1: STRUCTURE AND FUNCTION OF LIVING SYSTEMS

LIFE SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	d. Experiment to tell what plants need to grow.	Plants need light, air and water to grow. It also needs nutrients or minerals from the soil. Each part of a plant helps the plant to get what it needs. Most plants get light from the sun. Plants get water and minerals from the soil. When a plant gets what it needs, it can grow and change.	1a. Experiment with plants. Get two potted plants and water them. Cover one plant with a brown grocery bag and put the other one in the light. Predict how the plants will look in one week. Observe both plants after a week. Discuss what happens to plants that do not get light. 1b. Watch a plant grow. Put some potting soil in a cup. Plant 2-3 seeds in the soil and water the seeds. Put the cup in a sunny spot. Observe and draw what you see every 2 or 3 days. Measure your plants once a week. Record your results. 1c. Experiment to see how plants get water. Put a celery stalk in colored water. Have children observe how water travels through a plant.	Harcourt Science Bk. 1 Harcourt Science Bk. 2 Discovery Works Bk. 2 http://yorkcountyschools.org/mes/plant%20webquest/plantneeds.htm http://www.theeducationcenter.com/Images/dlr_images/pdf/sample/tec61165_sample.pdf http://www.naturegrid.org/plant/index.html	I. Imagine that you are a tiny seed. Write a letter to someone telling them exactly what you need to grow into a healthy plant.

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: PLANTS

STRAND 1: STRUCTURE AND FUNCTION OF LIVING SYSTEMS

		STRAND 1: STRUCTURE AND FUNCTION OF LIVING SYSTEMS			
		LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES
L I F E S C I E N C E	e. Observe plants to identify plant parts.	Plants have different parts. Most plants have roots , a stem , and leaves . Many plants also have flowers . Each plant part has a special job to do in order for the plant to live and grow.	2a. Observe a plant using a hand lens. Identify each of its parts. 2b. Draw a plant and label its parts. 2c. Play a matching game. Match pictures of plant parts to the correct labels.	Harcourt Science Bk. 1 Discovery Works Bk. 2 Scott Foresman Science Bk. 2 www.greeningofdetroit.com/upload/s/plants.pdf	II. Make a model of a plant using various art materials provided and label its parts. Create a game to teach someone else about plant parts. Play the Vocabulary Wheel game
	f. Identify seeds from various plants.	Different plants grow from different seeds. The new plants look like the plants the seeds came from. When old plants die, their seeds can be planted to grow new plants. Seeds can be classified or grouped according to their shape, size and color.	3 & 5. Collect a variety of seeds from fruits. Use hand lenses to observe the seeds. Discuss how the seeds are alike and different. 3. Play a guessing game called ‘Where did I come from?’ Show students the seed from a fruit and have them guess what fruit it came from.	Harcourt Science Bk. 1 Science Horizons Bk. 2 Scott Foresman Science Bk. 2 http://www.teachingbug.com/lesson_05.htm	III. Give students a worksheet with pictures of various fruits on it. Students will cut out pictures of various seeds and glue it onto the correct fruit.
	g. Classify seeds according to color, size and shape.		4. Use sorting bins or paper plates marked off in sections to classify a variety of seeds according to color, size and shape.		IV & V. Give students a variety of seeds. Have them classify them into groups according to color, shape and size. Then, glue seeds onto a piece of paper (in their groups) and give each group a name (e.g. Black seeds, Hairy seeds, etc). Next, have students write a few sentences telling how the seeds are alike and different.
	h. Compare seeds from various plants.				

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: HABITATS

STRAND 1: ORGANISMS AND THE ENVIRONMENT

		TOPIC: HABITATS		STRAND 1: ORGANISMS AND THE ENVIRONMENT		
		LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
L I F E	S C I E N C E	<ul style="list-style-type: none"> – Identify plants and animals that live in the schoolyard. – Identify plants and animals that live in their backyard. 	<p>The places where animals and plants choose to make their homes are called habitats.</p> <p>Some animals can only survive on land. They make their homes almost anywhere including caves, dens, trees, under stones and under leaves. Some land animals can also live in water for long periods of time.</p>	<p>1 & 2. Play a matching game called “Animal Homes”. Use animal picture cards and habitat picture cards to match each animal with its habitat.</p> <p>Use plastic animals or pictures of animals and classify them into groups according to whether they live on land or not.</p> <p>Write and illustrate short stories or poems about animals that live in the school yard or in their backyard.</p>	<p>Harcourt Science Bk. 2</p> <p>Discovery Works Bk. 2</p> <p>Scott Foresman Science Bk. 2</p>	<p>I & II. Make a model of a schoolyard or backyard habitat using the materials provided.</p>
	<ul style="list-style-type: none"> – Identify plants and animals that live in ponds and lakes. – Identify plants and animals that live on the seashore and in the ocean. 	<p>Things that live in water must have special body parts to help take in air underwater.</p> <p>Some water habitats include ponds, lakes, seashores and oceans.</p> <p>Some plants and animals can only live in freshwater (ponds). E.g. turtles and fish. Some can only live in saltwater (oceans). E.g. algae, whales, lobsters and crabs.</p>	<p>3. Make a model of a pond or lake habitat.</p> <p>3 & 4. Examine a pond/ocean habitat. Make a list of all of the plants and animals that you see.</p> <p>4. Make a model of a seashore or ocean habitat.</p> <p>4. Choose a plant or animal that lives in the ocean. Read books to learn more about it. Write a poem or short story about the plant or animal.</p>	<p>Harcourt Science Bk. 1</p> <p>Harcourt Science Bk. 2</p> <p>A Field Guide to the Sandy and Rocky Seashore (Bahamas National Trust)</p> <p>www.hitchams.suffolk.sch.uk/habitats/sea.htm</p>	<p>III & IV. Students will cut out pictures of plants and animals from a sheet provided and glue them onto a sheet of paper with a water habitat scene on it. The picture formed should be a realistic water habitat.</p>	

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: HABITATS

STRAND 1: ORGANISMS AND THE ENVIRONMENT

		STRAND 1: ORGANISMS AND THE ENVIRONMENT				
		LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
L	S	– Describe ways that people can harm habitats.	The actions of humans can affect the places where plants and animals live.	5 & 6. Draw and color pictures of a clean environment and a dirty environment. Discuss which one you would prefer to live in.	Department of Environmental Health	V & VI. Create a flyer encouraging people to preserve and protect habitats, giving them reasons why they should do so. Give them tips on things that they should not do.
	I	– Describe ways that people can protect and preserve habitats.	Sometimes our actions can destroy some habitats. For example, throwing litter on the ground. Sometimes our actions help to improve some habitats. For example, keeping our environment clean. We should do all we can to protect the habitats in our neighborhoods.	6a. Organize a schoolyard/beach clean-up. 6b. Recycle garbage by using discarded containers to make craft items.	Harcourt Science Bk. 2 www.endangeredpecie.com/ways_to_help.htm www.crd.bc.ca/watersheds/protection/.../protectanimals.htm www.onvironment.fi_protectingand_monitoringnaturalhanitats ...<natureconservation">www.ymparisto.fi>...<natureconservation	
	E	– Identify vectors and discuss why they are harmful. – Identify places where specific vectors live/ Explain why they live in these places. – Describe ways to eliminate the habitats of vectors.	A vector is an organism that spreads germs and diseases. Some vectors are rats, mosquitoes, flies and cockroaches. Waste provides excellent breeding grounds for vectors. Decreasing the amount of waste that is produced and disposing of waste properly can eliminate the habitats of vectors. Reusing and recycling help to decrease waste also.	7, 8 & 9. Observe pictures of vectors and where they live. Discuss what vectors are and how their habitats can be eliminated. 9. Examine an area near the school's garbage disposal. Discuss proper garbage disposal practices at school and at home. Recycle garbage by using discarded containers to make craft items.	Department of Environmental Health www.sbcounty.gov/dehs/vectorcontrol/PDF/540022whatisavector.pdf	

Fundamental concepts and principles of earth and space science are related to the origin, structure and physical phenomena of the Earth and the Universe.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: EARTH'S RESOURCES

STRAND 2: PROPERTIES AND STRUCTURE OF EARTH




		LEARNER OUTCOMES		CONTENT		ACTIVITIES		RESOURCES		METHOD OF ASSESSMENT	
EARTH SCIENCE		❖ Compare and contrast rocks and minerals.		A rock is a hard, nonliving thing that comes from the Earth. Rocks come in many sizes, shapes and colors. Some rocks are: marble, pumice and sandstone.		III. Use hand lenses to observe various rocks and minerals. Say how they are alike and different.		Harcourt Science Bk. 2 http://www.rocksforkids.com/ Scott Foresman Science Bk. 2		I. Complete a venn diagram to compare and contrast rocks and minerals.	
		IV. Classify rocks and minerals according to color, size and shape.		A mineral is one kind of nonliving thing that is found in nature. People find minerals in rocks. Copper, iron and diamonds are minerals.		– Sort rocks and minerals according to shape, size and color. Make a chart. Classify the rocks and minerals on the chart.				II. Have students cut out pictures of various rocks and minerals and classify them according to shape, size and color. Give each group a name and glue the pictures (in their groups) on a sheet of paper.	
		– Explain some uses of rocks.		People use rocks and minerals in different ways. Rocks are used to build things, such as houses, roads and walls. They also use rocks to make sculptures.		3 & 4. Observe pictures of items made from rocks and minerals. Discuss how we use the items.		Harcourt Science Bk. 2		III & IV. Create a flyer letting people know some uses of rocks and minerals.	
		– Explain some uses of minerals.		People use minerals to make coins, furniture and jewelry.		3 & 4. Make up riddles about items made from rocks and minerals. Read them to the class and have them guess what the item is.		Harcourt Science Bk. 1		III & IV. Write a paragraph which describes some ways in which we use rocks and minerals.	

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: WEATHER CHANGES

STRAND 2: CHANGES IN THE EARTH AND SKY

EARTH SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	6. Describe weather in The Bahamas.	Weather is what the air outside is like. The air may be warm or cool. It may also be rainy, sunny, windy, or cloudy. Weather can change quickly.	1. Write simple poems or riddles about weather in The Bahamas.	Harcourt Science Bk. 2	I & II. Create a book about weather. In it, describe weather conditions in The Bahamas and the instruments used to measure weather conditions.
	7. Identify instruments used to measure weather conditions.	<p>In The Bahamas, the weather remains the same for long periods of time. For most of the year, the weather in The Bahamas is warm and sunny.</p> <p>People who study the weather use several different instruments to assist them with their work.</p> <p>A thermometer is used for measuring temperature.</p> <p>A rain gauge is used for measuring rainfall.</p> <p>A wind vane is used for measuring direction of the wind.</p>	<p>2a. Make a simple rain gauge using a measuring cup. Put a measuring cup outside where it will collect rainwater. Each week record the amount of rain in the measuring cup in a weather log. Compare rainfall from week to week.</p> <p>2b. Play a matching game called “Weather Watch”. Match pictures of weather instruments to their correct names.</p> <p>2c. Weather Symbols Colour and label pictures of weather symbols.</p> <p>Eg.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  cloudy </div> <div style="text-align: center;">  rainy </div> </div> <div style="text-align: center; margin-top: 20px;">  sunny </div>	<p>Science Horizons Bk. 2</p> <p>http://weatherwizkids.com/index.htm</p> <p>http://www.metoffice.gov.uk/education/primary/students/index.html</p> <p>“The Bahamas Department of Meteorology”</p> <p>www.bahamasweather.org.bs/</p> <p>www.bahamas-travel.info/weather.htm</p>	

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: WEATHER CHANGES

STRAND 2: CHANGES IN THE EARTH AND SKY

EARTH SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	8. Describe ways weather affects people.	<p>Many workers who work outdoors need to know what type of weather to expect in advance.</p> <p>People who predict what the weather will be like in the future are called Weather Forecasters.</p> <p>Some workers who depend on weather forecasters are pilots, sea captains, truck drivers and farmers.</p>	<p>3a. Listen to weather reports on the radio. Make a weather chart for each day. Record what you observe. Discuss how the weather conditions for each day will affect various workers.</p> <p>3b. Make a scrapbook showing ways weather affects people. Use pictures and drawings.</p>	<p>Science Horizons Bk. 2</p> <p>Harcourt Science Bk. 2</p>	<p>III. Create a poster describing the ways in which weather affects people.</p>
9. Explain precautions that can be taken before and during bad weather conditions for safety.	<p>People also need to know what type of weather to expect so that they can wear the proper clothing.</p> <p>During the hurricane months, Bahamians (and other people who live in areas that are affected by hurricanes) like to know in advance when a storm is coming so that they can prepare their homes and secure their properties.</p>	<p>4. Have a class discussion about hurricanes. Discuss important items to have during a hurricane and other safety precautions.</p>		<p>IV. Create a flyer informing Bahamians about some precautions they should take before and during a hurricane. Give them a list of supplies they should have available during the hurricane season.</p>	

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**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: CHANGES IN THE SKY

STRAND 2: UNIVERSE AND THE SOLAR SYSTEM

		LEARNER OUTCOMES		CONTENT		ACTIVITIES		RESOURCES		METHOD OF ASSESSMENT	
EARTH SCIENCE	I.	Describe the differences between the moon and Earth.		The moon is not like Earth. The moon has rocks and soil, but it does not have air or living things. Ice has been found on the moon.		1. Observe pictures of the Earth and the moon. Read short descriptions of each one. Discuss the difference and similarities between the two.		Harcourt Science Bk. 2 Science Horizons Bk. 1		I. Complete a Venn diagram to compare and contrast the Earth and moon.	
	II.	Analyze the source of moonlight.		The moon is the largest object you can see in the night sky. It seems to shine, but the moon does not really give off its own light. The light from the moon comes from the sun.		2 & 3. Cover a styrofoam ball with foil. Push a pencil into it for a handle. Compare how the ball looks when light from the flashlight is shining on it. Discuss how the flashlight represents the sun and provides the moonlight.		Discovery Works Bk. 2 Scott Foreman Science Bk. 2 http://www.kids-and-space.com/sites/moon.htm		II & III. Create a poster to describe the changes in the moon. Be sure to include the source of moonlight and illustrations.	
	III.	Describe changes in the moon.		The moon moves around the Earth. As it does this, its shape appears to change. This is why the moon has different shapes at different times of the month. The part of the moon facing the sun is the lighted part which we see.							
EARTH SCIENCE	I.	Define the term constellation.		You can see stars in the night sky. A star is a body in space. Stars give off light as the sun does. Some stars seem to form pictures in the sky. A group of stars that form a star picture is called a constellation .		4 & 5. Create a Constellation Book. Draw common constellations on each page and label them. Discuss what a constellation is.		Harcourt Science Bk. 2 Science Horizons Bk. 1		IV & V. Create Constellation Fact Cards with the names and pictures of various constellations. Include a fact card to include the definition for the term constellation.	
		Examine common constellations.		Some common constellations include the Big Dipper, Little Dipper and Orion the Hunter .		5a. Use star cut-outs to form various constellations on black paper. Discuss the pictures that they form. 5b. Tape black paper on the wall. Use a sharp pencil to push holes in the bottom of a paper cup. Point the bottom of the cup toward the paper. Shine a flashlight through the cup. Record and discuss what you see. (Remember to turn off the lights for this activity).		http://www.proteacher.com/110020.shtml			

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: MEASURING MATTER

STRAND 3: PROPERTIES AND CHANGES IN MATTER

PHYSICAL SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	– Define the term matter.	Matter is what all things are made of. Trees, milk, and air are all made of matter. Matter has three forms. It can be a solid, liquid or gas.	1 & 3. Gather some classroom objects. Observe them. Describe them to a friend. Sort the objects into groups of solids, liquids and gases and discuss what matter is.	Scott Foresman Science Bk. 2 Harcourt Science Bk. 2 http://www.2.medaniel.edu/Graduate/TI/pages/Lewis?matterweb.htm	I, II & III. Create a book about matter. Include the definition of matter, characteristics of each state of matter and examples.
	– Describe characteristics of solids, liquids and gases.	A solid has a size and shape of its own.	2. Collect pictures of different forms of matter and create a matter mural. Discuss characteristics of solids, liquids, and gases.		
	– Classify objects into groups of solids, liquids and gases.	A liquid takes the shape of container. A gas can change shape and size. Matter can also be described by color, shape, size and texture. We use our senses to learn about matter.	3. Classify picture cards into groups of solids, liquids and gases.		
– Examine and identify the tools used to measure matter.	We can measure the mass (or weight) of matter. We can also measure the length of matter. We use tools to measure matter. A scale or balance is used to measure mass . A ruler, measuring tape or yard stick can be used to measure length .	4, 5 & 6. Observe various solids and predict which is lighter or heavier. Then, measure the actual mass and see if the prediction was correct. Record the predictions and actual mass on a chart. Identify the tool used to find the actual mass.	Harcourt Science Bk. 2 Science Horizons Bk. 1 http://www.2.medaniel.edu/Graduate/TI/pages/Lewis?matterweb.htm	IV & V. Glue pictures of various solids in the order of lightest to heaviest and shortest to longest. Then, identify the tools that could be used to get an accurate weight and length.	

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: MEASURING MATTER

STRAND 3: PROPERTIES AND CHANGES IN MATTER

PHYSICAL SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	– Estimate the length and mass of objects.	Length is the measurement of the distance from a given point A to a given point B. Length is usually measured using a ruler. Mass is the amount of matter that makes up the object being measure.	5 & 6. Use standardized and non-standardized units to measure different objects. (E.g. paper clips, pencils, rulers etc.) First, predict how many units it would take to measure them.	Harcourt Science Bk. 2 Science Horizons Bk. 1 http://www.2.medaniel.edu/Graduate/TI/pages/Lewis?matterweb.htm	IV & VI. Given a set of objects, measure and record their lengths and masses using the correct tools.
	– Measure the length and mass of objects.	Mass is measured using a balance or scale.	6. Mold clay into different sizes and shapes. Then, weigh them using a balance scale and compare their masses. Use a 12 inch ruler to measure desk length/width, length/width of exercise book, pencils and other classroom items.		
	– Predict how much various size containers can hold.	Containers can be used to measure quantities. Each container is able to hold a specific amount of a substance. The amount that a container can hold is called its capacity .	7 & 8. Predict, then experiment to find out how many cups of water or kool-aid will fill a pitcher.	Harcourt Science Bk. 2 Science Horizons Bk. 1	VII & VIII. Design a container that could hold water, then test it. Predict, then experiment to find out how many times the filled container would be needed to fill a small bucket.
– Experiment to discover how much various sized containers can hold.	7 & 8. Using various sized containers, predict then experiment to see which one will hold the most beans. 7 & 8. Observe three glasses/cups of different shapes. Predict which one will hold the most juice. Experiment to see if your prediction was correct.				

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: SOURCES OF ENERGY

STRAND 3: FORCES AND ENERGY

PHYSICAL SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
	5. Identify the forms of energy provided by the sun.	<p>Sunlight is a source of heat and light. A source is a place from which something comes.</p> <p>Heat and light are forms of energy. Energy is needed to change things and to make them move.</p>	1. Draw a picture of the sun on the board. Write the word “Energy” in it and ask the class to discuss what kinds of energy we get from the sun. Write their responses on the board.	<p>Science Horizons Bk. 2</p> <p>Scott Foresman Science Bk. 2</p> <p>http://www.nrel.gov/docs/gen/fy01/30928.pdf</p>	I & II. Design a poster informing people of the types of energy we get from the sun and the ways we use this energy. Include illustrations.
	6. Describe the uses of energy provided by the sun.	<p>Light comes from many sources. The main source of light is the sun. Light is a form of energy that you can see. People use light in many ways. At home you use a lamp to read.</p> <p>Almost all of the heat energy that we receive on earth comes from the sun. Heat energy can be used for doing a number of things including cooking, ironing, baking and changing water into steam.</p>	2. Give each student a picture of a sun with sunbeams. Have them write different uses of energy provided by the sun on the sunbeams. Then, color and decorate the sun pictures and share them with the class.		
	7. Describe the uses of energy provided by wind.	<p>People use air in many ways. Moving air is wind. Wind energy can be changed into electricity. A windmill does this.</p>	3 & 4. Collect pictures and make drawings of items that show different forms of wind and water energy being used.	<p>Science Horizons Bk. 2</p> <p>Harcourt Science Bk. 2</p> <p>http://www.nrel.gov/docs/gen/fy01/30928.pdf</p>	III & IV. Design a chart showing the ways that wind and water energy are used. Include illustrations.

Fundamental concepts and principles of physical science include the study and analysis of the nature and properties of living and non-living matter and energy.

**CURRICULUM GUIDELINES
GRADE 2
SCOPE OF WORK**

TOPIC: SOURCES OF ENERGY

STRAND 3: FORCES AND ENERGY

PHYSICAL SCIENCE	LEARNER OUTCOMES	CONTENT	ACTIVITIES	RESOURCES	METHOD OF ASSESSMENT
		<p>People use air to make things fly. (E.g. a kite, airplane and hot air balloon).</p> <p>People use water in many ways. (E.g. to drink, clean and production).</p>	<p>3 & 4. Imagine what the world would be like without air and water. Draw a picture to illustrate what would happen. Discuss the importance of having wind and water energy.</p>	<p>http://www.awea.org/pubs/documents/TeachersGuide.pdf</p> <p>www.sccao.org/tdsb/ResourcePackUnits/2IEnergyFinalProofed.PDF</p>	<p>Create different sized paper windmills and test them with a fan to see if they can lift pieces of paper. Record and explain results.</p>
	8. Describe the uses of energy provided by water.	<p>People also use the energy of moving water. They use moving water to make electricity at power plants.</p>	<p>3 & 4. Have a discussion with the class about things such as windmills, waterwheels and sailboats which use moving air and water as sources of energy. Describe how these objects work.</p>		
	9. Predict which objects are attracted to magnets.	<p>Magnets can push or pull certain metal objects.</p> <p>A pole is the place on a magnet that has the strongest pull. Magnets have a north and south pole.</p> <p>Opposite poles attract each other. Attract means to pull toward. Like poles repel each other. Repel means to push away.</p>	<p>5 & 6. Go fishing with a magnet. Make a fishing pole by tying one end of a piece of string to a magnet and the other end to a pencil.</p> <p>Place a group of common classroom objects on a desk. Predict which objects the magnet will attract. Dip the magnet into the group of objects and observe which objects it picks up.</p>	<p>Scott Foresman Science Bk. 2</p> <p>http://olc.spsd.sk.ca/de/resources/magnets/index.htm</p> <p>http://web2.airmail.net/kboyle/Magyesno.htm</p>	<p>V, VI & VII. Fold a piece of paper in half and put the title 'Attracted to Magnets' on one side and 'Not Attracted to Magnets' on the other side. Students will observe various objects and predict whether they are magnetic or not. These predictions will be recorded. Then, students will experiment with magnets to check their predictions.</p>
	10. Experiment to discover which objects are attracted to magnets.	<p>Some objects that magnets will attract are: paper clips, metal keys and screws.</p>	<p>5, 6 & 7. Show students a variety of objects one at a time. They will hold up a yes/no card to predict whether the object is magnetic or not. Students will keep a two column list of the objects that are magnetic and not magnetic. Then, experiment with a magnet to see if their predictions were correct.</p>		
11. Classify objects according to whether or not they are attracted to magnets.					

DEPARTMENT OF EDUCATION

RELIGIOUS STUDIES



Grade 2

PRIMARY RELIGIOUS STUDIES CURRICULUM

GRADE TWO



**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 1: Examine the basic beliefs and teachings of Christianity

Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Identify God as a caring and loving Father 	God is referred to as “Father” throughout the Bible. The Bible describes God as a caring and loving Father in the following scriptures: Hosea 14:3; Mt. 6:6-13; 1 John 3:1 & 1 Peter 5:7. (KJV)	Brainstorm the word father, using a web. Read and discuss the following scriptures: Hosea 14:3; Mt. 6:6-13; 1 Peter 5:7 & 1 John 3:1). Display scriptures using the overhead projector.	Oral responses	Scriptures on transparency Overhead projector The Holy Bible (KJV)
<ul style="list-style-type: none"> Explain why Christians refer to God as Father 	In the prayer commonly called the Lord’s Prayer, Jesus taught us to address God as “Our Father.” (Mt. 6:9). The Bible tells us that through faith in Jesus individuals can become children of God and can refer to Him as “Abba” or Father. (Romans 8:15). God is called Father because He cares and provides for His children.	Read and discuss the following scriptures: Mt. 6:9 & Romans 8:15. Share reasons why Christians called God their Father. Write a short letter to God, addressing Him as “Father” and thanking Him for his love and protection.	Letters to God. Use essay rubric.	Lord’s Prayer Chart File paper for letter
<ul style="list-style-type: none"> Illustrate ways in which God demonstrates His love for mankind 	God demonstrates His love for mankind in many ways. He provides the things they need such as food, clothing, shelter, family and friends. He protects and forgives His children.	Discuss ways in which God demonstrates His love for His children. List ideas (5) on basket cut-outs. Listen to and sing a song about God’s provision, love and protection e.g. “Somebody Bigger Than You and I.”	Basket cut-outs with ideas listed	Basket cut-outs www.youtube.com Song, “Somebody Bigger Than You and I.” Song by Marc Charro.

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 1: Examine the basic beliefs and teachings of Christianity

Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Investigate Jesus' way of life as a child 	<p>Jesus is the Son of God who came to earth as a baby. He grew up as a child in Nazareth. His earthly parents were Mary and Joseph. As a child, Jesus had to study the laws of Moses and was trained in the synagogue. He may have worked in the carpenter's shop with Joseph.</p>	<p>Teacher displays pictures of Jesus' early life from birth to His visit to Jerusalem. Students view and discuss.</p> <p>Read and discuss the story, 'The Boy in the Temple.' (<i>The Children's Bible</i>) (Discussion questions – "Follow the Bible")</p>	<p>Oral responses</p>	<p>http://www.studyjesus.com Life of Jesus pictures</p> <p><i>Follow the Bible</i>, "Jesus talks to Teachers in the Temple" (pp. 123-125) – discussion questions</p>
<ul style="list-style-type: none"> Identify lessons that can be learnt from the early life of Jesus 	<p>The following lessons can be learnt from Jesus' early life:</p> <ul style="list-style-type: none"> Individuals must be obedient to God and their parents Individuals must study God's laws so they can please Him and grow in wisdom 	<p>Class discussion – What lessons can we learn from the early life of Jesus?</p> <p>As a class, write a poem entitled, "Lessons Jesus Taught Us."</p>	<p>Oral responses</p> <p>Class poem</p>	<p><i>The Children's Bible in 365 Stories</i>, "The Boy in the Temple" (p. 285)</p>
<ul style="list-style-type: none"> Compare and contrast their way of life to Jesus' childhood 	<p>As a Jewish child, Jesus would have spent most of His childhood studying the Holy Scriptures and learning a trade. He would have had little time to play. Children today are educated in schools and usually enjoy many years of fun before they are trained to work.</p>	<p>Students will compare Jesus' childhood to theirs using a comparison chart.</p> <p>On a bi-fold sheet of paper, students will draw a picture of Jesus' early life and a picture showing an activity they would do today. Write a sentence to describe each picture.</p>	<p>Drawings and sentences to show comparison of Jesus' life with theirs.</p>	<p>Paper for drawing</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 1: Examine the basic beliefs and teachings of Christianity

Theme: The Nature of God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Identify the Bible as the holy Word of God 	<p>Christians believe that the Bible is the holy Word of God. The term holy means that the Bible is sacred and should be handled with respect. It is also holy because the Holy Spirit guided the authors as they wrote.</p>	<p>Display samples of various kinds of Bibles for students to look at. Discuss the term “holy.”</p> <p>Read and discuss the scripture, II Timothy 3:16.</p>	<p>Observation of students</p>	<p>Samples of Bibles – <i>King James Bible & Good News Bible for Children</i></p>
<ul style="list-style-type: none"> Explain how God displayed His love for children in the scriptures 	<p>In the Bible, God displayed His love for children in many ways. He protected them and even chose them as leaders. The stories of Moses, Samuel and Josiah are special examples.</p>	<p>Share and discuss the stories of Moses, Samuel and Josiah.</p> <p>Complete the puzzles – “Water Baby” & “Hannah’s Promise.”</p>	<p>Oral responses</p> <p>Puzzles</p>	<p><i>The Beginner’s Bible:</i> “A Baby in a Basket” (pp. 92-97) “A Voice in the night” (pp. 160-163); “Boy King Josiah” (pp. 235-239)</p> <p><i>Bible Puzzles for Kids, Ages 6-8:</i> “Water Baby” (p. 21) and “Hannah’s Promise” (p. 33)</p>
<ul style="list-style-type: none"> Compare God’s love for children to that of a parent / guardian 	<p>God’s love for children can be compared to a parent’s love for his/her child. A good parent provides for and protects his/her children. God is the main provider and protector of His children.</p>	<p>Compare God’s love to a parent’s love using a comparison chart.</p> <p>Students will display photographs of themselves on paper plates and write a message about God’s love.</p>	<p>Photo displays with messages. Evaluate message.</p>	<p>Comparison chart</p> <p>Photos</p> <p>Paper plates</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 2: Discover a sense of identify and purpose

Theme: Honouring God

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain the concept of worship 	<p>To worship is to reverence, adore or honour. While worship can be expressed audibly, it is important to be still and silent in the presence of God. (Habakkuk 2:20)</p>	<p>View a video of a worship service and discuss what they observe. Allow students to participate in worship.</p> <p>Read and discuss definition of the word “worship” using dictionaries.</p>	<p>Observation of student as they worship</p>	<p>Video of a worship service on You Tube.</p> <p>Dictionaries</p>
<ul style="list-style-type: none"> Explore scriptural passages about worshipping God 	<p>Psalm 150:6 states, “Let every thing that hath breath, praise the Lord.” Other scriptures about worship include Psalm 100, Psalm 103 and 1 Thessalonians 5:18.</p>	<p>Using a power point presentation or transparencies, display scriptures related to worship and discuss.</p> <p>Make and decorate a booklet with worship scriptures.</p>	<p>Booklets with worship scriptures entitled, “My worship scriptures.” Use artwork rubric.</p>	<p>Overhead projector or laptop with LCD projector Transparencies or slides</p> <p>Paper for booklet with yarn to fasten pages.</p>
<ul style="list-style-type: none"> Describe the heart of a sincere worshipper 	<p>The Bible states that the heart of a sincere worshiper should be clean and pure (Psalm 24:1-4). A true worshiper obeys God’s Word and serves Him daily.</p>	<p>Read and discuss Psalm 24:1-4.</p> <p>On heart-shaped cut-outs write words that describe a sincere worshipper.</p> <p>Listen to and sing the song, “Give Me a Clean Heart.”</p>	<p>Oral responses</p> <p>Heart cut-outs with descriptive words</p>	<p>Construction paper</p> <p>Song, “Give Me a Clean Heart”</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 2: Discover a sense of identify and purpose

Theme: Discovering my Identity

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain what a gift or talent is 	<p>A talent/gift is a special ability. Every person has a gift or talent that needs to be discovered and developed. Some of these gifts or talents include singing, writing and creating things.</p>	<p>Use a web to explore the term “gift/talent.” Read definition in dictionaries.</p> <p>Record examples of talents/gifts.</p>	<p>Examples of talents and gifts given</p>	<p>Dictionaries</p>
<ul style="list-style-type: none"> Discover their special gifts and talents 	<p>An individual’s talents or gifts could be identified early in life. Some individuals have one talent while others have many talents. The things that an individual enjoys doing and that he/she does easily can be considered talents or gifts.</p>	<p>Identify and talk about their gifts and talents.</p> <p>Each student takes a multiple intelligence test.</p> <p>Have a class talent show.</p>	<p>Observe display of students’ talents.</p> <p>Analyze results from test</p>	<p>Ned Productions Intelligence test http://www.nedprod.com/Niall_stuff/intelligence_test.html (Adapt and use)</p>
<ul style="list-style-type: none"> Explain how their gifts and talents can be used to help others 	<p>Individuals should use their talents in service to God and others. Peoples’ gifts and talents can be used to help individuals who are sad, sick and less fortunate.</p>	<p>Use the newspaper to find examples of people using their talents to help others.</p> <p>Write a paragraph entitled, “I Can Use My Talents to Help Others.”</p>	<p>Paragraphs, using essay rubric (2-3 sentences)</p>	<p>Newspaper</p> <p>File paper</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 2: Discover a sense of identify and purpose

Theme: Discovering my Identity

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explore biblical examples of persons who utilized their talents well 	<p>Two biblical examples of persons who used their talents well are David and Dorcas. David played the harp well. Dorcas was a dressmaker. They both helped others.</p>	<p>Read and discuss the stories of David and Dorcas/Tabitha.</p> <p>Complete puzzle, "David's Job."</p>	<p>Oral responses</p> <p>Puzzles</p>	<p><i>The Beginner's Bible</i>, "Best Friends" (pp. 181- 185)</p> <p><i>The Children's Bible in 365 Stories</i>, "Tears for Tabitha" (pp. 392-393)</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 2: Discover a sense of identify and purpose

Theme: Serving Others

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> State the definition of the word “service” 	<p>The word service means, contribution to the welfare of others; the work performed by one who serves. Serving others gives individuals a sense of purpose.</p>	<p>Display pictures of individuals serving others. Observe and discuss their facial expressions and body language.</p> <p>Brainstorm the meaning of the word “service,” using a web.</p>	<p>Oral responses</p>	<p>http://www.merriam-webster.com/dictionary/service definition</p> <p>Brochures/ magazines from the Ministry of Tourism - pictures</p>
<ul style="list-style-type: none"> Discover that serving others demonstrates our love 	<p>Galatians 5:13 admonishes Christians to serve each other in love. To serve others in love means performing one’s tasks with a willing spirit and with the right attitude.</p>	<p>Role-play ways to serve others in a loving way.</p> <p>In groups, create a banner with the scripture: Galatians 5:13.</p>	<p>Role-play using rubric for dramatic skits</p> <p>Banners. Use artwork rubric.</p>	<p><i>Good News Bible for Children:</i> Galatians 5:13</p> <p>Paper for banner</p>
<ul style="list-style-type: none"> Explore ways to serve others 	<p>There are many ways in which individuals can render service to others. These include feeding the hungry, visiting the sick, helping fellow classmates with difficult assignments etc.</p>	<p>Create cartoon strips displaying acts of service.</p> <p>Decorate a cut-out of a heart. Write a classmate’s name and one way you can serve this person in love. Perform act of service.</p>	<p>Cartoon strips. Use artwork rubric.</p> <p>Decorated hearts with ways to serve</p>	<p>Paper for cartoon strips</p> <p>Heart cut-outs</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 2: Discover a sense of identify and purpose

Theme: Overcoming Obstacles

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES				
<ul style="list-style-type: none"> State what an obstacle is 	<p>An obstacle is anything that stops or hinders progress; one who stands in the way of progress. Examples of obstacles include road blocks, people & traffic jams.</p>	<p>Display and use an obstacle course in the classroom. Discuss the meaning of the word “obstacle.”</p> <p>Assign tasks to students, giving them various limitations e.g. tie your laces using one hand; walk to the garbage blind-folded etc. Students demonstrate and share feelings.</p>	<p>Oral responses</p> <p>Observation of students’ attitudes</p>	<p>http://www.yourdictionary.com/obstacle - Definition of obstacle</p> <p>Items for obstacle course</p> <p>Blindfold – a scarf or piece of material</p>				
<ul style="list-style-type: none"> Identify physical and mental challenges individuals may have 	<p>Physical challenges may include blindness, a missing limb and lack of money. Mental challenges include mental illnesses, fears and doubts. These challenges could hinder a person from fulfilling their purpose in life.</p>	<p>Orally share examples of physical and mental challenges people may have. Discuss ways to deal with the various challenges.</p> <p>Complete a table of personal challenges.</p>	<p>Table showing a list of challenges they may have and how they can overcome them.</p> <table border="1" data-bbox="1607 919 1986 1057"> <tr> <td data-bbox="1607 919 1798 1019">My challenges</td> <td data-bbox="1798 919 1986 1019">Ways to overcome them</td> </tr> <tr> <td data-bbox="1607 1019 1798 1057"></td> <td data-bbox="1798 1019 1986 1057"></td> </tr> </table>	My challenges	Ways to overcome them			<p>Sheet with table - challenges and ways to overcome them</p>
My challenges	Ways to overcome them							
<ul style="list-style-type: none"> Explore scriptural passages related to positive thinking 	<p>The Bible encourages us to think positively about life’s challenges. Scriptures include Philippians 4:8; 4:13.</p>	<p>Using the overhead, students read and chant scriptures to encourage positive thinking. Examples: Philippians 4:8 & 4:13. Perform drills while chanting scriptures.</p>	<p>Observation of students’ attitudes</p>	<p>Scriptures on transparencies & overhead projector</p>				

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 2: Discover a sense of identify and purpose

Theme: Overcoming Obstacles

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Investigate the lives of persons who succeeded despite many obstacles 	<p>Zacchaeus, a biblical character had a physical challenge because he was short. He had other challenges because he did not get along well with others. However, when he came in contact with Jesus he was changed.</p> <p>Helen Keller is a modern day example of someone who achieved greatness despite her physical challenges.</p>	<p>Read and discuss the story of Zacchaeus –“A Short Man.”</p> <p>Read the story of Helen Keller on the internet. Discuss the challenges she faced and how she overcame them.</p> <p>Complete a short character sketch of Helen Keller or Zacchaeus using an outline.</p>	<p>Character sketch of Helen Keller or Zacchaeus.</p>	<p><i>The Beginner’s Bible</i>, “A Short Man” (pp. 413-417)</p> <p>http://www.gardenofpraise.com/leaders.htm</p> <p>Story of Helen Keller</p> <p>Character sketch outline</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Thanksgiving

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> State the importance of showing gratitude to God and others 	<p>God commands His people to give Him thanks in all things as stated in 1 Thessalonians 5:18. Showing gratitude is a way to express appreciation for what was done for us. When we are grateful we open the door for even greater blessings.</p>	<p>Read and discuss poem, “Thanksgiving Delights,” by Joanna Fuchs.</p> <p>Discuss the importance of showing gratitude to God and others.</p>	<p>Oral responses</p>	<p>http://www.poemsource.com/thanksgiving-poems Poem – Thanksgiving Delights</p>
<ul style="list-style-type: none"> Use biblical examples of persons who were thankful 	<p>In the story, “Elisha’s Room,” Elisha expressed his gratitude to the couple who had built him a special room by asking God to bless them with a son.</p> <p>In the story of the Ten Lepers, only one leper returned to say thanks after he was healed by Jesus.</p>	<p>Read and discuss the following stories: “Elijah’s Room” and “Ten Lepers.”</p> <p>Draw a picture of Elijah or the leper giving thanks.</p>	<p>Drawings, using artwork rubric</p>	<p><i>The Beginner’s Bible:</i> “Elisha’s Room” (pp. 226-229) “Ten Lepers” (pp. 405-408)</p>
<ul style="list-style-type: none"> Explain why Thanksgiving is celebrated today 	<p>Thanksgiving is celebrated today as a reminder for us to express our thanks to God for His blessings throughout the year. During this time, many families get together for a special dinner.</p>	<p>Class discussion – Why is Thanksgiving celebrated today?</p> <p>As a class, write a poem about why Thanksgiving is celebrated.</p>	<p>Oral responses</p> <p>Ideas presented in poem</p>	<p>http://answers.yourdictionary.com/history/holidays/why-do-we-celebrate-thanksgiving.html Information about Thanksgiving</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Thanksgiving

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explore ways to express thanks to God and others 	<p>Individuals could express their thanks to God through prayers and songs. Simple saying, “Thank you,” to others is a way to show gratitude. They could also give gifts to express their gratitude.</p>	<p>Sing song, “Give thanks with a grateful heart.”</p> <p>Create a Thanksgiving flower craft. On each petal of the thanksgiving flower students will write something they are thankful to God for.</p>	<p>Thanksgiving flowers with things they are thankful for</p>	<p>http://www.kidssundayschool.com/Gradeschool/Crafts/1craft09.php Thanksgiving flower craft</p> <p>Journals</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain the importance of Christmas 	<p>Christmas is important because it is a celebration of Jesus' birth. Jesus came into the world so that He could die for the sins of mankind.</p>	<p>View and discuss the DVD of the Christmas story.</p> <p>Discuss reasons why Christmas is celebrated today.</p>	<p>Oral responses</p>	<p>DVD - The Nativity Television</p>
<ul style="list-style-type: none"> Describe the roles of various characters in the story of Jesus' birth 	<p>In the Christmas story, the following characters played important roles: Joseph, Mary, the shepherds and the angels. The angels were sent to Mary, Joseph and the shepherds to tell about Jesus' birth. Mary was chosen to be the mother of Jesus. Both Joseph and Mary traveled to Bethlehem where Jesus was born. The shepherds were the first to spread the good news of Jesus' birth.</p>	<p>Complete the following Bible Puzzle activity worksheets: "Mary's Song," "To Bethlehem," "Shepherds Listen" & "Go Tell It."</p> <p>Dramatize the Christmas story using the key characters. (Quick skits)</p>	<p>Puzzle sheets</p> <p>Drama</p>	<p><i>Good News Bible for Children</i>, Luke 2:1-20</p> <p><i>Bible Puzzles for Kids Ages 6-8: "Mary's Song," "To Bethlehem," "Shepherds Listen" & "Go Tell It" (pp. 64-65)</i></p> <p><i>Steven James 30 New Testament Quick Skits for Kids, "The Birth of King Jesus" (p. 11 -12)</i></p>
<ul style="list-style-type: none"> Explore ways to spread the good news about Jesus 	<p>Individuals can use a variety of ways to spread the good news about Jesus. They can tell their friends and family about Jesus in daily conversations, send a card or an e-mail.</p>	<p>Use a template of a shepherd or an angel and let children write ways they can spread the good news.</p> <p>Use the internet to send an e-mail to a friend about Jesus' birth.</p>	<p>Ways to share the good news on shepherd / angel templates.</p>	<p>Shepherd or angel templates</p> <p>The World Wide Web</p> <p>Computers in classroom or lab</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Christmas

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explore the significance of lights in the Christmas story 	<p>The lights in the Christmas story signified good news, God's glory and the birth of a King. The presence of light brought hope and joy to those who saw it. The shepherds saw the glory of God and heard the message of Jesus' birth. The Wise Men gladly followed the star to the place where Jesus was born.</p>	<p>Display examples of lights and discuss their uses in every day life.</p> <p>Read the Christmas story and discuss how light impacted the characters.</p> <p>Make paper candle lights or stars.</p>	<p>Oral responses</p>	<p>Various light sources: candles, flashlight, pictures of the sun etc.</p> <p><i>The Beginner's Bible:</i> "Shepherd's Visit" (pp. 277-281) "The Bright Star" and "Three Visitors" (pp. 286-290)</p> <p><i>Good News Bible for Children:</i> Luke 2:8-9, Matthew 2:1-2</p> <p>construction paper</p>
<ul style="list-style-type: none"> Explain why Jesus is referred to as the light of the world 	<p>Jesus is the Light of the world because He showed people a better way to live in an evil world. In St. John 9:5, Jesus stated that while He was in the world, He was the Light of the world.</p>	<p>In small groups, compose a poem to express why Jesus is the light of the world.</p> <p>Listen to the song, "Jesus, the Light of the World."</p>	<p>Poems about Jesus, the Light of the world – words of poem and group presentation. Use rubric for poems and songs.</p>	<p>File paper</p> <p>Song, "Jesus, the Light of the World"</p>
<ul style="list-style-type: none"> Explore ways in which they could shine as lights in the world 	<p>Individuals can shine as lights in the world by sharing their gifts with others and by doing good deeds.</p>	<p>In small groups, students list ways they can shine as lights.</p> <p>Share and discuss poem, "Salt and Light."</p>	<p>List of ways students can shine as lights</p> <p>Oral responses</p>	<p>File paper</p> <p><i>Bible Story Puppets and Poems,</i> "Salt and Light" (p. 92)</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply biblical values and principles to everyday living

Theme: Choices

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES				
<ul style="list-style-type: none"> Identify various feelings or emotions people experience 	<p>In life, people experience different feelings and emotions. Some of these feelings and emotions include happiness, peace, sadness, grief and anger.</p>	<p>Display faces on paper plates and have students identify the various emotions shown.</p> <p>Students talk about how they are currently feeling.</p>	<p>Oral responses</p>	<p>Faces on paper plates showing the various emotions</p>				
<ul style="list-style-type: none"> Use a biblical example to illustrate how to control emotions 	<p>In the story, "Best Friends," King Saul was grumpy, angry, cheerful and jealous. Saul listened to music in order to control these feelings.</p>	<p>Read and discuss the story of King Saul. Talk about Saul's behaviour.</p> <p>Choral reading of poem, "David and Saul."</p>	<p>Oral responses</p>	<p><i>The Beginner's Bible</i>, "Best Friends" (pp. 181-185)</p> <p><i>Bible Story Puppets and Poems</i>, "David and Saul" (p.65)</p>				
<ul style="list-style-type: none"> Explore ways to express and control their feelings and emotions 	<p>Individuals express their feelings by displaying certain behaviours such as fighting, crying, sharing and embracing others. Individuals must discover positive ways to deal with negative feelings. For example, when someone is feeling angry he/she can find a quiet place to calm down, pray or even talk to someone.</p>	<p>Make Temper Tornadoes.</p> <p>List emotions and ways to deal with them in table form.</p> <p>Make a memory verse booklet with scriptures to encourage positive behaviour. Examples: Proverbs 15:1; Colossians 3:8 etc.</p>	<p>Table</p> <table border="1" data-bbox="1591 976 1972 1053"> <tr> <td>When I feel</td> <td>I could</td> </tr> <tr> <td>Sad</td> <td>Sing a song</td> </tr> </table> <p>Memory verse booklets with scriptures, using artwork rubric</p>	When I feel	I could	Sad	Sing a song	<p><i>Bible Message Make-n-Takes</i>, "Temper Tornadoes" (pp. 14-15)</p> <p><i>Good News Bible for Children</i>: Proverbs 15:1, Colossians 3:8, Ephesians 4:31-32</p> <p>Sheet with table Papers for booklet</p>
When I feel	I could							
Sad	Sing a song							

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply biblical values and principles to everyday living

Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain what it means to be courteous 	<p>To be courteous means to be polite or respectful in one's speech and actions as well as being considerate. Individuals can demonstrate courtesy by using good manners and by being helpful.</p>	<p>Discuss the meaning of the word "courteous," using a web.</p> <p>In groups, write a list of 5 ways to display courtesy.</p>	<p>Lists of 5 ways to display courtesy</p>	<p>http://www.answers.com/topic/courtesy - definition</p> <p>File paper</p>
<ul style="list-style-type: none"> Use good manners when communicating with others 	<p>It is important to use words like "Thank You," "May I?" "Please," "Excuse Me," "You're Welcome," "I'm Sorry" and "Pardon," when communicating with others. This is a sign of respect and courtesy.</p>	<p>Play the game, "Please and Thank You."</p> <p>Participate in jumping rope activity & rhyme. (Follow the Bible)</p>	<p>Observe students' attitudes and use of good manners</p>	<p><i>The Value-Able Child</i>, "Please and thank you game" (p. 113 & p.115)</p> <p><i>Follow the Bible</i>, "Thank You Jesus" (p. 189) – jumping rope activity and rhyme</p>
<ul style="list-style-type: none"> Explore scriptures related to being courteous 	<p>Scriptures about courtesy include: 1 Peter 3:8; Colossians 4:6; Ephesians 4:32. These scriptures encourage individuals to be pleasant in manner and speech.</p>	<p>Locate, read and discuss meanings of scriptures about courtesy.</p> <p>Complete an activity sheet filling in the missing words to complete scriptures about courtesy.</p>	<p>Oral responses</p> <p>Activity sheets with scriptures</p>	<p>Teacher made activity sheet</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply biblical values and principles to everyday living

Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Interpret the meaning of famous quotes about courtesy 	<p>Many quotes have been recorded about courtesy. St. Basil wrote, “He who sows courtesy reaps friendship.” This quote suggests that individuals can win friends by being courteous.</p>	<p>Discuss quotes about courtesy e.g. <i>To speak kindly does not hurt the tongue</i> – Proverb.</p> <p>Rewrite courtesy quotes expressing the meaning interpreted.</p>	<p>Oral responses</p> <p>Written quotes</p>	<p>http://www.answers.com/topic/courtesy</p> <p>Courtesy quotes</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply Biblical values and principles to everyday living

Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain what it means to be responsible 	<p>The word, responsible means able to answer for one’s conduct; able to choose right from wrong. Responsible people live up to their promises and do what is expected of them. They also own up to their actions.</p>	<p>Discuss the meaning of the word “responsible.”</p> <p>Create a responsibility log.</p>	<p>Responsibility log showing daily chores</p>	<p>http://www.merriam-webster.com/dictionary/responsible definition</p> <p>Responsibility Log template (teacher made)</p>
<ul style="list-style-type: none"> Use a biblical example of someone who was responsible 	<p>In the Bible, a little girl named Miriam demonstrated responsibility. She watched her brother Moses while he was resting in a basket on the Nile River. Like Miriam, we too should live up to our responsibilities.</p>	<p>Read and discuss the story, “A Baby in a Basket.” (Discussion questions – Follow the Bible)</p> <p>In groups, role-play the story of Moses and the Nile using poem.</p>	<p>Oral responses</p> <p>Role-play, using dramatic skits rubric – group assessment</p>	<p><i>Follow the Bible</i>, “God Protects Baby Moses” (pp. 40-42) – discussion questions</p> <p><i>Bible Story Puppets and Poems</i>, “Moses in the Nile” (pp. 32-34)</p> <p><i>The Beginner's Bible</i>, “A Baby in a Basket” (pp. 92-97)</p>
<ul style="list-style-type: none"> Examine the benefits of being responsible 	<p>Responsible persons are well respected and admired. They are usually given special tasks or jobs to perform. They are typically selected as leaders in school and in the community.</p>	<p>Students share how they and other persons were rewarded for being responsible.</p> <p>As a class, write a Want Ad in search of a baby sitter or paper boy. Include the characteristics of a responsible person.</p>	<p>Oral responses</p> <p>Want Ads</p>	<p>File paper</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply Biblical values and principles to everyday living

Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain the importance of cooperating 	<p>Cooperating means working or playing together. Cooperation enables individuals to build good relationships, become more tolerant and be more willing to offer solutions to problems.</p>	<p>Teacher describes various tasks and asks students to suggest if they can be completed by one person or by a group of persons. E.g. Building a house - group</p> <p>Use finger play to sing the song, “Cooperation” to the tune of “Ring Around the Roses.”</p>	<p>Oral responses</p>	<p><i>The Value-Able Child</i>, “Cooperation” (p.13) - song</p>
<ul style="list-style-type: none"> Use a biblical example of cooperation 	<p>Jesus had a great amount of work to do in the community. He needed people to help Him so He chose twelve disciples to assist Him in ministry. These men were Jesus’ constant companions.</p>	<p>Read the story, “Jesus Chooses His Disciples.” Discuss how Jesus and others benefited from the disciples’ willingness to cooperate.</p> <p>Draw a picture of Jesus and His disciples. Write a sentence about cooperating with others under the picture.</p>	<p>Written responses; teacher-made quiz about Jesus and His disciples</p> <p>Pictures & sentences, using artwork rubric</p>	<p><i>The Beginner’s Bible</i>, “Jesus Chooses His Disciples” (pp. 308-312)</p> <p>Paper for drawing</p> <p>Worksheet –teacher made quiz</p>
<ul style="list-style-type: none"> Examine the challenges and benefits of cooperating with others 	<p>Sometimes it is difficult to get people to work together. When individuals learn how to love and respect each other, they can work together to accomplish tasks and solve problems. The job gets done faster when people cooperate.</p>	<p>Discuss the challenges and benefits of working together, using a comparison chart.</p> <p>Role-play examples of uncooperative and cooperative behavior in the school and home settings. Discuss how the behaviour impacts the group.</p>	<p>Oral responses</p> <p>Role-play, using rubric for dramatic skits</p>	<p>Comparison chart</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply Biblical values and principles to everyday living

Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> • Explore ways to foster cooperative behavior 	<p>There are many ways to foster cooperative behaviour. They include:</p> <ul style="list-style-type: none"> ▪ Respect each other and accept differences ▪ Get to know each other's likes and dislikes ▪ Discuss problems quietly and calmly ▪ Make sure each person understands their tasks ▪ Praise each other's accomplishments 	<p>Discuss ways to foster cooperation at school and home.</p> <p>Work in groups to assemble Peaceful Puppets.</p>	<p>Oral responses</p> <p>Observe behaviour of students</p>	<p><i>The Value-Able Child</i>, Peaceful Puppet pattern, (pp.16-18)</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 3: Apply Biblical values and principles to everyday living

Theme: Growing with Values

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain why patience is an important virtue 	Virtue is the ability to choose to do what is right. Having to wait long and with the right attitude is known as patience. Patience is a virtue because it helps to build good character. Patience produces hope and obedience.	Brainstorm the word “patience.” As a class write an acrostic poem using the letters from the word patience. Display on cards.	Oral responses Acrostic	Construction paper for acrostic
<ul style="list-style-type: none"> Study biblical characters who exhibited patience 	Bible characters Abraham and Job were both patient. Abraham was a patient man because he waited long for God's promise of his son Isaac. Job was patient because he endured great suffering.	Read and discuss the stories of Abraham and Job. In a 2-column chart, write ways in which both characters showed patience. Fill in the missing words to complete a passage about Abraham and Job.	Information in table Written responses - passage	2-column chart <i>The Beginner's Bible:</i> “A New Home”& “The Visitors” (pp. 39-51) <i>The Good News Bible for Children: Job Chapter 1</i> Teacher –made passage
<ul style="list-style-type: none"> Demonstrate patience in everyday situations 	Every day, individuals need to exercise patience. They need to be patient when dealing with people, standing in lines, driving on the streets and waiting for things that were promised to them.	In groups, dramatize situations where patience is necessary at home, at school, in a restaurant or at the mall. Students write in journals about a time they were patient and the lesson they learnt.	Dramatization – content and presentation of drama. Use rubric for dramatic skits. Journal writing, using journal response rubric.	Journals

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Caring for God’s Creation

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain the importance of caring for family members 	<p>Caring is the act of showing concern or interest for something or someone. God created families as special units. Family members should protect, support and care for each other. This is important for the growth of the society.</p>	<p>Share pictures of their families and talk about times when they cared for family members.</p> <p>Create a family album – pictures with sentences expressing how care is shown in the family.</p>	<p>Family albums with descriptive sentences.</p>	<p>Family pictures</p> <p>Construction paper & yarn for album</p>
<ul style="list-style-type: none"> Use a biblical example of caring for family members 	<p>The story of Ruth and Naomi is a great example of how we should care for our families. In the face of death and poverty both women supported each other.</p>	<p>Read and discuss the story of Ruth and Naomi. Share how they cared for each other.</p> <p>Use puppetry and poetry to perform the story of Ruth and Naomi.</p>	<p>Oral responses</p> <p>Presentation of poem</p>	<p><i>The Beginner’s Bible</i>, “Ruth and Naomi,” (pp. 152-155)</p> <p><i>Bible Story Puppets and Poems Book</i>, “Naomi and Ruth” (pp. 56-58)</p>
<ul style="list-style-type: none"> Predict what would happen if family members did not neglect each other 	<p>In the world today, many family members neglect each other. If family members truly cared for each other, the home would be a more pleasant place to live in. Parents would be happy and loving. Children would be safe from harm and abuse. The elderly will be well taken care of.</p>	<p>As a class, write a list of behaviours that are portrayed in families. Write C for caring actions and U for uncaring actions.</p> <p>Draw a picture showing a caring and loving family.</p>	<p>List of behaviours portrayed in families with actions evaluated (C or U)</p> <p>Pictures, using the artwork rubric.</p>	<p>Paper and coloured pencils for artwork.</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Rights/Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Identify the basic rights of children 	<p>According to the United Nations children have the following rights:</p> <ul style="list-style-type: none"> Basic needs (food etc.) Freedom of expression Freedom of thought, conscience and religion Education Freedom from physical or mental violence, injury or abuse... <p>These rights are also recognized by the Government of The Bahamas.</p>	<p>Read and discuss United Nations laws that protect the rights of children.</p> <p>Discuss information outlined by the Government of The Bahamas about the rights of a child.</p> <p>Repeat the rights of a child in a chant.</p>	<p>Oral responses - Students can state at least two rights of children</p>	<p>Children's rights http://www.unicef.org/crc</p> <p>http://www.bahamas.gov.bs The Rights of a Child</p>
<ul style="list-style-type: none"> Explain why it is important to have laws that protect the rights of children 	<p>It is important to have laws that protect the rights of children because children are innocent and are often mistreated. Having laws makes it easier to punish people for crimes committed against children. Persons who harm children are usually sentenced to a period of time in prison.</p> <p>The Child Protection Act of The Bahamas (2007) outlines laws for the protection of children.</p>	<p>Discuss reasons why children are sometimes mistreated.</p> <p>Discuss information from the Child Protection Act of The Bahamas.</p> <p>Read a news story about someone who was punished for harming a child.</p>	<p>Oral responses</p>	<p>Newspaper article</p> <p>http://www.bahamas.gov.bs Information about the Child Protection Act</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Rights/Responsibilities

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explore scriptural passages related to the protection of children 	<p>Scriptures related to the protection of children include: Matthew 18: 5-6 & Ephesians 6:2. According to the Bible children should be protected and respected.</p>	<p>Research and discuss the following scriptures: Matthew 18: 5-6 & Ephesians 6:2.</p> <p>Fill in the missing words to complete the scripture verses indicated above.</p>	<p>Oral responses</p>	<p><i>Good News Bible for Children:</i> Matthew 18: 5-6 & Ephesians 6:2</p> <p>Worksheets or cards with scripture verses – Fill in the blanks</p>
<ul style="list-style-type: none"> Suggest ways to promote the rights of children 	<p>The rights of children can be promoted in many ways. Songs, slogans, posters and television ads are excellent ways to make people aware of the importance of protecting children.</p>	<p>Design a poster highlighting one law protecting the rights of children.</p> <p>Group work - Compose and perform a song outlining the rights of children. Perform using instruments.</p>	<p>Posters using poster rubric</p> <p>Words of songs and presentation of songs. Use rubric for poems and songs.</p>	<p>Art supplies</p> <p>Poster paper</p> <p>Musical instruments – triangles, blocks, sticks, drums etc.</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain what it means to love others 	<p>In John Chapter 13 verse 34, Jesus commands us to love one another. To obey Jesus' commandment we are to love all people, even those who we think are hateful, mean, or look, think or act differently than we do.</p>	<p>Teacher displays symbols of love – heart, circle & cross. Discuss how each symbol represents love.</p> <p>Cut out and match love puzzles. Read scriptures on puzzles.</p>	<p>Oral responses</p>	<p>symbols – heart, cross & circle construction paper</p> <p><i>Foundations of Faith</i>, Student's book, - Love, Love puzzles (p. 16)</p>
<ul style="list-style-type: none"> Explore the relationship between loving and giving 	<p>St. John 3: 16 illustrates the relationship between loving and giving. God gave His only Son, to die for the sins of mankind because He loved us. Individuals should demonstrate their love for others by giving.</p>	<p>Display chart –John 3:16. Read and discuss the connection between loving and giving.</p> <p>In groups of twos, write a slogan about loving and giving.</p>	<p>Oral responses</p> <p>Slogans</p>	<p>Teacher-made chart – John 3:16</p> <p>paper for slogan</p>
<ul style="list-style-type: none"> Discover ways to show love for others 	<p>We can express our love to others by sharing tangible objects or by showing respect, kindness and concern for each other.</p>	<p>Make love blocks and write ways to show love for others on boxes. Identify gifts they can share with others.</p> <p>In small groups, write a rap/poem about showing love.</p>	<p>Love blocks with ways to show love for others</p> <p>Words of raps or poems indicating ways to show love. Use rubric for poems and songs.</p>	<p><i>Foundations of Faith</i>, Student's book - A Love block template, (p. 17)</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Love and/or Forgiveness

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Use contemporary stories to illustrate the power of love 	<p>The contemporary story, “You Can't Stop Love” relates how the power of love changed the main character, John's life. The contemporary story, “He Expected It of Me” is another powerful illustration.</p>	<p>Read and discuss story, “You Can't Stop Love.”</p> <p>Read and discuss the story, “He Expected It of Me.”</p> <p>Sing the song, “Love is something if you give it away.”</p> <p>Share experiences of occasions when they saw love being demonstrated in their community.</p>	<p>Oral responses</p>	<p><i>Foundations of Faith</i>, Student's book-Love, Story - “You Can't Stop Love” (p.10)</p> <p><i>Foundation of Faith</i>, Student's book – Love, Story – “He Expected it of Me” (p. 6)</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Relate the story of the Triumphant Entry of Jesus into Jerusalem 	<p>The story of the Triumphant Entry relates how Jesus rode into Jerusalem on a donkey. Crowds of people waved palm branches and greeted Him as King of Israel.</p>	<p>Read and discuss the story, “The True King.”</p> <p>Dramatize the story of the Triumphant Entry of Jesus.</p>	<p>Dramatization (in groups). Use rubric for dramatic skits.</p>	<p><i>The Beginner’s Bible</i>, “the True King” (pp.427-432)</p>
<ul style="list-style-type: none"> Explain the significance of the use of palm branches and the donkey 	<p>Both the palm branches and the donkey were significant. The palm branches signified triumph and victory. The donkey signified peace and humility.</p>	<p>View pictures of the Triumphant Entry. Discuss reasons why Jesus rode on a donkey and why palm branches were used.</p> <p>Write a praise message to Jesus on palm branch cut-outs. Wave branches.</p>	<p>Oral responses</p> <p>Praise messages on palm branch cut-outs</p>	<p><i>The Beginner’s Bible</i>, “the True King” (pp.427-432)</p> <p>Palm branch cut-outs</p>
<ul style="list-style-type: none"> Describe how Palm Sunday is celebrated by churches today 	<p>Today, special services are held on Palm Sunday in Christian churches around the world. Many churches will have a procession in or around the church while people sing songs of praises and wave palm branches.</p>	<p>Share a video tape of a Palm Sunday Service. Discuss ideas form the video.</p> <p>Students share stories about Palm Sunday experiences.</p>	<p>Oral responses</p>	<p>Palm Sunday video tape www.youtube.com</p> <p>www.request.org.uk/main/festival/lent</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explore the theme of obedience in the Easter story 	<p>The theme of obedience is evident in the Easter Story. The disciples obeyed Jesus and found the colt for Him. They also prepared the room for the Passover Meal as Jesus instructed. Jesus was obedient to His Father through His death on the cross.</p>	<p>View the Easter Story on DVD. Focus on the theme - obedience. (Q. Which characters in the story demonstrated obedience?)</p> <p>Read and discuss key events (focusing on the theme - obedience) from the Easter story.</p>	<p>Oral responses</p>	<p>DVD of the Easter Story, television & DVD player</p> <p><i>The Children's Bible in 365 Stories</i>, "Preparing the Passover Meal" (p. 367)</p>
<ul style="list-style-type: none"> Conclude that Jesus' death is a wonderful example of obedience 	<p>Jesus was willing to give His life so that all who trust in Him might be saved. When Jesus was in the Garden of Gethsemane, He prayed, "Father, if it is possible, take this cup of suffering from me! Yet not what I want, but what you want." (Matt. 26:39b)</p>	<p>Discuss – How did Jesus show obedience to God?</p> <p>Students draw a picture of Jesus praying in the Garden and write two sentences about Jesus' obedience to God.</p>	<p>Oral responses</p> <p>Pictures of Jesus with sentences. E.g. Jesus obeyed God. He died on the cross.</p>	<p>Construction paper, crayons & pencils</p>
<ul style="list-style-type: none"> Explore ways to demonstrate obedience in their daily lives 	<p>Individuals should seek to walk in obedience as Jesus did. Following the teachings of Jesus is an excellent way to show obedience. Individuals should also follow rules at home, school and in the community.</p>	<p>Group work – On stepping stone cut-outs students write five ways to show obedience to God. Stick cut-outs onto the floor and step on them while singing, "Obedience is the Very Best Way."</p>	<p>Ways to show obedience to God on cut-outs</p>	<p>Stone shaped cut-outs from construction paper</p> <p>Song, "Obedience is the Very Best Way"</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith
Theme: Celebrating Easter

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Relate the story of Jesus' resurrection 	<p>Jesus arose on Easter Sunday. Mary Magdalene was the first to discover that He had risen. When she found the empty tomb she was concerned but an angel reassured her that Jesus had risen. Mary shared the good news with the disciples.</p>	<p>Read and discuss the Easter Story, "Jesus Is Risen."</p> <p>Complete Bible puzzles – "Jesus is Alive" & "What the Angel Said."</p>	<p>Oral responses</p> <p>Puzzles</p>	<p><i>The Beginner's Bible</i>, "Jesus is Alive" (pp. 453-458)</p> <p><i>Bible Puzzles for Kids Ages 6-8</i>, "Jesus is Alive" & "What the Angel Said" (pp. 97-98)</p>
<ul style="list-style-type: none"> Explain how Jesus' resurrection demonstrated His power 	<p>Three days after Jesus death He came back to life. Jesus resurrection demonstrated that He hath power over death and the grave. He was able to lay down His life and take it up again. In Matt. 28:18, Jesus said that He had been given all power, in heaven and on earth.</p>	<p>As a class, write a poem about Jesus' resurrection and how He demonstrated His power.</p> <p>Make a cartoon strip showing Jesus' resurrection.</p>	<p>Oral responses</p> <p>Cartoon strips</p>	<p><i>Good News Bible for Children: Matt. 28:18</i></p> <p>Paper, pencils and crayons</p>
<ul style="list-style-type: none"> Explore ways to celebrate Jesus' resurrection 	<p>Today, Easter is still the most joyous festival on the Christian calendar. During the Easter season many churches celebrate by hosting concerts, dramas and special services.</p>	<p>Have a mini Easter production with drama, singing and poetry.</p> <p>Create an Easter egg candle.</p>	<p>Students' participation and performance – Easter production.</p> <p>Teacher-made quiz on the Easter story</p>	<p>http://www.dltk-holidays.com/easter/mecandle.html Easter egg candle –</p> <p>http://www.dltk-bible.com/jesus_alphabet_song.html Songs, poems and Easter crafts</p> <p>Teacher-made quiz</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Respect

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Explain in their own words what it means to respect others 	<p>The word “respect” is defined as esteem, admiration or proper courtesy. When we show respect, we treat others in the right way, even if they don’t agree with us or are different from us.</p>	<p>Students define the word “respect” in their own words.</p> <p>In groups, students will write an acrostic poem to show their understanding of the word “respect.” Write on cards.</p>	<p>Oral definitions</p> <p>Acrostic poems</p>	<p>Webster’s Dictionary – definition of the word, respect</p> <p>Cards for acrostic poem</p>
<ul style="list-style-type: none"> Suggest reasons why people disrespect each other 	<p>People are sometimes disrespectful because of their selfishness and prejudices. Sometimes when people are intolerant of other people they refuse to display good manners.</p>	<p>Brainstorm reasons why people disrespect each other.</p> <p>Read the story, “Rude Robert” and allow children to act out parts of the story.</p>	<p>Oral responses</p> <p>Drama</p>	<p><i>The Value-Able Child</i>, “Rude Robert” (pp.110-111)</p>
<ul style="list-style-type: none"> Explore scriptural verses related to respecting others 	<p>Scriptures that encourage individuals to respect each other include: Col. 3:20-21; Matt. 5:43-48; Luke 6:31-36. These verses promote respect for parents, children, friends and even one’s enemies.</p>	<p>Use Bibles to locate scriptures. Discuss meanings.</p> <p>Memorize scripture verses.</p> <p>Write a slogan about respect based on scriptures read.</p>	<p>Memorization of scriptures</p> <p>Slogans</p>	<p><i>Good News Bible for Children</i>: Col. 3:20-21; Matt. 5:43-48; Luke 6:31-36</p> <p>File paper</p>

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 4: Develop an appreciation for living in a community

Theme: Friendship

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Identify the qualities of a friend 	Friendship is a relationship between individuals who love and trust each other. A good friend is loyal and dependable.	Use a web to brainstorm the qualities of a friend. Do finger play and sing the song, “Friends” (to the tune of Mary Had a Little Lamb). Create a paper model of perfect friend.	Oral responses Artwork	<i>The Value-Able Child</i> , The perfect friend activity, (pp.50-51) <i>The Value-Able Child</i> , Friendship song, (p. 44)
<ul style="list-style-type: none"> Explore ways to build good friendships 	To build good friendships use the following guidelines: <ul style="list-style-type: none"> Be accepting Be a good listener Develop interest in others instead of talking about yourself Be honest Reach out to get to know new people. 	Teacher displays building blocks. Compare building an object to building a friendship. Discuss information - 6 Tips for making and keeping friends. Display on chart.	Oral responses Discussion	building blocks <i>What Do You Stand For? For Kids</i> , “6 Tips for Making and Keeping Friends” (p. 99) Chart – Six tips for making and keeping friends
<ul style="list-style-type: none"> Use biblical and contemporary stories of friendship 	In the Bible, Elisha the prophet was befriended by a couple who lived in Shunem. This couple built a special place for Elisha to stay. Contemporary stories about friendship help children to explore important issues.	Listen to an audio tape version of the story, “Elisha’s Room.” Discuss. Read and discuss the story, “A New Friend.” (contemporary story) Students write short stories about their friends.	Discussion Short stories written by students. Use essay rubric.	<i>The Beginner's Bible</i> , “Elisha’s Room” (p. 226-229) Tape player <i>20 Bible Stories Every Child Should Know</i> , “A New Friend” (pp. 82-83)

**SCOPE OF WORK
RELIGIOUS STUDIES
GRADE TWO**

Sub-Goal 5: Explore celebrations and ceremonies of the Christian faith

Theme: Celebrating Pentecost / Whitsun

OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	ASSESSMENT	RESOURCES
<ul style="list-style-type: none"> Relate the story of the coming of the Holy Spirit 	<p>Jesus' disciples were in Jerusalem for the Feast of Pentecost when the Holy Spirit came. The disciples heard a sound from heaven like a strong wind. The Holy Spirit appeared as tongues of fire on each of the disciples. They all spoke in tongues/languages they did not know.</p>	<p>Define key terms – Pentecost, Holy Spirit, comforter, promise etc.</p> <p>View pictures from the Bible stories, “Jesus Goes to Heaven” & “The Holy Spirit Comes.” Read and discuss stories.</p>	<p>Oral responses</p> <p>Teacher –made quiz on the story – “The Holy Spirit Comes”</p>	<p><i>The Beginner’s Bible</i>, “Jesus Goes to Heaven” & “The Holy Spirit Comes” (pp. 466-479)</p> <p>Teacher-made quiz with a variety of questions (See Appendix)</p>
<ul style="list-style-type: none"> Explain why Pentecost is celebrated by churches today 	<p>Christians view Pentecost as the birthday of the Church. They celebrate this feast today in remembrance of the coming of the Holy Spirit at Pentecost. It is also called Whitsun.</p>	<p>Discuss reasons why Pentecost is celebrated by the Christian Church today.</p> <p>Complete Bible puzzle, “The Birthday of the Church.”</p>	<p>Oral responses</p> <p>Puzzles</p>	<p>Information about Pentecost www.gotquestions.org/Pentecost-Sunday.html</p> <p><i>Bible Puzzles for Kids 6-8</i>, “The Birthday of the Church” (p. 99)</p>
<ul style="list-style-type: none"> Explain how the Holy Spirit helps individuals 	<p>The Holy Spirit is a guide, teacher, helper and comforter. The Holy Spirit gives individuals courage and boldness to do God’s work. Individuals can ask the Holy Spirit for help when they pray.</p>	<p>Read scriptures about the Holy Spirit: e.g. Luke 24:49. Write key words about the Holy Spirit e.g. comfort</p> <p>Class discussion – How does the Holy Spirit help us today? On fire cut-outs, students write ways in which the Holy Spirit helps individuals.</p>	<p>Oral responses</p> <p>Information on fire cut-outs</p>	<p><i>Good News Bible for Children:</i> Luke 24:49; John 14:16-17; John 14:26; John 15:26</p> <p>Fire cut-outs from construction paper</p>

DEPARTMENT OF EDUCATION

HEALTH & FAMILY LIFE EDUCATION



Grade 2

OBJECTIVES FOR GRADE TWO

THEME 1: SELF AND INTERPERSONAL RELATIONSHIPS

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices

Standard 1.1: Express an awareness of their uniqueness

Objectives 1.1.1: Recognize character traits that contribute to their uniqueness (Knowledge)

Appreciate their uniqueness (Attitude)

Demonstrate awareness and acceptance of their uniqueness (Skill)

Standard 1.2: Demonstrate respect for people and all things living

Objectives 1.2.1: Recognize that some people are different because of their physical disabilities (Knowledge)

Respect and appreciate people whose bodies are different from theirs (Attitude)

Demonstrate acceptance and inclusion of persons who are different from them (Skill)

Standard 1.3: Analyze the influences that impact personal development (media, peers, family, community, etc.)

Objectives 1.3.1: Recognize the importance of friendship (Knowledge)

Respect and appreciate their friends (Attitude)

Maintain friendships through effective communication (Skill)

Standard 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness

Objectives 1.4.1: Recognize the importance of promoting peace at home, in school and the community ((Knowledge)

Demonstrate willingness to resolve conflicts peacefully (Attitude)

Apply critical thinking, decision-making skills to cope with difficult relationships and resolve conflicts (Skill)

Standard 1.5: Identify behaviors (appropriate and inappropriate) and analyze the impact on the individual, family and community (values)

Objectives 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)

Respect rules regarding the use of medicines and other drugs (Attitude)

Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

OBJECTIVES FOR GRADE TWO

THEME 2: SEXUALITY AND SEXUAL HEALTH

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

Standard 2.1: Discuss and analyze characteristics, values, mores (norms) which influence human sexuality.

Objectives 2.1.1: Explore the similarities and differences between males (men) and females (women) (Knowledge)
Respect each other as they play and work together (Attitude)
Demonstrate advocacy skills for equality of males and females (Skill)

Standard 2.2: Examine issues that affect their human sexuality

Objectives 2.2.1: Differentiate between appropriate and inappropriate sexual behaviour (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Demonstrate way to stay safe around familiar people and strangers (Skill)

Standard 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS

Objectives 2.3.1: Differentiate between communicable and non communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS)

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

Standard 3.1: Recognize the relationship between food choices and lifestyle diseases such as: type 2 diabetes, hypertension, heart diseases, etc.

Objectives 3.1.1: Recognize the importance of food to the body (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Use decision-making skills to make healthy food choices (Skill)

OBJECTIVES FOR GRADE TWO

THEME 3: NUTRITION AND PHYSICAL ACTIVITY (EATING AND FITNESS) CONT'D

Standard 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices

Objectives 3.2.1: Recognize benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Use decision-making skills to make healthy food choices (Skill)

Standard 3.3: Recognize the benefits of regular physical activity to achieving and maintaining good health

Objectives 3.3.1: Demonstrate knowledge of safety measures when exercising (Knowledge)
Develop an interest in and enjoyment for exercise (Attitude)
Practice safety measures when exercising (Skill)

THEME 4: MANAGING THE ENVIRONMENT

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being

Objectives 4.1.1: Recognize the components of a healthy community (Knowledge)
Appreciate the environment in which people live, work and play (Attitude)
Use decision-making skills to protect the environment in which people live, work and play (Skill)

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.1: Express an awareness of their uniqueness.

OBJECTIVES 1.1.1: Recognize character traits that contribute to uniqueness (Knowledge)
Appreciate their uniqueness (Attitude)
Demonstrate awareness and acceptance of their uniqueness (Skill)

LIFE SKILLS: **Social:** Cooperation, Interpersonal skills (for developing healthy relationships) and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional / Coping: Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES												
<p>A person’s character and values reflect how that person thinks, feels and acts.</p> <p>Everyone has strengths and weaknesses that make them unique.</p> <p><u>Character Traits</u> <u>Positive Traits Negative Traits</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Caring</td> <td style="width: 50%;">uncaring, unfeeling</td> </tr> <tr> <td>Cooperative</td> <td>uncooperative, unhelpful</td> </tr> <tr> <td>Kind</td> <td>unkind</td> </tr> <tr> <td>Clean</td> <td>unclean</td> </tr> <tr> <td>Creative</td> <td>uncreative</td> </tr> <tr> <td>Good</td> <td>bad, evil</td> </tr> </table> <p>(This list is not exhaustive. Review Teaching Good Values and Citizenship for additional traits, Appendix IV)</p> <p>All persons need to be accepted and appreciated as worthwhile.</p>	Caring	uncaring, unfeeling	Cooperative	uncooperative, unhelpful	Kind	unkind	Clean	unclean	Creative	uncreative	Good	bad, evil	<p><u>Level 1:</u> Have students list the things that they like about themselves.</p> <p><u>Level 2:</u> Compile a list – what they are good at, what they do not do well, what makes them happy, sad, etc.</p> <p><u>Level 3:</u> Identify positive and negative traits of character in the Bible and media. Explain who they would like to emulate and why.</p> <p><u>Levels 1 – 3:</u> Working as partners, create an “I Am Special” poster. Have each student draw the partner’s face and write positive character traits about their classmates on their poster.</p>	<p>Discussion on “What is the meaning of good character? Character and values</p> <p>Research of people with positive and negative traits of character</p> <p>Cooperative learning</p> <p>Game: “Get caught doing something good’ Tests and quizzes will be given when appropriate</p> <p>Self assessment.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>
Caring	uncaring, unfeeling													
Cooperative	uncooperative, unhelpful													
Kind	unkind													
Clean	unclean													
Creative	uncreative													
Good	bad, evil													

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD1.2: Demonstrate respect for people and all things living.

OBJECTIVES 1.2.1: Recognize that some people are different because of their physical disabilities (Knowledge)
Respect and appreciate people whose bodies are different from theirs (Attitude)
Demonstrate acceptance and inclusion of persons who are different from them (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships), Cooperation and Empathy
Cognitive: Decision-making, Problem solving, Conflict Resolution, Critical and Creative thinking
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>A disability is a condition that keeps someone from doing things that other persons without that disability can do.</p> <p>Physical disabilities include: blindness, deafness, speech defects, paralysis (cripple), etc.</p> <p>Ways to help the physically disabled:</p> <ul style="list-style-type: none"> - Be kind and courteous - Provide assistance when needed or requested - Respect their independence - Observe the laws that protect the rights of disabled persons <p>You should treat friends with disabilities the same way you treat any of your friends. A disability cannot be spread to another person.</p>	<p>Level 1: Match vocabulary words to pictures of disabled people.</p> <p>Level 2: Role-play, pantomime various disabilities- dramatize ways in which you can help a blind person.</p> <p>Level 3: Create a picture book showing how to respect others with various disabilities e.g. persons who are blind, deaf, dumb, etc.</p>	<p>Discussion –_Some people are born with disabilities, others become disabled due to illness or accidents</p> <p>Picture charts showing people with various disabilities</p> <p>Role play scenarios</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.3: Analyze the influences that impact personal development (family, friends, community, media, technology, etc).

OBJECTIVES 1.3.1: Recognize the importance of friendship (Knowledge)
Respect and appreciate their friends (Attitude)
Maintain friendships through effective communication (Skill)
Apply critical thinking, decision-making and communication skills to cope with difficult relationships (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Conflict Resolution, Critical and Creative thinking,
Emotional / Coping: Self-awareness and Self acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>A friend is someone we know well and love. We enjoy spending time with them.</p> <p>Friends spend time with us, share special memories and are kind. Some friendships last throughout life.</p> <p>Animals such as dogs, cats make good friends.</p> <p>Character traits of a friend (Review Teaching Good Values and Citizenship for additional traits, Appendix IV)</p> <p>Characteristics of healthy relationships include:</p> <ul style="list-style-type: none"> - Respecting self and others - Observing the rights of self and others - Empathy 	<p>Level 1: Draw a picture and write a few sentences to describe their friend.</p> <p>Level 2: Provide an oral or written description of the types of behaviour that enable him or her to (a) gain friends; (b) lose friends.</p> <p>Level 3: Explain how being a good friend demonstrates positive character.</p> <p>Levels 1 – 3: Discussion on (a) Behaviours that students like or consider as ‘friendly’ in other people; (b) The kinds of behaviour they think that others (their friends) would like them to display.</p> <p>Create a journal on friendship.</p> <p>Role play/demonstrate steps to make a friend.</p>	<p>Modeling behaviours</p> <p>Creative thinking</p> <p>Role play</p> <p>Creative writing</p> <p>Artistic expression</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities e.g. artistic expression, journal writing and role play</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.4: Demonstrate the ability to use mental and emotional health knowledge, skills and strategies to enhance wellness.

OBJECTIVES 1.4.1: Recognize the importance of promoting peace at home, in school and the community (Knowledge)
Demonstrate willingness to resolve conflicts peacefully (Attitude)
Apply critical thinking, decision-making skills to cope with difficult relationships and resolve conflicts (Skill)

LIFE SKILLS: **Social:** Communication, Interpersonal skills (for developing healthy relationships) and Cooperation
Cognitive: Decision-making, Problem-solving, Conflict Resolution, Critical and Creative thinking,
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Knowing how to get along with people is important in preventing conflicts and promoting peace at home, school and in communities.</p> <p>A conflict between two or more people often occurs in relationships e.g. sibling rivalry, parents and children, friends, classmates, husband and wife, gang members.</p> <p>Reasons for conflicts in relationships: Poor communication; changes in the family structure; jealousy; competition; lack/limited resources (finance, food, clothes); anger; lack of respect and tolerance; etc.</p> <p>Ways to prevent conflicts: - Think before acting - Walk away, apologize - Give a positive response</p> <p>Agencies in the community that assist with crisis: trusted adult - teacher, counsellor, nurse, religious leader; GOs – RBPF, Social Services, etc.</p>	<p>Level 1: Identify cartoon characters that use respectful words and actions e.g. Sesame Street characters.</p> <p>Level 2: Provide students with pictures of people in various situations and have them identify emotion being expressed in the pictures.</p> <p>Level 3: Children’s stories relating to disagreements (conflicts). Students will identify which character was the” bully”, which character was the “victim”, and who was the “problem solver.”</p> <p>Levels 1 – 3: Create a word wall of respectful words for daily use in the classroom.</p>	<p>Discussion and stories of conflict</p> <p>Cooperative learning</p> <p>Modeling</p> <p>Creative thinking</p> <p>Role play</p> <p>Creative expression</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction.</p> <p>Teacher assessment of students’ activities.</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Self and Interpersonal Relationships

SUB GOAL 1: Examine the characteristics of the individual, family, school, and community in order to build strong healthy relationships and improve lifestyle choices.

STANDARD 1.5: Demonstrate the ability to use knowledge, life skills and health enhancing strategies to address risky behaviours.

OBJECTIVES 1.5.1: Recognize helpful and harmful drugs and their effects on the body (Knowledge)
Respect rules regarding the use of drugs (Attitude)
Demonstrate responsibility and willingness to avoid harmful drugs (Skill)

LIFE SKILLS: **Social:** Cooperation and Negotiation and Refusal
Cognitive: Decision-making, Problem-solving, Critical and Creative thinking,
Emotional / Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Drugs change the way your body works.</p> <p>Medicines are helpful drugs. Other drugs such as alcohol, tobacco, cigarettes marijuana and cocaine can harm you.</p> <p>Chocolate, some kinds of coffee and tea, and some soft drinks also contain a drug. This drug is not good for you if you get too much of it.</p> <p>Harmful Effects of Drugs: -Drugs can make it hard to think clearly. Then you might make bad decisions -Drugs can make you want to hurt people -Drugs can stop your body from growing and functioning properly</p> <p>Saying no to harmful drugs protect your body and keep you safe.</p>	<p>Level 1. Working in small groups, compile a poster board of harmful drugs.</p> <p>Level 2: Make a list of what drugs they have heard about that are against the law and are harmful to their health.</p> <p>Level 3: Write a statement on ‘Why you should stay drug free’</p> <p>Levels 1 – 3: Create jingles or rap to encourage others to say ‘NO’ to harmful drugs. Discussion on the difference between medicines and other drugs.</p>	<p>Role play</p> <p>Guest presenters: Representatives from various organizations e.g. pharmacists, Bahamas Pharmacy Association, Bahamas National Drug Council, Drug Enforcement Unit, Adolescent Health.</p> <p>Cooperative learning</p> <p>Artistic expression</p> <p>Creative writing</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Oral presentation</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005)

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Explore the similarities and differences between males (men) and females (women) (Knowledge)
Show appreciation for each other as they work and play together (Attitude)
Demonstrate advocacy skills for equality of males and females (Skill)

LIFE SKILLS:
Social: Advocacy, Cooperation and Communication
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Individuals are born either male (boy) or female (girl).</p> <p>Similarities in Males and Females: Both males and females have similar bodily functions e.g. breathe, eat, sleep, think, etc. Both males and females are needed to have a baby. Both males and females can produce a family to love and provide support. Both males and females can participate in any activities, hobbies or careers in which they have interests. Both males and females can express emotions and sensitivity e.g. crying, laughing, empathy, etc. Both males and females need to be in good health (physical, mental, and spiritual health) in order to produce a happy, healthy and productive family.</p>	<p>Level 1: Identify ways in which boys and girls are (a) alike; (b) different</p> <p>Level 2: Create a story “How We Are All Alike and What Makes Us Different”</p> <p>Level 3: (a) Investigate social messages about male and female behaviours e.g. boys should not wear pink; Girls should not play with trucks and cars; Playing with dolls makes a boy a ‘sissy.’ etc. (b) Are there any changes in this view over the years?</p>	<p>Brainstorming</p> <p>Guest presenters</p> <p>Research</p> <p>Creative Expression</p> <p>Cooperative learning</p> <p>Story telling</p> <p>video clip</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (Adapted from CARICOM HFLE Regional Standard 4, 2005).

STANDARD 2.1: Discuss and analyze the characteristics of human sexuality.

OBJECTIVES 2.1.1: Explore the similarities and differences between males (men) and females (women) (Knowledge)
Show appreciation for each other as they work and play together (Attitude)
Demonstrate advocacy skills for equality of males and females (Skill)

LIFE SKILLS:
Social: Advocacy, Cooperation and Communication
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITIES	TEACHING AND EVALUATION STRATEGIES
<p>Differences in Males and Females Men and women have different reproductive organs Women menstruate while men do not. Only women can become pregnant. Women develop breasts that are usually capable of breast feeding after birth (lactating), while men do not breast feed. Men generally have more massive bones than women (heavier in weight).</p>	<p>Levels 1 – 3: Conduct research on the similarities and differences between males and females. (a) List and identify the reproductive organs in males. (b) List the reproductive organs in females (c) Explain why only females can become pregnant. (d) Explain why only females can give birth and breast feed. (e) Explain why men are heavier than women.</p>	<p>Brainstorming Guest presenters: School Health Nurse Research Creative Expression Cooperative learning Story telling Video clip Tests and quizzes will be given when appropriate Teacher observation of students’ interaction Teacher assessment of students’ activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.2: Examine issues that affect their sexuality.

OBJECTIVES 2.2.1: Differentiate between appropriate and inappropriate sexual behaviours (Knowledge)
Appreciate their uniqueness and special talents (Attitude)
Demonstrate actions to stay safe around familiar people and strangers (Skill)

LIFE SKILLS: **Social:** Refusal, Advocacy, Communication, Interpersonal relationships and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Self-acceptance

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Children seek love and attention from family members, peers, and other adults.</p> <p>Children have the right to tell others not to touch their bodies when they don't want to be touched They should tell an adult (police, teacher, nurse, guidance counselor or parent) if someone touches them inappropriately. (Review Grade 1, Standard 2.2: <i>Appropriate and Inappropriate Touches.</i>)</p> <p>If children feel uncomfortable when someone touches them they should say 'no', get away from the situation, "go" and "tell" a trusted adult what happened.</p> <p>If someone touches them and tells them to keep it a secret, they should always tell an adult anyway.</p> <p>Children should not talk to or give out information to strangers, especially when they are home alone. They should not take short cuts especially in wooded areas.</p>	<p>Level 1: List ways to stay safe when approached by a stranger</p> <p>Level 2: Describe how familiar people can hurt or make children feel uncomfortable.</p> <p>Level 3: Demonstrate how to access help from the police, teacher, nurse, guidance counselor and parent.</p> <p>Levels 1 – 3: Create a poster on Safety Tips: Say No, Go and Tell. Draw a chart comparing a) safe and unsafe places and b) safe and unsafe social behaviours.</p>	<p>Brainstorming</p> <p>Guest presenters</p> <p>Artistic expression</p> <p>Written expression</p> <p>Role play</p> <p>Video clip</p> <p>Journaling</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Sexuality and Sexual Health

SUB GOAL 2: Develop action competencies to reduce vulnerability to risky behaviours including STIs, HIV and AIDS (**Adapted from CARICOM HFLE Regional Standard 4, 2005**)

STANDARD 2.3: Demonstrate knowledge of the causes, effects and treatment of STIs, HIV and AIDS.

OBJECTIVES 2.3.1: Differentiate between communicable and non communicable diseases (Knowledge)
Appreciate the way their bodies function in disease prevention (Attitude)
Practice good hygiene and healthy habits for disease prevention (Skill)

LIFE SKILLS: **Social:** Advocacy, Communication and Cooperation
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Diseases are classified as communicable and non-communicable.</p> <p>Communicable diseases are spread from person to person e.g. pink eye, colds, flu, chicken pox, strep throat, HIV Virus, STIs, etc. (Review Grade 1, Standard 2.3: HIV and AIDS)</p> <p>Non-communicable diseases are not spread from person to person. They may be caused by elements in the environment, nutritional deficiencies, lifestyle choices or genetic inheritances.</p> <p>Non-communicable diseases include: Asthma, cancer, heart disease, downs syndrome, diabetes, stroke, etc. These are called life style diseases and are results of what we eat and how we live.</p> <p>Preventive Measures Communicable Diseases: (Review Grade 1, Standard 2.3: Preventive Measures)</p>	<p>Level 1: Create a chart of communicable and non-communicable diseases.</p> <p>Level 2: Explain the difference between communicable and non communicable diseases.</p> <p>Level 3: Research (Identify) some ways to prevent the spread of non-communicable diseases.</p> <p>Levels 1 – 3: Practice protecting the body from harm by learning various preventive measures e.g. hand washing and cough etiquette (covering nose and mouth when coughing and sneezing).</p> <p>Create a book mark of some healthy habits.</p>	<p>Brainstorming</p> <p>Research</p> <p>Guest presenter – School nurse or Health professional in the community.</p> <p>Artistic expression</p> <p>Cooperative learning</p> <p>Demonstration</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.1: Recognize the relationship between food choices and lifestyle diseases such as type II diabetes 2, hypertension, heart disease, etc.

OBJECTIVES 3.1.1: Recognize the importance of food to the body (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Some foods are more healthful than others. (Review Grade 1 lesson on healthy foods)</p> <p>Unhealthy foods tend to be significantly less nutritious and harmful to the body. These foods and snacks are high in added sugar, fat and salt.</p> <p>Foods such as soft drinks, some cereals, candies, candy bars, cakes, cookies and chips, French fries (fried) are generally high in sugar, fat and salt.</p> <p>Foods prepared with oils are high in fat.</p> <p>Foods that are high in sugar, fats or salt, can cause health problems in children and adults e.g. overweight, obesity, diabetes, high blood pressure, etc.</p> <p>When preparing meals, purchasing or eating foods, choose foods that are low in sugar, fat and salt.</p>	<p>Level 1: Compile a list of (a) healthy foods; (b) unhealthy foods. Discuss their effects on the body.</p> <p>Level 2: Examine food and product labels for their nutritional value. Make a list of the (a) healthy foods; (b) unhealthy food items.</p> <p>Level 3: Chart their food selection for one day or week. Document the healthy and /or unhealthy foods consumed. Compile a recommended list of healthy foods and snacks.</p> <p>Levels 1 – 3: Create an advertisement promoting healthy food choices.</p>	<p>Brainstorming</p> <p>Self-expression</p> <p>Research</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate.</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: One (2)

THEME: Nutrition and Physical Activity

SUB GOAL 3: Demonstrate healthy food choices and engage in regular physical activity.

STANDARD 3.2: Examine how the Dietary Guidelines for The Bahamas can be used to make informed food choices.

OBJECTIVES 3.2.1: Recognize the benefits of foods classified in The Bahamas Dietary Guidelines (Knowledge)
Appreciate eating healthy foods and snacks (Attitude)
Apply decision-making skills to make healthy food choices (Skill)

LIFE SKILLS: **Social:** Cooperation, Negotiation, Refusal and Advocacy
Cognitive: Decision-making, Critical and Creative thinking
Emotional/Coping: Self-awareness, Self-acceptance and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES																		
<p>The Dietary Guidelines provide an outline of what should be eaten daily. People should make healthy choices when selecting foods from these food groups.</p> <p>Benefits of Foods in the Dietary Guidelines</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Food</th> <th style="text-align: center;">Benefit</th> </tr> </thead> <tbody> <tr> <td colspan="2">1. Cereals and Starchy Vegetables</td> </tr> <tr> <td>bread, potato, grits, pasta, cereals, rice</td> <td>- Provides the body with energy</td> </tr> <tr> <td colspan="2">2. Vegetables</td> </tr> <tr> <td>lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato</td> <td>- Provides fiber - Foods are naturally low in fat</td> </tr> <tr> <td colspan="2">3. Fruits</td> </tr> <tr> <td>mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,</td> <td>- Provides fiber - Foods are naturally low in fat</td> </tr> <tr> <td colspan="2">4. Meats and Dairy</td> </tr> <tr> <td>Fish, chicken, turkey, beef, pork, cheese, eggs, milk</td> <td>- Helps the body grow healthy - - Builds strong bones and teeth</td> </tr> </tbody> </table>	Food	Benefit	1. Cereals and Starchy Vegetables		bread, potato, grits, pasta, cereals, rice	- Provides the body with energy	2. Vegetables		lettuce, cabbage, carrot, spinach, broccoli, spinach, tomato	- Provides fiber - Foods are naturally low in fat	3. Fruits		mangoes, grape, banana, dilly, apple, pineapple, orange, , dillies, peaches,	- Provides fiber - Foods are naturally low in fat	4. Meats and Dairy		Fish, chicken, turkey, beef, pork, cheese, eggs, milk	- Helps the body grow healthy - - Builds strong bones and teeth	<p>Review the Dietary Guidelines for The Bahamas and complete the following:</p> <p>Level 1: List the seven food groups on the Dietary Guidelines.</p> <p>Level 2: Identify foods for each group.</p> <p>Level 3: Describe the health benefits of each group.</p> <p>Levels 1 – 3: Plan a healthy meal (breakfast, lunch or dinner) using foods from the Dietary Guidelines for The Bahamas. Discuss the choices made and whether the choices were healthy.</p>	<p>Brainstorming</p> <p>Research</p> <p>Food preparation</p> <p>Demonstration</p> <p>Creative expression</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>
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**DEPARTMENT OF EDUCATION
HEALTH AND FAMILY LIFE EDUCATION (HFLE) CURRICULUM**

GRADE LEVEL: Two (2)

THEME: Managing the Environment

SUB GOAL 4: Demonstrate lifestyle choices that are in harmony with the environment.

Standard 4.1: Demonstrate knowledge of the environment and its impact on their health and well-being.

OBJECTIVES 4.4.1: Recognize the components of a healthful community (Knowledge)
Appreciate the environment in which they live, work and play (Attitude)
Use decision-making skills to protect the environment in which they live work and play (Skill)

LIFE SKILLS: **Social Skills:** Cooperation, Advocacy and Communication
Cognitive Skills: Decision-making, Problem-solving, Goal-setting, Creative and Critical thinking
Emotional/Coping Skills: Self-awareness and Healthy self-management

CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>The environment is made up of living and non-living things.</p> <p>Living things in the environment include: plants, animals and people.</p> <p>Non-living things in the environment are water, air, land, sunlight, man-made products (roads, buildings, places where people live, work, shop, exercise and play).</p> <p>Benefits of the Living Environment</p> <ul style="list-style-type: none"> - Magnificent species the earth has to offer - Animals provide food, clothes, shelter, companionship and transportation - Wood from trees is used to make many different things - Plants take carbon dioxide out of the air and produce oxygen. This enables us to have oxygen to breathe and reduces the effect of carbon dioxide which has been blamed for global warming as it traps the heat from the sun in that atmosphere. - Forest, trees and other natural ecosystems reduce the risk of catastrophic climate change impacts like floods and droughts 	<p>Level 1: Describe living and non-living environments.</p> <p>Level 2: Classify components of (a) Living Environment; (b) Non-living environment.</p> <p>Level 3: Describe the benefits of a) Living Environment; (b) Non-living environment.</p> <p>Levels 1 – 3: Class project_Have students create a collage representing living and non-living environments. Students will also research and compile a journal of the benefits of the living and non-living things in the environment.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Journal writing</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students' interaction</p> <p>Teacher assessment of students' activities</p>

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CONTENT	ACTIVITY	TEACHING AND EVALUATION STRATEGIES
<p>Benefits of the Non- Living environment</p> <ul style="list-style-type: none"> - Fresh, clean air, water and sunshine - Parks, beaches, walking trails and green spaces for recreation and physical activity - Buildings provide spaces for work, worship, shelter and recreation - Vehicles provide transportation and recreation, <p>Non- Living environments have both direct and indirect effects on the natural environment.</p> <ul style="list-style-type: none"> - Air pollution and climate change can harm water quality and wildlife habitats - Vehicles can cause air pollution - Over foresting and overfishing can reduce trees and fish. <p>Caring for the Environment (Review Grade 1, Standard 4.1: <i>Ways to Keep the Environment Clean</i> for additional information)</p>	<p>Level 1: Describe living and non-living environments.</p> <p>Level 2: Classify components of (a) Living Environment; (b) Non-living environment.</p> <p>Level 3: Describe the benefits of a) Living Environment; (b) Non-living environment.</p> <p>Levels 1 – 3: Class project_Have students create a collage representing living and non-living environments. Students will also research and compile a journal of the benefits of the living and non-living things in the environment.</p>	<p>Brainstorming</p> <p>Research</p> <p>Self-expression</p> <p>Creative expression</p> <p>Journal writing</p> <p>Cooperative learning</p> <p>Tests and quizzes will be given when appropriate</p> <p>Teacher observation of students’ interaction</p> <p>Teacher assessment of students’ activities</p>