

AREA OF STUDY OUTCOMES

Pupils should:

SL1c, SL1d, SL3b, SL2b, SL1e, SL4a, SL2a

CROSS-CURRICULAR OUTCOMES

Pupils should:

SL1c, SL1d, SL1e, SL2a, SL2b, SL3b, SL4a, CP1a, SP1a, SP2a, SP2b, SP3a

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe myself orally in short sentences. 2. Identify myself by using ordinals to show position in family. 3. Drawing pictures to show sequential order in family. 4. Relate short personal experiences orally. 5. Read a short story to answer questions correctly. 	<p>Listening</p> <ul style="list-style-type: none"> - oral discussion/descriptive words. - rhymes/stories - sharing experiences. <p>Writing</p> <ul style="list-style-type: none"> - descriptive words - short personal phrases/sentences - draw order of family members - draw pictures of self - labelling body parts - alphabetical order of family members 	<ul style="list-style-type: none"> • Self evaluation • Labelling • Identification card • Booklets • Observation • Participation • Journals • Peer assessment

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>6. Sequence the names of family members correctly.</p> <p>7. Relate personal information both orally/written.</p> <p>8. Identify words with initial sounds of children's name.</p> <p>9. Describe table ethics.</p> <p>10. Identify parts of the body.</p>	<p>Speaking</p> <ul style="list-style-type: none"> - describe self. - share experiences - use ordinals to count - describe table ethics <p>Reading</p> <ul style="list-style-type: none"> - short stories/sentences - vocabulary words - riddles/rhymes about self. 	

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none">• EL1h, EL2b - Predict/identify a sequence of events.• ST7a - Understand the characteristics of living things, the main categories into which they can be grouped, and how these interrelate with the environment.• H3a - Understand how maintaining a clean environment contributes to their personal health.• EA1e - Explore and experiment to create visual images through use of a variety of artistic tools and media.• EA1f - Use rhythmic body movement to express feeling and emotion.	<ul style="list-style-type: none">• Storybooks• Television• Radio• Cassettes

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: Customs(Culture/Family)

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1b, SL1c, SL1e, SL3b, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 SP1a, SP1b, SP2a, SP2b, SP2c, SP2d, SP2e, SP2f

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe customs in our Community. 2. Relate short folk stories. 3. Draw pictures of clothing used by the various ethnic groups. 4. Sing folk songs/riddles/tongue twisters. 5. Define words. 6. Dramatize people of certain ethnic groups. 	<p>Listening</p> <ul style="list-style-type: none"> - discussion - storytelling - singing - guest speaker - reading <p>Writing</p> <ul style="list-style-type: none"> - drawing - riddles, tongue twisters - short phrases, sentences - descriptive words - short notes 	<ul style="list-style-type: none"> • Presentations (drama) • Participation • Matching • Writing simple sentences • Portfolio • Observation • Reading short notes

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: Customs(Culture/Family)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>7. Associate food to tradition.</p> <p>8. Listen to guest speaker and ask questions.</p> <p>9. Make picture booklets of each ethnic group. describe in short sentences.</p> <p>10. Read short passages.</p> <p>11. Culture-Mother's Day presentation.</p>	<p>Reading</p> <ul style="list-style-type: none"> - riddle - tongue twisters - songs - words - sentences - stories <p>Speaking</p> <ul style="list-style-type: none"> - dramatize - role play - relate folk stories - songs 	

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: Customs(Culture/Family)

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>English Language</p> <ul style="list-style-type: none">▪ EA1f - Use rhythmic body movement to express feelings and emotions.▪ EL2d - Follow instructions/directions▪ EL1e - Identify main ideas and supporting details. <p>Music</p> <ul style="list-style-type: none">▪ EA1a - Sing rounds▪ EA1c - Identify and produce sounds from a variety of instrument <p>Dance</p> <ul style="list-style-type: none">▪ EA1f - Use rhythmic body movement to express feelings and emotions. <p>Culture</p> <ul style="list-style-type: none">▪ SS5b - Understand how the different ethnic groups organize themselves. <p>Math</p> <ul style="list-style-type: none">• M4a - Make reasonable approximations based on relevant life experiences.	<ul style="list-style-type: none">• Community Personnel• Pictures• Reading• Costumes• Folk stories

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: Pets

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1b, SL1c, SL2b, SL3b, SL4a, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1a, SP1a, SP2a, SP2b, SP3a

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe pets in short sentences. 2. Name pets. 3. Classify names of pets in alphabetical order. 4. Associate young/old in relation to animals. 5. Classify pets into wild/tame. 6. Draw/colour pets adequately. 7. Read short stories and answer questions. 	<p>Listening/viewing</p> <ul style="list-style-type: none"> - stories - experiences - video - songs/sounds - various names <p style="text-align: right;">} of animals</p> <p>Speaking</p> <ul style="list-style-type: none"> - interview about pets - sing songs about animals - show and tell (pet) - share observations 	<ul style="list-style-type: none"> • Labelling • Booklets • Observation • Interview • Classification • Association • Presentation • Matching

UNIT/THEME: Pets

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>8. Make a booklet on animals.</p> <p>9. Label animals correctly.</p> <p>10. Listen/associate sounds of animals.</p> <p>11. Sing songs about animals.</p>	<p>Reading</p> <ul style="list-style-type: none"> - read short animal stories - descriptive chart - words of songs - read questions about story/poems/riddles/rhymes <p>Writing</p> <ul style="list-style-type: none"> - draw and colour pets - answer questions in sentences - arrange in order names of animals - form booklets about animals 	

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: Pets

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none">• EL1e - Identify main idea and supporting detail.• EL3d - Produce work that is legible.• EL4a - Express ideas and opinions,• EL4e - Ask questions and give information.• ST7a - Understand characteristics of living things. Group category and interrelationship with environment.• EA1a - Sing rounds.• WT5a - Identify a simple problem/need.	<ul style="list-style-type: none">• Stories• Videos• Guest speaker• Pictures• Realia

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: School/Field Trips/Games

AREA OF STUDY OUTCOMES

Pupils should:

SL1a, SL1c, SL1d, SL1e, SL2b, SL3a, SL3b, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2a, SP2b, SP2d, SP2e, SP2f, SP2h, SP3a, SP3b

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe school in short sentences. 2. Identify buildings using cardinal points. 3. List the names of all teachers in school in sequential order/order of class. 4. Relate experiences of field trips. 5. Draw a map of school/label important places. 6. Draft/interpret the class time tables. 	<p>Listening</p> <ul style="list-style-type: none"> - relating to experiences - to instructions and direction - story telling <p>Writing</p> <ul style="list-style-type: none"> - labeling - listing in sequential order (names, numbers - ordinals) - days of the week - write short simple phrases/sentences - draw map of school 	<ul style="list-style-type: none"> • Observation • Oral Speech • Questioning (Oral & Written) • Presentation of reports • Vocabulary file

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: School/Field Trips/Games

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>7. Participate in games (Spanish)</p> <p>8. Read a short story to answer questions.</p> <p>9. Narrate a game you like.</p> <p>10. Define words as used in context.</p> <p>11. Identify places in school compound (Spanish).</p>	<p>Reading</p> <ul style="list-style-type: none"> - read words, sentences. - short simple story. - read instructions. <p>Speaking</p> <ul style="list-style-type: none"> - discuss - relate/share experiences - identify labels 	

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II

UNIT/THEME: School/Field Trips/Games

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none">• EL1k - Interpret and follow instructions/directions.• EL1c - Read fluently with appropriate intonation and expression for information and pleasure.• EL1d - Follow instructions/directions.• ST8b - Understand the natural processes which support and maintain the environment.• ST1a - Understand some of the changes in living things and their environment (life human)• M5a - Collect, analyze and present data using chart, graphs, tables and diagrams.• M3a - Measure capacity, distance, weight and time.• EA1g - Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.	<ul style="list-style-type: none">• Environment• Story book• Pictures

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1b, SL1c, SL1d, SL1e, SL2a, SL2b, SL3b, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1a, CP1b, CP1c, SP2a, SP2b, SP2d, SP2e, SP2f

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe types of celebration in short sentences. 2. Sequence celebration according to months of the year. 3. Draft a birthday calendar. 4. Describe types of recreation available in our community. 5. Identify/describe places of recreation. 	<p>Listening</p> <ul style="list-style-type: none"> - Listen to songs/rhymes/riddles/jokes. - Express opinions/likes and dislikes. - Sharing experience. - Stories/folkstories. <p>Speaking</p> <ul style="list-style-type: none"> - Sharing expectation about party. - Predict what will happen. - Discuss/draw conclusion. - Retell stories. - Describe recreational places. 	<ul style="list-style-type: none"> • Participation (oral discussion.) • Pronunciation • Matching • Portfolio • Observation • Interview • Presentation • Group evaluation

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
6. Read and answer questions on stories about celebrations. 7. Write a short invitation to a birthday party. 8. Sing spanish song.	Writing - write short phrases/sentences - write rhymes/riddles Reading - read short, simple sentences - read rhymes/riddles/jokes - read tong twisters	

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none"> ▪ EL1d - Context clues to interpret selection. ▪ EL1I - Identify sequence of events. ▪ EL3d - Produce work that is legible and acceptable. ▪ M4a - Make reasonable approximations based on relevant life experiences. ▪ SS5b - Understand how the different groups organize themselves. ▪ EA1a - Sing rounds. 	<ul style="list-style-type: none"> ▪ Environment ▪ Tape recorder ▪ Cassette ▪ Pictures ▪ Charts ▪ Videos ▪ Puppet

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL2e, SL2b, SL3b, SL4a, SL4b

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1a, SP1c, SP2a, SP2b, SP2c, SP2d, SP2e, SP2f, SP2h, SP3a, SP3b

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Use adjectives to describe people and clothing in short sentences orally. 2. Drawing/associating people to regional areas. 3. Defining vocabulary words using context clues. 4. Associating uniforms to workers using sentences orally. 5. Relating their aspirations in relation to the people they want to be. 	<p>Listening/viewing</p> <ul style="list-style-type: none"> - stories - videos - guest speaker - booklet - pictures - clothing <p>Speaking</p> <ul style="list-style-type: none"> - stories - guest speaker - questioning - dramatization - singing 	<ul style="list-style-type: none"> • Portfolio • Relating stories • Writing simple sentences • Reports • Vocabulary words • Booklets

UNIT/THEME: PEOPLE

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>6. Write a report on a character of their choice.</p> <p>7. Ask relevant questions to invited guest.</p> <p>8. Relate/read stories about people.</p> <p>9. Make oral riddles.</p> <p>10. Dramatize/role play role models</p> <p>11. Sing songs of famous people.</p> <p>12. Make a booklet on people around the world.</p>	<p>Reading</p> <ul style="list-style-type: none"> - stories - pictures - sentences <p>Writing</p> <ul style="list-style-type: none"> - sentences - reports - words and meaning - riddles 	

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II THIRD TERM

UNIT/THEME: PEOPLE

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>English Language - all outcomes in (a) Reading, (b) Writing, (c) Listening, (d) Speaking.</p> <ul style="list-style-type: none">• ST8a - Understand the natural processes which support and maintain the environment.• ST8b - Understand the need for protection, care and responsible use of the environment.• M4a - Make reasonable approximations based on relevant life experiences.• M5a - Collect, analyze and present data using charts, graphs, tables and diagrams.• SS3a - Understand how the Government of Belize is organized in order to provide for the needs of the people.	<ul style="list-style-type: none">• Story books• Personnel• Songs• Clothes• Pictures

AREA OF STUDY OUTCOMES

Pupils should:

SL1a, SL1c, SL1d, SL2b, SL3a, SL3b, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP/a, SP/c, SP2a, SP2b, SP2d, SP2e, SP3b

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe places orally in short sentences. 2. Label/list imported articles. 3. List names of places in sequential order. 4. Associate foods with countries nearby. 5. Describe flags of neighbouring countries in short sentences. 6. Interview people of different places. 7. Describe clothing of various countries. 	<p>Listening</p> <ul style="list-style-type: none"> - guest speaker - videos - stories - pictures - clothing - food - report <p>Speaking</p> <ul style="list-style-type: none"> - stories - guest speaker - singing 	<ul style="list-style-type: none"> • Label • List • Associate • Relate • Describe • Interview • Book report • Read • Answer questions orally and written • Colour • Research

UNIT/THEME: Places

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>8. Give/follow directions in food preparations.</p> <p>9. Develop book reporting skills written/orally</p> <p>10. Relate/read short stories to answer questions.</p> <p>11. Definition of vocabulary words contextually.</p>	<p>Reading</p> <ul style="list-style-type: none"> - stories - pictures - labels - paragraphs <p>Writing</p> <ul style="list-style-type: none"> - sentences - passages - reports - booklets - riddles 	

AREA OF STUDY: SPANISH LANGUAGE

STANDARD II THIRD TERM

UNIT/THEME: Places

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>All English outcomes of (a) Reading, (b) Speaking, (c) Listening, (d) Writing</p> <ul style="list-style-type: none">▪ M4a - Make reasonable approximations based on relevant life experiences.▪ SS5a - Understand how the different ethnic groups organize themselves.▪ H3a - Understand how maintaining a clean environment contributes to their personal health.	<ul style="list-style-type: none">▪ Storybooks▪ Flags▪ People in community

AREA OF STUDY OUTCOMES

Pupils should:

SL1a, SL1c, SL1d, SL2b, SL3a, SL3b, SL4a, SL4b

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1b, SP1c, SP2a, SP2d, SP2f, SP3b

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ol style="list-style-type: none"> 1. Describe creation in short sentences. 2. Sequencing creation orally and in pictures. 3. Arranging the pictures of creation using ordinals. 4. Naming/arranging days of the week in sequential order. 5. Describe a scene orally. 6. Make a picture booklet on creation. 7. Describe pictures in short sentences. 	<p>Listening</p> <ul style="list-style-type: none"> - stories - videos - guest speaker <p>Speaking</p> <ul style="list-style-type: none"> - stories - words & meaning - puppetry - singing <p>Reading</p> <ul style="list-style-type: none"> - stories - pictures - booklets - sentences 	<ul style="list-style-type: none"> • Dramatize • Writing sentences • Portfolio • Vocabulary • Matching • Observation • Oral speaking

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
8. Read/listen to a short story to answer questions. 9. Describing family in sentences. 10. Singing songs on creation.	Writing <ul style="list-style-type: none"> - sentences - booklets - sequencing pictures - ordinal days of week 	

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none"> • EL11 - Identify a sequence of events • EL2d - Follow instructions/directions. • EL2e - Interpret and respond appropriately to messages conveyed through visual images and tone of voice. • EL3d - Produce work that is legible. • EL4a - Express ideas and opinions. • ST1a - Understand changes in living things from pre-historic time, • ST8a - Understand the natural processes which support the environment. • M4b - Use logical reasoning based on meaningful data to draw conclusion of likely occurrence. • SS4b - Understand the division of earth's land and water and physical features. • EA1e - Explore and experiment to create using various tools. 	<ul style="list-style-type: none"> • Pictures • Storybooks • Personnel • Video • Cassettes

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1d, SL1e, SL2b, SL3a, SL3b, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1b, CP1c, SP2a, SP2b, SP2f

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Community</u></p> <ol style="list-style-type: none"> 1. Important people in the community. Discussion e.g.policeman, teacher, alcalde, etc. 2. Writing and mapping important places. 3. Giving directions within a community e.g. How to find the police station 4. Write/recite tongue twisters related to the community. 5. Sharing poems about the community. 	<p><u>Listening/Viewing/Speaking/Reading/Writing</u></p> <ul style="list-style-type: none"> • Discuss about their immediate community. E.g. where to find important places. • Matching words to pictures. • Discussion on simple maps about the community. • Reporting on group work e.g. after mapping the streets of their community. • Reciting tongue twisters. • Drawing their neighbourhoods. 	<ul style="list-style-type: none"> • Presentations • Observations • Reporting • Matching • Discussion • Reciting

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Industry</p> <ul style="list-style-type: none"> • Discussion on the importance of industry. • Name of industries found in the districts. • Pollutions due to industries. • Simple sentences about industries. • Sequencing in alphabetical order names of industries. • Analyzing/presenting advertisement to promote a product. 	<p><u>Listening/Viewing/Speaking/Reading/Writing</u></p> <ul style="list-style-type: none"> • Resource person to talk on industries within the district e.g. video on the sugar industry. • Listing names of industries found in the district. • Simple research on industries. • Presentation of group work. • Arranging names of industries in alphabetical order. 	<ul style="list-style-type: none"> • Discussion • Presentation • Re-writing simple sentences • Observation • Arranging words in order beginning with first letter • Booklet • Listing

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Conservation</u></p> <ul style="list-style-type: none"> • Discuss the biblical theory of Creation. • Discuss/describe conservation e.g. flora/fauna, marine life, atmosphere. • Write simple sentences. • Information (guest speaker) on specific conservation areas e.g. Honey Camp, Programme for Belize. • Read passages/stories about conservations, vocabulary building • Note taking techniques. 	<p><u>Listening/Viewing/Speaking/Reading/Writing</u></p> <ul style="list-style-type: none"> • Discussion on a) theory of Creations, b) Conservation importance • Rewriting sentence about Conservation • Guest speaker • Teacher explain the note taking technique. • Children take notes on topics discussed. • Read passages/stories • Writing and studying vocabulary work from passage. 	<ul style="list-style-type: none"> • Observation • Cross checking notes taken • Re-writing sentences and vocabulary words • Re-telling/summarizing content of a speech • Oral reading • Answering questions from passages • Cross word puzzles for vocabulary words.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Communication</u></p> <ul style="list-style-type: none"> • Writing the various forms of communication in Belize. • Discussion on (i) proper use of a means of communication e.g. announcement /television/ radio • Research on modern and old methods of communication. 	<p><u>Listening/Viewing/Speaking/Reading/Writing</u></p> <ul style="list-style-type: none"> • Discussing/reporting the various forms of communication in Belize e.g. ways they can be used. • Write simple sentences. • Presenting a simple research - field trips. • Visiting communication centres e.g. Radio Station, B.T.L. Office, Post Office, Printing Press, etc. • Collect examples of various means of communication e.g. taping a radio announcement, newspaper clippings. 	<ul style="list-style-type: none"> • Group work • Displays • Re-writing • Oral presentation • Observation • Discussion • Note taking

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Transportation</u></p> <ul style="list-style-type: none"> • Interpreting pictures dealing with transportation. • Listing in alphabetical order the names of bus lines. • Mapping routes of the various bus lines. • Interviewing key persons about transportation. (note taking) e.g. Transport Department Officer. • Manager of bus line. • Listing the various means of transportation land, air, water. • Drawing/discussing about the various means of transportation. 	<p><u>Listening/Viewing/Speaking/Reading/Writing</u></p> <ul style="list-style-type: none"> • Discussing picture charts of transportation. • Writing short sentences, filling in the blanks. • Matching names with pictures. • Listening to Guest Speakers (speeches) e.g. Bus Line Manager, Transport Department Officer. • Making models of the means of transportation. • Tallying the types of vehicles travelling in a specific street. 	<ul style="list-style-type: none"> • Discussion • Writing • Matching • Filling in the Blanks • Drawing • Models of Transportation • Games related to transportation.

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>Spanish Language - links to the listening, writing, reading and speaking outcomes.</p> <p>English EL1a - Use context - clues to read a selection. EL1c - Read fluently with appropriate intonation and expression for information. EL1e - Identifying main ideas and supporting details. EL1l - Identify a sequence of events EL1k - Interpret and follow instructions/directions EL2a - Identifying main ideas and supporting details. EL2b - Identify a sequence of events EL2d - Follow instructions and directions. EL2e - Interpret and respond appropriately to messages conveyed through visual images and tone of voice. EL4a - Express ideas and opinions EL4b - Use the correct pronunciation and appropriate intonation and stress. EL4c - Use appropriate language to share ideas to convince and express feelings. EL4e - Ask questions and give information. EL4g - Use body language and gestures appropriate so speech.</p>	<ul style="list-style-type: none"> • Resource person • Pictures • Models • Tape recorder/cassette • VCR/videos • Books e.g. story books • Toys/objects • Puppet theatre/puppets • Flip chart • Cinema box • Games • Puzzles

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>Science</p> <p>ST8b - Understand the need for protection, care and responsible use of the environment.</p> <p>Mathematics</p> <p>M4b - Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event.</p> <p>M5a - collect, analyze and present data using charts, graphs, tables and diagrams.</p> <p>Expressive Arts</p> <p>EA1a - Sing rounds EA1f - Use rhythmic body movements to express feelings and emotions.</p> <p>Health</p> <p>H3a - Understanding how maintaining a clean environment contributes to their personal health.</p> <p>Physical Education</p> <p>H4a - Engage in physical activities that promote interpersonal skills and healthy life styles.</p> <p>Work and Technology</p> <p>WT5a - Identify a simple problem/need</p>	

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1b, SL1c, SL1d, SL2a, SL2b, SL3a, SL3b, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1b, CP1c, SP2a, SP2b, SP2f

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Volunteers</u> Information on volunteers</p> <ul style="list-style-type: none"> • Lions Club • Red Cross • Vocabulary development • Recite short poems and riddles. • Simple sentences/paragraph 	<ul style="list-style-type: none"> • Resource personnel • Match signs with words (pertaining to the organizations) • Copy and recite short poems and riddles. • Form groups and role play the activities of the organization of their choice. • Construct sentences. 	<ul style="list-style-type: none"> • Matching • Reporting • Oral conversation • Drawing • Presentation

UNIT/THEME: Workers

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Vocational</p> <ul style="list-style-type: none"> • Name and describe various jobs. • Vocational information of given topic • Importance of vocation in the community. • Simple sentences/ paragraph/short stories • Riddles/poems/songs 	<ul style="list-style-type: none"> • Oral discussion • Picture discussion • Dialogue • Role play • Presentations • Construct simple sentences • Listen to short stories 	<ul style="list-style-type: none"> • Presentation • Oral discussion • Role play • Reporting • Writing • Listening

UNIT/THEME: Workers

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Domestic</u></p> <ul style="list-style-type: none"> • Vocabulary development on domestic work. • Short stories • Helping at home (chores done at home) • Short dialogues • Importance of domestic work/workers 	<ul style="list-style-type: none"> • Listen to short stories. • Picture discussion. • Matching picture with words. • Vocabulary development • Sentence strips • Vocabulary building • Picture reading 	<ul style="list-style-type: none"> • Matching • Presentations • Dramatization • Role play • Observation • Oral expression

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Professional</u></p> <ul style="list-style-type: none"> • Vocabulary building (teacher - maestro, maestra) • Writing short simple sentences to describe a profession. • Drawing of tools. • Role playing of various profession. • Short comic strips about professionals and their jobs. • Riddles, poems, songs. 	<ul style="list-style-type: none"> • Role play • Field trips • Picture discussion • Matching • Group wrk • Vocabulary building • Sentence strip • Dramatization • Guided discovery learning • Picture reading 	<ul style="list-style-type: none"> • Puzzle • Drawing • Matching • Observation • Oral expression • Brainstorm • Presentation • Matching

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Entertainers</u></p> <ul style="list-style-type: none"> • Names of different types of workers e.g. clowns, artist. • Write simple sentences about entertainers. • Imitation of different entertainers e.g. <ul style="list-style-type: none"> - reciting jokes - imitating D.J.'s - singing popular songs 	<ul style="list-style-type: none"> • Picture discussion on different types of workers e.g. <ul style="list-style-type: none"> - chart displays on workers - fill in the blanks, etc. • Rhymes and poems about entertainers. • Imitating popular artist. • Role playing 	<ul style="list-style-type: none"> • Discussion • Singing • Reciting • Role playing • Presentations

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>Spanish Languages Writing/Listening/Viewing/Speaking, Reading "All the outcomes in Spanish are used".</p> <ul style="list-style-type: none"> • English • EL1c - Read fluently with appropriate intonation and expression for information and pleasure. • EL1e - Identifying main ideas and supporting details. • EL1j; EI2b - Identify a sequence of events • EL2d - Follow instructions/directions • EL2e - Interpret and respond appropriately to messages conveyed through visual images and tone of voice. • EL3d - Produce work that is legible and acceptable. • EL4a - Express ideas and opinions • EL4b - Use the correct pronunciation and appropriate intonation and stress. • EL4c - Use appropriate language to share ideas to convince and express feelings. • EL4e - Ask questions and give information. • EL4g - Use body language and gestures appropriate to speech. 	<ul style="list-style-type: none"> • Resource personnel • Pictures/Visual Aids • Video tapes/Slides • Recorded cassettes • Realia • Toys • Games • Play shop • Books

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>Science</p> <ul style="list-style-type: none"> ST8b - Understand the need for protection, care and responsible use of the environment. <p>Mathematics</p> <ul style="list-style-type: none"> M2a - Understand the geometric properties of some common 2 dimensional and 3 dimensional shapes. M3b - Use and convert coins and bills up to \$100.00. M4a - Make reasonable approximation based on relevant life experiences. <p>Social Studies</p> <ul style="list-style-type: none"> SS2c - Understand how people use the natural resources of Belize. SS5a - Understand the way of life in Belize in relation to Central America, North America and the Caribbean. <p>Expressive Arts</p> <p>EA1a - Sing rounds EA1g - Explore and experiment to create visual images through the use of a variety of concrete materials in the environment.</p>	

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1c, SL1d, SL3a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1b, CP1c, CP2a, SP2b, SP2f

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Types of Industries</u></p> <ul style="list-style-type: none"> • Vocabulary building • Pronunciation etc. • Flow chart on industries. • Show raw materials relating to end product e.g. cane - english azúcar - spanish • Write sentences or paragraphs about industries in Spanish. • Read sentences or paragraphs about industries in Spanish. • Matching industries to their respective districts orally e.g. Orange - Stann Creek Naranja - Stann Creek 	<p><u>Listening/Viewing/Speaking/Reading/Writing</u></p> <ul style="list-style-type: none"> • Reading orally • Answering questions orally • Vocabulary • Listening and reporting • Matching 	<ul style="list-style-type: none"> • Reading • Matching • Oral presentations • Listening • Note taking (copying of resources)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Imports/Exports</u></p> <ul style="list-style-type: none"> • Vocabulary building e.g. economy- economía • Pronunciation - imports – importados, etc. • Importance of imports and exports • Simple sentences • Short stories • Classification of products/labels 	<p><u>Reading/Writing/Viewing/Listening</u></p> <ul style="list-style-type: none"> • Vocabulary • Brainstorming • Discussion • Writing of words • Collection of pictures and labels of products. 	<ul style="list-style-type: none"> • Presentations • Discussion • Matching • Classifying • Reporting

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Trade/Currency</u></p> <ul style="list-style-type: none"> • Terms/vocabulary of topic e.g. currency - monedas; trade - intercambio • Describe and identify Belize and neighbouring country's currency e.g. pesos, quetzal, dólares. • Advantages and disadvantages of shopping in neighbouring countries. • Setting of play shop (with listing in spanish) • Importance of trade and value of currency. 	<p><u>Listening/Viewing/Reading/Writing/Speaking</u></p> <ul style="list-style-type: none"> • Relating experiences when shopping in neighbouring countries. • Role play • Vocabulary building • Classifying of money • Short conversation • Dialogue • Identifying value of currency (e.g. least value to greatest) 	<ul style="list-style-type: none"> • Role play • Games • Labelling • Identifying • Classifying • Matching • Sequencing

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Farming/Diversification</u></p> <ul style="list-style-type: none"> • Vocabulary building e.g. fruits – frutas, etc. • Reading short sentences • Resource Personnel/guest speaker <ul style="list-style-type: none"> → El árbol - the tree • Songs, poems. • Describing scenes e.g. cabbage - repollo, libra, bolsa • Market scenery • Animal seen on a farm. 	<ul style="list-style-type: none"> • Vocabulary development • Role play (market scenery) • Oral expression • Sentence strip • Group work • Reporting • Field trip • Discussion • Arranging in alphabetical order • Field trip 	<ul style="list-style-type: none"> • Analyzing • Inferences • Matching • Dramatizing • Oral expression • Puzzles • Reporting • Arranging words in alphabetical order

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Pollution</u></p> <ul style="list-style-type: none"> • What is pollution? • Vocabulary building • Resource Personnel • Simple sentences/translation "No tire basura." • Simple poems. • Posters and drawings. 	<ul style="list-style-type: none"> • Oral discussion • Nature walk/field trip • Writing own songs/poems. • Picture drawing based on topic. • Oral presentation. 	<ul style="list-style-type: none"> • Research for posters. • Making of flyers/posters • Presentation/reporting • Educational trip • Puzzles • Reciting • Presentation on work

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>Spanish Language - links with Listening/Writing/Reading/Speaking</p> <p>English</p> <ul style="list-style-type: none"> • EL1I - Identify sequence of events. • EL2e - Interpret and respond appropriately to messages conveyed through visual images and tone of voice. • EL4a - Express ideas and opinions. • EL4c - Use appropriate language to share ideas to convince and express feeling <p>Science</p> <ul style="list-style-type: none"> • ST5a - Understand time in relation to earth's rotation and orbit around the sun; and the moon's orbit around the earth. • ST8b - Understand the need for protection, care and responsible use of the environment. <p>Mathematics</p> <ul style="list-style-type: none"> • M3b - Use and convert coins and bills up to \$100.00. <p>Social Studies</p> <ul style="list-style-type: none"> • SS2c - Understand how people use the natural resources of Belize. • SS5a - Understand the way of life in Belize in relation to Central America, North America and the Caribbean. <p>Expressive Arts</p> <ul style="list-style-type: none"> • EA1a - Sing rounds 	<ul style="list-style-type: none"> • Games • Puzzles • Flash cards • Newspapers, magazines • Maps • Globes • Guest speaker • Pictures • Models • Tape recorders/cassette • VCR/Videos • Books - e.g. storybooks

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>Health</p> <ul style="list-style-type: none"> • H3a - Understand how maintaining a clean environment contributes to their personal health. <p>Work and Technology</p> <ul style="list-style-type: none"> • WT2b - Understand some of the processes within Belize's industrial sectors. • WT3b - Understand how regional and global trading links affect the capacity of Belize to create wealth. 	<ul style="list-style-type: none"> • Puppets • Flip charts/pocket chart • Cinema box

AREA OF STUDY OUTCOMES

Pupils should:

SL1a, SL1c, SL1d, SL4a, SL2b, SL3b

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP1a – Recognize the values associated with choices

SP2b –Express their opinions and feelings in a socially acceptable way

SP3a – Assess their needs/interests

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Listening</u></p> <ul style="list-style-type: none"> • Stories about birthdays. • Show and tell objects e.g. birthday gifts • Songs/rhymes/jingles/ Poems • Instructions/directions e.g. games. • Simple dialogues <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Naming guests, food, games, objects. • Singing/reciting poems/ rhymes. • Naming objects in alphabetical order • Greetings/picture discussions • Incidents and experiences 	<ul style="list-style-type: none"> • Discussion • Retelling stories – tapes, cassettes, etc. • Descriptions e.g. songs, poems, rhymes, etc. • Sharing opinions, ideas, games, poems, songs • Writing names, sentences, notes, messages, etc. • Discussing/writing sentences. • Guest speaker to address class. • Games, skits, pantomimes. • Booklets for children to write spanish exercise. 	<ul style="list-style-type: none"> • Interviews/questioning • Dialogues • Recording • Oral summary • Quizzes • Word completion • Sentence completion • Booklet • Portfolio • Diary

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Idiomatic expressions e.g. ¡Qué elegante! • Dialogues/translation of words e.g. Nouns, verbs, adjectives <p><u>Writing</u></p> <ul style="list-style-type: none"> • Names of guests, objects, food etc. • Short messages, notes, invitations • Greeting words • Short sentences, directions, instructions • Picture collection <p><u>Reading</u></p> <ul style="list-style-type: none"> • Stories about birthdays. • Picture reading • Invitations • Short messages/ greetings • Labels, names, short sentences. • Recipes, etc. 	<ul style="list-style-type: none"> • Role playing • Journals • Experience charts • Logs • Recipes 	<ul style="list-style-type: none"> • Observation • Labelling • Matching word and picture • Dictation

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none"> • EL1c – Read fluently with appropriate intonation and expression for information and pleasure • EL1e – Identify main ideas and supporting details. • EL1g – Predict what will happen in a sequence of events. • EL2d – Follow instructions/directions • ST8b – Understand the need for protection, care and responsible use of the environment • M5a – Collect, analyze and present data using charts, graphs, tables and diagrams. • EA1a – Sing rounds • EA1c – Identify and produce sounds from variety of instruments • EA1e – Explore and experiment to create visual images through use of a variety of artistic tools and media. • EA1f – Use rhythmic body movements to express feelings and emotions. • Ea1g – Explore and experiment to create visual images through the use of a variety of concrete materials in the environment. • H4a – Engage in physical activities that promote interpersonal skills and health of mind and body • WT5a – Identify a simple problem/need 	<ul style="list-style-type: none"> • Books • Flip charts • Flash cards • Pocket chart • VCR • T.V. • Spanish dictionary • pictures

AREA OF STUDY: SPANISH LANGUAGE

STANDARD IV FIRST TERM

PROJECT: National Holidays

AREA OF STUDY OUTCOMES

Pupils should:

SL1b, SL1c, SL1d, SL2b, SL3b, SL4a, SL4b, SL4c

Recommended time: 2 weeks

CROSS-CURRICULAR OUTCOMES

Pupils should:

SP2a, SP2b, SP2d, SP2h

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Oral discussion – experiences • Vocabulary <ul style="list-style-type: none"> - meanings - words with more than one meaning - pluma – pen, pluma – feather • Picture reading • Alphabetical order • Introduction • Naming holidays <ul style="list-style-type: none"> - proper and common nouns 	<p>Children will:</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • discuss about experiences • introduce the topic • tell news • give short messages • translate in Spanish/English • use phrases <p><u>Listening/Viewing</u></p> <ul style="list-style-type: none"> • to news from radio, T.V. or from guest speaker • to conversation from other classmates; translations and repetitions, pronunciation. 	<ul style="list-style-type: none"> • Identifying vocabulary • Grouping words • Sequencing names • Oral and written: phrases, matchings, verbs • Conversations • Sentence strips • Filling statements • Puzzles, riddles

PROJECT: National Holidays

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Prases, short messages (oral and written) • Retelling news <ul style="list-style-type: none"> - announcements - advertisements • Simple translations <ul style="list-style-type: none"> - verbs - adjectives el pobre hombre – the pitiful man el hombre pobre – the poor man • Role-play • Dramatization • Creating posters • Conversation given topics, kinds of sentences, uses of comma • Andres, Margarita, Ana y Javier fueron al parque. 	<p>Reading</p> <ul style="list-style-type: none"> • newspapers • short messages • names of holidays • posters and advertisements • pictures • phrases and short sentences <p>Writing</p> <ul style="list-style-type: none"> • vocabulary words • crosswords • short phrases – sentences – meanings • completing statements • riddles <p>Teacher will:</p> <ul style="list-style-type: none"> • present sample of: phrases, sentences, paragraphs, stories, crosswords • new vocabulary words • pictures and posters/advertisement 	

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>English Language</p> <ul style="list-style-type: none"> • EL4a – Express ideas and opinions • EL4c – Use appropriate language to share ideas, to convince and express feelings • ELe – Ask questions and give information • EL4f – Express ideas and opinions • EL2b – Identify a sequence of events • EL2d – Follow instructions/directions • EL2e – Interpret and respond appropriately to messages conveyed through visual images and tone of voice • EL3f – Demonstrate the ability to use a variety of words and phrases to express thoughts and feelings • EL1e – Identify main idea and supporting details • M4b – Use logical reasoning based on meaningful data to show conclusion about the likely occurrence of an event. • SS1c – Understand the main developments that Belize experienced on the way to Independence. • SS5b – Understand how the different ethnic groups organize themselves • EA1f – Use rhythmic body movements to express feelings and emotions. 	<ul style="list-style-type: none"> • Radio • Television • Short messages • Posters and advertisements • Guest speaker • Flannel board/bulletin board • Pictures • Flash cards • Crosswords • Cassettes e.g. (September celebrations)

AREA OF STUDY: SPANISH LANGUAGE

STANDARD IV FIRST TERM

PROJECT: Religious Celebration

AREA OF STUDY OUTCOMES

Pupils should:

SL1a, SL1b, SLc1c, SL1e, SL2b, SL3b, SL4a, SL4b, SL4c

Recommended Time: 2-3 weeks

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1a, SP1a, SP2a, SP2b, SP2c, SP2d, SP2g, SP2h

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Naming symbols and signs of religious celebrations both orally/written • Sharing significance of rituals through discussion. • Write main ideas of religious celebration. • Picture discussion/ description of religious celebration/oral/ written/simple translation • Relate/compare Last Supper with the body and blood of Jesus Christ. • Dramatize/draw/report any religious celebrations. 	<p>Students will:</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • picture discussion • description • simple translation • relate • compare • explain • converse • do short presentation of specific religious celebrations • naming symbols and signs of rituals <p><u>Listening/Viewing</u></p> <ul style="list-style-type: none"> • pictures • reports • explanations • conversations • short presentations • description • sharing the significance of religious rituals 	<ul style="list-style-type: none"> • Puzzles • Riddle/guessing • Completing statements • Observe and copy • Draw/observation • Recital of poems • Sentence reading • Dictation • Ordering words and sentences • Story telling/stories • Forming similar words

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Pantomime the celebration of the Holy Eucharist. • Explaining the celebration of the Holy Eucharist. • Conversation/short presentation of religious celebration. • Dialogue. • Completing statements of religious celebrations. • Naming a list of religious celebration. • Words • Vocabulary development from a passage ordering picture scenes of religious celebration. Write details of a wedding celebration. • Solve a crossword puzzle of religious celebrations. 	<ul style="list-style-type: none"> • Pantomime of the celebration of the Holy Eucharist – a list of words related to religious celebration. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Names of symbols and signs • Main ideas • Events of religious celebrations • Simple translation • Relating and comparing Last Supper with body and blood of Jesus Christ • Reports • Explanation • Short presentation • List of words • Vocabulary development <p><u>Writing</u></p> <ul style="list-style-type: none"> • Main ideas/details • Pictures discussion • Solve cross word puzzles • Complete statements • Ordering pictures • Symbols and signs • Reports • Short presentation • List of words • Vocabulary development of religious celebrations 	<ul style="list-style-type: none"> • Rhyming words • Matching • Multiple choice • Research • Projects • Booklets • Predicting outcome (beginning and ending)

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none">• EL1a – use context clues to read a selection• EL1d – use context clues to interpret a selection• EL1e – identify main ideas and supporting details• EL1l – identify a sequence of events• EL2c – predict what will happen in a sequence of events• EL3d – produce work that is legible and acceptable• EL3f-g – Demonstrate the ability to use a variety of words and phrases to express thoughts and feeling to show unity and coherence in their writing• EL4a – express ideas and opinions• M4b – use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event.• SS5a – understand the way of life in Belize in relation to Central America, North America and the Caribbean	<ul style="list-style-type: none">• Pictures• Puzzles/crossword puzzles• Puppet theater• Cinema box• Scripts/dialogue• Television• Video tapes• Sentence strips

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a-b-c, SL4a, SL2b, SL3b

CROSS-CURRICULAR OUTCOMES
Pupils should:
 SP1b, SP1a, SP2b-c, SP3a

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Listening</u></p> <ul style="list-style-type: none"> • To stories, music, songs • Instructions, directions • Show and tell • News, musical instruments, videos, tapes • Picture discussion, sceneries • Names of songs, dances, instruments. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Discuss differences, types, functions, etc. of instruments. • Age level, venue, movements related to dances. • Singing/interpreting songs 	<ul style="list-style-type: none"> • Teacher read stories. • Listening to tapes/video, etc. • Recording and listening to tapes • Guest/free lance musician • Guest speaker involving music • Display of instruments, folk-songs, costumes • Attending a concert • Attending musical recital • Visiting art gallery • Interviewing members of combo. 	<ul style="list-style-type: none"> • Tape/recording • Dictation • Writing short sentences, notes • Journals/diaries • Logging special events • Pantomimes/concerts • Booklets • Quizzes • Observation • Discussion • Questioning

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Names of instruments, songs, dances, costumes • Short announcements/ advertisements • Translation of names • Short oral descriptions <p><u>Writing</u></p> <ul style="list-style-type: none"> • Names of songs, dances • Instruments, poems, etc. • Drawing pictures and labelling • Greeting cards • Simple, short ads. • Short announcements • Experiences • Simple dialogues <p><u>Reading</u></p> <ul style="list-style-type: none"> • Stories, storybooks, ads., etc. • Short instructions, directions, etc. • Names/uses of instruments • Short notes, messages • Songs, notes, letters 	<ul style="list-style-type: none"> • Observing/interviewing a spanish news announcer. • Listing names, objects, songs, people, etc. • Writing/interpreting an ad. • Addressing school assembly in spanish. • Dialoguing in oral spanish • Reading advertisement relating to neighbourhood. • Reading invitations, notes, songs, rhymes. 	<ul style="list-style-type: none"> • Dramatization • Presentation • Role play • Puppetry • Pictures, etc.

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none"> • EL1c – Read fluently with appropriate intonation and expression for information and pleasure. • EL1h –Identify cause and effect relationship • EL1l – Identify a sequence of events • EL4a – Express ideas and opinions • EL4g – Use body language and gestures appropriate to speech. • ST5b – Understand some sources and uses of various forms of energy. • MTa – Collect, analyze and present data using charts, graphs, tables and diagrams. • SS2c – Understand how people use the natural resources of Belize. • SS5b – Understand how the different ethnic groups organize themselves. • EA1a – Sing rounds • EA1c – Identify and produce sounds from a variety of instruments • EA1e – Explore and experiment to create visual images through use of a variety of artistic tools and media. • EA1f – Use rhythmic body movements to express feelings and emotions. • EA1g – Explore and experiment to create visual images through the use of a variety of concrete materials in the environment. • H3a – Understand how maintaining a clean environment contributes to their personal health. • H4a – Engage in physical activities that promote interpersonal skills and health of mind and body. • WT5a – Identify a simple problem/need. • WT5b – Design a device to meet a need/solve a problem. • WT5d – Test a simple device to see if it meets a need/solves a problem. 	<ul style="list-style-type: none"> • Storybooks • Cassettes • Recorder • Radio/T.V. • Greeting cards • Flip charts • Bulletin boards • Flannel chart • Posters • Guest speakers • Log, etc

AREA OF STUDY OUTCOMES
Pupils should:
 SL1b, SL1c, SL1d, SL1e, SL4c, SL3a, SL3b, SL4a, SL4b

Recommended Time:2-3 weeks

CROSS-CURRICULAR OUTCOMES
Pupils should:
 SP2b, CP1c, SP2h, SP2a, SP2e, SP3a

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT										
<ul style="list-style-type: none"> • Oral Expression <ul style="list-style-type: none"> - semantics (definitions, similarities) • Home stories • Alphabetical Order <ul style="list-style-type: none"> - sequencing - phrases - sentences - oral and written • Synonyms of: e.g. <table style="margin-left: 20px; border: none;"> <tr> <td style="padding-right: 10px;">Verbs</td> <td>cocinar – freir</td> </tr> <tr> <td>Nouns</td> <td>- hervir</td> </tr> <tr> <td></td> <td>- hornear</td> </tr> <tr> <td></td> <td>- calentar</td> </tr> <tr> <td></td> <td>- rebozar</td> </tr> </table> 	Verbs	cocinar – freir	Nouns	- hervir		- hornear		- calentar		- rebozar	<p>Pupils will:</p> <p><u>Speaking</u> Brainstorming about</p> <ul style="list-style-type: none"> - pictures – picture reading - simple definitions - phrases - translations - riddles - ingredients - listing/materials - tongue-twisters - singing - repetition <p><u>Listening & Viewing</u></p> <ul style="list-style-type: none"> - listen to experiences of parents working at home - cassettes - example of:vocabulary, phrases, sentences, paragraphs - pictures/newspapers 	<ul style="list-style-type: none"> • Listening • Pronunciations • Presentations • Reporting • Re-arranging • Simple translations, matching, fill in the blanks, pictures • Oral questioning • Booklets (own spanish dictionary)
Verbs	cocinar – freir											
Nouns	- hervir											
	- hornear											
	- calentar											
	- rebozar											

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Grouping/group names: Verbs (es)tejer =dibujos • Nouns estambre, aguja • Recipes <ul style="list-style-type: none"> - how to do paragraphs - following directions and instructions - reporting • Riddles/tongue-twisters/ puzzles • Idiomatic expressions <ul style="list-style-type: none"> - sentence beginning with ¡Qué comida tan deliciosa! • Paragraph <ul style="list-style-type: none"> - comprehension - picture reading 	<p>Reading Example of:</p> <ul style="list-style-type: none"> - vocabulary - phrases - sentences - paragraphs - stories - puzzles - tongue twisters - riddles - definitions - picture reading <p>Writing</p> <ul style="list-style-type: none"> - repetitions - simple vocabulary words - phrases - sentences - riddles - definitions - tongue-twisters - songs - translations - copy samples of paragraph 	<ul style="list-style-type: none"> • Classifying • Grouping • Reciting

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>English Language</p> <ul style="list-style-type: none"> • EL4a – Express ideas and opinions • EL4c – Use appropriate language to share ideas, to convince and express feelings • EL4g – Use body language and gestures appropriate to speech • EL1l – Identify a sequence of events • EL1k – Interpret and follow instructions/directions • EL2a – Identify main ideas and supporting details • EL2b – Identify a sequence of events • EL2d – Follow instructions/directions • EL2e – Interpret and respond appropriately to messages conveyed through visual images and tone of voice • ST5a – Understand some basic changes which different materials can undergo. • M1c – Understand quantity in number 0 – 9999 • EA1a – Sing rounds • EA1e – Explore and experiment to create visual images through use of a variety of artistic tools and media • EA1g – Explore and experiment to create visual images through the use of a variety of concrete materials in the environment 	<ul style="list-style-type: none"> • Riddles • Tongue twisters • Songs • Pictures • Cassettes • Newspapers • Puzzles • Paragraphs • Flash cards • Stories • Booklets • Spanish/English Dictionary • Recipes

AREA OF STUDY: SPANISH LANGUAGE

STANDARD IV SECOND TERM

PROJECT: Hobbies

AREA OF STUDY OUTCOMES

Pupils should:

- SL1a – Stress, intonation and pronunciation
- SL1b – Main idea of details
- SL1c – Sequence of events
- SL1d – Instructions and directions
- SL4b – Ask information

CROSS-CURRICULAR OUTCOMES

Pupils should:

- CP1a.b.c.–Recognize, examine problems, issues and information and suggest solutions
- SP2a – Take part in group activity
- SP2f & g – Help achieve goals and consensus
- SP3b – Assess progress in relation to achievement

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p><u>Sequence</u></p> <ul style="list-style-type: none"> • Alphabetical ordering of names of air, land and water sports. • Identifying main ideas and supporting details of air, land and water sports advertisements. • Identifying villages along the highway that partake in sporting events. <p><u>Communication</u></p> <ul style="list-style-type: none"> • Introducing boys, girls, men and women to the different social groups pertinent to ages and to different sporting discipline officers. 	<ul style="list-style-type: none"> • Matching translations • Games and giving directions • Reporting and questioning • Picture and discussion • Rearranging words and flash cards • Role playing • Listing nouns, verbs, adjectives • Interviewing game officials • Dialogue 	<ul style="list-style-type: none"> • Observation • Matching • Re-arranging • Listing • Reporting • Simple translations • Speaking and listening • Filling blanks

PROJECT: Hobbies

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Describing activities of sporting events. • Naming important buildings in their communities for sport and club activities. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Discussion and dialogue of various occupations relating to the clubs and sporting groups. • Vocabulary of clubs and sport disciplines. <p><u>Word Recognition</u></p> <ul style="list-style-type: none"> • Identifying and matching nouns, pronouns, adjectives and verbs and translating the above for sporting and clubs. 		<ul style="list-style-type: none"> • Sentence completion • Multiple choice

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none"> • EL2a/EL2e – Identify main ideas and details. • EL2b/EI1I – Identify a sequence of events • EL2d/EL1k – Interpret and follow instructions/directions • EL4a – Express ideas and opinions • EL4e – Ask for and give information • ST8a – Understand the natural processes which support and maintain the environment • ST8b – Understand the need of protection, care and responsible use of the environment • M4b – Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event. • SS2c – Understand how people use the natural resources of Belize. • SS5b – Understand how different ethnic groups organize themselves. • H3a – Understand how maintaining a clean environment contributes to their personal health. • H4a – Engage in physical activities. 	<ul style="list-style-type: none"> • T.V. • Posters/flash cards • Sporting equipment • Signs • Newspaper advertisements • Resource persons of games e.g. officials, organizers, referees, etc.

AREA OF STUDY OUTCOMES
Pupils should:
 SL1a, SL1b, SL3b, SL4c

CROSS-CURRICULAR OUTCOMES
Pupils should:
 CP1a.b.c, SP2b.g, SP3a.b

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Discussion on current affairs in neighbourhood, village, town.</p> <ul style="list-style-type: none"> • stories, poems related to the above. • Newscast: main ideas and details • Sketching/discussing current issues <p>Picture discussion</p> <ul style="list-style-type: none"> • Recycling information (retelling) • Conversations on follow-up themes • Describing incidents/issues • Short dialogues • Translation of words 	<p><u>Listening</u></p> <ul style="list-style-type: none"> • To reports from children • Newscast, radio, T.V. • Stories, poems • To tapes, recordings • Reports from journals etc. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Pictures related to news, etc. • Summarizing • Conversation/analyzing • Describing headlines • Dialoguing • translating 	<ul style="list-style-type: none"> • Interviews • Dialogues • Dictations • Quizzes e.g T or F. etc • Booklets • Portfolios • Journals • Diaries • Recordings • Role play • Dramatization

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<p>Writing short descriptions,</p> <ul style="list-style-type: none"> • Notes, messages, news, etc. • Information, headlines, incidents • Results, conclusions, predictions <p>Reading names, places</p> <ul style="list-style-type: none"> • Casualties, results • Poems, short stories • Pageants, posters, cards • Instructions, songs • Names of leaders, helpers, etc. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Brief descriptions • Short, simple notes and messages • Sketching sequence of happenings • Main themes/details • Facts and opinions • Short summaries <p><u>Reading</u></p> <ul style="list-style-type: none"> • Proper names, places • Short paragraphs, extracts • Rhymes, poems, reports, etc. • Webbing main ideas e.g. pageants, cards, songs • Names of prominent leaders e.g. local/international 	<ul style="list-style-type: none"> • Puppetry • Video

AREA OF STUDY: SPANISH LANGUAGE

STANDARD IV THIRD TERM

PROJECT: Local News and Issues

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<ul style="list-style-type: none"> • EL1c – read fluently with appropriate intonation and expression for information and pleasure. • EL1e – identify main ideas and supporting details. • EL1g – predict what will happen in a sequence of events • EL1h – identify cause and effect relationships • EL1i – identify a sequence of events • EL1j – make inferences and draw conclusions • EL1k – interpret and follow instructions/directions • EL2e – interpret and respond appropriately to messages conveyed through visual images and tone of voice • EL3d – produce work that is legible and acceptable • EL3g – demonstrate unity and coherence in their writing • EL4c – use appropriate language to share ideas, to convince and express feelings • EL4e – ask questions and give information • M4a – make reasonable approximations based on relevant life experiences. • M4b – Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event. • M5a – Collect, analyse and present data using charts, graphs, tables and diagrams. • SS5b – Understand how the different ethnic groups organize themselves. • SS5a – Understand the way of life in Belize in relation to Central America, North American and the Caribbean. • WT2a – Understand the elements which contribute to the effectiveness of the work. 	<ul style="list-style-type: none"> • Media: newspapers, T.V., etc • Guest speaker • Pictures • Flip charts • Bulletin board • Flash cards/pocket chart • Posters • Flannel board • Anthologies, etc.

AREA OF STUDY OUTCOMES

Pupils should:

SL1a, SL1b, SL1d, SL2a, SL2b, SL3a, SL4a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1c, SP1a, SP1b, SP2a, SP2b, SP2c, SP2f, SP2h

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Oral description and discussion of the importance of the media • Vocabulary • Main ideas of headlines (e.g.) newspaper, T.V. • Predict outcomes • Identifying and classifying words with different letter sounds (e.g.) rr, ll, ñ, ch • Oral reading • Picture reading - phrases; sentences 	<p>Children will:</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Discussions • Brainstorming • Sharing latest news and issues • Describing what are: television, newspapers, letters, radio • Translate: headlines; T.V. programmes, announcements and advertisements, naming important buildings. <p><u>Listening and Viewing</u></p> <ul style="list-style-type: none"> • Radio news • T.V. programmes and translation • Picture discussion • puppetry 	<ul style="list-style-type: none"> • Booklets • Presentation • Observations

PROJECT: Media

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Puppetry • Interviews • Writing announcements; advertisements; fill in forms and questionnaires • Naming important buildings • Translation from T.V. programmes; newspaper 	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Newspaper announcements • Advertisements (repetition) • Phrases • Sentences • Picture reading • Identifying and decoding vocabulary words from passages • Translation. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Classify vocabulary words • Phrases and sentences • Repetition • Short messages • Short announcements and advertisements • Names of important buildings • Kinds of sentences (interview format) • Teacher will present examples of: phrases, sentences, paragraphs, translations. 	<ul style="list-style-type: none"> • Oral discussion • Oral reading • Pronunciation of words • Translations • Completing statements • Classifying • Picture matching • Writing short phrases, sentences, messages, letters, announcements • Fill in forms and questionnaires

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>English Language</p> <ul style="list-style-type: none"> • EL1b – apply phonetic clues to discriminate between words. • EL1c – read fluently with appropriate intonation and expression for information and pleasure. • EL1e – identify main ideas and supporting details • EL1I – identify a sequence of events • EL2d – follow instructions and directions • EL2e – interpret and respond appropriately to messages conveyed through visual images and tone of voice • EL4a – Express ideas and opinions • EL4e – Ask questions and give answers <p><u>Science</u></p> <ul style="list-style-type: none"> • ST8b – Understand the need for protection, care and responsible use of the environment <p><u>Math</u></p> <ul style="list-style-type: none"> • M1b – understand the consecutive sequence and position of numbers 1 – 9999 • M4b – Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event. <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • SS2a – Understand weather changes and the factors which affect these different parts of Belize. <p><u>Arts</u></p> <ul style="list-style-type: none"> • EA1a – Sing rounds 	<ul style="list-style-type: none"> • Newspapers, T.V. programmes/brochures • Puppets • Booklets • Activity sheets • Pictures • Posters

AREA OF STUDY OUTCOMES

Pupils should:

SL1c, SL1d, SL2b, SL3a, SL4b, SL4c

CROSS-CURRICULAR OUTCOMES

Pupils should:

CP1a, SP1c, SP2a, SP2f, SP2h, SP3b

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Naming rivers affected by floods. List and identify affected areas on map of Belize. • Name and point on map to villages along the rivers affected. • Sharing stories/ incidents of resource persons that have lived the experiences of natural disasters. • Sharing and discussing documentaries on television, books, magazines, photos and pictures. • Completing statements, following directions on preparedness programmes. 	<p>Students will:</p> <p><u>Listening/Viewing</u></p> <ul style="list-style-type: none"> • Documentaries of natural disasters on television books, magazines, photos, pictures of natural disasters – sharing stories/incidents of resource persons experiences of natural disaster – to reports/news/announcement dramatization, radio ads/role playing/interviewing <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Naming/pointing out on map of Belize villages affected by river floods. Sharing stories/incidents of resource person life experience on Natural disasters. Sharing and discussing documentaries from T.V. books, magazines, etc. on natural disasters. 	<ul style="list-style-type: none"> • Puzzles • Games • Questionnaires • Display and exhibits • Reporting • Presentations • Translations • Dramatizing • Making booklets • Multiple choice • Mapping

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<ul style="list-style-type: none"> • Drawings/signs and posters/displaying and exhibiting different phases of hurricanes. • Reporting/retelling news/announcements. Dramatize radio ads/role playing/interviews. • Proper name and common names of hurricanes and persons/terms involved in monitoring hurricanes or any natural disasters. • Matching Central American and Caribbean countries with types of endemic disasters. • Create booklets of incidents, labelled with describing words, name of words /action words. • Associating and sequencing dates/ months of the year with events. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Completing statements/following directions on preparedness programmes for natural disasters. Create booklets of incidents labelling with describing words, name words/action verb. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Associating and sequencing dates/months of the year with events, proper names/common names of hurricanes and persons/ terms involved in monitoring hurricanes on any natural disasters/ sharing stories/incidents of natural disasters. 	<ul style="list-style-type: none"> • Labelling • Drawing • Matching

LINKAGES/CONNECTIONS	MATERIALS/RESOURCES
<p>English Language</p> <ul style="list-style-type: none"> • EL1e – Identify main ideas and supporting details • EL1h – Identify cause and effect relationships • EL1ig – Predict what will happen in a sequence of events • EL1i – Identify a sequence of events • EL3f – Demonstrate the ability to use a variety of words and phrases to express and give information • EL4e – Ask questions and give answers • ST8a – Understand the natural processes which support and maintain the environment • ST8b – Understand the need for protection, care and responsible use of the environment • M4b – Use logical reasoning based on meaningful data to draw conclusions about the likely occurrence of an event. • M5a – Collect, analyze and present data using charts, graphs, tables and diagrams • SS2a – Understand weather changes and the factors which affect these different parts of Belize. • SS4b – Understand the division of the earth’s land and water and the physical features of which they are comprised. 	<ul style="list-style-type: none"> • Posters, signs, newspapers, photos • T.V./radio • Resource persons • Worksheets • Maps • Documentaries • Magazines