Ministry of Education, Youth, Sports and Culture

National Curriculum for Primary Schools
Adaptation for 2020-2021

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For use in the 2020-2021 School Year only.
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LISTS OF ABRIDGED LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>List</th>
<th>Page</th>
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</thead>
<tbody>
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<tr>
<td>Infant 2</td>
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<td>91</td>
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<td>Standard 4</td>
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Introduction
The disruption to education caused by the COVID-19 pandemic has created a need to re-evaluate what students will be given the opportunity to learn in the upcoming 2020-2021 school year. This is both because students missed the final three months of the 2019-2020 school year and because the amount of instructional time in 2020-2021 may be considerably reduced for many students. The Ministry of Education has, therefore, published an abridged national curriculum for primary schools that presents a selection of priority learning outcomes. These priority learning outcomes, along with learning recovery, should be the focus of instruction in the 2020-2021 school year.

In the selection of learning outcomes for use in 2020-2021, the need to ensure continued progress in literacy and numeracy has been balanced with the need to provide for the holistic development of the child. This abridged curriculum therefore recommends that language arts and mathematics should be taught to all students every day and that the other national curriculum subjects should be taught at least once per week. This must be the case even if schools are forced into delivering a reduced timetable. The continued teaching in all subjects will ensure that students continue to receive a broad-based education that helps them grow physically, emotionally and academically. It should be noted that a failure to teach all subjects may have long term consequences. For example, if students were to go several more months without science instruction it would be almost impossible for them to catch up later. Schools are, however, encouraged to use short reading passages as their dominant strategy for teaching content across all subject areas. Samples of these reading passages will be provided by QADS-MoEYSC.

Instructional Time and Curriculum Coverage in Schools Operating a Full Schedule
All schools should teach all eight national curriculum subjects plus learning recovery from September 7th 2020. This includes schools that are delivering a full schedule and those operating a reduced schedule.

The charts on the following pages outline how instructional time should be allocated and provide sample timetables for a full schedule, an alternate-day shift system, in which students attend for 3 days in one week and 2 days in the following week, and a split-day shift system, in which one group attends in the morning and the other in the afternoon.
### Instructional Time and Curriculum Coverage in Schools Operating a Full Five Day Week

<table>
<thead>
<tr>
<th></th>
<th>Infant Classes 1200 Minutes per Week</th>
<th>Standards 1 to 6 1500 Minutes per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
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<td>375</td>
</tr>
<tr>
<td>Mathematics</td>
<td>300</td>
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<td>HFLE</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Science</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Social Studies</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>PE</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Gardening</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Other Non-National Curriculum Activities</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Roll Call etc</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Learning Recovery</td>
<td>150</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
<td><strong>1500</strong></td>
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### Instructional Time and Curriculum Coverage in Schools Operating an Alternate Day System

<table>
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<tr>
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<th>Infants</th>
<th>Standards 1 to 6</th>
</tr>
</thead>
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<td>Language Arts</td>
<td>225</td>
<td>150</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>120</td>
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<td>20</td>
<td>20</td>
</tr>
<tr>
<td>HFLE</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
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<td>30</td>
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<td>Social Studies</td>
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<tr>
<td>PE</td>
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</tr>
<tr>
<td>Expressive Arts</td>
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<td>0</td>
</tr>
<tr>
<td>Gardening</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Other Non-National Curriculum Activities</td>
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<td>20</td>
</tr>
<tr>
<td>Roll Call etc</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Learning Recovery</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>720</strong></td>
<td><strong>480</strong></td>
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</table>
Sample Timetables for a Full Week

Sample timetables, which are advisory, only are included below. Schools may vary these times and lesson sequences to suit their circumstances. These samples are designed to ensure staggered break and lunch times. Note that rural schools may start and end the school day thirty minutes later.

### SAMPLE TIMETABLE FOR A FULL WEEK – INFANTS – 1200 Minutes

<table>
<thead>
<tr>
<th></th>
<th>Mins</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:30</td>
<td>10</td>
<td>Roll Call etc</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8:40</td>
<td>75</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9:55</td>
<td>15</td>
<td>BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>20</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
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<tr>
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<td>Math</td>
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<td>Math</td>
</tr>
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<tr>
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<td>Roll Call etc</td>
<td></td>
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</tr>
<tr>
<td>12:15</td>
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<td>Science</td>
<td>PE</td>
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<td>Exp Arts</td>
</tr>
<tr>
<td>12:55</td>
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<tr>
<td>1:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End of Day</td>
</tr>
</tbody>
</table>

Note – Infants can be held in their classrooms until the middle division children have returned from break. This will avoid unnecessary mixing of the two groups.

### SAMPLE TIMETABLE FOR A FULL WEEK – STD 1 – 3

<table>
<thead>
<tr>
<th></th>
<th>Mins</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8:30</td>
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<td>Roll Call etc</td>
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<td></td>
<td></td>
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<tr>
<td>8:40</td>
<td>20</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
<td>Non Nat-Curric</td>
</tr>
<tr>
<td>9:00</td>
<td>75</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>10:15</td>
<td>15</td>
<td>BREAK</td>
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<tr>
<td>10:30</td>
<td>60</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>11:30</td>
<td>40</td>
<td>Learning Recovery</td>
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<td></td>
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<tr>
<td>12:10</td>
<td>40</td>
<td>Lunch</td>
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<tr>
<td>2:20</td>
<td>20</td>
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<td>Mins</td>
<td>Monday</td>
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<td>Wednesday</td>
<td>Thursday</td>
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<td>Roll Call etc</td>
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<tr>
<td>8:40</td>
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<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
<td>Non Nat-Curric</td>
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<tr>
<td>9:00</td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
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<td>11:15</td>
<td>BREAK</td>
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<tr>
<td>11:30</td>
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<td>12:50</td>
<td>LUNCH</td>
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<td>1:30</td>
<td>Roll Call etc</td>
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</tr>
<tr>
<td>1:35</td>
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</tr>
<tr>
<td>2:25 / 2:40</td>
<td>End of Day</td>
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</tr>
</tbody>
</table>

Note that there is no afternoon break for the Std 4-6 group. An extra fifteen minutes can be added to the final lesson of the day to synchronize end of day times with the Std 1-3 group. The ten minute learning recovery session at 12:40 has been inserted to eliminate any overlap in lunch times with the Std 1-3 group. This session can be used to build automaticity in word recognition and mental mathematics.
Sample Timetables for an Alternate Day System

The alternate day system reduces the total instructional time by half. With the exception of expressive arts, which is only included in alternate weeks, the following timetables ensure that students experience all subjects every week.

### SAMPLE TIMETABLE FOR ALTERNATE DAY SYSTEM - INFANTS

<table>
<thead>
<tr>
<th>Time</th>
<th>Mins</th>
<th>WK A Day 1</th>
<th>WK A Day 2</th>
<th>WK A Day 3</th>
<th>WK B Day 1</th>
<th>WK B Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>10</td>
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<td></td>
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<tr>
<td>8:40</td>
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<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
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<tr>
<td>9:05</td>
<td>15</td>
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<td></td>
</tr>
<tr>
<td>10:10</td>
<td>20</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
<td>Non Nat-Curric</td>
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<tr>
<td>10:30</td>
<td>60</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
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<td>11:30</td>
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<td>LUNCH</td>
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<tr>
<td>12:10</td>
<td>5</td>
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<tr>
<td>12:15</td>
<td>30</td>
<td>Science</td>
<td>PE</td>
<td>Social Studies</td>
<td>HFLE</td>
<td>Social Studies</td>
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<tr>
<td>12:45</td>
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<td>PE</td>
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<tr>
<td>1:15</td>
<td>10</td>
<td>Learning Recovery</td>
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<tr>
<td>1:25</td>
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<td>End of Day</td>
</tr>
</tbody>
</table>

For infants, the ten minutes of learning recovery at the end of the school day should focus on building automaticity in word recognition, counting, adding and subtracting. Note also that an afternoon break can be inserted.

### SAMPLE TIMETABLE FOR ALTERNATE DAY SYSTEM – STD 1 – 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Mins</th>
<th>WK A Day 1</th>
<th>WK A Day 2</th>
<th>WK A Day 3</th>
<th>WK B Day 1</th>
<th>WK B Day 2</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>8:40</td>
<td>20</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
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<td>Non Nat-Curric</td>
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<tr>
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<td>LUNCH</td>
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<td>Roll Call etc</td>
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</tr>
<tr>
<td>1:00</td>
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<td>Social Studies</td>
<td>PE</td>
<td>Exp Arts</td>
<td>Science</td>
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<td>1:45</td>
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<td>BREAK</td>
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<tr>
<td>2:00</td>
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</tr>
<tr>
<td></td>
<td>Mins</td>
<td>WK A Day 1</td>
<td>WK A Day 2</td>
<td>WK A Day 3</td>
<td>WK B Day 1</td>
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<td>11:30</td>
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<td>Exp Arts</td>
<td>Science</td>
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<td>Science</td>
<td>HFLE</td>
<td>Exp Arts</td>
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<td>Social Studies</td>
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<td>Roll Call etc</td>
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<tr>
<td>2:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Timetables for a Split Day System

Instructional Time and Curriculum Coverage in Schools Operating a Morning-Afternoon Shift System in Compared to a Full Timetable.

Notes: Language Arts and Math are taught for 40 minutes every day. Other national curriculum subjects are taught for 30 minutes once per week. Gardening is an optional subject. Religious education is assumed to be part of non-national curriculum time. Learning Recovery Time is inserted. It is assumed that Infant Classes will have 750 minutes per week and not 600. An extended lunch time is included to facilitate cleaning and sanitizing between sessions. Break times are staggered to reduce contact between groups.
## INSTRUCTIONAL TIME

<table>
<thead>
<tr>
<th></th>
<th>Infant Classes 1200 Minutes per Week</th>
<th>Standards 1 to 6 1500 Minutes per Week</th>
<th>AM-PM Shift System – Lower Division 825 minutes</th>
<th>AM-PM Shift System – Middle and Upper Divisions 825 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>375</td>
<td>375</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Mathematics</td>
<td>300</td>
<td>300</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Spanish</td>
<td>40</td>
<td>40</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>HFLE</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Science</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Social Studies</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>PE</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Gardening</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Other Non-National Curriculum Activities</td>
<td>40</td>
<td>40</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Roll Call etc</td>
<td>75</td>
<td>75</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Learning Recovery</td>
<td>150</td>
<td>300</td>
<td>175</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
<td><strong>1500</strong></td>
<td><strong>825</strong></td>
<td><strong>825</strong></td>
</tr>
</tbody>
</table>

### Suggested Timetables for a Morning-Afternoon Shift System

#### MORNING SESSIONS

**SAMPLE TIMETABLE FOR AN MORNING SHIFT - LOWER**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Roll Call etc</td>
</tr>
<tr>
<td>8:35</td>
<td></td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
</tr>
<tr>
<td>8:50</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9:30</td>
<td></td>
<td></td>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>10:25</td>
<td>Science</td>
<td>PE</td>
<td>Social Studies</td>
<td>HFLE</td>
<td>Exp Arts</td>
</tr>
<tr>
<td>11:30</td>
<td>End of Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Instructional Mins</strong></td>
<td>165 per day. <strong>825 per week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Minutes</strong></td>
<td>180</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SAMPLE TIMETABLE FOR A MORNING SHIFT - MIDDLE

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Roll Call</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:35</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9:15</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>9:55</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
<td>Non Nat-Curric</td>
</tr>
<tr>
<td>10:25</td>
<td>Science</td>
<td>PE</td>
<td>Social Studies</td>
<td>HFLE</td>
<td>Exp Arts</td>
</tr>
<tr>
<td>11:30</td>
<td>End of Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Mins**: 165 per day. 825 per week

**Total Minutes**: 180 per day. 900 per week

### SAMPLE TIMETABLE FOR A MORNING SHIFT - UPPER

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Roll Call</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:35</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>9:15</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>9:55</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
<td>Non Nat-Curric</td>
</tr>
<tr>
<td>10:10</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td>Science</td>
<td>PE</td>
<td>Social Studies</td>
<td>HFLE</td>
<td>Exp Arts</td>
</tr>
<tr>
<td>11:30</td>
<td>End of Session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Mins**: 165 per day. 825 per week

**Total Minutes**: 180 per day. 900 per week
## AFTERNOON SESSIONS

### SAMPLE TIMETABLE FOR AN AFTERNOON SHIFT - LOWER

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Roll Call etc</td>
</tr>
<tr>
<td>12:50</td>
<td>15</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
</tr>
<tr>
<td>1:05</td>
<td>40</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>1:45</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>2:00</td>
<td>40</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>2:40</td>
<td>30</td>
<td>Science</td>
<td>PE</td>
<td>Social Studies</td>
<td>HFLE</td>
</tr>
<tr>
<td>3:10</td>
<td>35</td>
<td>Learning Recovery</td>
<td>Learning Recovery</td>
<td>Learning Recovery</td>
<td>Learning Recovery</td>
</tr>
<tr>
<td>3:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End of Session</td>
</tr>
</tbody>
</table>

**Instructional Mins** 165 per day. 825 per week

**Total Minutes** 180 per day. 900 per week

### SAMPLE TIMETABLE FOR AN AFTERNOON SHIFT - MIDDLE

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>Roll Call etc</td>
</tr>
<tr>
<td>12:50</td>
<td>40</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
<td>Language Arts</td>
</tr>
<tr>
<td>1:30</td>
<td>40</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>2:10</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>2:25</td>
<td>15</td>
<td>Non Nat-Curric</td>
<td>Spanish</td>
<td>Gardening</td>
<td>Spanish</td>
</tr>
<tr>
<td>2:40</td>
<td>45</td>
<td>Science</td>
<td>PE</td>
<td>Social Studies</td>
<td>HFLE</td>
</tr>
<tr>
<td>3:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>End of Session</td>
</tr>
</tbody>
</table>

**Instructional Mins** 150

**Total Minutes** 165
Learning Recovery

One of the main purposes of introducing an abridged curriculum with a reduced content load is to enable learning recovery. This is the term being used for attempts to get students back on track after the prolonged school closure. Learning recovery is a long term process that should begin as soon as school re-opens and continue daily throughout the year.

The first step in learning recovery is to administer the Belize Diagnostic Assessment Test (BDAT), following it up with the QADS standard one literacy test and other tools if necessary. Even after national curriculum teaching begins in September, students should experience one learning recovery lesson per day.

For most students, learning recovery should focus on:

- foundational language arts skills, especially those relating to word reading such as phonics, word-family activities, vocabulary building and automaticity;
- knowledge of number and place value and the ability to quickly and accurately add, subtract, multiply and divide single and two digit numbers;
- topics from mathematics, social studies, HFLE and science that were missed due to the school closure.
Language Arts in Infant Classes
It is vitally important that all students have a strong understanding of the alphabet code – that is the relationships between sounds and letters taught in phonics. The interruption of the teaching of phonics to infant students has the potential to cause long term problems for children learning to read. It is therefore extremely important that infant two teachers review the entire phonics code with their incoming students to determine what sounds and letters they do not yet know. The infant one teacher from the previous year must also indicate where the students were in My B-Z Phonics when schools closed in March. If it is possible, students should re-start this program using their actual My B-Z Phonics book from infant one. If this is not possible, the infant two teacher should at least administer the assessment from the end of My B-Z Phonics Book Two. She should also use the first 48 pages of the infant two book (My B-Z Phonics Workbook Three) as a review program. It is recommended therefore, that half of all language arts instructional time in infant 1 and 2 should be dedicated to systematically teaching phonics using the My B-Z Phonics work books.

Instruction in the Month of August 2020
This abridged national curriculum is intended for use from September 7th, 2020. The twenty days between the opening of schools on August 10th and the implementing of national curriculum based teaching can be used for:

- introducing, practicing and reinforcing routines and protocols, especially those related to preventing the spread of COVID-19 and other communicable diseases;
- administering the Belize Diagnostic Assessment Test or the Belize Junior Achievement Test (Standard 4 only);
- engaging the students in activities designed to enhance their physical and socio-emotional well-being;
- strengthening core language skills such as word decoding (phonics), word reading fluency and vocabulary;
- strengthening core math skills such as the understanding of number and place value and the ability to mentally and automatically add, subtract, multiply and divide single and two-digit numbers.

Learning During School Closure
During periods of prolonged school closure, teachers should assign work based on the learning outcomes identified in the abridged curriculum. In math and language arts, students should be assigned pages out of their textbooks. Schools should ensure students take their textbooks home at the beginning of the school closure. In the other subjects, content area reading passages provided by QADS-MOEYSC can be used. These will be posted on the MoE website.
Design of the Abridged Curriculum

1. The abridged curriculum is recommended for schools operating a shift system but may be adopted by all schools.
2. The abridged curriculum is a selection of priority learning outcomes in each subject.
3. All subjects are included and all existing units are represented.
4. The Examinations Unit will consider the abridged curriculum when creating items for the PSE in social studies and science.
5. The number of learning outcomes in the abridged curriculum compared to the full national curriculum is as follows.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Full Curriculum</th>
<th>Abridged Curriculum</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>712</td>
<td>485</td>
<td>68%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>411</td>
<td>411</td>
<td>100%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>301</td>
<td>161</td>
<td>53%</td>
</tr>
<tr>
<td>Science</td>
<td>197</td>
<td>110</td>
<td>56%</td>
</tr>
<tr>
<td>HFLE</td>
<td>318</td>
<td>206</td>
<td>65%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>309</td>
<td>201</td>
<td>65%</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>244</td>
<td>84</td>
<td>34%</td>
</tr>
<tr>
<td>Spanish</td>
<td>145</td>
<td>114</td>
<td>78%</td>
</tr>
</tbody>
</table>

Abridged Curriculum Learning Outcomes Per Subject At Each Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total</th>
<th>Language Arts</th>
<th>Maths</th>
<th>Science</th>
<th>Social Studies</th>
<th>HFLE</th>
<th>Expressive Arts</th>
<th>PE</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant 1</td>
<td>216</td>
<td>52</td>
<td>47</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>10</td>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>Infant 2</td>
<td>241</td>
<td>67</td>
<td>55</td>
<td>12</td>
<td>18</td>
<td>24</td>
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<td>38</td>
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<tr>
<td>Standard 2</td>
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<td>20</td>
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<td>16</td>
</tr>
<tr>
<td>Standard 3</td>
<td>249</td>
<td>71</td>
<td>67</td>
<td>13</td>
<td>21</td>
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<td>11</td>
<td>26</td>
<td>14</td>
</tr>
<tr>
<td>Standard 4</td>
<td>235</td>
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<td>Standard 5</td>
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<td>17</td>
<td>14</td>
</tr>
<tr>
<td>Standard 6</td>
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<td>14</td>
<td>23</td>
<td>26</td>
<td>9</td>
<td>18</td>
<td>11</td>
</tr>
</tbody>
</table>
Principles Guiding the Selection of Content for the Abridged Curriculum

Given the probable need to maintain social distancing, learning outcomes that can only be achieved through group work were omitted. Subject specific considerations were as follows:

Language Arts
The main aim of language arts instruction should be improving students’ reading accuracy and fluency and enhancing their ability to communicate original ideas effectively in both speech and writing. Learning outcomes from the following four areas were prioritized: (i) functional oral communication, (ii) word decoding, (iii) text comprehension and (iv) original language production. Learning outcomes that describe behaviours that can be taught opportunistically were mostly excluded.

Mathematics
It is strongly recommended that mathematics be taught for at least forty minutes every day. Consequently, all mathematics learning outcomes have been retained. The revised mathematics curriculum for lower and middle divisions has identified key math skills at each grade level. These skills are inter-linked and hierarchically sequenced. There are no math concepts that can be safely skipped without risking future learning deficits. However, it is also recommended that teachers find a few minutes each day to build students’ mental automaticity in counting and performing the basic operations of addition, subtraction, multiplication and division. Strong mental math skills are a necessary foundation for understanding more complex math concepts.

HFLE
As far as possible, all learning outcomes directly related to COVID-19 were retained. These should not only be taught in the relevant unit but also constantly reviewed throughout the year. The Diet and Disease strand should be the first one covered for the year.

Science
Given that lower division science includes only three strands, all learning outcomes for these classes were included. The middle and upper division the focus was on building science process skills. It should be noted that science content is not spiralled, which means content from one grade level is not repeated at a later grade level. As far as possible, therefore, the key concepts from each unit need to be taught.

<table>
<thead>
<tr>
<th>SAMPLE ABRIDGED SCIENCE UNIT</th>
<th>Retained learning outcomes are in red italics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: Science</td>
<td>Grade Level: Standard 5</td>
</tr>
<tr>
<td>Strand: Structures and Mechanisms</td>
<td>Unit: Mechanical and Electrical Systems</td>
</tr>
<tr>
<td>32.1 Explain what a mechanical system is and give examples.</td>
<td></td>
</tr>
<tr>
<td>32.2 Analyze a variety of simple mechanical systems.</td>
<td></td>
</tr>
<tr>
<td>32.3 Identify and demonstrate how simple forces can be used to power or stop (control) a moving mechanical device.</td>
<td></td>
</tr>
<tr>
<td>32.4 Observe the behavior of magnets on objects, identify ways in which magnets are used in everyday life.</td>
<td></td>
</tr>
<tr>
<td>32.5 Conduct investigations with different electrical circuits that operate lights, a small motor or induced magnetism to determine what happens when the components of the circuit are altered.</td>
<td></td>
</tr>
<tr>
<td>32.6 Explain the importance of switches and other safety control mechanisms to the design and operation of electrical circuits and devices.</td>
<td></td>
</tr>
<tr>
<td>32.7 Identify examples of applications of electrical systems in the school, community and/or home and explain how they are used.</td>
<td></td>
</tr>
</tbody>
</table>

LO 32.1 gives the essential content knowledge. Los 32.3-5 develop content knowledge using science process skills.
Social Studies
The approach for social studies was similar to that for science with priority given to learning outcomes that covered key process skills and content. Like science, the social studies curriculum is not spiral.

SAMPLE ABRIDGED SOCIAL STUDIES UNIT
Retained learning outcomes are in red italics

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Grade Level:</th>
<th>Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td>Standard 2</td>
<td>Landforms</td>
</tr>
<tr>
<td>Strand:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Landforms and Locations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.1 Describe various landforms found in Belize, including named examples of mountains, hills, cave systems, cayes and lowland areas.
4.2 Describe the main types of vegetation that are found in each district of Belize.
4.3 Describe, in detail, the size, shape and structure of a local landform.
4.4 Use gridlines on a world map to identify the location of specified high mountains, major volcanoes, arctic regions and deserts.
4.5 Create a map of Belize that uses symbols to identify mountains, caves, cayes, lakes and lagoons and other physical features.
4.6 Create a map of their local community that includes grid-lines, symbols and compass points.

LO 4.1 provides essential content knowledge for the unit. Los 4.4 and 4.6 develop key social studies process skills.

Physical Education
Given the likelihood that contact sports will be discouraged, priority was given to learning outcomes that can be achieved individually. The focus is therefore on locomotor and non-locomotor body skills and individual ball skills. Learning outcomes that describe a general skill have been prioritized over ones that are more specific.

SAMPLE ABRIDGED PHYSICAL EDUCATION UNIT
Retained learning outcomes are in red italics

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Grade Level:</th>
<th>Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Standard 1</td>
<td>Developing Throwing and Catching</td>
</tr>
<tr>
<td>Strand:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ball and Net Games</td>
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27.1 Demonstrate underhand throwing technique.
27.2 Demonstrate the use of the leading foot as part of the throwing technique.
27.3 Throw underhand to a partner or target with accuracy for height and distance.
27.4 Catch a self-tossed or well thrown volleyball with both hands without trapping or cradling it against the body.
27.5 Catch a tennis ball with both hands above the head, at the chest or waist level, and along the ground.
27.6 Catch objects thrown to different levels using the right hand and the left hand.
27.7 Throw accurately to a partner while running.

The selected learning outcomes describe the general skill being developed, that is throwing underhand and catching an object. LOS 27.2 & 27.3 were not selected because these are specifications to LO 27.1. The learning outcomes chosen can be performed by an individual in isolation. LO27.7 was excluded because it requires the exchange of an object between partners.

Expressive Arts
A small selection of learning outcomes that focus on the performance of key expressive arts skills was selected. More complex skills and expressive arts theory were generally not included.
Spanish
Spanish has fewer learning outcomes than most subjects, so most were retained.

Gardening
Gardening is not a national curriculum subject. However, it is the strong view of the Ministry of Education that it has become a critical subject for sustained national development. There are plans to include gardening in a revised national curriculum for 2021. For 2020, schools are heavily encouraged to include gardening sessions. QADS-MOEYSC will provide guidance and supporting materials.

The Standard One Literacy Screening
In the past few years, the QADS Standard One Literacy Screening has been administered to all students. In 2020-2021, schools can administer the screening to any student that is identified as struggling to learn to read by BDAT. If the literacy screening is used as a follow-up to BDAT, it will provide teachers with greater insight into the specific difficulties faced by the student. QADS will provide student answer booklets to all schools upon request. A survey to determine the need will be distributed in late August.

Instructional Planning, Assessment and Reporting
Instructional planning, assessment and reporting should be based on the learning outcomes selected for the abridged curriculum. Except for the reduction in the number of learning outcomes to be covered, requirements for instructional planning have not changed. The abridged curriculum itself can be regarded as an annual plan. Selected learning outcomes should be cited on unit and lesson plans/weekly schemes. Lesson plans are not required for short segments of learning recovery but principals may require them for longer sessions.

Content Area Reading
Instruction based on content area reading is strongly recommended. By providing relevant reading passages to students in all subjects, teachers can reinforce core content knowledge while also strengthening vital reading comprehension skills. QADS-MOEYSC will publish content area reading passage linked to selected learning outcomes throughout the year. The following pages contain sample passages.
The Maya Mountains

The Maya Mountains are one of Belize’s four main geographic regions. The other regions are the the northern lowlands, the flat and swampy coastal plains, and the almost countless cayes and lagoons.

From San Ignacio, near the border with Guatemala, the Maya Mountains stretch across the bottom half of the country and are home to numerous national parks and wildlife reserves. The mountains around San Ignacio also feature a massive cave system with hundreds of routes through the mountains. A small number of these spectacular caves, such as St. Herman’s Cave and Crystal Cave are open to visitors.

Doyle’s Delight in the Cayo District is the highest peak, at 3,805 feet (1,160 m). The second-highest peak of the Maya Mountains is Victoria Peak in the Stann Creek District in southern Belize. Victoria Peak measures approximately 3,670 feet (1,120 meters) tall. Victoria Peak is classified as a Natural Monument and is located inside the Cockscomb Basin Wildlife Sanctuary. While both of the tallest peaks are difficult to reach, the Maya Mountains have amazing views, unspoiled landscapes, abundant of wildlife and the number of gushing waterfalls. Many of Belize’s national forests and protected conservation areas are found partially or wholly inside the Maya Mountain range.
Content Area Reading Sample Passage 2

Subject: Science  Grade Level  Standard 5
Strand  Living Things  Unit  Plant Diversity
Learning Outcome 7.2
Discuss adaptations as physical differences in local plant species that enable them to survive in their ecosystem.

Plant Adaptations

Adaptations are special features that allow a plant or animal to live in a particular place or habitat. For example, plants that live in deserts often have very small leaves to reduce water loss and animals that live in cold climates often have thick fur coats to keep them warm.

Mangroves are small shrubs or trees that live in salty water. Under these extreme living conditions, they have successfully adapted to their environment. Mangroves have glands to remove salt from the water in the sea. They are also able to store water like cactuses to thin high concentrations of salt.

The roots of the mangroves are found in muddy ground with little to no oxygen. Mangroves have therefore developed roots growing from the ground upwards and even beyond the surface as a medium for them to breathe. Red mangroves, which can live in the most inundated areas, prop themselves up above the water level with stilt roots and take in air through pores in their bark. Black mangroves live on higher ground and have specialised root-like structures called pneumatophores that stick up out of the soil like straws for breathing. These "breathing tubes" typically reach heights of up to thirty centimeters, and in some species, over three meters. Other mangroves can secrete salts directly through salt glands at each leaf base.

The mangrove’s habitat may have limited amounts of freshwater, which makes it important for the plant to reduce water-loss. All leaves on plants have pores which allow for the exchange of carbon dioxide and water vapour during photosynthesis. However, too much water loss can harm the plant. To prevent this, mangroves restrict the opening of the pores. They also vary the orientation of their leaves to avoid the harsh midday sun and so reduce evaporation from the leaves.

Mangrove seeds have to be strong enough to survive waves and changes in tides if they fall into the sea. Mangrove seeds grow unusually large and have already developed leaves and roots before they fall. The seeds then float upright until they reach water shallow enough for their roots to penetrate the mud. A mature seedling can be transported great distances.
Content Area Reading Sample Passage 2

Subject: Spanish  
Grade Level: Standard 3  
Strand: Myself  
Unit: Friendship  
Learning Outcome 3.1  
Describe the personality and characteristics of friends using simple phrases such as: A Juan le gusta comer queso y pan; mis amigos son inteligentes; mi amiga Renata no vive en Belice.

Mis Amigos

National Curriculum Primary School Learning Outcomes in all Subjects

Abridged Curriculum for 2020-2021 Only

Ordered By Grade Level

Published by QADS-MOYSC - July 2020
Abridged Learning Outcomes for Infant 1 Language Arts

Listening:- Identify and Distinguish between Sounds

Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.

1.1 Identify a series of words that begin with the same sound.
1.2 Listen to rhymes and songs to begin developing a sense of rhyme.
1.3 Identify a series of words that rhyme.
1.4 Discriminate between onsets and rimes in speech.
1.5 Identify and distinguish between the main 42 phonemes used in the English language.
1.6 Identify, orally, all the individual phonemes in consonant-vowel-consonant and vowel-consonant-vowel words.
1.7 Blend three phonemes together to make a word.
1.8 Understand the terms vowel and consonant as they relate to sounds.

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.1 Follow simple, one and two step, oral directions.
2.2 State correct answers to literal comprehension questions in response to stories presented orally.

Listening:- Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

3.1 Establish good eye contact with a speaker.
3.2 Demonstrate awareness of whether a presenter is telling a story or dealing with a factual topic.

Listening:- Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

5.1 Recognise emotions, for example, happy, sad, or angry, of characters in stories presented orally.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.3 Connect a visual image to a story text.

Speaking:- Express Opinions and Communicate Ideas

Effectively and clearly state, develop, explain and justify opinions and ideas.

10.1 Describe a recent event during class "circle time" or to the teacher or familiar adult.
10.2 Briefly describe objects, animals, and places.
Speaking:- Express Opinions and Communicate Ideas
Effectively and clearly state, develop, explain and justify opinions and ideas.

11.1 Take part in "circle time" activities in which each student contributes an item.

Speaking:- Deliver Reports and Speeches
Prepare and confidently and effectively deliver formal reports and speeches for a variety of purposes on a variety of topics.

13.1 Individually, act out the meaning of a single word, for example an action verb.

Speaking:- Display Self-Esteem while Speaking
Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

14.1 Accompany rhymes and songs with simple actions.

Speaking:- Use Correct Grammatical Structures in Speech
Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.1 State ideas in complete simple sentences.

Speaking:- Use Appropriate Styles and Registers in Speech
Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.1 Use appropriate forms for making requests (for example by saying please and thank you) and expressing needs.

Reading:- Apply Phonics Knowledge
Use knowledge of the relationship between letters and sounds to decode words in print.

20.1 Recognise and name all letters of the alphabet in upper and lower case.
20.2 Recognise the most common letter-sound relationship for all the letters of the alphabet and for the digraphs ng, ck, ch, sh, th, ai, ee, ie (pie), oa, ue, ou (ouch), ar, er, or, oi, oo (moon and look)
20.3 Identify the initial sound and the corresponding letter of a spoken word, object or picture.
20.4 Blend a vowel and a consonant together to read a two letter word, for example, at, it, ma, pa, in, am.
20.5 Blend letters by sound to read regularly spelt Consonant-Vowel-Consonant and Vowel-Consonant-Consonant words.
20.6 Read words with initial consonant clusters, br-, tr-, bl-, gl-, st-, sn-, and dr-.
20.7 Sound out most phonetically spelt one and two syllable words that contain short vowel sounds and long vowel sounds spelt using ai/ee/oa/oo/a_e/i_e.
20.8 Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.


**Reading:- Recognise Words by Sight**

*Read words automatically and instantaneously, without having to decode or guess.*

21.1 Track words on a page while listening to poetry, nursery rhymes and familiar, repetitive stories, being read aloud by another person.

21.2 Read on sight a range of familiar words, for examples, numbers one to twenty, labels, captions, names of familiar people, days of the week, and approximately fifty high frequency words from books.

**Reading:- Use Context Clues**

*Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.*

22.1 Identify a noun in a written text.

22.2 Identify an action verb in a written text.

22.3 Identify when a noun in a written text is plural.

22.4 Identify a pronoun in a written text.

**Reading:- Read Aloud**

*Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.*

25.1 Read consonant-vowel-consonant and vowel-consonant-consonant words and short sentences containing these words aloud to the teacher.

25.2 Individually and in chorus, read aloud words which are used on a regular basis, for example, numbers, days, and weather words.

25.5 In chorus and along with the teacher, read a familiar short story or poem aloud.

**Reading:- Comprehend Fiction Texts**

*Find, sequence and retell story information.*

27.1 Re-enact familiar, simple, stories through role play.

27.3 Recount, re-enact with toys, or sequence using pictures, the main events of a familiar nursery rhymes and stories.

**Reading:- Interpret Stories**

*Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.*

28.1 Discuss the causes of events in simple stories.

28.2 Predict the next section of a story with a repetitive, predictable pattern.

**Reading:- Read and Relate to Poetry**

*Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.*

30.1 Connect the text of a poem to accompanying pictures.
**Reading:- Comprehend Non-Fiction Texts**

*Extract, sequence, synthesise and use information contained in non-fiction texts.*

31.1  
Read and follow a simple, single step instruction.

31.2  
Read simple, highly pictorial, non-fiction texts on familiar themes of interest.

**Reading:- Analyse the Language, Nature and Structure of Text**

*Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.*

33.1  
Understand the difference between fact and fantasy.

**Writing:- Write Stories**

*Compose stories using a variety of genres, techniques, structures and settings.*

34.1  
Illustrate a sentence or short story with a picture and add a caption made up of one or two letters or short words.

**Writing:- Write Non-Fiction**

*Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.*

37.1  
Label simple diagrams, for example of parts of the body.

37.2  
Write simple, one or two word informational texts such as signs and directions.

**Writing:- Write Clearly and Legibly**

*Form letters, words, and longer texts recognisably, neatly, and accurately in both cursive and print.*

40.1  
Demonstrate correct technique for holding a pencil.

40.8  
Write with correct letter size and space using guidelines.

**Writing:- Use Capital Letters Appropriately**

*Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.*

42.2  
Differentiate between capital and lower case letters.
Abridged Learning Outcomes for Infant 1 Mathematics

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers A

1.1 Count groups of objects, initially to 10 and then beyond, using the counting principles of stable order, one-to-one correspondence and cardinality.

1.2 Demonstrate different ways of counting through oral exercises such as playing games, singing songs, and saying rhymes.

1.3 Match groups of up to ten objects to written numerical symbols.

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers B

1.4 Count groups of objects, initially to 10 and then beyond, using the counting principles of abstraction and order irrelevance.

1.5 State how many objects are in a group of up to 10 objects at a glance without having to count them one by one.

1.6 Identify an individual number, a sequence of numbers and the number before, after or between given numbers on a number line.

1.7 Recite the numbers 1 to 30 in sequence with fluency and accuracy.

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers C

1.8 Compare numbers from 0 to 10 using the less than, greater than and equals signs.

1.9 Write the numeric symbols for numbers from 0 to 10.

1.10 Compose and decompose numbers from 1 - 10, grouping items into given numbers with no remainder.

1.11 Identify the position of an item in a group using ordinal numbers from first to tenth.
Spatial Relationships and Shapes: Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry A

7.1 Find examples of points, lines, squares, circles, rectangles and triangles in the classroom, school and wider environment.

7.2 Explore common shapes through play and the use of manipulatives.

7.3 Describe the properties of triangles, squares and rectangles in terms of the number of sides and corners.

7.4 Construct 2-D shapes using straws, sticks, clay, building blocks and other materials.

Numbers and Number Operations: Patterns

Apply knowledge of repeating, increasing, decreasing and alternating numerical, graphical and other patterns.

Patterns

2.1 Find examples of patterns in the classroom, school and wider environment.

2.2 Sort objects and shapes based on their colour, size, number of sides or another attribute.

2.3 Create patterns using objects, actions, shapes, colours, sounds or numbers.

2.4 Group 10 or fewer objects into sets of 2's, 3's, 4's and 5's without remainders.

2.5 Count objects, initially to 10 and then beyond, by 1s and 2s, forwards and backwards.

Spatial Relationships and Shapes: Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, weight, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement A

8.1 Compare the length, height, mass, temperature and capacity of two objects using words such as longer, taller, shorter, lighter, heavier, colder, hotter, more full or emptier.

8.2 Investigate the length of objects found in the classroom or wider environment, in non-standard units of measurement, such as finger lengths, pieces of string or lengths of a pencil.

8.3 Describe the position of two objects relative to each other in terms of distance and direction using phrases such as near to, far from, very far from, to the right of, below, above and so on.

Spatial Relationships and Shapes: Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, weight, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement B - Time

8.4 Describe the passage of time using terms such as minute, hour, day, week, month and year.

8.5 Correctly sequence the days of the week and months of the year using ordinal numbers.

8.6 Identify the current dates and days of the month on a calendar or weather chart using ordinal numbers.

8.7 Tell time to the hour using an analogue clock.
Numbers and Number Operations:- Addition and Subtraction

*Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.*

Addition and Subtraction A

3.1 Add sets of up to ten objects including with the use of zero when adding.
3.2 Solve problems involving addition of up to 10 objects, using real life situations.

Numbers and Number Operations:- Fractions and Decimals

*Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.*

Fractions and Decimals

5.1 Explain that a whole object can be divided into parts of equal and different sizes.
5.2 Describe fractions in everyday situations by using language such as ‘1 out of 2’.
5.3 Compose and decompose a region, shape or set of objects using halves and quarters, recognizing that the fractional parts are equal.
5.4 Match pictures of halves and quarters and objects in parts with the symbols ½ and ¼.

Spatial Relationships and Shapes:- Geometry

*Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.*

Geometry B

7.5 Identify rays, angles and planes in the classroom, school and wider environment.
7.6 Find examples of 3-D objects such as spheres, cubes, cylinders and cones in the classroom, school and wider environment.
7.7 Construct 3-D shapes and objects using straws, sticks, clay, building blocks and other materials.

Numbers and Number Operations:- Addition and Subtraction

*Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.*

Addition and Subtraction B

3.3 Subtract objects, including zero objects, from a set of up to ten.
3.4 Solve problems involving subtraction of up to 10 objects, using real life situations.
3.5 Add and subtract sets of up to ten objects with and without the use of concrete objects.
3.6 Combine, rearrange and separate objects to show addition and subtraction, including with the use of +, - symbols.
Data Handling: Data

Collect, record, interpret and communicate data from real life contexts.

Data

11.1 Gather data from environment through observation, counting, sorting and grouping of items such as objects and pictures.

11.2 Organize and display data using concrete materials in tally charts and on pictorial representations.

11.3 Interpret information presented in pictographs using a variety of data sets.

::- Multiplication and Division

There are no learning outcomes for Multiplication and Division for infant one students.

::- Algebra

There are no learning outcomes for Algebra for infant one students.

::- Coordinate Graphs

There are no learning outcomes for Coordinate Graphs for infant one students.

::- Sets

There are no learning outcomes for Sets for infant one students.
Abridged Learning Outcomes for Infant 1 Social Studies

Landforms and Locations:-

The World, Our Home

1.2 Find Belize on a globe and on the map of the world.
1.5 Using pictures, videos or other sources of information, identify the different types of animals that live on different continents.

Weather and Climate:-

Our Weather

9.1 Use the terms wet, dry, warm, cold, windy, sunny and cloudy when talking about the weather.
9.4 Describe how people protect themselves when it is hot, cold or windy, including the use of hats and sunscreens to protect the skin.
9.6 Identify hurricanes and tropical storms as dangerous storms that can cause damage.

Managing Resources:-

Our Resources

17.2 Explain that natural resources come from nature, for example from plants, animals, soils, rocks, air, water and the sun.
17.3 Explain how people use resources for food, to make things and for other uses.
17.6 Identify some ways in which people could use fewer resources.

Society and Culture:-

Families

25.3 Identify the ethnic group they belong to.
25.5 Draw a simple family tree showing three generations of their family.
25.6 Describe different types of family households including single parent, two parent and extended.

Government and Citizenship:-

Rules and Responsibilities at Home

33.2 Describe the rules which govern their homes.
33.4 Explain how rules at home help keep us safe and live together peacefully.
33.5 Discuss the responsibilities of family members including themselves.

History:-

My Country is Belize

41.1 Identify the national symbols of Belize.
41.2 Describe the flag of Belize and how, when and why it is used.
41.3 Identify the districts, cities, towns and major highways of Belize on a map.
41.5 Identify the reasons why Belize has public holidays on dates such as March 9th, September 10th and 21st and November 19th.
Abridged Learning Outcomes for Infant 1 Science

Living Things:-

People. Plants and Animals

1.1 Recognize and identify a range of common animals and plants.
1.2 Observe and identify similarities and differences between people, plant and animal species in their immediate surroundings.
1.3 Classify the similarities and differences between people, plants and animals in terms of features such the similarities and differences between of their colouring, size, sounds they make, smell, odour and texture.
1.4 Identify, through observation, the basic needs of people, plants and animals.
1.5 Discuss how the needs of people, plants and animals are alike and how they are different.

Healthy Environments:-

Keeping Around Us Clean and Safe

9.1 Use observation skills to identify the differences between clean and unclean spaces in their school and homes.
9.2 Recognise objects or conditions in spaces that make them safe or unsafe.
9.3 Identify and participate in activities that keep spaces clean and safe and help improve the quality of their immediate spaces.

The Human Body:-

Parts of the Body and Senses

16.1 Recognize and name the main external parts of the human body.
16.2 Explain the functions and importance of the function of the sense organs of the human body.
16.3 Identify physical similarities and differences between themselves and other children.
16.4 Identify general physical changes they have undergone since birth and link them to the concept of growth.
Abridged Learning Outcomes for Infant 1 H.F.L.E.

Diet and Disease:

Staying Fit and Well

1.2 Describe how, when and why a person should wash their hands to make it less likely they will get sick.
1.3 Describe effective ways of cleaning and protecting the eyes, ears, nose, mouth, teeth, hair, toe nails and finger nails.
1.4 Identify which food and drinks are more healthy and which are less healthy to consume.
1.6 Identify places where mosquitoes breed around their home and school.

Human Relationships:

Friendship

9.3 Describe good and bad ways of treating friends, such as being fair or unfair, generous or mean, kind or unkind and helpful or unhelpful.
9.4 Describe good listening and speaking behaviour, including being patient, taking turns, choosing the right words and so on.
9.5 Discuss what a person can do if a friend makes them feel unhappy or if they make their friend feel unhappy.
9.6 Explain the difference between friends, trusted adults, familiar adults and strangers.

Personal Development:

Growing Up

17.2 Identify how they and other people may act as a result of a range of different feelings.
17.3 Identify the different stages of the human life cycle from birth, through childhood, adolescence, adulthood and old age.
17.5 Identify the locations and proper names of the penis, testicles, vagina, anus and breasts.
17.6 Identify inappropriate exposure of the penis, vagina and anus.

Protection from Harm:

Protecting Yourself

25.1 List safety rules for avoiding dangerous situations at home or in school.
25.2 Identify items in the home or classroom that are dangerous to drink or touch.
25.4 Explain the difference between touching of their bodies by other people that is good and bad or that makes them feel comfortable or uncomfortable.
25.6 Describe what a person can do if they are in a situation that makes them feel unsafe, including when they are alone with an adult they do not trust.
25.7 Identify ways to seek assistance and express feelings if worried, abused or threatened.
Road and Personal Safety:-

Pedestrian and General Safety

33.2 Describe safe and unsafe ways to act and safe and unsafe places to be in at home and at school.
33.5 Describe what pedestrians on busy streets, at intersections and at pedestrian crossings should and should not do.
33.4 Explain where, when and how it is safe to cross the road.
33.7 Explain why passengers in cars should wear seat belts, act sensibly and avoid distracting the driver.

Financial Literacy:-

About Money

41.3 Explain the nature, value and uses of money.
41.5 Explain the relative value of dollars and cents of different coins and notes.
41.6 Discuss what might be some good or bad things to spend money on.
Abridged Learning Outcomes for Infant 1 Physical Education

Body Skills:-

Movement and Balance

1.1 Explore personal space by forming wide, narrow, curled & twisted body shapes at low, mid and high levels.
1.2 Roll on the floor sideways, forwards and backwards.
1.3 Perform a variety of exercises while standing, such as touching toes with one hand, touching ankles with both hands and twisting the body from side to side with hands on hips.
1.4 Perform a variety of exercises while sitting on the floor, such as touching toes with one hand, touching ankles with both hands and touching the floor with an arm outstretched in all directions.
1.5 Perform exercises on the spot such as arm curls, stretches, jumping jacks, leg lifts and running on the spot.
1.6 Balance on one leg while stationary, swaying and stretching.

Locomotor Skills:-

Fundamental Movement Skills

9.1 Demonstrate the basic transport skills by running, galloping, hopping and jumping in a variety of ways, for example, running or hopping around a hoop, or jumping consecutively in a forward direction while maintaining balance.
9.2 Leap forwards without touching the ground for at least one yard and land on both feet at the same time.
9.3 Travel in general space with different speeds.
9.4 Run for distance in a straight line.
9.5 Walk for 25 seconds in a straight line to a predetermined target.
9.6 Travel in forward and sideways directions using a variety of locomotor patterns and changes direction quickly in a response to a signal.

Space and Movement Games:-

Personal and General Space Awareness

17.1 Demonstrate space and body awareness.
17.2 Move through general space in a safe and controlled manner and be able to stop quickly with good balance.
17.3 Move through personal and general space, changing direction and maintaining control.
17.4 Perform locomotor and non-locomotor skills individually, with a partner, and while manipulating objects.
17.5 Perform walking and running while changing directions.
17.6 Practice stopping and going on command while walking around the playing area.
17.7 Turn 90° while walking and stepping with the beats.
Ball and Net Games:-

Beginner's Throwing and Catching - Softball, Cricket or Basketball

25.1  Drop a ball such as a ping pong, rubber or tennis ball and catch it before it bounces twice.
25.2  Catch a soft object from a self-toss before it bounces.
25.3  Throw bean bag forward with one hand.
25.4  Back-swing the bean bag with straight arm.
25.5  Throw a bean bag within the position between their waist and shoulder.
25.6  Throw a bean bag for distance at a pre-determined target.
25.7  Throw and catch bean bag with partner continuously.

Ball and Target Games:-

Introduction to Kicking a Football

33.1  Kick a beach ball along the ground with the left foot.
33.2  Kick a beach ball along the ground with the right foot.
33.3  Kick a beach ball along the ground with both feet.
33.4  Kick a beach ball in the air with the stronger foot.
33.5  Kick a beach ball in the air with the weaker foot.
33.6  Kick a beach ball to a pre-determined target for accuracy.
33.7  Kick a beach ball to a pre-determined target for distance and accuracy.

Striking and Base Running Games:-

Striking Stationary and Suspended Objects

41.1  Strike a balloon with a lightweight paddle or with palm of the stronger hand.
41.3  Toss a ball or object upward and hit it consecutively with a lightweight paddle or with palm of the stronger hand.
41.4  Drop an object and contact it underhand.
41.5  Drop a ball and contact it after a bounce.
Abridged Learning Outcomes for Infant 1 Expressive Arts

Drawing:-

Making Patterns and Designs
1.3 Create a drawing and share it with another person.
1.4 Draw two dimensional shapes.

Music:-

Songs and Beats
9.3 Sing notes using a variety of high and low pitches and soft and loud volumes.
9.4 Add gestures and movement to singing.
9.6 Repeat a rhythm made by another person by clapping or beating the desk.

Three Dimensional Art:-

Making Geometric Shapes
17.1 Decorate a large outline drawing provided by the teacher with coloured paper, glitter, split peas, beans or other small objects.
17.3 Create simple models of houses, boats, planes and other large objects.

Dance:-

Movement and Dance
25.1 Explain safety and other rules that must be followed on the dance floor.
25.2 Move freely in space in time to music, changing direction, speed and level.
25.3 Demonstrate controlled and coordinated body movement in time to music while remaining in one place.
Abridged Learning Outcomes for Infant 1 Spanish

Myself:-

Knowing Me

1.1 Respond to greetings using simple phrases, for example: hola; buenas tardes; buenos días; buenas noches.

1.2 Respond orally to questions about self using short phrases, for example: me llamo Miguel; mi nombre es Anita; tengo cinco años.

1.3 Count from zero to ten.

1.4 Correctly pronounce the sounds of the first 9 letters (a to i) of the Spanish alphabet.

My Home:-

My Immediate Family

9.1 Identify family members for example: tengo dos hermanos; mi padre se llama Juan; mi madre es Marta.

9.2 Answer questions about family members such as ¿Cómo se llama tu mamá? ¿Cuántos hermanos tienes?

My School:-

My Classroom

17.1 Name items that are found in the classroom or in a school bag such as pizarra, tiza, pupitre, borrador, alumno, regla, cuaderno, libro, lápiz.

17.2 Name classroom items and items in the schoolbag in their plural form such as reglas, lápices, cuadernos.

17.3 Identify items using hay and the verb tener in the present tense.

My Community:-

Where I Live

25.1 Identify where they and others live, for example: mi dirección es la calle Iguana cuarenta cinco; viven en la Cuidad de México; su domicilio es la aldea San Juan.

25.3 Correctly pronounce the sounds of the second 9 letters (j to q) of the Spanish alphabet.

My Country:-

My Surroundings

33.1 Use hay to identify common items seen in Belize, for example: hay un carro; hay dos tiendas; hay una iglesia.

33.2 Name animals commonly found in Belize such as el jaguar, la garza, el danto, el jabalí, el pelícano, el tepezcuintle.
My World:-

Things I See in My World

41.1 Identify basic elements of world geography, such as el mar, la tierra, el mapa, el mundo, un país.

41.2 Describe the world using simple phrases, for example: en el mundo hay mar; en el mar hay peces; el mundo es grande.

41.3 Correctly pronounce the sounds of the last 9 (r to z) letters of the Spanish alphabet.
Abridged Learning Outcomes for Infant 2 Language Arts

Listening:- Identify and Distinguish between Sounds

Hear, recognise and differentiate between speech sounds at a variety of levels ranging from phonemes to complete texts.

1.9  Generate a new rhyme from a prompt word.
1.10 Divide two syllable words into syllables and clap the syllables of a short sentence.

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.3  Perform a simple procedure after listening to a description of it.
2.4  Recall one or two important points after listening to a short spoken text.
2.5  Identify main characters and events in stories presented orally.

Listening:- Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

5.2  Answer simple questions about their feelings in response to stories and poetry presented orally.
5.3  Predict outcomes of familiar, repetitive stories presented orally.
5.4  Retell or dramatise parts of stories heard.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.4  Follow instructions given by the means of gestures, symbols and pictures.
6.5  Select or draw a series of pictures to retell a story.

Viewing:- Respond to Visual Images

Connect visual images to personal choices, experiences, emotions, ideas and moral values.

7.2  Express a point of view based on viewing a picture.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.4  Ask a partner simple questions to acquire information using who, what, when, where, and how.
8.5  Ask a partner questions about a topic of interest.
8.6  Give appropriate spoken responses to greetings, instructions and requests.
Speaking:- Express Opinions and Communicate Ideas
Effectively and clearly state, develop, explain and justify opinions and ideas.

10.3 Describe a picture using complete sentences.
10.4 Calmly describe a recently witnessed event.

Speaking:- Express Opinions and Communicate Ideas
Effectively and clearly state, develop, explain and justify opinions and ideas.

11.2 Give simple reports about current weather conditions.

Speaking:- Display Self-Esteem while Speaking
Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

13.2 Role play simple situations with at least one other person, for example "at school", "at the store," etc.

Speaking:- Recite Poetry
Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

14.3 Play with rhyme by changing familiar poems and nursery rhymes.

Speaking:- Use Correct Grammatical Structures in Speech
Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.2 Form the plural of most nouns correctly while speaking standard English.
17.3 Modify a noun with an adjective in a spoken sentence.

Reading:- Apply Phonics Knowledge
Use knowledge of the relationship between letters and sounds to decode words in print.

20.10 Read words containing vowel digraphs ea (seat), a_e (cake) ay (day), ew (flew), oy (boy), ow (cow & low).
20.11 Note that most vowel sounds, especially the long vowel sounds (ai, ee, ie, oa, ue), have a range of alternative spellings and apply this knowledge when decoding unfamiliar words.
20.12 Sound out two syllable words that are spelt using conventional consonant, "short" vowel and commonly occurring "long" vowel letter representations.
20.13 Read words ending in -ss -ck, -ff & -ll.
20.14 Discriminate between words beginning with hard/soft c and g.
20.15 Recognise words ending with common spelling patterns, for example, -old, -ing, -op, -end & -and.
Reading: Recognise Words by Sight

*Read words automatically and instantaneously, without having to decode or guess.*

21.3 Read on sight and understand the meaning of words containing the endings -s (plural), -ing (continuous tense), and -ed (past tense).

21.4 Read on sight approximately one hundred high frequency words including numbers, seasons, months of the year, common colour words and the name of the school.

Reading: Use Context Clues

*Interpret and apply knowledge of visual images, vocabulary, grammar, the text’s topic and textual features to deduce the meaning of an unknown word or phrase.*

22.5 Identify and explain the purposes of, full stops and question marks in written texts.

22.6 Identify a proper noun in a written text.

22.7 Identify and explain the purpose of, an adjective in a written text.

22.8 Use visual images to predict the meaning of unfamiliar words.

Reading: Display Word Power

*Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.*

23.4 Identify the opposites of familiar words.

Reading: Use a Dictionary

*Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.*

24.2 Place words that begin with different letters in correct alphabetical order.

Reading: Read Aloud

*Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.*

25.6 Read simple stories independently, pointing to words as they read.

25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.

25.10 Individually read aloud sentences from a familiar story or poem to a group or the whole class.

Reading: Select Appropriate Reading Material

*Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.*

26.1 Select and read for pleasure stories with familiar, repetitive and predictable patterns.

26.2 With guidance, select books appropriate to their interest and reading level from a shelf of books in the classroom.
**Reading: Comprehend Fiction Texts**

Find, sequence and retell story information.

27.4 Retell, in the correct order, the main events of a simple story.
27.5 Recall one or two important points after listening to a short text.

**Reading: Interpret Stories**

Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.3 Discuss the connections between events in stories.
28.4 State, with reasons, whether they think a character is good or bad.

**Reading: Read and Relate to Poetry**

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

30.2 Read aloud a short, single verse, poem.

**Reading: Research from Non-Fiction Texts**

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

32.1 List one or two pieces of information from a short non-fiction text.

**Writing: Write Stories**

Compose stories using a variety of genres, techniques, structures and settings.

34.2 Compose several original sentences based on a picture.
34.3 Illustrate a story with a picture and write a caption using real or invented spelling.

**Writing: Write Poetry**

Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.

35.1 List sets of rhyming words.
35.2 Compose simple rhyming couplets.

**Writing: Write Non-Fiction**

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

37.3 Write short lists for a specified purpose, for example, a shopping list.
37.4 Write a few words or a sentence describing a recent experience.
37.5 Compose several original sentences describing a familiar person.
37.6 Write several sentences on one idea, picture or topic, using invented spelling where necessary.
Writing:- Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

39.4 Create a simple picture book with original words or sentences and having the appearance of a book, for example with a front cover, title, and the author’s name.

Writing:- Write Clearly and Legibly

Form letters, words, and longer texts recognisably, neatly, and accurately in both cursive and print.

40.11 Form the 26 upper and lower-case letters of the alphabet and numbers without tracing.

Writing:- Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

42.4 Use capital letters for names of people.
42.5 Use capital letters for names of places, days and months.
42.6 Use capital letters at the beginning of sentences.
42.7 Use capital letter for the word “I”.

Writing:- Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

43.1 Use a full stop at the end of a telling sentence.
43.2 Appropriately use question marks.

Writing:- Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

44.1 Form the plural of nouns by adding -s.
44.2 Use appropriate word order for simple subject-verb-object sentences in original writing.
44.3 Correctly use the articles a & an in original writing.
44.4 Appropriately substitute the nouns with the pronoun "it" and "them" in original writing.

Writing:- Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

45.1 Modify a noun with an adjective in an original sentence.
Abridged Learning Outcomes for Infant 2 Mathematics

Numbers and Number Operations: Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers A

1.12 Count up to 100 using a number chart.
1.13 Count groups of up to one hundred objects using the five counting principles of stable order, one-to-one correspondence, cardinality, abstraction and order irrelevance.
1.14 Match number names and numeric symbols for numbers from 0 to 100 both orally and in writing.
1.15 Apply the concept of zero to real-life situations.
1.16 Identify the position of an item in a group using ordinal numbers from first to one hundredth.
1.17 Distinguish between odd and even numbers.

Numbers and Number Operations: Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers B

1.18 Compose 2-digit numbers from groups of tens and ones.
1.19 Decompose 2-digit numbers into groups of tens and ones.
1.20 Sequence a set of numbers between 0 and 100, in ascending or descending order, using a number line.
1.21 Identify the number that is ten more or ten less than a given number using a place value chart.
1.22 Estimate to the closest benchmark number, for example, 5, 10, 25 or 50 before counting a set of objects to find the exact amount.
1.23 Sequence a set of non-consecutive numbers between 0 and 100 using a place value chart.
1.24 Compare numbers from 0 to 100 using the less than, greater than and equals signs.

Spatial Relationships and Shapes: Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry A

7.8 Draw lines, rays and angles.
7.9 Differentiate between horizontal, vertical and diagonal lines.
7.10 Identify the similarities and differences between triangles, squares, rectangles and circles.
7.11 Create by drawing or modelling 2-D shapes with a specified number of sides.
Numbers and Number Operations: Patterns

Apply knowledge of repeating, increasing, decreasing and alternating numerical, graphical and other patterns.

Patterns

2.6 Identify patterns in pictures and artistic designs.
2.7 Create repeating patterns using actions, objects, colours, and sounds
2.8 Create repeating patterns using shapes, letters and numbers.

Spatial Relationships and Shapes: Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, weight, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement A

8.8 Investigate the perimeter and area of 2-D shapes using non-standard measures.
8.9 Measure the length of lines, perimeter of shapes and real objects found in the environment using the customary units of feet and inches.
8.10 Investigate the volume of 3-D shapes using non-standard units of measurement.
8.11 Measure volume of containers using the customary units of cups and pints.
8.12 Measure the mass of objects using the customary units of pounds and ounces.
8.13 Compare the use of non-standard units to the use of customary units of measurement.

Numbers and Number Operations: Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction A

3.7 Add a 1-digit number to a 2-digit number that ends in a zero.
3.8 Add a 1-digit number to any 2-digit number with the answer not exceeding 99.
3.9 Add, mentally, without the use of manipulatives, multiples of 10, with the sum not exceeding 100.
3.10 Subtract a 1-digit number from a 2-digit number without the need to borrow.

Spatial Relationships and Shapes: Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, weight, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement B - Time

8.14 Identify time as half hour, quarter hour to or past the hour using an analogue clock.
8.15 Apply the terms a.m. and p.m. to time
8.16 Explore the relationship between seconds, minutes, hours, days, weeks and a year.
8.17 Identify how many seconds have passed using the second hand of an analogue clock.
8.18 Identify the time to the nearest minute using both analogue and digital clocks.
Numbers and Number Operations: Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction B

3.11 Add any two 2-digit numbers together with the answer not exceeding 100, vertically and horizontally with or without the use of a place value chart.

3.12 Subtract a single or 2-digit number from a 2-digit number, vertically and horizontally, without the need to borrow, with or without the use of a place value chart.

3.13 Complete number sentences with sums or differences up to 100 using the symbols +, -, =

3.14 Explore the additive identity property, that is if you add a number to 0, then the sum is the same number.

Numbers and Number Operations: Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals

5.5 Compose and decompose a region, shape or set of objects using halves, thirds, quarters, and fifths.

5.6 Match pictures of fractional parts with the symbols \(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \text{ and } \frac{1}{5}\).

Numbers and Number Operations: Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division

4.1 Place up to 50 objects into groups of equal size.

4.2 Divide groups into equal parts using real objects or pictures.

4.3 Investigate that multiplication is the same as repeated addition.

4.4 Multiply two 1-digit numbers together using manipulatives arranged in groups, multiplication arrays and so on.

Spatial Relationships and Shapes: Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry B

7.12 Create models of 3-D shapes and objects with specified properties, such as number of faces.

7.13 Compare 2-D shapes according to specific properties including length of sides, number of vertices and the approximate size of their internal angles.

7.14 Investigate the similarities and differences between symmetrical shapes.
Data Handling:- Data

Collect, record, interpret and communicate data from real life contexts.

Data

11.4 Gather data from picture and written sources and the environment through observation.
11.5 Organize and display data using concrete materials in tally charts and column representations.
11.6 Interpret information presented in simple column graphs using a variety of data sets.
11.7 Make predictions using graphs.

:- Algebra

There are no learning outcomes for Algebra for infant two students.

:- Coordinate Graphs

There are no learning outcomes for Coordinate Graphs for infant two students.

:- Sets

There are no learning outcomes for Sets for infant two students.
Abridged Learning Outcomes for Infant 2 Social Studies

Landforms and Locations:-

Planet Earth

2.1 Explain how the rotation of the earth causes day and night.
2.3 Describe the solar system as containing a sun surrounded by the planets, including the earth, and other objects.

Weather and Climate:-

Observing and Recording Weather

10.4 Record the weather every day over a short period of time on a weather chart that has words, symbols and numbers.
10.6 Describe hurricanes and the damage they can do after observing pictures, watching videos or reading texts.

Managing Resources:-

Tourism

18.3 Identify a major tourism activity or destination in each of Belize's six districts.
18.5 Identify some places that tourists to Belize come from, using a map of the world.
18.6 Identify some types of jobs created by tourism.

Society and Culture:-

Communities

26.1 Describe the different types of buildings and public spaces that are found in their neighbourhood, including houses, schools, medical and community centres, stores, parks and businesses.
26.3 Describe the jobs done by selected community workers such as nurses, doctors, police, BDF and coast guard officers, utility workers, teachers and so on.
26.4 Recognize the roles and duties of law enforcement officers in the community.
26.6 Describe responsible community behaviour such as keeping the streets clean, waiting patiently in a queue, being polite, crossing a road or street with care, keeping pets under control and so on.

Government and Citizenship:-

Rules and Responsibilities at School

34.3 Give examples and non-examples of behaviour that shows respect for other people and their property, including school property.
34.4 Explain what it means to treat people equally, regardless of their ethnicity, gender, skin colour, likes and dislikes or personal appearance.
34.5 Identify an outstanding person that can be a role model for them.
History:-

Life in Ancient Maya Cities

42.1 Explain that there were Maya cities in Belize more than one thousand years ago.
42.2 Compare the ancient Maya ball game with ball games played today.
42.5 Describe some of the buildings typically found in ancient Maya cities such as pyramids, temples, palaces and ball courts.
42.6 Compare the work done by people in ancient Maya civilizations with the work people do today, including farming and pottery making.

Abridged Learning Outcomes for Infant 2 Science

Living Things:-

Plant and Animal Growth

2.1 Differentiate between living and non-living things in terms of visible characteristics such as growth, feeding, movement and reproduction.
2.2 Identify cells as the building blocks that make up all living things.
2.3 Describe physical growth of living things in terms of the increase in the number of cells that make up their bodies.
2.4 Identify, through inquiry, the needs for physical growth of local plant and animal species.

Healthy Environments:-

Keeping Safe in our Environment

9.4 Give examples of human-built and natural environments.
9.5 Identify basic and common components of the human-built and natural environments.
9.6 Observe and identify the potential and common dangers in human-built and natural environments.
9.7 Suggest how to best respond to common dangers in the human-built and natural environment.

The Human Body:-

Healthy Food Choices

17.1 Match different types of local foods to the food groups they belong to.
17.2 Give examples of nutritious foods and tell how they contribute to their growth and energy needs.
17.3 Suggest healthy food choices for balanced meals and as snacks.
17.4 Discuss the significance of making healthy food choices.
Abridged Learning Outcomes for Infant 2 H.F.L.E.

**Diet and Disease:-**

**Preventing Common Illnesses**

2.1 Explain why eating a variety of foods, including fruits and vegetables, helps a person grow and stay healthy.

2.2 Explain how a person can make sure they do not consume too much sugar in their diet.

2.4 Discuss what people can do to get better from, and make sure they do not pass on, an illness spread through sneezing and coughing, such as a common cold or influenza.

2.5 Discuss what people can do to get better from, and make sure they do not pass on, an illness spread through direct contact with an infected person or contaminated object for example conjunctivitis, ringworm or chickenpox.

2.7 Explain why it is important to get rid of places where mosquitos breed and how this can be done.

**Human Relationships:-**

**The Classroom Community**

10.2 Explain how students can help each other keep their classroom safe and healthy.

10.4 Describe ways in which people at school can help each other when they feel sad or lonely or have other problems.

10.6 Discuss how to make sure all students, including those with disabilities, are fully involved in classroom activities.

**Personal Development:-**

**Myself**

18.1 Describe what they want to do in the future.

18.2 Describe the characteristics of someone they admire.

18.4 Explore different ways of describing their body, personality, needs, desires and future expectations.

18.5 Identify the importance of appreciating that every person has unique characteristics, strengths, opinions and desires.

**Protection from Harm:-**

**Abuse at Home and School**

26.1 Identify school and household substances that are harmful for children to consume or touch, including cleaning products, vehicle care products and adult medication.

26.2 Explain why substances such as alcohol, tobacco, marijuana and adult medication are harmful for children to consume.

26.4 Identify types of abuse that can happen inside and outside of the home.

26.6 Explain the importance of telling an adult if someone is in danger of or is being abused.
Road and Personal Safety:-

Cycling and School Safety

34.1 Describe safe and unsafe places to be and ways to act in the home, at school, on the street, in a park and in other public places.

34.3 Describe how to ensure a bicycle is safe to ride, for example by checking the brakes, lights, tires, chain and steering.

34.4 Explain traffic regulations that relate to walking and cycling.

34.7 Identify types of behaviour that can make riding a bicycle more dangerous, including carrying a passenger, riding against the flow of traffic, ignoring traffic lights and signs, riding without good brakes, failing to signal and swerving unexpectedly.

Financial Literacy:-

Budgeting and Saving

42.2 Explain the differences between giving, lending, buying, swapping, trading, borrowing and taking without permission.

42.3 Explore how people decide what to spend money on.

42.4 Explain what it means to save money.

42.6 Explain why people keep money in banks and credit unions.
Abridged Learning Outcomes for Infant 2 Physical Education

**Body Skills:-**

**Movement and Coordination**

2.1 Roll on the floor sideways, forwards and backwards continually for several seconds.
2.2 Execute a single jump with self-turned rope, for example, forward with single bounce and backward with single bounce.
2.3 Demonstrate simple flexibility exercises, for example, stretching arms and legs as high and wide as possible in various directions.
2.4 Demonstrate the following in a warm-up routine: lifting knees high, jogging in place, hopping on one leg then the other and pushing against a wall.
2.5 Perform "snake" push ups.
2.6 Remain balanced standing on one leg while twisting, turning, swaying and changing direction and height.
2.7 Perform safe handstands, headstands cartwheels while someone holds their legs.

**Locomotor Skills:-**

**Travelling with Different Locomotor Movements**

10.1 Follow instructions when movement vocabulary is used, for example, hop, spin, dodge, counter-clockwise and when following directions related to simple games and activities.
10.3 Travel in different pathways to negotiate obstacle courses.
10.4 Run in a straight line and then change directions, for example, stop, go and pause on a given command from the teacher.
10.5 Hop and change directions.
10.6 Hop forwards on one foot for several seconds to reach a pre-determined target.
10.7 Switch between fast and slow speed.

**Space and Movement Games:-**

**Moving to Rhythm**

18.1 Demonstrate the concept of adequate personal space.
18.2 Demonstrate movement in personal space and in general space.
18.3 Move in personal space to a rhythm.
18.4 Walk to match fast or slow rhythm.
18.5 Stretch or curl with the rhythm.
18.6 Execute Running and jumping in different directions, for example, Mr. Wolf how much a clock? and Chicken Tag.
18.7 Demonstrate effectively skipping or galloping for approximately one minute.
**Ball and Net Games:-**

**Simplified Throwing and Catching - Softball, Cricket or Basketball**

26.1 Throw vertically to self.
26.4 Throw a variety of objects, demonstrating both accuracy and force, for example, basketballs, footballs and frisbees.
26.5 Throw a foam ball through a hoop several times consecutively.
26.6 Catch a rolling ball.
26.7 Throw accurately to a moving target, for example, a partner.

**Ball and Target Games:-**

**Kicking a Football - Forms and Approaches**

34.1 Tap a ball using the inside of the foot, sending it forward.
34.2 Tap a ball using the inside of the foot while walking in general space.
34.3 Kick a stationary beach ball using the correct kicking form.
34.4 Use a running approach to kick a moving beach ball in the air using the correct kicking form.
34.5 Use a running approach and kick a stationary ball for distance and accuracy.
34.6 Pass football with feet as both partners travel.

**Striking and Base Running Games:-**

**Striking for Distance - Softball, Cricket or Volleyball**

42.1 Strike a ball at a target for distance.
42.2 Strike a ball high enough to travel over a net.
42.3 Strike an object with a variety of paddles and rackets.
42.4 Strike a ball continuously to a rebound wall.
42.5 Consistently strikes a softly thrown ball with a bat.
42.6 Strike an object over a net.
42.7 Strike a large ball off a batting tee with a plastic bat.
Abridged Learning Outcomes for Infant 2 Expressive Arts

**Drawing:**

**Basic Line Drawing**

2.2 Draw pictures of a single object, animal or person from imagination.

2.4 Use a pencil to shade a line drawing.

**Music:**

**Making Musical Sounds**

10.1 Identify a range of musical instruments commonly used in Belize and the rest of the world.

10.2 Play a rhythm on a musical instrument such as a drum, shaker, tambourine, toy xylophone or wooden block.

10.4 Investigate changes in pitch that occur when air is blown into bottles of different size and shape and filled with different amounts of water.

**Three Dimensional Art:**

**Making Models of People and Animals**

18.1 Create a decorated mask out of cardboard.

18.3 Create models of people and animal forms using clay, dough, pipe cleaners, wire, twisted paper or other materials.

**Dance:**

**Dancing to Songs and Stories**

26.1 Explain safety rules and procedures related to dance.

26.2 Perform original dance steps and movements based on a song.

26.5 Move fluidly and in time to music, from one the following body shapes to another: curved, straight, open, closed, symmetrical and asymmetrical.
Abridged Learning Outcomes for Infant 2 Spanish

Myself:-

What We Look Like

2.1 Differentiate between masculine and feminine nouns by their ending sound, for example el niño, la niña.

2.2 Identify main parts of the body for example: la cabeza; los ojos; la mano; el pie.

2.3 Use the verb tener to describe physical characteristics in simple phrases, for example: tengo pelo negro; tengo ojos cafés; tengo pelo largo.

2.5 Quantify objects using numbers up to twenty in simple phrases, for example: tengo quince pelotas; hay once gatos aquí.

My Home:-

People I Know

10.1 Describe family members using simple phrases, for example: tu tienes ojos negros; usted es amable; mis primas son simpáticas.

10.2 Use the three forms of you with a present tense verb: tú, usted(ud) and ustedes(uds) when talking to members of the family, for example: tú eres mi amigo; usted es mi padre; ustedes tienen muchos libros.

My School:-

Moving Around the Classroom

18.1 Respond orally to presentation of people using responses such as mucho gusto Señor Pasos; un placer conocerlo(la).

18.2 Respond to simple instructions given by the teacher in the classroom such as levanten la mano; escriban; lean.

18.3 Give simple instructions in the classroom differentiating between giving instructions to peers and giving instructions to the teacher such as repite; repita.

My Community:-

People in My Community

26.1 Identify community workers using the verb ser, for example: es un bombero; mi hermano es un policia; son enfermeras; eres maestra; somos médicos.

26.2 Talk about future professions using simple sentences, for example: quiero ser una piloto; voy a ser un estilista.
**My Country:-**

**Travelling in My Country**

34.1 Describe vehicles in short phrases that include an adjective, for example: hay un autobús grande; la avioneta es rápida; la lancha es pequeña; tengo un carro blanco.

34.3 Identify communities in the country such as distrito, pueblo, ciudad, aldea, cayó, comunidad

34.4 Respond to basic questions regarding travelling within the country of Belize, for example ¿Cómo viajas a tu pueblo? Voy en bicicleta.

**My World:-**

**World Flags**

42.1 Describe objects by their colour, for example: un carro verde; el cielo es azul; hay una casa amarilla.

42.2 Identify shapes such as el cuadro, el triángulo, el círculo.

42.3 Identify the countries and flags of countries in Latin American and the Caribbean.
Abridged Learning Outcomes for Standard 1 Language Arts

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.7 Draw a picture with several elements described by another person.
2.8 Recall information from stories, poems and non-fiction texts presented orally.

Listening:- Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

5.5 Discuss the emotions they feel when listening to stories, poems and non fiction texts presented orally.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.6 Determine the sequence and main idea of a story told entirely in pictures.
6.7 Tell a story or sequence based on a series of pictures.

Viewing:- Respond to Visual Images

Connect visual images to personal choices, experiences, emotions, ideas and moral values.

7.3 Identify and discuss the emotions of story characters or real people depicted pictorially.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.7 Maintain a conversation with a series of short exchanges.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

9.3 Express and explore ideas based on the imagination.
9.4 Give simple reasons for their ideas based on direct observation or concrete experience.

Speaking:- Express Opinions and Communicate Ideas

Effectively and clearly state, develop, explain and justify opinions and ideas.

10.5 Using several sentences consecutively, describe an incident or tell a story based on recent or past own experience, in an audible voice.
**Speaking:- Express Opinions and Communicate Ideas**

Effectively and clearly state, develop, explain and justify opinions and ideas.

11.3 Give a short report on a favourite topic to the rest of the class.

**Speaking:- Recite Poetry**

Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

14.6 Individually, recite simple poems with actions, either from memory or from a text.

**Speaking:- Use Correct Grammatical Structures in Speech**

Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.4 Apply appropriate present, past and future tense forms of verbs when speaking standard English.
17.5 Modify a noun with two or more adjectives in a spoken sentence.

**Speaking:- Use Appropriate Styles and Registers in Speech**

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.2 Use the telephone intelligently and courteously for a variety of purposes using appropriate forms of language.

**Reading:- Apply Phonics Knowledge**

Use knowledge of the relationship between letters and sounds to decode words in print.

20.16 Read words with common end clusters, for example -ld, -lk, -sk, -mp, -sp, -ct, -ft, -lt, -pt, -xt, -lf, -nch & -lth.
20.17 Read words with common initial consonant clusters, for example, cl, cr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sp, spl, spr, squ, str, sw, tw, thr, shr.
20.18 Read words containing the spelling patterns: ur (burn), ear (hear), ere (there), are (scare), air (fair), oor (floor), aw (law), au (caught), ore (more), ea (bread)
20.19 Read words containing the spelling patterns ph, wh, kn, igh, ough, hard ch (choir), and words in which s, si, and ti represent a soft "j" or a "sh" sound as in vision, pleasure, station
20.20 Use knowledge of similar words to read unfamiliar words correctly, for example, getting slight from light, shroud from loud, and so on.

**Reading:- Recognise Words by Sight**

Read words automatically and instantaneously, without having to decode or guess.

21.5 Read on sight approximately one hundred and fifty high frequency words including many that are not phonetically spelt.
Reading: Use Context Clues

Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

22.10 Use knowledge of common prefixes and suffixes to identify the meaning of a word.
22.11 Use background knowledge of the topic to identify the meaning of an unknown word.

Reading: Use a Dictionary

Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.

24.4 Place a series of words that begin with the same letter in correct alphabetical order.

Reading: Read Aloud

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

25.13 Individually read aloud a familiar short story.
25.15 Show awareness of the audience when reading aloud.

Reading: Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.

26.4 Independently, select fiction and non-fiction books appropriate to their interest and reading level from a shelf of books in the classroom.

Reading: Comprehend Fiction Texts

Find, sequence and retell story information.

27.6 Describe characters encountered in a story, using original words.

Reading: Interpret Stories

Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.5 Discuss multiple causes of an event in a story.
28.6 Discuss the main theme of a story.
28.7 Based on the plot, discuss why events happen the way they do in a simple story.
28.8 Evaluate, with reasons, the actions of story characters, for example, if they were brave/foolish/selfish/generous, or acted in reasonable or unreasonable ways.

Reading: Relate Personally to Stories

Connect stories to personal choices, experiences, emotions, ideas and moral values.

29.3 Link events and characters in stories to their own experience.
Reading:- Read and Relate to Poetry

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

30.3 Read a short poem and discuss its meaning.

Reading:- Comprehend Non-Fiction Texts

Extract, sequence, synthesise and use information contained in non-fiction texts.

31.3 Read and follow a set of instructions telling them to perform three consecutive actions.

Reading:- Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

32.2 List the key points from a short non-fiction text.

Writing:- Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

34.4 Compose an original story, of at least five sentences, based on a picture, another story or personal experience, and illustrate it with a picture.

34.5 Rewrite a familiar story using original words.

Writing:- Write Poetry

Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.

35.3 Compose short poems that rhyme.

Writing:- Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

36.2 Create greeting cards for a variety of purposes, for example get well, congratulations, birthdays and anniversaries.

36.3 Write a short letter to a friend to invite them to an event, to accept an invitation or to express thanks.

Writing:- Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

37.7 Write a short non-fiction text, presenting ideas in a logical, sequential order.

37.8 Keep a daily record (journal) of events.

37.9 Write a paragraph describing a recent experience.

37.10 Write a paragraph describing interests.
Writing: Spell Words Appropriately

Spell words in accordance with accepted conventions.

41.5 Appropriately form plurals by adding -es and by changing y/ey to ies in original writing.
41.6 Spell common, irregularly spelt words, for example days of the week, numbers and question words correctly.

Writing: Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

42.8 Use capital letters for the names of streets, buildings and other geographical features.

Writing: Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

43.3 Appropriately use commas in a series of adjectives or nouns.
43.4 Use an apostrophe in common contractions.

Writing: Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

44.5 Appropriately use simple present and simple past forms of the verbs be, do, and have in original writing.
44.6 Construct simple noun-verb-noun sentences correctly in original writing.

Writing: Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

45.2 Modify a noun with two or more adjectives in an original sentence.
Abridged Learning Outcomes for Standard 1 Mathematics

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers

1.25 Apply the concept of thousands to real life situations.
1.26 Read, write and match numbers up to 1000 using numerical symbols and words.
1.27 Draw a segment of a number line to show a selection of positive numbers up to 1000.
1.28 Explain that each column of a place value chart is ten times more or less than the neighbouring column for numbers between 0 and 999.
1.29 Compare numbers up to 1000 using the symbols for equals (=), less than (<) and greater than (>).
1.30 State, read and write numbers in expanded form, up to 1000.

Numbers and Number Operations:- Patterns

Apply knowledge of repeating, increasing, decreasing and alternating numerical, graphical and other patterns.

Patterns

2.9 Sequence non-consecutive positive numbers between 0 and 1000 in ascending and descending order, using the number line.
2.10 Identify the next, or a missing, object, action, shape, colour, sound or number in a series.
2.11 Create increasing, decreasing and alternating patterns using objects, actions, shapes, colours, sounds or numbers.
2.12 Describe increasing, decreasing and alternating number patterns and patterns of real objects, actions, sounds, colours and shapes.
2.13 Count forward and backward by 2’s, 5’s, 10’s and 100’s from any given starting number between 0 and 1000.

Spatial Relationships and Shapes:- Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry

7.15 Describe horizontal, vertical, diagonal, intersecting, parallel and perpendicular lines.
7.16 Draw common shapes with specified lengths of sides using a ruler.
7.17 Investigate how the perimeter of common shapes such as triangles, squares and rectangles is calculated.
7.18 Create compound shapes using manipulatives such as pattern blocks, sticks, straws, string or other materials.
7.19 Describe 3-D figures such as cones, cylinders, cubes, cuboids and pyramids.
Numbers and Number Operations:-- Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction A

3.15 Add 2-digit numbers without regrouping using a range of mental and written strategies.
3.16 Subtract 2-digit numbers without regrouping using a range of mental and written strategies.
3.17 Add 2-digit numbers with regrouping using manipulatives such as base ten blocks or lego.
3.18 Subtract 2-digit numbers with regrouping using manipulatives such as base ten blocks or lego.
3.19 Add three 2-digit numbers with and without regrouping in unit columns.

Spatial Relationships and Shapes:-- Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, weight, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement A

8.19 Measure, compare and record the length of lines, distances and the size of objects using the customary units of inches, feet and yards.
8.20 Measure, compare and record the mass of various objects in the customary units of pounds and ounces.
8.21 Measure, compare and record the capacity of a container using the customary units of cups, pints, quarts and gallons.
8.22 Estimate the length, mass and capacity of objects before accurately measuring them.

Numbers and Number Operations:-- Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction B

3.20 Show the relationship between addition and subtraction.
3.21 Add two 3 digit numbers without regrouping using unit columns.
3.22 Subtract two 3 digit numbers without regrouping using unit columns.
3.23 Add two 3-digit numbers with regrouping using manipulatives such as base ten blocks.
3.24 Subtract two 3-digit numbers with regrouping using manipulatives such as base ten blocks.

Spatial Relationships and Shapes:-- Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, weight, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement B

8.23 Convert among units within the customary system of length, mass and capacity.
8.24 Convert a length of time between minutes and seconds.
8.25 Identify the temperature of the environment, in either degrees Celsius or Fahrenheit, by using a thermometer with a scale.
Numbers and Number Operations: Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division A

4.5 Multiply, mentally, 1-digit numbers by 2, 3, 4, 5, and 10 with automaticity.
4.6 Explore the multiplicative identity of a number, that is if you multiply a number by 1, the product is that original number.
4.7 Round-off to the nearest ten to estimate when multiplying.
4.8 Multiply a 2-digit number by a 1-digit number.

Numbers and Number Operations: Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals

5.7 Describe parts of a whole or of a set using fractions with numerators other than one, such as, 2/3, 3/4, 2/5, 5/6, 4/10.
5.8 Compare and sequence fractions with like denominators with the aid of pictures, the number line, fraction strips or other manipulatives.
5.9 Add two or more proper fractions with like denominators.
5.10 Convert fractions with tenths to decimals; for example 3/10 is the same as 0.3
5.11 Add and subtract numbers with one decimal place.
5.12 State, read and write decimals to one decimal place.

Numbers and Number Operations: Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division B

4.9 Represent multiplication problems both horizontally and vertically.
4.10 Read and write multiplication number sentences that include the symbols x and =.
4.11 Multiply numbers by using a 12 by 12 chart.

Numbers and Number Operations: Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division C

4.12 Investigate that division is the same as repeated subtraction.
4.13 Divide single and 2-digit numbers by 2, 3, 4, 5, 10, without remainders.
4.14 Read and write division number sentences that include the symbols ÷ and =.
4.15 Show the relationship between multiplication and division.
4.16 Solve word problems with real life applications using multiplication and division.
Data Handling:- Data

Collect, record, interpret and communicate data from real life contexts.

Data

11.8 Collect data in real life situations.
11.9 Represent data contained in a tally chart or frequency table using pictographs and bar graphs.
11.10 Analyse a tally chart of real life events that are based on chance.
11.11 Discuss situations that involve chance such as certain, impossible or equally likely events.
11.12 Investigate probability using tables and graphs.

:- Algebra

There are no learning outcomes for Algebra for standard one students.

:- Sets

There are no learning outcomes for Sets for standard one students

:- Coordinate Graphs

There are no learning outcomes for Coordinate Graphs for standard one students.
Abridged Learning Outcomes for Standard 1 Social Studies

Landforms and Locations:

Belize and the World

3.1 Use pictures to provide a description of the animals and plants found in each part of Belize.
3.3 Compare Belize to other countries in the region, for example by looking at maps or comparing their people, size, main languages, capital cities or vegetation.
3.4 Apply the concepts of north, south, east and west to a globe, map of Belize, the classroom, playground and local community.
3.6 Use a map of Central America to locate Belize and identify the other countries.

Weather and Climate:

Weather Patterns and Seasons

11.1 Describe the water cycle using words such as condensation, evaporation and precipitation.
11.3 Compare Belize's climate with the climate in some other parts of the world.
11.5 Create maps and charts that show differences in average rainfall and temperature for each month in Belize.
11.7 Identify the starting date, the peak months for Belize and the ending date of the hurricane season, as well as the current hurricane names and the meaning of the hurricane warning flags used in Belize.

Managing Resources:

Protecting Resources

19.1 Describe the use of natural resources in the community.
19.4 Explain how resources can be conserved through reduction in their use, re-use and recycling.
19.7 Investigate the location and main features of a selected national park.

Society and Culture:

Customs and Traditions

27.1 Create a map of Belize showing the location of the major settlements of the Maya, Garifuna, Mestizo, Mennonite, East Indian and Creole communities.
27.2 Compare and contrast the types of food, clothing, music and dance associated with each of Belize's major ethnic groups.
27.3 Discuss the oral traditions, proverbs, folklore, myths and legends of a selected ethnic group.
**Government and Citizenship:-**

**Being Part of a Community**

35.2 Discuss the importance of following rules at home, in the school and in the community including that it keeps us safe and helps people live together peacefully.

35.5 Identify some services that exist in the community to help people including police, fire, ambulance, education and health services.

35.7 Describe the basic rights of children including the right to life, a name, education, security, shelter and health care.

**History:-**

**Ancient Maya Civilization**

43.2 Identify, on a map, the places occupied by ancient Maya civilization in Mesoamerica.

43.3 Locate, by district, some of the ancient Maya cities of Belize, for example, Caracol, Santa Rita, Xunantunich, Altun Ha, Lamanai and Nim Li Punit
Abridged Learning Outcomes for Standard 1 Science

Living Things:-

Plant and Animal Habitats

3.1 Describe the different types of habitats found in Belize.
3.2 Make comparisons between the aerial, arboreal, aquatic, terrestrial and fossorial habitats found in Belize.
3.3 Make observations of a habitat in a local ecosystem and identify the living organisms occupying it.
3.4 Give examples of how the characteristics of living things are shown in local organisms.
3.5 Explain how habitats support the characteristics of the living things found there.

Healthy Environments:-

Keeping our Environment Clean

10.1 Identify a healthy environment. (e.g., clean and controlled land use, controlled system for disposal of human waste; land spaces in their natural forms—lush natural forest and vegetation, clean water ways and natural catchments, clean air rich in oxygen.)
10.2 Identify different human activities that can degrade the quality of the environment.
10.3 Plan and carry out activities that can help improve the quality of the environment.

The Human Body:-

Healthy Bodies

18.1 Define a balanced diet in terms of the intake of (fibre, various nutrients, carbohydrates, proteins, fats, vitamins, minerals and water and link it to good health.
18.2 Use the dietary guidelines for Belize to make suggestions for improving the composition of sample meals.
18.3 Discuss the importance of regular physical activity to maintaining good health and give examples of different ways they can be active every day.
18.4 Discuss good hygiene practices and the importance of good hygiene in maintaining healthy bodies.
18.5 Discuss the importance of rest and recreation for emotional wellness and maintenance of good health.
Abridged Learning Outcomes for Standard 1 H.F.L.E.

Diet and Disease:-

Eating and Fitness

3.1 Investigate the benefits of regular exercise to growth, development and good health.
3.2 Explain the benefits of eating a diet in which all food groups are consumed adequately.
3.6 Research common causes of and ways of preventing and responding to diarrhea.
3.7 Describe some diseases linked to poor diet and lack of exercise, for example, anaemia, obesity, diabetes, high blood pressure and heart disease.

Human Relationships:-

Building and Maintaining Relationships

11.2 Describe different types of emotions a person feels and why they might feel them.
11.3 Describe both positive and negative ways that people express their emotions within a friendship.
11.4 Discuss ways of developing and maintaining healthy relationships within a family or household.
11.6 Discuss how and when a person should share information about themselves with friends, family members, trusted adults and others

Personal Development:-

Male and Female

19.2 Describe hygiene practices that boys and girls should engage in.
19.3 Discuss actions that show either respect or disrespect for the opposite sex.
19.5 Discuss how some male and female roles in the home and community have been defined by society and how this is changing.

Protection from Harm:-

Bullying Prevention

27.1 Identify as bullying, any action towards others, whether it takes place in the real world or online, that is mean, disrespectful or verbally aggressive or involves negative peer pressure, the threat or use of violence or the misuse of someone's property.
27.2 Identify the characteristics of and feelings associated with bullying or verbal and emotional abuse.
27.3 Describe actions they can take to avoid becoming a bully or a victim of bullying.
27.4 Describe actions that schools can take to reduce the prevalence of bullying.
27.6 Describe the physical and emotional impact that bullying can have on an individual, family or school.
Road and Personal Safety:-

Vehicle and Medicine Safety

35.1 Explain why the proper use of seat belts and child safety seats saves lives and reduces injuries.
35.2 Outline rules that pedestrians should follow when crossing a road.
35.4 Discuss how the actions of bus, car and motorcycle drivers can make a journey either safer or more dangerous for their passengers.
35.6 Outline rules for the safe use and storage of medicines found in the home.

Financial Literacy:-

Taking Care with Money

43.3 Explore the concept of "property".
43.4 Explore the concept of "value for money".
43.5 Explore the factors that influence a decision to buy something.
43.6 Create a budget based on a given amount of money.
Abridged Learning Outcomes for Standard 1 Physical Education

Body Skills:-

Balancing in Different Body Shapes

3.1 Skip with smooth, coordinated movements.
3.2 Roll on the floor continually, in various directions.
3.3 Jump a short rope non-stop for at least ten seconds, turning the rope both forwards and backwards.
3.5 Demonstrate simple flexibility exercises, for example, stretching arms and legs as high and wide as possible in various directions and at various heights and by twisting and turning the body.

Locomotor Skills:-

Travelling Using a Variety of Levels, Pathways and Locations

11.1 Use various locomotor skills in a variety of activities, for example, freeze tag, partner tag and hopscotch.
11.2 Identify the terms associated with pathways, for example, straight, curved, zigzag, direction, up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise, and planes, frontal and horizontal.
11.3 Travel demonstrating low, middle and high levels.
11.7 Travel demonstrating a variety of relationships with objects, for example, over, under, around and through.

Space and Movement Games:-

Travelling with a Partner

19.1 Combine locomotor skills in general space to a rhythm.
19.2 Move in self-space and general space in response to designated beats/rhythms.
19.3 Explore the concept of open spaces in a movement context.
19.4 Demonstrate body and space awareness when performing simple games skill activities.
19.5 Perform hopping movement while changing directions and dodging, for example, as in the game "Red Light/Green Light".
19.6 Demonstrate travelling using pathways.

Ball and Net Games:-

Developing Throwing and Catching - Softball, Cricket or Basketball

27.1 Demonstrate underhand throwing technique.
27.3 Throw underhand to a partner or target with accuracy for height and distance.
27.5 Catch a tennis ball with both hands above the head, at the chest or waist level, and along the ground.
27.6 Catch objects thrown to different levels using the right hand and the left hand.
Ball and Target Games:-

Space Awareness in Football

35.1 Create open space by using locomotor movements, for example, walking, running, jumping & landing in combination with movements, pathways, change of speed, direction or pace.

Striking and Base Running Games:-

Striking with Long-Handled Implements - Softball or Cricket

43.3 Toss a ball to oneself and strike it for distance.
43.5 Strike a ball various distances on the ground and in the air.
43.7 Strike a ball to open space, both in the air and on the ground.

Abridged Learning Outcomes for Standard 1 Expressive Arts

Drawing:-

Imaginative Drawing

3.2 Draw pictures containing more than one object, animal or person item from imagination.
3.5 Draw a picture to illustrate a sentence or single piece of action from a story.

Music:-

Folk and Traditional Music

11.2 Demonstrate good posture and breathing control while singing.
11.4 Describe the food, clothing, dance of a group associated with a folk or traditional song.
11.5 Identify by listening to samples, the different types of music used for cultural events such as weddings, funerals, Christmas and other annual festivals.

Three Dimensional Art:-

Making Use of Materials

19.1 Decorate a bottle, cup, plate or similar household object.
19.2 Make models of objects using recycled or reused household materials.

Dance:-

Folk and Traditional Dance

27.2 Explain the cultural significance of at least one folk or traditional dance.
27.3 Describe the costumes associated with at least one folk or traditional dance.
27.5 Demonstrate the basic steps and movements associated with a folk or traditional dance.
Abridged Learning Outcomes for Standard 1 Spanish

Myself:-

Likes and Dislikes

3.2 Describe domestic pets, for example: tengo un perro; tengo dos peces y un loro en la casa; mi gato tiene la nariz blanca.

3.3 Express likes and dislikes in simple phrases using the verb gustar with singular and plural nouns, for example: me gusta la blusa; te gustan los pantalones; no le gusta la sopa.

3.4 Count from twenty-one to thirty.

My Home:-

Describing Family Members

11.2 Talk about family members using comparatives and superlatives, for example: mi papá es más alto que mi mamá; mi hermano es el más amable de la familia.

11.3 Compare family members using structures such as mi hermana no es tan bonita como yo; mi mamá es tan generosa como mi papá.

My School:-

Places at School

19.1 Identify different places in the school for example: la oficina de la directora; el aula; la cancha de fútbol; la oficina del consejero.

19.2 Describe the location of different places in school using prepositions such as enfrente de; delante de; al lado de; a la izquierda; a la derecha.

My Community:-

Local Places and Buildings

27.1 Identify different public places in the neighbourhood such as la estación de policía; la iglesia; la estación de bomberos; el hospital.

27.3 Ask and answer questions about getting to public places for example: ¿Cómo llego al banco?; para llegar al parque sigue recto; para llegar a la tienda de ropa, dobla en la esquina allá.

My Country:-

The Weather

35.1 Identify different types of weather condition using the verbs estar and hacer in simple phrases, for example: está nublado; está soleado; está lluvioso; hace sol; hace frío; hace viento.

35.3 Describe feelings using the verb tener in simple phrases, for example: tengo frío; tengo calor; tengo hambre.
My World:-

People of the World

43.1 Identify the origin of someone using the verb ser, for example: mi primo es de Nicaragua.
43.2 Identify a person by their nationality or place of origin, for example: es mexicana; eres beliceño; son de Jamaica, son jamaiquinos; soy corozaleño; mi madre es de Punta Gorda.
Abridged Learning Outcomes for Standard 2 Language Arts

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.9 Identify and sequence, main ideas and supporting details of a story presented orally.
2.13 Note a small number of important points while listening to a text.

Listening:- Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

5.6 Distinguish between poetry and prose being presented orally.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.8 Retell a story told through the means of puppets or mimes.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.8 Use questions to initiate and sustain conversations.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

9.5 Use "because" and similar conjunctions when explaining ideas.
9.6 Give clear instructions to peers on how to perform a simple task.

Speaking:- Narrate Real and Fictional Events

Effectively and clearly describe events and stories they have witnessed, heard, or invented.

11.4 Deliver a short prepared report, for example on a book read, trip or item of special interest, to the rest of the class.

Speaking:- Display Self-Esteem while Speaking

Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

13.4 Dramatize short plays or scripts from a prepared script.
Speaking:- Use Correct Grammatical Structures in Speech

Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.7 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple sentences.

Speaking:- Use Appropriate Styles and Registers in Speech

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.3 Display awareness of the difference between standard English, Kriol and other languages.

Reading:- Apply Phonics Knowledge

Use knowledge of the relationship between letters and sounds to decode words in print.

20.21 Recognise that some words may have the same sound but different spelling, for example, red/read, hare/hair.

20.22 Read words with a variety of long and short vowel sounds, including multisyllabic words.

20.23 Apply alphabet code knowledge to read the majority of words correctly.

Reading:- Recognise Words by Sight

Read words automatically and instantaneously, without having to decode or guess.

21.6 Read on sight approximately two hundred high frequency words including addresses and place names of Belize, including multi-syllabic and irregularly spelt ones, for example, Xunantanich.

Reading:- Use Context Clues

Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

22.13 Use context clues from the text to guess at unfamiliar words.

22.14 Identify and explain the purpose of, an adverb in a written text.

22.15 Identify and explain the purpose of, exclamation marks in a written text.

22.16 Use background knowledge of the topic to identify the meaning of a sentence.

Reading:- Display Word Power

Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

23.7 Discuss shades of meaning of synonyms, for example, happy, glad, contented, satisfied, and so on.

23.8 Read and understand words with common prefixes and suffixes.

Reading:- Use a Dictionary

Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.

24.5 Without help, use a "students'" dictionary that has a controlled vocabulary for definitions.
Reading:- Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.

26.7 Read books of their own choice with unbroken concentration and attention for at least fifteen minutes.

Reading:- Comprehend Fiction Texts

Find, sequence and retell story information.

27.7 When sequencing a story, independently select the most important events.
27.8 Show awareness of character when re-telling or re-enacting stories.

Reading :- Interpret Stories

Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.10 State, with reasons, which are the most significant events in a story.
28.11 Express views about a story with clear reference to events and characters, and words, phrases in it.
28.12 Explain story predictions by giving examples from the text.

Reading:- Relate Personally to Stories

Connect stories to personal choices, experiences, emotions, ideas and moral values.

29.4 Identify themselves and empathise with story characters.
29.5 Discuss the relevance of the morals of simple stories to their own lives.

Reading:- Read and Relate to Poetry

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

30.5 Clap out the rhythm of lines of regular poetry.

Reading:- Comprehend Non-Fiction Texts

Extract, sequence, synthesise and use information contained in non-fiction texts.

31.4 Read and follow a simple recipe or plan for constructing something.
31.5 List information from a non-fiction text.

Reading:- Analyse the Language, Nature and Structure of Text

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

33.3 Distinguish between accounts written in the present, past and future.
33.4 Use the terms fact, fiction, and non-fiction appropriately when talking about texts.
Writing:- Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

34.6 Compose a short story based on a picture sequence.
34.7 Rewrite a familiar story by changing the ending.
34.8 Compose a story based on story starters or ending phrases.

Writing:- Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

36.5 Include the return address, salutation, close, and signature in a letter to a friend.
36.6 Write a brief letter to communicate personal news to a friend

Writing:- Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

37.11 Log a series of events or features on a chart, for example a weather chart, as a result of scientific observation.
37.12 Write a paragraph that describes a place, person, object or event.
37.13 Write a non-fiction paragraph with one main idea.
37.14 Create a simple, chronological report of an event.
37.15 Write simple informative texts such as menus and instructions.
37.16 Keep a daily record (journal) of opinions and feelings

Writing:- Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organising thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

38.3 Generate ideas for writing by making lists.

Writing:- Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

43.5 Appropriately use exclamation marks.
43.6 Appropriately use commas when writing lists or series of items.
43.7 Appropriately use an apostrophe in a possessive.

Writing:- Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

44.7 Join two phrases with an appropriate coordinating conjunction, for example, and, or, but to form a compound sentence in original writing.
44.8 Apply the correct plural form of nouns that have irregular plural forms.
44.9 Appropriately use regular present and past simple (verb+ed) verb forms in original writing.
Writing: Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

45.3 Modify a verb with an adverb in an original sentence.
Abridged Learning Outcomes for Standard 2 Mathematics

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers

1.31 Identify the value of a digit based on its position in a number up to 5 digits.
1.32 Apply numbers up to 100,000 using numerical symbols and words to real life situations.
1.33 Sequence a set of non-consecutive numbers in ascending and descending order up to 100,000 using the place value system.
1.34 State, read and write numbers up to 100,000 in expanded form.
1.35 Round whole numbers up to 100,000 to specific place values.

Spatial Relationships and Shapes:- Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement

8.26 Measure, compare and record the length of lines and the size of objects using metres, centimetres and millimetres.
8.27 Compare the distances to and from various places using kilometres.
8.28 Measure, compare and record the mass of various objects using kilograms and grams.
8.29 Measure, compare and record the capacity of a container using litre and millilitre.
8.30 Record temperature using a thermometer with a Celsius scale.
8.31 Record measures of time using minutes, seconds and hours.
8.32 Convert time from minutes to hours, hours to days and days to weeks.

Spatial Relationships and Shapes:- Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry A

7.20 Identify 2-D shapes with up to 10 sides.
7.21 Identify lines of symmetry in plane figures.
7.22 Draw circles of various sizes using a compass.
7.23 Identify the centre, radius, diameter and circumference of a circle.
7.24 Calculate the perimeter of common shapes such as triangles, squares and rectangles by adding the lengths of all sides using metric units.
Numbers and Number Operations:- Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction

3.25 Add and subtract positive numbers up to 5-digits, with and without regrouping.
3.26 Complete number sentences using mixed operations of addition and subtraction.
3.27 Explain the commutative property of addition.
3.28 Solve problems using the commutative property of addition.

Data Handling:- Data

Collect, record, interpret and communicate data from real life contexts.

Data

11.13 Represent data collected by students on a bar graph and a pictograph.
11.14 Represent data collected by students on a dot plot.
11.15 Determine the median for a given set of data with an odd number of elements.
11.16 Determine the range of a given set of data.
11.17 Determine the mode of a given set of data.
11.18 Identify the probability that an event will happen in a situation with a finite number of possible outcomes using the phrase "with a probability of x out of y".

Numbers and Number Operations:- Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division A

4.17 Multiply, mentally, numbers from 0 to 12 with automaticity.
4.18 Multiply two 2-digit numbers without regrouping.
4.19 Multiply two 2-digit numbers with regrouping.
4.20 Multiply a whole number by a number with one decimal place.
4.21 Explain why the commutative property applies to multiplication.
4.22 Find multiples of a whole number.

Numbers and Number Operations:- Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals A

5.13 Identify equivalent fractions using pictures, number line, fraction strips or other manipulatives.
5.14 Find a fraction that is equivalent to another by multiplying both the numerator and the denominator by the same number.
5.15 Compare and sequence groups of proper fractions with unlike denominators.
5.16 Add and subtract proper fractions with like denominators.
Patterns

Apply knowledge of repeating, increasing, decreasing and alternating numerical, graphical and other patterns.

Patterns

2.14 Create a two dimensional pattern design using only pictures.
2.15 Explain the difference between odd and even numbers.
2.16 Explain the difference between prime and composite numbers.
2.17 Generate a series of items based on a pattern rule.
2.18 Identify the pattern rule for a given pattern.
2.19 Explore patterns for triangular numbers.
2.20 Identify missing elements of a pattern using a pattern rule.

Numbers and Number Operations: Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division B

4.23 Explore divisibility rules for division by 2, 5, and 10.
4.24 Divide, mentally and with automaticity, 1-digit and 2-digit numbers by 2, 3, 4, 5, & 10, without remainders.
4.25 Identify the remainder after objects are divided into groups.
4.26 Divide 1-digit and 2-digit numbers by 2, 3, 4, 5, & 10, with remainders.
4.27 Divide 2-digit numbers by 1-digit numbers, using the short form of division without carrying over within the calculation.

Numbers and Number Operations: Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals B

5.17 Add proper fractions with unlike denominators using the area model.
5.18 Subtract proper fractions with unlike denominators using area model.
5.19 Multiply proper fractions with unlike denominators using area model.
5.20 Divide proper fractions with unlike denominators using area model.
**Numbers and Number Operations:- Fractions and Decimals**

*Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.*

**Fractions and Decimals C**

5.21 Identify the value of any digit in a number that has up to 2 decimal places using the decimal place value chart.

5.22 State, read and write decimal numbers up to 2 decimal places in expanded form.

5.23 Round-off numbers with 2 decimal places to the nearest tenth.

5.24 Compare and sequence groups of decimal numbers up to 2 decimal places using pictures, number line, a place value chart or other manipulatives.

5.25 Identify the equivalent decimal forms of 1/4, 1/2 and 3/4.

5.26 Add and subtract decimal numbers, up to 2 decimal places.

**Spatial Relationships and Shapes:- Geometry**

*Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.*

**Geometry B**

7.25 Construct 3-D figures from given nets.

7.26 Identify the figure of a given net.

7.27 Describe turns using quarter, half, three-quarter and full turn and 0°, 90°, 180°, 270°, 360°.

7.28 Classify an angle as acute, right, obtuse or straight based on the approximate size of the angle.

**:- Algebra**

There are no learning outcomes for Algebra for standard two students.

**:- Coordinate Graphs**

There are no learning outcomes for Coordinate Graphs for standard two students.

**:- Sets**

There are no learning outcomes for Sets for standard two students.
Abridged Learning Outcomes for Standard 2 Social Studies

Landforms and Locations:-

Landforms

4.1 Describe various landforms found in Belize, including named examples of mountains, hills, cave systems, cayes and lowland areas.

4.4 Use gridlines on a world map to identify the location of specified high mountains, major volcanoes, arctic regions and deserts.

4.5 Create a map of Belize that uses symbols to identify mountains, caves, cayes, lakes and lagoons and other physical features.

Weather and Climate:-

Belize's Climate

12.1 Explain the difference between weather and climate by referring to precipitation, temperature, sunshine, winds, mist, fog and storms.

12.4 Discuss the advantages and disadvantages of Belize's climate.

12.5 Investigate, using weather maps and other data, the climatic difference between the northern and southern coastal, inland and mountain regions of Belize.

Managing Resources:-

Classifying Resources

20.1 Create a map of Belize showing where various resources can be found.

20.3 Apply the terms renewable, non-renewable, exhaustible and inexhaustible to natural resources.

20.4 Differentiate between resources that come from living things, including living plants and animals and fossil fuels, and those that come from non-living things, including the sun, land, air, water, minerals and metals.

20.5 Describe, in detail, the human uses of a selected natural resource.

Society and Culture:-

National Identity

28.2 Discuss the different languages that are commonly spoken in Belize.

28.3 Compare the terms Belizean, Caribbean and Central American.

28.4 Explain some of the advantages of living in Belize.

28.7 Compose a short biography of a Belizean who could be viewed as a role model.
Government and Citizenship:-

The Law and the Courts

36.3 Explain the authority and role of police officers and how citizens should behave towards them.

36.4 Describe the judicial system and give examples of the role of the family, magistrates and supreme courts.

36.6 Explain the judicial rights of citizens, including the right to equal and fair treatment by the police and courts, to be presumed innocent until proven guilty and to defend themselves against accusations.

History:-

African Civilizations

44.1 Identify some important features of Africa, including its location, shape, climate, major rivers and deserts.

44.3 Identify the main similarities and differences between a selected feature of ancient Egyptian and Mayan civilizations for example, architecture, technology, settlements or farming.

44.5 Describe one or more features of life in Africa from before the year 1500, for example, buildings, textiles, artwork, trade or farming.
Abridged Learning Outcomes for Standard 2 Science

Living Things:-

Animal Growth and Development

4.1 Observe the growth cycle of specific animals in order to identify the growth stages.
4.3 Identify the habitats needed to support different stages in the growth cycle of a variety of local animals.

Healthy Environments:-

Waste and Our World

11.2 Identify and classify different types of waste (i.e., compostable materials, recycled materials and reused materials.)
11.4 Explore negative impacts of waste on various natural systems and be able to suggest ways in which these effects can be reduced.

The Human Body:-

Body Parts, Organs and Life Processes

19.2 Name major organs of the human body such as the brain, heart, lungs, stomach, liver, urinary bladder, small and large intestines, kidneys, and identify these organs on an outline of the human body.
19.4 Investigate how basic life processes such as circulation, simple respiration, excretion and digestion interact with each other in order to maintain healthy bodies.

Matter and Energy:-

Hearing and Sound

24.1 Explain that sounds are made as a result of different types of vibrations and will investigate ways to produce different sounds.
24.3 Demonstrate that sounds travel as sound waves and investigate things that carry sound.
24.4 Name the parts of the ear and explain how the ear detects sounds.

Structures and Mechanisms:-

Forces and Motion

29.3 Investigate the effect of gravity on the movement of an object.

Earth and Space Science:-

Rocks, Minerals and Soils

34.2 Give examples of rocks and minerals found in Belize.
34.3 Classify local rocks on the basis of color, luster or “shininess”
34.6 Give examples of how minerals, rocks and soils are used by humans.
Abridged Learning Outcomes for Standard 2 H.F.L.E.

Diet and Disease:-

Lifestyle and Health

4.2 Explain rules and guidelines for the safe handling and storage of food.
4.4 Design a personal eating and exercise program for a healthy lifestyle.
4.5 Investigate the factors that make it more or less likely that a person will be affected by a lifestyle disease such as obesity, diabetes, heart disease, high blood pressure and anaemia.
4.7 Discuss what people can do to get better from, and make sure they do not pass on, an illness caused by parasites such as lice, scabies, chagas disease and tapeworm infection.

Human Relationships:-

Community Relationships

12.3 Explain how communities can ensure that people with disabilities can access services and participate fully in activities.
12.4 Identify potential causes of conflicts between neighbours and how these can be avoided.
12.5 Explore how community members can help create an environment that is nurturing, safe and healthy for everyone in it.
12.6 Explain the function of various public buildings, such as health centres, community centres, police stations, churches and libraries.

Personal Development:-

Emotions and Feelings

20.2 Explore how certain situations can trigger different emotions.
20.3 Discuss appropriate and inappropriate ways to express feelings.
20.4 Explore how change in a family can affect someone.
20.5 Discuss ways of managing and coping with difficult or stressful situations.
20.7 Describe the symptoms, causes, effects and some recommended responses to depression.

Protection from Harm:-

Physical and Sexual Abuse

28.1 Explain the risks involved in developing a real or online friendship with an unfamiliar adult.
28.3 Describe situations that can increase the risk of abuse.
28.4 Explain how to avoid being touched by someone else in inappropriate ways.
28.5 Identify ways to seek information and assistance if worried, abused or threatened.
Road and Personal Safety:-

Transport and Water Safety

36.2 Explain how motor vehicles, cyclists and pedestrians should act at pedestrian crossings, roundabouts, traffic lights and various types of road junction.

36.3 Discuss how speed limits, roundabouts, traffic lights, pavements, pedestrian crossings, speed bumps, road markings and traffic signs are designed to make using roads safer for everyone.

36.5 Describe safe and unsafe ways to act while in and around swimming pools and water bodies such as streams, rivers and lakes.

36.6 Explain the purpose of rules for staying safe in a boat, including the wearing of life jackets or other flotation devices, keeping arms and legs within the vessel, not running or playacting and following instructions.

36.7 Discuss how drivers of cars and boats need to adapt their behaviour in response to weather conditions.

Financial Literacy:-

Spending, Lending and Borrowing

44.1 Rank in order of necessity various household items.

44.2 Explain the short and long term benefits of saving money.

44.3 List the potential advantages and disadvantages of borrowing money.

44.5 Explore the advantages and disadvantages of "dollar down", "buy now pay later", "hire purchase" and other schemes in which people delay paying for items or pay for them in small amounts over time.

44.7 Create a financial plan to achieve a personal, short term spending goal.
Abridged Learning Outcomes for Standard 2 Physical Education

Body Skills:-

Balancing in Sequence

4.1 Move out of and into balance by stretching, curling and twisting.
4.2 Travel and then stop, balance and freeze in response to a signal.
4.3 Transfer weight from one body part to another in self space in a variety of activities.
4.4 Jump a long rope with teacher-assisted turning doing a double bounce, single side swing and a double side swing.
4.6 Execute the following flexibility exercises while sitting or standing: reach as far as possible in different directions with the arms, lifting the knee to the chest and rotating outstretched arms in a circle.
4.7 Perform various stretches including reaching to touch the back with fingers, clasping hands behind head and pulling down and to the side, reaching down a leg stretched to the side, and bending and stretching to the front, side and back.

Locomotor Skills:-

Travelling in Different Directions

12.1 Run with rhythm according to target.
12.2 Run slowly to leap over a low obstacle.
12.3 Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
12.4 Hop on either leg on the spot and while travelling.
12.5 Perform single jumping sequences.

Ball and Net Games:-

Striking with Rackets and Paddles - Table Tennis, Tennis or Badminton

28.1 Strike a lightweight object with a paddle or short-handled racket.
28.2 Strike a ball with a short-handled implement, sending it upward.
28.3 Strike an object upward with a short-handled implement, using consecutive hits.

Ball and Target Games:-

Dribbling with Feet in Football

36.1 Explore the types of kicks needed for different games and sports situation.
36.2 Foot-dribble with an ball with control, changing speed and direction in a variety of practise tasks.
36.3 Foot-dribble with an implement combined with passing in a variety of practise tasks.
36.5 Dribble with the feet in general space with control of the ball and the body.
Striking and Base Running Games:-

Base Running - Softball

44.2 Demonstrate proper base running technique when approaching and rounding 1st base, for example, Squash the Bug.
44.4 Combine travelling with manipulative skills of throwing, catching and striking in a variety of activities.

Abridged Learning Outcomes for Standard 2 Expressive Arts

Drawing:-

Illustrative Drawing

4.1 Use pictures to illustrate a story they have read or listened to.
4.3 Draw pictures to create an original story, without using words.
4.4 Create drawings that demonstrate an understanding of space.
4.5 Add effects to an illustration, for example, by adding shadows.

Music:-

Musical Instruments

12.1 Recognize, while listening, the distinctive sounds made by a range of musical instruments.
12.3 Explain how the following make sound: a guitar, a drum, a recorder or flute and a trumpet or saxophone.
12.6 Make an instrument that makes sound by plucking a string or by blowing into or across it.
12.7 Accompany a piece of music with a home made or store instrument.

Three Dimensional Art:-

Decorative Crafts

20.3 Make a piece of jewellery.
20.4 Weave strips of coloured paper together to make a pattern.

Dance:-

Classical Dance

28.3 Move fluidly between various foot and arm positions in time to music.
28.5 Demonstrate the basic steps and movements of a style of classical dance.
28.6 Identify similarities and differences between classical and folk and traditional dance.
Abridged Learning Outcomes for Standard 2 Spanish

Myself:-

Dressing Up

4.1 Express likes and dislikes in simple phrases using the verb gustar plus another verb, for example:
no le gusta ir a la playa; me gusta tocar el piano.

4.2 Use the verb ponerse with articles of clothing, for example: me pongo la camisa; se ponen las
blusas.

4.3 Count by tens: diez, veinte, treinta and so on.

My Home:-

My House

12.1 Identify items found in different rooms of the home such as sofá, mesita de noche, cama,
regadera.

12.2 Identify different rooms in the home such as la habitación, la sala, el comedor, el baño, la cocina.

12.3 Tell where different items of the home can be found using simple phrases, for example: la
mesita de noche está cerca de la cama en la recámara.

My School:-

Pastimes

20.1 Use verbs such as leer, nadar, dormir and jugar in the present tense to describe leisure activities.

20.3 Identify places often visited during a vacation using the verbs ir, viajar and visitar in the present
tense for example: visito el centro comercial en Chetumal; mi familia viaja al rancho; mis amigos
van a la piscina cada domingo.

My Community:-

Transportation

28.1 Identify places associated with places of embarkation for example: el aeropuerto; la parada de
autobuses; el estación de tren; el puerto de mar.

28.2 Describe travel using simple phrases, for example: viajo a la escuela en autobús; ando en bicicleta
a la escuela; tomo el autobús en la parada de autobuses; este barco va a San Pedro.

28.3 Ask questions about transportation, for example: ¿Qué autobús va a San Ignacio? ¿Cómo llego a
la Cuidad de México? ¿A qué hora sale el autobús para Cancun?

My Country:-

Landforms

36.1 Identify geographical structures such as las montañas, el valle, el llano, el bosque, el pantano,
los cayos.

36.3 Describe the geographical structures in the country, for example, el sur de Belice es muy
montañosa; La costa de Belice es muy pantanosa.
My World:-

World Regions

44.1 Identify the cardinal points norte, sur, este and oeste as well as combinations such as noreste, sureste.

44.2 Name the regions of the world, for example: Norteamerica, Centroamerica, Asia, Europa, Sudamerica, El Caribe.

44.3 Identify the location of major Spanish speaking countries in a variety of ways, for example: Honduras está en centroamerica; Chile está al oeste de Argentina; El Salvador está entre Nicaragua y Costa Rica.
Abridged Learning Outcomes for Standard 3 Language Arts

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.14 Relate prior knowledge and experiences to central message / plot of stories and dramatizations.
2.15 After listening to a text, select particular information for a given purpose.
2.16 Identify and report on the main ideas of non-fiction texts, including news reports, presented orally.
2.17 Identify the main idea and several details after listening to a short text.
2.18 Accurately write a paragraph that is dictated.

Listening:- Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

3.7 Discriminate between fact and opinion in an oral presentation.
3.8 Discuss the main theme of an oral presentation.
3.9 Formulate relevant questions in response to an oral presentation.

Listening:- Respond to Spoken Texts

Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.

5.7 Respond to the rhythm and mood of stories, songs and poetry presented orally and express their own mood.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.10 Select appropriate visual images to convey a message.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.9 Plan interviews and conduct them courteously and effectively with peers and familiar adults.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

9.7 State an opinion on current or important issues.
9.8 Recall and use words encountered while reading and from other subject areas when expressing ideas.
Speaking:- Express Opinions and Communicate Ideas

Effectively and clearly state, develop, explain and justify opinions and ideas.

10.6 Tell stories or personal experiences in audience-type situations with enthusiasm, and sufficient skill and interpretation to enable the audience to share the aesthetic quality of the story/experience.

10.7 When relating an incident or telling a story, add details that set the scene and give information about characters.

10.8 When relating an incident or telling a story, use some adjectives, adverbs and other devices to add colour and interest.

Speaking:- Narrate Real and Fictional Events

Effectively and clearly describe events and stories they have witnessed, heard, or invented.

11.6 Prepare and deliver a short speech on an item of personal or national interest.

Speaking:- Deliver Reports and Speeches

Prepare and confidently and effectively deliver formal reports and speeches for a variety of purposes on a variety of topics.

12.7 Demonstrate a willingness to express and explore concepts such as truth, right, wrong and fairness.

12.9 Discuss abstract concepts such as truth, right, wrong and fairness and explore the possibility that different people may have different opinions about them.

Speaking:- Display Self-Esteem while Speaking

Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

13.5 Participate in dramatic activity giving attention to effective delivery: enunciation, pitch and volume.

13.6 Describe the different parts of a stage and understand simple stage directions.

13.7 Based on a play script, play the part of a character in a play for public performance.

Speaking:- Recite Poetry

Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

14.7 Recite poems from memory capturing the emotional and aesthetic experiences presented by the poet.

14.8 Pay attention to patterns of rhythm and rhyme while reciting short poems.

Speaking:- Use Correct Grammatical Structures in Speech

Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.9 State ideas using sentences that join two or more clauses using coordinating conjunctions when speaking standard English.
Speaking:- Use Appropriate Styles and Registers in Speech

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.4 Discuss the social norms for the use of Kriol and standard English in Belize and demonstrate the ability to choose the appropriate code in any given situation.

18.5 Choose the appropriate form of words for a variety of formal situations, for example, greeting visitors, making introductions, showing people around, giving thanks, expressing joy or sadness, apologising, expressing welcome and giving praise.

Reading:- Apply Phonics Knowledge

Use knowledge of the relationship between letters and sounds to decode words in print.

20.26 Independently use a variety of strategies to read unfamiliar words including using phonics knowledge, recognizing similar patterns from other words and applying knowledge of suffixes, prefixes and the structure of words.

20.27 Discriminate between words with similar spelling patterns but different pronunciation (head/bead, good/moon, dough/rough/thought, cow/low).

Reading:- Recognise Words by Sight

Read words automatically and instantaneously, without having to decode or guess.

21.7 Read on sight place names from the Caribbean region and Central America.

Reading:- Use Context Clues

Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

22.17 Use quotation marks to differentiate between speech and non-speech in a written text.

Reading:- Display Word Power

Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

23.9 Explain how some suffixes and prefixes are used to change the part of speech of a word, for example, culture (n) cultural (adj), or book (n) bookish (adj).

23.10 Discuss and collect words of similar and opposite meanings.

Reading:- Use a Dictionary

Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.

24.7 Without prompting, independently use an appropriate dictionary to find the meaning of unknown words.
**Reading:- Read Aloud**

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

25.19 When reading aloud, bring out the natural phrasing and rhythm of a passage.

**Reading:– Select Appropriate Reading Material**

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.

26.11 Use information from a book's front and back cover when making a reading selection.

**Reading:– Comprehend Fiction Texts**

Find, sequence and retell story information.

27.9 Explain the difference between dialogue and non-dialogue in a story.
27.10 Using original words, describe story settings, events and the physical appearance of characters.
27.11 Use descriptive language, including adjectives and adverbs when recounting characters and scenes from a story.

**Reading:– Interpret Stories**

Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.13 Discuss how the characters in a story might behave in a given situation.
28.14 Make predictions about what will happen next in a story based on inferences about a character's personality.
28.15 Discuss the relationships between characters in a story.

**Reading:– Relate Personally to Stories**

Connect stories to personal choices, experiences, emotions, ideas and moral values.

29.7 Discuss whether they like or dislike the ending of stories and explore alternative possible endings that they find more satisfactory.
29.8 Express, with reasons, whether they agree with the actions and views of characters in stories.

**Reading:– Comprehend Non-Fiction Texts**

Extract, sequence, synthesise and use information contained in non-fiction texts.

31.6 Determine the most important ideas or themes in a non-fiction text.
31.7 Use a variety of instructional non-fiction texts including the telephone directory, recipes, route maps, timetables and rules for games.
31.8 Sequence events from a chronological historical or other non-fiction narrative.
Reading:- Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

32.4 Find the appropriate part of a book using a contents page.

Reading:- Analyse the Language, Nature and Structure of Text

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

33.5 Identify the main features of a newspaper, for example, headlines, lay-out, range of information, different types of articles, different sections (news, sports, comment, letters, and so on).

33.6 Recognize that story plots often portray the resolution of problems and conflicts.

Writing:- Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

34.9 Compose a short story based on the experiences of another person.

34.10 Create a multi-paragraph story with a simple setting, simple plot and a small number of characters.

34.11 Include short items of dialogue in story-writing.

34.12 Create a story in comic form.

Writing:- Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

36.7 Write a multi-paragraph letter to communicate personal news to a friend.

Writing:- Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

37.17 Write a text containing at least two informative paragraphs.

37.18 Write for a variety of purposes, for example, to send messages, to inform and to entertain.

37.19 Compose simple directions on how to perform a task.

37.20 Write a short non-fiction essay that is logically divided into paragraphs.

37.21 Write a brief book report outlining main characters and events and giving a simple evaluation.
Writing:- Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organising thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

38.6 Edit a piece of writing by deleting irrelevant or unimportant elements.
38.7 Generate ideas for writing through discussion with peers.
38.9 Compose a draft based on planning and check it for spelling, punctuation and grammar mistakes.
38.10 Create a map (story board) of a story to be written that contains sections for the setting, the problem or conflict, the characters, and the solution.

Writing:- Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

39.8 Without prompting, use appropriate headings, margins, paragraph indents and other presentation devices.

Writing:- Write Clearly and Legibly

Form letters, words, and longer texts recognisably, neatly, and accurately in both cursive and print.

40.17 Use appropriate lettering for diagrams, maps, charts and so on.

Writing:- Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

43.9 Use quotation marks to indicate the beginning and end of direct speech.
43.11 Consistently and correctly use apostrophes for contractions.

Writing:- Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

44.10 Appropriately use subject and object pronouns in original writing.
44.11 Construct sentences with clauses beginning with who, which & that in original writing.

Writing:- Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

45.4 Appropriately use comparative and superlative forms of adjectives in original writing.
Abridged Learning Outcomes for Standard 3 Mathematics

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers

1.36 Identify the value of a digit based on its position in a number up to 7 digits.
1.37 Apply a range of numbers from the very small to the very large, using both numerical symbols and words, to real life situations.
1.38 Round off using an appropriate method to record the answer to a problem.
1.39 Read and write numbers using the Maya numbering system.
1.40 Read and write numbers using the Roman numbering system.
1.41 Explore real life applications of square numbers.

Spatial Relationships and Shapes:- Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement

8.33 Estimate, using metric units, length, mass, and capacity of a line or object.
8.34 Measure and record length, mass, capacity, and temperature, using metric units, including decimals.
8.35 Solve problems using metric units of length, mass, capacity and temperature in real life situations.
8.36 Estimate the length of time an event takes.
8.37 Measure the elapsed time of an event using a stopwatch to the nearest tenth of a second.
8.38 Calculate the elapsed time of events that are many weeks, months or years apart.
8.39 Convert between a 12-hour clock and a 24-hour clock.

Spatial Relationships and Shapes:- Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry A

7.29 Measure the degrees of an angle using a protractor.
7.30 Measure the interior angles of various shapes using a protractor.
7.31 Identify a triangle as being acute, obtuse or right-angle based on measurement of its angles.
7.32 Draw angles using a ruler and a protractor.
Numbers and Number Operations: Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction

3.29 Explain the associative property of addition.
3.30 Solve problems using the associative property of addition.
3.31 Add and subtract very large numbers, with and without regrouping.

Data Handling: Data

Collect, record, interpret and communicate data from real life contexts.

Data

11.19 Determine the median for a given sets of data with either an even or an odd number of elements.
11.20 Determine the median, mode, and range of a set of data students have collected.
11.21 Solve real world problems involving median, mode and range.
11.22 Compute the mean for a set of numbers related to real-life situations.
11.23 Describe and predict outcomes from data using the language of chance or likelihood.
11.24 Determine probability from data given in bar graphs and pictographs.

Numbers and Number Operations: Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division A

4.28 Explain the associative property of multiplication.
4.29 Solve problems using the associative property of multiplication.
4.30 Demonstrate the squares of numbers up to 10, concretely and pictorially.
4.31 Find lowest common multiples of two or more whole numbers.
4.32 Multiply a 3-digit number by a 1-digit or 2-digit number.
4.33 Multiply a whole number with a number with up to three decimal places.

Numbers and Number Operations: Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals A

5.27 Reduce a proper fraction to its simplest form.
5.28 Construct mixed numbers from whole numbers and proper fractions.
5.29 Compare and sequence a group containing both mixed numbers and improper fractions.
5.30 Identify the mixed number that is equivalent to a given decimal.
5.31 Add and subtract mixed numbers.
5.32 Multiply and divide mixed numbers.
Numbers and Number Operations:- Patterns

Apply knowledge of repeating, increasing, decreasing and alternating numerical, graphical and other patterns.

Patterns

2.21 Investigate different ways to arrange a set of items to create a variety of patterns.
2.22 Create a design using tessellations.
2.23 Solve problems involving the identification of missing elements in a pattern by investigating the difference between successive members.
2.24 Solve problems involving the identification of missing elements in a pattern by investigating relationship between successive elements using addition, subtraction, multiplication and division.
2.25 Investigate tessellations of geometrical shapes.

Numbers and Number Operations:- Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division B

4.34 Explore divisibility rules for division by 3, 6, and 9.
4.35 Divide 2-digit numbers by 1-digit numbers, using the short form of division including carrying over within the calculation.
4.36 Divide 3 and 4-digit numbers by 1-digit numbers, using the short form of division including carrying over within the calculation.
4.37 Divide a number with up to 2 decimal places by a single digit number using the short form of division.
4.38 Find the factors of a range of whole numbers.
4.39 Find the greatest common factor of two whole numbers.

Numbers and Number Operations:- Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals B

5.33 Identify the value of a any digit in a number with up to 3 decimal places using a place value chart.
5.34 State, read and write decimal numbers up to 3 decimal places in usual and expanded form.
5.35 Compare and sequence groups of decimal numbers up to 3 decimal places.
5.36 Round-off numbers with 3 decimal places to the nearest tenth and hundredth.
5.37 Add and subtract decimal numbers, up to 3 decimal places.
5.38 Convert fractions that have 2, 4, 5, 8, 10, 20, 25 or 50 as the denominator to decimal numbers.
Data Handling:- Sets

*Categorize items into groups based on their attributes to make comparisons and communicate information about real world situations.*

Sets

10.1 Place elements in a set based on common characteristics.
10.2 Describe a set by analysing the common features of the elements within it.
10.3 Identify elements that are not members of a set.
10.4 Describe the intersection of two sets by examining a Venn diagram.
10.5 Determine if a set is empty (null).
10.6 Describe sets using the following set notations: $\notin$, $\{\}$, $\cap$, $\emptyset$.

Spatial Relationships and Shapes:- Geometry

*Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.*

Geometry B

7.33 Calculate the perimeter of a compound shape with one or more measurement missing.
7.34 Derive the area of a shape by using an overlay grid.
7.35 Calculate the area of a triangle using the formula half the base x height.
7.36 Calculate the area of a rectangle using the formula length x width.

:- Algebra

There are no learning outcomes for Algebra for standard three students.

:- Coordinate Graphs

There are no learning outcomes for Coordinate Graphs for standard three students.
Abridged Learning Outcomes for Standard 3 Social Studies

Landforms and Locations:

Inland Water Bodies

5.1 Describe the main features of various inland water bodies, including rivers and streams, lakes, lagoons and waterfalls.

5.2 Identify at least ten different inland water bodies on a map of Belize.

5.5 Describe some ways in which humans use inland water bodies for their own purposes.

Weather and Climate:

Climate and Time Zones

13.1 On a blank map of the world, label lines of longitude and latitude, the equator, prime meridian, international date line, tropics of Cancer and Capricorn and the polar circles.

13.5 Explain, in terms of the tilting of the earth as it orbits the sun, why the areas north and south of the tropics have four seasons.

13.6 Explain why the area within the tropics experiences year round warm temperatures and annual patterns of wet and dry.

13.7 Explain how time zones and the international date line function and why they exist.

Managing Resources:

Conservation and Preservation of Resources

21.1 Discuss how land, air and water can be polluted and how they can be protected from pollution.

21.2 Explain the terms conservation, preservation and sustainable development, giving examples and the reasons for their importance.

21.5 Describe some steps taken by the government to protect plant and animal resources, including forest and marine reserves, biological corridors, wildlife sanctuaries and hunting and fishing closed seasons and other policies.

Society and Culture:

Origins and Locations of Ethnic Groups

29.1 Locate on a map of the world the places from which the various ethnic groups originated or had settled before coming to Belize.

29.3 Discuss reasons for concentration of Mestizos, Mennonites, Garifuna, Maya, East Indians and Creoles in various parts of Belize.

29.4 Create a timeline showing the emergence or first major arrival of the Creole, Garifuna, Mennonite, Mestizo, East Indian, Chinese, Middle Eastern, Central Americans and the modern Q’eqchi, Mopan and Yucatec ethnic groups.
**Government and Citizenship:-**

**National and Local Government**

37.1 Identify the main purpose of the legislative, executive and judicial branches of government.
37.2 Investigate how voting is used by citizens to choose area representatives, mayors and local councillors.
37.4 Explain how a person becomes the prime minister or a minister of government.
37.6 Describe the characteristics and responsibilities of city, town and village councils and alcaldes.

**History:-**

**The Settlement of Belize up to 1800**

45.1 Outline the history of the arrival and settlement of the first Europeans in the Caribbean, including the voyages of Christopher Columbus, some features of the Spanish Empire and the role of pirates.
45.2 Describe the development of the logwood trade in Belize.
45.3 Explain what it means to be enslaved and why enslaved people were in Belize.
45.5 Describe some features of the lives led by enlaved people in Belize, including their work, food, housing and treatment.
Abridged Learning Outcomes for Standard 3 Science

Living Things:-

Plant Growth and Development

5.1 Distinguish between flowering and non-flowering plant species found locally.
5.3 Observe the growth cycle of specific plants in order to identify the growth stages and the main parts of flowering plants: root, stem, leaf and flower.

Healthy Environments:-

Discover an Ecosystem

12.2 Describe examples of aquatic and terrestrial ecosystems in Belize.
12.5 Explain the roles of different organisms in a food chain, that is producers, consumers and decomposers.

The Human Body:-

Eating for Health

20.1 Identify and communicate the need for variety of foods and moderation in the amount of food consumed in a balanced diet for good health.
20.3 Identify and evaluate factors that affect choices for healthy eating.

Matter and Energy:-

Heat

25.1 Explain what heat is and investigate sources of heat.
25.3 Demonstrate how heat travels through conduction, convection and radiation.

Structures and Mechanisms:-

Simple Machines

30.1 Explain what a simple machine is based on observations they have made.
30.2 Identify levers as simple machines and identify examples of levers in everyday life.
30.3 Explore how simple levers can be used to make work easier.

Earth and Space Science:-

Landforms and Changes

35.1 Identify a variety of earth’s surface features that are landforms.
35.3 Discuss how landform changes are brought about and how changes can be positive or negative for humans, animals and plants.
Abridged Learning Outcomes for Standard 3 H.F.L.E.

Diet and Disease:-

Communicable Diseases

5.1 Describe the symptoms, effects and preventative measures of diseases spread by mosquitos such as malaria, dengue, zika and chikungunya.

5.2 Describe activities that can help prevent the spread of diseases transmitted through the air or by food, water, insects and animals.

5.3 Explain why good hygiene practices, including hand-washing and the correct disposal of waste are an important aspect of good health.

5.5 Explain why it is important for a person who has been bitten by a dog, snake, rat or other animal to clean the wound thoroughly and visit a hospital or other health centre as soon as possible.

5.6 Explain how vaccinations help prevent the spread of diseases such as measles, tetanus and the human papillomavirus.

Human Relationships:-

Family Relationships

13.2 Explain the importance of respecting all families and people that live in the community.

13.3 Identify similarities and differences in the roles, needs and aspirations of family or household members.

13.5 Explore how family members can help create an environment that is nurturing, safe and healthy for everyone in it.

13.6 Differentiate between positive and negative solutions to family disputes and disagreements.

13.7 Discuss how trust between family members can be created and destroyed.

Personal Development:-

Dealing with Emotions

21.1 Discuss how emotions can affect behaviour and how behaviour can affect emotions.

21.3 Describe non-violent ways of expressing strong emotions such as anger, jealousy, rage and frustration.

21.4 Compare and contrast instinctive, emotional and rational responses to situations and events.

21.5 Identify the negative effects of poor body image for boys and girls.

21.7 Identify how a person who is depressed, grieving or recovering from a traumatic event can be helped.
Protection from Harm:-

Alcohol and Tobacco

29.3 Identify the factors that influence a person's decision to use, or refrain from using, alcohol and tobacco.
29.5 Explore ways in which alcohol consumption can affect a person's relationships with family and friends and their ability to work or study.
29.6 Explain how drinking alcohol can immediately change the way a person thinks and acts, including making it more likely they will take dangerous risks, come to harm or be abused.
29.7 Investigate the short and long term impact of alcohol and tobacco use on physical development, brain development and the health of both the person consuming them and those who live in the same house.

Road and Personal Safety:-

Safe Drivers

37.2 Investigate the role seat belts, child safety seats, bicycle and motor cycle helmets have in reducing the likelihood of death or severe injury due to road crashes.
37.3 Describe the consequences of bad road safety practices including speeding, driving while tired, driving while using a cell phone and ignoring road signs and markings.
37.4 Investigate the main causes of crashes involving bicycles and motor-cycles.

Financial Literacy:-

Employment and Income

45.1 Explore the different ways in which people earn money.
45.3 Evaluate the characteristics of good workers in terms of attendance, punctuality, honesty, work ethic, respect for others, responsibility, creativity, flexibility, and the abilities to listen, communicate, make useful suggestions and take initiatives.
45.5 Explain the connection between how a family spends money, the resources available to it and their hopes and plans for the future.
45.6 Create a month long budget for a household that balances income and expenditure.
Abridged Learning Outcomes for Standard 3 Physical Education

Body Skills:-

Weight Transfer and Balance
5.1 Maintain stillness on different bases of support with different body shapes while balancing.
5.2 Transfer weight from one foot to another to maintain balance, while stationary or traveling, while moving different body parts in a variety of ways.
5.5 Perform the following exercises: jog on spot for several minutes, multiple bent knee sit-ups, half squats and push-ups.
5.6 Execute a variety of stretches for flexibility that involve the arms, legs, neck and lower back.

Locomotor Skills:-

Locomotor Combinations
13.1 Combine walking, running, throwing and catching in a variety of relay games and formations.
13.2 Identify and practise good running techniques.
13.3 Demonstrate swinging of the arms in rhythm.
13.4 Jump and land safely, for example, two feet to two feet.
13.5 Perform simple two footed jumps.
13.6 Perform hopping and bouncing movements.
13.7 Perform jumping and landing actions with balance.

Space and Movement Games:-

Travelling in Various Ways
21.3 Practise a variety of non-locomotor, locomotor, and manipulative movement skills.
21.6 Demonstrate manipulative movement skills including slide/roll an object, carry an object, and two-handed throw.

Ball and Net Games:-

Beginner’s Volleyball
29.1 Volley a light-weight object, for example, a balloon, sending it upward.
29.2 Volley an object, for example, balloon with an open palm sending it upward and continuously keeping it in the air for at least 5 seconds.
29.3 Volley an object upward with consecutive hits.
29.4 Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, for accuracy.
29.5 Strike a beach ball with an overhand pattern for ball and net games such as volleyball.
29.7 Strike a ball with accuracy using an overhand pattern in a modified ball and net game.
**Ball and Target Games:**

**Kicking and Punting in Football**

37.1 Kick a stationary football (size 4) from a stationary position, demonstrating elements of kicking.
37.2 Approach a stationary football (size 4) and kick it forward, demonstrating the proper technique of kicking.
37.4 Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating the elements of kicking.
37.6 Foot-dribble or dribble with an implement with control, changing speed and direction during small-sided game play.

**Striking and Base Running Games:**

**Throwing while Moving - Softball or Cricket**

45.1 Throw overhand to a large target with accuracy.
45.3 Strike a ball off a tee or cone with a long-handled implement, using correct grip and side orientation/proper body orientation.
45. Strike a ball with a long-handled implement, for example, bat, tennis-racket, broom handle sending it forward, while using proper grip for the implement.
Abridged Learning Outcomes for Standard 3 Expressive Arts

Drawing:-

Drawing Scenery

5.1 Draw scenes with multiple objects in which the size of an object indicates how far away it is.
5.2 Draw scenes with multiple objects that overlap.
5.4 Add effects of light and shadow to drawings.

Music:-

The Music of Belize's Ethnic Groups

13.2 Sing at various levels of volume and pitch in a controlled manner.
13.5 Perform, by singing or playing an instrument, a song or piece of music associated with one of Belize's ethnic groups.
13.6 Investigate the similarities and differences between the musical instruments commonly used by different ethnic groups in Belize.

Three Dimensional Art:-

Modelling with Common Household Objects

21.3 Create an image by gluing scraps of cloth, yarn, rope or similar objects onto heavy duty card.
21.4 Make models of objects, people or animals using toothpicks, paletta sticks or matchsticks

Dance:-

Belizean Cultural Dance

29.2 Explain the cultural significance of at least one Belizean cultural dance.
29.4 Demonstrate the basic steps and movements of a Belizean cultural dance.
29.5 Demonstrate fluidity of movement when transitioning from one dance element to another.
Abridged Learning Outcomes for Standard 3 Spanish

Myself:-

Friendship

5.1 Describe the personality and characteristics of friends using simple phrases such as: A Juan le gusta comer queso y pan; mis amigos son inteligentes; mi amiga Renata no vive en Belice.

5.2 Express opinions related to daily life using simple phrases that begin with pienso que, creo que & me parece que.

My Home:-

Describing Home

13.1 Identify main comunal areas of the home, for example: la cocina, la habitación, la sala, el garaje, el jardín.

13.2 Identify location using estar with prepositions such as enfrente de, al lado de, detrás de, encima, sobre, for example: la cocina está al lado de la sala; el jardín está detrás de la casa.

My School:-

Describing School

21.1 Describe special events using days of the week and months of the year, for example: La Pascua es en abril este año; mi cumpleaños es en enero.

21.2 Tell the time using simple phrases, for example: es la una de la tarde; son las dos de la tarde; son las diez y media de la mañana; a las dos menos cuarto de la tarde.

21.4 Describe school activities and timetables by stating times and days of the week, for example: el lunes a las ocho de la mañana tomo la clase de religión.

My Community:-

Places to Play

29.2 Describe leisure activities and places of recreation using simple sentences, for example: durante mis ratos libres voy a nadar en la piscina; Todos los días, Nora y Juan van a jugar en la cancha de fútbol.

29.3 Ask and respond to questions about leisure activities, for example ¿Qué te gusta hacer durante tus ratos libres? ¿Cómo pasas tus ratos libres? ¿Qué haces en tu tiempo libre?

My Country:-

Celebrations

37.1 Use ordinal numbers such as primero(a), segundo(a), tercero(a) in short phrases, for example: la segunda calle; el tercer mes del año es marzo.

37.2 Identify dates, for example: el primero de octubre; el dos de noviembre.

37.4 Talk about special celebrations in their community using the reflexive construction, for example: se celebra el día del santo patron el dos de enero.
My World:-

Spanish in the World

45.1 Describe major Spanish speaking countries of the world by using adjectives in short phrases, for example: Chile es muy largo; en Mexico hay playas hermosas; las montañas de Colombia son muy altas.

45.3 Count by hundreds: cien, doscientos . . . quinientos and so on.
Abridged Learning Outcomes for Standard 4 Language Arts

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.19 Sequence key events after listening to a short text.
2.20 Discuss a news item, interview or oral report of a current event or incident.

Listening:- Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

3.10 Formulate relevant questions designed to elicit information from a speaker.
3.11 Discuss the purpose, attitude and perspective of a speaker.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.11 Determine the central ideas of visual ‘messages’ conveyed through various media.
6.12 Discuss how books, newspapers and web-pages use pictures to enhance their message.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.12 During a discussion, ask questions to elicit information, for example, "Why do you think that?", "What do you think about this?", "What is your opinion?"

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

9.10 Explain and justify an opinion on current or important issues.
9.11 Use a range of adjectives and adverbs when expressing ideas.
9.12 Develop an idea using a series of logically sequenced sentences.

Speaking:- Display Self-Esteem while Speaking

Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

13.9 Play the part of a character in a drama with confidence, voice variation and "stagecraft".
13.10 Discuss the importance of gesture and movement in performing drama.

Speaking:- Recite Poetry

Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

14.9 Memorize and recite a poem containing several stanzas.
Speaking:- Use Appropriate Styles and Registers in Speech

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.6 As appropriate to the situation, switch between standard English, Kriol and other language codes with sufficient control that one code does not overlap with or interfere with another.

18.7 Recognise that the type of language a person uses to express an idea depends on the situation and who they are talking to.

18.8 Demonstrate the ability to choose the appropriate language register for the situation, for example, formal, informal, academic and so on.

Reading:- Use Context Clues

Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

22.19 Explain the purpose of, passive forms in written text.

22.20 Explain the purpose of subordinating conjunctions, for example, because, when, unless, in written texts.

22.21 Explain that the context in which a word is used may alter its meaning.

22.22 Predict the meaning of a word based on its grammatical function in a phrase.

Reading:- Display Word Power

Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

23.11 Build words from common roots, for example, medical/medicine/medicinal.

Reading:- Use a Dictionary

Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.

24.8 Use information from a dictionary about parts of speech, plurals, verb tenses and syllabication.

Reading:- Read Aloud

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

25.22 Read with fluency and confidence from a variety of prose, poetry and non-fiction texts, including texts seen for the first time.

Reading:- Select Appropriate Reading Material

Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.

26.13 Discuss, with reasons, their favourite authors and favourite types of books.
Reading: Comprehend Fiction Texts
Find, sequence and retell story information.

27.12 Sequence events in a chronological story in which the action occurs over a long period of time.
27.13 Explore chronology in a story, for example, by mapping how much time passes between events or between the first and last events.
27.14 Distinguish between third and first person accounts.

Reading: Interpret Stories
Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.16 Compare and contrast the main themes of different stories.
28.17 Discuss choices faced by characters in a story with an understanding that characters are not necessarily all good or all bad.
28.18 Recognize that different readers may interpret the same story in different ways.
28.19 Compare and contrast the events and characters of different stories of the same type.

Reading: Relate Personally to Stories
Connect stories to personal choices, experiences, emotions, ideas and moral values.

29.9 Connect stories to life choices and moral decisions.

Reading: Read and Relate to Poetry
Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

30.6 Note that some poems have alliteration that occurs within lines and across several lines.
30.7 Discuss the impact of the lay-out of a poem.
30.8 Discuss the difference between rhyming and non-rhyming poetry, and the difference between poetry and prose.
30.9 Discuss poetry using appropriate terms, including rhyme, verse, poet, and poem.

Reading: Comprehend Non-Fiction Texts
Extract, sequence, synthesise and use information contained in non-fiction texts.

31.9 Find and present information from more than one non-fiction text on the same theme.
31.10 Summarise information from a non-fiction text.
Reading:- Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

32.5 Summarise a paragraph using original words.
32.6 Use an index with alphabeticized entries to locate information in a book.
32.8 Summarise, by re-writing in a limited number of their own words, a paragraph of informational text.
32.9 Plan for research by assessing what is known, what information is needed and what sources of information are available.

Reading:- Analyse the Language, Nature and Structure of Text

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

33.7 Discuss the use of Kriol in radio, television and print advertisements and in newspaper articles.
33.8 Evaluate the claims made in advertisements and discuss their use of language.

Writing:- Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

34.13 Appropriately choose the first or third person when writing stories.
34.14 Compose a short story based on a given title.
34.17 When writing stories, include short descriptions of settings and characters.

Writing:- Write Poetry

Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.

35.4 Write short poems with a clear, regular metre.
35.5 Write poems with a specific form, for example shape poems, limericks or haiku.

Writing:- Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

36.8 Write a letter to make a simple request to a business
36.9 Write a business letter in full block form and include the return address, inside address, salutation, close and signature and use block paragraphs for the body.

Writing:- Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

37.22 Compose a report based on scientific observation.
37.23 Compose two or three paragraphs that present and argue a specified point of view.
37.24 Write a several paragraph non-fiction text in which each paragraph has a main idea and supporting details.
37.25 Write a multi-paragraph, truthful and accurate, report describing a recent experience.
Writing: Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organising thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

38.14 Individually, generate ideas on a topic by brainstorming.
38.16 Edit a piece of writing to ensure that sentences are correctly structured and are in the appropriate tense.

Writing: Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

44.12 Appropriately use a range of future verb forms in original writing.
44.13 Appropriately use possessive pronouns in original writing.
44.15 Join two phrases with an appropriate subordinating conjunction, for example because, when, unless.

Writing: Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

45.5 Use multiple adjectives to modify words in original writing.
45.6 Appropriately use comparative and superlative forms of adverbs in original writing.
45.7 Personify abstract concepts, animals and things in original writing.
Abridged Learning Outcomes for Standard 4 Mathematics

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place- value system, fractions, and decimal numbers in practical contexts.

Numbers A

1.42 Read and write positive and negative integers using a number line.
1.43 Construct a number line that shows both positive and negative numbers.
1.44 Sequence positive and negative numbers in ascending and descending order, using a number line.
1.45 Apply the concept of negative numbers to real life situations.
1.46 Round off a number to a specified number of significant figures.

Spatial Relationships and Shapes:- Geometry

Recognize, draw, construct, and identify the attributes of and relationships between a range of two dimensional shapes and three dimensional objects.

Geometry

7.37 Classify triangles using the terms equilateral, isosceles, scalene, right-angle, acute, and obtuse.
7.38 Draw triangles with given angles and lengths of side using a ruler and protractor.
7.39 Investigate relationships between the interior angles and exterior angles of a triangle.
7.40 Construct circles showing radii and diameters.
7.41 Calculate the area of a compound shape.
7.42 Calculate the volume of a cuboid using the formula length x width x height.

Numbers and Number Operations:- Addition and Subtraction

Solve problems by adding and subtracting multi-digit positive and negative numbers with and without decimals.

Addition and Subtraction

3.32 Add a positive number to a negative number.
3.33 Subtract a positive number from a negative number.
3.34 Add a negative number to a positive number.
3.35 Subtract a negative number from a positive number.
3.36 Add a negative number to a negative number.
3.37 Subtract a negative number from a negative number.
Numbers and Number Operations:- Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division B

4.40 Explain, how the use of brackets can change the order of operations in problems involving multiplication and addition or subtraction.
4.41 Multiply two decimal numbers together.
4.42 Multiply a positive number with a negative number.

Numbers and Number Operations:- Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals A

5.39 Demonstrate the steps to find lowest common denominator of two or more fractions.
5.40 Add two or more fractions with unlike denominators using lowest common denominator.
5.41 Subtract two or more fractions with unlike denominators using lowest common denominator.
5.42 Solve real world problems that require the adding or subtracting of mixed numbers.
5.43 Solve real world problems that require the multiplying or dividing of mixed numbers.
5.44 Solve real world problems involving fractions that require the use of more than one types of operation.

Data Handling:- Coordinate Graphs

Plot points, represent shapes and interpret data using all four quadrants of a coordinate graph.

Coordinate Graphs

9.1 Locate a given square on a grid based on a reference.
9.2 Find a grid square on a map using coordinates.
9.3 Locate points on the first quadrant of a coordinate graph.
9.4 Plot common shapes on the first quadrant of a coordinate graph using given ordered pairs.
9.5 Create line on a graph using a series of positive ordered pairs on a coordinate graph.

Data Handling:- Data

Collect, record, interpret and communicate data from real life contexts.

Data

11.25 Construct a line graph using real life data.
11.26 Extract information from a line graph showing real-life data.
11.27 Describe trends from line graphs.
11.28 Construct frequency tables from given data.
11.29 Construct circle graphs and bar graphs from frequency tables.
11.30 Extract information from circle graphs showing real-life data.
Numbers and Number Operations:- Fractions and Decimals

Solve problems by identifying, comparing, sequencing, adding, subtracting, multiplying and dividing fractions and decimals.

Fractions and Decimals B

5.45 Identify common everyday situations where percent is used.
5.46 Identify that a given percentage is equivalent to a fraction with a denominator of 100.
5.47 Investigate the relationship between percentages and fractions.
5.48 Represent various percentages using pictures, pie charts, parts of a cylinder and so on.
5.49 Describe real life situations involving comparisons between percentages.

Spatial Relationships and Shapes:- Measurement

Describe, estimate, measure and solve problems in relation to distance, mass, capacity, volume, area and time in real-life situations using both the customary and metric systems.

Measurement

8.40 Investigate the relationship between the metric and customary units of measurement by measuring the length of same line or object using both systems.
8.41 Investigate the relationship between the metric and customary units of measurement by weighing the same object using both systems.
8.42 Investigate the relationship between the metric and customary units of capacity by finding the capacity of the same container both systems.
8.43 Solve problems in which one of starting time, ending time and elapsed time is an unknown quantity.
8.44 Solve real life problems involving calculating speed from known quantities of distance and time.

Numbers and Number Operations:- Multiplication and Division

Solve problems by multiplying and dividing multi-digit positive and negative numbers with and without decimals.

Multiplication and Division A

4.43 Divide a whole number by a decimal between 0 and 1.
4.44 Explore divisibility rules for division by 4, 7 and 8.
4.45 Divide a whole number by a 2 digit number using long division.
4.46 Express natural numbers as products of their prime factors.
4.47 Explain, how the use of brackets can change the order of operations in problems involving division and addition or subtraction.
Data Handling:- Sets

Categorize items into groups based on their attributes to make comparisons and communicate information about real world situations.

Sets

10.7 Identify the elements in the subsets of a set based on a given characteristic.
10.8 Indicate subsets using correct set notation.
10.9 Create venn diagrams to show the union and intersection of two sets.
10.10 Identify the elements in the unions and intersections of two sets based on a venn diagram.
10.11 Describe the elements that are in the union or intersection of two sets using the set notation: { }, \cap, \cup.
10.12 Solve real world problems based on the use of venn diagrams.

Numbers and Number Operations:- Numbers

Describe quantities in real world situations using positive and negative numbers, the place-value system, fractions, and decimal numbers in practical contexts.

Numbers B

1.47 Explore the concept of powers using repeated multiplications using 2 as the base number.
1.48 Illustrate the concept of cube numbers concretely and pictorially.
1.49 Construct place value charts for bases 2, 3 and 5.
1.50 Convert to and from base 10 and bases 2, 3 and 5.

:- Algebra

There are no learning outcomes for Algebra for standard four students.
Abridged Learning Outcomes for Standard 4 Social Studies

Landforms and Locations:-

Belize’s Coastal Zone

6.1 Describe some major features of Belize’s coastline including beaches, mangroves, saltwater lagoons, cayes and the barrier reef.

6.3 Create a map that shows Belize’s barrier reef, including some of the associated marine reserves, natural monuments and national parks.

6.6 Identify actions and laws that can help protect Belize’s coastline and barrier reef from damage caused by natural forces and human activity.

Weather and Climate:-

Storms and Weather-Related Disasters

14.1 Describe the weather-related natural disasters that might affect Belize, including storms, floods, droughts, forest fires and tsunamis.

14.3 Describe the features of a tropical storm or hurricane system including the eye, eye-wall, outer bands and atmospheric conditions.

14.6 Create a family disaster preparedness plan.

Managing Resources:-

Economic Activities

22.2 Describe Belize’s import and export trades, identifying the goods, services and countries involved.

22.3 Explain the importance of agriculture in the economy of Belize.

22.5 Describe how resources in their community or district are used for economic activities.

Society and Culture:-

Immigration and Emigration

30.2 Label some of the main countries that people migrate to and from Belize on a world map.

30.3 Explain the influx of Central Americans into Belize from the 1980s to the present day.

30.4 Discuss the positive and negative effects of immigration into Belize in recent years of people from many different countries throughout the world.

Government and Citizenship:-

The Constitution and Government of Belize

38.1 Explain the origins and purpose of the Constitution as the supreme law of Belize.

38.2 Identify, using a map, the territory of Belize as defined in the Constitution.

38.6 Explain the main categories of rights protected under Section 3 of the Constitution of Belize.
History:-

The Development of Belize after 1800

46.1 Explain how Belize's borders were set, including the importance of the 1859 Anglo-Guatemala Treaty and the 1893 Treaty with Mexico.

46.2 Describe the main features of the mahogany trade up to 1900, including how and from where timber was extracted, how it was transported, where it was sold to and what it was used for.

46.4 Describe the main features of the Caste War of the Yucatan, including its causes, participants, important dates and main events.
Abridged Learning Outcomes for Standard 4 Science

Living Things:-

Animal Diversity

6.2 Discuss adaptations as physical differences in local animal species that enable them to survive in their ecosystem.
6.5 Discuss different natural changes to the ecosystem that can affect the diversity of local animal species.

Healthy Environments:-

Water for Life

13.3 Explain the importance of the water cycle to plant, animal and human life.
13.5 Discuss how different human activities impact the quantity and quality of fresh water in Belize and other parts of the world.

The Human Body:-

Staying Healthy

21.1 Identify the conditions required to maintain a healthy life style.
21.3 Demonstrate positive personal hygiene and health care habits.

Matter and Energy:-

Pure Substances and Mixtures

26.1 Define matter and be able to describe and model differences in the arrangement of molecules of matter in its three state.
26.2 Differentiate between and state examples of pure substances and mixtures.
26.5 Investigate what happens when different substances are mixed.

Structures and Mechanisms:-

Floaters and Flyers

31.1 Recognize features of some plants and animals that enable them to float or fly.
31.3 Identify and describe on a diagram the four forces that interact for flight – lift, weight, drag, and thrust - and the relationships between these required for flight.

Earth and Space Science:-

Space Science

36.1 Differentiate between stars, moons, planets, meteors and satellites.
36.3 Demonstrate and explain how the earth’s rotation around the sun results in cyclical changes from day to night.
36.4 Explain seasonal changes as a result of the angle of the sun above earth’s horizon determining the amount of the sun’s energy received at different times throughout the year and how seasons affect humans, plants and animals.
Abridged Learning Outcomes for Standard 4 H.F.L.E.

Diet and Disease:-

Non-Communicable Diseases

6.1 Describe the causes, symptoms and recommended methods for the prevention of cavities and diseases that affect the mouth.

6.2 Describe the causes, symptoms, effects and recommended methods for the prevention of anaemia, diabetes, high blood pressure, obesity and heart related diseases.

6.3 Explain the similarities and differences between communicable and non-communicable diseases.

6.5 Describe common symptoms of depression.

6.6 Identify dangers associated with excessive exposure to the sun, including dehydration, heat rash, sunburn, heat stroke and skin cancer.

Human Relationships:-

Resolving Conflicts and Disputes

14.1 Discuss the importance of listening to and respecting the opinions of others.

14.2 Discuss common causes of conflict in the home, school and wider community.

14.5 Describe some steps that can be taken to resolve conflicts in relationships.

14.7 Compare and contrast passive, assertive and aggressive behaviours.

Personal Development:-

My Growing and Changing Body

22.1 Describe the physical, emotional and cognitive changes associated with growth and development in both males and females that take place during puberty.

22.2 Explore how changes in the body affect hygiene practices, including those related to the skin, hair, ears, nails and feet, those needed to reduce body odour and those involving care for the penis, vagina, anus and breasts.

22.4 Discuss actions that show how each person can interact with both males and females in a way that respects their experiences, feelings, opinions, needs, rights and aspirations.

22.5 Discuss how young people are often attracted to risky behaviour.

22.7 Discuss the importance of talking with parents, caregivers and trusted adults if they or one of their friends is depressed or suicidal.
Protection from Harm:-

Avoiding Violent and Abusive Situations

30.1 Identify the causes and effects of youth violence and gangs.

30.2 Describe words and actions that can be used to resist pressure to use tobacco, alcohol or drugs or to engage in sexual activity.

30.3 Identify ways to resist pressure to join a gang or to commit a violent or illegal act on someone else’s behalf.

30.4 Identify measures to protect themselves against sexual or criminal approaches and actions by peers, adults or older children.

30.7 Identify individuals, organizations and sources of information that a person can access when they need help.

Road and Personal Safety:-

Avoiding Harm on the Roads

38.1 Identify safe ways to walk, cycle and use public transport while moving from one place to another.

38.2 Describe how good drivers operate motor vehicles, including driving at a safe speed, keeping a safe distance from other road users, staying focused, being patient and courteous and anticipating hazards.

38.3 Explain how speed often causes road traffic crashes and can make them worse.

38.4 Discuss how distractions, including the actions of passengers, the use of cell phones and peer pressure can make crashes more likely to happen.

38.5 Investigate some of the immediate and future impacts a road crash can have on a person and their family.

Financial Literacy:-

Making Financial Decisions

46.1 Explain a range of commonly used banking terms such as credit, debit, deposit, withdrawal, checking account, saving account, account number, account balance, and interest.

46.4 Examine how spending choices are influenced by price, advertising, cultural norms and values, the spending choices of others, and peer pressure.

46.5 Examine the benefits of financial responsibility and the consequences of financial irresponsibility.

46.6 Construct a plan to achieve a specific, measurable, financial goal based on responsible borrowing.
Abridged Learning Outcomes for Standard 4 Physical Education

**Body Skills:-**

**Symmetrical and Non-Symmetrical Balance**

6.1 Balance, symmetrically and non-symmetrically on different bases of support, combining levels with shapes.

6.2 Balance and move on painted lines so that the feet touch only the line.

6.3 Create an original individual jump-rope routine with a short rope.

6.5 Prepare for physical activity by performing a variety of light aerobic activities and stretching exercises that increase blood circulation and the elasticity of muscles and ligaments.

6.7 Maintain appropriate body shape while executing push-ups, sit-ups, squats and other fitness exercises.

**Locomotor Skills:-**

**Travelling, Jumping, Landing and Rolling**

14.1 Perform locomotor skills specific to a wide variety of physical activities.

14.4 Demonstrate sprinting technique.

14.5 Demonstrate jogging technique while also changing speed.

14.6 Jump for distance in a controlled and safe manner.

14.7 Move in general space using a combination of hops, skips and jumps.

**Space and Movement Games:-**

**Travelling in Games and Sports**

22.1 Apply learned non-locomotor, locomotor, and manipulative movement skills to new physical activities.

22.2 Demonstrate manipulative movement skills including sending and receiving a variety of objects.

22.4 Demonstrate movement skills in structured individual and dual activities.

**Ball and Net Games:-**

**Volleyball - Passing**

30.1 Perform underhand pass and participate in passing games.

30.3 Perform underhand serves, and overhand and under-arm passes in modified games.

30.4 Volley a ball using a 2-hand overhead pattern, sending it upward, for accuracy.

30.5 Volley a ball using a 2-hand overhead pattern, sending it upward to a target.

30.7 Pass ball to teammates using the dig and volley passes in a game situation.
Ball and Target Games:-

Fundamentals of Basketball

38.1 Dribble a basketball with one hand continuously in self-space with either left or right hand.
38.2 Dribble a basketball using either the left or right hand while walking in general space.
38.6 Execute an effective chest pass, bounce pass and an overhead Pass to a moving partner.
38.7 Throw, while moving, a leading pass to a moving receiver.

Striking and Base Running Games:-

Throwing and Catching while Moving - Softball or Cricket

46.2 Throw to a moving partner with accuracy.
46.4 Strike an object with a long-handled implement, for example, broom handle, golf club, bat, tennis racket, badminton racket, while demonstrating grip, stance, body orientation, swing plane and follow through for the implement.
46.5 Catch using the correct technique from a variety of trajectories using different objects in varying practise tasks.
Abridged Learning Outcomes for Standard 4 Expressive Arts

Drawing:-

Drawing Objects

6.1 Draw objects such as cubes, cylinders, cones and pyramids so that they appear to be three dimensional.
6.3 Use a variety of shading techniques to add depth and texture to a picture.

Music:-

Contemporary Belizean Music

14.1 Demonstrate good control over breathing, body posture, gestures, pitch and volume while singing in time to a piece of music.
14.3 Identify pieces of contemporary Belizean music of different types by listening to samples.
14.4 Investigate the life and achievements of a famous Belizean musician.
14.6 Perform, by singing or playing an instrument, a modern or traditional Belizean song.

Three Dimensional Art:-

Paper Models

22.1 Create a model of a house, school or street using paper and card.
22.2 Create an origami model by folding paper so that it creates an object such as an animal, bird or boat.

Dance:-

Contemporary Dance

30.2 Explore the similarities and differences between contemporary, classical and traditional dance.
30.4 Lead a class in appropriate warm-up or cool-down activities.
30.5 Demonstrate the basic steps and movements of contemporary dance.
Abridged Learning Outcomes for Standard 4 Spanish

Myself:-

My Emotions
6.1 Describe feelings and emotions using simple phrases, for example: estoy triste; me siento mal; ella tiene dolor de cabeza; me duele la muela.
6.2 Give opinions using simple phrases using feelings and emotions, for example: me parece triste; pienso que está bien.

My Home:-

Types of Home
14.1 Identify different types of homes such as casa de dos pisos, departamento, casa de madera.
14.2 Describe where someone lives using the verb vivir in simple phrases, for example: vivo en una casa de dos pisos de color gris; mi amigo vive en el quinto piso.
14.3 Identify members of the extended family such as primo(a), abuelo(a), tío(a), bisabuelo(a)

My School:-

Exploring My School
22.1 Give instructions using the imperative mood, for example: habla(tu), hable(ud) and hablen(uds).
22.2 Ask for and give directions based on the school campus, for example: dobla a la derecha; sigue derecho; ¿Cómo llego a la oficina de la directora?

My Community:-

Exploring My Community
30.1 Identify buildings and other features of the neighbourhood, for example: mi barrio, mi vecindad, mis vecinos, la carnicería, la pastelería, la panadería.
30.2 Describe their neighbourhood using short phrases, for example: en mi vecindad hay una panadería y una tienda de telefonía celular; la iglesia en mi aldea es alta y blanca.

My Country:-

Animals
38.1 Categorize animals as either pets or farm animals.
38.2 Discuss animals using short phrases: for example, muchas familias tienen un perro en casa; mi gato es blanco y negro con ojos cafes; alpacas son muy peludas; obtenemos leche de vacos.

My World:-

Latin American Celebrations
46.1 Describe celebrations in Latin America such as los días de la independencia, los quince años, el día del santo, las posadas, el día de los Muertos, los posados, las fiestas patronales, los finados.
46.3 Count by thousands: mil, dos mil . . . cien mil and so on.
Abridged Learning Outcomes for Standard 5 Language Arts

Listening:- Listen for Information

Extract relevant information, including directions, main ideas and other details from a spoken text.

2.21 Respond to a story, interview, or oral report by summarizing key points.
2.22 Perform a task after listening to a procedural text.
2.23 Determine central ideas of spoken messages, draw inferences and select items for a summary.

Listening:- Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

3.12 Comment on the overall impact of an oral presentation.
3.13 Evaluate whether a speaker supports his or her points with sufficient evidence.

Listening:- Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

4.8 Recognise persuasive techniques and determine when a statement is credible.
4.9 Demonstrate an ability to interpret spoken information and apply information to solve problems.

Viewing:- Comprehend and Interpret Visual Images

Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.

6.13 Infer what is not directly present in a visual image.
6.14 Compare and contrast different visual interpretations of the same event or piece of fiction.
6.15 Identify icons used in information technology and understand their purpose.

Speaking:- Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

9.13 Use a range of simple, compound and complex sentences when expressing ideas.
9.14 Explain and justify ideas with evidence drawn from books and their own experience.
9.15 Take a position on a current or important issue and use language, details and evidence persuasively in support of it.
9.16 Demonstrate originality and creativity when expressing and justifying opinions.

Speaking:- Display Self-Esteem while Speaking

Confidently engage in spoken discourse and show willingness to share and discuss ideas and opinions with familiar and unfamiliar people.

13.12 Based on a script, play the part of a character using appropriate gestures, speech intonation and stress patterns.
Speaking:- Use Correct Grammatical Structures in Speech

Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.10 Demonstrate, consistently, correct subject-verb agreement when speaking standard English.

Speaking:- Use Appropriate Styles and Registers in Speech

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.9 Discuss the similarities and differences between standard English and Kriol, and other languages and show awareness of how one language or code may interfere with another in their speech.

Reading:- Use Context Clues

Interpret and apply knowledge of visual images, vocabulary, grammar, the text’s topic and textual features to deduce the meaning of an unknown word or phrase.

22.23 Identify, and explain the purpose of, similes and metaphors in a written text.

Reading:- Display Word Power

Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

23.13 Understand a rich variety of vocabulary words encountered while reading.

23.14 Read and understand words with a wide range of prefixes and suffixes.

Reading:- Read Aloud

Confidently, fluently and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

25.23 Use variations in the use of the voice to express fully the meaning and aesthetic quality of prose, poetry and drama.

25.24 Recognize and take account of commas, question marks, exclamation marks and quotation marks when reading aloud.

25.25 When reading aloud, vary tone of voice to add flavour and to denote different characters.

Reading:- Comprehend Fiction Texts

Find, sequence and retell story information.

27.16 Recognize that idioms and figures of speech do not necessarily have a literal meaning.

27.17 Sequence events from a non-chronological story or historical narrative.
Reading :- Interpret Stories
Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.21   Evaluate the merits of one story compared to another.
28.22   Compare different predictions made about a story and justify a preference with evidence from it.
28.23   Discuss how settings and relationships in stories can influence a character’s choices and actions.
28.24   Using fiction as a guide, discuss the culture of other countries.
28.25   Compare and contrast different versions of the same story.

Reading:- Relate Personally to Stories
Connect stories to personal choices, experiences, emotions, ideas and moral values.

29.10   Discuss the dilemmas faced by characters in a story with an understanding that sometimes people are faced with difficult choices and relate this to their own experiences.

Reading:- Read and Relate to Poetry
Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

30.10   Make an anthology of favourite poems and discuss the selection with the teacher and with peers.

Reading:- Comprehend Non-Fiction Texts
Extract, sequence, synthesise and use information contained in non-fiction texts.

31.11   Compare and contrast information from more than one source on the same topic.
31.12   Read newspaper articles for information and enjoyment and use information in the text and their own experience to arrive at a considered judgment.

Reading:- Research from Non-Fiction Texts
Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

32.10   Summarise in one sentence the main idea of a page of non-fiction text.
32.11   Use a search engine to find information on topics of interest using the internet.
32.12   Evaluate the usefulness of a non-fiction text for their purposes.
32.13   Quickly scan indexes, tables, diagrams, and sub-headings to locate relevant information in non-fiction texts.
32.14   Understand that writers of non-fiction texts may be biased.
Reading:- Analyse the Language, Nature and Structure of Text

Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

33.9 Judge if an argument is clearly argued and supported by sufficient evidence.
33.10 Recognize that there are different genres of story, such as science fiction, romantic, horror, thriller, and mystery and express a preference for one or more genres.
33.12 Distinguish between written standard English and written Kriol and note how some Belizean writers use Kriol, especially for dialogue.
33.13 Identify various elements of fictional stories and use appropriate technical language to describe them.

Writing:- Write Stories

Compose stories using a variety of genres, techniques, structures and settings.

34.18 Use knowledge of stories, poems and drama as a stimulus for original writing.
34.19 Retell the same story from the point of view of different characters.
34.20 Include short descriptive paragraphs while composing stories.
34.21 Compose a story with a clear structure, introduction, development and conclusion.
34.22 Include items of sustained dialogue in story writing.

Writing:- Write Letters

Compose, with appropriate structure and language, letters for a range of social and professional purposes.

36.10 Without help, apply the appropriate format to a variety of letter types.
36.11 Demonstrate the ability to vary language forms according to the type of letter being written.

Writing:- Write Non-Fiction

Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.

37.26 Write a short, biographical account, of another person’s life.
37.27 Compose an informative item in the style of a news report or a newspaper.
37.28 Compose a report, written in the third person, based on scientific observation.

Writing:- Plan and Edit Writing

Plan writing by selecting topics, considering purpose and audience, organising thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.

38.18 Edit a piece of writing by changing sentence structures for effect.
38.19 Without prompting, organise ideas using a variety of graphic organisers.

Writing:- Use Capital Letters Appropriately

Appropriately use capital letters at the beginning of sentences and direct speech, for abbreviations and for the names of people, places, dates, books, titles, institutions, historical periods and events.

42.13 Demonstrate a thorough understanding of when to use and not use capital letters.
Writing:- Use Punctuation Appropriately

Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

43.12 Appropriately punctuate direct speech.
43.13 Appropriately use colons.
43.14 Appropriately use quotation marks for indicating the title of a book, poem or article.

Writing:- Apply Correct Grammatical Forms in Writing

Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.

44.16 Consistently apply correct subject-verb agreement during writing.
44.18 Appropriately use both active and passive voice forms in original writing.

Writing:- Incorporate Stylistic Devices in Original Writing

Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.

45.8 Use an adverb to modify adjectives and other adverbs in an original writing.
Abridged Learning Outcomes for Standard 5 Mathematics

Numbers and Number Operations: Counting and Sequencing

Count and sequence numbers, reading and writing numbers in a variety of ways.

Counting and Sequencing

1.17 Read and write numbers up to 10,000,000.

Numbers and Number Operations: Place Value

Use place value to understand our number system and other systems.

Place Value

2.11 Express large numbers using scientific notation.
2.12 Use place value to express numbers in bases other than 10: use bases smaller and larger than 10.

Numbers and Number Operations: Integers

Use and work with integers to show both size and direction.

Integers

3.8 Use number line to show positive and negative numbers: integers, decimals and fractions.
3.9 Use negative numbers to solve problems.

Numbers and Number Operations: Fractions and Decimals

Work fluently with fractions and decimals.

Fractions and Decimals

4.14 Recognize equivalent forms of decimal, fraction, percent.

Numbers and Number Operations: Number Operation Concepts

Understand meanings of number operations and how they relate to one another.

Number Operation Concepts

6.10 Investigate associative, distributive and commutative properties.

Numbers and Number Operations: Number Operations and Computation

Compute fluently with basic operations using integers, fractions and decimals.

Number Operations and Computation

7.13 Perform computation which combine operations: use parenthesis; order of operations; use associative, commutative, distributive properties to simplify operations.
7.14 Identify and work with ratios in real-life problem solving: include working with scales, conversions, percents; simplify ratios.
7.15 Multiply and divide using exponents: develop formal rules to handle indices.
Numbers and Number Operations:- Estimates and Approximations

Make reasonable estimates and approximations

Estimates and Approximations

8.7 Round-off decimals to the nearest hundredth and thousandth.

Numbers and Number Operations:- Mental Math

Use mental math techniques creatively.

Mental Math

9.7 Use variety of techniques to simplify multiplication: use factors, for example, $32 \times 6 = (30 \times 6) + (2 \times 6) = 180 + 12 = 192$; multiply by reciprocal (patterns for fractions with denominator of 7, 9, 11).

Patterns and Relationships:- Number Patterns

Understand and work with patterns (repeating, increasing, decreasing, and numerical).

Number Patterns

10.9 Describe patterns represented in graphs and series of abstract symbols.

Patterns and Relationships:- Special Group Numbers

Explore number patterns to discover properties of special number groups.

Special Group Numbers

11.11 Explore rational and irrational numbers.
11.12 Investigate arithmetic progressions.

Patterns and Relationships:- Relations, Functions and Graphs

Understand relations, functions and graphs.

Relations, Functions and Graphs

12.8 Use graphs to represent linear relationships between two variables: first quadrant.

Patterns and Relationships:- Equations and Inequalities

Apply equations and inequalities in one variable to solve problems.

Equations and Inequalities

13.6 Use an equation to represent a generalization arising from some relationship.
13.7 Use an equation to solve a word problem.
13.8 Solve equations with 2 or 3 variables, for example, if $v+2=7$ and $v+2+w=10$ then $v=5$ and $w=3$; or if $p+q=r$, and $p=3$, $q=4$ then $r=7$. 
Measurement:- Measurement Applications

Apply measurement systems, techniques, tools and formulas moving fluently between related units.

Measurement Applications

15.23 Compare and sort lengths and mass within and between metric and customary units selecting appropriate unit for various items introduced.
15.24 Understand difference and relationship between weight and mass.
15.25 Investigate how changing dimensions of a figure affect perimeter, area and volume.

Spatial Relationships and Shapes:- Properties of Shapes

Discover, analyze and use characteristics and properties of two- and three dimensional geometrical shapes to identify, describe, sketch and model.

Properties of Shapes

16.21 Construct 2-dimensional shapes from specific dimensions for sides, diagonals, diameter, radius, altitude, angles.
16.22 Investigate relationships between interior angles and exterior angles in a triangle.
16.23 Recognize ratio between circumference and diameter of any circle.
16.24 Construct compound 3-dimensional figures.

Spatial Relationships and Shapes:- Representation of Shapes

Use representational systems (Eg. coordinate system) to give location, describe spatial relationships, and explore symmetry and transformations.

Representation of Shapes

17.16 Plot on a rectangular grid the results of a reflection and translation.
17.17 Plot points on all four quadrants of a coordinate grid.
17.18 Interpret scale drawings.

Data Handling and Probability:- Data Collection and Organization

Collect, organize and display relevant data to answer questions related to real life situations.

Data Collection and Organization

18.15 Construct circle graphs: discuss when circle graphs are appropriate.
18.16 Apply Venn diagrams to three sets.

Data Handling and Probability:- Data Analysis

Analyze, describe and summarize data using appropriate statistical methods and measures.

Data Analysis

19.13 Describe patterns in data including clusters, gaps and outliers.
19.14 Interpret circle graphs and Venn diagrams.
Data Handling and Probability: Probability

Investigate inferences and apply probability concepts in the solution of problems.

Probability

20.11 Determine probability from data given in tables and graphs.
20.12 Compare theoretical and experimental probability in real-life situations.
Abridged Learning Outcomes for Standard 5 Social Studies

Landforms and Locations:-

The Belizean Landscape

7.1 Describe how the physical features of the Belizean landscape vary from one region to another.
7.3 Explain how caves and features such as stalactites, stalagmites and sink holes form in limestone regions.
7.5 Describe one local river system, including its watershed, source, tributaries, length, path, waterfalls, rapids, meanders and mouth.
7.7 Identify some ways in which the Belizean landscape is being changed by human activities.

Weather and Climate:-

Winds

15.1 Investigate the strength and direction of the wind in different parts of the school compound using devices made from re-used household materials.
15.2 Explain the wind cycle, including why, along Belize's coast, there is often a sea, or onshore, breeze in the morning and a land, or offshore, breeze in the evening.
15.3 Describe the location and characteristics of the tropical windbelt.
15.5 Explain the differences between tropical waves, tropical depressions, tropical storms and hurricanes.

Managing Resources:-

Tourism and Trade

23.1 Locate on a map, the main primary industries in Belize, for example, fishing, shrimp, citrus, banana, sugar, cacao and rice production, quarrying and oil extraction.
23.3 Extract information from graphs and charts relating to Belize's international trade, for example levels of imports and exports by weight, volume or revenue generated, trade with different countries and regions, and so on.
23.6 Analyse trends in tourism data, for example, the changes in the numbers of cruise and overnight arrivals, the countries of origin of tourists, tourism employment and the income generated for the country.
23.7 Evaluate the impact tourism has on the environment.

Society and Culture:-

Culture and Language in Belize

31.1 Discuss the meaning of the national anthem, national flag and national symbols and what they communicate about Belize.
31.3 Discuss the way in which Belizeans use different languages at home, school, work and in the community.
31.5 Investigate how the culture of one ethnic group is changing over time.
31.6 Compose a short biography of a leading current or historical member of a chosen ethnic group.
**Government and Citizenship:-**

**Democracy in Belize**

39.1 Explain what it means for Belize to be an independent, sovereign, democratic nation state.

39.2 Identify some features that make Belize a democracy, including the right to vote, freedom of speech, assembly and association, and the principle of equality before the law.

39.3 Compare and contrast the characteristics and functions of the three branches of government: the executive, the legislative and the judicial.


**History:-**

**Nationhood and Independence**

47.3 Explain the origins of Guatemala's claim to Belize and its impact on Belize both before and after independence.

47.4 Identify actions that Belize has taken to ensure its territorial integrity.

47.5 Describe the events leading up to Belize's Independence in 1981.

47.7 Describe, in detail, the aims and activities of one political party, trade union or civil society group that has been active in Belize since independence.
Abridged Learning Outcomes for Standard 5 Science

Living Things:-

Plant Diversity

7.2 Discuss adaptations as physical differences in local plant species that enable them to survive in their ecosystem.

7.4 Discuss how various human activities can impact plant diversity in Belize and suggest possible solutions to mitigate the impact.

Healthy Environments:-

Interactions in Ecosystems

14.1 Explain what an ecosystem is and identify the various components and classify the components as living or non-living.

14.4 Construct food webs to illustrate interactions based on food getting activities among living things.

The Human Body:-

Cells and Systems

22.2 Discuss the relationship between cells, tissues, organs and organ systems.

22.3 Describe the basic function of different organ systems in the human body.

Matter and Energy:-

Light and Optics

27.1 Identify a range of light sources and distinguish between objects that emit their own light and those that require an external source of light.

27.2 Investigate how light travels.

27.3 Classify, based on observation, materials as transparent, partly transparent (translucent) or opaque.

27.5 Investigate the reflection of light using plane mirrors.

27.8 Explain the structure of the human eye and how an object is seen.

Structures and Mechanisms:-

Mechanical and Electrical Systems

32.1 Explain what a mechanical system is and give examples.

32.3 Identify and demonstrate how simple forces can be used to power or stop (control) a moving mechanical device.

32.4 Observe the behavior of magnets on objects, identify ways in which magnets are used in everyday life.

32.5 Conduct investigations with different electrical circuits that operate lights, a small motor or induced magnetism to determine what happens when the components of the circuit are altered.
Earth and Space Science:-

Weather and Climate Science

37.1 Distinguish between climate and weather and explain general effects of climate and weather on living and non-living things.
37.3 Explain the patterns of air movement, in indoor and outdoor environments, that occur when one area is warm and another area is cool.
37.5 Recognize common types of clouds and relate them to different weather patterns.
37.10 Identify how various human actions contribute to changing weather patterns and climate.
Abridged Learning Outcomes for Standard 5 H.F.L.E.

Diet and Disease:-

HIV, AIDS & STIs

7.1 Describe the symptoms and effects of HIV, AIDS and other sexually transmitted infections.
7.2 Describe ways in which HIV can and cannot be transmitted.
7.3 Explain how patterns of sexual behaviour, including abstinence or having unprotected sex with multiple partners, can increase or reduce the risk of contracting HIV and other sexually transmitted infections.
7.4 Explain that people living with HIV and AIDS have the same rights as all citizens, including the right to be treated in a manner that is non-discriminatory and non-stigmatizing.
7.6 Identify sources of health information and services related to HIV and AIDS.

Human Relationships:-

Parent-Child Relationships

15.1 Identify how caregivers of young children should respond to diarrhea, minor accidents, burns and fevers, including seeking medical assistance when necessary.
15.2 Describe the responsibilities of mothers, fathers and other caregivers of a child under the age of three.
15.4 Research the harmful effects of using violent discipline with a young child.
15.5 Investigate the financial cost of caring for a young child.
15.7 Explain the positive effects that breastfeeding has on the growth and development of a baby.

Personal Development:-

Sex and Sexuality

23.1 Discuss the significance of the law relating to the age of consent for sexual activity.
23.2 Discuss how television, movies, music, videos and information from the internet shape their understanding of sex and sexuality.
23.5 Identify how people can control when they become pregnant.
23.6 Identify the benefits of openly discussing sex and sexuality with parents, caregivers and responsible adults.
23.7 Identify how to access accurate and safe information about sex and sexuality.

Protection from Harm:-

Substance Abuse

31.1 Describe the dangers of abusing highly caffeinated drinks and common household products such as glues, adhesives, cleaning products and medicines.
31.4 Investigate the harmful long term effects of abusing marijuana at a young age.
31.5 Identify the factors that influence a person’s decision to use, or refrain from using, alcohol, tobacco and illegal drugs.
Road and Personal Safety:-

Traffic Laws and Regulations

39.1 Explain the purpose of a wide variety of lines and other marks that are painted on streets and roads.

39.2 Investigate how and why the speed limit changes depending on the class of vehicle being driven and the location and nature of the road, for example if it is in a town or village or has dangerous curves.

39.3 Identify safe and unsafe ways and places to overtake other vehicles.

39.4 Explain how drivers should respond to hazards such as sirens of emergency vehicles, sharp curves, bridges and hills, poor visibility, parked cars and other obstructions, pedestrians and cyclists, and wet, uneven or pot-holed road surfaces.

Financial Literacy:-

Careers

47.1 Explore different types of employment, for example, in a small or large business, in the teaching or public service, as a self-employed contractor and as a business owner.

47.3 Explore the value of having a high school and a tertiary level education.

47.4 Investigate how different careers require different skills, training, and qualifications.

47.5 Develop a career plan in an area of choice that includes clear goals and the means of achieving them.

47.6 Develop a student résumé that includes information related to personal and contact information, schools attended, interests, responsibilities, skills and achievements.
Abridged Learning Outcomes for Standard 5 Physical Education

Body Skills:-

Balancing on a Wide Base of Support

7.2 Perform a routine that includes a variety of postures and body movements while balancing on a painted line.

7.4 Explain the purpose of various stretching and fitness exercises in terms of the improving flexibility and strengthening of muscles and ligaments.

7.5 Create an original routine that combines a variety of twisting, curling, bending and stretching actions.

Locomotor Skills:-

Running for Life

14.8 Apply the movement concepts of speed, endurance and pacing for running.

Locomotor Skills:-

Running for Life

15.2 Travel showing differentiation between jogging and running

15.3 Travel showing differentiation between running and sprinting.

Space and Movement Games:-

Advanced Movement

23.1 Demonstrate movement skills in predictable and unpredictable game settings.

23.3 Explore movement skills in a range of individual and dual activities.

Ball and Net Games:-

Intermediate Level Volleyball

31.2 Apply personal skills including serving, overhand passing, underhand passing, spiking and blocking in modified games.

31.6 Execute consistently a legal underhand serve for distance, height and accuracy for ball and net games such as volleyball.

Ball and Target Games:-

Advanced Football

39.1 Shoot on goal while moving as appropriate to the activity.

39.3 Pass and receive with feet in combination with locomotor patterns of running and change of direction & speed with competency in ball and target games such as football.

39.7 Pass and receive with a ball in combination with locomotor patterns of running and change of direction, speed and or level with competency in ball and target games.
Striking and Base Running Games:-

Intermediate Softball

47.1 Strike with an implement, a stationary object for accuracy, power and distance.
47.2 Strike a pitched ball with an implement to open space in a variety of practice tasks.
47.4 Use a variety of shots, for example, slap & run, bunt, hit & run, high arc to hit to open space.
47.7 Throw using correct techniques for distance or power appropriate to the activity during a small-sided game.

Abridged Learning Outcomes for Standard 5 Expressive Arts

Drawing:-

Drawing People

7.1 Draw heads from both the front and side view.
7.2 Draw a human body with the different parts in correct proportion to each other.
7.4 Draw in detail the individual element of the face such as the eyes, nose, ears and mouth.
7.5 Use a variety of shading techniques to add effects to a drawing.

Music:-

Music in the World

15.3 Identify pieces of contemporary music of different types and from different countries by listening to samples.
15.4 Perform, by singing or playing an instrument, a piece of contemporary music from a country other than Belize.

Three Dimensional Art:-

Making Toys and Games

23.1 Create a puppet, for example a sock puppet, a finger puppet or a puppet made using plastic
23.2 Create moving machine, such as a simple vehicle or pulley system.

Dance:-

Sequence and Formation

31.2 Investigate similarities and differences between common dances from various parts of the
31.5 Create a dance that includes a variety of foot and arm positions, body shapes and movements.
Abridged Learning Outcomes for Standard 5 Spanish

Myself:-

Talking on the Phone

7.1 State numbers up to a million, for example: ciento uno; mil doscientos; cien mil and so on.
7.2 Give telephone numbers as single digits, for example, seis siete cero cero nueve uno cinco (670 0915) or as a single digit followed by pairs, for example cuatro, sesenta y tres, cincuenta y siete, ochenta (463 5780).
7.3 Describe important events in their lives, for example: nací el dos de febrero de dos mil quince; cuando era joven caí de una pared y quebré el brazo.

My Home:-

Extended Families

15.1 Define the extended family members in relation to each other, for example: el hijo de mi tío es mi primo; el papá de mi mamá es mi abuelo.
15.2 Describe family members using several consecutive sentences, for example: mi tío es alto con pelo corto y negro. Le gusta comer manzanas. Tiene cincuenta años y vive en una casa grande.

My School:-

Class Trips

23.1 Talk about past school-related events, for example: ayer, hablé con la directora; cuando era niño estudiaba mucho.
23.2 Identify places and things associated with a class trip such as un sandwich, el zoólogico, la laguna, la ruina maya.
23.3 Describe a school trip using simple past tense phrases, for example: el año pasado mi clase viajó a Altun Ha.

My Community:-

Shopping

31.1 Describe, in short phrases with adjectives, types of shops and places to go shopping, for example: hay un mercado grande cerca de aquí; me gusta visitar el centro comercial; en la plaza hay dos boutiques.
31.2 Ask for the cost or availability of items using simple structures, for example: ¿Cuánto cuesta el lapiz? ¿Hay plumas blancas? ¿Dónde puedo comprar un cuaderno?

My Country:-

Culture

39.1 Identify the different ethnicities that exist in the country such as el mestizo, el garifuna, el hindú, el libanés, la menonita.
39.2 Describe where the different ethnicities can often be found, using short phrases, for example; los mestizos se encuentran en el norte de Belice; hay muchos garifunas en Dangriga.
My World:-

The Environment

47.1 Discuss the environment using appropriate vocabulary in short phrases, for example; la basura contamina el medioambiente; hay que proteger los animales en el bosque.

47.2 Using commands, give advice about maintaining a good environment, for example: no tire basura en el mar; pon la basura en su lugar; cuide el medio ambiente.
Abridged Learning Outcomes for Standard 6 Language Arts

Listening:- Listen for Information

*Extract relevant information, including directions, main ideas and other details from a spoken text.*

2.26 Summarise speakers’ point of view.
2.27 Accurately deliver a message containing several elements.
2.28 Identify evidence used by a speaker to support his or her points.

Listening:- Interpret and Evaluate Oral Presentations

*Discuss, interpret, evaluate and analyse oral presentations.*

3.16 Make inferences based on oral report or presentations.
3.17 Evaluate the reliability of a speaker's opinions by commenting on his/her use of evidence and bias.
3.18 Compare and contrast information presented by a speaker with own previous knowledge and opinions.
3.19 Paraphrase oral presentations.
3.20 Evaluate the effectiveness of a speaker by commenting on his/her purpose, techniques, content, visual aids, body language and facial expression.
3.21 Discuss information, ideas and opinions expressed in an oral presentation, to determine their relevance to the speaker’s topic.
3.22 Formulate relevant questions designed to probe a speaker’s opinions.

Listening:- Respond to Spoken Texts

*Connect spoken texts, including songs, speeches, poetry, drama and stories, to personal choices, experiences, emotions, ideas and moral values.*

5.11 Compare and contrast the views expressed in a variety of poems, stories, poetry and songs presented orally.

Viewing:- Comprehend and Interpret Visual Images

*Discuss the purpose, usefulness and reliability of visual images and extract their apparent and/or covert meaning.*

6.17 Discuss how a visual image can be used to persuade or mislead for propaganda purposes.

Viewing:- Respond to Visual Images

*Connect visual images to personal choices, experiences, emotions, ideas and moral values.*

7.6 Explain an emotional response to a picture.
Speaking: Ask and Answer Questions

Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.14  Ask questions that elicit interpretations, opinions and judgments.
8.15  Answer questions that require interpretation by providing opinions supported by explanations.

Speaking: Express Opinions and Communicate Ideas

Effectively and clearly state, develop, explain and justify opinions and ideas.

9.17  Explain ideas using devices such as similes, metaphors, anecdotes and analogies.
9.18  Synthesise ideas, details and evidence from various sources when expressing and explaining ideas.
9.19  When expressing ideas, choose words and language structures that convey the intended meaning and are appropriate to the audience and the situation.

Speaking: Express Opinions and Communicate Ideas

Effectively and clearly state, develop, explain and justify opinions and ideas.

10.12 When relating an incident or telling a story, use spoken language and gesture confidently and adjust the narrative according to the audience and their reaction.

Speaking: Narrate Real and Fictional Events

Effectively and clearly describe events and stories they have witnessed, heard, or invented.

11.11 Deliver prepared speeches for different purposes, for example to inform, entertain, or persuade, that have clear and effective beginning, middle and end structures.

Speaking: Recite Poetry

Recite poetry with confidence and with appropriate pace, volume, intonation and stress.

14.10 When reciting a poem, vary volume and tone of voice and pace of delivery to hold the audience’s attention.

Speaking: Use Correct Grammatical Structures in Speech

Use sentence structure, word order, agreement patterns and other grammatical features correctly.

17.11 Correctly apply a range of different grammatical forms for asking questions, giving commands and instructions and giving information in simple, compound and complex sentences.

Speaking: Use Appropriate Styles and Registers in Speech

Choose and switch between appropriate styles of speech, formal and informal registers, standard English, Kriol and other languages.

18.10 Discuss the linguistic differences between Kriol and Standard English, for example comparing the different way verb tenses are formed or the use of pronouns.
18.11 In appropriate situations, use a variety of "polite" forms of the standard English language.
Speaking:- Use Speech Prosody and Gesture
While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns.

19.8 Demonstrate control over and effective use of eye contact, facial expression, hand gestures and other aspects of body language to communicate meaning.

Reading:- Use Context Clues
Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

22.24 Interpret and apply knowledge of visual images, vocabulary, grammar, the text's topic and textual features to deduce the meaning of an unknown word or phrase.

Reading:- Display Word Power
Use a range of vocabulary items to convey precise meaning, differentiate between words of similar meaning, homophones and homonyms, and analyse the structure of words.

23.16 Discuss how writers use words to give accurate and precise meaning.

Reading:- Use a Dictionary
Use a dictionary to find information pertaining to the spelling, meaning, derivation, syllabication, parts of speech, inflection and pronunciation of words and to discover new words.

24.11 Use a range of conventional and electronic dictionaries, including a thesaurus, and "adult" dictionaries to find the spelling, meaning, pronunciation, inflection and derivation of words.

Reading:- Read Aloud
Confidently, fluenty and accurately read texts aloud, with appropriate rhythm, pacing, volume, intonation and stress.

25.28 When reading aloud, pronounce the vast majority of words appropriately and clearly, including multisyllabic words and technical vocabulary from other subjects.

Reading:- Select Appropriate Reading Material
Independently select reading material that is appropriate to purpose and reading level by using textual information and background knowledge.

26.20 Independently select and read a variety of fiction texts, including novels written for teenagers, short stories from various countries and cultures, traditional stories, myths and legends.

Reading:- Comprehend Fiction Texts
Find, sequence and retell story information.

27.18 Sequence events in short novels with complex structures including flashbacks and "stories within stories".
Reading :- Interpret Stories

Discuss story plot, setting, characterisation, structure and likely outcomes; and compare, contrast and evaluate different stories.

28.26 Make predictions by synthesising information from various parts of a story.
28.27 Discuss an event from the point of view of different characters.
28.28 Discuss the ways in which men and women, young and old, and people from different ethnic and cultural groups are represented in stories.

Reading:- Relate Personally to Stories

Connect stories to personal choices, experiences, emotions, ideas and moral values.

29.11 Discuss, with reference to their own lives, complex moral issues encountered during reading.
29.12 Through literature, understand the different values and experiences of men and women from different countries and different periods of time and compare them with their own experiences.

Reading:- Read and Relate to Poetry

Comprehend and interpret poetry, and make connections to personal choices, experiences, emotions, ideas and moral values.

30.11 Discuss poetry using appropriate terms, including rhyme, verse, alliteration, rhythm, rap and limerick.
30.12 Discuss the word choices made by a poet and discuss the difference between the language of poetry and that of prose.
30.13 Read for pleasure a variety of poems.

Reading:- Comprehend Non-Fiction Texts

Extract, sequence, synthesise and use information contained in non-fiction texts.

31.13 Read and comprehend information texts containing diagrams, flow-charts, maps, tables and other graphical displays of information.

Reading:- Research from Non-Fiction Texts

Locate information in non-fiction texts using knowledge of the features of a book or text, by using the internet, and by interpreting diagrams, tables and visual images.

32.16 Locate information on the same topic from more than one source and select and summarise the information that is most useful for their purpose.
32.19 Discuss texts displaying different points of view on the same topic and evaluate the merits of each argument.
32.20 Locate information confidently and efficiently through using contents, indexes and headings.
Reading:- Analyse the Language, Nature and Structure of Text

*Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.*

33.14 Compare and contrast the openings, endings, pace, sequencing, plot structure and characterisation of different stories.

33.15 Evaluate the reliability of information in a non-fiction written or electronic text by comparing it with another source.

Writing:- Write Stories

*Compose stories using a variety of genres, techniques, structures and settings.*

34.23 When writing stories, include detailed descriptions of settings and characters.

34.24 Compose a story containing a main plot and at least one sub-plot.

Writing:- Write Poetry

*Compose poetry, demonstrating an understanding of rhyme, metre, alliteration, and other devices.*

35.7 Write poems that include alliteration.

35.8 Compose rhyming poems of several verses.

Writing:- Write Letters

*Compose, with appropriate structure and language, letters for a range of social and professional purposes.*

36.12 Write letters of request or complaint to a politician, organisation or business institution, choosing the appropriate format and using appropriate formal language.

36.13 Write letters of application.

36.14 Write a well-developed letter to a friend that uses a range of interesting vocabulary and stylistic devices.

Writing:- Write Non-Fiction

*Write essays, journals, reports and other texts to instruct, inform, record, summarise, evaluate, discuss and persuade.*

37.30 Compose multi-paragraph non-fiction essays that have a clear introduction, main body and conclusion.

37.32 Write a book report including a detailed, justified evaluation of the book's merits.

37.33 Compose several paragraphs that present a specified point of view, presenting points logically and supporting them with explanation and evidence.

Writing:- Plan and Edit Writing

*Plan writing by selecting topics, considering purpose and audience, organising thoughts, displaying and outlining information; and edit writing at word, sentence and text levels.*

38.21 Routinely edit a piece of writing to eliminate mistakes, irrelevance and unnecessary repetition, and to improve it by enhancing word choice, sentence, paragraph and overall structure, and the sequencing of ideas.

38.22 Use a dictionary or a thesaurus to improve the vocabulary used in a piece of original writing.
Writing:- Present Written Work Appropriately

*Neatly present written work according to established norms and conventions.*

39.10 Prepare a piece of written work for display, paying attention to lay out, lettering and other elements of graphic design.

Writing:- Use Punctuation Appropriately

* Appropriately use full stops, question, exclamation and quotation marks, commas, semi-colons and colons.

43.16 Appropriately use a range of punctuation marks, including commas, apostrophes, quotation marks, colons and semi-colons.

Writing:- Apply Correct Grammatical Forms in Writing

*Combine words into correctly structured sentences using appropriate word endings, word order and other rules of language.*

44.19 Appropriately use present and past continuous verb forms in original writing.

44.20 Appropriately use prepositional phrases in original writing.

Writing:- Incorporate Stylistic Devices in Original Writing

*Deploy and vary words, phrases and sentence types for effect, including similes, metaphors and proverbs.*

45.10 Write using similes and metaphors to enhance description.

45.11 Use sentences of a range of different sentence types for effect in original writing.
Abridged Learning Outcomes for Standard 6 Mathematics

**Numbers and Number Operations:**

**Counting and Sequencing**

*Count and sequence numbers, reading and writing numbers in a variety of ways.*

**Counting and Sequencing**

1.18 Read and write numbers up to 1,000,000,000.

**Numbers and Number Operations:**

**Place Value**

*Use place value to understand our number system and other systems.*

**Place Value**

2.13 Express small numbers using scientific notation: every place value is 10x smaller than the place value to the left.

2.14 Use place values to convert between bases: to and from base 10 (bases smaller and larger than base 10); between two bases other than base 10

**Numbers and Number Operations:**

**Integers**

*Use and work with integers to show both size and direction.*

**Integers**

3.10 Use negative numbers in the solution of word problems.

3.11 Solve problems involving absolute value.

**Numbers and Number Operations:**

**Fractions and Decimals**

*Work fluently with fractions and decimals.*

**Fractions and Decimals**

4.15 Solve problems involving fractions, decimals and percents.

**Numbers and Number Operations:**

**Number Operations and Computation**

*Compute fluently with basic operations using integers, fractions and decimals.*

**Number Operations and Computation**

7.16 Combine operations that require conversions between types of fractions and decimals.

7.17 Solve problems involving proportions.

**Numbers and Number Operations:**

**Estimates and Approximations**

*Make reasonable estimates and approximations*

**Estimates and Approximations**

8.8 Use appropriate rounding-off to record solutions to problems: level of accuracy.

**Numbers and Number Operations:**

**Mental Math**

*Use mental math techniques creatively.*

**Mental Math**

9.8 Use shortcuts for multiplying by specific numbers.
Patterns and Relationships:- Number Patterns
Understand and work with patterns (repeating, increasing, decreasing, and numerical).

Number Patterns
10.10 Describe rule used to complete a pattern based on abstract symbols.

Patterns and Relationships:- Special Group Numbers
Explore number patterns to discover properties of special number groups.

Special Group Numbers
11.13 Investigate number patterns based on single operations.
11.14 Investigate geometric progressions.

Patterns and Relationships:- Relations, Functions and Graphs
Understand relations, functions and graphs.

Relations, Functions and Graphs
12.9 Use a table of values to graph and interpret linear relations.
12.10 Use graphs to investigate region represented by an inequality.

Patterns and Relationships:- Equations and Inequalities
Apply equations and inequalities in one variable to solve problems.

Equations and Inequalities
13.9 Substitute given values to evaluate an expression.
13.10 Solve simple equations and inequalities.

Measurement:- Measurement Applications
Apply measurement systems, techniques, tools and formulas moving fluently between related units.

Measurement Applications
15.26 Solve problems involving perimeter, area, surface area and volume.

Spatial Relationships and Shapes:- Properties of Shapes
Discover, analyze and use characteristics and properties of two- and three dimensional geometrical shapes to identify, describe, sketch and model.

Properties of Shapes
16.25 Investigate relationship between interior and exterior angles of quadrilaterals and other polygons.
16.26 Apply Pythagoras theorem to right-angle triangles.
16.27 Identify similar and congruent figures.
16.28 Construct polyhedral using nets (2-dimensional patterns).
Spatial Relationships and Shapes: Representation of Shapes

Use representational systems (Eg. coordinate system) to give location, describe spatial relationships, and explore symmetry and transformations.

Representation of Shapes

17.19 Plot on a rectangular grid the results of a rotation.
17.20 Bisect lines and angles: use of a Geometry Set.
17.21 Apply concepts, properties, and relationships of adjacent, corresponding, vertical, alternate interior, complementary, and supplementary angles: figure out a missing angle.

Data Handling and Probability: Data Collection and Organization

Collect, organize and display relevant data to answer questions related to real life situations.

Data Collection and Organization

18.17 Determine appropriate data display method for given situation.
18.18 Construct box plots.
18.19 Collect and represent data from simple random samples.

Data Handling and Probability: Data Analysis

Analyze, describe and summarize data using appropriate statistical methods and measures.

Data Analysis

19.15 Interpret data from box-plots (box-and-whisker plots).
19.16 Use scatter plot to determine trend.
19.17 Discuss appropriateness of measures of central tendency.
19.18 Investigate how extremes and other factors affect measures of central tendency.
19.19 Interpret data from simple random samples.

Data Handling and Probability: Probability

Investigate inferences and apply probability concepts in the solution of problems.

Probability

20.13 Make predictions based on data patterns.
20.14 Use tree-diagrams to determine probability of multiple events.
Abridged Learning Outcomes for Standard 6 Social Studies

Landforms and Locations:-

Plate Tectonics

8.2 Investigate the different types of volcanic eruptions and how volcanoes shape the landscape.
8.4 Label the major tectonic plates, as well as the Nazca and Caribbean Plates on a map of the world.
8.5 Describe using diagrams, how tectonic plates move.
8.6 Explain how the movement of tectonic plates can cause earthquakes and volcanic eruptions.

Weather and Climate:-

Climate Change and Severe Weather Events

16.1 Explore how severe weather can cause disasters, including floods, wind damage, forest fires, landslides, water shortages and drought.
16.3 Describe how individuals and families can prepare for and aim to reduce the impact of floods, droughts, forest fires and storms.
16.5 Explain the causes of man-made global warming.
16.6 Investigate some of the expected impacts of global warming, including a rise in sea levels and increased frequency of severe weather events.

Managing Resources:-

Resources and the Economy

24.1 Identify the causes and impact of deforestation in Belize and at least one other country.
24.2 Extract information from maps and other sources relating to Belize's transportation and communications infrastructure.
24.3 Create a map of Belize, using original symbols, that shows the location of Belize's natural resources and major economic activities.
24.6 Analyse trends in economic data over time, for example, in relation to imports, exports, levels of production, revenue, consumer prices, employment and so on.
24.7 Discuss ways in which Belize can develop economically while also protecting its environment.

Society and Culture:-

Culture and Change

32.1 Identify practices, values, attitudes and aspirations that are widely shared by members of several ethnic groups in Belize.
32.3 Investigate changes that are occurring to the cultural practices of a selected ethnic group.
32.4 Evaluate the impact of modern technology on Belizean society, for example by discussing changes brought about by television, the internet, cell phones and faster, cheaper transportation.
32.6 Discuss the advantages and disadvantages of actions that individuals and communities can take to preserve traditional cultural practices.
Government and Citizenship:-

The Structure and Functions of Government

40.3 Explain how the judicial system functions in Belize, including the roles and responsibilities of the family, magistrates, supreme and appeals courts and the Caribbean Court of Justice.

40.6 Investigate the role of the International Court of Justice in settling disputes between member states of the United Nations.

40.7 Identify some rights outlined in the Convention of the Rights of the Child, including the rights to a name, registration, nationality, care, free expression and protection from child labour and other forms of harm.

History:-

People and Events that Shaped Belize

48.1 Develop a time line showing the main time periods of early Maya Civilization.

48.2 Develop a time line showing the selected developments in Belize from 1600 to 1981.

48.4 Discuss Belize's relationship with other countries, including Guatemala, Mexico, Britain and the U.S.A.
Abridged Learning Outcomes for Standard 6 Science

Living Things:

Heredity and Reproduction

8.2 Explain that living organisms are made up of cells which are the basic units of all living things.
8.5 Explain the role of sexual reproduction in determining genetic diversity.

Healthy Environments:

Changes to Ecosystems

15.1 Identify and explain how changes resulting from natural causes such as earthquakes, floods, storms and drought affect ecosystems.
15.2 Identify and explain how human-caused changes have and can impact ecosystems.

The Human Body:

Human Reproduction

23.1 Identify and describe the basic components of the human male and female reproductive systems.
23.4 Identify actions they can take to ensure their reproductive health and safety.

Matter and Energy:

Energy and Conversions

28.1 Define energy and explain different forms of energy.
28.2 Conduct simple demonstrations to show that energy converts from one form to another and recognize that energy cannot be created or destroyed.

Structures and Mechanisms:

Energy Resources

33.1 Describe various forms and sources of energy.
33.3 Describe how energy can be harnessed from different sources for use by humans.
33.4 Analyze the immediate and long-term effects that the extraction and use of natural resources for energy production has on society and the environment, and make recommendations for minimizing the effects now and in the future.

Earth and Space Science:

Aquatic Ecosystems

38.1 Identify fresh and salt water systems in and around Belize and major water systems throughout the world.
38.4 Investigate select living things found in and around a body of fresh or salt water in Belize and predict what might happen to the living things if changes occur to the body of water.
38.5 Explain how humans affect freshwater and saltwater systems and how humans can reduce those impacts.
Abridged Learning Outcomes for Standard 6 H.F.L.E.

Diet and Disease:-

Health for Life

8.2 Explore the relationship between diet, exercise and health.
8.3 Explore the relationship between hygiene and health.
8.5 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by a communicable disease.
8.6 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by disease related to lifestyle.
8.7 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by HIV and other sexually transmitted diseases.

Human Relationships:-

Sexual Relationships

16.2 Explain that every person has the right to control their own body and sexuality without being subject to discrimination, force, coercion or violence, and to refuse, or if they are above the age of consent, to agree to take part in sexual activity.
16.3 Explore assertiveness and refusal skills for saying “no” to sexual advances.
16.5 Identify effective ways of maintaining good sexual health, including having access to accurate information relating to sex and reproduction.
16.6 Discuss the implications for a teenager of conceiving a child.

Personal Development:-

Changes and Transitions

24.3 Identify ways to adjust as they move from primary school to secondary school and the world of work.
24.4 Describe what they can and should do to reduce the likelihood that they will abuse alcohol, tobacco, highly caffeinated drinks, marijuana and other substances.
24.5 Describe the effects that the consumption of alcohol, tobacco and marijuana have on the physical and cognitive development of teenagers.
24.6 Discuss the development of sexual attraction in adolescence.
24.7 Discuss some challenges associated with the physical, emotional and cognitive changes they are likely to experience during their teenage years.
Protection from Harm:-

Social Media and Personal Safety

32.1 Identify what constitutes risky or unsafe online, public, sexual or other behaviour.
32.2 Discuss how social media can have a powerful influence on what people think and do.
32.3 Develop a set of personal rules for staying safe at high school, in the real world and online.
32.5 Explore how the use of alcohol, marijuana, highly caffeinated drinks and other substances can make it more difficult for a person to resist pressure to engage in sexual activity, risky behaviour or criminal activity.
32.7 Discuss the threat of abuse that children face from early childhood through adolescence.

Road and Personal Safety:-

Public Safety Laws and Regulations

40.1 Explain what pedestrians, cyclists and passengers in buses, cars and on motorcycles can do to reduce the likelihood that they will be hurt or killed while using the roads.
40.2 Explain how traffic signs, traffic lights, road markings, roundabouts, shoulders, barriers, bumps, ramps, rumble strips and other traffic furniture contribute to making roads safer and easier to use.
40.4 Investigate the main causes and consequences of road traffic crashes in Belize.
40.6 Describe how individuals, families, schools and communities can all contribute to increased safety on roads and in public spaces.

Financial Literacy:-

Entrepreneurship

48.2 Describe, with local examples, some characteristics of successful businesses.
48.3 Investigate the life and achievements of a person from the business community.
48.6 Create a business plan for an idea based on using locally available resources that identifies potential customers, analyses start-up costs and describes how the business will make money.
Abridged Learning Outcomes for Standard 6 Physical Education

Body Skills:-

Inverted Balances

8.1 Perform, individually or with a partner, original jump rope routines that include basic jumps and tricks.
8.2 Perform a variety of high and low kicks and turns while maintaining balance.
8.5 Lead the class in a warm up or cool down routine that includes a variety of light aerobic exercises and stretches.

Locomotor Skills:-

Jumping and Landing

16.1 Practice run-up and take off, aiming for a fast and flat take off while jumping from one foot.
16.2 Perform the long jump smoothly, and counter-balance the leg action by swinging the arms forward to lift up the knees and legs for a landing.
16.5 Demonstrate a combination of hops, jumps and bounding strides effectively.
16.6 Perform 3 to 4 repetitive 2- legged jumps using rabbit hops.

Space and Movement Games:-

Complex Movement

24.3 Practice movement skills to improve performance.

Ball and Net Games:-

Advanced Volleyball

32.4 Execute consistently a legal underhand serve to a predetermined target for ball and net games such as volleyball.
32.5 Execute consistently a legal underhand serve for distance and accuracy for ball and net games such as volleyball.

Ball and Target Games:-

Advanced Basketball

40.1 Dribble a basketball in general space with control of ball and body while increasing and decreasing speed.
40.4 Execute at least two of the following to create open space during modified game play: pivots, fakes, jab steps and screens.
40.5 Maintain defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player.
40.7 Execute at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; using a variety of passes, fakes and pathways.
Striking and Base Running Games:-

Advanced Softball or Cricket

48.1 Apply the concepts of direction and force when striking a ball with a long-handled implement, sending it toward a designated target.

48.3 Use appropriate pacing for a variety of running distances.

48.5 Combine Travelling with the manipulative skills of throwing, catching and striking in teacher or student-designed small-sided practice task.

48.6 Identify the type of throw or striking action needed for different games and sports situation.

Abridged Learning Outcomes for Standard 6 Expressive Arts

Drawing:-

Sketching

8.1 Sketch a variety of objects, animals, people and things from real life observation.

8.3 Add fine details to drawings.

Music:-

Theory of Music

16.1 Identify the letter names (A to G) associated with the notes of the musical scale.

16.2 Explain that the notes of various lengths have different names and symbols.

16.5 Perform, as part of a group in which some people sing and others accompany them with an instrument, a selected piece of music.

Three Dimensional Art:-

3D Project

24.2 Use a range of craft tools, glues and other equipment safely and accurately.

24.3 Create a piece of three dimensional art, using any technique, for a class display.

Dance:-

The Choreographic Process

32.1 Explore the history of dance.

32.4 Create an original dance for a selected piece of music.
Abridged Learning Outcomes for Standard 6 Spanish

My Aspirations

8.1 Use the construction ir (present tense) + a + infinitive to describe future plans, for example: después de graduarme, voy a seguir estudiando.

8.2 Use the verbs creer, esperar & pensar in the present tense to describe future plans, for example: espero trabajar en un banco; creo que iré a la playa mañana.

My Home:

Family Trees

16.1 Describe a family tree using short phrases, for example: ésta persona en la foto es mi tía; Roberto está casado con Margarita; mi hermana tiene dos hijos; los abuelos tienen cuatro hijos que se llaman Pedro, Ana, Lucia y Marco.

My School:

School Life

24.1 Use terminology related to information technology, for example: imprimir; curso en línea; conectar al wifi; navegar el internet.

24.3 Describe aspirations using short phrases, for example: ojalá pase el año; es importante que pase todas mis asignaturas; en el año que viene, espero ir a México.

My Community:

Social Issues

32.1 Express opinions about social issues in the community such as las drogas, la violencia doméstica, el bullying, las redes sociales, for example: usar las drogas es peligroso.

32.2 Express opinions on social issues using short phrases, for example: el bullying en la escuela es malo porque lastima a otro ser humano.

My Country:

Belize and its Neighbours

40.1 Describe the country of Belize in various ways, for example: Belice está ubicado al sudeste de México; Belice está en América Central.

40.2 Give reasons why learning Spanish is important. for example: es importante aprender el español para poder comunicarnos con nuestros vecinos centroamericanos.

My World:

Global Travel

48.1 Describe a real or imaginary journey to another country using using several consecutive phrases.

48.3 Use the verbs ir to describe past journeys, for example: fui a Placencia ayer; el año pasado, mi familia y yo fuimos a Chetumal; cuando ustedes fueron a los Estados Unidos el verano pasado, vieron la casa blanca.