Ministry of Education

National Curriculum Primary School
Learning Outcomes in all Subjects

Full List of Learning Outcomes

Ordered By Grade Level

Published by QADS-MOEYSC - July 2020

Infant 1             Standard 3
Infant 2             Standard 4
Standard 1           Standard 5
Standard 2           Standard 6
Full List of 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.*

6.1 Understand that visual images contain information.
6.2 Identify and differentiate shapes, sizes, letters, numbers, patterns and so on.
6.3 Connect a visual image to a story text.

**Viewing:- Respond to Visual Images**

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

7.1 State whether they like or dislike a picture or whether it makes them feel happy or sad.
Speaking:- Ask and Answer Questions
Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

8.1 Ask a teacher or familiar adult questions to obtain information or permission.
8.2 Follow an agreed procedure for asking and answering questions in class, for example by raising a hand and waiting for the teacher.
8.3 Answer questions, possibly using sentence fragments and gestures.

Speaking:- Ask and Answer Questions
Ask and answer questions for a variety of purposes, for example, to elicit and clarify information and to negotiate.

9.1 State likes, dislikes and preferences.

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:- Narrate Real and Fictional Events
Effectively and clearly describe events and stories they have witnessed, heard, or invented.

12.1 Speak in a natural, easy manner with children and adults with whom they are familiar.

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.
14.2 Chorally, with the aid of the teacher, recite simple poems with actions.

Speaking:- Participate in Group Discussions
Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.1 In a teacher led discussion, wait for someone else to finish talking and not interrupt them.
**Speaking:- Pronounce Words Appropriately**

Pronounce words appropriately, clearly enunciating all the sounds.

16.1 During speech, clearly and correctly pronounce the main 42 phonemes (language sounds) of standard English.

**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.

**Speaking:- Use Speech Prosody and Gesture**

While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns

19.1 Speak with voice volume appropriate to the listener and the situation.

**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, 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/ie/oa/oo/a_e/i_e.
20.8 Read words ending with the consonant clusters, -nd, -lp, -st, -nk, -sp, and -nt.
20.9 Understand the terms vowel and consonant as they relate to letters and sounds.
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:- 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.*

23.1 Recognize unusual words encountered in nursery rhymes and frequently read stories.

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.*

24.1 Recite the names of letters in correct alphabetical order.

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.

25.3 Read, or pretend to read to other people, dolls and toys.

25.4 Track text in the right order, i.e. left to right, top to bottom, page to page.

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.
27.2 Recall, word for word, phrases that are repeated several times in a simple story.
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: - Relate Personally to Stories

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

29.1 Respond emotionally to stories and experience satisfaction, enjoyment, sadness, and so on.
29.2 State whether they like or dislike a story.

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:- Present Written Work Appropriately
Neatly present written work according to established norms and conventions.

39.1 Head work with items copied from a worksheet or the board.

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.
40.2 Develop motor skills through colouring, tracing and scribbling.
40.3 Write slants, curves and letter-like shapes free-hand.
40.4 Write letters on a page from left to right and top to bottom.
40.5 Form the 26 upper and lower-case letters of the alphabet and numbers by tracing dots on a page.
40.6 Distinguish in writing between easily confused letters, for example b, d, p, q.
40.7 Write on a line provided in a notebook.
40.8 Write with correct letter size and space using guidelines.
40.9 Form letters with the "tails" necessary for cursive writing.
40.10 Colour an outline shape while keeping between the lines.

Writing:- Spell Words Appropriately
Spell words in accordance with accepted conventions.

41.1 Include letter like forms or single letters when communicating through drawing.
41.2 Spell words using one or two feature letters, for example, first and last letters only.

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.

42.1 Use a capital letter for the beginning of their own name.
42.2 Differentiate between capital and lower case letters.
Full List of 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 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 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.
Full List of Learning Outcomes for Infant 1 Social Studies

Landforms and Locations:-

The World, Our Home

1.1 Explain that a globe is a model of the earth.
1.2 Find Belize on a globe and on the map of the world.
1.3 Identify the continents and oceans on a globe and world map.
1.4 Identify, on a globe and a map of the world, the north pole, south pole, the equator and the directions north, south, east and west.
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.
9.2 Match pairs of pictures according to the weather conditions they show.
9.3 Draw pictures showing different weather conditions.
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.
9.5 Discuss the impact of the weather on human activities.
9.6 Identify hurricanes and tropical storms as dangerous storms that can cause damage.
9.7 Record, using pictures and words the weather at the same time every day for at least a week.

Managing Resources:-

Our Resources

17.1 Compare things that are part of nature with those that are man-made.
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.
17.4 Explain how natural resources are used by plants and animals.
17.5 Describe the different ways that water is used in the home.
17.6 Identify some ways in which people could use fewer resources.
Society and Culture:-

Families

25.1 Describe members of their family, including those that live in their house and those that don't.
25.2 Identify the languages spoken at home by themselves and various members of their family.
25.3 Identify the ethnic group they belong to.
25.4 Present personal information, for example in a booklet, such as their age, height, gender, date of birth, their house, its address and their family members.
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

33.1 Explain why it is important for children to go to school.
33.2 Describe the rules which govern their homes.
33.3 Give examples and non-examples of responsible behaviour at home.
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.
33.6 Identify their right to be safe, to be cared for, to learn and to give their opinions when at home.

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.
41.4 Recite the words of the national anthem of Belize as part of a group.
41.5 Identify the reasons why Belize has public holidays on dates such as March 9th, September 10th and 21st and November 19th.
Full List of 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 as the similarities and differences between 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.
Full List of Learning Outcomes for Infant 1 H.F.L.E.

Diet and Disease:

Staying Fit and Well

1.1 Identify safe and unsafe sources of drinking water and food.
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.
1.5 Explain how playing games, physical exercise, rest and sleep help a person grow and develop.
1.6 Identify places where mosquitoes breed around their home and school.
1.7 Describe actions a person can take to keep their surroundings clean and healthy.

Human Relationships:

Friendship

9.1 Identify the characteristics of a friend.
9.2 Describe some activities done with friends.
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

17.1 Discuss what they like and dislike about being at school.
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.
17.4 Discuss how their roles and responsibilities at home have changed since they were younger.
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.
25.3 Explain the difference between discipline and abuse.
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.
25.5 Identify types of abuse that can happen in the home.
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

33.1 Give examples of what it means to be safe or in danger.
33.2 Describe safe and unsafe ways to act and safe and unsafe places to be in at home and at school.
33.3 Describe the similarities and differences between how non-motorized and motorized vehicles use the road.
33.4 Explain where, when and how it is safe to cross the road.
33.5 Describe what pedestrians on busy streets, at intersections and at pedestrian crossings should and should not do.
33.6 Explain the importance of using lights and wearing high visibility clothing when walking at night.
33.7 Explain why passengers in cars should wear seat belts, act sensibly and avoid distracting the driver.

Financial Literacy:-

About Money

41.1 Give a value various school and personal items based on how important they are to them.
41.2 Explore the concept of a fair exchange, swap or trade.
41.3 Explain the nature, value and uses of money.
41.4 Rank common items by how much they cost based on given prices.
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.
Full List of 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.
41.2 Strike a suspended ball several times consecutively.
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.
Full List of Learning Outcomes for Infant 1 Expressive Arts

Drawing:-

Making Patterns and Designs
1.1 Draw lines, curves and crosses.
1.2 Create repeated patterns using lines and shapes.
1.3 Create a drawing and share it with another person.
1.4 Draw two dimensional shapes.

Music:-

Songs and Beats
9.1 Demonstrate the difference between singing, speaking and shouting.
9.2 Sing a short rhyming song from memory as part of a group.
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.
9.5 Demonstrate a good posture while singing.
9.6 Repeat a rhythm made by another person by clapping or beating the desk.
9.7 Create an original rhythm by clapping or beating a drum or other object with the hand or a stick.

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.
17.2 Create models of basic geometric shapes such as cubes, cones and spheres using clay, dough or straws.
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.
25.4 Demonstrate the following body shapes: curved, straight, open, closed, symmetrical and asymmetrical.
25.5 Perform a dance in which the feet are in at least three different positions, for example, turned outwards, crossed over and with the heels touching.
25.6 Perform a dance in which the arms are in at least three different positions, for example, spread wide, lifted above the head or with hands on hips.
25.7 Coordinate movements so that they mirror or follow those of a partner.
**Working with Colour:-**

**Colour Patterns**

33.1 Create a symmetrical image by folding paper with water-colour paint on it.
33.2 Create patterns using a variety of colours using finger painting techniques.
33.3 Create images and patterns using coloured chalk.
33.4 Create images of people, animals or buildings from coloured rectangles, triangles, circles and other shapes.
33.5 Mix red, yellow and blue water-colour paints to make green, orange and purple.

**Drama:-**

**Dramatising Poems**

41.1 Stand facing the audience when dramatising a poem.
41.2 Emphasize meaning when dramatizing a poem, for example by using gestures, props and variation in the use of voice when dramatizing a poem.
41.3 Speak clearly and loudly when performing a poem.
41.4 Perform a short, dramatized poem from memory.
Full List of 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?
9.3 Describe family members using simple phrases, for example: mi madre es alta; mi papá es un hombre.

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.
17.4 Ask questions such as ¿Qué es esto? & ¿Qué tienes en la mochila?

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.
25.2 Ask questions regarding address using questions such as ¿Dónde vives?; ¿Cuál es tu dirección?; ¿Cómo se llama la calle dónde vives?
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.

33.3 Describe objects using common adjectives, for example: la casa grande; el gato pequeño; el hombre alto; la pluma roja.

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.
Full List of 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:- Interpret and Evaluate Oral Presentations

*Discuss, interpret, evaluate and analyse oral presentations.*

3.3 Identify the mood and tone of speech.
3.4 Sit quietly and be attentive to a presenter.

Listening:- Listen and Communicate

*Effectively and appropriately engage in conversations for a variety of purposes.*

4.1 Demonstrate courteous listening behaviours in small group situations.

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:- Ask and Answer Questions

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

9.2  Use complete sentences of five or more words to express ideas, preferences and needs.

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:- Narrate Real and Fictional Events

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

12.2 Demonstrate feelings of self-worth and express ideas confidently.
12.3 Express humour and other appropriate feelings.

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.
14.4 In a group, memorize a short poem for public performance, for example, to a group of parents or at the Festival of Arts.
**Speaking:- Participate in Group Discussions**

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.2 In small group or class discussion wait for someone else to finish talking and not interrupt them.

**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.
22.9 Identify compound words 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.

23.2 Show interest in learning about new words encountered in reading.
23.3 Read and understand common compound words and split them into their component parts, for example, himself, handbag, teaspoon.
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.
24.3 With help, find information in simple dictionaries with illustrations.

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.
25.7 Understand that a line of text and a sentence are not the same thing.
25.8 Pronounce the majority of phonetically spelt, one and two syllable words, correctly.
25.9 Follow words with eyes without having to point.
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.
26.3 Choose to frequently reread favourite stories and non-fiction books.

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.*

28.3 Read aloud a short, single verse, poem.

28.4

**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.*

28.3 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.*

28.3 Compose several original sentences based on a picture.

28.4 Illustrate a story with a picture and write a caption using real or invented spelling.

28.5

**Writing - Write Poetry**

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

28.1 List sets of rhyming words.

28.2 Compose simple rhyming couplets.

28.3

**Writing - Write Letters**

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

28.1 Create a birthday or Christmas card with an original message.

28.2

**Writing - Write Non-Fiction**

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

28.1 Write short lists for a specified purpose, for example, a shopping list.

28.2 Write a few words or a sentence describing a recent experience.

28.3 Compose several original sentences describing a familiar person.

28.4 Write several sentences on one idea, picture or topic, using invented spelling where necessary.
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.

38.1 Discuss what they intend to write, with a teacher and/or peer, before writing it.

Writing: Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

39.2 Develop a sense of pride in presenting neat and attractive written work.
39.3 Underline heading and rule off work.
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.
40.12 Legibly copy print sentences from the board.
40.13 Join some letters to others, cursively, for example, c, a, o, l.

Writing: Spell Words Appropriately

Spell words in accordance with accepted conventions.

41.3 Spell words phonetically, so that all the sounds are represented by a least one letter.
41.4 Write captions for their own drawings, using invented spelling where necessary.

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.

42.3 Avoid inappropriately using capital letters in the middle of words and sentences.
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.
Full List of 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 ½, ⅓, ¼, and ⅕.

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
Full List of 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.
2.2 Describe how the moon changes appearance during the course of a month.
2.3 Describe the solar system as containing a sun surrounded by the planets, including the earth, and other objects.
2.4 Describe, with the aid of diagrams, how the earth orbits the sun once every year.

Weather and Climate:-

Observing and Recording Weather

10.1 Deliver a short oral report on the day's weather based on personal observation of weather conditions.
10.2 Explain which type of weather they like the most and least.
10.3 Observe the effects of the changes caused by changes in the sun's position in the sky at various points during the day.
10.4 Record the weather every day over a short period of time on a weather chart that has words, symbols and numbers.
10.5 Create a chart containing words and symbols that predicts the weather for the next day.
10.6 Describe hurricanes and the damage they can do after observing pictures, watching videos or reading texts.

Managing Resources:-

Tourism

18.1 Recognize a tourist as anyone who takes a relatively short trip from his or her home for pleasure.
18.2 Identify reasons why many people like to visit Belize as tourists.
18.3 Identify a major tourism activity or destination in each of Belize's six districts.
18.4 Investigate how tourists travel from one place to another.
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.

26.2 Identify the location of services such as police and fire stations, health facilities, schools, parks and community centres in their local communities.

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.

26.5 Depict, using words, maps or pictures how they get to school.

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**

34.1 Give examples and non-examples of behaviour that shows responsibility at school.

34.2 Explain rules at school help us to be responsible and keep us safe.

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.

34.6 Explain how children have the right to be safe, go to school, be treated kindly, and to be looked after.

**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.

42.3 Compare the technology used in ancient Maya civilizations to technology that exists today.

42.4 Compare the food eaten by people in ancient Maya civilizations with the food people eat 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.
Full List of 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.
Full List of 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.
2.3 Identify effective ways of safely storing food so that spoilage and contamination are minimised.
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.
2.6 Identify common triggers for and ways of preventing and responding to asthma attacks.
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

10.1 Identify actions that can help everyone feel at home in the classroom.
10.2 Explain how students can help each other keep their classroom safe and healthy.
10.3 Discuss how friends can help each other do well at school and stay out of trouble.
10.4 Describe ways in which people at school can help each other when they feel sad or lonely or have other problems.
10.5 Discuss the ways in which students are similar to and different from each other.
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.
18.3 Identify behaviour and actions that can build confidence and make a person feel better about themselves.
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.
18.6 Discuss how their own face and body make them feel.
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.

26.3 Identify feelings associated with appropriate and inappropriate touching.

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

26.5 Discuss the meaning of the phrase, "My body belongs to me."

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.

34.2 Explain how to stay safe while travelling to school.

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.

34.5 Explain the meaning of a variety of traffic lights and signs.

34.6 Explain the importance of using lights and wearing high visibility clothing when cycling at night.

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

42.1 Rank common household items by estimating how much they think each one costs.

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.

42.5 Identify some benefits of saving money.

42.6 Explain why people keep money in banks and credit unions.
Full List of 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.
10.2 Perform a leapfrog over a pupil who is crouching with their hands on their knees.
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.
26.2 Catch volleyball with one hand tossed by a skilled thrower.
26.3 Catch various sizes of balls with both hands from self-tossed or tossed by a skilled thrower.
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.
Full List of Learning Outcomes for Infant 2 Expressive Arts

Drawing:-

Basic Line Drawing

2.1 Draw lines, arcs and shapes with increasing control.
2.2 Draw pictures of a single object, animal or person from imagination.
2.3 Use drawing to share ideas and experiences.
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.
10.3 Play a percussion musical instrument they have made.
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.
10.5 Sing the notes on the musical (doh-re-mi) scale in ascending and descending order.

Three Dimensional Art:-

Making Models of People and Animals

18.1 Create a decorated mask out of cardboard.
18.2 Create a three dimensional model of a human or animal face using clay or dough.
18.3 Create models of people and animal forms using clay, dough, pipe cleaners, wire, twisted paper or other materials.
18.4 Create models that express movement.
18.5 Cut accurately with safety scissors.

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.
26.3 Invent dance moves in response to one or more scenes in a familiar story.
26.4 Coordinate dance steps and moves with a partner.
26.5 Move fluidly and in time to music, from one the following body shapes to another: curved, straight, open, closed, symmetrical and asymmetrical.
26.6 Demonstrate at least five different arm positions used in dance, for example, spread wide, one or both lifted above the head, one arm above the head with the other horizontal or with hands on hips.
Working with Colour:-

Coloured Pictures

34.1 Accurately colour a line drawing using pencil crayons
34.2 Mix white and the three primary colours to make a range of tones of common colours.
34.3 Demonstrate techniques for caring for paint brushes and other equipment.
34.4 Create patterns using a variety of colours using a brush.
34.5 Create an original picture using water colour paints.

Drama:-

Dramatising Simple Stories

42.1 Role play a scene from a familiar story after it has been read aloud by the teacher.
42.2 Portray scenes from a familiar story such as a traditional folk tale.
42.3 Role-play, in sequence, a beginning, middle and ending scene from a simple story.
42.4 Portray, in a small group, scenes from familiar stories using the "freeze-frame" technique.
42.5 Pronounce words clearly and accurately while dramatizing a poem or story
42.6 Position the body facing the front or slanted to the side while taking part in a story dramatization.
42.7 Explain the three imaginary horizontal stage areas: left, right and centre.
Full List of 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.

2.4 Describe favourite things orally using simple phrases, for example: mi pelota roja; mi libro azul.

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.

10.3 Introduce family members using phrases such as les presento a mi mamá.

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; esciban; 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.

18.4 Ask permission in the classroom using the present tense of the verb poder in simple sentences such as puedo ir al baño, por favor; puedo salir de la clase.

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.

26.3 Respond to basic questions about future professions, for example: ¿Qué quieres ser cuando seas grande?
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.

34.2 Talk about travelling using short phrases, for example: viajan en lancha; vas en lancha; viajo a mi aldea en autobús.

34.3 Identify communities in the country such as distrito, pueblo, ciudad, aldea, cayo, 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.

42.4 Describe the colours and shapes of parts of flags, for example: la bandera de Belice es azul y roja con un círculo en medio; hay cinco estrellas en la bandera de Honduras.
Full List of 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.

2.6 Accurately write a sentence that is dictated.
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:- Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

3.5 Listen politely to a variety of speakers.

Listening:- Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

4.2 Distinguish between types of speech, including casual conversation, writing and jokes.
4.3 Respect the views of others especially when they disagree, and be courteous to and thoughtful of others.

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:- Deliver Reports and Speeches

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

12.4 Demonstrate an ability to express ideas to people with whom they are not very familiar, for example visitors to the school.
12.5 Talk freely and easily about personal or group experiences and demonstrate a willingness and eagerness to speak.

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.

13.3 In a small group, develop and perform a simple role play based on a recent event or news item.

Speaking:- Recite Poetry

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

14.5 When reciting, assume appropriate posture to aid voice and breath control.
14.6 Individually, recite simple poems with actions, either from memory or from a text.

Speaking:- Participate in Group Discussions

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.3 Work alongside other students in a group, sharing equipment.

Speaking:- Pronounce Words Appropriately

Pronounce words appropriately, clearly enunciating all the sounds.

16.2 Consistently pronounce commonly encountered words appropriately and clearly.
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.

Speaking:- Use Speech Prosody and Gesture

While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns

19.2 Indicate, by varying the tone and pitch of the voice, when a question is being asked.

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.
22.12 Identify and explain the purpose of, coordinating conjunctions, for example, and, or, but, in written texts.
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.*

25.11 When reading aloud, expect sentences to make sense and re-read when they do not.
25.12 When reading aloud, recognize that full-stops and capital letters mark the beginning and end of sentences and pause at full-stops.
25.13 Individually read aloud a familiar short story.
25.14 Pronounce the majority of phonetically spelt words and common irregularly spelt words correctly.
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.

Reading:- Analyse the Language, Nature and Structure of Text
Evaluate and discuss the language, utility, purpose, reliability and structure of written texts.

33.2 Recognize that "fairy stories" and other traditional stories often follow a similar pattern and often have distinctive beginning, middle and ending structures.

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:- 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.

38.2 Generate ideas relevant to a topic by brainstorming.

Writing:- Present Written Work Appropriately

Neatly present written work according to established norms and conventions.

39.5 Use margins appropriately.
39.6 Indent paragraphs.
39.7 Head papers in a manner prescribed by the teacher, for example by putting their name, class, the date and the title of the work being completed.

Writing:- Write Clearly and Legibly

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

40.14 Join most letters to form cursive writing.
40.15 Develop a neat, legible handwriting.

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.
Full List of 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.
Full List of 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.
3.2 Use pictures to provide a description of the animals and plants of countries in different parts of the world.
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.
3.5 Identify and name some of the world's major countries on a globe and map of the world.
3.6 Use a map of Central America to locate Belize and identify the other countries.
3.7 Create a map of Belize, that has symbols and compass points, showing its districts, major towns, highways and other features.

Weather and Climate:-

Weather Patterns and Seasons

11.1 Describe the water cycle using words such as condensation, evaporation and precipitation.
11.2 Compare Belize's pattern of wet and dry seasons with the four seasons found in temperate regions such as the U.S.A. and Europe.
11.3 Compare Belize's climate with the climate in some other parts of the world.
11.4 Extract information about average rainfall and temperature in Belize for each month from maps, graphs and charts.
11.5 Create maps and charts that show differences in average rainfall and temperature for each month in Belize.
11.6 Role-play or write a script for a radio or television weather forecast.
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.
19.2 Use pictures and maps to identify various types of natural vegetation found in different areas of Belize.
19.3 Investigate how their home uses water and how it could use less.
19.4 Explain how resources can be conserved through reduction in their use, re-use and recycling.
19.5 Explain the importance of protecting and conserving natural resources.
19.6 Promote, in their homes or school, the conservation of resources through one of the following: reduction, 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.

27.4 Describe the practices of a selected ethnic group in relation to births, deaths, marriages and other special occasions.

27.5 Explore similarities and differences between the types of food, clothing, music and dance commonly found in Belize with those found in at least one other country.

Government and Citizenship:-

Being Part of a Community

35.1 Give examples of the similarities and differences between the rules that govern their homes with those that govern their schools and the wider 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.

35.3 Demonstrate, for example through role play, how and when they should contact and communicate with the police, fire and ambulance services.

35.4 Demonstrate, for example through role play, how they should act in public places such as stores, restaurants and parks.

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

35.6 Take part in an activity that encourages people to respect the rights of others.

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

43.1 Describe the archaic peoples that lived in Belize before the rise of 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.

43.4 Describe the main features of religion in ancient Maya civilization.

43.5 Describe the calendar and number systems used in ancient Maya Civilization.

43.6 Describe, after a visit or from pictures, the main features of a selected ancient Maya city.
Full List of 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.
Full List of 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.
3.3 Design a variety of meals that represent healthy eating.
3.4 Distinguish between effective and ineffective hygiene and body care practices.
3.5 Explore the impact that friends, family members, culture, television, newspapers and social media have on the food choices people make.
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

11.1 Explain what it means to be someone's friends, including the responsibilities this brings.
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.
11.5 Describe ways in which people influence them and how they in turn influence people.
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

19.1 Identify basic physical similarities and differences between boys and girls.
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.
19.4 Discuss how most jobs can be done equally well by both men and women.
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.

27.5 Discuss how to resist pressure from their friends, classmates, older children or adults to engage in bullying.

27.6 Describe the physical and emotional impact that bullying can have on an individual, family or school.

27.7 Explain the importance of telling an adult if someone is in danger of or is being bullied or abused.

**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.

35.3 Discuss how bus, car and motorcycle passengers should and should not behave.

35.4 Discuss how the actions of bus, car and motorcycle drivers can make a journey either safer or more dangerous for their passengers.

35.5 Explain the role of emergency services that respond to road traffic incidents.

35.6 Outline rules for the safe use and storage of medicines found in the home.

35.7 Explain the roles and functions of pharmacies.

**Financial Literacy:-**

**Taking Care with Money**

43.1 Explain the difference between earning money, receiving money as gifts, winning money and finding money.

43.2 Rank, by estimating, a range of large, small, common and uncommon items based on how much each one costs.

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.
Full List of 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.
3.4 Jump a long rope with teacher-assisted turning.
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.
11.4 Perform a series of leapfrogs over pupils who are crouching with their hands on their knees.
11.5 Identify the different ways to move in relation to a partner, for example, lead, follow, match and dodge.
11.6 Mirror movements with a partner in a stationary position and or while moving, for example, "follow the leader."
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.
27.2 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.

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.
35.2 Reduce open space by using locomotor movements, walking, running, jumping and landing, changing size and shape in body in combination with movement concepts, reducing the angle in the space, reducing distance between player and goal.
35.3 Open and close space during small-sided game play by combining locomotor movements with movement concepts.
35.4 Reduce open space on defence by staying close to the opponent as he/she nears the goal.

Striking and Base Running Games:-

Striking with Long-Handled Implements - Softball or Cricket

43.1 Use batting tee or ball tossed by teacher for batting.
43.2 Strike a large ball on the ground to a stationary partner.
43.3 Toss a ball to oneself and strike it for distance.
43.4 Strike a ball while travelling in different pathways.
43.5 Strike a ball various distances on the ground and in the air.
43.6 Strike an object on the ground against an opponent.
43.7 Strike a ball to open space, both in the air and on the ground.
Full List of Learning Outcomes for Standard 1 Expressive Arts

Drawing:-

Imaginative Drawing

3.1 Draw lines, arcs and shapes with accuracy and regularity.
3.2 Draw pictures containing more than one object, animal or person item from imagination.
3.3 Add additional elements to a drawing provided by the teacher.
3.4 Use parallel lines to add effects to a drawing.
3.5 Explore the effects produced by pencils of different hardness and softness.
3.5 Draw a picture to illustrate a sentence or single piece of action from a story.

Music:-

Folk and Traditional Music

11.1 Sing in time as part of a group.
11.2 Demonstrate good posture and breathing control while singing.
11.3 Sing a variety folk and traditional songs as part of a group.
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.
19.3 Create an object using papier maché.
19.4 Create a pom pom, tassel, braided bracelet, piece of knot art or another object using yarn or string.

Dance:-

Folk and Traditional Dance

27.1 Identify key features of the history and culture of a group of people associated with at least one folk or 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.
27.4 Coordinate dance steps and moves with a small group of others.
27.5 Demonstrate various foot positions common to most dance forms, for example, both feet pointing forwards together or apart, one foot pointed to the side or at an angle, one foot in front immediately in front of the other or in front and to the side.
27.5 Demonstrate the basic steps and movements associated with a folk or traditional dance.
27.6 Perform a folk or traditional dance in front of an audience.
Working with Colour:-

Mosaics, Collages and Colours

35.1  Create a collage by gluing fragments of different pictures to make a new image.
35.2  Create a mosaic using small pieces of coloured paper.
35.3  Paint coloured picture that contains more than one object, animal or person from imagination.
35.4  Investigate how paints, inks and other substances can be mixed to create new colours.

Drama:-

Pantomime

43.1  Imitate the actions and gestures of a partner as if they are in a mirror.
43.2  Communicate an idea using only exaggerated facial expressions and gestures.
43.3  Individually, without speaking to or interacting with other students, act out a familiar story as the teacher reads it aloud.
43.4  Perform a short group pantomime.
43.5  Use costumes, props or masks when taking part in drama.
43.6  Identify the components or elements of pantomimes including the story-line, the absence of dialogue and the use of exaggerated facial expressions, body movements and gestures
Full List of Learning Outcomes for Standard 1 Spanish

Myself:-

Likes and Dislikes

3.1 Describe orally, using simple phrases, a person lives for example: vivo en la calle Guava, número dos; su casa está en Punta Gorda.
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

11.1 Describe personal characteristics of self and family members with the verb ser, for example: mi papá es simpático; mi mamá es agradable; soy amable.
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.
19.3 Describe where a place is using the verb estar in a short phrase, for example: la cancha de fútbol está cerca del laboratorio de computación.

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.
27.2 Describe the location of buildings in the neighbourhood using simple sentences, for example: la iglesia está en la avenida Central; la estación de policía está delante el banco; el hospital está al lado de la escuela.
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.
35.2 Respond to questions about the weather.
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.
Full List of Learning Outcomes for Standard 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.

1.11 Recognise that different people speak language with different accents.
1.12 Divide multisyllabic words into syllables and clap the syllables in a sentence containing multisyllabic words.

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.
2.10 Follow multiple step oral directions.
2.11 Identify the main idea after listening to a short text.
2.12 Listen attentively and courteously in order to remember oral directions and follow them.
2.13 Note a small number of important points while listening to a text.

Listening: Interpret and Evaluate Oral Presentations

Discuss, interpret, evaluate and analyse oral presentations.

3.6 Understand and appreciate the use of voice inflection, changes in tone or volume which suggest a speaker's changes in meaning.

Listening: Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

4.4 Recognise and respect listening as an avenue for learning individually or in small or large groups.
4.5 Listen in order to contribute positively to small groups and whole group discussion.

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.

Viewing: Respond to Visual Images

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

7.4 Create an original visual image in response to another 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.

8.8 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.
11.5 When giving reports, pause at the end of each sentence.

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.

12.6 Volunteer information willingly without excessive timidity.

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:- Participate in Group Discussions
Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.4 Work alongside other students in a group, helping each other complete a given task.
15.5 Compile and share information in a group through verbal and non verbal messages.

Speaking:- Pronounce Words Appropriately
Pronounce words appropriately, clearly enunciating all the sounds.

16.3 Pronounce most words appropriately and clearly.
Speaking:- Use Correct Grammatical Structures in Speech

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

17.6 Demonstrate correct subject-verb agreement when speaking standard English when using the verbs be, do, have and go.

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

17.8 Demonstrate a sense of what is and is not a sentence and pause at the end of 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.

Speaking:- Use Speech Prosody and Gesture

While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns.

19.3 Control gestures used to reinforce meaning when speaking.

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.

20.24 Develop a sense of when a word "looks right" based on spelling patterns and length.

20.25 Automatically use phonics knowledge to decode unknown words in print.

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, Xunantunich.

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.

23.5 Recognize that some words are used in the standard English spoken in Belize that are not used in other English speaking countries, for example words borrowed from Maya, Spanish or Garifuna.

23.6 Make collections of significant words, words of personal interest and words from particular topics.

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:- Read Aloud

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

25.16 When reading aloud, self-correct and/or re-read a word/sentence when it does not make sense in the context.

25.17 While reading aloud, vary tone of voice to emphasise key parts of the text.

Reading:- Select Appropriate Reading Material

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

26.5 With guidance, select from a classroom or school library a variety of fiction and non-fiction texts, including pictorial books about science, short newspaper reports and short accounts of historical events.

26.6 Show a preference for a favourite author or for books about favourite subjects.

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.

28.9 Note similarities and differences between various parts of a story with a repetitive, predictable pattern.
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.

30.4 Develop an appreciation for the beauty of poetry.
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:- 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.

32.3 Use reference books that present information in alphabetical order, for example a Children's Encyclopaedia.

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.

36.4 Differentiate letter writing from other forms of writing.
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.
38.4 Use a dictionary to edit work for spelling.

Writing:- Write Clearly and Legibly

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

40.16 Write cursive, with correct letter size and spacing, without using guidelines.

Writing:- Spell Words Appropriately

Spell words in accordance with accepted conventions.

41.7 Spell most phonetically spelt 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.

42.9 Use capital letters for the first word in direct speech.
42.10 Use capital letters in the first line of poetry.

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.
Full List of 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.
Numbers and Number Operations: 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.
Full List of 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.
4.2   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.

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.
12.2   Investigate Belize's annual temperature, rainfall and wind patterns using maps and other sources of data.
12.3   Explain why some crops can and others cannot easily be grown in Belize.
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.
12.6   Explain how Belize's latitude, coastal location and topography influence its climate.
12.7   Create a map of the North Atlantic and Caribbean that shows the areas where hurricanes often form and the paths they usually take.

Managing Resources:

Classifying Resources

20.1   Create a map of Belize showing where various resources can be found.
20.2   Investigate the natural resources that can be found in the local community or district.
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.
20.6   Classify Belize's man-made resources under a variety of headings, including transportation, communication and industry.
20.7   Identify the different ways that resources are used in Belize to generate electricity.
Society and Culture:-

National Identity

28.1 Present information about Belize's national anthem, national flag and national symbols.
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.
28.5 Identify cultural practices and values that are used by more than one cultural group in Belize.
28.6 Explore what it means to be both a member of an ethnic group and a member of a national community.
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

36.1 Explain, by giving examples, the difference between rules and laws.
36.2 Identify some consequences of disobeying laws.
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.
36.5 Describe, for example through pictures or role play, what happens in a magistrates or family court.
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.
44.2 Describe the main features of ancient Egypt, including its pyramids.
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.
44.4 Describe the main features of the three major West African Kingdoms: Ghana, Mali and Songhay.
44.5 Describe one or more features of life in Africa from before the year 1500, for example, buildings, textiles, artwork, trade or farming.
Full List of 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.
4.2 Describe, using drawings, typical physical growth cycles of various animals.
4.3 Identify the habitats needed to support different stages in the growth cycle of a variety of local animals.
4.4 Compare the life cycle of human beings with that of a variety of local animal species.

Healthy Environments:-

Waste and Our World
11.1 Explain the differences between waste, compost, recyclable and reusable materials.
11.2 Identify and classify different types of waste (i.e., compostable materials, recycled materials and reused materials).
11.3 Recognize that plants, animals and human-made systems produce waste of different types and give examples of the waste materials produced by each.
11.4 Explore negative impacts of waste on various natural systems and be able to suggest ways in which these effects can be reduced.
11.5 Plan for and be able to implement actions they can take to reduce waste.

The Human Body:-

Body Parts, Organs and Life Processes
19.1 Identify major external parts of the human body, describe the function of each and how they relate to each other.
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.
19.3 Demonstrate how the internal skeleton and muscles work together to support bodies and help them move efficiently.
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.
19.5 Explain how and why they need to appreciate and care for their own body.
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.

24.2 Explain what is meant by the pitch and loudness of a sound and demonstrate, using simple devices, change in pitch and loudness of sound.

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.

24.5 Explain why and how hearing is important to humans and animals.

24.6 Discuss sources of sound pollution and investigate different ways of sound insulation.

Structures and Mechanisms:-

Forces and Motion

29.1 Describe force as a push or a pull and explain how applying a force can create motion.

29.2 Demonstrate a basic understanding of the concepts of gravity, friction and weight.

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

29.4 Explain how friction affects the movement of an object.

29.5 Correlate the weight of an object to the amount of force required to move the object.

Earth and Space Science:-

Rocks, Minerals and Soils

34.1 Differentiate between rocks and minerals.

34.2 Give examples of rocks and minerals found in Belize.

34.3 Classify local rocks on the basis of color, luster or “shininess”

34.4 Demonstrate one or more ways by which rocks break down to form the basis for soil.

34.5 Describe soils as a combination of different minerals, rocks, and organic materials layered together in various ways.

34.6 Give examples of how minerals, rocks and soils are used by humans.
Full List of Learning Outcomes for Standard 2 H.F.L.E.

**Diet and Disease:**

**Lifestyle and Health**

4.1 Explain the effects that regular exercise has on health.
4.2 Explain rules and guidelines for the safe handling and storage of food.
4.3 Explain how food from different food groups can contribute to health, growth and development.
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.
4.6 Describe the symptoms and effects of diseases that can be prevented by vaccination, such as measles, mumps, rubella, tetanus and polio.
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**

12.1 Explore the concept "community" both in terms of place and as a group of people who have something in common.
12.2 Describe ways in which people in a community can help each other.
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.
12.7 Investigate the positive role played by the aged and people with disabilities in many communities.

**Personal Development:**

**Emotions and Feelings**

20.1 Identify ways in which feelings affect thoughts and actions.
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.
20.6 Discuss how a person can create and maintain emotional and physical boundaries between themselves, family members and others.
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.
28.2 Identify behaviour that constitutes sexual, physical or emotional abuse.
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

36.1 Identify the speed limit for various types of roads and classes of vehicles.
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.
36.4 Explain the role of the police and traffic officers in helping people use roads safely.
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.
44.4 Explain the difference between credit and debt.
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.
44.6 Identify the different types of accounts, cards and other services offered by banks and credit unions in Belize.
44.7 Create a financial plan to achieve a personal, short term spending goal.
Full List of 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.
4.5 Jump a long rope at least 5 times consecutively with teacher assisted turning.
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.
12.6 Switch between strong and light force.
12.7 Combine movement concepts, for example, direction, levels, force and time with skills as directed by the teacher.

Space and Movement Games:-

Chasing, Fleeing and Dodging

20.1 Demonstrate ways to retain possession of an object.
20.2 Transfer weight from feet to hands, varying speed and using large extensions, for example, mule kick, handstand, and cartwheel.
20.3 Identify the terms associated with moving in various directions, forward, backward, up, down, sideways and at different levels, high, middle and low.
20.4 Apply simple strategies & tactics in chasing activities.
20.5 Apply simple strategies in fleeing activities.
**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.
28.4 Strike an object with a short-handled implement, sending it forward over a low net or to a wall.
28.5 Strike an object with a short-handled implement, at a target.
28.6 Strike an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.
28.7 Strike an object consecutively, with a partner, using a short-handled implement over a net or against a wall.

**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.
36.4 Receive a pass with the foot as both partners travel.
36.5 Dribble with the feet in general space with control of the ball and the body.
36.6 Dribble with the feet in general space at slow to moderate jogging speed with control of ball and body.
36.7 Dribble with the feet in general space with control of ball and body while increasing and decreasing speed.

**Striking and Base Running Games:-**

**Base Running - Softball**

44.1 Practice running directly through 1st base for example GIMME 5.
44.2 Demonstrate proper base running technique when approaching and rounding 1st base, for example, Squash the Bug.
44.3 Demonstrate proper running technique while touching only inside corner of the bases, for example, Beat the Ball.
44.4 Combine travelling with manipulative skills of throwing, catching and striking in a variety of activities.
44.5 Combine striking with a long implement, for example, bat, broom handle with receiving and travelling skills in a small-sided game.
Full List of Learning Outcomes for Standard 2 Expressive Arts

Drawing:-

Illustrative Drawing

4.1 Use pictures to illustrate a story they have read or listened to.
4.2 Create pictures using, chalk, charcoal or graphite sticks.
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.
12.2 Classify musical instruments as percussion, string, woodwind or brass.
12.3 Explain how the following make sound: a guitar, a drum, a recorder or flute and a trumpet or saxophone.
12.4 Identify, from a diagram, picture or video, the different sections of a classical orchestra.
12.6 Investigate how a selected musical instrument is made.
12.7 Make an instrument that makes sound by plucking a string or by blowing into or across it.

Three Dimensional Art:-

Decorative Crafts

20.1 Decorate an object such as a bottle, cup or plate using photographs, coloured paper, cloth, glitter, wool, string or similar materials.
20.2 Investigate the uses and techniques of a craft such as crochet, embroidery or knitting.
20.3 Make a piece of jewellery.
20.4 Weave strips of coloured paper together to make a pattern.

Dance:-

Classical Dance

28.1 Identify key features of the history and culture of a country associated with European or Asian classical dance, for example, Spain, Russia, India or China.
28.2 Explain the cultural significance of costumes associated with a selected classical dance.
28.3 Move fluidly between various foot and arm positions in time to music.
28.4 Demonstrate a strong upright and straight body posture when performing a dance.
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.
28.7 Perform classical dance steps and movements in front of an audience.
**Working with Colour:-**

**Exploring Colour**

36.1  Add colours to a black and white line drawing using paint or pastels.
36.2  Create, using coloured pencils, a tessellation that has at least three different colours made up of interlocking geometric shapes
36.4  Create a colour wheel with up to twelve colours.
36.6  Describe emotions they associate with different colours.
36.7  Discuss a famous painting.

**Drama :-**

**Dramatising Traditional Stories**

44.1  Perform the action of a traditional story while it is being narrated.
44.2  Perform a choral speech as part of a large group of people acting in a synchronized manner.
44.3  Role-play, in sequence, a beginning, middle and ending scene from a traditional story.
44.4  Create an outline for a short play based on a traditional story.
Full List of 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.

12.4 Conduct a short conversation that includes the introduction of family members, for example: les presento a mi mamá; mucho gusto; un placer conocerla.

My School:-

Pastimes

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

20.2 Talk about favourite pastime and leisure activities using the construction durante mis ratos libres me gusta leer.

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.

36.2 Describe in basic form geographical structures using the verb ser and adjectives, for example; las montañas son altas; el bosque es muy verde.

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.
Full List of 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:- Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

4.6 Listen attentively while jointly planning, discussing and conversing in a small group.
4.7 Appreciate fully the role of the listening in aspects of communications and value its relationship with reading as well as writing.

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.
5.8 Recognise and appreciate the language of poetry.
5.9 Formulate questions for the further clarification of 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.

6.9 Interpret and appreciate the use of facial expressions, gestures, and body language used by a speaker.
6.10 Select appropriate visual images to convey a message.

Viewing:- Respond to Visual Images

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

7.5 Compare several visual images and explain which they prefer.
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.
8.10 Ask and answer questions in a process of negotiation with a peer or familiar adult.
8.11 Give precise, focused answers to questions on a variety of topics.

Speaking:- Ask and Answer Questions

State an opinion on current or important issues.
9.7 Recall and use words encountered while reading and from other subject areas when expressing ideas.
9.8 Maintain focus on the topic 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.
12.8 Confidently express agreement or disagreement with statements made by their peers.
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:- Participate in Group Discussions
Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.6 In a group, discuss a topic of mutual interest and share the group's information with the class.
15.7 Demonstrate an ability to work effectively in self-motivated, self-organised groups.

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.

Speaking:- Use Speech Prosody and Gesture
While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns

19.4 Use pauses and variation in intonation to communicate shades of meaning.
19.5 Vary the tone of voice to express mood, emotion and humour.
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.

22.18 Re-read a text to try to decipher and arrive at 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.*

23.9 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.*

24.6 When reading, note an unknown word that they will look up later but continue reading.

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.*

25.18 When reading aloud, vary volume and tone of voice to hold the audience’s attention.

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

25.20 When reading aloud, from time to time look up from the text to achieve eye-contact with the audience.
Reading:- Select Appropriate Reading Material

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

26.8 Select and read for pleasure stories from other cultures.
26.9 Discuss, with reasons, their book preferences.
26.10 Read a newspaper or magazine and select the articles that are of most interest to them.
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.

29.6 Develop a sense of what pleases them, aesthetically, in literature.
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.

38.5 Edit a piece of writing so that unnecessary repetition is eliminated.
38.6 Edit a piece of writing by deleting irrelevant or unimportant elements.
38.7 Generate ideas for writing through discussion with peers.
38.8 Graphically represent the outline of a plot for a story to be written.
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.
38.11 Edit a piece of writing by revising its vocabulary.

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.
39.9 Produce a piece of written work for classroom display that is appropriately laid out and attractively presented.

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:- Spell Words Appropriately

Spell words in accordance with accepted conventions.

41.8 Spell most common irregularly spelt words, correctly.

Writing:- Use Punctuation Appropriately

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

43.8 Use commas in dates, greetings and closings of letters and social notes and to set off geographical names in addresses.
43.9 Use quotation marks to indicate the beginning and end of direct speech.
43.10 Use hyphens to join some compound words.
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.
Full List of 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 set 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.
Full List of 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.

5.3 Place some major inland water bodies on a blank map of the world, for example, the Amazon, Orinoco, Nile and Yellow Rivers, the Victoria and Niagara Falls, the U.S. Great Lakes.

5.4 Describe, using words, pictures and diagrams, the features of a local water body.

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.

13.2 Identify the polar, temperate and tropical climate zones of the earth using maps and other data.

13.3 Investigate a region of the world that has extreme weather, for example, very high or low temperatures or rainfall or dangerous storms.

13.4 Explore the connections between climate and vegetation in different parts of the world.

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.

21.3 Identify the names, acronyms and main functions of a variety of organizations that aim to protect the environment in Belize.

21.4 Describe, in detail, the work of one organization that aims to protect the environment in Belize.

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.

29.2 Describe the origins of the Creole, Garifuna, Mennonite, Mestizo, East Indian, Chinese, Middle Eastern, Central American and modern Q'eqchi, Mopan and Yucatec ethnic groups.

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.

37.3 Describe the composition and main functions of the national assembly, including how it makes laws and the role of the opposition.

37.4 Explain how a person becomes the prime minister or a minister of government.

37.5 Describe the composition and main functions of the cabinet.

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.

45.4 Describe the main features of the slave trade between Africa and the Caribbean, including the capture, transportation and sale of the enslaved Africans.

45.5 Describe some features of the lives led by enslaved people in Belize, including their work, food, housing and treatment.

45.6 Describe the causes, main features and outcomes of the Battle of St. George's Caye.
Full List of Learning Outcomes for Standard 3 Science

**Living Things:-**

**Plant Growth and Development**

5.1 Distinguish between flowering and non-flowering plant species found locally.
5.2 Describe, with drawings, typical physical growth cycles of flowering plants.
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.
5.4 Use appropriate measures for plant growth at different stages in the growth cycle of a variety of local flowering plants.

**Healthy Environments:-**

**Discover an Ecosystem**

12.1 Explain what an ecosystem is and identify the general components of an ecosystem.
12.2 Describe examples of aquatic and terrestrial ecosystems in Belize.
12.3 Investigate and observe non-living features of a local ecosystem that help determine which plants and animals successfully live there.
12.4 Identify different types of animals and plants that live in different local ecosystems.
12.5 Explain the roles of different organisms in a food chain, that is producers, consumers and decomposers.
12.6 Observe interactions for obtaining food among organisms in a local ecosystem and be able to construct food chains on the basis of the observations made.
12.7 Predict the possible impact of a change in the occurrence of one organism in an ecosystem on other organisms of the same ecosystem.

**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.
20.2 Plan a healthy daily diet based pn dietary Guidelines for Belize.
20.3 Identify and evaluate factors that affect choices for healthy eating.
20.4 Discuss the impact of caffeine, alcohol, tobacco and drugs on personal food choices.

**Matter and Energy:-**

**Heat**

25.1 Explain what heat is and investigate sources of heat.
25.2 Investigate how adding or removing heat affects substances.
25.3 Demonstrate how heat travels through conduction, convection and radiation.
25.4 Discuss different ways that heat is used by humans, dangers in using heat and ways we can exhibit care around objects that are hot or produce heat.
**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.
30.4 Explore how simple inclined planes can be used to make work easier.
30.5 Identify pulley and gear systems and discuss the impact of pulley and gear systems on daily life.
30.6 Demonstrate how a pulley or gear system performs a specific task.

**Earth and Space Science:-**

**Landforms and Changes**

35.1 Identify a variety of earth’s surface features that are landforms.
35.2 Identify and describe natural landforms found in their local area, within Belize and in other countries, and note similarities and differences between them.
35.3 Discuss how landform changes are brought about and how changes can be positive or negative for humans, animals and plants.
Full List of 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.

5.4 Explain how diseases can be spread from person to person via personal items such as towels, combs and toothbrushes.

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.

5.7 Classify some diseases that are common in Belize by their causes, for example, bacteria, viruses, fungi, parasites or an unhealthy lifestyle.

Human Relationships:-

Family Relationships

13.1 Explore differences and similarities among families in the community.

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.

13.4 Explore feelings associated with changes in a family, such as a marriage, a new baby, someone leaving, a major illness or a death.

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.
21.2 Discuss how failure to control how emotions are expressed can lead to difficult situations.
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.
21.6 Explore how a traumatic event can affect someone and how they can recover.
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

29.1 Identify sources and types of alcohol and tobacco available locally.
29.2 Explain laws related to the sale and consumption of alcohol and tobacco.
29.3 Identify the factors that influence a person's decision to use, or refrain from using, alcohol and tobacco.
29.4 Describe actions and language to use when resisting pressure from others to use 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

37.1 Explain the meaning of common road signs.
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.
37.5 Describe the effects of using alcohol and drugs on a person's ability to drive safely.
37.6 Describe what actions a person can take to encourage other people to use roads safely and responsibly.
Financial Literacy:-

Employment and Income

45.1 Explore the different ways in which people earn money.
45.2 Explore the differences between a career and a job.
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.
45.4 Explore the consequences of spending more than you earn.
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.
Full List of 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.
5.3 Jump a long rope doing a one-handed side swing and under the-leg-pass.
5.4 Perform intermediate jump-rope skills, for example, a variety of tricks, running in and out of both long and short ropes.
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

21.1 Apply the concept of open spaces to combination skills involving travelling, for example, dribbling and travelling.
21.2 Move through space while adjusting speed, force, level, pathway, and direction.
21.3 Practise a variety of non-locomotor, locomotor, and manipulative movement skills.
21.4 Demonstrate the phases of movement, for example, ready position, movement, and follow through.
21.5 Receive objects at varying speeds and levels.
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.
29.6 Strike a beach ball for distance 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.
37.3 Use a continuous running approach and kick a moving ball with accuracy.
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.
37.5 Use a continuous running approach and kick a stationary ball for distance.
37.6 Foot-dribble or dribble with an implement with control, changing speed and direction during small-sided game play.
37.7 Punt for accuracy, distance and height.

Striking and Base Running Games:-

Throwing while Moving - Softball or Cricket

45.1 Throw overhand to a large target with accuracy.
45.2 Throw to a moving partner with accuracy while walking and running.
45.3 Strike a ball off a tee or cone with a long-handled implement, using correct grip and side orientation/ proper body orientation.
45.4 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.
45.5 Strike a pitched ball with a bat using correct technique for accuracy and distance.
45.6 Strike a pitched ball with an implement with force in a variety of practice tasks.
Full List of 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.
5.3 Draw a room, street, natural or other scene using one point perspective.
5.4 Add effects of light and shadow to drawings.
5.5 Select a pencil of appropriate hardness or softness depending on the technique being used.

Music:-

The Music of Belize's Ethnic Groups

13.1 Practice appropriate warm-up exercises, breathing exercises, and correct posture for singing.
13.2 Sing at various levels of volume and pitch in a controlled manner.
13.3 Identify pieces of music common to a variety of ethnic groups by listening to samples.
13.4 Investigate the cultural significance of the music of a selected ethnic group.
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.
13.7 Sing the Belizean National Anthem in a language other than English.

Three Dimensional Art:-

Modelling with Common Household Objects

21.1 Create a model of an object using bottle tops or buttons.
21.2 Create a variety of human and animal forms using media such as soap, pipe-cleaners, tie wire, clay and dough.
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

29.1 Identify key features of the history and culture of the ethnic group associated with a selected Belizean cultural dance.
29.2 Explain the cultural significance of at least one Belizean cultural dance.
29.3 Describe the costumes associated with 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.
29.6 Perform a Belizean cultural dance in front of an audience.
Dance:-

Belizean Cultural Dance

31.6 Perform a synchronized group dance in front of an audience.

Working with Colour:-

Water Colour Painting

37.1 Explain, in detail, what can be seen in a famous painting.
37.2 Investigate the life and achievements of a Belizean artist.
37.3 Mix water colour paints to make a range of colours and tones.
37.4 Demonstrate water colour painting techniques such as adding the correct amount of water to paint pots, cleaning brushes effectively when changing colours, avoiding making the paper too wet and so on.
37.5 Create a detailed image by adding colour to a line drawing.
37.6 Create an original, colour image of a room, street, natural or other scene.

Drama :-

Dramatising Modern Stories

45.1 Create a spontaneous role-play of a situation suggested by the teacher or another person.
45.2 Compose a dialogue for a scene in a play based on a modern story.
45.2 Participate in a short play which features both acted scenes and off-stage narration.
45.3 Vary voice volume for effect when dramatizing a story.
45.4 Design costumes, props or masks for use in a performance.
Full List of 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.

21.3 Give a simple opinion about school, for example: le gusta el inglés; las ciencias es interesante; los estudios sociales es mi asignatura menos favorita; mi profesora favorita es la Señorita Rodriguez.

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

29.1 Identify places used as places of recreation, for example: la piscina; la heladería; la pizzería; la cancha de fútbol

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.

37.3 Identify special celebrations in their communities such as el día del santo patron; la navidad; los quince años.

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.

45.2 Discuss the importance of learning Spanish.

45.3 Count by hundreds: cien, doscientos . . . quinientos and so on.
Full List of 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.

Listening:- Respond to Spoken Texts

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

5.10 Respond intellectually and emotionally to mood and setting in stories and poetry 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.*

6.11 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?"
8.13 Ask questions in a progressive, logical sequence, to clarify thinking on an issue.

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:- Express Opinions and Communicate Ideas

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

10.9 When telling a story, project the voice so that the whole class can hear clearly and vary the voice for effect.

10.10 When relating an incident or telling a story, sequence ideas in a logical manner so that the main idea is effectively communicated.

Speaking:- Narrate Real and Fictional Events

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

11.7 Vary the voice for effect when delivering a report or recitation.

11.8 When delivering a report or recitation, from time to time look up from the text to achieve eye-contact with the audience.

11.9 Following group-work, confidently present information to the class in a meaningful way.

11.10 When delivering a speech or report, project voice so that the whole class can hear clearly.

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.

13.8 Understand the conventions of play scripts, including stage directions, scene changes, the use of props and how writers make action seem realistic.

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:- Participate in Group Discussions

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.8 During group discussions, be tolerant of and sensitive to the needs of all participants, including those who have special needs such as speech, hearing and visual impairments.

15.9 Demonstrate tolerance for the ideas of others in a group situation.
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.

Speaking:- Use Speech Prosody and Gesture

While speaking, communicate meaning by using gesture and by varying voice tone, pace, volume, intonation and stress patterns.

19.6 Consistently stress the correct syllable in multi-syllabic words.

19.7 Pace the delivery of speech appropriately for the listener and the situation.

Reading:- Recognise Words by Sight

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

21.8 Accurately and fluently, read on sight a majority of words encountered in print.

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.

23.12 Interpret most homophones and homonyms correctly.

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.

25.21 When reading aloud pronounce most commonly occurring, regularly and irregularly spelt words, accurately and fluently.
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.

26.12 With guidance, select an appropriate book from a public library.
26.13 Discuss, with reasons, their favourite authors and favourite types of books.
26.14 Seek to widen their reading experiences by trying books types they do not normally read.
26.15 Independently, select and read a variety of non-fiction texts, including pictorial books about science, short newspaper reports, articles from age-appropriate magazines, and multiple paragraph accounts of historical events.

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.
28.20 Without prompting, independently use a range of comprehension strategies, including anticipation and prediction, and imagining events as they are described.

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.
32.7 Scan a text for headings and sub-headings to find specific information.
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.
34.15 Use time order words, transitional words and phrases in original stories.
34.16 Rewrite known stories by changing the characters or setting but retaining the original main idea.
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.

38.12 Consider audience when planning writing.
38.13 Plan a story or non-fiction text in outline form, using a few words that will later be expanded into longer sections.
38.14 Individually, generate ideas on a topic by brainstorming.
38.15 Generate ideas for writing by reading related material.
38.16 Edit a piece of writing to ensure that sentences are correctly structured and are in the appropriate tense.
38.17 Use a checklist provided by the teacher to revise and edit writing.

Writing: Spell Words Appropriately

Spell words in accordance with accepted conventions.

41.9 Spell an increasing range of irregularly spelt 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.

42.11 Appropriately capitalise organisations and their members, historical periods and events.
42.12 Appropriately capitalise titles of books, and so on.

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.
44.14 Differentiate between sentences, fragments and phrases.
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.
Full List of 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.
Full List of 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.

6.2 Describe how humans use the sea as a resource, including for fishing and tourism.

6.3 Create a map that shows Belize's barrier reef, including some of the associated marine reserves, natural monuments and national parks.

6.4 Explain how the barrier reef was formed and how it is threatened by natural forces and human activity.

6.5 Describe, using diagrams, why tides exist and how and why they vary on a daily and seasonal basis.

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.

6.7 Describe an organization that works to protect and manage Belize's coastline, seas or barrier reef.

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.

14.2 Describe the differences between the different categories of hurricane on the Saffir-Simpson scale.

14.3 Describe the features of a tropical storm or hurricane system including the eye, eye-wall, outer bands and atmospheric conditions.

14.4 Plot the path of a tropical storm or hurricane on a map using latitude and longitude coordinates given in a weather forecast or hurricane advisory.

14.5 Investigate the impact of a tropical storm or hurricane that made landfall in Belize.

14.6 Create a family disaster preparedness plan.

14.7 Investigate the role of the National Emergency Management Organization and the National Metrological Service of Belize during natural disasters.
Managing Resources:-

Economic Activities

22.1 Apply the terms trade, exports and imports when describing economic activity.
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.
22.4 Investigate the production, processing and use of natural resources for a selected primary, secondary or tertiary industry.
22.5 Describe how resources in their community or district are used for economic activities.
22.6 Investigate the positive and negative impacts of economic activities in their community.
22.7 Apply the terms primary, secondary, tertiary, agricultural, extractive, manufacturing and service to local economic activities.

Society and Culture:-

Immigration and Emigration

30.1 Apply the terms migrate, immigrant, immigration, emigrant, emigration, diaspora and nationality when discussing migration to and from Belize.
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.
30.5 Discuss the nature and impact on Belize of the emigration of Belizeans to live in the United States.
30.6 Explain the roles and responsibilities of Belize's Nationality and Immigration Department.

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.
38.3 Identify the main features of the executive, legislative and judicial branches of government outlined in the Constitution of Belize.
38.4 Compare and contrast the roles of the Queen, the Governor-general and the prime-minister.
38.5 List the main ways a person can become a citizen outlined in Sections 24, 25 and 26 of Constitution of Belize, that is by being born in Belize, by descent, by marriage and by continuous residence.
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.

46.3 Explore what it meant for Belize to be a colony, and, from 1871, a crown colony of Britain during the nineteenth century.

46.4 Describe the main features of the Caste War of the Yucatan, including its causes, participants, important dates and main events.

46.5 Explain how the Caste War in the Yucatan changed northern Belize.

46.6 Explore the history and significance of a building or public space constructed before 1900 that still exists today.
Full List of Learning Outcomes for Standard 4 Science

Living Things:-

Animal Diversity

6.1 Observe the diversity of animals in different ecosystems of Belize.
6.2 Discuss adaptations as physical differences in local animal species that enable them to survive in their ecosystem.
6.3 Construct and use simple dichotomous keys to classify different local animal species.
6.4 Discuss migration as the movement of animals from one ecosystem to another, how this contributes to the diversity of animals found in local ecosystems and why it occurs.
6.5 Discuss different natural changes to the ecosystem that can affect the diversity of local animal species.
6.6 Discuss how various human activities can impact animal diversity in Belize and suggest possible solutions to mitigate the impact.

Healthy Environments:-

Water for Life

13.1 Demonstrate that water changes from one state to another and explain how the change in state is brought about.
13.2 Describe the water cycle and explain the changes in state water undergoes at each step in the cycle.
13.3 Explain the importance of the water cycle to plant, animal and human life.
13.4 Give examples of how water in its different forms sustains life.
13.5 Discuss how different human activities impact the quantity and quality of fresh water in Belize and other parts of the world.
13.6 Plan and implement activities to help conserve or protect water sources in Belize.

The Human Body:-

Staying Healthy

21.1 Identify the conditions required to maintain a healthy life style.
21.2 Link diseases that may result when conditions for maintaining a healthy life style are not being met.
21.3 Demonstrate positive personal hygiene and health care habits.
21.4 Discuss selected diseases in terms of their cause(s) and risk factors, and suggest choices and behaviours which will prevent acquiring the disease.
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.
26.3 Differentiate between and state examples of elements and compounds.
26.4 Observe and describe different mixtures.
26.5 Investigate what happens when different substances are mixed.
26.6 Design and conduct investigations to separate various mixtures and report on the results.
26.7 Give examples of and explain how pure substances and mixtures are used in everyday life by humans.

Structures and Mechanisms:-

Floaters and Flyers

31.1 Recognize features of some plants and animals that enable them to float or fly.
31.2 Make connections between the features of plants and animals that float or fly and the features of human-created floaters and flyers.
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.
31.4 Plan, design and make model flyers and investigate through altering the design how flight can be improved.
31.5 Identify and describe on a diagram the principles of floatation – buoyancy, downward force (weight), upward force (thrust), displaced volume & density - and the relationships between them that are required for floatation.
31.6 Plan, design and make model floaters (water craft) and investigate through altering the design how to improve its buoyancy.

Earth and Space Science:-

Space Science

36.1 Differentiate between stars, moons, planets, meteors and satellites.
36.2 Design and build a model of the solar system and communicate their understanding of how the solar system works.
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.
36.5 Identify the phases of earth’s moon, describe each phase, and explain how this cycle of phases is important for humans and for some animals and plants.
Full List of 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.

6.4 Investigate the effectiveness and dangers of a range of traditional and alternative responses to disease.

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.

6.7 Design a campaign aimed at the prevention of non-communicable diseases.

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.

14.3 Discuss how trust between members of a class, school or other group can be created and destroyed.

14.4 Explore, through role-play, the meaning of the word "negotiation".

14.5 Describe some steps that can be taken to resolve conflicts in relationships.

14.6 Discuss appropriate and inappropriate ways to express strong emotions such as anger, frustration or jealousy.

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.

22.3 Explain the benefits of exercise in relation to bodily growth and development associated with puberty.

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.

22.6 Discuss how young people can often be subjected to bullying and abuse related to changes in their bodies.

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.

30.5 Identify a range of behaviours that constitute sexual abuse and exploitation.

30.6 Describe various forms of human trafficking and modern day slavery.

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.

38.6 Investigate how long it takes a vehicle to stop and how this depends on speed, the weight of the vehicle and weather conditions.

38.7 Describe ways to educate others about the dangers of road traffic crashes.

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.

46.2 Explore how businesses that lend money, such as banks, credit unions, pawnshops, loan agencies and some stores, make a profit.

46.3 Identify the purposes and limitations of different types of insurance.

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.

46.7 Discuss the advantages of following a personal financial plan.
Full List of 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.
6.4 Create a jump-rope routine with a partner, using either a short or long rope that includes basic jumps and tricks such as star jumps, side straddles and jumping in and out of the 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.
6.6 Explain the importance of performing warm-up exercises and stretches.
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.
14.2 Demonstrate that balance is affected by the amount of force, speed, weight and body position, for example, by having bent knees and feet apart in direction of movement.
14.3 Demonstrate how arms spread in stopping and landing activities, for example, stops and starts, jumping from low heights and movement exploration also affects balance.
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.
22.3 Investigate sequences of non-locomotor, locomotor, and manipulative movement skills with qualities of movement.
22.4 Demonstrate movement skills in structured individual and dual activities.
22.5 Demonstrate relationship of movement skills to movement concepts.
22.6 Explore movement skills in close game setting.
**Ball and Net Games:-**

**Volleyball - Passing**

30.1 Perform underhand pass and participate in passing games.
30.2 Perform an underhand serve, for example, short distance and participate in games with underhand passes.
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.
30.6 Demonstrate simple tactics with teammates in modified games.
30.7 Pass ball to teammates using the dig and volley passes in a game situation.

**Fundamentals of Basketball**

**Ball and Target Games:-**

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.
38.3 Dribble a basketball and travel in general space at a slow to moderate jogging speed, with control of the ball and body.
38.4 Dribble a basketball in self-space with both the stronger and the weaker hands.
38.5 Execute an effective chest pass to a stationary partner and then to a moving partner.
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**

46.1 Throw overhand to a partner or at a target with accuracy for distance.
46.2 Throw to a moving partner with accuracy.
46.3 Throw with accuracy when both partners are moving.
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.
46.6 Catch using correct technique from a variety of trajectories using different objects in small-sided game play.
46.7 Catch using an implement in a modified game play.
Full List of 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.
6.2 Draw a room, street or other scene using two point perspective.
6.3 Use a variety of shading techniques to add depth and texture to a picture.
6.4 Explore the concept of negative space in a drawing.

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.
14.2 Describe a range of musical instruments traditionally used in Belize.
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.
14.5 Describe the similarities and differences between various types of music associated with Belizean cultural groups.
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.
22.3 Create models of basic geometric shape such as cubes, cones and pyramids using paper or card.
22.4 Weave a pattern using strips of coloured paper or card.

Dance:-

Contemporary Dance

30.1 Explain the origins and development of contemporary dance.
30.2 Explore the similarities and differences between contemporary, classical and traditional dance.
30.3 Define contemporary 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.
30.6 Perform contemporary dance steps and movements in front of an audience.
Appreciating Art

38.1 Use colour tones to add depth, light and shadow to an image.
38.3 Investigate the life and achievements of a major artist from before the year 1900.
38.3 Discuss the similarities and differences of a range of famous paintings.
38.4 Explain the principle of the "golden ratio" in the composition of paintings.
38.5 Explore the similarities and differences between mixing colours using paint, ink and light.

Drama:-

Short Plays

46.1 Perform a short play based on a script.
46.2 Vary the pace of vocal delivery for effect.
46.3 Communicate the nature of a character through the use of facial expressions, vocal expressions, body language and gesture.
46.4 Demonstrate the following body positions when performing: full front; full back; ¼ right, ¼ left, right profile and left profile.
46.5 Explain the nine imaginary stage areas: downstage left, right and centre; centre stage; centre stage left and right; upstage left, right and centre.
46.6 Compose a script that includes stage directions as well as dialogue.
Full List of 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.
30.3 Give multiple step directions to places, for example: para llegar a la farmacia camina derecho por dos cuadras y dobla a la izquierda.

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 posadas, las fiestas patronales, los finados.

46.2 Describe the emotions felt during celebrations, for example: me siento triste en el día de los muertos; estoy alegre durante las fiestas.

46.3 Count by thousands: mil, dos mil . . . cien mil and so on.
Full List of 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.
2.24 Make written notes during an oral presentation.
2.25 Grasp the sequence, details and meaning of announcements and introductions.

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.
3.14 Demonstrate sustained concentration and attention while listening to an oral presentation.
3.15 Engage positively in discussion following an oral presentation by asking questions to clarify the speaker's message.

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.
6.16 Identify purposes for viewing and evaluate whether the purposes have been achieved.

Viewing:- Respond to Visual Images

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

7.7 Respond intellectually and emotionally to mood and setting as seen in pictures from a variety of media.
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:- Express Opinions and Communicate Ideas

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

10.11 When relating an incident or telling a story use a variety of simple, compound and complex sentences.

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.

12.10 Defend an opinion even when it is unfashionable or unpopular.
12.11 Show willingness to reevaluate their expressed opinions in response to the comments of others.

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.

13.11 In a group, develop a sketch, role-play or presentation that deals with a moral issue and perform it to the class, an assembly or at the Festival of Arts.
13.12 Based on a script, play the part of a character using appropriate gestures, speech intonation and stress patterns.

Speaking:- Participate in Group Discussions

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.10 In a group, discuss an issue in order to reach a consensus position and share it with the class.
15.11 In a group situation, be sufficiently assertive to be heard but not so assertive as to completely dominate the discussion.
15.12 Complete a group project that is sustained over several lessons.

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:- Apply Phonics Knowledge

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

20.28 When using phonics knowledge to read an unknown word, demonstrate a sense of which sound patterns are unlikely to occur in English.

Reading:- Recognise Words by Sight

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

21.9 Read on sight technical words from other subject areas.
21.10 Accurately and fluently read, on sight, most irregularly spelt words.

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:- 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.

24.9 Use a dictionary as a guide to pronunciation.
24.10 Use a thesaurus to find synonyms and antonyms.
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.

25.26 Adjust speed depending on the purpose for reading or in response to audience reaction.

Reading:- Select Appropriate Reading Material

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

26.16 Select and read for pleasure short novels written for a teenage audience and stories with unfamiliar settings and complex plots.

26.17 Skim read sections of a book, for example the first page, when making reading selections.

Reading:- Comprehend Fiction Texts

Find, sequence and retell story information.

27.15 Be aware of different voices in a story, for example, differentiating between the narrator's voice and characters' voices.

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.
32.15 Locate relevant information stored electronically on CD-ROMs and the internet.

**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.
33.11 Recognize character "stereotypes" in stories.
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.
38.20 Make notes on a topic to be written about from a report, encyclopedia entry or internet site.

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.
43.15 Appropriately use commas to set off phrases or clauses in compound and complex sentences.

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.
44.17 Appropriately use interjections in original 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.
45.9 Use proverbs in original writing.
Full List of 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, 32x6 = (30x6)+(2x6) = 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.
Full List of 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.
7.2 Investigate, using maps and other sources of information, the types of rocks and soil found in
the local area and in other parts of Belize.
7.3 Explain how caves and features such as stalactites, stalagmites and sink holes form in limestone
regions.
7.4 Describe the formation, structure and shape of one feature of the local landscape.
7.5 Describe one local river system, including its watershed, source, tributaries, length, path,
waterfalls, rapids, meanders and mouth.
7.6 Identify some ways in which the Belizean landscape is being changed by naturally occuring
erosion.
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.
15.4 Describe how the strength and direction of the prevailing winds that affect Belize typically
change throughout the year.
15.5 Explain the differences between tropical waves, tropical depressions, tropical storms and
hurricanes.
15.6 Describe the categories, sustained wind speeds and effects outlined in the Saffir-Simpson scale.
15.7 Investigate how the level of destruction of a tropical storm or hurricane is influenced by wind
speed, rainfall amounts, rate of forward motion and other factors.
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.

23.2 Investigate, using maps and other data, the characteristics, main activities and trade relationships of a selected Belizean primary or secondary industry.

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.

23.4 Design an advertisement in the form of a brochure, poster, web-page or role-play to promote Belize as a tourist destination.

23.5 Classify tourism as local, regional or international, eco, adventure, sightseeing, cruise, beach, or by other categories.

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.

31.2 Discuss the role that the English language plays in present day Belizean society.

31.3 Discuss the way in which Belizeans use different languages at home, school, work and in the community.

31.4 Compare and contrast the cultural practices of various ethnic groups in relation to one or more of the following: music, dance, art, food, or clothing.

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.

31.7 Discuss what individuals and communities can do to strengthen the use of the traditional languages of their community.
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.
39.4 Describe the rules and importance of debates in the National Assembly.
39.5 Present information, in the style of a media report or advertisement, on how and why people should vote.
39.7 Identify the names, including acronyms, and main functions of a variety of organizations that protect and promote human rights.

History:-

Nationhood and Independence

47.1 Outline the causes, personalities and main events of the protest movements of the 1930s.
47.2 Describe the development of democratic processes in Belize from the public meetings to the present day, including the gradual extension of the franchise until universal adult suffrage was achieved.
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.
47.6 Outline the role of political parties in Belize's struggle for independence.
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.
Full List of Learning Outcomes for Standard 5 Science

Living Things:-

Plant Diversity

7.1 Observe plant diversity (flowering and non-flowering), in different ecosystems of Belize.
7.2 Discuss adaptations as physical differences in local plant species that enable them to survive in their ecosystem.
7.3 Discuss different natural changes to the ecosystem that can affect the diversity of local plant species.
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.
14.2 Give examples of interactions between the living and non-living components of an ecosystem and suggest reasons for the interactions.
14.3 Give examples of interactions that occur among living things in an ecosystem and suggest reasons for the interactions.
14.4 Construct food webs to illustrate interactions based on food getting activities among living things.
14.5 Observe and explain how humans are a part of many different ecosystems, how our interactions with the ecosystems have changed over time, and how our actions can positively or negatively affect the functioning of the ecosystems.

The Human Body:-

Cells and Systems

22.1 Explain that cells are the building blocks of all living things and give examples of specialized cells that make up the human body.
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.

27.4 Create shadows and investigate how the size and shape of the shadows can be changed.

27.5 Investigate the reflection of light using plane mirrors.

27.6 Investigate the refraction of light using a glass of water.

27.7 Identify optical devices and describe how they affect light and the images they create.

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.

32.2 Analyze a variety of simple mechanical systems.

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.

32.6 Explain the importance of switches and other safety control mechanisms to the design and operation of electrical circuits and devices.

32.7 Identify examples of applications of electrical systems in the school, community and/or home and explain how they are used.
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.

37.2 Make observations and predict where, in any given indoor or outdoor environment, one might find the warmest and coolest temperatures.

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.

37.4 Build and use simple devices to measure ambient temperature, wind speed, wind direction and rainfall and use a barometer to measure atmospheric pressure.

37.5 Recognize common types of clouds and relate them to different weather patterns.

37.6 Determine possible changes to the local weather by observing the amount of cloud cover, the type and color of clouds, the movement of clouds, changing wind direction and speed, air moisture, and other measured data.

37.7 Make their own weather forecast by using their observation skills to record weather measurements over a period of time and analyzing trends in the weather.

37.8 Explain how weather systems such as tropical depressions, tropical storms and hurricanes are generated and how their impacts affect humans, animals and plants.

37.9 Track a hurricane over time and connect this to the hurricane warning system for Belize.

37.10 Identify how various human actions contribute to changing weather patterns and climate.
Full List of 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.
7.5 Discuss how the consumption of alcohol or drugs can increase a person's risk of contracting a sexually transmitted infection such as HIV.
7.6 Identify sources of health information and services related to HIV and AIDS.
7.7 Design messages to promote awareness among students of the symptoms, effects and prevention of HIV.

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.
15.3 Explore, through role-play, activities that a caregiver can do with a young child to help them develop, including stimulating, praising, playing and reading a book aloud with them daily.
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.
15.6 Describe what pregnant women and their partners can do to make it more likely that their child will be born healthy.
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.

23.3 Discuss the advantages for a person of delaying when they start to engage in sexual activity.

23.4 Discuss how peers, older children, adults and social media can put pressure on a person to become sexually active before they are ready.

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.

31.2 Identify the types, harmful effects of and laws relating to illegal drugs available locally.

31.3 Explain how substance abuse can immediately change the way a person thinks and acts, including making it more likely they encounter dangerous situations, come to harm or become the victim of abuse.

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.

31.6 Describe words and actions that can be used to resist pressure to use marijuana and other illegal drugs.

31.7 Investigate the benefits of talking to parents, other responsible adults, the police, government agencies and other organizations in relation to substance abuse.
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.

39.5 Explain a range of laws and regulations relating to registration, licencing and insurance for various classes of drivers and vehicles including motor-cycles, cars, buses and trucks.

39.6 Investigate the penalties that are applied to a range of traffic violations.

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.

47.2 Explain how a person might connect skills, interests, and passions to a career.

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.
Full List of Learning Outcomes for Standard 5 Physical Education

Body Skills:-

Balancing on a Wide Base of Support

7.1 Balance on either leg, demonstrating muscular tension and extensions of free body parts.
7.2 Perform a routine that includes a variety of postures and body movements while balancing on a painted line.
7.3 Explain that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective, that is as long as the stretch feels comfortable, which is usually 10 to 30 seconds with three to five repetitions.
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.
7.6 Participate in exercises/activities that increase flexibility, muscular strength and muscular endurance.

Locomotor Skills:-

Running for Life

14.8 Apply the movement concepts of speed, endurance and pacing for running.

Locomotor Skills:-

Running for Life

15.1 Demonstrate correct leg drive and forward swing while transition from one speed to another speed throughout running.
15.2 Travel showing differentiation between jogging and running
15.3 Travel showing differentiation between running and sprinting.
15.4 Swing arms on spot in groups of two, and make a down-ward baton exchange.
15.5 Stand in the proper position to receive baton with arm straight and palm facing upwards.
15.6 Demonstrate a baton change-over in pairs while (a) stationary and (b) moving.

Space and Movement Games:-

Advanced Movement

23.1 Demonstrate movement skills in predictable and unpredictable game settings.
23.2 Explore movement concepts to improve movement skills.
23.3 Explore movement skills in a range of individual and dual activities.
23.4 Explore movement skills in a range of rhythmic movement activities.
23.5 Explore movement skills in complex individual and dual activities.
Ball and Net Games:-

Intermediate Level Volleyball

31.1 Serve the ball over the net into the opponent's court.
31.2 Apply personal skills including serving, overhand passing, underhand passing, spiking and blocking in modified games.
31.3 Apply simple tactics with teammates in games situations.
31.4 Set ball to teammates.
31.5 Perform a legal underhand serve with control of the ball and net games such as volleyball.
31.6 Execute consistently a legal underhand serve for distance, height and accuracy for ball and net games such as volleyball.
31.7 Spike a ball and block a spiked ball.

Ball and Target Games:-

Advanced Football

39.1 Shoot on goal while moving as appropriate to the activity.
39.2 Shoot on goal with power and accuracy in small-sided game play.
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.
39.4 Pass and receive a ball with the inside of the feet to a stationary partner, "giving" on reception before returning the pass.
39.5 Pass & receive a ball with the insides of the feet to a moving partner.
39.6 Pass & receive a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.
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.
47.3 Identify open spaces and attempt to strike object into that space.
47.4 Use a variety of shots, for example, slap & run, bunt, hit & run, high arc to hit to open space.
47.5 Identify sacrifice situations and attempt to advance a runner.
47.6 Throw using correct techniques for distance or power appropriate to the activity, for example, distance=outfield to home plate; power=2nd base to 1st base.
47.7 Throw using correct techniques for distance or power appropriate to the activity during a small-sided game.
Full List of 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.
7.3 Draw people in both standing and sitting positions.
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

15.1 Vary volume, tone, body position and gestures for effect while singing.
15.2 Investigate the history, instruments used, outstanding musicians and dominant styles of a type of music common elsewhere in the world.
15.3 Investigate the similarities and differences between musical instruments used in the past and those used today.
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.
23.3 Investigate the uses and techniques of a craft such as macramé, screen printing, embroidery, kite-making or basket making.

Dance:--

Sequence and Formation

31.1 Explain the following in relation to dance: story-line, transition, combination, sequence, formation, foot-position and arm position.
31.2 Investigate similarities and differences between common dances from various parts of the
31.3 Research the history, development, cultural significance, steps, movements and music of a selected dance.
31.4 Execute a variety of memorized dance sequences as part of and synchronized with a group.
31.5 Create a dance that includes a variety of foot and arm positions, body shapes and movements.
Working with Colour:-

Mixed Media

39.1 Explore the effects of adding soap, salt, alcohol and other substances while using water colour paints.
39.2 Explore the similarities and differences between water colour and acrylic paints.
39.3 Create an electronic or actual display from photographs of their home or local community.
39.4 Investigate the life and achievements of a major artist from after the year 1900.
39.4 Create printing blocks by carving potatoes or other objects.

Drama:-

Original Drama

47.1 Improvise a role play based on a situation given by the teacher or another person.
47.2 Perform a short play based on an original idea.
47.3 Use a range of subtle variations in facial expressions and gestures to communicate the meaning of a word or the nature of a character.
47.4 Project the voice, without shouting, so that all the members of an audience can hear it clearly.
47.5 Design a set for a short play.
47.6 Compose a play script based on a rewriting of a familiar story, for example by changing the ending or relocating it from another country to Belize.
Full List of 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.
7.4 Conduct a formal telephone conversation that includes a greeting and clear statement of purpose.

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 zoólogo, 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?
31.3 Describe a day of shopping and give opinions about going shopping, for example: los fines de semana voy de compras al mercado y me encanta mucho.
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.

39.3 Describe a person’s ethnicity and describe important an aspect of it, for example: soy mestizo y el tamal es una comida típica de mi gente; ella es maya y le gusta comer caldo.

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.
Full List of 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:- Listen and Communicate

Effectively and appropriately engage in conversations for a variety of purposes.

4.10 Evaluate speech skills of self, peers and presenter in areas of pronunciation, articulation, voice quality and standard English use.

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.
11.12 When delivering a report or speech, vary volume and tone of voice and pace of delivery to hold the audience’s attention.

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.

12.12 Express and take ownership of an ethical, political and social code.
12.13 Explore generalizations, stereotyping and prejudices and express ideas that are tolerant and carefully considered.
12.14 Demonstrate a willingness to express and explore a range of abstract ideas, for example moral values and concepts of spirituality.

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:- Participate in Group Discussions**

Participate confidently, tolerantly and politely in class and small group discussions by sharing ideas, taking turns, listening and responding to the contributions of others.

15.13 Follow and apply rules in a formal discussion, for example a debate or using parliamentary procedure.

**Speaking:- Pronounce Words Appropriately**

Pronounce words appropriately, clearly enunciating all the sounds.

16.4 Recognise speech problems or defects and practise speaking in order to remedy or eliminate them.

**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.

17.12 Vary the use of simple, compound and complex sentence structures for effect.

**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.

19.9 When speaking, vary voice tone, pace, volume, intonation and stress patterns to meet the needs of the situation.

**Reading:- Apply Phonics Knowledge**

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

20.29 Display a complete and comprehensive knowledge of the alphabet code, including common and irregular letter-sound relationships and the frequency with which they occur.
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.

23.15 Understand specialised vocabulary from different academic, social and professional settings, for example politics and science.

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

25.27 Without pausing, scan ahead while reading aloud.

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.

26.18 Select reading material in order to seek answers to issues in their own lives.

26.19 Independently, select and read a variety of non-fiction texts, including books about science, page-length newspaper reports, articles from age-appropriate magazines, and multi-page length accounts of historical events.

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".

27.19 Discuss and/or write about the key events of a longer story or short novel.
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.
32.17  Conduct research using libraries and electronic sources with minimal guidance from the teacher.
32.18  Navigate an internet site with more than one page.
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.
32.21  Locate information confidently and efficiently by skimming text.
32.22  Compare the information of one web-page with that of another on the same topic.
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.

33.16 Compare and contrast language use across a variety of fiction and non-fiction texts.

33.17 Discuss the advantages and disadvantages of using written Kriol, for narration, for story dialogue and in non-fiction texts.

33.18 Compare the way different types of written and electronic texts present information.

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.

35.6 Make an anthology of poems on a single theme or a variety of themes.

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.

37.29 Compose an essay based on facts and information researched from sources such as encyclopedias, research books, and the internet.

37.30 Compose multi-paragraph non-fiction essays that have a clear introduction, main body and conclusion.

37.31 Recount the same event in a variety of ways, for example as a story, in a letter, in a news report, and as a journal entry.

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.

38.23 Revise a draft by checking its meaning, by checking the sequencing of ideas, adding extra details, improving word choices, and eliminating irrelevant material.

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: Spell Words Appropriately

Spell words in accordance with accepted conventions.

41.10 Spell most words, including technical vocabulary encountered in other subjects and unusually spelt words correctly.

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.
Full List of 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.
Full List of Learning Outcomes for Standard 6 Social Studies

Landforms and Locations:-

Plate Tectonics

8.1 Explain, with supporting illustrations, how the earth is composed of an inner core, an outer core, mantle and crust.
8.2 Investigate the different types of volcanic eruptions and how volcanoes shape the landscape.
8.3 Describe the impact of a recent or historical earthquake.
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.
8.7 Explore, using a sequence of maps, how the earth's major landmasses have moved, over a period of hundreds of millions of years, due to plate tectonics.

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.
16.2 Describe the impact of a severe weather event that occurred in Belize or another country.
16.3 Describe how individuals and families can prepare for and aim to reduce the impact of floods, droughts, forest fires and storms.
16.4 Describe the roles of national, city, and village emergency management organizations in preparing for and responding to 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.
16.7 Investigate actions that can be taken by individuals, industries and governments to slow down global warming.
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.
24.4 Explain the relationship between location, natural resources, climate, landforms, soil-types and the economic activities of Belize.
24.5 Report on one Belizean industry, giving information about its history, location, production methods, use of natural resources, revenue, trade and so on.
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.
32.2 Describe a selected ethnic group, giving details of its origins, emergence, location and development in Belize, its cultural practices, languages and main economic activities, and the contributions of its distinguished members.
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.
32.5 Investigate the aims and activities of one organization that works to preserve or promote the culture of a specified ethnic group.
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

40.1 Outline the major responsibilities of the National Assembly and each government ministry.
40.2 Compare and contrast the ways in which local and national governments raise and disburse revenue.
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.
40.4 Describe at least one case in which the supreme court protected the constitutional rights of an individual or organization.
40.5 Describe the structure and main functions of the United Nations.
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.
48.3 Discuss the factors that may have contributed to the decline in Maya civilization in the late classic period.
48.4 Discuss Belize's relationship with other countries, including Guatemala, Mexico, Britain and the U.S.A.
48.5 Create a map of Belize showing its major historical buildings and archaeological sites.
48.6 Investigate the life and times of a person that had a major impact on the history of Belize.
48.7 Investigate, in detail a major event from any period of Belize's history.
Full List of Learning Outcomes for Standard 6 Science

Living Things:-

Heredity and Reproduction

8.1 Identify and compare (similarities and differences) traits or characteristics within different local plant and animal species in Belize.
8.2 Explain that living organisms are made up of cells which are the basic units of all living things.
8.3 Identify the basic structure of a typical animal cell and be able to describe the major functions of its parts.
8.4 Identify the basic structure of a typical plant cell and be able to describe the major functions of its parts.
8.5 Explain the role of sexual reproduction in determining genetic diversity.
8.6 Explain, using examples, how the expression of various traits in local plant or animal species can be beneficial or detrimental in an ecosystem.
8.7 Research and discuss how and why human beings use selective reproduction (breeding) to ensure the expression of specific traits in plant and animal species.
8.8 Research and discuss possible negative impacts of the use of selective reproduction techniques such as artificial insemination, genetic modification and cloning.

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.
15.3 Research and plan actions humans can take to prevent or minimize the negative impacts that would result from changes to an ecosystem.

The Human Body:-

Human Reproduction

23.1 Identify and describe the basic components of the human male and female reproductive systems.
23.2 Describe the basic process of reproduction in humans: fertilization, implantation of embryo, fetal development, birth.
23.3 Discuss physical, emotional and social issues associated with human reproduction and maturity.
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.
28.3 Give examples of situations in which other forms of energy convert to electrical energy and instances where electrical energy is converted to other forms of energy.
28.4 Explain, using diagrams, energy conversions for a given scenario.

Structures and Mechanisms:-

Energy Resources

33.1 Describe various forms and sources of energy.
33.2 Classify different types of energy resources and suggest for each whether they are currently or potentially available in Belize.
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.
33.5 Describe ways in which the use of energy by society, the amount of energy used, and the effects on the environment have changed over time.
33.6 Identify, plan for and undertake personal actions that help reduce energy use and/or use alternative forms of energy to illustrate that positive conservation attitudes and behaviors are integral to stewardship and sustainable use of energy.

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.
38.2 Describe how water flows through continental drainage systems to seas and ocean basins carrying sediments and nutrients with it as it empties from one water system to another.
38.3 Describe how the interconnections between water systems are critical contributors for the distribution and productivity of aquatic animals and plants.
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.
### Full List of Learning Outcomes for Standard 6 H.F.L.E.

#### Health for Life

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Distinguish between appropriate and inappropriate ways to care for all the external parts of the body.</td>
</tr>
<tr>
<td>8.2</td>
<td>Explore the relationship between diet, exercise and health.</td>
</tr>
<tr>
<td>8.3</td>
<td>Explore the relationship between hygiene and health.</td>
</tr>
<tr>
<td>8.4</td>
<td>Explore the relationship between the environment and health.</td>
</tr>
<tr>
<td>8.5</td>
<td>Describe a range of actions that can be taken by an individual to reduce their chances of being affected by a communicable disease.</td>
</tr>
<tr>
<td>8.6</td>
<td>Describe a range of actions that can be taken by an individual to reduce their chances of being affected by disease related to lifestyle.</td>
</tr>
<tr>
<td>8.7</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### Human Relationships:

**Sexual Relationships**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1</td>
<td>Discuss how television, newspapers, music videos, movies and the internet shape their understanding of adult relationships.</td>
</tr>
<tr>
<td>16.2</td>
<td>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.</td>
</tr>
<tr>
<td>16.3</td>
<td>Explore assertiveness and refusal skills for saying “no” to sexual advances.</td>
</tr>
<tr>
<td>16.4</td>
<td>Explore the importance of openness, loyalty and long term commitment as factors that contribute to healthy adult relationships.</td>
</tr>
<tr>
<td>16.5</td>
<td>Identify effective ways of maintaining good sexual health, including having access to accurate information relating to sex and reproduction.</td>
</tr>
<tr>
<td>16.6</td>
<td>Discuss the implications for a teenager of conceiving a child.</td>
</tr>
<tr>
<td>16.7</td>
<td>Explore the benefits for all people, both male and female, of making informed decisions about whether and when to conceive children.</td>
</tr>
</tbody>
</table>
**Personal Development:**

**Changes and Transitions**

24.1 Explore the different stages of human life: from birth, through infancy, childhood, adolescence, adulthood and old age.

24.2 Discuss how the roles and responsibilities of a person, at home and in the community, change as they get older.

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.

32.4 Discuss how friends can help each other stay 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.

32.6 Explain what they can and should do if they or one of their friends or family members is misusing alcohol or other substances or is the victim of any type of abuse.

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.

40.3 Describe the consequences of traffic violations related to speeding, alcohol and drug use, cell phone use and the failure to use seat belts.

40.4 Investigate the main causes and consequences of road traffic crashes in Belize.

40.5 Investigate the role of the police and the judicial system in relation to road traffic crashes and violations.

40.6 Describe how individuals, families, schools and communities can all contribute to increased safety on roads and in public spaces.

40.7 Investigate the impact road traffic accidents have on emergency, health and other services.

**Financial Literacy:-**

**Entrepreneurship**

48.1 Explain how people form businesses to meet customers’ needs while generating income for themselves.

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.

48.4 Identify the different types and current rates of taxes in Belize that a business might have to pay.

48.5 Explain a range of commonly used business terms including stock, turnover, income, expenditure, net, gross, profit, loss, asset and liability.

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.
Full List of 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.
8.4 Perform balancing on stilts for several minutes.
8.5 Lead the class in a warm up or cool down routine that includes a variety of light aerobic exercises and stretches.
8.6 Demonstrate appropriate posture while performing exercises such as sit-ups with bent knee and hands behind the head or to the side, pushing out from a wall with one or both hands with the back straight and so on.
8.7 Explain the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity, for example, they decrease blood flow and body temperature gradually.

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.
16.3 Hit the take-off board accurately, jump up with both arms lift up to chest height, and arch the body backwards in the air.
16.4 Combined lifting of the arms and hitting the take-off board to jump with speed and strength to a certain height.
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.
16.7 Demonstrate the sequence of jumps in the triple jump by hopping left to left, stepping left to right and jumping on both feet land together.

Space and Movement Games:-

Complex Movement

24.1 Investigate movement skills in complex games settings.
24.2 Investigate movement skills in complex rhythmic movement activities.
24.3 Practice movement skills to improve performance.
24.4 Send objects in predictable settings.
Ball and Net Games:-

Advanced Volleyball

32.1 Perform the soft spikes and the wipe-off spikes.
32.2 Determine the position and role of a player on court during service and play.
32.3 Identify the order of movement on court when service is won.
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.
32.6 Block a ball spiked by an opposing player.

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.
40.2 Pass and receive with hands in combination with locomotor patterns of running and change of direction & speed with competency in ball and target games such as basketball.
40.3 Perform pivots, fakes and jab steps designed to create open space during practise tasks.
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.
40.6 Slide in all directions while on defence without crossing feet and drop-step in the direction of the pass during player to player defence.
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.
48.2 Apply movement concepts to strategy in game situations.
48.3 Use appropriate pacing for a variety of running distances.
48.4 Apply the concepts of direction and force to strike an object with a long handled implement.
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.
48.7 Transfer weight with correct timing for the striking pattern.
Full List of Learning Outcomes for Standard 6 Expressive Arts

Drawing:-

Sketching

8.1 Sketch a variety of objects, animals, people and things from real life observation.
8.2 Draw in ink.
8.3 Add fine details to drawings.
8.4 Compile a portfolio of sketches and drawings that emphasise a range of techniques, including the use of light and shadow, perspective, movement and bodily proportion.

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.
16.3 Explain the concept of sharp and flat notes in relation to the notes A-G of the musical scale.
16.4 Draw a staff with a treble clef and the notes middle c to top e.
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

24.1 Create a plan before starting work on a model.
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.
32.2 Research the origins, cultural significance and other features of a piece of music they have selected for a dance.
32.3 Create a script for a dance in a group.
32.4 Create an original dance for a selected piece of music.
32.5 Perform an original dance in front of an audience using appropriate costumes and props.
32.6 Explain how to stay safe while attending dances in public places.

Working with Colour:-

Abstract Art

40.1 Create an image based on the principles of abstract art using any media.
40.2 Describe the similarities and differences between traditional art and modern abstract art.
Drama:-

Integrated Performance

48.1 Create a script based on an original story idea.
48.2 Create a performance that combines elements of music, drama and dance.
48.3 Combine appropriate elements and techniques of drama, for example, stage areas, body positions, facial expression, body language, vocal expression, props and costumes while performing drama.
48.4 Explain how sound and lighting effects can add to the impact of a performance.
Full List of Learning Outcomes for Standard 6 Spanish

Myself:-

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.

8.3 Describe plans for the future in short paragraphs.

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.

16.2 Describe a family in a fully developed paragraph with several consecutive sentences.

My School:-

School Life

24.1 Use terminology related to information technology, for example: imprimir; curso en linea; conectar al wifi; navegar el internet.

24.2 Describe school experiences using appropriate vocabulary, for example: yo me matriculo; mi amiga falta a clases todos los lunes; yo aprobé el año pero ella reprobó; tú vas a pasar el examen con una nota alta.

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.
Global Travel

48.1 Describe a real or imaginary journey to another country using several consecutive phrases.

48.2 Use the verbs querer and poder to discuss travel situations, for example: quiero ir a Jamaica; puedes tomar el autobús de aquí.

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.