Curriculum design

Environmental activities grade two

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	**1.1 Weather** (15 Lessons) 1.1.1 Responding to different weather conditions.	**By the end of the topic, the learner should be able to:** a. State different weather conditions b. State ways of responding to different weather conditions c. Respond appropriately to different weather conditions to limit risks to self, others and the environment d. Appreciate differences in weather conditions.	• Learners to observe and discuss prevailing weather conditions, as an outdoor activity • Learners to think, pair and share experiences on how they could respond to different weather conditions (hot, cold, rainy) • Using pictures, video clips, learners identify ways of responding to various weather conditions • Learners to perform a skit on ways of responding to various weather conditions • Learners to read or listen to stories about responding appropriately to adverse weather conditions • Learners to find out from parents, guardians or community members on how to respond to different weather conditions and report	**1. What are the different weather conditions?** **2. How could we respond to different weather conditions?**

	1.1.2 Recording weather conditions	**By the end of the sub-strand, the learner should be able to:** a. Describe weather conditions at different times of the day b. Draw weather symbols to represent different weather conditions c. Create a weather record using symbols for a period of one week d. Develop interest in recording weather conditions.	• Learners to observe the weather at different times of the day as an outdoor activity • Learners to describe different weather conditions (sunny, windy, cloudy, calm, rainy) • Learners identify weather symbols from charts and other learning resources • Learners to practice drawing weather symbols using free hand and electronic devices • Learners to observe and record weather conditions of the day using symbols • Learners to play relevant and educative computer games on weather conditions • In groups, learners observe and record weather conditions over a period of one week and share the chart with others.	**1. How is the weather today?** **2. What symbols are used to record different weather conditions?** **3. How could we record weather conditions?**
	1.1.3 Interpreting weather messages	**By the end of the sub-strand, the learner should be able to:** a) interpret weather charts correctly b) communicate weather messages accurately c) develop interest in interpreting and communicating weather messages	• Learners to use weather charts to interpret different weather symbols • In pairs, learners practice using weather symbols to interpret weather messages • In a class contest, learners to compete narrating weather occurrences for a past week weather chart recording • Learners to gather more	**1. How could we use symbols to communicate weather messages** **2. How could we communicate weather messages to others?**

			information on weather from parents or guardians.	
Core-competence to be development: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Links to PCI's: ESD: Personal safety in transporting water.			**Links values:** Responsibility	
Links to other learning activity areas (s): Hygiene and Nutrition: Use of clean water			**Suggested Community Service Learning activities:** Learners to find out from parents how they transport water.	
Suggested non-formal activity to support learning: Learners to be guided to carry and store water for their personal use using age-appropriate containers.			**Suggested assessment**: Oral questions and observations on storing and transporting water.	

Suggested Assessment Rubric

Sub- strands	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Storing water	Correctly and consistently states importance and identifies suitable ways of storing water.	Correctly states importance and identifies suitable ways of storing water.	Sometimes states importance and identifies suitable ways of storing water.	Rarely states importance and identifies suitable ways of storing water.
Transporting water	Appropriately and consistently transports water for personal use and utilizes the water sparingly.	Appropriately transports water for personal use.	Sometimes transports water for personal use.	Rarely transports water for personal use.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.3 Soil (15 Lessons) 1.3.1 Exploring soil	**By the end of the sub-strand, the learner should be able to:** a. Model objects with different types of soil b. Determine the soil that makes long smooth ribbons c. Appreciate different types of soil in the immediate environment.	• model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand) • In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons • Learners to observe how ball from different soils crumble into small fragments. The balls to be displayed for the class to observe how balls from the different soil samples break up. • Learners to visit the school neighbourhood to observe or take pictures of different types	**1. What objects could we make with soil?** **2. Which type of soil make good ribbons?**
Core-competence to be developed: Creativity and imagination, communication and collaboration.				
Links to PCIs: ESD: Environmental awareness			**Links to values:** Responsibility and unity when working in groups.	
Links to other learning activity areas (s): Movement and Creative Activities in making ribbons			**Suggested community Service Learning activity:** Visiting community to observe uses of different types of soils.	
Non-formal activity to support learning: Explore the school neighbourhood to observe uses of different types of			**Suggested assessment:** Oral questions and observations.	

Suggested Assessment Rubric

Exceed expectations	Meet expectations	Approaching expectations	Below expectations
Creatively and consistently models different objects using provided soil samples and associates the balls to characteristics to the various soil samples.	Models different objects using provided soil samples.	Models some objects using provided soil samples.	Rarely models objects using provided soil samples.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	**1. 4 Plants** (15 Lessons) 1.4.1 Exploring parts plants	By the end of the sub-strand, the learner should be able to: a. Identify parts of a plant b. Draw different parts of a plant from the immediate environment c. Show interest in parts of a plant for learning and enjoyment.	• In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants • Using video clip, pictures and photographs learners to identify different parts of a plant. • In groups, learners talk about parts of a plant. • Learners draw or take photographs of parts of a plant. • Learners are guided to display their work	**1. What are the different parts of a plant?**
Core Competences to be developed: Communication and collaboration, imagination and creativity and learning to learn.				
Link to PCIs: ESD: Environmental awareness.			**Link to values:** Respect and unity.	
Link to other learning activity areas: Religious Education: Appreciation of God's creation.			**Suggested Community Service Learning activities:** Learners learn from peers about plants in different habitats.	
Suggested non formal activity to support learning: Through nature walk, learners are guided to observe plants in different habitats.			**Suggested assessments:** Observation, oral questions.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies and draws parts of plants found in the environment and so associates parts of the plants to their uses.	Correctly identifies and draws parts of plants found in the immediate environment.	Sometimes identifies and draws parts of plants found in the immediate environment.	Rarely identifies and draws parts of plants found in the immediate environment.