



# 2007-8 Benchmarks by grade: EC2

## Mathematics

last update 2004-5

Data Handling	Measurement	Number	Pattern & Function	Shape & Space	Working Mathematically
<p><b>Grouping</b>  <b>M.DH.E2.1</b> Sorts and resorts objects using an attribute at a time  <b>M.DH.E2.2</b> Says why an object does/does not belong to a set.  <b>M.DH.E2.3</b> sorts a random collection and can explain own sorting  <b>Graphing</b>  <b>M.DH.E2.4</b> Graphs real-life objects and compares quantities  <b>M.DH.E2.5</b> Collects &amp; records data using his/her own methods.  <b>M.DH.E2.6</b> States what a simple pictograph shows e.g. most people like red jelly</p>	<p><b>Weight &amp; Mass</b>  <b>M.M.E2.1</b> Uses non-standard units to compare and order – 2 or 3 weights  <b>Volume &amp; Capacity</b>  <b>M.M.E2.1</b> Uses direct comparison when measuring volume and capacity  <b>M.M.E2.2</b> Says which container holds the most and least  <b>M.M.E2.3</b> Says when a container is <math>\frac{1}{2}</math> empty/full  <b>Time</b>  <b>M.M.E2.4</b> Understands times of the day  <ul style="list-style-type: none"> <li>- morning</li> <li>- afternoon</li> <li>- night</li> <li>- day</li> </ul> <b>Length, Area &amp; Perimeter</b>  <b>M.M.E2.5</b> Uses correct vocabulary associated with length and height  <b>M.M.E2.6</b> Uses non-standard units or comparative language to compare and order lengths  <b>M.M.E2.7</b> Uses non-standard units or comparative language to compare and order height  <b>Temperature</b>  <b>M.M.E2.8</b> Identifies the difference between hot and cold</p>	<p><b>Place Value</b>  <b>M.N.E2.1</b> Uses concrete materials to demonstrate understanding of the language and value of numbers 1 –20  <ul style="list-style-type: none"> <li>- counts</li> <li>- reads</li> <li>- writes</li> <li>- orders</li> <li>- makes groups</li> <li>- estimates</li> <li>- number facts to five</li> </ul> <b>M.N.E2.2</b> Uses ordinal numbers to describe a position in a sequence - 10<sup>th</sup> .  <b>M.N.E.2.3</b> Compares numbers to at least 10  <ul style="list-style-type: none"> <li>- in a concrete form</li> <li>- numerically</li> </ul> <b>Declarative</b>  <b>M.N.E2.4</b> understands ways to represent addition, subtraction and equality,  <b>M.N.E2.5</b> uses a range of vocabulary leading to identify addition, subtraction and equality symbols  <b>M.N.E2.6</b> demonstrates conservation of number through manipulative play  <b>Procedural</b>  <b>M.N.E2.7</b> Demonstrates one to one correspondence to 20  <b>M.N.E2.8</b> Count s forward and backward to 10  <b>M.N.E2.9</b> Counts forward and backward on a number line to 20  <b>M.N.E2.10</b> Combines numbers  <ul style="list-style-type: none"> <li>... to 5 using concrete material</li> <li>... to 10 using concrete material</li> </ul> <b>M.N.E2.11</b> Takes away from a group and says how many is left  <ul style="list-style-type: none"> <li>... from 5 using concrete material</li> <li>... from 10 using concrete material</li> </ul> <b>Money</b>  <b>M.N.E2.12</b> Recognizes that money may be exchanged for goods.</p>	<p><b>Mathematical Properties &amp; Language</b>  <b>M.PF.E2.1</b> Identifies, copies and continues patterns with real objects (i.e.. AB, ABB)  <b>M.PF.E2.2</b> Creates and describes own patterns  <b>M.PF.E2.3</b> Identifies patterns within the environment.</p>	<p><b>Vocabulary</b>  <b>M.SS.E2.1</b> Understands the vocabulary:  <ul style="list-style-type: none"> <li>- sides</li> <li>- corners</li> <li>- straight</li> <li>- curved</li> </ul> <b>Spatial Understanding</b>  <b>M.SS.E2.2</b> Sorts and describes the properties of 2D shapes  <b>M.SS.E2.3</b> Understands that some 3-D shapes have 2-D faces  <b>Positional Language</b>  <b>M.SS.E2.4</b> Uses the language of position e.g. in front, next to</p>	<p><i>Solving and Reasoning: Key components for all students include developmentally appropriate approaches to investigating, formulating questions, constructing solutions, analyzing information, predicting and inferring, drawing conclusions and verifying</i></p> <p><b>M.WM.E2.1</b> Identifies patterns in word problems  <b>M.WM.E2.2</b> Verbalizes understanding of simple problems  <b>M.WM.E2.3</b> Creates and verbalizes word stories to combine and separate numbers  <ul style="list-style-type: none"> <li>-to 5</li> <li>-to 10</li> </ul> <b>M.WM.E2.4</b> Begins to make predictions about outcomes for word problems and patterns at a simple level.  <b>M.WM.E2.5</b> Follows models and pictures to understand problems</p>

## Music last update 2003-4

Performing: Singing	Performing: Playing Instruments	Creating, Composing	Listening
<p><b>Mu.PS.E2.1</b> Begins to demonstrate voices: talking, singing, whisper, shouting</p> <p><b>Mu.PS.E2.2</b> sings with others the appropriate pitches of songs using a range of 3-5 tones, d'-b'</p> <p><b>Mu.PS.E2.3</b> sings around 15 short songs from a variety of countries and cultures including Tanzania</p> <p><b>Mu.PS.E2.4</b> sings and speak softly and loudly</p> <p><b>Mu.PS.E2.5</b> begins to play and sing at different speeds</p>	<p><b>Mu.PP.E2.1</b> is aware that sounds can be different</p> <p><b>Mu.PP.E2.2</b> makes different sounds on classroom instruments</p> <p><b>Mu.PP.E2.3</b> understands when it is appropriate to play/not play an instrument</p> <p><b>Mu.PP.E2.4</b> shows simple rules for caring for an instrument</p> <p><b>Mu.PP.E2.5</b> visually identifies guitar, piano, drum, xylophone, sticks</p> <p><b>Mu.PP.E2.6</b> plays a drum softly and loudly</p>	<p><b>Mu.CC.E2.1</b> copies physical motions</p> <p><b>Mu.CC.E2.2</b> demonstrates the steady beat through body movement</p> <p><b>Mu.CC.E2.3</b> demonstrate slow and fast steady beat through body movement</p>	<p><b>Mu.L.E2.1</b> Aurally identify same and different phrases</p> <p><b>Mu.L.E2.2</b> Identifies and describes musical elements such as rhythm, melody and form.</p> <p><b>Mu.L.E2.3</b> Distinguishes between a range of musical sounds</p> <p><b>Mu.L.E2.4</b> Responds to different styles of music</p>

## Art updated 2006-7

*Art concepts, appreciation, knowledge and skills will be developed in the following media at ALL grade levels: Drawing, Painting and Color, 3D and Clay, Textiles, Print Making.*

Creative Processes	Elements of Art and Design	Visual Arts in Society	Reflection & Appreciation
<p><b>A.CP:E2.1</b> Draws symbolically from observation, memory and imagination using a limited range of media</p> <p><b>A.CP:E2.2</b> Explores joining recycled materials to make simple models</p> <p><b>A.CP:E2.3</b> Rolls a tile in clay and experiments with indented patterns using found objects</p> <p><b>A.CP:E2.4</b> Rolls coils and attaches them</p> <p><b>A.CP:E2.5</b> Creates collage work based on observations using textiles</p> <p><b>A.CP:E2.6</b> Makes random and repeated patterns using a range of found objects</p> <p><b>A.CP:E2.7</b> Creates pictures in printing showing some control over materials</p>	<p><b>A.EAD.E.2.1</b> Begins to show some understanding of where things go e.g. Features on a face</p> <p><b>A.EAD.E.2.2</b> Draws and names different sorts of lines</p> <p><b>A.EAD.E.2.3</b> Knows the names of the primary colors and mixes using them</p> <p><b>A.EAD.E.2.4</b> Creates lines using different tools</p> <p><b>A.EAD.E.2.5</b> Paints and names different sorts of lines</p> <p><b>A.EAD.E.2.6</b> Mixes consistently using powder paint</p> <p><b>A.EAD.E.2.7</b> Makes simple, straight stitches of various sizes</p>		<p><b>A.RA.E2.1</b> Discusses own work as they proceed</p> <p><b>A.RA.E2.2</b> Says what s/he likes about their work</p> <p><b>A.RA.E2.3</b> Looks at a work of art and says what s/he likes or does not like about it</p>

## Host Country Language (Swahili) and Culture last updated SY 2004- 2005

Note: Y= Year. Students joining school later may be at Y1 in Swahili even though they are placed in a higher grade according to age.

Y2 = EC2

Speaking	Listening	Reading	Socio-Cultural Understanding
<p><b>Sw.S.Y2.1</b> Uses words and high frequency phrases to attempt communication.</p> <p><b>Sw.S.Y2.2</b> Gives personal information based on templates or models in the target language.</p> <p><b>Sw.S.Y2.3</b> Begins to use the target language to obtain information to satisfy personal needs and interests.</p> <p><b>Sw.S.Y2.4</b> Draws from a basic vocabulary that permits exchanges of a personal nature and on simple topics.</p>	<p><b>Sw.L.Y2.1</b> Follows simple oral instructions</p>	<p><b>Sw.R.Y2.1</b> Begins to demonstrate an understanding of main elements of a story or passage read aloud</p> <p><b>Sw.R.Y2.2</b> Begins to read linguistically and developmentally appropriate materials</p>	<p><u>Being developed</u></p>

## Physical Education

updated 2006-7

Body control and spatial awareness	Adventure challenge	Athletes	Movement to Music	Games	Gymnastics	Health and Fitness Related Activities
<p>PE.BCSA.EC2.1 Develop spatial awareness</p> <p>PE.BCSA.EC2.2 Develop gross motor skills</p> <p>PE.BCSA.EC2.3 Develop creative skills through movement</p> <p>PE.BCSA.EC2.5 Moves safely in general shared space</p> <p>PE.BCSA.EC2.6 Creates traveling movement patterns and follows others</p>	<p>PE.AC.EC2.1 Explore and develop the ability to solve tasks individually</p> <p>PE.AC.EC2.2 Explore and develop the ability to solve tasks in pairs or in small groups.</p>	<p>At this age, <b>athletics</b> (Jumping, throwing and running events) should be introduced through the other PE content areas.</p>	<p>PE.MM.EC2.1 Explore locomotor skills (including traveling, changing direction, altering pathways, and transferring weight) using music as a stimulus</p> <p>PE.MM.EC2.2 Explore non-locomotor skills using music as a stimulus</p> <p>PE.MM.EC2.3 Use imagination and original ideas to respond to a range of stimuli to express feelings and moods</p> <p>PE.MM.EC2.4 Be introduced to short sequences using basic step patterns.</p> <p>PE.MM.EC2.5 Moves in response to a stimulus, either word or music</p> <p>PE.MM.EC2.6 Performs a range of traveling of movements: skip, gallop etc.</p>	<p>PE.G.EC2.1 Explore coordination, manipulation and balance</p> <p>PE.G.EC2.2 Travel in different ways maintaining body control.</p> <p>PE.G.EC2.3 Change speed and direction of movement maintaining body control.</p> <p>PE.G.EC2.4 Change speed and direction of movement maintaining body control</p> <p>PE.G.EC2.5 Handle small equipment using various body parts</p> <p>PE.G.EC2.6 Participate in and follow instructions for simple games requiring little or no equipment</p> <p>PE.G.EC2.7 Throws with one or two hands.</p> <p>PE.G.EC2.8 Kicks a stationary and moving ball</p> <p>PE.G.EC2.9 Understands the purpose of scoring.</p>	<p>PE.GYM.EC2.1 Learn a variety of movements to form a basic movement vocabulary, for example jump, hop, slide, rock</p> <p>PE.GYM.EC2.2 Create small movement patterns</p> <p>PE.GYM.EC2.3 Hold their body weight in stillness using various body parts as bases</p> <p>PE.GYM.EC2.4 Be introduced to one or two basic skills, for example a pin jump</p> <p>PE.GYM.EC2.5 Explore different ways of moving with small equipment</p> <p>PE.GYM.EC2.6 Completes a forward roll, jumps, making a variety of different shapes and turns.</p> <p>PE.GYM.EC2.7 Animal walks</p> <p>PE.GYM.EC2.8 Distinguishes rolls, pencil, and forward roll.</p>	<p>PE.HF.EC2.1 Be aware of some elements of a healthy lifestyle (rest, well-balanced nutrition, exercise etc.)</p> <p>PE.HF.EC2.2 Be aware that it is important to be physically active</p> <p>PE.HF.EC3.3 Recognize some basic changes that occur to their bodies when exercising</p> <p>PE.HF.EC2.4 Be aware of safety aspects when exercising</p>

## Swimming

updated 2006-7

Safety and Survival	Stroke Technique	Water Skills	Water Games
<p>SW.E2.1 Understands basic pool safety rules:</p> <ul style="list-style-type: none"> <li>▪ Walking on poolside</li> <li>▪ Deep and shallow ends</li> <li>▪ Listen carefully to instructions</li> <li>▪ Three whistles – climb out of pool</li> <li>▪ Look before you jump in/jump away from the side</li> </ul>	<p>SW.E2.2 Demonstrates the flutter kick with kickboard, 5m.</p> <ul style="list-style-type: none"> <li>▪ front - face in water, exhaling.</li> <li>▪ back - head back, near horizontal body position.</li> </ul> <p>SW.E2.3 Glides forward, kicks and recovers 2m</p> <ul style="list-style-type: none"> <li>▪ face in water - exhaling</li> <li>▪ near horizontal body position</li> <li>▪ arms extended in front of head</li> <li>▪ recovers to a vertical position.</li> </ul> <p>SW.E2.4 Swims 3m independently</p> <ul style="list-style-type: none"> <li>▪ face in water</li> <li>▪ exhalation (blowing bubbles)</li> <li>▪ horizontal body position</li> <li>▪ moving arms and legs in a basic action</li> </ul> <p>SW.E2.5 Floats or glides backwards, kicks and recovers</p> <ul style="list-style-type: none"> <li>▪ near horizontal body position</li> <li>▪ recovery to a standing position</li> </ul> <p>SW.E2.6 Swims underwater with eyes open over a short distance</p>	<p>SW.E2.7 Confidently and safely enters by jumping into water (1.5m depth) from pool's edge.</p> <p>SW.E2.8 Performs Jelly fish float, tuck in float, star float on front or back, with or without floatation devices</p>	<p>SW.E2.9 Plays a variety of simple water games</p>