

DRAF



KEMENTERIAN PELAJARAN MALAYSIA

**KURIKULUM STANDARD SEKOLAH RENDAH
PENDIDIKAN KHAS
(MASALAH PEMBELAJARAN)**

BAHASA INGGERIS

TAHUN EMPAT

2013

DOKUMEN STANDARD
**KURIKULUM STANDARD SEKOLAH RENDAH
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BAHAGIAN PEMBANGUNAN KURIKULUM

Cetakan Pertama 2013

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RUKUN NEGARA

BAHAWASANYA negara kita Malaysia mendukung cita-cita untuk mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakatnya; memelihara satu cara hidup demokratik; mencipta masyarakat yang adil bagi kemakmuran negara yang akan dapat dinikmati bersama secara adil dan saksama; menjamin satu cara yang liberal terhadap tradisi-tradisi kebudayaannya yang kaya dan berbagai-bagai corak; membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden;

MAKA KAMI, rakyat Malaysia, berikrar akan menumpukan seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut berdasarkan atas prinsip-prinsip yang berikut:

- KEPERCAYAAN KEPADA TUHAN
- KESETIAAN KEPADA RAJA DAN NEGARA
- KELUHURAN PERLEMBAGAAN
- KEDAULATAN UNDANG-UNDANG
- KESOPANAN DAN KESUSILAAN

Falsafah Pendidikan Kebangsaan

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah lebih memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini adalah bertujuan untuk melahirkan warganegara Malaysia yang berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.

INTRODUCTION

The KSSR Special Education (Learning Disabilities) was constructed to be consistent with the National Education Philosophy. Based on the integrated approach principle, comprehensive individual development, equal education opportunity and quality and lifelong learning, the KSSR Special Education (Learning Disabilities) is more focused on gaining skill mastery to cater the individual needs while not over emphasizing on education, burdening or imposing the pupils. This is also consistent with the Education Development Master Plan (PIPP).

To fulfil individual needs, the teaching and learning processes in Learning Disabilities Programme is designed to be flexible and aligned with the 1997 Special Education Regulations (*Peraturan-Peraturan Pendidikan (Pendidikan Khas) 1997*) that stated “teachers are able to modify the methods or the techniques of teaching and learning, time and structure for the activity, the subject and the teaching aids in order to achieve the objectives and goals of Special Education”

The KSSR Special Education (Learning Disabilities) was conceived with hope that the classroom learning will be able to be applied in

daily life. The curriculum provides quality education for the learning impaired pupils so that they are able to be more balance, independent and successful.

GOALS

The KSSR Special Education (Learning Disabilities) was enacted with the goal to develop the pupils potential comprehensively, balanced and integrated according to the pupils’ potential or functionality. The development encompass several key aspect, physical, spiritual, and intellectual in order to promote a more balance, harmonious and moral human being.

OBJECTIVES

The KSSR Special Education (Learning Disabilities) is designed to guide pupils to:

- i. promote and practice positive attitude in meaningful daily living and becoming a functional and useful citizen
- ii. apply the knowledge and skill and becoming self-sufficient in daily life

- iii. acquire skill and competency /aptitude towards a successful career
- iv. practice personal safety and health awareness
- v. use proper communication skill to interact and socialize in accordance to social norms
- vi. enable Muslims to practice Islamic values in daily living
- vii. practice apply moral values in daily living
- viii. be involve in recreational activities
- x. appreciate the wonders of nature and cultural heritage
- xi. able to use information and communications technologies in tune with current development

- ii. Spiritual
- iii. Humanity
- iv. Science and Technology
- v. Physical and Aesthetical development
- vi. Self Competency

STRAND BASED CURRICULUM ORGANIZATION

Strand Based Curriculum Organization was built to promote knowledgeable and competent human capital. Strand is the key domain that supports each other to produce and promote a well balance human being in terms of physical, emotional, spiritual and intellect.

Domains for each strand are:

- i. Communication

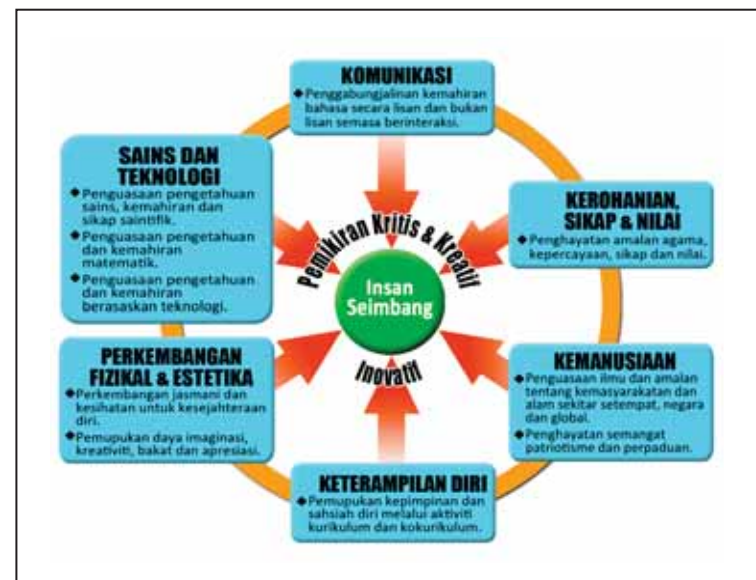


Figure 1: Strand Based Curriculum Organization

STANDARD BASED CURRICULUM MODULE

The KSSR Special Education (Learning Disabilities) is enacted in form of Content Standard and Learning Standard in which pupil are required to master. These Standards are organized in a module that contains elements of knowledge, skills and values.

Content Standard

Specific statement of knowledge, skills, values a pupils should and able to do or achieve throughout the school term.

Learning Standard

A set of learning and achievement criteria or indicator measurable for each Content Standard.

SUBJECT FOCUS

English Language subject focuses on encompasses skills:

- i. listening, repeating and understanding simple spoken language
- ii. speaking and responding appropriately / clearly according given situations

- iii. to read and understand simple messages
- iv. to write down given information in simple sentences
- v. to use language skills in daily life

English Language Module Implementation

Teaching Module

The teaching module is based on the Curriculum Standard in order to help teachers implement effective and efficient teaching. Teachers have the flexibility to change, improvise or built more effective teaching plans in accordance to the needs of the pupils. Active involvement of the pupils would help increase pupils performance.

Learning Module

Pupils are able to use the prepared learning module. These modules contain worksheets as exercises, comprehension test and gauging pupil's mastery of knowledge, known skills.

TEACHING AND LEARNING APPROACHES

In implementing teaching and learning English Language, teachers are able to diversify approaches in order to attain the objectives of the Teaching and Learning Standard.

These approaches are:

- i. Inquire
- ii. Task analysis
- iii. Learning through playing
- iv. Thematic teaching
- v. Collaboration approach (multi discipline groups)
- vi. Constructivism
- vii. Multi sensory
- viii. Contextual learning
- ix. Interactive learning
- x. Cooperative learning
- xi. Simulation
- xii. Mastery learning through learning experience

INDIVIDUALIZE EDUCATION PLAN (RPI)

Definition

Individualize Education Programme (RPI) is a written document that clearly states end objectives, plans or goals to achieve for every special education pupils. It would be a teaching and learning guideline for teachers and would clearly state each individual's achievement. *“(Buku Panduan Rancangan Pendidikan Individu (RPI) Murid-Murid Berkeperluan Khas, 2000)”*

RPI is a teaching program based on multi discipline especially prepared to cater the needs of special education needs pupils. Each RPI is prepared and planned individually for the pupils. Every modification and application done to teaching and learning within the RPI will be documented. The RPI will serve to notify parents, school administrators about the needs of that particular pupil and how the RPI help to fulfil it. In order to achieve it there must be a collaboration of cooperation between school administrators, parents and the pupil with the help of state or district appointed education officer in conjunction with other agency or service agents.

RPI defines:

- i. pupil's current performance
- ii. academic and non-academic plans

- iii. goals and objectives achievable by the pupil within the year
- iv. measurable educational objectives
- v. objectives, procedures and sequence of assessment to help identify developmental achievements
- vi. services needed by and for the pupil
- vii. planning, period, and dateline for services that needs to be provided for the pupil
- viii. planning and preparations in order to help and guide pupils to interact with their surrounding environment

ASSESSMENT

Class room assessment is crucial to gauge the level of mastery and comprehension attained by the pupil. The assessment would be done formatively or summatively.

The information from these assessments would help improve teaching method and provide early feedback so action or follow up can be initiated in order to improve the RPI thus increasing mastery and comprehension and cutting down the pupils' learning curve.

In-class assessment methods include:

- i. Observation – appropriate to evaluate individual skills, attitude and values. A checklist must be provided and used during observation.
- ii. Test/ quizzes – conducted in written and oral form. Written test can be in objective or subjective form, while quizzes can be done orally.
- iii. Oral presentation – this method of assessment is crucial to evaluate communication skills, to build up their confidence and to reinforce the acquired knowledge.
- iv. Checklist – provides a report on mastery, knowledge, skills, attitude and values.
- i. Folio – this is a compilation of work done by the pupil either individually or in a group.
- ii. Essays – essays would display pupils' knowledge in communicating and presenting information in an organized and scientific form.

Suggested Vocabulary

The list of words selected for teaching is based on common words and high frequency words that can be used repetitively in different contexts. The suggested word list can be expanded upon if pupils demonstrate an ability to acquire more words.

ENGLISH

SKILL	CONTENT STANDARDS	LEARNING STANDARDS
<p>1. Listening and Speaking</p>	<p>1.1 Able to pronounce words with the correct stress, rhythm and intonation.</p> <p>1.2 Able to listen and respond appropriately to social situations for a variety of purposes.</p>	<p>1.1.1 Able to listen and respond to stimulus given:</p> <ul style="list-style-type: none"> i) environmental sounds ii) instrumental sounds iii) body percussion iv) voice sounds <p>1.1.2 Able to listen to, say aloud and recite rhymes or sing songs</p> <p>with guidance</p> <p>1.2.1 Able to exchange greetings</p> <p>1.2.2 Able to introduce oneself</p> <p>1.2.3 Able to make polite requests</p> <p>1.2.4 Able to thank someone</p> <p>1.2.5 Able to express simple apology</p> <p>1.2.6 Able to listen to and follow:</p> <ul style="list-style-type: none"> i) simple instructions ii) simple directions <p>with guidance</p>

SKILL	CONTENT STANDARDS	LEARNING STANDARDS
	1.3 Able to understand and respond to oral texts in a variety of contexts.	1.3.1 Able to listen and demonstrate understanding of oral text by: i) giving Yes/ No replies
2. Reading	2.1 Able to demonstrate understanding of a variety of linear and non-linear texts in the form of printed and non-printed materials using a range of strategies to understand meaning.	2.1.1 Able to read and apply word recognition and word attack skills by matching words with: i) graphics ii) spoken words 2.1.2 Able to read and understand words 2.1.3 Able to read and understand phrases in linear and non-linear texts 2.1.4 Able to apply basic dictionary skills using picture dictionaries with guidance
3. Writing	3.1 Able to form letters and words in neat legible print.	3.1.1 Able to write: i) words ii) phrases

SKILL	CONTENT STANDARDS	LEARNING STANDARDS
	<p>3.2 Able to write using appropriate language, form and style for a range of purposes.</p> <p>3.3 Able to write and present ideas through a variety of media using appropriate language, form and style.</p>	<p>3.2.1 Able to punctuate correctly:</p> <ul style="list-style-type: none"> i) capital letters ii) full stop iii) question mark <p>3.3.1 Able to create simple linear and non-linear texts:</p> <ul style="list-style-type: none"> i) greeting cards ii) scrap book <p>with guidance</p>
<p>4. Language Arts</p>	<p>4.1 Able to enjoy and appreciate rhymes, poems and songs, through performance.</p> <p>4.2 Able to express personal response to literary texts.</p>	<p>4.1.1 Able to enjoy nursery rhymes</p> <p>4.1.2 Able to recite nursery rhymes</p> <p>4.2.1 Able to respond to:</p> <ul style="list-style-type: none"> i) book covers ii) pictures in books iii) characters

SKILL	CONTENT STANDARDS	LEARNING STANDARDS
	<p>4.3 Able to participate in performance for enjoyment.</p>	<p>4.3.1 Able to produce simple creative works with guidance based on: i) nursery rhymes ii) stories</p> <p>4.3.2 Able to take part with guidance in a performance based on: i) nursery rhymes ii) stories</p>

Glossary

Suggested themes :

1. Greetings and Social Expressions
2. Personal Details
3. Family Members
4. Things in the Classroom
5. Places in the School
6. Colours
7. Numbers
8. Things at Home
9. Parts of the Body
10. Food
11. Fruits and Vegetables
12. Plants
13. Animals
14. Calendar and Time
15. Safety Awareness at Home, School and Public

Suggested Vocabulary

The word list forms part of the languages contents in the curriculum. The words in the list below are some key words that must be mastered by all pupils according to their stages of development. These are the minimum words to be taught and teachers may expand upon the list according to the level and ability of their pupils as well as the topic under study.

loving	caring	kind	happy	gender	address	hobby	live
meet	play	holiday	tomorrow	kettle	vase	soap	scissors
hear	smell	taste	touch	first	second	colourful	rainbow
sweet	sour	leaf	flower	pet	cage	farm	yard
month	day	before	after	help	sharp	danger	accident

Terbitan:



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