

**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

INFANTS 2

**Curriculum Planning and Development Division
2013**

DRAFT

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Primary School Curriculum

Agricultural Science

Infants 2

Agricultural Science

Rationale

WHAT IS AGRICULTURAL SCIENCE?

Agricultural Science teaches the principles and practices of growing plants and rearing animals for food and other valuable products.

WHY STUDY AGRICULTURAL SCIENCE?

Agricultural Science develops students' understanding of the natural environment and the constantly changing cycles of nature.

The development of a love of learning is one of the major purposes of primary education, and Agricultural Science is an ideal vehicle to facilitate the attainment of this goal. Students will learn to care for plants and animals associated with agriculture, and how and why these are important to us.

This subject provides opportunities for students to develop their social, emotional, communication and technological skills, and a caring attitude towards the environment. Furthermore, it allows students to

feel a sense of accomplishment, which boosts their confidence and self-esteem.

The study of Agricultural Science also caters to the development of social and emotional intelligences, and helps to build positive character traits and values such as respect, responsibility, caring and kindness. The programme of learning affords opportunities for developing interpersonal skills, and includes cooperation and collaboration as learning outcomes.

HOW IS AGRICULTURAL SCIENCE STRUCTURED?

The curriculum emphasizes food security and preservation of the environment, with a focus on Good Agricultural Practices (GAP). It provides the means by which our students are sensitised to the value and importance of agriculture to themselves, our communities, our country, and the world at large.

The integration of Agricultural Science with other curriculum subjects provides an excellent opportunity for linking theory to practice.

Agricultural Science contributes to student literacy and numeracy as well as their skills in observing, manipulating, comprehending, recording, analysing and reporting, through enjoyable activities.

As important as food security and our inalienable rights to food and nutrition, is a global concern about our fragile planet. The introduction of environmental awareness and the development of stewardship education becomes an important component in every child's Agricultural Science learning.

Agricultural Science is structured around a number of interconnected topics. These include:

- Agriculture as a Business
- Crop Science
- Livestock Science
- The Environment
- People in Agriculture

The topics and practical activities described in the curriculum are selected because they provide a coherent learning process and promote an understanding that places agriculture within an integrated holistic perspective of the local, regional and global community.

AGRICULTURAL SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.1 Outline the main steps in growing plants.	1.2.1 Cultivate a plant from a seed or seedling, using an appropriate potting medium.	1.3.1 Work in teams to grow plants. 1.3.2 Work in a safe manner. 1.3.3 Nurture plants. 1.3.4 Work co-operatively to grow plants.	1a. Communicate the main steps taken to cultivate plants. 1b. Cultivate a plant from a seed or a seedling using an appropriate potting medium. 1c. Work co-operatively and safely in teams to grow and nurture plants.	<ul style="list-style-type: none"> • Sequence at least three pictures to illustrate the main steps in growing plants (1.1.1) • Cultivate a plant from a seed or seedling in a chosen potting medium (1.2.1) • Work in groups, observing safety rules, to care for plants (1.3.1, 1.3.2, 1.3.3) • Display co-operation when growing plants (1.3.4)
2.1.1 Outline the main steps in rearing ornamental fishes.	2.2.1 Rear ornamental fishes employing good environmental practices.	2.3.1 Work in teams to rear ornamental fishes. 2.3.2 Work in a safe manner. 2.3.3 Nurture ornamental fishes. 2.3.4 Work co-operatively to rear ornamental fishes.	2a. Communicate the main steps involved in rearing fishes. 2b. Rear fishes employing good environmental practices. 2c. Work happily and safely in teams to raise and nurture fishes.	<ul style="list-style-type: none"> • Sequence the steps in rearing ornamental fishes, using pictures (2.1.1) • Communicate orally, two good environmental practices employed in rearing ornamental fishes (2.2.1) • Work co-operatively and safely in teams while nurturing ornamental fishes (2.3.1, 2.3.2, 2.3.3, 2.3.4)

AGRICULTURAL SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 Understand the handling and preparation of plant produce.	3.2.1 Simulate the handling of plant produce to maintain high quality.	3.3.1 Handle produce in a responsible manner. 3.3.2 Collaborate with team members during activities.	3a. Simulate the handling and preparation practices employed to maintain high quality produce. 3b. Collaborate with team members to perform agricultural activities in a responsible manner.	<ul style="list-style-type: none"> • Describe at least two handling and two preparation practices that contribute to high quality produce (3.1.1) • Simulate at least two handling and preparation practices that maintain the high quality of plant produce (3.2.1, 3.3.2) • Point out at least two responsible behaviours in handling produce as observed in real/virtual exercises (3.3.1)
4.1.1 Understand the modes of transportation of food, locally and internationally.	4.2.1 Map the journey of a local food from the farm to the home. 4.2.2 Map the journey of food produced in a foreign country to home.	4.3.1 Value the importance of the role of transportation in bringing food to the home. 4.3.2 Have fun mapping the journey of foods.	4a. Explain the various modes of transportation used in moving food locally and internationally, from the places of production to the home. 4b. Map the pathways of foods, nationally and internationally, from farms to the home.	<ul style="list-style-type: none"> • Explain drawings done, models made or pictures observed, of various modes of transportation, mapping the journey of a local food from the farm to home (4.1.1) • Sequence pictures in a flow diagram to illustrate the journey from farm to home of: (i) a local food, and (ii) a food produced in a foreign country (4.2.1, 4.2.2, 4.3.2)

AGRICULTURAL SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
			4c. Cite reasons for the importance of transportation in moving food from farms to homes.	<ul style="list-style-type: none"> • Explain at least two reasons why transportation of food is necessary (4.3.1)

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Primary School Curriculum

English Language Arts

Infants 2

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English Language Arts

Rationale

The National Primary English Language Arts curriculum is intended to motivate students to study, use and enjoy English language and literatures written in English. Learning English includes learning the language, learning through the language, and learning about the language. Its study involves understanding the internal integration of the skills (listening, speaking, reading and writing) and understanding language itself as a tool for learning. Language provides access to learning. When students understand language they automatically access the entire curriculum.

As the curriculum is enacted, the cross-curricula functional use of language is also illustrated. Students use language to master what they learn in different subjects and while doing so each subject in turn helps students to sharpen their language skills. Additionally, students learn at different rates so their acquisition of language and literacy skills varies. All students however, must develop mastery of the English language skills which is critical to their overall development. The English Language Arts curriculum seeks to facilitate this developmental process through a systematic, integrated, learner-centred approach.

It is to be noted that throughout the National Primary Curriculum an intra-disciplinary, theme-based approach has been adopted. This is intended to facilitate students' language and literacy development and is a key focus of the curriculum. Language learning is intended to be continuous as the curriculum is enacted on any given day. Students can acquire language and subject content simultaneously as they engage in learning activities. This approach helps students connect language across learning areas, see language in effect in real contexts and use language for meaningful purposes; however, the teaching of language through content is not exclusive. **Planned and explicit teaching of core reading, writing and grammar skills must continue using creative and dynamic strategies.** Importantly, the curriculum is not prescriptive with regard to the teaching of grammar. Approaches will vary but **presenting grammar in context is highly recommended.** Students are to be guided in applying their grammar learning in their own writing, reading and speaking. In this way, grammar becomes relevant and alive in students' consciousness and psychological resistance to its study can decline.

The National Primary English Language Arts curriculum is designed to support students throughout the processes of acquiring, developing and mastering requisite skills and knowledge for effective communication. In Trinidad and Tobago, the co-existence of two major linguistic systems, English Creole and Standard English, poses specific problems for some learners. The English Language Arts curriculum explicitly recognizes the nature of this challenge and seeks to address it through a student-centred approach to learning which respects students' linguistic experiences. The language children bring to the classroom - their first language, is a tool for building their awareness of the target language. The students' first language becomes a natural support if communication breaks down when teaching Standard English; this is because both languages are supportive of students' overall linguistic development. Awareness of the two major linguistic systems, English Creole and Standard English is in-built in the ELA programme. The teaching of grammar is central to students' understanding of English language structures and of the grammatical patterns in English Creole. Students need also to understand explicitly, the nature of the relationship between English Creole and Standard English. When this understanding occurs, students will avoid confusing the two and the perception of 'bad English use' or 'broken English' will be minimised. Trinidad and Tobago is a linguistically diverse country. Consequently, understanding of both English Creole and Standard English contributes to the development of positive attitudes towards languages and language users. The National Primary English Language Arts curriculum facilitates this understanding.

Development in English Language Arts is essential to students' intellectual, social, and emotional growth.

Among others, the teaching of ELA will:

- Help students make connections between classroom learning and out-of-class language use.
- Motivate students to become proactive and independent in their learning.
- Provide the language base for the development of competence in all subject areas.
- Encourage students to interact comfortably and competently in different speech contexts.
- Develop students' ability to code switch between Standard English and English Creole.
- Develop students' confidence in their linguistic heritage.
- Build self-esteem and empowerment through the development of a personal voice.
- Equip students to engage in reflection and self-awareness and develop awareness of their world.
- Develop an appreciation for literature.
- Provide a tool for the development of imagination.

ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

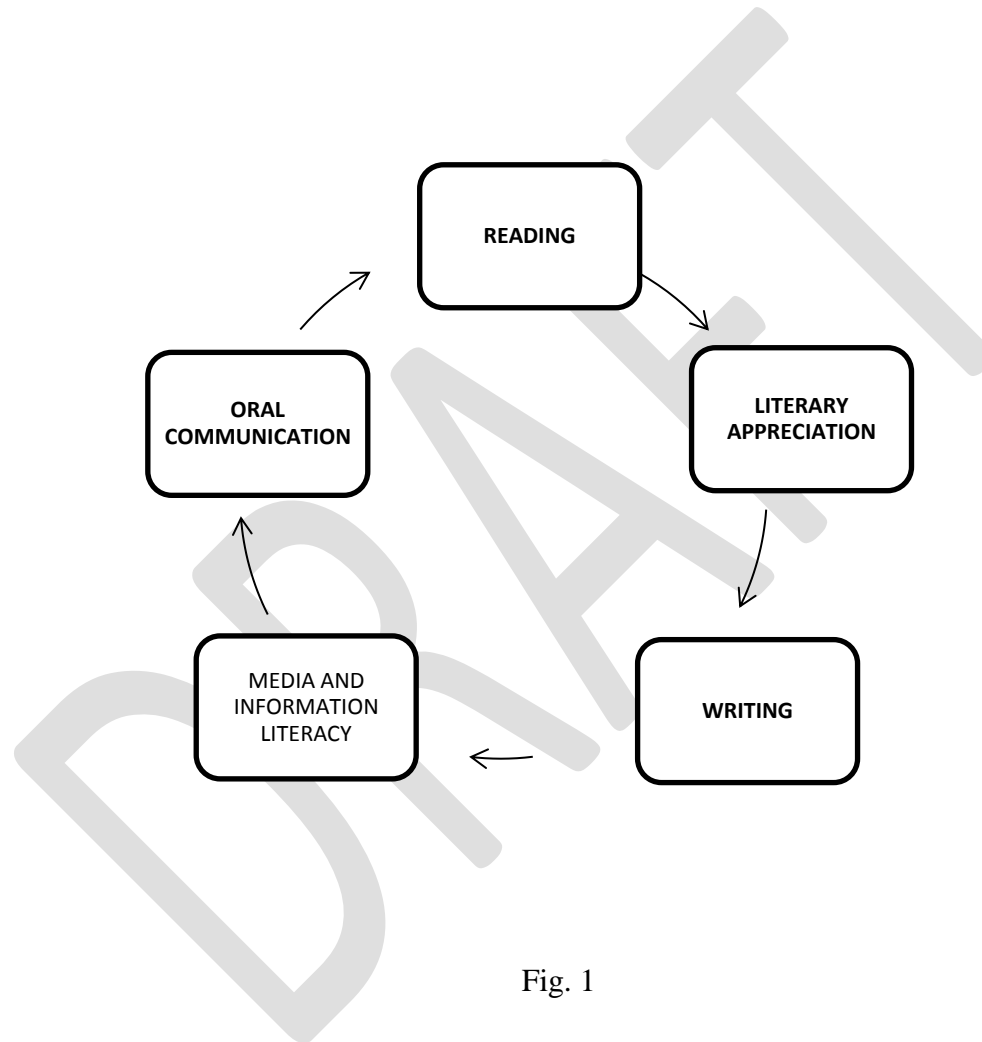


Fig. 1

Oral Communication

Well-developed listening and speaking skills enable students to communicate their ideas, feelings and experiences effectively. As a result, learners who engage in class discussions, using both Creole English and Standard English, are more in control of and involved in their own learning. Through oral communication instruction and opportunities for interaction, young learners also develop sensitivity to and respect for others and their opinions - two qualities that make for a more humane society. Students also need opportunities to engage in critical listening and thinking. This support gives them the opportunity

to question what they are learning and ask for clarification to enhance their learning. Students must be supported to ask good questions, to identify problems in thinking as they attempt to learn, and be able to correct problems they encounter. In this way, they will be better prepared for the world they live in and for their future. Additionally, through the mastering of verbal and non-verbal communication skills, students will have opportunities to communicate, understand, interpret and evaluate information.

Reading

Reading empowers learners, boosts their self-esteem and is critical to successful learning at school. During the early years, oral language development and reading development are tightly linked. As students continue to progress, their acquisition of reading skills is complemented and supported by the development of other literacy skills of writing, speaking and listening. All students will learn to read if systematic and explicit reading instruction is inherent within an enriching literary environment. Reading is developmental and students progress through the different stages at individual rates; such differences must be respected and catered to. Learners whose first language is English Creole may need additional support to build their

oral English language skills as they learn to read books in Standard English. Reading materials that are culturally relevant and age-appropriate will stimulate learners' interests. Helping students connect what they read to their own experiences and background knowledge will support and enhance their reading efforts. The intention is for all students to become literate and be able to understand and process oral, written, electronic and multimedia texts. Consequently, the ultimate goals of the reading programme are: to help students become strategic and critical readers, to empower them to achieve independence in reading and to use literacy as a tool for life-long learning.

Literary Appreciation

Literary Appreciation cultivates the ability to make sense of, experience unconscious delight in and, appreciate and evaluate the quality of literary works. Literature enhances students' behaviour, emotions, attitudes and social values thereby acknowledging differences in personalities, patterns of relationships, and philosophies. In appreciating literature from a variety of cultures, the learner gains pleasure and benefits from listening to, viewing, reading and

interacting with literary works. Consequently, literature is a means of education and enlightenment, as it broadens students' knowledge bases, strengthens their thinking skills, and develops their awareness of new words and language. Literature also engenders appreciation for local and international culture, helps develop citizenship, builds patriotism, and fosters awareness of self and the environment.

Writing

Writing is a recursive, cognitive process that can help students to make meaning of their learning experiences. The writing programme is carefully designed to develop students' ability to: think and write creatively and coherently and communicate effectively using the accepted conventions of written language. A systematic and explicit approach to writing across the curriculum enhances students' abilities to use written language for authentic purposes. Students are guided in understanding writing as a process during which their efforts are

supported by oral and descriptive feedback. As a result, it is expected that learners will benefit from a more stimulating learning environment that encourages their creativity. In this curriculum, effective writing and reading are naturally connected and are supported by the other literacy skills of speaking and listening.

Media and Information Literacy

Young people today are immersed in a world of written, electronic and multimedia texts and as a result, the English Language Arts curriculum reflects this paradigm. As both conscious and unconscious consumers and producers of media, it is essential for young learners to be multi-

media literate. Much of the media in our environment are aimed at selling products or ideologies; therefore, students as media consumers must be taught how to critically interpret the information they receive. Media and Information Literacy emphasizes the development of

enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they appear (*UNESCO, 2011*). Consequently, the goal of Media and Information Literacy within the ELA curriculum is to develop a literate person who is able to read, analyse, evaluate, and produce communications in a variety of media forms.

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GENERAL OUTCOMES FOR INFANT YEAR TWO

ORAL COMMUNICATION

- Demonstrate an understanding of appropriate listening etiquette.
- Demonstrate an understanding of appreciative and discriminative listening skills and respond creatively to a variety of audio/audio-visual aesthetic materials.
- Demonstrate listening and speaking skills needed to gain meaning and retell.
- Demonstrate appropriate non-verbal communication skills.
- Demonstrate common courtesies in conversations.
- Explore the co-existence of English Creole and Standard English in Trinidad and Tobago.
- Demonstrate beginners' competence by independently using taught Standard English structures for classroom interactions.
- Demonstrate basic skills in Standard English pronunciation.

READING

- Detect and manipulate sounds at three levels of sound structure (syllables, onset and rime, and phonemes) in spoken words.
- Display proficiency in using decoding and word recognition skills to read appropriate-level texts.
- Demonstrate recall of high-frequency words.
- Apply vocabulary knowledge in speaking, reading and writing.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Understand how to apply Reading Comprehension skills and strategies explicitly taught, to make meaning.

WRITING

- Demonstrate neatness and legibility in their handwriting.
- Demonstrate their knowledge of the function of punctuation marks and capitalization.
- Demonstrate knowledge of high frequency words across content areas.
- Understand the parts of a simple sentence.
- Demonstrate the ability to compose simple sentences using vocabulary in context.
- Demonstrate ability to compose simple sentences using grammatical patterns and parts of speech explicitly taught.
- Demonstrate the ability to write freely on given topics using a process approach.

MEDIA AND INFORMATION LITERACY

- Display an understanding of selected media forms.
- Determine how colour influences message.
- Determine the purpose and intended audience of a variety of media texts.
- Create a combination of visual and print media texts for different purposes and audiences.

LITERARY APPRECIATION

- Respond emotionally to literature as it relates to their experiences and touches their imagination.
- Recognise literary devices used in the different genres of literature.

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1 Appropriate listening behaviours.</p>	<p>1.2.1 Display appropriate listening behaviours for a sustained period of time:</p> <ul style="list-style-type: none"> • <i>maintaining eye-contact</i> • <i>keeping appropriate sitting or standing posture</i> • <i>using appropriate facial expressions</i> • <i>showing interest by gestures</i> • <i>not speaking while listening</i> • <i>showing appreciation after listening</i> <p>1.2.2 Create mental images based on given stimuli.</p>	<p>1.3.1 Be eager and respectful listeners.</p> <p>1.3.2 Be appreciative of audio-visual aesthetic materials.</p>	<p>1. Demonstrate level-appropriate listening behaviours and speaking conventions when communicating.</p>	<p>1. Display the following listening behaviours:</p> <ul style="list-style-type: none"> • maintain eye contact • keep upright posture • make appropriate facial expressions • show interest by gesture • do not speak while listening and • show appreciation after listening by applauding or complimenting [1.1, 1.2.1].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>1.2.3 Connect stimuli to personal and collective experiences.</p> <p>1.2.4 Connect "self" to Literature (characters)</p>			
2.1 Appropriate appreciative and discriminative listening behaviours.	<p>2.2.1 Imitate sounds, rhymes, poems and simple pieces of music.</p> <p>2.2.2 Perform nursery rhymes and simple poems individually and in peer-groups with attention to basic pronunciation and enunciation skills.</p> <p>2.2.3 Express 'self' through at least one of the following: speech, drama or visual representations.</p>	2.3 Be comfortable to express 'self' to a familiar group.	2. Display understanding of appropriate appreciative and discriminative listening behaviours.	<p style="text-align: center;">2. Imitate:</p> <ul style="list-style-type: none"> • sounds (from the environment, people, animals, instruments and letters), rhymes and poems [2.1, 2.2.1] • perform nursery rhymes, simple poems and more complex action songs [2.2.2] • express self through creative dance movement (locomotion –fast/slow and variations, and mood-happy/sad/scared/angry) for specific pieces of music heard [2.2.4].
3.1 Basic skills of oral expression applicable		3.3.1 Be imaginative	3. Display confidence and comfort in imaginatively	<p>3. Comfortably perform:</p> <ul style="list-style-type: none"> • by reciting a rhyme or poem,

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
to level.		3.3.2 Be comfortable to perform for a familiar group.	expressing self to familiar groups.	or singing to a familiar group [2.3, 3.3.1, 3.3.2, 4.3.1, 4.3.2, 6.3.2] <ul style="list-style-type: none"> • orally expresses self in both language forms with attention to pronunciation and enunciation skills [2.2.3] • be respectful and courteous when interacting with others [5.3.1, 6.3.1, 7.1, 7.3] • express self clearly with ideas and in speech [3.1] • listen attentively [4.3.1,].
4.1 Know how to use the “5Ws+H” to gain meaning from audio-visual texts, through guided questioning.	4.2.1 Use “5Ws+H” questions as guides to gain meaning from aural media. 4.2.2 Employ simple graphic organizers to assist in making meaning. 4.2.3 Indicate the main idea.	4.3.1 Be attentive and respectful listeners. 4.3.2 Be comfortable speakers among familiar people. 4.3.3 Be budding meaning-makers.	4. Use comprehension strategies taught to gain meaning from texts.	4. Use: <ul style="list-style-type: none"> • the “5Ws+H” and simple graphic organizers (bubble topical, cyclical, spider map, T-table) to gain meaning from texts [4.1, 4.2.1, 4.2.2] • answer two literal and two inferential questions about texts [4.2.1] • generate one content relevant question about text presented [1.2.3, 1.2.4, 4.2.1] • give one main idea from

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				simple audio-visual texts [4.2.3].
5.1 Know how to follow and provide directions and instructions.	5.2.1 Follow and provide simple three to five step directions and instructions.	5.3 Be respectful and courteous when interacting with others.	5. Demonstrate an understanding of directions and instructions.	5. Follow and provide: <ul style="list-style-type: none"> • simple three to five steps direction and instruction [5.2] • lead a group comfortably [5.3] • give others the opportunity to lead [5.3] • respectfully follow group leader’s instructions and directions [5.3]
6.1 Know how to use and interpret non-verbal communication.	6.2 Use appropriate facial expression, gestures, paralinguistics (volume), body language and posture, proxemics, haptics and eye contact when communicating.	6.3.1 Be respectful and courteous listeners. 6.3.2 Be comfortable speakers among familiar people.	6. Communicate ideas using oral expression and non-verbal language.	6. Use and interpret: <ul style="list-style-type: none"> • simple non-verbal communication [6.1]. Use appropriate eye contact, body language and gestures when: <ul style="list-style-type: none"> • introducing self • greeting others • expressing thanks; and asking and responding to questions [6.2].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
7.1 Know how to use common courtesies with a variety of audiences.	7.2 Introduction of self: a) Greetings b) Expression of thanks c) Responding to questions	7.3 Be courteous when interacting with others.	7. Demonstrate the use of common courtesies when interacting with a variety of audiences.	7. Speak: <ul style="list-style-type: none"> with competence in using the Standard English form to greet peers and adults, in exchanging common courtesies in the school, and discussing topics in the classroom [7.1, 8.2.1, 10.2.2, 10.2.3, 11.2] confidently using both English Creole and Standard English, as appropriate, in school [8.1, 8.2.1, 8.3.1, 10.2.1, 10.2.3].
8.1 Know that two main English Language forms co-exist in Trinidad and Tobago.	8.2.1 Speak freely in classroom discussions and conversations in either English Creole or Standard English.	8.3.1 Be comfortable to use English Creole in the appropriate context. 8.3.2 Be respectful of English Creole as a legitimate language.		
9.1 Know the Standard English equivalent to commonly used English Creole	9.2.1 Convert commonly used English Creole language to Standard English.			

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
language.				
10.1 Know English Creole and Standard English adjacency pairs commonly used at that level.	10.2.1 Differentiate between English Creole and Standard English. 10.2.2 Speak Standard English in the classroom setting. 10.2.3 Use Standard English in conversations. <i>See writing strand for sentence structures at this level.</i>	10.3.1 Be comfortable speakers among familiar people.		
11.1 Know basic skills in pronunciation. 12.1 Know features of Standard English phonology applicable to this level.	11.2 Speak with attention to Standard English pronunciation.	11.3.1 Confident Standard English speakers. 11.3.2 Willing and comfortable speaking in groups.	8. Communicate orally in Standard English.	8. Speak: <ul style="list-style-type: none"> • Standard English in the classroom setting with attention to Standard English pronunciation [9.1, 9.2.1, 10.1, 10.2.1, 10.2.2, 11.1, 11.2, 12.1] • Standard English in conversations and in sharing of ideas in the classroom [10.2.3].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Reading</p> <p>13.1 Identify, discriminate, memorize, sequence, isolate and comprehend sounds that are associated with the sound-symbol relationship.</p>	<p>13.2.1 Say letters and pronounce their corresponding sounds independently.</p> <p>13.2.2 Substitute, isolate and delete phonemes.</p> <p>13.2.3 Manipulate (identify, segment and blend) phonemes in words in the order in which they occur.</p> <p>13.2.4 Blend and segment onsets and rimes of one and two-syllable words.</p> <p>13.2.5 Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns.</p> <p>13.2.6 Orally add or substitute individual sounds (phonemes)</p>	<p>13.3 Be confident as developing readers.</p>	<p>9. Demonstrate knowledge of spoken words, syllables and sounds when reading level-appropriate texts with fluency and, show confidence with reading fluency skills.</p>	<p>9. Recognize and say:</p> <ul style="list-style-type: none"> • the letters of the English alphabet and pronounce their corresponding sounds [13.1, 13.2.1] • recognize rhyme, syllables and phonemes in spoken words [13.2.5] • link sound and letter patterns [13.2.5] • explore alliteration and other pattern sounds [13.2.5] • associate sounds with letters, consonant blends, consonant digraphs and vowel digraphs and blend them to read words [14.2.3]. • create words using consonant blends at the beginning and end of words [14.2.5] • isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words [13.2.3] • identify letter-sound

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>in simple, one and two-syllable words to make new words.</p> <p>13.2.7 Use onset, rime and phonemes to spell words.</p>			<p>correspondence and apply knowledge of one-to-one letter-sound correspondence to blend simple word parts [9.2.8, 10.2.1, 10.2.3]</p> <ul style="list-style-type: none"> • add, delete or substitute individual sounds in simple, one-syllable words to make new words [13.2.2, 13.2.3] • use onset and rime, and phonograms to form new words and to read words [13.2.7] • select and apply appropriate phonic skills to decode words and read literary texts [14.2.8, 14.2.9] • discriminate between long and short vowel sounds in spoken single-syllable words [14.2.1, 14.2.2] • associate the long and short sounds with common spellings [10.2.5] • blend words with long and short sounds and apply knowledge to form new words [10.2.5, 10.2.6]

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • read grade level texts from a variety of genres [10.2.11] • show patience when developing reading skills [10.3, 12.3] • show respect for self and others as developing readers and creative thinkers [10.3, 13.3.1] • express thoughts, ideas and feelings with confidence [9.3.1, 13.3.2] • show enthusiasm when engaging with texts [9.3.2, 11.3].
14.1.1 Apply phonic skills to reading. 14.1.2 Apply word attack skills. 14.1.3 Read and spell words. 14.1.4 Read grade	14.2.1 Pronounce words with short and long vowel sounds. 14.2.2 Discriminate between short and long vowel sounds. 14.2.3 Associate sounds with letters, consonant blends, and consonant digraphs and vowel digraphs and blend them to	14.3 Be confident in developing reading fluency skills.	10. Demonstrate knowledge of word attack skills and phonic skills to read and spell grade level words.	10. Read and arrange: <ul style="list-style-type: none"> • the letters of the English alphabet in sequence [9.1.3] • know the features of a sentence and how to vary reading with end marks [9.2.24] • read following directionality • distinguish between similarly spelled words by identifying the sounds of the

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
level texts independently.	<p>read words.</p> <p>14.2.4 Blend words with short (cvc) sounds and long (cvcv) sounds.</p> <p>14.2.5 Create words using consonant blends at the beginning and end of words.</p> <p>14.2.6 Correctly use homophones and homographs in reading and spelling.</p> <p>14.2.7 Identify and apply regular and irregular spelling patterns to words when reading.</p> <p>14.2.8 Decode words with inflectional endings and plurals</p> <p>14.2.9 Use word attack skills to decode words (chunking, syllabication).</p>			<p>letters that differ [14.2.6, 14.2.7, 14.2.8, 16.2.4]</p> <ul style="list-style-type: none"> • blend and segment onsets and rimes of single- and two-syllable spoken words and in spelling [13.2.4, 13.2.7, 14.2.4] • read and spell CVC pattern words [9.2.8, 10.2.8] • use homophones and homographs in reading and spelling [14.2.6] • use word attack skills to decode words [14.2.9] • decode words with inflectional endings and plurals and apply in spelling [14.2.8] • identify and apply regular and irregular spelling patterns to words when reading [14.2.7].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	14.2.10 Read grade level texts from a variety of genres.			
<p>15.1.1 Apply vocabulary knowledge in different contexts.</p> <p>15.1.2 Build vocabulary from personal experience, environmental print, from books read and content taught.</p>	<p>15.2.1 Use picture clues to infer the meaning of words.</p> <p>15.2.2 Determine the meaning of words using definition clues, context clues and background knowledge.</p> <p>15.2.3 Infer the meaning of words in context and apply in speaking, reading and writing.</p> <p>15.2.4 Supply high-frequency words in context, using guided instruction.</p> <p>15.2.5 Generate sentences orally and in writing using synonyms.</p> <p>15.2.6 Generate sentences</p>	<p>15.3.1 Be creative in using high-frequency words in different contexts.</p> <p>15.3.2 Respect peers’ attempts in applying vocabulary knowledge.</p>	<p>11. Apply vocabulary in context to demonstrate understanding of texts.</p>	<p>11. Use picture clues:</p> <ul style="list-style-type: none"> ● to infer meanings in context and apply in speaking, reading and writing [15.1.1, 15.1.2, 15.2.1, 15.2.3]. ● apply definition clues, context clues and prior knowledge to gain meaning and apply in speaking, reading and writing [15.2.2]. ● infer the contextual meaning of words or texts from figurative language and factual texts [15.2.3]. ● supply high frequency words in context to complete a five-line cloze passage [15.2.4]. ● apply familiar vocabulary to gain understanding of texts [15.2.7, 15.2.8]. ● construct sentences orally and in writing using

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>orally and in writing using antonyms.</p> <p>15.2.7 Experiment with familiar vocabulary explicitly taught to deepen and widen understanding of a variety of texts.</p> <p>15.2.8 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p> <p>15.2.9 Compose simple factual and descriptive sentences.</p>			<p>synonyms, antonyms and high frequency words common to this level [15.2.5, 15.2.6, 15.2.7, 15.2.8, 15.3.1].</p> <ul style="list-style-type: none"> • compose simple factual and descriptive statements and questions [15.2.8, 15.2.9] • apply knowledge to answer questions orally and in writing [15.2.5, 15.2.8] • respect peers’ attempts in exploring with and applying vocabulary knowledge [15.2.8, 15.3.2].
16.1 Read appropriate-level texts with proficiency.	<p>16.2.1 Read high frequency words with accuracy and automaticity.</p> <p>16.2.2 Apply meaning clues, structure clues, decoding, and word recognition skills to read fluently and monitor meaning.</p>	<p>16.3.1 Be confident as developing readers.</p> <p>16.3.2 Be respectful of peers’ attempts in reading fluently.</p>	12. Apply level-appropriate phonics and word analysis skills to read fluently and monitor meaning.	<p>12. Identify:</p> <ul style="list-style-type: none"> • key words in texts and decode target words accurately [16.1, 16.2.2] • apply word analysis skills to unfamiliar words [16.2.2] • associate the spelling with the pronunciation of the words[16.2.4]

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>16.2.3 Read with appropriate volume to match the text; correct pronunciation; clear enunciation; eye- voice span, intonation, rhythm, pace, expression and phrasing to read (aloud) fluently.</p> <p>16.2.4 Read words with contractions -not (-n't), I am (I'm), will (-'ll) and have (-'ve).</p> <p>16.2.5 Use context and word attack skills to confirm or self-correct word recognition and understanding.</p>			<ul style="list-style-type: none"> • read with appropriate phrasing, intonation, emphasis and expression, at a rate appropriate for comprehension [16.2.3] • read common high-frequency words by sight [16.2.1] • read words in a text accurately and with fluency [16.2.1] • select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [16.2.5] • respect peers' attempts at reading and in applying vocabulary knowledge [16.3.1, 16.3.2].
<p>17.1.1 Read to gain meaning.</p> <p>17.1.2 Apply appropriate-level comprehension skills and strategies to</p>	<p>17.2.1 Answer literal and inferential type questions orally on a given stimulus.</p> <p>17.2.2 Give simple details from pictures, using picture clues.</p>	<p>17.3.1 Critical and creative thinkers.</p> <p>17.3.2 Confident in expressing ideas, thoughts and feelings.</p>	<p>13. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.</p>	<p>13. Activate:</p> <ul style="list-style-type: none"> • prior knowledge to make text-to-self, text-to-text and text-to-world connections [17.1.2, 17.2.6]. • read title and study illustrations to gain

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>understand texts.</p> <p>17.1.3 Use text features (author, title, illustrator and table of contents).</p>	<p>17.2.3 Identify explicit main idea of pictures and short texts.</p> <p>17.2.4 Sequence details or events in a variety of genres.</p> <p>17.2.5 Predict outcomes using title and pictures.</p> <p>17.2.6 Make text-to-self, text-to-text and text-to-world connections using information in a selected text.</p> <p>17.2.7 Identify words/details from stimulus that suggest feelings or appeal to the senses.</p> <p>17.2.8 Use text structure to understand texts (titles, headings, beginning, middle and end).</p> <p>17.2.9 Analyse details using</p>			<p>understanding of or make predictions about the text [17.1.1, 17.1.2, 17.2.5].</p> <ul style="list-style-type: none"> • predict what happens next in a story using clues presented in the reading [17.2.2, 17.2.5]. • generate questions about the main idea/event/message of the text using pictures/illustrations [17.2.3]. • modify or refine main idea/event/message as the story develops [17.2.15]. • state one main idea/message [17.2.3]. • sequence details up to three events [17.2.4]. • analyse simple details from illustrations and symbols [17.1.2, 17.2.2, 17.2.8, 17.2.9, 17.2.10]. • re-tell favourite parts of the story in own words or drama, or through the eyes of a favourite character [17.2.7].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>graphic organizers.</p> <p>17.2.10 Interpret symbols, signs and pictographs.</p> <p>17.2.11 Follow directions to complete a task.</p> <p>17.2.12 Use text features such as headings, title page and tables of content to locate information.</p> <p>17.2.13 Engage in research skills e.g., finding information in non-fiction text using headings, sub-headings, illustrations and captions, alphabetize words according to the first letter.</p> <p>17.2.14 Interpret information presented in a variety of media.</p> <p>17.2.15 Make judgments and form opinions using explicit</p>			<ul style="list-style-type: none"> • chat about how the situation in the text could affect other characters [17.2.15]. • suggest one aspect of a conflict that could be done differently for a better outcome [17.2.15]. • follow directions to complete a simple task [17.2.11]. • locate information using text features [17.1.3, 17.2.12, 17.2.13]. • interpret information presented in a variety of media [17.2.14]. • read level-appropriate literary and media texts with fluency [17.2.14]. • answer three literal and one inferential question orally [17.2.1]. • show critical thinking in questioning and responding [17.3.1].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	information from selected texts.			
<p>Literary Appreciation</p> <p>18.1 Experience various literary genres through interactions with the literature:</p> <p>a. <u>Traditional Folk tales</u></p> <ul style="list-style-type: none"> - Fables - Myths - Legends <p>b. <u>Fantasy</u></p> <ul style="list-style-type: none"> - Literary fairy tales - Science 	<p>18.2.1 Engage in readings from various genres.</p> <p>18.2.2 Visualize the setting and events in texts.</p> <p>18.2.3 Discuss the lessons learnt from favourite texts.</p> <p>18.2.4 Describe simple physical features of literary characters.</p> <p>18.2.5 Imagine self and others as characters in the texts.</p> <p>18.2.6 Dramatize events encountered in texts.</p> <p>18.2.7 Re-tell story in different</p>	<p>18.3.1 Appreciative of the various genres of literature.</p> <p>18.3.2 Eager to interact with a range of level-appropriate texts.</p> <p>18.3.3 Excited about readings with literary devices.</p>	<p>14. Know that meaning can be derived through interacting with literary texts and demonstrate eagerness to interact with books and other forms of literature.</p>	<p>14.</p> <ul style="list-style-type: none"> • engage in readings from various genres showing listening skills [18.2.1] • select literature of choice to read, volunteer to re-tell the story or demonstrate one part of a story or poem most interesting to self [18.2.1] • relate text-to-self to help make meaning, to understand the text characters, and how others feel [18.2.5]. • discuss possible lessons learnt from stories and poems and [18.2.3]. • show appreciation of reading and being read to from the various genres of

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>c. <u>Realistic Fiction</u></p> <ul style="list-style-type: none"> - Mysteries - Contemporary realistic fiction 	<p>forms. (T.G. performance, illustrations, images).</p> <p>18.2.8 Share feelings and thoughts about the settings, events and characters in texts with peers and adults.</p>			<p>literature by listening appreciatively and responding eagerly [18.3.1, 18.3.2].</p> <ul style="list-style-type: none"> • show happiness when interacting with the literature and role-playing characters [18.3.3].
<p>d. <u>Non- fiction books</u></p> <ul style="list-style-type: none"> - Concept books - Information books 	<p>18.2.9 Discuss possible solutions for simple conflict scenarios.</p>	<p>19.3.1 Creative in composing simple rhymes and verses.</p>	<p>15. Describe significant elements of stories and poems and represent ideas of stories and poems told through varied modes.</p>	<p>15.</p> <ul style="list-style-type: none"> • orally describe key features of settings studied [18.2.2]. • identify three events of a story and re-tell up to three events sequentially [18.2.2]. • represent ideas and feelings generated from stories and poems in more than two modes [18.2.6, 18.2.7, 19.2.2].
<p>e. <u>Poetry forms</u></p> <ul style="list-style-type: none"> - Nonsense verse - Humorous verse - Nursery rhymes - Riddles - Jokes 	<p>19 .2.1 Replicate the rhythms and sound patterns from literary texts.</p> <p>19.2.2 Compose simple rhymes and verses orally.</p>	<p>19.3.2 Happy interacting with the literature.</p>		<ul style="list-style-type: none"> • describe four to five simple physical features of literary characters and role-play one action or behaviour of, or one event associated with specific characters [18.2.4, 18.2.5, 18.2.6]. • identify one conflict
<p>19.1.1 Know that</p>				

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>meaning can be derived from interacting with literary texts.</p> <p>19.1.2 Know the effect of figures of speech in literature:</p> <ul style="list-style-type: none"> -Alliteration -Onomatopoeia -Repetition -Simile 			<p>16. Express to others, feelings and thoughts about story elements and poetic devices.</p>	<p>situation in literary texts and propose one possible solution [18.2.9].</p> <p style="text-align: center;">16.</p> <ul style="list-style-type: none"> • share personal feelings and thoughts about the characters, setting and events of favourite stories and poems [18.2.8]. • compose simple rhymes and verses and perform these to whole groups [19.2.1, 19.2.2,19.3.1]. • recite rhymes with alliteration, personification, onomatopoeia and simile [19.1.2, 19.3.2].
<p>Writing</p> <p>20.1 Know how to write words, sentences, and a short</p>	<p>20.2 Reproduce letters and numerals as words and sentences with correct strokes,</p>	<p>20.3 Be confident in writing neatly and legibly.</p>	<p>17. Demonstrate handwriting readiness.</p>	<p>17.</p> <ul style="list-style-type: none"> • copy shapes and patterns of letters in the upper- and

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
paragraph.	direction, neatness and appropriate size.			lower-cases, and numerals [20.1, 20.2]. <ul style="list-style-type: none"> • print letters and numerals with neatness, correct strokes, direction and size [19.2.1, 19.2.2, 20.1, 21.1]. • use capital letters for the first letter of names, days of the week and of sentences [21.1, 21.2]. • write neatly and legibly [22.1]. • write using level-appropriate punctuation and capitalization [22.1].
21.1.1 Know to use capital letters for appropriate words. 22.1.2 Know to use full stops and question marks in simple sentences.	21.2. Use a capital letter for: the first letter in names, days of the week, months of the year and the first letter of sentences. 22.2. Use the full stop and question mark at the end of sentences.	21.3 Be proud of their writing.		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
23.1 Recall correct spelling of high frequency words.	23.2.1 Spell high frequency words across content areas. 23.2.2 Write simple sentences using high frequency words.	23.3 Be self-sufficient in writing.		
24.1 Distinguish between parts of simple sentences.	24.2 Use “Who is doing the action?” and “What is being done?” to distinguish between subject and verb in sentences.			
25.1 Know how to write statements and questions.	25.2 Create simple sentences using vocabulary in context.	25.3 Be proud of their ability to compose sentences independently.		
26.1.1 Know how to generate sentences using grammatical patterns, in context. 26.1.2 Know how to use nouns, pronouns, verbs and adjectives	26.2 Use the following language structures: 1. The verb “to be”-Present Tense patterns 1st, 2nd, 3rd, persons, singular and plural. E.g.	26.3 Be proud of their ability to use different grammatical structures.	18. Demonstrate pride in their ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	18. <ul style="list-style-type: none">• share written work with a small group or whole class with pride [20.3, 21.3, 25.3, 25.3, 26.3, 27.3].• edit capitalization and punctuation in own sentences using simple class generated checklist [23.3].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
correctly in context.	<ul style="list-style-type: none"> • I am + noun • I am + adjective • I am + Adjective Phrase • I am + Adverb Phrase • Present Participle e.g., I'm walking • He/She/It/Andrew + IS + Noun • He/She/It/Andrew + IS+ adjective • He/She/It/Andrew + IS + adverbial phrase • He/She/It/Andrew + IS - ing” • You/We/They/Adrian and Sarah + are + noun • You/We/They/Adrian and Sarah + are +adjective 			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • You/We/They/Adrian and Sarah + are + Adverbial Phrase • You/We/They/Adrian and Sarah + are + -ing 2. The verb “to be”- Past Tense patterns 1st, 2nd, 3rd, persons singular and plural. • I/He/She/It +was + noun • I/He/She/It + was + adjective • I/He/She/It + was + Adverbial Phrase • I/He/She/It + was + -ing • You/We/They + were + noun 			

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • You/We/They + were + adjective • You/We/They + were + Adverbial Phrase • You/We/They + were + -ing <p>3. Present Habitual Tense patterns</p> <ul style="list-style-type: none"> • I/You/We/They + Verb E.g. I eat fruits every day. • On Sundays I/We/You/They go to church • He/She/The doctor + verb E.g. She comes early every morning. <p>4. Future Tense patterns</p> <ul style="list-style-type: none"> • I + will + verb • He/She/It/The 			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p align="center">man/Mom + will + verb</p> <ul style="list-style-type: none"> We/You/They + will + verb <p>5. Patterns based on “to have”</p> <ul style="list-style-type: none"> Patterns based on has/have <p>6. Patterns based on “to do”</p> <ul style="list-style-type: none"> Patterns based on does/do 			
27.1 Know how to prewrite, draft, review and edit sentences on a given topic or experience.	<p>27.2.1 Listen, view, articulate and discuss ideas based on a given stimulus.</p> <p>27.2.2 Write words and sentences based on prewriting activity.</p>	27.3 Be willing to write freely.	19. Apply knowledge of writing conventions and traits of writing to construct level-appropriate sentences.	<p>19. Use a capital letter for:</p> <ul style="list-style-type: none"> the first letter of both names names of parents teacher’s name first letter of special names (festivals and national holidays, community where they live, name of twin-island republic, name of

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>27.2.3 Compose and write at least two related sentences using simple transitions based on a given stimulus.</p> <p>27.2.4 Review and edit written sentences.</p> <p>27.2.5 Present sentences orally and written.</p>			<p>school)</p> <ul style="list-style-type: none"> • days of the week • months of the year • the first letter of sentences related to themes [23.1, 23.2] • use the period and question mark correctly [24.1, 24.2]. • know the doer [of the action] (subject) and the action (verb) in a simple sentence [24.2]. • use naming words or subject pronouns, and doing words to form sentences [26.2]. • construct two to three simple statements and questions using present, past and future tenses and patterns based on the verb 'to be' [25, 26]. • construct one to two simple statements and questions using patterns based on the verb 'to have' [25, 26]. • construct one to two simple statements and questions

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				using patterns based on the verb ‘to do’ [25, 26]. <ul style="list-style-type: none"> • write at least two simple sentences showing voice on familiar topics discussed or on personal experiences recounted [27.1, 27.2.1, 27.2.2]. • write two or three simple sentences using simple transitions showing sentence fluency and organization after recounting two to three events/ideas in sequential order [27.1, 27.2.1, 27.2.2]. • use relevant level-appropriate high frequency words and vocabulary taught [14.1, 26.2]. • spell high frequency words correctly [23.1, 23.2.1, 23.2.2].
Media and Information Literacy 28.1 Display an understanding of	28.2.1 Use media and technology equipment with	28.3.1 Appreciative of the differences in media forms.	20. Demonstrate proper care and handling of	20. <ul style="list-style-type: none"> • handle media and

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
selected media forms (audio; visual; audio-visual; print; electronic/digital text - emails, text messages).	<p>care.</p> <p>28.2.2 Identify a wide range of sources of information.</p> <p>28.2.3 Match media forms to information sources (e.g., emails through computer/smart phone/iPad from family, friends).</p> <p>28.2.4 Describe the characteristics of selected media forms.</p> <p>28.2.5 Analyse different media packaging (modes of 'presentation', e.g., CD, DVD, radio broadcast, television broadcast, comic book, comic</p>	28.3.2 Critical thinkers.	<p>media and technology equipment.</p> <p>21. Show awareness of selecting media for different purposes and audiences.</p>	<p>technology equipment with care [28.2.1].</p> <ul style="list-style-type: none"> • replace materials and clean up area after completing work [28.2.1]. • report damage or faulty equipment immediately [28.2.1] • work following instructions and directions[28.2.8]. <p>21.</p> <ul style="list-style-type: none"> • know at least three different media forms and state their purposes [29.1, 30.2.2]. • describe one major characteristic of audio, visual, audio-visual and print media forms [28.2.4]. • compare and categorize media forms according to what is seen, heard or both [28.2.6, 28.2.7, 30.2.1]. • itemize three major sources of information in Trinidad and Tobago and the world

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>strip) to determine their content (audio, visual, audio-visual, print).</p> <p>28.2.6 Categorize media forms as audio, visual, audio-visual or print.</p> <p>28.2.7 Compare different media forms.</p> <p>28.2.8 Demonstrate proper handling and care of media and technology.</p> <p>28.2.9 Recognize that all media texts are ‘constructions’.</p>			<p>[28.2.2].</p> <ul style="list-style-type: none"> • match media form to the information source named [28.2.3]. • observe and describe selected media packaging to determine their content [28.2.5]. • give the intended audiences of some everyday media texts from the home and school environments [29.1, 29.2.4]. • discuss one idea of media to create for three to five different specifically-named audiences [31.2.2] • assess media texts and answer two literal and one inferential question on the text studied [29.2.3, 28.3].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>29.1 Determine how colour influences a message.</p> <p>(Illustrators can use colour to construct a reality for their audiences.)</p>	<p>29.2.1 Select books with various styles of illustrations (e.g., use of dark colours, bright colours, warm colours, cool colours, etc.).</p> <p>29.2.2 Use the think aloud strategy to demonstrate their thinking about the pictures/illustrations in books.</p> <p>29.2.3 Highlight how the illustrator creates a particular mood.</p> <p>29.2.4 Share reactions to the colours used in picture book images.</p> <p>29.2.5 Recognize that</p>	<p>29.3.1 Aware of the elements of illustration.</p> <p>29.3.2 Confident in expressing ideas and thoughts.</p> <p>29.3.3 Respectful of others' opinions.</p> <p>29.3.4 Motivated to learn through information technology.</p>	<p>22. Demonstrate understanding of the use of colours in creating media.</p>	<p>22.</p> <ul style="list-style-type: none"> • study selected illustrations and discuss the role of the illustrator [29.1, 29.2.1, 29.2.3, 29.2.5, 27.3.1]. • dramatize moods created by some colours in illustrations and chat about feelings generated [29.2.4]. • match specific colours used to different moods [29.2.7]. • create a chart to represent colours and moods [31.2.4] • design a story book cover or draw pictures using different colours to create varied moods [31.1, 31.2.3, 31.2.5] • chat about the tools and materials needed to create story book illustrations and the choice of colour used [31.2.1, 31.2.6] • show confidence in producing media that represent own thoughts and feelings [27.3.2, 29.3.1].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	illustrators use colour as a tool (or technique) to create a mood. 29.2.6 Write the names of colours (e.g., blue, red, yellow, green). 29.2.7 Classify colours into mood categories (warm, cold, happy, sad colours).			
30.1 Determine the purpose and intended audience of a variety of media texts. (e.g., Purpose of: advertisements, road signs, warning signs, carnival posters, billboards, movies, television, news on the radio)	30.2.1 Compare and contrast the characteristics of selected media which tell about their purpose (e.g., red and yellow colour in signs is used to show danger/warning, size of billboards to reach wide audiences vs. a flyer). 30.2.2 State the purpose of a variety of media forms.	30.3 Comfortable assessing purposes of media texts.		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>30.2.3 Answer questions that allow for inferential and critical thinking, based on viewed pictures/illustrations.</p> <p>30.2.4 List the characteristics of selected media which tell about their intended audience. (size, use of age-specific actors e.g., children to target children)</p> <p>30.2.5 Select different forms of media designed for different audiences and purposes e.g., using media/resources/toolsdirect instruction.... e.g., using YouTube videos.</p>			
31.1 Create a combination of visual and print media texts for different purposes and audiences (e.g., poster for a cake sale, a card inviting friends	<p>31.2.1 Give examples of tools and materials needed to create selected media (e.g., paper, pens, pictures, glue, paint microphone etc.).</p> <p>31.2.2 Generate ideas for creating media for various</p>	<p>31.3.1 Confident producers of media texts.</p> <p>31.3.2 Collaborative/ Cooperative in working in groups to create final</p>	23. Demonstrate respect and tolerance for others' opinions and ideas and when working in groups.	<p>23.</p> <ul style="list-style-type: none"> • work collaboratively in groups • share tools and equipment in collaborative tasks. • follow instructions and directions of group leaders. • speak respectfully of

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
to a party).	<p>purposes and audiences.</p> <p>31.2.3 Use different methods to create a storybook cover with illustration and title or a poster with illustrations and captions (e.g., printing, drawing, painting, collage etc.).</p> <p>31.2.4 Create a chart that shows different colours and the moods they represent.</p> <p>31.2.5 Create pictures using different colours to represent the mood of the picture.</p> <p>31.2.6 Give explanations for choosing colours in created media texts.</p>	<p>product.</p> <p>31.3.3 Respectful of peers' ideas.</p>		<p>others' work.</p> <ul style="list-style-type: none"> • listen courteously to the ideas and opinions of others [27.3.3, 29.3.2, 29.3.3].

Primary School Curriculum

Mathematics

Infant 2

Rationale

What Is Mathematics About?

"Mathematics is an activity concerned with logical thinking, spotting patterns, posing premises and investigating their implications and consequences. It also involves the study of properties of numbers and shapes, the relationship between numbers, inductive and deductive thinking and the formulation of generalizations. Mathematics is a creation of the human mind and therefore becomes primarily a way of thinking thus facilitating problem solving." (Mathematics Curriculum, 1999)

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but offer different ways of thinking and of solving problems. Both equip students with effective

means for investigating, interpreting, explaining and making sense of the world in which they live.

Mathematicians use symbols, graphs and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental and economic contexts.

Why Study Mathematics?

By studying Mathematics, students develop the ability to think creatively, critically and strategically. They learn to structure and to organize, to process and communicate information and to enjoy intellectual challenge. In addition, students learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalizations. They learn

to both estimate and calculate with precision, and understand when both are appropriate. Mathematics has a broad range of practical applications in everyday life, in other learning areas, and in the workplace.

How Is Mathematics Structured?

"Mathematics content is sequential in nature. There is a hierarchy of concepts and skills on which each major area of Mathematics can be built. The proper ordering of mathematical content for all learners is critical to mathematical achievement." (Mathematics Curriculum, 1999)

The Mathematics component of the new Primary Curriculum is in response to the realities of a 21st century global society. The guiding principles of the Mathematics curriculum content are derived from the National Council of Teachers of Mathematics standards that will allow our students to explore, discover, analyze and apply Mathematics, to

model and solve real world problems (NCTM.org). The NCTM standards of problem solving, reasoning, communication, representation and connections, also play an integral role in how content is delivered. Core competencies are developed within the strands of Number, Statistics, Measurement and Geometry.

Through an integrated approach, the new Primary Mathematics Curriculum aims to reduce "Math anxiety" and Primary to Secondary transition issues by:

- The development of core mathematical concepts and skills by the restructuring of learning activities to enable students to see connections with other subjects and their daily lives.
- The development of appropriate dispositions that would facilitate life-long learning and higher order thinking skills.
- A pedagogical approach that uses a variety of student-centred teaching techniques and strategies, such that improvement in student motivation and performance will increase in the medium and long terms.
 - An Assessment Framework that focuses on assessment for learning, continuous assessment, as well as summative evaluation.
- Strategic competence: ability to formulate, represent and solve mathematical problems.
- Adaptive reasoning: capacity for logical thought, reflection, explanation and justification.
- Productive disposition: habitual inclination to see Mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efficacy.

It is essential that the forgoing issues are seriously considered and effectively addressed so as to create literate and numerate individuals capable of functioning in a global society.

According to *Adding It Up: Helping Children Learn Mathematics* (2001), instructional programs must address the development of Mathematical Proficiency by focusing on the following five interwoven strands or components:

- Conceptual understanding: comprehension of mathematical concepts, operations and relations.
- Procedural fluency: skill in carrying out procedures flexibly, accurately, efficiently and appropriately.

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
NUMBER				
<p>Number Concepts</p> <p>1.1.1. Develop number sense from 0 to 20 and appropriate vocabulary.</p>	<p>1.2.1 Count to or from 100 in ascending and descending order (rote count).</p> <p>1.2.2 Count objects to demonstrate one-to-one correspondence (up to 20).</p> <p>1.2.3 Recognize that the number of objects remains the same when objects are rearranged.</p> <p>1.2.4 Connect number names and</p>	<p>1.3.1 Develop confidence in counting.</p> <p>1.3.2 Strive for accuracy in counting.</p>	<p>1. Count sequentially up to 100.</p> <p>2. Understand the concept of numbers 0-20.</p> <p>3. Understand the position of objects.</p> <p>4. Demonstrate estimation skills using 10 as a benchmark.</p> <p>5. Demonstrate an understanding of the value of coins</p>	<ul style="list-style-type: none"> • Count forward (counting on) and backward (counting back) by ones to or from 100 from any given number. (A One Hundred Chart can be used). [1.1.1, 1.2.1, 1.3.1, 1.3.2] • Skip count in 2s (starting at zero and one) and 5s (starting at zero) to or from 20 in ascending and descending order. [1.1.1, 1.2.1, 1.3.1, 1.3.2] • Count objects to demonstrate one-to-one correspondence (up to 20). [1.1.1, 1.2.2, 1.3.2] • Explain that the last count, when counting a set of objects, identifies how many objects are in the set. [1.1.1, 1.2.2, 1.3.1, 1.3.2]

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>numerals to quantities up to 20.</p> <p>1.2.5 Sequence number names and numerals.</p> <p>1.2.6 Read and write number names and numerals.</p> <p>1.2.7 Use comparison vocabulary to compare the number of objects in two sets (less than 20).</p> <p>1.2.8 Compare groups of objects and order numbers.</p> <p>1.2.9 Use 10 as a</p>		<p>and bills up to 25¢ and up to \$20.</p>	<ul style="list-style-type: none"> • Count objects to establish that a number is one more than the preceding number. [1.1.1, 1.2.2, 1.3.1, 1.3.2] • Count objects in different arrangements to demonstrate conservation of number. [1.1.1, 1.2.3, 1.3.1, 1.3.2] • Match the number names and numerals to the quantities they represent up to 20 (concrete and pictorial). [1.1.1, 1.2.4, 1.3.2] • Count to 20 in ascending order (starting at one and zero) and count from 20 in descending order. [1.1.1, 1.2.5, 1.3.1] • Sequence number names and numerals. [1.1.1, 1.2.5, 1.3.2] • Explain the meaning of zero (none, no one, empty, nothing) after solving related subtraction problems e.g. There are 5 birds on a tree. They all flew away. How many

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>reference in forming numbers from 11 to 20 e.g. ‘seventeen is seven more than ten’.</p> <p>1.2.10 Use the language of ordinal numbers up to tenth.</p> <p>1.2.11 Demonstrate skills in estimation of the number of objects in a set, using 10 as a benchmark and verify by counting.</p> <p>1.2.12 Explore the value of coins</p>			<p>are left? [1.1.1, 1.2.2,1.3.2]</p> <ul style="list-style-type: none"> • Read and write number names and numerals. [1.1.1, 1.2.6, 1.3.2] • Identify the number before, the number after, and the number between, using a number line. [1.1.1, 1.2.5, 1.3.2] • Insert missing numbers on a number line. [1.1.1, 1.2.5, 1.3.2] • Match objects in two groups and use appropriate vocabulary to compare the number of objects e.g. 15 is more than 13. [1.1.1, 1.2.7, 1.3.2] • Compare groups of objects and order numbers to 20. [1.1.1, 1.2.8, 1.3.2] • Use 10 as a reference or benchmark in the formation of numbers from 11 to 20 e.g. ‘seventeen is seven more than ten’. [1.1.1,

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	and bills (up to 25¢, up to \$20) and their equivalence.			<p>1.2.9, 1.3.2]</p> <ul style="list-style-type: none"> • Order objects and use appropriate language to describe its position up to tenth. [1.1.1, 1.2.10, 1.3.2] • Estimate a given quantity using 10 as a benchmark and verify by counting. [1.1.1, 1.2.11, 1.3.2] • Explore the value of coins and bills (up to 25¢, up to \$20) e.g. 25 cents is worth more than 5 cents (use the idea of purchasing items priced at 5 cents and how many can be bought). [1.1.1, 1.2.12, 1.3.2] • Use the language of money in role playing situations involving the exchange of goods for money (exact value of the coins and bills, one item and receive change). [1.1.1, 1.2.12, 1.3.2] • State the equivalence of coins and bills up to 25 cents and 20 dollars. [1.1.1, 1.2.12,

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				1.3.2]
<p>Number Patterns and Number Relationships</p> <p>1.1.2. Explore algebraic thinking (number patterns and number relationships).</p>	<p>1.2.13 Recognize the arrangement of dots / objects in standard spatial arrangements of numbers up to 10 (subitize).</p> <p>1.2.14 Explore patterns using repetitions of 2 to 4 elements (name as ‘number’ pattern e.g. ‘two’ pattern).</p> <p>1.2.15 Use balance</p>	<p>1.3.3 Be explorative when examining patterns.</p> <p>1.3.4 Take risks in solving problems.</p>	<p>6. Recognize and explore number patterns up to 20.</p> <p>7. Understand the concept of equality.</p> <p>8. Use the concept of equality to solve problems in addition and subtraction.</p>	<p>NUMBER PATTERNS</p> <ul style="list-style-type: none"> • Look at an arrangement of dots/objects in standard spatial arrangements and identify the number represented up to 10. [1.1.2, 1.2.13, 1.3.3] • Distinguish between repeating patterns and non-repeating patterns in a given set by identifying errors or the part that repeats. [1.1.2, 1.2.14, 1.3.3, 1.3.4] • Describe a given repeating pattern containing two to four elements in its core. [1.1.2, 1.2.14, 1.3.3] • Determine the pattern rule, and extend the

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>activities to demonstrate equality and inequality.</p> <p>1.2.16 Count objects in sets to demonstrate equality and inequality of sets.</p> <p>1.2.17 Use the language and symbols associated with the concept of equality.</p> <p>1.2.18 Solve problems involving addition and subtraction, using balance activities and the</p>			<p>repeating pattern using concrete materials, pictorial representation or symbols. [1.1.2, 1.2.14, 1.3.4]</p> <ul style="list-style-type: none"> • Name a repeating pattern containing two to four elements in its core (name as ‘number’ pattern e.g. ‘two’ pattern). [1.1.2, 1.2.14, 1.3.3] • Identify the missing element(s) in a given repeating pattern. [1.1.2, 1.2.14, 1.3.4] • Create number patterns using repetition of elements. [1.1.2, 1.2.14, 1.3.4] <p>NUMBER RELATIONSHIPS</p> <ul style="list-style-type: none"> • Construct two equal sets using the same objects (same shape and mass/weight), and demonstrate their equality of number using a balance scale and counting. [1.1.2, 1.2.15, 1.2.16, 1.3.4]

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	concept of equality.			<ul style="list-style-type: none"> • Construct two unequal sets using the same objects (same shape and mass/weight), and demonstrate their inequality of number using a balance scale and counting. [1.1.2, 1.2.15, 1.2.16, 1.3.4] • Explain the procedure used to determine if two given sets of objects are equal or unequal in number e.g. use of the balance scale and counting. [1.1.2, 1.2.15, 1.2.17, 1.3.4] • Use the language of equality to describe the relationship between two sets e.g. they have the same number of objects, they are equal in number. [1.1.2, 1.2.15, 1.2.16, 1.2.17, 1.3.4] • Match sets of objects that are equal (pictorial) and explain reasoning. [1.1.2, 1.2.16, 1.2.17, 1.3.4] • Draw sets to show equal and unequal amounts and record the number of items.

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[1.1.2, 1.2.16, 1.2.17, 1.3.4]</p> <ul style="list-style-type: none"> • Use the symbol to record equalities. [1.1.2, 1.2.17] • Explore the equality of sets involving addition and subtraction, using objects of the same size and mass/weight but different colours, and the balance scale, e.g. 2 red balls and 3 green balls are placed on one pan and students determine the amount of blue balls to place on the other side to show equality (verify by counting). [1.1.2, 1.2.18, 1.3.4] • Represent equality of sets in pictorial and symbolic form using the equal sign (=) to mean ‘the same as’ or ‘is equal to’ e.g. 000 and 00 is the same as or equals 00000; 000 and 00 = 00000, 3 + 2 = 5; or 000000 take away 00 = 0000; 6 – 2 = 4.

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[1.1.2, 1.2.18, 1.3.4]
<p>Addition</p> <p>1.1.3. Solve real-life problems involving addition (concrete, pictorial and symbolic modes).</p>	<p>1.2.19 Solve one-step real-life addition problems presented orally, pictorially and symbolically (using concrete materials, whole number and money).</p> <p>1.2.20 Solve problems presented in horizontal and vertical arrangements</p> <p>1.2.21 Associate addition to</p>	<p>1.3.5 Display confidence when solving problems related to addition.</p>	<p>9. Demonstrate a conceptual understanding of addition.</p> <p>10. Solve problems involving addition presented in different formats.</p>	<ul style="list-style-type: none"> • Solve one-step real-life addition problems presented orally, pictorially or symbolically (using concrete materials, whole number and money), involving 2 addends (Joining Structures – change, result unknown; Part-Part-Whole Structures (whole unknown) - combine, total set unknown), and 3 addends with a sum less than or equal to 20, using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern. [1.1.3, 1.2.19, 1.3.5] • Solve problems involving addition represented in vertical and horizontal arrangements. [1.1.3, 1.2.20, 1.3.5] • Record addition pictorially and symbolically using number sentences

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	forward counting and use the count on strategy to solve problems.			<p>(words and symbols) e.g. 13 plus 2 is 15; 13 add 2 is equal to 15; 13 add 2 equals 15; $13 + 2 = 15$. [1.1.3, 1.2.19, 1.3.5]</p> <ul style="list-style-type: none"> • Describe what happens to a group after addition to. [1.1.3, 1.2.19, 1.2.20, 1.3.5] • Use the number line to solve addition problems. [1.1.3, 1.2.19, 1.2.20, 1.3.5] • Use the count on strategy to solve addition problems. [1.1.3, 1.2.21, 1.3.5] • Create number stories involving addition using appropriate vocabulary (including the language of money). [1.1.3, 1.2.19, 1.3.5]
Subtraction	1.2.22 Solve one-step	1.3.6 Display	11. Demonstrate a	<ul style="list-style-type: none"> • Solve one-step real-life subtraction

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>1.1.4. Solve real-life problems involving subtraction (concrete, pictorial and symbolic modes).</p>	<p>real-life subtraction problems presented orally, pictorially and symbolically (using concrete materials, whole number and money).</p> <p>1.2.23 Solve problems presented in horizontal and vertical arrangements.</p> <p>1.2.24 Associate subtraction to backward counting, and use the count back strategy and the count on strategy</p>	<p>confidence when solving subtraction problems.</p>	<p>conceptual understanding of subtraction.</p> <p>12. Solve problems involving subtraction presented in different formats.</p>	<p>problems (Separating Structures – change unknown, result unknown or deducting; Part-Part-Whole structures (part unknown) - combine, subset unknown) presented orally, pictorially or symbolically (using concrete materials, whole number and money) with minuend less than or equal to 20, and using a variety of problem solving strategies such as, use a model, act it out, draw a picture and look for a pattern. [1.1.4, 1.2.22, 1.3.6]</p> <ul style="list-style-type: none"> • Solve problems involving subtraction represented in vertical and horizontal arrangements. [1.1.4, 1.2.23, 1.3.6] • Record subtraction pictorially and symbolically using number sentences (words and symbols) e.g. 15 take away 2 equals 13, $15 - 2 = 13$. [1.1.4, 1.2.22, 1.3.6] • Describe what happens to a group after

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	to solve problems.			subtraction from. [1.1.4, 1.2.22, 1.2.23, 1.3.6] <ul style="list-style-type: none"> • Use the number line to solve subtraction problems. [1.1.4, 1.2.22, 1.2.23, 1.3.6] • Use the count back and count on strategies to solve subtraction problems. [1.1.4, 1.2.24, 1.3.6] • Create number stories involving subtraction using appropriate vocabulary (including the language of money). [1.1.4, 1.2.22, 1.3.6]
Mental Mathematics 1.1.5. Develop strategies to solve problems mentally.	1.2.25 Identify addition facts with sum less than or equal to 20.	1.3.7 Display confidence when solving problems mentally.	13. Develop strategies to solve problems mentally.	<ul style="list-style-type: none"> • Explore addition facts with sums less than or equal to 20. [1.1.5, 1.2.25, 1.3.7] • Explore subtraction facts, minuends less

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>1.2.26 Identify subtraction facts, minuend less than or equal to 20.</p> <p>1.2.27 Investigate connections between addition facts and the corresponding subtraction facts.</p> <p>1.2.28 Associate addition and subtraction to forward and backward counting.</p> <p>1.2.29 Associate add-one (one more than) and subtract-one (one</p>			<p>than or equal to 20. [1.1.5, 1.2.26, 1.3.7]</p> <ul style="list-style-type: none"> • Investigate connections between addition facts (with sum less than or equal to 20) and the corresponding subtraction facts (minuend less than or equal to 20). [1.1.5, 1.2.27, 1.3.7] • Associate addition and subtraction to forward and backward counting. [1.1.5, 1.2.28, 1.3.7] • Solve problems using mental strategies such as: <ul style="list-style-type: none"> ○ Addition and subtraction facts ○ Add-one and subtract-one as it relates to forward and backward counting ○ Add-zero and subtract-zero facts ○ Count on / count back ○ ‘Make Ten’ (think addition) [1.1.5, 1.2.29, 1.2.30, 1.2.31, 1.2.32, 1.3.7]

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>less than) facts to forward (number after) and backward (number before) counting.</p> <p>1.2.30 Use the add-zero and subtract-zero facts.</p> <p>1.2.31 Use the count on and count back strategies to solve problems.</p> <p>1.2.32 Use the ‘Make Ten’ (think addition) strategy to solve problems.</p>			
Language				

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.6. Develop appropriate vocabulary associated with number.	1.2.33 Use appropriate vocabulary associated with number, orally and in writing.	1.3.8 Communicate with confidence using language related to number. 1.3.9 Demonstrate an appreciation for others by listening to their point of view.	14. Communicate effectively using vocabulary associated with number.	<ul style="list-style-type: none"> Use appropriate language associated with number, such as: altogether, unequal, zero to twenty (0 to 20), none, dollars, cents, buy, sell, pay, price, change, too much/too little, cost, value, core, repeating pattern, first to tenth, sign, beginning, end, position, ‘=’ equals or is the same as, forward and backward. [1.1.6, 1.2.33, 1.3.8, 1.3.9]
GEOMETRY				
Solids and Plane Shapes				
2.1.1. Develop an understanding of classification of solids and plane shapes.	2.2.1 Describe solids and plane shapes using appropriate vocabulary related to geometric	2.3.1 Demonstrate critical thinking when classifying solids and plane shapes.	1. Develop an understanding of the properties of solids and plane shapes.	<ul style="list-style-type: none"> Describe solids and plane shapes using appropriate vocabulary (e.g. big, small, flat, round, thick, thin, pointed) related to geometric attributes (e.g. size, shape, position and ability to roll, stack or stand).

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.2. Demonstrate familiarity with pictorial representations of solids/plane shapes.</p> <p>2.1.3. Solve problems involving solids and plane shapes.</p>	<p>attributes (e.g. size, shape, position).</p> <p>2.2.2 Classify solids and plane shapes, and give reasons for classification.</p> <p>2.2.3 Compare solids and plane shapes.</p> <p>2.2.4 Identify solids using formal names.</p> <p>2.2.5 Construct models using solids and plane shapes, and describe composition of model.</p> <p>2.2.6 Recognize and</p>	<p>2.3.2 Show creativity in constructing models and solving problems.</p>	<p>2. Construct simple models using solids and plane shapes.</p> <p>3. Recognize solids/plane shapes from pictorial representations.</p> <p>4. Solve problems involving solids or plane shapes.</p>	<p>[2.1.1, 2.2.1, 2.3.1]</p> <ul style="list-style-type: none"> • Classify solids and plane shapes (e.g. size, shape), according to one or more common attributes including student’s criteria, and explain reasons for classification (e.g. colour, size, shape, function). [2.1.1, 2.2.2, 2.3.1] • Compare solids and plane shapes by stating similarities and differences. [2.1.1, 2.2.3, 2.3.1] • Select from a given set of solids or plane shapes: <ul style="list-style-type: none"> ○ solids or plane shapes that are the same; ○ solids or plane shapes that are alike/similar; ○ solids or plane shapes that are different; and explain reason(s) for selection. [2.1.1, 2.2.2, 2.2.3, 2.3.1]

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>name solids and plane shapes in pictorial representations.</p> <p>2.2.7 Solve problems involving solids and plane shapes.</p>			<ul style="list-style-type: none"> • Use the formal names of solids: cube, cuboid, cylinder, cone and sphere. [2.1.1, 2.2.4] • Build models using solids and plane shapes, and describe compositions/structures. [2.1.1, 2.2.5, 2.3.2] • Identify different plane shapes in pictures. [2.1.2, 2.2.6, 2.3.1] • Match solids to their pictorial representations. [2.1.2, 2.2.6, 2.3.1] • Name solids represented in pictures. [2.1.2, 2.2.6, 2.3.1] • Colour solids with particular attributes e.g. those that can roll. [2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.6, 2.3.1] • Solve problems involving solids and plane

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				shapes e.g. How many different shapes can you make using 6 blocks? [2.1.3, 2.2.7, 2.3.2]
<p>Geometrical Patterns</p> <p>2.1.4. Explore patterns using solids and plane shapes.</p>	<p>2.2.8 Explore patterns using repetitions of 2-4 elements (name as 'number' pattern e.g. 'two' pattern).</p> <p>2.2.9 Create patterns using solids or plane shapes (repeating 2 to 4 elements and growing or increasing</p>	<p>2.3.3 Demonstrate creativity in the creation of patterns.</p>	<p>5. Explore patterns using solids or plane shapes.</p>	<ul style="list-style-type: none"> • Distinguish between repeating and non-repeating patterns in a given set involving solids or plane shapes by identifying errors and the part that repeats. [2.1.4, 2.2.8] • Describe the pattern and identify the pattern rule in repeating pattern. [2.1.4, 2.2.8] • Use pattern rule to extend repeating patterns. [2.1.4, 2.2.8, 2.2.9, 2.3.3] • Create repeating patterns using solids or plane shapes (concrete and pictorial). [2.1.4, 2.2.9, 2.3.3]

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	patterns).			<ul style="list-style-type: none"> • Describe a repeating pattern as a ‘number’ pattern, e.g. <i>O</i>, □, <i>O</i>, □, <i>O</i>, □ is a ‘two’ pattern; □, <i>O</i>, Δ, □, <i>O</i>, Δ, □, <i>O</i>, Δ is a ‘three’ pattern. [2.1.4, 2.2.8, 2.2.9] • Describe growing/increasing patterns, and identify the pattern rule. [2.1.4, 2.2.8, 2.2.9] • Use the pattern rule to extend the growing/increasing pattern. [2.1.4, 2.2.8, 2.2.9, 2.3.3] • Create growing/increasing patterns using solids or plane shapes (concrete and pictorial). [2.1.4, 2.2.8, 2.2.9, 2.3.3]
Language				
2.1.5. Develop appropriate vocabulary	2.2.10 Use appropriate vocabulary associated with	2.3.4 Communicate with confidence using language	6. Communicate effectively using vocabulary	<ul style="list-style-type: none"> • Use appropriate language associated with geometry, such as: roll, stack, stand, pack, cube, cuboid, sphere, cone, cylinder,

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
associated with geometry.	geometry, orally and in writing.	related to geometry. 2.3.5 Demonstrate an appreciation for others.	associated with geometry.	same/identical, different, alike, similar, moving in a straight line/curved line, left, right, growing pattern, solid and plane shape. [2.1.5, 2.2.10, 2.3.4, 2.3.5]
MEASUREMENT				
<p>Linear</p> <p>3.1.1 Demonstrate familiarity with comparison of the lengths of objects using appropriate vocabulary.</p> <p>3.1.2 Understand that linear measures can be quantified.</p>	<p>3.2.1. Use comparison vocabulary to compare objects (direct comparison) in relation to length.</p> <p>3.2.2. Measure lengths and distances using arbitrary/non-standard units.</p>	<p>3.3.1. Enjoy ordering activities.</p> <p>3.3.2. Take pride in measuring accurately.</p>	<p>1. Develop an understanding of the comparison of measures (length) using appropriate vocabulary.</p> <p>2. Understand that linear measures can be quantified.</p>	<ul style="list-style-type: none"> • Compare and order the lengths of three or more objects using direct comparison, and explain reasoning using appropriate vocabulary e.g. longer/shorter. [3.1.1, 3.2.1, 3.3.1] • Create repeating patterns using objects of various lengths. [3.1.1, 3.2.1, 3.2.3, 3.3.1] • Measure lengths and distances using multiple copies of non-standard units (by placing the same sized units end-to-end

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	3.2.3. Order objects and distances according to length.			<p>without leaving gaps, without overlapping and arranged in a straight line). [3.1.2, 3.2.2, 3.3.2]</p> <ul style="list-style-type: none"> • Count the number of units used and record lengths. [3.1.2, 3.2.2, 3.2.3, 3.3.2] • Compare and order objects and distances according to length, and explain reasoning using appropriate vocabulary. [3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2]
<p>Mass/Weight</p> <p>3.1.3 Demonstrate familiarity with the comparison of the mass/weight of objects using appropriate vocabulary.</p>	3.2.4. Compare objects according to mass/weight using an equal arm balance and appropriate vocabulary.	3.3.3. Demonstrate confidence when measuring.	3. Develop an understanding of the comparison of measures (mass/weight) using appropriate vocabulary.	<ul style="list-style-type: none"> • Compare the masses/weights of objects by using an equal arm balance (including small heavy objects and light big objects). [3.1.3, 3.2.4, 3.3.3] • Discuss observations of the equal arm balance when objects are placed in the pans. [3.1.3, 3.2.4, 3.3.3]

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • Use pictorial representations of equal arm balances to determine which object is heavy or light. [3.1.3, 3.2.4, 3.3.3]
<p>Time</p> <p>3.1.4 Develop an understanding of time.</p>	<p>3.2.5. Use appropriate vocabulary when describing activities or events associated with time.</p> <p>3.2.6. Sequence activities or events according to time of occurrence.</p> <p>3.2.7. Interpret calendars.</p> <p>3.2.8. Measure the duration of</p>	<p>3.3.4. Demonstrate confidence when sequencing activities.</p>	<p>4. Associate events with specific time periods.</p> <p>5. Understand that time can be quantified.</p> <p>6. Develop an understanding of the comparison of measures (time) using appropriate vocabulary.</p>	<ul style="list-style-type: none"> • Sequence activities according to: <ul style="list-style-type: none"> ○ time of occurrence; ○ chronological order e.g. daily schedule, preparing to come to school. [3.1.4, 3.2.5, 3.2.6, 3.3.4] • Answer questions based on the information presented on calendars such as: <ul style="list-style-type: none"> ○ name and sequence the days of the week and the months of the year; ○ identify the days, months, dates and number of days in each month on calendars; and ○ distinguish between weekends and school days. [3.1.4, 3.2.6, 3.2.7, 3.3.4] • Measure the passage of time it takes for various activities to occur, or duration of

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>activities using non-standard units.</p> <p>3.2.9. Compare and order the duration of activities.</p>			<p>activities (using a repeated non-standard unit), and record measure (e.g. the number of times you can clap your hand while a child does an activity). [3.1.4, 3.2.8, 3.3.4]</p> <ul style="list-style-type: none"> • Compare the time taken for activities or events to occur, or the duration of activities (starting at the same time), and order the duration of activities, and explain reasoning using appropriate vocabulary. [3.1.4, 3.2.9, 3.3.4]
<p>Language</p> <p>3.1.5 Develop appropriate vocabulary associated with measurement.</p>	<p>3.2.10. Use appropriate vocabulary associated with measurement, orally and in writing.</p>	<p>3.3.5. Communicate with confidence using language related to measurement.</p>	<p>7. Communicate effectively using vocabulary associated with measurement.</p>	<ul style="list-style-type: none"> • Use appropriate language associated with measurement, such as: before, after, morning, night, lunchtime, bedtime, today, yesterday, tomorrow, past, present, future, soon, a long time, a short time, long/longer, short/shorter, same time as, more, less, days of the week, weekend, months of the year, year, in the past, calendar, date, birthdate, now, then,

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				season, heavy/heavier, light/lighter, as heavy as, weigh, tallest, longest, shortest, as long/tall as and hand-span. [3.1.5, 3.2.10, 3.3.5]
STATISTICS				
<p>Picture Charts and Pictographs</p> <p>4.1.1. Collect, display and analyse data to solve real-world problems.</p> <p>4.1.2. Demonstrate an understanding about the features of graphs.</p> <p>4.1.3. Make decisions based on data.</p>	<p>4.2.1. Collect and classify data to make decisions based on a real-life situation or problem.</p> <p>4.2.2. Identify features of picture charts and pictographs (e.g. using one picture to represent one person,</p>	<p>4.3.1. Develop mathematical reasoning (logical thinking) when interpreting data.</p> <p>4.3.2. Develop an appreciation for others when interpreting data.</p>	<p>1. Demonstrate the ability to collect, classify, organize, represent and interpret data.</p> <p>2. Demonstrate an understanding about the features of charts/graphs.</p> <p>3. Use analysed data to make sound decisions and</p>	<p>PICTURE CHARTS</p> <ul style="list-style-type: none"> • Collect and classify data to make decisions based on a real-life situation or problem. [4.1.1, 4.2.1, 4.3.1] • Classify pictures into groups and sub-groups using different criteria. [4.1.1, 4.2.1, 4.3.1] • Construct picture charts (with and without grid, vertical and horizontal arrangements) based on information collected and after

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>baseline/start line, labels (of sets) on baseline, same-sized symbols/pictures, equal spacing and title).</p> <p>4.2.3. Construct picture charts and pictographs (with and without grid, vertical and horizontal arrangements) based on real-life problems or situations.</p> <p>4.2.4. Interpret picture charts and pictographs based on a real-life problem or</p>	<p>4.3.3. Appreciate the value of collaboration in decision-making.</p> <p>4.3.4. Appreciate the value of using data in decision-making.</p>	<p>solve problems.</p>	<p>reviewing the features of picture charts. [4.1.2, 4.2.2, 4.2.3]</p> <ul style="list-style-type: none"> • Interpret and analyse the data so as to make decisions about real-life situations or problems. [4.1.3, 4.2.4, 4.3.1, 4.3.2] • Participate in decision-making to solve problems. [4.1.3, 4.2.5, 4.3.3] • Communicate findings using appropriate vocabulary. [4.1.3, 4.2.5, 4.2.6, 4.3.4] <p>PICTOGRAPHS</p> <ul style="list-style-type: none"> • Explain the similarities and differences between a picture chart and a pictograph after replacing pictures on a picture chart with an appropriate symbol. [4.1.2, 4.2.2] • Construct pictographs (with and without grid, vertical and horizontal arrangements) after collecting information based on

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>situation.</p> <p>4.2.5. Make informed decisions based on data analysed.</p> <p>4.2.6. Communicate findings and decisions using appropriate vocabulary.</p>			<p>problem situations. [4.1.2, 4.2.3]</p> <ul style="list-style-type: none"> • Interpret and analyse the data so as to make decisions about real-life situations or problems. [4.1.3, 4.2.4, 4.2.5, 4.2.6, 4.3.4] • Participate in decision-making to solve problems. [4.1.3, 4.2.5, 4.3.3] • Communicate findings using appropriate vocabulary. [4.1.3, 4.2.5, 4.2.6, 4.3.4] <p>(Depending on the experiences of students, teachers may decide to start with the interpretation of presented graphs, which can then be used to identify the characteristics of graphs. Graphs can then be appropriately constructed. Graphs can also be transformed from one form to another, and this idea can be used to initiate interpretation of the same data using different representations).</p>

MATHEMATICS: INFANT 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Language 4.1.4. Develop appropriate vocabulary associated with statistics.	4.2.7. Use appropriate vocabulary associated with statistics, orally and in writing.	4.3.5. Communicate with confidence using language related to statistics.	4. Communicate effectively using vocabulary associated with statistics.	<ul style="list-style-type: none">• Use appropriate language associated with statistics, such as: pictograph, most, least, more than, less than, same/equal to and altogether. [4.1.4, 4.2.7, 4.3.5]

Primary School Curriculum

Physical Education

Infants 2

Physical Education

Rationale

What Is Physical Education About?

Children spend increasing time watching television, gaming and completing a wide variety of computer tasks. Moreover, the fast food culture and the snack food industries continue to infiltrate schools and homes. The result will almost certainly be a nation of increasingly sedentary students with low fitness levels.

The role of Physical Education is not only to enhance children's physical fitness, but to teach children a variety of motor skills, knowledge and other competencies that will provide the foundation for development of an active lifestyle.

Why Study In This Learning Area?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society. How Is The Learning Area Structured? The learning activities in health and physical education arise from the following three strands:

- **Personal health and physical development:** Students develop the knowledge, understandings, and attitudes that they need in

order to maintain and enhance their personal health, well-being, and physical development.

- **Movement concepts and motor skills:** Students develop motor skills, knowledge of movement, and positive attitudes towards physical activity

as their competencies increase. By learning in, through, and about movement, students become aware that movement is fundamental to human expression.

- **Relationships with other people:** Students develop attitudes that enhance their interactions with others through participation

in activities that promote fair play, turn-taking and the willing observance of rules and protocols.

Note: Physical Education moves children out of the classroom often - any field trips, sporting events, or outdoor education programmes must follow safe practice and meet legal requirements.

DRAFT

PHYSICAL EDUCATION: INFANTS 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Movement Skills And Concepts				
<p>1.1.1 Differentiate between the various levels and pathways in which the body can move.</p> <p>1.1.2 Recognise that the body can bear weight, transfer weight, form shapes and balance.</p>	<p>1.2.1 Explore levels and pathways in weight bearing, shapes and balance.</p>	<p>1.3.1 Appreciate and enjoy movement.</p>	<p>1. Demonstrate basic movement skills and concepts.</p>	<ul style="list-style-type: none"> • Make shapes demonstrating various levels and moving along different pathways. (1.2.1) • Bear weight on 1-4 body parts. (1.2.1) • Use different ways of transferring weight (rolling, rocking, step-like, and sliding). (1.1.3)
Gymnastic Skills				
<p>2.1.1 Explain Stork Stand, side roll.</p>	<p>2.2.1 Demonstrate the Stork Stand, side roll.</p>	<p>2.3.1 Appreciate and enjoy movement.</p>	<p>2. Perform skills in gymnastics.</p>	<ul style="list-style-type: none"> • Execute the stork stand and side-roll with correct form.(2.2.1)
Locomotor Skills				
<p>3.1.1 Explain basic technique in</p>	<p>3.2.1 Demonstrate basic technique in</p>	<p>3.3.1 Participate willingly</p>	<p>3. Demonstrate basic locomotor skills.</p>	<ul style="list-style-type: none"> • Demonstrate running and jumping with improved

PHYSICAL EDUCATION: INFANTS 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
running and jumping.	running and jumping.	in physical activities		technique. (3.2.1)
Manipulative Skills 4.1 Explain basic technique in throwing, catching, striking.	4.2.1 Practise using equipment appropriately. 4.2.2 Demonstrate basic technique in throwing, catching, striking. 4.2.3 Apply skills in simple game situations.	4.3 Participate willingly in physical activities.	4. Demonstrate basic manipulative skills.	<ul style="list-style-type: none"> • Stop a rolling ball using the feet. • Perform two-hand underhand throw with controlled technique. • Can make a two-hand underhand catch with some measure of control. (4.2.1, 4.2.2, 4.2.3)
Healthy Habits 5.1.1 Recognise that drinking water and eating breakfast regularly, as well as washing hands and face after physical activity, are healthy habits.	5.2.1 Practice drinking water and eating breakfast regularly to be healthy. 5.2.2 Practice washing	5.3.1 Develop healthy habits. 5.3.2 Express feelings that result from	5. Engage in practices that promote healthy choices and physical activities that are beneficial to good	<ul style="list-style-type: none"> • Articulate feelings freely. (5.3.2) • Drink water at least three times a day and eats breakfast every day. (5.2.1)

PHYSICAL EDUCATION: INFANTS 2

CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	hand and face after physical activity.	participation in physical activities.	health.	<ul style="list-style-type: none"> Wash hands after every physical activity as well as before and after every meal. (5.2.2)
<p>Safe Practices</p> <p>6.1.1 Identify safe places to play.</p> <p>6.1.2 Recognise that specific attire is required for Physical Education Classes</p>	<p>6.2 Use suitable attire for Physical Education Classes.</p>	<p>6.3.1 Play in safe places.</p> <p>6.3.2 Suitable attire for Physical Education Classes.</p>	<p>6. Recognise some safety factors and practices associated with physical activities.</p>	<ul style="list-style-type: none"> Can identify at least one criterion of a safe playing area. (6.1.1) Is always suitably attired for physical education. (6.3.2)

Primary School Curriculum

Science

Infant 2

Science

Rationale

What Is Science About?

Science is a distinct form of human activity, which involves a dynamic way of exploring ourselves, the world in which we live, and beyond. Scientific progress comes from rational, systematic work and from creative insights, built on a foundation of respect for evidence. Scientific knowledge is not fixed and it is this on-going quest that

makes science a valuable knowledge system. The Science curriculum is driven by creative energies and a spirit of enquiry. Through problem-based approaches, students construct their understanding of science by taking an active role in learning and applying them to real world situations.

Why Study Science

Science engages students in making informed decisions, developing creative solutions, and exploring innovative alternatives. Students gather evidence to inform next steps, communicate understandings from information analysed, as well as develop novel and/or feasible strategies, tools, and products. They also develop

appropriate personal qualities and attitudes for successfully negotiating a variety of situations in our dynamic and technological society. Many of the major challenges and opportunities that confront our world can be approached from a scientific perspective, tempered by social and ethical considerations.

How Is Science Teaching Structured

This approach to the teaching of Science will shape students' understanding of their world, and reinforce the importance of scientists to the development of society. These outcomes are realised through an emphasis on the following:

Skills:

1. **Planning and designing:** Identifying the problem, hypothesising, selecting a workable method, and evaluating products or solutions.
2. **Conducting experiments:** Observing, measuring, and classifying.
3. **Communicating:** Presenting findings, interpreting data, making inferences, and drawing conclusions.

Concepts:

1. Individuals and groups:

Students engage in grouping things to appreciate their unique characteristics as well as variations that may exist among them.

2. Forms and functions of structures and mechanisms:

Students relate the usability of everyday structures and mechanisms to the properties or features that inform their design and construction.

3. Systems and Interactions among them:

The connections that exist among components of the various systems of living and non-living things are explored. Students develop a greater understanding of the environment as they evaluate the effectiveness of the systems studied.

4. Conservation and sustainability of natural resources:

Students consider the impact of human actions in order to appreciate the delicate balance that exists between human needs and those of the environment.

SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Individual and Groups:</p> <p>1.1.1 Distinguish between living and non-living things.</p> <p>2.1.1 Differentiate among animals according to observable characteristics.</p>	<p>1.2.1 Construct information about differences between living and non-living things based on what has been observed.</p>	<p>1.3.1 Demonstrate a sense of responsibility when interacting with living or non-living things.</p>	<p>1. Appreciate differences between living and non-living things.</p> <p>2. Demonstrate an understanding that animals are similar and different.</p>	<ul style="list-style-type: none"> • Identify at least three attributes of living things as : <ul style="list-style-type: none"> o growing (growth), o reproducing (reproduction), o sensitive to environment, o moving (locomotion), o eating (nutrition), o producing waste (excretion), and o breathing (respiration). (1.1.1, 1.2.1, 1.3.1, 2.2.1) • Justify why something is classified as living or non-living. (1.1.1, 1.2.1, 1.3.1, 2.2.1)

SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>3.1.1 Record the changes in growth of a seedling.</p>	<p>2.2.1 Communicating information by means of written descriptions or pictures in tabulated format.</p> <p>3.2.1 Chart the growth of a seedling using an arbitrary measure.</p>	<p>2.3.1 Display honesty in recording information.</p>	<p>3. Understand the changes that take place when seedlings grow.</p>	<ul style="list-style-type: none"> • Classify animals according to observable characteristics: <ul style="list-style-type: none"> ○ limbs 2, 4 or 6 legs, wings; ○ head, thorax, abdomen; and ○ external covering etc. (2.1.1, 2.2.1, 1.3.1) • Measure the height of a seedling as it grows, using strips/ arbitrary measure. • Construct a chart to illustrate the growth of a seedling. (3.1.1, 3.2.1, 3.3.1) • Draw diagrams to show the development of a seedling at different stages. (3.1.1, 3.2.1, 3.3.1)

SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>4.1.1 Distinguish healthy foods from non-healthy foods based on Caribbean Food Groups. (World Food Day - Oct.16th)</p> <p>4.1.2 Discuss consequences of eating unhealthy foods.</p>	<p>4.2.1 Construct information about healthy foods from what has been surveyed.</p> <p>4.2.2 Convey information orally or by drawing about these consequences.</p>	<p>3.3.1 Exhibit confidence in making responsible eating choices.</p> <p>4.3.1 Show concern for/sensitivity to others who make unhealthy eating choices.</p>	<p>4. Recognize that not all items prepared for eating are healthy.</p>	<ul style="list-style-type: none"> • Justify making healthy choices of food. (4.1.1,4.2.1,4.3.1) • Group basic foods using the Caribbean Food Groups. (4.1.1, 4.2.1, 3.3.1) • Explain that a healthy meal consists of food from the six food groups. (4.1.1, 4.2.1, 3.3.1,4.3.1) • Explain some of the consequences of eating unhealthy foods. (4.1.1,4.2.1,4.3.1)

SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Form and Function:				
5.1.1 Distinguish among solids based on physical properties.	5.2.1 Construct an operational definition of physical properties from what has been observed.	5.3.1 Be on task during activities. 5.3.2 Construct a simple table for recording observations	5. Differentiate among solids based on physical properties.	<ul style="list-style-type: none"> • Categorise solids based on physical properties. <ul style="list-style-type: none"> ○ colour ○ shape ○ size ○ texture (5.1.1, 5.2.1, 5.3.1, 5.3.2)
Systems and Interaction:				
6.1.1 Demonstrate the effects of forces that cause objects to: move, come to rest, move faster, change direction.	6.2.1 Describe procedures in a sequential order. 6.2.2 Deduce from recorded information, the effects of application of pushes or pulls.	6.3.1 Display curiosity when manipulating objects.	6. Understand the effects of forces; push and pull.	<ul style="list-style-type: none"> • Apply forces to objects to alter speed and/or direction. (6.1.1, 6.2.1, 6.3.1) • Interpret from recorded information the effects of the application of a push/pull. (6.1.1, 6.2.2, 6.3.1)

SCIENCE: INFANTS 2

SCIENCE: INFANTS 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
7.1.1 Compare aquatic and terrestrial habitats based on their components. (World Water Day, March 22 nd ; Earth Day, April 22 nd ; World Environment Day, June 5 th).	7.2.1 Construct a table of characteristic features of a particular habitat.	7.3.1 Be objective when collecting data.	7. Differentiate between aquatic and terrestrial habitats.	<ul style="list-style-type: none"> • Construct a table of characteristic features of aquatic and terrestrial habitats. (7.1.1, 7.2.1, 7.3.1) • Create a model or picture of an aquatic and terrestrial habitat. (7.1.1) • Classify habitats as aquatic or terrestrial from their characteristics. (7.1.1, 7.2.1, 7.3.1)
Conservation and Sustainability: 8.1.1 Explain that energy is conserved and converted into other	8.2.1 Construct information using simple flow charts	8.3.1 Show concern for energy conservation.	8. Understand that energy is converted from one form to another for	<ul style="list-style-type: none"> • Identify the forms of energy before and after conversion in given devices/

SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
form(s) in devices.	about the conversion of energy in devices.		use.	appliances. (8.1.1) <ul style="list-style-type: none"> • Draw flow diagrams to illustrate the energy changes that take place in household devices/appliances. (8.1.1, 8.2.1, 8.3.1) • Explain the need to switch off toys, appliances and lights when not in use. (8.1.1,8.3.1) • Articulate that energy is neither created nor destroyed; it changes form. (8.1.1) • Discuss the contribution of named scientists.

SCIENCE: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
9.1.1 Justify the importance of scientists. (World Science Day-March)	9.2.1 Convey information orally or pictures about scientific advancements. 9.2.2 Participate in science popularization activities.	9.3.1 Demonstrate appreciation for the contribution of scientists.	9. Justify the importance of scientists.	(9.1.1, 9.2.1, 9.3.1) • Make/ display posters to show the work of local scientists. (9.2.2, 9.3.1)

Primary School Curriculum

Social Studies

Infant 2

Discuss daily the local, regional and international current events

Rationale

What Is Social Studies?

Social Studies is the systematic study of an integrated body of content drawn from core disciplines such as History, Geography, Anthropology, Economics and Political Science. It infuses experiences of each individual to form a body of knowledge that facilitates growth and development within a structured society. Social Studies

emphasises the skills and processes involved in social interactions, which, along with the prescribed settings and perspectives, will help students to become informed, confident, and effective citizens of Trinidad and Tobago

Why Study Social Studies?

As we witness rapid advancements and changes in technology and communication, children are submerged more into the virtual rather than the real world. This complexity creates an increased need to master essential skills (such as communication, critical thinking, problem solving etc.) to enable them to better understand, participate in, and contribute to the local, national and global communities in which they live and work.

The teaching of Social Studies performs an essential role in the nurturing of young minds to function competently and effectively in today's complex society. Understanding the past makes children better

understand and appreciate the present so as to significantly impact the future. Understanding other cultures makes us prepared to examine and celebrate our own.

The Social Studies learning plan assists students in developing a broader sense of their place in the local, regional and international communities. This sense of belonging will help them establish relevant values and personal characteristics that can contribute to the development of caring and responsible citizens in all phases and facets of their lives

How Is Social Studies Structured?

Students explore the unique culture of the Trinidad and Tobago's society that is derived from the experiences of local, regional and

international relations. They learn about people, places, cultures, histories, and the economic world, within and beyond Trinidad and

Tobago. Students also develop understandings about how societies are organized and how they function. Students are given learning experiences to understand that the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

The Social Studies content was developed from the following foundational strands:

- Personal and Social Development
- Our Heritage
- Our Environment
- Organisations
- Change

The achievement outcomes can be developed through a range of approaches. The use of these approaches enables students to:

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions
- understand why some people participate in social actions
- reflect on and evaluate the understandings they have developed.

The teaching of Social Studies performs an essential role in the nurturing of young minds to function competently, effectively and efficiently in today's modern society.

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Mapping Your Immediate World</p> <p>1.1 Know the four cardinal points.</p> <p>2.1 Describe the location of the school in relation to other buildings, using the cardinal points.</p>	<p>2.2 Follow and give directions on a map, using cardinal points.</p>	<p>2.3 Appreciate the use of cardinal points on maps for location and direction.</p>	<p>1. Create and interpret maps for direction and location.</p>	<ul style="list-style-type: none"> • Name the four cardinal points. [1.1] • Using a blank compass, put in the four cardinal points. [1.1] • Using a map, describe the location of the school in relation to two or three other buildings in the community using the four cardinal points. [2.1] • Follow and give directions for two or three places using a map and the four cardinal points. [2.2, 2.3, 3.3]

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1 Understand the relative location of things in their immediate environment – near to, far from.	3.2 Create maps of their immediate environment. 4.2 Interpret maps and practice evacuation routes for fire and earthquake drills.	3.3 Show curiosity when exploring their immediate world.		<ul style="list-style-type: none"> • Draw a map of their home in relation to their school using the four cardinal points to guide the process. [2.3, 3.2, 3.3] • Using the terms “near to” and “far from”, state the relationship among two or three places in their immediate environment. [3.1] • Identify evacuation routes and practice fire and earthquake drills at school. [4.2]
Transportation: Getting				

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Around</p> <p>5.1.1 Define transportation</p> <p>5.1.2 Classify the different forms of transportation:</p> <ul style="list-style-type: none"> • land • sea • air <p>6.1 State precautions to be taken for road safety.</p>	<p>5.2 Practice safety when using and waiting for various modes of transport.</p>	<p>5.3 Appreciate the different forms of transport available.</p> <p>6.2 Become responsible when using the roadways.</p>	<p>2. Know and safely use different forms of available transport.</p>	<ul style="list-style-type: none"> • Explain the meaning of transportation in one or two sentences. [5.1.1] • Using a graphic organizer, classify the various forms of transportation into land, sea and air. [5.1.2] • Explain two or three ways they can practise safety when using and waiting for various forms of transport. [5.2] • State four precautions for road safety. [6.1, 6.3]

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
9.1 Discuss proper methods of garbage disposal in the classroom, school and community.	environment clean. 9.2.2 Create an action plan.	9.3 Become environmentally conscious.		<p>methods of proper garbage disposal in the community. [9.1]</p> <ul style="list-style-type: none"> Devise one strategy or plan to work collaboratively with classmates to keep the immediate environment clean. [9.2.1,9.2.2, 9.3]
<p>People: Heroes In My Life</p> <p>10.1 State why someone is regarded as a hero.</p> <p>11.1 Identify the “hero in me”.</p> <p>12.1 Describe heroes in their home, school and community.</p>	<p>12.2.1 Create a scrapbook on their hero.</p> <p>12.2.2 Depict a hero using</p>	<p>10.3 Emulate the qualities of a hero.</p> <p>11.3 Become aware of their ability to become heroes.</p> <p>12.3 Develop an appreciation for heroes in their lives.</p>	<p>4. Develop an appreciation for heroes in their lives.</p>	<ul style="list-style-type: none"> Name two or three qualities of a hero. [10.1] Write one or two sentences on how they can be like their favourite hero. [10.3] Explain one or two qualities which make them heroes. [12.1,12.3] Identify two or three heroes in their home, school or

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	either oral or pictorial presentations. 12.2.3 Analyse reasons for choosing the persons identified.			community. [12.1] <ul style="list-style-type: none"> • Justify why one of the persons selected is considered a hero. [12.1,12.2.3] • Draw a picture of, or role-play, their hero. [12.2.2] • Create a five-page scrapbook, using print and text, about their hero. [12.2.1]
Food: The Things I Eat 13.1.1 Name foods that they eat daily. 13.1.2 Discuss efforts involved in food preparation for meals.	13.2 Research through interviews and report on why they eat the foods in their daily diet.	13.3.1 Respect people’s food choices. 13.3.2 Develop a sense of self-worth in helping others.	5. Make suitable food choices that positively influence their health and well-being.	<ul style="list-style-type: none"> • Name three or four foods eaten daily. [13.1.1] • Identify two ways they can contribute towards meal preparation. [13.1.2,13.1.3] • Create a balanced diet for one meal. [13.1.4, 13.3.3,

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>13.1.3 Examine ways they can contribute towards the preparation of meals.</p> <p>13.1.4 Make suitable food choices – a balanced meal.</p>		<p>13.3.3 Value the importance of a balanced meal.</p> <p>13.3.4 Be responsible when making food choices.</p> <p>14.3 Appreciate the benefits of a balanced diet and an exercise routine.</p>	<p>6. Understand the reasons for the choice of the type of food eaten daily.</p>	<p>13.3.4]</p> <ul style="list-style-type: none"> • Conduct a simple interview and report the findings on why they eat the foods in their daily diet. [13.2, 13.3] • Explain in two or three sentences the benefits of proper diet and exercise. [14.3]
<p>Celebrate: This Is A Good Place To Be: A Celebration In Song, Dance, Drama And Art</p> <p>15.1 Explain the significance of celebrating Independence and Republic Days.</p> <p>16.1 Recognize national</p>		<p>15.3 Develop a sense of national pride.</p>	<p>7. Demonstrate a sense of loyalty and national pride.</p>	<ul style="list-style-type: none"> • Explain in one or two sentences the importance of Independence and Republic Days. [15.1,15.3] • Recognize the national emblems of Trinidad and

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
emblems: <ul style="list-style-type: none"> • National Flag • National Anthem • National Pledge • National Birds • National Flower • National Instrument 17.1.1 Recognize the importance of religious observances. 17.1.2 Explain the significance of important	16.2.1 Demonstrate appropriate behavior when the National Anthem is being played or sung. 16.2.2 Demonstrate appropriate behavior when the National Pledge is being recited. 17.2 Investigate and report on how their family celebrates the various occasions.	17.3.1 Appreciate different celebrations and traditions.		Tobago: National Flag, National Anthem, National Pledge, National Birds, National Flower and National Instrument. [16.1] <ul style="list-style-type: none"> • Explain how one should behave when the National Anthem is played or sung. [16.2.1] • Explain how one should behave when the National Pledge is recited. [16.2.2] • Identify three or four important days from each of these categories: religious and personal. [17.1.1, 17.1.2] • Explain in two or three sentences the significance of these religious and personal

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>personal days, e.g. birthday, first day of school, etc.</p> <p>17.1.3 Discuss activities associated with the celebrations.</p> <p>17.1.4 Identify foods associated with different celebrations.</p> <p>17.1.5 Discuss safety precautions to be taken during celebrations.</p> <p>18.1.1 Describe local</p>	<p>18.2 Observe and record</p>	<p>17.3.2 Celebrate the diversity in festivities and food.</p>		<p>days. [17.1.2]</p> <ul style="list-style-type: none"> • Match important days to the activities associated with them. [17.1.3] • Discuss orally how their families celebrate various occasions. [17.2.,17.3.2] • Identify three or four types of food traditionally served during various personal and religious celebrations. [17.1.4] • State four safety precautions which should be practiced during celebrations. [17.1.5] • Describe our four weather conditions: sunny, rainy, windy and cloudy. [18.1.1]

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>weather conditions: sunny, rainy, windy, and cloudy.</p> <p>18.1.2 List different kinds of activities for the different weather conditions.</p> <p>18.1.3 Identify clothing appropriate for different types of activities related to various</p>	<p>the atmospheric conditions related to the different types of weather:</p> <ul style="list-style-type: none"> • cloud cover • temperature • wind • light 	<p>18.3 Appreciate the weather conditions experienced in their country.</p>	<p>8. Value the uniqueness of local weather conditions.</p>	<ul style="list-style-type: none"> • Name three activities they can engage in during different weather conditions. [18.1.2 18.3] • Create and interpret simple weather charts. [18.2] • Describe the appropriate clothing to be worn for various weather conditions. [18.1.3] • State two or three safety precautions to be adopted for different types of weather.

SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
weather conditions. 18.1.4 Outline safety precautions for different types of weather.				[18.1.4]

DRAFT

Primary School Curriculum

Spanish

Infants 2

Rationale

What is Learning Languages About?

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every

language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

Why Study Another Language?

Languages link people locally and globally. They are spoken in the community, used internationally, and play a role in shaping the world. Oral, written, and visual forms of language link us to the past and give us access to new and different streams of thought and to beliefs and cultural practices.

In addition to being one of the most sought after skills of the 21st century, by learning an additional language and its related culture(s), students come to appreciate that languages and cultures are closely related. Learning a new language extends students' linguistic and cultural understanding and the ability to interact appropriately with other speakers. Interaction in a new language, whether face to face or technologically facilitated, introduces them to new ways of thinking about, questioning, and interpreting the world and their place in it. Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples,

languages, and cultures. It increases their understanding of their own language(s) and culture(s).

It is imperative that the child of the 21st. century be equipped with the skills necessary to function in a global environment; one such skill is the ability to communicate in more than one language. Spanish, therefore, earns its place in the national curriculum of Trinidad and Tobago. Not only is Spanish the fastest growing language in the western hemisphere, but this language also has a strong historical and cultural presence in our nation.

An early introduction to a second language lays a foundation for foreign language proficiency at a later stage and complements skill development in other areas of study. Learning another language promotes competence in listening, speaking, reading and writing, and fosters the development of higher order thinking skills.

How is Spanish Structured?

This Spanish primary programme is based on a Foreign Language Exploratory (FLEX) model. Beyond learning functional Spanish that supports other curricular content, it involves the inclusion of the myriad of language and language-related experiences in the world of the child. There is a rich amalgam of languages in the everyday experiences of the students of our country. A main objective of foreign language study at this level includes awakening in the child an awareness of and appreciation of the richness of language exploration—the origin and meaning of his/ her name, places in the community and country, foods, culturally related references etc. Embedded within this notion is a respect for diversity and critical thinking through probing beneath the surface to seek deeper meaning.

Within any programme of language study, students learn about culture and the interrelationship between culture and language.

They grow in confidence as they learn to recognize different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.

The Spanish programme at the primary level is designed to create enthusiasm, excitement and love for language study among learners.

Students are introduced to Spanish through stories, games, interactive instruction, cultural activities, and music. The focus of the program is primarily, but not exclusively, on spoken language. Students engage in using Spanish in contexts that relate to their lives, and help them to develop awareness of how language affects culture and vice versa.

SPANISH: INFANTS 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
1.1.1. State where they live in Spanish. <i>Where do you live? (¿Dónde vives?)</i> <i>I live in _____. (Vivo en ____.)</i>	1.2.1. Display a sense of belonging to their community.	1. Forge respectful, friendly relationships with others.	<ul style="list-style-type: none"> Give appropriate response in Spanish to the question 'Where do you live?' [1.1.1]
2.1.1. Identify modes of transport in Spanish <i>¿Qué transporte es?</i> <i>(el carro, el avión, la bicicleta, el autobús, la motocicleta, el barco, el pie)</i>	2.2.1. Be aware of appropriate travel choices.	2. Recall the Spanish words for selected English words and phrases.	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 7 modes of transport. (<i>car, airplane, bicycle, bus, motorbike, boat, foot</i>) [2.1.1]
3.1.1. Compare modes of transport in Trinidad & Tobago with those of a selected Spanish-speaking country.	3.2.1. Appreciate cultural differences.	3. Compare modes of transport in their country to that of a Spanish-speaking country.	<ul style="list-style-type: none"> Make 3 comparative statements about modes of transport in their country and a selected Spanish-speaking country. [3.1.1]
4.1.1. Identify selected places in their community in Spanish. <i>¿Qué lugar es?</i> <i>(la tienda, la escuela, el parque, el mercado, el supermercado)</i>	4.2.1. Display a sense of belonging to their community.	4. Develop a sense of belonging to their community.	<ul style="list-style-type: none"> Orally supply the Spanish word names for 5 places in their community. <i>(shop, school, park, market, supermarket)</i> [4.1.1]

<p>5.1.1. State the name of their school in Spanish. (<i>Mi escuela es ____.</i>)</p>	<p>5.2.1. Display a sense of belonging to their school.</p>	<p>5. Develop a sense of belonging to their school.</p>	<ul style="list-style-type: none"> Orally state the name of their school in Spanish. [5.1.1] <i>My school is _____.</i>
<p>6.1.1. Identify selected areas on their school compound in Spanish. <i>¿Qué lugar es?</i> (<i>la clase, la oficina, la cantina, el patio, la biblioteca, el baño</i>)</p>	<p>6.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>6. Recall the Spanish words for selected English words.</p>	<ul style="list-style-type: none"> Orally supply the Spanish word names for 6 selected places in their school. [6.1.1] (<i>classroom, office, canteen, yard, library, toilet</i>)
<p>7.1.1. Identify friends in Spanish. (...<i>(Name)...</i> <i>es mi amigo/ amiga.</i>; <i>Mi amigo es ...</i> <i>/Mi amiga es ...</i>)</p>	<p>7.2.1. Appreciate the value of friendship.</p>	<p>7. a. Recall the Spanish words for selected English words/phrases. 7. b. Forge respectful, friendly relationships with others.</p>	<ul style="list-style-type: none"> Identify friends using the Spanish for ‘<i>_____ is my friend. (male)/ _____ is my friend (female).</i>’ [7.1.1]
<p>8.1.1. State in Spanish the key persons in their school. <i>¿Quién es?</i> (<i>el maestro/la maestra, ,el secretario/la secretaria, el director/la directora, el guardia, el limpiador/la limpiadora, el</i></p>	<p>8.2.1. Show respect for others.</p>	<p>8. a. Recall the Spanish words for selected English words. 8 b. Forge respectful, friendly relationships with others.</p>	<ul style="list-style-type: none"> Orally supply the Spanish word names for 7 persons at school. (<i>teacher, secretary, principal, guard, cleaner, student, friend</i>) [8.1.1]

<p><i>alumno/la alumna, el amigo/la amiga)</i></p>			
<p>9.1.1. Name selected fruits in Spanish. <i>¿Qué fruta es?</i> (<i>el mango, la piña, la naranja, el plátano, la papaya</i>)</p>	<p>9.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>9. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 5 fruits. <i>(mango, pineapple, orange, banana, paw-paw)</i> [9.1.1]
<p>10.1.1. Identify selected colours in Spanish. <i>¿Qué color es?</i> (<i>rojo, amarillo, azul, verde, negro, blanco, gris, marrón, color de naranja, morado, rosado</i>)</p>	<p>10.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>10. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 6 of 11 colours. (<i>red, yellow, blue, green, black, white, grey, brown, orange, purple, pink</i>) [10.1.1]
<p>11.1.1. Greet others in Spanish and other languages (as may be known to students) on special occasions. Happy Fathers' Day/ Happy Mothers' Day. Spanish (<i>Feliz Día del Padre/ Feliz Día de la Madre</i>) French (<i>Bonne fête des pères/ Bonne fête des mères</i>) Hindi (<i>Khuśa pitā kē dina/ Khuśa māñ kā dina</i>)</p>	<p>11.2.1. Be enthusiastic about celebrating special occasions with others. 11.2.2. Be sociable. 11.2.3. Appreciate other languages.</p>	<p>11. Display appreciation and enthusiasm as they interact with others of different cultures on special occasions.</p>	<ul style="list-style-type: none"> Extend Mother's Day and Father's Day greetings orally in Spanish and other languages as may be known to students. [11.1.1] Participate enthusiastically in celebrations. [11.2.1, 11.2.2] Show appreciation for other languages. [11.2.3]

Chinese Mandarin (<i>Fuu cheen jee-eh kwie luh / Mǔ qīn jié kuài lè</i>)			
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DRAFT

Primary School Curriculum

Visual and Performing Arts

Infants 2

Rationale

What Are The Visual & Performing Arts?

The arts are organised expressions of ideas, feeling, and experiences in images, sound, language, gesture and movement. Arts education comprises the four disciplines of visual arts, music, drama, and dance. These disciplines provide for the stimulation of the senses, emotion, intellect, and

imagination. They contribute to the child's growth by developing skills, sensitivities and positive attitudes. The arts reflect what is valued in society and celebrate our unique cultural mosaic.

Why Study The Visual & Performing Arts?

Arts education is integral to primary education in helping to promote a variety of thinking processes. The range of cognitive, affective, and hands-on experiences offered by the arts places these disciplines at the centre of a primary child's learning. The arts encourage ideas that are personal and imaginative and make a vital contribution to the development of a range of intelligences. An effective arts program enables the child to explore exciting, alternative ways of learning and communicating with others. In addition, a purposeful arts education at the primary level is invaluable in promoting subject integration in the classroom. Arts programming enhances self-esteem and confidence, and provides a forum where spontaneity and risk-taking are encouraged and

differences celebrated. Arts activities are a focus for social and cultural development. They embrace local, national, and international aesthetic and cultural expressions, promoting enjoyment and understanding of difference. They may also be a means to social change through the voices of individual identity and passion.

How Are The Visual & Performing Arts Structured?

Students work both independently and collaboratively to construct meanings, produce works, and respond to the contributions of others. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions. Through traditional and new technologies, students' artistic ideas are generated and refined through cycles of action and reflection. Within each, students develop literacies as they build on skills, sensitivities, and attitudes.

Dance

Dance is expressive movement that has intent, purpose, and form. In dance education, students integrate thinking, moving, and feeling. They explore and use dance elements, vocabularies, processes, and technologies to express personal, group, and cultural identities, to convey and interpret artistic ideas, and to strengthen social interaction. Students develop literacy in dance as they learn about, and develop skills and sensitivities in, moving, performing, and choreography, and respond to a variety of genres from a range of historical and contemporary contexts.

Drama

Drama expresses human experience played out in time and space. Students learn to use dramatic conventions, techniques, and

technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings. As students work with drama techniques, they learn to use spoken and written language with increasing control and confidence and to communicate effectively using words, body language, movement, and space. As they perform, analyse, and respond to different forms of drama and theatre, they gain a deeper appreciation of their rich cultural heritage.

Music

Sound from natural, acoustic, and digital environments is the source material for expressive ideas in music. These ideas are manipulated and extended into forms, genres, and styles that are recognized as music. Music is a fundamental form of expression, both personal and cultural. Value is placed upon the musical heritages of Trinidad and Tobago's diverse cultures, including traditional and contemporary musical arts. By making, sharing, and responding to music, students contribute to the cultural life of their schools, peer groups, and communities. Students develop literacies in music as they listen and respond, sing, play instruments, create and improvise, read symbols

and notations, record sound and music works, and analyse and appreciate music. This enables them to develop aural skills and to value and understand the expressive qualities of music.

Visual Arts


Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds.

Learning in Visual Arts begins with children's curiosity and delight in their senses and extends to communication of complex ideas and concepts. An understanding of visual culture is achieved through exploration of local and Caribbean contexts.


Students develop visual literacy and aesthetic awareness as they manipulate and transform visual, tactile, and spatial ideas. They explore experiences, stories, abstract concepts, social issues and needs, both individually and collaboratively. They experiment with materials, and techniques to develop their visual enquiries and create both static and time-based artworks in drawing, sculpture, painting, printmaking, photography, film, design, textiles, ceramics. They view the art works of others, sharing their responses, and generating multiple interpretations. Their meaning making is further informed by investigation of the contexts in which art works are created, used, and valued. As they develop their visual literacy, students are able to engage with a wider range of art experiences in increasingly complex

ways. Art history provides students with some sense of the efforts of others to speak their culture.

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Understand the concept of simple 3-dimensional forms/figures.	1.2.1 Use given material to produce hand puppets representing familiar people.	1.3.1 Experience a sense of accomplishment.	1. Produce hand puppets representing familiar persons.	<ul style="list-style-type: none"> Use 3-4 given materials to produce a hand puppet representing a familiar person. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Recognise that designs can be repeated to create patterns.	2.2.1 Experiment with paints, fruits and vegetables to create simple prints.	2.3.1 Appreciate aesthetics. 2.3.2 Cooperate in group activities.	2. Create patterns.	<ul style="list-style-type: none"> Work in small groups to create 2 simple patterns using fruit and vegetable prints. (2.1.1, 2.2.1, 2.3.1, 2.3.2)
3.1.1 Recognise texture in a variety of materials.	3.2.1 Produce a collage.	3.3.1 Enjoy working creatively.	3. Create a collage using varied materials and pictures.	<ul style="list-style-type: none"> Tear and paste a variety of materials and pictures to create a collage of a hero of their choice (3.1.1, 3.2.1, 3.3.1)
4.1.1 Recognise that shapes are made up of lines.	4.2.1 Illustrate known buildings using drawing media	4.3.1 Enjoy working creatively.	4. Illustrate familiar buildings in the community using	<ul style="list-style-type: none"> Use any combination of 2 drawing media (pencils, coloured pencils, crayons) to

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.2 Understand that lines and shapes can be used to create drawings.	(pencils, coloured pencils, crayons, pastels.)		drawing media.	illustrate one familiar building in the community. (4.1.1, 4.1.2, 4.2.1, 4.3.1) <ul style="list-style-type: none"> Describe 2 lines and 2 shapes that were used in the drawing. (4.1.2)
5.1.1 Become aware of the 3-dimensional nature of form in the environment.	5.2.1 Manipulate materials to construct 3-dimensional vehicles. 5.2.2 Prepare a diorama of a street in their community using vehicles and models of houses.	5.3.1 Develop awareness of their environment. 5.3.2 Enjoy working creatively in groups.	5a. Manipulate found and discarded materials to construct 3-dimensional vehicles. 5b. Prepare a diorama of a street in their neighbourhood using vehicles and models of houses.	<ul style="list-style-type: none"> Work individually to construct one 3-dimensional vehicle using found and discarded materials (e.g. small boxes, bottle caps).(5.1, 5.2, 5.3.1) Collaborate in small groups to construct a diorama of a street in their neighbourhood using 3-dimensional vehicles and models of houses. (5.2.2, 5.3.2)
				
1.1.1 Continue extension of basic dance vocabulary	1.2.1 Explore movement of the entire body in space while	1.3.1 Begin to develop courage and focus.	1a. Move entire body in general and personal space.	<ul style="list-style-type: none"> Move entire body efficiently in general and personal space. (e.g. run, hop, walk, reach, and


VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
to include space and dynamic elements.	including expression of feelings.		1b. Use appropriate words/phrases to describe space and dynamic elements.	bend). (1.2.1, 1.3.1) <ul style="list-style-type: none"> Use 4-6 appropriate words/phrases to describe space and dynamic elements used (e.g. forward, backward, lightly, freely). (1.1.1)
2.1.1 Continue to develop appropriate dance sequences based on selected theme/ idea/ story line.	2.2.1 Explore collaborative skills. 2.2.2 Develop and refine presentation skills.	2.3.1 Building team work. 2.3.2 Nurture a sense of peer appreciation.	2a. Work in groups to develop and present more complex dance sequences based on selected theme/idea or storyline. 2b. Work co-operatively in groups.	<ul style="list-style-type: none"> Collaborate in small groups to develop and present more complex 1-minute dance sequences of 6-8 steps based on selected theme/idea or storyline. (2.1.1, 2.2.1, 2.2.2, 2.3.1, 2.3.2) Willingly contribute ideas to the group and listen respectfully to the ideas of their peers. (2.3.1, 2.3.2)
3.1.1 Begin to understand cultural context.	3.2.1 Use simple traditional steps to create dances based on their understanding of cultural forms (i.e. dance steps, costumes,	3.3.1 Develop respect for traditions.	3. Work in groups to create and present a short dance that reflects elements of our culture (Trinidad and Tobago).	<ul style="list-style-type: none"> Collaborate in small groups to create and present a 1-minute cultural dance using 3-4 simple traditional steps previously learnt (e.g. heel and toe). (3.1.1, 3.2.1, 3.3.1) Use 2-3 elements of relevant


VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	context).			traditional costumes to enhance presentation (e.g. scarf, feather). (3.1.1, 3.2.1)
4.1.1 Research and present stories in movement.	4.2.1 Perform individually and in a group.	4.3.1 Develop creativity. 4.3.2 Develop respect for our heroes.	4a. Research stories about heroes both individually and collaboratively. 4b. Present findings through movement.	<ul style="list-style-type: none"> • Work individually and in groups to research a short story (5-6 facts) about one hero of their choice. (4.1.1, 4.2.1, 4.3.2) • Use 5-6 different types of creative movement to present findings (individually and collaboratively). (4.1.1, 4.2.1, 4.3.1)
5.1.1 Explore the body in stillness and motion.	5.2.1 Create movement sequences.	5.3.1 Develop creativity.	5. Create movement sequences involving stillness and motion.	<ul style="list-style-type: none"> • Use the body to create 2-3 short movement sequences involving stillness and motion (5.1.1, 5.2.1, 5.3.1)
6.1.1 Extend movement vocabulary to include new methods of locomotion	6.2.1 Use their bodies in innovative ways.	6.3.1 Develop self-confidence.	6a. Move in innovative ways. 6b. Describe selected methods of locomotion.	<ul style="list-style-type: none"> • Use the body to move confidently in innovative ways (e.g. glide, somersault, flip). (6.2.1, 6.3.1)

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> Use 3-4 appropriate words or phrases to describe selected methods of locomotion. (6.1.1)
 <p>1.1.1 Become aware of the use of facial expressions and hand gestures in communicating feelings.</p>	1.2.1 Role-play relationships with family, friends and others.	1.3.1 Practice acceptable social skills.	1. Use facial expressions and hand gestures to communicate feelings.	<ul style="list-style-type: none"> Given 2-3 specific scenarios, use appropriate facial expressions and hand gestures to communicate feelings of joy, sadness, anger, excitement and surprise (1.1.1, 1.2.1, 1.3.1)
2.1.1 Create a story based on a theme/ topic.	2.2.1 Develop scenarios based on a given theme/ topic.	2.3.1 Co-operate in group activities and appreciate the work of others.	2. Create a story and depict scenarios from the story.	<ul style="list-style-type: none"> Collaborate in small groups to create a short story based on a given theme/topic.(2.1.1, 2.3.1) Develop and depict one scenario from the story. (2.2.1, 2.3.1)
3.1.1 Understand the importance of	3.2.1 Role-play the varied effects of	3.3.1 Make right choices in the selection of	3. Role-play the varied effects of consuming	<ul style="list-style-type: none"> Use appropriate actions to depict 3-4 effects of consuming

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
consuming healthy foods.	consuming healthy and unhealthy foods.	foods.	healthy and unhealthy foods.	selected healthy or unhealthy foods. (3.1.1, 3.2.1, 3.3.1)
4.1.1 Identify characteristics of individuals who have made an impact in the child's life.	4.2.1 Create portfolios about individuals who have made an impact on their lives.	4.3.1 Build an appreciation for the personalities of others.	4. Create and present a simple portfolio.	Create and present a portfolio of 1-2 pages which includes pictures and 2-3 simple sentences about an individual who has impacted on his/her life. (4.1.1, 4.2.1, 4.3.1)
5.1.1 Understand that body, levels and shapes can be changed.	5.2.1 Create tableaux (still picture) using body, levels and shapes. 5.2.2 Discover new ways of moving the body.	5.3.1 Enjoy working with others.	5. Create tableaux by manipulating whole body, levels and shapes.	<ul style="list-style-type: none"> Work in small groups to manipulate their bodies to create two tableaux, using at least 2 levels (high, middle, low). (5.1.1, 5.2.1, 5.2.2, 5.3.1)
6.1.1 Devise methods of movement with the body to represent modes of transportation.	6.2.1 Manipulate the body to depict modes of transportation.	6.3.1 Develop team work	6. Manipulate the body to depict various modes of transportation.	<ul style="list-style-type: none"> Collaborate in small groups to depict two modes of transportation using appropriate methods of locomotion. (6.1.1, 6.2.1, 6.3.1)
				

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.1 Demonstrate an understanding of rhythm.	1.2.1 Demonstrate a steady pulse or beat using body percussion and un-tuned percussion. 1.2.2 Play simple rhythmic patterns on un-tuned percussion instruments as accompaniment.		1a. Maintain a steady pulse. 1b. Play rhythmic patterns as accompaniment to songs and chants.	<ul style="list-style-type: none"> • Maintain a steady pulse/beat using body percussion and un-tuned percussion with increased accuracy (95-100%). (1.1.1, 1.2.1, 1.3.1) • Accurately play 2-4 simple rhythmic patterns by rote, on un-tuned percussion instruments to accompany simple songs and chants. (1.2.3, 1.3.1) • Create more complex rhythms to accompany, creative movements, songs and stories on un-tuned percussion instruments. (1.2.2, 1.3)
2.1.1 Recognize instruments and their sounds.	2.2.1 Match instruments by sight and sound.	2.3.1 Begin to develop critical thinking skills	2. Name and match instruments by sight and sound.	<ul style="list-style-type: none"> • Name a combination of 10 string, wind and percussion instruments by sight and sound. (2.1.1) • Match 10 instruments by sight and sound to their

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				corresponding string, wind and percussion families. (2.2.1, 2.3.1)
3.1.1 Understand the concept of texture in music.	3.2.1 Experiment with creating different textures using their voices and classroom instruments.		3. Create sounds of different textures using their voices and classroom instruments.	<ul style="list-style-type: none"> • Create 2-3 different musical textures using combinations of voice and 2-3 classroom un-tuned percussion instruments. (3.1.1, 3.2.1)
4.1.1 Recognize the importance of pitch accuracy and a pleasing tone when singing.	4.2.1 Sing songs from a repertoire of folk, traditional and action songs.	4.3.1 Begin to build self-esteem.	4. Sing independently and in groups.	<ul style="list-style-type: none"> • Sing 2 simple folk/traditional/action songs by rote independently and in groups, with increased pitch accuracy (>85%) and a pleasing tone. (4.1.1, 4.2.1, 4.3.1)
5.1.1 Develop composition skills.	5.2.1 Compose new lyrics for short, simple familiar melodies.		5. Compose new lyrics for short, simple familiar melodies.	<ul style="list-style-type: none"> • Add new words or phrases to simple familiar nursery rhymes or songs (5.1.1, 5.2.1, 6.3.1)
6.1.1 Recognize	6.2.1 Demonstrate	6.3.1 Begin to recognise	6. Demonstrate melodic	<ul style="list-style-type: none"> • Use their bodies to demonstrate

VAPA: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
contour in music.	melodic contour using their bodies.	their creativity.	contour.	the melodic contour of a short, simple song from their repertoire. (6.1.1, 6.2.1, 6.3.1)
7.1.1 Understand the musical concepts of duration (time) and tempo (speed).	7.2.1 Differentiate between <i>long</i> /short sounds (duration) and <i>slow/fast</i> tempi (speeds).	7.3.1 Improve their ability to listen attentively.	7. Demonstrate through movement, the concepts of <i>slow, fast, gradually getting slower and gradually getting faster</i> .	<ul style="list-style-type: none"> Listen to 6-8 short musical excerpts and use body movements to indicate the following elements of duration and tempo: <i>long/short</i> sounds; <i>slow</i> and <i>fast</i>; <i>gradually getting slower/faster</i>. (7.1.1, 7.2.1, 7.3.1, 6.3.1)
8.1.1 Develop an understanding of invented notation.	8.2.1 Invent a system to notate sounds and silences.	8.3.1 Enjoy working creatively.	8. Notate and play rhythms including silences, using invented graphic notation.	<ul style="list-style-type: none"> Invent creative ways to notate a simple rhythm including sounds and silences. (8.1.1, 8.2.1, 8.3.1) Play their notated rhythms on un-tuned percussion instruments (8.1)

Primary School Curriculum

Values, Character and Citizenship Education

Infants 2

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Building trust through honesty:</p> <p>1.1.1 Define the terms “honesty” and “loyalty” in their own words</p> <p>2.1.1 State reasons why he or she should not cheat or steal.</p>	<p>2.2.1 Determine the response that is most appropriate in given situations.</p> <p>2.2.2 Communicate their opinions truthfully yet tactfully.</p>	<p>1.3.1 Display honesty and loyalty in their interactions with others.</p> <p>2.3.1 Exhibit behaviours that make others trust them even when there is no apparent/immediate reward.</p>	<p>1. Demonstrate a basic understanding of the terms “honesty” and “loyalty”.</p> <p>2. Give simple justifications for behaving trustworthily.</p> <p>3. Act trustworthily</p>	<ul style="list-style-type: none"> • Define orally in 1-2 simple sentences the terms “honesty” and “loyalty”. (1.1.1) • State 2-3 reasons for not cheating or stealing. (2.1.1) • Explain (orally) in 1-2 simple sentences two (2) reasons for chosen responses to given situations. (2.2.1) • Use the property of others only after getting explicit permission to do so.(1.3.1, 2.3.1) • Submit found items to

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><i>Building trust through honesty:</i></p> <p>Building trust through loyalty to family</p> <p>3.1.1 Recognise that some family information can be shared while some should be kept to themselves.</p>	<p><i>2.2.2 Communicate their opinions truthfully yet tactfully.</i></p>	<p><i>2.3.1 Exhibit behaviours that make others trust them even when there is no apparent/immediate reward.¹</i></p> <p>3.3.1 Exercise prudence and discretion in divulging information about family.</p>	<p>3. <i>Act trustworthily</i></p>	<p>their respective owners or the teacher. (2.3.1)</p> <ul style="list-style-type: none"> • Comply with rules and instructions during games, competitions and tests. (2.3.1) • Tell the truth- Relate experiences without ‘embellishments’ and share opinions without using language that is hurtful. (2.2.2, 2.3.1) • Differentiate between private information and information that can be shared.(3.1.1, 3.3.1)
<p>The effects of being unfair</p> <p>4.1.1 Describe characteristics of an open minded person.</p>		<p>4.3.1 Be open-minded about the views of others before making a final judgement.</p>	<p>4. Demonstrate a basic understanding of “fairness”.</p>	<ul style="list-style-type: none"> • Describe orally in 1-2 simple sentences, the behaviours displayed by an open minded person. (4.1.1)

¹Statements in italics above have been repeated from the previous page for ease of reference.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> ➤ Don't judge/label others based on past experience with persons who had similar appearance, level of physical ability or level of performance in class. ➤ Be willing to listen to the views of others.
<p>Acting fairly/Fairness in social interaction</p> <p>5.1.1 Suggest ways in which they can show fairness to others.</p> <p>6.1.1 State in their own</p>		<p>5.3.1 More consistently treat others fairly.</p> <p>5.3.2 Develop an awareness of the challenges faced by senior citizens and the differently abled.</p>	<p>4. <i>Demonstrate a basic understanding of "fairness"</i>²</p> <p>5. Give simple justifications for behaving fairly</p>	<ul style="list-style-type: none"> • Delineate orally, in writing, through drama or drawing, 2-3 ways in which fairness to others, the differently abled and senior citizens can be displayed. (5.1.1) • Evaluate situations in which they or others have been treated unfairly to determine the best way to respond. (7.1.1, 7.2.1) <ul style="list-style-type: none"> ➤ Devise and use a mental checklist of 2-3 questions

² This statement is repeated from the previous page for ease of reference

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>words the possible consequences of treating others unfairly.</p> <p>7.1.1 List ways in which they can respond to situations in which they are being treated unfairly.</p>	<p>7.2.1 Respond appropriately to situations in which others are being treated unfairly.</p>			<p>to determine best course of action.</p> <ul style="list-style-type: none"> • State 2-3 consequences of being unfair to others. (6.1.1)
<p><i>Acting fairly/Fairness in social interaction</i></p>		<p>4.3.1 <i>Be open minded about the view of others before making a final judgement.</i></p> <p>5.3.1 <i>More consistently treat others fairly</i></p> <p>5.3.2 <i>Develop an awareness of the challenges faced by senior citizens and the differently abled.</i></p>	<p>6. Act fairly</p>	<ul style="list-style-type: none"> • Listen to the views of others before making decisions. (4.3.1) • Seek to include others in games and activities. (5.3.1, 5.3.2) • Organise self-initiated activities in ways that allow peers with challenges to experience success. (5.3.1, 5.3.2) • Speak out against unfair treatment of peers during

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<i>7.2.1 Respond appropriately to situations in which others are being treated unfairly.³</i>			playground activities. (7.2.1)
<p>Respond in a respectful manner to conflict</p> <p>8.1.1 List amicable ways of responding to conflict.</p> <p>9.1.1 State ways in which they can disagree respectfully with peers.</p> <p>10.1.1 Differentiate between words that hurt and words that help.</p>	<p>3.2.1 Determine most amicable solutions to disagreements</p> <p>9.2.1 Negotiate with peers to derive win-win solutions.</p>	<p>8.3.1 Display an increased level of self-restraint when angry or upset.</p>	<p>7. Demonstrate basic understanding of the ways in which respect for self and others can be displayed during conflicts and other interactions.</p>	<ul style="list-style-type: none"> • Describe orally in 1-2 simple sentences effective ways of remaining respectful during disagreements. (8.1.1, 9.1.1) <ul style="list-style-type: none"> ○ Use words that help when talking about concerns. (10.1.1) ○ Avoid ‘physical action’ as a response. • Suggest 2-3 criteria that can be used to determine the most amicable response in given situations. (8.2.1) • Recognise personal boundaries and boundaries that indicate the ‘personal space’ of other persons. (11.1.1)

³ Statements in italics above have been repeated from pp. 28 & 29 to facilitate referencing.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Respect: Personal Space and Public Space</p> <p>11.1.1 Distinguish between their personal space and that of another person.</p> <p><i>Respond in a respectful manner to conflict</i></p> <p>Respect: Personal Space and Public Space</p> <p>12.1.1 Describe appropriate conduct for public</p>	<p>9.2.1 <i>Negotiate with peers to derive win-win solutions.</i>⁴</p>	<p>11.3.1 Demonstrate respect for the personal space of others.</p> <p>8.3.1 <i>Display increased level of self-restraint when angry or upset.</i></p> <p>12.3.1 Act in ways that respect others while in public spaces.</p>	<p>7. <i>Demonstrate basic understanding of the ways in which respect for self and others can be displayed during conflicts and other interactions.</i></p>	<ul style="list-style-type: none"> • Describe orally, in writing, through drama or drawing two (2) ways in which the rights of others can be respected while using public spaces. (12.1.1) • Speak in a moderate tone and use non-aggressive and non-dismissive language when talking out ‘problems.’(8.3.1) • Invite others to share their views on a matter. (9.2.1) • Listen to the views of others when trying to resolve conflicts. (9.2.1) • Maintain respectful (appropriate) distances when

⁴ Statements in italics have been repeated to make referencing easier.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will: spaces.</p> <p><i>Respect: Personal Space and Public Space</i></p>		<p><i>11.3.1 Demonstrate respect for the personal space of others.</i></p> <p><i>12.3.1 Act in ways that respect others while in public spaces.⁵</i></p>	<p>8. Behave respectfully during interactions</p>	<p>speaking with others. (11.3.1)</p> <ul style="list-style-type: none"> • Consider the rights of others when using commonly shared spaces (public spaces). (12.3.1) <ul style="list-style-type: none"> ○ Avoid activities that would disturb the peace or interrupt the activities of others.

⁵ Statements in italics have been repeated from previous pages to make referencing easier.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
			8. <i>Behave respectfully during interactions</i>	
<p>Care for school, home and the community.</p> <p>13.1.1 Define the term “caring”.</p> <p>14.1.1 List ways to show concern for self and others.</p> <p>15.1.1 Suggest ways in which they can show care for their classroom, school and immediate environment.</p> <p>Consideration for others at home, school and the environment</p>		<p>15.3.1 Participate in class discussions.</p> <p>15.3.2 Respect and care for the environment.</p>	<p>9. Demonstrate a basic understanding of the term “caring”</p>	<ul style="list-style-type: none"> • Describe orally in 1-2 sentences the term “caring”. (13.1.1) • Describe orally, in writing, through drama or drawing 2-3 ways of showing concern for 1) themselves 2) others and 3) their immediate environment (a. the classroom, b. the school compound and c. the environs of the community). (14.1.1, 15.1.1) • Recommend orally, in writing, through drama or drawing 3-4 ways in which persons can feel safe and happy. (16.1.1, 17.1.1)⁷ • Speak positively of themselves and others. (16.1.1) • <i>Recommend orally, in writing,</i>

⁷ See the “Content” column on p. 35 for statement 17.1.1

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>16.1.1 List ways to be considerate of others at home, school and work.</p> <p><i>Consideration for others at home, school and the environment</i></p> <p><i>16.1.1 List ways to be considerate of others at home, school and work.⁶</i></p>		<p>16.3.1 Show concern for the needs of self and others.</p> <p>16.3.2 Encourage others to be kind and considerate in their everyday conduct.</p>	<p>9. <i>Demonstrate a basic understanding of the term “caring”</i></p>	<p><i>through drama or drawing 3-4 ways in which persons can feel safe and happy</i></p> <ul style="list-style-type: none"> ○ Work and play safely (avoid activity that can cause injury). (17.1.1) ○ Help others who are in need. (16.1.1) ○ Speak in a conversational tone or whisper while others work.(16.1.1) <ul style="list-style-type: none"> ● Work and play safely. (17.2.1) ● Obey safety rules. (16.3.1)
<p>17.1.1 Through role-play demonstrate ways in which they can care for themselves and others.</p>	<p>17.2.1 Model behaviours that would keep themselves and others safe.</p>		<p>10. Show concern for self, others and the environment.</p>	

⁶ Text in italics above has been repeated to make referencing easier.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><i>Care for school and the community.</i></p> <p><i>Consideration for others at home, school and in the environment</i></p>	<p><i>17.2.1 Model behaviours that would keep them and others safe.⁸</i></p> <p>17.2.2 Differentiate acts of kindness from acts of unkindness.</p>	<p><i>15.3.1 Participate in class discussions.</i></p> <p><i>15.3.2 Respect and care for the environment.</i></p> <p><i>16.3.2 Encourage others to be kind and considerate in their everyday conduct</i></p> <p>17.3.1 Exhibit kindness in varied contexts with relatives, peers and others</p>	<p><i>10. Show concern for self, others and the environment.</i></p>	<ul style="list-style-type: none"> • Help others. (17.2.2, 17.3.1) • Avoid wastage of resources. (15.3.1, 15.3.2) • Encourage others to be kind to each other, to avoid littering and to clean up after themselves. (16.3.2, 17.2.1)
<p>Concept of Responsibility</p> <p>18.1.1 Begin to understand that being responsible means doing what you say you will do.</p>			<p>11. Demonstrate a basic understanding of what constitutes responsible</p>	<ul style="list-style-type: none"> • Describe orally, in writing, through drama or drawing 3-4 behaviours that can be labelled as responsible. (18.1.1, 19.1.1, 20.1.1, 22.1.1, 23.1.1, 26.1.1) ➤ Keep commitments and

⁸ Text in italics above has been repeated from previous pages to make referencing easier.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>19.1.1 Begin to understand the value of doing things when they ought to be done.</p> <p>20.1.1 Demonstrate an understanding that taking care of one's belongings is responsible behaviour.</p> <p><i>Concept of Responsibility</i></p> <p>22.1.1 Understand that controlling one's emotions is responsible behaviour.</p>	<p>21.2.1 Justify the need for rules in families and schools.</p> <p>21.2.2 Follow instructions.</p> <p>22.2.1 Express themselves in an appropriate manner in various situations.</p>	<p>22.3.1 Use self-control in various situations.</p> <p>22.3.2 Behave respectfully towards others.</p>	<p>behaviour.</p> <p><i>11. Demonstrate an understanding of what constitutes responsible</i></p>	<p>promises. (18.1.1)</p> <ul style="list-style-type: none"> ➤ Meet deadlines. (19.1.1) ➤ Take care of personal belongings. (20.1.1) ➤ Exercise self-control. (22.1.1) ➤ Be disciplined- exercise patience and diligence. (23.1.1) ➤ Use their resources and classroom resources constructively. (24.1.1, 25.1.1) <ul style="list-style-type: none"> • Describe orally, in writing, through drama or drawing 3-4 behaviours that can be labelled as responsible. <ul style="list-style-type: none"> • Keep personal space tidy.(26.1.1) • Define orally in 1-2 simple sentences the terms "resource", "resourceful" and "self-discipline". (23.1.1, 24.1.1, 25.1.1)

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>23.1.1 State in their own words what self-discipline is.</p> <p>24.1.1 Explain that resources are those things we have that help us meet our needs in life.</p> <p><i>Concept of Responsibility</i></p>	<p>22.2.2 Control emotions in conflicting situations.</p> <p>23.2.1 Justify the need for self-discipline.</p> <p>24.2.1 Learn how to manage their resources</p> <p><i>21 2 2 Follow instructions</i></p> <p><i>22.2.1 Express themselves in an appropriate manner in</i></p>	<p>22.3.3 Encourage others to respect one another.</p> <p>23.3.1 Show self-discipline</p> <p>24.3.1 Manage and take care of their resources.</p> <p><i>22.3.1 Use self-control in various situations</i></p> <p><i>22.3.2 Behave respectfully towards others</i></p> <p><i>22.3.3 Encourage others to</i></p>	<p><i>behaviour.</i></p> <p>12. Give simple justifications for behaving responsibly</p> <p>12. Give simple justifications for behaving responsibly.</p>	<ul style="list-style-type: none"> • Explain orally in 1-2 simple sentences the ways in which rules help persons to behave responsibly. (21.2.1, 23.2.1) • Cite 1-2 benefits of self-discipline. (23.2.1) • Follow (legitimate) instructions from parents, teachers and other authorised persons (prefects, coaches, trainers, etc.). (21.2.2) • Control emotions in various situations. (22.2.1, 22.2.2, 22.3.1, 22.3.2) • Encourage others to behave in ways that do not worsen problems. (22.3.3) • Do as expected even in the absence of supervision (23.3.1)

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p style="text-align: center;"><i>various situations</i></p> <p>22.2.2 <i>Control emotions in conflicting situations</i></p> <p>23.2.1 <i>Justify the need for self-discipline</i>⁹</p>	<p style="text-align: center;"><i>respect one another</i></p> <p>23.3.1 <i>Show self-discipline</i></p>	13. Behave responsibly	
<p>Concept of Responsibility</p> <p>25.1.1 Begin to understand what it means to be resourceful</p> <p>26.1.1 Demonstrate an</p>	<p>24.2.1 <i>Learn how to manage their resources.</i>¹⁰</p> <p>25.2.1 Create an item to store resources.</p> <p>26.2.1 Participate in on-going clean-up</p>	<p>24.3.1 <i>Manage and take care of their resources.</i></p> <p>26.3.1 Keep personal space clean and tidy.</p>	13. <i>Behave responsibly</i>	<ul style="list-style-type: none"> • Use personal resources and items from within the classroom productively. (24.2.1, 24.3.1, 25.2.1) • Tidy up work area after activities- return materials to their rightful places; dispose of garbage in the recommended manner. (26.3.1) • Assist with activities that will preserve the environment or community. (26.2.1)

⁹ Text in italics has been repeated from the previous page for ease of reference.

¹⁰ The statements in italics above are repeated from previous page for ease of reference.

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>understanding that keeping the environment clean is responsible behaviour.</p>	<p>project at school, home and in the class.</p>	<p>27.3.1 Help others even if they are not their friends.</p>		<ul style="list-style-type: none"> • Offer suitable assistance to any person who is in need of help. (27.3.1)
<p>Citizenship: Rights vs. Responsibilities</p> <p>28.1.1 Match their rights to their responsibilities.</p> <p>Citizenship: Becoming involved</p> <p>29.1.1 Describe ways in which they can make the school and community better.</p>	<p>29.2.1 Report on ways in which they can make their school and community better.</p> <p>29.2.2 Communicate their ideas via various forms of</p>	<p>28.3.1 Through their behaviour, demonstrate an understanding of the basic rights of the child.</p> <p>29.3.1 Participate in community activities.</p>	<p>14. Demonstrate an understanding of behaviours displayed by a good citizen</p>	<ul style="list-style-type: none"> • Describe orally, in writing, through drama and drawing 2-3 of the rights to which children are entitled and their attendant responsibilities. (28.1.1) • Defend their rights and fulfil their responsibilities to the best of their abilities. (28.3.1) • Recommend orally, in writing, through drama or visual art 2-3 ways in which children can contribute to the improvement of their school and community. (29.1.1, 29.2.1, 29.2.2) • Participate and encourage

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
30.1.1 Identify their local government representative and respective Member of Parliament.				

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