REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

Standard 1

Curriculum Planning and Development Division
2013

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Primary School Curriculum

Agricultural Science

Standard 1

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: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Identify the roles of our ancestors in agriculture.	1.2.1 Role-play agricultural activities performed by our ancestors.	1.3.1 Empathize with the experiences of routine, discipline, dedication, sacrifice and commitment by our ancestors in agricultural activities through role play.	1. Demonstrate, with empathy, the positive qualities experienced by our ancestors in agriculture, using drama.	• Listen to stories to identify the roles of our ancestors (1.1.1) • Re-enact the roles carried out by our ancestors, depicting with empathy, at least one positive experience (routine, discipline, sacrifice, dedication or commitment) (1.2.1, 1.3.1)
2.1.1 Name categories of purposes for which plants were used by our ancestors, such as: foods, condiments and spices, beverages, medicines, building materials, craft items and religion.	2.2.1 Collect pictures/ specimens of various types of plants used by our ancestors. 2.2.2 Classify plants, based on use by our ancestors, into categories such as: food, beverages, medicines, condiments, spices, building materials, craft and religious items.	2.3.1 Display responsibility during assigned tasks. 2.3.2 Co-operate with team members during activities. 2.3.3 Display responsibility in project work.	2a. Categorize collected pictures/specimens of plants used by our ancestors into identified groups. 2b. Display responsibility and team spirit during assigned tasks in projects.	• Assemble pictures and/or specimens of plants used by our ancestors to give them a group name (2.1.1) • Group collected pictures/specimens of plants into categories such as: *foods, spices, beverages, medicine, building materials, craft items and religious purposes* (2.2.2) • Collect relevant pictures/specimens of plants that were used by our ancestors (2.2.1) • Co-operate with team members to complete tasks and project work

AGRICULTURAL SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				(2.3.1, 2.3.2, 2.3.3)
3.1.1 Identify animals used by our ancestors for: food, transportation, pets and religious purposes.	3.2.1 Collect pictures of various types of animals used by our ancestors for: food, transportation, pets and religious purposes.	3.3.1 Display responsibility during assigned tasks. 3.3.2 Co-operate with team members during activities. 3.3.3 Display responsibility in project work.	3a. Categorize pictures of animals used by our ancestors into identified groups. 3b. Recall names of animals and their associated use by our ancestors.	• Recall at least two animals and their associated uses by our ancestors (3.1.1) • Group collected pictures of animals into categories called: *food, transportation, pets and religious purposes* (3.2.1, 3.3.1, 3.3.2, 3.3.3) • Collect relevant pictures of animals in at least three categories that were used by our ancestors for food, transportation, pets or religious purposes (3.2.1)
4.1.1 Describe the agricultural folklore practices of our ancestors.	4.2.1 Investigate the agricultural folklore practices of our ancestors. 4.2.2 Document local ancestral agricultural folklore practices through the use of oral presentation, storytelling,	4.3.1 Authenticate the agricultural folklore practices of local ancestors through collaboration. 4.3.2 Appreciate local ancestral agricultural folklore practices.	4a. Analyse the authenticity of agricultural folklore practised by local ancestors. 4b. Document ancestral folk practices using one form of media.	• Explain one agricultural folklore practice and why was it carried out (4.1.1) • Enjoy evaluating at least one agricultural folk practice of local ancestors (4.2.1, 4.3.1, 4.3.2, 4.3.3) • Record at least one ancestral folk practice using one form of media

AGRICULTURAL SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	songs, poems, written works, ICT, drama, drawings and puppetry.	4.3.3 Enjoy investigating our ancestral agricultural folklore practices.		(4.2.2)
5.1.1 Identify the components of farms from the era of our ancestors.	5.2.1 Construct a model of a farm/ farms from the era of our ancestors.	5.3.1 Display responsibility in doing project work. 5.3.2 Co-operate with team members during activities. 5.3.3 Enjoy constructing models.	5. Manipulate materials to construct learning about farms of long ago.	- Describe at least three components of a farm from the era of our ancestors (5.1.1) - Construct a model of a farm from the era of our ancestors (5.2.1) - Collaborate with team members to accomplish tasks in a fun-filled and responsible way (5.3.1, 5.3.2, 5.3.3)

Primary School Curriculum

English Language Arts

Standard 1

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.

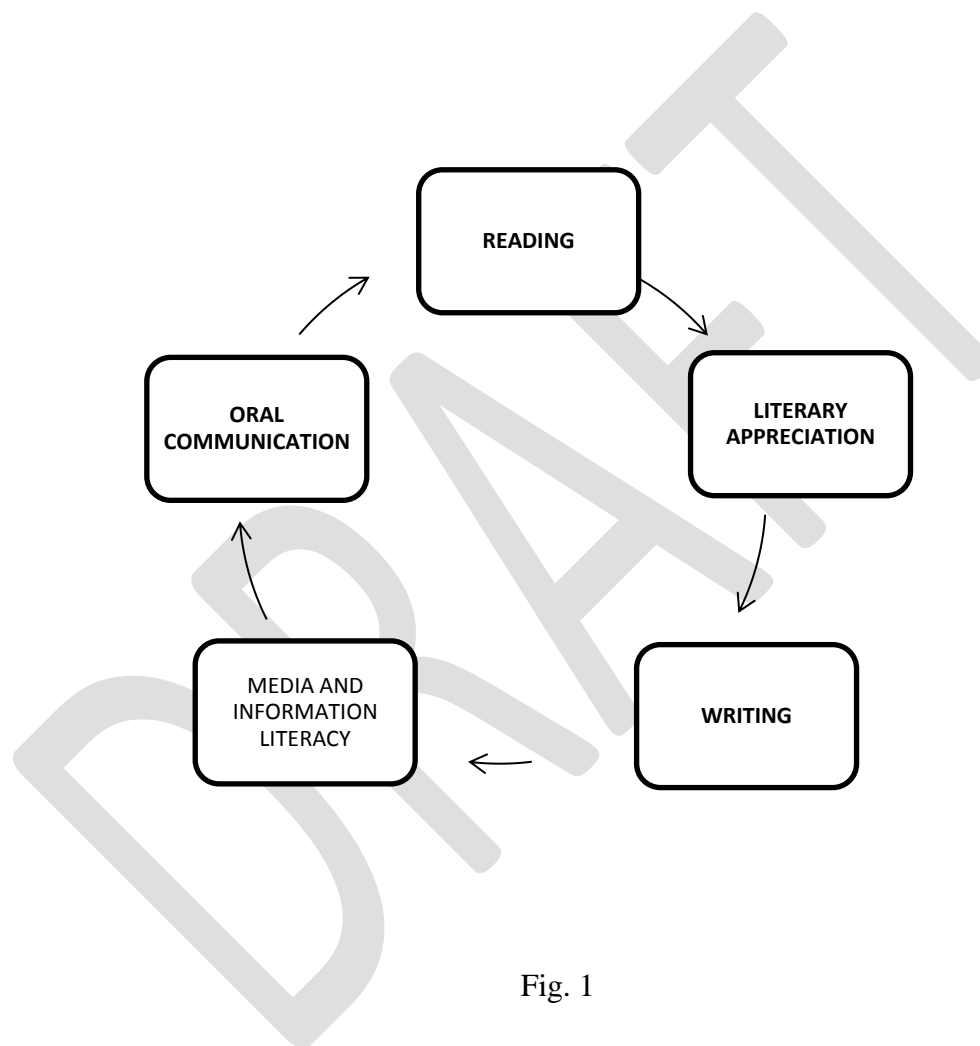# ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

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                          ┌─────────────┐
                          │   READING   │
                          └─────────────┘
              ┌──────────────┐      ┌──────────────┐
              │     ORAL     │      │   LITERARY   │
              │ COMMUNICATION│      │ APPRECIATION │
              └──────────────┘      └──────────────┘
         ┌──────────────┐           ┌──────────────┐
         │  MEDIA AND   │           │   WRITING    │
         │ INFORMATION  │           │              │
         │   LITERACY   │           │              │
         └──────────────┘           └──────────────┘
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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.

GENERAL OUTCOMES FOR STANDARD ONE

ORAL COMMUNICATION

- Demonstrate an understanding of appreciative and discriminative listening skills and respond creatively to a variety of audio-visual aesthetic materials.
- Demonstrate listening skills that would assist in understanding audio/audio-visual texts.
- Demonstrate appropriate non-verbal communication skills.
- Demonstrate common courtesies in conversations.
- Demonstrate an understanding of language awareness.
- Demonstrate basic skills in Standard English pronunciation.

READING

- Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading.
- Demonstrate recall of high-frequency word.
- 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.

LITERARY APPRECIATION

- Understand story grammar in narrative texts.
- Enhance delight in literature through experiences with literary devices in poetry.

WRITING

- Demonstrate neatness and legibility in handwriting.
- Demonstrate knowledge of the use of punctuation and capitalization.
- Demonstrate knowledge of the agreement between subject and verb.
- Demonstrate the appropriate use of "Tense" in sentences in writing.
- Demonstrate knowledge of common prefixes and suffixes in writing.
- Demonstrate knowledge about the different parts of speech.
- Recognize connections between ideas using compound sentences.
- Demonstrate knowledge of the process approach in writing.
- Recognize internal organization within a paragraph.
- Demonstrate an understanding of reflective writing.
- Demonstrate the ability to use vocabulary in context.
- Demonstrate the ability to apply spelling rules in writing.

MEDIA AND INFORMATION LITERACY

- Respond critically to audio-visual media texts.
- Recognize that media contain and convey different beliefs and value messages.
- Identify selected media forms and explain how techniques are used to create/enhance meaning.
- Display an understanding of the purpose of a variety of media texts.
- Create audio-visual media texts for different purposes and audiences.

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Oral Communication 1.1.1 Know appropriate appreciative and discriminative listening behaviours. 1.1.2 Develop basic skills of oral expression applicable to level.	1.2.1 Create mental images based on given stimuli. 1.2.2 Connect stimuli to personal and collective experiences. 1.2.3 Connect 'self' to Literature (characters and experiences). 1.2.4 Perform recitation, choral speaking pieces and scenarios/skits with attention to selected pronunciation and enunciation skills. 1.2.5 Articulate appropriate emotional and intellectual responses to a variety of audio-visual stimuli, including literary texts.	1.3.1 Eager and respectful listeners. 1.3.2 Appreciative of audio-visual aesthetic materials. 1.3.3 Comfortable to speak to and perform for a familiar audience. 1.3.4 Imaginative.	1. Demonstrate understanding of appropriate appreciative and discriminative listening behaviours.	1. • Imitate sounds (from the environment, people, animals, instruments and letters), rhymes and poems [1.1.1]. • Perform nursery rhymes, simple poems and more complex action songs [1.2.4, 10.2.5]. • Express self through creative dance movement (locomotion –fast/slow/variations, and mood – happy/sad/scared/angry) for specific pieces of music heard [1.2.2, 1.2.5].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	1.2.6 Use high-frequency and content-specific words to create and express meaning.			• Recite poems with a sense of rhythm and with the required articulation, intonation and expression [10.2.6, 10.2.7].
2.1.1 Develop strategies to aid comprehension at the pre-listening, during-listening and post-listening stages. 2.1.2 Know how to use the "5Ws+H" to gain meaning from audio-visual texts.	2.2.1 Employ taught strategies to assist in making meaning: • pre-listening: purpose for listening, expectations at end • during-listening: self-questioning if expectations are being met • post-listening: self-question to determine if expectations were met, oral response to the aural piece 2.2.2 Discuss the message of audio-visual texts using "5Ws+H" questions.	2.3.1 Critical and respectful listeners. 2.3.2 Comfortable and confident speakers among familiar people. 2.3.3 Creative meaning-makers.	2. Demonstrate level-appropriate listening skills and speaking conventions when communicating.	2. Use: • listening strategies to help make meaning [2.1.1, 2.2.1]. • high frequency words and content-specific words to help create and express meaning [1.2.6]. • the "5Ws+H" and simple graphic organizers to help gain and express meaning from texts [1.2.3, 2.1.2, 2.2.2]. • Answer two literal and two inferential questions about texts [2.1.2, 2.2.2].

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ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Give one main idea from simple audio-visual texts [2.2.2].
3.1.1 Know how to use and interpret non-verbal communication. 3.1.2 Know how to use common courtesies with a variety of audiences.	3.2.1 Use appropriate facial expression, gestures, paralinguistics (volume and tone), body language and posture, proxemics, haptics, eye contact when communicating. 3.2.2 Introduce self 3.2.3 Greet others 3.2.4 Express thanks 3.2.5 Respond to questions	3.3.1 Respectful and courteous listeners. 3.3.2 Comfortable speakers among familiar people. 3.3.3 Courteous when interacting with others.	3. Communicate ideas using oral expression and non-verbal forms. 4. Demonstrate the use of common courtesies when interacting with a variety of audiences	3. Use and interpret: • simple non-verbal communication [3.1.1, 3.2.1]. • appropriate eye contact, facial expression, volume, body language and gestures when speaking, to introduce self, greet others, express thanks, ask and respond to questions [3.2.2, 3.2.3, 3.2.4, 3.2.5]. 4. Show: • competence in using the Standard English form to greet peers and adults, in exchanging common courtesies in the school, and to discuss topics in the classroom [3.1.2,

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ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				4.1.2, 4.2.2, 4.2.3, 5.2]
4.1.1 Basic and contrastive analysis of English Creole and Standard English. 4.1.2 Know how to code-switch between English Creole and Standard English.	4.2.1 Distinguish between English Creole and Standard English based on phonology (sounds), morphology (grammar) and syntax (arrangement of words). 4.2.2 Code switch between English Creole and Standard English. 4.2.3 Engage in conversations using Standard English. *See writing strand for sentence structures at this level.*	4.3.1 Comfortable to use English Creole. 4.3.2 Courteous when interacting with others. 4.3.3 Comfortable in most speaking contexts. 4.3.4 Be more proficient and confident in using Standard English.	5. Communicate orally in Standard English.	5. • Speak Standard English in the classroom setting with attention to proper pronunciation and enunciation [4.1.1, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2]. • Use Standard English in conversation and in sharing of ideas in the classroom [4.2.3]. • Use Standard English with confidence in small groups [4.3.1, 4.3.2, 4.3.3, 4.3.4, 5.3.1, 5.3.2].
5.1.1 Know basic skills in pronunciation. 5.1.2 Know features of Standard English	5.2 Speak with attention to Standard English pronunciation.	5.3.1 Confident Standard English speaker. 5.3.2 Willing and comfortable to speak to different audiences.		

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
phonology applicable to this level.				
Reading 6.1.1 Apply appropriate phonic skills and strategies in reading. 6.1.2 Read grade level books independently.	6.2.1 Read appropriate-level texts from a variety of genres. 6.2.2 Read in isolation, and in context, high-frequency words appropriate to grade level. 6.2.3 Apply prior knowledge of letter sound symbol relationships to reading. 6.2.4 Associate sounds with consonant blends and clusters, consonant diagraphs and vowel digraphs and blend them to read words. 6.2.5 Discriminate between sounds with consonant blends and clusters, consonant	6.3.1 Be confident in applying phonic skills to read unfamiliar words. 6.3.2 Be tolerant of peers' attempts in applying phonic skills to read unfamiliar words.	6. Demonstrate knowledge of spoken words, syllables and sounds to read level-appropriate texts with fluency.	6. • Distinguish long from short vowel sounds in spoken multi-syllabic words[6.2.3]. Discriminate between sounds with: • consonant blends • clusters • consonant digraphs • vowel digraphs when reading [6.2.4, 6.2.5] • blend words with long and short sounds[6.2.5] • Identify and read words with vowels modified by r, l, and w [6.2.10]. • Apply diphthongs to the

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	diagraphs and vowel digraphs when reading words. 6.2.6 Decode multi-syllabic words. 6.2.7 Associate and apply diphthongs to their respective sounds e.g., "oi" - toil; "oy" - oyster; "ou" – mouse and "ow"- brown when reading. 6.2.8 Identify words with vowels modified by r, l and w. 6.2.9 Syllabicate words to assist with pronunciation and meaning. 6.2.10 Identify and use words with inconsistent but common spelling-sound correspondences in reading and spelling. 6.2.11 Use word attack skills			respective sounds [6.2.7]. • Syllabicate words using cvc and cvvc rules and common affixes to assist with pronunciation and meaning [6.2.9]. • Decode multi-syllabic words to help pronunciation and understand texts [6.2.6]. • Select and apply appropriate phonic skills to decode words and read literary texts [6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9]. • Apply phonic skills and word analysis to read words and gain meaning from texts [6.1.1, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9, 6.2.11, 6.2.12].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	to decode words (chunking, syllabication, decoding by analogy-use of phonograms and blending). 6.2.12 Analyse words with common prefixes and suffixes, inflectional endings and plurals to gain meaning.			• Read high frequency words appropriate to grade level [6.2.2]. • Read grade level texts independently from a variety of genres [6.1.2, 6.2.1]. • Analyse words with common affixes, inflectional endings and plurals when reading [6.1.12].
7.1.1 Apply vocabulary knowledge to speaking, reading and writing. 7.1.2 Infer the meaning of words in context and apply in speaking, reading and writing.	7.2.1 Supply high-frequency words in context, using guided instruction. 7.2.2 Determine the meaning of words using definition clues, context clues and background knowledge. 7.2.3 Determine that prefixes and suffixes change a word's meaning.	7.3.1 Be creative in using high-frequency words in different contexts. 7.3.2 Respect peers' attempts in applying vocabulary knowledge.	7. Apply vocabulary skills to demonstrate understanding of texts.	7. • Use definition clues, context clues and prior knowledge to infer meanings in context and apply in speaking, reading and writing [7.1.1, 7.1.2, 7.2.2]. • Supply high frequency words in context to complete a simple cloze passage [7.2.1, 7.2.8].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	7.2.4 Infer the meaning of figurative language in context. 7.2.5 Infer the meaning of factual words in context. 7.2.6 Determine the meaning of words and phrases in text relevant to content areas. 7.2.7 Generate sentences orally and in writing using synonyms, antonyms, multiple-meaning words and homophones in context (familiar and new). 7.2.8 Experiment with familiar vocabulary explicitly taught to deepen and widen understanding of a variety of texts. 7.2.9 Develop a more sophisticated vocabulary			• Infer the contextual meaning of words or texts from figurative language and factual texts [7.2.4, 7.2.5] • Apply familiar vocabulary to gain understanding of texts [7.2.6, 7.2.8]. • Construct sentences orally and in writing using synonyms, antonyms, multiple-meaning and high frequency words common to this level [7.2.7, 7.2.9]. • Apply knowledge of vocabulary to answer questions orally and in writing [7.1.1, 7.1.2, 7.2.4, 7.2.5, 7.2.7, 7.2.8, 7.2.9]. • Associate the written form of the words with

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	across content areas.			the spoken form and use in many modalities [7.2.7, 7.2.8].

8.1.1 Read appropriate-level texts with proficiency to develop as strategic readers.
 	
8.1.2 Determine the purpose of factual and narrative text.
	8.2.1 Read accurately, high frequency words with automaticity.
	
	8.2.2 Read with good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody (expression and phrasing) to read fluently to convey the meaning of the text to the reader and to an audience.
	
	8.2.3 Apply decoding and word analysis skills with proper phrasing to read fluently and monitor meaning using:-
	   • Root words, affixes, inflectional endings and compound words
		8.3.1 Be confident in reading appropriate-level texts fluently.
		
		8.3.2 Be respectful of peers' attempts in reading fluently.
		
		8.3.3 Encourage peers as they read a variety of texts.
			8. Apply level-appropriate phonics and word analysis skills to read fluently and monitor meaning.	8.
				   • Identify key words, decode target words and read text accurately, with fluency [8.1.1, 8.2.1, 8.2.3].
				
				   • Apply word analysis skills to unfamiliar words [8.2.3, 8.2.5, 8.2.6, 8.2.7, 15.1, 15.2]
				
				   • Associate the spelling with the pronunciation of the words [8.2.3, 8.2.5, 8.2.6, 8.2.7]
				
				   • Distinguish between similarly spelled words by identifying the sounds of the letters that differ [8.2.3, 8.2.5, 8.2.6, 8.2.7, 8.2.8]

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	• Phonemic awareness and phonic skills e.g., onset and rime; syllabication, digraphs, long vowels, blends and morphemes 8.2.4 Use context to confirm or self-correct miscues. 8.2.5 Pronounce correctly, words with inflectional forms, -s, -es, -ed, -ing, and -est in context. 8.2.6 Read and interpret words with singular and plural possessive ('-s/-s') and contractions not (-n't), I am (I'm), will (-ll) and have (-ve). 8.2.7 Recognize and use compound words in context. 8.2.8 Demonstrate an understanding of the		9. Demonstrate confidence with reading fluency skills.	• Read with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [8.2.2]. • Read common high-frequency words by sight [8.2.1]. • Select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [8.1.1, 8.1.2]. • Self-correct when reading [8.2.4]. 9. Show:

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	connections between punctuation and sentence structure, intonation and emphasis.			• patience while developing reading skills [8.3.1]. • Display confidence in one's ability to read fluently [9.3.1]. • Respect peers' attempts at reading and in applying vocabulary knowledge [7.3.2]. • Use high frequency words creatively in different contexts[7.3.1]. • Express thoughts, ideas and feelings with confidence [9.3.3]. • Show critical thinking in questioning and responding [9.3.2]. • Show support to others as developing readers and creative thinkers

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				[8.3.2, 8.3.3].
9.1.1 Read to gain meaning. 9.1.2 Apply appropriate-level comprehension skills and strategies to understand texts. 9.1.3 Use text features (author, title, illustrator and table of contents) and text structures to gain meaning. 9.1.4 Use before, during and after reading strategies.	Apply Reading Comprehension skills and strategies explicitly taught, to: 9.2.1 Identify and clarify key ideas (think about what's read). 9.2.2 Answer literal and inferential questions. 9.2.3 Identify explicit main idea of texts in a variety of genres. 9.2.4 Sequence details or events in a variety of genres. 9.2.5 Predict outcomes using title, pictures and prior events. 9.2.6 Make text-to-self, text-to-text and text-to-world connections using information	9.3.1 Demonstrate self-confidence in their ability to read fluently. 9.3.2 Be critical and creative thinkers. 9.3.3 Be confident in expressing ideas, thoughts and feelings.	10. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.	10. • Activate prior knowledge to make text-to-self, text-to-text and text-to-world connections [9.1.1, 9.1.2, 9.2.6, 9.2.7, 9.2.14]. • Read title and study illustrations to gain understanding of or make predictions about the text [9.1.3, 9.2.5, 9.2.7, 9.2.10, 9.2.12]. • Predict what happens next in a story using clues presented in the reading [9.2.5, 9.2.12]. • Analyze simple details from illustrations, symbols and key words [9.2.1, 9.2.7, 9.2.8, 9.2.10].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	in a selected text. 9.2.7 Use prior knowledge to understand texts in a variety of genres. 9.2.8 Identify words/details from stimulus that suggest feelings or appeal to the senses. 9.2.9 Create graphic organizers to represent key ideas. 9.2.10 Use text features such as headings, title page and tables of content to locate information. 9.2.11 Develop research skills using media literacy. 9.2.12 Apply understandings of text structure and organization to infer and deduce meaning.			• Represent key ideas in simple organizers [9.2.9]. • Generate questions about the main idea/event/message of the text using pictures/illustrations [9.2.3]. • Modify or refine explicit main idea/event/message as the story develops [9.2.3, 9.2.7, 9.2.12, 9.2.14]. • State one main idea/message with supporting details [9.2.3]. • Sequence details up to five events [9.2.4]. • Re-tell favourite parts of the story in own words

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	9.2.13 Compare and contrast ideas in fictional text: character, plot, setting and themes. 9 2.14 Use metacognitive strategies to clarify meaning in text e.g., re-reading, visualizing, thinking about the text, before, during and after reading strategies.			or through the eyes of a favourite character[9.2.6, 9.2.7, 9.2.13]. • Chat about how the situation in the text could affect other characters [9.2.8, 9.2.13]. • Suggest one aspect of a conflict that could be done differently for a better outcome [9.2.6, 9.2.13, 9.2.14]. • Research and interpret small bits of information presented in a variety of media [9.2.11]. • Answer at least three literal and two inferential questions [9.2.2].
Literary Appreciation				

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
10.1.1 Know the elements of a story. • Setting • Character • Problem • Action • Resolution 10.1.2 Know some of the attributes of poems. • Rhyme • Rhythm 10.1.3 Know the effect of figures of speech in literature:	10.2.1 Describe place and time where story occurs. 10.2.2 Identify people or personified animals and objects that carry out the action in stories. 10.2.3 Identify the series of events that lead to the solution of problems. 10.2.4 Identify and use personification in literary texts. 10.2.5 Recite and perform poems, rhymes and songs. 10.2.6 Develop a sense of rhythm in their recitation. 10.2.7 Develop the ability to recite poetry with the required articulation, intonation and	10.3.1 Responsive emotionally to stories and poems. 10.3.2 Appreciative of literature as it relates to real life experiences. 10.3.3 Appreciative of the language and sound patterns used in poetry. 10.3.4 Imaginative in the development of rhythmic literary pieces.	11. Know that meaning and delight can be derived through interacting with literary texts.	11. • 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 [10.3.1]. • Relate text-to-self to help make meaning, understand the text characters, and how others feel [18.3.2]. • Discuss possible lessons learnt from stories and poems [10.3.1, 10.3.2]. • Describe the place and time where stories and poems occur [10.2.1]. • Identify by name and five simple descriptions the characters (real and personified) that

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
- Alliteration - Onomatopoeia - Personification - Repetition - Simile	expression. 10.2.8 Discuss the form and language of poems. 10.2.9 Create new sound and word patterns based on literary devices. 10.2.10 Identify and use alliteration, onomatopoeia, repetition and simile in poetry.			perform specific main actions in a story [10.2.2, 23.2.5]. • Identify minor characters of importance and their roles in stories read [10.2.2]. • Represent action or behaviour of, or events associated with specific characters using a variety of modes [10.2.2]. • Identify and use personification, alliteration, onomatopoeia, repetition and simile in literary texts [10.2.4, 10.2.10]. • identify one conflict in text [10.2.3] • sequentially itemize the series of events that led to the solution of the

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				problem [10.2.3]
				• suggest other possible solutions to the story problem [10.2.3]
				• discuss the language and form of poems [10.2.8, 10.3.3]
				• identify rhyme and rhythm in poems [10.1.2, 10.3.3]
				• identify figures of speech in poems [10.1.3]
				• create new sounds and patterns based on onomatopoeia, personification, alliteration and rhyme [10.1.2, 10.1.3, 10.2.9, 10.3.4]
				• show appreciation of reading and being read

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ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				to, from the various genres of literature by listening appreciatively and responding eagerly [18.3.1, 18.3.2] • show happiness when interacting with the literature and role-playing characters [18.3.3]
Writing 11.1 Know how to write words, sentences, and short paragraphs.	11.2 Write words, sentences and paragraphs with correct strokes, direction, neatness and appropriate size.	11.3 Be confident in writing neatly and legibly.		
12.1 Know and apply the rules of punctuation and capitalization.	12.2.1 Use capitalization for initials, the first letter of days of the week, months of the year, titles of respect, holidays, places, addresses and books titles.	12.3 Self-assured certain aspects of mechanics of writing.	12. Demonstrate pride in their ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	12. • Share written work with a small group or whole class with pride [11.3, 15.3, 16.3, 19.3, 20.3, 21.3, 22.3]. • Edit capitalization and

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	12.2.2 Use punctuation in sentences correctly for full stop, question mark, exclamation mark and commas, for words in a series.			punctuation in own sentences using simple class generated checklist [12.3]. • Edit peers' work for concord [13.3, 17.3, 18.3].
13.1 Know that a subject must agree in number with a verb.	13.2 Make subject and verb agree in number, using singular and plural nouns and personal pronoun forms.	13.3 Be proficient in subject and verb agreement in their writing.		

14.1 Know how to use the different tenses of verbs: simple present, present continuous, simple past and future within context correctly.	14.2 Use the different tenses of verbs within context:
	
	Patterns based on:
	    am, is, are
	    has, have
	    do, does
	
	Present continuous tense e.g., is/are eating
	
	Simple present tense
	    e.g., I/You/We /They/The			

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

	dogs/walk
	He/She/It/The dog walks
	
	Simple past tense
	   e.g., walk – walked
	   run – ran
	   eat – ate
	
	Future tense: use of will
	
	Negative Words and the verb.
	
	e.g., has not, have not,
	
	   haven't hasn't
	
	   it is not, isn't.
	
	Contractions: I'm not -n't
	
	Existential Patterns
	There is/are
	There is a book on the table.
	
	There are books on the table.			

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
15.1 Add prefixes and suffixes to root words to make and use new words in context.	15.2.1 Make and use new words by adding prefixes and suffixes to root words.	15.3 Be confident in their vocabulary development.		
16.1 Know the functions of the different parts of speech: noun, verb, adjective, and pronoun.	16.2 Use the different parts of speech in sentences: a) Common and Proper Nouns b) Number c) Gender Classification d) Apostrophe for single ownership e) Personal Pronouns – subject, object, possessive f) Comparative and Superlative forms of adjectives g) Indefinite Article a/an	16.3 Be proficient in their writing development.		
17.1 Know how to construct a compound sentence.	17.2 Create compound sentences using the conjunctions and/but.	17.3 Be competent writers.		
18.1 Know and understand the stages	18.2 Write the following applying the process	18.3 Be confident writers.		

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
of the process approach in writing: • prewriting • drafting • revising • editing • publishing	approach: a) Factual paragraph b) Simple instructions and directions c) Comic Strips and Mad-libs d) Rhymes and poems e) Narrative-descriptive on self and others.			
19.1 Identify organizational features in paragraphs: • One main idea • A topic Sentence • Supporting details • Transitional words	19.2 Create a paragraph using internal organizational features taught.	19.3 Be confident in self-expression.	13. Apply knowledge of writing conventions and traits of writing to construct level-appropriate sentences.	13. • Use a capital letter for: initials, titles of respect, first letter of special names (festivals and national holidays, community where they live, the name of twin-island republic, name of school, and book titles [12.2.1]. • Use the period and question mark at the end of statements and questions respectively, commas for words in a series and exclamation mark [12.2..2].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Know the doer (subject) and the action (verb) in statements and questions [13.1]. • Make subject and verb agree in number, using singular and plural nouns and personal pronoun forms [13.2]. • Recognize the function of apostrophes, adjectives and conjunctions [16.1, 16.2, 17.1]. • Use naming words or subject pronouns, doing words, describing words and conjunctions (and/but) to form compound sentences [13.1, 13.2, 14.1, 14.2, 16.1, 16.2, 17.1]. • Construct question sentences using present,

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				past and future tenses and patterns based on the verb 'to have', 'to be' and 'to do' [14.1, 14.2]. • Write simple and compound sentences showing sentence fluency and organization after recounting two to three events/ideas in sequential order [20.1, 20.2.1, 20.2.2]. • Construct a factual paragraph, simple instructions and directions for a game, comic strips and Mad-libs (related to themes), rhymes and poems, and narrative-descriptive on self and others, using the writing process [18.1, 18.2]. • Write a paragraph showing voice on

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				familiar topics discussed or on personal experiences recounted [19.1, 19.2]. • Use relevant level-appropriate high frequency words and vocabulary taught [8.2.1, 15.1, 15.2, 21.1, 21.2]. • Spell high frequency words correctly [22.1, 22.2].
20.1 Know how to write a reflective piece.	20.2.1 Self-question to elicit thoughts and feelings about selected daily activities. 20.2.2 Express thoughts and feelings in writing.	20.3 Be confident in self-expression.		

21.1 Use technical jargon to express meaning.
 	
Use context to arrive at word meanings.
	21.2 Apply vocabulary in context:
	  a) Sight words
	  b) Content area vocabulary
	  c) Technical terms
	  d) Synonyms
		21.3 Be willing to use new vocabulary.		

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	e) Antonyms f) Homophones g) Multiple Meaning Words including words from Trinidadian and Tobagonian Creole.			
22.1 Know how to use spelling rules when writing: • Syllabication rules • Phonics • Inflectional Endings	22.2 Apply spelling rules correctly in writing. Produce the following correctly: a) plural forms in which 'y' is changed to 'i'and 'f' to 'v' before adding an "es" ending. b) words that double the final consonant before adding endings. c) words that drop the final 'e' before an ending. d) words with hard and soft 'c' and 'g' e) words with silent letters. f) common homophones.	22.3 Be proud of their spelling.		

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Media and Information Literacy 23.1 Respond critically to audio-visual media texts (especially animated works).	23.2.1 Identify animated works as media texts. 23.2.2 Critically view and listen to a variety of media materials with a focus on simple animated works. 23.2.3 Identify overt and implied messages, initially with support and direction, in simple audio-visual media texts. 23.2.4 Express personal thoughts and feelings about some simple animated media works. 23.2.5 Share personal feelings	23.3.1 Be critical assessors of media texts. 23.3.2 Be attentive listeners. 23.3.3 Be critical listeners to form opinions. 23.4.3 Be confident in expressing ideas thoughts and feelings.	14. Demonstrate awareness of and respond critically to audio-visual works.	14. • View and listen to a variety of media materials with a focus on simple animated works [23.1, 23.2.1, 23.2.2]. • Express thought and feelings toward animated media works [23.2.4]. • Select a favourite animated character and act out favourite parts of animated portrayed [24.2.2, 24.2.4, 26.2.4]. • Talk about your favourite animated character in a show and

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	about animated characters. 23.2.6 Recognize media texts that are fictional and non-fictional. 23.2.7 Name kinds of media texts that contain a. imaginary materials (e.g. fairy tales) b. real materials (e.g. sports coverage) 23.2.8 Recognize and describe characteristics that distinguish real and imaginary material e.g. use of actors, live action.			tell [24.2.1]. • Identify tools and materials needed to create animated characters [26.2.1]. • Create illustrations for a book using different methods [26.2.3]. • Discuss the overt messages in media viewed or listened to and relate text-to-self and text-to-world [18.3.2, 23.2.3, 24.1.1, 24.2.3, 25.3.2]. Categorize media works as: • fictional and non-fictional [23.2.6]. • with real and imaginary materials [23.2.7, 23.2.8]. • assess media texts and

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				answer two literal and one inferential questions on the text studied [23.1].
24.1.1 Recognize that media contain and convey different beliefs and value messages.

24.1.2 Identify selected media forms and explain how techniques are used to create/enhance meaning. (e.g., size, colour and emoticons) | 24.2.1 Participate in show and tell of objects/media that are connected with their favourite animated characters (i.e. merchandise such as tee shirts, lunch bags, backpacks, thermoses).

24.2.2 Discuss favourite animated character.

24.2.3 Identify that animated characters hold both overt and implied messages (e.g. students can create flip-page animations).

24.2.4 Act out parts from their favourite animated shows. | 24.3.1 Be confident in expressing ideas thoughts and feelings.

24.3.2 Be analytical thinkers to make text-to-self and text-to-text connections. | | |
| 25.1 Display an | 25.2.1 Use media and | 25.3.1 Be responsible in | 15. Demonstrate proper | 15. |

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
understanding of the purpose of a variety of media texts (e.g. audio, visual, audio-visual, print, and electronic/digital text, emoticons).	technology equipment with care. 25.2.2 Analyse different media packaging (modes of 'presentation', e.g., CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print). 25.2.3 Compare and contrast the characteristics of selected media which tell about their purpose (e.g. use of pictures in visual media to target/influence children or adults, girls or boys etc.). 25.2.4 Interpret content in print, visual, audio and electronic media. 25.2.5 Identify entertainment and information as purposes	handling equipment. 25.3.2 Be reflective of the messages conveyed in a variety of media. 25.3.3 Be confident in expressing ideas thoughts and feelings.	care and handling of media and technology equipment.	• Handle media and technology equipment with care. [25.2.1, 26.2.5, 25.3.1]. • Replace materials and clean up area after completing work. • Report damaged or faulty equipment immediately. • Work following instructions and directions [26.2.6, 26.2.7].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	of media. 25.2.6 Explain why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song).			
26.1 Create audio-visual media texts for different purposes and audiences. (e.g. a simple slide show for a multimedia presentation, a sign or poster for their classroom or the school)	26.2.1 Give examples of tools and materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes, microphone e.g. use of computer software etc.) 26.2.2 Generate ideas for creating characters for various purposes and audiences. 26.2.3 Use different methods to create a character for an animation or book (e.g. printing, drawing).	26.3 Be creative in using multimedia knowledge to produce final product.	16. Show awareness of selecting media for different purposes and audiences.	16. - Identify two main purposes of media [25.2.5]. - Contrast at least three different media forms according to their purposes [25.2.2, 25.2.3]. - Observe and describe selected media packaging to determine their content [25.2.2].

ENGLISH LANGUAGE ARTS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	26.2.4 Create a skit by role-playing a favourite character in a number of different situations (e.g. Photo Story). 26.2.5 Use media and technology equipment with care. 26.2.6 Demonstrate how to use audio-visual recording hardware. 26.2.7 Record an activity or skit using a video camera to produce audio-video media.			

Primary School Curriculum

Mathematics

Standard 1

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.

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.
- 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.

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
NUMBER				
Number Concepts 1.1.1 Develop number sense (up to 100) and appropriate vocabulary. 1.1.2 Develop an understanding of different types of numbers. 1.1.3 Develop an understanding of our currency and the value of coins and bills.	1.2.1. Count within 1 000 in ascending and descending order (rote count). 1.2.2. Skip count in ascending and descending order within a specified amount. 1.2.3. Count objects to demonstrate one-to-one correspondence (up to 100). 1.2.4. Recognize that the number of objects remains the same	1.3.1 Strive for accuracy in counting. 1.3.2 Appreciate the use of numbers in real life.	1. Count sequentially within 1 000. 2. Demonstrate an understanding of numbers to 100. 3. Understand the position of objects. 4. Demonstrate estimation skills using 20 as a benchmark. 5. Demonstrate an understanding of our currency and	• Count forward (count on) and backward (count back) by ones within 1 000 from any given number.[1.1.1, 1.2.1, 1.3.1] • Skip count in ascending and descending order using various ways (such as, in 100s to or from 1 000; in 2s, 5s and 10s starting at zero, up to 100; in 2s starting at one; in 3s starting at zero and up to 30; off the decade by tens e.g. 43, 53, 63…) [1.1.1, 1.2.1, 1.2.2, 1.3.1] • Count objects to demonstrate one-to-one correspondence (up to 100). [1.1.1, 1.2.3, 1.3.1] • Explain that the last count, when counting a set of objects, identifies how many objects are in the set. [1.1.1, 1.2.3,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	when objects are rearranged. 1.2.5. Connect number names and numerals to quantities up to 100. 1.2.6. Sequence number names and numerals. 1.2.7. Read and write number names and numerals to 100. 1.2.8. Describe the order or relative position of objects using ordinal numbers up to 20. 1.2.9. Estimate the		the value of coins and bills.	1.3.1] • Count sequentially forward and backward to establish that a number is one more than or one less than the preceding number, starting at any number. [1.1.1, 1.2.3, 1.3.1] • Count objects in different arrangements to demonstrate conservation of number. [1.1.1, 1.2.4, 1.3.1] • Match the number names and numerals to the quantities (concrete and pictorial) they represent up to 100. [1.1.1, 1.2.5, 1.2.7, 1.3.1] • Sequence number names and numerals. [1.1.1, 1.2.5, 1.2.6, 1.2.7, 1.3.1] • Identify the number before, the number after, and the number between, using a

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	number of objects in a set using 20 as the benchmark and verify by counting. 1.2.10. Differentiate between odd and even numbers. 1.2.11. Explore the value of coins and bills/notes (up to $100) and their equivalence (practical situations). 1.2.12. Use money notation for dollars and cents.			hundred chart. [1.1.1, 1.2.6, 1.3.1] • Insert missing numbers on a number line, number chart and number sequence. [1.1.1, 1.2.6, 1.3.1] • Read and write number names and numerals to 100. [1.1.1, 1.2.5, 1.2.6, 1.2.7, 1.3.1] • Order objects, pictures and events, and use appropriate language to describe positions up to twentieth. [1.1.1, 1.2.8, 1.3.2] • Estimate a given quantity using 20 as a benchmark, and verify by counting. [1.1.1, 1.2.9, 1.3.2] • Classify numbers as odd and even using concrete materials (e.g. counters) or pictorial representations, paired in two rows or groups of two. [1.1.2, 1.2.10,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				1.3.1]
				• Identify even and odd numbers in a given sequence, such as in a hundred chart, and explain reason(s) for selections. [1.1.2, 1.2.10, 1.3.1]
				• Explore the value of coins and bills up to $100 e.g. $25 is worth more than $5 (use the idea of purchasing items priced at $5 and how many can be bought). [1.1.1, 1.1.3, 1.2.11, 1.2.12, 1.3.2]
				• State the equivalence of coins (only) up to 100 cents, and bills (only) up to 100 dollars using practical activities. [1.1.1, 1.1.3, 1.2.11, 1.2.12, 1.3.2]
				• State that 100 cents is equivalent to one dollar. [1.1.1, 1.1.3, 1.2.11]
				• Shade coins and bills in pictorial representations to show equivalence.

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				[1.1.3, 1.2.11, 1.2.12] • Write specified amounts of money using the notation for dollars and cents e.g. $4 and 5c. [1.1.3, 1.2.11, 1.2.12]

MATHEMATICS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Place Value and Rounding 1.1.4 Develop an understanding of place value up to 99 (concretely, pictorially and symbolically). 1.1.5 Develop an understanding of rounding to tens.	1.2.13. Explore the place value of numbers to 99. 1.2.14. Compare and order numerals up to 99. 1.2.15. Round to tens.	1.3.3 Be explorative when examining relationships in numbers. 1.3.4 Strive for accuracy in performing tasks.	6. Demonstrate an understanding of place value and value. 7. Develop an understanding of rounding to tens.	• Count a specified number of objects, and use them to form groups of 10s and 1s. [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Describe a specified number in various ways using language associated with place value e.g. 45 as four 10s and five 1s, forty and five, 45 ones. [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Show, using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of 'tens' and 'ones' and record as such, e.g. 45 = 4 tens and 5 ones. [1.1.4, 1.2.13, 1.3.3, 1.3.4] <table><tr><td>Tens</td><td>Ones</td></tr><tr><td>4</td><td>5</td></tr></table> • Record the amounts shown in pictorial

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				representations of base ten materials both in terms of place value and as a numeral. [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Write the numeral to match objects grouped in tens and ones (concretely and pictorially). [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Explain and show the equivalence of one ten and ten ones. [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Explain the importance of grouping in tens. [1.1.4, 1.2.13, 1.3.3] • Write numbers using the expanded notation form. [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Convert expanded notation into numerals. [1.1.4, 1.2.13, 1.3.3, 1.3.4] • Explain and write the place value and value represented by each digit in a numeral. [1.1.4, 1.2.13, 1.3.3, 1.3.4]

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Use comparison vocabulary to compare the number of objects in groups. [1.1.4, 1.2.14, 1.3.3, 1.3.4] • Compare and order numerals up to 99 (in ascending and descending order). [1.1.4, 1.2.14, 1.3.3, 1.3.4] • Round numbers to the nearest "ten" (using a number line). [1.1.5, 1.2.15, 1.3.3, 1.3.4]
Number Patterns 1.1.6 Explore algebraic thinking (number patterns and number relationships).	1.2.16. Explore patterns using repetitions of 3-5 elements (name as 'number' pattern e.g. 'three' pattern or using a letter code e.g.	1.3.5 Be explorative when examining patterns and relationships. 1.3.6 Take risks in solving	8. Recognize and explore number patterns up to 100 (using appropriate resources such as base ten materials, counters, number	• Distinguish between repeating patterns and non-repeating patterns in a given set by identifying errors or the part that repeats. [1.1.6, 1.2.16, 1.3.5] • Describe a given repeating pattern containing three to five elements in its core (using manipulatives, pictures/drawings, sounds and actions).

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	ABCABC).	problems.	lines and hundred charts).	[1.1.6, 1.2.16, 1.3.5]
	1.2.17. Explore increasing and decreasing patterns up to 100.			• Determine the pattern rule, and extend the repeating pattern using concrete materials, pictorial representation or symbols. [1.1.6, 1.2.16, 1.3.5]
	1.2.18. Develop number patterns involving addition and subtraction facts, add zero or subtract zero, the commutative property for addition, the associative property for addition, add two or subtract two, double facts, ten facts, and odd and even			• Name a repeating pattern containing three to five elements in its core (name as 'number' pattern e.g. 'three' pattern or using a letter code e.g. ABCABC). [1.1.6, 1.2.16, 1.3.5]

• Identify and describe patterns when counting forward or backward by ones, twos, fives, or tens (using a number line and chart). [1.1.6, 1.2.16, 1.2.17, 1.3.5]

• Describe and extend simple number patterns that increase or decrease e.g. 1, 2, 3, 4, …; 15, 14, 13, 12, …; 2, 4, 6, 8, …; 5,10,15, 20….; 90,80,70,60…, using the pattern rule (to 100). [1.1.6, 1.2.16, 1.2.17, 1.2.18, 1.3.5, |

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	numbers.			1.3.6] • Recognize when an error occurs in a pattern, and explain what is wrong. [1.1.6, 1.2.16, 1.2.17, 1.2.18, 1.3.5, 1.3.6] • Create repeating, increasing and decreasing number patterns (using pictures, diagrams, words or symbols), and explain the pattern rule. [1.1.6, 1.2.16, 1.2.17, 1.2.18, 1.3.5, 1.3.6] • Insert the missing elements in given patterns (concrete, pictorial or symbolic), and explain the reasoning. [1.1.6, 1.2.16, 1.2.17, 1.2.18, 1.3.5, 1.3.6] • Relate addition and subtraction facts for numbers to 20 (concretely, pictorially and symbolically), and describe patterns e.g. $6 + 3 = 9$, so $9 - 3 = 6$, and $9 - 6 = 3$. [1.1.6, 1.2.18, 1.3.5, 1.3.6] • Explore, describe and record patterns

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				related to the basic addition and subtraction facts (up to 99), and explain generalizations e.g. $6 + 3 = 9$ is related to $16+3=19$; $5-2=3$ is related to $50-20=30$. [1.1.6, 1.2.18, 1.3.5, 1.3.6] • Explain why addition and subtraction are inverse (opposite) operations. [1.1.6, 1.2.18, 1.3.6] • Describe and record the patterns for addition and subtraction facts for individual numbers. E.g. $0 + 4 = 4$ $5 - 0 = 5$ $1 + 3 = 4$ $5 - 1 = 4$ $2 + 2 = 4$ $5 - 2 = 3$ $3 + 1 = 4$ $5 - 3 = 2$ etc. $4 + 0 = 4$. [1.1.6, 1.2.18, 1.3.5, 1.3.6] • Recall basic addition and subtraction facts from memory (up to 10). [1.1.6,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				1.2.18, 1.3.5] • Explore, describe and record patterns related to add zero/subtract zero, the commutative property for addition, the associative property for addition, add two/subtract two, double facts, ten facts, odd and even numbers, and explain generalizations about number relationships e.g. adding zero does not change the number, as in $8 + 0 = 8$; the order in which numbers are added does not affect the sum (commutative and associative laws). [1.1.6, 1.2.18, 1.3.5, 1.3.6] • Describe and record patterns created by adding combinations of odd and even numbers e.g. odd + odd = even, odd + even = odd. [1.1.6, 1.2.18, 1.3.5, 1.3.6]
Number Relationships				

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.7 Explore algebraic thinking (number patterns and number relationships).	1.2.19. Use balance activities to demonstrate equality and inequality. 1.2.20. Count objects in sets to demonstrate equality and inequality of sets. 1.2.21. Use the language and symbols associated with equality and inequality. 1.2.22. Solve problems involving addition and subtraction using	1.3.7 Collaborate while doing activities. 1.3.8 Take risks in solving problems.	9. Demonstrate an understanding of equality and inequality. 10. Represent equality and inequality using manipulatives and pictures. 11. Use the concept of equality to solve problems involving addition and subtraction. 12. Explore equality involving addition and subtraction using	• 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. [1.1.7, 1.2.19, 1.2.20, 1.3.7] • 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. [1.1.7, 1.2.19, 1.2.20, 1.3.7] • 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. [1.1.7, 1.2.19, 1.2.20, 1.2.21, 1.3.7] • Match sets of objects that are equal (pictorial), and explain reasoning. [1.1.7,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	balance activities and counting. 1.2.23. Determine whether a given number sentence is true or false. 1.2.24. Use the equal sign to record equivalent number relationships e.g. 6+4=7+3. 1.2.25. Use the unequal sign to record number relationships that are not equivalent e.g. 3+2≠1+6.		equivalent number relationships.	1.2.20, 1.2.21] • Draw sets to show equal and unequal amounts and record the number of items. [1.1.7, 1.2.20, 1.2.21] • Use the language of equality and inequality to describe the relationship between two sets e.g. they are unequal, they have the same number of objects, they are equal in number and they balance. [1.1.7, 1.2.19, 1.2.20, 1.2.21, 1.3.7] • Explain the meaning of equality and inequality by using manipulatives and drawings. [1.1.7, 1.2.19, 1.2.20, 1.2.21, 1.3.7] • Use the equal symbol (=) or the not equal symbol (≠) to record equalities and inequalities. [1.1.7, 1.2.21] • Explore the equality of sets involving

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				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 number of blue balls to place on the other side to show equality (verify by counting). [1.1.7, 1.2.22, 1.3.7, 1.3.8] • Represent equality of sets involving addition and subtraction in pictorial and symbolic form using the equal sign (=) to mean 'is the same as' or '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 (cross out two circles from the group of six); 6 – 2 = 4 (a variety of problems can be explored involving subtraction, e.g. start with 6 objects on one pan and 4 on the other). [1.1.7, 1.2.22, 1.3.7, 1.3.8] • Determine whether a given number

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				sentence is true or false using a balance scale (use objects of the same size and mass/weight but different colours on the balance scale; verify by counting), and counting objects e.g. $5 + 4 = 9$ (Is $5 + 4$ equal to 9?); $5 + 4 = 8$ (true or false). [1.1.7, 1.2.23, 1.3.7, 1.3.8] • Explore the equality of sets (use objects of the same size and mass/weight but different colours on the balance scale; verify by counting) using equivalent number relationships involving addition and subtraction, and record using the equal or unequal sign e.g. Is $6 + 4$ equal to $7 + 3$?; Is $7 - 2$ equal to $8 - 4$? (Start with 7 and 8 objects in the pans). [1.1.7, 1.2.24, 1.2.25, 1.3.7, 1.3.8] • Determine whether two sides of a given number sentence are equal ($=$) or not equal ($\neq$) using a scale balance and

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				counting e.g. Is 5+8=9+5 true or false? Explain your reasoning. [1.1.7, 1.2.23, 1.2.24, 1.2.25, 1.3.7, 1.3.8]
Addition and Subtraction 1.1.8 Solve real-life problems (concrete, pictorial and symbolic modes) involving addition and subtraction.	1.2.26. Solve one-step and two-step real-life problems involving addition and subtraction presented orally, pictorially or symbolically (using concrete materials – such as base ten manipulatives, whole number and money).	1.3.9 Exhibit perseverance in solving problems. 1.3.10 Display confidence when solving problems related to addition and subtraction.	13. Solve problems involving addition and subtraction presented in different formats.	• Solve one-step and two-step real-life problems involving addition and subtraction presented orally, pictorially and symbolically (using concrete materials, whole number and money), and using a variety of problem solving strategies such as, use a model, act it out, draw a picture, look for a pattern, work backwards, and guess and check. [1.1.8, 1.2.26, 1.3.9, 1.3.10] • Solve problems involving addition (Joining Structures – change, result unknown; Part-Part-Whole structures (whole unknown) - combine, total set unknown; Separating Structures – change

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	1.2.27. Perform addition up to 3 addends within 99 (vertical and horizontal arrangements, no algorithm). 1.2.28. Perform subtraction within 99 (vertical and horizontal arrangements, no algorithm). 1.2.29. Explain or demonstrate how an answer was obtained when solving problems. 1.2.30. Record solutions to problems using a variety of			unknown, start/initial unknown), and subtraction (Joining Structures – change unknown, start/initial unknown; Separating Structures - change, result unknown (or deducting) and change unknown; Part-Part-Whole structures (part unknown) - combine, subset unknown; Compare Structures - compare, difference unknown), using concrete, pictorial and symbolic representations in vertical and horizontal arrangements(up to 99, no algorithm). [1.1.8, 1.2.26, 1.2.27, 1.2.28, 1.3.9, 1.3.10] • Use the language of money in role playing situations involving the exchange of goods for money (one item, more than one item, without and with change, limited to dollars only or cents only). [1.1.8, 1.2.26, 1.2.27, 1.2.28, 1.3.9, 1.3.10] • Describe what happens to a group after addition to or subtraction from. [1.1.8,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	formats and appropriate notation (e.g. $5 + $6+ $8 = $19). 1.2.31. Create number stories.			1.2.26, 1.2.27, 1.2.28, 1.3.10] • Check answers to addition and subtraction problems by using the reverse operation. [1.1.8, 1.2.26, 1.2.27, 1.2.28, 1.3.10] • Explain or demonstrate how an answer was obtained when solving problems. [1.1.8, 1.2.26, 1.2.27, 1.2.28, 1.2.29, 1.3.10] • Record solutions to problems using drawings, numerals, symbols and together with the related number sentences. [1.1.8, 1.2.26, 1.2.27, 1.2.28, 1.2.30, 1.3.10] • Create and solve number stories using appropriate vocabulary (including the language of money). [1.1.8, 1.2.31, 1.3.10]

MATHEMATICS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Multiplication and Division 1.1.9 Solve real-world problems involving repeated addition (multiplication) and repeated subtraction (division).	1.2.32. Solve problems involving repeated addition (concept of multiplication, no symbol, up to 10 addends). 1.2.33. Solve problems involving sharing and grouping (concept of division, no symbol). 1.2.34. Explain or demonstrate how answers were obtained when	1.3.11 Display confidence when solving problems related to multiplication and division. 1.3.12 Take risks in solving problems.	14. Demonstrate a conceptual understanding of multiplication and division.	• Solve problems involving repeated addition by forming equal groups of 2s, 3s, 5s and 10s up to 20 (concrete and pictorial, no symbol for multiplication, with and without arrays). [1.1.9, 1.2.32, 1.3.11, 1.3.12] • Solve problems involving sharing and grouping, using equal groups of 2s, 3s, 5s and 10s up to 20 (concrete and pictorial, no symbol for division, with and without arrays). [1.1.9, 1.2.33, 1.3.11, 1.3.12] • Use counting of objects, skip counting, repeated subtraction and the number line to determine solutions. [1.1.9, 1.2.32, 1.2.33, 1.3.11, 1.3.12] • Explain or demonstrate how answers were obtained when solving problems.

				MATHEMATICS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	solving problems. 1.2.35. Record solutions to problems using a variety of formats. 1.2.36. Create number stories.			[1.1.9, 1.2.34, 1.3.11] • Record solutions to problems using drawings, numerals, symbol, (no symbol for multiplication and division) and words together with the related number sentences. [1.1.9, 1.2.32, 1.2.33, 1.2.35, 1.3.11] • Create and solve number stories using appropriate vocabulary (including the language of money). [1.1.9, 1.2.36, 1.3.11]
Mental Mathematics 1.1.10 Develop strategies to solve problems mentally.	1.2.37. Use a variety of mental math strategies and recording strategies to solve problems	1.3.13 Develop an appreciation for the need for accuracy and efficiency in	15. Develop mental math strategies.	• Explore, describe and use a range of mental strategies and recording strategies for addition and subtraction, including: o The commutative property for addition o The associative property for addition

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	involving addition and subtraction.	computation. 1.3.14 Take risks in solving problems.		o Add-two/subtract-two o Double facts o Ten facts (combining numbers that add to 10 e.g. $6 + 8 + 2$; group 8 and 2 first) o Related addition and subtraction facts, e.g. $15 + 3 = 18$, so $18 − 15 = 3$; $5 − 2 = 3$, so $50 − 20$ is 30 o Thinking of addition e.g. make ten o The jump strategy, e.g. $53 + 25$; $53 + 20 = 73$, $73 + 5 = 78$ o The split strategy e.g. $43 + 52= 40 + 50 + 3 + 2$ o Bridging to tens strategy e.g. $18 + 6$; 18 and 2 is 20 and add 4 more o Counting on and back o Skip counting. [1.1.10, 1.2.37, 1.3.13, 1.3.14]
Language 1.1.11 Develop appropriate	1.2.38. Use appropriate vocabulary	1.3.15 Communicate with	16. Communicate effectively using vocabulary	• Use appropriate language associated with number, such as: fewer than, ones/units, tens, place value, digit, value, total, sum,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
vocabulary associated with number.	associated with number, orally and in writing.	confidence using language related to numbers. 1.3.16 Demonstrate an appreciation for others by listening to their point of view.	associated with numbers.	word names and numerals to one hundred, difference, order, round, estimate, plus, minus, count forward, count backward, odd, even, first to twentieth (1st to 20th), equivalent, repeat, equal groups, share, solve problem, answer, compare, leftover, remainder, addition, subtraction, symbol, combine, separate, sequence, balance, '≠' read as 'is not equal to' or 'is not the same as'. [1.1.11, 1.2.38, 1.3.15, 1.3.16]
GEOMETRY				
Solids and Plane Shapes 2.1.1 Develop spatial sense in relation to solids and plane shapes. 2.1.2 Recognize spatial relationships.	2.2.1. Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, cone,	2.3.1 Display curiosity while exploring the properties of solids and plane shapes. 2.3.2 Develop	1. Develop an understanding of the properties of solids and plane shapes. 2. Solve problems	• Classify solids according to one or more common attributes (e.g. colour, size, shape, function) including students' own criteria and explain reasons for classification. [2.1.1, 2.2.1, 2.3.1] • Sort solids into appropriate groups to

MATHEMATICS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
2.1.3 Solve problems involving solids and plane shapes.	sphere and pyramid – with a focus on naming the different types of pyramids). 2.2.2. Describe and compare solids and plane shapes in concrete and pictorial forms using formal language. 2.2.3. Identify plane shapes as faces of solids in the environment and in an assortment of solids. 2.2.4. Use plane shapes to create solids and state the	confidence in their spatial understanding.	involving solids and plane shapes.	represent same, similar or alike and different, stating reasons for classification. [2.1.1, 2.2.1, 2.3.1] • Identify and name different types of pyramids. [2.1.1, 2.2.1, 2.3.1] • Describe and compare solids and plane shapes using appropriate vocabulary related to geometric attributes (concrete and pictorial). [2.1.2, 2.2.2, 2.3.1, 2.3.2] • Identify plane shapes as faces of solids in the environment and in an assortment of solids. [2.1.2, 2.2.3, 2.3.1, 2.3.2] • Match cut-outs of plane shapes to faces of solids. [2.1.2, 2.2.3, 2.3.1, 2.3.2] • Trace the faces of solids and name the shapes drawn. [2.1.2, 2.2.3, 2.3.1, 2.3.2] • Construct solids using cut outs of plane

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	relationship between solids and plane shapes. 2.2.5. Identify solids and plane shapes in different orientations (concrete and pictorial) and via the sense of touch. 2.2.6. Construct plane shapes and compare and describe their sides and corners and deduce the relationship between the number of sides and corners of plane shapes (not limited to			shapes. [2.1.2, 2.1.3, 2.2.4, 2.3.1, 2.3.2] • Predict the solid that can be formed given an assortment of plane shapes (pictorial). [2.1.2, 2.1.3, 2.2.4, 2.3.1, 2.3.2] • State the relationship between solids and plane shapes. [2.1.2, 2.1.3, 2.2.4, 2.3.1, 2.3.2] • Name solids and plane shapes in different orientations (concrete and pictorial) and explain the effects of orientation. [2.1.2, 2.2.5, 2.3.1, 2.3.2] • Name solids and plane shapes via the sense of touch only. [2.1.2, 2.2.5, 2.3.1, 2.3.2] • Construct plane shapes (using geo-strips, geo-boards and geo-paper) of varying types and sizes (not limited to triangles, squares and rectangles). [2.1.2, 2.1.3,

MATHEMATICS: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	triangles, squares and rectangles). 2.2.7. Solve problems involving solids and plane shapes.			2.2.6, 2.3.1, 2.3.2] • Compare the sides and corners of plane shapes (not limited to triangles, squares and rectangles). [2.1.2, 2.2.6, 2.3.1, 2.3.2] • Describe the sides and corners of the constructed plane shapes. [2.1.2, 2.2.6, 2.3.1, 2.3.2] • State the relationship between the number of sides and number of corners of the constructed plane shapes. [2.1.2, 2.2.6, 2.3.1, 2.3.2] • Solve problems involving solids and plane shapes. [2.1.3, 2.2.7, 2.3.1, 2.3.2]
Geometrical Patterns 2.1.4 Explore patterns using solids and	2.2.8. Recognize and	2.3.3 Be explorative	3. Explore patterns	• Distinguish between repeating and non-

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
plane shapes.	complete patterns using solids or plane shapes (repeating – 3 to 5 elements, growing or increasing and decreasing patterns). 2.2.9. Create patterns using solids or plane shapes (repeating, growing or increasing and decreasing patterns).	when examining patterns. 2.3.4 Demonstrate inventiveness in the creation of patterns.	using plane shapes and solids.	repeating patterns in a given set involving solids or plane shapes by identifying the part that repeats or errors. [2.1.4, 2.2.8, 2.3.3] • Describe a given repeating pattern containing three to five elements in its core (using manipulatives, pictures/drawings) e.g. My pattern is made using circles. The colours repeat – green, red, yellow, green, red, yellow, green, red, yellow. [2.1.4, 2.2.8, 2.3.3] • Determine the pattern rule and extend the repeating pattern using concrete materials or pictorial representations. [2.1.4, 2.2.8, 2.2.9, 2.3.3, 2.3.4] • Name a repeating pattern containing three to five elements in its core (name as 'number' pattern e.g. 'three' pattern or using a letter code e.g. ABCABC).[2.1.4, 2.2.8, 2.3.3]

MATHEMATICS: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				• Describe growing/increasing or decreasing patterns and extend the pattern using the pattern rule. [2.1.4, 2.2.8, 2.3.3] • Create repeating, increasing and decreasing patterns using solids or plane shapes (concrete and pictorial) and explain the pattern rule. [2.1.4, 2.2.9, 2.3.4] • Insert the missing elements in given patterns (concrete or pictorial) and explain reasoning. [2.1.4, 2.2.8, 2.3.3]
Language 2.1.5 Develop appropriate vocabulary associated with geometry.	2.2.10. Use appropriate vocabulary associated with geometry, orally and in writing.	2.3.5 Communicate with confidence using language related to geometry. 2.3.6 Demonstrate an	4. Communicate effectively using vocabulary associated with geometry.	• Use appropriate language associated with geometry, such as: surface, face, curved, flat, pointed, cube, cuboid, sphere, cone, cylinder, pyramid, horizontal, vertical, side, corner, straight line, curved line, increasing and decreasing. [2.1.5, 2.2.10,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		appreciation for others.		2.3.5, 2.3.6]
				•
MEASUREMENT				
Linear 3.1.1. Understand that length can be quantified. 3.1.2. Demonstrate familiarity with comparison of length using appropriate vocabulary. 3.1.3. Apply measurement techniques to quantify length. 3.1.4. Solve problems	3.2.1. Measure, record, compare and order length, using non-standard units. 3.2.2. Estimate length using non-standard units and verify results. 3.2.3. Perform tasks demonstrating the conservation of length. 3.2.4. Solve practical problems	3.3.1. Display a sense of competence in selecting units when measuring. 3.3.2. Take pride in measuring accurately.	1. Develop an understanding that measures of length can be quantified. 2. Develop an understanding of the comparison of measures of length using appropriate vocabulary. 3. Demonstrate an understanding of measurement	• Measure lengths and distances using multiple copies of large and small non-standard units (by placing the same sized units end-to-end without leaving gaps, without overlapping and arranged in a straight line) and using a single copy of a unit (unit iteration). [3.1.1, 3.1.3, 3.2.1, 3.3.1, 3.3.2] • Count and record the number of units used to measure lengths. [3.1.1, 3.1.3, 3.2.1, 3.3.2] • Compare and order objects and distances according to length and explain reasoning using appropriate vocabulary (ascending and descending order). [3.1.2,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
involving length.	involving length.		techniques.	3.2.1, 3.3.1]
			4. Solve problems involving length.	• Explore activities to explain that the size of the unit used in measuring relates to the number of units used. [3.1.1, 3.1.3, 3.2.4, 3.3.1]
				• Explain why one non-standard unit may be a better choice for measuring than the other. [3.1.1, 3.2.4, 3.3.1]
				• Compare and order the lengths of objects and lines in different orientations) in pictorial representations. [3.1.2, 3.2.1, 3.3.2]
				• Estimate lengths of objects and verify lengths by measuring. [3.1.3, 3.2.2, 3.3.1]
				• Explore activities associated with conservation of length. [3.1.3, 3.2.3, 3.3.1]

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Solve practical problems involving length. [3.1.4, 3.2.4, 3.3.2]
Mass/Weight 3.1.5. Understand that mass/weight can be quantified. 3.1.6. Demonstrate familiarity with comparison of mass/weight using appropriate vocabulary. 3.1.7. Apply measurement techniques to quantify mass/weight. 3.1.8. Solve problems involving	3.2.5. Measure, record, compare and order mass/weight, using non-standard units. 3.2.6. Solve practical problems involving mass/weight.	3.3.3. Appreciate measures in everyday use. 3.3.4. Demonstrate confidence when measuring.	5. Develop an understanding that mass/weight can be quantified. 6. Develop an understanding of the comparison of measures of mass/weight using appropriate vocabulary. 7. Demonstrate an understanding of measurement techniques.	• Measure the mass/weight of objects using non-standard units (e.g. marbles, blocks) and an equal arm balance. [3.1.5, 3.2.5, 3.3.3, 3.3.4] • Count and record the number of units used to measure the mass/weight of objects. [3.1.5, 3.2.5, 3.3.4] • Compare and order the objects according to mass/weight and explain reasons using appropriate vocabulary (ascending and descending order). [3.1.6, 3.2.5, 3.3.4] • Explore activities to explain that the size of the unit used in measuring relates to the number of units used. [3.1.7, 3.2.6,

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
mass/weight.			8. Solve problems involving mass/weight.	3.3.3] • Explain why one non-standard unit may be a better choice for measuring than the other. [3.1.7, 3.2.6, 3.3.3] • Solve practical problems involving mass/weight. [3.1.8, 3.2.6, 3.3.4]
Time 3.1.9. Understand that time can be quantified. 3.1.10. Demonstrate familiarity with comparison of time using appropriate vocabulary. 3.1.11. Apply measurement techniques to	3.2.7. Measure, record, compare and order duration of activities (time) using non-standard and standard units. 3.2.8. Identify the features of the analog clock and the function of its parts.	3.3.5. Demonstrate confidence in justifying their responses. 3.3.6. Demonstrate confidence when measuring time.	9. Develop an understanding that time can be quantified. 10. Develop an understanding of the comparison of time using appropriate vocabulary.	• Measure the passage of time it takes for various activities to occur or duration of activities (using a repeated non-standard unit) and record the number of units used to measure). [3.1.9, 3.2.7, 3.3.6] • Compare and order the duration of activities (related to the use of non-standard units) and explain reasoning using appropriate vocabulary. [3.1.10, 3.2.7, 3.3.5]

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
quantify time. 3.1.12. Solve problems involving time.	3.2.9. Measure the duration of events in minutes and seconds. 3.2.10. Compare the duration of events using minutes and seconds and order. 3.2.11. Solve practical problems involving time (including the interpretation of calendars).		11. Demonstrate an understanding of measurement techniques. 12. Solve problems involving time.	• Explore activities to explain that the size of the unit used in measuring relates to the number of units used. [3.1.11, 3.2.11, 3.3.5] • Explain why one non-standard unit may be a better choice for measuring than the other. [3.1.11, 3.2.11, 3.3.5] • Explain the need for and the importance of a standard unit of measure for time. [3.1.9, 3.2.11, 3.3.5] • State units of measure of time that they are familiar with e.g. minutes, hours and the instrument used to measure (clock). [3.1.9, 3.2.7, 3.2.8, 3.3.5] • Identify the features of the analog clock and the function of the hands (second, minute and hour). [3.1.9, 3.2.8, 3.3.5] • Explain the meaning of the movement of the hands on a clock (seconds and

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				minutes). [3.1.9, 3.2.8, 3.3.5] • Measure the duration of events in minutes and seconds using a clock with a second hand and a minute hand. [3.1.9, 3.1.11, 3.2.9, 3.3.6] • Count and record the number of seconds or minutes taken for the duration of events/activities. [3.1.9, 3.1.11, 3.2.9, 3.3.6] • Compare and order the activities according to time taken and explain reasons using appropriate vocabulary. [3.1.10, 3.2.10, 3.3.5] • State/name activities/events which occur in seconds and minutes (up to 5 minutes). [3.1.12, 3.2.11, 3.3.5] • Solve practical problems involving time (including the interpretation of

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				calendars). [3.1.12, 3.2.11, 3.3.5]
Capacity 3.1.13. Develop the concept of capacity. 3.1.14. Demonstrate familiarity with comparison of objects using appropriate vocabulary. 3.1.15. Understand that measures can be quantified. 3.1.16. Apply measurement techniques to	3.2.12. Investigate objects according to their capacity. 3.2.13. Classify objects into groups of given criteria associated with capacity. 3.2.14. Use comparison vocabulary to compare the capacity of two objects (direct comparison).	3.3.7.Display a sense of competence in selecting units when measuring capacity. 3.3.8.Demonstrate confidence when measuring.	13. Demonstrate an understanding of capacity. 14. Develop an understanding of the comparison of measures of capacity using appropriate vocabulary. 15. Develop an understanding that capacity can be quantified.	• Sort objects into "can put things into" (containers) and "cannot put things into" and explain reasons. [3.1.13, 3.2.12, 3.2.13] • Explore containers by filling and emptying and describe using the language associated with capacity (e.g. empty/full, nearly full) so as to develop the concept of capacity. [3.1.13, 3.2.12, 3.2.13] • Compare the capacity of two containers by filling and emptying (using materials such as water and sand) into each other (or by filling and emptying into a larger container and marking each level) and

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
quantify capacity. 3.1.17. Demonstrate an understanding of conservation of capacity. 3.1.18. Solve problems involving capacity.	3.2.15. Measure, record, compare and order capacity using non-standard units. 3.2.16. Perform tasks demonstrating the conservation capacity. 3.2.17. Solve practical problems involving capacity.		16. Demonstrate appropriate techniques when measuring. 17. Demonstrate an understanding of conservation of capacity. 18. Solve problems involving capacity.	give reasons using appropriate language. [3.1.14, 3.2.14] • Describe capacity as the measure of the amount a container can hold. [3.1.13, 3.2.12, 3.2.13] • Measure the capacity of containers using non-standard units (by filling the container with non-standard units such as cubes or by counting the number of times a smaller container was filled and emptied into the container to be measured). [3.1.15, 3.2.15, 3.3.7, 3.3.8] • Count and record the number of units used to measure the capacity of containers. [3.1.15, 3.1.16, 3.2.15, 3.3.8] • Compare and order containers according to capacity and explain reasons using appropriate vocabulary (ascending and descending order). [3.1.14, 3.2.15, 3.3.7,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				3.3.8] • Explore activities to explain that the size of the unit used in measuring capacity relates to the number of units used. [3.1.18, 3.2.17, 3.3.7] • Explain why one non-standard unit may be a better choice for measuring capacity than the other (e.g. a cup may be better than a spoon when measuring the capacity of a bucket; cubes may be better than cones when measuring capacity as they pack and stack better and leave no gaps). [3.1.18, 3.2.17, 3.3.7] • Explore activities associated with conservation of capacity. [3.1.17, 3.2.16] • Solve practical problems involving capacity. [3.1.18, 3.2.17, 3.3.7, 3.3.8]
Language				

MATHEMATICS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.19. Develop appropriate vocabulary associated with measurement**.**	3.2.18. Use appropriate vocabulary associated with measurement, orally and in writing.	3.3.9.Communicate with confidence using language related to measurement.	19. Communicate effectively using vocabulary associated with measurement.	• Use appropriate language associated with measurement, such as: fast/slow, faster/slower, fastest/slowest, quickly/slowly, minute, second, longer/shorter time, clock, long hand, short hand, second hand, capacity, full, empty, holds more/less/same or as much as, container, nearly full, capacity, liquid, straight, slant, length, width, height, depth, heavier/heaviest, lighter/lightest, weight/mass, measure, order and compare. [3.1.19, 3.2.18, 3.3.9]
STATISTICS				
Tally Charts and Pictographs 4.1.1. Use statistical techniques to investigate real-life problems.	4.2.1. Collect data (using observation and frequency counts) and classify data through investigation of a	4.3.1. Demonstrate awareness that numerical data could be communicated	1. Demonstrate the ability to collect, classify, organize, represent and	• Collect and classify data to make decisions based on a real-life situation or problem. [4.1.1, 4.2.1, 4.3.3] • Construct tally charts (including the

MATHEMATICS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.2. Demonstrate the ability to organize and represent data. 4.1.3. Demonstrate an understanding of the features of graphs and charts. 4.1.4. Make decisions based on interpretation of data.	problem/question based on a real-life situation. 4.2.2. Identify features of tally charts and pictographs (e.g. using one stroke/tally mark or picture to represent one person, grouping of strokes/tally marks in fives, baseline/start line, labels (of sets) on baseline, same-sized symbols/pictures, equal spacing and title). 4.2.3. Construct tally charts and	visually. 4.3.2. Demonstrate creativity and enjoyment in representing data. 4.3.3. Collaborate in teams to find solutions to problems. 4.3.4. Show the usefulness of data analysis to problem solving situations.	interpret data. 2. Demonstrate an understanding about the features of charts/graphs. 3. Use analysed data to make sound decisions and solve problems.	frequency column) with guidance from the teacher, noting features. [4.1.2, 4.1.3, 4.2.2, 4.2.3, 4.3.3] • Construct pictographs (with and without grid, vertical and horizontal arrangements) based on information collected and after reviewing the features of pictographs. [4.1.2, 4.1.3, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3] • Interpret and analyse the data so as to make decisions about a real-life situation or problem. [4.1.4, 4.2.4, 4.2.5, 4.3.3, 4.3.4] • Participate in decision-making to solve problems. [4.1.4, 4.2.5, 4.2.6, 4.3.3, 4.3.4] • Communicate findings and justify decisions made using appropriate vocabulary (orally or in writing). [4.1.4,

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	pictographs using appropriate symbolic representations.			4.2.5, 4.2.6, 4.3.3, 4.3.4]
	4.2.4. Interpret data from tally charts and pictographs based on a real-life problem or situation.			
	4.2.5. Make informed decisions based on data analysed.			
	4.2.6. Justify decisions made using data collected in writing and/or oral presentations.			
Language				

MATHEMATICS: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.5. 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.	• Use appropriate language associated with statistics, such as: horizontal, vertical, same size, same space, tally, most frequent, classify, label, title, information and data. [4.1.5, 4.2.7, 4.3.5]

Primary School Curriculum

Physical Education

Standard 1

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

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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.

PHYSICAL EDUCATION: STANDARD 1				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Movement Skills And Concepts 1.1.1 Recognise that the body can transfer weight, form shapes and balance.	1.2.1 Combine shapes, balance and transference of weight in simple sequences.	1.3.1 Appreciate and enjoy movement.	1. Apply movement concepts and principles in the development of motor skills.	• Create a sequence of 3 or 4 movements involving shapes, balance and transference of weight. (1.2.1)
Gymnastic Skills 2.1.1 Explain Mule Kick, Scale Stand.	2.2.1 Demonstrate the Mule Kick, Scale Stand.	2.3.1 Appreciate and enjoy movement.	2. Perform gymnastic skills with an increased level of control.	• Execute mule kick with control. • Combine 2 gymnastic skills to make a simple routine. (2.2.1)
Locomotor Skills 3.1.1 Explain basic technique in running and jumping.	3.2.1 Perform running and jumping activities with increasing levels of difficulty.	3.3.1 Follow instructions when engaging in physical activity.	3. Develop locomotor skills.	• Demonstrate running, jumping with improved technique. (3.2.1)

PHYSICAL EDUCATION: STANDARD 1				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Manipulative Skills 4.1.1 Explain basic technique in throwing, catching, striking.	4.2.1 Practise using equipment appropriately. 4.2.2 Demonstrate various techniques in throwing, catching, striking. 4.2.3 Apply skills in simple game situations.	4.3.1 Follow instructions when engaging in physical activity.	4. Apply basic manipulative skills in simple game situations.	• Stop a rolling ball using the feet. • Perform underhand throw with proper technique. • Execute a two-hand underhand catch with controlled technique. • Strike a ball using the hand, feet or equipment to a target. (4.2.1, 4.2.2, 4.2.3)
Healthy Habits 5.1.1 Identify simple changes in the body during physical activity. 5.1.2 Discuss the benefits of drinking water and making healthy breakfast choices as well as washing hands and face after physical activity.	5.2.1 Practice drinking water regularly and making improved breakfast choices. 5.2.2 Practice washing hand and face	5.3.1 Develop an acceptance of individual differences. Build helping relationship with peers.	5. Make healthy choices and engage in physical activity that is beneficial to their health.	• State at least two changes in the body during physical activity. (5.1.1) • Give at least one reason why drinking water, eating a healthy breakfast and/or washing hands and face after physical activity is

PHYSICAL EDUCATION: STANDARD 1				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	after physical activity.	5.3.2 Develop healthy habits.		beneficial/ important. (5.1.2)
Safe Practices 6.1.1 Recognise that specific attire is required for Physical Education Classes.	6.2.1 Use suitable attire for Physical Education Classes.	6.3.1 Be Suitably attire for Physical Education Classes.	6. Recognize safety practises associated with physical activity.	• Wear suitable, clean clothing to every Physical Education class. (6.3.1) • Give at least one important reason for wearing appropriate clothing to Physical Education Classes.(6.1.1)

Primary School Curriculum

Science

Standard 1

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 experiment**s: 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: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Individual and Groups: 1.1.1 Distinguish between vertebrates and invertebrates. 2.1.1 Discuss the importance of the work of local scientists.	1.2.1 Sort models or pictures of animals according to observed characteristics. 2.2.1 Convey information by means of oral presentations or visual display.	1.3.1 Handle materials carefully. 1.3.2 Demonstrate equity in distribution of materials. 2.3.1 Value the contributions of scientists.	1. Classify animals as vertebrates or invertebrates. 2. Appreciate the work of local scientists.	• Categorize popular farm, domestic and zoo animals as vertebrates or invertebrates. (1.1.1, 1.2.1, 1.3.1) • Explain the importance of the work of local scientists. (2.1.1,2.2.1,2.3.1) • Identify one local scientist and write the main idea of his/her work. (2.1.1,2.2.1,2.3.1)

SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Form and Function: 3.1.1 Investigate traditional methods such as sieving and handpicking to separate mixtures of solids.	3.2.1 Choose the appropriate apparatus for separating solids of different size. 3.2.2 Carry out procedures systematically.	3.3.1 Be open-minded about traditional practices.	3. Discriminate amongst traditional methods of separation.	• Explain the procedures to sep arate mixtures e.g. handpicking: ▪ rice and stone; ▪ sand and rice; and ▪ nails and pebbles. (3.1.1,3.2.1,3.3.1)
4.1.1 Evaluate the usefulness of objects/structures based on the materials used to make them.	4.2.1 Investigate the flaws in structures that result from the choice of materials. 4.2.2 Explore possible alternatives.	4.3.1 Be innovative in choice of materials.	4. Illustrate the usefulness of structures/ob jects based on the mater ials used to make the m.	• Use appropriate materials when creating models or completing projects etc. that are suitable based on o appearance, o texture, o strength, and o mass. (4.1.1,4.2.1,4.3.1)

SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
5.1.1 Differentiate among various types of simple machines as levers, pulleys, wheel and axle.	5.2.1 Use an appropriate simple machine to complete a specified task.	5.3.1 Value the usefulness of simple machines.	5. Demonstrate an understanding of the use of simple machines.	• Classify simple machines as: o levers, o pulleys, or o wheel and axle. (5.1.1,5.2.1, 5.3.1) • Select appropriate simple machines to solve everyday problems. (5.1.1,5.2.1, 5.3.1)
Systems and Interaction: 6.1.1 Examine the use of forces including twists and turns.	6.2.1 Carry out procedures showing the use of different forces. 6.2.2 Record observations using scientific drawings.	6.3.1 Be thorough when conducting investigations. 6.3.2 Be organised when performing tasks.	6. Evaluate the effects of forces.	• Explain the effects of simple twists and turns. (6.1.1,6.2.1,6.3.1) • Draw and label diagrams to illustrate the use of twists and turns. (6.1.1,6.2.2,6.3.2) • Predict the most plausible

SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
7.1.1Investigate relationships that exist within ecosystems.	6.2.3 Predict the outcome of applying a force. 7.2.1Construct a graphic representation of the feeding habits of animals.	7.3.1Exhibit sensitivity to the delicate balance that exists within ecosystems.	7. Demonstrate an understanding of the relationships within ecosystems.	outcome in given situations where twists and turns are applied. (6.1.1,6.2.2,6.3.2) • Identify relationships existing in ecosystems. (7.1.1, 7.2.1, 7.3.1) • Create simple flow diagram (food chains) to illustrate energy relationships amongst organisms in common ecosystems. (7.1.1, 7.2.1, 7.3.1) • Outline the negative effects of mans' actions within ecosystems. (7.1.1, 7.2.1, 7.3.1)

SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
8.1.1 Assess the importance of the daily cycle. 9.1.1 Compare the wet and dry seasons based on activities that take place in each.	8.2.1 Map events/activities in terms of sequence and period of time.	8.3.1 Be aware of patterns of behaviours or habits.	8. Value the daily cycle. 9. Demonstrate an aware-ness of the differences between the wet and dry seasons.	• Illustrate and predict the daily cycle. (8.1.1, 8.2.1, 8.3.1) • Associate everyday tasks with day and night. (8.1.1, 8.2.1, 8.3.1) • Identify the characteristics of the two seasons. (9.1.1, 8.2.1, 8.3.1) • Explain why common activities are associated with a season. (9.1.1, 8.2.1, 8.3.1) • Associate natural events that occur in the seasons. E.g. wet: - hurricanes, flooding. (9.1.1, 8.2.1, 8.3.1)

SCIENCE: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Conservation and Sustainability: 10.1.1 Evaluate how wind had been used as a source of energy. 10.1.2 Create models of traditional devices that use wind.	10.2.1 Assemble a display conveying information on wind energy. 10.2.2 Design and build models. 10.2.3 Explore possible modifications of wind powered devices to improve their usefulness.	10.3.1 Value traditional practices that incorporate the use of wind energy. 10.3.2 Demonstrate creativity in developing designs and models.	10a. Explain how wind has been used as a source of energy 10b. Create and modify models of traditional wind devices.	• Explain how windmills have been used in some industries in the past. (10.1.1, 10.2.1, 10.3.1) • Explain common uses of wind energy. (10.1.1, 10.2.1, 10.3.1) • Construct models of traditional devices that use wind (10.1.2, 10.2.2, 10.2.3,) • Evaluate models and propose modifications to enhance their operation. (10.2.3, 10.3.2)

Primary School Curriculum

Social Studies

Standard 1

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

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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: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
My Country: The Past 1.1 Identify cultural attributes of the indigenous people: • place names • food • religion • dress • music • dance • art/craft • social structure • folklore e.g. The story of the San Fernando Hill, etc.	1.2.1 Research the history of the indigenous people using ICTs. 1.2.2 Create a 3D model of a village of the indigenous people. 1.2.3 Locate on a map of Trinidad and Tobago the settlements of the indigenous people. 1.2.4 Compare	1.3 Acknowledge and appreciate the cultural heritage of the indigenous people.	1. Become aware of the history of the indigenous people. 2. Know that the indigenous people contributed in many ways to the culture of Trinidad and Tobago. 3. Execute a project to compare the	• Write the names of the two groups of people that make up the indigenous people of Trinidad and Tobago. [1.1, 1.2.2] • Write the names of two places in Trinidad or Tobago where the indigenous people settled. [1.1, 1.2.3] • Point out in a picture the house of the indigenous people. [1.2.1, 1.2.2] • List two cultural influences contributed by the indigenous people. [1.1, 1.2.1, 1.3] • Outline in a project the difference in lifestyle (food, occupations, house structure) between the indigenous people and people of today.

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SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
	environmental influences on the way of life of the indigenous people (food, occupations and house structure) with their influences on life today.		influence of the environment on the lifestyle of indigenous people with its influence on life today.	[1.1, 1.2.1, 1.2.2, 1.3]
My Country: The People *What Unites the People* 2.1 Discuss the significance of the following national emblems: • Coat Of Arms • Watchwords • Anthem • Flag	2.2.1 Demonstrate appropriate behaviour when the National Anthem is being played or sung.	2.3 Develop a sense of national pride.	4. Know the significance of the national emblems.	• Identify and name the national emblems: Coat of Arms, Watchwords, Anthem, Flag, Birds. [2.1] • Write the names of the colours of the National Flag. [2.1] • Explain in one or two sentences the appropriate behaviour to be displayed when the National Anthem is being played or sung. [2.2.1, 2.3]

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SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
• Birds 3.1.1 Explain the significance of: • Religious festivals • National festivals 3.1.2 Discuss activities associated with these celebrations. 3.1.3 Discuss safety precautions during celebrations.	2.2.2 Demonstrate appropriate behaviour when the National Pledge is being recited. 3.2 Investigate and report on how their family celebrates the various occasions.	3.3 Appreciate different celebrations in their country.	5. Understand the significance and importance of religious and national festivals.	• Explain in one or two sentences the appropriate behaviour when the National Pledge is being recited. [2.2.2, 2.3] • Match the symbol to the religious festival. [3.1.1] • Write in one or two sentences two activities associated with a religious festival. [3.1.2, 3.2] • Name one religious festival and one national festival celebrated in Trinidad and Tobago.[3.1.1] • Explain in one or two sentences how their family celebrates a religious festival. [3.1.2,3.2] • List three or four safety precautions that should be adhered to during religious and national celebrations. [3.1.3]

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SOCIAL STUDIES: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will				
My Country: Leisure & Work 4.1.1 Describe the seasons in Trinidad and Tobago: • dry season • wet season 4.1.2 State the duration of each season. 4.1.3 Explain how weather conditions influence leisure and work activities. 5.1 Identify basic needs • food • clothing • shelter • water	4.2 Make appropriate decisions based on weather conditions.	5.3 Value the basic needs they have	6. Know the seasons in Trinidad and Tobago and the activities associated with each type. 7. Name their basic needs.	• Write the names of the two seasons in Trinidad and Tobago. [4.1.1] • Write the beginning and end of each season. [4.1.2] • Write two activities associated with each season. [4.1.3, 4.2] • Write a least four basic needs. [5.1] • Explain, in three to four sentences, the importance of at least four basic needs. [5.1, 5.3]

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SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
• love • security				
My Country: The Culture(s) *Developing a Culture of Safety* 6.1.1 State what is a/an • hurricane • tsunami • earthquake 6.1.2 Identify the local agencies for disaster preparedness and management. • ODPM (Office of Disaster	6.2.1 Practice evacuation drills and procedures at home and at school.	6.3.1 Appreciate the services of organizations associated with disaster preparedness.	8. Become aware of natural disasters and the local agencies responsible for disaster	• Name two or three natural disasters. [6.1.1] • In two to three sentences explain in simple terms what a hurricane, a tsunami and an earthquake is. [6.1.1] • Give the name of one local agency responsible for disaster preparedness and management. [6.1.2, 6.3.1] • In three to four sentences give simple oral explanations for evacuation routes for home and school. [6.1.2, 6.2.1, 6,1.3]

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SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will				
Preparedness and Management) • TEMA (Tobago Emergency Management Agency) 6.1.3 Know evacuation routes for home and school. 6.1.4 Discuss procedures to ensure safety at home and school during a natural disaster. 6.1.5 State ways of providing assistance for people affected by natural disasters.	6.2.2 Be prepared for natural disasters.	6.3.2 Develop an awareness of the importance of evacuation drills.	preparedness and management. 9. Know safety procedures for home and school during a natural disaster.	• Demonstrate safety precautions for home and school during a natural disaster. [6.1.4, 6.1.3, 6.2.1, 6.2.2,6.3.2] • Orally state two ways assistance can be provided for people affected by natural disasters. [6.1.5, 6.3.1]

Primary School Curriculum

Spanish

Standard 1

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: STANDARD 1			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
1. 1.1. State how events of the past have influenced the diversity of Trinidad & Tobago. 1.1.2. Outline evidence of Spanish influence in Trinidad &Tobago.	1.2.1. Appreciate the cultural diversity present in Trinidad and Tobago. 1.2.2. Have a sense of identity. 1.2.3. Appreciate the Spanish influence in Trinidad and Tobago.	1. Give simple explanations for Trinidad and Tobago's cultural diversity. 2. Outline evidence of Spanish culture existent in Trinidad and Tobago.	• Retell main events in Trinidad's history. [1.1.1] • Give a reason for the cultural diversity existent in Trinidad and Tobago. [1.1.1] • Identify evidence of 3 aspects of Spanish cultural influence (music, dance, food) existent in their country. [1.1.2]
2.1.1. State the origins of surnames of people in Trinidad and Tobago. 2.1.2. Use appropriate Spanish titles to address adults. *(Señorita, Señor, Señora)*	2.2.1. Be aware of the origin of surnames. 2.2.2. Appreciate and respect each other. 2.2.3. Develop a sense of identity. 2.2.4. Show respect for adults.	2. Recall the Spanish words for selected English words/phrases.	• Inform others of the origin of own surname. [2.1.1] • Identify the origins of surnames of classmates. [2.1.1] • Use Spanish titles (*Miss, Mr, Mrs*) appropriately when addressing adults. [2.1.2]

SPANISH: STANDARD 1			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
3.1.1. Say what day of the week it is in Spanish. *¿Qué día es?* (*lunes, martes miércoles, jueves, viernes, sábado, domingo*)	3.2.1. Engage in exploration of language through comparing words of different languages.	3. a. Recall the Spanish words for selected English words/phrases.	• Recite and recall the Spanish word names for: - 7 days of the week [3.1.1] (*Monday Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*)
3.1.2. State selected leisure and work activities in Spanish. *(juego, veo la tele, canto, bailo, leo, escribo)*	3.2.2. Engage in exploration of language through comparing words of different languages. 3.2.3. Engage in exploration of language through comparing words of different languages.	3. b. Demonstrate appreciation and respect for other persons and their cultures**.**	- 5 leisure activities *(I play, I watch T.V., I sing, I dance, I read)* [3.1.2] - selected sports. *(football, cricket, swimming, tennis, basketball)* [3.1.3]
3.1.3. Identify selected sports in Spanish. *¿Qué deporte es?* *(el fútbol, el críquet, el tenis la natación, , el baloncesto)* 3.1.4. Say which sport they practise. *(Practico ....)*	3.2.4. Engage in exploration of language through comparing words of different languages. 3.2.5. Develop an appreciation of		• State orally one practised sport in Spanish. *I practise ....* [3.1.4]

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SPANISH: STANDARD 1			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
3.1.5. Describe the tradition of the siesta.	Spanish culture.		• Display appreciation and respect for the culture of others. [3.1.5]
4.1.1. Identify common occupations in Spanish. *¿Qué profesión es?* *(el maestro/la maestra,* *el director/la directora,* *el médico/ la médica,* *el pescador/la pescadora, el/la policía)*	4.2.1. Engage in exploration of language through comparing words of different languages.	4. Recall the Spanish words for selected English words/phrases.	• Recite and recall the Spanish word names for: • 5 occupations *(teacher, doctor, principal, fisherman, policeman/ policewoman)* [4.1.1]
4.1.2. State in Spanish if an establishment is **'Open'** or **'Closed'**. *(ABIERTO, CERRADO)*	4.2.2. Engage in exploration of language through comparing words of different languages.		• 'Open' and 'Closed' [4.1.2]
4.1.3. Count from 11-20 in Spanish. *¿Qué número es?*	4.2.3. Engage in exploration of language through comparing words of different languages.		• Numbers 11-20 [4.1.1]

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SPANISH: STANDARD 1			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
(once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)			
5.1.1. Describe the tradition of **'parang'.**	5.2.1. Show awareness and appreciation of cultural traditions.	5. Demonstrate appreciation and respect for others and their cultures.	• Identify 4 aspects of the parang tradition (music, musical instruments, singing, dance) in their country. [5.1.1]

Primary School Curriculum

Visual and Performing Arts

Standard 1

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: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Recognise the 3-dimensional nature of form in objects.	1.2.1 Use the coil or pinch method to produce and decorate clay pots.	1.3.1 Gain awareness of our nation's past.	1. Use the coil or pinch method to produce and decorate clay pots that represent artefacts.	• Use the coil or pinch method to produce and decorate 2-3 clay pots that represent artefacts. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Understand the concept of 3-dimensional figures.	2.2.1 Create hand puppets to represent various ethnic groups.	2.3.1 Develop respect and appreciation for other ethnic groups. 2.3.2 Enjoy working creatively	2. Create hand puppets.	• Use discarded materials to create a hand puppet to represent one of our ethnic groups (e.g., old sock, paper bag). (2.1.1, 2.2.1, 2.3.1, 2.3.2)
3.1.1 Become aware of the ways in which lines and shapes can be used to create drawings.	3.2.1 Apply their knowledge of lines and shapes draw a picture of a family at work or at play.	3.3.1 Develop a sense of pride in their work.	3. Draw a picture of a family.	• Draw a picture of a family at work or at play. (3.1.1, 3.2.1, 3.3.1) • Describe 4-5 lines and shapes that were used in the drawing. (3.1)

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.1 Understand that lines and shapes can be used to communicate messages.	4.2.1 Create a simple poster to advertise a product.	4.3.1 Think critically. 4.3.2 Develop self-confidence.	4. Make and present a simple poster.	• Create a simple poster consisting of 1-2 lines of text and one illustration to advertise a product that can be sold at school. (4.1.1, 4.2.1, 4.3.3) • Present the poster to the class giving 2 descriptions of lines and shapes used.([4.3.1, 4.3.2)
5.1.1 Become aware of the properties and characteristics of materials used for making structures.	5.2.1 Create and decorate a mask.	5.3.1 Appreciate process in Art. 5.3.2 Begin to develop a sense of national pride.	5. Create and decorate a mask based on a ritual/celebration or a National Cultural Form.	• Create and decorate a mask that depicts one aspect of a ritual/celebration or national cultural form. (5.1.1, 5.2.1, 5.3.1) • State 2 facts about the ritual/celebration/cultural form represented. (5.3.2)

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Understand the importance of technique and style in traditional, folk and contemporary dance steps.	1.2.1 Demonstrate an awareness of the technique and style of traditional, folk and contemporary dances.	1.3.1 Build confidence.	1. Create traditional, folk and contemporary dance routines.	• Use appropriate technique and style to create a 1-minute dance routine which utilizes 3 different directions, 2 spatial formations and reflects a traditional, folk or contemporary style. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Extend dance vocabulary to include the expression of moods.	2.2.1 Explore the connection between feelings and movement	2.3.1 Become more aware of feelings and moods.	2. Communicate a variety of moods through body language.	• Articulate 3 different moods through the expressive use of gestures, facial expression and whole body movement.(2.1.1, 2.2.1, 2.3.1)
1.1.1 Understand the importance of technique and style in traditional, folk and contemporary dance steps.	1.2.1 Demonstrate an awareness of the technique and style of traditional, folk and	1.3.1 Build confidence.	1. Create traditional, folk and contemporary dance routines.	• Use appropriate technique and style to create a 1-minute dance

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	contemporary dances.			routine which utilizes 3 different directions, 2 spatial formations and reflects a traditional, folk or contemporary style. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Extend dance vocabulary to include the expression of moods.	2.2.1 Explore the connection between feelings and movement	2.3.1 Become more aware of feelings and moods.	2. Communicate a variety of moods through body language.	• Articulate 3 different moods through the expressive use of gestures, facial expression and whole body movement.(2.1.1, 2.2.1, 2.3.1)
3.1.1 Become aware of the relationship between space and effort qualities in dance.	3.2.1 Create soundscapes to stimulate movements. 3.2.2 Respond creatively to soundscapes.	3.3.1 Enjoy working creatively.	3a Create sounds of varied durations and intensities. 3b Respond with appropriate movements to the sounds created.	• Create 3-4 sounds of varied durations, dynamics and intensities. (3.1.1, 3.2.1, 3.3.1) • Respond to the sounds created using appropriate axial and locomotor movements with effort qualities (e.g., sudden/sustained)

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				in personal and general space). (3.2.2)
4.1.1 Gain an understanding of the nature and function of various artists/artistes.	4.2.1 Use creative movement to depict roles/activities of various artists/artistes (e.g., actors/singers).	4.3.1 Improve creativity.	4. Move creatively in varied ways to illustrate roles/activities of various artists/artistes.	• Move creatively in 3-4 appropriate ways to depict the roles/activities of at least two artistes/artists. (4.1.1, 4.2.1, 4.3.1)
👥				
1.1.1 Understand the concept of levels.	1.2.1 Manipulate bodies in the exploration of personal space.	1.3.1 Develop self-awareness, confidence.	1. Demonstrate an understanding of levels.	• Move efficiently in personal space using 2-3 different levels (high, medium, low).(1.1.1, 1.2.1, 1.3.1)
2.1.1 Communicate using mime and hand gestures.	2.2.1 Use bodies in expressing everyday activities.	2.3.1 Express self creatively	2. Communicate using mime and hand gestures	• Use 3-5 hand gestures only to communicate with peers (e.g., greetings) (2.1.1, 2.2.1, 2.3.1)
3.1.1 Communicate using	3.2.1 Present stories	3.3.1 Express self creatively.	3. Communicate using	

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VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
hands and voice.	using simple gestures, actions and voice inflections.	3.3.2 Develop self-confidence.	hands and voice.	• Use 6-8 simple gestures and actions and voice inflections to effectively present a short story. (3.1.1, 3.2.1, 3.3.1)
4.1.1 Combine various sounds to arrive at a simple soundscape.	4.2.1 Produce a simple soundscape based on a given theme.	4.3.1 Express self creatively. 4.3.2 Develop an appreciation for the work of others.	4. Combine various sounds to produce a simple soundscape.	• Use a combination of items from their immediate surroundings, voice inflections and un-tuned percussion to produce a simple 1-minute soundscape based on a given theme. (4.1.1, 4.2.1, 4.3.1, 4.3.2)
5.1.1 Perform ring games.	5.2.1 Manipulate body in the performance of ring games.	5.3.1 Enjoy playing ring games.	5. Combine movements of body parts to create simple actions in the performance of ring games.	• Effectively combine 2-3 simple body actions to perform ring games. (5.1.1, 5.2.1, 5.3.1)
6.1.1 Become aware of how everyday actions can be	6.2.1 Role-play simple practices towards	6.3.1 Cooperate in group activities.	6. Role-play through the imitation of everyday	• Role-play healthy habits/practices by

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
communicated by the use of body language.	healthy habits.		actions using posture, voice and hand gestures.	depicting simple scenarios using appropriate posture, voice inflections and hand gestures. (6.1.1, 6.2.1, 6.3.1)
1.1.1 Demonstrate an awareness of rhythm.	1.2.1 Use varied rhythms to accompany simple songs and chants on un-tuned percussion instruments.	1.3.1 Enjoy participating in musical activities.	1a. Imitate rhythmic phrases.	• Imitate short, simple **rhythmic** phrases using body percussion and un-tuned percussion instruments. (1.1.1) • Maintain rhythmic patterns using body percussion and un-tuned percussion to accompany simple songs and chants. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Demonstrate an awareness of pitch accuracy.	2.2.1 Differentiate between their speaking	2.3.1 Enjoy participating in musical activities.	2a. Imitate melodic phrases.	• Imitate simple **melodic** phrases by rote using

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	and singing voices. 2.2.2 Imitate simple melodic phrases. 2.2.3 Sing simple songs from a repertoire of folk, traditional and action songs from memory.		2b. Sing simple songs. 2c. Demonstrate joy when participating in singing activities.	their singing voices with 70-75% pitch accuracy. (2.1.1, 2.2.1, 2.2.2) • Sing 3 simple action/folk songs from memory in their singing voices, using correct pitches and appropriate actions. (2.1.1, 2.2.1, 2 2.3, 2.3.1) • Sing simple folk songs lustily and enthusiastically. (2.3.1)
3.1.1 Recognize that different types of music evoke different types of responses.	3.2.1 Respond imaginatively to different types of music.	3.3.1 Become more aware of their creativity.	3a. Move imaginatively and creatively to different types of music.	• Move imaginatively and creatively in two different ways to two slow/fast musical excerpts in varied meters. (3.1.1, 3.2.1, 3.3.1)

VAPA: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.1 Develop rhythmic composition skills.	4.2.1 Create simple rhythms using their bodies and un-tuned percussion instruments.	4.3.1 Begin to refine their creativity. 4.3.2 Begin to develop team work skills.	4a. Create simple rhythms. 4b. Collaborate in groups to present compositions.	• Create simple rhythms using body percussion and un-tuned percussion instruments (4.1.1, 4.2.1, 4.3.1) • Create appropriate rhythms for un-tuned percussion instruments to accompany dances, songs and dramatic works. (4.1.1, 4.2.1,)
				• 4.3.1, 4.3.2) • Present their compositions in groups using at least **one** contribution from each group member (4.3.3)
5.1.1 Learn about themselves and others and what their bodies can do.	5.2.1 Create actions to accompany songs.	5.3.1 Begin to appreciate their peers.	5. Create actions to accompany a variety of songs from the class	• Work in groups to create 3-4 actions to

VAPA: STANDARD 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
			repertoire.	accompany at least **one** simple folk, traditional and action song performed from memory. (5.1.1, 5.2.1, 5.3.1)

Primary School Curriculum

Values, Character and Citizenship Education

Standard 1

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Trustworthiness: Building a good reputation 1.1.1 Describe the characteristics of a dependable person.	1.2.1 Purposefully engage in reflection so as to recognise behaviours/habits they need to continue or discontinue in order to become a more dependable individual.	1.3.1 Display dependability on a more consistent basis.	1. Demonstrate a basic understanding of the following terms: good reputation, "community spirit" and dependability 2. Act dependably	• Define the key terms in 2-3 written simple sentences. (1.1.1, 2.1.1) • Recognise acts from within the home, school and community that represent these values. (1.1.1, 2.1.2) • Recommend ways in which community spirit can be built within the family, school and community. (2.2.1) • Use journaling as a means to record and review actions. (1.2.1) • Consider consequence of past action when making decisions. (1.2.1) • Complete assigned tasks on time and as required on a consistent basis. (1.3.1)
Trustworthiness: Building a good			*1. Demonstrate a basic understanding of the*	• *Define the key terms in 2-3 written simple sentences. (1.1.1, 2.1.1)*

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V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
reputation **Trustworthiness: Understanding social responsibility** 2.1.1 Define the term "community spirit". 2.1.2 Describe ways in which they can contribute to the building of community spirit within the family, school and community**.**	2.2.1 Propose ways to build community spirit at home, at school and within the community	*1.3.1 Display dependability on a more consistent basis.*	*following terms: good reputation, "community spirit" and dependability* *2. Act dependably*	• *Recognise acts from within the home, school and community that represent these values. (1.1.1, 2.1.2)* • *Recommend ways in which community spirit can be built within the family, school and community. (2.2.1)[1]* • Can be relied on to make positive contributions to classroom activities. (1.3.1)
Being fair to those who may be challenged			3. Demonstrate a basic understanding of the	• Describe in 2- 3 written simple

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[1] The statements in italics on this page have been repeated to facilitate referencing

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.1 State ways in which they can be open to the needs of those who may be "challenged" and/or "disadvantaged". **Fairness: Understanding the need for rules** 4.1.1 List some classroom and playground rules 5.1.1 Justify and show respect for rules *Being fair to those who may be challenges*	3.2.1 Communicate their thoughts about unjust acts. 4.2.1 Propose rules for the classroom and the playground	3.3.1 Allow classroom colleagues, who may be 'challenged', to have opportunities to participate in classroom and playground activities. 3.3.2 Be sensitive and empathetic towards those who may be 'challenged'. *3.3.1 Allow classroom colleagues, who*	terms: "challenged/disadvantaged persons" and "unjust acts". 4. Give simple justification for the existence of rules 5. Act fairly and promote fairness	sentences the meaning of the key terms. (3.1.1, 3.2.1) • Detail orally, in writing, through drama or Visual Art 2-3 means of being fair to persons who are disadvantaged or challenged. (3.1.1) • Evaluate the impact of unfair classroom and playground practices on those involved. (3.2.1) ➢ Use 2-3 self-developed criteria for making assessments. • Explain 1-2 ways in which rules ensure that persons are treated fairly. (4.1.1, 5.1.1)

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Fairness: Understanding the need for rules *5.1.1 Justify and show respect for rules.*	*4.2.1 Propose rules for the classroom and the playground.*	*may be 'challenged', to have opportunities to participate in classroom and playground activities.* *3.3.2 Be sensitive and empathetic towards those who may be 'challenged'*		• Treat others, regardless of differences, fairly- 1) play by the rules, 2) include others in activities and 3) allow access to school and classroom facilities/resources. (3.3.1, 3.3.2, 5.1.1) • Act on behalf of others to ensure that they are treated fairly. (3.3.1, 3.3.2) • Recommend rules that would ensure that everyone has a fair chance during classroom and playground activities. (4.2.1)
Respect for Authority 6.1.1 Explain why their parents, teachers, leaders, elders and			6. Demonstrate basic understanding of the terms "person in authority" and tolerance.	• Define in 1-2 written simple sentences the key terms. (6.1.1) • Describe orally and in writing 2-3 ways in which they can show

V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
persons in authority ought to be respected. **Respect for cultural and religious diversity** 7.1.1 State ways in which they can show respect for the cultural and religious practices of other citizens of Trinidad & Tobago.	7.2.1 Demonstrate an understanding that all persons in spite of their background deserve respect. 7.2.2 More consistently manage their emotions while interacting with others.	7.3.1 Remain tolerant and open minded while interacting with others of different cultural and religious backgrounds. 7.3.2 Act with civility when interacting with others	7. Give simple justification for respecting peers and adults.	respect for the religious and cultural practices of other citizens. (7.1.1) • State two reasons why (peers and) adults should be respected (6.1.1)
Respect for cultural and religious diversity	*7.2.1 Demonstrate an understanding that all persons in spite of their*	*7.3.1 Remain tolerant and open minded while interacting with others of*	*7. Demonstrate basic understanding of the terms "person in authority" and tolerance.*	• Describe three (3) ways in which respect for the national flag and other emblems can be shown. (8.1.1) ➢ Keep the flag from touching the ground.

V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	background deserve respect. *7.2.2 More consistently manage their emotions while interacting with others.*	*different cultural and religious backgrounds.* *7.3.2 Act with civility when interacting with others*		➢ Do not use the flag for decoration. ➢ Do not use the flag to hold or carry anything.
Respect for the National Emblems 8.1.1 Describe ways in which respect is shown for the national flag and other national emblems. **Respect for cultural and religious diversity**			8. Demonstrate self-respect and respect for others.	• Address and respond to peers, parents, teachers, other adults and persons in authority courteously-use appropriate courtesies and terms of reference. (7.2.1, 7.3.2) • Speak of the merits and value that other cultural and religious groups bring to the community. (7.2.1)
			8. Demonstrate self-respect and respect for others.	• Maintain pride in their cultural heritage. (7.2.1)
	7.2.1 Demonstrate an understanding that all persons in spite of their background deserve respect.	*7.3.1 Remain tolerant and open minded while interacting with others of different cultural and religious backgrounds.*		• Engage in healthy conversation with persons from other religious and cultural backgrounds. (7.2.2, 7.3.2) • Disagree with the views of others

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V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	7.2.2 More consistently manage their emotions while interacting with others.	*7.3.2 Act with civility when interacting with others*		without resorting to name-calling. (7.2.2, 7.3.1, 7.3.2)
Caring for my Country 9.1.1 Identify ways in which care for the country can be exhibited. *Caring for my Country* 10.1.1 Explain ways in which they can contribute to the development of the country.	10.2.1 Research means through which care for others can be displayed at home, school and in their country.	9.3.1 Display national pride. 10.3.1 Display kindness and empathy towards others who would have contributed to the development of the country. 10.3.2 Volunteer and assist others.	9. Demonstrate a basic understanding of the terms: "national pride" and "nation building". *9. Demonstrate a basic understanding of the terms: "national pride" and "national building"*	• Discuss in 4-5 sentences ways in which care for the country and for its citizens can be displayed. (9.1.1, 10.2.1) • Evaluate means suggested for developing the country. (10.1.1) • Recommend appropriate means through which contributions can be made to the development of Trinidad and Tobago by students of their age.(10.1.1) • Cite work done by any two (2) Trinidadians and any two (2) Tobagonians to highlight means through which persons can contribute to national

V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Caring for my Country *10.1.1 Explain ways in which they can contribute to the development of the country*	10.2.2 Organise assistance for others who may be in need of care and try to bring a sense of comfort to them. *10.2.2 Organise assistance for others who may be in need of care and try to bring a sense of comfort to them*	*10.3.1 Display kindness and empathy towards others who would have contributed to the development of the country.* *10.3.2 Volunteer and assist others*	10. Demonstrate care for the country and appreciate the contributions made by citizens. *10. Demonstrate care for the country and appreciate the contributions made by citizens.*	development. (9.1.1, 10.1.1) • Detail in 2-3 sentences contributions made to the nation by at least one outstanding Trinidadian and at least one outstanding Tobagonian. (9.3.1) • Commit to developing their skills and abilities so as to be able to contribute to the development of the nation. (10.1.1) • Celebrate senior citizens as persons who would have helped to develop Trinidad and Tobago. (10.3.1) • Volunteer to offer appropriate assistance to senior citizens in the community. (10.2.2, 10.3.1, 10.3.2)
Understanding Responsibility			11. Demonstrate a basic understanding of what constitutes responsible	• Describe in 2-3 sentences orally or in writing and through Visual Art ways in which a person can act

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V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
11.1.1 Understand that a responsible citizen is a citizen who lives harmoniously with others**.** ***Understanding responsibility*** *16.1.1 Understand that a responsible person is persistent* *17.1.1 Explain that a responsible person is resourceful: 1) Find solutions 2) See value in objects, ideas and people 3) Make wise use of time, talent, energy and mind* *18.1.1 State why citizens should preserve the environment.*	11.2.1 Work collaboratively with others. 11.2.2 Recognise the benefits of participating in groups. *16.2.1 Research citizens and one international personality (e.g. sportsman) who showed persistence and achieved.*	11.3.1 Cooperate. 11.3.2 Display tolerance.	behaviour. *11. Demonstrate a basic understanding of what constitutes responsible behaviour*	responsibly. ➢ Live harmoniously with others- 1) control emotions in disputes, 2) co-operate with others and 3) consider other people when engaging in activities. (11.1.1, 11.2.1) • *Describe in 2-3 sentences orally or in writing and through Visual Art ways in which a person can act responsibly* ➢ Persist and persevere- continue to work towards worthwhile goals in spite of failure (cite an example of a national who persevered to support his point). (16.1.1, 16.2.1) ➢ Use natural and man-made resources constructively. (17.1.1, 18.1.1, 18.2.1) ➢ Use time wisely. (17.1.1) ➢ Eat healthy foods, wash hands and exercise regularly.

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V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
19.1.1 Suggest ways to live a healthy life	*18.2.1 Report ways to preserve the environment*			(19.1.1)
Understanding Responsibility	*11.2.1 Work collaboratively with others* *11.2.2 Recognise the benefits of participating in groups*	*11.3.1 Cooperate* *11.3.2 Display tolerance*	12. Explain the role rules play in helping persons behave responsibly. 13. Behave responsibly	• Give simple explanation for rules that maintain harmony among people. (15.2.1) • Co-operate with others to complete assigned tasks. (11.2.1. 11.2.2, 11.3.1, 11.3.2)
12.1.1 Identify feelings.	12.2.1 Learn ways to deal with emotions	12.3.1 Display the ability to exercise control over feelings and emotions.		• Use appropriate vocabulary to label feelings and describe conflicts. (12.1.1, 13.1.1) • Control emotions during conflict and other situations. (12.2.1, 12.3.1, 13.2.1,13.2.2, 13.3.1, 13.3.2)
13.1.1 Understand the meaning of conflict.	13.2.1 Recognise and value differences in others.	13.3.1 Resolve conflicts in an acceptable way to all involved.		

V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Understanding responsibility 7.1.1 Consider the positive and negative effects of peer pressure. 15.1.1 Understand that rules have rewards and consequences. 16.1.1 Understand that a responsible person is persistent.	13.2.2 Practise self-discipline in conflicts. 15.2.1 Identify the purpose of rules that help people work together. 16.2.1 Research citizens and one international personality (e.g. sportsman) who showed persistence and achieved.	13.3.2 Solve problems in different ways 15.3.1 Accept rewards or consequences for their actions. 16.3.1 Show perseverance	*13. Behave responsibly*	• Resist negative peer pressure. (14.1.1) • Accept consequences of personal choices. (15.1.1, 15.3.1) • Perseveres while problem solving or working on assigned tasks. (16.3.1, 17.2.1)

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V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Understanding Responsibility 17.1.1 Explain that a responsible person is resourceful: 1) Find solutions 2) See value in objects, ideas and people 3) Make wise use of time, talent, energy and mind. 18.1.1 State why citizens should preserve the environment. 19.1.1 Suggest ways to live a healthy life	17.2.1 Set a goal to achieve a task. 17.2.2 Make wise use of time. 18.2.1 Report ways to preserve the environment.	17.3.1 Find value in something that was meant for another purpose. 1 8.3.1 Engage in a project to preserve their environment.	*13. Act responsibly*	• Make sound and responsible use of resources: ➤ Use personal property and classroom resources for their intended purposes. ➤ Avoid wastage ➤ Use time wisely (17.2.2) ➤ Consider possible impacts/effects when using resources innovatively. (17.1.1, 17.3.1) • Participate in activities that preserve the environment-1) dispose of refuse properly, 2) close taps after use, 3) reduce, re-use and recycle everyday items, 4) participate in environmental projects. (18.3.1) • Assume more responsibility for those areas of personal health which they can manage. (19.1.1)
Citizenship: Rights vs.			14. Demonstrate a basic	• Not only defends his rights and

V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Responsibilities 20.1.1 Differentiate between rights and responsibilities. 20.1.2 Understand that with rights come responsibilities **Citizenship: Becoming involved** 21.1.1 Describe ways in which they can become involved in nation building activities.	20.2.1 Communicate their views/opinions on rights and responsibilities	20.3.1 Value the democratic system of government in Trinidad and Tobago. 21.3.1 More willingly volunteer their time and talents to community activity	understanding of good citizenship	the rights of others but fulfils his responsibilities. (20.1.1, 20.1.2) • Discuss the importance of rights and responsibilities. (20.2.1) • Cite the merits of the democratic system of government. (20.3.1) • Seek ways in which to help at home, in the classroom, within the school and within the wider community (21.1.1, 21.3.1)
Citizenship: Nation Building 22.1.1 State the ways in	22.2.1 Share the value		14. *Demonstrate a basic understanding of good citizenship.*	• Identify the positive contributions made to the nation by individuals and organisations from within their community (22.1.1)

V.C.C.E: STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
which their community plays a part in nation building 23.1.1 Describe the benefits of becoming involved in voluntary organisations such as 4H, Brownies, Scouts, etc.	of their community with others			• Speak with pride of their community and the country. (22.2.1) • Evaluate the role played by voluntary organisations within the community. (23.1.1) • Detail 2-3 benefits that volunteerism and voluntary organisations bring to the nation. (23.1.1)