REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

STANDARD 2

Curriculum Planning and Development Division
2013

Table of Contents

Primary School Curriculum

Agricultural Science

Standard 2

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 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.1 Explain the main steps in growing plants, employing good environmental practices.	1.2.1 Grow plants, employing good environmental practices.	1.3.1 Display teamwork when growing plants. 1.3.2 Work in a safe manner. 1.3.3 Demonstrate responsibility in the caring of plants. 1.3.4 Enjoy growing plants.	1a .Grow plants using good environmental practices. 1b. Demonstrate teamwork and safe working habits to grow plants. 1c. Display responsibility in caring for plants. 1d. Enjoy growing plants.	• Sequence the main steps from land preparation to growing a plant (1.1.1) • Describe at least one good environmental practice when growing plants (1.1.1) • Demonstrate the use of safety practices when growing plants (1.3.2) • Collaborate to grow plants (1.2.1, 1.3.1) • Demonstrate responsibility in caring for plants (1.3.3) • Enjoy growing plants (1.3.4)
2.1.1 Explain how to rear fishes, employing good environmental practices.	2.2.1 Rear fishes, employing good environmental practices.	2.3.1 Display teamwork when rearing fishes. 2.3.2 Work in a safe manner.	2a. Explain the procedure and rear fish, employing good environmental practices. 2b. Display teamwork and safety practices in the	• Sequence the steps involved in rearing fishes (2.1.1) • State at least one good environmental practice when rearing fishes (2.1.1, 2.2.1)

AGRICULTURAL SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		2.3.3 Demonstrate responsibility in caring for fishes and the environment. 2.3.4 Develop a nurturing attitude towards fishes.	rearing of fish. 2c. Demonstrate responsibility and a nurturing attitude when rearing fish.	• Rear a fish, real or virtual, using good environmental practices (2.2.1) • Display collaboration, safety practices and responsible behaviour in caring for fishes and the environment (2.3.1, 2.3.2, 2.3.3, 2.3.4)
3.1.1 Explain how value-added agricultural products contribute to the economy of Trinidad and Tobago.	3.2.1 Make a value-added agricultural product, for example: food, juices, punches, chow, tamarind balls, chili bibi, bene balls, amchar, red mango, jams, jellies, chutney, ice cream, snow cones, lollies, and corned fish.	3.3.1 Develop national pride through making a local agro-processed product. 3.3.2 Internalize the quality of thrift. 3.3.3 Savour local value-added agricultural products.	3a. Outline ways in which agro-based value-added products contribute to the economy of Trinidad and Tobago. 3b. Make both food and non-food value-added agro products.	• Explain at least two ways in which value-added agro products contribute to the economy of Trinidad and Tobago, using one form of media (3.1.1) • Make at least one value-added agro food product and one agro non-food product from local materials (3.2.1) • Depict national pride regarding value-added agro products by use of bold signage such as "Made in T&T", "Buy Local", use of national colours or use of the country's shape (3.3.1)

AGRICULTURAL SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Design and use one form of media to market value-added agricultural products (3.1.1) • Choose to purchase locally produced goods as opposed to expensive, imported goods (3.3.2) • Enjoy consumption of locally produced value-added agro products (3.3.3)

Primary School Curriculum

English Language Arts

Standard 2

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.

11

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.

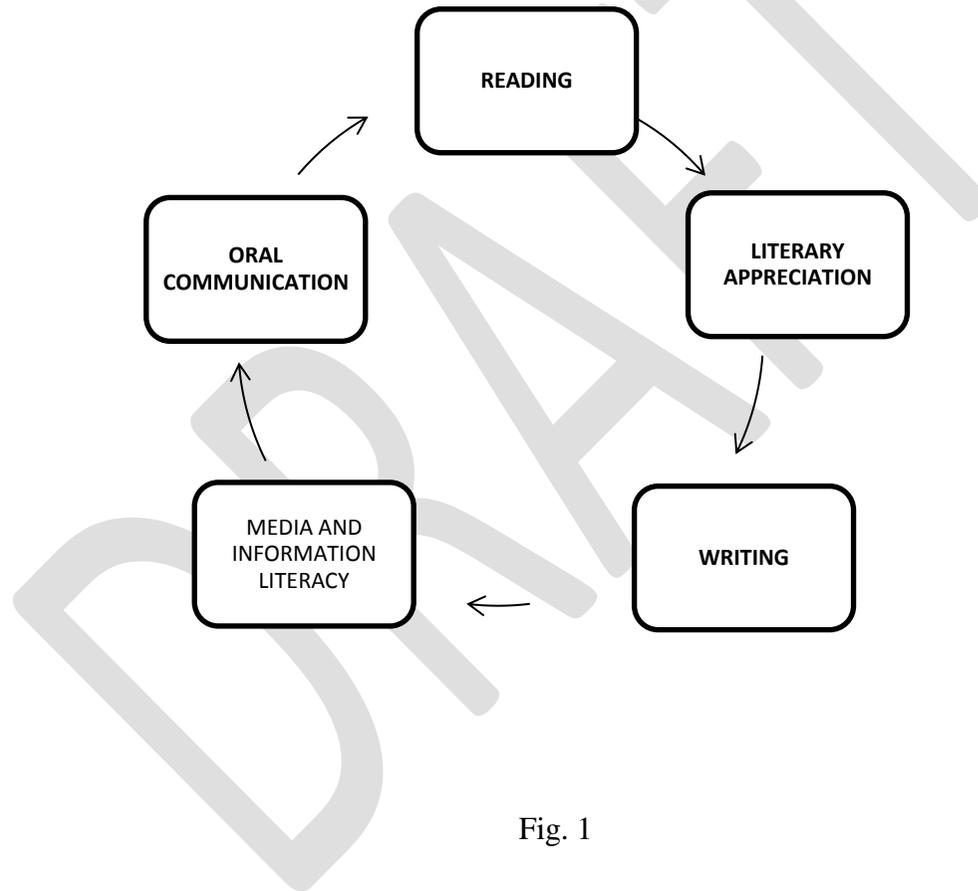# ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

READING

LITERARY APPRECIATION

ORAL COMMUNICATION

WRITING

MEDIA AND INFORMATION LITERACY

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 TWO

ORAL COMMUNICATION

- Demonstrate enhanced skills of listening, creativity and expression through experiences with a range of audio/audio-visual stimuli.
- Use listening and speaking to construct and clarify meaning, solve problems and complete tasks.
- Demonstrate an understanding of appropriate listening and speaking behaviours in a variety of contexts.
- Demonstrate language awareness knowledge of English Creole and Standard English at levels of phonology, morphology and syntax.
- Demonstrate basic skills in Standard English pronunciation and enunciation.

READING

- Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading.
- Demonstrate recall of high-frequency words and apply vocabulary knowledge in speaking, reading and writing.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Apply Reading Comprehension Skills and Strategies explicitly taught, to make meaning.

LITERARY APPRECIATION
- Respond personally and creatively to literature.
- Derive personal meaning from stories and poems.

WRITING

- Demonstrate the ability to write cursive writing neatly and legibly.
- Demonstrate knowledge of punctuation and capitalization.
- Demonstrate knowledge of the agreement between subject and verb.
- Demonstrate the appropriate use of "Tense" in sentences in their writing.
- Demonstrate knowledge of common prefixes and suffixes in writing.
- Demonstrate knowledge about the different parts of speech.
- Develop an understanding of simple and compound sentences to vary the sentences in their writing.
- Demonstrate knowledge of the process approach in writing friendly letters.
- Demonstrate the ability to write e-mails.
- Demonstrate an understanding of writing creative descriptions using sensory details and paragraph organization.
- Demonstrate an understanding of reflective writing.
- Demonstrate the ability to use vocabulary in context.
- Demonstrate the ability to apply spelling rules in writing.
- Develop an explicit awareness of English Creole and Standard English patterns in their writing.

MEDIA AND INFORMATION LITERACY

- Begin to respond critically to audio texts.
- Demonstrate an understanding of the purpose of a variety of media texts.
- Understand that all media are constructions where authors and illustrators construct a reality for their audiences.
- Identify selected media forms and explain what techniques are used to create meaning.
- Create audio texts for different purposes and audiences.

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Oral Communication 1.1.1 Know appropriate listening behaviours. 1.1.2 Know 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 Perform recitation, choral speaking pieces and scenarios/skits with attention to selected pronunciation and enunciation skills. 1.2.4 Articulate appropriate emotional and intellectual responses to a variety of audio-visual stimuli, including literary texts. 1.2.5 Evaluate personal connections with Literature (characters and experiences).	1.3.1 Be appreciative of audio (-visual) aesthetic materials. 1.3.2 Be critical and respectful listeners. 1.3.3 Be comfortable to speak to and perform for a familiar and unfamiliar audience. 1.3.4 Be creative and expressive.	1. Apply appropriate appreciative and discriminative listening and speaking skills.	1. • Perform recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted [1.2.2, 1.2.3, 1.2.4]. • Express self through creative dance movement for specific pieces of music heard [1.2.2, 1.3.4]. • Recite poems with a sense of rhythm and with the required articulation, intonation and expression [1.1.2]. • Give positive attention to the work of peers [1.1.1, 1.3.1, 1.3.2].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.1 Know 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/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 aural texts by asking and answering "5Ws+H" questions. 2.2.3 Articulate a summary statement for audio/audio-visual texts.	2.3.1 Be critical and respectful listeners. 2.3.2 Be comfortable and confident speakers. 2.3.3 Be creative. 2.3.4 Be risk-takers. 2.3.5 Be comfortable using modern technology.	2. Demonstrate level-appropriate listening skills and speaking conventions when communicating.	2. Use: • listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1] • high frequency words and content-specific words to help create and express meaning [3.2.4] • the "5Ws+H" and simple graphic organizers to help gain and express meaning from texts [2.1.2, 2.2.2]. • Answer four literal, two inferential and one evaluative question about texts [2.1.2, 2.2.2]. • Show critical thinking in questioning and responding [2.3.1]. • Give one main idea from simple audio-visual texts and two to four supporting details [2.2.3]. • Articulate a summary statement for audio-visual texts presented. [2.2.3].
3.1.1 Know appropriate	3.2.1 Follow and provide	3.3.1 Be	3.	3. Use and interpret:

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
listening and speaking behaviours. 3.1.2 Basic and applicable contrastive analysis between English Creole and Standard English.	relatively complex directions and instructions. 3.2.2 Use appropriate verbal and non-verbal language features to communicate effectively. 3.2.3 Engage in conversations and other formal interactions using Standard English. 3.2.4 Use high-frequency and content-specific words to create and express meaning. 3.2.5 Distinguish between English Creole and Standard English languages based on phonology, morphology and syntax. 3.2.6 Code-switch.	courteous when interacting with others. 3.3.2 Be confident and competent speakers and performers. 3.3.3 Be confident in using Standard English.	Communicate ideas using oral expression and non-verbal language.	• simple non-verbal communication [3.1.1, 3.2.1, 3.2.3] • appropriate eye contact, facial expression, volume, body language and gestures when speaking, expressing common courtesies; asking and responding to questions, and to converse [3.2.2, 3.2.3]. • Orally expresses self in both language forms with attention to pronunciation and enunciation skills [3.2.6, 3.3.2, 3.3.3, 4.1.1, 4.1.2, 4.2.1]. • Speak confidently using both the Creole and Standard English, as appropriate, in school [3.2.5, 4.1.1, 4.2.2, 4.3.1, 4.3.2]. • Express self clearly in speech [3.1.2].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.1 Know basic skills in Standard English pronunciation and enunciation. 4.1.2 Know features of Standard English phonology applicable to this level.	4.2.1 Speak with attention to Standard English pronunciation. 4.2.2 Speak with attention to Standard English enunciation. *See writing strand for sentence structures at this level.*	4.3.1 Be confident Standard English speaker. 4.3.2 Be willing and comfortable to speak to different audiences.	4. Communicate orally in Standard English	4. Speak: • Standard English in the classroom setting with attention to proper pronunciation and enunciation [4.1.1, 4.2.1, 4.2.2]. • Standard English in conversations and in sharing of ideas in the classroom [4.2.3]. • Standard English with confidence in small groups [4.3.1, 4.3.2, 4.3.3, 4.3.4].
Reading 5.1.1 Apply appropriate phonic skills and strategies in reading. 5.1.2 Apply spelling-sound correspondences for additional common vowel teams in reading and writing.	5.2.1 Read appropriate-level texts independently. 5.2.2 Read in isolation, and in context, high-frequency words appropriate to grade level. 5.2.3 Read level-appropriate irregularly spelled words. 5.2.4 Pronounce words with variable consonant sounds e.g.	5.3.1Be confident in applying phonic skills to read unfamiliar words. 5.3.2 Be tolerant of peers' attempts in applying phonic skills to read unfamiliar	5. Demonstrate proficiency in using decoding and word analysis skills to fluently read and monitor meaning from level-appropriate texts.	5. • Select appropriate phonic skills to decode multi-syllabic words to read literary texts [5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.2]. • Select and apply appropriate word analysis skills to unfamiliar words to read literary texts [5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.1].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	(/g/enerous, /g/ood; /c/eiling, /c/ome; jump/ed/, tri/ed/). 5.2.5 Apply rules of syllabication to decode multi-syllabic words. 5.2.6 Apply knowledge of phonological awareness and phonics to decode words e.g. long vowel patterns in multi-syllabic words; consonant clusters ('sprain', 'throat', 'screen', 'squawk'). 5.2.7 Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading. 5.2.8 Associate diphthongs with their respective sounds including "u, au and aw;" phonograms -ough, -tion/-sion, in the final position with their	words. 5.3.3 Be respectful of peers' attempts in decoding unfamiliar words in context.		• Identify key words, decode target words and read text accurately, with fluency [7.1, 7.2.1]. • Associate the spelling with the pronunciation of the words [5.1.2, 5.2.3, 5.2.6]. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ [5.2.5, 5.2.6]. • Associate diphthongs, silent digraphs and phonograms with respective sounds [5.2.8].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	respective sounds /off/ and /shun/and silent consonant digraphs in the initial position (e.g. 'gn-, wh-, wr- and kn-').			
6.1.1 Recall vocabulary knowledge in speaking, reading and writing. 6.1.2 Demonstrate the meaning of figurative language in texts.	6.2.1 Supply high-frequency words accurately in a variety of contexts. 6.2.2 Use context-clues, word structure clues, definition clues and background knowledge to determine the meaning of words or phrases (including homophones and multiple-meaning words). 6.2.3 Use synonyms, antonyms, multiple-meaning words homophones and homographs in context (familiar and new). 6.2.4 Determine the meaning of words used in descriptive and factual language.	6.3.1 Be creative in using high-frequency words in different contexts. 6.3.2 Respect peers' attempts in applying vocabulary knowledge. 6.3.3 Be confident in exploring vocabulary knowledge in different contexts.	6. Apply vocabulary skills to demonstrate understanding of texts.	6. • Use picture, word, definition and context clues and prior knowledge to infer meanings in context and apply in speaking, reading and writing [6.1.1, 6.2.2]. • Apply familiar vocabulary to gain understanding of texts [6.2.3, 6.2.10, 6.2.11]. • Construct sentences orally and in writing using synonyms, antonyms, multiple-meaning and high frequency words common to this level [6.1.1, 6.2.1, 6.2.3, 6.2.7, 6.2.8, 6.2.9, 6.2.10, 6.2.11]. • Apply knowledge of vocabulary to answer questions orally and in writing [6.1.1, 6.2.3, 6.2.9, 6.2.10, 6.1.11].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	6.2.5 Infer and recognise vocabulary in phrases and sentences that convey a formal, factual tone. 6.2.6 Infer the meaning of figurative language in context. 6.2.7 Determine the meaning of words and phrases in context relevant to content areas. 6.2.8 Determine the meaning of general academic and domain-specific words and phrases in texts relevant to a content area level. 6.2.9 Generate sentences orally and in writing using synonyms, antonyms, multiple-meaning words and homophones in context (familiar and new). 6.2.10 Experiment with familiar vocabulary explicitly			Determine the contextual meaning of words and phrases in: • descriptive text • factual text • content areas • general academics [6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8] • explore figurative language to determine meaning of words used [6.1.2, 6.2.6].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	taught to deepen and widen understanding of a variety of texts. 6.2.11 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.			
7.1.1 Read appropriate-level texts (fiction and non-fiction) proficiently. 7.1.2 Apply reading skills strategically.	7.2.1 Read accurately, high frequency words in context with automaticity. 7.2.2 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading. 7.2.3 Monitor reading through a variety of strategies previously taught (at the sentence, paragraph and whole-text level) to support comprehension. 7.2.4 Read with appropriate	7.3.1 Be confident in reading appropriate-level texts fluently. 7.3.2 Be respectful of peers' attempts in reading fluently. 7.3.3 Encourage peers as they read a variety of texts.	7. Demonstrate proficiency in applying reading skills strategically to read grade level text proficiently and monitor meaning.	7. 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 [7.2.4]. • common high-frequency words by sight [7.2.1]. • select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [7.2.3, 8.1.1]. • Show patience with developing

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	volume, 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.			reading skills [5.3.2]. • Display confidence in one's ability to read fluently [5.3.1, 7.3.1, 8.3.1]. • Show confidence in expressing ideas, thoughts and feelings [8.3.3]. • Respect peers' attempts at reading and in applying vocabulary knowledge [5.3.2, 5.3.3, 6.3.2, 7.3.2]. • Use high frequency words creatively in different contexts [6.3.3, 7.3.1]. • Display the ability to think critically [8.3.2]. • Show support to others as developing readers and creative thinkers [7.3.3].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
8.1.1 Read to learn. 8.1.2 Apply appropriate reading comprehension skills and strategies explicitly taught to make meaning. 8.1.3 Locate and infer information using a variety of text features and structures. 8.1.4 Use research to acquire meaning.	**Use guided reading comprehension strategies and skills previously taught to answer literal and inferential type questions.** 8.2.1 Identify key words when scanning texts to establish relevance. 8.2.2 Determine the main idea and supporting details from text by showing their relationship to text. 8.2.3 Apply knowledge of inference and deduction to identify cause and effect relationships in texts. 8.2.4 Express preferences and support views by reference to texts. 8.2.5 Make text-to-self, text-to-text and text-to-world	8.3.1 Demonstrate self-confidence in one's ability to read fluently. 8.3.2 Be critical and creative thinkers. 8.3.3 Be confident in expressing ideas, thoughts and feelings.	8. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.	8. - Activate prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.2.5]. - Read title and study illustrations to gain understanding of or make predictions about the text [8.1.1, 8.1.3, 8.2.1]. - Identify key words when scanning texts [8.2.1]. - Generate questions about the main idea/event/message of the text using pictures/illustrations [8.2.6]. - Modify or refine main idea/event/message as the story develops [8.2.2]. - State one main idea/message with supporting details [8.2.3]. - Analyse simple details from key words [8.2.1, 8.2.7, 8.2.11]. - Examine concepts of inference,

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	connections between what is already known and the information presented in the text. 8.2.6 Creating mental images to respond to the text e.g., share reactions, clarify confusion, generate questions, predict outcomes and draw inferences. 8.2.7 Evaluate texts by making explicit and inferential reference to texts. 8.2.8 Develop research skills to interpret symbols, signs, charts and (simple) graphs. 8.2.9 Use text features such as headings, title pages, tables of content to locate and understand information. 8.2.10 Use the dictionary and thesaurus to discover meanings			deduction, and cause and effect [8.2.3, 8.2.6]. • Identify cause and effect relationships in texts [8.2.1, 8.2.4]. • Infer and deduce cause or effect given one and verify using text [8.2.3, 8.2.6]. • Present preferred account/event/point-of-view in texts in a variety of ways [8.2.4, 8.2.5, 8.2.11]. • Support personal views with reference to the text [8.2.4, 8.2.5, 8.2.6, 8.2.7]. • Research and interpret bits of information presented in a variety of media including symbols, signs, charts and graphs [8.1.4, 8.2.9]. • Locate information in texts using title pages, headings, guide words, tables of contents and indices [8.1.3, 8.2.9].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	of words in context. 8.2.11 Use metacognitive strategies to clarify meaning in text; e.g. re-reading, visualizing, thinking about the text.			• Answer at least three literal, two inferential and one evaluative questions orally and in writing from texts presented [8.1.2]. • Use meta-cognition strategies to clarify meaning of text [8.1.2, 8.2.11]. • Verify meanings of new words using dictionary and thesaurus [6.2.8, 8.2.10].
Literary Appreciation 9.1.1 Students will know how to examine the elements of a story in selected literary texts. • Setting • Character • Problem • Action	9.2.1 Identify the major themes and main ideas in literary texts. 9.2.2 Predict outcomes and draw conclusions. 9.2.3 Identify problems and offer solutions. 9.2.4 Re-create key characters and events from selected literary texts using different	9.3.1 Be curious about how literature affects self.	9. Demonstrate understanding of literary texts in one's personal and creative responses.	9. • Relate text-to-self, text-to-text and text-to-world to help make meaning and understand the text characters [9.2.4, 9.2.5, 9.2.11, 9.3.1]. • Discuss possible themes and main ideas in selected stories and poems [9.1.1, 9.2.1]. • Identify one major conflict in text and offer one possible solution [9.2.3].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
• Resolution 9.1.2 Know about the appropriateness of language as used in narration and dialogue. 9.1.3 Know the forms and attributes of poems: • Rhyme patterns • Stanza formation 9.1.4 Know Figures of Speech -Personification -Simple metaphor	media. 9.2.5 Make connections between stories and real life situations. 9.2.6 Examine writer's point-of-view. 9.2.7 Create dialogue from selected material. 9.2.8 Practice scenarios involving use of dialogues created. 9.2.9 Use diction and tone to gain deeper meaning in literature. 9.2.10 Compose simple forms of poetry. 9.2.11 Make connections	9.3.2 Be aware of English Creole as a legitimate language of communication. 9.3.3 Be inquisitive about language. 9.3.4 Be appreciative of the many benefits of listening to and reciting poems.		• Suggest other possible solutions to the story problem [9.2.3]. • Predict what happens next in the story or poem based on prior events [9.2.2]. • Speak about the writer's point-of-view and give their own point-of-view [9.2.6]. • Present scenarios involving • • • re-create scenarios using created

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	between poetry and real life situations.			dialogues and own point-of-view [9.2.7]
				• identify and use rhyme in poetry [9.1.3, 9.3.3]
				• compose simple poetry showing stanza formation [9.1.3, 9.2.10]
				• identify figures of speech in poems [9.1.4]
				• identify and use personification in literary texts [9.1.4]
				• identify simple metaphor in literary text [9.14]
				• show appreciation of reading and being read to from the various genres of literature by listening appreciatively and responding eagerly [9.3.4]
				• show happiness when interacting with the literature and role-playing characters [9.3.4]

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Writing 10.1 Know how to write cursive through penmanship exercises.	10.2.1 Reproduce correct cursive writing patterns, formation, spacing and neatness in writing.	10.3.1 Be appreciative of neat and legible writing. 10.3.2 Be confident about writing neatly and legibly.	10. Demonstrate handwriting readiness.	10. • Print letters and numeral patterns, correct strokes and formation, direction, spacing and size [10.1, 10.2.1]. • Write neatly and legibly [10.3.1, 10.3.2]. • Write in cursive form [10.1, 10.2.1].
11.1 Know the rules of punctuation and capitalization.	11.2.1 Use capitalization to indicate letters for days of the week, months of the year, initials, titles of respect, holidays, places, addresses, proper names of students, book titles, first word in a sentence and the word 'I'. 11.2.2 Use punctuation in sentences: full stop, question mark, exclamation mark, apostrophe in contractions and possessives. 11.2.3 Use a period after		11. Apply knowledge of writing conventions appropriate to the level.	11. Use: • capitals 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 [11.1, 11.2.1]. • the period and question mark at the end of statements and questions respectively, commas for words in a series and exclamation mark [11.1, 11.2..2, 11.2.3, 11.2.4].

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	abbreviations: titles of respect, initials of names, street name. 11.2.4 Use a comma after greeting and closing of letter or social note, in dates, in addresses, with items in a series, with nouns of direct address.			
12.1 Know that a subject must agree in number with a verb.	12.2.1 Make subject and verb agree in number, using singular and plural nouns and personal pronoun forms.	11.3.1 Be proficient in subject and verb agreement in their writing.		

13.1 Know how to use the different tenses of verbs: simple present, present continuous, simple past and future within context correctly.	13.2 When to use the different tenses of verbs within context:
	a) Patterns based on:
	          am, is, are
	          has, have
	          do, does
	
	b) Present continuous tense
	          e.g. is/are eating
	
	c) Simple present tense			

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	e.g. I/You/We /They/The dogs/ walk He/She/It/The dog walks d) Simple past tense e.g. walk – walked run – ran eat – ate e) Future tense: use of will f) Statements: negative and interrogative forms.			
14.1 Add prefixes and suffixes to root words to make and use new words in context.	14.2.1Use prefixes and suffixes to make and use new words in writing. Prefixes: 'un-, 'dis-', 'in-', 'im-', 'mis-', 'pre-', 'non-', 'ir-' 'il-' Suffixes: -'ish', '-ly', '-ness', '-able', '-y', '-ist', '-ous', '-tion'	14.3.1 Be proficient in their development of vocabulary.		
15.1 Know the functions of the	15.2.1Use the different parts of speech in sentences:			

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
different parts of speech: noun, verb, adjective and pronoun.	a) Common Proper and Collective Nouns b) Number c) Gender Classification d) Apostrophe for ownership e) Personal Pronouns – subject, object, possessive f) Comparative and Superlative forms of adjectives g) Indefinite Article a/an h) Conjunction i) Prepositions j) Adverbs			
16.1 How to combine simple sentences to form compound sentences.	16.2.1Use coordinating conjunctions to join two simple sentences to form compound sentences.			
17.1.1 How to write friendly letters using a process approach, including the address on an envelope.	17.2.1Write a friendly letter applying the process approach. 17.2.2 Organize paragraphs using a topic sentence and	17.3.1 Be organized in their writing.	12. Apply knowledge of the traits of writing and the writing process	12. • Write personal address and, address an envelope for mailing [17.1.1, 17.2.5]. Use the organizational structure of a letter format to write:

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
17.1.2 Understand the stages of the process approach in writing: • prewriting • drafting • revising • editing • publishing	supporting details. 17.2.3 Use transitional words and phrases to link sentences and paragraphs. 17.2.4 Use the following organizational structure: address, salutation, body/content, conclusion and closure. 17.2.5 Address an envelope. 17.2.6 Apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) 17.2.7 Apply Drafting Skills (follow pre-writing plan, formulate topic sentences and	17.3.2 Be confident writers.	to construct level-appropriate sentences.	• friendly letters and, • e-mails to close friends, relatives, and acquaintances [17.2.4, 18.2.1]. • paragraphs with logical organization of topic sentences and supporting details [17.2.2, 19.2.3]. • using transitional words and phrases for sentence fluency and appeal to the senses [17.2.3, 19.2.1, 19.2.4]. • Apply the process approach to writing letters, descriptive paragraphs and e-mails [17.1.2, 17.2.6, 17.2.7, 17.2.8, 17.2.9, 17.2.10, 18.1, 19.1.1, 19.2.5, 19.2.6, 19.2.7, 19.2.8, 19.2.9]. • Edit capitalization and punctuation in own sentences using simple class-generated checklist [11.1,11.2.1,11.2.211.2.3,11.2.4,17.2.9]. • edit peers' work for concord [12.1,12.2.1, 17.2.9]

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	supporting details, express ideas in paragraphs). 17.2.8 Apply Revising Skills (to address, salutation, body/ content, conclusion, closure, organization of ideas, transitional words and phrases and paragraphing). 17.2.9 Apply Editing Skills (edit writing applying grammar and mechanics rules). 17.2.10 Apply Publishing Skills.			
18.1 Know how to write e-mails.	18.2.1 Write an e-mail to close friends and relatives.	18.3.1 Be competent in the use of technology for communication.		
19.1.1 Know how to write two descriptive paragraphs that appeal to the senses using the process approach.	19.2.1 Write using creative descriptions appealing to the five senses. 19.2.2 Use the simile in	19.3.1 Be confident in expressing ideas on paper.	13. Demonstrate pride in their ability to work independently	13. - Know the subject and the verb in statements and questions [12.1]. - Make subject and verb agree in

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
19.1.2 Know the functions of similes in writing.	writing. 19.2.3 Organize descriptive paragraphs using a topic sentence and supporting details. 19.2.4 Use transitional words and phrases to link sentences and paragraphs. 19.2.5 Apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) 19.2.6 Apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs) 19.2.7 Apply Revising Skills (descriptive and figurative		to compose sentences and paragraphs with correct grammatical structures and rich vocabulary.	number, using singular and plural nouns and personal pronoun forms [12.2]. • Recognize the function of prepositions, adverbs, apostrophes, adjectives, nouns, verbal forms and conjunctions in context [13.2, 15.1, 15.2]. • Use nouns or subject pronouns, verbs, adjectives and conjunctions (and/but) to form compound sentences [16.1, 16.2]. • Construct question sentences using present, past and future tenses and patterns based on the verb 'to have', 'to be' and 'to do' [13.1, 13.2]. • Write simple and compound sentences showing sentence fluency and organization after recounting two to three events/ideas in sequential order [16.1, 16.2]. • Write a paragraph showing voice on familiar topics discussed or on personal experiences recounted

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	language, organization of ideas, transitional words and phrases and paragraphing). 19.2.8 Apply Editing Skills (edit writing applying grammar and mechanics rules). 19.2.9 Apply Publishing Skills.			[19.1, 19.2]. • Use relevant level-appropriate high frequency words and vocabulary taught [6.1.1, 14.1, 14.2, 15.1, 15.2, 21.1, 21.2]. • Use similes in writing [19.1.2, 19.2.2]. • Spell high frequency words correctly [22.1, 22.2]. • Spell words applying level-appropriate rules [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.	20.3.1 Be confident in self-expression.	14. Write reflectively on daily activities.	14. • Self-question before writing[20.2.1] • Organize thoughts and feelings before writing [20.2.1]. • Express thoughts and feelings in writing [20.1, 20.2.2]. • Show comfort and confidence to share reflections [17.3.2, 19.3.1, 20.3.1]. • Share written work with a small

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				group or whole class with pride [17.3.2, 19.3.1, 20.3.1].
21.1.1 Use technical jargon to express meaning. 21.1.2 Use context to arrive at word meanings.	21.2.1 Apply vocabulary in context: a) Sight words b) Content area vocabulary c) Technical terms d) Synonyms e) Antonyms f) Homophones g) Multiple Meaning Words including words from Trinidadian and Tobagonian creole.	21.3.1 Be willing to use new vocabulary.		
22.1 Know how to use	22.2.1 Produce the following	22.3.1 Be proud		

41

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
spelling rules when writing: • Syllabication rules • Phonics • Inflectional Endings	correctly: a) plural forms in which 'y is changed '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) 'ie' and 'ei' words e) Words with hard and soft 'c' and 'g' f) Words with silent letters g) Common homophones h) Key words in other subject areas	of their ability to spell.		
23.1 Convert spoken	23.2.1 Change Creole patterns	23.3.1 Be		

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
English Creole patterns into the equivalent Standard English patterns.	to Standard English contextually.	appreciative of the contextual nature of the two languages.		
Media & Information Literacy 24.1 Begin to respond critically to audio texts (music, radio advertisements, broadcasts and audiobooks).	24.2.1 Identify audio works as media texts. 24.2.2 Critically view and listen to a variety of media materials with a focus on simple audio works. 24.2.3 Identify overt and implied messages, with support and direction, in simple audio media texts. 24.2.4 Express personal thoughts and feelings about some simple audio media works.	24.3.1 Be critical assessors of media texts. 24.3.2 Be critical listeners to form opinions. 24.3.3 Be confident in expressing ideas thoughts and feelings.	15. Demonstrate awareness of and respond critically to audio-visual works. .	15. • View and listen to a variety of media materials with a focus on simple audio works [24.1, 24.2.1, 24.2.2]. • Express thoughts and feelings about simple audio works [24.2.4]. • Discuss the overt messages in media listened to and relate text-to-self and text-to-world [24.2.3, 25.2.4, 25.2.5, 27.2.1]. • Discuss if media selected portray reality or fantasy [25.3.2, 26.2.3]. Categorize media works as:

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• fact and fiction [26.2.2] • reality-based or fantasy-based [26.2.1] • assess media texts and answer two literal, one inferential and one evaluative questions on the text studied [23.1].
25.1 Demonstrate an understanding of the purpose of a variety of media texts (e.g. audio, visual, audio-visual, print, and electronic/digital text).	25.2.1 Use media and technology equipment with care. 25.2.2 Identify purposes of media. 25.2.3 Interpret content in print, visual, audio and electronic media. 25.2.4 Make choices as independent consumers based on media messages. 25.2.5 Explain the purpose of selected media texts (a television show, advertisement, radio broadcast, poem and	25.3.1 Develop as critical thinkers, to glean underlying messages. 25.3.2 Be positive while interacting with different audiences. 25.3.3 Be willing to share ideas and justify opinions in a variety of settings.	16. Demonstrate proper care and handling of media and technology equipment.	16. • Handle media and technology equipment with care [25.2.1]. • Replace materials and clean up area after completing work. • Report damage or faulty equipment immediately. • Work following instructions and directions. 16. • Contrast at least three different media forms according to their purposes [25.1, 25.2.2, 25.2.3, 25.2.5, 25.2.6, 28.1]. • Give reasons why one medium is preferred over another for the

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	other audio selections etc.) 25.2.6 Select different forms of media tailored to audience and purpose.			purpose selected [25.3.3, 26.3.1, 27.2.2, 27.2.3].
26.1 Understand that all media are constructions where authors and illustrators construct a reality for their audiences. E.g. pictures that are like real life and pictures that are not like real life.	26.2.1 Compare and contrast the characteristics of selected media which tell if they are reality-based or fantasy-based. 26.2.2 Analyse messages in media to determine if they are fact or fiction e.g., exposure to web pages which show fiction or nonfiction. 26.2.3 Discuss selected media to justify if they portray reality and fantasy. 26.2.4 Use a think aloud strategy to demonstrate thinking about how reality and fantasy is constructed in media texts.	26.3.1 Be critical assessors of media.	17. Examine the relationship between media, media materials and literacy tools.	17. • Show that each medium has its own language, style, form, techniques, conventions, and aesthetics [28.2]. • Discuss how language, style, form, techniques, conventions, and aesthetics help to create preferential bias towards a product [27.2.4]. • Itemize tools and materials needed to perform specific tasks [28.2.2, 28.2.3, 28.3.1].
27.1 Identify selected	27.2.1 Deconstruct selected	27.3.1 Be positive	18. Show	18.

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
media forms and explain what techniques are used to create meaning (e.g. animated vs. live actors giving information on the same topic).	media to understand how information and/or messages are presented to audiences. 27.2.2 Discuss in group settings, preferences of media types. 27.2.3 Explain why one media form is preferred over another. 27.2.4 Determine how language, style, form, techniques, conventions, and aesthetics help to create preferential bias towards a product (word usage such as 'crunchy taste').	while interacting with different audiences. 27.3.2 Be willing to share ideas and justify opinions in a variety of settings.	awareness of selecting media for different purposes and audiences.	• Contrast at least three different media forms according to their purposes [25.1, 25.2.2, 25.2.3, 25.2.5, 25.2.6, 28.1]. • Give reasons why one medium is preferred over another for the purpose selected [25.3.3, 26.3.1, 27.2.2, 27.2.3].
28.1 Create audio texts for different purposes and audiences.	28.2.1 Generate ideas for creating audio texts for various purposes and audiences. 28.2.2 Give examples of tools and materials needed to create a public service announcement for the school community (e.g.	28.3.1 Be creative in exploring multimedia knowledge to produce final product.		

ENGLISH LANGUAGE ARTS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	radio, computer, microphone, audio recorder, CDs etc.). 28.2.3 Use appropriate media tools to create an audio book or voice over for an animation etc. 28.2.4 Show that each medium has its own language, style, form, techniques, conventions, and aesthetics: (Media producers use sound effect clips, music, speaking skills to create and deliver messages.)	28.3.2 Be confident in their ability to defend their point-of-view.		

Primary School Curriculum

Mathematics

Standard 2

Rationale

What Is Mathematics About?

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

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but offer different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining and making sense of the world in which they live.

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

Why Study Mathematics?

By studying Mathematics, students develop the ability to think creatively, critically and strategically. They learn to structure and to organize, to process and communicate information and to enjoy intellectual challenge. In addition, students learn to

49

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.

50

- An Assessment Framework that focuses on assessment for learning, continuous assessment, as well as summative evaluation.

and numerate individuals capable of functioning in a global society.

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

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

MATHEMATICS: STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
NUMBER				
Number Concepts 1.1.1. Develop number sense up to 1 000 with appropriate vocabulary. 1.1.2. 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 in a set up to 1 000. 1.2.4. Connect number names and numerals to quantities up to 1 000.	1.3.1. Demonstrate curiosity while understanding number concepts.	1. Count sequentially within 1 000. 2. Demonstrate an understanding of numbers to 1 000. 3. Understand the position of objects. 4. Demonstrate estimation skills using 50 as a benchmark. 5. Demonstrate an understanding of money	• Count forward (count on) and backward (count back) by ones within 1 000 from any given number. [1.1.1, 1.2.1] • Skip count in ascending and descending order using various ways (such as, in 100s to or from 1 000; in 10s, 25s and 50s starting at zero, up to 200; in 2s starting at one; in 3s starting at zero and up to 30; on and off the decade by tens and hundreds e.g. 43, 53, 63…; 340, 350, 360…; 43, 53, 63... ; 174, 274, 374…. [1.1.1, 1.2.2, 1.3.1] • Count the number of objects in a set up to 1 000 using one-to-one correspondence together with skip counting (up to 1 000 and using materials such as base ten

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	1.2.5. Sequence number names and numerals.		notations (dollars only and cents only) and the value of coins and bills.	manipulatives). [1.1.1, 1.2.3, 1.3.1]
				• Match the number names and numerals to the quantities they represent up to 1 000 (concrete and pictorial representations of base ten materials). [1.1.1, 1.2.4, 1.3.1]
	1.2.6. Read and write number names and numerals to 1 000.			
				• Sequence number names and numerals to 1 000. [1.1.1, 1.2.5, 1.3.1]
	1.2.7. Describe the order or relative position of objects using ordinal numbers up to 100.			• Insert missing numbers on a number line, number chart and number sequence. [1.1.1, 1.2.5, 1.3.1]
				• Read and write number names and numerals to 1 000. [1.1.1, 1.2.6, 1.3.1]
	1.2.8. Estimate the number of objects in a set using 50 as the benchmark and verify by counting.			• Use pictorial representations and appropriate language to describe position up to hundredth. [1.1.1, 1.2.7, 1.3.1]
	1.2.9. Develop an			

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	understanding of money notation (dollars only, cents only) and the value of money.			• Estimate a given quantity of items using 50 as a benchmark (using 'mental grouping') and verify by counting. [1.1.1, 1.2.8, 1.3.1] • Use money notation to record amounts of money, dollars only and cents only (e.g. $7, 25c), used in money transactions. [1.1.2, 1.2.9]
Place Value and Rounding 1.1.3. Develop an understanding of place value up to 999 (concretely, pictorially and symbolically). 1.1.4. Develop an understanding of the comparison of numbers.	1.2.10. Explore the place value of numbers to 999 (hundreds, tens and ones) including expanded notation. 1.2.11. Compare and order numerals	1.3.2. Collaborate while doing activities.	6. Demonstrate an understanding of place value and value up to 999. 7. Compare and order numerals up to 1 000 with reference to place value.	• Count a specified number of objects and use them to form groups of 100s, 10s and 1s. [1.1.3, 1.2.10, 1.3.2] • Describe a specified number in various ways using language associated with place value e.g. 245 as two 100s, four 10s and five 1s; two hundred and forty-five; 245 ones; 24 tens and 5 ones. [1.1.3, 1.1.4, 1.2.10, 1.2.11]

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.5. Develop an understanding of rounding to tens and hundreds and rounding to the nearest dollar.	up to 1 000. 1.2.12. Round numbers to the nearest ten or hundred. 1.2.13. Round to the nearest dollar (e.g. $5 and 35c is close to $5).		8. Develop an understanding of rounding to tens and hundreds and rounding to the nearest dollar.	• Show, using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of 'hundreds', 'tens' and 'ones', and record as such, e.g. 245=2 hundreds and 4 tens and 5 ones.

Hundreds	Tens	Ones
2	4	5

[1.1.3, 1.2.10, 1.3.2]

• Record the amounts shown in pictorial representations of base ten materials both in terms of place value and as a numeral. [1.1.3, 1.2.10, 1.3.2]

• Write the numeral to match objects grouped in hundreds, tens and ones (concretely and pictorially). [1.1.3, 1.2.10, 1.3.2]

• Explain and show the equivalence of 1 ten and 10 ones, 10 tens and 1 hundred, 100 ones and 1 hundred. |

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				[1.1.3, 1.2.10, 1.3.2] • Explain the importance of grouping in tens and hundreds. [1.1.3, 1.2.10,1.3.2] • Write numbers using expanded notation (up to 999). [1.1.3, 1.2.10, 1.3.2] • Convert expanded notation into numerals. [1.1.3, 1.2.10, 1.3.2] • Explain and write the place value and value represented by each digit in a numeral up to three-digit numbers. [1.1.3, 1.2.10, 1.3.2] • Write the largest and smallest number given any three digits. [1.1.3, 1.1.4, 1.2.10, 1.2.11, 1.3.2] • Compare and order numerals up to 1 000 (in ascending and descending

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				order). [1.1.3, 1.1.4, 1.2.10, 1.2.11, 1.3.2] • Use the symbols for more than (>) and less than (<) to show the relationship between two numbers. [1.1.4, 1.2.11, 1.3.2] • Round numbers to the nearest 'ten' or 'hundred' (using a number line and the rule). [1.1.5, 1.2.12, 1.3.2] • Round to the nearest dollar (e.g. $5 and 35c is close to $5). [1.1.5, 1.2.13, 1.3.2]
Number Patterns 1.1.6. Develop algebraic thinking (number patterns and number	1.2.14. Explore increasing and decreasing patterns up to	1.3.3. Be explorative when examining patterns and relationships.	9. Recognize and explore number patterns up to 1 000 (using appropriate	• Describe number patterns on a number line and hundred chart. e.g. add 10: 13, 23, 33, 43… [1.1.6, 1.2.14, 1.3.3] • Describe and extend simple number

57

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
relationships).	1 000. 1.2.15. Develop number patterns involving addition, subtraction, multiplication, division, commutative property for addition and multiplication, the associative property for addition and multiplication, add-two/subtract-two, double facts, near double facts, compatible numbers within		resources such as base ten materials, counters, number lines and hundred charts).	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 1 000). [1.1.6, 1.2.14, 1.3.3] • Recognize when an error occurs in a pattern and explain what is wrong. [1.1.6, 1.2.14, 1.3.3] • Insert the missing elements in a given pattern and explain the reasoning. [1.1.6, 1.2.14, 1.3.3] • Create increasing and decreasing number patterns and explain the pattern rule. [1.1.6, 1.2.14, 1.2.15, 1.2.16, 1.3.3] • Explore, describe and record patterns related to the addition and subtraction facts (up to 999) and explain generalizations e.g. $6 + 3 = 9$ is related to 600+300=900; 5-2=3 is related to

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	ten, addends which differ by 2 and the zero property. 1.2.16. Use pattern recognition to solve problems.			500-200=300. [1.1.6, 1.2.14, 1.2.15, 1.2.16, 1.3.3] • Explain why addition and subtraction are inverse (opposite) operations. [1.1.6, 1.2.15, 1.2.16, 1.3.3] • Explore, describe and record the patterns for multiplication and division facts (up to 5 times table and the 10 times table with a focus on the patterns related to the 2, 5 and 10 times table). E.g. 1 x 2 = 2 2 ÷ 2 = 1 2 x 2 = 4 4 ÷ 2 = 2 etc. [1.1.6, 1.2.14, 1.2.15, 1.2.16, 1.3.3] • Explain why multiplication and division are inverse (opposite) operations. [1.1.6, 1.2.15, 1.2.16, 1.3.3] • Recall basic addition and subtraction facts, and multiplication and division

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				facts, from memory. [1.1.6, 1.2.15, 1.3.2] • Explore, describe and record patterns related to the commutative property for addition and multiplication, the associative property for addition and multiplication, add-two/subtract-two, double facts, near double facts, compatible numbers within ten, addends which differ by 2 and the zero property, and explain generalizations about number relationships e.g. the order in which numbers are added does not affect the sum (commutative and associative laws). [1.1.6, 1.2.14, 1.2.15, 1.2.16, 1.3.3] • Solve problems involving the use of patterns. [1.1.6, 1.2.14, 1.2.15, 1.2.16, 1.3.3]

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Number Relationships 1.1.7. Explore algebraic thinking (number patterns and number relationships). 1.1.8. Make sense of addition and subtraction sentences involving one unknown (initial, change or result).	1.2.17. Count objects in sets to demonstrate equality and inequality of sets. 1.2.18. Determine whether a given number sentence is true or false. 1.2.19. Use the equal sign to record equivalent number relationships e.g. 6+4=7+3. 1.2.20. Use the unequal	1.3.4. Collaborate while doing activities. 1.3.5. Exhibit perseverance in solving problems.	10. Represent equality and inequality using manipulatives, pictures and symbols and using equivalent relationships. 11. Use the concept of equality to solve problems involving addition and subtraction with one	• Determine whether two sides of a given number sentence are equal (=) or not equal (≠) using manipulatives, drawings and counting e.g. Is 3+4= 9 true or false? Is 5+8=9+5 true or false? Is 5x4 = 20, true or false? Is 5x2 = 6x2? and explain reasoning using appropriate vocabulary. [1.1.7, 1.2.17, 1.2.18, 1.2.19, 1.2.20, 1.3.4] • Insert the = or ≠ symbols in number sentences e.g. 3x4 □ 4x5. [1.1.7, 1.2.19, 1.2.20, 1.3.4] • Create equal sets of objects on a balance by removing from one side or adding to one side after starting with unequal sets and record the solutions by writing the two number sentences

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	sign to record number relationships that are not equivalent e.g. 3+2≠1+6. 1.2.21. Solve problems involving addition and subtraction number sentences with one unknown (initial, change or result).		unknown.	using a box frame to represent the unknown. e.g. Starting with 5 and 7 objects on the balance, pupils will add 2 to 5 or subtract 2 from 7 to form equal sets : $5+\square = 7$ and $5= 7-\square$; $5+2=7$ and $5=7-2$. [1.1.7, 1.1.8, 1.2.21, 1.3.5] • Explain and model how to solve problems involving one unknown number in addition and subtraction sentences without using the balance (e.g. by counting on or back mentally or using the number line, by drawing and counting, by guess and check, by recalling facts, by using counters). [1.1.7, 1.1.8, 1.2.21, 1.3.5] • Solve problems involving addition and subtraction sentences involving one unknown number (initial, change or result) and where the given sum or difference is on either the left or right side of the equal symbol using a

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				variety of strategies. [1.1.7, 1.1.8, 1.2.21, 1.3.5]
Addition and Subtraction 1.1.9. Develop an understanding of the algorithms for addition and subtraction. 1.1.10. Solve real-life problems (concrete, pictorial and symbolic modes, including money) involving addition and	1.2.22. Develop the algorithms for addition and subtraction. 1.2.23. Perform addition (up to 3 addends) and subtraction using the algorithms (up to 999). 1.2.24. Solve one-step and two-step real-life addition and subtraction	1.3.6. Appreciate the use of algorithms in solving problems involving the operations. 1.3.7. Develop confidence in solving problems involving addition and subtraction. 1.3.8. Exhibit	12. Demonstrate an understanding of the algorithms for addition and subtraction. 13. Solve a variety of word problems from real-life, using problem solving strategies and mental	• Explore the development of, and describe the procedures used in, adding and subtracting numbers using base ten manipulatives (including the place value mat). [1.1.9, 1.2.22, 1.3.6] • Perform addition and subtraction using the algorithms. [1.1.10, 1.2.23, 1.3.7] • Solve one-step and two-step real-life addition and subtraction problems (including bills up to $100.00, dollars only, and cents only, with and without change) using a variety of problem solving strategies such as: use a model, act it out, draw a picture, look

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
subtraction. 1.1.11. Develop estimation skills. 1.1.12. Demonstrate an understanding of the relationship between addition and subtraction. 1.1.13. Create number stories.	problems. 1.2.25. Solve different types of addition and subtraction problems. 1.2.26. Use estimation skills to check solutions to problems. 1.2.27. Determine the reasonableness of answers by using estimation. 1.2.28. Use the inverse operations to check answers. 1.2.29. Record solutions to problems using a variety	perseverance in solving problems.	strategies. 14. Demonstrate an understanding of estimation skills. 15. Use the relationship between addition and subtraction to check answers. 16. Create number stories using appropriate language.	for a pattern, guess and check, work backwards, logical reasoning, make a table or chart and make an organized list. [1.1.10, 1.2.24, 1.2.25, 1.3.7, 1.3.8] • Solve different types of **addition** problems (as for Std. 1 and compare structures (larger unknown) – compare, compared quantity unknown and referent unknown) and **subtraction** problems (as for Std. 1 and compare structures (smaller unknown) -compare, compared quantity unknown and referent unknown; and measurement structures (difference unknown) - equalize meaning) within 999 (using the algorithm). [1.1.10, 1.2.25, 1.3.6, 1.3.7, 1.3.8] • Create number sentences with one unknown to aid in solving real-life problems. [1.1.10, 1.2.24, 1.2.25,

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	of formats. 1.2.30. Explain or demonstrate how an answer was obtained when solving problems. 1.2.31. Create number stories involving addition and subtraction and using appropriate vocabulary.			1.3.7, 1.3.8] • Use estimation skills to check solutions to problems. [1.1.11, 1.2.26, 1.3.7] • Explain the reasonableness of answers by using estimation. [1.1.11, 1.2.27, 1.3.7] • Check answers to addition and subtraction problems, by using the reverse operation or another strategy. [1.1.12, 1.2.28, 1.3.7] • Record solutions to problems using drawings, numerals, symbols and words. [1.1.10, 1.2.29, 1.3.7] • Explain or demonstrate how an answer was obtained when solving problems. [1.2.30, 1.3.7]

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Create number stories using appropriate vocabulary (including the language of money). [1.1.13, 1.2.31, 1.3.7]
Multiplication and Division 1.1.14. Solve one-step real-life multiplication and division problems presented orally, pictorially or symbolically (using concrete materials, whole number and money). 1.1.15. Develop an understanding	1.2.32. Solve one-step, real-life problems involving repeated addition. 1.2.33. Recognize multiplication as repeated addition and recognize the multiplication symbol. 1.2.34. Multiply a one	1.3.9. Strive for accuracy in computation involving the operations.	17. Demonstrate a conceptual understanding of multiplication and division. 18. Solve problem involving multiplication and division. 19. Demonstrate an understanding of the	• Solve one-step, real-life problems involving repeated addition by forming equal groups of objects (concrete and pictorial, with and without arrays) and explain solution process using concrete materials, drawings, words, numerals and symbols. *E.g. A farmer plants three rows of tomato plants. In each row there are four plants. How many tomato plants are there altogether? Three rows of four (three groups of four),* 4+4+4=12, 4x3=12. [1.1.14, 1.1.15, 1.2.32, 1.2.33, 1.3.9] • Solve problems involving the

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
of multiplication and division. 1.1.16. Solve computational problems involving multiplication and division. 1.1.17. Demonstrate an understanding of the relationship between multiplication and division. 1.1.18. Develop estimation skills.	digit number by a one digit number using multipliers up to 5. 1.2.35. Build multiplication tables. 1.2.36. Solve one-step, real-life problems involving sharing and grouping. 1.2.37. Recognize division as sharing and grouping and recognize the division symbol.		relationship between multiplication and division. 20. Use estimation skills to determine reasonableness of answers.	multiplication of a one digit number by a one digit number, using a variety of problem solving strategies such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning, make a table or chart and make an organized list and explain solution process. [1.1.14, 1.1.15, 1.1.16, 1.2.34, 1.3.9] • Build multiplication tables by using concrete materials and drawings.[1.1.15, 1.2.35, 1.3.9] • Solve one-step, real-life problems involving sharing and grouping (concrete and pictorial, with and without arrays) and explain solution process using concrete materials, drawings, words, numerals and symbols. *E.g. Eight sweets are shared between two friends. How many does each get? 8 sweets shared equally*

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	1.2.38. Divide a one digit number by a one digit number (without remainder). 1.2.39. Build division tables. 1.2.40. Investigate the relationship between multiplication and division. 1.2.41. Use estimation skills to check solutions to problems. 1.2.42. Determine the reasonableness of answers by			*between 2 persons = 8÷ 2 = 4. I have 12 mangoes and each child is to be given four, how many children will receive mangoes? 12 mangoes grouped in 4s= 12÷4=3.* [1.1.14, 1.1.15, 1.2.36, 1.2.37, 1.3.9] • Solve problems involving the division of a one digit number by a one digit number using a variety of problem solving strategies such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning, make a table or chart and make an organized list and explain solution process. [1.1.14, 1.1.15, 1.1.16, 1.2.36, 1.2.37, 1.2.38, 1.3.9] • Build division tables by using concrete materials and drawings. [1.1.15, 1.2.39, 1.3.9] • Explore the relationship between

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	using estimation.			multiplication and division and explain findings using concrete materials, drawings, words, numerals and symbols e.g. *00000* *00000* *00000* *3 groups of 5 is 15 5x3=15* *15 shared among 3 is 5 15÷3=5* [1.1.17, 1.2.40, 1.3.9] • Use estimation skills to check solutions to problems. [1.1.18, 1.2.41, 1.3.9] • Explain the reasonableness of answers by using estimation. [1.1.18, 1.2.41, 1.2.42, 1.3.9]
Mental Mathematics 1.1.19. Develop strategies to	1.2.43. Investigate and use a variety of	1.3.10. Develop an appreciation	21. Demonstrate skills and	• Explore, describe and use a range of mental strategies and recording

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
solve problems mentally.	mental math strategies and recording strategies to solve problems involving the four operations.	for the need for accuracy and efficiency in computation.	competencies in mental strategies in problem solving.	strategies for solving problems, including: o The commutative property for addition and multiplication o The associative property for addition and multiplication o Add-two/subtract-two o Double facts o Near double facts o Addends which differ by 2 (e.g. 5+7= 6x2) o Compatible numbers within ten o Related addition and subtraction facts e.g. $15 + 3 = 18$, so $18 - 15 = 3$; $5 - 2 = 3$, so $50 - 20$ is 30, so 500-200 is 300 o Related multiplication and division facts (up to 5 times table and the 10 times table) o Count on and back, skip counting o The compensation strategy e.g. 84+18 is 84 add 20 subtract 2. [1.1.19, 1.2.43, 1.3.10]

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Select appropriate mental strategies for solving problems and justify their selection. [1.1.19, 1.2.43, 1.3.10] • Explain verbally, in writing or through modelling the mental process used to arrive at an answer. [1.1.19, 1.2.43, 1.3.10] • Examine various mental strategies employed by others to determine which was best suited for solving problems. [1.1.19, 1.2.43, 1.3.10]
Fractions 1.1.20. Develop an understanding of fractions using area models. 1.1.21. Become aware of the names	1.2.44. Identify wholes and parts of wholes. 1.2.45. Differentiate between equal and unequal	1.3.11. Be explorative when examining relationships in numbers.	22. Develop conceptual understanding of fractions and its related vocabulary.	• Differentiate between wholes and parts. [1.1.20, 1.2.44, 1.3.11] • Differentiate between equal and unequal parts of a whole. [1.1.20, 1.2.45, 1.3.11] • Explore and describe relationships

71

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
associated with fractions to tenths using area models.

1.1.22. Demonstrate an understanding of equivalent fractions. | parts of the whole.

1.2.46. Explore the relationship among concrete (area model), pictorial and symbolic representations of fractions up to tenths.

1.2.47. Compare and order fractions by direct comparison.

1.2.48. Explore equivalent forms of fractions with denominators up to ten. | | 23. Compare and order fractions.

24. Understand equivalent fractions. | between wholes and parts (equal and unequal) by:
  o Dividing whole shapes into parts (using activities such as folding and cutting)
  o Assembling whole using parts
  o Matching parts to their respective wholes
  o Matching parts to determine if they are the same
  o Stating the number of equal parts that a whole has been divided into
  o Counting the number of parts that make up the whole and the number shaded
  o Colouring pictorial representations of fractions. [1.1.20, 1.2.46, 1.3.11]

• Name and record fractions using words and symbols. [1.1.21, 1.2.46, 1.3.11]

• Connect word/number names to |

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

	1.2.49. Compare and order fractions using the concept of equivalence.			models and symbolic representations. [1.1.21, 1.2.46, 1.3.11]
				
				• State the uses of fractions in everyday situations. [1.1.20, 1.1.21, 1.2.46, 1.3.11]
				
				• Compare and order fractions by:
				  o Matching/overlaying different fractional parts related to a common whole and explain reasons (ascending and descending order) using unit fractions and non-unit fractions
				  o Using a benchmark (e.g. more than or less than one half). [1.1.20, 1.2.47, 1.3.11]
				
				• Explore the equivalent relationships between fractions by matching different fractional parts related to a common whole and describing the relationship. [1.1.22, 1.2.48, 1.3.11]

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Record equivalent relationships using the equal symbol (and non-equivalent relationships using the not equal to symbol). [1.1.22, 1.2.48, 1.3.11] • Compare and order fractions using equivalent relationships. [1.1.22, 1.2.49, 1.3.11]

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Language 1.1.23. Develop appropriate vocabulary associated with number.	1.2.50. Use appropriate vocabulary associated with number, orally and in writing.	1.3.12. Communicate with confidence using language related to number. 1.3.13. Demonstrate an appreciation for others by listening to their point of view.	25. Communicate effectively using vocabulary associated with number.	• Use appropriate language associated with number, such as: word names and numerals to one thousand, first to one hundredth (1st to 100th), hundreds, trade, regroup, equal groups, repeated addition, multiply by, share, group, shared equally, grouped in, divide, verify, whole, part, equal, unequal, fraction, half ($\frac{1}{2}$), quarter ($\frac{1}{4}$), fifth ($\frac{1}{5}$), tenth ($\frac{1}{10}$), approximate, increase, decrease, bill, ascending, descending, expanded notation and equivalent. [1.1.23, 1.2.50, 1.3.12, 1.3.13]
GEOMETRY				
Solids and Plane Shapes				

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.1 Develop spatial sense in relation to solids and plane shapes. 2.1.2 Recognize spatial relationships. 2.1.3 Solve problems involving solids and plane shapes.	2.2.1. Classify, describe, compare and name solids and give reasons for classification (cube, cuboid, cylinder, pyramid, cone, sphere and triangular-based prism – with a focus on the triangular-based prism). 2.2.2. Identify and name the triangular-based prism concretely and in pictorial representations (in different orientations).	2.3.1 Display curiosity while exploring the properties of solids. 2.3.2 Display collaboration while working in groups.	1. Develop an understanding of the properties of solids and plane shapes. 2. Solve problems involving solids and plane shapes.	• 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 represent same, similar or alike and different, stating reasons for classification. [2.1.1, 2.2.1, 2.3.1, 2.3.2] • Describe and compare the triangular-based prism with other solids using appropriate vocabulary related to geometric attributes (concrete and pictorial). [2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.3.1, 2.3.2] • Identify and name the triangular-based prism concretely and in pictorial representations (in different

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	2.2.3. Identify the plane shapes or faces of the triangular-based prism and create triangular-based prisms and other solids using plane shapes. 2.2.4. Explore the properties of solids in terms of faces, edges and vertices and compare and classify solids according to their properties related to faces, edges and vertices (cube, cuboid, cylinder, pyramid, cone and triangular-			orientations). [2.1.2, 2.2.2, 2.3.1] • Identify the plane shapes or faces of the triangular-based prism by: o Matching cut-outs of plane shapes to faces o Tracing the faces of solids and naming the shapes drawn. [2.1.2, 2.2.3, 2.3.1, 2.3.2] • Construct solids, including the triangular-based prism using cut-outs of plane shapes. [2.1.2, 2.2.3, 2.3.1, 2.3.2] • Predict the solid that can be formed given an assortment of plane shapes (concrete and pictorial). [2.1.3, 2.2.3, 2.3.1, 2.3.2] • Describe the properties of solids in relation to number and types of faces,

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	based prism). 2.2.5. Name plane shapes and solids used to create compound shapes (pictorial representation) and name solids and plane shapes from verbal or written descriptions. 2.2.6. Create and draw plane shapes of varying sizes and in different orientations. 2.2.7. Solve problems involving solids and plane shapes.			edges and vertices. [2.1.2, 2.2.4, 2.3.1] • Compare and classify solids according to the properties related to faces, edges and vertices. [2.1.2, 2.2.4, 2.3.1] • Name solids and plane shapes used to create compound shapes (pictorial representation). [2.1.2, 2.2.5, 2.3.1, 2.3.2] • Name solids and plane shapes from verbal or written descriptions (e.g. People say I am flat and made of straight lines. You can find 6 of me on a cube. What am I?). [2.1.3, 2.2.5, 2.3.1] • Create and draw plane shapes of varying sizes and in different orientations. [2.1.3, 2.2.6, 2.3.1, 2.3.2] • Solve problems involving solids and

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				plane shapes. [2.1.3, 2.2.7, 2.3.2]
Geometrical Patterns 2.1.4 Explore patterns using solids and plane shapes.	2.2.8. Explore and create patterns using solids or plane shapes.	2.3.3 Demonstrate their use of imagination while creating patterns.	3. Explore patterns using solids and plane shapes.	• Describe a given pattern (repeating, increasing or decreasing), determine the pattern rule and extend the pattern using concrete materials or pictorial representation. [2.1.4, 2.2.8, 2.3.3] • Insert the missing elements in given patterns (concrete or pictorial) and explain the reasoning. [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, 2.2.8, 2.3.3]
Language				

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
2.1.5 Develop appropriate vocabulary associated with geometry.	2.2.9. Use appropriate vocabulary associated with geometry, orally and in writing.	2.3.4 Communicate with confidence using language related to geometry. 2.3.5 Demonstrate an appreciation for others.	4. Communicate effectively using vocabulary associated with geometry.	• Use appropriate language associated with geometry, such as: face, edge, straight, curved, vertex, cube, cuboid, cone, cylinder, pyramid, triangular-based prism, base and prism. [2.1.5, 2.2.9, 2.3.4, 2.3.5]
MEASUREMENT				
Linear 3.1.1. Understand that measures can be quantified. 3.1.2. Distinguish between standard and non-standard units of measure	3.2.1. Use non-standard units for measuring length. 3.2.2. Explain the need for and the importance of a	3.3.1. Demonstrate confidence in one's abilities to estimate and measure.	1. Develop an understanding that measures can be quantified using non-standard and standard	• Determine the length of objects using non-standard units. [3.1.1, 3.2.1, 3.3.1] • Explain the need for and the importance of a standard unit of measure for length and related sub-units. [3.1.2, 3.2.2, 3.3.1]

80

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
(for length). 3.1.3. Apply measurement techniques to quantify measures. 3.1.4. Understand the relationship between units of measure. 3.1.5. Solve problems involving measures.	standard unit of measure for length and related sub-units. 3.2.3. Use the standard units for measuring length. 3.2.4. Measure, record, compare and order measurements using multiple and sub-units of length. 3.2.5. Approximate lengths to the nearest metre and centimetre.		units. 2. Distinguish between standard and non-standard units of measure for length. 3. Demonstrate appropriate techniques when measuring (such as use of instrument, estimation, approximation). 4. Develop an understanding of the relationship between units	• Demonstrate the appropriate use of the measuring instrument for length (ruler). [3.1.3, 3.2.3, 3.3.1] • Measure lengths and distances using standard units (metre, ½ and ¼ metre and centimetre) and record as metres only, centimetres only or metres and centimetres. [3.1.3, 3.2.4, 3.3.1] • Compare and order the lengths of objects and lines in different orientations and distances and explain reasoning using appropriate vocabulary (ascending and descending order, concrete or pictorial representations). [3.1.3, 3.2.4, 3.3.1] • Approximate the length of objects to the nearest metre or centimetre. [3.1.3, 3.2.5, 3.3.1] • Select the appropriate unit of measure when measuring objects of varying

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	3.2.6. Explain the suitability of the unit as it relates to the length to be measured. 3.2.7. Draw lines of various lengths. 3.2.8. Estimate lengths in metres and verify results. 3.2.9. Determine reasonableness of estimates. 3.2.10. State the relationship between the metre and the centimetre.		of measures. 5. Solve problems involving measures.	lengths and explain the suitability of the unit. [3.1.4, 3.2.6, 3.3.1] • Draw lines of various lengths. [3.1.3, 3.2.7, 3.3.1] • Estimate lengths of objects in metres and verify lengths by measuring. [3.1.3, 3.2.8, 3.3.1] • Explain the reasonableness of estimations. [3.1.3, 3.2.9, 3.3.1] • State the relationship between the metre and the centimetre. [3.1.4, 3.2.10, 3.3.1] • Convert metres to centimetres. [3.1.4, 3.2.11, 3.3.1] • Solve problems in real-life involving length. [3.1.5, 3.2.12, 3.3.1]

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	3.2.11. Convert metres to centimetres. 3.2.12. Solve problems in real-life situations involving length.			
Mass/Weight 3.1.6. Understand that measures can be quantified. 3.1.7. Distinguish between standard and non-standard units of measure for mass/weight. 3.1.8. Apply measurement techniques to	3.2.13. Use non-standard units for measuring mass/weight. 3.2.14. Explain the need for and the importance of a standard unit of measure for mass/weight and its related	3.3.2. Display a sense of inventiveness in selecting units when measuring.	6. Develop an understanding that measures can be quantified using standard units (kg). 7. Distinguish between standard and non-standard units of	• Determine the mass/weight of objects using non-standard units. [3.1.6, 3.1.7, 3.2.13, 3.3.2] • Explain the need for and the importance of a standard unit of measure for mass/weight. [3.1.6, 3.1.7, 3.2.14, 3.3.2] • Demonstrate the appropriate use of the measuring instrument (such as bathroom scale, equal arm balance). [3.1.7, 3.1.8, 3.1.9, 3.2.15, 3.2.16,

83

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
quantify measures. 3.1.9. Understand the relationship between units of measure. 3.1.10. Demonstrate an understanding of conservation of mass/weight. 3.1.11. Solve problems in real-life situations involving measures.	sub-units. 3.2.15. Use the standard units for measuring mass/weight. 3.2.16. Measure, record, compare and order measurements using multiple units and sub-units for mass/weight. 3.2.17. Approximate mass/weight to the nearest kilogram, ½ kilogram or ¼ kilogram. 3.2.18. Explain the		measure for mass/weight. 8. Demonstrate appropriate techniques when measuring (such as use of instrument, approximation). 9. Develop an understanding of the relationship between units of measures. 10. Demonstrate an understanding of conservation of mass/weight. 11. Solve problems	3.3.2] • Measure the mass/weight of objects using the standard unit (kilograms, ½ and ¼ kilogram and multiple units of kg) and approximate the measure to the nearest kilogram, ½ kilogram or ¼ kilogram). [3.1.6, 3.1.8, 3.1.9, 3.2.15, 3.2.16, 3.2.17, 3.3.2] • Compare and order the objects according to mass/weight and explain reasons using appropriate vocabulary (ascending and descending order). [3.1.6, 3.1.8, 3.2.16, 3.3.2] • Explain the suitability of the unit as it relates to the mass/weight to be measured. [3.1.9, 3.2.18, 3.3.2] • Explore activities associated with conservation of mass/weight and state findings/generalizations. [3.1.10,

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	suitability of the unit as it relates to the mass/weight to be measured. 3.2.19. Perform tasks demonstrating the conservation of mass/weight. 3.2.20. Solve problems involving mass/weight.		involving mass/weight.	3.2.19, 3.3.2] • Solve problems involving mass/weight. [3.1.11, 3.2.20, 3.3.2]
Time 3.1.12. Understand that measures can be quantified. 3.1.13. Apply measurement techniques to	3.2.21. Describe the features of analog and digital clocks. 3.2.22. Tell and record time on digital	3.3.3. Demonstrate confidence in one's abilities to tell the time and solve problems involving time.	12. Develop an understanding that measures can be quantified using standard units.	• Describe the features of the analog clock and digital clocks and the function of the parts. [3.1.12, 3.2.21] • Explain the meaning of the movement of the hands on an analog clock (hour, minutes and seconds). [3.1.12, 3.1.13,

85

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
quantify measures for time. 3.1.14. Understand the relationship between units of measure. 3.1.15. Demonstrate an understanding that events or activities occur at specific time periods. 3.1.16. Solve problems in real-life situations involving measure.	and analog clocks to the hour, half past the hour, quarter past and quarter to the hour. 3.2.23. Match occurrences with time shown on clocks. 3.2.24. Measure the duration of activities. 3.2.25. Compare and order activities/events according to time taken.		13. Demonstrate appropriate techniques when measuring. 14. Develop an understanding of the relationship between the units of measure. 15. Demonstrate an understanding that events/activities occur at specific time periods. 16. Solve problems involving time.	3.2.21] • Tell time on digital and analog clocks to the hour, half past the hour, quarter past the hour and quarter to the hour. [3.1.13, 3.2.22, 3.3.3] • Record and read times, shown on both analog and digital clocks, using the appropriate format (time is read in three ways: eight fifteen, fifteen minutes past eight and quarter past eight). [3.1.13, 3.2.22, 3.3.3] • Compare the related times on the analog and digital clock. [3.1.13, 3.2.22, 3.3.3] • Match times displayed on analog and digital clocks. [3.1.13, 3.2.22, 3.3.3] • Name some occurrences or events that match with time shown on clocks (e.g. school begins at 8:30). [3.1.15, 3.2.23,

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	3.2.26. Relate seconds to minutes, minutes to hours, hours to days, days to weeks, days/weeks to months, and months to years. 3.2.27. Identifying personal referents for: Minutes, Hours, Days, Weeks, Months, Years by exploring activities related to different time periods. 3.2.28. Solve and complete practical tasks			3.3.3] • Measure the duration of events in hours, quarter of an hour and half of an hour using analog and digital clocks. [3.1.13, 3.2.24, 3.3.3] • Compare and order activities/events according to time taken and explain reasons using appropriate vocabulary. [3.1.13, 3.2.25, 3.3.3] • Distinguish between activities that can/cannot be completed in seconds, minutes, hours, months and years. [3.1.15, 3.2.25, 3.3.3] • Relate seconds to minutes, minutes to hours, hours to days, days to weeks, days/weeks to months, and months to years and use the relationships to solve problems. [3.1.14, 3.2.26, 3.3.3] • State/name personal activities/events

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	and problems involving time.			associated with specific time periods – minutes, hours, days, weeks, months, years (e.g. Last year I was 6 years old; I take half an hour to reach to school). [3.1.15, 3.2.27, 3.3.3] • Solve practical problems involving time (e.g. determine if a specified number of days are more/less than a week; determine the previous and upcoming month, interpretation of calendars). [3.1.16, 3.2.28, 3.3.3]
Capacity 3.1.17. Understand that measures can be quantified. 3.1.18. Distinguish between standard and non-standard units of measure	3.2.29. Use non-standard units for measuring capacity. 3.2.30. Explain the need for and the importance of a standard unit of	3.3.4. Appreciate measures in everyday use.	17. Develop an understanding that measures can be quantified using standard units (litres). 18. Distinguish	• Determine the capacity of containers using non-standard units. [3.1.17, 3.2.29, 3.3.4] • Explain the need for and the importance of a standard unit of measure for capacity. [3.1.18, 3.2.30, 3.3.4]

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
for capacity. 3.1.19. Apply measurement techniques to quantify measures. 3.1.20. Solve problems in real-life situations involving measures.	measure for capacity. 3.2.31. Use the standard units (litres) for measuring the capacity of containers. 3.2.32. Measure, record, compare and order measurements using multiple units. 3.2.33. Solve problems in real-life situations involving measures.		between standard and non-standard units of measure for capacity. 19. Apply measurement techniques to quantify measures. 20. Solve problems involving capacity.	• Measure the capacity of containers using the standard unit (litre) and record measure. [3.1.19, 3.2.31, 3.3.4] • Compare and order the containers according to capacity and explain reasons using appropriate vocabulary (ascending and descending order). [3.1.19, 3.2.32, 3.3.4] • Solve problems in real-life situations involving capacity. [3.1.20, 3.2.33, 3.3.4]
Area				

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
3.1.21. Develop the concept of area. 3.1.22. Demonstrate familiarity with comparison of objects using appropriate vocabulary. 3.1.23. Understand that measures can be quantified. 3.1.24. Apply measurement techniques to quantify measures. 3.1.25. Solve problems involving	3.2.34. Touch, colour and cover surfaces to develop the concept of area. 3.2.35. Compare and order the area of surfaces using direct comparison. 3.2.36. Measure, record, compare and order area of surfaces using non-standard units. 3.2.37. Investigate which plane shapes are appropriate for	3.3.5. Demonstrate confidence in one's abilities to measure and compare.	21. Demonstrate an understanding of area. 22. Develop an understanding of the comparison of measures. 23. Develop an understanding that measures can be quantified using non-standard units of measure for area. 24. Demonstrate appropriate techniques	• Explore flat surfaces by touching, colouring, covering and describing using the language associated with area (so as to develop the concept of area). [3.1.21, 3.2.34] • Compare and order the area of two or more surfaces (by matching or placing one on the other) and explain reasons using appropriate language. [3.1.22, 3.2.35, 3.3.5] • Describe area as the measure of the amount of surface. [3.1.21, 3.2.34] • Measure the area of surfaces using non-standard units (by placing the same sized units e.g. cut-outs of shapes, end-to-end without leaving gaps and without overlapping). [3.1.23, 3.2.36, 3.3.5]

90

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
measures.	measuring area. 3.2.38. Calculate the area of shapes by counting squares. 3.2.39. Solve problems involving area.		when measuring. 25. Solve problem involving measures.	• Count and record the number of units used to measure the area of surfaces. [3.1.23, 3.2.36, 3.3.5] • Compare and order surfaces according to area and explain reasons using appropriate vocabulary (ascending and descending order). [3.1.22, 3.2.36, 3.3.5] • Investigate which plane shapes are appropriate for measuring area through tessellation activities and explain findings. [3.1.25, 3.2.37] • Calculate the area of shapes by counting squares (of different sizes). [3.1.24, 3.1.25, 3.2.38, 3.3.5] • Solve problems involving area. [3.1.25, 3.2.39]
Language				

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.26. Develop appropriate vocabulary associated with measurement.	3.2.40. Use appropriate vocabulary associated with measurement, orally and in writing.	3.3.6. Communicate with confidence using language related to measurement.	26. Communicate effectively using vocabulary associated with measurement.	• Use appropriate language associated with measurement, such as: metre (m), centimetre (cm), estimate, approximate, round, square centimetre, kilogram (kg), gram (g), hour, half past, quarter to, quarter past, verify, area, surface, convert/change, litre, digital clock, analog clock, calendar, non-standard unit, standard unit and o'clock. [3.1.26, 3.2.40, 3.3.6]
STATISTICS				
Tally Charts and Block Graphs 4.1.1. Use statistical techniques to investigate real-life problems. 4.1.2. Demonstrate the	4.2.1. Formulate a problem situation. 4.2.2. Collect data (using observation and	4.3.1. Demonstrate awareness that numerical data can be communicated	1. Demonstrate the ability to formulate a problem. 2. Demonstrate the	TALLY CHARTS • Formulate a problem to be investigated e.g. A school plans to purchase equipment for various sports. What type of equipment should be

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
ability to collect, classify, organize and represent data. 4.1.3. Demonstrate an understanding about the features of graphs and charts. 4.1.4. Make decisions based on analysis or interpretation of data. 4.1.5. Demonstrate the ability to present findings orally or in writing. 4.1.6. Demonstrate an	frequency counts) and classify data through investigation of a problem/question based on a real-life situation. 4.2.3. Identify features of tally charts and block graphs (e.g. using one stroke/tally mark, grouping of strokes/tally marks in fives, baseline/start line, labels (of sets) on axis, equal spacing, title, scale factors). 4.2.4. Choose an appropriate scale	visually. 4.3.2. Show the usefulness of data analysis to problem solving situations.	ability to collect, classify, organize, represent and interpret data. 3. Demonstrate an understanding about the features of graphs and charts. 4. Use analysed data to make sound decisions and solve problems. 5. Demonstrate the ability to present findings orally or in	purchased? What amount of material should be purchased? [4.1.1, 4.2.1] • Collect and classify data to make decisions based on a real life situation or problem. [4.1.2, 4.2.2] • Identify the features of tally charts. [4.1.3, 4.2.3, 4.3.1] • State the advantages of recording data using tally marks. [4.1.3, 4.2.3, 4.3.1] • Construct, interpret and make decisions based on information on tally charts (including the frequency column). [4.1.2, 4.1.4, 4.2.5, 4.2.6, 4.2.7, 4.3.2] BLOCK GRAPHS • Determine the features of block graphs either though transformation of a

MATHEMATICS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
understanding of the methods used to address the problem.	factor in the construction of the block graph. 4.2.5. Construct tally charts and block graphs using appropriate symbolic representations. 4.2.6. Interpret data from tally charts and block graphs based on a real-life problem or situation. 4.2.7. Make informed decisions based on data analysed. 4.2.8. Justify decisions made using data		writing. 6. Demonstrate an understanding of the methods used to address the problem.	pictograph to a block graph or by identifying features from presented (and interpreted) block graphs. [4.1.3, 4.2.3, 4.3.1] • Use the frequency counts from tally charts to determine the appropriate scale factor to be used in the construction of block graphs and justify choice of scale factor. [4.1.2, 4.2.4] • Calculate the amounts to be represented on the block graph using the scale factor. [4.1.2, 4.2.4] • Construct block graphs (vertical or horizontal arrangements) on grid paper based on information collected and using different scale factors (scale factor 1: 1, 2, 5 and 10). [4.1.2, 4.2.5, 4.3.1] • Label axes and name the graph. [4.1.2,

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	collected in writing and/or oral presentations.			4.1.3, 4.2.5, 4.3.1] • Interpret and analyse the data so as to make decisions about a real-life situation or problem. [4.1.4, 4.2.6, 4.2.7, 4.3.2] • Participate in decision-making to solve problems. [4.1.4, 4.2.7, 4.3.2] • Communicate findings and justify decisions made using appropriate vocabulary (orally or in writing). [4.1.5, 4.2.8, 4.3.2] • Describe the method used to solve the problem or address the situation. [4.1.6, 4.2.8, 4.3.2] (Depending on the experiences of students, teachers may decide to start with the interpretation of presented graphs, which can then be used to identify the characteristics of graphs.

MATHEMATICS: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				Graphs can then be appropriately constructed. Graphs can also be transformed from one form to another and this idea can be used to initiate interpretation of the same data using different representations).
Language 4.1.7. Develop appropriate vocabulary associated with statistics.	4.2.9. Use appropriate vocabulary associated with statistics, orally and in writing.	4.3.3. Communicate with confidence using language related to statistics.	7. Communicate effectively using vocabulary associated with statistics.	• Use appropriate language associated with statistics, such as: block graph, blocks, title, scale, and key, most frequent, axis and survey. [4.1.7, 4.2.9, 4.3.3]

Primary School Curriculum

Physical Education

Standard 2

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.

98

- **Relationships with other people**: Students develop attitudes that enhance their interactions with others through participation in activities that promote fair play, turn-taking and the willing observance of rules and protocols.

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

PHYSICAL EDUCATION: STANDARD 2				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Movement Skills And Concepts 1.1.1 Recognise similar movement concepts in a variety of skills.	1.2.1 Create shapes while balancing and transferring weight in sequences.	1.3.1 Appreciate and enjoy movement.	1. Applies movement concepts and principles in the development and performance of motor skills.	• Create a more refined sequence of 3 or more skills involving shapes, balance and transference of weight. (1.2.1)
Gymnastic Skills 2.1.1 Explain Y-Scale, handstand and forward roll.	2.2.1 Demonstrate Y-Scale, handstand, forward roll.	2.3.1 Appreciate and enjoy movement.	2. Perform gymnastic skills with an increased level of control.	• Execute Y-Scale Stand with control. • Combine 2 gymnastic skills to make a simple routine. • Handstand- transferring body support from feet to hand with assistance (wall or spotter). • Forward roll- from a squat to standing position. (2.2.1)
Locomotor Skills				

PHYSICAL EDUCATION: STANDARD 2				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.1 Explain basic technique in running, jumping.	3.2.1 Perform running, jumping, activities with increasing levels of difficulty.	3.3.1 Follow instructions when engaging in physical activity.	3. Demonstrate simple applications in the performance of locomotor skills.	• Run with arms bent and moving in opposition to legs. (3.1.1, 3.2.1) • Jump using arm and leg thrust for height and or distance; land in balanced position on two feet. (3.1.1, 3.2.1)
Manipulative Skills 4.1.1 Explain various techniques in throwing, catching, striking.	4.2.1 Practise using equipment and facilities appropriately 4.2.2 Demonstrate various techniques in throwing, catching, striking. 4.2.3 Apply skills in simple game situations.	4.3.1 Foster group cooperation. 4.3.2 Develop an acceptance of individual differences. 4.3.3 Build helping relationship with peers.	4. Apply manipulative skills in simple game situations.	• Games skills- throw, catch or strike using correct hand/ eye/ feet coordination at short and medium distances in simple team games. (4.2.1, 4.2.2, 4.2.3)

PHYSICAL EDUCATION: STANDARD 2				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Healthy Habits 5.1.1 Describe how the body responds to physical activity. 5.1.2 Discuss the benefits of drinking water and eating breakfast regularly, as well as washing hands and face after physical activity. 5.1.3　Explain personal hygiene.	5.2.1 Practise drinking water regularly and making improved breakfast choices. 5.2.2　Practise washing hand and face after physical activity. 5.2.3 Practise personal hygiene.	5.3.1 Develop healthy habits and practices in their daily lifestyle.	5. Employ healthy habits as part of their daily life style.	• State at least 2 changes in the body during and after physical activity (panting, short of breath). (5.1.1) • Give at least two benefits of drinking water, eating a healthy breakfast and washing hands and face after physical activity. (5.1.2) • Drink water at least 4/ 5 times daily as well as wash hands and face after each Physical Education Class. (5.2.1, 5.2.2) • Practise personal hygiene (using rag, soap, deodorant). (5.2.2)
Safe Practices 6.1.1 Recognise that specific attire is required for Physical Education	6.2.1 Use suitable attire for Physical	6.3.1 Play in safe places. 6.3.2 Be Suitably attired	6. Adhere to the dress code practises	• Use safety precautions when participating in

PHYSICAL EDUCATION: STANDARD 2				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Classes.	Education Classes.	for Physical Education Classes.	while participating in physical activities.	physical activities. (6.3.1) • Can give at least one reason for and one characteristic of attire that is suitable Physical Education activities. (6.3.2)

Primary School Curriculum

Science

Standard 2

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 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

Individuals and Groups:
 	
1.1.1Categorize vertebrates into classes.
	1.2.1Construct operational definitions of each class of vertebrate from observations recorded.	1.3.1Value the commonalities shared by individual species.	1. Associate each class of vertebrates with at least two distinguishing characteristics.	• Associate common animals with the five groups of vertebrates based on the identification of distinguishing characteristics:
				  o mammals
				  o birds
				  o reptiles
				  o fish
				  o amphibians
				(1.1.1, 1.2.1, 1.3.1, 2.3.1)

Form and Function:
 	
2.1.1Differentiate among the three states of matter.
	2.2.1Convey understanding of meaning of terms from observations.	2.3.1Effectively communicate information in appropriate formats.	2. Understand that matter exists in three basic states.	• Categorize matter into the three basic states:
				  o solids,
				  o liquids, and
				  o gases
				(2.1.1, 2.2.1, 2.3.1, 3.3.1)
				
				• Explain that matter can change states.
				  o water

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.1 Investigate the separation of solids from mixtures using filtration and magnetism.	3.2.1 Construct an operational definition of magnetic property from what has been observed. 3.2.2 Report on the method used to separate mixtures into their solid components.	3.3.1 Share responsibility for completing assigned task.	3. Understand that mixtures can be separated into their components.	o carbon dioxide (dry ice) (2.1.1, 2.2.1) • Separate mixtures using the processes of o Filtration or o Magnetism. (3.1, 3.2.1, 2.3.1, 3.3.1,4.3.1)
4.1.1 Investigate substances that dissolve in water.	4.2.1 Measure the volume of water using a beaker and a measuring cylinder. 4.2.2 Make inferences	4.3.1 Demonstrate concern for safety of self and others when handling materials and equipment.	4. Recognize that some substances can be dissolved in water.	• Name common substances that can be dissolved in water. (4.1.1, 4.2.2, 4.3.1, 3.3.1,2.3.1) • Explain the terms: solute, solvent and solution.

108

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
5.1.1 Investigate the movement of water through various soil types.	about the nature of the substances from observations.

5.2.1 Present information in tabulated format showing the movement of water through different soil types.

5.2.2 Take precautions to improve accuracy. | | 5. Distinguish between soil types based on rate of flow of water. | (4.1.1, 4.2.1, 4.3.1, 3.3.1,2.3.1)

• Conduct experiments to demonstrate substances that can be dissolved in water. (4.1.1, 4.2.1, 4.3.1,3.3.1,2.3.1)

• Set up and conduct experiments to illustrate the movement of water through the different soil types. (5.1.1, 5.2.1, 4.3.1, 3.3.1, 2.3.1)

• Read water volumes at eye level after placing measuring cylinder/beaker on a flat surface. (5.1.1,5.2.2,4.3.1)

• Draw and label scientific representations which:
    o are clear and clean,
    o contain smooth lines, |

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

6.1.1 Assess the importance of minerals.	6.2.1 Convey information through oral or visual presentation about minerals.
	
	6.2.2 Create a display of ways minerals are used.
		5.3.1 Show concern for conservation of minerals and the environment from which they are extracted.	6. Assess the importance of minerals.	o are large (> half page),
				o are properly labelled and
				o are appropriately titled.
				(5.1.1, 5.2.2, 4.3.1, 3.3.1, 2.3.1)
				
				• Explain why water moves through the various soil types at differing rates.
				(5.1.1, 5.2.1, 4.3.1, 3.3.1, 2.3.1)
				
				• Explain the uses of some common minerals.
				  o asphalt
				  o limestone
				  o coal
				  o gold
				  o silver
				  o iron
				(6.1.1, 6.2.1, 5.3.1, 2.3.1)
				
				• Describe ways to conserve

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				minerals and the environment they are extracted from. (6.1.1, 6.2.2, 5.3.1, 2.3.1)

Systems and Interaction:
 	
7.1.1Demonstrate that plants need light and water for growth.
	7.2.1 Deduce the variables that relate to an investigation of the growth of plants.
	
	7.2.2 Carry out procedures systematically, present findings and draw conclusions.
		6.3.1Communicate findings in a concise and logical manner.	7. Discuss some of the conditions necessary for plant growth.	• Conduct experiments to demonstrate that plants need light and water to grow. (7.1.1, 7.2.1, 6.3.1, 4.3.1, 3.3.1,2.3.1)
				
				• Represent findings in appropriate graphic organizers which:
				  o are easy to extract information from
				  o are labelled appropriately
				(7.1.1, 7.2.1, 6.3.1, 4.3.1, 3.3.1,2.3.1)
				
				• Predict what is likely to occur if plants are deprived of water (7.1.1, 7.2.2, 6.3.1, 4.3.1, 3.3.1,2.3.1)

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

8.1.1Justify the importance of the water cycle in making water available for life processes.	8.2.1Draw an annotated diagram of the water cycle.	6.3.1Display conservation habits when using water.	8. Value the importance of the water cycle.	• Explain the processes in the water cycle:
				  o evaporation
				  o condensation
				  o precipitation
				  (8.1.1,8.2.1,6.3.1)
				
				• Label a diagram of the water cycle using
				  o appropriate title and
				  o labels placed on right of diagram/page.
				  (8.1.1,8.2.1, 6.3.1)
				
				• Assess water conservation habits that incorporate reduce, reuse and recycle.
				  (8.1.1,8.2.1,6.3.1)

Conservation and Sustainability: 9.1.1Examine the use of fossil	9.2.1Extract	7.3 1 Develop an	9. Understand the need	• List traditional sources of

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

fuels such as petroleum and natural gas.	appropriate information from various media.	appreciation for the need to conserve energy resources.	to conserve energy.	energy as:
				  o petroleum (gasoline, diesel, kerosene) and
				  o natural gas.
				    (9.1,9.2,7.3)
				
				• Name alternative sources of energy as:
				  o wind,
				  o solar, and
				  o hydroelectric.
				    (9.1.1,9.2.1,7.3.1)
				
				• Explain why energy needs to be conserved with reference to:
				  o cost,
				  o availability,
				    (9.1.1,9.2.1,7.3.1)
				
				• Represent research data on water usage in appropriate graphic organizers.

10.1.1Justify the need to conserve potable water.	10.2.1Gather and represent information on	8.3.1Recognise when it is important to maintain	10. Understand the importance of conserving water.	

113

SCIENCE: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

	daily usage of water in various contexts.	confidentiality concerning personal information.		(10.1.1,10.2.1,8.3.1)
				
				• Defend why it is necessary to conserve potable water. (10.1.1,10.2.1,8.3.1)
				
				• Discuss ways to conserve potable water including:
				   o fixing leaks;
				   o turning off taps when not in use;
				   o reducing shower time; and
				   o using eco-friendly toilets.
				(10.1.1,10.2.1,8.3.1)

Primary School Curriculum

Social Studies

Standard 2

Rationale

What Is Social Studies?

Social Studies is the systematic study of an integrated body of content drawn from core disciplines such as History, Geography, Anthropology, Economics and Political Science. It infuses experiences of each individual to form a body of knowledge that facilitates growth and development within a structured society. Social Studies emphasises the skills and processes involved in social interactions, which, along with the prescribed settings and perspectives, will help students to become informed, confident, and effective citizens of Trinidad and Tobago.

Why Study Social Studies?

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

The teaching of Social Studies performs an essential role in the nurturing of young minds to function competently and effectively in today's complex society. Understanding the past makes children better understand and appreciate the present so as to significantly impact the future. Understanding other cultures makes us prepared to examine and celebrate our own.

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

How Is Social Studies Structured?

Students explore the unique culture of the Trinidad and Tobago's society that is derived from the experiences of local, regional and international relations. They learn about people, places, cultures, histories, and the economic world, within and beyond Trinidad and Tobago. Students also develop understandings about how societies are organized and how they function. Students are given learning experiences to understand that the ways in which people and communities respond are shaped by different perspectives, values, and viewpoints. As they explore how others see themselves, students clarify their own identities in relation to their particular heritages and contexts.

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

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

The achievement outcomes can be developed through a range of approaches. The use of these approaches enable 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 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
My Country: The Environment Of Trinidad and Tobago **Land** 1.1.1 Identify basic features of a map: • Title • Key • Compass • Border 1.1.2 Describe basic landforms: • mountains • ranges • hills	1.2.1 Draw and interpret map with basic features. 1.2.2 Make 2D representations or 3D models of basic landforms.	1.3 Acknowledge and appreciate the physical heritage of Trinidad and Tobago.	1.Develop basic map skills 2. Develop an appreciation for the physical environment of Trinidad and Tobago.	• Identify basic features of a map: title, key, compass, and border. [1.1.1] • Describe in two or three sentences what each of these features represent. [1.1.1] • Describe, in a paragraph and using illustrations, features of basic landforms - mountains, ranges, hills, valleys, peninsulas,

118

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
• valleys • plains • peninsulas • swamps • rivers	1.2.3 Locate main landforms of Trinidad and Tobago on a map.			swamps and plains in Trinidad and Tobago. [1.1.2] • Name and locate on a map of Trinidad and Tobago - ranges, plains, rivers, swamps, surrounding water bodies. [1.1.2,1.2.3] • Create models in 2D or 3D showing the landforms in Trinidad and Tobago. [1.2.1,1.3]

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.1 Discuss the types of land use: • housing • agriculture • recreation • industry 2.1.2 Justify land use in a localized area.	2.2 Analyse reasons for the ways the land is used. 3.2.1 Conduct research	2.3 Become conscious of using the environment within the law.	3.Understand that land use is influenced by individuals' needs as well as by the law.	• State four types of land use.[2.1.1] • Give two or three reasons why land is used for housing, agriculture, recreation and industry.[2.1.2] • Analyse in one paragraph the choice of selection for using land for housing, agriculture, recreation or industry.[2.2,2.3]

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.1 Define the term pollution. 3.1.2 State the different types of pollution. 3.1.3 Discuss the causes and effects of land and air pollution. 3.1.4 Describe ways by which one's behaviour can intentionally prevent land and air pollution. 3.1.5. Identify agencies responsible for management of the environment. 3.1.6 Explain the steps of	to formulate a plan to solve an environmental problem in the school. 3.2.2 Write report on research	3.3.1 Demonstrate a positive attitude towards maintaining a clean environment. 3.3.2 Speak out against practices that can lead to pollution.	4. Recognise that pollution negatively affects the environment and should not be allowed.	• Define the term pollution.[3.1.1] • State the different types of pollution - land water, air, noise.[3.1.2] • Explain four or five causes of land and air pollution.[3.1.3,3.3.2] • Outline four or five effects of land and air pollution.[3.1.3] • Devise two or three strategies to solve land and air pollution. [3.1.4,3.3.1.3.3.2]

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
the research process.		3.3.3 Develop investigative techniques	5. Know the steps involved in the research process	• Orally outline the steps involved in conducting a research to solve an environmental problem in the school. [3.1.6, 3.3.3] • Apply the steps in the research process to formulate a plan to solve an environmental problem in the school.[3.2.1, 3.3.3]
3.1.7 Differentiate between				• Differentiate in one paragraph between

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
primary and secondary sources of information.				primary and secondary sources of information. [3.1.7]
4.1.1 Differentiate between rural and urban settlements. 4.1.2 Name major cities, /towns and villages of Trinidad and Tobago.	4.2 Locate on a map of Trinidad and Tobago: • rural and urban areas • major cities/towns • major roads and highways .	4.3 Appreciate differences in settlements	6.Develop awareness of built environment of Trinidad and Tobago.	• Differentiate, using a graphic organizer, between urban and rural settlements. [4.1, 4.3] • Name four or five major towns, cities, villages and major roads and highways in Trinidad and Tobago. [4.1.2, 4.2] • Locate on a map of Trinidad and Tobago rural and urban areas, major cities and towns; major

SOCIAL STUDIES: STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				roads and highways. [4.2]
Water 5.1.State what is a resource. 6.1.1 Recognize the importance of water as a resource. 6.1.2 Outline the different uses of water.	7.2.1 Locate on a map of Trinidad and Tobago	6.1 Appreciate the importance of water.	7. Recognise water as a valuable resource.	• State what is a resource. [5.1] • Give three or four reasons why water is considered a resource. [6.1.1] • State five to six different uses of water. [6.1.2]

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
7.1.1 Name the main sources of the water that is used in Trinidad and Tobago: • surface water • ground water • salt water 7.1.2 Discuss ways to conserve water. 7.1.3 Justify why water must be conserved.	sources of surface water. 7.2.2 Practice methods of water conservation.	7.3 Value the abundance of water as a resource.	8. Identify the sources of water and recognize that water is essential to life. 9.Understand their role in water conservation.	• Name the main water sources: **Trinidad:** Navet Dam, Caroni – Arena, Hollis Reservoir **Tobago:** Hillsborough Reservoir. [7.1.1] • Locate on a map of Trinidad and Tobago where the main sources of water are found. [7.1.2,7.2.1] • State three or four methods of water conservation.[7.2.2]

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
7.1.4 Identify the government agencies responsible for management and distribution of water in Trinidad and Tobago. 7.1.5 Justify why water governance is required: • illegal use of water. 8.1.1 Discuss causes and effects of water pollution. 8.1.2 Explain how pollution can result in flooding.	8.2 Create a graphic organiser showing the causes and effects of pollution.	8.3 Value their environment	. 9. Understand their role and responsibility in the prevention of flooding as a result of pollution.	• Describe in four or five sentences the role played by the government agencies (W.A.S.A and W.R.A.) responsible for management and distribution of water in Trinidad and Tobago. [7.1.4,7.1.5] • Explain four or five causes of water pollution. [8.1.1] • Outline four or five effects of water pollution. [8.1.1]

126

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
8.1.3 Identify other human activities that can result in flooding. 8.1.4 Discuss their role and responsibility in prevention of flooding due to pollution.				• Devise two or three strategies to solve water pollution.[8.1.2] • Write a short paragraph explaining how pollution can result in flooding. [8.1.2] • State how one human activity e.g. deforestation, can result in flooding. [8.1.3] • Explain their roles and responsibilities in the prevention of flooding due to pollution.[8.1.4]

127

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Economy 9.1.1 Define the terms renewable and non-renewable resources, human resources and natural resources.	9.2.1 Represent the categories of resources on a graphic organiser. 9.2.2 Map the location of	9.3 Feel national pride in our resources.	10. Know that our resources contribute to the wealth of our economy.	• Define, in two or three sentences, each term: renewable and non-renewable resources, human resources and natural resources.[9.1.1] • List three or four examples of each type of resource: renewable, non-renewable, human, natural.[9.1.1] • Using a graphic organizer, categorise the types of resources. [9.2.1]

128

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
9.1.2 Identify the major resources that contribute to the economy of Trinidad and Tobago.	the major resources in Trinidad and Tobago.			• Identify and list four or five of the major resources that contribute to the economy of Trinidad and Tobago.[9.1.2, 9.3] • Map the location of four or five of the major resources in Trinidad and Tobago.[9.2.2, 9.3]
10.1.1 Define who is a tourist. 10.1.2 Differentiate among the different types of tourist.	10.2 .1 Map the location of places of interest.	10.3 Appreciate the contributions of tourism to the economy of Trinidad and Tobago.	8. Appreciate the contributions of tourism to the economy of Trinidad and Tobago.	• Define who is a tourist. [10.1.1] • Differentiate among the different types of tourists. [10.1.2] • Map the location of eight or nine places of interest in

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
10.1.3 Explain why some places are considered tourist attractions.	10.2.2 Conduct research using various media e.g. books, library, internet etc. to acquire information about tourism.		9. Know places of interest in Trinidad and Tobago.	Trinidad and Tobago. [10.2.1] • Explain in five to six lines why some places are considered tourist attractions.[10.1.3] • Identify pictures of places of interest. [10.2.2, 10.1.3] • Use various media: books, interview and internet to conduct research to acquire information on tourism. [10.2.2]
10.1.4 State the benefits of tourism to the economy of				• State two or three benefits of tourism to

SOCIAL STUDIES: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Trinidad and Tobago.				the economy of Trinidad and Tobago. [10.1.4]

131

Primary School Curriculum

Spanish

Standard 2

Rationale

What is Learning Languages About?

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its users.

Why Study Another Language?

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

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

Through such interaction, students acquire knowledge, skills, and attitudes that equip them for living in a world of diverse peoples, languages, and cultures. It increases their understanding of their own language(s) and culture(s).

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

An early introduction to a second language lays a foundation for foreign language proficiency at a later stage and complements skill

133

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 program 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.

134

SPANISH: STANDARD 2			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
1.1.1. Identify the language of origin of place names in Trinidad and Tobago. *(Amerindian, Spanish, African, French, Dutch, English, Hindi, Arabic)*	1.2.1. Be aware that different languages were spoken in their country. 1.2.2. Be positive in their attitudes towards cultural differences in the country.	1. Recognize and appreciate the existence of other languages and cultures in their country.	• Identify Spanish and other languages that were brought to their country by the people of the past. [1.1.1] • Identify and categorize names of places in their country according to their language of origin. [1.1.1]
1.1.2. Recognize signs written in Spanish.	1.2.3. Appreciate that Spanish language is important to contemporary Trinidad and Tobago.		• Recognize Spanish language when seen on public signs. (road/street signs, signs on buildings) [1.1.2]
1.1.3. State the four cardinal points in Spanish. *(norte, sur, este, oeste)*	1.2.4. Engage in exploration of language through comparing words of different languages.		• Point/ Turn in the direction and say the Spanish word for *east, west, north and south*. [1.1.3]
2.1.1. Identify in Spanish elements of a simplified water cycle.	2.2.1. Appreciate the importance of water to life.	2. Read and recall the Spanish words for selected English	• Recite the Spanish word names for basic elements of

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
(el sol, el agua, el océano, el río, la nube, la lluvia, la tierra)		words/phrases.	the water cycle. *(sun, water, ocean, river, cloud, rain, earth)* [2.1.1]
			• Give three (3) reasons why water is important to life. [2.1.1]
2.1.2. State the months of the year in Spanish. *¿Qué mes es?* *(enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre)*	2.2.2. Engage in exploration of language through comparing words of different languages.		• Sequentially recite the Spanish names for the months of the year. [2.1.2] *January, February, March, April, May, June, July, August, September, October, November, December.*
2.1.3. State the month of their birthday in Spanish. *¿En qué mes es tu cumpleaños?* *(Mi cumpleaños es en _____.)*	2.2.3. Engage in exploration of language through comparing words of different languages.		• Orally identify the month of their birthday in Spanish. [2.1.3] *My birthday is in ____.*

SPANISH: STANDARD 2			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
3.1.1. Recognize the Spanish word names for the numbers 1 to 10. *(uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)*	3.2.1. Engage in exploration of language through comparing words of different languages.		• Read aloud the word names for the numbers 1-10 in Spanish. [3.1.1]
3.1.2. Recognize that different languages are used on product labels.	3.2.2. Acknowledge that Spanish language is part of contemporary Trinidad and Tobago.		• Recognize the wording on some product labels as being in Spanish or another foreign language. [3.1.2]
3.1.3. Distinguish between the currency of Trinidad and Tobago and those of selected Spanish-speaking countries. *(Venezuela, Cuba, Puerto Rico, Panama, Mexico, Spain)*	3.2.3. Be aware that different countries use different currencies.	3. Make comparisons between the currency of their country and other countries.	• Display appreciation for other languages as means of communication. [3.1.2] • Make 3-4 comparative statements about the coins and bills of their country and those of a Spanish-speaking country e.g. Venezuela. [3.1.3] • Identify the currency of 1 selected Spanish-speaking

SPANISH: STANDARD 2			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
			country. [3.1.3] • State that different countries use different currencies. [3.1.3]

Primary School Curriculum

Visual and Performing Arts

Standard 2

Rationale

What Are The Visual & Performing Arts?

The arts are organised expressions of ideas, feeling, and experiences in images, sound, language, gesture and movement. Arts education comprises the four disciplines of visual arts, music, drama, and dance. These disciplines provide for the stimulation of the senses, emotion, intellect, and imagination. They contribute to the child's growth by developing skills, sensitivities and positive attitudes. The arts reflect what is valued in society and celebrate our unique cultural mosaic.

Why Study The Visual & Performing Arts?

Arts education is integral to primary education in helping to promote a variety of thinking processes. The range of cognitive, affective, and hands-on experiences offered by the arts places these disciplines at the centre of a primary child's learning. The arts encourage ideas that are personal and imaginative and make a vital contribution to the development of a range of intelligences. An effective arts program enables the child to explore exciting, alternative ways of learning and communicating with others. In addition, a purposeful arts education at the primary level is invaluable in promoting subject integration in the classroom. Arts programming enhances self-esteem and confidence, and provides a forum where spontaneity and risk-taking are encouraged and differences celebrated. Arts activities are a focus for social and cultural development. They embrace local, national, and international aesthetic and cultural expressions, promoting enjoyment and understanding of difference. They may also be a means to social change through the voices of individual identity and passion.

How Are The Visual & Performing Arts Structured?

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

Dance

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

Drama

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

Music

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

141

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 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Understand the concept of space, texture and form through construction activities.	1.2.1 Create and apply colour to a relief model/ replica of Trinidad and Tobago using papier mache or clay.	1.3.1 Enjoy working creatively.	1. Create and paint a relief model using papier maché or clay.	• Create a model/ replica of Trinidad and Tobago on a flat surface not smaller than 30 cm x 30 cm using papier maché or clay and apply appropriate colours to highlight physical features. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Become aware of the elements of layout and design in poster making.	2.2.1 Create a poster about water conservation or protecting aquatic habitats.	2.3.1 Develop respect for the environment.	2. Create a poster using the elements of layout and design.	• Create a poster about water conservation or protecting aquatic habitats using 3-4 appropriate words, a relevant picture/ illustration and a suitable border. (2.1.1, 2.2.1, 2.3.1)
3.1.1 Understand the	3.2.1 Prepare models	3.3.1 Develop an	3a. Make models and costumes	• Work in small groups

143

VAPA: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
concept of size, space, form and colour through construction activities.	and costumes to depict the resources of Trinidad and Tobago.	awareness of size, space, form and colour. 3.3.2 Appreciate working collaboratively.	to depict the resources of Trinidad and Tobago. 3b. Work collaboratively in groups.	using different materials and colours to make two items of different sizes (1 small/1 large) and one costume to depict the resources of Trinidad and Tobago. (3.1.1, 3.2.1, 3.3.1) • Willingly contribute ideas to the group and listen respectfully to the ideas of others. (3.3.2)
󰡀				
1.1.1 Continue development of body shape. 1.1.2 Relate shape to environment.	1.2.1 Connect levels and shape to understand and depict environmental forms.	1.3.1 Develop self-awareness.	1a. Carve shapes with their bodies in personal and general space at various levels. 1b. Use carved shapes to create forms.	• Use 3-4 shapes (narrow, ball, wide, spiral or tetrahedron) at high low and medium levels to

VAPA: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				create 1-2 environmental forms that represent land features. (1.1.1, 1.2.1, 1.3.1)]
2.1.1 Recognize that stimuli can be used to initiate movement responses.	2.2.1 Use stimuli to create movements, sequences and dances that show understanding of role of water in our lives.	2.3.1 Foster awareness for the importance of water.	2. Use ideas /sounds from the daily use of water to influence movement possibilities.	• Create a 1-minute dance sequence using at least four movements which incorporate elements of direction (left/up/forward), dynamics (sudden and sustained movements), and relationships (pairs/groups). (2.2.1, 2.2.1, 2.3.1)
3.1.1 Become aware of higher order space and dynamic elements.	3.2.1 Differentiate between the dynamic qualities of the movement as they move in space.	3.3.1 Enjoy dance activities.	3. Travel using a combination of space and dynamic elements.	• Travel directly (straight line) or indirectly (varied directions) in general space using at least

145

VAPA: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				five/six heavy and light movements. (3.1.1, 3.2.1, 3.3.1)
🎭				
1.1.1 Relate the stage locations (upstage, downstage, stage right, stage left) to the four cardinal points.	1.2.1 Locate parts of a stage through movement.	1.3.1 Cooperate in group activities.	1. Locate four main areas of a stage.	• Move on stage to identify the four stage locations (upstage, downstage, stage right, stage left). (1.1.1, 1.2.1, 1.3.1)
2.1.1 Develop an understanding of tableaux (frozen images).	2.2.1 Create group tableaux.	2.3.1 Value the contributions of others towards the final product.	2a. Create group tableaux depicting land features. 2b. Work effectively as a team player.	• In small groups, work together using bodies to create a tableau (frozen image) depicting one land feature. (2.1.1, 2.2.1, 2.3.1) • Accept the ideas of their peers and share ideas of their own

146

VAPA: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				towards the common task. (2.3.1)
3.1.1 Identify different folk characters found in Trinidad and Tobago.	3.2.1 Role-play folk characters using voice, body movement and costume.	3.3.1 Participate in class presentations. 3.3.2 Gain a deeper respect for our heritage.	3. Role- play folk characters using voice, body movement and costume.	• Individually present one folk character using varied body movements, voice and costume. (3.1.1, 3.2.1, 3.3.1, 3.3.2)
1.1.1 Recognize the importance of tone and tempo as they relate to good singing.	1.2.1 Sing more complex folk, traditional and nation building songs.	1.3.1 Develop self-confidence.	1. Sing folk, traditional and nation building songs independently and in groups.	• Sing 2-3 folk, traditional and nation building songs both independently and in groups at the correct tempo (speed) and with a pleasing tone. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Recognize ostinati as repeated patterns.	2.2.1 Play ostinati (repeated patterns) on melodic instruments.	2.3.1 Recognise their creativity.	2. Play ostinati on melodic instruments to accompany familiar songs.	• Play two ostinati (repeated patterns) on melodic instruments

VAPA: STANDARD 2				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				to accompany familiar songs, using appropriate technique. (2.1.1, 2.2.1, 2.3.1)
3.1.1 Recognize contour in music.	3.2.1 Describe the contour of given excerpts.		3. Depict the melodic contour (shape) of familiar songs/excerpts.	• Use their bodies and graphic representations to accurately depict the melodic contour (shape) of familiar songs/excerpts. (3.1.1, 3.2.1)
4.1.1 Become aware of local genres (styles) in music.	4.2.1 Differentiate between contrasting local musical styles (Calypso, Parang, East Indian).	4.3.1 Develop critical thinking skills.	4. Differentiate between contrasting local musical styles.	• Orally describe 3 differences in the styles of 2 local musical excerpts (Calypso, Parang, and Chutney). (4.1.1, 4.2.1, 4.3.1)
5.1.1 Become aware of structure in music.	5.2.1 Identify the basic form of selected musical excerpts.		5. Identify contrasting or repeated sections in a piece of music.	• Devise 2-3 creative ways to accurately illustrate contrasting

VAPA: STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				or repeated sections of selected excerpts. (5.1.1, 5.2.1, 4.3.1)
6.1.1 Develop composition skills.	6.2.1 Compose and play melodic answering phrases.		6. Compose and play short melodic answering phrases.	• Compose and play two short melodic answering phrases on melodic instruments using appropriate technique. (6.1.1, 6.2.1)

149

Primary School Curriculum

Values, Character and Citizenship Education

Standard 2

Rationale

What is VCCE?

Values, Character and Citizenship Education (VCCE) is a sequenced set of learning experiences designed to help the student grow, develop and master values and concepts that are relevant for a 21st century caring, responsible citizen of our interdependent world. Values, Character, and Citizenship education inculcates in students positive dispositions valued by society. These dispositions empower them to make informed moral decisions, to be responsible and caring citizens and to practise socially helpful behaviour. Values, Character, and Citizenship Education incorporates beliefs and attitudes which contribute positively to the enrichment of the culture in which an individual resides and extends to the global community.

Key Terms in VCCE

Disposition: A tendency to act in a specific way

Values: Important and lasting beliefs or ideals shared by the members of a culture about what is *good* or *bad*, and desirable or undesirable. These core beliefs guide and motivate attitudes and actions.

Character: The inherent attributes that determine a person's moral and ethical actions and reactions.

Citizenship: The right and responsibility to work and live in a community and to participate in social and political life.

151

Why Study Character Education?

Trinidad and Tobago is a rapidly growing society affected by global trends in technology, corporate life, and ever-increasing mobility and communication. As a result the family, school, community and country have seen traditional values strained.

To facilitate the development in every young person the basic characteristics of *trustworthiness, respect, responsibility, fairness, caring and citizenship* requires an intentional approach to teaching and learning. These attributes are not only taught but required as part of the whole learning environment within the school and classroom. Such a program must be multidimensional to help students as citizens to think and act in ways that preserve and respect our heritage and protect our future. While enjoying a range of rights and privileges, a concomitant sense of identity and responsibility must be developed. The family, school and community must partner to address these challenges.

How is the VCCE Structured?

Teaching and learning these six key characteristics in a well-designed Character Education programme can follow the T.R.A.M. approach.

TEACH - Tell children that their character counts — that their success and happiness will depend on who they are inside, not what they have or how they look. Tell them that people of character know the difference between right and wrong because they guide their thoughts and actions by six basic rules of living.

REINFORCE - Instil the six pillars of character by rewarding good behaviour (usually, praise is enough) and by discouraging all instances of bad behaviour by imposing (or, in some cases, allowing others to impose) fair, consistent consequences that prove you are serious.

ADVOCATE - Continuously encourage children to live up to the Six Pillars of Character in all their thoughts and actions. Don't be neutral about the importance of character or casual about improper conduct. Be clear and uncompromising that you want and expect students to be trustworthy, respectful, responsible, fair, caring, and good citizens.

MODEL - Be careful and self-conscious about setting a good example in everything you say and do. Everything you do and don't do, sends a message about your values. Be sure your messages reinforce your lessons about doing the right thing even when it is hard to do so. When you slip, act the way you want your students to behave when they act improperly — be accountable, apologize sincerely, and resolve to do better.

V.C.C.E. : STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Trustworthiness & Diplomacy 1.1.1 Define the terms "discretion" and "tact". 2.1.1 Begin to understand that diplomacy involves the use of discretion. **Building trust through loyalty** 3.1.1 Define the term "loyalty" 4.1.1 Begin to understand that there are limitations to loyalty. **Building trust by doing**	1.2.1 Choose appropriate words to express their thoughts and feelings. 2.2.1 Assess the implications of decisions before taking action 4.2.1 Use knowledge of what is considered good, fair and right to determine to whom primary loyalty should be given.	1.3.1 More readily exercise discretion in stating or expressing their views.	1. Demonstrate a basic understanding of "discretion", "tact" and loyalty. 2. Behave trustworthily. 1. *Demonstrate a basic*	• Define the key terms in 2-3 simple sentences. (1.1.1, 2.1.1, 1.3.1) • Describe one (1) way in which tact can be exercised. (2.1.1) • Determine in which situations loyalty is to be limited. (4.1.1) • Describe 2-3 ways in which to deepen the confidence persons place in them. (5.1.1) • Tell the truth but carefully select the words, time and place for sharing thoughts and feelings. (1.2.1, 1.3.1) • Consistently think through possible outcomes before acting. (2.2.1) • Create a personal checklist of 4-5 items which can be used to determine the right thing to do in probable situations. (4.2.1) • *Describe 2-3 ways in which to deepen the confidence persons place in them.*

154

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
the right thing 5.1.1 Recognise that in order to be trustworthy they should always try to do the right thing.			*understanding of "discretion", "tact" and loyalty.[1]*	*(5.1.1)*
Being fair to others 6.1.1 Describe ways in which consideration can be shown to others during recreational activities.	6.2.1 Critically analyse situations to determine the best possible solution to dilemmas. 6.2.2 Consider multiple perspectives before making recommendations.	6.3.1 Consider the impact of their behaviour on others during recreational activities.	3. Demonstrate a basic understanding of fairness.	• Illustrate through writing, drama or visual representation 2-3 ways in which consideration can be shown for others during recreational activities. (6.1.1) • Describe 2-3 ways in which to be fair to all persons involved in disagreements. (6.2.1, 6.2.2)
Social Justice:				• Recommend 2-3 ways in which to assist

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[1] Statements in italics were repeated from the previous page to make referencing easier.

	V.C.C.E. : STANDARD 2			
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Consider consequence of unfair practices 7.1.1 State some of the consequences of not giving citizens equal access to resources and opportunities.	*6.2.2 Consider multiple perspectives before making recommendations.* 7.2.1 Recommend practicable courses of action that can be undertaken to counteract the effects of social injustice	*6.3.1 Consider the impact of their behaviour on others during recreational activities.[2]*	*3. Demonstrate a basic understanding of fairness.* 4. Give simple justification for acting fairly. 5. Act fairly	peers who have been treated unfairly during playground and classroom activities. (7.2.1.) • Infer possible consequences of not giving all citizens equal access to resources and opportunities. (7.1.1) • Strive to be fair to others during leisure activities. (6.3.1) • Remind others of the need to be fair while engaging in activities. (6.2.2, 6.3.1)
Respect for property 8.1.1 Begin to deepen their understanding of the term "property"			6. Demonstrate a basic understanding of the terms: property, sustainability and "respect for the environment".	• Define in 1-2 written sentences the terms "property" and "sustainability". (8.1.1, 11.2.1)

[2] The statements in italics have been repeated from previous page to make referencing easier. See the "Skills" column on p. for statement 11.2.1

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				

Respect for law and order
 	
Respect for the environment
	11.2.1 Examine the ways in which respect can boost environmental sustainability.	*9.3.1 Communicate their opinions respectfully.*
		
		10.3.1 Consistently demonstrate respect for the property of others (e.g., avoid praedial larceny)
		
		11.3.1 Consistently demonstrate respect for the natural and man-made environment[3]
			self, others and the environment	• Share thoughts and feelings respectfully (9.3.1)
				  ➢ Speak in a moderate tone
				  ➢ Use words that help
				  ➢ Use appropriate titles or terms of reference.
				
				• Use other persons' property or consume the goods of others only after having received consent to do so. (10.3.1)
				
				• Do not put to ill-use the property of others.(10.3.1)
				
				• Consider the impact of man's actions on plant and animal life. (11.2.1, 11.3.1)

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[3] The statements in italics above have been repeated from the previous page to facilitate referencing.

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Caring for the Environment 12.1.1 Describe the importance of caring for the land at home, school and in the community.	12.2.1 Express ideas that contribute to the enhancement of the environment. 12.2.2 Create a brainstorm map showing ways in which they can contribute to the preservation of the environment.		9. Demonstrate a basic understanding of "caring". 10. Give simple justification for caring for the land. 11. Care for the land, air and water	• Describe 2-3 ways in which care for the land, air and water can be demonstrated. (13.1.1) • Recommend at least one (1) solution to a given environmental issue- (1) flooding, 2) landslides, 3) smog, 4) build-up of debris/pollutants in water resources). (12.2.2) • Evaluate methods selected for caring for the land. (12.2.2, 13.1.1) • Cite 2-3 benefits of caring for the land. (12.1.1, 13.2.1) • Infer 2-3 possible consequences of failing to care for the land. (12.1.1, 13.2.1)[5] • Suggest ways in which to preserve the environment. (12.2.1) • Avoid littering and dumping of refuse in

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[5] See the "Content" and "Skills" columns on p. 67 for statements 13.1.1 and 13.2.1

<table>
<tr><td colspan="5" align="center">**V.C.C.E. : STANDARD 2**</td></tr>
<tr><td align="center">**CONTENT**</td><td align="center">**SKILLS**</td><td align="center">**DISPOSITIONS**</td><td align="center">**OUTCOMES**</td><td align="center">**ELABORATIONS**</td></tr>
<tr><td colspan="5">Students will:</td></tr>
<tr>
<td>**Caring for and Valuing the renewable/non-renewable resources available in the country**

13.1.1 Demonstrate an understanding of ways in which respect and care for the natural environment (land, air and water) can be shown.</td>
<td>13.2.1 Illustrate the impact of conservation practices and neglect of resources in the country through various forms of media.

14.2.1 Listen critically to the contributions of others.</td>
<td>13.3.1 More consistently use resources wisely.

1.3.1　Display acts of compassion, perseverance, forgiveness, responsibility and commitment.</td>
<td>*11. Care for the land, air and water*</td>
<td>waterways (12.2.2)

- Use only as much of a resource as is necessary to complete a given task. (13.3.1)</td>
</tr>
</table>

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Responsibility: **Cleanliness** 15.1 1Summarize that untidiness affects everyone **Self-Discipline**	16.2.1 Learn to control emotions 17.2.1 Use their resourcefulness to solve problems and create objects.	15.3.1 Keep area and personal things/self-clean and tidy. 15.3.2 Take part in an environment project. 16.3.1 Model self-discipline. 17.3.1 Solve problems and display creativity. 17.3.2 Adopt habit of resourcefulness.	12. Demonstrate a basic understanding of responsibility 13. Act responsibly	• Describe in 2-3 written sentences responsible behaviours. For example: ➢ Keep personal space clean and tidy. (15.3.1) ➢ Contribute to the upkeep of the environment- Beautify and keep clean. (15.3.2) ➢ Be active and helpful. (15.3.2) ➢ Be resourceful-use everyday items in new ways to solve problems. (17.2.1) ➢ Manage tasks well.(18.2.1)[6] • Describe in 2-3 written sentences possible consequences of "untidiness" (15.1.1) • Control emotions- Voice discontent calmly, refrain from physical aggression when displeased. (16.2.1) • Do what is expected willingly. (16.3.1)

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[6] See the "Skills" column on p. 70 for statement 18.2.1

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Self-Discipline	*17.2.1 Use their resourcefulness to solve problems and create objects.* 18.2.1 Make a time management plan.	*17.3.1 Solve problems and display creativity.* *17.3.2 Adopt habit of resourcefulness[7].* 18.3.1 Work on goals.	*13. Act responsibly*	• Reduce, reuse (constructively) and recycle items so as to preserve the environment. (17.2.1, 17.3.1, 17.3.2) • Sequence assigned tasks so as to have them done on time and as required. (18.2.1) • Set at least one (1) personal goal. (18.3.1)
Citizenship: Rights vs. Responsibilities 19.1.1 Differentiate between rights and privileges. 20.1.1 List some of the rights guaranteed to citizens of Trinidad & Tobago.		20.3.1 More consistently consider the rights of others when making decisions.	14. Demonstrate a basic understanding of good citizenship.	• Compare and contrast 2-3 rights and associated responsibilities. (19.1.1) • Describe orally, in writing, through drama, song or Visual Art 2-3 rights guaranteed to citizens of Trinidad & Tobago. (20.1.1) • Develop and use a 2-3 item checklist in order to avoid infringement of the rights of others when making decisions. (20.3.1)

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[7] The statements in italics have been repeated from the previous page to make referencing easier.

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Citizenship: Rights vs. Responsibilities 21.1.1 Recognise that each citizen has a right to a Standard of Living that is adequate to the health and well-being of himself and his family. 22.1.1 Recognise that citizens have a responsibility to become self-sufficient.		22.3.1 Use their time and talent wisely. 22.3.2 Display positive attitudes to learning. 22.3.3 Make full use of opportunities provided to learn.	14. *Demonstrate a basic understanding of good citizenship.*[8]	• Describe orally, in writing, through song or Visual Art the basic needs of every human (21.1.1). ▪ Food ▪ (Potable) Water ▪ Shelter ▪ Clothing • Discuss 2-3 ways in which persons can become self-sufficient. (22.1.1) • Make good use of class time- pay attention, complete assignments, co-operate with peers and teachers. (22.3.1, 22.3.2, 22.3.3) • Be active and helpful. (23.2.1)

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[8] This statement is repeated here to facilitate referencing.

V.C.C.E. : STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Citizenship: Nation Building 24.1.1 Describe ways in which they can help, support and bring a sense of comfort to those who are in need of assistance.	23.2.1 Recognise that citizens have a role to play in Local Government. 24.2.1 Undertake simple initiatives to help persons in need.	24.3.1 Give appropriate support to the efforts of others to seek self-improvement 24.3.2 Be of comfort to those in need.	*14. Demonstrate a basic understanding of good citizenship.*[9]	• Recommend and assist in ventures geared to support community members. (24.1.1, 24.2.1, 24.3.2) • Support members of the community as they attempt to become self-sufficient. (24.3.1)

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[9] This statement is repeated from the previous page to make referencing easier.

V.C.C.E.: STANDARD 2 GLOSSARY

Trustworthiness	**Trustworthiness: Being worthy of another's trust or confidence.** *When you are trustworthy, others believe you are loyal and that they can depend on you to try always to say and do the right thing.*
Fairness	**Fairness: Dealing objectively (and impartially) with challenging situations.** *When you are fair you consider the needs of others when making decisions.*
Respect	**Respect: Regard or concern for one's well-being and that of others.** *We can show respect for others, by taking care of the environment and obeying the laws of the land.*
Caring	**Caring: Feeling and showing concern and empathy for others. Having compassion.** *When you are a caring person you do things to maintain a safe and healthy environment for yourself and others.*
Responsibility	**Responsibility is the characteristic that is based on obligation. A person who is responsible:** • **obeys home, school and safety rules** • **uses self-control** • **is self-disciplined** • **is dependable** • **makes informed decisions** • **shows perseverance.**
Citizenship	**Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.** *A good citizen knows what (s)/he can do, what (s)he should do and what (s)he must do.*