

**REPUBLIC OF TRINIDAD AND TOBAGO**

**MINISTRY OF EDUCATION**

**PRIMARY SCHOOL CURRICULUM**

**CURRICULUM GUIDES**

**SOCIAL STUDIES**

**INFANTS 1 – STANDARD 5**

**Curriculum Planning and Development Division  
2013**

DRAFT

© Ministry of Education  
Published in 2013 by the  
Curriculum Planning and Development Division  
Ministry of Education  
Rudranath Capildeo Learning Resource Centre  
Mc Bean, Couva  
Republic of Trinidad and Tobago  
Printed by The Office Authority Ltd. – Trinpad Division

## Table of Contents

<b>Foreword of the Minister of Education</b> .....	<b>1</b>
<b>Acknowledgements</b> .....	<b>2</b>
<b>The National Curriculum Framework</b> .....	<b>8</b>
Introduction .....	8
Background .....	9
Definition .....	10
Foundation of the National Curriculum .....	11
The New Primary Curriculum .....	13
Components of the Primary Curriculum .....	18
Timetable.....	19
<b>Subject Rationale</b> .....	<b>21</b>
<b>Infants 1</b> .....	<b>23</b>
<b>Infants 2</b> .....	<b>31</b>
<b>Standard 1</b> .....	<b>43</b>
<b>Standard 2</b> .....	<b>50</b>
<b>Standard 3</b> .....	<b>65</b>
<b>Standard 4</b> .....	<b>74</b>
<b>Standard 5</b> .....	<b>85</b>

## Foreword of the Minister of Education



The Ministry of Education sees that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening.

Additionally, in this world in which innovation is essential, fostering creativity and higher-order thinking skills in our citizens is an imperative. We recognise too that Literacy and Numeracy are core skills which need to be developed, since these constitute the main areas on which the performance in education of our country is measured.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. Our primary sector has been an area of concern, with many of our students not attaining the knowledge and skills necessary for secondary education nor for functioning as young citizens of our nation. The priority areas targeted for intervention at the primary level are: Curriculum Reform, Literacy and Numeracy, Integration of ICTs

in Education, a Continuous Assessment Programme and Improving Infrastructure in Schools. Also significant are the movement of the SEA examination, teacher training and other measures geared toward improving academic performance. All these initiatives work together to bring our primary sector to a quality that will support the requirements for a world-class education for each of our children. Within this context, the primary curriculum has been rewritten in order to prepare our children for successful living in the 21<sup>st</sup> century. The principles underlying this project were:

- The belief that curriculum reform must address the needs of 21<sup>st</sup> century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.
- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

The new primary curriculum has been carefully designed and developed in accordance with international best practice and in accordance with these requirements. This curriculum will meet the needs of our country's development through the achievement of the full potential of each child.

## **Acknowledgements**

The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the design and development of this integrated primary curriculum.

### **PROJECT LEADERSHIP**

Ingrid Kemchand

Project Lead – Reform Primary Curriculum

Farishazad Nagir

Co-ordinator – Logistical Matters

Gillian Pilgrim

Co-ordinator – Technical Matters

John Roopchan

Director- Curriculum Development Division

Gaynelle Holdip

Former Director (Ag.) Curriculum Development Division

Indira Roopnarine

Management Support Team

Gregory Sarkar

Management Support Team – PPPMU

### **CURRICULUM WRITING TEAM**

#### **Agricultural Science**

#### **Subject Leads:**

Khalel Mohoyodeen

Curriculum Co-ordinator

Karen Nandaram

Curriculum Officer

#### **Writers:**

Marcia Griffith

Mucurapo Boys RC

Rajdai Danielle Ganga

Edinburgh Government

Shazaad Mohammed  
Venessa Sooknanan  
Zaida Mohammed

Montrose Government  
Williamsville Secondary  
Charleville ASJA Primary

### **English Language Arts**

#### **Subject Lead:**

Soren Bijaram

Curriculum Officer

#### **Support Team:**

Mala Morton-Gittens  
Lawrence Jaggassar  
Amia Kimoy Conrad-Christopher  
Zandra Kailah-Deonarine  
Dayah Dookie-Ramkelawan

Curriculum Co-ordinator  
Curriculum Officer  
Curriculum Officer  
Curriculum Officer  
Curriculum Officer

#### **Writers:**

Anderlene Mohan-Ragbir  
Dixon Ghouralal  
Elizabeth Bernis-Boodoo  
Joan Elizabeth Noel  
Margaret Toni Babwah  
Marion Trim  
Richard Morealy  
Richard Wade Chaitram

Siparia West Secondary  
Piparo Presbyterian  
Curepe Presbyterian  
Marabella Government School  
Princes Town R C  
St Joseph Government  
Carapichaima Roman Catholic  
Bonne Aventure Presbyterian

## Mathematics

### Subject Leads:

Karen Mitchell  
Jacqueline Pariag

Curriculum Officer  
Curriculum Officer

### Support Team:

Shereen Khan  
Indrawatie Nanlal-Dass  
Nicole Harris-Knudsen  
Andra Salandy

Curriculum Co-ordinator (retired)  
Curriculum Co-ordinator (retired)  
Curriculum Officer  
Curriculum Officer

### Writers:

Cheryl Bradshaw  
Egan McCallister  
Hazra Baksh  
Mohan Sadal

La Horquetta South Government Primary School  
Tunapuna Boys' R.C. School  
Barrackpore A.S.J.A. Primary School  
Iere Government Primary School

## Physical Education

### Subject Leads:

Caroline Forde  
Veronica Dolan-Samuel

Physical Education and Sport Officer II  
Physical Education and Sport Officer I

### Writers:

Dave Phillips  
Evelyn Ferreira-Larrier

St. Margaret Boys' Anglican  
St. Mary's Children's Home Anglican

Janelle Edwards  
Janice Celestine

Parletuvier Anglican (Tobago)  
Point Fortin West Secondary

### Science

#### Subject Leads

Hollis Sankar  
Anna Singh

Curriculum Coordinator  
Curriculum Officer

#### Writers:

Carlene Hayes- Simmons  
Clayton Manick  
David Ragoonanan  
Eathra Stephen  
Ryan Mongroo

San Fernando Boys' R.C. School  
La Horquetta North Government Primary School  
Las Lomas R.C. School  
Edinburgh Gov't Primary School  
Curepe Presbyterian School

### Social Studies

#### Subject Leads:

Vashtie Ramnarine  
Yeon Glasgow

Curriculum Coordinator  
Curriculum Officer

#### Writers:

Dianne Baksh  
Donna Mungal-Pulwarty  
Mohan Ramsewak  
Nargis Patricia Ratiram  
Trisha Des Vignes

Cunjal Government Primary  
Chandernagore Presbyterian Primary  
Tulsa Trace Hindu  
Macaulay Government Primary  
Tunapuna Anglican Primary

## Spanish

### Subject Leads:

Elicia Gordon  
Gail Barnard

Curriculum Coordinator (Ag.)  
Curriculum Officer

### Writers:

Beverly Cooper Gordon  
Cyd Wilson-Smith  
Glenrose Joseph  
Jennifer Seemungal  
Maltee Sinanan

Patna/River Estate Government Primary  
St. Paul's Anglican School  
St. David's R.C  
Queen's Royal College  
Reform Hindu School

## Technology Education Support

### Officers:

Indira Roopnarine  
Peter Fraser  
Simone Haynes-Noel

Curriculum Officer  
Curriculum Officer  
Curriculum Officer

## Visual and Performing Arts (VAPA)

### Subject Leads:

Victor Edwards  
Allison Seepaul (Dance)  
Iezora Edwards (Drama)  
Marceline Peters (Music)  
Reynold Ramlogan (Visual Arts)

Curriculum Co-ordinator  
Curriculum Officer  
Curriculum Officer  
Curriculum Officer  
Curriculum Officer

**Writers:**

Ancil Rooplal (Visual Arts)  
Anderson La Barrie (Drama)  
Christopher Nunes (Visual Arts)  
Jo-ann Clement (Drama)  
Joanna Francis (Dance)  
Kathy-Ann Serrieaux (Music)  
Yolande Nicholas-Joseph (Music)  
Joyce Kirton (Dance)  
Ursuline Nelson- Williams (Dance)  
Joanna Charles-Francis (Dance)

San Fernando East Secondary  
Preysal Secondary  
Carapachaima West Secondary  
Mayaro Secondary  
Barataria South Secondary School  
Manzanilla/Nariva Government Primary  
Diamond Vale Government Primary  
Les Enfants Dance Company  
Les Enfants Dance Company  
Barataria South Secondary School

**Values Character and Citizenship Education (VCCE)**

**Subject Leads:**

Cheryl Huggins-Neptune  
Theresa Neblett-Skinner

Curriculum Co-ordinator (Ag)  
Curriculum Co-ordinator (Ag)

**Writers:**

Avenelle Fortuné-Johnson  
Cheryl Parks  
Claudia Vialva-Brumant  
Indra Rattan  
Nigel Clarke

St Theresa Girls' R.C. School  
Santa Rosa Government Primary School  
Santa Cruz R.C. School  
Freeport Presbyterian School  
Holy Saviour (Curepe) Anglican School

EDUNOVA- Consultants

# The National Curriculum Framework

## INTRODUCTION

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout primary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment, and which were designed to foster children's learning and development. These include activities, and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. This framework provides the basis for the new primary integrated curriculum, which includes specification of subject-areas selected to maximize twenty-first century learning in a student-centred innovative education system in Trinidad and Tobago. The components which are fundamental to transformation of primary education at this point in time form the underlying concepts which guided the development of the curriculum and give direction to teaching and learning. They are of particular importance to the development of our students and of our

nation because they establish common understandings about teaching and learning. These understandings inform how all schools are expected to focus on the achievement of the goals laid out by the Ministry of Education for a future-oriented inclusive education for all. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those critical seven years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the vision, mission and the five value outcomes for all children as detailed by the Ministry of Education. Given that this is the agency with ultimate responsibility for the education, care and well-being of every learner in the country, the National Curriculum Framework and the curriculum

that devolves from it essentially provide the basis for all teaching and learning activity.

Part of that foundation is the recognition that a curriculum is both product and process, and that any new curriculum materials needs to reflect those notions in the design. Furthermore all curriculum design, development and implementation must be guided by the existing vision, mission and five value outcomes for education in the country. Finally, the foundation must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. It must also be stated that the guiding principles of the

Ministry of Education were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

## BACKGROUND

In order to effectively administer the formal education sector, and ensure that every child has the best opportunity to learn, the Ministry of Education provides direction and guidance based upon sound educational theory and practices together with a considerations from extensive stakeholder consultations. In 2011 the Ministry of Education conducted two national consultations on the primary education curriculum, along with 7 district consultations and one in Tobago. Information received from these stakeholder consultations informed the direction and decisions of the Ministry of Education to better meet the requirements of education at the primary level. Alongside this, a detailed, critical examination of current practice, both within and outside the country was conducted to identify elements that contribute to a quality education.

A detailed and comprehensive plan to revise and update all components of the teaching learning system to new internationally accepted standards emerged. Part of this transformation involved reviewing and assessing current curriculum documentation and practices. A professional review and assessment of the previous curriculum documents was completed, and recommendations were presented to guide the development of the new curriculum framework. A new standard for teaching and learning, which is evident in international best practice, shows that at lower grade level, children learn best when presented with knowledge, skills and values that are integrated and thematically organized. The integration of subject matter and skills or cross-subject connections is an important feature of the design, development, and implementation of the new curriculum.

Integration does not mean that the subject areas disappear. In fact, the subject areas have become pillars and supports for innovative and transformative learning experiences covering these critical seven years of formal education. This new twenty-first century curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills, and develop character and values that are

critical to their role as productive, caring and responsible citizens, locally, regionally and internationally. This new integrated, innovative, flexible curriculum provides learners with a journey of inquiry and discovery. This integrated thematic curriculum will place Trinidad and Tobago's education system on par with international leaders in the education arena.

## DEFINITION

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

There is little advantage to debating the differences embedded in these views of curriculum. It is however very useful to agree on a basic perspective that guides the process of developing an effective education system that has a well-designed and developed curriculum. It is useful, for example, to see the new curriculum as part of a clearly delineated guide for all learning which is planned and organized by the education system, whether it is carried out in groups, individually, within or outside the school.

By suggesting that a curriculum provides a detailed learning plan and guide, we are also stating that the curriculum specifies precisely what outcomes we anticipate that all learners will achieve as well as how they will achieve those outcomes. The new curriculum articulates a series of sequenced general learning outcomes which are elaborated through subject outcome statements. Abundant guidance is provided in planning units of work, individual teaching learning activities and includes samples of activities developed to ensure that a measure of fidelity in the implementation of the curriculum is maintained. In this respect, the Ministry of Education has established a body of learning outcomes which collectively define the vision of what knowledge, skills and dispositions a twenty-first century learner at the Primary level in Trinidad and Tobago should possess. These outcomes are the key guiding principles underpinning the new infant and primary curriculum and thus underpin the whole education system, ultimately guiding what happens in schools and classrooms.

## FOUNDATION OF THE NATIONAL CURRICULUM

### Vision

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

**Table 1: Vision of the Ministry of Education**

Effective curriculum requires a very clear direction. In Trinidad and Tobago the Ministry of Education has articulated its view of education which establishes the mandate for education. In the establishment of policy and principles for education on a national level all decisions are informed by the vision and mission for the system. All curriculum development, from the design of a new set

and intended learning experiences for the classroom in the curriculum guide.

In Trinidad and Tobago, the current focus is on the design and development of primary curriculum, which, as noted above is governed by the principles established in this Curriculum Framework.

One of the key elements of this foundation is the Vision for learning which clearly articulates the commitment of the Ministry to meet the needs of learners. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education.

Devolving from the Vision, in the Mission statement, the Ministry of Education establishes the mechanism for the realization of the Vision

### Mission

To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

*Government of Trinidad and Tobago, Ministry of Education, Education Sector Strategic Plan: 2011-2015*

**Table 2: Mission of the Ministry of Education**

of learning guides to implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

The regulatory and guiding principles for education provide the overarching national framework for education. The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired

and of what the end product of the anticipated learning experiences will be. The curriculum has elaborated on the stated outcomes for all children with further outcomes both at a general level and more specifically for all subject areas.

The principles by which the Ministry administers the education system to effectively and efficiently achieve the vision, mission and outcomes have been clearly articulated. These guiding principles are essential statements that must govern curriculum design and development, teaching and learning, and the administration of schools if the goals of education are to be achieved. The critical area of focus is on student

learning and fidelity to the curriculum which seeks to transform classroom practices to the benefit of each child.

The guiding principles, listed below, are important components in the new curriculum. The principles informed the curriculum design and development process; they will guide teaching and learning at the implementation phase of the curriculum. As we evaluate the curriculum, they will provide reference points to ensure that the desired attributes of education that are important for the nation are being achieved. The new curriculum materials are not static products, but will remain a flexible roadmap designed to effect high quality, relevant learning for all young people well into the future.

<i>Principle</i>	<i>Elaboration</i>
<b>Student Centred</b>	The student is at the centre of everything we do.
<b>Engaged Communities</b>	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
<b>Inclusive</b>	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
<b>Proactive</b>	We plan for a desired future, preventing problems instead of reacting to them.
<b>Shared Responsibility</b>	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
<b>Innovative</b>	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
<b>Flexible</b>	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
<b>Equitable</b>	We ensure that every student will have the benefit of high-quality learning opportunities.

<i>Principle</i>	<i>Elaboration</i>
<b>Accountable</b>	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
<b>Transformative Leadership</b>	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
<b>Quality</b>	We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
<b>Teacher Empowerment</b>	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**Table 3: Guiding Principles of the Ministry of Education**

## THE NEW PRIMARY CURRICULUM

The new Primary curriculum envisages preparing our children with the knowledge, skills and dispositions to optimize their own development and ultimately to constitute a caring, respectful and socially conscious citizenry which will competently lead our country onto the world stage. The Curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish and Values, Character and Citizenship Education. Health and Family Life Education outcomes are distributed and supported by all subjects.

By crafting a new national primary curriculum and addressing the learning needs of all young people through a new approach to teaching and learning, Trinidad and Tobago has established a strong foundation for the desired educational outcomes for our students. The Vision and Mission of the Ministry of Education which seeks to recognize, value and nurture individual abilities and talents requires an integrated, appropriate and relevant twenty-first century set of learning experiences at the heart of the curriculum. This overarching vision and mission remain central to all curriculum design, development and implementation initiatives, and will guide pre-service and in-service

teacher education and training activities that are an essential part of the whole education development, innovation and transformation process.

The world is rapidly changing and knowledge, skills, and values are being demanded of citizens, even while the education struggles to catch up with yesterday's requirements. In the vision, mission and principles statements it is very clear that the Ministry of Education wants to develop an education for the twenty-first century, charting the way for education and the nation to keep pace and move to the front of the international arena. Following on this understanding, the new curriculum has been developed as a flexible tool that focuses on the development of twenty first century skills in learners. The curriculum itself, while providing abundant and detailed guidance to teachers, can be adapted and shaped to individual contexts. Curriculum adaptation is an essential aspect of curriculum implementation that is required to meet the rapidly changing and diverse needs of all learners, so enabling teaching and learning to continue to be relevant and current.

The new primary curriculum is characterised by the following:

- An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into thematic units and learning/lesson plans. There is a focus on core content, building critical skills and cultivating desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This facilitates for a smooth transition from ECCE into Infants and makes for a pleasurable learning experience for the child, and more effective delivery and retention of content.

- Literacy and Numeracy, significant foundational areas, are built in in all subject areas
- Continuous Assessment is promoted with conscious attention to Assessment for Learning which uses a wide range of classroom assessments to provide feedback and improve student performance
- Differentiated Instruction is supported to enable teachers to use a variety of teaching methods and cater to the learning needs of a range of students
- Infusion and use of Information and Communication Technologies, an indispensable twenty-first competence for students, is built in to all areas
- Focused teaching of Visual and Performing Arts and Physical Education ensures that all children's talents and sensibilities are awakened and developed.
- The introduction of foreign language awareness in a Spanish programme which follows a Foreign Language Exploratory model is present. This focuses largely on oral Spanish, its attendant cultures and exploration of other language experiences in the child's immediate environment.
- A focus on Values, Character and Citizenship is a vital component towards building a strong, tolerant and conscientious citizenry.

As noted, the designed learning experiences outlined in the new curriculum are student-centred, inclusive and capable of guiding implementation of a high quality, engaging, innovative teaching and learning process that satisfies the learning needs of all twenty-first century young citizens of Trinidad and Tobago, the Caribbean region and the globally interdependent and connected world.

A significant part of the mandate required that the curriculum capture current, relevant, interesting and fun teaching and learning experiences. The general and specific outcomes focus on the development of concepts, skills and dispositions in students, including higher-order skills suitably targeted to the developmental level of our young learners. While the design of the new curriculum is new to our education system, it is grounded in sound educational theory and principles. Inherent in the subject matter are carefully considered concepts, skill sand dispositions which are relevant to the development

of students and the needs of our society as espoused by our many stakeholders and educators.

The seven years of the primary experience have been broken down into three key levels each of which has a broad area of focus as to the general outcomes desired for the child at that level and are specified as a general level of student achievement.

### Organizational Structure of the Achievement Levels

Level	Title	Grades
Achievement Level One	Love of Learning	Infant One Infant Two
Achievement Level Two	Inquiry and Discovery	Standard One Standard Two Standard Three
Achievement Level Three	Taking Flight	Standard Four Standard Five

**Table 4: Levels of the Primary system**

The titles of each of the designated levels clearly denote the overarching goal for student learning at each stage. The subject specific outcomes for the various year levels evolve from these. The learning experiences throughout the three levels have been designed to articulate a smooth journey of growth, development, and learning, culminating in a well-rounded, independent learner, ready to embrace secondary education. There are a total of twenty six themes designed to organize all learning experiences through the three achievement levels. The curriculum begins in the Infant year levels with a very strong integrated, thematic approach to learning, and progressively introduces subject areas as discrete organizers of that learning by

Standards Four and Five. While the higher primary year levels have more subject area learning they are not without thematic organization. At those levels, the themes become broader, more complex and challenging, while the nine core subject areas emerge in prominence. This design decision was made to facilitate a smooth and seamless transition from primary into secondary education.

The targeted achievements for all students at the end of each of these three levels are succinctly summarized in Table 5. These attributes are the foundation for all learning interactions in and out of the classroom.

**Table 5: Learning Level Achievements**

<b>Level 1: Love of Learning</b> <i>Infants 1- Infant 2</i>	<b>Level 2: Enquiry &amp; Discovery</b> <i>Standard 1- Standard 3</i>	<b>Level 3: Taking Flight</b> <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Be able to communicate needs, ideas, and emotions.	Be able to engage in reflection before communicating needs, ideas and emotions.	Apply healthy interpersonal communication skills to enhance learning, and general interaction.
Make choices to solve simple, personal problems.	To develop thoughtful solutions to problems that occur in interaction with others.	Demonstrate some capacity to pose, as well as solve problems.
Engage learning imaginatively.	Produce imaginative responses to learning problems.	Demonstrate both sequential and connective thinking when encountering problems.
Work with others co-operatively.	Create new meanings through teamwork and collaboration.	Exhibit some leadership qualities in both learning and social contexts.

<b>Level 1: Love of Learning</b> <i>Infants 1- Infant 2</i>	<b>Level 2: Enquiry &amp; Discovery</b> <i>Standard 1- Standard 3</i>	<b>Level 3: Taking Flight</b> <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Begin to consider the importance of diet, exercise and hygiene.	Practise healthy lifestyle habits	Demonstrate sufficient knowledge of the human body to make healthy lifestyle choices consistently.
Demonstrate basic courtesy in relationship to others.	Observe positive social norms and behaviours.	Achieve a well-rounded sense of self and how to contribute productively to a group.
Recognise that working and playing safely protects everyone.	Demonstrate the ability to temper personal behaviour, in order to contribute to a safe environment for all.	Demonstrate some ability to foresee potentially unsafe behaviours in self and others.
Demonstrate joy in learning.	Demonstrate curiosity and a sense of adventure in conducting simple investigations.	Exhibit the satisfaction that accrues from engagement in learning.
Show sufficient self-confidence to engage in learning and social activities	Through growing self-esteem and initiative, begin to develop their own voice and demonstrate a sense of empowerment	Display self-reliance when working independently.
Behave respectfully toward the environment under supervision.	Understand that individual actions contribute to the environmental health of both local and national communities.	Recognise the symbiotic relationship between self and environment and acknowledge in behaviour that every action has a consequence.
Gather information	Gather, organise and present information	Process information.
Use technologies under supervision.	Explore technology purposefully and safely.	Find and employ technology for particular ends.
Understand the concept of past, present and future.	Explore the past and make connections with the present.	Imagine the future.
Demonstrate fair and equitable play habits.	Understand that social interaction requires giving as well as taking.	Become actively involved in issues involving social justice.

Clearly, students will experience a curriculum that engages and challenges them in a variety of ways that are particularly relevant to their social, political, and economic growth and development in the

information age of the twenty-first century. This primary curriculum seeks to expose and fulfill the potential of each child and to affirm the unique identity and character of the citizenry of Trinidad and Tobago.

## COMPONENTS OF THE PRIMARY CURRICULUM

The new primary curriculum comprises three documents that are intended to provide necessary information and support to our public.

**Curriculum Guides** in 9 subject areas are provided. These specify what is to be learnt by students in an ordered, developmentally appropriate sequence in the form of learning outcomes. Learning outcomes are further categorized as related to the acquisition of Content, or the development of Skills or Dispositions. Further guidance is provided in an Elaboration statement to specify the breadth and depth of what is to be taught and assessed, so that there is a standardized approach to teaching and assessment across the country.

For Teachers' use, a **Teacher's Guide** has been developed. This document provides an overview of the pedagogical practices embraced by the new curriculum, summary descriptions of the themes selected as the vehicle for the teaching and learning material as well as the 5 considerations that are infused throughout the curriculum- Literacy, Numeracy, Assessment for Learning, Differentiated Instruction and Infusion of Information and Communication Technologies (ICTs).

For further support of teachers, an **Instructional Toolkit** has been developed. Within this document, detailed plans of work, samples of activities and rubrics for implementation by teachers are provided. Thematic Unit plans which bring to outcomes from several subjects as well as Learning or Lesson Plans, together with sample activities and rubrics are provided. Learning plans that suggest interesting methods for teachers to address core subject-specifics concepts and skills are also included. At the initial stages of implementation of this curriculum that seeks to transform teaching and learning, abundant samples are provided for teachers. These may be implemented directly or may serve as guides for teachers' development of their own thematic units and lessons. As implementation takes place, opportunities will be provided for teachers to provide their own creative and original approaches to these themes and topics within the toolkit.

## TIMETABLE

Within the framework of the new primary curriculum, there are some important notions about the new primary timetable which ought to be specified. These are that:

- 9 subject areas are represented (Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts; Physical Education, Agricultural Science, Values, Character and Citizenship Education and Spanish). HFLE and ICT are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the lower primary. The other 50 % of the time is to be dedicated to the other 7 subjects. The curriculum documents reflect that balance, so that as outcomes specified for each year level are covered, the balance of time for subjects is maintained.
- A combination of Thematic Units which combine several subject areas and subject specific core skills are to be taught (as in the Instructional Toolkit). Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as teacher's plan for the week is developed. The teacher selects which core skill lessons and which thematic lessons are to be taught each week and presents this in the weekly forecast and evaluation plan.
- In any given week, core skills for any or all subject areas may be taught. One possible illustration of what this may look like is given below:

MON	TUE	WED	THURS	FRI
THEME	CORE SKILLS (MATH)	CORE SKILLS (SOCIAL STUDIES)	THEME	THEME
	THEME	THEME		
			CORE SKILLS (SPANISH)	CORE SKILLS (AGRI.SCI)
CORE SKILLS (SOCIAL STUDIES)	THEME	THEME	THEME	THEME
CORE SKILLS (VAPA)		CORE SKILLS (ELA)	CORE SKILLS (PHYS. ED)	

**Table 6: Sample Timetable**

# **Subject 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.

# **Primary School Curriculum**

## **Social Studies**

### **Infants 1**

**Discuss daily the local, regional and international current events**

SOCIAL STUDIES: INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Myself and Others</b></p> <p>1.1 Know aspects of themselves:</p> <ul style="list-style-type: none"> <li>• Physical</li> <li>• Emotional</li> <li>• Abilities</li> </ul> <p>2.1.1 Name family members</p>	<p>1.2.1 Display clarity and confidence when speaking.</p> <p>1.2.2. Analyze self</p> <p>1.2.3 Develop anger management skills when interacting with others.</p> <p>2.2.1 Create a three generation family tree.</p> <p>2.2.2 Interpret graphic organizers for a three</p>	<p>1.3.1 Feel pride in their physical appearance, skills and talents.</p> <p>1.3.2 Reflect on what makes them feel special.</p> <p>2.3.1 Develop an awareness of the uniqueness of families.</p> <p>2.3.2 Show love and</p>	<p>1. Develop self-awareness</p> <p>2. Examine relationships among family members.</p>	<ul style="list-style-type: none"> <li>• State orally in one sentence for each aspect of themselves (their names, physical features, what makes them feel special). [1.1, 1.2.1, 1.2.2, 1.3.1, 1.3.2]</li> <li>• Describe orally one or two instances when one becomes angry. [1.2.2, 1.2.3]</li> <li>• Explain in one or two sentences, one strategy which can be used to cope with anger.[1.2.3]</li> <li>• Name the members of their family.[2.1.1]</li> <li>• State in one or two sentences one or two factors that are unique to their own family.[2.3.1]</li> <li>• Outline in one to two sentences the role of oneself and one family member. [2.1.2]</li> <li>• Insert pictures into a graphic</li> </ul>

SOCIAL STUDIES: INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.2 Describe roles of family members.</p> <p>2.1.3 State activities that keep the family together.</p> <p>3.1.1 Identify “safe” persons they can turn to when necessary.</p> <p>3.1.2 Differentiate between ‘good’ touch and ‘bad’ touch.</p>	<p>generation family tree.</p> <p>2.2.3 Develop oral communication skills when addressing family and friends.</p> <p>3.2 Practise responsible behaviour.</p>	<p>care for family.</p> <p>3.3 Feel safe in their environment.</p>	<p>3. Feel safe in their environment.</p>	<p>organizer to show relationships in a three generation family tree. [2.2.2]</p> <ul style="list-style-type: none"> <li>• State one or two activities that keep the family together.[2.1.3]</li> <li>• Name two safe persons they can turn to for assistance. [3.1.1,3.3]</li> <li>• Orally explain in one or two sentences the difference between good touch and bad touch. [3.1.2]</li> </ul>
<b>Places: Home, School, Community</b>				

<b>SOCIAL STUDIES: INFANTS 1</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>4.1 State the name and address of their home and school.</p> <p>5.1 Understand the relative location of things in their environment through representations.</p> <p>6.1 Analyse the importance of keeping the home, school and community clean.</p>	<p>4.2 Express themselves confidently</p> <p>5.2.1 Observe objects and features of their school and community.</p> <p>5.2.2 Create a 3D map of their immediate environment.</p>	<p>4.3 Feel a sense of pride in and belonging to their immediate environment.</p> <p>6.3 Demonstrate habits that keep the environment clean and healthy.</p>	<p>4. Develop appreciation for their home, school and community.</p>	<ul style="list-style-type: none"> <li>• State the name and address of their home and school. [4.1, 4.3]</li> <li>• Create a 3D model of their immediate environment: school and community using various materials. [4.3, 5.2.1]</li> <li>• Using 3D models recognize things in their immediate environment. [4.3, 5.1, 5.2.1]</li> <li>• Discuss, giving two or three methods, ways of keeping the home, school and community clean. [6.1]</li> <li>• Demonstrate, through practice, habits that keep the environment clean and healthy. [6.3]</li> </ul>
<p><b>Things: The Things Around Me</b></p> <p>7.1 Examine the evolutionary changes in an</p>	<p>7.2 Develop a</p>	<p>7.3 Applaud</p>	<p>5. Value the past as it</p>	<ul style="list-style-type: none"> <li>• Explain orally the sequence of events</li> </ul>

<b>SOCIAL STUDIES: INFANTS 1</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
object they use: <ul style="list-style-type: none"> <li>• story of the evolution of instruments used for writing</li> </ul> 8.1.1 Describe weather conditions: sunny, rainy, windy, and cloudy. 8.1.2 Identify feelings associated with weather conditions.	chronological understanding of the evolutionary changes. 8.2.1 Observe daily weather conditions. 8.2.1 Match weather conditions to weather symbols.	innovativeness 8.3 Develop an awareness of their physical environment.	impacts on their present way of living. 6. Know that the various weather conditions affect the way one feels.	in the story of the pencil (writing instrument) as it evolved through time. [7.1,7.2.7.3] <ul style="list-style-type: none"> <li>• Describe four weather conditions: sunny, rainy, windy, and cloudy. [8.1.1]</li> <li>• Identify two feelings associated with weather. [8.1.2]</li> <li>• Assess the weather conditions from pictures. [8.2.1]</li> <li>• Match weather conditions to weather symbols. [8.2.2]</li> </ul>
<b>Learn, Play And Work</b> 9.1.1 Describe safety practices in all activities.	9.2.1 Apply safe practices in all activities.		7. Develop an understanding of the need to be safe at all times.	<ul style="list-style-type: none"> <li>• Demonstrate one or two instances where safe practices should be applied. [9.1.1, 9.2.1]</li> </ul>

<b>SOCIAL STUDIES: INFANTS 1</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>10.1.1 Know home and school rules.</p> <p>11.1.1 Know basic safety precautions for fire, hurricanes and earthquakes.</p>	<p>10.2.1 Apply home and school rules.</p> <p>11.2.1 Practise safety drill for disasters – fire and earthquake.</p>	<p>10.3.1 Demonstrate responsible behaviour at home, at school and in the community.</p>		<ul style="list-style-type: none"> <li>• State three or four class and school rules. [10.1.1]</li> <li>• Discuss how one or two home and school rules can be applied in a situation. [10.2.1]</li> <li>• State orally the safety procedure involved in case of a fire and earthquake disaster. [11.1.1]</li> </ul>
<p><b>Celebrations</b></p> <p>12.1.1 Recognize the importance of Independence and Republic Days.</p> <p>12.1.2 Identify symbols of nationhood in Trinidad and Tobago.</p> <p>12.1.3 Know the colours of the National Flag.</p>	<p>12.2.1 Interpret colours of the National Flag.</p>	<p>12.3.1 Develop a sense of national pride.</p>	<p>8. Develop appreciation for the various celebrations and observances occurring in their country.</p>	<ul style="list-style-type: none"> <li>• Explain orally the importance of Independence and Republic Days. [12.1.1]</li> <li>• Recognize the symbols of nationhood of Trinidad and Tobago. [12.1.2]</li> <li>• Identify the National Flag from a drawing or picture. [12.2.1]</li> <li>• Name the colours of the National Flag [12.1.3]</li> </ul>

<b>SOCIAL STUDIES: INFANTS 1</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>15.1.1 Recognize the importance of religious observances.</p> <p>16.1.1 Explain the significance of important personal days, e.g., birthday, first day of school, etc.</p> <p>17.1.1 Discuss activities</p>	<p>13.2.1 Demonstrate the appropriate behaviour when the National Anthem is being played or sung.</p> <p>14.2.1 Demonstrate the appropriate behaviour when the National Pledge is being recited.</p>			<ul style="list-style-type: none"> <li>• Discuss how one should behave when the National Anthem is played or sung.[13.2.1]</li> <li>• Discuss how one should behave when the National Pledge is played or sung. [14.2.1]</li> <li>• Identify two or three important days from each of these categories: religious and personal. [15.1.1, 16.1.1]</li> <li>• Explain in two or three sentences the significance of these religious and personal days. [15.1.1, 16.1.1]</li> </ul>

SOCIAL STUDIES: INFANTS 1				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
associated with the celebrations.		17.3.1 Appreciate different celebrations in their country.		<ul style="list-style-type: none"> <li>Organise important days, with one activity associated with the day, in a graphic organiser. [17.1.1,17.3.1]</li> </ul>
<p><b>Health And Well Being</b></p> <p>18.1.1 Explain why personal hygiene is important.</p> <p>19.1.1 Discuss the importance of water in personal hygiene.</p> <p>19.1.3 Identify ways to conserve water.</p>	<p>18.2.1 Practise good personal hygiene.</p> <p>19.2.1 Draw conclusions about the importance of water.</p>	<p>18.3.1 Value the importance of personal hygiene.</p> <p>19.3.1 Appreciate the value of water.</p>	<p>9. Value the importance of personal hygiene.</p> <p>10. Appreciate the value of water.</p>	<ul style="list-style-type: none"> <li>Explain orally in two or three sentences why personal hygiene is important. [18.1.1]</li> <li>Demonstrate, while explaining orally, how to perform one example of hygiene: bathing, brushing teeth, grooming hair and nails. [18.2.1]</li> <li>Point out two or three ways in which water is important in personal hygiene. [19.1.1]</li> <li>Give one or two reasons why water should be used wisely. [19.1.2]</li> </ul>

# **Primary School Curriculum**

## **Social Studies**

### **Infants 2**

**Discuss daily the local, regional and international current events**

## SOCIAL STUDIES: INFANTS 2

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

## SOCIAL STUDIES: INFANTS 2

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

## SOCIAL STUDIES: INFANTS 2

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



## SOCIAL STUDIES: INFANTS 2

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

## SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	on their hero. 12.2.2 Depict a hero using either oral or pictorial presentations.  12.2.3 Analyse reasons for choosing the persons identified.	appreciation for heroes in their lives.		[12.1,12.3] <ul style="list-style-type: none"> <li>• Identify two or three heroes in their home, school or community. [12.1]</li> <li>• Justify why one of the persons selected is considered a hero. [12.1,12.2.3]</li> <li>• Draw a picture of, or role-play, their hero. [12.2.2]</li> <li>• Create a five-page scrapbook, using print and text, about their hero. [12.2.1]</li> </ul>

## SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Food: The Things I Eat</b></p> <p>13.1.1 Name foods that they eat daily.</p> <p>13.1.2 Discuss efforts involved in food preparation for meals.</p> <p>13.1.3 Examine ways they can contribute towards the preparation of meals.</p> <p>13.1.4 Make suitable food choices – a balanced meal.</p>	<p>13.2 Research through interviews and report on why they eat the foods in their daily diet.</p>	<p>13.3.1 Respect people’s food choices.</p> <p>13.3.2 Develop a sense of self-worth in helping others.</p> <p>13.3.3 Value the importance of a balanced meal.</p> <p>13.3.4 Be responsible when making food choices.</p> <p>14.3 Appreciate the benefits of a balanced diet and an exercise routine.</p>	<p>5. Make suitable food choices that positively influence their health and well-being.</p> <p>6. Understand the reasons for the choice of the type of food eaten daily.</p>	<ul style="list-style-type: none"> <li>• Name three or four foods eaten daily. [13.1.1]</li> <li>• Identify two ways they can contribute towards meal preparation. [13.1.2,13.1.3]</li> <li>• Create a balanced diet for one meal. [13.1.4, 13.3.3, 13.3.4]</li> <li>• Conduct a simple interview and report the findings on why they eat the foods in their daily diet. [13.2, 13.3]</li> <li>• Explain in two or three sentences the benefits of proper diet and exercise. [14.3]</li> </ul>

## SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Celebrate: This Is A Good Place To Be: A Celebration In Song, Dance, Drama And Art</b></p> <p>15.1 Explain the significance of celebrating Independence and Republic Days.</p> <p>16.1 Recognize national emblems:</p> <ul style="list-style-type: none"> <li>• National Flag</li> <li>• National Anthem</li> <li>• National Pledge</li> <li>• National Birds</li> <li>• National Flower</li> <li>• National Instrument</li> </ul>	<p>16.2.1 Demonstrate appropriate behavior when the National Anthem is being played or sung.</p> <p>16.2.2 Demonstrate appropriate behavior when the National Pledge is being recited.</p>	<p>15.3 Develop a sense of national pride.</p>	<p>7. Demonstrate a sense of loyalty and national pride.</p>	<ul style="list-style-type: none"> <li>• Explain in one or two sentences the importance of Independence and Republic Days. [15.1,15.3]</li> <li>• Recognize the national emblems of Trinidad and Tobago: National Flag, National Anthem, National Pledge, National Birds, National Flower and National Instrument. [16.1]</li> <li>• Explain how one should behave when the National Anthem is played or sung. [16.2.1]</li> <li>• Explain how one should behave when the National</li> </ul>

## SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>17.1.1 Recognize the importance of religious observances.</p> <p>17.1.2 Explain the significance of important personal days, e.g. birthday, first day of school, etc.</p> <p>17.1.3 Discuss activities associated with the celebrations.</p>	<p>17.2 Investigate and report on how their family celebrates the various occasions.</p>	<p>17.3.1 Appreciate different celebrations and traditions.</p> <p>17.3.2 Celebrate the diversity in festivities and food.</p>		<p>Pledge is recited. [16.2.2]</p> <ul style="list-style-type: none"> <li>• Identify three or four important days from each of these categories: religious and personal. [17.1.1, 17.1.2]</li> <li>• Explain in two or three sentences the significance of these religious and personal days. [17.1.2]</li> <li>• Match important days to the activities associated with them. [17.1.3]</li> <li>• Discuss orally how their families celebrate various occasions. [17.2.,17.3.2]</li> <li>• Identify three or four types</li> </ul>

## SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>17.1.4 Identify foods associated with different celebrations.</p> <p>17.1.5 Discuss safety precautions to be taken during celebrations.</p> <p>18.1.1 Describe local weather conditions: sunny, rainy, windy, and cloudy.</p> <p>18.1.2 List different kinds of</p>	<p>18.2 Observe and record the atmospheric conditions related to the different types of weather:</p> <ul style="list-style-type: none"> <li>• cloud cover</li> <li>• temperature</li> <li>• wind</li> <li>• light</li> </ul>	<p>18.3 Appreciate the weather conditions experienced in their country.</p>	<p>8. Value the uniqueness of local weather conditions.</p>	<p>of food traditionally served during various personal and religious celebrations. [17.1.4]</p> <ul style="list-style-type: none"> <li>• State four safety precautions which should be practiced during celebrations. [17.1.5]</li> <li>• Describe our four weather conditions: sunny, rainy, windy and cloudy. [18.1.1]</li> </ul> <p>• Name three activities they can engage in during different</p>

## SOCIAL STUDIES: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>activities for the different weather conditions.</p> <p>18.1.3 Identify clothing appropriate for different types of activities related to various weather conditions.</p> <p>18.1.4 Outline safety precautions for different types of weather.</p>				<p>weather conditions. [18.1.2 18.3]</p> <ul style="list-style-type: none"> <li>• Create and interpret simple weather charts. [18.2]</li> <li>• Describe the appropriate clothing to be worn for various weather conditions. [18.1.3]</li> <li>• State two or three safety precautions to be adopted for different types of weather. [18.1.4]</li> </ul>

# **Primary School Curriculum**

## **Social Studies**

### **Standard 1**

**Discuss daily the local, regional and international current events**

## SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<b>Students will</b>				
<p><b>My Country: The Past</b></p> <p>1.1 Identify cultural attributes of the indigenous people:</p> <ul style="list-style-type: none"> <li>• place names</li> <li>• food</li> <li>• religion</li> <li>• dress</li> <li>• music</li> <li>• dance</li> <li>• art/craft</li> <li>• social structure</li> <li>• folklore e.g. The story of the San Fernando Hill, etc.</li> </ul>	<p>1.2.1 Research the history of the indigenous people using ICTs.</p> <p>1.2.2 Create a 3D model of a village of the indigenous people.</p> <p>1.2.3 Locate on a map of Trinidad and Tobago the settlements of the indigenous people.</p> <p>1.2.4 Compare</p>	<p>1.3 Acknowledge and appreciate the cultural heritage of the indigenous people.</p>	<p>1. Become aware of the history of the indigenous people.</p> <p>2. Know that the indigenous people contributed in many ways to the culture of Trinidad and Tobago.</p> <p>3. Execute a project to compare the</p>	<ul style="list-style-type: none"> <li>• Write the names of the two groups of people that make up the indigenous people of Trinidad and Tobago. [1.1, 1.2.2]</li> <li>• Write the names of two places in Trinidad or Tobago where the indigenous people settled. [1.1, 1.2.3]</li> <li>• Point out in a picture the house of the indigenous people. [1.2.1, 1.2.2]</li> <li>• List two cultural influences contributed by the indigenous people. [1.1, 1.2.1, 1.3]</li> </ul>

## SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<b>Students will</b>				
	environmental influences on the way of life of the indigenous people (food, occupations and house structure) with their influences on life today.		influence of the environment on the lifestyle of indigenous people with its influence on life today.	<ul style="list-style-type: none"> <li>Outline in a project the difference in lifestyle (food, occupations, house structure) between the indigenous people and people of today. [1.1, 1.2.1, 1.2.2, 1.3]</li> </ul>
<p><b>My Country: The People</b> <i>What Unites the People</i></p> <p>2.1 Discuss the significance of the following national emblems:</p> <ul style="list-style-type: none"> <li>Coat Of Arms</li> <li>Watchwords</li> <li>Anthem</li> <li>Flag</li> </ul>	2.2.1 Demonstrate appropriate behaviour when the National Anthem is being played or sung.	2.3 Develop a sense of national pride.	4. Know the significance of the national emblems.	<ul style="list-style-type: none"> <li>Identify and name the national emblems: Coat of Arms, Watchwords, Anthem, Flag, Birds. [2.1]</li> <li>Write the names of the colours of the National Flag. [2.1]</li> <li>Explain in one or two sentences the appropriate behaviour to be displayed when the National Anthem is being played or sung. [2.2.1, 2.3]</li> </ul>

## SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<b>Students will</b>				
<ul style="list-style-type: none"> <li>• Birds</li> </ul> <p>3.1.1 Explain the significance of:</p> <ul style="list-style-type: none"> <li>• Religious festivals</li> <li>• National festivals</li> </ul> <p>3.1.2 Discuss activities associated with these celebrations.</p> <p>3.1.3 Discuss safety precautions during celebrations.</p>	<p>2.2.2 Demonstrate appropriate behaviour when the National Pledge is being recited.</p> <p>3.2 Investigate and report on how their family celebrates the various occasions.</p>	<p>3.3 Appreciate different celebrations in their country.</p>	<p>5. Understand the significance and importance of religious and national festivals.</p>	<ul style="list-style-type: none"> <li>• Explain in one or two sentences the appropriate behaviour when the National Pledge is being recited. [2.2.2, 2.3]</li> <li>• Match the symbol to the religious festival. [3.1.1]</li> <li>• Write in one or two sentences two activities associated with a religious festival. [3.1.2, 3.2]</li> <li>• Name one religious festival and one national festival celebrated in Trinidad and Tobago.[3.1.1]</li> <li>• Explain in one or two sentences how their family celebrates a religious festival. [3.1.2,3.2]</li> <li>• List three or four safety precautions that should be adhered to during religious and</li> </ul>

**SOCIAL STUDIES: STANDARD 1**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<b>Students will</b>				
national celebrations. [3.1.3]				
<p><b>My Country: Leisure &amp; Work</b></p> <p>4.1.1 Describe the seasons in Trinidad and Tobago:</p> <ul style="list-style-type: none"> <li>• dry season</li> <li>• wet season</li> </ul> <p>4.1.2 State the duration of each season.</p> <p>4.1.3 Explain how weather conditions influence leisure and work activities.</p> <p>5.1 Identify basic needs</p> <ul style="list-style-type: none"> <li>• food</li> <li>• clothing</li> <li>• shelter</li> </ul>	<p>4.2 Make appropriate decisions based on weather conditions.</p>	<p>5.3 Value the basic needs they have</p>	<p>6. Know the seasons in Trinidad and Tobago and the activities associated with each type.</p> <p>7. Name their basic needs.</p>	<ul style="list-style-type: none"> <li>• Write the names of the two seasons in Trinidad and Tobago. [4.1.1]</li> <li>• Write the beginning and end of each season. [4.1.2]</li> <li>• Write two activities associated with each season. [4.1.3, 4.2]</li> <li>• Write a least four basic needs. [5.1]</li> <li>• Explain, in three to four sentences, the importance of at least four basic needs. [5.1, 5.3]</li> </ul>

## SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<b>Students will</b>				
<ul style="list-style-type: none"> <li>• water</li> <li>• love</li> <li>• security</li> </ul>				
<p><b>My Country: The Culture(s)</b></p> <p><i>Developing a Culture of Safety</i></p> <p>6.1.1 State what is a/an</p> <ul style="list-style-type: none"> <li>• hurricane</li> <li>• tsunami</li> <li>• earthquake</li> </ul> <p>6.1.2 Identify the local agencies for disaster preparedness and management.</p> <ul style="list-style-type: none"> <li>• ODPM (Office of</li> </ul>	<p>6.2.1 Practice evacuation drills and procedures at home and at school.</p>	<p>6.3.1 Appreciate the services of organizations associated with disaster</p>	<p>8. Become aware of natural disasters and the local agencies responsible for</p>	<ul style="list-style-type: none"> <li>• Name two or three natural disasters. [6.1.1]</li> <li>• In two to three sentences explain in simple terms what a hurricane, a tsunami and an earthquake is. [6.1.1]</li> <li>• Give the name of one local agency responsible for disaster preparedness and management. [6.1.2, 6.3.1]</li> <li>• In three to four sentences give simple oral explanations for evacuation routes for home</li> </ul>

## SOCIAL STUDIES: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<b>Students will</b>				
<p>Disaster Preparedness and Management)</p> <ul style="list-style-type: none"> <li>• TEMA (Tobago Emergency Management Agency)</li> </ul> <p>6.1.3 Know evacuation routes for home and school.</p> <p>6.1.4 Discuss procedures to ensure safety at home and school during a natural disaster.</p> <p>6.1.5 State ways of providing assistance for people affected by natural disasters.</p>	<p>6.2.2 Be prepared for natural disasters.</p>	<p>preparedness.</p> <p>6.3.2 Develop an awareness of the importance of evacuation drills.</p>	<p>disaster preparedness and management.</p> <p>9. Know safety procedures for home and school during a natural disaster.</p>	<p>and school. [6.1.2, 6.2.1, 6,1.3]</p> <ul style="list-style-type: none"> <li>• Demonstrate safety precautions for home and school during a natural disaster. [6.1.4, 6.1.3, 6.2.1, 6.2.2,6.3.2]</li> <li>• Orally state two ways assistance can be provided for people affected by natural disasters. [6.1.5, 6.3.1]</li> </ul>

# **Primary School Curriculum**

## **Social Studies**

### **Standard 2**

**Discuss daily the local, regional and international  
current events**

## SOCIAL STUDIES: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>My Country: The Environment Of Trinidad and Tobago</b></p> <p><b>Land</b></p> <p>1.1.1 Identify basic features of a map:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Key</li> <li>• Compass</li> <li>• Border</li> </ul> <p>1.1.2 Describe basic landforms:</p> <ul style="list-style-type: none"> <li>• mountains</li> <li>• ranges</li> <li>• hills</li> </ul>	<p>1.2.1 Draw and interpret map with basic features.</p> <p>1.2.2 Make 2D representations or 3D models of basic landforms.</p>	<p>1.3 Acknowledge and appreciate the physical heritage of Trinidad and Tobago.</p>	<p>1. Develop basic map skills</p> <p>2. Develop an appreciation for the physical environment of Trinidad and Tobago.</p>	<ul style="list-style-type: none"> <li>• Identify basic features of a map: title, key, compass, and border. [1.1.1]</li> <li>• Describe in two or three sentences what each of these features represent. [1.1.1]</li> <li>• Describe, in a paragraph and using illustrations, features of basic landforms - mountains, ranges, hills, valleys, peninsulas,</li> </ul>

**SOCIAL STUDIES: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<ul style="list-style-type: none"> <li>• valleys</li> <li>• plains</li> <li>• peninsulas</li> <li>• swamps</li> <li>• rivers</li> </ul>	<p>1.2.3 Locate main landforms of Trinidad and Tobago on a map.</p>			<p>swamps and plains in Trinidad and Tobago. [1.1.2]</p> <ul style="list-style-type: none"> <li>• Name and locate on a map of Trinidad and Tobago - ranges, plains, rivers, swamps, surrounding water bodies. [ 1.1.2,1.2.3]</li> <li>• Create models in 2D or 3D showing the landforms in Trinidad and Tobago. [1.2.1,1.3]</li> </ul>

## SOCIAL STUDIES: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.1 Discuss the types of land use:</p> <ul style="list-style-type: none"> <li>• housing</li> <li>• agriculture</li> <li>• recreation</li> <li>• industry</li> </ul> <p>2.1.2 Justify land use in a localized area.</p>	<p>2.2 Analyse reasons for the ways the land is used.</p> <p>3.2.1 Conduct research</p>	<p>2.3 Become conscious of using the environment within the law.</p>	<p>3.Understand that land use is influenced by individuals' needs as well as by the law.</p>	<ul style="list-style-type: none"> <li>• State four types of land use.[2.1.1]</li> <li>• Give two or three reasons why land is used for housing, agriculture, recreation and industry.[2.1.2]</li> <li>• Analyse in one paragraph the choice of selection for using land for housing, agriculture, recreation or industry.[2.2,2.3]</li> </ul>





## 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: <ul style="list-style-type: none"> <li>• rural and urban areas</li> <li>• major cities/towns</li> <li>• major roads and highways .</li> </ul>	4.3 Appreciate differences in settlements	6. Develop awareness of built environment of Trinidad and Tobago.	<ul style="list-style-type: none"> <li>• Differentiate, using a graphic organizer, between urban and rural settlements. [4.1, 4.3]</li> <li>• Name four or five major towns, cities, villages and major roads and highways in Trinidad and Tobago. [4.1.2, 4.2]</li> <li>• Locate on a map of Trinidad and Tobago rural and urban areas, major cities and towns; major</li> </ul>

**SOCIAL STUDIES: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				roads and highways. [4.2]
<p><b>Water</b></p> <p>5.1.State what is a resource.</p> <p>6.1.1 Recognize the importance of water as a resource.</p> <p>6.1.2 Outline the different uses of water.</p>		6.3 Appreciate the importance of water.	7. Recognise water as a valuable resource.	<ul style="list-style-type: none"> <li>• State what is a resource. [5.1]</li> <li>• Give three or four reasons why water is considered a resource. [6.1.1]</li> <li>• State five to six different uses of water. [ 6.1.2]</li> </ul>

**SOCIAL STUDIES: STANDARD 2**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>7.1.1 Name the main sources of the water that is used in Trinidad and Tobago:</p> <ul style="list-style-type: none"> <li>• surface water</li> <li>• ground water</li> <li>• salt water</li> </ul> <p>7.1.2 Discuss ways to conserve water.</p> <p>7.1.3 Justify why water must be conserved.</p>	<p>7.2.1 Locate on a map of Trinidad and Tobago sources of surface water.</p> <p>7.2.2 Practice methods of water conservation.</p>	<p>7.3 Value the abundance of water as a resource.</p>	<p>8. Identify the sources of water and recognize that water is essential to life.</p> <p>9. Understand their role in water conservation.</p>	<ul style="list-style-type: none"> <li>• Name the main water sources: <b>Trinidad:</b> Navet Dam, Caroni – Arena, Hollis Reservoir <b>Tobago:</b> Hillsborough Reservoir. [7.1.1]</li> <li>• Locate on a map of Trinidad and Tobago where the main sources of water are found. [7.1.2,7.2.1]</li> <li>• State three or four methods of water conservation.[7.2.2]</li> </ul>

## SOCIAL STUDIES: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>7.1.4 Identify the government agencies responsible for management and distribution of water in Trinidad and Tobago.</p> <p>7.1.5 Justify why water governance is required:</p> <ul style="list-style-type: none"> <li>• illegal use of water.</li> </ul> <p>8.1.1 Discuss causes and effects of water pollution.</p> <p>8.1.2 Explain how pollution can result in flooding.</p>	<p>8.2 Create a graphic organiser showing the causes and effects of pollution.</p>	<p>8.3 Value their environment</p>	<p>9. Understand their role and responsibility in the prevention of flooding as a result of pollution.</p>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Explain four or five causes of water pollution. [8.1.1]</li> <li>• Outline four or five effects of water pollution. [8.1.1]</li> </ul>

## SOCIAL STUDIES: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>8.1.3 Identify other human activities that can result in flooding.</p> <p>8.1.4 Discuss their role and responsibility in prevention of flooding due to pollution.</p>				<ul style="list-style-type: none"> <li>• Devise two or three strategies to solve water pollution.[8.1.2]</li> <li>• Write a short paragraph explaining how pollution can result in flooding. [8.1.2]</li> <li>• State how one human activity e.g. deforestation, can result in flooding. [8.1.3]</li> <li>• Explain their roles and responsibilities in the prevention of flooding due to pollution.[8.1.4]</li> </ul>

## SOCIAL STUDIES: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Economy</b></p> <p>9.1.1 Define the terms renewable and non-renewable resources, human resources and natural resources.</p>	<p>9.2.1 Represent the categories of resources on a graphic organiser.</p> <p>9.2.2 Map the location of</p>	<p>9.3 Feel national pride in our resources.</p>	<p>10. Know that our resources contribute to the wealth of our economy.</p>	<ul style="list-style-type: none"> <li>• Define, in two or three sentences, each term: renewable and non-renewable resources, human resources and natural resources.[9.1.1]</li> <li>• List three or four examples of each type of resource: renewable, non-renewable, human, natural.[9.1.1]</li> <li>• Using a graphic organizer, categorise the types of resources. [9.2.1]</li> </ul>

**SOCIAL STUDIES: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
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.			<ul style="list-style-type: none"> <li>• Identify and list four or five of the major resources that contribute to the economy of Trinidad and Tobago.[9.1.2, 9.3]</li> <li>• Map the location of four or five of the major resources in Trinidad and Tobago.[9.2.2, 9.3]</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Define who is a tourist. [10.1.1]</li> <li>• Differentiate among the different types of tourists. [10.1.2]</li> <li>• Map the location of eight or nine places of interest in</li> </ul>

## SOCIAL STUDIES: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>10.1.3 Explain why some places are considered tourist attractions.</p> <p>10.1.4 State the benefits of tourism to the economy of</p>	<p>10.2.2 Conduct research using various media e.g. books, library, internet etc. to acquire information about tourism.</p>		<p>9. Know places of interest in Trinidad and Tobago.</p>	<p>Trinidad and Tobago. [10.2.1]</p> <ul style="list-style-type: none"> <li>• Explain in five to six lines why some places are considered tourist attractions.[10.1.3]</li> <li>• Identify pictures of places of interest. [10.2.2, 10.1.3]</li> <li>• Use various media: books, interview and internet to conduct research to acquire information on tourism. [10.2.2]</li> <li>• State two or three benefits of tourism to</li> </ul>

**SOCIAL STUDIES: STANDARD 2**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
Trinidad and Tobago.				the economy of Trinidad and Tobago. [10.1.4]

DRAFT

# **Primary School Curriculum**

## **Social Studies**

### **Standard 3**

**Discuss daily the local, regional and international current events**

### SOCIAL STUDIES: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Oceans That Link And Divide Us</b></p> <p>1.1.1 Examine the location of Trinidad and Tobago in relation to the Caribbean territories – closest to, farthest from, directions, geographic divisions</p> <ul style="list-style-type: none"> <li>• Greater Antilles</li> <li>• Lesser Antilles</li> <li>• Windward and Leeward Islands</li> <li>• South and Central America territories</li> </ul> <p>1.1.2 Name the water bodies which surround the Caribbean Region.</p>	<p>1.2.1 Map the location of the Caribbean territories and surrounding water bodies.</p>	<p>1.3.1 Recognize our Caribbean neighbours.</p> <p>1.3.2 Develop an appreciation for the resources of the surrounding seas and oceans.</p>	<p>1. Recognise the location of Trinidad and Tobago in relation to Caribbean territories.</p> <p>2. Develop an understanding of the importance of the surrounding water bodies to the people of the Caribbean.</p>	<ul style="list-style-type: none"> <li>• Describe the location of Trinidad and Tobago in relation to four different Caribbean territories. [1.1.1, 1.2.1, 1.3.1]</li> <li>• Locate two Caribbean countries in the various geographic divisions. [1.1.1, 1.2.1]</li> <li>• Name and locate on a map three water bodies which surround the Caribbean region. [1.1.2,1.2.1]</li> <li>• Explain in three ways the importance of the surrounding water bodies to the people of the</li> </ul>

### SOCIAL STUDIES: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>1.1.3 Explain the importance of the surrounding water bodies to the people of the Caribbean:</p> <ul style="list-style-type: none"> <li>• recreation</li> <li>• employment</li> <li>• trade</li> </ul> <p>1.1.4 Identify how actions and attitudes of man affect marine biodiversity in the Caribbean Sea:</p> <ul style="list-style-type: none"> <li>• fishing</li> <li>• sewage disposal</li> <li>• factories/ business</li> <li>• garbage disposal</li> </ul>	<p>1.2.2 Critically analyse the benefits of the surrounding water bodies.</p> <p>1.2.3 Gather information through research from various sources on how human activity can affect marine biodiversity.</p>	<p>1.3.3 Develop awareness for conservation of the ocean bounty.</p> <p>1.3.4 Cultivate a desire for a harmonious relationship between the environment and personal health.</p>		<p>Caribbean. [1.2.2, 1.1.3]</p> <ul style="list-style-type: none"> <li>• Write in six to seven sentences two ways that the ocean bounty can be conserved. [1.3.1, 1.3.2, 1.3.3]</li> <li>• Create posters showing the effects of human activity on the marine biodiversity of the Caribbean Sea. [1.1.4, 1.2.3, 1.3.3, 1.3.4]</li> </ul>

### SOCIAL STUDIES: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Different But The Same</b></p> <p>2.1.1 Examine the history of Trinidad and Tobago:</p> <ul style="list-style-type: none"> <li>• from where the different ethnic groups came</li> <li>• why the different ethnic groups came?</li> <li>• where the various ethnic groups settled?</li> </ul>	<p>2.2.1 Locate on a map the places from which the various ethnic groups came.</p> <p>2.2.2 Locate on a map the places where the various ethnic groups settled.</p> <p>2.2.3 Use a graphic</p>	<p>2.3.1 Develop respect and appreciation for our heritage.</p>	<p>3. Understand why the various ethnic groups came to Trinidad and Tobago and know where they settled.</p>	<ul style="list-style-type: none"> <li>• Explain why any two ethnic groups came to Trinidad and Tobago. [2.1.1]</li> <li>• Write the names of places where any two ethnic groups settled. [2.1.1]</li> </ul>

### SOCIAL STUDIES: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.2 Recognize the contributions of our ancestors to our society:</p> <ul style="list-style-type: none"> <li>• food</li> <li>• religion</li> <li>• dress</li> <li>• music and dance</li> <li>• art/ craft</li> <li>• social structure</li> <li>• language</li> <li>• artefacts</li> <li>• historical sites</li> <li>• folklore ( beliefs and practices)</li> <li>• political influences</li> <li>• education</li> <li>• place names etc.</li> </ul>	<p>organiser to show the contributions of our ancestors.</p>	<p>2.3.2 Value the preservation of our cultural heritage.</p>	<p>4. Know the contributions made by our ancestors.</p>	<ul style="list-style-type: none"> <li>• Show with pictures/ realia and explain orally or in seven or eight written sentences contributions made by our ancestors to our society. [2.1.2]</li> <li>• State two contributions made by any one of our ancestral group:               <ul style="list-style-type: none"> <li>- Spanish</li> <li>- French</li> <li>- British</li> <li>- Africans</li> <li>- East Indians</li> <li>- Chinese</li> <li>- Mid- Easterners [2.1.2]</li> </ul> </li> </ul>

**SOCIAL STUDIES: STANDARD 3**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>2.1.3 Examine the fusion of cultural interactions to create new cultural forms which are present and unique to Trinidad and Tobago.</p>	<p>2.2.4 Gather information from primary sources (e.g. interviews, field visit) and secondary sources.</p> <p>2.2.5 Design simple questions for interview.</p> <p>2.2.6 Decide appropriate method of reporting.</p> <p>2.2.7 Analyse</p>	<p>2.3.3 Appreciate the inputs of the various ethnic groups in the creation of a unique culture.</p> <p>2.3.4 Appreciate national unity in our multicultural society.</p>	<p>5. Understand and value the cultural fusion that creates unique cultural forms within our multicultural society.</p> <p>6. Know that</p>	<ul style="list-style-type: none"> <li>• Recognize any form of our ancestral heritage when shown in a picture. [2.1.1,2.2.4]</li> <li>• Give two reasons why preservation of our nation’s heritage is important. [2.3.1, 2.3.2]</li> <li>• State three or four examples of our cultural fusion (music, food and dance) that represent a combination of two or more cultural origins. [2.1.3].</li> <li>• Explain in a paragraph two benefits of bringing together</li> </ul>

### SOCIAL STUDIES: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>reasons for the emergence of unique cultural forms.</p> <p>2.2.8 Gather information from primary sources (e.g. interviews ) and secondary sources.</p> <p>2.2.9 Classify information</p>	<p>2.3.5 Appreciate the contribution of their ancestors in shaping the society of today.</p> <p>2.3.6 Develop social consciousness.</p>	<p>cultural forms:</p> <p><b>a.</b> have an impact on individuals.</p> <p><b>b.</b> evolve over time.</p> <p>7. Know the threads that link</p>	<p>cultural forms.[2.1.3,2.2.7,2.3.3,2.3.4]</p> <ul style="list-style-type: none"> <li>• Create a scrapbook which shows the evolution of one of the cultural forms that is unique to Trinidad and Tobago. [2.1.3, 2.2.7, 2.3. 3, 2.3.4, 2.3.5].</li> <li>• Create a graphic organiser to demonstrate the linkages among the Caribbean</li> </ul>

### SOCIAL STUDIES: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
2.1.4 Examine common threads which shape us as Caribbean people: <ul style="list-style-type: none"> <li>- Common History                             <ul style="list-style-type: none"> <li>• slavery and indentureship</li> <li>• agriculturally based economy</li> <li>• Crown Colony</li> </ul> </li> <li>- sports</li> <li>- music</li> <li>- disaster management</li> </ul>		2.3.7 Appreciate the benefits of having Caribbean neighbours.	Trinidad and Tobago to the Caribbean.	countries. [2.1.4,2.2.8,2.2.9]
<b>In An Interdependent World</b> 3.1.1 Differentiate between immigration and emigration.	3.2 Assess the impact of human migration during the last <b>50</b>	3.3 Appreciate the contribution of immigrants and	8. Develop an understanding of the effects of	<ul style="list-style-type: none"> <li>• State in four to five lines the difference between immigration and emigration. [3.1.1]</li> </ul>

**SOCIAL STUDIES: STANDARD 3**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
3.1.2 Explain why people have migrated into and out of Trinidad and Tobago during the last <i>50 years</i> .	<i>years</i> on the social and cultural life of Trinidad and Tobago.	migrants to the social and cultural life of Trinidad and Tobago.	migration and immigration on the social and cultural life of Trinidad and Tobago.	<ul style="list-style-type: none"> <li>• Explain three ways human migration during the last 50 years has influenced their society. [3.1.2, 3.2, 3.3]</li> </ul>

# **Primary School Curriculum**

## **Social Studies**

### **Standard 4**

**Discuss daily the local, regional and international current events**

**SOCIAL STUDIES: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p><b>Media and Information</b></p> <p>1.1.1 Define media</p> <p>1.1.2 Discuss the role and significance of the media in society.</p> <p>1.1.3 Discuss how advertisements influence their behaviour and choices.</p> <p>1.1.4 Recognize that freedom of the press is a constitutional right.</p>	<p>1.2 Analyse the coverage of stories reported across different media:</p> <ul style="list-style-type: none"> <li>• electronic media</li> <li>• print media</li> <li>• social network sites, etc.</li> </ul>	<p>1.3.1 Understand that the right to freedom of speech comes with a responsibility.</p> <p>1.3.2 Show curiosity in learning more about current issues.</p> <p>1.3.3 Display an optimistic concern for local and national issues.</p>	<p>1. Ascertain that the mass media are the channels for information-sharing in any society and that what is reported affects one’s choices and disposition.</p>	<ul style="list-style-type: none"> <li>• Give a definition of mass media. [1.1.1]</li> <li>• Name three forms of the mass media. [1.1.2]</li> <li>• State two ways in which advertisements can influence a person’s choice. [1.1.3]</li> <li>• Analyse the coverage of one story reported across different media. [ 1.2,1.1.4]</li> </ul>

## SOCIAL STUDIES: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.1 State the forms of technology for communication and information.</p> <p>2.1.2 Link advances in technology to adjustments to one's social interactions:</p> <ul style="list-style-type: none"> <li>• instant communication</li> <li>• less privacy</li> <li>• fewer face to face interactions etc.</li> </ul> <p>2.1.3 Discuss how ICTs have influenced change.</p>	<p>2.2.1 Use modern technological systems to communicate:</p> <ul style="list-style-type: none"> <li>• internet</li> <li>• e-mails</li> <li>• social networking</li> </ul> <p>2.2.2 Use ICT to assist in collecting, recording, analysing and interpreting data.</p>	<p>2.3.1 Examine how ICT influences the way one thinks and behaves.</p> <p>2.3.2 Exercise caution and appropriate etiquette when using social media.</p> <p>2.3.3 Use information and computer technology with moral and ethical responsibility.</p> <p>2.3.4 Be aware that one can influence the future personally, nationally and globally.</p>	<p>2. Understand that ICT influences how one thinks and behaves and that one should exercise caution when using it.</p>	<ul style="list-style-type: none"> <li>• Use a simple flow diagram to explain the communication process. [2.2.2, 2.3.1]</li> <li>• List three forms of technology for communication and information. [2.1.1, 2.2.1, 2.2.2]</li> <li>• Describe in two or three sentences how advances in technology impact on social interactions. [2.1.2, 2.2.1]</li> <li>• Give Two Examples of how ICTs have improved life. [2.1.3, 2.3.4]</li> </ul>

**SOCIAL STUDIES: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p><b>Understanding Change</b></p> <p>3.1.1 Identify changes the body experiences as it matures.</p> <p>3.1.2 Describe the additional care that is needed for the body during puberty:</p> <ul style="list-style-type: none"> <li>• hygiene</li> <li>• diet</li> <li>• exercise</li> </ul> <p>3.1.3 Explain factors that</p>	<p>3.2.1 Speak respectfully about body changes.</p> <p>3.2.2 Make appropriate decisions.</p>	<p>3.3.1 Appreciate the physical differences in males and females.</p> <p>3.3.2 Appreciate and be comfortable with oneself.</p> <p>3.3.3 Appreciate that one’s body is private and special and should be treated with respect by all.</p> <p>3.3.4 Develop an understanding and respect for the opposite sex.</p> <p>3.3.5 Display proper</p>	<p>3. Become aware of body changes and how to manage it in a healthy manner.</p>	<ul style="list-style-type: none"> <li>• List five physical changes that take place in the body as it matures. [3.1.1]</li> <li>• For each of the following: hygiene, diet, exercise, explain two ways of taking good care of the body during puberty. [ 3.1.2]</li> <li>• Explain three or four</li> </ul>

**SOCIAL STUDIES: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>contribute to a successful family life</p> <ul style="list-style-type: none"> <li>• physical and emotional maturity</li> <li>• stable relationships</li> <li>• financial stability</li> <li>• ability to provide basic needs.</li> </ul> <p>3.1.4 Identify changes in a family over time:</p> <ul style="list-style-type: none"> <li>• size</li> <li>• relationships</li> </ul>		<p>behaviour in boy/girl relationship.</p> <p>3.3.6 Care for loved ones.</p>	<p>4. Become aware of what is needed to establish a stable family.</p>	<p>factors that contribute to a successful family life. [3.1.3,3.3.5,3.3.6]</p> <ul style="list-style-type: none"> <li>• Explain in two or three</li> </ul>

**SOCIAL STUDIES: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>3.1.5 Identify the types of communicable diseases and their impact on relationships</p> <ul style="list-style-type: none"> <li>• common cold</li> <li>• conjunctivitis</li> <li>• STIs</li> </ul> <p>3.1.6 State precautionary measures to avoid the spread of communicable diseases.</p>	<p>3.2.3 Cope with changes within the family.</p> <p>3.2.4 Manage feelings</p>	<p>3.3.7 Empathise with affected persons.</p>	<p>5. Understand and accept changes that occur within a family over time.</p>	<p>paragraphs the changes in a family overtime. [3.1.4,3.2.3,3.3.6]</p> <ul style="list-style-type: none"> <li>• Name two or three types of communicable diseases. [3.1.5]</li> <li>• State three or four precautionary measures to avoid the spread of two or three communicable diseases. [ 3.1.6]</li> <li>• Explain how they impact on relationships. [3.1.6,3.3.7]</li> </ul>
<b>Building a Nation: Making</b>				

## SOCIAL STUDIES: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Choices</b></p> <p>4.1.1 Articulate the major events in the political evolution of Trinidad and Tobago from Crown Colony to Republicanism.</p> <p>4.1.2 Explain the importance of the electoral process and the need to exercise one's franchise.</p> <p>4.1.3 Identify the form of government in Trinidad and Tobago.</p>	<p>4.2 Using a timeline to show the sequence of events, trace the development of the history of Trinidad and Tobago from Crown Colony to Republicanism.</p>	<p>4.3.1 Respect the choices of others.</p> <p>4.3.2 Exhibit a sense of national pride as they learn about their country.</p> <p>4.3.3 Demonstrate ways of showing patriotism.</p>	<p>6. Develop an understanding of the political history of Trinidad and Tobago and how it contributed to the political system today.</p>	<ul style="list-style-type: none"> <li>• Create a timeline of the major political events in the evolution of Trinidad and Tobago from Crown Colony to Republicanism. [4.1.1, 4.2]</li> <li>• State two benefits of becoming a Republican nation. [4.1.1]</li> <li>• Outline the process of voting on election day. [4.1.2]</li> <li>• Explain the necessity for exercising one's franchise. [4.1.2]</li> <li>• State two traits of a patriotic citizen. [4.3.1, 4.3.2, 4.3.3]</li> <li>• Name three things that changed when Trinidad</li> </ul>

**SOCIAL STUDIES: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>4.1.4 Outline the structure and function of government in Trinidad and Tobago.</p> <p>4.1.5 Differentiate amongst central and local government and the Tobago House of Assembly.</p> <p>5.1 Recognize the significance of the national awards.</p>		<p>5.3 Develop a sense of</p>	<p>7. Develop a sense of</p>	<p>and Tobago became an independent nation. [4.1.1,4.2]</p> <ul style="list-style-type: none"> <li>• Create and/or label a diagrammatic model of the structure of government in Trinidad and Tobago. [4.1.4]</li> <li>• State three functions of the Tobago House of Assembly. [4.1.5]</li> <li>• Describe, in two or three sentences, the functions of local government. [4.1.5]</li> <li>• Name the four National Awards of Trinidad and</li> </ul>

## SOCIAL STUDIES: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>6.1 Recognize the constitution as the supreme law of the land.</p> <p>7.1.1 Identify the four seasons.</p> <p>7.1.2 Recognize the activities that are associated with each season.</p>	<p>7.2.1 Map the major climatic zones of the world.</p> <p>7.2.2 Use a map or</p>	<p>pride in their country.</p>	<p>national pride by recognizing the significance of the national awards.</p> <p>8. Recognize the constitution as the law of the land that protects the freedom and independence of citizens.</p> <p>9. Distinguish among the four seasons and the activities associated with each.</p> <p>10. Identify and map the major climatic divisions</p>	<p>Tobago. [5.1]</p> <ul style="list-style-type: none"> <li>• Explain the significance of two National Awards [5.1, 5.3]</li> <li>• State, in a short paragraph, why there is a constitution in Trinidad and Tobago. [6.1]</li> <li>• Name two or three activities associated with any two of the four seasons. [7.1.1, 7.1.2]</li> <li>• Insert on a map of the</li> </ul>



**SOCIAL STUDIES: STANDARD 4**

<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
with the Office of the Ombudsman and the Consumer Affairs Division.	8.2 Create a personal budget	decisions as consumers.	protect their rights as consumers.	protection of the rights of the consumer. [8.1.1, 8.1.3] <ul style="list-style-type: none"> <li>• Give three reasons why one should have a personal budget. [8.1.2, 8.2]</li> <li>• Identify two or three factors that should be of priority when a budget is being made. [8.1.2]</li> <li>• State two or three considerations to be made when purchasing an item. [8.3]</li> </ul>

# **Primary School Curriculum**

## **Social Studies**

### **Standard 5**

**Discuss daily the local, regional and international current events**

**SOCIAL STUDIES: STANDARD 5**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p><b>Diversity and My Global Citizenship: Pulling It All Together</b></p> <p>1.1 Create a project based on any one of the following themes:</p> <ul style="list-style-type: none"> <li>• Appreciating Our Cultural Heritage</li> <li>• Improving Our Environment</li> <li>• Celebrating our Nationhood</li> <li>• Exploring Social Issues</li> </ul>	<p>1.2 Formulate a problem statement</p> <p>2.2. Investigate - gather information from primary and secondary sources.</p> <p>3.2 Communicate information gathered</p> <p>4.2 Apply problem solving skills - determine possible solutions to issues.</p> <p>5.2 Apply critical thinking skills -select best course of action to deal with problem.</p>	<p>1.3 Reflect on how social issues affect them.</p> <p>2.3 Develop national pride</p> <p>3.3 Reflect on how the experience has helped them in their personal development.</p>	<p>1. Understand that valid sources of information are necessary for making informed decisions.</p>	<ul style="list-style-type: none"> <li>• Identify a social issue, relevant to them, written as a statement or a problem. [1.1, 1.2]</li> <li>• Gather information from at least one primary source and one secondary source. [2.2]</li> <li>• Communicate information by writing at least two paragraphs and using at least one illustration. [1.1, 3.2]</li> <li>• Suggest two solutions that are relevant and practicable to the situation. [4.2]</li> <li>• Devise an action plan with at least three steps to solve the problem. [5.2]</li> </ul>