

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

**PRIMARY SCHOOL CURRICULUM**

**CURRICULUM GUIDES**

**STANDARD 4**

**Curriculum Planning and Development Division  
2013**

© 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>Agricultural Science .....</b>	<b>1</b>
<b>English Language Arts.....</b>	<b>6</b>
<b>Mathematics .....</b>	<b>50</b>
<b>Physical Education .....</b>	<b>93</b>
<b>Science.....</b>	<b>100</b>
<b>Social Studies .....</b>	<b>110</b>
<b>Spanish .....</b>	<b>123</b>
<b>Visual and Performing Arts.....</b>	<b>129</b>
<b>Values, Character and Citizenship Education .....</b>	<b>141</b>

# **Primary School Curriculum**

## **Agricultural Science**

### **Standard 4**

## **Rationale**

### **WHAT IS AGRICULTURAL SCIENCE?**

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

### **WHY STUDY AGRICULTURAL SCIENCE?**

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

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

This subject provides opportunities for students to develop their social, emotional, communication and technological skills, and a caring

attitude towards the environment. Furthermore, it allows students to feel a sense of accomplishment, which boosts their confidence and self-esteem.

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

## HOW IS AGRICULTURAL SCIENCE STRUCTURED?

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

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

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

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

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

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

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

AGRICULTURAL SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.1 Analyse the importance of food security as a pillar of regional development.	<p>1.2.1 Research and make recommendations regarding agricultural practices that can positively impact food security in our country.</p> <p>1.2.2 Propagate plants by seeds and cuttings, using appropriate agricultural technology.</p>	<p>1.3.1 Be advocates of the use of appropriate agricultural technologies to achieve food security.</p> <p>1.3.2 Display teamwork when conducting activities.</p> <p>1.3.3 Demonstrate responsibility when conducting activities.</p> <p>1.3.4 Work in a safe manner.</p> <p>1.3.5 Enjoy using appropriate agricultural technologies to grow plants.</p>	<p>1a. Deduce ways in which food security contributes to regional development.</p> <p>1b. Research and recommend agricultural practices that positively impact food security in one's country.</p> <p>1c. Propagate plants using various methods and technologies.</p> <p>1d. Share agricultural technologies with others to achieve food security.</p> <p>1e. Display joy, teamwork, responsible conduct and safe work habits.</p>	<ul style="list-style-type: none"> <li>• Illustrate three ways of making food security a reality to develop the region, using selected texts (1.1.1)</li> <li>• Recommend at least two agricultural practices that will improve food security in Trinidad and Tobago, based on observation of information given in a variety of media (1.2.1)</li> <li>• Propagate plants from seeds and from cuttings, using at least two forms of appropriate agricultural technology (1.2.2)</li> <li>• Encourage others to use technologies in agriculture to achieve food security (1.3.1)</li> <li>• Display teamwork, responsibility, enjoyment and safe working habits (1.3.2, 1.3.3, 1.3.4, 1.3.5)</li> </ul>

AGRICULTURAL SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.1 Understand how to grow plants, employing good environmental practices.</p> <p><b><u>OR</u></b></p> <p>2.1.2 Understand how to rear one class of farm animals (for example- poultry, rabbits), employing good environmental practices.</p>	<p>2.2.1 Investigate the growth, development and yield of plants.</p> <p><b><u>OR</u></b></p> <p>2.2.2 Investigate the growth, development and yield of one class of farm animals.</p>	<p>2.3.1 Display teamwork when conducting activities.</p> <p>2.3.2 Demonstrate responsibility when conducting activities.</p> <p>2.3.3 Work in a safe manner.</p> <p>2.3.4 Have positive enjoyable experiences.</p> <p>2.3.5 Influence others to adopt good environmental practices.</p>	<p>2a. Outline the growing of plants, employing good environmental practices</p> <p><b><u>OR</u></b></p> <p>2b. Outline the rearing of one class of farm animals, employing good environmental practices.</p> <p>2c. Investigate the growth, development and yield of plants</p> <p><b><u>OR</u></b></p> <p>2d. Investigate the growth, development and yield of one class of farm animals.</p> <p>2e. Communicate, employ and persuade others about good environmental practices.</p>	<ul style="list-style-type: none"> <li>• Sequence the steps in growing plants (2.1.1)</li> <li>• Investigate the growth, development and yield of plants (2.2.1)</li> <li>• Display teamwork, responsibility, enjoyment and safe working habits (2.3.1, 2.3.2, 2.3.3, 2.3.4)</li> <li><b><u>OR</u></b></li> <li>• Describe the steps involved in rearing one class of farm animals (2.1.2)</li> <li>• Investigate the growth, development and yield of a farm animal (2.2.2)</li> <li>• Communicate and employ good environmental practices (2.1.2, 2.3.5)</li> <li>• Persuade others to adopt good</li> </ul>



<b>AGRICULTURAL SCIENCE: STANDARD 4</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
			2f. Enjoy agricultural experiences.	environmental practices (2.3.5)
3.1.1 Understand the use of agro-processing methods to extend the shelf life of agricultural produce.	3.2.1 Extend the shelf life of agricultural produce using an appropriate agro-processing method.  3.2.2 Evaluate the agro-processing methods involved in extending the shelf life of agricultural produce.	3.3.1 Value the usefulness of agro-processing methods in extending shelf life.  3.3.2 Appreciate the contribution of agro-processing to food security.  3.3.3 Work in a safe manner.  3.3.4 Enjoy making an agro-processed product.	3a. Apply agro-processing methods to extend the shelf life of agro products.  3b. Evaluate the suitability of agro-processing methods.  3c. Value the usefulness of agro-processing and its contribution to food security.  3d. Enjoy agro-processing and work in a safe manner.	<ul style="list-style-type: none"> <li>• Report the use of at least three agro-processing methods as they are used to extend the shelf life of agro products (3.1.1)</li> <li>• Use an agro-processing method to extend the shelf life of an agro product (3.2.1)</li> <li>• Validate the usefulness of an agro-processing method to extend the shelf life of a product (3.2.2, 3.3.1)</li> <li>• Suggest examples of agro-processed foods to collect in times of disaster (3.3.2)</li> <li>• Enjoy agro-processing activities while working in a safe manner (3.3.3, 3.3.4)</li> </ul>

# **Primary School Curriculum**

## **English Language Arts**

### **Standard 4**

# English Language Arts

## Rationale

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

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

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

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

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

Among others, the teaching of ELA will:

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

## ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

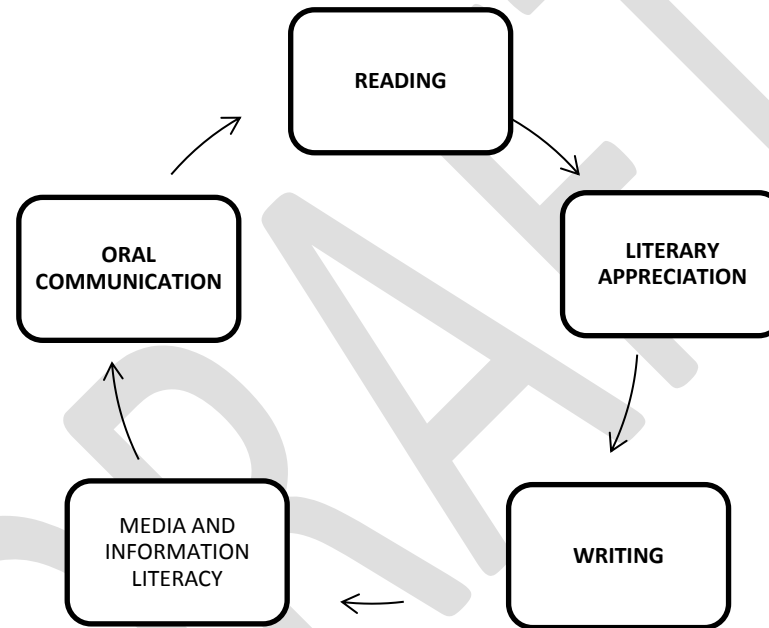


Fig. 1

## Oral Communication

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

## Reading

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

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

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

## **Literary Appreciation**

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

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

## **Writing**

Writing is a recursive, cognitive process that can help students to make meaning of their learning experiences. The writing programme is carefully designed to develop students' ability to: think and write creatively and coherently and communicate effectively using the accepted conventions of written language. A systematic and explicit approach to writing across the curriculum enhances students' abilities to use written language for authentic purposes. Students are guided in understanding writing as a process during which their efforts are supported by oral and descriptive feedback. As a result, it is expected that learners will benefit from a more stimulating learning environment that encourages their creativity. In this curriculum, effective writing and reading are naturally connected and are supported by the other literacy skills of speaking and listening.

## **Media and Information Literacy**

Young people today are immersed in a world of written, electronic and multimedia texts and as a result, the English Language Arts curriculum reflects this paradigm. As both conscious and unconscious consumers and producers of media, it is essential for young learners to be multi-media literate. Much of the media in our environment are aimed at selling products or ideologies; therefore, students as media consumers must be taught how to critically interpret the information they

receive. Media and Information Literacy emphasizes the development of enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they appear (*UNESCO, 2011*).

Consequently, the goal of Media and Information Literacy within the ELA curriculum is to develop a literate person who is able to read, analyse, evaluate, and produce communications in a variety of media forms



## **. GENERAL OUTCOMES FOR STANDARD FOUR**

### **ORAL COMMUNICATION**

- Demonstrate a level of mastery of listening skills, creativity and expression through experiences with a range of aural stimuli.
- Use listening and speaking as tools to construct and clarify meaning and solve problems.
- Demonstrate the ability to evaluate and assess different types of messages.
- Demonstrate an understanding of appropriate listening and speaking behaviours in a variety of contexts.
- Demonstrate an understanding of language awareness knowledge of English Creole and Standard English at levels of phonology, morphology and syntax.

### **READING**

- Decode words with automaticity and accuracy using a range of reliable strategies.
- Apply vocabulary knowledge in speaking, reading and writing.
- Read texts with purpose and understanding.
- Apply Reading Comprehension skills and strategies explicitly taught, to make meaning.

### **LITERARY APPRECIATION**

- Respond with delight to literature through language and critical literacy skills.
- Gain deeper understanding of the world in general through literature.

## **WRITING**

- Demonstrate knowledge of punctuation marks.
- Demonstrate knowledge of phrases to be used to enrich sentences.
- Demonstrate knowledge of the three types of sentences in their writing.
- Demonstrate knowledge of the agreement between subject and verb.
- Demonstrate the ability to create simple stories using the process approach to writing.
- Demonstrate knowledge of the process approach in expository writing.
- Demonstrate an understanding of reflective writing.
- Demonstrate knowledge of spelling rules to spell words correctly.
- Demonstrate an understanding of common prefixes and suffixes in writing.
- Understand the appropriate use of the different types of vocabulary in context.
- Develop explicit, conscious understanding of the differences between English Creole and Standard English in their writing.

## **MEDIA AND INFORMATION LITERACY**

- Identify selected media forms and explain how they are used to create meaning. (e.g., media texts designed to reach a very wide audience: signs, posters, billboards, movies, television, podcasts)
- Demonstrate competence in gaining messages as an independent consumer of media texts.
- Create a variety of media texts for different purposes and audiences.  
(e.g., a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a newspaper article that includes a photograph and headline)
- Reflect on and identify their strengths as media interpreters and creators.

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>1.1.1 Know ways of interacting with a range of aural aesthetic stimuli for enjoyment.</p> <p>1.1.2 Know skills of oral expression applicable to level.</p>	<p>1.2.1 Use imagination, experiences and listening skills to enjoy and connect to aural, aesthetic materials.</p> <p>1.2.2 Speak and perform for school audiences with appropriate pronunciation and enunciation.</p> <p>1.2.3 Speak with attention to Standard English pronunciation.</p> <p>1.2.4 Articulate emotional and intellectual responses to a variety of aural stimuli.</p>	<p>1.3.1 Be appreciative, critical, creative and expressive communicators.</p> <p>1.3.2 Be comfortable to speak to and perform for an audience.</p>	<p>1. Demonstrate level-appropriate listening skills and speaking conventions when communicating.</p>	<p>1. Perform:</p> <ul style="list-style-type: none"> <li>recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted, with a sense of rhythm and with the required articulation, intonation and expression [1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4]</li> <li>use listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1].</li> <li>use the “5Ws+H” and graphic organizers to help gain and express meaning from texts</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[2.1.2, 2.2.2]</p> <ul style="list-style-type: none"> <li>• answer three literal, two inferential and two evaluative questions about texts [2.1.2, 2.2.2]</li> <li>• give one main idea from audio-visual texts and three to five supporting details [2.2.2]</li> <li>• articulate a summary statement for audio-visual texts presented [2.2.2]</li> <li>• discuss the speaker's intention in conveying messages using facts from the piece presented [2.2.2]</li> <li>• share personal opinions on pieces</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				presented and give positive attention to the work of peers [1.3.1, 1.3.2, 2.3.2, 2.3.3]
<p>2.1.1 Know how to use pre-listening, during-listening and post-listening listening strategies.</p> <p>2.1.2 Know how to use the “5Ws+H” to gain meaning from aural texts.</p>	<p>2.2.1 Employ taught strategies to assist in making meaning:</p> <p>a) pre-listening: purpose for listening, predicting, expectations at end of activity, connecting to previous knowledge</p> <p>b) during-listening: self-questioning - if expectations are being met, note taking, note making</p> <p>c) post-listening: self-question to determine if expectations were met, oral responses to the aural stimuli</p>	<p>2.3.1 Be critical and respectful listeners.</p> <p>2.3.2 Be comfortable and confident speakers.</p> <p>2.3.3 Be creative.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>2.2.2 Discuss the message of aural texts by asking and answering "5Ws+H" questions to make meaning:</p> <ul style="list-style-type: none"> <li>a) Main idea and supporting details</li> <li>b) Summary statements</li> <li>c) Use of facts and opinions</li> <li>d) Speaker's intention/purpose</li> </ul>			
<p>3.1.1 Know how to use strategies that assist in simultaneous listening and analyzing activities.</p> <p>3.1.2 Know that a message should be analyzed before its acceptance.</p>	<p>3.2.1 Take notes after listening.</p> <p>3.2.2 Ask pertinent questions.</p> <p>3.2.3 Highlight important points relevant to a given topic.</p> <p>3.2.4 Present alternative points of view.</p>	<p>3.3.1 Be critical listeners</p> <p>3.3.2 Be polite in expressing different points of view</p> <p>3.3.3 Be tolerant of</p>	<p>2. Demonstrate the ability to use strategies to evaluate different types of messages received.</p>	<p>2. Take notes:</p> <ul style="list-style-type: none"> <li>• relevant to the topic given, highlighting important points [3.1.1, 3.2.1, 3.2.3, 3.3.1]</li> <li>• question what is heard, make value judgments as it relates to self, and form opinions</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>3.2.5 Discuss varying points of view.</p> <p>3.2.6 Identify and assess the effects of words and phrases in messages which are used for persuasion, facts and opinions.</p> <p>3.2.7 Advertisements</p> <p>3.2.8 Ask questions to assess the reliability of claims or arguments made.</p> <p>3.2.9 Consider the influence of perspective, motivation and medium of a message on its meaning.</p> <p>3.2.10 Make judgments of what is heard by assessing the message's strengths and weaknesses.</p>	<p>others' points of view</p> <p>3.3.4 Be competent analysers of messages</p>		<p>[3.1.2, 3.2.2, 3.2.8, 3.2.9, 3.2.10, 3.2.11, 3.3.4]</p> <ul style="list-style-type: none"> <li>Express point-of-view with politeness. [3.2.4, 3.3.2, 3.3.3]</li> <li>discuss varying points of view [3.2.4, 3.2.5, 3.2.7]</li> </ul> <p>Identify and assess the choice and suitability of words used for persuasion, fact and opinion in:</p> <ul style="list-style-type: none"> <li>advertisements</li> <li>debates</li> <li>presentations [3.2.6, 3.3.4]</li> <li>analyse other influences that make advertisements, debates and</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	3.2.11 Form and articulate opinions about what is heard and how it is said to approve or disprove.			presentations appealing [3.2.9]
<p>4.1.1 Know appropriate listening and speaking behaviours for a variety of contexts.</p> <p>4.1.2 Basic and applicable contrastive analysis of Creole and Standard English.</p> <p>4.1.3 Know the conditions and criteria necessary to code-switch between Creole and Standard English.</p>	<p>4.2.1 Follow and provide relatively complex directions and instructions.</p> <p>4.2.2 Use appropriate verbal and non-verbal language features to communicate effectively.</p> <p>4.2.3 Use high-frequency and content-specific words to create and express meaning.</p> <p>4.2.4 Use Standard English for formal speech contexts.</p> <p>4.2.5 Distinguish between Creole and Standard English languages based on phonology, morphology</p>	<p>4.3.1 Be courteous when interacting with others.</p> <p>4.3.2 Be confident and competent speakers and performers.</p> <p>4.3.3 Be confident in using Standard English.</p>	<p>3. Demonstrate an understanding and appreciation of the Creole and Standard English.</p> <p>4. Communicate orally in Standard English</p>	<p>3. Follow and provide:</p> <ul style="list-style-type: none"> <li>more complex instructions and directions in Standard English [4.1.1, 4.2.1, 4.2.3]</li> <li>engage in conversations, classroom discussions and other formal situations using Standard English [4.2.5, 4.2.6, 4.3.1, 4.3.2, 4.3.3]</li> <li>speak with attention to Standard English pronunciation [4.1.2, 4.1.3, 4.2.6, 4.2.7, 4.2.8, 4.3.2,</li> </ul>



ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>and syntax.</p> <p>4.2.6 Code-switch between Creole and Standard English based on purpose, audience and topic.</p> <p><i>See writing strand for sentence structures at this level</i></p>			<p>4.3.3, 4.3.4, 4.3.5]</p> <p>4. Engage in:</p> <ul style="list-style-type: none"> <li>conversations, classroom discussions and other formal situations using Standard English [4.2.5, 4.2.6, 4.3.1, 4.3.2, 4.3.3]</li> <li>speak with attention to Standard English pronunciation [4.1.2, 4.1.3, 4.2.6, 4.2.7, 4.2.8, 4.3.2, 4.3.3, 4.3.4, 4.3.5]</li> </ul>
<p><b>Reading</b></p> <p>5.1 Apply appropriate phonic skills and strategies to reading.</p>	<p>5.2.1 Read grade level texts independently.</p> <p>5.2.2 Read in isolation, and in context, high-frequency</p>	<p>5.3.1 Be proficient readers.</p> <p>5.3.2 Be proud of their</p>		

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>words appropriate to grade level.</p> <p>5.2.3 Use knowledge of phonics in conjunction with other word-attack strategies such as knowledge of morphemic word families, spelling generalizations, and letter combinations including double letters to decode new words in context.</p>	<p>accomplishments in applying phonic skills to new contexts.</p> <p>5.3.3 Be cooperative in assisting peers.</p>		
6.1 Use words which express deeper meaning in speaking, reading and writing.	<p>6.2.1 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p> <p>6.2.2 Determine the meaning of words used in descriptive and factual language.</p> <p>6.2.3 Apply multi-meaning</p>	<p>6.3.1 Be creative in using high-frequency words in different contexts.</p> <p>6.3.2 Be respectful of peers' attempts in applying vocabulary knowledge.</p> <p>6.3.3 Be confident in using vocabulary</p>	5. Apply vocabulary skills to demonstrate understanding of texts.	<p>5. Use:</p> <ul style="list-style-type: none"> <li>reading strategies to activate prior knowledge in pre-reading [6.1]</li> <li>picture, word, definition, and context clues to infer meanings in context and apply in speaking, reading</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>words in technical vocabulary in speaking, writing and reading in context.</p> <p>6.2.4 Demonstrate the meaning of figurative language in all genres.</p> <p>6.2.5 Interpret metaphor, analogy, and connotative language.</p>	knowledge in different contexts.		<p>and writing [6.1, 6.2.5]</p> <ul style="list-style-type: none"> <li>• apply familiar vocabulary to gain understanding of texts and to develop a more sophisticated vocabulary bank [6.2.3, 6.2.5]</li> <li>• construct sentences orally and in writing using synonyms, antonyms, multiple-meaning, technical vocabulary and high frequency words common to this level [6.2.1, 6.2.2, 6.2.3, 6.2.5]</li> <li>• apply knowledge of vocabulary to answer questions orally and in writing and to demonstrate the meaning of figurative language</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5]</p> <ul style="list-style-type: none"> <li>determine the contextual meaning of words and phrases in descriptive and factual texts [6.2.1]</li> <li>examine and interpret metaphor and analogy relationships in texts [6.2.5]</li> <li>interpret the connotative meanings of familiar and new words contextually [6.2.5]</li> <li>explore the meaning of figurative language used in texts [6.2.4]</li> <li>verify meanings of</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				new words using dictionary and thesaurus [6.1, 6.2.2]
7.1 Use critical and strategic reading strategies to read competently.	<p>7.2.1 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading.</p> <p>7.2.2 Read a variety of informational and narrative/descriptive texts/genres with sufficient accuracy to support comprehension.</p> <p>7.2.3 Monitor reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading.</p>	<p>7.3.1 Be confident in reading appropriate-level texts fluently.</p> <p>7.3.2 Be respectful of peers' attempts in reading fluently.</p> <p>7.3.3 Encourage peers as they read a variety of texts.</p>	6. Demonstrate proficiency in using decoding and word analysis skills to fluently read and monitor meaning from a variety of level-appropriate texts.	<p>6. Select:</p> <ul style="list-style-type: none"> <li>appropriate phonic skills to decode multi-syllabic words to read literary texts [5.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 7.2.3]</li> <li>select and apply appropriate word analysis skills to unfamiliar words to read literary texts [5.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 7.2.3]</li> <li>identify key words, decode target words and read text accurately and fluently [7.1, 7.2.1,</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>7.2.2, 7.2.3]</p> <ul style="list-style-type: none"> <li>• read with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [7.2.2, 7.2.3]</li> <li>• read common high-frequency words with automaticity [5.1, 7.2.1]</li> <li>• select level-appropriate comprehension strategies to decode new words in context and adjust reading to make and</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				monitor meaning [7.2.3] <ul style="list-style-type: none"> <li>• read level grade text independently [5.1, 7.2.2]</li> <li>• display a passion for reading [7.1]</li> </ul>
8.1.1 Apply appropriate reading comprehension skills and strategies explicitly taught to develop as strategic and critical thinkers  8.1.2 Use before, during and after reading strategies.	Apply reading comprehension skills and strategies independently to:  8.2.1 Respond to and ask literal and inferential questions based on a given stimulus.  8.2.2 Identify key words when scanning texts to establish relevance.  8.2.3 Understand that texts have purposes and are written for audiences.	8.3.1 Be critical and creative thinkers.  8.3.2 Be empowered to express ideas, thoughts and feelings.  8.3.3 Be confident in sharing ideas with different audiences.  8.3.4 Be tolerant of differences of opinions.	7. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.	7. Activate: <ul style="list-style-type: none"> <li>• prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.1.1, 8.1.2, 8.2.6, 8.2.9]</li> <li>• give the purpose of all texts presented and discuss possible audiences for them [8.2.3]</li> <li>• identify key words when scanning texts [8.2.2]</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>8.2.4 Identify main idea and supporting details from text.</p> <p>8.2.5 Apply knowledge of inference and deduction to identify cause and effect relationships in texts.</p> <p>8.2.6 Use metacognitive strategies to clarify meaning in text e.g., rereading, visualizing, thinking about the text, before, during and after reading strategies.</p> <p>8.2.7 Create mental images to respond to text.</p> <p>8.2.8 Express preferences and support views by reference to texts.</p> <p>8.2.9 Make text-to-self,</p>			<ul style="list-style-type: none"> <li>• generate questions about the main idea/event/message of the text using pictures/illustrations and other stimuli [8.2.1, 8.2.10 ]</li> <li>• Modify or refine main idea/event/message as the story develops [8.2.4].</li> <li>• State one main idea/message with supporting details [8.2.4].</li> <li>• Analyse simple details from key words and represent in graphic organizers [8.2.2, 8.2.11].</li> <li>• Apply knowledge of inference and</li> </ul>



ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>text-to-text and text-to-world connections between what they already know and the information presented in the text.</p> <p>8.2.10 Generate questions about the text.</p> <p>8.2.11 Analyse details using graphic organizers.</p> <p>8.2.12 Evaluate texts by making explicit and inferential reference to texts.</p>			<p>deduction to show cause/effect relationships in texts [8.1, 8.2.5].</p> <ul style="list-style-type: none"> <li>• Infer and deduce cause or effect given one and verify using text [8.2.5].</li> <li>• Present preferred account/event/point-of-view in texts in a variety of ways [8.2.8].</li> <li>• Support personal views with reference to the text [8.2.8, 8.2.10, 8.2.12].</li> <li>• Locate information in texts using index, glossary and bibliography [8.1].</li> <li>• Answer at least two literal, three</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				inferential and two evaluative questions orally and in writing from texts presented [8.2.1].
<b>Literary Appreciation</b>  9.1.1 Know how to apply critical literacy skills. <ul style="list-style-type: none"> <li>• Point-of-view</li> <li>• “5Ws+H” Questioning for meaning of text</li> <li>• Compare and contrast</li> <li>• Close reading</li> </ul> 9.1.2 Know how to use figurative language in context.  9.1.3 Know that literary texts	9.2.1 Compare a similar theme presented in two different literary texts.  9.2.2 Share thoughts and feelings about literary texts expressing point-of-view.  9.2.3 Recreate plot structures.  9.2.4 Produce own figurative language based on context and content.	9.3.1 Be appreciative of the author’s craft.          9.3.2 Value literature.	8. Demonstrate understanding of literary texts in the analysis of elements of stories and poems.	8. Discuss and practice close reading of passages looking for: <ul style="list-style-type: none"> <li>• key words and phrases</li> <li>• literary devices</li> <li>• figures of speech</li> <li>• tone, style and imagery</li> <li>• similarities</li> <li>• answers to some of our own questions [9.1.1].</li> <li>• Relate text-to-self, text-to-text and text-</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
are written by different people from varying countries with diverse cultures	<p>9.2.5 Make connections among different cultures through literature</p> <p>9.2.6 Compose own poems and stories.</p>			<p>to-world to help make meaning and understand the text language and characters' perspectives [9.2.5, 9.1.3].</p> <ul style="list-style-type: none"> <li>• Speak about the writer's point-of-view and give own point-of-view [9.1.1, 9.2.2].</li> <li>• Draw own conclusion and infer meaning as they relate to the story [9.1.1, 9.2.5].</li> <li>• Discuss plot and analyse its development through selected stories [9.2.3].</li> <li>• Represent plot using graphic organizers [9.2.3].</li> <li>• Compare a similar theme and how the author treats with it</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>in two different texts [9.1.1, 9.2.1].</p> <ul style="list-style-type: none"> <li>Identify figures of speech in poems and produce own based on context and content [9.1.2, 9.2.4]</li> <li>Compose own poems and stories [9.2.6].</li> <li>Show appreciation for reading and of being read to from the various genres of literature [9.3.1, 9.3.2].</li> </ul>
<b>Writing</b>  10.1 Know the rules of applying punctuation to writing.	10.2 Apply the correct punctuation marks to writing:  a) Colon b) Quotation marks in dialogue, titles and direct speech.		9. Apply knowledge of writing conventions appropriate to the level.	9. <ul style="list-style-type: none"> <li>Use the colon, and quotation marks for dialogue, titles and direct speech [10.1, 10.2].</li> <li>Edit capitalization and punctuation in</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				own sentences using simple class generated checklist [10.1, 10.2.1].
11.1 Know how to expand the basic sentence type by adding nouns, adjectives and adverbs (single word or phrase) to enrich sentences.	11.2 Expand the basic sentence type by adding nouns, adjectives or adverbs (word or phrase).			
<p>12.1.1 Know the structure of simple and compound sentences.</p> <p>12.1.2 Know that a complex sentence is formed when you join a main clause and a subordinate clause.</p> <p>12.1.3 Know how to construct a complex sentence</p>	<p>12.2.1 Use a conjunction to join two main clauses to make a compound sentence: (for, and, nor, but, or, yet, so)</p> <p>12.2.2 Use a conjunction to join a main clause and subordinate clause to form a complex sentence: (because, unless, when where, why, wherever, who, that, since, whether, unless, until, as, if, as if, while, before, after, although, as long as, so that, than, though,</p>	12.3 Be competent writers	10. Demonstrate pride in one's ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	<p>10.</p> <ul style="list-style-type: none"> <li>Know the structure of and write simple, compound and complex sentences showing sentence fluency and organization [12.1.1, 12.1.2, 12.2.1.12.2.2].</li> <li>Know the functions of phrases and expand the different types of sentences using an adjective, adverb, adjectival phrase, adverbial phrase, or a noun</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	whenever, unless.)			<p>[11.1, 11.2].</p> <ul style="list-style-type: none"> <li>• Make subject and verb agree in number [13.1, 13.2].</li> <li>• Share written work with whole class with pride [12.3, 14.3, 16.3, 17.3, 18.3].</li> </ul>
13.1 Know that a subject must agree with a verb in number.	<p>13.2 Use the correct form of the verb in writing:</p> <p>a) Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word.</p> <p>b) Some personal pronouns agree with the singular verb while others agree with the plural form.</p> <p>c) Expressions such as:</p>			

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>most of, many of, a lot of, a little of, much, some, all of, and some of, can take either a singular or plural verb. When the subject is countable the verb is plural, when the subject is uncountable it takes a singular verb.</p> <p>d) Forms of the verb ‘to be’ take the number of the subject.</p> <p>e) Sums of money, measurements, fractional parts take the singular verb.</p> <p>f) A collective noun which is singular in meaning is followed by a singular verb.</p>			
14.1 Know the following to engage in narrative-descriptive writing:	14.2.1 Write narrative-descriptive stories showing beginning, middle and end	14.3 Be competent in composing stories.	11. Apply knowledge of the traits of writing and	11. <ul style="list-style-type: none"> <li>Know the structure of and write simple,</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<ul style="list-style-type: none"> <li>• The elements of story writing.</li> <li>• Language use</li> <li>• Sensory details.</li> <li>• Figurative language.</li> <li>• Organization</li> <li>• Transitional words and phrases</li> <li>• Paragraphing</li> <li>• Grammar and Mechanics</li> <li>• The stages in the writing process.</li> </ul>	<p>plot structure, character development, setting, sensory descriptive words and the simile, simple metaphor and personification devices.</p> <p>14.2.2 Write narrative descriptive stories applying the stages in the writing process:</p> <ul style="list-style-type: none"> <li>• apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information)</li> <li>• apply Drafting Skills (follow pre-writing plan, formulate topic</li> </ul>		<p>the writing process to create written pieces.</p>	<p>compound and complex sentences showing sentence fluency and organization [12.1.1, 12.1.2, 12.2.1.12.2.2].</p> <ul style="list-style-type: none"> <li>• Know the functions of phrases and expand the different types of sentences using an adjective, adverb, adjectival phrase, adverbial phrase or a noun [11.1, 11.2].</li> <li>• Make subject and verb agree in number [13.1, 13.2].</li> <li>• Recognize the function of prepositions, adverbs, apostrophes, adjectives, nouns, verbal forms and</li> </ul>



ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>sentences and supporting details, express ideas in paragraphs)</p> <ul style="list-style-type: none"> <li>• apply Revising Skills (review plot structure, figurative language, sensory details, organization of ideas, transitional words and phrases and paragraphing)</li> <li>• apply Editing Skills (edit writing applying grammar and mechanics rules)</li> <li>• apply Publishing Skills</li> </ul>			<p>conjunctions in context. [13.1, 13.2].</p> <ul style="list-style-type: none"> <li>• Use relevant level-appropriate high frequency words and vocabulary taught [18.1, 18.2.1, 18.2.2, 19.1, 19.2].</li> <li>• Spell high frequency words correctly [17.1, 17.2, 19.1, 19.2].</li> <li>• Spell words applying level appropriate rules[17.1, 17.2].</li> <li>• Share written work with whole class with pride. [12.3, 14.3, 16.3, 17.3, 18.3].</li> <li>• Write paragraphs with logical</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>organization of topic sentences and supporting details for factual and narrative-descriptive writing [14.1, 14.2.1, 14.2.2, 20.1].</p> <ul style="list-style-type: none"> <li>• Write using transitional words and phrases for sentence fluency and appeal to the senses [11.1].</li> <li>• Apply the process approach to writing simple narrative-descriptive stories and expository pieces (reports, instructions, and directions) [14.1, 14.2.1, 14.2.2, 15.1, 15.2].</li> <li>• Edit capitalization and punctuation in</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>own sentences using simple class-generated checklist [14.2.2, 15.2].</p> <ul style="list-style-type: none"> <li>Edit peers' work for concord [14.2.2, 15.2, 20.2].</li> </ul>
<p>15.1 Know how to write exposition using the process approach with focus on :</p> <ul style="list-style-type: none"> <li>Organizational structure</li> <li>Introductory paragraph</li> <li>Transitional words</li> <li>Content</li> <li>Language use</li> <li>Grammar and</li> </ul>	<p>15.2 Write simple reports, instructions and directions applying the process approach to writing:</p> <ul style="list-style-type: none"> <li>apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information)</li> </ul>	<p>15.3 Be effective in their writing.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<ul style="list-style-type: none"> <li>Mechanics</li> </ul>	<ul style="list-style-type: none"> <li>apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs)</li> <li>apply Revising Skills (review content, language and organization – logical sequencing of information, paragraphing, introduction, body, conclusion, and transitional words and phrases)</li> <li>apply Editing Skills (edit writing applying grammar and mechanics rules)</li> </ul>			

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> <li>Apply Publishing Skills</li> </ul>			
<p>16.1.1 Recall skills involved in reflective writing.</p> <p>16.1.2 Know how to write a reflective piece.</p>	<p>16.2 Express their thoughts and feelings in a reflective piece.</p>	<p>16.3 Be confident in self-expression.</p>	<p>12. Write reflectively on daily activities.</p>	<p>12.</p> <ul style="list-style-type: none"> <li>Apply prior skills in reflective writing [16.1.1, 16.1.2].</li> <li>Express thoughts and feelings in writing [16.2].</li> <li>Show comfort and confidence to share reflections in small groups [16.3].</li> </ul>
<p>17.1 Know how to apply spelling rules correctly when writing.</p> <ul style="list-style-type: none"> <li>Syllabication rules</li> <li>Phonics</li> <li>Inflectional Endings</li> </ul>	<p>17.2 Use spelling rules correctly in writing. Produce the following correctly:</p> <ul style="list-style-type: none"> <li>a) make compound words into plural forms</li> <li>b) when a word ends in a silent ‘-e’, drop the ‘-e’ before adding -ing</li> </ul>			

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	c) for action words that end in ‘-ie’, change the ‘-ie’ to a ‘-y’ before adding -ing  d) when the suffix -full is added to the end of a base word, drop one ‘-l’.  e) double the last letter of words ending in a short vowel followed by a single consonant before adding a ‘-y’ e.g. bag - baggy  f) add a ‘-y’ to words ending with two consonants to form describing words e.g. dirt-dirty  g) for words ending in			

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	a silent ‘-e’, drop the ‘-e’ before adding ‘-y’ e.g. ice- icy  h) key words in subject areas.			
18.1 Identify the affixes added to root words to make and use new words in writing.	18.2.1 Make new words by adding prefixes and suffixes to root words.  a) Suffixes: -able,-ness, -ous,-ful, -ity, and different forms of [shun]  b) Prefixes: tele-, anti-, pre-, aero-, etc.	18.3 Be proficient in the usage of their developing vocabulary.		
19.1 Know how to use the different types of vocabulary across content areas.	19.2 Use the different types of vocabulary in context across content areas: a) Technical terms	19.3 Be knowledgeable about the different types of vocabulary and their usage in text.		

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	b) Synonyms c) Antonyms d) Homophones e) Homographs f) Words with multiple-meanings			
20.1 Recognize English Creole patterns in their writing to code switch to Standard English patterns.	20.2 Use a code switching analysis chart to change English Creole patterns to Standard English patterns.	20.3 Be proficient in their writing.		
<b>Media &amp; Information Literacy</b>  21.1 Identify selected media forms and explain how they are used to create meaning. (e.g., media texts designed to reach very wide audiences: signs, posters, billboards, movies, television, and podcasts).	21.2.1 Deconstruct selected media to understand how information/messages are presented to audiences.  21.2.2 Identify overt and implied messages in selected media texts.	21.3.1 Be confident media interpreters.  21.3.2 Be reflective of the messages conveyed in a variety of media.	13. Demonstrate awareness of overt messages in and respond critically to media works.	13. <ul style="list-style-type: none"> <li>• View and listen to a variety of media materials [22.2.1].</li> <li>• Express thought and feelings about simple media works [22.2.2].</li> </ul>



ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>• Cite techniques used to create selected media [21.1. 21.2.1].</li> <li>• Explore colour and other tools used in creating visual imagery appeal [21.2.1]</li> <li>• discuss style and techniques used in websites to influence audiences [21.2.1, 22.2.3]</li> <li>• discuss the overt messages in media listened to and relate text-to-self and text-to-world [21.2.2, 22.1, 22.3.1, 22.3.2, 24.3.2]</li> <li>• assess media texts and answer two literal, one</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				inferential and one evaluative question on the media text studied [21.3.1, 21.3.2, 22.1].
22.1 Demonstrate competence in gaining messages as an independent consumer of media texts.	<p>22.2.1 Explain the purpose of selected media texts (a television show, advertisement, radio broadcast, poem any other audio selections etc.)</p> <p>22.2.2 Express personal thoughts and feelings about some simple media works (e.g. state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song).</p> <p>22.2.3 Recognize that different media forms use particular language styles and techniques in their</p>	<p>22.3.1 Be critical thinkers to determine underlying messages.</p> <p>22.3.2 Be confident in defending point-of-view.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	construction.			
23.1 Create a variety of media texts for different purposes and audiences. (e.g., a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a newspaper article that includes a photograph and headline)	<p>23.2.1 Use information products and technology ethically.</p> <p>23.2.2 Employ media etiquette when using technology and producing media texts.</p> <p>23.2.3 Select appropriate formats based on the needs of the audience and purpose.</p> <p>23.2.4 Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques:</p> <p>a) to influence attitudes positively e.g., towards pollution or smoking</p>	<p>23.3.1 Be ethical users of media tools (consideration of copyright rules and acceptable use policy).</p> <p>23.3.2 Be proficient communicators in connecting content-area information with a variety of digital forms.</p> <p>23.3.3 Be proud of their accomplishments in integrating technology knowledge across content areas.</p>	14. Demonstrate proper care and handling of media and technology equipment.	<p>14.</p> <ul style="list-style-type: none"> <li>Handle media and technology equipment with care and with proper etiquette [23.2.1, 23.3.1].</li> <li>Use media ethically adhering to the Copyright Act and Acceptable Use Policy [23.2.1, 23.2.2, 23.3.1].</li> </ul>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>health effects</p> <p>b) to influence attitudes negatively e.g., ‘eating candy is good for you’. (e.g. a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a newspaper article that includes a photograph and headline).</p>			
24.1 Reflect on and identify their strengths as media interpreters and creators.	<p>24.2.1 Critically examine created media texts.</p> <p>24.2.2 Reflect on techniques and tools used to create media to make judgments on pros and cons of these.</p> <p>24.2.3 Discuss strengths and weaknesses of created media texts.</p>	<p>24.3.1 Develop as critical thinkers re: related tasks.</p> <p>24.3.2 Develop a spirit of inquiry to make informed decisions.</p>	15. Apply knowledge of media texts and construction to critically analyse own work.	<p>15.</p> <ul style="list-style-type: none"> <li>• Create specific media texts [23.2.4].</li> <li>• Examine created media using created rubric [23.2.3, 24.1, 24.2.1].</li> <li>• Contrast at least three different media forms according to their purposes [23.1, 23.2, 24.2.2].</li> </ul> <p>Analyse strengths and</p>

ENGLISH LANGUAGE ARTS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>24.2.4 Compare and contrast media produced by individuals in the class.</p> <p>24.2.5 Determine/judge impact of created media re purpose.</p>			<p>weaknesses of:</p> <ul style="list-style-type: none"> <li>• self as a media creator and interpreter.</li> <li>• peers' work, with respect [24.2.3, 24.2.4, 24.2.5].</li> <li>• Assess the suitability of tools selected and techniques used to create media work using generated rubric [24.2.2].</li> <li>• Chat about the impact of the piece created using prior knowledge of media construction [24.2.5].</li> </ul>

# **Primary School Curriculum**

## **Mathematics**

### **Standard 4**

## Rationale

### What Is Mathematics About?

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

Mathematics is the exploration and use of patterns and relationships in quantities, space and time. Statistics is the

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

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

### Why Study Mathematics?

By studying Mathematics, students develop the ability to think creatively, critically and strategically. They learn to structure

and to organize, to process and communicate information and to enjoy intellectual challenge. In addition, students learn to

create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalizations. They learn to both estimate and calculate with precision, and understand

when both are appropriate. Mathematics has a broad range of practical applications in everyday life, in other learning areas, and in the workplace.

### How Is Mathematics Structured?

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

The Mathematics component of the new Primary Curriculum is in response to the realities of a 21<sup>st</sup> century global society. The guiding principles of the Mathematics curriculum content are derived from the National Council of Teachers of Mathematics standards that will allow our students to explore, discover, analyze and apply Mathematics, to model and solve real world problems (NCTM.org). The NCTM standards of problem solving, reasoning, communication, representation and connections, also play an integral role in how content is

delivered. Core competencies are developed within the strands of Number, Statistics, Measurement and Geometry.

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

- The development of core mathematical concepts and skills by the restructuring of learning activities to enable students to see connections with other subjects and their daily lives.
- The development of appropriate dispositions that would facilitate life-long learning and higher order thinking skills.
- A pedagogical approach that uses a variety of student-centred teaching techniques and strategies, such that improvement in student motivation and performance will increase in the medium and long terms.



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

and numerate individuals capable of functioning in a global society.

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

- Conceptual understanding: comprehension of mathematical concepts, operations and relations.
- Procedural fluency: skill in carrying out procedures flexibly, accurately, efficiently and appropriately.
- Strategic competence: ability to formulate, represent and solve mathematical problems.
- Adaptive reasoning: capacity for logical thought, reflection, explanation and justification.
- Productive disposition: habitual inclination to see Mathematics as sensible, useful and worthwhile, coupled with a belief in diligence and one's own efficacy.

It is essential that the forgoing issues are seriously considered and effectively addressed so as to create literate

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>NUMBER</b>				
<b>Number Concepts, Place Value and Rounding</b>  1.1.1 Understand the concept of numbers up to 1 000 000.  1.1.2 Develop an understanding of different types of numbers.  1.1.3 Develop an understanding of place value up to 1 000 000 (concretely, pictorially and symbolically).  1.1.4 Develop an understanding of	1.2.1 Represent whole numbers to 1 000 000 using multiple models and connect to numerals and number names.  1.2.2 Differentiate between (a) factors and multiples and (b) prime and composite numbers, and identify square numbers.  1.2.3 Express numbers	1.3.1 Display interest while engaging in activities related to number concepts.	1. Recognize, represent, model, compare and order numbers up to 1 000 000 with reference to place value.  2. Demonstrate an understanding of different types of numbers.  3. Develop an understanding of rounding to	<b>NUMBER CONCEPTS</b> <ul style="list-style-type: none"> <li>• Represent numbers up to one million concretely, pictorially and symbolically, using multiple models and connect to numerals and number names. [1.1.1, 1.2.1, 1.31]</li> <li>• Sequence number names and numerals. [1.1.1, 1.2.1, 1.31]</li> <li>• Describe the use of large numbers in real-life situations e.g. population, money applications. [1.1.1, 1.2.1, 1.3.1]</li> <li>• Explore factors and multiples of numbers (using resources, such as: multiplication and division tables and</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>the comparison of numbers.</p> <p>1.1.5 Develop an understanding of rounding to thousands.</p>	<p>to one million in expanded notation.</p> <p>1.2.4 Compare and order whole numbers to millions.</p> <p>1.2.5 Round whole numbers to the nearest thousand.</p>		<p>thousands.</p>	<p>calculators). [1.1.2, 1.2.2, 1.3.1]</p> <ul style="list-style-type: none"> <li>• Classify numbers as prime or composite (up to 100) by determining the number of factors. [1.1.2, 1.2.2, 1.3.1]</li> <li>• Explain why the array model of a prime number has only one row. [1.1.2, 1.2.2, 1.3.1]</li> <li>• Represent composite numbers as a product of their prime factors concretely, pictorially and symbolically. [1.1.2, 1.2.2, 1.3.1]</li> <li>• List square numbers (up to 144). [1.1.2, 1.2.2, 1.3.1]</li> </ul> <p>PLACE VALUE</p> <ul style="list-style-type: none"> <li>• Represent a given numeral using diagrams or a place value chart. [1.1.3,</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>1.2.3, 1.3.1]</p> <ul style="list-style-type: none"> <li>• State the place value of any digit in large numbers. [1.1.3, 1.2.3, 1.3.1]</li> <li>• Describe the pattern of adjacent place positions moving from right to left and left to right. [1.1.3, 1.2.3, 1.2.4, 1.3.1]</li> <li>• Describe the meaning of each digit in a given numeral. [1.1.3, 1.2.3, 1.3.1]</li> <li>• Express a given numeral in expanded notation, e.g.  <math>45\,321 = (4 \times 10\,000) + (5 \times 1\,000) + (3 \times 100) + (2 \times 10) + (1 \times 1)</math>  or <math>40\,000 + 5\,000 + 300 + 20 + 1</math>.  [1.1.3, 1.2.3, 1.3.1]</li> <li>• Write the numeral represented by a given expanded notation. [1.1.3, 1.2.3, 1.3.1]</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>• State the value of each digit in a numeral. [1.1.3, 1.2.3, 1.2.4, 1.3.1]</li> <li>• Apply an understanding of place value to read, write and order numbers of any size up to 1 000 000. [1.1.3, 1.1.4, 1.2.3, 1.2.4, 1.3.1]</li> <li>• Compare whole numbers up to million and use the symbols <math>&gt;</math> or <math>&lt;</math> to show the relationship between them. [1.1.4, 1.2.3, 1.2.4, 1.3.1]</li> <li>• Order a given set of numbers in ascending or descending order and explain the order by making references to place value. [1.1.3, 1.1.4, 1.2.3, 1.2.4, 1.3.1]</li> <li>• Identify the missing numbers in an ordered sequence or on a number line. [1.1.3, 1.1.4, 1.2.3, 1.2.4, 1.3.1]</li> <li>• Identify incorrectly placed numbers in</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>an ordered sequence or on a number line. [1.1.3, 1.1.4, 1.2.3, 1.2.4, 1.3.1]</p> <p>ROUNDING</p> <ul style="list-style-type: none"> <li>Round whole numbers to the nearest thousand. [1.1.5, 1.2.5, 1.3.1]</li> </ul>
<p><b>Number Patterns</b></p> <p>1.1.6 Develop algebraic thinking (number patterns and number relationships).</p> <p>1.1.7 Develop an understanding of different types of numbers by exploring their patterns.</p>	<p>1.2.6 Explore repeating, increasing and decreasing patterns.</p> <p>1.2.7 Explore patterns involving the effects of adding or subtracting zero to/from a number and multiplying or</p>	<p>1.3.2 Show perseverance in finding solutions to problems that involve patterns.</p> <p>1.3.3 Display perseverance while exploring properties of</p>	<p>4. Recognize and explore number patterns up to 1 000.</p> <p>5. Develop an understanding of different types of numbers by exploring their patterns.</p>	<ul style="list-style-type: none"> <li>Describe repeating, increasing or decreasing patterns with fractions, decimals and whole numbers resulting from addition, subtraction, multiplication and division by stating the pattern rule which includes the starting point and a description of how the pattern continues. [1.1.6, 1.1.7, 1.2.6, 1.3.2]</li> <li>Use a pattern rule to determine missing elements for a given pattern and to extend or predict subsequent elements</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.8 Understand that pattern recognition can assist in solving problems.	dividing a number by one, factors and multiples of numbers, prime and composite numbers, square numbers and square roots, compatible numbers within 1 000, double and half facts, use of related facts and multiplication and related division facts up to 12 times table.  1.2.8 Use pattern recognition to solve problems.	numbers.	6. Develop an understanding that pattern recognition can aid in problem solving.	in patterns. [1.1.6, 1.1.7, 1.1.8, 1.2.6, 1.2.7, 1.3.2]  <ul style="list-style-type: none"> <li>Describe (verbally or written) a given pattern and explain how each element differs from the proceeding one. E.g. one more, five less. [1.1.6, 1.1.7, 1.1.8, 1.2.6, 1.2.7, 1.3.2]</li> <li>Recognize when an error occurs in a pattern and explain what is wrong. [1.1.6, 1.1.7, 1.1.8, 1.2.6, 1.2.7, 1.3.2]</li> <li>Use calculators to assist in determining the pattern rule and extending patterns. [1.1.6, 1.1.7, 1.1.8, 1.2.6, 1.2.7, 1.3.2]</li> <li>Create repeating, increasing and decreasing number patterns and explain the pattern rule. [1.1.6, 1.1.7, 1.1.8, 1.2.6, 1.2.7, 1.3.2, 1.3.3]</li> <li>Explore, describe and record patterns related to the effects of</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>adding/subtracting zero to/from a number and multiplying/dividing a number by one, factors and multiples of numbers, prime and composite numbers, square numbers and square roots, compatible numbers within 1 000, double and half facts, use of related facts and multiplication and related division facts up to 12 times table and explain generalizations about number relationships. [1.1.6, 1.1.7, 1.2.7, 1.3.2, 1.3.3]</p> <ul style="list-style-type: none"> <li>• Solve problems involving the use of patterns. [1.1.6, 1.1.7, 1.1.8, 1.2.6, 1.2.7, 1.2.8, 1.3.2, 1.3.3]</li> </ul>
<b>Number Relationships</b>  1.1.9 Explore algebraic thinking (number patterns and number	1.2.9 Calculate the unknown in number sentences	1.3.4 Show perseverance in finding solutions to	7. Solve problems involving number sentences with	<ul style="list-style-type: none"> <li>• Calculate the missing values in number sentences with one unknown involving addition, subtraction, multiplication and division of whole numbers, by using various strategies, such as guess and</li> </ul>



MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
relationships).  1.1.10 Make sense of number sentences involving one unknown.	involving the four operations and explain procedures used.	problems.	one unknown.	check, using the inverse operation and recalling memorized facts. [1.1.9, 1.1.10, 1.2.9, 1.3.4]  • Explain procedures used in solving problems. [1.1.9, 1.1.10, 1.2.9, 1.3.4]
<b>Whole Number (Operations)</b>  1.1.11 Create and solve problems using whole numbers involving the four operations.  1.1.12 Develop and apply mental mathematics strategies to solve problems involving whole	1.2.10 Solve problems in addition (sum less than 10 000) and subtraction (minuend less than 10 000).  1.2.11 Multiply 2, 3 and 4 digit numbers by 2 digit numbers.  1.2.12 Divide 2, 3 and 4	1.3.5 Develop confidence in working independently in using a variety of strategies to solve problems.	8. Solve problems using whole numbers involving the four operations.  9. Demonstrate an understanding of algorithms, mental strategies and estimation	<b>FOUR OPERATIONS – ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION</b>  • Create and solve problems in addition (sum less than 10 000), subtraction (minuend less than 10 000), multiplication (two, three or four-digit numbers by two-digit numbers) and division (two, three or four digits by a two-digit number) by using appropriate written algorithm and mental strategies. [1.1.11, 1.1.12, 1.2.10, 1.2.11, 1.2.12,

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>numbers.</p> <p>1.1.13 Use estimation strategies in problem solving contexts with whole numbers.</p>	<p>digit numbers by 2 digit numbers (with and without remainder).</p> <p>1.2.13 Investigate and apply mental mathematics strategies in solving problems.</p> <p>1.2.14 Use estimation strategies (front-end rounding, compensation and compatible numbers) to check and justify answers in problem solving contexts and to determine the</p>		<p>strategies.</p>	<p>1.2.13, 1.3.5]</p> <ul style="list-style-type: none"> <li>• Use different notations to indicate division e.g. <math>240 \div 12</math>, <math>12 \overline{)240}</math> [1.1.11, 1.2.12, 1.3.5]</li> <li>• Record remainders in division problems as fractions e.g. <math>25 \div 4 = 6\frac{1}{4}</math>. [1.1.11, 1.2.12, 1.3.5]</li> <li>• Explore, describe and use a range of mental strategies and recording strategies for solving problems, including: <ul style="list-style-type: none"> <li>○ Compatible numbers within 1 000</li> <li>○ Double and half facts</li> <li>○ Use of related facts</li> <li>○ Multiplication and related division facts up to 12 times table</li> <li>○ Square numbers and square roots. [1.1.11, 1.1.12, 1.2.10,</li> </ul> </li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>reasonableness of answers.</p> <p>1.2.15 Check solutions to problems by using the inverse operations.</p> <p>1.2.16 Determine the approximate solution to a problem that does not require an exact answer.</p>			<p>1.2.11, 1.2.12, 1.2.13, 1.3.5]</p> <ul style="list-style-type: none"> <li>• Use estimation strategies such as: <ul style="list-style-type: none"> <li>○ Front-end rounding (e.g. Addition: <math>456 + 729</math> is greater than <math>400 + 700</math>; Subtraction: <math>805 - 210</math> is close to <math>800 - 200</math>; Multiplication: the product of <math>13 \times 25</math> is more than <math>10 \times 20</math>; Division: the quotient of <math>645 \div 15</math> is less than <math>600 \div 10</math>)</li> <li>○ Compensation (e.g. <math>173 + 282 + 368 + 189 + 572</math> is close to <math>200 + 300 + 400 + 200 + 500 = 1\ 600</math>; because 572 is rounded <b>down</b> to compensate for all the other numbers being rounded <b>up</b>)</li> <li>○ Compatible numbers (e.g. <math>3\ 248 \div 16</math>; think of a basic fact that relates to the problem: <math>32 \div 16 = 2</math>; divide: <math>3\ 200 \div 16 = 200</math>; <math>3\ 248 \div 16</math> is about 200)</li> </ul> </li> </ul>

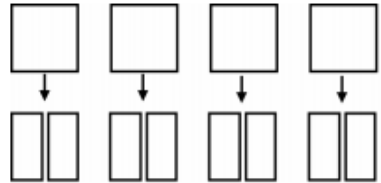
MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>to check solutions to addition, subtraction, multiplication and division problems, including those involving money, and determine reasonableness of answers. [1.1.13, 1.2.14, 1.3.5]</p> <ul style="list-style-type: none"> <li>• Use the inverse operations to check the solutions to problems. [1.1.11, 1.2.15, 1.3.5]</li> <li>• Determine the approximate solution to a problem that does not require an exact answer. [1.1.11, 1.2.16, 1.3.5]</li> </ul>
<b>Fractions</b>  1.1.14 Demonstrate an understanding of solving problems involving fractions and the four operations.	1.2.17 Add a fraction to a whole number.  1.2.18 Subtract a fraction from a whole number.  1.2.19 Add and subtract	1.3.6 Develop confidence in working independently in using a variety of strategies to solve problems	10. Develop and apply procedures to solve problems involving fractions and the four operations.	FRACTIONS – ADDITION AND SUBTRACTION  <ul style="list-style-type: none"> <li>• Model addition of a fraction to a whole number using concrete and pictorial representations and record symbolically, and explain findings. [1.1.14, 1.2.17, 1.3.6]</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>fractions involving same denominator and one denominator a multiple of the other.</p> <p>1.2.20 Multiply fractions by whole numbers.</p> <p>1.2.21 Calculate the whole given a part as a unit fraction.</p> <p>1.2.22 Divide whole numbers by fractions.</p> <p>1.2.23 Solve real-life problems involving fractions and</p>	involving fractions.		<ul style="list-style-type: none"> <li>• Model subtraction of a fraction from a whole number using concrete and pictorial representations and record symbolically, and explain findings. [1.1.14, 1.2.18, 1.3.6]</li> <li>• Develop and apply the algorithm for subtracting a fraction from a whole number to solve problems. [1.1.14, 1.2.18, 1.2.23, 1.3.6]</li> <li>• Model addition and subtraction of fractions involving the same denominator using concrete and pictorial representations, record symbolically and explain pattern observed. [1.1.14, 1.2.19, 1.3.6]</li> <li>• Develop and use the algorithm for solving problems involving the addition and subtraction of fractions involving the same denominator. [ 1.1.14, 1.2.19, 1.2.23, 1.3.6]</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	using the algorithms developed.			<ul style="list-style-type: none"> <li>• Model addition and subtraction of fractions involving one denominator a multiple of the other using concrete and pictorial representations, record symbolically and explain pattern observed. [1.1.14, 1.2.19, 1.3.6]</li> <li>• Develop and use the algorithm for solving problems involving the addition and subtraction of fractions involving one denominator a multiple of the other by utilizing equivalent fractions. [1.1.14, 1.2.19, 1.2.23, 1.3.6]</li> </ul> <p>FRACTIONS – MULTIPLICATION</p> <ul style="list-style-type: none"> <li>• Model the multiplication of proper fractions by whole numbers concretely, pictorially and symbolically and record the process. E.g. You gave your 3 friends <math>\frac{2}{3}</math> of a sandwich each. How many sandwiches did you give away? [1.1.14, 1.2.20, 1.3.6]</li> </ul>



MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				$0 \frac{1}{3} \frac{2}{3} 1 \frac{4}{3} \frac{5}{3} 2 \frac{7}{3} \frac{8}{3} 3$ <ul style="list-style-type: none"> <li>• Multiply proper fractions by whole numbers using strategies such as, repeated addition, proceeding to a rule e.g. <math>3 \times \frac{2}{5} = \frac{2}{5} + \frac{2}{5} + \frac{2}{5} = \frac{6}{5}</math> will lead to <math>3 \times \frac{2}{5} = \frac{3 \times 2}{5} = \frac{6}{5}</math>. [1.1.14, 1.2.20, 1.3.6]</li> <li>• Calculate fractions of a collection or set. E.g. What is <math>\frac{1}{2}</math> of 30? [1.1.14, 1.2.20, 1.3.6]</li> <li>• Calculate the whole given a part expressed as a unit fraction. [1.1.14, 1.2.21, 1.3.6]</li> <li>• Derive and describe patterns resulting from the multiplication of fractions by whole numbers. [1.1.14, 1.2.20, 1.2.21, 1.3.6]</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>Develop and use the algorithm to solve a variety of real-life problems involving multiplication of fractions. [1.1.14, 1.2.23, 1.3.6]</li> </ul> <p>FRACTIONS – DIVISION</p> <ul style="list-style-type: none"> <li>Model the concept of division concretely or pictorially to develop the skill of dividing a whole number by a fraction and record the process e.g. I have 4 crackers that I want to divide into halves. How many pieces would I have?</li> </ul>  <p>[1.1.14, 1.2.22, 1.3.6]</p>



MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>• Derive and describe patterns resulting from the division of whole numbers by fractions. [1.1.14, 1.2.22, 1.3.6]</li> <li>• Develop and use the algorithm to solve a variety of real-life problems involving division of whole numbers by fractions. [1.1.14, 1.2.22, 1.2.23, 1.3.6]</li> </ul>
<b>Decimals</b>  1.1.15 Demonstrate an understanding of decimals up to hundredths.  1.1.16 Develop an understanding of the comparison of decimals.  1.1.17 Develop an understanding of	1.2.24 Explore the place value of decimals to hundredths including expanded notation.  1.2.25 Compare and order decimals up to hundredths.	1.3.7 Display curiosity while engaging in activities related to decimals.	11. Demonstrate an understanding of decimals up to hundredths.  12. Develop an understanding of the comparison of decimals.  13. Develop an	<b>PLACE VALUE – TENTHS AND HUNDREDTHS</b> <ul style="list-style-type: none"> <li>• Explore concrete (base ten blocks, fraction models) and pictorial representations (number lines and fraction charts) to introduce base ten fractions (tenths). [1.1.15, 1.2.24, 1.3.7]</li> <li>• Extend place value chart to include decimal fractions (tenths). [1.1.15, 1.2.24, 1.3.7]</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
rounding.  1.1.18 Develop an understanding of the algorithm for addition and subtraction of decimals.  1.1.19 Solve one-step problems involving decimals.  1.1.20 Develop estimation skills.	1.2.26 Round decimals to the nearest whole number and tenth.  1.2.27 Relate decimals to fractions and money.  1.2.28 Solve real-world problems involving the addition and subtraction of decimals to hundredths using the algorithm.  1.2.29 Use estimation skills to check solutions to problems and determine reasonableness		understanding of rounding to whole numbers and tenths.  14. Develop and apply procedures to solve problems involving the addition and subtraction of decimals.  15. Develop estimation skills.	<ul style="list-style-type: none"> <li>• Use decimal notation as another form of writing base ten fractions (tenths). E.g. 0.1 is the same as <math>\frac{1}{10}</math>. [1.1.15, 1.2.24, 1.3.7]</li> <li>• Represent decimals (tenths) concretely on a place value mat, pictorially and symbolically and read the amount represented. [1.1.15, 1.2.24, 1.3.7]</li> <li>• Match the number names (e.g. Two and five tenths) and decimal fractions (e.g. 2.5) to the quantities they represent. [1.1.15, 1.2.24, 1.3.7]</li> <li>• Write decimal fractions using the expanded notation form. [1.1.15, 1.2.24, 1.3.7]</li> <li>• Convert expanded notation to decimal fractions. [1.1.15, 1.2.24, 1.3.7]</li> <li>• State the place value and value of digits</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	of answer.			<p>in decimal fractions. [1.1.15, 1.2.24, 1.3.7]</p> <ul style="list-style-type: none"> <li>• Compare decimal fractions and use the symbols <math>&gt;</math> or <math>&lt;</math> or <math>=</math> to show the relationship between them. [1.1.16, 1.2.25, 1.3.7]</li> <li>• Compare and order decimal fractions in ascending and descending order. [1.1.16, 1.2.25, 1.3.7]</li> </ul> <p>(REPEAT THE ABOVE FOR HUNDREDTHS)</p> <ul style="list-style-type: none"> <li>• Explain that ten tenths is equivalent to one whole and that ten hundredths is equivalent to one tenth. [1.1.15, 1.2.24, 1.3.7]</li> <li>• Round decimal fractions to the nearest whole number or to the nearest tenth. [1.1.17, 1.2.26, 1.3.7]</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>Express common fractions (halves, quarters, fifths and tenths) as decimal fractions (tenths and hundredths). [1.1.5, 1.2.27, 1.3.7]</li> <li>Express decimals as common fractions. [1.1.5, 1.2.27, 1.3.7]</li> <li>Record money values using decimals. [1.1.5, 1.2.27, 1.3.7]</li> </ul> <p>ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none"> <li>Solve problems involving the addition and subtraction of decimals by using concrete and pictorial representations of base ten materials, and explain the procedure used. [1.1.18, 1.2.28, 1.3.7]</li> <li>Record the procedure used for solving addition and subtraction problems involving decimals, symbolically, and explain the algorithm. [1.1.18, 1.2.28,</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>1.3.7]</p> <ul style="list-style-type: none"> <li>• Explain why keeping track of place value positions is important when adding and subtracting decimals. [1.1.18, 1.2.28, 1.3.7]</li> <li>• Solve problems involving the addition and subtraction of decimals, including money. [1.1.18, 1.1.19, 1.2.28, 1.3.7]</li> <li>• Use estimation skills to check solutions to problems and determine reasonableness of answers. [1.1.20, 1.2.29, 1.3.7]</li> </ul>
<b>Problem Solving</b>  1.1.21 Solve multi-step problems involving whole numbers, fractions and	1.2.30 Solve one-step and multi-step problems involving whole numbers, fractions and	1.3.8 Develop confidence in working independently in selecting and using various	16. Solve multi-step problems involving whole numbers, fractions and	<ul style="list-style-type: none"> <li>• Solve one-step and multi-step problems involving whole numbers, fractions and decimals (including money transactions, bills, best buy, profit and loss, involving dollars and cents together –e.g. \$4.50) using the four</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
decimals using a variety of strategies.	<p>decimals (including money transactions, bills, best buy, profit and loss) using the four operations and a variety of strategies.</p> <p>1.2.31 Use estimation strategies (front-end rounding, compensation and compatible numbers) to check and justify answers in problem solving contexts and to determine the reasonableness</p>	mental and written strategies to solve problems.	<p>decimals using algorithms, mental strategies and other problem solving strategies.</p> <p>17. Solve problems involving direct proportion.</p>	<p>operations. [1.1.21, 1.2.30, 1.3.8]</p> <ul style="list-style-type: none"> <li>• Solve routine and non-routine problems using a variety of strategies such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning, make a table or chart, make an organized list and try a simpler form of the problem. [1.1.21, 1.2.30, 1.3.8]</li> <li>• Solve problems in mathematical games. [1.1.21, 1.2.30, 1.3.8]</li> <li>• Select and use appropriate estimation strategies to check for reasonableness of answers and use calculators to check answers/solutions. [1.1.21, 1.2.31, 1.3.8]</li> <li>• Investigate and apply mental mathematics strategies and skills to solve problems, such as, the use of related facts, compatible numbers</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>of answers.</p> <p>1.2.32 Investigate and apply mental mathematics strategies and skills to solve problems.</p> <p>1.2.33 Solve real-world problems involving direct proportion.</p> <p>1.2.34 Determine the approximate solution to a problem that does not require an exact answer.</p>			<p>within 1 000, multiplication and related division facts up to 12 times table and squares and square roots. [1.1.21, 1.2.32, 1.3.8]</p> <ul style="list-style-type: none"> <li>• Pose and solve problems involving direct proportions e.g. ‘If the cost of 6 apples is \$30, what would be the cost of 4 apples?’ [1.1.21, 1.2.33, 1.3.8]</li> <li>• Determine the approximate solution to a problem that does not require an exact answer. [1.1.21, 1.2.34, 1.3.8]</li> </ul>
Language				

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.22 Develop appropriate vocabulary associated with number.	1.2.35 Use appropriate vocabulary associated with number, orally and in writing.	1.3.9 Communicate with confidence using language related to number.  1.3.10 Demonstrate an appreciation for others by listening to their point of view.	18. Communicate effectively using vocabulary associated with number.	<ul style="list-style-type: none"> <li>Use appropriate language associated with number, such as: hundred, thousand, million, divisor, dividend, quotient, multiple, factor, prime, composite, decimal, tenths, hundredths, best buy, square, square root, calculate, decimal point read as “and” e.g. 2.35 – 2 and 35 hundredths, also read as two point three five, product, reasonable answer and approximate. [1.1.22, 1.2.35, 1.3.9, 1.3.10]</li> </ul>
<b>GEOMETRY</b>				
<b>Solids and Plane Shapes</b>  2.1.1 Develop an understanding of the properties of solids and plane	2.2.1 Draw the faces of solids and explore their properties.  2.2.2 Construct and draw regular and	2.3.1 Display collaboration while working in groups.	1. Demonstrate an understanding of the properties of solids and	<ul style="list-style-type: none"> <li>Draw faces of solids and describe their properties (e.g. shape of faces, number of faces, parallel and perpendicular lines, angles – right, non-right and equal, number</li> </ul>



## MATHEMATICS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
shapes.  2.1.2 Solve problems involving solids and plane shapes.	irregular polygons given their properties using the principles of parallel and perpendicular lines, angles and number of sides.  2.2.3 Solve problems involving solids and plane shapes.		plane shapes.  2. Solve problems involving solids and plane shapes.	of sides). [2.1.1, 2.2.1, 2.3.1]  <ul style="list-style-type: none"> <li>Construct and draw plane shapes given a description of its properties and using appropriate resources including computer software. [2.1.1, 2.2.2, 2.3.1]</li> <li>Solve problems involving solids and plane shapes. [2.1.2, 2.2.3, 2.3.1]</li> </ul>
<b>Angles</b>  2.1.3 Explore angles in solids and plane shapes.	2.2.4 Recognize an angle as an amount of turn (whole turn, three quarter turn, half turn, and quarter turn).  2.2.5 Describe the right	2.3.2 Display curiosity through the exploration of angles.	3. Demonstrate an understanding of angles.	<ul style="list-style-type: none"> <li>Explore and describe turns in the environment, such as the opening and closing of doors and the movement of hands of a clock. [2.1.3, 2.2.4, 2.3.2]</li> <li>Describe an amount of turn (e.g. whole turn, three quarter turn, half turn or quarter turn) using geo-</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>angle as a quarter turn.</p> <p>2.2.6 Investigate angles (right angle, angles greater than and smaller than right angles) in regular and irregular polygons and faces of solids.</p> <p>2.2.7 Draw shapes with angles of various sizes.</p>			<p>strips to model the turns. [2.1.3, 2.2.4, 2.2.5, 2.3.2]</p> <ul style="list-style-type: none"> <li>Describe an angle as a measure of turn and name the quarter turn as a right angle or the angle formed when perpendicular lines meet. [2.1.3, 2.2.5, 2.2.6, 2.3.2]</li> <li>Identify angles on faces of solids or plane shapes that are right angles, greater than right angles or smaller than right angles. [2.1.3, 2.2.6, 2.3.2]</li> <li>Draw shapes with angles of various sizes and describe the angles. [2.1.3, 2.2.7, 2.3.2]</li> </ul>
<p><b>Triangles</b></p> <p>2.1.4 Explore the properties of</p>	2.2.8 Classify triangles (same, similar or	2.3.3 Display curiosity in the	4. Demonstrate an understanding	<ul style="list-style-type: none"> <li>Sort a given set of triangles into groups and explain the sorting rule.</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
triangles.	<p>different) based on properties of sides and angles.</p> <p>2.2.9 Recognize and name types of triangles: scalene, right, isosceles, equilateral.</p>	exploration of triangles.	of the different types of triangles based on properties of sides and angles.	<p>[2.1.4, 2.2.8, 2.3.3]</p> <ul style="list-style-type: none"> <li>• Match triangles that are the same, similar or different and explain reasoning. [2.1.4, 2.2.8, 2.3.3]</li> <li>• Classify triangles based on their properties of sides and angles. [2.1.4, 2.2.8, 2.3.3]</li> <li>• Identify and name triangles as scalene, right angled, isosceles and equilateral. [2.1.4, 2.2.9, 2.3.3]</li> <li>• Compare and describe the properties of the sides and angles of the scalene, right angled, isosceles and equilateral triangles. [2.1.4, 2.2.9, 2.3.3]</li> </ul>
<b>Language</b>				
2.1.5 Develop	2.2.10 Use appropriate	2.3.4 Communicate with	5. Communicate effectively	<ul style="list-style-type: none"> <li>• Use appropriate language associated with geometry, such as:</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
appropriate vocabulary associated with geometry.	vocabulary associated with geometry, orally and in writing.	confidence using language related to geometry.	using vocabulary associated with geometry.	angle, turn, rotation, clockwise, anti-clockwise, point, right angle, parallel, perpendicular, scalene, isosceles, and equilateral. [2.1.5, 2.2.10, 2.3.4]
<b>MEASUREMENT</b>				
<b>Linear</b>  3.1.1 Understand that measures can be quantified using standard units and their sub-parts.  3.1.2 Apply measurement techniques to quantify measures for length.  3.1.3 Solve problems involving linear	3.2.1. Identify the millimetre as a unit for measuring length.  3.2.2. Measure lengths in millimetre.  3.2.3. Measure lengths using combinations of millimetres, centimetres and metres.	3.3.1. Appreciate the functional role of measurement in their everyday lives.	1. Demonstrate an understanding of the relationship between standard units and their sub-parts to solve practical problems involving linear measure.  2. Demonstrate appropriate	<ul style="list-style-type: none"> <li>Recognise the need for a unit smaller than the centimetre (cm) to measure length. [3.1.1, 3.2.1, 3.3.1]</li> <li>Measure and record lengths of objects and lines using the millimetre. [3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.3.1]</li> <li>Measure and record lengths or distances using combinations of millimetres, centimetres and metres. [3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.3.1]</li> <li>Convert linear measure from one form</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
measure.	3.2.4. Convert linear measures expressed as mm, cm and m.  3.2.5. State the meaning of the prefixes used in measurement.  3.2.6. Draw plane shapes given the perimeter.  3.2.7. Solve problems involving linear measure.		techniques when measuring.  3. Solve problems involving linear measure.	to the other (millimetres, centimetres and metres). [3.1.1, 3.2.4, 3.3.1]  <ul style="list-style-type: none"> <li>Recognise the significance of the prefixes (milli, centi, kilo) in units of measurement. [3.1.1, 3.2.5, 3.3.1]</li> <li>Apply decimal knowledge to record measurements e.g. 123 cm = 1.23 m. [3.1.1, 3.2.4, 3.3.1]</li> <li>Construct or draw two or more rectangles for a given perimeter in a problem-solving context. [3.1.3, 3.2.6, 3.3.1]</li> <li>Measure and record the perimeter of a given irregular shape, and explain the strategy used. [3.1.1, 3.1.3, 3.2.6, 3.2.7, 3.3.1]</li> <li>Solve problems involving length.</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[3.1.1, 3.1.3, 3.2.7, 3.3.1]
<b>Mass/Weight</b>  3.1.4 Understand that measures can be quantified using units and sub-units for mass/weight.  3.1.5 Understand the relationship between units and their sub-parts.  3.1.6 Solve problems involving mass/weight.	3.2.8. Identify the kilogram and gram as standard units for measuring mass/weight.  3.2.9. Measure mass/weight in kilograms and grams.  3.2.10. Convert measures of mass/weight involving grams and kilograms.  3.2.11. Solve	3.3.2. Show perseverance in solving problems related to measurement of mass/weight.	4. Demonstrate an understanding of the relationship between standard units and their sub-parts to solve problems involving mass/weight.	<ul style="list-style-type: none"> <li>• Recognise the need for a unit smaller than the kilogram (gram) to measure mass/weight. [3.1.4, 3.2.8]</li> <li>• Measure the mass/weight of familiar objects in grams. [3.1.4, 3.2.8, 3.2.9]</li> <li>• Measure and compare the masses/weights of objects in kilograms and grams using a set of scales. [3.1.4, 3.1.5, 3.2.8, 3.2.9, 3.3.2]</li> <li>• Recognise that 1 000 grams equal one kilogram. [3.1.4, 3.1.5, 3.2.10]</li> <li>• Convert kilograms to grams and vice versa. [3.1.4, 3.1.5, 3.2.10, 3.3.2]</li> <li>• Solve problems involving different</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	computational and real-life problems involving grams and kilograms.			units of mass/weight e.g., Find the total mass/weight of three items weighing 50 g, 750 g and 2.5 kg. [3.1.6, 3.2.11, 3.3.2] <ul style="list-style-type: none"> <li>Solve computational and real-life problems involving mass/weight. [3.1.6, 3.2.10, 3.2.11, 3.3.2]</li> </ul>
<b>Time</b>  3.1.7 Understand that time can be quantified.  3.1.8 Solve problems in real-life situations involving time.  3.1.9 Demonstrate an understanding of time schedules.	3.2.12. Tell time to the minute.  3.2.13. Calculate the duration of events.  3.2.14. Estimate and verify the duration of events in minutes (up to	3.3.3. Be reflective when measuring.  3.3.4. Demonstrate confidence in their abilities to estimate and measure time.	5. Accurately read and record time to the minute and solve practical problems involving time.  6. Develop an understanding of time	<ul style="list-style-type: none"> <li>Describe time as “minutes to” or “minutes after or past” the hour and tell time to the minute. [3.1.7, 3.2.12, 3.3.3, 3.3.4]</li> <li>Match times shown on standard digital clocks, 24 hour digital clocks and analog clocks to the minute, and record time. [3.1.7, 3.2.12, 3.3.4]</li> <li>Calculate the duration of events using starting and finishing times (elapsed</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>one hour), and determine reasonableness of answer.</p> <p>3.2.15. Convert hours to minutes and vice versa.</p> <p>3.2.16. Solve computational and real-life problems involving hours and minutes.</p> <p>3.2.17. Interpret time schedules.</p>		schedules.	<p>time). [3.1.7, 3.2.13, 3.3.3, 3.3.4]</p> <ul style="list-style-type: none"> <li>Estimate the duration of an event in minutes and up to one hour, verify by measuring, and determine the reasonableness of estimates. [3.1.7, 3.2.14, 3.3.3, 3.3.4]</li> <li>Convert minutes to hours and vice versa. [3.1.7, 3.2.15, 3.3.3, 3.3.4]</li> <li>Solve computational and real-life problems involving hours and minutes. [3.1.8, 3.1.9, 3.2.16, 3.2.17, 3.3.3, 3.3.4]</li> <li>Interpret simple time schedules (e.g. the calendar). [3.1.9, 3.2.17, 3.3.3, 3.3.4]</li> </ul>
Capacity and Volume				



## MATHEMATICS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>3.1.10 Develop the concept of volume.</p> <p>3.1.11 Demonstrate familiarity with comparison of the volume of objects using appropriate vocabulary.</p> <p>3.1.12 Understand that volume can be quantified.</p> <p>3.1.13 Apply measurement techniques to quantify volume.</p> <p>3.1.14 Explore conservation of</p>	<p>3.2.18. Investigate the space occupied by objects.</p> <p>3.2.19. Use comparison vocabulary to compare two objects in relation to volume.</p> <p>3.2.20. Measure volume using non-standard units.</p> <p>3.2.21. Investigate to determine the most appropriate solid for measuring</p>	<p>3.3.5. Demonstrate confidence in their abilities to estimate and measure.</p>	<p>7. Demonstrate an understanding of the concept of volume.</p> <p>8. Understand that volume can be quantified.</p> <p>9. Understand conservation of volume.</p> <p>10. Understand that capacity and volume are related.</p> <p>11. Solve problems involving capacity and</p>	<ul style="list-style-type: none"> <li>Explore the space occupied by boxes and other objects. [3.1.10, 3.2.18]</li> <li>Compare the size of the space occupied by two objects visually and describe volume as the space occupied by objects. [3.1.11, 3.2.19, 3.3.5]</li> <li>Measure the volume of boxes by filling with non-standard units of measure and counting the number of units used. [3.1.12, 3.2.20, 3.3.5]</li> <li>Investigate to determine which solid is appropriate for measuring volume and explain reasons for selection (e.g. packs and stacks easily and leaves no space). [3.1.13, 3.2.21, 3.3.5]</li> <li>Measure the volume of boxes by stacking and packing cubic blocks into them and counting to determine the</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>volume.</p> <p>3.1.15 Distinguish between standard and non-standard units of measure for volume.</p> <p>3.1.16 Understand that capacity and volume are related.</p> <p>3.1.17 Solve problems in real-life situations involving capacity and volume.</p>	<p>volume.</p> <p>3.2.22. Measure, record, compare and order the volume of objects using non-standard units.</p> <p>3.2.23. Explore the conservation of volume.</p> <p>3.2.24. Explain the need for a standard unit of measure.</p> <p>3.2.25. Identify the cubic centimetre and cubic metre (<math>\text{cm}^3</math> and <math>\text{m}^3</math>) as</p>		<p>volume.</p>	<p>volume. [3.1.12, 3.1.13, 3.2.22, 3.3.5]</p> <ul style="list-style-type: none"> <li>Compare and order boxes according to their volume. [3.1.13, 3.2.22, 3.3.5]</li> <li>Construct cubes and cuboids of various sizes using cubic blocks and calculate their volume by counting the number of cubic blocks used. [3.1.13, 3.2.22, 3.3.5]</li> <li>Construct different solids using the same number of cubic blocks and confirm that the volume remains the same by counting and explaining that solids with different appearances may have the same volume. [3.1.14, 3.2.23, 3.3.5]</li> <li>Explain the need for a standard unit of measure. [3.1.15, 3.2.24, 3.3.5]</li> <li>Measure and record volume using the standard units of measure – cubic</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>the standard units for measuring volume, and use the standard units to measure volume.</p> <p>3.2.26. Estimate the volume of objects and verify by counting so as to determine the reasonableness of estimate.</p> <p>3.2.27. Investigate the relationship between volume and capacity.</p> <p>3.2.28. State the relationship</p>			<p>metre (a cubic metre can be constructed as a fun activity and used to measure the volume of large spaces) and cubic centimetre. [3.1.13, 3.1.15, 3.2.25, 3.3.5]</p> <ul style="list-style-type: none"> <li>• Estimate and verify the volume of boxes in cubic centimetres, and determine reasonableness of answer. [3.1.13, 3.1.15, 3.2.26, 3.3.5]</li> <li>• Investigate the relationship between capacity and volume through filling plastic containers with cubic centimetre blocks and liquid and comparing the results, or via the displacement of liquid in a measuring cup by a cubic centimetre block. [3.1.16, 3.2.27, 3.2.28, 3.3.5]</li> <li>• Explain that there is a corresponding relationship between the units that are used to measure capacity and units that are used to measure volume.</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>between the units for volume and capacity.</p> <p>3.2.29. Solve problems involving volume and capacity.</p>			<p>(1ml=1cubic centimetre and 1000ml=1000 cubic centimetres=1 litre). [3.1.16, 3.2.28, 3.3.5]</p> <ul style="list-style-type: none"> <li>Solve problems involving volume and capacity. [3.1.17, 3.2.29, 3.3.5]</li> </ul>
<p><b>Area</b></p> <p>3.1.18 Apply measurement techniques to quantify measures for area.</p> <p>3.1.19 Solve problems involving area.</p>	<p>3.2.30. Calculate the area of compound shapes.</p> <p>3.2.31. Draw shapes on a grid given the area of the shapes.</p> <p>3.2.32. Estimate and</p>	<p>3.3.6. Develop confidence in their abilities to use concepts in area and to estimate and measure area.</p>	<p>12. Demonstrate an understanding of area of regular and irregular plane shapes.</p>	<ul style="list-style-type: none"> <li>Calculate the areas of compound shapes that may be dissected into rectangles and squares. [3.1.18, 3.2.30, 3.3.6]</li> <li>Draw different shapes of a given area on grids. [3.1.18, 3.2.31, 3.3.6]</li> <li>Estimate and verify the area of shapes using square metres and centimetres, and determine reasonableness of</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	verify the area of a shape using square metres and centimetres, and determine the reasonableness of answer.  3.2.33. Solve problems involving area.			answer. [3.1.18, 3.2.32, 3.3.6]  • Solve problems involving area. [3.1.19, 3.2.33, 3.3.6]
<b>Language</b>  3.1.20 Develop appropriate vocabulary associated with measurement.	3.2.34. Use appropriate vocabulary associated with measurement, orally and in writing.	3.3.7. Communicate with confidence using language related to measurement.	13. Communicate effectively using vocabulary associated with measurement.	• Use appropriate language associated with measurement, such as: millimetre (mm), volume, cubic centimetre (cm <sup>3</sup> ) and compound shape. [3.1.20, 3.2.34, 3.3.7]
<b>STATISTICS</b>				

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>4.1.1. Develop skills in collecting, organizing, displaying, analyzing and communicating appropriate statistical data to solve problems.</p> <p>4.1.2. Demonstrate an understanding of mode.</p>	<p>4.2.1. Formulate questions that can be addressed by statistical data.</p> <p>4.2.2. Collect data based on the investigation of a problem/question using questionnaires, experiments, data bases and other sources.</p> <p>4.2.3. Classify, organize and represent data using, tally charts, frequency tables and graphs (pictographs, block graphs, bar graphs, using various scale</p>	<p>4.3.1. Appreciate the role of statistics in solving problems.</p> <p>4.3.2. Display an objective approach in collecting and analyzing data sets to eliminate bias, and ensure that fair conclusions are drawn.</p> <p>4.3.3. Collaborate in teams to find solutions to problems.</p>	<p>1. Design survey(s) to solve problem(s) that involves the use of statistical data.</p> <p>2. Gather, classify, organize and display data using tables, tally charts and graphs (pictographs, block graphs and bar graphs) and interpret results.</p> <p>3. Describe methods and analyse results and make</p>	<ul style="list-style-type: none"> <li>Formulate problem situations that can be addressed via statistical data. [4.1.1, 4.2.1, 4.3.1]</li> <li>Collect data using surveys, questionnaires, experiments, data bases and other sources. [4.1.1, 4.2.2, 4.3.2, 4.3.3]</li> <li>Create a table to organise collected data, e.g. using a computer program - Excel. [4.1.1, 4.2.3, 4.3.2]</li> <li>Determine a suitable scale for data and record the scale in a key e.g. ☺ = 10 people. [4.1.1, 4.2.3, 4.3.2]</li> <li>Represent data using tally charts, frequency tables and graphs (pictographs, block graphs, bar graphs, using various scale factors) or using simple graphing software to enter data and create a graph. [4.1.1, 4.2.3, 4.3.2,</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>factors).</p> <p>4.2.4. Interpret data from tables, charts and graphs.</p> <p>4.2.5. Apply findings from analysis of data to solve problems.</p> <p>4.2.6. Communicate findings and decisions made using appropriate vocabulary associated with statistics.</p> <p>4.2.7. Evaluate decisions made based on analysis of data represented in</p>	<p>4.3.4. Appreciate the use of data in making informed choices.</p> <p>4.3.5. Demonstrate pride in displaying work.</p>	<p>decisions.</p> <p>4. Communicate findings and decisions made using vocabulary associated with statistics.</p> <p>5. Demonstrate an understanding of mode.</p>	<p>4.3.3]</p> <ul style="list-style-type: none"> <li>Utilize the features of graphs to ensure that they are completed appropriately (e.g. name and label the horizontal and vertical axes). [4.1.1, 4.2.3, 4.3.2]</li> <li>Interpret the findings displayed in the tables, charts and graphs. [4.1.1, 4.2.4, 4.3.2, 4.3.4]</li> <li>Use analysed data to solve problems, draw conclusions and make decisions. [4.1.1, 4.2.5, 4.3.1, 4.3.2, 4.3.3, 4.3.4]</li> <li>Communicate findings and decisions by writing a report using language associated with statistics e.g. data and mode. [4.1.1, 4.2.6, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5]</li> <li>Evaluate decisions made on analysis of data by groups of students via group presentations. [4.1.1, 4.2.7, 4.3.1,</li> </ul>

MATHEMATICS: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>tables, charts and graphs.</p> <p>4.2.8. Compare different representations of the same data to get an understanding of the suitability of the different forms and for different audiences.</p> <p>4.2.9. Determine the mode for a given data set.</p>			<p>4.3.2, 4.3.3, 4.3.4]</p> <ul style="list-style-type: none"> <li>• Compare the effectiveness of different representations of the same data to determine suitability of forms and for different audiences. [4.1.1, 4.2.8, 4.3.2, 4.3.3, 4.3.4]</li> <li>• Compare the effectiveness of different methods of collecting data. [4.1.1, 4.2.8, 4.3.2, 4.3.3, 4.3.4, 4.3.5]</li> <li>• Determine the mode for a given set of data and explain its importance in data analysis. [4.1.2, 4.2.9, 4.3.3, 4.3.4]</li> </ul>



# **Primary School Curriculum**

## **Physical Education**

### **Standard 4**

## Rationale

### What Is Physical Education About?

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

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

### Why Study In This Learning Area?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take

responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

### How Is The Learning Area Structured?

The learning activities in health and physical education arise from the following three strands:

- **Personal health and physical development:** Students develop the knowledge, understandings, and attitudes that they need in order to maintain and enhance their personal health, well-being, and physical development.

- **Movement concepts and motor skills:** Students develop motor skills, knowledge of movement, and positive attitudes towards physical activity as their competencies increase. By learning in, through, and about movement, students become aware that movement is fundamental to human expression.

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

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

DRAFT

PHYSICAL EDUCATION: STANDARD 4				
CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Movement Skills And Concepts</b> 1.1.1 Distinguish movement concepts in a variety of skills.	1.2.1 Practise flight, shapes and balance in movement activities.	1.3 1 Appreciate and enjoy the aesthetic and creative qualities of movement.	1. Apply acquired movement concepts and principles for the development and performance of higher order motor skills.	<ul style="list-style-type: none"> <li>Create 3 to 5 movement sequences using flight, shapes and balance with competency. (1.1.1 1.2.1 )</li> </ul>
<b>Gymnastic Skills</b> 2.1.1 Explain forward roll, cartwheel.	2.2.1 Demonstrate forward roll, cartwheel.	2.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.	2. Execute simple gymnastic routines (in rolls and balances) with competency.	<ul style="list-style-type: none"> <li>Cartwheel- executes single mule kick, the mule kick and or the side kick. (2.1.1, 2.2.1)</li> <li>Complete 1 or 2 forward rolls while maintaining form and balance. (2.1.1, 2.2.1)</li> </ul>

PHYSICAL EDUCATION: STANDARD 4				
CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Specialised Skills- Locomotor &amp; Manipulative</b>  3.1.1 Explain basic technique in running, throwing, catching, jumping, and striking in various disciplines.	3.2.1 Practise using equipment and facilities appropriately  3.2.2 Demonstrate basic technique in throwing, catching, striking with increased level of difficulty.  3.2.3 Apply skills in lead-up and modified game situations.	3.3.1 Participate willingly in physical activities.  3.3.2 Follow instructions when engaging in physical activity.  3.3.3 Develop an acceptance of individual differences.  3.3.4 Build helping relationship with peers.	3. Demonstrate simple combinations of motor skills in Lead-up and Modified Games-track and field, netball, cricket and football.	Demonstrate: <ul style="list-style-type: none"> <li>• Attacking and Defending skills</li> <li>• Running technique in – track &amp; field</li> <li>• Basic throwing technique in – track &amp; field, netball &amp; cricket.</li> <li>• Basic catching technique in – netball &amp; cricket.</li> <li>• Basic jumping technique in – track &amp; field &amp; netball.</li> <li>• Basic striking technique in – cricket &amp; football. (3.2.1, 3.2.2, 3.2.3)</li> <li>• Proper use of equipment and facilities.(3.2.1)</li> </ul>
<b>Healthy Habits</b>  4.1.1 Identify the benefits resulting from participation in different	4.2.1 Practise drinking water and eating healthy foods.	4.3.1 Foster positive team spirit, sportsmanship and	4. Maintain healthy lifestyles through physical activities, healthy diet and	<ul style="list-style-type: none"> <li>• Practise personal hygiene (using rag, soap, deodorant. (4.1.3, 4.2.3,</li> </ul>

<b>PHYSICAL EDUCATION: STANDARD 4</b>				
<b>CONTENTS</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
<p>forms of physical activities.</p> <p>4.1.2 Explain how the body uses water during physical activity as well as the importance of various foods for physical activity.</p> <p>4.1.3 Explain personal hygiene.</p>	<p>4.2.2 Practise washing hand and face after physical activity.</p> <p>4.2.3 Practise personal hygiene.</p>	<p>competition.</p> <p>4.3.2 Develop healthy habits and practises in their daily lifestyle.</p> <p>4.3.3 Play in safe places.</p>	<p>personal hygiene.</p>	<p>4.32.)</p> <ul style="list-style-type: none"> <li>Wash hands and face after physical activity. (4.1.3, 4.2.2, 4.3.2)</li> <li>Explain 1 or 2 ways in which the body uses water and 1 importance of food for physical activities. (4.1.2, )</li> <li>Assume leadership roles and responsibility. (4.3.1)</li> <li>Work as a team towards a common goal. (4.3.1)</li> </ul>
<b>Safe Practices</b>				
<p>5.1.1 Know that specific attire is required for Physical Education Classes.</p>	<p>5.2.1 Use suitable attire for Physical Education</p>	<p>5.3.1 Be suitably attired for Physical Education Classes.</p>	<p>5. Use physical activity as an opportunity for</p>	<ul style="list-style-type: none"> <li>Wear appropriate attire suitable for physical activities- loose fitting,</li> </ul>

<b>PHYSICAL EDUCATION: STANDARD 4</b>				
<b>CONTENTS</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
5.1.2 Discuss conflict resolution strategies.  5.1.3 Recognise the role of games and sport in getting to know and understand others of like and different cultures.	Classes.  5.2.2 Resolve conflict that may arise during physical activity.  5.2.3 Display sensitivity to others' socio-cultural background.	5.3.2 Engage in fair-play and show respect for others' cultural background.	positive social and group interaction.  6. Exhibit responsible behaviour through fair play and respect for others.	soft and comfortable. (5.1.1, 5.2.1, 5.3.1)  <ul style="list-style-type: none"> <li>Follow instructions during Physical Education activities. (5.3.2)</li> <li>Share in team work.</li> </ul>

# **Primary School Curriculum**

**Science**

**Standard 4**



## **Rationale**

### **What Is Science About?**

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

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

### **Why Study Science**

Science engages students in making informed decisions, developing creative solutions, and exploring innovative alternatives. Students gather evidence to inform next steps, communicate understandings from information analysed, as well as develop novel and/or feasible strategies, tools, and products. They also develop appropriate personal qualities and attitudes for successfully negotiating a variety of situations in our dynamic and technological society. Many of the major challenges and opportunities that confront our world can be approached from a scientific perspective, tempered by social and ethical considerations.

## How Is Science Teaching Structured?

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

### **Skills:**

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

### **Concepts:**

#### **1. Individuals and groups:**

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

#### **2. Forms and functions of structures and mechanisms:**

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

#### **3. Systems and Interactions among them:**

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

#### **4. Conservation and sustainability of natural resources:**

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

SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Individuals and Groups:</b>  1.1.1 Examine the biological changes that take place in animals and plants during the growth process.	1.2.1 Measure lengths using instruments of varying ranges.  1.2.2 Compose a suitable aim for investigating changes in measurable physical characteristics that vary with growth.  1.2.3 Report procedures in logical sequence and appropriate language.	1.3.1 Show respect for the variations that exist among all forms of life.  1.3.2 Demonstrate self-assurance about their uniqueness.	1. Understand the changes that take place in plants and animals as they mature.	<ul style="list-style-type: none"> <li>• Represent the dimensions of plants and animals using metric units. (1.1.1, 1.2.1, 1.3.1)</li> <li>• Explain that as plants and some animals mature, their parts grow in size.               <ul style="list-style-type: none"> <li>○ height</li> <li>○ mass</li> <li>○ span</li> <li>○ girth</li> </ul>               (1.1.1, 1.2.1, 1.3.1)             </li> <li>• Differentiate between adults and their young. (1.1.1, 1.2.1, 1.3.1)</li> <li>• Formulate and test hypotheses. (1.1.1, 1.2.1, 1.2.2, 1.3.2)</li> <li>• Design and conduct experiments to investigate the physical changes which take place as plants grow. (1.1.1, 1.2.1, 1.2.2, 1.3.2)</li> </ul>

SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
2.1.1 Justify the need for eating healthy foods (balanced and natural).	1.2.4 Interpret recorded data  2.2.1 Extract information about ingredients and methods of food preparation from varied sources.	2.3.1 Exhibit self-control in choosing healthy options.  2.3.2 Be sensitive when discussing food related illnesses or challenges.	2a. Justify their choice of healthy foods.  2b. Exhibit sensitivity to individuals who suffer from food related illnesses or challenges.	<ul style="list-style-type: none"> <li>Report findings using logical sequencing and appropriate graphic organizers using:               <ul style="list-style-type: none"> <li>past tense,</li> <li>concise language, and</li> <li>third person.</li> </ul>               (1.1.1, 1.2.3, 1.3.2)             </li> <li>Interpret data on growing plants and animals. (1.1.1, 1.2.4, 1.3.2)</li> <li>Explain that healthy foods are impacted by               <ul style="list-style-type: none"> <li>ingredients used and</li> <li>method of preparation.</li> </ul>               (2.1.1, 2.2.1)             </li> <li>Select healthy foods from pictures and lists. (2.1.1, 2.2.1, 2.3.1)</li> <li>Defend their food choices. (2.1.1, 2.2.1, 2.3.1)</li> </ul>

SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>Demonstrate appropriate responses and behaviours to individuals who do not choose healthy food options. (2.3.2)</li> </ul>
<b>Form and Function:</b>  3.1.1 Investigate the properties of materials such as: <ul style="list-style-type: none"> <li>ability to transmit sound and light,</li> <li>absorbency</li> <li>strength, and</li> <li>conduction of heat and electricity.</li> </ul>	3.2.1 Measure temperature using a thermometer.  3.2.2 Formulate a hypothesis and select a workable method.  3.2.3 Interpret data to confirm or refute hypothesis.	3.3.1 Propose innovative recommendations.	3. Defend the choice of materials based on their properties.	<ul style="list-style-type: none"> <li>Design experiments to compare the properties of materials based on:               <ul style="list-style-type: none"> <li>ability to transmit:                   <ul style="list-style-type: none"> <li>sound and/or</li> <li>light;</li> </ul> </li> <li>absorbency;</li> <li>strength;</li> <li>conduction of                   <ul style="list-style-type: none"> <li>heat, and/or</li> <li>electricity.</li> </ul> </li> </ul>               (3.1.1, 3.2.1)             </li> <li>Use a thermometer correctly by immersing the bulb into liquid to be tested. (3.1.1, 3.2.1)</li> </ul>

SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.1 Investigate the factors that affect the stability of simple structures	3.2.4 Draw appropriate conclusion.  4.2.1 Explore possible modifications of simple structure to improve its stability.  4.2.2 Select the best solution.		4. Modify simple structures to improve their stability	<ul style="list-style-type: none"> <li>Formulate and test hypotheses on the most suitable material to be used in given situations. (3.1.1,3.2.2,3.2.3)</li> <li>Interpret data and draw appropriate conclusions from observations made. (3.1.1,3.2.3, 3.2.4)</li> <li>Propose innovative recommendations for improvement to apparatus/equipment. (3.1.1, 3.3.1)</li> <li>Create a stable simple structure with consideration of:               <ul style="list-style-type: none"> <li>choice of basic material;</li> <li>shape;</li> <li>width of base;</li> <li>overall height;</li> <li>placement of load; and</li> <li>centre of gravity. (4.1.1, 4.2.1)</li> </ul> </li> </ul>

SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	4.2.3 Evaluate the selected solution.			<ul style="list-style-type: none"> <li>Analyse simple structures and improve their stability by attempting to lower the centre of gravity.</li> </ul>
<b>Systems and Interaction:</b>  5.1.1 Differentiate between weather and climate.	5.2.1 Observe weather pattern over a period of time.  5.2.2 Chart the weather pattern in various locations.  5.2.3 Interpret inferences from data gathered.	5.3.1 Be proactive in preparing for extreme weather conditions (Natural Disasters).	5. Distinguish between weather and climate.	<ul style="list-style-type: none"> <li>Observe and record weather patterns using symbols. [5.1.1, 5.2.1]</li> <li>Explain the difference between weather and climate. [5.1.1, 5.2.1]</li> <li>Outline steps to prepare for extreme weather conditions. (5.1.1, 5.3.1)</li> </ul>

SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Conservation and Sustainability:</b>				
6.1.1 Differentiate between renewable and non-renewable sources of energy.	6.2.1 Construct operational definition of terms renewable and non-renewable from activities.	6.3.1 Demonstrate initiative in conserving electrical energy.	6. Assess uses of renewable and non-renewable energy.	<ul style="list-style-type: none"> <li>Understand that non-renewable energy stores are finite. (6.1.1, 6.2.1)</li> <li>Explain the difference between renewable and non-renewable energy. (6.1.1, 6.2.1)</li> </ul>
7.1.1 Investigate the Greenhouse Effect and its link to Global Warming.	7.2.1 Conduct demonstrations of the Greenhouse Effect.	7.3.1 Be accountable for their negative attitudes and behaviours towards the environment.	7. Differentiate between the Greenhouse Effect and the Enhanced Greenhouse Effect.	<ul style="list-style-type: none"> <li>Explain how the earth becomes warm as a result of the Greenhouse Effect. (7.1.1, 7.2.1)</li> <li>Draw and label diagrams to illustrate the Greenhouse Effect. (7.1.1, 7.2.1)</li> <li>Create models to illustrate the Greenhouse Effect. (7.1.1, 7.2.1)</li> </ul>



SCIENCE: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> <li>Explain how man's actions have created the Enhanced Greenhouse Effect. (7.1.1, 7.2.1, 7.3.1)</li> </ul>

# **Primary School Curriculum**

## **Social Studies**

### **Standard 4**

## **Rationale**

### **What Is Social Studies?**

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

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

### **Why Study Social Studies?**

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

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

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

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

## How Is Social Studies Structured?

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

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

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

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

- ask questions, gather information and background ideas, and examine relevant current issues
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions

- understand why some people participate in social actions
- reflect on and evaluate the understandings they have developed.

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

## SOCIAL STUDIES: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Media and Information</b> 1.1.1 Define media 1.1.2 Discuss the role and significance of the media in society. 1.1.3 Discuss how advertisements influence their behaviour and choices. 1.1.4 Recognize that freedom of the press is a constitutional right. 2.1.1 State the forms of technology for communication and information. 2.1.2 Link advances in	1.2 Analyse the coverage of stories reported across different media: <ul style="list-style-type: none"> <li>• electronic media</li> <li>• print media</li> <li>• social network sites, etc.</li> </ul> 2.2.1 Use modern technological systems	1.3.1 Understand that the right to freedom of speech comes with a responsibility. 1.3.2 Show curiosity in learning more about current issues. 1.3.3 Display an optimistic concern for local and national issues. 2.3.1 Examine how ICT influences the way one	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. 2. Understand that ICT influences how one	<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> <li>• Use a simple flow diagram to explain the communication process. [2.2.2, 2.3.1]</li> <li>• List three forms of</li> </ul>

SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>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>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>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>thinks and behaves and that one should exercise caution when using it.</p>	<p>technology for communication and information. [2.1.1, 2.2.1, 2.2.2]</p> <ul style="list-style-type: none"> <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>
<p><b>Understanding Change</b></p> <p>3.1.1 Identify changes the body</p>	<p>3.2.1 Speak</p>	<p>3.3.1 Appreciate the</p>	<p>3. Become aware of body</p>	<ul style="list-style-type: none"> <li>List five physical changes</li> </ul>

## SOCIAL STUDIES: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>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 contribute to a successful family life</p> <ul style="list-style-type: none"> <li>• physical and emotional</li> </ul>	<p>respectfully about body changes.</p> <p>3.2.2 Make appropriate decisions.</p>	<p>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 behaviour in boy/girl relationship.</p>	<p>changes and how to manage it in a healthy manner.</p> <p>4. Become aware of what is needed to establish a</p>	<p>that take place in the body as it matures. [3.1.1]</p> <ul style="list-style-type: none"> <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 factors that contribute to a successful family life. [3.1.3,3.3.5,3.3.6]</li> </ul>





SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
impact on relationships <ul style="list-style-type: none"> <li>• common cold</li> <li>• conjunctivitis</li> <li>• STIs</li> </ul> 3.1.6 State precautionary measures to avoid the spread of communicable diseases.	family. 3.2.4 Manage feelings	3.3.7 Empathise with affected persons.	a family over time.	[3.1.5] <ul style="list-style-type: none"> <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 Choices</b> 4.1.1 Articulate the major events in the political evolution of Trinidad and Tobago from Crown Colony to Republicanism.	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	4.3.1 Respect the choices of others.  4.3.2 Exhibit a sense of national pride as they learn about their country.	6. Develop an understanding of the political history of Trinidad and Tobago and how it contributed to the political system today.	<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</li> </ul>

SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<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>4.1.4 Outline the structure and function of government in Trinidad and Tobago.</p> <p>4.1.5 Differentiate amongst central and local government and</p>	<p>Republicanism.</p>	<p>4.3.3 Demonstrate ways of showing patriotism.</p>		<p>nation. [4.1.1]</p> <ul style="list-style-type: none"> <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 and Tobago became an independent nation. [4.1.1, 4.2]</li> <li>• Create and/or label a diagrammatic model of the structure of government in Trinidad and Tobago. [4.1.4]</li> </ul>

SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
the Tobago House of Assembly.				<ul style="list-style-type: none"> <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> </ul>
5.1 Recognize the significance of the national awards.				
6.1 Recognize the constitution as the supreme law of the land.		5.3 Develop a sense of pride in their country.	7. Develop a sense of national pride by recognizing the significance of the national awards.	<ul style="list-style-type: none"> <li>Name the four National Awards of Trinidad and Tobago. [5.1]</li> <li>Explain the significance of two National Awards [5.1, 5.3]</li> </ul>
7.1.1 Identify the four seasons.				<ul style="list-style-type: none"> <li>State, in a short paragraph, why there is a constitution in Trinidad and Tobago.</li> </ul>
7.1.2 Recognize the activities that are associated with each			8. Recognize the	

SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
season.	<p>7.2.1 Map the major climatic zones of the world.</p> <p>7.2.2 Use a map or globe to identify the hemispheres of the world.</p> <p>7.2.3 Use maps, atlases and globes to identify the major continents and oceans of the world.</p> <p>7.2.4 Map the major lines of latitude and</p>		<p>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 of the world using an atlas and a globe.</p>	<p>[6.1]</p> <ul style="list-style-type: none"> <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 earth: <ul style="list-style-type: none"> <li>the hemispheres</li> <li>the seven continents</li> <li>the oceans. [7.2.2, 7.2.3]</li> </ul> </li> <li>Locate and name the major lines of latitude on a map of the world. [7.2.4]</li> </ul>

SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>8.1.1 Know their rights as consumers.</p> <p>8.1.2 Understand the importance of personal budgeting.</p> <p>8.1.3 Familiarize themselves with the Office of the Ombudsman and the Consumer Affairs Division.</p>	<p>longitude on a map of the world.</p> <p>8.2 Create a personal budget</p>	<p>8.3 Make responsible decisions as consumers.</p>	<p>11. Know their rights as consumers and the institution available to protect their rights as consumers.</p>	<ul style="list-style-type: none"> <li>Name the main lines of longitude. [7.2.4]</li> <li>Name one institution that is responsible for the protection of the rights of the consumer. [8.1.1, 8.1.3]</li> <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</li> </ul>

SOCIAL STUDIES: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				being made. [8.1.2] <ul style="list-style-type: none"> <li>• State two or three considerations to be made when purchasing an item. [8.3]</li> </ul>

# **Primary School Curriculum**

**Spanish**

**Standard 4**

## **Rationale**

### **What is Learning Languages About?**

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

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

### **Why Study Another Language?**

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

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

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

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

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



development in other areas of study. Learning another language promotes competence in listening, speaking, reading and writing, and

fosters the development of higher order thinking skills.

### **How is Spanish Structured?**

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

Within any programme of language study, students learn about culture and the interrelationship between culture and language. They grow in confidence as they learn to recognize different elements of the belief systems of speakers of the target language. They become increasingly aware of the ways in which these systems are expressed through language and cultural practices. As they compare and contrast

different beliefs and cultural practices, including their own, they understand more about themselves and become more understanding of others.

The Spanish program at the primary level is designed to create enthusiasm, excitement and love for language study among learners. Students are introduced to Spanish through stories, games, interactive instruction, cultural activities, and music. The focus of the program is primarily, but not exclusively, on spoken language. Students engage in using Spanish in contexts that relate to their lives, and help them to develop awareness of how language affects culture and vice versa.

SPANISH: STANDARD 4			
CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
1.1.1. Outline ways in which Hispanic culture is being infused in contemporary Trinidad and Tobago.	1.2.1. Appreciate cultural diversity within Trinidad and Tobago.  1.2.2. Have a sense of identity.  1.2.3. Be open-minded to the culture of others.	1. Demonstrate an awareness and appreciation of the infusion of Hispanic culture into contemporary local culture.	<ul style="list-style-type: none"> <li>Identify aspects of Hispanic culture that are being infused into the contemporary culture of Trinidad &amp; Tobago. (<i>music, dance, food, sport (football), fashion, mannerisms</i>) [1.1.1]</li> <li>Display appreciation for other cultures. [1.1.1]</li> </ul>
2.1.1. Express, in Spanish, likes and dislikes of selected aspects of the Hispanic culture.  <i>((No)Me gusta ... la comida latina la ropa latina la música latina la lengua española el fútbol el baile latino</i>	2.2.1. Appreciate Hispanic culture.	2. Engage in conversations using simple Spanish structures.	<ul style="list-style-type: none"> <li>Use the Spanish structure '<i>Me gusta ....</i>' and '<i>No me gusta ....</i>' to express likes and dislikes related to Hispanic culture. [2.1.1]  <i>-I like (I don't like) Hispanic food, Hispanic clothes, Latin music, Spanish, football, Latin dance</i></li> </ul>
3.1.1. Name basic forms of media in	3.2.1. Engage in exploration of	3. Engage in conversations using	<ul style="list-style-type: none"> <li>Recite and recall the Spanish</li> </ul>

SPANISH: STANDARD 4			
CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Spanish.</p> <p><i>¿Qué media es?</i></p> <p><i>(la computadora, el internet, el sitio de web, la televisión, la televisión por cable, la radio, los diarios)</i></p> <p>3.1.2..State in Spanish how they use different forms of media.</p> <p><i>(Uso la computadora, Navego el internet, Veo la televisión, Escucho la radio, Leo los diarios)</i></p>	<p>language through comparing words of different languages.</p> <p>3.2.2. Be responsible when interacting with media.</p>	<p>simple Spanish structures.</p>	<p>words for media forms.</p> <p><i>(computer, internet, website, television, cable television, radio, newspaper)</i> [3.1.1]</p> <ul style="list-style-type: none"> <li>Use the first person Spanish verb forms + media-related nouns to say how they interact with different forms of media [3.1.2]</li> </ul> <p><i>(I use the computer, I surf the net, I watch television, I listen to the radio, I read newspapers)</i></p>
<p>4.1.1. Use ‘<b>There is more...</b>’ (<i>Hay más...</i>) to describe various changes to our world.</p> <p><i>(Hay más polución, tráfico, educación, información )</i></p>	<p>4.2.1. Be aware of and appreciative of global changes.</p> <p>4.2.2. Become a more caring and responsible citizen.</p>	<p>4. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> <li>Describe, in Spanish, major changes taking place in the world. [4.1.1]</li> </ul> <p><i>....more pollution, traffic, education, information)</i></p>
<p>5.1.1. Evaluate the importance of</p>	<p>5.2.1. Appreciate the importance</p>	<p>5. Understand and appreciate the</p>	<ul style="list-style-type: none"> <li>State the usefulness of foreign</li> </ul>

<b>SPANISH: STANDARD 4</b>			
<b>CONTENT/SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
learning foreign languages.	of other world languages.	importance of world languages within our global community.	language learning. [5.1.1] <ul style="list-style-type: none"> <li>Recognize the importance of world languages. [5.1.1]</li> </ul>

# **Primary School Curriculum**

## **Visual and Performing Arts**

### **Standard 4**

## **Rationale**

### **What Are The Visual & Performing Arts?**

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

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

### **Why Study The Visual & Performing Arts?**

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

promoting subject integration in the classroom. Arts programming enhances self-esteem and confidence, and provides a forum where spontaneity and risk-taking are encouraged and differences celebrated. Arts activities are a focus for social and cultural development. They embrace local, national, and international aesthetic and cultural expressions, promoting enjoyment and understanding of difference. They may also be a means to social change through the voices of individual identity and passion.

## How Are The Visual & Performing Arts Structured?

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

### **Dance**

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

### **Drama**

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

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

### **Music**

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

appreciate music. This enables them to develop aural skills and to value and understand the expressive qualities of music.


### **Visual Arts**


Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. Learning in Visual Arts begins with children's curiosity and delight in their senses and extends to communication of complex ideas and concepts. An understanding of visual culture is achieved through exploration of local and Caribbean contexts.

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


engage with a wider range of art experiences in increasingly complex ways. Art history provides students with some sense of the efforts of others to speak their culture.




VAPA: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Become aware of the variation of line, shape, texture, colour and tone in 3-dimensional work.	1.2.1 Produce models of media items using various materials.	1.3.1 Begin to discover their creativity.	1. Produce models of different media items.	<ul style="list-style-type: none"> <li>Produce one small model of a media item (e.g. cell phone, computer or television) using a variety of materials including boxes, paper, glue or bottle caps. (1.1.1, 1.2.1, 1.3.1)</li> </ul>
2.1.1 Understand that balance, repetition, contrast, pattern and rhythm can be used in creating 3-dimensional work.	2.2.1 Use a hanger and string to construct mobiles depicting models created.	2.3.1 Appreciate the elements and principles of design in creating objects.	2a. Construct mobiles using models created.	<ul style="list-style-type: none"> <li>Construct mobiles to be suspended from the classroom ceiling by using string to attach models to a hanger. (2.1.1, 2.2.1, 2.3.1)</li> </ul>

<b>VAPA: STANDARD 4</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
3.1.1 Understand that drawings and diagrams can be used to solve design problems and to clarify and develop ideas.	3.2.1 Create Narrative Drawings, cartoons or comic strips illustrating how change in technology impacts the Arts.	3.3.1 Become responsive to change and its impact.	3. Create a Narrative Drawing, cartoon or comic strip.	<ul style="list-style-type: none"> <li>Create a Narrative Drawings, cartoon or comic strip of 4-5 panels using appropriate lettering and illustrations to show how change in technology impacts the Arts. (3.1.1, 3.2.1, 3.3.1)</li> </ul>
				
1.1.1 Gain an understanding of the elements of a production (presentation, costume, characterization, dance, music and staging).	1.2.1 Identify the elements of a dance production.	1.3.1 Appreciate and assess performances.	1a. Identify features integral to a dance performance.  1b. Critique dance performances.	<ul style="list-style-type: none"> <li>View 2-3 dance performances and identify at least three important features (e.g. number of dancers, type of space, costuming, lighting, accompaniment, impact of</li> </ul>

<b>VAPA: STANDARD 4</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
				performance).(1.1.1, 1.2.1) <ul style="list-style-type: none"> <li>• Critique the performances viewed, giving at least three supporting statements.(1.1.1,1.3.1 )</li> </ul>
2.1.1 Offer solutions to various social problems through movement exploration.	2.2.1 Combine movement and language to comment on social issues.	2.3.1 Develop confidence in articulating ideas.	2. Use interpretive movement to highlight and comment on social issues.	<ul style="list-style-type: none"> <li>• Create a 1-2 minute narrative dance piece depicting one social issue featured in the local newspapers (flooding, crime, child abuse).(2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Understand the protocol of performance – preparation, teamwork and	3.2.1 Perform at a school or public event.	3.3.1 Develop discipline and confidence.	3. Practise proper performance behaviour.	<ul style="list-style-type: none"> <li>• Exhibit appropriate behaviour before, during and after performances by</li> </ul>

VAPA: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>presentation.</p> <p>3.1.2 Make connections between role and performance.</p>				<p>attending regular rehearsals with a positive attitude, giving their best on stage and assisting with post-performance activities (e.g. packing and storing costumes). (3.1.1, 3.1.2, 3.2.1, 3.3.1)</p>
				
<p>1.1.1 Demonstrate a deeper understanding of the process involved in creating a portfolio.</p>	<p>1.2.1 Select articles, advertisements and pictures to be placed in their portfolios and used in the development of a scenario.</p> <p>1.2.2 Develop a scenario based on articles, advertisements, and pictures collected in</p>	<p>1.3.1 Work towards an agreed goal.</p>	<p>1a. Develop a scenario based on articles, advertisements, and pictures collected in their drama portfolio.</p>	<ul style="list-style-type: none"> <li>In small groups, create and present one scenario from information collected from articles, advertisements and pictures. (1.1.1, 1.2.1, 1.2.2, 1.3.1)</li> </ul>

<b>VAPA: STANDARD 4</b>				
<b>CONTENT</b>	<b>SKILLS</b>	<b>DISPOSITIONS</b>	<b>OUTCOMES</b>	<b>ELABORATIONS</b>
Students will:				
	their drama portfolio.			
2.1.1 Recognize the elements of a production/ presentation. (e.g. costume, characterization, dance, music and staging).	2.2.1 Investigate through research the elements of a production.	2.3.1 Develop critical thinking skills.	2. Investigate the elements of a production.	<ul style="list-style-type: none"> <li>State any three production elements observed in a live/recorded presentation/production and give a brief explanation of each. (2.1.1, 2.2.1, 2.3.1)</li> </ul>
3.1.1 Demonstrate an understanding of the techniques involved in sculpting and mirroring using bodies.	3.2.1 Develop techniques of consistency in mirroring and sculpting.	3.3.1 Develop a sense of accomplishment through teamwork..	3a. Create a sculpted piece. 3b. Mirror movements	<ul style="list-style-type: none"> <li>Working in pairs, use bodies to create a sculpted piece based on theme given. (3.1.1, 3.2.1, 3.3.1)</li> <li>Working in pairs, mirror 4-6 body movements done by a partner, paying close attention to detail.</li> </ul>

VAPA: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[3.1, 3.2, 3.3]
				
1.1.1 Analyse popular musical genres from the Caribbean.	1.2.1 Aurally identify characteristic rhythmic and melodic patterns of popular musical genres in the Caribbean.	1.3.1 Develop critical thinking skills.	1. Aurally identify characteristic rhythmic and melodic patterns of popular musical genres in the Caribbean.	<ul style="list-style-type: none"> <li>Clap/tap/play characteristic rhythmic patterns of popular Caribbean musical genres. (1.1.1, 1.2.1, 1.3.1)</li> <li>Sing/play characteristic melodic patterns of popular Caribbean musical genres. (1.2.1)</li> </ul>
2.1.1 Recognize form (structure) in music.	2.2.1 Identify the form of familiar and unfamiliar musical excerpts.		2. Analyse selected aural musical excerpts to identify the form.	<ul style="list-style-type: none"> <li>Identify the form (structure) of 8-10 musical excerpts as being <i>call and response</i>, <i>verse and</i></li> </ul>

VAPA: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<i>chorus or solo/chorus.</i> (2.1.1, 2.2.1, 1.3.1) <ul style="list-style-type: none"> <li>Classify 8-10 selected pieces according to Form (Call and Response, Verse and Chorus, Solo/Chorus). (2.1.1, 2.2.1, 1.3.1)</li> </ul>
3.1.1 Understand how musical concepts and elements can be combined to create and document short pieces.	3.2.1 Compose pieces using melodic instruments.  3.2.2 Document their compositions using varied media.	3.3.1 Develop self –esteem.	3. Compose and document short pieces of music.	<ul style="list-style-type: none"> <li>Compose and perform short pieces of music on melodic instruments using proper technique and tone. (3.1.1, 3.2.1)</li> <li>Document composition using varied media (e.g. recording, videotaping, and invented notation). (3.1.1, 3.2.2)</li> </ul>

VAPA: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
4.1.1 Recognize how correct breathing and expression contribute to good singing.	4.2.1 Sing nation building songs and songs from other Caribbean islands.  4.2.2 Sing independently and in groups.		4. Sing nation building songs and songs from other Caribbean islands.	<ul style="list-style-type: none"> <li>Sing nation building songs and songs from other Caribbean islands with correct breathing, appropriate expression and &gt;80% pitch accuracy, both independently and in groups. [4.1, 4.2.1, 4.2.2]</li> </ul>
5.1.1 Become aware of the different melodies contained in two-part songs.	5.2.1 Play two-part pieces by rote.  5.2.2 Become more competent on melodic instruments.		5. Play two-part pieces by rote on melodic instruments.	<ul style="list-style-type: none"> <li>Perform simple two-part pieces by rote on melodic instruments using proper technique and with &gt;80% rhythmic and pitch accuracy. (5.1.1, 5.2.1, 5.2.2)</li> </ul>



# **Primary School Curriculum**

## **Values, Character and Citizenship Education**

### **Standard 4**

## Rationale

### What is VCCE?

Values, Character and Citizenship Education (VCCE) is a sequenced set of learning experiences designed to help the student grow, develop and master values and concepts that are relevant for a 21st century caring, responsible citizen of our interdependent world. Values, Character, and Citizenship education inculcates in students positive dispositions valued by society. These dispositions empower them to

make informed moral decisions, to be responsible and caring citizens and to practise socially helpful behaviour. Values, Character, and Citizenship Education incorporates beliefs and attitudes which contribute positively to the enrichment of the culture in which an individual resides and extends to the global community.

### Key Terms in VCCE

**Disposition:** A tendency to act in a specific way

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

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

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

## Why Study Character Education?

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

To facilitate the development in every young person the basic characteristics of *trustworthiness, respect, responsibility, fairness, caring and citizenship* requires an intentional approach to teaching and

learning. These attributes are not only taught but required as part of the whole learning environment within the school and classroom. Such a program must be multidimensional to help students as citizens to think and act in ways that preserve and respect our heritage and protect our future. While enjoying a range of rights and privileges, a concomitant sense of identity and responsibility must be developed. The family, school and community must partner to address these challenges.

## How is the VCCE Structured?

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

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

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

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

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

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Trustworthiness: Communication &amp; Trust</b>  1.1.1 Describe elements of effective communication.          <b>Acceptable Disclosure</b>  1.1.1 Know when it is acceptable to disclose 'secrets' and to whom 'secrets' should be disclosed.          <b>Acceptable Disclosure</b>	1.2.1 Apply principles of effective communication to build and maintain trust within relationships with 1) peers and those in authority.          2.2.1 Assess the advantages and disadvantages of displaying loyalty to one's peers.	2.3.1 Display integrity of character.	1. Demonstrate an understanding of the ways in which effective communication helps to maintain trust within relationships.          2. Act with integrity and discretion.	<ul style="list-style-type: none"> <li>Describe four (4) elements of effective communication. (1.1.1)</li> <li>Evaluate the ways in which the elements of effective communication can be used to build trust. Think carefully of:               <ul style="list-style-type: none"> <li>➤ what is said;</li> <li>➤ how it is said;</li> <li>➤ when it is said; and</li> <li>➤ to whom it is said. (1.1.1, 1.2.1)</li> </ul> </li> <li>Assess situations to determine whether or not secrets should be disclosed. (2.1.1)               <ul style="list-style-type: none"> <li>• Would anyone be hurt or negatively affected if I keep this to myself?</li> </ul> </li> <li>Recognise that persons with whom they associate affect their reputation and the level of confidence others put in them. (2.2.1)</li> <li>Be consistently sincere when sharing information. (2.3.1)</li> </ul>

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		<p>1.3.1 <i>Display integrity of character</i><sup>1</sup></p> <p>3.3.1 Be more discerning when choosing friends or companions.</p>	<p>2. <i>Act with integrity and discretion</i></p>	<ul style="list-style-type: none"> <li>Be selective with respect to persons with whom they associate. (3.3.1) <ul style="list-style-type: none"> <li>Treat every person with respect yet associate with persons who encourage them to do what is good and right.</li> </ul> </li> </ul>
<p><b>Fairness: Impartiality in decision-making</b></p> <p>4.1.1 Identify processes that can be used to make well informed and impartial decisions.</p> <p><b>Impartiality in decision-making</b></p> <p><b>Fairness: Advocacy and</b></p>	<p>4.2.1 Gather and interpret data from a range of sources before giving their own opinions on matters of local, regional and global interest.</p> <p>4.2.2 Use the steps of decision-making processes competently.</p>	<p>4.3.1 Demonstrate an increased capacity for considering multiple perspectives on an issue before making judgements.</p>	<p>3. Demonstrate an understanding of impartiality.</p> <p>4. Demonstrate a basic understanding of advocacy and social injustice.</p>	<ul style="list-style-type: none"> <li>Describe four (4) ways in which to make informed and impartial decisions. (4.1.1)</li> <li>Discuss, in one paragraph, one (1) process that can be used for making decisions. (4.2.1, 4.2.2)</li> <li>Define in 2-3 sentences the terms: “advocacy” and “social injustice”. (5.1.1)</li> <li>Describe three (3) ways in which</li> </ul>

<sup>1</sup>The statement has been repeated from the previous page to facilitate referencing.

**V.C.C.E.: STANDARD 4**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>social justice</b>  5.1.1 Identify situations in which they can display courage to ensure fair treatment of others.	5.2.1 Influence others to be courageous in helping others.	5.3.1 Exhibit concern for persons who have been treated unfairly and display willingness to advocate for the rights of such persons.  5.3.2 Display greater level of sensitivity to issues of social injustice that may have occurred at the local, regional and global levels.	5. Act fairly and display sensitivity to others who need support.	persons can advocate for others. (5.1.1)  <ul style="list-style-type: none"> <li>Consider the views of others when making decisions. (4.3.1)</li> <li>Defend the rights of peers who have been treated unfairly.(5.2.1, 5.3.1, 5.3.2)</li> <li>Initiate and participate in activities geared to help persons who are challenged by social issues. (5.3.1)</li> </ul>
<b>Respect for the right to privacy</b>  6.1.1 Recognise that each person has a right to privacy.		6.3.1 Demonstrate willingness to consider the implications of using social media	6. Demonstrate an understanding of the “right to privacy” and what it entails.	<ul style="list-style-type: none"> <li>Describe three (3) ways in which other persons’ “right to privacy” can be respected. (6.1.1)</li> <li>Discuss three (3) ways in which persons’ right to privacy can be respected while using social media. (6.3.1)</li> </ul>

**V.C.C.E.: STANDARD 4**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<b>Respect for self and others</b>  7.1.1 Detail ways in which persons can respect themselves and others.	7.2.1 Respect self and others during exchanges via social media.  7.2.2 Justify the need for self-respect and respect for others.	to circulate personal information about others.  7.3.1 Demonstrate healthy respect for self through their attitudes and behaviour.  7.3.2 Demonstrate a healthy respect for persons from other places.	7. Demonstrate deepening understanding of respect for self and others.          8. Respect self and others	<ul style="list-style-type: none"> <li>• Describe three (3) ways in which respect for self and others can be shown. (7.1.1)</li> <li>• Cite three (3) ways in which respect for self and others can be maintained while using social media. (7.2.1)</li> <li>• Explain why respect for self and others is important. (7.2.2)</li> <li>• Use positive language to refer to themselves and others. (7.3.1, 7.3.2)</li> </ul>
<b>Caring: Considerate Use of Media</b>  8.1.1 Describe ways in which they can demonstrate consideration for others while using the media.	8.2.1 Discuss ways in which consideration can be shown for others while using the media.  8.2.2 Use their understanding of caring to apply to their behaviours and	8.3.1 Share ideas that will assist in helping others.  8.3.2 Be considerate of others when using the media.	9. Demonstrate understanding of the ways in which the media can be used with due consideration for others.	<ul style="list-style-type: none"> <li>• Describe three (3) ways in which media can be used responsibly.(8.1.1)               <ul style="list-style-type: none"> <li>➤ Share the truth about situations without using hurtful or ‘demeaning’ language. (8.2.1, 8.2.2, 8.3.2)</li> <li>➤ Consider what needs to be shared. (8.3.1)</li> <li>➤ Maintain respect for persons’ right to privacy. (8.3.2)</li> </ul> </li> </ul>



**V.C.C.E.: STANDARD 4**

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	actions towards others.			
<b>Responsibility &amp; Change</b>  9.1.1 Understand that change is unavoidable.	9.2.1 Recommend ways to deal with change.  9.2.2 Reflect on adjustment to change.	10.3.1 Make responsible choices for various situations- e.g., when selecting music, websites, print, etc.	10. Demonstrate understanding of ways in which to cope with change.  11. Give simple justifications for responsible choices.  12. Make responsible choices.	<ul style="list-style-type: none"> <li>• Describe ways in which to cope with change: (9.1.1, 9.2.1, 9.2.2)               <ul style="list-style-type: none"> <li>➤ Seek advice from more experienced persons;</li> <li>➤ Acquire relevant knowledge and skills; or</li> <li>➤ Develop “staying calm” strategies.</li> </ul> </li> <li>• Detail three (3) consequences of poor choices. (10.2.1)</li> <li>• Describe three (3) benefits of responsible choices. (11.2.1)</li> <li>• Devise a system for making responsible choices re use of websites, music and print. (10.3.1, 12.2.1)</li> <li>• Listen to and view material that is age appropriate. (12.2.1)</li> </ul>
<b>Responsibility &amp; Change</b>  11.2.1 Justify choices they make 1) at Home 2) at School 3) at Church 4) within the community.	10.2.1 Examine consequences of choices they 1) make 2) plan to make 3) made.			
	12.2.1 Develop criteria for			

V.C.C.E.: STANDARD 4				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	determining the appropriateness of websites, music and print, etc.			
<b>Citizenship- Rights vs. Responsibilities: Social Justice</b>  13.1.1 Recognise that all citizens have a right to justice.  11.1.1 Outline options that are available to citizens for seeking redress when their rights have been infringed.  15.1.1 Begin to understand that as they grow their responsibilities as citizens will increase.	15.2.1 Use the media to become and stay an informed citizen.	13.3.1 Appreciate the role played by advocates for social justice.  15.3.1 Begin to consider the ways in which individual choice affects the community and the wider society.	13. Demonstrate an understanding of behaviours displayed by good citizens.	<ul style="list-style-type: none"> <li>•Discuss three (3) ways in which persons can seek redress for wrongs committed against them. (13.1.1, 14.1.1)               <ul style="list-style-type: none"> <li>○ Write letters</li> <li>○ to the media,</li> <li>○ to Member of Parliament,</li> <li>○ Write petitions,</li> <li>○ Lobby public through legal means,</li> <li>○ Get Trade Unions involved.</li> </ul> </li> <li>•Recommend two (2) ways in which social injustice can be effectively dealt with. (14.1.1)</li> <li>•Describe three (3) responsibilities that they may later have as teenagers and adults. (15.1.1)</li> <li>•Use the print and electronic media to access information and to share useful information. (15.2.1)</li> <li>•Describe three (3) ways in which individual choices can affect others.(13.3.1, 15.3.1 )</li> </ul>

## V.C.C.E.: STANDARD 4 GLOSSARY

Trustworthiness	<p><b>Trustworthiness: Being worthy of another's trust or confidence.</b></p> <p><i>When you are trustworthy, others believe they can depend on you to be truthful and that they can rely on you to try always to say and do the right thing.</i></p>
Fairness	<p><b>Fairness: Dealing objectively (and impartially) with challenging situations.</b></p> <p><i>When you are fair you consider the needs of others when making decisions.</i></p>
Respect	<p><b>Respect: Regard or concern for one's well-being and that of others.</b></p> <p><i>We can show respect for persons and their culture in order to build and maintain healthy relationships.</i></p>
Caring	<p><b>Caring: Feeling and showing concern and empathy for others. Having compassion.</b></p> <p><i>When you are a caring person you do things to keep yourself and others safe and healthy.</i></p>
Responsibility	<p><b>Responsibility is the characteristic that is based on obligation. A person who is responsible:</b></p> <ul style="list-style-type: none"> <li>• <b>Contributes to the good of the whole;</b></li> <li>• <b>Sets goals and aims to achieve them;</b></li> <li>• <b>Accepts and fulfils commitment;</b></li> <li>• <b>Is dependable; and</b></li> <li>• <b>Takes responsibility for his/her actions.</b></li> </ul>
Citizenship	<p><b>Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.</b></p> <p><i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i></p>