

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

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

STANDARD 5

**Curriculum Planning and Development Division
2013**

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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

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Primary School Curriculum

Agricultural Science

Standard 5

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 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.1 Evaluate how local issues affect agriculture at the national and/or international level.	1.2.1 Use ICTs or other media to communicate information on local issues that affect agriculture.	<p>1.3.1 Become aware of local issues that affect agriculture.</p> <p>1.3.2 Sensitize others about the impact of local issues on agriculture.</p> <p>1.3.3 Enjoy using ICTs to communicate information on local issues that affect agriculture.</p>	<p>1a. Tell how a local issue affects agriculture at a national and/or international level using any form of media.</p> <p>1b. Converse fluently about local issues that affect agriculture at a national and/or international level.</p> <p>1c. Make others alert to issues that affect agriculture.</p> <p>1d. Enjoy use of print or electronic media to communicate information about issues affecting agriculture.</p>	<ul style="list-style-type: none"> Communicate findings on how a local issue affects agriculture at a national and/or international level (1.1.1) Present findings on a local issue that affects agriculture nationally and/or internationally, using ICTs or any other form of media (1.2.1) Demonstrate knowledge of issues by responding, in an unrehearsed manner, to questions about a local issue that affects agriculture (1.3.1) Sensitize others about the impact of a local issue that affects agriculture (1.3.2) Enjoy using ICTs and other media to communicate information on an issue that affects agriculture (1.3.3)

Primary School Curriculum

English Language Arts

Standard 5

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

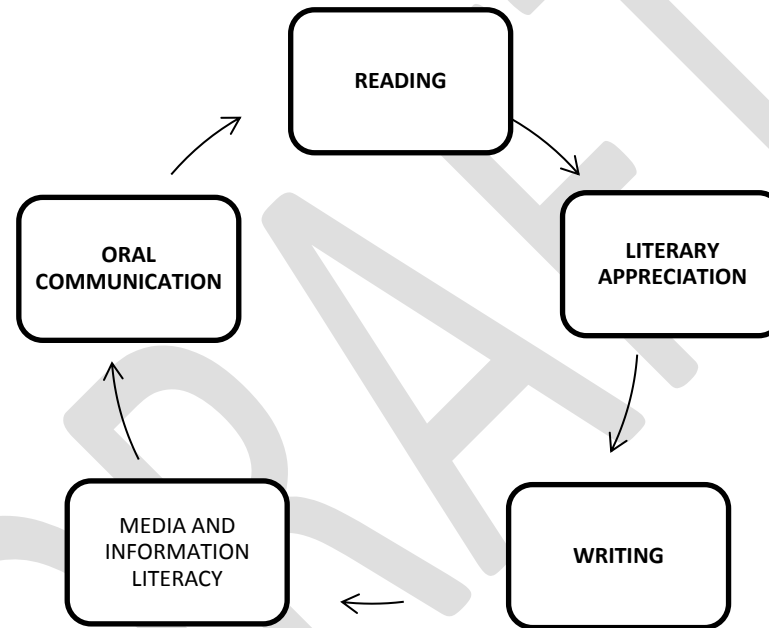


Fig. 1

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 FIVE

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 language awareness knowledge of 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 appropriate-level 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.

WRITING

- Demonstrate knowledge of punctuation marks and capitalization.
- Demonstrate knowledge of spelling rules.
- Understand the appropriate use of the different types of vocabulary in context.
- Demonstrate knowledge of grammar rules
- Demonstrate knowledge of the different genres to write narrative descriptive pieces.
- Demonstrate knowledge of expository writing to write expository pieces using the process approach writing.
- Demonstrate an understanding of reflective writing to write reflective pieces.
- Demonstrate explicit awareness of the Creole and Standard English patterns in their writing for transformation.

MEDIA AND INFORMATION LITERACY

- Demonstrate an understanding of a variety of media texts.
(e.g., audio, visual, audio-visual, print, and electronic/digital text)
- Identify selected media forms and explain how they are used to create meaning.
(e.g., media texts designed to reach a very wide audiences: signs, posters, billboards, movies, television, informational audio broadcasts)
- Create a variety of media texts for different purposes and audiences.
(e.g., a mock television commercial for a favourite cereal, toy, or book; a radio or television news broadcast about a topic - such as water pollution - from a cross-curricular unit of study)
- Reflect on and identify their strengths as media interpreters and creators.

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Oral Communication 1.1.1 Know ways of interacting with a range of aural aesthetic stimuli for enjoyment. 1.1.2 Know skills of oral expression applicable to level.	1.2.1 Use different genres of poetry and oral tradition stories to develop appreciation of language and Literature. 1.2.2 Speak and perform for wider school audiences with appropriate pronunciation and enunciation. 1.2.3 Speak with attention to Standard English pronunciation. 1.2.4 Articulate emotional and intellectual responses to a variety of aural stimuli.	1.3.1 Be appreciative, critical, creative and expressive communicators. 1.3.2 Be comfortable to speak to and perform for an audience.	1. Demonstrate mastery in oral communication.	1. Perform: <ul style="list-style-type: none"> 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] use listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1] use the “5Ws+H” and graphic organizers to help gain and express meaning from texts [2.1.2, 2.2.2] answer three literal, two inferential and two

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>evaluative questions about texts [2.1.2, 2.2.2]</p> <ul style="list-style-type: none"> • identify one main idea from audio-visual texts and three to five supporting details [2.2.2] • articulate a summary statement for audio-visual texts presented [2.2.2] • discuss the speaker's intention in conveying messages using facts from the piece presented [2.2.2] • discuss speaker's bias in appropriate-level persuasion pieces [2.2.2] • share personal opinions on pieces presented and give positive attention to the work of peers

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[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 understand the messages 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>2.3.2 Be creative.</p> <p>2.3.4 Be risk-takers.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>2.2.2 Discuss the message of aural stimuli by asking and answering "5Ws+H" questions to make meaning, including:</p> <p>a. Main idea, supporting details and summary statements.</p> <p>b. Use and effects of facts and opinions.</p> <p>c. Speaker's intention/purpose, motivation (including speaker bias).</p>			
<p>3.1.1 Know how to use strategies that assist in simultaneous listening and analysing activities.</p> <p>3.1.2 Know that a message should be analysed before its acceptance.</p>	<p>3.2.1 Take notes after listening.</p> <p>3.2.2 Ask pertinent questions.</p>	<p>3.3.1 Be critical listeners.</p> <p>3.3.2 Be polite in expressing different points of</p>	<p>2. Demonstrate the ability to use strategies to evaluate different types of messages received.</p>	<p>2. Take notes relevant to the topic given, highlighting important points. [3.1.1, 3.2.1, 3.2.3, 3.3.1]</p> <ul style="list-style-type: none"> question what is heard, make value judgments

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>3.2.3 Highlight important points relevant to a given topic.</p> <p>3.2.4 Present alternative points of view.</p> <p>3.2.5 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> <ul style="list-style-type: none"> • Advertisements • Political speeches <p>3.2.7 Ask questions to assess the reliability of claims or arguments made.</p>	<p>view.</p> <p>3.3.3 Be tolerant of others points of view.</p> <p>3.3.4 Be competent analysers of messages.</p>		<p>as it relates to self, and form opinions [3.1.2, 3.2.2, 3.2.8, 3.2.9, 3.2.10, 3.3.4]</p> <ul style="list-style-type: none"> • express point-of-view with politeness [3.2.4, 3.3.2, 3.3.3] • discuss varying points of view [3.2.4, 3.2.5, 3.2.7] <p>Evaluate the choice and suitability of words used for persuasion, fact and opinion in:</p> <ul style="list-style-type: none"> • advertisements • political speeches [3.2.6, 3.3.4] • analyse other influences that make the message of advertisements and political speeches appealing [3.2.9]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>3.2.8 Consider the influence of perspective, motivation and medium of a message on its meaning.</p> <p>3.2.9 Make judgments of what is heard by assessing the message's strengths and weaknesses.</p> <p>3.2.10 Form and articulate opinions about what is heard and how it is said to approve or disprove claims.</p>			
<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</p>	<p>4.2.1 Follow and provide complex directions and instructions.</p> <p>4.2.2 Use appropriate verbal and non-verbal language features to</p>	<p>4.3.1 Be courteous when interacting with others.</p> <p>4.3.2 Be confident and competent</p>	<p>3. Demonstrate an understanding and appreciation of the Creole and Standard English.</p>	<p>3. Follow and provide:</p> <ul style="list-style-type: none"> • more complex instructions and directions in Standard English [4.1.1, 4.2.1, 4.2.3]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Standard English.</p> <p>4.1.3 Know the conditions and criteria necessary to code-switch between Creole and Standard English.</p> <p><i>See writing strand for sentence structures at this level</i></p>	<p>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 interactions including conversations, speeches and presentations.</p> <p>4.2.5 Distinguish between Creole and Standard English languages based on phonology, morphology and syntax.</p> <p>4.2.6 Code-switch between Creole and Standard English based on purpose, audience and topic.</p>	<p>speakers and performers.</p> <p>4.3.3 Be proud and respectful of Creole as a language.</p> <p>4.3.4 Be confident in using Standard English.</p>	<p>4. Communicate orally in Standard English.</p>	<ul style="list-style-type: none"> 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] <p>4. 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]</p>

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Reading 5.1 Apply appropriate phonic skills and strategies in reading.	5.2.1 Read grade level texts independently. 5.2.2 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. 5.2.3 Apply phonics to read and spell new words.	5.3.1 Be proficient readers. 5.3.2 Be proud of their accomplishments in applying phonic skills to new contexts.		
6.1 Select words to express deeper meaning in speaking, reading and writing.	6.2.1 Determine the meaning of words used in descriptive and factual language. 6.2.2 Apply multi-	6.3.1 Be creative in using vocabulary knowledge in different contexts.	5. Apply vocabulary skills to demonstrate understanding of texts.	5. Use: <ul style="list-style-type: none"> reading strategies to activate prior knowledge in pre-reading [6.1]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>meaning words in technical vocabulary in speaking, writing and reading in context.</p> <p>6.2.3 Interpret metaphor, analogy, and connotative language.</p> <p>6.2.4 Demonstrate the meaning of figurative language in all genres.</p> <p>6.2.5 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p>	<p>6.3.2 Be Respectful of peers' attempts in applying vocabulary knowledge.</p> <p>6.3.3 Be confident in using vocabulary knowledge in different contexts.</p>		<ul style="list-style-type: none"> • use picture, word, definition and context clues to infer meanings in context and apply in speaking, reading and writing [6.1, 6.2.5] • apply familiar vocabulary to gain understanding of texts and to develop a more sophisticated vocabulary bank [6.2.3, 6.2.5] • 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] • apply knowledge of vocabulary to answer

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>questions orally and in writing, and to demonstrate the meaning of figurative language [6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5]</p> <ul style="list-style-type: none"> • determine the contextual meaning of words and phrases in descriptive and factual texts [6.2.1] • examine and interpret metaphor and analogy relationships in texts [6.2.3] • interpret the connotative meanings of familiar and new words contextually [6.2.3] • explore figurative meanings in context [6.2.4] • verify meanings of new

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				words using dictionary and thesaurus [6.1, 6.2.5]
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>7.2.4 Develop a love for reading a range of</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 Be supportive of peers as they read a variety of texts.</p>	6. Demonstrate proficiency in using appropriate word attack skills to read fluently and monitor meaning from a variety of level-appropriate texts.	<p>6. Select:</p> <ul style="list-style-type: none"> appropriate word attack skills to read literary texts [5.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 7.2.3] 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, 7.2.4] read common high-frequency words with automaticity [5.1, 7.2.1] select level-appropriate

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	genres.			<p>comprehension strategies to decode new words in context and adjust reading to make and monitor meaning [7.1, 7.2.3]</p> <ul style="list-style-type: none"> display a passion for reading and sharing [7.2.4]
8.1 Apply appropriate reading comprehension skills and strategies as strategic and critical thinkers.	<p>Use reading comprehension skills and strategies independently to:</p> <p>8.2.1 Respond to and ask literal and inferential questions based on a given stimulus.</p> <p>8.2.2 Identify key words when scanning texts to establish relevance.</p> <p>8.2.3 Understand that texts have purposes and</p>	<p>8.3.1 Be critical and creative thinkers.</p> <p>8.3.2 Be empowered to express ideas, thoughts and feelings.</p> <p>8.3.3 Be confident in sharing ideas with different audiences.</p> <p>8.3.4 Be tolerant</p>	7. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.	<p>7. Activate:</p> <ul style="list-style-type: none"> prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.1, 8.2.9] give the purpose of all texts presented and discuss possible audiences for them [8.2.3] identify key words when scanning texts [8.2.2]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>are written for audiences.</p> <p>8.2.4 Identify main idea and supporting details from text.</p> <p>8.2.5 Demonstrate an understanding of supporting details and show their relationship to text.</p> <p>8.2.6 Apply knowledge of inference and deduction to identify cause and effect relationships in texts.</p> <p>8.2.7 Use metacognitive strategies to clarify meaning in text e.g., rereading, visualizing, thinking about the text, before, during and after reading strategies.</p>	<p>of differences of opinions.</p>		<ul style="list-style-type: none"> generate questions about the main idea/event/message of the text using pictures/illustrations and other stimuli [8.2.1, 8.2.7, 8.2.9, 8.2.10] state one main idea/message with supporting details [8.2.4, 8.2.7] analyse simple details from key words and represent in graphic organizers [8.2.2, 8.2.11] apply knowledge of inference and deduction to show cause/effect relationships in texts [8.1, 8.2.6] present preferred account/event/point-of-view in texts in a

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>8.2.8 Express preferences and support their views by reference to texts.</p> <p>8.2.9 Make text-to-self, 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>variety of ways and support personal views with reference to the text [8.2.7, 8.2.8, 8.2.12]</p> <ul style="list-style-type: none"> locate information in texts using the glossary and bibliography [8.1] answer at least two literal, three inferential and three evaluative questions orally and in writing from texts presented [8.2.1]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Literary Appreciation 9.1 Know how to apply critical literacy skills. •Point-of-view •“5Ws+H” Questioning for meaning of text •Compare and contrast •Close reading(literary devices, figures of speech, tone, style, imagery)	9.2.1 Produce own figurative language based on context and content. 9.2.2 Express points-of-view. 9.2.3 Compare and contrast similar themes presented in two different literary texts. 9.2.4 Discuss own ideas and opinions about characters and events in literary texts.	9.3.1 Be appreciative of the use of tone, style, imagery and language. 9.3.2 Be respectful of the differences with others’ points-of-view.	8. Demonstrate understanding of literary texts in the analysis of elements of stories and poems.	8. Use close reading of passages to look for: <ul style="list-style-type: none"> • key words and phrases • repetitions, contradictions, and similarities • answers to some of their own questions • literary devices • figures of speech • tone, style and imagery [9.1.1] • discuss the writer’s point-of-view and give own point-of-view [9.1.1, 9.2.2, 9.3.2]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> draw their own conclusion and infer meaning as they relate to the story[9.1.1, 9.2.4] compare a similar theme and how the author treats with it in two different texts [9.1.1, 9.2.3] identify figures of speech in poems and produce own based on context and content [9.1, 9.2.1] compose own poems and stories [9.2.1] show appreciation for the value of literature [9.3.1, 9.3.2]
Writing 10.1 Know and apply rules of punctuation and capitalization to use in and edit writing.	10.2 Use punctuation marks and capital letters correctly in writing.	10.3 Be competent in the use of punctuation marks and capital		

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		letters.		
11.1 Know and apply spelling rules to spell words correctly in their writing. <ul style="list-style-type: none"> • Syllabication rules • Phonics • Inflectional Endings 	11.2 Apply spelling rules when writing.	11.3 Be competent in the application of the rules of spelling.		
12.1 Know how to use the different types of vocabulary across content areas.	12.2 Use the different types of vocabulary in context across content areas: <ul style="list-style-type: none"> a) Technical terms b) Synonyms c) Antonyms d) Homophones e) Homographs f) • Words with multiple-meanings 	12.3 Be knowledgeable about the different types of vocabulary and their usage in text.		
13.1 Know and apply grammatical rules to writing and editing	13.2 Apply rules: <ul style="list-style-type: none"> a) of subject and verb agreement b) appropriate use of tense c) correct usage of parts of speech 		9. Demonstrate pride in one's ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	9. Recognize: <ul style="list-style-type: none"> • the function of and use parts of speech with correct verb tense and concord in all writing across the curriculum

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[13.1, 13.2]</p> <ul style="list-style-type: none"> • apply all taught punctuation marks and capitalization rules to writing [10.1, 10.2] • edit capitalization, punctuation, concord, choice of vocabulary and spelling in own sentences using simple class generated checklist [10.1, 10.2, 10.3] • use vocabulary knowledge across the curriculum [12.1, 12.2, 12.3] • spell high frequency words and by applying rules taught[11.1, 11.2, 11.3]
14.1 Know and apply the elements of story writing.	14.2.1 Compose narrative descriptive pieces in the different	14.3 Be creative in their writing.	10. Apply knowledge of the traits of writing and the writing	<p>10. Apply:</p> <ul style="list-style-type: none"> • the process approach to

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	genres: a) Stories b) Poems c) Songs d) Scripts 14.2.2 Applying the process approach to writing.		process to create simple written pieces from various literary genres.	writing simple narrative-descriptive pieces (stories, songs, poems, scripts) and expository pieces (reports, instructions, directions) [10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 12.1, 12.2, 13.1, 13.2, 13.3, 14.1, 14.2.1, 14.2.2, 14.3, 15.1, 15.2, 15.3, 17.1, 17.2]
15.1 Know the characteristics of expository writing and know how to apply the stages of the process approach.	15.2 Apply the stages of Pre-writing, Drafting, Revising, Editing and Publishing to the writing of: a) Reports b) Instructions c) Directions	15.3 Be confident in applying the stages of the process approach when writing.		
16.1 Know and apply strategies to writing a reflective piece.	16.2 Write reflections expressing their thoughts and feelings.	16.3 Be comfortable writing about self.	11. Write reflectively.	11. Apply prior skills in reflective writing. [16.1, 16.2, 16.3]
17.1 Recognize Creole patterns in their writing to code switch to Standard English patterns.	17.2 Use a code switching analysis chart to change Creole	17.3 Proficient in their writing.		

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	patterns to Standard English patterns.			
Media & Information Literacy 18.1 Demonstrate an understanding of a variety of media texts. (e.g., audio, visual, audio-visual, print, and electronic/digital text)	18.2.1 Demonstrate proper handling and care of media and technology to peers and students in lower classes. 18.2.2 Comprehend content in print, visual, audio and electronic media. 18.2.3 Recognize that all forms of media contain constructed messages. 18.2.4 Identify <i>entertainment, information and financial gain</i> as purposes of media. 18.2.5 Explain the	18.3 Competent media interpreters.		

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	purpose of selected media texts (a television show, advertisement, radio broadcast, poem any other audio selections etc.)			
19.1 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, informational audio broadcasts)	<p>19.2.1 Identify overt and implied messages in selected media texts.</p> <p>19.2.2 Demonstrate competence in gaining messages as an independent consumer of media texts.</p> <p>19.2.3 Recognize that different media forms use particular language styles and techniques in their construction.</p>	19.3 Be competent judges of media purposes.	12. Demonstrate awareness of overt messages in and respond critically to media works.	<p>12. Identify and explain:</p> <ul style="list-style-type: none"> • purposes of media [18.2.4, 18.2.5] • discuss style and techniques used in websites to influence audiences [19.2.3, 20.2.3] • give the overt messages in media listened to and relate text-to-self and text-to-world [18.2.2, 18.2.3, 19.2.1, 19.2.2] • assess media texts and answer two literal, two inferential and two

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				evaluative questions on the media text studied [19.2.2,]
20.1 Create a variety of media texts for different purposes and audiences. (e.g., a mock television commercial for a favourite cereal, toy, or book; a radio or television news broadcast about a topic - such as water pollution - from a cross-curricular unit of study)	<p>20.2.1 Use information products and technology ethically.</p> <p>20.2.2 Employ media etiquette when using technology and producing media texts.</p> <p>20.2.3 Deconstruct selected media to understand how information/messages are presented to audiences.</p> <p>20.2.4 Give examples of tools and materials needed to create selected media (e.g., paper, pens, pictures, glue, paint microphones, cameras)</p>	20.3 Be ethical users of tools. (consideration of copyright rules and acceptable policy.)	13. Demonstrate proper and ethical care and handling of media and technology equipment.	<p>13. Handle:</p> <ul style="list-style-type: none"> media and technology equipment with care and with proper etiquette [18.2.1, 20.2.1, 20.2.2, 20.3] use media ethically, adhering to the Copyright Act and Acceptable Use Policy [20.2.1, 20.2.2, 20.3]

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>etc.)</p> <p>20.2.5 Generate ideas for creating media to influence beliefs, values and behaviours e.g., (i) media promoting belief in folklore characters (ii) posters for importance of washing hands.</p> <p>20.2.6 Use different methods and tools to create media texts (e.g., storyboarding, videotaping, podcasting, painting, publishing, web design).</p> <p>20.2.7 Design a new toy and create an advertisement campaign to promote it to a specific audience for financial purposes.</p>			

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	20.2.8 Design a public service announcement to give information and raise awareness about an issue of their choice (e.g., healthy eating).			
21.1 Reflect on and identify their strengths as media interpreters and creators.	<p>21.2.1 Critically examine created media texts.</p> <p>21.2.2 Reflect on techniques and tools used to create media to make judgments on pros and cons of these.</p> <p>21.2.3 Discuss strengths and weaknesses of created media texts.</p> <p>21.2.4 Compare and contrast media produced by individuals in the class.</p>	21.3 Be critical assessors of their abilities.	14. Apply knowledge of media texts and construction to critically analyse own work.	<p>14. Generate:</p> <ul style="list-style-type: none"> ideas for creating media to influence audiences [20.2.5] create specific media texts and critically examine peers' and own work [20.2.6, 20.2.7, 20.2.8, 21.2.1] contrast at least three different media forms according to their purposes [21.2.4] assess the suitability of tools selected and techniques used to

ENGLISH LANGUAGE ARTS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>21.2.5 Determine/judge impact of created media re purpose.</p> <p>21.2.6 Conduct research (e.g., interviews) in order to collect, analyse and share the results about media usage and preferences.</p> <p>21.2.7 Generate awareness about Media and Information Literacy as well as other related topics (i.e. health issues, gender stereotypes, bullying, media violence and internet safety).</p>			<p>create media work using generated rubric[20.2.4, 20.2.6, 21.2.2]</p> <ul style="list-style-type: none"> • chat about the impact of the piece created using prior knowledge of media construction [21.2.3, 21.2.5] • engage in research to show media preferences [21.2.6] • generate media awareness among peers [21.2.6, 21.2.7]

Primary School Curriculum

Mathematics

Standard 5

Rationale

What Is Mathematics About?

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

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

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

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

Why Study Mathematics?

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

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

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

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

How Is Mathematics Structured?

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

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

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

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

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

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

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 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
NUMBER (Include Std. 4)				
Fractions				
1.1.1 Demonstrate an understanding of adding and subtracting fractions and mixed numbers, concretely, pictorially and symbolically.	1.2.1 Develop and apply algorithms to add and subtract fractions and mixed numbers.	1.3.1 Display interest while engaging in activities related to number concepts.	1. Develop and apply procedures to add and subtract fractions and mixed numbers to solve problems.	ADDITION AND SUBTRACTION <ul style="list-style-type: none"> Model addition and subtraction of fractions and mixed numbers using concrete and pictorial representations, and record symbolically. [1.1.1, 1.2.1, 1.3.1] Develop the algorithm for adding and subtracting fractions and mixed numbers with like or unlike denominators. [1.1.1, 1.2.1, 1.3.2] Apply the algorithm to add and subtract fractions and mixed numbers to solve problems. [1.1.1, 1.2.1, 1.2.2, 1.3.2] Explain the procedures for adding and subtracting fractions and mixed
1.1.2 Demonstrate an understanding of multiplying a fraction by a whole number, multiplying fractions and mixed numbers concretely, pictorially and	1.2.2 Solve problems involving addition and subtraction of fractions including mixed numbers. 1.2.3 Develop and apply algorithms to multiply <ul style="list-style-type: none"> a fraction by a whole number fraction by fraction 	1.3.2 Develop confidence in understanding and using mathematical procedures to solve problems.	2. Develop and apply procedures to multiply a fraction by a whole number and multiply fractions and mixed numbers and to solve	

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>symbolically.</p> <p>1.1.3 Demonstrate an understanding of dividing whole numbers by fractions, fractions by whole numbers and fractions concretely, pictorially and symbolically.</p>	<p>• mixed numbers</p> <p>1.2.4 Solve problems involving the multiplication of:</p> <ul style="list-style-type: none"> • a fraction by a whole number • fraction by fraction • mixed numbers <p>1.2.5 Develop and apply algorithms to divide</p> <ul style="list-style-type: none"> • a whole number by a fraction • a fraction by a whole number • a fraction by fraction. <p>1.2.6 Solve problems involving the division of:</p>		<p>problems.</p> <p>3. Develop and apply procedures to divide whole numbers by fractions, fractions by whole numbers and fractions to solve problems.</p>	<p>numbers. [1.1.1, 1.2.1, 1.2.2, 1.3.2]</p> <p>MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none"> • Model the multiplication of a fraction by a whole number, a fraction by a fraction and a mixed number by a mixed number, concretely or pictorially (using, for example, an area model and/or repeated addition) and record the process. [1.1.2, 1.2.3, 1.3.1] • Explain through the use of words and diagrams the procedures involving multiplication using fractions and mixed numbers. [1.1.2, 1.2.3, 1.3.2] • Generalize and apply rules (algorithms) for multiplication involving fractions and mixed numbers. [1.1.2, 1.2.3, 1.2.4, 1.3.2] • Model division of a whole number by a fraction, a proper fraction by a whole

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • a whole number by a fraction • a fraction by a whole number • a fraction by a fraction. 			<p>number or fraction, concretely or pictorially and record the process. [1.1.3, 1.2.5, 1.3.1]</p> <ul style="list-style-type: none"> • Explain through the use of words and diagrams division involving fractions. [1.1.3, 1.2.5, 1.3.1] • Generalize and apply rules (algorithms) for division involving fractions. [1.1.3, 1.2.5, 1.2.6, 1.3.2] • Determine the effects of multiplying or dividing by a fraction. [1.1.2, 1.1.3, 1.2.4, 1.2.6, 1.3.2] • Explain why division by a fraction is equivalent to multiplication by its reciprocal. [1.1.2, 1.1.3, 1.2.4, 1.2.6, 1.3.2] • Apply the algorithms for multiplication and division involving fractions to solve problems. [1.1.2, 1.1.3, 1.2.4,

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				1.2.6, 1.3.2]
Decimals 1.1.4 Demonstrate an understanding of multiplication and division involving decimals.	1.2.7 Solve problems involving the multiplication of: <ul style="list-style-type: none"> a decimal by a whole number tenths by tenths. 1.2.8 Solve problems involving the division of: <ul style="list-style-type: none"> a decimal fraction up to 2 decimal places by a whole number. 	1.3.3 Develop confidence in understanding and using mathematical procedures to solve decimal problems.	4. Develop and apply the procedures to multiply decimals by whole numbers and decimals (limited to tenths by tenths) and to divide a decimal by a whole number (up to hundredths) to solve problems.	<ul style="list-style-type: none"> Investigate multiplication of decimals by whole numbers and decimals by converting decimal to base ten fractions before multiplying. E.g. $0.8 \times 6 = \frac{8}{10} \times 6 = \frac{48}{10} = 4.8$; $0.6 \times 0.4 = \frac{6}{10} \times \frac{4}{10} = \frac{24}{100} = 0.24$ [1.1.4, 1.2.7, 1.3.3] Observe patterns before generalizing and applying rules (algorithms) for multiplication involving decimals. [1.1.4, 1.2.7, 1.3.3] Investigate division of decimals (limited to hundredths) by whole numbers. [1.1.4, 1.2.8, 1.3.3] Generalize and apply rule (algorithm) for dividing decimals by whole

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>numbers. [1.1.4, 1.2.8, 1.3.3]</p> <ul style="list-style-type: none"> • Recognise the number patterns formed when decimal numbers are multiplied or divided by 10 or 100. [1.1.4, 1.2.7, 1.2.8, 1.3.3] • Explain why keeping track of place value positions is important when applying the operations on decimal numbers. [1.1.4, 1.2.7, 1.2.8, 1.3.3] • Use a number of strategies to solve routine and non-routine problems involving decimals. [1.1.4, 1.2.7, 1.2.8, 1.3.3]
<p>Percent</p> <p>1.1.5 Develop an understanding of percent, concretely, pictorially and</p>	<p>1.2.9 Develop an understanding of percent concretely, pictorially and</p>	<p>1.3.4 Appreciate the importance of mathematics in real-life</p>	<p>5. Demonstrate an understanding of percent concretely,</p>	<ul style="list-style-type: none"> • Investigate area models divided into 100 equal parts concretely or pictorially to connect fractions to percents. [1.1.5,

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>symbolically.</p> <p>1.1.6 Demonstrate an understanding of the relationships between fractions and percents.</p> <p>1.1.7 Apply understanding of fractions, decimals and percents to solve problems.</p>	<p>symbolically.</p> <p>1.2.10 Calculate the percent of a quantity.</p> <p>1.2.11 Express a quantity as a percentage of another.</p> <p>1.2.12 Relate percents to fractions (halves, quarters, fifths and tenths) and decimals.</p> <p>1.2.13 Compare and order fractions, percents and decimals.</p> <p>1.2.14 Solve problems involving fractions,</p>	<p>situations.</p>	<p>pictorially and symbolically.</p> <p>6. Demonstrate an understanding of the relationships between fractions and percents.</p> <p>7. Apply understanding of fractions, decimals and percents to solve problems.</p>	<p>1.2.9, 1.3.4]</p> <ul style="list-style-type: none"> • Explain that “percent” means “out of 100” and that the symbol % means ‘percent’. [1.1.5, 1.2.9, 1.3.4] • Record the percent displayed in a given concrete or pictorial representation symbolically. [1.1.5, 1.2.9, 1.3.4] • Identify and describe percents from real-life situations, and record them symbolically. [1.1.5, 1.2.9, 1.3.4] • Calculate simple percents of quantities, e.g. $10\% \text{ of } \\$200 = \frac{1}{10} \text{ of } \\$200 = \\$20$. [1.1.5, 1.2.10, 1.3.4] • Express quantities as percentages of other quantities. [1.1.5, 1.2.11, 1.3.4] • Explain how a percent of an amount could be less/more than a percent of

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	decimals and percents.			<p>another amount. [1.1.5, 1.2.11, 1.3.4]</p> <ul style="list-style-type: none"> • Solve given problems involving percents. [1.1.7, 1.2.14, 1.3.4] • Relate percents (e.g. 50%, 25%, 20% and 10%) to fractions (e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ and $\frac{1}{10}$) and decimals (e.g. 0.5, 0.25, 0.2 and 0.1). [1.1.6, 1.2.12, 1.3.4] • Recall commonly used related percents, decimals and fractions e.g. 75%, 0.75 and $\frac{3}{4}$. [1.1.6, 1.2.12, 1.3.4] • Compare and order fractions, decimals and percents. [1.1.6, 1.2.13, 1.3.4] • Use mental strategies to convert between percents and fractions to estimate discounts. [1.1.7, 1.2.12, 1.2.14, 1.3.4] • Interpret and explain the use of

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				fractions, decimals and percents in everyday contexts e.g. $\frac{3}{4}$ hr. = 45 mins. in solving problems. [1.1.7, 1.2.14, 1.3.4]
Problem Solving 1.1.8 Create and solve single and multi-step problems involving the four operations. 1.1.9 Apply mental mathematics strategies to solve problems. 1.1.10 Use patterns and other strategies to solve problems.	1.2.15 Create and solve real-life, one-step and multi-step problems involving operations with whole numbers, fractions, mixed numbers, decimals, simple percents and money (including profit and loss, discount, savings, salaries, wages, loans, simple	1.3.5 Demonstrate appropriate judgment in selecting problem solving strategies. 1.3.6 Develop flexibility in using a variety of strategies to solve problems. 1.3.7 Demonstrate independence and	8. Create and solve one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimal, percents including money using algorithms, mental strategies and other problem	<ul style="list-style-type: none"> • Create and solve real-life, one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, percents and money (including profit and loss, discount, savings, salaries, wages, loans, simple interest, VAT). [1.1.8, 1.2.15, 1.3.5, 1.3.7] • Select and use appropriate estimation strategies to check for reasonableness of answers and use calculators to check answers/solutions. [1.1.10, 1.2.15, 1.3.6] • Select and use appropriate mental strategies to aid in finding solutions to

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>interest, VAT).</p> <p>1.2.16 Solve problems involving unequal sharing (not including the use of ratio).</p>	<p>perseverance in solving problems.</p>	<p>solving strategies.</p> <p>9. Solve problems involving unequal sharing.</p>	<p>problems. [1.1.9, 1.2.15, 1.3.5, 1.3.6]</p> <ul style="list-style-type: none"> 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. [1.1.10, 1.2.15, 1.3.5, 1.3.6, 1.3.7] Solve problems in mathematical games. [1.1.10, 1.2.15, 1.3.7] Pose and solve problems involving unequal sharing e.g. “Garvin and Thomas shared 35 mangoes between themselves so that Garvin received 5 more than Thomas. Find each boy’s share”. [1.1.10, 1.2.16, 1.3.5, 1.3.6, 1.3.7]
Language				

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
1.1.11 Develop appropriate vocabulary associated with number.	1.2.17 Use appropriate vocabulary associated with number, orally and in writing.	1.3.8 Communicate with confidence using language related to number. 1.3.9 Demonstrate an appreciation for others by listening to their point of view.	10. Communicate effectively using vocabulary associated with number.	<ul style="list-style-type: none"> Use appropriate language associated with number, such as: percent (%), percentage, discount, savings, salaries, wages, loans, simple interest, tax, VAT, express, principal, rate and unequal sharing. [1.1.11, 1.2.17, 1.3.8, 1.3.9]
GEOMETRY (Include Std. 4)				
Solids and Plane Shapes 2.1.1 Develop an understanding of the properties of solids and plane shapes. 2.1.2 Develop spatial sense through exploration	2.2.1 Investigate the properties of solids by examining their cross-sections, base and height	2.3.1 Display curiosity while exploring solids and plane shapes.	1. Describe solids in terms of their properties. 2. Classify and determine the	SOLIDS <ul style="list-style-type: none"> Identify and list the properties of solids. [2.1.1, 2.2.1, 2.3.1] Investigate right angles and non-right

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>of solids and plane shapes.</p> <p>2.1.3 Explore angles in solids and plane shapes.</p> <p>2.1.4 Solve problems involving solids and plane shapes.</p>	<p>and angles.</p> <p>2.2.2 Identify types of quadrilaterals: rectangle, square, trapezium, parallelogram and rhombus.</p> <p>2.2.3 Classify and compare quadrilaterals according to their attributes (angles, sides, perpendicular and parallel).</p> <p>2.2.4 Solve problems involving solids and plane shapes.</p>	<p>2.3.2 Develop perseverance when solving problems involving shape and space.</p>	<p>properties of quadrilaterals.</p> <p>3. Solve problems involving solids and plane shapes.</p>	<p>angles in solids. [2.1.2, 2.1.3, 2.2.1, 2.3.1]</p> <ul style="list-style-type: none"> • Make skeletal and plasticine models of solids. [2.1.2, 2.2.1, 2.3.1] • Explore and describe the cross-sections of solids, base and height. [2.1.1, 2.1.2, 2.2.1, 2.3.1] • Recognise that some solids have a uniform cross-section and name them. [2.1.1, 2.1.2, 2.2.1, 2.3.1] • Solve problems involving solids. [2.1.4, 2.2.4, 2.3.2] <p>PLANE SHAPES: QUADRILATERALS</p> <ul style="list-style-type: none"> • Sort quadrilaterals (rectangles, squares, trapezoids, parallelograms, rhombuses) according to their attributes (e.g. angles, lengths of sides, parallel sides). [2.1.1,

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>2.1.3, 2.2.2, 2.2.3, 2.3.1]</p> <ul style="list-style-type: none"> Describe the properties of specific quadrilaterals. [2.1.1, 2.1.3, 2.2.2, 2.2.3, 2.3.1] Name, explore and compare a wide variety of quadrilaterals in terms of size and number of angles, type and number of sides e.g. trapezium. [2.1.1, 2.1.2, 2.1.3, 2.2.3, 2.3.1] Sketch and label quadrilaterals from a given verbal description. [2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.3, 2.2.4, 2.3.2] Solve problems involving plane shapes. [2.1.4, 2.2.4, 2.3.2]
Language 2.1.5 Develop appropriate	2.2.5 Use appropriate vocabulary	2.3.3 Communicate with confidence	4. Communicate effectively	<ul style="list-style-type: none"> Use appropriate language associated

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
vocabulary associated with geometry.	associated with geometry, orally and in writing.	using language related to geometry.	using vocabulary associated with geometry.	with geometry, such as: cross-section, height, trapezium, parallelogram and rhombus. [2.1.5, 2.2.5, 2.3.3]
MEASUREMENT (Include Std. 4)				
Linear: Perimeter 3.1.1 Develop and apply formulae for measurement of perimeter. 3.1.2 Solve problems in real life situations involving perimeter.	3.2.1. Develop and use formulae for finding the perimeter of squares and rectangles. 3.2.2. Solve problems involving perimeter of compound shapes.	3.3.1. Appreciate the functional role of measurement in their everyday lives. 3.3.2. Appreciate the importance of formulae for calculations in perimeter.	1. Develop and use proficiently the formulae to calculate perimeter of squares and rectangles in problem solving.	<ul style="list-style-type: none"> Determine the perimeter of rectangles and squares. [3.1.1, 3.2.1, 3.3.1] Write and explain the formulae for finding the perimeter of any given rectangle and square. [3.1.1, 3.2.1, 3.3.1] Calculate and compare perimeters of squares and rectangles. [3.1.2, 3.2.1, 3.3.2] Find the perimeters of simple composite figures that may be dissected into rectangles and squares.

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[3.1.2, 3.2.2, 3.3.2]</p> <ul style="list-style-type: none"> Use estimation strategies to check for reasonableness of solutions to problems relating to perimeter. [3.1.2, 3.2.2, 3.3.2] Solve problems in real-life contexts involving perimeter. [3.1.2, 3.2.1, 3.2.2, 3.3.2]
<p>Mass/Weight</p> <p>3.1.3 Use algebraic reasoning to solve problems in mass/weight.</p> <p>3.1.4 Solve problems involving mass/weight.</p>	<p>3.2.3. Apply algebraic reasoning to calculate unknown mass/weight on a balance.</p> <p>3.2.4. Solve problems involving</p>	<p>3.3.3. Show perseverance in solving problems related to algebraic reasoning.</p>	<p>2. Apply algebraic reasoning to calculate unknown values involving mass/weight.</p> <p>3. Solve problems involving</p>	<ul style="list-style-type: none"> Explore algebraic thinking by exploring balance tools (concretely, pictorially, including online resources) using shapes of unknown masses/weights. [3.1.3, 3.2.3, 3.3.3] Calculate unknown mass/weight on a balance. [3.1.3, 3.1.4, 3.2.3, 3.2.4, 3.3.3]

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	mass/weight.		mass/weight.	<ul style="list-style-type: none"> Solve problems involving mass/weight. [3.1.4, 3.2.4, 3.3.3]
Time 3.1.5 Solve problems in real-life contexts involving time.	3.2.5. Solve problems involving time and other related concepts (using proportional reasoning).	3.3.4. Display perseverance in solving problems related to time.	4. Solve problems involving time.	<ul style="list-style-type: none"> Use a number of mental and written strategies to solve familiar and unfamiliar problems involving time. [3.1.5, 3.2.5, 3.3.4] Use proportional reasoning to solve problems involving time and other related concepts. [3.1.5, 3.2.5, 3.3.4]
Capacity and Volume 3.1.6 Develop and apply the formula for measurement of volume. 3.1.7 Solve problems in	3.2.6. Develop and apply the formula for determining the volume of cubes	3.3.5. Demonstrate confidence in ones abilities	5. Develop and use proficiently the formula to calculate volume of	<ul style="list-style-type: none"> Explain, using models, how the volume of cubes and cuboids can be determined. [3.1.6, 3.2.6, 3.3.5] Generalize a rule (formula) for

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
real-life contexts involving volume and capacity.	and cuboids. 3.2.7. Solve real-life problems involving volume and capacity.	to measure. 3.3.6. Appreciate the importance of formulae for calculations.	cubes and cuboids in problem solving. 6. Solve problems involving volume and capacity.	<p>determining the volume of cubes and cuboids by considering the number of cubes used in each layer and the number of layers. [3.1.6, 3.2.6, 3.3.5]</p> <ul style="list-style-type: none"> Investigate to find the relationship between the length, breadth, height and volume of cubes and cuboids. [3.1.6, 3.2.6, 3.3.5] Calculate the volume of cubes and cuboids. [3.1.7, 3.2.7, 3.3.6] Recognise that solids with different appearances may have the same volume. [3.1.6, 3.2.6, 3.3.5] Solve problems involving volume and capacity. [3.1.7, 3.2.7, 3.3.6]
Area				

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>3.1.8 Develop and apply formula for measurement of area.</p> <p>3.1.9 Solve problems in real-life situations involving area.</p>	<p>3.2.8. Develop and use formula to calculate the area of squares and rectangles.</p> <p>3.2.9. Solve problems involving area of compound shapes.</p>	<p>3.3.7. Appreciate the importance of formula for calculations involving area.</p> <p>3.3.8. Display confidence when working independently in solving problems.</p>	<p>7. Develop and use proficiently formula to calculate area in problem solving.</p>	<ul style="list-style-type: none"> Generalize a rule (formula) for determining the area of squares and rectangles. [3.1.8, 3.2.8, 3.3.7] Write and explain the formula for finding the area of squares and rectangles. [3.1.8, 3.2.8, 3.3.7] Apply formula to find the areas of simple composite figures that may be dissected into rectangles and squares. [3.1.8, 3.1.9, 3.2.8, 3.2.9, 3.3.7, 3.3.8] Use estimation strategies to check for reasonableness of solutions to problems relating to area. [3.1.9, 3.2.8, 3.2.9, 3.3.8] Solve problems in real-life contexts involving area. [3.1.9, 3.2.8, 3.2.9, 3.3.7, 3.3.8] Solve problems involving perimeter

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				and area. [3.1.9, 3.2.9, 3.3.8]
Language 3.1.10 Develop appropriate vocabulary associated with measurement.	3.2.10. Use appropriate vocabulary associated with measurement, orally and in writing.	3.3.9. Communicate with confidence using language related to measurement.	8. Communicate effectively using vocabulary associated with measurement.	<ul style="list-style-type: none"> Use appropriate language associated with measurement, such as: cubic metre (m^3), formula. [3.1.10, 3.2.10, 3.3.9]
STATISTICS (Include Std. 4)				
4.1.1. Develop skills in collecting, organizing, displaying, analysing and communicating appropriate statistical data to	4.2.1. Formulate questions that can be addressed by statistical data. 4.2.2. Collect data based on the investigation of a	4.3.1. Appreciate the role of statistics in solving problems. 4.3.2. Display an objective approach in	1. Design survey(s) to solve problem(s) that involves the use of statistical data. 2. Gather, classify,	<ul style="list-style-type: none"> Formulate problem situations that can be addressed via statistical data. [4.1.1, 4.2.1, 4.3.1, 4.3.3] Collect data using surveys, questionnaires, experiments, data bases and other sources. [4.1.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3]

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>solve problems.</p> <p>4.1.2. Demonstrate an understanding of mode and mean.</p>	<p>problem or 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 factors).</p> <p>4.2.4. Interpret data from tables, charts and graphs.</p>	<p>collecting and analysing 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>4.3.4. Appreciate the use of data in making informed choices.</p> <p>4.3.5. Demonstrate pride in displaying</p>	<p>organize and display using tables, tally charts and graphs (pictographs, block graphs and bar graphs) and interpret results.</p> <p>3. Describe methods, analyse results and make decisions.</p> <p>4. Communicate findings and recommendations using vocabulary associated with</p>	<ul style="list-style-type: none"> • Create a table to organise collected data, e.g. using a computer program - Excel. [4.1.1, 4.2.3, 4.3.1, 4.3.3] • Determine a suitable scale for data and record the scale in a key e.g. ☺ = 10 people. [4.1.1, 4.2.3, 4.3.1, 4.3.3] • 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, 4.3.1, 4.3.3] • 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, 4.3.1, 4.3.3] • Interpret the findings displayed in the tables, charts and graphs. [4.1.1, 4.2.4,

MATHEMATICS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>4.2.5. Apply findings from analysis of data to solve problems.</p> <p>4.2.6. Write report on 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 tables, charts and graphs.</p> <p>4.2.8. Compare different representations</p>	<p>work.</p> <p>4.3.6. Demonstrate collaboration when writing group reports.</p>	<p>statistics.</p> <p>5. Demonstrate an understanding of mode and mean.</p>	<p>4.3.1, 4.3.2, 4.3.3]</p> <ul style="list-style-type: none"> • Use analysed data to solve problems, draw conclusions and make decisions. [4.1.1, 4.2.5, 4.3.2, 4.3.4] • Communicate findings and decisions by writing a report using language associated with statistics. [4.1.1, 4.2.6, 4.3.5, 4.3.6] • Evaluate decisions made on analysis of data by groups of students via group presentations. [4.1.1, 4.2.7, 4.3.3, 4.3.5] • 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, 4.3.4] • Compare the effectiveness of different methods of collecting data. [4.1.1,

MATHEMATICS: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>of the same data to get an understanding of the suitability of forms and for different audiences.</p> <p>4.2.9. Determine the mode for a given data set.</p> <p>4.2.10. Develop the concept of mean/average.</p> <p>4.2.11. Solve problems involving mean/average.</p>			<p>4.2.8, 4.3.3]</p> <ul style="list-style-type: none"> • Determine the mode for a given set of data. [4.1.2, 4.2.9, 4.3.1, 4.3.4] • Explore the concept of mean using various activities related to equal sharing or distribution. [4.1.2, 4.2.10, 4.3.1, 4.3.4] • Determine and use the rule for calculating the mean of a given set of data. [4.1.2, 4.2.10, 4.3.1, 4.3.4] • Explain the term ‘mean/average’. [4.1.2, 4.2.10, 4.3.1, 4.3.4] • Solve problems involving mean/average. [4.1.2, 4.2.11, 4.3.1, 4.3.4]

Primary School Curriculum

Physical Education

Standard 5

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.

PHYSICAL EDUCATION: STANDARD 5				
CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Movement Skills And Concepts 1.1.1 Identify ways movement concepts can be used to refine movement skills.	1.2.1 Participate regularly in physical activity for the purpose of improving skilful performance and physical fitness.	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"> Create 4 or 5 movement sequences using flight, shapes, space and balance. (1.1.1, 1.2.1) Execute movement sequences with competency. (1.2.1, 1.3.1)
Gymnastic Skills 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. Employ a variety of creative movement sequences with competency.	<ul style="list-style-type: none"> Execute a half cartwheel and or a cartwheel. (2.2.1) Complete 2 consecutive forward rolls while maintaining form and balance (stability and mobility). (2.2.1)
Specialised Skills- Locomotor & Manipulative 3.1.1 Explain basic technique in				

PHYSICAL EDUCATION: STANDARD 5				
CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
running, throwing, catching, jumping, and striking in various disciplines.	3.2.1 Practice 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.	Demonstrate: <ul style="list-style-type: none"> • Attacking and Defending skills. • Running technique in – track & field. • Basic throwing technique in – track & field, netball & cricket. • Basic catching technique in – netball & cricket. • Basic jumping technique in – track & field & netball. • Basic striking technique in – cricket & football. • Proper use of equipment and facilities. (3.1.1, 3.2.1, 3.2.2, 3.2.3)
Healthy Habits				
4.1.1 Identify the benefits resulting from participation in different	4.2.1 Practise drinking water and eating	4.3.1 Foster positive team spirit,	4. Maintain healthy lifestyles through	<ul style="list-style-type: none"> • Practise personal hygiene (using rag, soap,

PHYSICAL EDUCATION: STANDARD 5				
CONTENTS	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
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>healthy foods.</p> <p>4.2.2 Practise washing hands and face after physical activity.</p> <p>4.2.3 Practise personal hygiene.</p>	<p>sportsmanship and 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>physical activities, healthy diet and personal hygiene.</p>	<p>deodorant. (4.1.3, 4.2.3, 4.3.2)</p> <ul style="list-style-type: none"> Wash hands and face after every physical activity. (4.2.2) Assume leadership roles and responsibility. (4.3.1) Work as a team towards a common goal. (4.3.1)
<p>Safe Practices</p> <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 Classes.</p>	<p>5.3.1 Be suitably attired for Physical Education Classes.</p> <p>5.3.2 Engage in fair-play and show respect for others' cultural background.</p>	<p>5. Exhibit responsible behaviour through fair play and respect for others.</p>	<ul style="list-style-type: none"> Always wear appropriate attire suitable for physical activities- loose fitting, soft and comfortable. (5.2.1, 5.3.1) Always follow instructions during Physical Education activities.

Primary School Curriculum

Science

Standard 5

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 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Form and Function: 1.1.1 Justify the use of various technologies in everyday life.	1.2.1 Measure mass using a balance. 1.2.2 Measure weight using a spring balance. 1.2.3 Construct operational definition of forces that can be an effort or load. 1.2.4 Investigate the use of simple machines (levers, gears and inclined planes) to reduce the effort needed.	1.3.1 Be responsive to new technologies. 1.3.2 Be innovative as they adapt to technological changes.	1. Justify the use of various technologies in everyday life.	<ul style="list-style-type: none"> • Differentiate between mass and weight (1.1.1, 1.2.1, 1.2.2) • Use appropriate devices to measure mass and weight avoiding common reading errors. <ul style="list-style-type: none"> ○ Zero error ○ Parallax ○ Using a level surface. (1.1.1, 1.2.1, 1.2.2) • Differentiate among load, effort and fulcrum in the different types of levers. • Draw and label force diagrams: <ul style="list-style-type: none"> ○ arrow begins at application of force; ○ arrow head shows force direction; ○ length of arrow is proportional to size of force. (1.1.1, 1.2.1, 1.2.2, 1.2.4)

SCIENCE: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> Explain using force diagrams, that some devices/ equipment reduce the effort needed to overcome the load, namely: <ul style="list-style-type: none"> levers, gears, and inclined planes. (1.1.1, 1.2.4) Design or modify simple machines that can make our lives easier, using the steps in the IDEATE model. <ul style="list-style-type: none"> I - Identify the problem. D - Define the problem. E - Explore possible solutions. A - Access the various solutions. T - Try-out and Test the solution. E - Evaluate the solution. (1.1.1, 1.2.1, 1.3.1)

SCIENCE: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Conservation and Sustainability: 2.1.1 Justify the use of energy efficient devices and practices to conserve electrical energy.	2.2.1 Identify an energy saving strategy to address a particular problem. 2.2.2 Explore possible options and select the one that is most viable.	2.3.1 Make responsible choices that will sustain the environment.	2. Justify the use of energy efficient devices and practices to conserve electrical energy.	<ul style="list-style-type: none"> Discuss the use of energy efficient devices used in the community, including: <ul style="list-style-type: none"> energy star products; energy efficient lighting; <ul style="list-style-type: none"> fluorescent lighting and Light Emitting Diodes. (LEDs) (2.1.1, 2.2.1, 2.3.1) Construct contextually relevant operational definitions of the term “energy efficient”. Propose alternative methods of <ul style="list-style-type: none"> washing and drying clothes; using artificial lighting; using electrical water pumps; using air-conditioning. (2.1.1, 2.2.1, 2.3.1) Design model homes that are energy

SCIENCE: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>3.1.1 Justify the need to reduce the effects of Global Warming</p> <p>4.1.1 Appraise strategies used for conserving and sustaining the environment.</p>	<p>3.2.1 Evaluate the effectiveness of the proposed solution.</p> <p>4.2.1 Interpret data to detect impact of Global Warming.</p> <p>4.2.2 Research initiatives of various environmental protection agencies.</p>	<p>3.3.1 Be sensitive about issues that affect our environment</p> <p>4.3.1 Show concern about the destruction of the environment.</p>	<p>3. Understand the need to reduce Global Warming.</p> <p>4. Appreciate the need for conservation as a means of sustaining the environment.</p>	<p>efficient. (2.1.1, 2.2.1, 2.3.1)</p> <ul style="list-style-type: none"> • Explain the effects of global warming. • Predict what will happen if earth's temperature continues to rise. (2.1.1, 2.2.2, 2.3.1) • Devise plans to reduce the production of major Greenhouse Gases. (3.1.1, 3.2.1, 3.3.1) • Discuss strategies used in environmental conservation including: <ul style="list-style-type: none"> ○ responsible use of resources; <ul style="list-style-type: none"> ▪ reduce ▪ reuse ▪ recycle ○ using natural ways of doing things; ○ using alternative transportation; <ul style="list-style-type: none"> ▪ cycling ▪ walking

SCIENCE: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> ▪ carpooling • Explain initiatives used by environmental protection agencies. • Interpret data which illustrates the impact of Global Warming. • Devise personal plans to demonstrate environmental conservation. (4.1.1, 4.2.1, 4.3.1)

Primary School Curriculum

Social Studies

Standard 5

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 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Diversity and My Global Citizenship: Pulling It All Together 1.1 Create a project based on any one of the following themes: <ul style="list-style-type: none"> • Appreciating Our Cultural Heritage • Improving Our Environment • Celebrating our Nationhood • Exploring Social Issues 	1.2 Formulate a problem statement 2.2. Investigate - gather information from primary and secondary sources. 3.2 Communicate information gathered 4.2 Apply problem solving skills - determine possible solutions to issues. 5.2 Apply critical thinking skills -select best course of action to deal with problem.	1.3 Reflect on how social issues affect them. 2.3 Develop national pride 3.3 Reflect on how the experience has helped them in their personal development.	1. Understand that valid sources of information are necessary for making informed decisions.	<ul style="list-style-type: none"> • Identify a social issue, relevant to them, written as a statement or a problem. [1.1, 1.2] • Gather information from at least one primary source and one secondary source. [2.2] • Communicate information by writing at least two paragraphs and using at least one illustration. [1.1, 3.2] • Suggest two solutions that are relevant and practicable to the situation. [4.2] • Devise an action plan with at least three steps to solve the problem. [5.2]

Primary School Curriculum

Spanish

Standard 5

Rationale

What is Learning Languages About?

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

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

Why Study Another Language?

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

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

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

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

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

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

fosters the development of higher order thinking skills.

How is Spanish Structured?

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

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

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

The Spanish 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 5			
CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>1.1.1. State their nationality and that of others in Spanish.</p> <p><i>¿Cuál es tu nacionalidad?</i> (<i>Soy trinitario/Soy trinitaria, Soy tobaguense</i>)</p> <p><i>¿Cuál es su nacionalidad?</i> <i>Es trinitario/Es trinitaria, tobaguense, americano/americana, jamaicano/jamaicana, español/española, venezolano/venezolana</i>)</p> <p>1.1.2. Recognize flags of selected Spanish-speaking countries. (<i>Venezuela, Cuba, Puerto Rico, Colombia, Panamá, México</i>)</p>	<p>1.2.1. Feel a sense of belonging to their country.</p> <p>1.2.2. Develop a sense of identity.</p> <p>1.2.3 Be respectful of other nations of the world.</p>	<p>1. Demonstrate a growing sense of patriotism to their nation, and respect for other nations.</p>	<ul style="list-style-type: none"> State their nationality and those of four other countries. [1.1.1] - <i>I'm Trinidadian, Tobagonian</i> - <i>He/ She is Trinidadian/Tobagonian/ American/Jamaican/Spanish/Venezuelan.</i> Identify the flag of their country and those of selected Spanish-speaking countries in the Caribbean. (<i>Venezuela, Cuba, Puerto Rico, Colombia, Panama, Mexico</i>) [1.1.2] Display behaviour that is consistent with patriotism and respect for other countries.

SPANISH: STANDARD 5			
CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
			[1.1.1;1.1.2]
<p>2.1.1. State in Spanish selected items of clothing that they wear. <i>¿Qué llevas?</i> <i>(Llevo uniforme, pantalones, camiseta, camisa, falda, vestido.)</i></p> <p>2.1.2. Recognize typical Hispanic wear <i>¿Qué traje típico es?</i> <i>(el bolero, la mantilla, el poncho, el sombrero)</i></p> <p>2.1.3. Describe their physical appearance (height, size) in Spanish. <i>¿Cómo eres?</i> <i>(Soy alto/alta,</i> <i>Soy bajo/baja,</i> <i>Soy delgado/delgada,</i></p>	<p>2.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>2.2.2. Be aware and appreciative of Hispanic culture.</p> <p>2.2.3. Develop a sense of identity.</p>	<p>2. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> State in Spanish selected items of clothing that they wear. [2.1.1] <i>I wear a uniform, pants, t-shirt, shirt, skirt, dress.</i> State the Spanish words for selected Hispanic wear. [2.1.2] <i>(bolero, mantilla, poncho, sombrero)</i> Recognize selected Hispanic wear (as above). [2.1.2] Orally make descriptive statements about their height and size, in Spanish. [2.1.3] <i>I'm tall, short, slim, fat, medium sized</i> Engage in exploration of Spanish and Hispanic culture. [2.1.2; 2.1.3]

SPANISH: STANDARD 5			
CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<i>Soy gordo/gorda, Soy mediano/mediana)</i>			
3.1.1. Communicate in Spanish using various media.	<p>3.2.1. Be respectful as they communicate with others.</p> <p>3.2.2. Be safe and responsible as they interact with others using various media.</p> <p>3.2.3. Be enthusiastic about forming links with others.</p>	3. Use their knowledge of Spanish to engage in safe, responsible and respectful communication with others, both within and outside of their country.	<ul style="list-style-type: none"> • Communicate with others in their country who are learners of Spanish via hand-written letters, email, phone, text, video chat. [3.1.1] • Open lines of oral communication with students from Spanish-speaking countries. [3.1.1] • Display safe, responsible and respectful practices as they interact with others. [3.2.2]

Primary School Curriculum

Visual and Performing Arts

Standard 5

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 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				
1.1.1 Demonstrate ways to solve problems through the use of the elements and principles of design.	<p>1.2.1 Prepare simple props and costumes for a scenario, production or presentation that showcases Trinidad and Tobago to the world.</p> <p>1.2.2 Use pictures taken to document activities in a portfolio.</p>	<p>1.3.1 Develop National Pride and loyalty to country.</p> <p>1.3.2 Develop a sense of accomplishment.</p>	<p>1a. Create simple props and costumes.</p> <p>1b. Create a portfolio applying the elements and principles of design.</p>	<ul style="list-style-type: none"> • Use various materials to create at least two (2) simple props and one (1) costume for a planned scenario, production or presentation that showcases Trinidad and Tobago to the world. (1.1.1, 1.2.1, 1.3.1, 1.3.2) • Apply the elements and principles of design to create a portfolio of 5-10 pages using pictures taken, appropriate letters/words and relevant illustrations to document activities

VAPA: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				from a planned scenario, production or presentation.(1.2.2, 1.3.2)
				
<p>1.1.1 Demonstrate knowledge of the heritage/culture of Trinidad and Tobago.</p> <p>1.1.2 Demonstrate an understanding of movement elements in dance.</p>	<p>1.2.1 Explore the creative use of movement elements to highlight the heritage/culture of Trinidad and Tobago to the world.</p> <p>1.2.2 Select appropriate music for accompaniment.</p>	<p>1.3.1 Work harmoniously with others towards a shared goal.</p> <p>1.3.2 Display a sense of national pride and loyalty to country.</p>	<p>1a. Create and present dances to highlight the culture/heritage of Trinidad and Tobago using appropriate music/accompaniment.</p>	<ul style="list-style-type: none"> • Execute at least 6-8 steps specific to dances from seasonal local festivals/celebrations (e.g., Carnival – sailor, Indian Arrival Day- Jharoo (short broom dance), Christmas- Castilian) with appropriate music/accompaniment . (1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.3.2) • Arrange movements

VAPA: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				by incorporating the elements of space, dynamics, timing and relationships. (1.1.2, 1.2.1)
2.1.1 Understand the process involved in journal writing.	2.2.1 Document the process using varied media.		2. Document reflection of the process in a journal.	<ul style="list-style-type: none"> Document the creative process in a journal (2-3 pages) using varied media (text, pictures, and video recordings). (2.1.1, 2.2.1)
				
1.1.1 Demonstrate an understanding of stage locations and elements of production/presentation (e.g., Costume, characterization, dance, music and staging).	1.2.1 Create scenarios on given theme.	1.3.1 Develop National Pride and loyalty to country.	1. Create scenarios that showcase Trinidad and Tobago to the world.	<ul style="list-style-type: none"> In large groups, create one (1) presentation using at least three (3) elements of production that showcase Trinidad & Tobago to the world.

VAPA: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				(1.1.1, 1.2.1, 1.3.1)
2.1.1 Document the production process by creating a journal/portfolio to showcase Trinidad and Tobago to the world.	2.2.1 Document and present the production process using varied media (e.g., film, pictures, artefacts, journals and portfolios).	2.3.1 Develop a sense of accomplishment through teamwork.	2. In groups, create a presentation that documents the production process using the best pieces of research material gathered in a journal or portfolio.	<ul style="list-style-type: none"> In groups, present the production process that was recorded and which reflects use of at least 3 components. (2.1.1, 2.2.1, 2.3.1)
				
1.1.1 Understand how expression and correct breathing technique contribute to good singing.	1.2.1 Sing nation building songs and songs from the Caribbean regions and around the world. 1.2.2 Sing independently and in groups.	1.3.1 Build self-confidence.	1. Sing nation building songs and other songs from the Caribbean regions and around the world, both independently and in groups.	<ul style="list-style-type: none"> Sing nation building songs and other songs from the Caribbean regions and around the world both independently and in groups, with increased expression, correct breathing technique and 85-90% pitch

VAPA: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				accuracy. (1.1.1, 1.2.1, 1.2.2, 1.3.1)
2.1.1 Recognize the different melodies contained in two-part songs.	2.2.1 Sing two-part songs by rote.	2.3.1 Build teamwork skills.	2. Sing more complex two-part songs by rote with increased pitch accuracy.	<ul style="list-style-type: none"> Sing more complex two-part songs by rote in groups and with a partner, demonstrating increased pitch accuracy. (2.1.1, 2.2.1, 2.3.1)
3.1.1 Become more competent on melodic instruments.	3.2.1 Play two -part pieces by rote on melodic instruments in simple meters and compound duple meter.			<ul style="list-style-type: none"> Play two-part pieces by rote on melodic instruments in simple meters and compound duple meter using proper technique. (3.1.1, 3.2.1)
4.1.1 Understand the process involved in analysing	4.2.1 Apply their knowledge of	4.3.1 Develop critical thinking skills.	4a. Apply knowledge of musical concepts and	<ul style="list-style-type: none"> Identify prominent rhythms, meters,

VAPA: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
music.	<p>musical concepts and elements to listen critically to a variety of local or foreign music.</p> <p>4.2.2 Create a digital compilation of a variety of local music.</p>		<p>elements to analyse a range of local and foreign music.</p> <p>4b. Create a digital compilation of a variety of local music.</p>	<p>genres, instruments and textures in a variety of local and foreign music. (4.1.1, 4.2.1)</p> <ul style="list-style-type: none"> • Create a digital compilation of 8-10 selections of a variety of local music that best represents our cultural diversity. (4.2.2, 4.3.1) • Include at least one reason to justify each selection. (4.2.2)

Primary School Curriculum

Values, Character and Citizenship Education

Standard 5

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 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Trustworthiness: Building a good reputation 1.1.1 Describe ways of building and maintaining a good reputation. Trust and International Relations 2.1.1 Understand that open and honest communication is important in building and maintaining trust in international relations.	1.2.1 Consistently and effectively prioritise time to meet deadlines. 2.2.1 Suggest plausible ways of restoring or strengthening trust among citizens of the global village. 3.2.1 Use various forms of media/ICT to gather and analyse information to make informed decisions on global issues.	2.3.1 Use discretion when keeping promises and speaking the truth. 3.3.1 Revise judgements and change behaviour in light of new evidence.	1. Demonstrate an understanding of: <ul style="list-style-type: none"> ▪ Building and maintaining a good reputation and ▪ Ways in which healthy relationships can be built and maintained. 	<ul style="list-style-type: none"> • Describe three (3) ways in which persons can build and maintain a good reputation. (1.1.1) <ul style="list-style-type: none"> ▪ Tell the truth consistently and discreetly. (2.1.1, 2.3.1) ▪ Meet deadlines. (1.2.1) ▪ Complete assignments as required. (1.2.1) ▪ Think before making commitments. (2.3.1) ▪ Make informed and sound decisions (3.2.1, 3.3.1) • Describe three (3) ways in which persons can communicate honestly yet tactfully with others. (2.1.1) • Recommend two (2) ways in which relationships can be strengthened or restored. (2.2.1)
Fairness: Social Justice and Social			2. Demonstrate understanding of social justice and social	<ul style="list-style-type: none"> • Discuss in a short paragraph (6-8 lines) their understanding of the

V.C.C.E: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Responsibility 4.1.1 Explain the terms ‘social justice’ and ‘social responsibility’. 5.1.1 Understand that social justice and social responsibility aid in fostering world peace.	4.2.1 Make decisions after considering what would be socially just in a given situation.	4.3.1 Act in socially responsible ways to counteract the effects of social injustice. 5.3.1 Refrain from carelessly casting blame on certain groups for inequities suffered by other groups. 5.3.2 Listen impartially to others.	responsibility. 3. Display tolerance.	terms and how they foster peaceful relations. (4.1.1, 5.1.1) <ul style="list-style-type: none"> • Describe three (3) social responsibilities persons may have. (4.1.1) • Volunteer to assist others. (4.3.1) • Avoid stereotyping when ‘assessing’ others. (5.3.1, 5.3.2) • Avoid prejudging others. (4.2.1, 5.3.2)
Respect: Tolerance		6.3.1 Maintain an attitude of tolerance in classroom discussions.		<ul style="list-style-type: none"> • Speak and relate well with others despite differences. (6.3.1, 7.3.1) • Cite 2-3 benefits of the cultural diversity found in Trinidad &

V.C.C.E: STANDARD 5				
CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		<p>7.3.1 Respect the values, opinions, beliefs, and ideas of others within the global community.</p> <p>2.3.1 Take pride in/Be proud of the diversity found in Trinidad & Tobago.</p>		Tobago. (8.3.1)
<p>Care for the global environment</p> <p>9.1.1 Understand that caring for the environment around them is crucial to</p>			<p>4. Demonstrate an understanding of the benefits to be derived from caring for the environment.</p>	<p>• Describe four (4) benefits to be derived from caring for the environment. (9.1.1, 10.1.1)</p>

V.C.C.E: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>their and others' survival.</p> <p>10.1.1 Recognise that to maintain health and well-being, it is crucial that we take care of the environment.</p> <p>Building a Caring Global Community</p>	<p>11.2.1 Initiate ideas that will assist in helping others within the global community.</p>	<p>11.3.1 Exhibit behaviours and leadership skills that show caring for self and others in the community and the rest of the world.</p>	<p>5. Demonstrate an understanding of :</p> <ul style="list-style-type: none"> ➤ Reasons for caring for self and others ➤ Ways in which they can care for themselves and others. 	<ul style="list-style-type: none"> • Describe two (2) benefits of caring for themselves and others. (11.3.1)
<p>Building a Caring Caribbean Community</p> <p>12.1.1 Identify personal qualities that contribute to the</p>	<p>12.2.1 Determine the qualities that make a</p>	<p>12.3.1 Display patriotism, compassion,</p>	<p>5. Demonstrate an understanding of :</p> <ul style="list-style-type: none"> ➤ Reasons for caring for self and others ➤ Ways in which they can care for themselves and 	<ul style="list-style-type: none"> • Describe 2-3 characteristics that can contribute to the building of a caring global society. (12.1.1, 12.2.1)

V.C.C.E: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
development of a caring global society.	contributing member of the society.	unity and good citizenship.	others. 6. Take action to show care for others.	<ul style="list-style-type: none"> Organise and participate in activities to offer assistance to others. (11.2.1, 11.3.1, 12.3.1)
Change, Preparedness and Responsibility	<p>13.2.1 Defend preparedness as responsible behaviour.</p> <p>14.2.1 Argue that skills are needed to be a successful group member.</p>		<p>7. Demonstrate understanding of responsibility.</p>	<ul style="list-style-type: none"> Describe three (3) ways in which to be prepared for events and activities. (13.2.1) Describe three (3) necessary life skills. (14.2.1)
Change, Preparedness and Responsibility	<p>15.2.1 Analyse the effects of</p>		<p>8. Give justifications for behaving responsibly.</p>	<ul style="list-style-type: none"> State three (3) effects of irresponsible behaviour on 1) the individual 2) the group. (15.2.1) Cite three (3) benefits of self-

V.C.C.E: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>irresponsibility in group related activities.</p> <p>16.2.1 Recommend that self-discipline and responsible behaviour are the foundations of good citizenship.</p> <p>17.2.1 Consider the changes in their body and the responsibility associated with these changes.</p>	<p>17.3.1 Care for themselves.</p> <p>17.3.2 Seek information on maturity.</p>	<p>9. Recognise personal responsibilities.</p>	<p>discipline. (16.2.1)</p> <ul style="list-style-type: none"> • Determine three (3) ways in which they can prepare for changes in their body. (17.2.1) • Take more responsibility for personal health and well-being. (17.3.1) • Name three (3) persons or agencies from which they can get reliable information on changes that will occur as they grow up. (17.3.2)
<p>Citizenship- Rights vs. Responsibilities: Social Justice</p> <p>18.1.1 Investigate ways</p>	<p>18.2.1 Use social media</p>	<p>18.3.1 Be responsible in</p>	<p>10. Demonstrate an understanding of behaviour associated with good citizenship.</p>	<ul style="list-style-type: none"> • Discuss three (3) ways in which the media can be used as an agent of social change. (18.1.1) <ul style="list-style-type: none"> ➤ Build public awareness of social issues. (18.2.1) ➤ Highlight efforts/drives in

V.C.C.E: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>in which the media can be used to promote social justice.</p> <p>Citizenship- Rights vs. Responsibilities: Social Justice</p>	<p>responsibly to advocate for ethical, economic, and social practices.</p> <p>19.2.1 Use technology to become an informed citizen.</p> <p>20.2.1 Plan and organise activities (appropriate) to their level, in response to social injustice.</p>	<p>using social media to advocate for ethical, economic and social practices.</p> <p>20.3.1 Defend the rights of others in responsible ways.</p>	<p>11. Become an informed citizen.</p> <p>12. Become an agent of social change.</p>	<p>which they can participate. (19.2.1)</p> <p>➤ Inform of available social services and how they can be accessed. (19.2.1)</p> <ul style="list-style-type: none"> • Determine criteria for assessing the reliability of information accessed from media sources.(18.3.1) • Read print and electronic versions of media to access information. (19.2.1) • Recommend 2-3 ways in which they can use media responsibly to highlight social issues to schoolmates and other young people. (18.2.1, 18.3.1, 20.2.1, 20.3.1)

V.C.C.E.: STANDARD 5 GLOSSARY

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